Kinesiology, Health and Sport Studies   College of Education

4-1-2019

Strategies to Increase Athletes' Transformational Leadership Behaviors During Strength and Conditioning Sessions

Valerie Smith
Wayne State University

E. Whitney G. Moore
Wayne State University, whitneymoore@wayne.edu

1

2

3

4

5

6 **Strategies to increase athletes' transformational leadership behaviors during strength and**

7 **conditioning sessions**

8

9

10 **Abstract**

11 Often, leadership is presumed to naturally result from athletic experiences. However, leadership

12 behaviors require practice. Strength and conditioning coaches (SCCs) can provide opportunities for all

13 athletes to practice transformational leadership behaviors, which can increase team cohesion and

14 performance. This article reviews athlete leadership, including leadership roles and four

15 transformational leadership behaviors (idealized influence, inspirational motivation, individualized

16 consideration, and intellectual stimulation). Then, daily strategies SCCs can incorporate into training to

17 foster athletes' transformational leadership are presented. Followed by strategies for larger, rotating

18 leadership experiences. These strategies can work with athletes across age, gender, and competitive

19 level.

20 Keywords: Coaches; Collegiate; High-school; Long-term athlete development; Sport psychology;

21 Communication and relationship development; student-athlete

22

23

24   **Strategies to increase athletes' transformational leadership behaviors during strength and**

25   **conditioning sessions**

26   Strength and conditioning coaches (SCC) can increase their athletes' performance and team

27   cohesion by encouraging their athletes to assume leadership responsibilities during strength and

28   conditioning training sessions. Leadership researchers have shown that leadership is comprised of

29   multiple behaviors (2,6,20,21). As with other behaviors, leadership behaviors can be cultivated and

30   modified (4,30,33). Traditionally, leadership in sport has come from coaches and athletes with formal

31   leadership roles (9). However, recently researchers have highlighted athletes increased reliance on their

32   teammates' informal leadership (10,19). Informal leaders can be defined as a person on a team who

33   does not have a formal or official leadership role (e.g., non-captains, non-starters, underclassmen) (26).

34   Therefore, although all athletes cannot have formal leadership roles (i.e., a captain), all athletes can

35   build their leadership behaviors and be informal leaders (3,9,17,21). Research examining leadership has

36   identified specific behaviors of effective leaders (8,21,30). After introducing the behaviors of effective

37   leaders, ways SCCs can incorporate athlete leadership behavior development into their training

38   structure is presented.

39   Qualitative research with team athletes revealed their preference for athlete leadership being

40   spread across the team, rather than reserved for a select few (10,19,23). Whether formal or informal,

41   the behavior of providing leadership has been characterized as a process that influences others, and

42   involves goal attainment occurring within a group context (29). Athletes and researchers have

43   recommended that the more athletes there are who behave as leaders, the better (10,23,27). Having a

44   combination of both formal and informal leaders within a team improves athlete role clarity, as well as

45   both individual and team performance (10). Having more athletes involved as informal leaders is

46   associated with increased team cohesion as a function of increased athlete closeness and everyone

47   feeling they are a contributing member of the team (10). There are a wide variety of informal leadership

48   roles that athletes can fill on a team. Informal leaders can provide additional motivation, instruction and

49   feedback, as well as individual consideration and social support (10). Athletes have described these

50   informal leaders as leading by example (e.g., the athlete who always gives 100%), cheering on peers

51   during difficult training sessions or competitions, and providing one on one mentorship (2,4,10).

52   Increasing athletes' leadership behaviors increases the impact of athletes as informal leaders, while also

53   developing leadership behaviors they may use as formal leaders in the future.

