

# Sports Leadership

## Leadership roles and opportunities in sport



### Captains

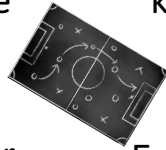
Help to make decisions for their team and influence and motivate people around them.

A good captain will listen to the viewpoints of others but will make decisions when required.

### Coaches

Coaches can work on a 1-1 basis or may coach large groups. Their leadership role is to guide and help performers to reach their potential.

Coaches usually have official coaching qualifications.



### Managers

Help to manage the processes and procedures, tactics and strategies that a team or sports performer uses. In football, managers play a key role and have many media duties to fulfill.

### Expedition leaders

Expedition leaders may well hold responsibilities for the group they are leading, such as guiding them down a mountain. An example would be someone leading an activity for the Duke of Edinburgh award.



### Teachers

Are in a position of authority and have the opportunity to lead and guide those they are teaching.

PE teachers often lead extra-curricular sports teams.

### Role models

Role models can be positive or negative. Sports men and women, managers and PE teachers can all be role models. Sports people should act as positive role models, however this does not always happen.

### Knowledge of activity

Any sporting leader must fully understand the rules. Sports leaders should understand how to plan appropriate training sessions.

### Enthusiasm for activity

A sports leader has to show an appropriate amount of motivation and enthusiasm for the activity. An uninterested sports leader is unlikely to get the best out of their group.

### Knowledge of safety

Sports leaders should have knowledge of:

- How to reduce risks.
- What clothing and footwear is appropriate.
- The techniques to be used.
- What equipment is deemed safe.

### Knowledge of child protection

Children should feel safe and supported when playing sport. Coaches and teachers, for example, have to have a DBS check before coaching children.

### Knowledge of basic first aid

Sports leaders often attend first aid courses so they know what to do if someone gets injured.

## Role-related responsibilities

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## Personal qualities that relate to leadership roles

Reliability

Resilience

Knowledge

Charisma

Communication

Punctuality

Creativity

Confidence

Fairness

## Leadership styles

Leadership styles are the way in which people lead. The three main styles of leadership are:

### Democratic

Democratic leaders consult the group when making decisions. They are willing to listen to the viewpoint of others and are not hasty in decision making.

Democratic leaders can be very important when there is team unrest and people want their opinions to be heard.

- + - Makes people feel part of the decision making process
- + - Lets others feel that their opinion is valued
- + - Makes use of good ideas from others

- Can be very slow to come to a decision
- Confusion as to who the leader is
- Can undermine the authority of the leader

### Autocratic

Autocratic leaders do not value the opinion of others. They do not welcome suggestions or ask for opinions. They are the sole leader and therefore make all the decisions. This can be useful if there are safety concerns. For example if a PE teacher is leading a lesson on javelin.

- + - Quick decisions can be made
- + - Everyone knows who is in charge
- + - Leadership is clear
- Can cause others to resent the leader
- Others do not feel that their opinion matters
- Can lead to unrest and resentment towards the leader as they are perceived to be bossy

### Laissez-faire

This is a leadership style where the leader does not intervene and allows the activity to follow its own, natural course. It can be very useful when a group is working really well, and when intervention may disrupt or distract them.

- + - Creates an atmosphere of no stress or pressure
- + - Gives opportunities for those who want to lead
- Can be very slow to come to a decision or none is made
- No one really knows who is in charge
- Can result in a lack of direction or purpose

## Key considerations when planning sports activity sessions

### Objectives for the session

The objectives of the session are what you hope to achieve. When designing objectives they must be about meeting the needs of the group. Objectives cannot be too ambitious but equally should be challenging enough.



### Supervision needs

When considering the supervision needs of a session you should consider:

- Is there anyone in the session who will need additional help?
- How many participants do I have?
- Will I need additional leaders to assist me?



### Basic warm-up/cool down

A warm-up should include; a pulse raising activity, stretches and familiarisation of skill-based activities.

A cool down should gradually reduce the pulse and breathing rate and should include stretches to reduce muscle soreness.



### Equipment needs

The equipment needs of the session should be considered. Equipment may include fixed equipment or portable equipment. Some age ranges can only use certain weights or sizes of equipment so this should be checked in advance.



