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PEER RATING AND OBSERVABLE LEADERSHIP BEHAVIOR:  
DETERMINANTS OF LEADERSHIP EMERGENCE WITHIN HIGH  
SCHOOL BASEBALL TEAMS

by

William James Weese

A Thesis  
submitted to the Faculty of Graduate Studies  
through the Faculty of  
Human Kinetics in Partial Fulfillment  
of the requirements for the Degree  
of Master of Human Kinetics at  
The University of Windsor

Windsor, Ontario, Canada

1983

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## ABSTRACT

PEER RATING AND OBSERVABLE LEADERSHIP BEHAVIOR:  
DETERMINANTS OF LEADERSHIP EMERGENCE WITHIN  
HIGH SCHOOL BASEBALL TEAMS

by

William James Weese

The purpose of this study was to determine: (a) which factors are significant determinants of leadership emergence, and; (b) if identified leaders and non-leaders differ in observable leadership behavior. The players and coaches of seven baseball teams within the Michigan High School Athletic Association (MHSAA) served as the sample (N=97) for this investigation.

Part 1 of the study focused on identifying the determinants of leadership emergence within high school baseball teams. A Team Data Sheet, Leadership Ranking Form and a Semi Focused Interview were the instruments utilized to produce the pertinent data for this segment. A modified valence scale and model (Stein, et al, 1978) were also incorporated into the study.

A computer analysis using analysis of variance (ONE-WAY) and a stepwise discriminant analysis revealed that the emergence of leadership within high school baseball teams was determined by the combination of two situational variables. Specifically, the significant variables included:

(a) the number of years on the varsity team, and; (b) popularity of the player. The variables that were to be non-significant determinants of leadership were: (a) the number of years the player has played on the varsity team; (b) the player's popularity, and; (c) centrality of playing position. These results were found at the .05 level of confidence.

Part 11 of this study was designed to determine if identified leaders and non-leaders differ in observable leadership behavior. Each of the seven schools were observed for two games and a research assistant collected the observable leadership behaviors that were coded and stored within a Datamyte recorder (N=28). The results of the Fisher t-value tests indicated nonsignificant differences between the two groups in the observable leadership behavior measures. A more specific scrutiny indicated that identified leaders and non-leaders significantly differ in observable task leadership behaviors.

The results of Part 1 of this study indicated that leadership rating is determined by the combination of the independent variables "years on the varsity team" and "popularity". The results of this segment of the investigation are consistent with those forwarded by Tropp and Landers (1979) which focused on the determinants of leadership emergence within field hockey teams.

The results of Part 11 of the study indicated

that leaders and non-leaders significantly differed in the observable task area of leadership behavior exhibited during games. This result was consistent with Hallingsworth (1977) research on group interaction.

## DEDICATION

To my wife, my mother, and late  
father who have provided me  
with the emotional support  
and stability to undertake  
and complete such  
a project.  
Thank you.



## ACKNOWLEDGEMENTS

The author would like to express sincere appreciation and gratitude to Dr. Robert Boucher for his trusted guidance, dedicated support and commitment at all stages of this project. To you, I am deeply indebted.

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A special word of thanks is extended to the players and coaches of the Michigan High School Athletic Association for their support and participation in the research.

I would also like to acknowledge the financial and emotional support of my mother and father-in-law, Mr. and Mrs. Don Schatte, and my mother, Doreen Weese.

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## CHAPTER 1

### THE PROBLEM AND ITS BACKGROUND

Research over the past twenty-five years has focused on the area of leadership and the related effect on groups and organizations. This research has indicated that traditional methods of tight bureaucratic management may in certain circumstances be ineffective and dysfunctional, and utilization of subordinates as leaders may be advantageous to organizational success (Merton, 1957; March and Simon, 1958; Thompson, 1967). Contemporary organizations are being constructed so that the subordinate's attitudes, perceptions and knowledge are put to greater use in decision making. This decentralization of leadership promotes functional interdependencies within these newer organizational models (Stein, Hoffman, Cooley and Pearse, 1978). Task forces and work teams made up of individuals with task relevant abilities are being brought together to perform needed work. The lack of formal centralized lines of authority and divisional specialization poses a significant question as to who will wield influence in the group. As a result ...

...many of the groups will be initially leaderless and informal leaders are likely to emerge, or conflicts over leadership may ensue. An understanding of the leadership dynamics in such groups can provide a basis for diagnosing the sources of problems and for training in the skills of effective self management (Stein, et al, 1978, p. 126).

Much of the research on this emergent leadership phenomenon has focused on business organizations, however, parallels may be drawn to the realm of sport and athletics. Sports organizations and business organizations are similar with respect to operating as a team towards attaining a predetermined goal or objective.

Substantial progress has been made in the last quarter century toward an understanding of how a group member emerges to take responsibility for the leadership activities of a group. Despite this fact, there are still areas uncovered or unvalidated in this discipline as areas of study unfold.

#### Definition of Terms

Emergent Leadership Theory has evolved from extensive research and is based on situational variables that interact to determine who will rise from within a group to handle the leadership responsibilities. The important terms include ...

#### Leadership

"... refers to the process whereby one individual influences the actions and/or behavior of other human beings " (Shultz, 1975, p.2).

#### Status

Status refers to an outcome of a group's differentiated perception of an individual's position within a group (Hollander, 1958).

#### Observable Leadership Behavior

Observable leadership behavior refers to the leadership behavior exhibited by individuals in their sport specific setting (baseball). This behavior has to be observable and identifiable to be recorded.



Socio-Emotional Area: Positive

The first observable behavior category that concentrates on the social and emotional relations of group members in a positive perspective (Bales, 1950, p.8).

Task Area: Neutral

The second observable behavior category that includes the behaviors directly concerned with the technicalities required for task completion (Bales, 1950, p.8).

Socio-Emotional: Negative

The third observable behavior category that concentrates on the social and emotional behaviors of group members in a negative perspective (Bales, 1950, p.8).

Semi Directed Focused Interview (SDFI)

This research procedure refers to asking general questions that are open ended. These questions are from a prepared interview on the team leadership situation at that particular time.

Leadership Style

Fiedler identified two major styles of leadership that were task-oriented and relationship-orientated. A task-orientated leadership style emphasizes strict adherence to task completion while a relationship-orientated leadership style reflects mutual trust, respect and positive feelings between the leader and group members (Fiedler, 1967, p. 12-37).

Decision Style

An autocratic decision style is exhibited by a leader who takes responsibility for making decisions and directing the group members while a democratic decision style refers to the leader who shares decision making and coordinating functions with the group members (Fiedler, 1967, p.12).

Task Relevant Abilities

Task relevant abilities refer to a person's job specific abilities as compared to other team members and include technical, conceptual and human relations components (Katz, 1955).

Centrality

Centrality reflects the extent to which one playing position is strategically located in relation to the other positions on a team. The most central position in a network is the position closest to all other positions (Mulder, 1963).

Propinquity

Propinquity is a dimension of centrality and refers to the potential closeness to the center of the action zone, incorporating the subdimensions of observability and visibility (Chelladurai and Carron, 1977).

Observability

The first factor of the propinquity dimension that refers to the potential viewing and the knowledge of the situation at hand (Chelladurai and Carron, 1977).

Visibility

The second factor of the propinquity dimension that reflects the degree to which a particular playing position is seen by all other playing positions on both teams (Chelladurai and Carron, 1977).

Task Dependence

Task dependence refers to the task imposed demands of specific playing positions within the formal structure of a baseball team (Chelladurai and Carron, 1977).

Valence Scale

A valence scale is a measurement tool that reflects a response towards or against a leadership cognition indicating both magnitude and direction.

Rejection Threshold

The rejection threshold refers to the criterion level in the Stein model of leadership emergence. When an individual has accumulated sufficient valence to go beyond this level he is consequently discounted as an emergent leader at that time (Stein et al, 1978, p. 133).

Candidacy Threshold

The threshold level in the Stein leadership emergence model that the amount of leadership valence accumulated must exceed for the group member to be seriously considered for adoption as the group's leader (Stein et al, 1978, p. 133).

Emergence Threshold

The threshold level in the Stein model of leadership emergence. When an individual has accumulated sufficient valence to exceed this level he has consequently been implicitly or explicitly adopted as the group's leader (Stein et al, 1978, p. 133).

Orientation Stage

The first stage in the Stein model of leadership emergences where all members become acquainted with each

other, and individual personality characteristics begin to differentiate individuals in terms of leadership ratings (Stein et al, 1978, p. 133).

#### Conflict Stage

The second stage in the Stein model of leadership emergence where more than one individual's valence total exceeds the candidacy threshold and more than one individual is being considered for the leadership position (Stein et al, 1978, p. 134).

#### Emergence Stage

The third stage in the Stein model of leadership emergence where one member's leadership valence exceeds the candidacy threshold (Stein et al, 1978, p. 134).

#### Importance of the Study

Stein et al (1978) indicated the true, yet unfortunate reality that the leadership research to date fails to integrate both the theoretical and experimental views. Stein addressed the question of how a leader emerges and introduces a methodology for operationalizing this issue. This study also demonstrates utility by accounting for the associated variables and collating a diverse set of testable hypotheses. The observable leadership behavior measures provide concrete evidence on how identified leaders and non-leaders differ in terms of observable leadership behavior within their sport specific setting. This study also modified the Stein et al (1978) instrument to measure the leadership contributions of individuals within baseball teams.

Luthans' (1979) research focus centered on the observational methods of leadership behavior. Luthans

indicated that previous research failed to consider or value the observational leadership behaviors and concentrated on the traditional questionnaire methods of research. Researchers has discovered...

...it is much easier to ask than to observe, and this path of least resistance is one we have taken in the development of leadership (Luthans, 1978, p. 206).

Luthans (1979) further argued that we must "observe leadership behavior in situ", that is, see how leaders actually behave in their natural habitat. Kerlinger (1973) stated that observations must be used when variables of reserach studies are interactive and interpersonal in nature. Boucher (1981) reinforced the need to include observational systems to complement the previous leader-follower behavior research. The methodology of this investigation has varied from the predominant methodology by including observational leadership measures.

Loy, McPherson and Kenyon (1978) cited the shortcomings of past research that fails to record the range and rate of interaction among players in a field situation. They stated that an interaction process recorder, such as the Datamyte employed in this investigation, is required to record the observational measures.

Lord (1979) indicated an inability of previous research efforts to adequately measure the leadership transactions, and this weakness has hampered the empirical development

of transitional models of leadership emergence. A study that will measure the leadership transactions by directly focusing on the moment to moment interactions between leaders and followers may surmount this limitation.

#### Purpose of the Study

The purpose of this study was to answer the following research questions:

1. What factors are important in determining leadership rating within baseball teams? and;
2. Do identified leaders and identified non-leaders differ in terms of observable leadership behavior within their specific environments?

The following five null hypotheses and alternatives were constructed to test the first research question:

- HO1 - The centrality of playing position will not be a significant discriminator of leadership rating.
- H1 - The centrality of playing position will be a significant discriminator of leadership rating.
- HO2 - Task relevant ability will not be a significant discriminator of leadership rating.
- H2 - Task relevant ability will be a significant discriminator of leadership rating.
- HO3 - Number of years enrolled in that school will not be a significant discriminator of leadership rating.
- H3 - Number of years enrolled in that school will be a significant discriminator of leadership rating.
- HO4 - Number of years on the varsity team will not be a significant discriminator of leadership rating.
- H4 - Number of years on the varsity team will be a significant discriminator of leadership rating.

H05 - Popularity will not be a significant discriminator of leadership rating.

H5 - Popularity will be a significant discriminator of leadership rating.