54   These behaviors – inspirational motivation, idealized influence, and individual consideration –

55   reported in qualitative research by athletes asked to describe the behaviors of their informal leaders

56   aligns with the theory of transformational leadership. This theory emphasizes the process through which

57   leaders promote commitment for group goals and objectives, and transform (i.e., influence considerable

58   change) other group members' attitudes and assumptions by providing idealized influence, inspirational

59   motivation, individualized consideration, and intellectual stimulation (2–4,28). These four behaviors can

60   be expressed not only by those in traditional, formal leadership positions; but rather by a variety of

61   people (3). Important to SCCs, Charbonneau and colleagues (7) found that the more University athletes

62   perceived their coaches to use transformational leadership behaviors, the greater their intrinsic

63   motivation and future athletic performance. These results are similar to those found in previous

64   literature when transformational leadership was examined in military, business, and education settings

65   (2–4,7). Therefore, the focus of this paper is to illustrate how SCCs can promote the expression of these

66   transformational behaviors by all their athletes to facilitate effective leadership by both the formal and

67   informal leaders.[i]

68   **Effective Leadership Behaviors**

69   Leaders' behaviors can affect others in several ways, including self-perceptions (e.g., perceived

70   performance abilities), beliefs (e.g., self-esteem), and attitudes (e.g., sport enjoyment), as well as

71   motivation and performance (20). Through the relationships that effective leaders build, they motivate,

72   assure, comfort, and support others (21). The primary leadership behaviors of informal leaders reported

73   by athletes were inspirational motivation, individualized consideration, and idealized influence (10).

74   Inspirational motivation includes behaviors commonly role modeled by SCCs during strength

75   and conditioning training, such as providing reinforcement feedback, hustle feedback, and verbal

76   statements intended to intensify efforts (24). Providing reinforcement feedback, includes acknowledging

77   what an athlete is doing through verbal and nonverbal praise or positive statements. Weight room

78   specific examples include providing reinforcement of a teammate's exercise technique ("great depth on

79   that last squat"), improved performance ("congrats on the new PR in back squat"), or effort ("way to

80   push yourself today"). An example of hustle feedback is a group of athletes cheering on their peers to

81   maintain or increase their end of training hustle and quality. The importance of receiving positive and

82   reinforcing feedback has been shown in research across disciplines and supports the goal of individuals

83   receiving at least five positive reinforcements for every negative feedback and/or punishment they

84   receive (25). The more reinforcement feedback individuals receive, the more effort they give, the more

85   efficacious they feel, and their performance improves (25). Although coaches give this feedback during

86   training (4-21% of their feedback during training (24)), so can teammates. The more athletes who are

87   informal leaders, the more positive reinforcing feedback each athlete has the potential to receive, which

88   may help more athletes experience the recommended ratio of at least five positive reinforcements for

89   each negative reinforcement and/or punishment.

90   Individualized consideration includes informal peer to peer mentorship. In strength and

91   conditioning training, athletes may train together across age/grade levels, starter/non-starter roles,

92   sport positions, and even sport. This flexibility can increase the opportunities to match athletes based on

93   other characteristics that can promote quality peer to peer mentorship within and outside of training.

94   Athletes also express individualized consideration through teaching each other when they provide

95   instructional and technical feedback. In fact, athletes have reported one benefit of having more informal

96   athlete leaders is experiencing "more one on one work and individual help" p. 360 (10).

97   Idealized influence includes role modeling and leading by example. Holmes, McNeil, and Adorna

98   (19) found athletes desire leaders who provide role modeling and lead by example. In addition to SCCs

99   being role models, SCCs can also promote athletes practicing this leadership behavior. Role models are

100   individuals who peers look to for guidance, support, and advice (1). Athletes who stay after a training

101   session to ensure that the weight room is put back according to the SCCs' expectations are leading by

102   example, and modeling a behavior for others to follow. A role modeling example specific to the strength

103   and conditioning context is an athlete taking the time to demonstrate how to do an exercise with

104   correct technique to provide a visual role model for another athlete. The peer athlete in these two

105   example situations can be so influential because the peer is either currently going through the same

106   experience, or has recently gone through that experience (12). The commonality of the experience and

107   being at the same relative level (i.e., peer vs coach) increases the saliency of peer role modeling (12,34).

