

LEADERSHIP, IT'S EVERYONE'S RESPONSIBILITY

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## ABSTRACT

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Leadership is something that is discussed in all facets of life. Specifically in sports, leadership is something that coaches view as an integral part of a team's success. Although leadership is a crucial component to a team's success, many high schools do not provide a leadership development program for their athletes. This project was developed to be an introductory leadership course for high school athletes. The curriculum is set up to work around the busy schedules of teachers, athletes, and coaches. The lessons are put together to give the athletes a foundation of leadership, as well as some practical experience throughout. The curriculum can be supplemented to an existing class or be a stand-alone class. If we are expecting our athletes to be leaders, then it is important to give them the skills necessary to succeed. Experience is said to be one of the most important teachers, including the development of leadership. High School sports have the potential to provide this hands-on training opportunity to millions of athletes. Developing leadership skills should be more of a priority in athletics, especially with the prevailing belief that everyone has the ability to learn how to lead.

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## INTRODUCTION

The inspiration for this project came about from a conversation I had with one of my friends. He was frustrated that his daughter was expected to be a leader but did not understand how to become one. When she did make the effort, she emulated prior coaches that may not have been the best role models. In the big picture, it made a lot of sense. The coaches that many athletes are exposed to, have little, if any, experience in leadership development. Most youth coaches are parents that are volunteering to keep a program running. How are they expected to be knowledgeable in the basics of developing leaders?

I had a similar experience with coaches not understanding how to teach leaders when my son was in youth sports. Because he was one of the better athletes on the team, he was expected to be the leader. If his leadership behavior was unsuccessful, the result was usually a punishment to him. I'm guessing the coach felt, if he could get his leader in line, then everyone else would fall into place. For my son however, this did the opposite. It created more frustration because he felt he was being punished for others' mistakes. We teach athletes the fundamentals of the game they are participating in, why not teach them how to be a leader through sports?

The idea for my Master's project had this thought in mind, to give athletes the necessary skills to be successful when placed in leadership roles. The more information I read for my literature review, the clearer it was that the development of leaders at the

high school level was lacking. Today there are over 7,700,000 boys and girls participating in high school athletics in every state (National Federation of High School Sports, 2013). With so many athletes involved in high school sports, it is important not to overlook the necessary training needed for this large population of potential leaders.

Leadership will be defined throughout as the process of influencing others towards a common goal. By choosing this definition, leadership becomes a learned behavior allowing it to be taught to everyone willing to take on the responsibility (Kouzes & Posner, 2002a). The project is broken down into various chapters starting with the review of the research, the methodology used to develop the curriculum, and the conclusion after implementing the program.

It is much easier to find examples of great leaders in sport than to explain how these great leaders developed their leadership skills. This literature review will focus on one model of leadership development called The Leadership Challenge, which provides a framework for developing leadership. The Leadership Challenge was chosen because it has been extensively researched since its first inception thirty years ago (Posner, 2004). More than 300 doctoral dissertations and master's theses have been based on this model, representing a wealth of diverse topics (Kouzes, J., Posner, B., Biech, E., 2010). Research has also shown changes in students' leadership practices are relatively unaffected by a range of demographic variables such as gender, ethnicity, year in school, age, GPA, or academic major (Posner, 2004; Posner & Brodsky, 1993, 1994).

The methods section discusses the development of the curriculum. It begins with contacting program leaders at various high schools, soliciting participants for the



program, to designing the curriculum for the athletes. The final section is the conclusion which reviews the implementation of the program, limitations of the curriculum, and implications for future research. Developing students' leadership skills needs to be a major objective of schools, especially when sports have shown to positively increase participants' leadership growth (Stanford, 1992). If we want youth to benefit positively from sport participation, then it is up to the institutions to create the environment conducive for learning these valuable skills.

## LITERATURE REVIEW

Sports in one form or another is played in every society (Coakley, 1998). One illustration of this is the Olympic Games which brings together hundreds of countries competing against one another for a chance to win a medal. This is also evident through television channels broadcasting sporting events 24 hours a day. Entire sections of newspapers are dedicated to sports scores and sports fans. In North America, sports are also a large part of the culture and experience of high school students (Marsh, 1993).

Many believe that through sport, there is an opportunity to develop positive outcomes in youth (Carlson & Scott, 2005; Glen & Horn, 1993; Loughead & Hardy, 2005). Given the prevalence of high school athletic programs, it is important to have an understanding of the long term impacts of participation on individuals involved in sports (Carlson & Scott, 2005). This literature review will focus on one particular outcome of sport which is leadership development.

Effective leadership has been theorized in all facets of life. In the business world, leadership is viewed as an integral part of the success of organizations (Wheelan & Johnston, 1996). In the athletic domain, leadership is considered crucial to a team's success (Loughead & Hardy, 2005). Major theories will be discussed to gain a foundational perspective of the developmental evolution of leadership. This will include looking at individual characteristics, investigating behaviors in leaders, understanding the optimal way to lead, and acknowledging the ethical responsibility of leaders.

Looking specifically at leadership in sport, evidence has shown a positive relationship between team leaders and their educational attainment, increased self-esteem, continuance in leadership roles, and contributions to group cohesion because of their interactions with team members (Carlson & Scott, 2005; Glen & Horn, 1993; Grandzol, Perlis, & Draina, 2010; Loughhead & Hardy, 2005; Posner, 2009; Smith & Foti, 1998).

### Benefits of Sports

Interscholastic sports are a major aspect of North American school culture (Coakley, 1998). Participation in sport has been linked to positive outcomes for youth. Positive outcomes include reduced levels of delinquency, improved self-esteem, contribution to academic success, and increased educational aspirations (Broh, 2002; McNeal, 1999; Munson, 1992; Rose-Krasnor, Busseri, Willoughby, & Chalmers, 2005; Ryska & Vestal, 2004; Silliker & Quirk, 1997; Troutman & Defur, 2007). Undeniably, sports are one of the most significant parts of American society (Sage, 1974). For many students, participation in sports is a large part of their high school experience (Marsh, 1993).

School sports have also been shown to positively increase participants' leadership growth (Stanford, 1992). These activities give students a rich opportunity to learn and develop the necessary skills (Astin, Astin, & Allen, 2000). The presence of leaders is viewed as a crucial component to the structure, cohesion, and motivation of teams (Glenn & Horn, 1993; Todd & Kent, 2004; Yukelson, 1997). In order to understand the

development of leadership skills in athletes through sports, it is important to look at the growth and development of high school athletics in general.

### History of High School Athletics

High school athletics came into existence with the emergence of youth sport programs run by adults worried about the abundance of unmanaged spare time for young adolescents (Rader, 2004). Sports were viewed as a tool for positively changing behavior, shaping character, building unity and cohesion, and creating national loyalty (Coackley, 1998). Leaders in the Young Men's Christian Association used sports as a way to broaden the spiritual work of the organization (Rader, 2004). The so called muscular Christianity movement believed that the physical vigor of sport and spiritual growth were compatible (Rader, 2004). Without sports, many Christians worried that young men were becoming soft and effeminate (Riess, 1995). Competitive athletics, especially football, was seen as a way to productively emphasize the primal aggressive nature of boys (Rader, 2004).

Formalized high school athletics emerged when Luther Gulick left the Young Men's Christian Association and began his tenure as the director of physical training for the New York Public Schools in 1903 (Riess, 1995). Gulick believed that all boys needed the physical activity and moral lessons available through games and sport (Rader, 2004). This belief, along with help from others, led to the creation of the Public School Athletic League (Miracle & Rees, 1994). The Public School Athletic League quickly expanded and by 1910 was holding large-scale public championship sporting events

(Riess, 1995). It wasn't long before other states followed, and by 1923 all but three states had statewide interscholastic athletic organizations (Rader, 2004).

Today there are over 7,700,000 boys and girls participating in high school athletics in every state (National Federation of High School Sports, 2013). Participation in high school sports has seen an annual increase over the last 20 years (National Federation of High School Sports, 2013). With so many of our future leaders involved in high school athletics, it is important to create an environment that fosters growth and development in leadership. When creating such an environment, knowledge of leadership theories assist in making comprehensive, informed decisions. The next sections will examine leadership theories, detailing five different approaches to leadership both in and outside of the sports domain.

### Theories of Leadership

Northouse (2004) defines leadership as “a process whereby an individual influences a group of individuals to achieve a common goal” (p. 3). Gardner (1990) defines leadership as “the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers” (p. 1). Locke & Kirkpatrick (1991) define leadership as “the process of inducing others to take action toward a common goal” (p. 2).

Understanding leadership has been a debate since its inception, and because of this lack of agreement between scholars there are over 65 different theoretical classifications when it comes to defining leadership (Fleishman et al., 1991). Some even postulate that

“leadership is one of the most observed and least understood phenomena on earth” (Burns, 1978 p. 2). However leadership is defined, it is believed to be central to the human condition (Wren, 1995). For the purpose of this literature review, leadership will be defined as a process of influencing others towards a common goal.