The following three null hypotheses and alternatives were constructed to test the second research question:

H06 - Leaders will not significantly differ from non-leaders in observable positive socioemotional leadership behavior.

H6 - Leaders will significantly differ from non-leaders in observable positive socioemotional leadership behavior.

H07 - Leaders will not significantly differ from non-leaders in observable task leadership behavior.

H7 - Leaders will significantly differ from non-leaders in observable task leadership behavior.

H08 - Leaders will not significantly differ from non-leaders in observable negative socioemotional leadership behavior.

H8 - Leaders will significantly differ from non-leaders in observable negative socioemotional leadership behavior.

#### Limitations of the Study

The researcher acknowledges the following limitations and has undertaken measures to minimize or eliminate their effect.

1. The coach may be reluctant to accurately describe his coaching orientation or style (autocratic versus democratic; consideration versus task).

2. The coaches and players may not appreciate the research and as a result, not put the time or serious thought into their responses.

3. The study relied on the perception of the players and the coach on each team and they may not reflect the true team situation in their responses.

4. The coach and/or organization may implicitly or explicitly impose leadership limitations on the players of the sampled teams.

The researcher has chosen the following delimitations which include:

1. The study is restricted to the high school baseball teams competing in the Michigan High School Athletic Association (MHSAA).

2. The study is restricted to the high school baseball teams that compete with the Assumption high school baseball team.

3. The study is restricted to the student-athletes, ages 15-19, representing their schools within the MHSAA.

## CHAPTER 11

## REVIEW OF RELATED RESEARCH

Research in the area of emergent leadership has expanded to encompass many facets. This review will be discussed in five subsections, which include:

1. Evolution of Emergent Leadership Theory
  - 1) The Transitional Approach
  - 1i) Idiosyncrasy Credit Theory
2. The Relationship of Centrality to Emergent Leadership
3. The Variables Affecting Emergent Leadership Theory
4. The Situational Nature of Emergent Leadership Theory
5. Future Directions

The research on the emergence of leadership has evolved from the traditional approaches towards the contemporary, situational nature of leadership emergence. This review will follow that path of development towards the present day theories of leadership emergence.

Evolution of Emergent Leadership Theory

The Transitional Approaches

Bales (1953), Hollander (1958), Stogdill (1959), Bormann (1969) and Stein et al (1978) were the pioneers in



the investigation and development of emergent leadership. Bales' research (1953) concentrated on the emergence process of the leader as he moved from the status of "group member" to that of "group leader". The research indicated that the process is initiated when the group member makes statements which he feels are making a contribution to the involved task. This member will continue to express and expand his comments and actions, provided he is positively reinforced to continue, or at least not discouraged to continue by negative comments or gestures. Once accepted, the group members will begin to expect effective leadership behavior from this emergent leader, resulting in the elevation of this person's status within the group. The person in this high status position is considered to be the emergent leader (Bales, 1953).

The Balesian research also indicated that two types of leaders may emerge. The first type of leader, known as the instrumental leader referred to the member who was perceived as the person who contributed the best ideas and guided or directed the discussions that occurred within the team setting. The socioemotional leader referred to the member who was generally the most popular member because he reduced tension, expressed solidarity and provided reassurance for the other group members (Bales, 1953).

Stogdill tied in the behavior reinforcement theory

when he viewed the success or failure of the influence attempt to aid the group in attaining their goals as the primary reinforcer. He also indicated that the positions of the leader or follower carried reinforcement, which developed subsequent expectations of one's role of being a leader or follower within the group (Stogdill, 1959).

Bormann carried the emergent leadership research a step further by focusing his efforts on the actual process of leadership emergence. His results partitioned the emergence process into phases. The first phase eliminated those who were unsuitable for the leadership role. Lack of participation, lack of requisite skills or the taking of a strong contradictory stand towards a group matter were some of the screening mechanisms employed. The second phase involved the evaluation and elimination of all but one of the remaining candidates for the leadership position due to an inappropriate leadership style, irritating personality or an inflexible attitude (Bormann, 1969).

Stein, Hoffman, Cooley and Pearse (1978) refined the leadership emergence process by developing three phases which included:

1. Several or all members perform leadership functions in the group orientated towards the task. One or more of the members will emerge as candidates for the leadership position in the group;

(Stein et al, 1978, p.132-134)

2. Competition, power struggles and conflicts arise between competing candidates in their striving to lead the group;

3. The emergence of the leader who has gained the confidence and support of the other group members.

The development of leadership emergence theory has taken many distinct and significant steps to attain its present standing. Bales (1953), Bormann (1969) and Stein et al (1978), concentrated on the actual process of leadership emergence. Stogdill's research efforts (1959) focused on the emergent leader within the leadership position.

#### Idiosyncrasy Credit Theory

Hollander (1958, 1961, 1964) introduced one of the most revolutionary theories of emergent leadership known as the idiosyncrasy credit theory. The status of each group member was based on idiosyncrasy credit points gained or lost during the individual's association with the group. During the initial stages of group association, the personal characteristics (ie. first impressions) formed the credit balance. With time, the credit balance increased, decreased or remained stable based on the degree of conformity the individual displayed towards group expectations and task contributions. Deviance and poor performance would reduce the credit balance a group member possessed within the group, while good performance and

congruity within the group would increase that member's credit balance.

The group member takes on the differentiated role of group leader once a threshold of credits is reached. This leader will continue to earn idiosyncrasy credits by conforming to the role expectations and to the general membership requirements as set down by the group. The role expectations that Hollander (1964) formulated included:

1. Providing structure and setting goals;
2. Flexibility to handle new and unique situations;
3. Establishing proactive relationships.

A decline in the amount of the emergent leader's credit balance (Stein, 1979, p.128), would be the result of the leader's failure to carry out the group's expectations, and depending on the severity of this decline, the leader could jeopardize maintaining the leadership position (Hollander, 1964). If this did occur, the former leader would be replaced by another member whose idiosyncrasy credit balance was higher.

#### The Relationship of Centrality to Emergent Leadership Theory

Reserach has identified many independent variables that interact to explain why a leader emerges. Grusky's (1963) research focused on the effects of formal structure,

specifically, playing position, on leadership recruitment in sport organizations by differentiating the playing positions of sport teams based on their interaction potential (high interaction position vs. low interaction position). The study produced results that indicated these types of positions carry with them certain role skills. Acquisition of these role skills then influence the chances of that individual moving into a leadership position within the team leadership structure (Grusky, 1963).

Loy and Sage (1970) and Loy, Sage and Ingham (1970) replicated and extended Grusky's work using high school baseball and college baseball teams. Results from their studies indicated that the players occupying the high interacting positions were more likely to be selected for official leadership positions (coaches or team captains) and in addition, they were better liked by their teammates.

A three year investigation into the relationship of centrality and team captaincy within intercollegiate football teams by Sage (1970), produced results that indicated a positive correlation between a player's playing position on the field and being formally designated as a leader.

Leavitt (1951) and Howells and Becker (1962) found that individual differences within individuals were not significant in determining who will emerge as a group

leader. One could accurately predict who would emerge from a knowledge of the individual's spatial and functional position within the group (Leavitt, 1951; Howells and Becker, 1962).

Roy (1974) completed an extensive study on the effects of formal structure on leadership recruitment in professional hockey. Roy designated the positions of center and defense as the central positions and the positions of goaltender and wings as the peripheral positions. Results of his study indicated that the players occupying the central positions (center and defence) were more likely selected as captain or co-captains over the players occupying the peripheral positions (goaltenders and wingers).

Chelladurai and Carron (1977) introduced the dimensions of propinquity and task dependence for the playing positions of sport teams. The propinquity dimension referred to the visibility and observability potentials of each position while the task dimension referred to the specific responsibilities of each position. A playing position of high propinquity and high task dependence was the most central position while the opposite extreme was a non-central position. The dimensions are illustrated in Figure 1.

Chelladurai and Carron (1977) re-analysed the data on baseball and football that was collected in the previous studies by Grusky (1963), Loy, Sage and Ingham (1970) and Ball (1973). They found support for the propinquity and task dependence model based on the data collected for high school and college baseball teams.

Figure 2 represents the categorization of baseball playing positions as defined by Chelladurai and Carron (1977). The catcher on a baseball team is in the position of highest centrality while the right and left fielders occupy the least central positions.

Ball (1973) introduced an alternative model for the centrality concept by classifying the playing positions on professional football teams as primary and support positions. The distinction between the two types were the responsibilities and duties associated with each. Quarterbacks, running backs and pass receivers were considered primary positions while the offensive line were to be considered support positions (Ball, 1973).

Much of the research has shown support for the centrality of playing position as a significant independent variable in the determination of leadership emergence. A review of the theories that expand on the centrality issue indicated the sophistication and refinement of the leadership emergence research.

		DEPENDENCE	
		HIGH	LOW
PROPINQUITY	HIGH	(1)	(3)
	LOW	(2)	(4)

Figure 1. Schematic representation of the dimensions propinquity and task dependence (Chelladurai and Carron, 1977, p.12).



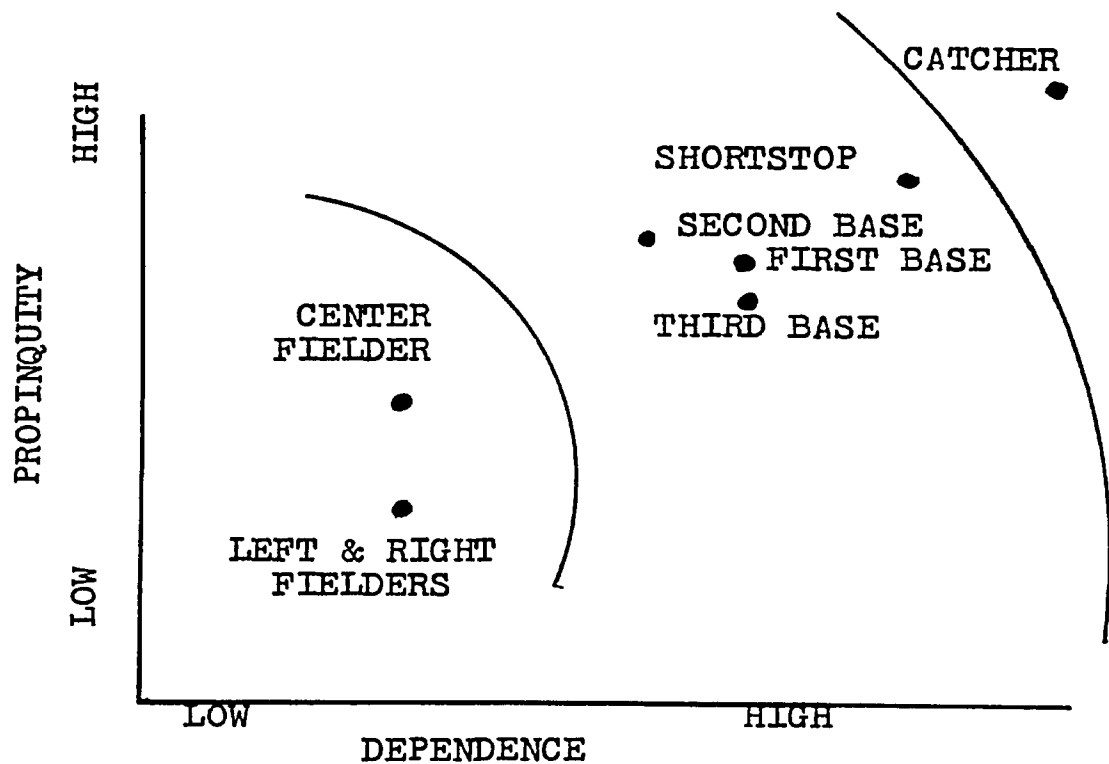


Figure 2. Categorization of the playing positions on a baseball team based on the interaction of the dimensions of propinquity and task dependence (Chelladurai and Carron, 1977, p. 12).

