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Jeff Schouten
Dordt College, jeff.schouten@dordt.edu

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Introduction

As a faculty member at Dordt College, I teach and coach in an environment that recognizes the Lordship of Jesus Christ over all dimensions of life. As I continue to learn and apply what Christ's lordship means for me, as a member of the Kingdom of God, I consider how my teaching and coaching impact my students and players. The purpose of this paper is to study leadership from both a coaching and a teaching perspective. In other words, how does my leadership on the field and in the classroom impact others as the Lord's image bearers so that glory can be given to Him in performances on the field and in the classroom? Because sin has distorted relationships, as is evident in both athletics and education, Christian leaders can influence stu-

dents and players to resist improper behavior and the materialist and narcissistic values of our culture: they can renew athletics and education through Christian service. One of my goals for students and players, then, is the development of their Christian perspective so that they become agents of change in a sinful world. It is my hope that through my leadership, they learn to articulate and demonstrate redemptive acts in situations that confront them.

With that goal in mind, this paper examines leadership behaviors, specifically their impact on students and players. My research in leadership behaviors of athletic coaches suggests that similar behaviors are exhibited in the classroom as well. As leadership is a prevalent topic in both coaching and teaching, we should consider how we might use our leadership strengths to impact not only players in athletics but also students in our classrooms for improved interactions.

Leading Others—We All Do It

My research in coaching behaviors within the Council of Christian Colleges and Universities (CCCU) includes information that allows coaches to compare their coaching methods to leadership styles that are more productive. Different leadership styles that have been categorized from research in athletics, business, and education include democratic, autocratic, collaborative, and transformational styles. These styles or concepts of leadership have led to theories that provide insight into how leaders are developed and impact their populations. Situational leadership, behavioral studies, contingency theories, and transformational leadership are all examples of the ways researchers have attempted

Dr. Jeff Schouten is Professor of Health and Human Performance and is the men's baseball coach at Dordt College.

to explain leadership. As there is no one best leadership style, successful leaders are those who can adapt their behavior to the demands of the situation but in a biblically based way.

Leadership Theories

The "Situational Leadership Theory" (SLT), which consists of two categories of leader behavior that deal with "initiating structure" and "consideration," was developed by Hersey and Blanchard to explain the effectiveness of leadership across "task behavior" situations and "relationship behavior" situations.[1] The SLT approach suggests situations in which certain combinations of task and relationship behaviors may be effective. This effectiveness is evident when a leader works with players during competition. For example, I want to see players react positively in situations that tempt them to act negatively. By modeling the proper behavior, I intend that my players will adopt and model those responses during similar instances. During competitive play, this reaction may be toward an official or opponent who has wronged them. My response and that of my players should be one of performing at our best and being faithful to the Lord's command by not reacting negatively to a situation and to demonstrate self-control as we are called by the Lord to do. Task behaviors are the behaviors acted out by the leader, whereas relationship behaviors are the responses of the follower to the leader. The differences in situations may refer to the gender or age level of the followers within the relationship. In order for a leader to be effective, the SLT contends that the leader must develop a plan regarding the best way to respond to a situation.[2]

The "behaviorist approach"[3] assumes that there is a set of leadership behaviors that can be externally observed and measured in terms of the results. We can use this approach within athletic teams and class sections by observing how the followers respond to the leader verbally and non-verbally. Stogdill refers to these leadership behaviors as "any behavior of an individual while involved in directing and coordinating the work of group members and may involve such acts as structuring work relations, praising or criticizing group members, and showing consideration for their welfare and feelings"[4] The behaviorist approach focuses on observing a leader who is trying to motivate his or her followers to reach their desired goals and to bring out their best behavior to give glory to the Lord. This past baseball season our theme was Personal Best of Team Success. This theme was based on Proverbs 27:17, which reads, "Iron sharpens iron and one man sharpens another."