Seminal researchers believed that leaders were born with characteristics, or traits, which lent themselves to leadership roles (Bass, 1990). Other researches believed that leadership could be taught, which meant that it was something everyone could potentially attain (Posner, 2004; Grandzol et al., 2010; Loughhead & Hardy, 2005). A major breakthrough in the study of leadership, and categorizing leadership theories, came in 1976, when two researchers developed a system which organized leadership theories into four main categories (Cox, 2002). These categories looked at leadership theories from the standpoint of traits or behaviors, and whether the traits or behaviors were situational or universal (Cox, 2002). In order to understand the phenomenon of leadership in its entirety, scholars need to look at the many different approaches and interpretations of leadership. In the following sections, five main theories are examined: Trait theory, Behavioral theory, Contingency theory, Situation-specific theory and Popular approach. These five approaches are used to understand some of the theoretical concepts in the field of leadership.

### Trait theory

Early research examining leadership centered on traits or characteristics with the focus of pinpointing what great leaders have in common (Cox, 2002). This trait theory

had its origins in the so called Great Man theory of leadership, which suggested that leaders were born with universal traits that allowed them to ascend to positions of leadership regardless of the setting (Chemers, 1997). During this era, personality assessments were developed to identify certain characteristics such as intelligence, self-confidence, and integrity, which could then be used to match individuals to an organization (Northouse, 2004). Theorists believed that because traits were relatively stable, identifying potential leaders could be completed through a personality inventory assessment (Cox, 2002). The decline of trait leadership theory occurred shortly after a report identified 124 trait-related studies (Cox, 2002). With so many separate studies, it was impossible for leaders to demonstrate a universal trait and subsequently researchers began to change their focus from traits to looking into leader behaviors (Cox, 2002).

### Behavioral theory

Recent leadership theory has focused around a behavioral approach rather than looking at leaders' individual traits (Shields, Gardner, Bredemeier, & Bostro, 1997). This approach to leadership looks at identifying universal behaviors in leaders so they could be taught to others (Kouzes & Posner, 2002a). Ohio State University made major contributions to Behavioral Leadership Theory by developing the Leader Behavior Description Questionnaire. The original questionnaire was comprised of 150 questions which clustered behaviors found in leaders (Northouse, 2004). A few years later another researcher created a shortened version of the Leader Behavior Description Questionnaire. This version, from which most behavior research is currently derived, grouped leader

responses into either task or relationship behaviors (Northouse, 2004). Task behaviors are those that help group members achieve objectives while relationship behaviors focus on making people feel comfortable (Northouse, 2004). Both task and relationship behaviors will be elaborated more in the next section.

### Contingency theory

The basis of Contingency theory is that there is no optimal way to lead and it depends upon the situation (Cox, 2002). Initial research in this area suggests that a leader's ability to lead is dependent upon various factors imposed by the situation in which leaders find themselves (Fiedler & Garcia, 1987). Contingency theory maintains that the effectiveness of a group is contingent on the relationships between leadership style, or personality traits, and the degree to which the leader can influence the situation (Fiedler & Garcia, 1987). Therefore, the effectiveness of the group depends on the degree to which the event gives the leader power, control, and influence over the situation (Cox, 2002).

Similar to Behavioral theory, Contingency theory stresses both relationship and task styles of leadership appropriate to the situation (Cox, 2002). A relationship oriented leader works on the atmosphere of the group by developing confidence, loyalty and trust within individuals (Northouse, 2004). If the relationship between the leader and subordinates are good, a positive atmosphere is created. However, if the group atmosphere is negative, the relationship between leader and subordinates are poor



(Northouse, 2004). In order for leaders to have effectiveness they need to create an atmosphere focusing on confidence, loyalty and trust (Northouse, 2004).

The other style of leadership in Contingency theory is the task oriented leader. A task oriented leader is concerned with moving individuals toward a goal (Cox, 2002). This leader is focused on accomplishing a task and relationships are secondary to the goal (Cox, 2002). Tasks with clear structure and focus help group members to see the end result and therefore enable them to verify success along the way (Northouse, 2004). Tasks with ambiguity or confusion lessen the leader's control and influence over the group (Northouse, 2004).

A measurement instrument called the Least Preferred Coworker scale identifies the areas in which leaders show strengths. A leader scoring low on this scale is identified as task oriented and leader scoring high on this scale is considered relationship oriented (Bolden, et al 2003). Using the scale may help a leader maintain effectiveness by either making a personal adjustment in a deficient area or through the help of an assistant coach who is higher in the opposing area (Cox, 2002).

### Situation-specific behavior

This theory of leadership is similar to Contingency theory by suggesting that there is no optimal way to lead (Northouse, 2004). However, while Contingency theory looks more at personality traits, Situation-specific theorists focus on behaviors (Cox, 2002). Situation-specific theorists view leadership behaviors as a function of the leader's

behavior and the interaction of the situation (Cox, 2002). An effective leader in one situation may not be effective in another (Cox, 2002).

The Leadership Scale for Sports questionnaire is a good example of a measurement tool developed to assist in this area (Chelladurai & Saleh, 1980). Athletes completing the 40 question Leadership Scale for Sports provide a greater understanding of the links between preferred and actual leading behaviors found in coaches (Cox, 2002). Research has indicated when there is congruence between the preferred behaviors of athletes and the actual behaviors of coaches, athletic performance and satisfaction will increase (Remeir & Chelladurai, 1995). Therefore, similar to Contingency theory, the effectiveness of a group is contingent on the relationships between leadership style and the degree to which the leader can influence the situation (Fiedler & Garcia, 1987).

### Popular approach

The popular leadership approach is not a theory but more of an ethical guideline that focuses on what leaders should do in particular situations (Northouse, 2004). Many contemporary leadership books utilize the popular approach (Covey, 1990; Kanter, 2004; Kouzes & Posner, 2002a; Wooden, 2005). These authors share anecdotal experiences and then offer guidelines on how to become a better leader. Unlike other leadership theories, popular approaches do not provide a set of assumptions in order for a leader to be successful. Rather, it provides more of a general way of thinking that emphasizes ideals, inspiration, innovation, and individual concern (Northouse, 2004). There are many dominant themes found in the popular approach to leadership, but the premise of

these styles is the great responsibility that comes when a leader has influence over followers (Northouse, 2004).

As demonstrated by the diversity of leadership theories discussed here, there is considerable debate on the characteristics of a good leader (Fleishman et al., 1991). To summarize, although many leaders may possess unique characteristics, investigating leadership involves looking at behaviors in leaders, understanding there is no optimal way to lead, and acknowledging that leaders have an ethical responsibility to do the right thing.

Although most of the research reviewed above centered on business leaders, many aspects of coaching are similar to those of business leadership (Gilbert & Trudel, 2004). Business and sports are both dynamic environments and leaders need to be aware of and prepare for their ever changing conditions. “Leaders need leeway in dealing with different individuals and situations. Those who use suggestions and teachings rather than being locked into a long list of rigid rules can develop far more productive relationships with members of the team” (Wooden, 2005, p. 170). Effective leadership behavior can be learned, especially through proper education and understanding of the importance of good leaders (Cox, 2002). In the next section, the different roles and responsibilities that accompany formal and informal leadership positions will be addressed.

### Leadership in Sports

Some theorists suggest that leadership is the most critical factor in the success of an organization (Bass, 1990). Many college mission statements discuss the importance of

leadership development in their institutions (Astin et al., 2000). Leadership in schools is thought to be vital to their success (Marzano, Waters, & McNulty, 2005). In sports, effective leadership has been cited by coaches and athletes as a crucial piece to achievement and athlete satisfaction (Reimer & Chelladurai, 1995).

In this review of the literature, leadership will be defined as a process of influencing others towards a common goal. By choosing this definition, leadership becomes a learned behavior, and with practice, can be taught to everyone willing to take on the responsibility (Kouzes & Posner, 2002a).

There are several components central to leadership (Northouse, 2004). The first component is that leadership is a process (Northouse, 2004). Viewing leadership as a process, and not a trait or characteristic, makes it available to everyone in a group (Loughead & Hardy, 2005). The word process entails that a leader affects followers and is affected by followers. Therefore the leadership process is formed through interactions between each member of the group and not simply reserved for the formal leader (Northouse, 2004). Next, leadership involves influence and how leaders affect their followers. The more satisfied followers are with their leader, the more cohesive the unit becomes (Shields et al., 1997). Influence is significant because without it leadership cannot exist (Northouse, 2004). The third component is that leadership happens in groups and takes place within this group context (Northouse, 2004). The final component to leadership is concerned with moving a group towards a common goal (Northouse, 2004).

If leadership is available to everyone on a team, two types of leadership roles emerge (Carron & Hausenblas, 1998). These roles can be broken down into formal or informal positions (Loughead & Hardy, 2005). Formal leaders are those leaders who fill positions prescribed by the organization or group (Loughead & Hardy, 2005). Individuals occupying these formal positions are typically coaches and team captains (Eys, Loughead, & Hardy, 2007). Informal leaders on the other hand are not designated as leaders by the group but fulfill leadership functions nonetheless (Neubert, 1999).