### The Variables Affecting Emergent Leadership

Although the centrality variable has received a great deal of attention in the research, other variables have also been identified as being significant determinants of leadership emergence. These studies will be discussed in the following section.

Tropp and Landers in a study of team interaction, interpersonal attraction and the emergence of leadership in women's field hockey, found that the leadership qualities of years on varsity squad and attraction rating, discriminated team captains from non-captains. The discounting of the centrality variable, did not support the results of the previous studies that indicated that captains were chosen from centrally located positions (Tropp and Landers, 1979).

Stein (1975) used an introductory psychology class at the University of Delaware for his study on the identification of emergent leaders from verbal and nonverbal communications. The results of the study indicated:

1. nonverbal behaviors were useful in perceiving and choosing emergent leaders; and,
2. leadership selection was related to participation rates.

Schultz (1980) found that leaders could emerge from within a group based on their personality make-up. The personality skills deemed critical to leadership emergence were communication skills, a slightly quarrelsome aspect within their personality make-up, and the ability to provide the best guidance and direction. Support for the personality correlates of rated leadership stems from Hogan (1978), who found that college football team leaders rated higher on scales of dominance, self-acceptance and responsibility categories. Gough (1969) applied the California Psychological Instrument (CPI) to high school students and found that nominated leaders differed in dominance and self impression measures.

Bales (1953) introduced the "babble hypothesis" which indicated that all other things being equal, the relative rate of verbal participation was significant in determining leadership emergence. Ginter and Lindskold (1975) supported this finding as a factor for influencing leadership choice.

Research has indentified other behavioral differences between leaders and non-leaders. Carter et al (1950) found emergent leaders to exhibit more leadership behaviors than non-emergent leaders. Morris and Hackman found that perceived leaders participated in leadership activities significantly more than non-leaders. However,

with the effect of participation removed, very few behavioral differences between leaders and non-leaders existed. In addition, the researchers found that high participators who were not perceived as leaders emphasized activities detrimental to group creativity and they de-emphasized facilitative activities (Morris and Hackman, 1969).

#### The Situational Nature of Emergent Leadership

Contemporary research has indicated that leadership emergence is the result of a variety of situational variables, specifically time, place and circumstance. Boucher and Olafson (1978) illustrated the vast repertoire of different personality traits that leaders (coaches) possess:

...contemplate if you will, the personalities, traits and behavioral patterns of our most famous coaches of this modern day. Contrast, for example, the brashness and verbosity of Leo Durocher with the conservative and relatively quiet disposition of Tom Landry. Compare the cool detachment of Bud Grant to the total emotional involvement of Woody Hayes ...  
 ...consider the love/hate relationship that the late Vince Lombardi had with his players during his most successful career. In summary, it is quite evident that there is no distinct pattern of personality traits that will ensure that an individual will become a "leader" in a coaching situation (Boucher and Olafson, 1978, p.7).

Although a distinct personality style will not ensure leadership in every situation, it can be stated that the personality traits and leadership style of both the coach and the emergent leader must be on a consistent wavelength. Otherwise, conflicts over philosophy and attitudes may ensue, resulting in the ostracization of one of the two parties. In addition, the specific personality traits and leadership style exhibited by the coach may have an effect on the personality and leadership style, that is exhibited by the emergent leader. This may explain why the flamboyant personalities inherent in Paul Horning and Max McGee elevated them into leadership positions with the Green Bay Packers while Tom Landry, the conservative coach of the Dallas Cowboys would not tolerate such behavior.

Michener and Lawler (1975) performed an experiment to identify the factors that effect the endorsement of formal leaders. Results indicated that group success had the most significant impact followed by equal reinforcement to all group members and the leader's stability within the formal leader's position.

Hallingsworth et al (1977) in a study designed to predict the effectiveness of emergent leadership, indicated the relevance of the leader's competence in the research. They found the concept of emergent leadership more dynamic than anticipated when they attempted to adhere

to the concept of the contingency model introduced by Fiedler's Least Preferred Co-worker (LPC). The investigation also indicated that:

... it appears that members of task orientated groups are more likely to accept, and be influenced by, a highly competent leader. If the members have no basis upon which to judge competence, they are more likely to accept, and be influenced by a task orientated leader (Hallingsworth et al, 1977, p. 72).

Schneier performed a field test designed to extend the contingency model of leadership to situations where leaders emerged from their groups and to assess its predictability in this situation for both male and female leaders. The results indicated that emergent leaders had LPC scores lower than the non-leaders, that male and female emergent leaders had similar LPC scores and that leaders were task orientated. These results contradict Fiedler's (1972) underlying meaning of the LPC score (Schneier, 1978).

An investigation into the modelling and measuring of the process of emergent leadership (Stein et al, 1978) was most influential in the formulation of this study.

Initially, the authors devised a leadership valence scale to measure the leadership potential of all the group members in an introductory psychology class. Next, the authors developed a three phase model of how a leader emerges. The model depicted in Appendix N illustrates the three stages known as:

1. The orientation stage
2. The conflict stage
3. The emergence stage

and the threshold levels that include:

1. The rejection threshold
2. The candidacy threshold
3. The emergence threshold

(Stein et al, 1978, p.39).

Research in many diverse settings has indicated that many situational variables interact to determine leadership emergence. A research study that could test the significance of these variables in a sport setting may extend the emergent leadership research to encompass another population.

#### Summary

The emergent leadership research has made substantial progress in recent years, however, uncertainty exists in the research regarding the determinants of leadership emergence within the sport/athletic population. There also appears to be a void in the research with regards to measuring observable leadership behaviors of leaders within their group. Prominent leadership researchers have failed to include the observable leadership behavior measures in their research activities.

## CHAPTER 111

## METHODOLOGY

This chapter presents the research procedure and rationale for the design of this study on the emergence of leadership within high school baseball teams competing in the Michigan High School Athletic Association (MHSAA). The main sections of this chapter include: 1. Study Description; 2. Instrumentation including (a) Team Data Sheet, (b) Leadership Ranking Form, (c) Semi Directed Focused Interview (SDFI), (d) Valence Scale for Leadership Emergence, and, (e) Observable Leadership Behavior Measurements; and 3. Statistical Procedures.

Study Description

The subjects of this investigation were the players and coaches of the high school baseball teams that competed with the Assumption baseball team within the Michigan High School Athletic Association (MHSAA). The head baseball coaches of the selected sample were introduced to the study by letter for the purpose of gaining their support and endorsement of the proposed research (Appendix A). A Team Data Sheet (Appendix C) was forwarded to the head baseball coaches who were instructed to complete the form and return it to the researcher in a self-addressed, stamped envelope. The completed Team Data Sheets provided



data for the independent variables:

1. years enrolled in that school;
2. years on the varsity team;
3. centrality of playing position;
4. task relevant ability, and;
5. popularity.

This portion of data collection extended four weeks from the original distribution of the letter packages. Upon receipt of the completed Team Data Sheets, the coaches were contracted to finalize the future research schedule.

The Leadership Ranking Forms (Appendix I) were administered to the team players during the first meeting with each team. Each player was instructed to construct the leadership hierarchy for their team, including themselves in the rankings. The data from these forms were tabulated and transferred onto a master scoring sheet that depicted the leadership hierarchy for that respective team.

Each position within the finalized leadership hierarchy for each team was given a weighting ( $n \rightarrow 0$ ). The player who had the highest value on the master scoring sheet for their team was identified as the emergent leader. The player with the second highest value was identified as the candidate and the player with the lowest value was

identified as the rejected individual. In addition, a fourth player was selected from the middle of the leadership hierarchy and was classified as the masked individual. The masked individual was selected from the middle of the master scoring sheet and was considered an identified non-leader for their respective team.

The Semi Directed Focused Interview (SDFI) was then administered to selected players within the leadership hierarchy and the coach of each team (Appendix J). The players selected from the leadership hierarchy were the first two, the last two and two from the middle of the rankings. The SDFI was employed to monitor the perceptions and attitudes of players of differing leadership status with respect to the leadership situation on their team. Each interview was tape recorded and later transferred to Audio Interview Report Sheets for content analysis (see Appendix K).

The Valence Scale for Leadership Emergence (Stein, et al, 1979), determined the leadership contributions of the identified emergent leader, candidate, masked and rejected individuals as measured by the team players. The instrument (Appendix M) was administered to all team players with instructions to rate the four players on the questions provided. The results were manually tabulated and the means plotted on the modified Model for Leadership Emergence

Appendix N) and distributed to the respective teams.

Phase 11 of this investigation focused on the observable leadership behavior of the identified leaders (emergent leader and candidate) and identified non-leaders (masked and rejected individuals). Each team was observed for two games to determine if the identified leaders and identified non-leaders differed in observable leadership behavior. The types of leadership behaviors observed were partitioned from Bales' (1950) classification of observable leadership behavior (Appendix L).

The collected data was collated, dated and stored in the IBM 3031 computer at the University of Windsor.

#### Instrumentation

Five instruments were utilized in the collection of data for each team and included: (1) the Team Data Sheet to collect the administrative and independent variable data; (2) the Leadership Ranking Form to produce a leadership hierarchy for each team; (3) the Semi Directed Focused Interview to monitor the leadership situation on each team; (4) the Valence Scale for Leadership Emergence to measure the leadership contributions of the identified emergent leader, candidate, masked and rejected individuals for each team, and; (5) the Observable Leadership Behavior Measures to produce the observable leadership behavior data for the identified leaders and

identified non-leaders on each team.

#### Team Data Sheet

The Team Data Sheet was an original instrument designed to obtain administrative and independent variable information from each team. The instrument was completed by the head coach of each respective team as the initial research procedure. The information that this instrument provided included each player's: (1) name; (2) playing number; (3) playing position; (4) number of years enrolled in that respective school; (5) number of years playing for the varsity team; (6) popularity, and; (7) task relevant ability. Each team's success as reflected by their win/loss percentage over the past two years was also provided by completion of the instrument (Appendix C).

#### Leadership Ranking Form

The Leadership Ranking Form was administered to all players with the instructions to rank their teammates, and themselves in a leadership hierarchy. Each position within the hierarchy was given a weighting (n→o) and the results of the final rank order were transferred to a master copy. The player with the highest value was the identified emergent leader, the player with the next highest value the candidate, the player in the middle of

/

the heirarchy, the masked individual and the player with the lowest value was the identified rejected individual. The Leadership Ranking Form appears in Appendix I.

#### Semi Directed Focused Interview

A Semi Directed Focused Interview (SDFI) was prepared to monitor the leadership situation of each team and to provide data on the coach's decision style and leadership orientation for each respective team. The presenatation of the gustions and statements was consistent for all interviews.

The audio interview were tape recorded and later transferred on to the Audio Interview Report Sheet. The Semi Directed Interview and the Audio Interview Report Sheet can be found in Appendices J and K respectively.

#### Valence Scale for Leadership Emergence

The Valence Scale for Leadership Emergence was modified from the original scale developed by Stein et al., (1978) for the purpose of this study. The authors of the original instrument identified five categories of leadership behavior which included: (1) identification and solving of task problems; (2) initiates, directs and controls group structure; (3) direct control over others; (4) provides support and assistance, and; (5) productive behaviors (Stein, et al., 1978). Each category contained

statements pertaining to the section heading. The Stein (1978) instrument was modified by changing the statements into questions and tailoring them to a baseball setting. The order of presentation of the questions was also modified to ensure that two questions pertaining to the same area were not presented consecutively.