One such behaviorist approach is Fiedler's "contingency model of leadership,"[5] one of the earliest and most well-known contingency theories. This model contends that the leader's effectiveness will be determined by his or her fitness for a situation or by the leader's changing the situation to match his or her leadership strengths. As a faculty member, your style of teaching may correlate to the type of leader you are; that correlation may show why some leaders are better than others in some situations but less effective in other situations.[6]

The "contingency model" of leadership suggests that there is no one style or method of leadership that is appropriate for all situations or circumstances[7] The "contingency model" also suggests that effective leadership can be learned and that the primary skill of the leader is to determine which skill or leadership style would fit students or athletes the best. The ability of the leader to determine the most appropriate style or method of leadership for the situation depends not only on the knowledge of the individual regarding leadership techniques but also on the effectiveness of the information-seeking behavior of the follower.[8] The leader must also understand the characteristics of his or her followers. These characteristics can be gender, age, or learning level. If leaders understand their strengths in relation to the characteristics of their followers, they will be better able to lead and influence their followers to reach the followers' desired goals.

In regard to "transformational leadership," studies have shown that the leader behavior depends less on inherited traits than on group needs and tasks.[9] Extensive research has shown that leaders who exhibit positive leadership behaviors such as "intellectual stimulation," "individualized consideration," "inspirational motivation," and "idealized influence" achieve greater employee performance, effort, satisfaction, and organizational effectiveness than leaders who don't. [10] "Transformational leadership" focuses on the leader-follower relationship

that benefits both the individuals involved and the organization as a whole. Transformational leaders are said to appeal to the higher ideals and moral values of followers, to heighten followers' expectations, and to spur them to greater effort and performance on behalf of the organization.[11]

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Preferred Leadership Behavior of Followers
As is evident, leadership is a continual part of both teaching and coaching. All faculty members lead students within their programs and courses just as coaches lead players in an athletic setting. Although the structure may vary between the field and the classroom, there is a central figure leading others to reach their respective goals. A goal of classroom leadership should be to increase student learning and to further students' understanding of their role in God's kingdom. To do this with our students, we must ask what types of leadership traits people desire and how faculty can most impact their students.

To answer these questions, we must understand what players and students desire from their leaders. Gender has been shown to be a significant determinant of preferred leadership in both students and athletes. Studies by Chelladurai and Saleh (1978); Erle (1981); and Beam, Serwatka, and Wilson (2004)[12] have shown that females in both educational and athletic settings desire a "democratic" leadership style because it allows greater athlete and student participation in decisions pertaining to group goals, learning methods, and overall strategies.[13] It may be difficult for some leaders to exhibit a "democratic" leadership style for fear that they might lose control of their course or team, even though this is not the case. Just because someone

may be a democratic leader does not mean that he or she lacks leadership or control. It simply means that such a leader desires input from students and players as they progress through a season or a semester. The result can be a group that works and strives toward goals together. One should also note that some input or suggestions will be turned down by this type of leader for their perceived lack of benefit to the team or course. Just because a leader uses a democratic style does not mean that he or she will do everything suggested by the group.

Compared to females, males have shown a greater desire to follow "autocratic" leaders.[14] "Autocratic" leadership involves independence in decision making and stresses personal authority in the decision-making process.[15] Findings by Beam, Serwatka, and Wilson, Terry and Howe, and Chelladurai and Saleh confirm that males prefer an "autocratic" leadership style over a "democratic" style.[16] Many of these findings have resulted from the size of the team. Teams such as track and field and football have shown similar results because an autocratic leader is more proficient in those settings. Individual feedback, which is a desire of democratic leadership, is difficult for leaders to receive when they are dealing with roster sizes of up to 100 players.

Leading to Impact Students
So, how can this information impact our relationships with students in our classrooms or labs? There is a strong overlap between coach-athlete interaction and teacher-student interaction. In my experience as a teacher and a coach at Dordt, I see parallels in how I attempt to impact my players and my students. First, a leader should relate to players and students on a personal level; to interact with players or students, the leader must be approachable. The leader's approachability demonstrates how to impact others in competition on the baseball field, in future fields of work, and in all areas of life, for the renewal of creation. This interaction can involve transferring information and wisdom, resulting in feedback on how learning is or is not taking place. I try to gather feedback from my students at the four-week period of each semester. I give them a mini-survey, in which they give me feedback on what is working and what needs to be tweaked. Some

changes are granted, others are not. The main goal here is student learning, so if changes need to be made, those changes will then take place. I do a similar activity with my players during our seasonal workouts. I rely on my upperclassmen to give me feedback regarding player interaction and broader kinds of information. I also meet individually with all players at different points of each year to find out how they are doing, not just in baseball but also in their spiritual, social, and academic lives. This experience has proved valuable for me and my players. I understand that if you have 150-plus students in one section, these individual meetings are impossible to do, but one can cultivate interaction before or after class or during class discussions, making connections so that players/students understand your care and concern.