#### Formal sports leaders

Most sport leadership research has been from the standpoint of formal leaders (Gilbert & Trudel, 2004). Coaches and team captains represent these formal roles based on the position of power they occupy within the organization (Loughead & Hardy, 2005). Numerous studies over the last 20 years have examined the characteristics of these individuals, most specifically focusing on the roles of the coach (Glen & Horn, 1993; Loughead & Hardy, 2005; Smith & Foti, 1998).

The Leadership Scale for Sports is one example of a questionnaire developed to assess formal leadership behaviors (Dupuis, Bloom, & Loughead, 2006). The questionnaire categorizes leader behaviors into three components: required leader behavior, preferred leader behavior, and actual leader behavior (Cox, 2002). Required leader behaviors are those that conform to the norms set up by the organization (Cox, 2002). Preferred leader behaviors are those that are recommended by the athletes (Cox, 2002). Finally, actual leader behaviors are those behaviors that the leader exhibits,

regardless of the organizational norms (Cox, 2002). Athletic performance and satisfaction are positively related to the degree of congruence among these three leader behaviors (Shields et al., 1997).

The Leadership Scale for Sports assesses five dimensions of leadership behavior displayed by coaches: training and instruction, autocratic behavior, democratic behavior, social support, and positive feedback (Dupuis et al., 2006). Training and instruction represent direct coaching tasks such as developing athletes' skills and learning new tactics (Chelladurai & Saleh, 1980). Autocratic behavior describes an authoritarian decision making style and the degree to which the coach demands compliance (Chelladurai & Saleh, 1980). Democratic behavior assesses the extent to which the coach allows athletes to contribute to the decision making process (Chelladurai & Saleh, 1980). Social support behavior represents the coach's ability to create a supportive atmosphere to meet the personal needs of athletes from either a direct approach or indirect approach (Chelladurai & Saleh, 1980). Positive feedback behavior represents the coach's ability to encourage effort and complement performance (Chelladurai & Saleh, 1980).

The five dimensions in the Leadership Scale for Sports were created to improve upon the historical two dimensional approach, which broke down leader behaviors into either task or relationship styles (Chelladurai, 1984). The limitation of the historical, two dimensional viewpoint is its inability to take into account specific leadership differences across multiple contexts (Chelladurai, 1984). In the updated approach, these legacy dimensions are retained, since two of the dimensions in the Leadership Scale of Sports, training and instruction as well as social support, coincide with the traditional approach

of task and relationship styles (Chelladurai, 1984). Democratic and autocratic dimensions were added to reflect the style of leadership adopted by the coach and the degree in which the coach allows participation from athletes (Chelladurai, 1984). Positive feedback has a separate dimension, although closely associated with social support, because of its linkage to performance (Chelladurai, 1984). While social support can be provided without direct reference to performance, positive feedback is contingent and is directly linked to an individual's performance (Chelladurai, 1984).

Research utilizing the Leadership Scale for Sports has found that specific leadership behaviors among coaches encourage successful team outcomes (Chelladurai & Saleh, 1980). In a study of the leadership preferences and perceptions of 196 athletes in basketball, track, and wrestling, a researcher found athlete satisfaction increased when the coach's perceived emphasis was on training and instruction (Chelladurai, 1984). Another study concluded that coaches' time is better spent on building task cohesion than on building social cohesion (Hightower, 2000). The results are consistent with early research findings supporting the view that athletics is a task oriented activity and that coaching behaviors emphasizing this dimension will be consistent with athlete satisfaction (Gill, 1977). These specific studies indicate that a relationship focused on the needs of the athlete to improve skills may lead to overall satisfaction and team performance (Halpern, 2011).

Another study of the preferences and perception of athletes and coaches' perception of leadership styles found that successful teams perceived an autocratic (authoritarian) leader style as being consistent throughout the season (Turman, 2001).

Conversely, unsuccessful teams perceived autocratic style to significantly increase throughout the season (Turman, 2001). The results of the research indicate social support for athletes was high at the beginning of the season but tended to decrease as the unsuccessful season progressed (Turman, 2001). Thus, an athlete's perception of the coach shifts toward a more controlling environment with the onset of continual losses (Turman, 2001).

To fully understand the group dynamics of a team, it is important to look at both coach and athlete leadership (Loughead & Hardy, 2005). There are major implications for coaches to understand this dynamic since coaches' congruence between required behaviors, actual behaviors, and preferred behaviors increase athletic performance and satisfaction (Shields et al., 1997). As stated earlier, coaches who understand their deficiencies can rely on others to assist in lacking areas (Eys et al., 2007). Relying on team leaders such as captains or assistant captains may help, especially when athlete leaders have been shown to exhibit social support, positive feedback, and democratic behavior to a greater degree than coaches (Eys et al., 2007).

#### Informal sports leaders

The importance of athlete leadership on teams has been highlighted in sports (Eys et al., 2007). Besides team captains, other important athlete leadership positions on teams are informal leaders (Neubert, 1999). Unlike formal positions, informal leaders are not designated leaders but fulfill leadership functions (Neubert, 1999). One function of an informal leader is to counterbalance the influence of the formal leaders (Wheelan &



Johnston, 1996). Another function is to perform the necessary group tasks that formal leaders fail to fulfill (Neubert, 1999). Informal leaders have also been known to act as a substitute for formal leadership (Jermier & Kerr, 1997).

Coaches generally believe that a team should have at least one or two athletes who can motivate and direct other teammates (Glenn & Horn, 1993). Because sports' structure typically limits the number of formal leaders, it is necessary to be able to determine the informal leaders, sometimes known as peer leaders, on a team (Loughead & Hardy, 2005). If coaches arbitrarily choose a number, some athletes may be chosen who should not be leaders, while other athletes may be overlooked (Loughead, Hardy, & Eys, 2006). One method of measuring agreement of leadership ratios on teams is by calculating the percentage of consensus from those who endorse a particular belief (Conway & Schaller, 1998). A minimum of fifty percent agreement within a team is required for an athlete to be considered a team leader (Loughead et al., 2006).

Peer leader dispersion is another method to quantify leadership by dividing the number of peer leaders by the number of group members (Neubert, 1999). The use of a dispersion value allows for the comparison of athlete leaders across teams of varying size (Eys et al., 2006). In one study, athlete leadership was measured by having participants list all athlete team leaders on their respective teams (Loughead et al., 2006). Separate questions were asked in order to measure the different functions of leadership such as task or social leadership (Loughead et al., 2006). The survey results showed that 35 percent of athletes were viewed as peer task leaders on their teams, and 47 percent of athletes were viewed as social leaders (Loughead et al., 2006). Two-thirds of peer leaders were informal

leaders, meaning they did not hold a formal position such as captain or assistant captain (Loughead et al., 2006). Similarly, 74 percent of peer social leaders were informal leaders. For both types of peer leaders, a majority of athletes viewed as leaders were starters or in their third or fourth season with the team (Loughead et al., 2006). The results from this research indicate that leaders must meet certain criteria in order to be viewed as a leader, such as being a veteran and a starter (Loughead et al., 2006). Results also suggest that teams require a consistent number of leaders to serve in different capacities for overall team success (Loughead et al., 2006).

Understanding the total number of leaders, both formal and informal, is critical to having the right amount of leaders on a team (Eys et al., 2007). It is also important for teams to have consensus regarding who their leaders should be (Loughead et al., 2006). Not having enough leaders can have adverse effects on a team's performance (Eys et al., 2007). Researchers have also noted that if the appropriate amounts of team leaders do not emerge, motivation and team cohesion may be lacking (Glen & Horn, 1993). This is, in part, because of the key roles informal leaders have in interpreting events for the group, setting goals, and giving feedback to other group members (Pescosolido, 2001). Despite the varied roles of team leaders, not much is known about informal leadership and how it impacts teams over an extended period of time (Neubert, 1999). However, it has been shown that when players' experiences in leadership increase, their ability to lead increases as well (Dupuis et al., 2006). People fear and avoid situations that they believe exceed their coping skills, whereas they get involved in activities when they judge themselves capable (Bandura, 1977). The stronger people's perceived self-efficacy, or

belief that they can successfully execute a behavior, the more active their efforts will continue in an activity (Bandura, 1977). In one study of emergent leadership, self-efficacy had a high correlation with leadership ratings more so than dominance or even intelligence (Smith & Foti, 1998). More leadership opportunities designed to enhance self-efficacy will result in a greater chance of gaining experiences, reinforcing leadership skills (Chan & Drasgow, 2001).

In reviewing leadership in sports, two distinct positions emerge: formal and informal leaders. Although most research focuses on the formal role of the coach, informal athlete leaders have been shown to exhibit social support, positive feedback, and democratic behavior to a greater degree than coaches (Eys et al., 2007). The more successful experiences that can be given to athletes to develop leadership skills, the greater the chance they will continue searching out future opportunities to lead (Chan & Drasgow, 2001). Developing these leadership roles in teams has major implications for successful group functioning and will be discussed in the next section.