108   In other words, compared to the SCC, the peer role model is more relatable and similar to the athlete.

109   Knowing that someone similar to you finds the training difficult currently or in the recent past also helps

110   to normalize the experience (12). This similarity helps to reinforce that the mentee athlete will be able

111   to complete the training challenge and reap its benefits. The more similar role models are to the

112   mentee athletes (i.e., other athletes versus SCCs), the more effective the idealized influence (31).

113   The above three transformational leadership behaviors can be practiced within or outside of a

114   training setting. However, compared to sport, there are aspects unique to strength and conditioning

115   training sessions that provide opportunities for SCCs to promote these leadership behaviors among their

116   athletes. First, strength and conditioning training exercises are primarily performed by individuals,

117   rather than as the whole team together. For example, the individual completing squats is not dependent

118   on others to perform the exercise, whereas most team sport drills incorporate at least one other athlete

119   whose performance affects the successful completion of the drill. This is a noteworthy distinction,

120   because it means peers are available to provide support in a variety of ways (e.g. spotting, motivational

121   feedback, and reinforcement). It also means that SCC's can provide adaptations that personalize

122   athletes' training, as well as incorporate athletes who may be unable to train during sport practice due

123   to an injury. A further benefit is that SCC's can organize training partners/groups across characteristics

124   that often divide athletes during sport practice into consistent subgroups (e.g., starter status, position,

125   or grade/seniority). Second, SCCs work with every athlete regardless of sport position, health, starter

126   status, and grade/seniority. Third, the SCC's training space is often more compact than where the

127   athletes practice their sport. Being in a more compact space also enables the SCC to interact more

128   directly and personally with individual athletes during every training session. This last aspect in

129   particular can increase SSCs ability to create a relationship with each athlete on the team unlike other

130   coaches. As relationships are the building blocks to organize activities for achieving goals (21), SCCs

131   seem to have a setting uniquely conducive to increasing the leadership behaviors of all athletes. As with

132   other aspects of athlete training, SCCs and the sport coaching staff can collaborate regarding athletes'

133   leadership experiences across sport and strength and conditioning sessions. In addition to providing

134   cohesiveness of messaging across training contexts for the athletes, SCCs may be able to provide unique

135   insight to the sport coaches into which athletes are prepared for different levels of leadership

136   responsibility based upon the athletes' responses to the different informal leadership behavior

137   opportunities presented during the SCCs' training sessions.

138   Below we present specific examples of ways to integrate leadership behavior practice into the

139   existing strength and conditioning training structure. We have divided these approaches into two

140   categories: those that provide every athlete with leadership opportunities during every training session

141   and those that provide for rotation of leadership responsibilities so that the athletes have slightly larger

142   leadership experiences regularly, but not daily.

143   **Leadership Opportunities for Every Training Session**

144   There are leadership behaviors that athletes can do every day to be more effective informal

145   leaders. Just as with any other skill, the more consistently and frequently leadership behaviors are

146   practiced, the more automatic they become (13). As with other skills, individuals need to build on the

147   fundamentals that can be practiced daily during training sessions. These informal, daily leadership

148   experiences set the foundation for athletes to potentially take on more formal leadership roles. Below

149   are examples of opportunities SCCs can provide athletes during training sessions to practice the skills

150   and vocabulary of leadership. Although these behaviors may seem inherent to training sessions, the

151   athletes' behaviors need to be explicitly promoted and emphasized by the SCC within these existing

152   strength and conditioning training session structures to see the greatest effect (5).

