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Transformation Leadership and Youth Development Soccer Coaches: Behaviors that Enhance
Coaching Performance

A Thesis
Submitted to the Faculty
of the Department of Leadership Education
College of Education
of Winona State University

by
Diego Barros dos Santos

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for the Degree of
Master of Science

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ABSTRACT

This quantitative study investigated the potential relationship between youth development soccer coaching style and transformational leadership behaviors. An anonymous survey was the source of data for this study. Participants responses were categorized into the four factors of transformational leadership which include (1) intellectual stimulation, (2) inspirational motivation, (3) idealized influence, and (4) individualized considerations. Recommendations for future research encompass expanding the demographics, sample size and field observations. Additionally, further research could include a contrast and comparison between coaches perspective x athletes perspective about transformational leadership behaviors. Furthermore, transformational leadership workshop and post survey intervention might expose how coaches leadership style changes after participating a transformational leadership workshop.

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CHAPTER I – INTRODUCTION

As the name of Transformational Leadership style infers, leaders find themselves in decision making situations that potentially transform people and help them to exceed average expectations (Northouse, 2016). In this leadership approach, Liu (2018) explains the importance of transformational leaders in guiding the followers to adjust to different viewpoints, and more importantly, providing self-confidence to perform and produce in imprecise environments.

In sports, specifically soccer, the popularity of the sport demands well-equipped and skillful leaders to balance the interest of participants at all levels (McCann, Kohntopp, & Keeling 2015). At the youth level, coaches deliver coaching points, encourage and develop players to have a spirit of enjoyment of playing the sport and confidence to achieve goals (Price and Weiss, 2013). Vella, Oades, and Crowe (2012) endorse the transformational coaching behavior as an efficient tool of developing positive coachable moments for the players.

Statement of the Problem

Regardless the concentration in other areas of study, Callow and his colleagues (2009) reveal little is known about transformational leadership behaviors enhancing coaching performance in sports. Transformational leadership within areas such as business and military are reasonably usual, but sport-related studies are still scant (Hassan et al., 2013). This lack of literature on transformational leadership in sports is greater when it comes to youth sports soccer coaches, which poses a problem for leadership development.

Background of the Problem

Soccer in the U.S. requires the necessity for more effective leadership in coaching performance at all levels (McCann, Kohntopp, & Keeling, 2015). At the youth level, the U.S. has approximately 300,000 youth soccer coaches and the majority of this population consists of

volunteers or parent coaches (Rapids youth soccer club, 2019). In the state of Minnesota, 11,000 youth soccer coaches make up 3.67% of the entire U.S. soccer coaches' population "Minnesota Youth Soccer Association" (n.d.).

Considering the desperate need for better capability of youth soccer coaches and adding the emerging researches on transformational leadership related to soccer (Arthur, Bastardo, & Eklund, 2017). Transformational leadership behaviors studies may serve as a tool to help youth development soccer coaches enhance their performance and exceed expectations.

Purpose of Study

Examining the use of transformational leadership behaviors by youth soccer coaches will establish a better understand for this population of leaders. The purpose of this quantitative study is to investigate the relationship between youth development soccer coaching styles and transformational leadership behaviors.

Theoretical Framework

Burns (1978) defines the term transforming leadership in a quantity of behaviors that successful leaders should have when teach the leadership role. Later, Bass (1990) relates transformational leaders' behaviors as charismatic individuals able to impact and transform followers. Building upon the work of Burns and Bass, these behaviors culminated in the Transformational leadership Model (Vella, Oades, & Crowe, 2012). This model includes the full range of leadership behaviors under four different elements; idealized influence, inspirational motivational, intellectual stimulation, and individualized consideration (Avolio & Bass, 1991).

Element I - Idealized Influence

Element I refers to charisma. Charisma is defined "as a quality, not necessarily only of persons, but a non-empirical aspects of the situation of the action, of, in a special technical sense,

a ‘supernatural’ order, recognition which underlies the moral legitimacy of normative rules generally” (Weber, Henderson, & Parsons, 1947, p. 75). Idealized Influence leaders boost followers to achieve better performances (Hassan, et. al., 2013). Through emotions, these leaders have a moral and ethical vision of a better future for the followers (Northouse, 2016).

Element II- Inspirational motivational

Element II Inspirational motivation leaders challenge and motivate followers to build teamwork (Newland, 2016). Also, in this element, leaders make the follower see the meaning and purpose of everyday tasks (Álvarez, et. al., 2016).