### Leader Development

Leader development is defined as “a process that requires a variety of developmental experiences and the ability to learn from experiences” (McCauley, Van Velsor, & Ruderman, 2010, p. 5). Because sports are a dynamic environment and there are many roles and responsibilities within a team, there is preliminary support for coaches to encourage the development of athlete leadership within teams (Loughead & Hardy, 2005). Students who participate in leader development programs significantly increased

their leadership abilities compared to those not involved in a program (Shandley, 1988). Knowing that leadership can be fostered within players, it is important to choose a model with which to develop these skills in all athletes (Grandzol et al., 2010).

One such model is the Leadership Challenge; designed to assist individuals with a set of principles in order to bring out the best in themselves and those they lead (Kouzes et al., 2010). Leadership Challenge emerged from an analysis of over 1,200 case studies in which managers described their personal best experiences as leaders, showing a pattern of consistent behaviors in effective leaders (Posner, 2004). The identification of these consistent qualities led to the creation of five leadership practices: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart (Kouzes & Posner, 2002a).

The first practice, Model the Way, encourages leaders to display the behavior they expect others to follow (Grandzol et al., 2010). It is about clarifying expectations and values and following through in both words and actions (Posner, 2002a). “People follow people, not words on paper, so leaders must demonstrate that they mean what they say with action” (Kouzes et al., 2010, p. 7). With this view, leadership is more than simply barking orders and forcing people to do what you say, it is about living those behaviors in a way that will inspire others to follow (Wooden, 2005).

The second practice, Inspire a Shared Vision, directs leaders to create a vision for their organization (Posner, 2002a). This leader-created vision is formed in such a way that it becomes more than a statement—it is a dream that everyone can stand behind (Kouzes et al., 2010). Believing in such an ideal situation is the driving force that

becomes the future (Kouzes et al., 2010). It changes the belief on the team from an individual-oriented viewpoint into a collective attitude (Wooden, 2005). Everyone involved therefore sees the vision as benefitting the common good of the organization (Kouzes et al., 2010) This alignment of others creates a belief in the leader's philosophy, in the organization, and in the mission (Wooden, 2005).

The third practice, Challenge the Process, requires leaders to be risk takers and challenge the status quo (Grandzol et al., 2010). Because sports are a changing environment and team dynamics may differ each game, throughout the season or over years, what worked before is not guaranteed to work again (Zaccaro, Rittman, & Marks, 2001). Thus, good leaders are always looking for innovative ways to make procedures better (Kouzes et al., 2010). The innovation inherent in Challenge the Process also creates a climate where individuals can experiment, even if mistakes happen. This means that leaders learn from their mistakes as well as their victories, making it possible for others to do the same (Kouzes et al., 2010). One of the most powerful ways to show leadership is by setting the proper example for others (Dupois et al., 2006). Versatile leaders can therefore be developed by allowing people to take risks through a variety of challenging experiences (McCauley et al., 2010).

The fourth practice, Enable Others to Act, stimulates leaders to foster collaboration, build trust, and empower followers (Grandzol et al., 2010). In the development of relationships, treating others with respect and trusting people to do what they say builds team members' self-confidence while minimizing dependency (Kouzes et al., 2010). When leaders strengthen others' self-determination and competence, their

followers are more likely to challenge themselves, thus exceeding their own expectations (Kouzes & Posner, 2002a).

The fifth practice, Encourage the Heart, inspires leaders to lift followers' spirits by celebrating contributions (Kouzes & Posner, 2002a). People will accomplish extraordinary things when they know someone values and appreciates their dedication (Kouzes et al., 2010). Part of a leaders' job is to create a culture of accomplishments through recognition and constant praise (Kouzes et al., 2010). Acknowledging someone's accomplishments is one of the most powerful motivators coaches have in their arsenal (Wooden, 2005).

As mentioned above, the development of The Leadership Challenge began in 1983 from results of interviews and personal best experiences from over 1,200 managers (Kouzes & Posner, 2002a). From this data, an assessment instrument was created called the Leadership Practice Inventory which has been administered to over 350,000 managers and non-managers in varying backgrounds (Kouzes & Posner, 2002a). Additionally, a Student Leadership Practices Inventory has been developed for use with college students (Kouzes & Posner, 2002a).

A large number of empirical studies have been conducted using the Leadership Practice Inventory (Grandzol et al., 2010; Kouzes & Posner, 2002b). As an example, the most successful fraternity presidents engaged in each of the five leadership practices more often than their less effective counterparts (Posner & Brodsky, 1992). Another study of sorority chapter presidents showed similar findings with the most successful presidents engaging in each of the five leadership practices more often (Posner &

Brodsky, 1994). Evidence of leadership was also shown in resident advisors from seven diverse colleges. In this study, the effectiveness of the resident advisor was directly related to the extent to which the leader engaged in the five leadership practices (Posner & Brodsky, 1993). The impact of leadership behaviors on students serving as orientation advisors was investigated, with similar results of effectiveness directly linked to the amount of engagement in the five leadership practices (Posner, 2004).

To summarize, The Leadership Challenge has been extensively researched since its first inception thirty years ago (Posner, 2004). More than 300 doctoral dissertations and master's theses have been based on this model, representing a wealth of diverse topics (Kouzes et al., 2010). The model's assessment tool, Leadership Practice Inventory, has been administered to over 350,000 managers and non-managers across a variety of organizations, disciplines, and demographic backgrounds (Kouzes & Posner, 2002b). The Leadership Practice Inventory has been translated into numerous languages, and is the most widely used leadership assessment tool in the world (Kouzes et al., 2010). Research has also shown changes in students' leadership practices are relatively unaffected by a range of demographic variables such as gender, ethnicity, year in school, age, GPA, or academic major (Posner, 2004; Posner & Brodsky, 1993, 1994).

As stated above, The Leadership Challenge is a sound design tool for leadership development. Its consistency across a multitude of variables makes it a useful instrument in both the business environment as well as on the athletic fields. The next section reviews some of the outcomes as a direct result of leadership participation.

## Outcomes of Leader Development

Leader development is a process that requires a variety of experiences and the ability to learn from those experiences (McCauley et al., 2010). If developmental experiences can enhance a person's ability to learn, and individuals with high ability may benefit more from a variety of developmental experiences, it is up to the coach to provide the appropriate experiences for athletes (McCauley et al., 2010). Failure to understand this can limit the training and development of teams and leaders (Zaccaro et al., 2001).

In the last twenty years there has been numerous studies conducted on the outcomes of participation in leadership development (Glen & Horn, 1993; Loughhead & Hardy, 2005; Smith & Foti, 1998). One example was the data collected from the National Hockey League. The National Hockey League has a tradition of designating captains with a C on their uniform, and their statistical data creates an ideal condition for studying formal leaders (Day, Sin, & Chen, 2004). The research suggested that taking on a formal leadership position may be associated with increased individual performance (Day et al., 2004). Formal leaders' seasons were associated with better individual performance than seasons in which they lacked leadership responsibilities (Day et al., 2004).

Another study looked at the leadership development and its impact overtime (Posner, 2009). The research used a pre and posttest analysis of 294 students over a period of three years (Posner, 2009). Students participating in a leadership development



program showed a significant increase in the frequency with which they reported engaging in leadership behaviors over time (Posner, 2009).

Other studies have shown that athletic leadership positions transfer directly to the work force (Grandzol et al., 2010). Through sport, athletes have the opportunity to learn skills such as organization, public speaking, reflection, risk taking, and understanding how to recognize others accomplishments (Grandzol et al., 2010).

In regards to informal leaders, research has demonstrated the relationship between informal leadership and group efficacy, or the ability to affect a group's mission and commitment (Pescosolido, 2001). Informal leaders show a strong relationship with group efficacy and a very strong relationship with group efficacy early on in the life of the group (Pescosolido, 2001). Research suggests that informal leaders have an impact on a group's decision making and goal-setting processes, which in turn, bring the group's collective efficacy in line with the leader's at the beginning of their time together (Pescosolido, 2001). It also shows that each team member contributes to the collective success of the group and failure to perform specific formal and informal roles may lead to team failures (Zaccaro et al., 2001).

### Summary

High school sports have many benefits for those students who participate. Involvement in sports has been linked to reduced levels of delinquency, improved self-esteem, contribution to academic success, and increased educational aspirations (Broh, 2002; McNeal, 1999; Munson, 1992; Rose-Krasnor et al., 2005; Ryska & Vestal, 2004;

Silliker & Quirk, 1997; Troutman & Defur, 2007). Leadership development was the specific focus of this literature review, and the benefits of leadership development include increased self-esteem, educational attainment, improvement of individual performance, continuance in leadership roles, and influence of group cohesion (Carlson & Scott, 2005; Glen & Horn, 1993; Grandzol et al., 2010; Loughhead & Hardy, 2005; Posner, 2009; Smith & Foti, 1998).

Major leadership theories were reviewed to gain a foundational background into the study of leadership. Although no consensus has been reached on a specific definition of leadership, many believe that leadership is a process that can be learned by any member of a group (Astin et al., 2010; Carron & Hausenblas, 1998, Kouzes & Posner, 2002a).