The valence scores were manually tabulated and the cumulative means were plotted on the modified Model of Leadership Emergence developed by Stein et al (1978) (Appendix N).

#### Observable Leadership Behavior

Phase 11 of this investigation focused on the observable leadership behaviors of the identified leaders and non-leaders. A research assistant was employed for this portion of the investigation to eliminate research bias and to maximize the validity of the study by minimizing the halo effect. This segment of the research concentrated on the observable behaviors exhibited by the emergent leader, the candidate, the masked individual and the rejected individual. The research assistant was given no indication of the category with which each player was associated.

The Datamyte recorder was employed in this segment of the study. This hand held, battery operated data recorder is specifically designed to record and store

observable data in terms of frequency, duration and sequential order. A pilot study that focused on the recording of the observable leadership behaviors of high school hockey players, familiarized the researcher with the Datamyte operations and functions.

The classifications of observable leadership behaviors recorded were based on Bales (1950) classifications. The behaviors were numbered (1-9) for recording and retrieval purposes within the Datamyte (Appendix L). The ninth behavior classification, termed "nothing" was added to the Bales classifications as a requirement of this research procedure.

The research assistant was familiarized with the classifications of observable leadership behavior and the components of this study through a slide presentation and verbal instructions. The research assistant was made aware of the types of leadership behaviors to be observed and the research procedure through verbal quizzing.

Prior to data collection, the research assistant was informed of the players to be observed by their playing number only. This instruction did not include where the players would fit into the leadership hierarchy or why those particular players were selected. The order of observation was in a sequential fashion that was consistent for all observational measures. The specific

order was:

1. identified emergent leader;
2. identified rejected individual;
3. masked individual; and,
4. identified candidate.

The observable leadership behavior data was collected during the odd numbered innings of the selected games and on a one minute on, one minute off time frame. The research assistant followed the players in the described fashion and called out the code number for the subsequent behavior. The researcher recorded the data in a series of four code numbers into the Datamyte and informed the research assistant when the time frames were initiated and terminated. The data remained stored in the Datamyte recorder until it was interfaced directly into the IBM 3031 computer.

#### Statistical Procedures

The completion and evaluation of the Leadership Ranking Forms and the Semi Directed Focused Interviews served as identification procedures. The Leadership Ranking Forms were used to obtain a leadership hierarchy for each team. A weighting system allowed the researcher to identify an emergent leader, a candidate, a masked and a rejected individual within each team. The Semi Directed



Focused Interview provided information on the leadership orientation and decision style of each coach as well as feedback concerning the leadership situation for each team.

Using the IBM 3031 computer, and the Statistical Package for the Social Sciences (SPSS) format, a statistical package was used to complete the following analyses:

1. One Way Analysis of Variance,
2. Stepwise Discriminant Analysis,
3. Frequency Analysis.

The valence scores were manually tabulated and the cumulative means were plotted on the modified Model of Leadership Emergence. In addition, Fisher's t-test was computed to determine if there were significant differences between the identified leaders (emergent leader and candidate) and non-leaders (masked and rejected individuals) in observable leadership behavior.

#### Analysis of Variance

The SPSS subprogram 'ONEWAY' was used to determine if the independent variables were significant in influencing leadership emergence. The effect of each variable on the leadership rating was determined by the critical F ratio for each of the ninety-seven subjects at the .05 confidence level. The Newman-Keuls critical value test was administered to the significant variables to

determine if significant differences existed between the means of the levels of the independent variable (.05 confidence level).

#### Stepwise Discriminant Analysis

The SPSS subprogram 'DISCRIMINANT' was utilized to statistically differentiate the independent variables that discriminated identified leaders (emergent leaders and candidates) and identified non-leaders (masked and rejected individuals) within high school baseball teams (N=28). Independent variables were selected for entry into the analysis based on their discriminating power.

The stepwise selection criterion to be used was indicated through the 'METHOD' specification. The "WILKS' LAMBDA" (METHOD = WILKS) measured the group discrimination utilizing the multivariate F ratio for the test of differences.

The Rao's V was another criterion method utilized in the statistical analysis. This distinguisher lined up the discriminating variables in rank order of significance for determining leadership rating.

The use of the stepwise method of discriminant analysis results in the optimal set of independent variables being selected. The stepwise procedure is an efficient statistical tool in determining the best set of discriminating variables (Nie, et al., 1975).

### Comparative Analysis

The observable leadership behaviors exhibited by the identified leaders (emergent leaders and candidates) and the identified non-leaders (masked and rejected individuals) were statistically analysed using the subprogram 'FREQUENCIES'. The data was analysed both collectively for the purposes of this investigation (N=28) and individually for each specific team's purposes (n=4). Frequency tables were constructed for the observable leadership behavior exhibited by the identified leaders, candidates, masked individuals and rejected individuals for the entire sample together (N=28) and for each individual team (n=4).

Fisher t-tests were performed to determine if the identified leaders (emergent leaders and candidates) and non-leaders (masked and rejected individuals) differed in observable leadership behavior as classified by Bales (1950). The tests of significance were measured at the .05 confidence level.

## CHAPTER IV

## ANALYSIS AND DISCUSSION

This chapter provides an analysis of the data produced by the instruments used in the study and is divided into two sections. The sections include: 1. Results of the Statistical Procedures, including (a) Analysis of Variance; (b) Stepwise Discriminant Analysis; (c) Comparative Analysis, and; 2. Hypothesis Testing.

Each of the seven head baseball coaches from the teams within the Michigan High School Athletic Association (MHSAA) who were approached, agreed to cooperate in the study. Ninety-seven baseball players and seven head baseball coaches represented the sample for this investigation with an identified emergent leader, candidate, masked and rejected individual from each team considered to be central to the design that was employed. The data collection period extended over eleven weeks and was initiated when the coaches were mailed a package outlining the research and a Team Data Sheet (Appendix C) to be completed and returned to the researcher. The Team Data Sheets were returned to the researcher during the first four weeks of the data collection period.

### Results of Statistical Procedures

This study incorporated two statistical methods of analysis to determine significance for the five independent variables in the determination of leadership rating. The statistical methods included: Analysis of Variance and Stepwise Discriminant Analysis.

A Comparative Analysis was also used in this study to determine if identified leaders (emergent leaders and candidates) and indentified non-leaders (masked and rejected individuals) differed significantly in observable leadership behavior. Each of the statistical methods will be explained separately, including a discussion of the results of the analysis.

#### Analysis of Variance

An analysis of variance was employed as an introductory statistical tool to test for significance for the five independent variables in determining leadership rating within high school baseball teams (N=97). The independent variables included:

1. the centrality of playing position;
2. task relevant ability;
3. number of years enrolled in that school;
4. number of years on the varsity team, and;
5. popularity.

A computer analysis using the Statistical Package for the Social Sciences (SPSS) subprogram 'ONEWAY' was performed for each of the five independent variables. The leadership rating of the players as measured by the team players by the Leadership Ranking Form was the dependent variable for each of the five independent analysis of variance tables constructed. The independent variables were tested for significance using the calculated F ratio at the .05 confidence level (N=97).

The independent variable 'number of years on the varsity team' was found to be a significant determinant of leadership rating based on the significant F ratio of 2.63 (See Table 1). This F ratio was found to be significant at the .05 confidence level (df=4,92). It can be concluded that the identified leaders emergent leaders and candidates, had a longer association with the varsity team ( $\bar{X}$ =2.8 years) than the identified non-leaders ( $\bar{X}$ =1.7 years).

A Newman-Kuels critical value test was also performed to determine if a significant difference could be reported between the means of the four levels of the "years on the varsity team" variable (p=4) (N=97). The results of this analysis indicated non-significant difference between the means (p=4) with the corresponding Newman-Keuls critical value at the .05 confidence level (Table 2).

The results of the analysis of variance indicated

that the remaining four independent variables failed to attain a significant F ratio at the .05 confidence level and based on this analysis were discounted as having a significant effect on leadership rating within high school baseball teams. The independent variables that were identified as not having a significant effect on leadership rating (See Tables 3 through 6) included:

1. centrality of playing positions;
2. task relevant ability;
3. number of years enrolled in the school, and;
4. popularity.

A stepwise discriminant analysis was also performed to determine significance or non-significance for the independent variables in determining leadership rating. The analysis measured the effect of the combination of the independent variables by analyzing the collective effect of the independent variables on leadership rating.

#### Stepwise Discriminant Analysis

The utilization of the stepwise method of discriminant analysis provided for the development of an optimal set of independent variables that effected significantly the dependent variable (Nie, et al., 1975, 448).

The statistical theory of discriminant analysis assumes that the discriminating variables have a multi variable normal distribution and that they have an equal

TABLE 1  
LEADERSHIP RATING BY YEARS ON VARSITY TEAM  
ANOVA

Source	d.f.	Sums of Squares	Mean Squares	F Ratio
Between Groups	4	7827.4	1956.8	2.639
Within Groups	92	68220.4	741.5	
Total	96	76047.8		

Critical F at .05 confidence level for df (4,92) = 2.45

N=97



TABLE 2  
 DIFFERENCE AMONG MEANS AND NEWMAN-KUELS CRITICAL VALUES  
 FOR THE YEARS ON THE VARSITY TEAM VARIABLE

	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_4$	$\bar{X}_5$
$\bar{X}_1$	--	2.8(18.26)	6.2(21.97)	6.3(24.05)
$\bar{X}_2$		--	3.4(18.26)	3.5(21.97)
$\bar{X}_4$			--	.1(18.26)
$\bar{X}_3$				--

Corresponding Newman-Kuels critical values in parentheses

N=97

variance covariance matrices within each group. In practice, the technique is very robust and these assumptions need not be strongly adhered to. (Nie, et al., 1975, p. 435). Using the Wilk's Lambda and Rao's V as "distinguishers" and creating the two groups identified leaders (emergent leaders and candidates) and identified non-leaders (rejected and masked individuals), five independent variables were tested for significance in determining leadership rating within high school baseball teams (N=28).

The results of the analysis (Table 7) indicated that the variables "number of years on the varsity team" and "popularity" were significant determinants of leadership rating within high school baseball teams at the .05 confidence level (N=28). It can therefore be concluded that on the basis of the analysis of this study, identified leaders had popularity ratings ( $\bar{X}$  =8.6) than the identified non-leaders ( $\bar{X}$  =6.6).

The analysis of the results of the stepwise discriminant analysis indicated that the independent variables "centrality playing position"; "years enrolled in that school", and; "task relevant ability" were not significant determinants of leadership rating within high school baseball teams at the .05 level of confidence (See Table 7).

TABLE 3  
LEADERSHIP RATING BY CENTRALITY OF PLAYING POSITION  
ANOVA

Source	d.f.	Sums of Squares	Mean Squares	F Ratio
Between Groups	6	6095.5	1015.9	1.307
Within Groups	90	69952.3	777.2	
Total	96	76047.8		

Critical F value at .05 confidence level for  $df(6,90)=2.19$   
 $N=97$   
 $p=6$  (pitcher was removed from the analysis and the positions of right and left field were taken as one position)

TABLE 4  
LEADERSHIP RATING BY A PLAYER'S TASK RELEVANT ABILITY  
ANOVA

Source	d.f.	Sums of Squares	Mean Squares	F Ratio
Between Groups	7	9748.3	1392.6	1.86
Within Groups	89	66299.5	744.9	
Total	97	76047.8		

Critical F value at .05 confidence level for  $df(7,89)=2.12$   
 $N=97$   
 Task Relevant Ability was measured on a scale of 1 to 10

TABLE 5  
LEADERSHIP RATING BY THE NUMBER OF YEARS THE PLAYER HAS  
ATTENDED THAT SCHOOL  
ANOVA

Source	d.f.	Sums of Squares	Mean Squares	F Ratio
Between Groups	3	3262.6	1087.5	1.39
Within Groups	93	72785.2	782.6	
Total	96	76047.8		

Critical F value at .05 confidence level for  $df(3,93)=2.70$   
N=97

TABLE 6  
LEADERSHIP RATING BY THE PLAYER'S POPULARITY  
ANOVA

Source	d.f.	Sums of Squares	Mean Squares	F Ratio
Between Group	7	7915.0	1130.7	1.477
Within Group	89	68132.8	765.5	
Total	96	76047.8		

Critical F value for .05 confidence level at  $df(7,89)=2.12$   
 N=97  
 Popularity was measured on a scale of 1 to 10

### Comparative Analysis

Phase 11 of this analysis focused on the observable leadership behaviors exhibited by the identified leaders (emergent leaders and candidates) and the identified non-leaders (rejected and masked individuals) from within each team. Frequency tables were constructed and Fisher t-tests were performed to determine if identified leaders and identified non-leaders differed in observable leadership behavior. Results of the Fisher t-tests were considered to be significant at the .05 confidence level.