Developing Future Leaders

As leaders cultivate these interactions on the playing field or in the classroom, they should realize that they are developing future leaders who recognize their calling to serve in God's kingdom. In the field of Health and Human Performance, most jobs require a high level of effective leadership, for they include teaching, managing, coaching, and giving therapy. In those areas we need to help our students to recognize not only how sin has affected our nature but also how we can work together to alleviate the ravages of sin. Both males and females have the capacity to be leaders, even though our society emphasizes the leadership skills of men, implying that their skills are stronger, and allows men to obtain leadership positions more easily.[17] Eagly and Carli feel that both men and women have the capacity to lead. In their research, they found that psychological characteristics of good leaders are neither masculine nor feminine; instead, good leaders include traits from both genders in equal measures[18] because both are created as relational beings. Men, more than women, tend to manage in a command and control style and exhibit more social dominance than women. In other words, while women tend to adopt a more democratic or participative style of leadership, men tend to adopt a more autocratic or directive approach to leadership.[19] And even though women have reported feeling more comfortable working in environments that endorse a democratic leadership style,[20] Tedrow and Rhoads see men and women as having the same leadership capabilities when it comes to conducting tasks but as differing in relationships.[21] Accordingly, male-cultured leadership is seen as less relationship orientated and more autocratic, while female leadership is more empathetic in development of relationships and democratic in nature.

Determining Your Leadership Style

So then, what type of leadership style fits a faculty member? This may or may not be a topic that you have ever considered, but it is important for leading a classroom. What are a faculty member's natural strengths as he/she relates to others? Is the instructor out-going or an introvert? Does the instructor take initiative and challenge students, or does he/she transfer information in other ways? Being able to self-reflect on these questions is an important step in determining one's strengths as a leader and ways to use those strengths to influence students. Leadership can be described as a day-to-day conversation, which allows us to impact others either negatively or positively. This view refers back to a leadership style, or how one's leadership is perceived by one's followers. At Dordt College, leadership styles determine how effectively we prepare students for their calling in God's kingdom and educate the whole person. Reaching out to students involves discovering how they learn physically, mentally, spiritually, socially, and emotionally. Our responsibility is not just to instill knowledge but to cultivate leadership "wisdom" so that students become leaders themselves in their respective fields. Students need to understand where their strengths lie and how they can build on their strengths during their time on campus and beyond. (The Appendix that follows outlines curricular coordinates with practical illustrations and examples.)

APPENDIX

Teaching and coaching at Dordt College, I have reflected on how I incorporate Dordt's "four coordinates"[22] into my teaching and coaching. Examples are listed below of ways I attempt to use my leadership skills to impact my students and players.

Religious Orientation:
- Leadership in the classroom and on the playing field is a calling that requires the leader to look at behavior with redemptive eyes and to work with others to impact one another.
- Leading my students and players is based on serving them to further develop their God-given gifts.

Creational Structure:
- Health, fitness, and sports have positive and negative qualities. My students and players must understand how to view these qualities and recognize how they have developed within our culture.
- I attempt to have my students and players recognize their future roles as husbands, fathers, employees, and servants as appointments from the Lord and value the responsibility in their callings.
- I help students uphold their calling as image bearers of the Lord through servant leadership to others in areas of HHP and athletics.

Creational Development:
- I prepare students for leadership within the areas of HHP and athletics so that they can positively impact others.
- I acknowledge that males and females may lead differently and allow them to develop their leadership strengths.
- I understand how sin has affected health, fitness, and sport and eagerly engage the challenges to impact culture in a positive way.

Contemporary Response:
- As Christians, we need to understand situational leadership to effectively impact our teaching and coaching.
- We should value working together to gain wisdom and further understand the role of leadership in teaching and coaching.
- We should respond in a Christian manner to the environment where we are called to serve, engaging in being a faithful follower of Jesus Christ.

Endnotes

1. See Paul Hersey and Ken Blanchard, "Life Cycle Theory of Leadership," *Training and Development Journal* 23 (1969): 26-35.

2. See Suzie Marta, Lyle E. Leritz, and Michael D. Mumford, "Leadership Skills and the Group Performance: Situational Demands, Behavioral Requirements and Planning," *Leadership Quarterly* 16 (2005): 97-120.