In reviewing leadership in sports, two distinct positions emerge: formal and informal leaders. Despite the emphasis on formal leaders in sport (coach or captain), it is important to understand that informal leaders have impacts to a team's success as well. Designing a leadership program for all athletes is important, especially with the belief that all players have the ability to learn and lead. One such model is the Leadership Challenge. Extensive research of this model has shown it to be relatively unaffected by a range of demographic variables, thus making it appropriate for a variety of institutions.

It has long been recognized that experience is one of the most important teachers, including the development of leadership (Day, 2000). High School sports have the potential to provide this hands-on training opportunity to millions of athletes.

Developing leadership skills should be more of a priority in athletics, especially with the prevailing belief that everyone has the ability to learn how to lead.

## METHODOLOGY

The primary goal of this project was to create a leadership class for athletes so they would be able to meet the demands placed upon them. One demand placed on athletes is pressure from coaches, parents, and peers to compete at a high level. Schools have long standing traditions and records that athletes sometimes feel they need to continue upholding. Another demand placed on athletes is maintaining grades. This can be especially difficult for athletes because of all of the time away from school due to travel. Key instruction is missed from classes, and it is up to the athlete to stay current and make up the assignments. One final example is the responsibility of captains to set the tone of practices and games with minimal, if any, training. With so many students involved in sports, it is important for schools to create an environment that fosters leadership development in athletes. As was stated earlier, leadership is something that everyone can benefit from but few are taught. Because athletics can be demanding, with the pressures that teammates, coaches, and parents place upon individual athletes, leadership development should be explicitly taught to help athletes meet these demands.

With the above in mind, five schools were contacted in order to find out what their high schools were doing with regard to leadership development. The goal was to find and incorporate best practices in the program I am developing for my school. To keep the information current with my literature review, I looked at programs created within the last ten years.

## Participants

Purposive sampling was used to select a pool of 25 California schools whose Leadership Programs were created in the last ten years, and whose athletics programs, demographics, and size were similar to my school based on California Department of Education data and through personal contacts. I therefore sent out a group email to all of the schools in the athletic conference my school was involved with. Of the 25 schools in our athletic conference, five emailed back with contact information of the person running their schools program. Each of the five respondents were contacted.

## Instrumentation

A telephone survey was constructed to aide in obtaining curricular information from existing school programs. The survey was comprised of semi-structured questions (see Appendix A). Each question was developed based on information obtained from my literature review as well as input from my professors. Humboldt State University Institutional Review Board for the protection of human subjects (IRB) approved the study.

Using a combination of email and telephone contacts, phone appointments were arranged and the telephone survey was administered at the appointed time. After a brief greeting, and an offer to answer any questions the participant might have regarding the study, a statement of consent was read prior to beginning the survey questions (see Appendix B). After gaining consent, the survey items were administered in a consistent

order for all participants. Prompts were added to clarify or expand the responses that were given. The phone interviews ranged from five minutes to an hour. The length of the telephone interview was dependent upon relevant information towards an athletic leadership curriculum. Despite the initial information leading to the inclusion of all five schools, three of the five schools contacted did not have a leadership program so the conversation was ended by thanking them for their time and moving on to another school. The resulting Qualitative data was analyzed using a coding system derived from the participant's responses. Major and minor themes emerged that allowed for an analysis of the range of curriculum employed, the challenges experienced in developing and implementing programs, and program elements identified as essential or missing.

### Creating a program

Once all of the information was gathered it was evident that the high schools I contacted had a leadership program, but not specifically geared towards athletes. Most of the programs focused on Associated Student Body (ASB) groups rather than athletes themselves. Our campus already had an ASB program, which included athletes, but dealt with issues for the entire student body. None of the schools had created a program to specifically help athletes improve their leadership abilities through sport. With this thought in mind, I began creating my own based on the literature review, looking at what college programs were doing, as well as discussing ideas with my professors.

The first task was to figure out which athletes to recruit for the leadership class. I focused on those athletes currently in a sport so they would be able to bring examples of

what was happening at that moment in time. Because it was the fall season, I chose various athletes from football, cross country, soccer, volleyball, and cheerleading. This enabled athletes to look at current leadership practices and reflect on successes and failures of those practices. It also gave them a chance to immediately impact their team based on activities we would be reviewing.

Scheduling the class was more difficult than I had anticipated due to the fact that student athletes are busy, not only with sports, but academics and extracurricular activities as well. A further challenge was athletes range academically from the highest achieving students taking advance placement (AP) courses, to students that simply want to get their diploma and enter the work force. The class, therefore, had to be during the school day, but at a time that would not conflict with a small schools difficult master schedule. I felt the success of this undertaking, required a class that was thought provoking and reflective, but not enough of a burden for them to consider it adding another academic class to their schedule. With this in mind, the class was scheduled to meet two times a week for eight weeks. By holding the class twice a week, athletes can learn some concepts on one day, go out and implement them, and come back to discuss results on the second day. Eight weeks is roughly half of a school's sport season, so if the weekly schedule has to change due to games that get in the way, there will still be enough time to complete the program.

## Choosing Athletes

I started the selection process by sending out a survey to the fall sport coaches (see Appendix C). The survey consisted of questions ranging from naming a few athletes they saw as leaders on the team; to skills they wish the leaders on the team had more experience in to be more successful. From the survey, a group of potential athletes were chosen based on coach responses. Considering this would be a new program on our campus, I prioritized veteran athletes. Younger athletes would have an opportunity to be chosen as participants in future seasons since this class would be repeated three separate times throughout the school year. Class size was initially restricted to eight to twelve athletes. The small size ensured that all participants could speak up and engage in the lessons.

Once I had a list of potential students from coaches, I narrowed down the number of athletes that would be involved in the initial offering. The first criterion considered was an equal representation of male and female athletes. My hope was that equal representation would mean that all athletes would contribute to the conversation and we wouldn't get stuck on one specific sport. I also wanted to have a different perspective of discussion topics based on the different sports that the participants represented.

After balancing gender, I selected athletes only participating in one sport. If an athlete played multiple sports, they could easily be selected in the subsequent two sessions. Most athletes at small rural high schools participate in multiple sports so



choosing the individual sport athlete first was important to ensuring the broadest coverage.

The last item for getting the class list finalized was to see which athletes actually wanted to volunteer for the leadership class. I met with each athlete in my office and had them read a permission letter that would be going home for their parents to sign (see Appendix D). Once they read the letter I answered any questions, if they had any, about the upcoming class. The majority of student's comments were focused on the time of the class and how much commitment it would require. Five students chose not to participate because of scheduling conflicts or feeling overwhelmed with their current classes.

### Curriculum Design

As was stated earlier, most schools demographically similar and geographically near my school did not have a program. I therefore decided to create my own curriculum based on ideas I had researched during my literature review. The bulk of the information would be from Kouzes and Posner's Leadership Challenge, sprinkled with relevant topics from recent sporting issues, as well as YouTube videos. I included additional information from leadership magazines, purchased materials such as Jeff Janssen's The Team Captain's Leadership Manual, and current news. Creating my own curriculum enabled me to focus on current issues at our school and gave athletes the ability to bring back what they learned and implement skills with their teams.

While going through the first session of athletes, I did have to rearrange the times to meet their needs. Trying to get all of these players for forty to sixty minutes right after

school was next to impossible. I had to work around practice schedules, game schedules, our own academic after school program, and appointments. I knew going into this that athletes would benefit from being able to discuss and work through current sporting issues if time constraints could be figured out. I therefore chose a different time. Our school had an advisory class meeting 20 minutes a day in the morning and an early release Wednesday, which gave me time that was after school, yet before practice times began. Choosing a time during their school day made it possible for athletes to attend more frequently because of scheduling conflicts.

### Curriculum

As with any voluntary program, the first day is critical to grab their attention and show the benefits for them in participating. I also tried to personalize the lessons to the group participating, especially when it came to videos that were shown. This interactive class featured round table discussions with athletes talking about issues from their particular teams. The goal was to work through ideas on how leaders act in certain real life situations experienced by the athletes.

The curriculum in its entirety follows (see Appendix H).

## CONCLUSION

This leadership curriculum was designed to be an introductory course for leadership development. It is meant to give athletes personal experiences in leadership so they will be able to identify the complexity of being a leader as well as strive to improve their own leadership abilities. If you believe in the idea that leaders can be taught (Kouzes & Posner, 2002a), then athletes need these experiences to improve their leadership abilities. The only way to reach this goal is to ensure that athletes are being trained in leadership development.

The curriculum was also designed so that it can be implemented in any school regardless of time constraints on their athletes. It only requires an hour, to an hour and a half per week, which enables all athletes the ability to participate. The duration of the class is seven to eight weeks, which is short enough that it doesn't feel like a huge commitment, but long enough for athletes to gain skills in their leadership abilities.

The curriculum can be tailored to meet a school's athletic needs. I specifically added social media because our school was having issues with what some athletes were posting. Individual lessons however can be taken out or additional lessons added depending on a school's needs or deficiencies in certain areas. The key is to get administrator support, as well as buy in from the coaches of all your teams. If they want better leaders, then it is important to teach athletes the tools on how to lead.

The leadership class was a great addition to our school. The class was a chance for athletes to get firsthand knowledge of the expectations of being a leader. It has long been recognized that experience is one of the most important teachers, including the development of leadership (Day, 2000). The curriculum did just that, it gave athletes the needed and necessary experience in leadership, so they would be able and willing to have success in a leadership role.