Element III- Intellectual Stimulation

Element III Intellectual stimulation leaders encourage followers to think outside the box and being creative (Bormann, et. al., 2016). In the same line, Price, and Weiss (2011) define intellectual stimulation leaders as problem-solving individuals.

Element IV- Individualized Consideration

Element IV Individualized Consideration leaders are mentors who focus on the growth of everyone in the organization (Kramer & Allen, 2018). Individualized leaders scan the environment and know the specific needs of the followers, then provide help in terms of guiding and decision-making (Mahalinga Shiva & Suar, 2012).

These four elements can be assessed by multiple measures. The next section describes the transformational leadership measures available for use in data collection.

Transformational Leadership Measurement Inventories

“Incorporating validated measures as indicators of coaching effectiveness is aided by the availability of such measures in the literature” (Vella, Oades, & Crowe, 2012, p. 208).

Considering the full range of leadership there are four main inventories to measure transformational leadership behaviors related to sports.

Multifactor Leadership Questionnaire (MLQ)

The Multifactor Leadership Questionnaire (MLQ) measures transformational and transactional leadership styles (Bass & Avolio, 1995). As stated earlier in this chapter, transformational style encompasses four categories including charisma, idealized influence, inspirational motivation, and intellectual stimulation (Bass, 1990). In sports, one of the first studies based on MLQ, Charbonneau, Barling, and Kelloway (2001) investigated the improvement on athletes' performance by applying transformational behavior. In regard to coaches' behavior, Rowold (2006) explored the effectiveness of leadership styles among martial arts coaches.

Transformational Leadership Inventory (TLI)

Podsakoff et al.'s (1990) created the Transformational Leadership Inventory by measuring six different behaviors including, identifying and articulating a vision, providing an appropriate role model, fostering the acceptance of group goals, high performance expectations, providing individualized support, and intellectual stimulations. This assessment was used by Vella, Oades, and Crowe (2012) in a study of validation of the differentiated transformational leadership inventory as measurement of coaching soccer at the youth level.

Differentiated Transformational Leadership Inventory (DTLI)

Combining assessments from Podsakoff et al.'s (1990) Transformational Leadership Inventory and adding Bass, and Avolio (1995) Multifactor Leadership Questionnaire. Hardy et al. (2010) launched the Differentiated Transformational Leadership Inventory to measure leadership behavior on the military. They found that behaviors such as high expectations and

intellectual stimulations were discriminated to determine who passes or failure on training recruitment. In an adaptation to sports setting, Callow and his colleagues (2009) study transformational behaviors based on the original DTLI. The results shown greater acceptance of group goals and promoting teamwork and task cohesion related to team cohesion and performance.

Differentiated Transformational Leadership Inventory for Youth Sports (DTLI-YS)

Vella, Oades, and Crowe (2013) pointed the need to explore transformational leadership intervention for youth sports coaches. Therefore, Vella, Oades, and Crowe (2012) were the pioneers on the application of the DTLI in youth sports setting. Their study focusses on how important the application of the DTLI at early ages in soccer is, since most of the athletes will not be pursuing a professional career (Ganzberg, 2008). The results of (Vella, et. al, 2012) study seem to present a valid tool for the current investigation in the same sport with a concentration on coaching behavior and performance. The other measures will not be used except as they have been adapted from DTLI and MLQ.

Research Question

Research in sports related transformational leadership is still new, consequently, knowledge in this subject is limited. The following research question guides the investigation of youth development soccer coaches' behavior and coaching performance.

RQ. How do youth development soccer coach's leadership style relate to transformational leadership factors after participating in a leadership behavior study?

Research Design or Methodology

This quasi-experimental quantitative research will use anonymous survey as method design. The two phases of the study will be further explained in Chapter 3 and are:

Phase I – Survey intervention about what the population of the soccer coaches' styles are linked within transformational leadership behaviors.

Phase II – The researcher will verify the existence of relationship between coaching style and transformational leadership behavior.

Definition of Terms

The definition of the following terms will result in a better understanding of the present study.

Transformational Leadership- Capacity of a leader in transforming and help followers to achieve their goals (Northouse, 2016).

Transformational leadership model- Bass (1990) full range of transformational leadership behaviors.

Multifactor Leadership Questionnaire (MLQ)- Bass, and Avolio (1995) measurement inventory in leadership styles.