3. See Ralph M. Stogdill, *Handbook of Leadership: A Survey of Theory and Research* (New York: Free Press, 1974).

4. See Stogdill, 1974.

5. See Fred Edward Fiedler, *A Theory of Leadership Effectiveness* (New York: McGraw-Hill, 1967).

6. See Richard L. Hughes, Roberrt C. Ginett, and Gordan J. Curphy, *Leadership: Enhancing the Lessons of Experience* 4th ed, (New York: McGraw-Hill/Iwin, 2002).

7. See Mark Thomas, *Gurus on Leadership* (London: Thorogood, 2005).

8. See Michael Tidwell and Patricia Sias, "Personality and Information Seeking: Understanding How Traits Influence Information-Seeking Behaviors," *The Journal of Business Communication* 42 (January 2005): 51-64.

9. See Paul Hersey and Ken Blanchard, *Management of Organizational Behavio*r, 5th ed. (Englewood Cliffs, NJ: Prentice Hall, 1988), 169-201.

10. See Kevin B. Lowe, K. Galen Kroek, and Nagaraj Sivasubramaniam, "Effectiveness Correlates of Transformational and Transactional Leadership: A Meta-analytic Review," *Lead*ership Quarterly 7.3 (1996): 385-425.

11. See Bernard M. Bass and Bruce J. Avolio, eds., *Improving Organizational Effectiveness Through Transformational Leadership* (Thousand Oaks, CA: Sage, 1994). See also Alan Bryman, X*harisma in Leadership in Organizations* (London: Sage, 1992).

12. See Packianatha Chelladurai and Sid D. Saleh, "Preferred Leadership in Sports," *Canadian Journal of Sport Sciences* 3 (1978): 85-92; F.J. Erle, "*Leadership in Competitive and Recreational Sport,* Unpublished Masters Thesis, University of Western Ontario, 1981; and also Joel W. Beam, Thomas S. Serwatka, and William J. Wilson, "Preferred Leadership of NCAA Division I and II Intercollegiate Student Athletes," *Journal of Sport Behavior* 27 (March 2004): 3-18.

13. See Harold A. Reimer and Packianathan Chelladurai, "Leadership and Satisfaction in Athletics, *Journal of Sport and Exercise Sciences* 17 (1995): 276-293.

14. See Reimer and Chelladurai, 276-293.

15. See Reimer and Chelladurai, 276-293.

16. See Beam, Serwatka, and Wilson, "Preferred Leadership of NCAA Division I and II Intercollegiate Student Athletes," *Journal of Sport Behavior* 27 (March 2004): 3-18; also P. Terry and B Howe, "Coaching Preferences of Athletes," *Canadian Journal of Applied Sport Sciences* 9.4 (December 1984): 188-193); and Chelladurai and Saleh, "Preferred Leadership in Sports," *Canadian Journal of Sport Sciences* 3: 85-92. Eory, Contradictions," *Psychology of Women Quarterly* 31 (2007): 1-12.

18. See Alice H. Eagly and Linda L. Carli, *Through the Labyrinth: The Truth About How Women Become Leaders* (Boston: Harvard Business School Press, 2007).

19. See Luba Chliwniak, *Higher Education Leadership: Analyzing the Gender Gap. ASHE-ERIC Higher Education Report, Vol. 25, Washington, D.C.: The George Washington University Graduate School of Education and Human Development, 1997;* also Alice H. Eagly 2007; Alice H. Eagly and Mary C. Johannesen –Schmidt, and Marloes L van Engen, "Transformational, Transactional, and Laissez-faire Leadership Styles: A Meta-analysis Comparing Women and Men," *Psychological Bulletin* 129 (2003): 569-591).

20. See Jennifer L. Berdahl and Cameron Anderson, "Men, Women, and Leadership Centralization in Groups Over Time," *Group Dynamics: Theory, Research, and Practice* 9 (2005): 45-57.

21. See Barbara Tedrow and Robert A. Rhoads, "A Qualitative Study of Women's Experiences in Community College Leadership Positions," *Community College Review* 27.3 (Winter 1999).

22. See *The Educational Task of Dordt College* and *The Educational Framework of Dordt College* (Dordt College Press, 1970; 1996).