From a results standpoint, the athletes enjoyed the class and felt it better prepared them for a leadership role. The feedback I received showed that they wish they had taken this class sooner. They further wished the class could have been taught in a regular class so they would have more time understanding the concepts. Athletes also appreciated the ability to take what they were learning and immediately implement it on their teams.

I have also heard from coaches that team issues are down and moral is up. From a school perspective, suspensions are down, athletic complaints are down, and team disciplinary actions are down. Coincidentally, this is the first year that every one of our fall sports have reached the playoffs. Ultimately this shows that there is a need for leadership development at the high school level.

#### Limitations of the research

One major limitation that I ran into was opening my schedule to teach the class. When I started this class I was the assistant principal at the school. It was difficult at times to clear my schedule in order to teach the class. One strategy would be to have a group of teachers or coaches willing to run a class or two depending upon their expertise

and the topic. The ideal situation would be having it as a class in the master schedule. The difficulty, as with any elective class, is having room in an athlete's schedule to take the class. Many athletes at small schools have no room until their senior year to take an elective class similar to this.

Another limitation of this curriculum, because it was not an actual class, was getting everyone's schedule to align. There were times when my schedule and the athlete's schedule got in the way. As an administrator I could not always clear my schedule due to meetings. As an athlete there were times when they had away games which required them to leave school early. The original times we chose in the fall conflicted with many sport teams because I was coordinating between practice times and games of five different sports. The winter was easier as there were only two teams to coordinate around. Again, having this as a class in the master schedule could eliminate some of these problems.

The time constraint of looking into school programs, similar in size and demographics, was another limitation of this research. I was looking into school programs at the end of the school year to put something together for the fall. As with all schools, once graduation comes, most teachers are off for the summer. Because of the time issues, information from other schools was minimal, not only from lack of programs, but lack of input as teachers were off on summer break. With more time, especially looking at programs in the fall, more input from schools could be considered.

### Implications for future research

Even though the curriculum was geared toward veteran athletes, it could be implemented for younger athletes as well. All athletes can benefit from leadership development regardless of grade level. Research shows students who participate in leader development programs significantly increased their leadership abilities compared to those not involved in a program (Posner, 2009; Shandley, 1988). It is up to the schools therefore to create these experiences for their athletes.

The goal of this project was not about data collection of where athletes started prior to the leadership class. It was designed specifically to give athletes an introductory course on leadership development. With this being said, the project did have some anecdotal results of improved leadership skills. Coaches and players talked about how attitudes on teams had changed after the implementation of the class. Athletes also spoke about how they felt more willing to engage in leadership opportunities.

Further research needs to be completed with curriculums similar to this one. Data should be collected to see if a curriculum longer than a sporting season would have increased results. Data may also show that a class during the school day offers the best chance for athletes to improve their leadership abilities. What is clear, no matter what curriculum a school chooses, is any leadership development course is beneficial. We teach our athletes the fundamental skills necessary to compete on the field or court. It is time we teach the necessary skills to better prepare them for life.

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## APPENDIX A: TELEPHONE SURVEY

1. Do you use a leadership curriculum or are you creating your own program?
2. Why did you choose your particular program?
3. Is the program specifically for athletes, or is it open to the entire student body?
4. Explain why you chose your particular population.
5. What are the objectives of the program and what topics are covered?
6. Who has input in placing athletes into the program (i.e., coaches, teachers, administration, team members, self-initiated)?
7. Do athletes start the program as freshman or is it specifically for upperclassmen?
8. Explain your reasoning for choosing the particular age group.
9. Can you be removed from the program, and if so, what are the criteria for dismissal?
10. Do you consider your program successful? If so, Why?
11. If your program is not successful, what would you change in order to make it successful?
12. How do you evaluate the successfulness of your program?
13. Does your program require extra staff or is the staff included in your master schedule?



## APPENDIX B: STATEMENT OF CONSENT

### **Statement:**

This is Bruce Triplett, Assistant Principal at Fort Bragg High School. I am working on developing a leadership curriculum for our athletes as part of my Master's in Education at Humboldt State University. I would like to talk with you about your program. Our Human Subjects Committee requires me to let you know that, if for any reason you would prefer not to participate, you are free to say no now or withdraw at any time during the conversation, and of course, there is no penalty for not participating. Your comments will be kept confidential and no personal information will be reported in my MA Project. The information you share with me will be reported as part of the design process in creating a Leadership Curriculum for Fort Bragg High School. The conversation should take about twenty minutes and hopefully will help me develop a more successful curriculum for athletes. There are no risks and I will not be reporting any personal information in the final project. If you have any questions, or want to contact me later for any reason, my phone number is (707) 961-2880. Do I have your consent to begin?

APPENDIX C: COACH SURVEY

1. Sport you coach \_\_\_\_\_

2. Name a few athletes you see as being a leader or a few you would like to be leaders.

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3. What are the main skills a leader on your team needs to exhibit?

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4. What is the optimal number of leaders for your team? Please explain.

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5. Are there any other skills you wish your leaders had extra knowledge in so they can be more successful?

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## APPENDIX D: PARENT PERMISSION LETTER

Dear Parent/Guardian of \_\_\_\_\_

Your son/daughter has been chosen to participate in a leadership class as part of my final Master's project at Humboldt State University. My project is entitled "Leadership, It's Everyone's Responsibility". The purpose of the class is to explain to athletes what it means to be a leader and give them some tools to better prepare them for leadership roles.

If approval is granted, your child will meet on Wednesdays at 2:00 and Thursday during Advisory. The class will start Wednesday, February 9th, and run through May 5th. The class is designed for active participation through videos, surveys, and class discussion. No student names will be used in my Master's project. This is a voluntary class and specifically geared to help student's increase their knowledge in leadership.

Fort Bragg High School is always looking to add leadership components to our curriculum. Unfortunately, many athletes do not have room in their schedule to take advantage of what we offer during the school day. The goal is to grow this program so that each sporting season a new group of athletes will have had the opportunity to attend this class. The more leadership experiences we give our students, the better prepared they will be in a leadership position.

Please sign below if you are giving permission for your son/daughter to participate in the leadership class. If you would like more information on the class, please feel free to contact me. Thank you in advance for allowing your son/daughter to participate in this class.

Sincerely,

Bruce Triplett  
Assistant Principal  
Fort Bragg High School  
(707)961-3701

I give my son/daughter permission to be involved in the leadership class

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Signature of Parent/Guardian

APPENDIX E: ATHLETE SURVEY

1. Sport you play \_\_\_\_\_ Varsity\_\_\_\_\_ JV\_\_\_\_\_

2. Define leadership?

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3. Name a few people you consider a leader?

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4. What are the characteristics these leaders possess?

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5. Do you consider yourself a leader? Please explain why or why not?

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6. Are there any areas you wish you had more experience?

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APPENDIX F: LEADERSHIP CLASS EVALUATION

1. Do you feel this class better prepared you for a leadership role? Please explain.

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2. What did you like most about the class?

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3. What could be changed to make the class better?

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4. Are there any topics you wish were included?

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5. Are there any areas you feel could be taken out?

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## APPENDIX G: LEADERSHIP CLASS OUTLINE

### Week 1

#### Day 1

- Class expectations
- Overview of topics
- Inspirational video
- Overview of a leaders development
- Complete Student Leadership Practices Inventory

#### Day 2

- Day 1 Review
- Types of Leaders
- Responsibilities, Risks, and Rewards of being a leader

### Week 2

#### Day 3

- Day 2 Review
- Introduce Kouzes and Posner
- Leadership Challenge
- Discuss LPI and their results

#### Day 4

- Day 3 Review
- 5 Leadership Practices

### Week 3

#### Day 5

- Day 4 Review
- Review Inspired a Shared Vision
- Video
- Athlete discussion of vision

## **Day 6**

- Day 5 Review
- Review Challenge the Process
- Video
- Athlete discussion of challenging the process

## **Week 4**

### **Day 7**

- Day 6 Review
- Review Enabling Others
- Video
- Athlete discussion of team mates

### **Day 8**

- Day 7 Review
- Review Model the Way
- Video
- Athlete discussion of Modeling

## **Week 5**

### **Day 9**

- Day 8 Review
- Overview of importance of communication in sports
- Video

### **Day 10**

- Day 9 Review
- Definition of criticism
- Types of criticism
- Video

## **Week 6**

### **Day 11**

- Day 10 Review
- Overview of composure
- Discuss mental traps of keeping composure
- Video

### **Day 12**

- Day 11 Review
- Overview of Sacrifices in sports
- Video
- Athlete discussion of sacrifices

## **Week 7**

### **Day 13**

- Day 12 review
- Social Media in sports
- Athlete discussion of social media

### **Day 14**

- Day 13 Review
- LPI (2<sup>nd</sup> evaluation)
- Class Evaluation
- Where to go from here



## APPENDIX H: LEADERSHIP CURRICULUM

### Leadership Lesson Plan Day 1: Overview

**Time:** 20-30 minutes

**Materials:**

- Computer with internet access
- LCD projector
- White Board
- Dry Erase Marker

**Objective:** The purpose of the lesson is to give athletes an overview of the class. At the end of class, athletes will be able to explain why they were chosen, class expectations, and provide a brief overview of leadership.

