According to Chelladurai (1984, 1990) there are five types of leadership behaviour:
1. Training and instruction: behaviour is aimed at improving performance.
2. Democratic: allows decisions to be made collectively.
3. Autocratic: gives the leader personal authority.
4. Social support: shows concern for the well-being of others.
5. Rewarding: provides team members with positive reinforcement.

These behaviours can be measured using the Leadership Scale for Sport (LSS) developed by Chelladurai and Saleh (1980), and a good leader can demonstrate all five types of behaviour. The LSS has 40 items which measure the five types of behaviour and a number of studies have used this measure and found it to be valid and reliable.

**KEY STUDY**

*Dimensions of leader behaviour in sports: development of a leadership scale*

**Chelladurai and Saleh (1980)**

**Aim:** To refine the Leadership Scale for Sports (LSS), initially created by Chelladurai and Saleh (1978) and increase its reliability and validity by extending the sample.

**Sample:** Three different samples were used. In the first stage of development 160 physical education degree students (80 male and 80 female) were used. In the second stage 102 different physical education students took part and a male sample of 223 varsity athletes (81 basketball players, 62 wrestlers, 57 track and field athletes and 23 oarsmen).

**Method:** In the first stage the participants were given a 99 item (modified from other scales) questionnaire to complete. This was designed to measure leadership behaviour. Each item was preceded by the phrase ‘The coach should …’ and five response categories were provided: always, often, occasionally, seldom, and never. These responses were factor analysed and five main factors were identified (see the five behaviour types above). With revisions the scale had 50 items and this revised questionnaire was given to the second two samples in an attempt to verify the reliability and validity of the measure.

**Results:** Internal consistency and test-retest reliability were checked and both found to be adequate. The LSS was also found to be valid as it was both stable and meaningful.

**Conclusions:** The refinements of the LSS ensure that its use led to both a reliable and valid measure of leadership behaviour. The results can enable leaders to identify areas for development.

Chelladurai states that there are three factors that affect leader behaviour:
- situational characteristics, for example, whether the opposition is weak or strong
- leader characteristics, such as experience, personality, etc.
- group member characteristics, including age, gender and experience of the members.

There are also three types of leader behaviour:
- required behaviour: what the situation requires the leader to do
- actual behaviour: what the leader actually does, which depends upon the above characteristics
- preferred behaviour: what the team members want the leader to do.

According to this model it is important for leaders to be flexible depending upon the demands of each situation.
When these aspects are harmonious, it should result in desirable performance outcomes and athletes’ satisfaction.

Athletes seem to be satisfied when coaches emphasize training and instruction as well as positive feedback (Chelladurai, 1993).

In order to measure the coaches’ leadership behavior, the Leadership Scale for Sports (LSS) was developed by Chelladurai and Saleh (1980). The instrument consists of five subscales measuring:

- the coach’s decision making style (Democratic and Autocratic Style),
- the coach’s motivational tendencies (Social Support and Positive Feedback),
- the coach’s instructional behavior (Training and Instruction).

Most research conducted with the LSS has focused on the relationship between satisfaction and leadership behavior, and it has provided general support for Chelladurai’s model.

More particularly, it appears that the leadership behaviors associated with training and instruction, positive feedback, and social support are most highly correlated with athletes’ satisfaction and intrinsic motivation. Recently a positive indirect effect of democratic behavior on intrinsic motivation was reported in college team and individual athletes.

**KEY STUDY**

*Coaching preferences of adolescent youths and their parents*

Martin, Jackson, Richardson and Weiller (1999)

**Aim:** To investigate leadership style preference and age, comparing youth’s preferences with those of their parents.

**Sample:** 239 youths and 239 parents (one of each of the youth’s parents).

**Method:** The Leadership Scale for Sport (LSS) was given to each of the children and one of each of their parents. The children were aged between 10 and 18 and were taking part in a summer youth sports league.
Results: Both the youths and their parents wanted positive feedback from a leader and both wanted clear instruction. Youths, however, wanted to be allowed greater participation in decision-making and scored significantly higher on the preference for a democratic leader. Youths were also more concerned than their parents about a warm relationship with both the leader and the group, and wanted social support within the group.

Conclusions: This highlights that youths and their parents do not always want the same characteristics from a coach or leader and therefore, just because the parent believes that their child would maximize his or her potential with a particular leader does not necessarily mean that the child will.