The types of leadership behaviors observed were partitioned from the classifications forwarded by Bales (1950) and appear in Appendix L. Each team was observed for two games and the data was recorded on the Datamyte recorder and interphased directly into the IBM 3011 computer for storage and analysis. The results of the observable leadership behavior frequencies for the emergent leaders, candidates, masked and rejected individuals are summarized in Table 8.

The results of the Fisher t-tests indicated that the identified leaders (emergent leaders and candidates) did not differ significantly from the identified non-leaders (masked and rejected individuals) in observable leadership behavior. This conclusion was based on the non-significant t value of .516 produced when all

TABLE 7  
 DETERMINANTS OF LEADERSHIP EMERGENCE  
 STEPWISE DISCRIMINANT ANALYSIS

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Step							
1	Years Varsity	0.644444	0.0008	14.34	0.0002	14.34	0.002
2	Popularity	0.555720	0.0006	20.79	0.0000	6.441	0.0111

---

N=28  
 14 identified leaders  
 14 identified non-leaders  
 df=26



observable behavior classifications were collectively analysed at the .05 confidence level ( $df=30$ ) (Table 9).

Bales (1950) classifications of observable leadership behavior has been divided into three categories which include:

1. socioemotional leadership with a positive focus;
2. task leadership with a negative focus, and;
3. socioemotional leadership with a negative focus.

Fisher t-tests were performed to determine if the identified leaders (emergent leaders and candidates) and identified non-leaders significantly differed in any of the above categories of observable leadership behavior.

The results of these analysis indicated non-significant t-values for the socioemotional positive ( $t=.13$ ) and the socioemotional negative ( $t=1.1$ ) categories of observable leadership behavior exhibited by both identified leaders and non-leaders (Tables 10 and 11). These two non-significant values were found at the .05 confidence level ( $N=28$ ).

A significant difference was found between the observable leadership behavior exhibited by the leaders and non-leaders in the neutral task classification of observable task leadership behavior (Table 12). A

TABLE 8

FREQUENCY TABLE OF THE OBSERVABLE LEADERSHIP BEHAVIORS EXHIBITED  
BY THE IDENTIFIED LEADERS, CANDIDATES, MASKED AND REJECTED  
INDIVIDUALS

Behavior Classification	Leaders	Candidates	Masked Individuals	Rejected Individuals
1. solidarity	166	179	179	163
2. agreement	22	13	10	7
3. gives suggestion	22	28	18	5
4. gives orientation	52	24	20	6
5. asks for suggestion	40	25	16	12
6. disagrees	1	6	1	5
7. tension	20	27	8	6
8. antagonism	1	3	1	1
9. nothing	1555	1575	1627	1674
	<u>1879</u>	<u>1879</u>	<u>1879</u>	<u>1879</u>

N=28

TABLE 9

IDENTIFIED LEADERS VERSUS IDENTIFIED NON-LEADERS IN OBSERVABLE  
LEADERSHIP BEHAVIOR  
t-test

Group	n	Mean	Standard Deviation	Standard Error	T Value
Leaders	16	39.3	56.9	20.7	.516
Non-leaders	16	28.6			

.05 confidence level at (df=30) = 2.04

N=28

14 identified leaders

14 identified non-leaders

TABLE 10

IDENTIFIED LEADERS VERSUS IDENTIFIED NON-LEADERS IN POSITIVE  
SOCIOEMOTIONAL CLASSIFICATION OF OBSERVABLE LEADERSHIP BEHAVIOR  
t-test

Group	n	Mean	Standard Deviation	Standard Error	T Value
Leaders	4	72	78.9	45.6	.13
Non-leaders	4	64			

.05 confidence level for (df=6) = 2.45

N=28

14 identified leaders

14 identified non-leaders

TABLE 11

IDENTIFIED LEADERS VERSUS IDENTIFIED NON-LEADERS IN NEGATIVE  
SOCIOEMOTIONAL CLASSIFICATION OF OBSERVABLE LEADERSHIP BEHAVIOR  
t-test

Group	n	Mean	Standard Deviation	Standard Error	T Value
Leaders	6	9.5	9.1	5.3	1.1
Non-leaders	6	3.7			

.05 confidence level for (df=10) = 2.23

N=28

14 identified leaders

14 identified non-leaders

TABLE 12

IDENTIFIED LEADERS VERSUS IDENTIFIED NON-LEADERS IN THE NEUTRAL  
 TASK CLASSIFICATION OF OBSERVABLE LEADERSHIP BEHAVIOR  
 t-test

Group	n	Mean	Standard Deviation	Standard Error	T Value
Leaders	6	35	9.6	3.4	6.17
Non-leaders	6	14			

.05 confidence level for (df=10) = 2.23

N=28

14 identified leaders

14 identified non-leaders

significant t-value of 6.17 was found at the .05 confidence level (N=28).

In summary, the results of the comparative analysis indicated that identified leaders and identified non-leaders did not differ significantly in observable leadership behavior measures when the categories were collectively analysed. A more refined scrutiny indicated that a significant difference existed between the identified leaders and non-leaders in the observable task area of leadership (N=28, .05 confidence level, df=10). It can therefore be concluded that identified leaders (emergent leaders and candidates) tended to exhibit a higher frequency of observable task leadership behavior than the identified non-leaders (masked and rejected individuals).

### Hypothesis Testing

The first research question of this investigation was stated as:

1. What factors are important in determining leadership rating within baseball teams?

The literature review indicated five independent variables that may be significant determinants of leadership rating. Five analysis of variance and a stepwise discriminant analysis were carried out to test the independent variables in effecting leadership rating.

Five null hypotheses and alternatives were constructed to test the first research question (Table 13).

The results of the analysis of variance indicated that the fourth null hypothesis stated as:

H04 - Number of years on the varsity team will not be a significant determinant of leadership rating;

was rejected and the accompanying alternative hypothesis (H4) was accepted at the .05 confidence level (Table 13).

The results of the stepwise discriminant analysis using the Wilk's Lambda and Rao's V as distinguishers indicated that the independent variable "popularity" was also a significant determinant of leadership rating when in competition with the "years on varsity team" variable (Table 13).

The results of the hypothesis testing indicated that one null hypothesis (H04) was rejected at the .05 confidence level and the accompanying alternative hypothesis (H4) could be accepted at the .05 confidence level. The acceptance of the alternative hypothesis indicated that "years on the varsity team" was a significant determinant of leadership rating within baseball teams.

The failure to reject the remaining four null hypotheses (H01, H02, H03, H05) for the first research



question indicated that the alternative hypotheses could not be accepted and the four variables were discounted as having a significant effect on leadership rating at the .05 confidence level (Table 13). Although the "popularity" variable was not found to be a significant determinant of leadership rating by itself, the results of the stepwise discriminant analysis indicated that popularity variable was a significant, when in combination with the years on the varsity team variable.

The second research question of this investigation was stated as:

2. Do identified leaders and identified non-leaders differ in observable leadership behavior within their sport specific environment?

The results of a Fisher t-test indicated that the identified leaders and identified non-leaders did not significantly differ from each other in observable leadership behavior measures, when the behavior classifications were collectively analysed (Table 14). However, when the behavior classifications were separately analysed, the following null hypothesis stated as:

H07 - Leaders will not significantly differ from  
non-leaders in observable task leadership  
behavior;

was rejected and the corresponding alternative hypothesis

(H7) was accepted at the .05 confidence level (N=28) (Table 13).

The rejection of the null hypothesis (H07) and the acceptance of the alternative hypothesis (H7) indicated that leaders and non-leaders of baseball teams differ in exhibiting observable task leadership behavior (.05 confidence level).

TABLE 13  
SUMMARY OF THE HYPOTHESES AND DECISIONS

Hypothesis	Decision
The first five hypotheses and decisions correspond to the first research question stated as:	
1. What factors are important in determining leadership rating within high school baseball teams?	
H01 - The centrality of playing position will not be a significant discriminator of leadership rating.	Fail to Reject
H02 - Task relevant ability will not be a significant discriminator of leadership rating.	Fail to Reject
H03 - Number of years enrolled in that school will not be a significant discriminator of leadership rating.	Fail to Reject
H04 - Number of years on the varsity team will not be a significant discriminator of leadership rating.	Rejected
H4 - Number of years on the varsity team will be a significant discriminator of leadership rating.	Accepted
H05 - Popularity will not be a significant discriminator of leadership rating.	Fail to Reject
The following three hypotheses and decisions correspond to the second research question which was stated as:	
2. Do identified leaders and identified non-leaders differ in terms of observable leadership behavior within their sport specific environments?	
H06 - Leaders will not significantly differ from non-leaders in observable positive socioemotional leadership behavior.	Fail to Reject

TABLE 13 (continued)

H07 - Leaders will not significantly differ from non-leaders in observable task leadership behavior	Rejected
H7 - Leaders will significantly differ from non-leaders in observable task leadership behavior.	Accepted
H08 - Leaders will not significantly differ from non-leaders in observable negative socioemotional leadership behavior.	Fail to Reject

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confidence level = .05

## CHAPTER V

## SUMMARY, RESULTS, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this research was to investigate Emergent Leadership Theory within the baseball environment of the Michigan High School Athletic Association (MHSAA). The hypotheses presented a testing avenue to investigate (1) the determinants of leadership rating and; (2) if identified leaders significantly differed from identified non-leaders in observable leadership behavior.

Summary

Chapter 1 identified the problems and presented the background necessary for a conceptual understanding of the study. Two major research questions and eight null hypotheses were tested to determine significance for Emergent Leadership Theory within the high school baseball environment. A felt need for the study was developed because:

1. Leadership emergence research has been hampered by many methodological and conceptual problems that this study has attempted to overcome by: (a) including observable leadership behavior measures, (b) accounting for the many associated variables by collating a diverse

set of testable hypotheses, and; (c) varying from the traditional questionnaire methods of leadership research.

2. Research studies have produced conflicting results with respect to validating the significant determinants of leadership rating within sport organizations.

3. Much of the emergent leadership research has been carried out in business organizations or study groups. There appears to be a need for emergent leadership research within the realm of sport and athletics.

The review of related literature provided a discussion of the progression of Emergent Leadership Theory from the primitive, traditional approaches to the contemporary, situational nature of leadership emergence. This section presented the empirical investigations into the emergence of leadership within groups, business organizations and sporting environments.

The methodology that the study incorporated was included in Chapter III. The research design, instruments employed and method of analysis were explained in this chapter.

The data collected was subsequently analysed using (1) manual tabulations, (2) one-way analysis of variance, (3) stepwise discriminant analysis, and, (4) comparative analysis. The appropriate SPSS subprogram computed the

information necessary to: (1) analyse the data; (2) test the hypotheses, and; (3) explain the results.