153   **Individualized Consideration: Give a training partner form feedback**

154   Athletes can learn how to give individualized consideration through providing constructive

155   technical/instructional feedback to their training partners. Athletes are often taught the key cues for any

156   movement they are doing during training. These same athletes, including youth, can also be trained that

157   it is their responsibility to give form feedback to their training partner using those same key cues. Even

158   10-year-old athletes can tell if their training partner does squats with their chest up, heels down, and

159   knees above (not past) their toes. To make it easier to give feedback, we can provide them with the cue

160   words to use. This means everyone is using the same language and understands their partner's feedback

161   cues. This also helps ensure that the feedback is being given in a constructive (i.e., positive and

162   informative) manner; rather than providing feedback in a destructive (e.g., teasing or negative) manner,

163   which would be building poor leadership behavior habits. SCCs can explicitly build a culture of athletes

164   giving feedback to training partners by specifically telling athletes one of their training responsibilities is

165   to help their teammates improve and avoid injury due to form errors. Plus, SCCs can reinforce athletes'

166   ability to give feedback by not always correcting the training partner for the athlete. Rather, the SCC can

167   ask the training partner, "How does their squat look? Any feedback for them?" This creates an

168   opportunity to build the athletes' ability to do squats, plus their partner's ability to confidently and

169   effectively communicate with their teammate (an important skill in and out of sport).

170   **Inspirational Motivation: Give positive feedback to a peer**

171   SCCs can also provide athletes opportunities to learn how to give and receive positive,

172   constructive feedback, which is an inspirational motivation behavior. This includes teaching athletes

173   when it is appropriate to give feedback – not while coach is talking or necessarily in the middle of the lift

174   – and how to give positive or encouraging feedback. How and when to give positive or encouraging

175   feedback can be trained and reinforced with structured practice opportunities. A highly structured

176   option is to stop at the end of an activity (e.g., right before a water break or transition) and ask athletes

177   to share a positive accomplishment of a peer. This accomplishment could include high effort,

178   improvement on an exercise, executing an exercise technique well, or trying again after a mistake.

179   Taking these 30 second breaks to ask athletes to publicly praise their peers builds their awareness of

180   what their peers are doing, as well as their vocabulary for praising each other. Another strategy that

181   provides a cue for athletes to praise each other and provides a standard way of giving that praise is to

182   have a universal signal to highlight when a peer has performed a personal record. For example, having a

183   bell that athletes ring when they have just achieved a personal record signals this accomplishment to

184   the rest of their peers and triggers a common, and potentially pre-determined, form of praise (e.g., high-

185   fives, cheers). Again, this approach provides a structured cue to assist the athletes in knowing when a

186   peer has just achieved an improvement, and then publicly recognize that improvement. However, this is

187   less structured than pausing between activities to ask for athletes to share praise for their peers. By

188   incorporating these different levels of structured feedback practice into training sessions, SCCs are

189   giving athletes opportunities to build the skills of recognizing their peers' effort and improvement,

190   finding an appropriate way of expressing positive reinforcement feedback (e.g., high five, congratulatory

191   words, cheer), and building their comfort as giving reinforcement feedback becomes an automatic

192   behavior.

Idealized Influence: Do an exercise with a peer (role model)

194   There are a variety of ways that more experienced athletes can be role models to more novice

195   athletes in strength and conditioning sessions. When SCCs provide specific opportunities for role

196   modeling by athletes, there are two potential benefits: a) the novice athletes may become more

197   engaged and influenced by the more experienced athletes and b) the more experienced athletes build

198   their ability to not just lead by example (intentionally or not), but behave as a role model. Although

199   some athletes may spontaneously lead by example, being put into the role model position by the SCC

200   may provide the structured experience some athletes need to develop their idealized influence

201   leadership behavior. One approach is to ask the more experienced athletes to describe their process for

202   learning an exercise that may be new or revising their technique. For example, when learning a technical

203   exercise, such as the power clean, athletes may progress through learning with a PVC pipe or broom

204   stick, then an unweighted Olympic bar, and finally a weighted Olympic bar. Athletes who have gone