Transformational Leadership Inventory (TLI)- Podsakoff et al.'s (1990) inventory to measure transformational leadership behavior.

Differentiated transformational leadership inventory (DTLI)- Hardy et al. (2010) inventory to measure leadership behavior in the military.

Differentiated transformational leadership inventory for youth sports (DTLI-YS)- Vella, Oades, and Crowe (2012) sport adaptation of DTLI inventory to validate transformational leadership behaviors in youth soccer.

Idealized influence – Northouse (2016) defines idealized influence as an emotional behavior capable to influence followers to seek better performance.

Inspirational motivational – Newland (2016) explains the term as motivational leaders

build positive teamwork in the followers.

Intellectual stimulation- “Includes challenging the assumptions of followers’ beliefs, their analysis of problems, and solutions they generate to solve these problems” (Rowold, 2006, p. 313).

Individualized consideration- Behaviors related to mentoring the followers focusing on individual needs (Stenling, & Tafvelin 2014).

Identifying and articulating a vision- Podsakoff et al.’s (1990) defines identifying and articulating a vision as leaders’ behaviors that explore the creativity of the followers.

Providing an appropriate role model- Podsakoff et al.’s (1990) defines role models as behaviors that followers value as a positive example to be followed.

Fostering the acceptance of group goals- Podsakoff et al.’s (1990) leadership behaviors that encourage followers to promote collaboration and teamwork.

High performance expectations- Podsakoff et al.’s (1990) leadership behaviors emphasized in set high expectation goals to be achieved by followers.

Limitations of the Study

Coaches veracity in survey responses and willingness to participate in the study. The researcher can’t precise the sample size of the study. Thirty youth soccer coaches will be reached to participate voluntarily, however the researcher can’t predict who many coaches will respond.

Delimitations of the Study

Delimitation of the study pertains to soccer coaches who experienced at least one year on coaching at the youth level. Also, the boundaries of this study include coaches who have coached at the youth level in the region of Minnesota, specifically in the southern district.

Significance of the Study

The lack of studies on transformational leadership behaviors and impact in sports coaches' performance, specifically in soccer, makes the present study feasible in this area and potentially benefit youth soccer coaches, youth soccer programs, sports directors and coordinators. Furthermore, the results of the current study might benefit any community programs or future leadership students.

Summary

Chapter one presents foundations and theoretical studies on leadership style and exposes the need of further investigation on the effectiveness of transformational leadership behavior that enhancing coaching performance. Chapter two displays the review of the literature which will focus on explore the gap in the recent research surrounding transformational leadership and coaching behavior. Chapter three presents the research design and methodology where the survey intervention on transformational leadership behavior is included in this chapter. Chapter four exhibits the presentation and examination of the results. Chapter five presents conclusions on the study of transformational leadership and youth soccer coaches' behaviors. Also, recommends future research on transformational leadership sport-related coaching behaviors based on the study findings.

CHAPTER II: REVIEW OF THE LITERATURE

“Transformational leadership is a relatively contemporary approach used to gain an understanding of leadership behaviors in sport.” (Smith, et. al., 2013, p.249). This idea aligns within the purpose of the current study which investigates the use of youth soccer coaches transformational leadership behaviors in their coaching style and performance. This review of literature presents transformational leadership theories to support and understand the current study. Chapter two initiates with an overview of the history of transformational leadership. Then a background on transformational leadership related to sports is presented, followed by concepts of coaching youth sports based on role and behavior.

Lastly, the review of literature explores transformational leadership and youth soccer coaches’ behaviors and measurements. Previous studies (Vella, Oades, & Crowe, 2012) and (Arthur, Bastardo & Eklund, 2017) recognize the validity of transformational leadership behavior in sports setup, consequently further investigation on the effectiveness of transformational leadership behavior and youth soccer coaches’ performance is feasible.

History of Transformational Leadership

The definition of transformational leadership evolved throughout the years. Downton (1973) introduced the first appearance of TL as a “theory of transactional, charismatic, and inspirational leadership in the context of the rebel political leader” (as cited in Day, & Antonakis 2012, p.260). Downton’s ideas had minimal impact in the leadership field due to the lack of psychologists’ interest from the following decade (Day, & Antonakis, 2012). Burns (1978) considers transforming leadership as leaders motivate followers through ethical and moral conducts to effect both sides.