### Results-Analysis

The results of the study provided support for some previous investigations and non-support for other past research studies focusing on the emergence of leadership. A review of the supporting and conflicting investigations is provided.

Loy and Sage (1970) and Loy, Sage and Ingham (1970) indicated that players occupying the high interaction positions were recognized as the team leaders. Leavitt (1951) and Howells and Becker (1962) stated that one could predict who will emerge as the group leader from a knowledge of the individual's spacial and functional position within the group. Chelladurai and Carron (1977) also found support for the centrality variable based on the dimensions of propinquity and task dependence. The catcher on a baseball team holds the position of highest propinquity and task dependence, and therefore should emerge as the team leader (Chelladurai and Carron, 1977).

The results of the one-way analysis of variance and the stepwise discriminant analysis did not support the "centrality of playing position" as a significant determinant of leadership rating (.05 confidence level).

The results of this analysis indicated that the variables "years on the varsity team" and "popularity" in combination, were significant determinants of leadership emergence and these results support the research of Tropp and Landers (1979) on field hockey players. Their research efforts were also consistent with this research in downplaying the effects of the "centrality" as a significant variable.

The results of the observable leadership measures were also inconsistent with the previous research. The results of this analysis indicated non-significant differences between leaders and non-leaders in observable leadership behaviors. This finding contradicts those forwarded by Carter et al., (1950) who found significant behavioral differences between the leaders and non-leaders of groups. Morris and Hackman (1969) indicated non-significant differences between leaders and non-leaders of groups in observable leadership behavior. The results of that investigation were consistent with the findings of this study when the classifications of observable leadership behavior were analysed together.

The analysis of observational leadership behavior data was reported for the observable task leadership behavior. This result lends support to the Hallingsworth research (1977) which indicated that leaders and non-leaders



differed in task areas of leadership.

The findings of this study indicated that: (a) leadership rating within high school baseball teams is determined by the interaction of situational variables ("years on the varsity team" and "popularity"), and; (b) identified leaders and identified non-leaders did not significantly differ in observable leadership behavior.

### Conclusions

Based on the results of the study, the following was concluded: 1 (a). that leadership rating within the high school baseball environment is determined by the interaction of situational variables. Specifically, the variables that in combination, are significant determinants of leadership rating are:

- (i) years on the varsity team, and;
- (ii) popularity.

1(b). that three situational variables were not significant determinants of leadership rating within high school baseball teams. Based on the results of this study, the variables that can be discounted as being significant determinants of leadership rating are:

- (i) years enrolled in that school;
- (ii) task relevant ability, and;
- (iii) centrality of playing position.

2(a). that identified leaders did not differ significantly from identified non-leaders in observable leadership behavior exhibited during games.

2(b). that the results indicated non-significant differences between identified leaders and identified non-leaders in socioemotional observable leadership behaviors exhibited during games.

2(c). that identified leaders did significantly differ from identified non-leaders in observable task leadership behaviors.

The statistical evidence from this study indicates that leadership rating within high school baseball teams is determined by the combination of the situational variables (a) "years on the varsity team" and "popularity". The results of the study also indicated that identified leaders and identified non-leaders significantly differed in observable task leadership behavior exhibited during games.

#### Implication for Coaches

The coach of a baseball team is in a prescribed leadership position and is primarily responsible for the productive functioning of his group of players. One must appreciate the problems and stressful situations that a coach encounters over a season. Coaches are expected to overcome the severe highs and lows, interpersonal conflicts

and administrative headaches, yet keep the team on target for goal attainment. The coaches position often varies during a season from that of a strategist, a father figure, a master planner and a motivator. In addition, the coach is still expected to get the most out of his players by influencing them to perform at their highest levels. Over the course of a season the coach's influence may become exhaustive, and he may need to turn to players from within the team to influence others to perform. If the coach is cognizant of what constitutes leadership emergence and what the players look for in an emergent leader, the process of procuring a formal leader is made easier and more functional. Currently, coaches utilize two basic procedures in procuring team captains for their teams which are:

- (a) election by the players, or;
- (b) appointment by the coach.

It may be important for the coach of a sports team to be aware of the variables that influence the players' choice in selecting team leaders. The coach operating on the democratic election philosophy may try to increase the popularity of a certain candidate in the perception of the players. The coach operating on the appointment of a team leader philosophy may want to be sure that he considers the seniority and popularity of the candidate

before making them the formal leader for that group.

During the course of a game, the coach's time will be primarily expended with the decision making procedures regarding strategies for the game at hand. In addition, the coach's time will also be expended motivating and communicating strategies and decisions to the team players. The coach should be aware of the tendencies of their team leaders in providing support to the players by helping them with the technicalities and tasks involved in playing the game. This will allow the coach time to concern himself with the strategies and planning that will, in his opinion, lead to team success.

It would be unrealistic to expect a coach to thoroughly complete each aspect of coaching a baseball team by himself. The coach can rely on the abilities of those around him (ie. team leaders).

The coach who knows what constitutes leadership emergence within baseball teams, may have an advantage in obtaining the "right" person for the position. It may also be important for the coach to know that he can count on the influence and behavior of his team leaders during games, and as a result, focus his attention in the other aspects critical to coaching success.

### Recommendation for Future Research

The potential for continued research in emergent leadership within sporting realm remains unlimited. The following methods may enhance the significant findings of future research endeavors.

#### Methodological Concerns

1. This study was based on the identification and weighting of situational variables that interact to determine leadership emergence. The measurements of task relevant ability and popularity were based on the coach's perception at that particular time. Specific instruments could be employed that would produce values for these two variables from the player's perspective.

2. The design of this study called for concentrated measurements to be taken during a short portion of the season. The situational nature of leadership may alter the leadership situation within sports teams, as the season progresses. A repeated measures design could be used in the future to accurately measure three periodic segments of the season. This design may illustrate a more accurate picture of the leadership situation within the high school baseball environment for the entire season.

3. The research schedule called for performing

multiple measurements on only seven teams. A research schedule that decreased the number of measurements and increased the number of teams, may enhance the reliability of this research. Increasing the number of teams under investigation would also allow the researcher to report a larger number of significant independent variables if they were found (ie. one variable reported for thirty subjects).

#### Prospective Research Areas

1. Future research could encompass different levels of competition to determine if leadership emergence was determined by the interaction of situational variables and, if leaders and non-leaders significantly differed in observable leadership behavior. A deviation from this proposed research could be a comparative investigation between the levels of competition in: (a) minor baseball settings; (b) high school baseball settings; (c) junior baseball settings; (d) national teams, and; (e) the professional baseball team environment. The results from the different environments could be comparatively analysed to determine significant differences that existed between the groups.

2. An investigation similar to this one could be completed, incorporating fewer measurement procedures and increasing the number of teams under investigation. A Time

Series Analysis Design could be employed to measure the emergence of leadership over different segments of the season. This research would account for the situational nature of leadership by monitoring changes in the leadership situation as the season progressed.

3. To further investigate the emergence of leadership within sport teams, a research study such as this one, could be replicated in other sports such as hockey or basketball. A comparative analysis could focus on the cross sport patterns of leadership emergence and the dynamics of leadership emergence, between the different sports.

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WEEZY

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INITIAL PACKAGE LETTERS TO COACHES  
APPENDICES "A" TO "D"

APPENDIX "A"	LETTERS TO COACHES
APPENDIX "B"	LETTERS OUTLINING STUDY
APPENDIX "C"	TEAM DATA SHEET
APPENDIX "D"	THANK YOU LETTERS



April 2, 1982

Mr. Ron Thompson, Head Baseball Coach,  
St. Martin De Porres,  
1945 Webb St.  
Detroit, Michigan  
48026

Dear Mr. Thompson:

My name is Jim Weese and I am in the final stages of completion of my Master's Degree in Sport Administration. My research thesis is designed to investigate the emergent leadership patterns and associated behaviors of high school baseball players. You have been referred to me by the Assumption High School Baseball Coaches (Father R. Cullen and Mr. Mike Merenciel) as a coach who is very conscientious and one who would be willing to help.

My measurements would require less than one hour of your time and your team's time and these measurements would take place without interfering with the student's academic classes, practices or games. The data and results would be handled with the fullest of professional integrity and confidence. A detailed outline of the study is included in this package.

The team data sheet is also included in this package. I would greatly appreciate your time in filling out this short form and returning it to me in the self-addressed stamped envelope. If you have any questions regarding this study, or you do not wish to participate, please contact me:

1. c/o Faculty of Human Kinetics  
University of Windsor,  
Windsor, Ontario, Canada  
N9B 3P4
2. or, phone me at home  
(519) 256-4616

I sincerely hope that you and your team members will participate in this study. I firmly believe that our combined efforts in this study will further the research on emergent leadership patterns and behaviors associated with baseball teams. I am looking forward to further interaction with you and naturally the results of this study will be forwarded to you upon completion.

p.a. Could you please enclose  
a 1982 schedule.

Thank you,  
Respectfully

A handwritten signature in cursive script that reads "Jim Weese".  
Jim Weese

The Study

Emergent Leadership Theory: A Field Test of High School Baseball Players.

As indicated earlier, the study will require minimal time of yourself and your players. In addition, this research will occur outside practice and school time.

The first phase of the investigation requires the coach to fill out the enclosed team data sheet. Once I have received and analysed the completed data sheet, I would like to interview your players. These interviews would be only 1-2 minutes long. The final two procedures would be to gather the team in a classroom like setting and apply a short questionnaire-like instrument. The final procedure will be my observation of your team during two of your games.

I can assure you that all the data collected will be handled with the fullest of professional integrity and confidence. Also, the results and conclusions that I draw from this research will be returned to you for your information.

Thank you,

Jim Weese

Phone Number \_\_\_\_\_ Date \_\_\_\_\_  
Team Data Sheet  
 Coach \_\_\_\_\_ School \_\_\_\_\_ Name \_\_\_\_\_  
 League \_\_\_\_\_ Team Success (win/loss % for past 2 years) \_\_\_\_\_  
 Team Captain's Name (is applicable) \_\_\_\_\_ Field(s) \_\_\_\_\_

Player's Name (Denote Starters)	Player's Number	Playing Position	Years in Your school	Years on Varsity Team	Rate this Player's playing ability (1-10) as compared to teammates	Rate this player's popu- larity (1-10) as compared to teammates

Team Data Sheet (continued)

Player's Name (Denote Starters)	Player's Number	Playing Position	Years in Your School	Years on Varsity Team	Rate this Player's playing ability (1-10) as compared to teammates	Rate this player's popu- larity (1-10) as compared to teammates



1785 College Ave.,  
Windsor, Ontario  
N9B 1M4  
(Ph: 519-255-1647)

Mr. Sandy Peterson, Head Basketball Coach,  
St. Mary's Prep School,  
Orchard Lake, Michigan  
48034

Dear Mr. Peterson:

I have recently completed the results for the study that your team participated in last April/May. The results of the entire research as well as the results specific to your team are included in this package.

Thank you for your participation in this study. I trust the results will provide information that you can utilize in your future coaching endeavours.

Sincerely,

Jim Weese  
University of Windsor

P.S. Please contact me if you have any questions or comments regarding the results.

INITIAL LETTERS TO COMPLETE PILOT STUDY  
APPENDICES "E" TO "G"

APPENDIX "E"	LETTER TO PRINCIPAL
APPENDIX "F"	LETTER TO COACH
APPENDIX "G"	LETTER OUTLINING STUDY



January 20, 1982

Father P.F. McCabe, Principal,  
Assumption High School,  
1100 Huron Church Road,  
Windsor, Ontario  
N9C 2K7

Dear Father McCabe:

Presently, under the direction of Dr. Bob Boucher, I am involved in a research thesis designed to investigate the emergent leadership patterns and behaviors of hockey players. My position as a team captain with the University of Windsor Lancers has interested me in such a study and I hope to obtain your support and cooperation.