205   through these steps can reinforce to their peers why it is important to take these steps seriously to learn

206   proper form (or revise previously learned form). Some coaches send this message implicitly by having all

207   athletes, regardless of experience, go through these training form progressions to reinforce to everyone

208   the importance of proper form. Another approach can be to have athletes of different abilities or

209   experience partner together, and tell the more advanced athlete it is their responsibility to assist their

210   partner in overcoming the day's training challenge. An example of how to implement this approach is

211   with athletes doing box jumps at a new height. Often, the greatest barrier to athletes' box jump

212   performance is their fear of not making the jump. Hearing from a peer that the box jump is less scary or

213   difficult than it looks can help reduce the athletes' fear more than hearing the same comment from their

214   coach. In addition to hearing a peer's experience with box jumps, seeing that peer successfully complete

215   the same box jump can further increase the athletes' belief that they too can safely execute the box

216   jump.

<div align="center">**Leadership Opportunities that Rotate**</div>

218   The gap between the above daily, informal leadership, and formal leadership roles can be

219   bridged with rotating, temporary leadership roles. By recognizing athletes' strengths, SCCs can identify

220   rotating leadership roles that most align with athletes' strongest leadership behaviors, and which roles

221   may provide a greater challenge. For example, athletes strongest in individualized consideration in one-

222   on-one or small groups may transition easily into opportunities for a) guiding a new or developing

223   athlete or b) leading small group discussion on what went well in training and what could be improved.

224   Whereas the same athlete may feel more challenged when demonstrating an exercise in front of the full

225   team or leading the team's warmup. It is important to allow athletes room to explore these different

226   leadership behaviors and roles. SCCs can provide leadership challenges. For example, athletes who are

227   comfortable in one situation (small groups) can benefit from the challenge experience of being in a

228   leadership role they find less comfortable (large group or demonstrating). Just as SCCs try to set athletes

229   up for success in training, SCCs do the same for athletes as leaders. This gives athletes the opportunity

230   to grow as a leader and person.

231   **Idealized Influence: Demonstrate an exercise**

232   The benefits of role modeling by a peer (e.g., model more similar to the athletes) in a one-on-

233   one or small group situation, also hold when the role modeling is done in front of a large group, such as

234   the team. When choosing athletes to demonstrate an exercise in front of the team, coaches may think

235   of the athletes with the best, most perfect form. An unfortunate side-effect of this approach is there

236   may be very little variability in who coaches ask to demonstrate exercises; as the same, few, top athletes

237   keep being asked to demonstrate. However, if coaches can accept a good though perhaps not perfect

238   demonstration, then the athletes who could demonstrate an exercise increases. Any imperfection in an

239   athlete's demonstration may be used by the coach as an opportunity to provide some additional form

240   instruction to all the athletes. Coaches may be surprised by who is confident enough to volunteer to

241   demonstrate. An additional benefit of asking for volunteers is coaches get to select from athletes who

242   are confident and want to demonstrate. This can result in the flexible athletes being more likely to

243   demonstrate dynamic stretching techniques, while the more agile athletes volunteer for footwork and

244   agility exercises, and the powerful athletes volunteer for the plyometric and Olympic-style lifts. This

245   gives a larger individualized influence opportunity to athletes who may not be comfortable enough to

246   lead part of a workout or a training group.

247   There are additional benefits to asking for demonstration volunteers. Increasing the number of

248   athletes who demonstrate exercises also reduces the appearance of favoritism by coaches. The

249   demonstrating athlete(s) can also receive praise for their demonstration from their peers and coaches,

250   reinforcing their exercise competence and their choice to role model the exercise technique. These are

251   additional benefits that can increase athletes' confidence in their abilities. Selecting our exercise

252   demonstrators by simply asking, "Who wants to demonstrate _____" may increase the number of

253   different athletes demonstrating, provide them an opportunity to practice a leadership behavior, and

254   build their confidence.