**Procedures:**

- On board, write down student's comments of their ideas of leadership.
- Show a brief motivational video about leadership (An Inspirational Video: The Law of Attraction)
- Explain why student are there
  - Discuss coaches survey and how they were chosen
  - Building a program on campus
  - Improve their overall leadership qualities
- Discuss class expectations
  - Commitment
  - Respectful (We will be talking about current team issues so confidentiality needs to be discussed with possible contracts signed)
  - Be open

- Overview of leadership development
  - Definition: Leader development is a process that requires a variety of experiences and the ability to learn from those experiences.
  - Ask students what type of leadership experiences they have had
- Discuss some of the leaders they have had and what qualities made them leaders.

**Closure:**

- Reiterate the importance of group discussion and input from them.
- What did they learn?
- Did anything change from their prior ideas of leadership?

**Resources:**

- YouTube videos
- The Leadership Challenge
- Literature Review

**Brief Reflection:**

- Did athletes bring something up that would benefit next group?
- Something that needed more time/less time?
- Ways to improve?

Leadership Lesson Plan  
Day 2: Types of Leaders

**Time:** 30-45 minutes

**Materials:**

- Computer with internet access
- LCD projector
- White Board
- Dry Erase Marker

**Objective:** At the end of class, athletes will be able to explain the two types of leaders. Athletes will also understand the risks, rewards, and responsibilities of being a leader.

**Procedures:**

- Start with a quote on the board. “You are already a leader. You therefore only have two choices, to either be a good leader or a bad leader.”
- Review of Day 1
- Explain the 2 types of leaders
  - Formal – appointed (coach, captain)
  - Informal – fill team roles (cheerleader, hustler, inspirational team member)
- Discuss who athletes see as formal/informal leaders on team and why.
- Discuss risks of being a leader
  - Constantly being watched
  - Won’t always be liked
  - Teammates might be jealous of you
  - Have to deal with conflict
  - Take the heat when things go wrong
  - You could be disappointed

- Discuss rewards of being a leader
  - Satisfaction of helping others succeed
  - Ability to impact your team's success
  - Gain future leadership skills
- Discuss responsibilities of being a leader
  - Lead drills, warm-ups
  - Set the tone for the team
  - Keep coaches informed
  - Provide input on team decisions
  - Help struggling teammates
  - Handle team conflict
  - Plan team activities
  - Loyal to coaches and support their decisions
- Explain LPI and have athletes compete for next class

**Closure:**

- Have athletes discuss main points.
- What did they learn?

**Resources:**

- YouTube videos
- The Leadership Challenge
- Literature Review

**Brief Reflection:**

- Did athletes bring something up that would benefit next group?
- Something that needed more time/less time?
- Ways to improve?

Leadership Lesson Plan  
Day 3: The Leadership Challenge

**Time:** 30-45 minutes

**Materials:**

- Computer with internet access
- LCD projector
- White Board
- Dry Erase Marker

**Objective:** At the end of class, athletes will know the contributions of Kouzes and Posner in leadership. Athletes will also understand The Leadership Challenge and its 5 practices.

**Procedures:**

- Start with a quote on the board. “If you don’t believe in the messenger, you won’t believe the message.” Kouzes and Posner.
- Review of Day 2
- Introduce Kouzes and Posner
  - Who they are
  - Their belief that leaders can be taught
- Discuss The Leadership Challenge
  - What it is
  - 5 practices
  - Research
- Explain LPI and the research behind it
- Review their scores

**Closure:**

- Have athletes discuss main points.
- What did they learn?
- Focus on your weakest area and 1 thing you can work on to improve.

**Resources:**

- YouTube videos
- The Leadership Challenge
- Literature Review

**Brief Reflection:**

- Did athletes bring something up that would benefit next group?
- Something that needed more time/less time?
- Ways to improve?

Leadership Lesson Plan  
Day 4: The Leadership Challenge Continued

**Time:** 30-45 minutes

**Materials:**

- Computer with internet access
- LCD projector
- White Board
- Dry Erase Marker

**Objective:** At the end of class, athletes will have a better understanding of the 5 practices in The Leadership Challenge.

**Procedures:**

- Start with a quote on the board. “The most powerful leadership tool you have is your own personal example.” John Wooden
- Review of Day 3
- Discuss what they noticed about any of the 5 leadership practices.
- Show video (Leadership for Life)
- Go over Self LPI
  - Get a volunteer
  - Put on board and explain what their results mean.
- Look at the YouTube video of Greg Hardy (There’s no room in the game for Greg Hardy’s actions)
  - Discuss problems with his reactions on the field.
  - Is this the type of leader you would follow?
  - Have you seen this in your sports?

**Closure:**

- Have athletes discuss main points.
- What did they learn?
- Focus on another one of your weakest areas and 1 thing you can work on to improve.

**Resources:**

- YouTube videos
- The Leadership Challenge
- Literature Review

**Brief Reflection:**

- Did athletes bring something up that would benefit next group?
- Something that needed more time/less time?
- Ways to improve?



Leadership Lesson Plan  
Day 5: The Leadership Challenge Continued

**Time:** 30-45 minutes

**Materials:**

- Computer with internet access
- LCD projector
- White Board
- Dry Erase Marker

**Objective:** At the end of class, athletes will have an understanding of what it means to Inspire a Shared Vision.

**Procedures:**

- Have quote on board “When you want to succeed as bad as you want to breath, then you’ll be successful” Eric Thomas
- Review of Day 4
- Group discussion
  - What is their weakest area and one thing they focused on to improve?
- Review Inspire a Shared Vision (Kouzes & Posner)
- Think about your sport
  - What is your dream (individual or team)?
  - Why is it important to you?
  - What can you do to ensure everyone on your team knows this or feels the same?
- Show Video of dream/vision (How bad do you want it?)
- Give everyone a few minutes to write down their vision. (Can put on board)
  - Is it realistic? Achievable? Give examples.
  - Can you get others on board?
  - How hard are you willing to work to reach your goal?

**Closure:**

- Have athletes discuss main points.
- What did they learn?
- Focus on if your coach or teammates are making it known what their vision is for the team or each individual player.

**Resources:**

- YouTube videos
- The Leadership Challenge
- Literature Review

**Brief Reflection:**

- Did athletes bring something up that would benefit next group?
- Something that needed more time/less time?
- Ways to improve?

Leadership Lesson Plan  
Day 6: The Leadership Challenge Continued

**Time:** 30-45 minutes

**Materials:**

- Computer with internet access
- LCD projector
- White Board
- Dry Erase Marker

**Objective:** At the end of class, athletes will have an understanding of what it means to Challenge the Process.

**Procedures:**

- Have quote on board “Challenge is the starting point for greatness.” Kouzes & Posner
- Review of Day 5
- Group discussion
  - What did they notice with regards to Inspire a Shared Vision on their team?
- Review Challenge the Process (Kouzes & Posner)
- Show video (Gold Medal Moments – Dick Fosbury and the Fosbury Flop)
- Show video (Top 10 things that changed the game – Pete Gogolak)
- Group discussion on where you can challenge the process
- Look at your coach or team, is anyone challenging the process

**Closure:**

- Have athletes discuss main points.
- What did they learn?
- Focus on how you can challenge the process on your team.

**Resources:**

- YouTube videos
- The Leadership Challenge
- Literature Review

**Brief Reflection:**

- Did athletes bring something up that would benefit next group?
- Something that needed more time/less time?
- Ways to improve?

Leadership Lesson Plan  
Day 7: The Leadership Challenge Continued

**Time:** 30-45 minutes

**Materials:**

- Computer with internet access
- LCD projector
- White Board
- Dry Erase Marker

**Objective:** At the end of class, athletes will have an understanding of what it means to Enable Others to Act.

**Procedures:**

- Have quote on board “A good teammate uses words like we and us instead of I and me” Unknown
- Review of Day 6
- Group discussion
  - Notice anything in practice that could be changed? At school? In a game?
- Review Enable Others to Act
- Show Video (Gareth Bale ignores teammates) Bad example.
- Show Video (The Blind Side – Football practice scene) Good example.
- Show Video (Coach K – empowered Leadership)
- Group discussion
  - Grand dream doesn't become a reality without everyone
  - It requires trust and strong relationships (leadership is about relationships)
  - When you strengthen others by increasing self-determination and developing competence, they are more likely to give it their all and exceed their own expectations.

- Focusing on serving the needs of others and not one's own builds trust in a leader.
- Increase trust, increase chance of people taking risks
- Starts with treating people with respect

**Closure:**

- Have athletes discuss main points.
- What did they learn?
- Do you know the strengths of your teammates? For next time, focus on noticing teammates strengths.

**Resources:**

- YouTube videos
- The Leadership Challenge
- Literature Review

**Brief Reflection:**

- Did athletes bring something up that would benefit next group?
- Something that needed more time/less time?
- Ways to improve?