### Appropriate venue

The chosen venue for a sports session should be safe, suitably equipped and appropriate to meet the set objective. For example if the session objective is linked to shooting in basketball, there needs to be a hoop.

### Timing of activities

When deciding how long to spend on each activity, you should consider the following:

- An appropriate amount of time for the age range
- The experience level of the group
- The fitness levels of the group
- The weather and conditions



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## Key considerations when planning sports activity sessions



### Introduction and conclusion

An introduction may include:

- Who the group are
- When/where the activity will take place
- What equipment and space will be used

A conclusion may include:

- The organisation of the group for the cool down
- Any equipment needed for the cool down



### Skills and technique development

- Start with a basic version of the skill
- Increase how dynamic the practice becomes
- Progress the practice to add more challenge
- Incorporate some competition in to the practice



### Organisation

When organising a session many things should be considered:

- Size of working groups
- Organisation of equipment
- Size of working areas
- Timing to prevent boredom
- How to encourage progression
- When and how instructions will be given
- How demonstrations will be given



### Engagement

An engaging session will hold the participants attention. You may need to include some fun elements to keep the group motivated and happy.



## Safety considerations when planning sports activity sessions

### Risk assessments

Risk assessments are used to identify and eliminate risks where possible, protecting participants from harm. There is a 5 step procedure that can be used to carry out a risk assessment:

- Identify the hazard
- Who is at risk

- How severe is the risk? What are the chances of it causing a problem?
- Control measures (how can the risk be controlled)
- Review and update of the risk assessment



### Emergency procedures

- Procedures in the event of an accident e.g call 999
- Procedures in the event of other emergencies e.g who to call when equipment breaks
- How to complete relevant documents



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## Delivering a sports activity session

### Activity-specific knowledge

It is important that you understand the activity that is taking place prior to starting the session, This may require some research online to understand current techniques and tactics.

### Motivation techniques

Motivation is the desire to accomplish something. A motivated group is a happy group that will persevere and work hard.

- Encouragement is a simple way to motivate performers.
- Extrinsic motivation can be used to motivate. Tangible extrinsic motivators are things like rewards, prizes or certificates. Intangible extrinsic rewards are things that cannot be touched e.g praise from others, a smile, clapping.

### Delivery style

- The session should not drag, keep it moving at an appropriate pace to keep the group interested.
- Demonstrations should be clear, you could use physical demonstrations, video footage or pictures
- Ensure everyone can see and hear you when giving all instructions and demonstrations



### Communication skills

**Verbal communication:** Need to be loud and clear enough for the whole group

**Non-verbal communication:** Involves gestures, hand signals, facial expressions and movements.

**Appropriate language:** Make sure you use appropriate language at all times. Try to avoid patronising the group and aim to increase their confidence and motivation.

**Technical terms:** Should be used where possible to help the group understand how to improve their technique. If you think the group won't understand a technical term, then explain the term.

### Adaptability



Even with a good plan things can sometimes go wrong or take a unexpected turn. You need to be flexible with your plans and willing to make changes e.g the group does not understand the instructions so provide another demonstration.

### Safe practice

- Organisation of group/activity:**
- Ensure the equipment is ready to use prior to the session
  - Try to position yourself where you can see the whole group
  - Make sure group sizes are not too large
  - Keep an eye on the time and try to stick to your time plan
- Safe supervision:**
- If you see practice which is unsafe, stop the session immediately
  - Ensure you know where the nearest phone is incase of emergency



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Was your communication effective?  
Did you project your voice?  
Did you use appropriate language?  
Could everyone hear your instructions?

Were the session  
objectives met?

Were there any  
safety concerns?

How was your  
positioning during the  
session?

Did you follow the plan?  
Did the plan contain  
enough detail?

## **Key aspects to consider when evaluating a sports activity session**

Was the organisation  
effective?  
Was the size of the groups  
suitable?  
Was the size of the  
working area appropriate?  
Did the warm-up prepare  
the group for exercise?

Was the equipment  
appropriate and fit for  
purpose?  
Did you have enough  
equipment?

Were the group  
motivated?  
How did they react to any  
rewards that were  
provided?

Was the order of activities  
appropriate?  
Were the activities too  
long, too short or just  
right?  
Did the activities show  
suitable progressions?