255   **Individual Consideration: Athlete-led segment**

256   Athletes can also build their ability to provide individual consideration to their peers as a large

257   group by having rotating experiences leading segments of training. These can be "pre-scripted"

258   segments that have set routines, such as warmup/cooldown, or "unscripted" segments the athlete co-

259   leaders are responsible for developing and leading the team through. An example of the first approach is

260   to have different athletes be responsible for leading the team through their regular warmup and/or

261   cooldown routine. Once the athletes have learned the routine from the SCC, the volunteer or assigned

262   leaders who take the team through the routine can be regularly rotated (e.g., weekly). The athlete

263   leaders may accidentally change the order of a stretch or two, or need to be reminded to include a

264   stretch. This provides them valuable larger group leadership experience in a safe, low-stakes setting.

265   An example of the second, "unscripted" approach is to select one or more athletes to led the

266   training activity for the last 10 minutes of the subsequent training session. They are responsible for

267   planning the last activity (e.g., game, workout, or extra running) the team will do to finish off their

268   training session. At the next training session, the athletes explain the activity, implement it, and cleanup

269   after it. This approach has multiple benefits. One, it enables coaches to see what aspects of training the

270   athletes are enjoying and/or wanting to work on. Two, the athletes are leading an activity of their own

271   creation rather than mimicking or following the SCCs script, as they are with the warmup/cooldown

272   routine. Third, it gives coaches the opportunity to provide athletes with feedback afterwards about their

273   leadership behaviors during the 10-minute activity. Both of these approaches also provide athletes the

274   opportunity to develop their ability to lead with at least one partner (co-leader). This provides greater

275   learning for the athletes as they develop their leadership behaviors for a large group, and helps the

276   athletes become comfortable with their own, personal leadership style.

277   **Inspirational Motivation: Session Reflection**

278   In addition to motivating individuals, athletes can also motivate their whole team, and help

279   steer or guide the team in a positive direction. An opportunity for athletes to practice this type of

280   inspirational motivation is by leading the session reflection. To help athletes leave the training session

281   focused on the positives that came out of training, athletes can conduct a quick (i.e., less than 5

282   minutes) end of session reflection. The chosen athlete leads the team through the session reflection,

283   which includes the following three components. First, athletes share a quick statement about how they

284   each did at reaching one of their goals for that session. Second, coaches quickly share their perspective

285   of how the training session went. These two components can occur during the end cooldown and/or

286   stretching segment of training. Third, coaches and athletes circle up and put their hands in the middle.

287   Then, the chosen athlete for that day gives a chant or saying (e.g. team, work hard, name of school) for

288   everyone to repeat before breaking the circle and leaving the training session. Given how busy both

289   coaches and athletes are, these short, immediate reflections have two primary benefits: a) both athletes

290   and coaches get time to reflect on how the individuals, whole team, and coaches performed, and b) it

291   allows preparation for what is to come (e.g., future training sessions, team practices, or competitions).

292   Expert coaches have reported reflective practice as useful for their own self-improvement (11,15–17). In

293   addition, researchers have found reflective practices to be beneficial for both coaches and athletes to

294   assess and improve their training (14,18,22,33).

Conclusion

296   The aim of this article was to address how SCCs can increase their athletes assuming leadership

297   responsibilities during strength and conditioning training sessions. Often, the development of leadership

298   behaviors is viewed as a by-product of participating in sport (33). However, the development of

299   leadership behaviors, as with most behaviors, takes education, and opportunities for practice (5).