I will attempt to gain approval from the Research Committee of the Windsor Board of Education to complete this research. In addition, each school principal and hockey coach of the teams under investigation will be contacted to obtain endorsement of the research.

Initially, the coach will be asked to complete a prepared team data sheet on his team members. I will then interview the coach and four selected team players. The final two procedures will involve gathering the team members into a classroom setting and observations at three of the games. The total time required to complete all measurements should not exceed 40 minutes. The measurements and tests will also take place outside of school time. I can assure you that the data will be handled with the fullest of professional integrity and confidence.

I have received positive feedback from some coaches in the WSSA hockey league, and I sincerely hope that your school will also participate in this study. It would be greatly appreciated if you could forward me the procedures regarding parental consent. Please feel free to contact me if you have any questions, or if your school does not wish to participate.

1. c/o Dr. Bob Boucher  
Faculty of Human Kinetics,  
University of Windsor,  
Windsor, Ontario  
N9B 3P4
2. or, at my home phone  
(519) 256-4616

I look forward to interacting with you on this research. I firmly believe that our combined efforts can further the knowledge of emergent leadership patterns and behavior within hockey teams.

Respectfully Yours,

Jim Weese

401 Sunset Avenue, Windsor, Ontario, Canada N9B 3P4, 519/253-4232





January 20, 1982

Father R. Cullen, Head Hockey Coach,  
Assumption High School,  
1100 Huron Church Road,  
Windsor, Ontario  
N9C 2K7

Dear Father Cullen,

I am presently involved in the initial stages of a research thesis designed to determine emergent leadership patterns and behaviors of hockey players. My experience as a team captain of the University of Windsor Lancer hockey team created interest for such a study. I am hoping I can encourage your support and cooperation in allowing me to include your team in the sample of the Windsor Secondary School Association League. A detailed outline of the study is included at the end of this letter.

The package of material to be used in this study should be ready for distribution within a few days. If you have any questions regarding this study, or do not wish to participate, please contact me:

1. c/o Faculty of Human Kinetics,  
University of Windsor,  
Windsor, Ontario  
N9B 3P4
2. or, phone me at home  
(519) 256-4616

I sincerely hope that you and your team members will participate in this study. I firmly believe that our combined efforts in this study would further the research of emergent leadership patterns and behavior within hockey teams. I am looking forward to interacting with you.

The Board of Education and your school principal are also being contacted for permission to undertake this study.

Respectfully Yours,

Jim Weese,  
Faculty of Human Kinetics,  
University of Windsor,  
Windsor, Ontario  
N9B 3P4

### The Study

The proposed study would take approximately 40 minutes of your time and 40 minutes of your players' time. I can assure you that this research would take place before or after practices or school.

Initially, you would be asked to fill out a prepared team data sheet on your respective team members. Upon completion of this sheet, I would like to interview you and four selected team players. The final two procedures would involve gathering the team members in a classroom setting and administering a short questionnaire, to be followed by observations of three of your games. All data collected, of course, would be handled with the fullest professional integrity and confidence.

LETTER SEEKING PERMISSION TO USE VALENCE SCALE  
APPENDIX "H"

October 26, 1981

Dr. R. T. Stein,  
c/o A. T. Kearney Company,  
222 South Riverside Plaza,  
CHICAGO, Illinois.  
60606

Dear Dr. Stein:

RE: Valence Scale for Emergent  
Leadership

May I begin this letter by congratulating you and your colleagues concerning your stimulating and thorough research on Emergent Leadership. May I also thank you for your willingness to help me in my pursuits in the study of emergent leadership patterns within hockey teams.

In a telephone conversation with you this morning, you indicated to me that you would like to know more about my specific study, the reasons for my study and the ways that you could help me. The following will clear this up for you.

I am a graduate student in my candidate year at the University of Windsor. My course work is complete and I am presently working on my thesis under the directorship of Dr. Bob Boucher. I have been a captain of the University of Windsor varsity hockey team for the past three seasons and I have always been fascinated by the emergence, effects and implications associated with leadership.

The concentration of my thesis will thrust towards how a leader emerges in a sport environment, and in addition, I would like to do some observable behavior measures of these hockey players in their sport specific setting.

The valence scale developed by you and your colleagues would be of great benefit to me and I would appreciate your sending it to me very much. I can assure you that my purpose is limited only for use towards the completion

of my Masters degree which I am totally paying for, and that the scale and related research will be limited to my purposes only. It also goes without mention that your work will be accurately documented and accredited throughout my research.

In closing, I can not thank you enough for your generosity and consideration, and I will get back to you with any developments as my thesis progresses.

Thank You Very Much,  
Respectfully,

Jim Weese  
c/o Faculty of Human Kinetics,  
University of Windsor,  
Windsor, Ontario, Canada.  
N9B 3P4  
Phone 256-4616

LEADERSHIP RATING FORM  
APPENDIX "1"

Leadership Rating Form

Team: \_\_\_\_\_ Date: \_\_\_\_\_

Directions

Please:

1. rank your teammates on their leadership contributions  
(include self)  
1...highest  
20...lowest
2. do your own evaluation; don't allow anyone to look at yours.
3. be honest in giving a true representation of your team's leadership situation.

Rank	Name	Number Worn
1 (highest)		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20 (lowest)		

Leadership Rating FormTeam: MARYVALE STARS Date: MAY 22/82Directions

Please:

1. rank your teammates on their leadership contributions (include self)  
1....highest  
20....lowest
2. do your own evaluation; don't allow anyone to look at yours.
3. be honest in giving a true representation of your team's leadership situation.

Rank	Name	Number Worn
1 (highest)	JIM SMITH	10
2	BOB WHITE	17
3		
4		
5		
6		
7		
8		
9		
10	JOE HOOPER	9
11		
12		
13		
14		
15		
16		
17		
18		
19		
20 (lowest)	MIKE WICKS	5

EXAMPLE



SEMI DIRECTED FOCUSED INTERVIEW AND AUDIO INTERVIEW REPORT  
SHEET

APPENDIX "J"	SEMI DIRECTED FOCUSED INTERVIEW
APPENDIX "K"	AUDIO INTERVIEW REPORT SHEET

## Semi Directed Focused Interview

List the following information in pencil on the cassette label before the interview takes place.

Name of the Interviewer: \_\_\_\_\_

Name of the Interviewee: \_\_\_\_\_

Status (ie. Coach, Senior, Junior) \_\_\_\_\_

Date: \_\_\_\_\_ Place: \_\_\_\_\_

Name of the School: \_\_\_\_\_

Focus of the Interview: \_\_\_\_\_

Team Name: \_\_\_\_\_

Initial Statement: We are working on a study out of the University of Windsor, specifically, the Faculty of Human Kinetics. This study is designed to model and measure the emergent leadership behaviors (team players who take on the leadership roles) on high school baseball teams.

Reinforcing Statement: You are one individual who should be familiar with the team leadership on your team, and, therefore, I would appreciate the opportunity to interview and record your observations and feelings on the following topics.

## Introductory

1.2 Could you please define leadership as it applies to baseball?

Is leadership important to your team?

## Coach' Orientation

Does the coach care for you as much off the field as he does in a game or practice situation?

Does the coach make the decisions for the team, or does he ask for the team's approval on some matters?

## Individuals and Groups

Which player do you usually turn to in a tight game situation?

Which player offers the most advice to other players both on and off the field?

Which player offers support (encouragement) to other players if that player makes a mistake or is not playing well?

Who talks the most about team situations (player)?

External to Focus

Could you describe an ideal team leader (baseball)?

Identification

Could you please give me the name of one player on your team who you do not presently consider to be one of your team leaders?

Why does someone not emerge as a team leader?

Could you please give me the names of two other players who you consider to be a team leader?

True or False

It is very important to have one, two or three players on a baseball team to rise from within the team to handle the leadership responsibilities of the team?

An effective team leader can be an asset to the team in achieving their goals?

---

At this point, revert back to any questions which produced conflicting responses. Close the interview with a handshake and a positive thank you reaction for the individual's time and expertise in completing this interview.

## Audio Interview Report Sheet

Name of Interviewer: \_\_\_\_\_  
 Name of Interviewee: \_\_\_\_\_  
 Status (Coach, Player): \_\_\_\_\_  
 Date: \_\_\_\_\_ Place: \_\_\_\_\_  
 Focus of Interview: \_\_\_\_\_  
 Name of Team: \_\_\_\_\_

---

 Question/Focus
 

---

1. Definition of Leadership
- 1.2 Importance of Leadership to their team
2. Coach's Leadership Orientation (consideration/task) (autocratic/democratic)
3. Identified Team Leader
- 3.2 His Traits and Characteristics
4. Identified Rejected Individual
5. Identified Candidate
6. True/False
7. True/False

Additional Comments

BALES' CLASSIFICATIONS OF OBSERVABLE LEADERSHIP  
BEHAVIOR  
APPENDIX "L"

### Observable Leadership Behavior Classifications

#### Socioemotional Area (Positive)

1. Shows Solidarity: comforting (puts arm around teammates; pats teammate on the behind; shakes teammate's hand; slaps teammates hand), gives help (passively provides instruction or direction)
2. Agrees: shows passive acceptance (listens and/or reacts towards a teammate's implied suggestion), complies (moves or reacts to a teammate's wish or desire)

#### Task Area (Neutral)

3. Gives Suggestion/Direction: explicitly offers instruction or advice to a teammate in the field or on the bench.
4. Gives Orientation: provides information/instruction to teammates, clarifies strategies to unsure teammates, confirms uncertainties in others
5. Asks for Suggestion: looks towards teammates for direction, advice and/or suggestions during the course of the game (involving strategy, rules, positioning)

#### Socioemotional Area (Negative)

6. Disagrees: explicitly shows passive resistance or rejection to a teammate's suggestion, advice or request (regarding the technical aspects of the game)
7. Shows Tension: asking for help (from a teammate), shows uncertainty (rules, strategy, positioning)
8. Shows Antagonism: explicitly deflates the status of other team members (centers them out, points to them, verbally abuses them, ridicules or rejects them)

#### Additional Area

9. Nothing:

(Bales, 1950, p.9)

VALENCE SCALE FOR LEADERSHIP EMERGENCE  
APPENDIX M





5. Do these players fail to handle the responsibilities that the other players hold for them?

always  
 5 4 3 2 1 0 -1 -2 -3 -4 never  
 -5

6. Do these players propose solutions as to how the team can reach its' goals?

always  
 5 4 3 2 1 0 -1 -2 -3 -4 never  
 -5

7. Do these players discuss procedures and strategies with the team, including the discussion of team member's suggestions?

never  
 -5 -4 -3 -2 -1 0 1 2 3 4 5  
 always

8. Do these players sometimes interrupt another player who is speaking, and by doing so, cause the other player to yield or give in to the dominant player?