Leadership Lesson Plan  
Day 8: The Leadership Challenge Continued

**Time:** 30-45 minutes

**Materials:**

- Computer with internet access
- LCD projector
- White Board
- Dry Erase Marker

**Objective:** At the end of class, athletes will have an understanding of what it means to Model the Way.

**Procedures:**

- Have quote on board “Leading by example is more effective than leading by command.” Kouzes & Posner
- Review of Day 7
- Group discussion
  - Did you notice any strength of coaches/teammates?
- Review Model the Way
- Show Video (Ray Lewis: practice motivational speech)
- Lead by example. How can you lead by example? (Can put on board)
  - Hardest worker
  - Being prepared
  - Know who you are
  - Committed
  - Confident but not arrogant
  - Composure (especially in stressful situations)
  - Character (do the right thing especially when others aren’t watching)
- Show video (Allen Iverson Practice) Poor example.
- Show video (The effort is in you (Motivational)). Good example.

**Closure:**

- Have athletes discuss main points.
- What did they learn?
- Focus on who is the first person to practice and the last to leave, who is the hardest worker, who blows up or steps up when pressure increases in practice or game.

**Resources:**

- YouTube videos
- The Leadership Challenge
- Literature Review

**Brief Reflection:**

- Did athletes bring something up that would benefit next group?
- Something that needed more time/less time?
- Ways to improve?



Leadership Lesson Plan  
Day 9: Communication

**Time:** 30-45 minutes

**Materials:**

- Computer with internet access
- LCD projector
- White Board
- Dry Erase Marker

**Objective:** At the end of class, athletes will have an understanding of the importance of communication.

**Procedures:**

- Have quote on board “The art of communication is the language of leadership” James Humes
- Review of Day 8
- Group discussion
  - Who do you notice modeling the correct behavior in the locker room, at practice, during games, at school?
- Show video (What you say does not always come from your mouth)
  - How do your coach/teammates communicate with one another?
  - How are you communicating with teammates?
- Tips to better communication
  - Listen
  - Stay positive
  - Watch tone
  - Focus on results
  - Watch nonverbal cues
- Show video (Coach K: Decisive communication)
  - Is there a difference in communicating after a mistake?
  - Is there a difference in communication at practice versus games?
  - How can you work on communicating better with teammates?

**Closure:**

- Have athletes discuss main points.
- What did they learn?
- Focus on how your coach and teammates talk to one another. Is it positive or negative?

**Resources:**

- YouTube videos
- The Leadership Challenge
- Literature Review

**Brief Reflection:**

- Did athletes bring something up that would benefit next group?
- Something that needed more time/less time?
- Ways to improve?

Leadership Lesson Plan  
Day 10: Criticism

**Time:** 30-45 minutes

**Materials:**

- Computer with internet access
- LCD projector
- White Board
- Dry Erase Marker

**Objective:** At the end of class, athletes will have a better understanding of giving and receiving criticism.

**Procedures:**

- Have quote on board “Criticism, like rain, should be gentle enough to nourish a man’s growth without destroying his roots.” Frank A. Clark
- Review of Day 9
- Group discussion
  - What did you notice about the communication on your team?
- Show video (Silencing the critics: motivational video)
  - group discussion on criticism.
- Criticism
  - The act of expressing disapproval and of noting the problems or faults of a person or thing. (sounds negative)
  - A critical observation or remark.
- Constructive Criticism
  - Process of offering valid and well-reasoned opinions about work of others, usually involving both negative and positive comments, in a friendly manner rather than an oppositional one.
- What do you notice about the criticism of your teams
  - Is it positive?
  - Negative?
  - Beneficial?
  - Do people take it personally?

- When is the best time to give criticism? After a mistake? During practice or game?
- How do you take criticism?
- How do you give criticism?

**Closure:**

- Have athletes discuss main points.
- What did they learn?
- Focus on how your coach is giving criticism. Is it positive or negative? How are players responding to the criticism?

**Resources:**

- YouTube videos
- The Leadership Challenge
- Literature Review

**Brief Reflection:**

- Did athletes bring something up that would benefit next group?
- Something that needed more time/less time?
- Ways to improve?

Leadership Lesson Plan  
Day 11: Composure

**Time:** 30-45 minutes

**Materials:**

- Computer with internet access
- LCD projector
- White Board
- Dry Erase Marker

**Objective:** At the end of class, athletes will have a better understanding of what it means to keep your composure.

**Procedures:**

- Have quote on board “You honor yourself by acting with dignity and composure.” Allan Locos
- Review of Day 10
- Group discussion
  - What did they notice about how coach player was giving and receiving criticism?
- Show video (Top 10 angry moments in sports)
- What are the things that set you off (Put them on board)
  - Referee making a bad call
  - Coach yelling
  - Making a mistake
  - Teammate making a mistake
  - Not getting the ball
- Show video (How to stay calm and composed while competing)
- What can you do to stay composed (put on board)
  - Prepare prior to game
  - Listen to music
  - Stay encouraging
  - Team Chant

- No what you can control and what you can't
- Stay positive
- Regroup/Refocus

**Closure:**

- Have athletes discuss main points.
- What did they learn?
- How is your coach or teammate staying composed? What can you do to stay composed?

**Resources:**

- YouTube videos
- The Leadership Challenge
- Literature Review

**Brief Reflection:**

- Did athletes bring something up that would benefit next group?
- Something that needed more time/less time?
- Ways to improve?

Leadership Lesson Plan  
Day 12: Sacrifice

**Time:** 30-45 minutes

**Materials:**

- Computer with internet access
- LCD projector
- White Board
- Dry Erase Marker

**Objective:** At the end of class, athletes will have a better understanding of what it means to make sacrifices in sports.

**Procedures:**

- Have quote on board “It’s supposed to be hard. If it were easy, everyone would do it.” Tom Hanks in A League of Their Own
- Review of Day 11
- Group discussion
  - What did they notice about how their coach or teammates maintained their composure?
- Show video (Sacrifice – Motivational Video)
- What are some things you sacrifice to play a sport (Put them on board)
  - Sleep
  - Time with friends
  - TV
  - Individual records
  - Vacations
  - Free time
- Benefits of sacrificing
  - Become stronger
  - Healthier
  - Stay out of trouble

- Doors open (colleges, jobs)
- Gain confidence
- Become better at your sport

**Closure:**

- Have athletes discuss main points.
- What did they learn?
- How are your coaches or teammates sacrificing? What are you sacrificing?

**Resources:**

- YouTube videos
- The Leadership Challenge
- Literature Review

**Brief Reflection:**

- Did athletes bring something up that would benefit next group?
- Something that needed more time/less time?
- Ways to improve?



Leadership Lesson Plan  
Day 13: Social Media

**Time:** 30-45 minutes

**Materials:**

- Computer with internet access
- LCD projector
- White Board
- Dry Erase Marker

**Objective:** At the end of class, athletes will have a better understanding of the benefits and dangers with social media.

**Procedures:**

- Have quote on board “Everything you post on social media impacts your personal brand. How do you want to be known?” Lisa Horn
- Review of Day 12
- Group discussion
  - What did they notice about how people were sacrificing for their sport?
- Show video (Social Media: Don’t lose a 140K scholarship for a 140-character Tweet)
- Show video (Social Media and Student-Athletes 2)
- Don’t with social media (or things to be careful discussing)
  - Don’t harass
  - Don’t bring up religion
  - Don’t bring up race
  - Don’t bring up sexual orientation
- What are the problems you have seen with social media (Put them on board)
  - Documenting inappropriate things
  - Harassing
  - Saying things when you’re mad and don’t necessarily mean
  - Athletes get fined

- Athletes kicked off teams
- Lose scholarships
- Lose lucrative endorsements
  
- What are some good things with social media (Put them on board)
  - Keep in touch with recruiters
  - Keep in touch with family
  - Show things to friends
  - Remind teammates of practice/activities
  - Films

**Closure:**

- Have athletes discuss main points.
- What did they learn?
- How is your coach or teammate using social media?

**Resources:**

- YouTube videos
- The Leadership Challenge
- Literature Review

**Brief Reflection:**

- Did athletes bring something up that would benefit next group?
- Something that needed more time/less time?
- Ways to improve?

Leadership Lesson Plan  
Day 14: Final Class

**Time:** 30-45 minutes

**Materials:**

- Computer with internet access
- LCD projector
- White Board
- Dry Erase Marker

**Objective:** At the end of class, athletes will have a better understanding of how to be a better leader.

**Procedures:**

- Have quote on board “A leader is one who knows the way, goes the way, and shows the way.” John C. Maxwell
- Review of Day 13
- Group discussion
  - Did you notice anything different or change any beliefs with social media?
- Have athletes take the LPI
  - Has your idea of leadership changed?
  - What have you learned?
- Class Evaluation
- Pass out Certificates

**Closure:**

- Best take-away from class?
- Thank athletes for participating.

**Resources:**

- YouTube videos
- The Leadership Challenge
- Literature Review

**Brief Reflection:**

- Did athletes bring something up that would benefit next group?
- Something that needed more time/less time?
- Ways to improve?