300   Although, there are usually a limited number of formal leadership roles on a sports team, there are a

301   plethora of informal leadership roles and opportunities available (10), especially within strength and

302   conditioning training sessions. The more athletes on a team are demonstrating leadership behaviors,

303   the greater their team cohesion and performance (5). Although a single transformational leadership

304   behavior was highlighted for each example above, it is worth noting that these transformational

305   behaviors can occur in combination; such as giving praise before giving technical feedback, followed by a

306   demonstration of the appropriate exercise technique. Although, these transformational behaviors can

307   go together, the daily opportunities presented broke this complexity down into individual, component

308   behaviors. Therefore, those daily exercises for building each of the individual transformational

309   leadership behaviors are examples of initial learning opportunities for athletes. The rotating

310   opportunities were presented with the transformational leadership behavior most emphasized during

311   that experience, though other transformational leadership behaviors would also be used by athletes to

312   different degrees. By explicitly teaching and incorporating transformational leadership behavior practice

313   opportunities into the structure of training sessions, SCCs can start to have more athletes as leaders

314   during training.

315   **References**

316   1.   Bandura, A and Cervone, D. Self-Evaluative and Self-Efficacy Mechanisms Governing the

317   Motivational Effects of Goal Systems. *J Pers Soc Psychol* 45: 1017–1028, 1983.

318   2.   Bass, BM, and Bass, RR. Transformational Leadership. In*:* The Bass handbook of Leadership:

319   theory, research, and managerial applications. New York, NY: Free Press, 2008. pp. 618-648.

320   3.   Bass, B. Leadership and performance beyond expectation. New York, NY: Free Press, 1985.

321   4.   Bass, BM. Two Decades of Research and Development in Transformational Leadership. *Eur J*

322   *Work Organ Psychol* 8: 9–32, 1999.

323   5.   Bean, CN and Forneris, T. Is Life Skill Development a By-Product of Sport Participation?

324   Perceptions of Youth Sport Coaches. *J Appl Sport Psychol* 29: 234–250, 2017.

325   6.   Callow, N, Smith, MJ, Hardy, L, Arthur, CA, and Hardy, J. Measurement of transformational

326   leadership and its relationship with team cohesion and performance level. *J Appl Sport Psychol*

327   21: 395–412, 2009.

328   7.   Charbonneau, D, Barling, J, and Kelloway, EK. Transformational Leadership and Sports

329   Performance: The Mediating Role of Intrinsic Motivation. *J Appl Soc Psychol* 31: 1521–1534,

330   2001.

331   8.   Chelladurai, P and Carron, A V. Athletic Maturity and Preferred Leadership. *J Sport Psychol* 5:

332   371–380, 1983.

333   9.   Chelladurai, P and Riemer, HA. Measurement of leadership in sport. In: Advances in sport and

334   exercise pscyhology measurement. Duda, JL, ed. Morgantown, WV: Fitness Information

335   Technology, 1998. pp. 227–253.

336   10.   Crozier, AJ, Loughead, TM, and Munroe-Chandler, KJ. Examining the Benefits of Athlete Leaders

337   in Sport. *J Sport Behav* 36, 2013.

338   11.   Dorgo, S. Unfolding the Practical Knowledge of an Expert Strength and Conditioning Coach. *Int J*

339   *Sport Sci Coach* 4: 17–30, 2009.

340   12.   Feltz, DL, Short, SE, and Sullivan, PJ. Self-efficacy in sport. Champaign, IL: Human Kinetics, 2008.

341   13.   Fitts, PA. Human Performance. Belmont, CA: Brooks/Cole, 1967.

342   14.   Gallo, GJ, De Marco, GM, and De Marco Jr., GM. Self-assessment and modification of a division I

343   strength and conditioning coach's instructional behavior. *J Strength Cond Res* 22: 1228–1235,

344   2008.

345   15.   Gilbert, WD and Baldis, MW. Becoming an Effective Strength and Conditioning Coach. *Strength*

346   *Cond J* 36: 28–34, 2014.

347   16.   Grant, MA, Dorgo, S, and Griffin, M. Professional Development in Strength and Conditioning

348   Coaching Through Informal Mentorship : A Practical Pedagogical Guide for Practitioners. *Strength*

349   *Cond J* 36: 63–69, 2014.