never  
 -5 -4 -3 -2 -1 0 1 2 3 4 5  
 always

9. Do these players bolster other team members' feelings by providing encouragement to those players?

never  
 -5 -4 -3 -2 -1 0 1 2 3 4 5  
 always

10. Are these players often unsure of themselves and/or their role and responsibilities?

always  
 5 4 3 2 1 0 -1 -2 -3 -4 never  
 -5

11. Do these players provide reasons why problems may occur as the season progresses?

never  
 -5 -4 -3 -2 -1 0 1 2 3 4 5  
 always

12. Do these players seek support for their ideas and suggestions?

never always  
-5 -4 -3 -2 -1 0 1 2 3 4 5

13. Can these players get other players to conform to their wishes or desires?

never always  
-5 -4 -3 -2 -1 0 1 2 3 4 5

14. Do these players promote and encourage positive personal feelings between other team members?

never always  
-5 -4 -3 -2 -1 0 1 2 3 4 5

15. Do these players keep the team orientated towards tasks that will help the team attain their goals?

always never  
5 4 3 2 1 0 -1 -2 -3 -4 -5

16. Will these players support other players' suggestions or acts if these acts are advantageous to goal attainment?

never always  
-5 -4 -3 -2 -1 0 1 2 3 4 5

17. Do these players attempt to create or maintain a positive team mood?

never always  
-5 -4 -3 -2 -1 0 1 2 3 4 5

18. Do these players attempt to bolster their own self image by "blowing his own horn"?

never always  
-5 -4 -3 -2 -1 0 1 2 3 4 5

19. Will these players stop or block behaviors of the other team members who obviously are not concerned with goal attainment?

never												always
	-5	-4	-3	-2	-1	0	1	2	3	4	5	

20. Do these players ask the opinion of other team players regarding problems, situations or justifications?

never												always
	-5	-4	-3	-2	-1	0	1	2	3	4	5	

players 10, 5, 9, 17

please make four (4) responses to each question

Valence Scale For Leadership

Directions:

- a. Read each item carefully
- b. Write the letter of the designated players (ie. A,B, C or D)

ie. never always  
 -5 -4 -3 -2 -1 0 1 2 3 4 5  
5 9 17 10

- c. Make sure your answer reflects both directions (always/ and magnitude) (-5, -4, -3, -2, -1, 0, 1, 2, 3, 4, 5)
- d. Make sure that you respond to each question four times. (One for each player being tested)  
 \*Player A, Player B, Player C, Player D--Check Blackboard

- 1. Do these players explain what the league is like, and what to expect from it?

never always  
 -5 -4 -3 -2 -1 0 1 2 3 4 5

- 2. Do these players ensure that the team interacts together as a team on group matters?

never always  
 -5 -4 -3 -2 -1 0 1 2 3 4 5

- 3. Do these players encourage participation by other group members?

always never  
 5 4 3 2 1 0 -1 -2 -3 -4 -5

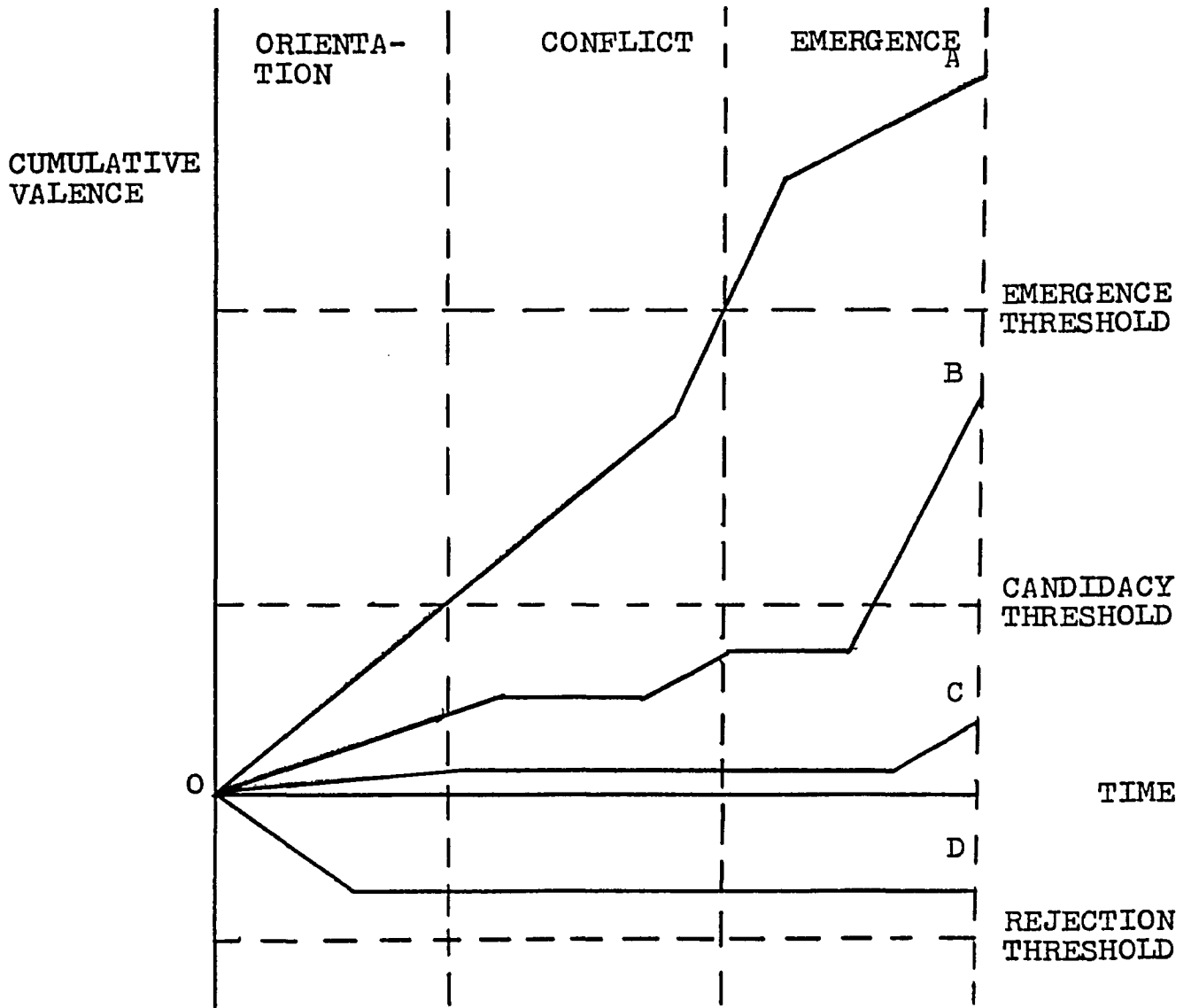
- 4. Will these players help another player with problems relating to baseball?

never always  
 -5 -4 -3 -2 -1 0 1 2 3 4 5

- 5. Do these players fail to handle the responsibilities that the other players hold for them?

always never  
 5 4 3 2 1 0 -1 -2 -3 -4 -5

MODEL FOR LEADERSHIP EMERGENCE  
APPENDIX "N"

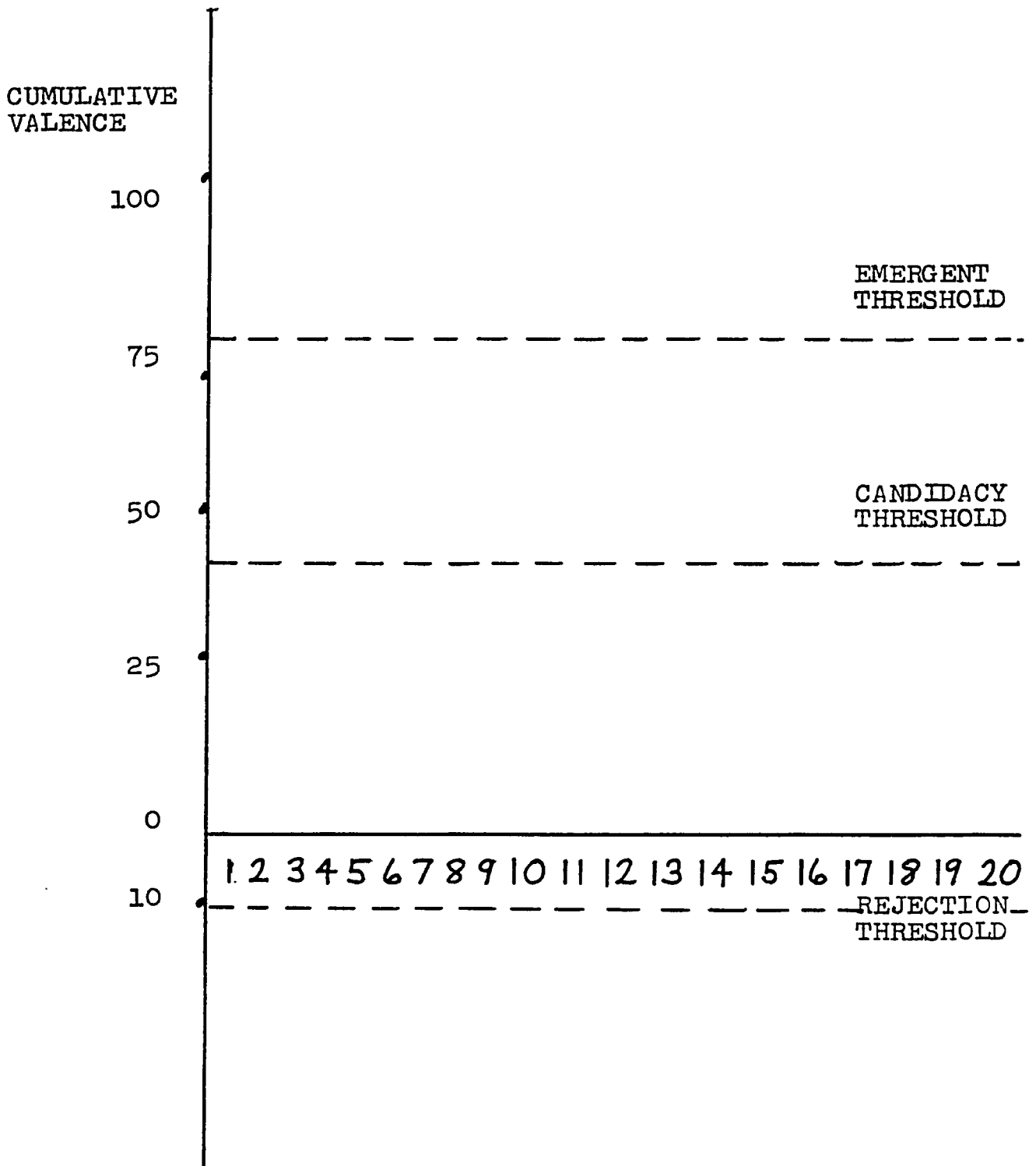


N.B. The letters A,B,C,D stand for persons.

Stages for Leadership Emergence

(Stein, et al., 1979, 136)

MODIFIED MODEL FOR LEADERSHIP EMERGENCE  
APPENDIX "O"



Modified Model of Leadership Emergence

(adapted from Stein, et al., 1979)



## VITA AUCTORIS

Name: William James Weese

Place and Date of Birth: Chatham, Ontario  
September 21, 1957

Education: B.H.K. University of Windsor  
1980

M.H.K. University of Windsor  
1983

## Teaching Experience:

1981 Sessional Instructor  
(a) Hockey Practicum

## Professional Experience:

1982 Director of Recreation  
Maryvale, Windsor, Ontario

1982/83 Assistant Hockey Coach  
The University of Windsor Lancers

1980/82 Campus Recreation Coordinator  
University of Windsor

## Research Presentations:

W. James Weese  
"Leadership Bandwagon: Rolling Towards a More Informed You", Presented at the Summer Leadership Training Program, Windsor, Ontario, July, 1982.

W. James Weese  
"Communication and the Recreational Setting", Presented at the Summer Leadership Training Program, Windsor, Ontario July, 1982.

Sharon A. Squire, W. James Weese  
"An Intramural All-Nighter", Presented at the Ontario Intramural-Recreation Association Director's Conference (OIRA), Geneva Park, April 26,27,28, 1982.