350   17.   Grant, M and Dorgo, S. Developing Expertise in Strength and Conditioning Coaching. *Strength*

351   *Cond J* 36: 9–15, 2014.

352   18.   Handcock, P and Cassidy, T. Reflective Practice for Rugby Union Strength and Conditioning

353   Coaches. *Strength Cond J* 36: 41–45, 2014.

354   19.   Holmes, RM, Mcneil, M, and Adorna, P. Student Athletes' Perceptions of Formal and Informal

355   Team Leaders. *J Sport Behav* 33, 2010.

356   20.   Horn, TS. Coaching effectiveness in the sports domain. In: Advances in sport psychology. Horn,

357   TS, ed. . Champaign, IL: Human Kinetics, pp. 309–354, 2002.

358   21.   Jowett, S. Coaching effectiveness: the coach–athlete relationship at its heart. Curr. Opin. Psychol.

359   16: 154–158, 2017.

360   22.   Kuklick, CR and Gearity, BT. A Review of Reflective Practice and Its Application for the Football

361   Strength and Conditioning Coach. *Strength Cond J* 37: 43–51, 2015.

362   23.   Loughead, TM, Hardy, J, Eys, MA. The Nature of Athlete Leadership. *J Sport Behav Jun* 29: 142–

363   158, 2006.

364   24.   Massey, CD, Maneval, MW, Phillips, J, Vincent, J, White, G, and Zoeller, B. An Analysis of Teaching

365   and Coaching Behaviors of Elite Strength and Conditioning Coaches. *J Strength Cond Res* 16: 456–

366   460, 2002.

367   25.   Moore, EWG. Strength Training and Sport Psychology. In: Oxford Research Encyclopedia of

368   Psychology. Braddick, O, ed. . New York, NY: Oxford University Press, pp. 1–31, 2017.

369   26.   Neubert, MJ. Too Much of a Good Thing or the more the Merrier? *Small Gr Res* 30: 635–646,

370   1999.

371   27.   Neubert, MJ. Too Much of a Good Thing or the more the Merrier?: Exploring the Dispersion and

372   Gender Composition of Informal Leadership in Manufacturing Teams. *Small Gr Res* 30: 635–646,

373   1999.

374   28.   Newland, A, Newton, M, Podlog, L, Legg, WE, and Tanner, P. Exploring the nature of

375   transformational leadership in sports: a phenomenological examination with female athletes.

376   *Qual Res Sport Exerc Heal* 7: 663–687, 2015.

377   29.   Northouse, PG. Leadership: Theory and practice. 2nd ed. Thousand Oaks, CA, 2001.

378   30.   Rudi, M and Booker, R. "Managing" the coaching environment to enhance performance. *Strength

379   Cond J* 20: 50–56, 1998.

380   31.   Schunk, DH. Self-efficacy, motivation, and performance. *J Appl Sport Psychol* 7: 112–137, 1995.

381   32.   Smith, RE, Smoll, FL, and Curtis, B. Coach Effectiveness Training: A Cognitive-Behavioral Approach

382   to Enhancing Relationship Skills in Youth Sport Coaches. *J Sport Psychol* 1: 59–75, 1979.

383   33.   Voight, M. Leadership Education and Development for Strength and Conditioning Professionals

384   and Team Leaders. *Strength Cond J* 36: 52–62, 2014.

385   34.   Wise, JB, Posner, AE, and Walker, GL. Verbal messages strength bench press efficacy. *J Strength

386   Cond Res* 18: 26–29, 2004.

387   35.   Yukl, G. Managerial Leadership: A Review of Theory and Research. *J Manage* 15: 251–289, 1989.

388

---

[i] In addition to the references above, for SCCs interested in learning more about transformational leadership and how to lead in more transformational ways, we recommend the following resource: Transforming Lives Through Coaching by Aubrey Newland of California State University, Chico.