In the 1980's, Bass (1985) redefined the term transforming to transformational leadership, which leaders not just motivates but also impact on followers' performance. Later, in the 1990's, transformational leadership definition emphasizes "Transformational leaders achieve these results in one or more ways: They may be charismatic to their followers and thus inspire them; they may meet the emotional needs of each employee; and/or they may intellectually stimulate employees." (Bass, 1990, p.21). Years later, Bass and Avolio (1995) created the full-range model of leadership including components from transformational, transaction, and laissez-faire leadership. The transformational model was divided into four segments previously defined in Avolio, Waldman, & Yammarino (1991) study as the four I's: Individualized Consideration, Intellectual Stimulation, Inspirational Motivation, and Idealized Influence.

In the 2000's, the concept of transformational leadership progressed as "Transformational leadership involves inspiring followers to commit to a shared vision and goals for an organization or unit, challenging them to be innovative problem solvers, and developing followers' leadership capacity via coaching, mentoring, and provision of both challenge and support" (Bass, & Riggio, 2006, p.4). Transformational leaders are visionary and engage followers to exceed expectations (Northouse, 2016).

Historical Perspective of Transformational Leadership in Sports

Hassan and his colleagues attest "Transformational leadership theory is relatively new in sport settings and it has proved to be useful." (as cited in Bass, and & Riggio, 2006, p.1476). Arthur, Bastardo, and Eklund (2017) indicate several empirical studies related to sport content. In the first study related to sports Zacharatos, Barling, and Kelloway (2000) investigated adolescent leadership effectiveness from eleven different sports teams who perceived their parents' transformational behaviors. The results shown "the extent to which parents interact with

their adolescents in a transformational manner affects the degree to which the adolescents themselves adopt these behaviors.” (Zacharatos, Barling, & Kelloway, 2000, p.223). Second, Charbonneau, Barling, and Kelloway (2001) examined athletes’ perceptions of transformational coaching behavior. “The results isolate intrinsic motivation as a mediator of the relationship between transformational leadership and sports performance, suggesting that transformational leadership may enhance intrinsic interest in the task” (Charbonneau, Barling, & Kelloway, 2001, p.1521). In the follow sports related transformational study Rowold (2006) investigated the effectiveness of transformational leadership style of martial arts coaches, the results indicated transformational leadership as a positive behavioral style for sports coaches.

Transformational leadership studies attempt to understand the effectiveness of coaching behaviors and followers’ motivation. Also, different behavioral researches have shown the existence correlation between sports coaches and positive transformational leadership styles (Arthur, Bastardoz & Eklund, 2017). Coach transformational leadership and self-efficiency (Beauchamp, Welch, & Hulley, 2007), team performance and team cohesion (Callow, et. al., 2009), player and team aggression (Tucker, et. al., 2010), narcissism and follower effort (Arthur, et. al., 2011) organizational empowerment (Lee, Kim, & Kang, 2013), athlete positive development experiences (Vella, Oades, & Crowe, 2013a, 2013b), intrateam communication and team cohesion (Smith, et. al., 2013), task and social, and cohesion collective efficacy (Price, & Weiss, 2013), well-being and need of satisfaction (Stenling, & Tafvelin, 2014), coach competency and team satisfaction (Kao, & Tsai, 2016), athlete and team performance (Bormann, et. al., 2016). These are some examples of transformational leadership studies related to sports, however more exploration is needed to extend the knowledge in the area (Rowold, 2016).

Coaching Youth Sports

Previous research shown “Coaches can be an important source of feedback, instruction, and support for youth participants. In turn, coaches influence numerous youth development outcomes, including self-perceptions, affect, and motivation.” (Bolter, 2013, p. 32). Coaching youth sports require positive and inclusive strategies to avoid players’ distraction and discouragement (Klika, 2018). The philosophy and coaching style play a decisive role in the athletes’ cognitive process. (McCallister, Blinde, & Weiss, 2000). Holtzclaw et. al., (2013) understand youth sports as an exceptional opportunity to teach valuable moments for young athletes. Therefore, coaching role and behavior are essential on youth development because just sport participation can’t guarantee automatic effectiveness. (Prichard, & Deutsch, 2015).

Coaching Role

“The role of a youth sport coach is complex and will likely vary according to a myriad of contextual factors and athlete personal characteristics.” (Gilbert, & Trudel, 2004, p.21). The coaching job goes beyond practices and drills, create an environment where players develop, and strengths personal identity is also part of this role (Vella, Oades, & Crowe, 2011). Rocchi, and Pelletier (2017) refers to coaching role as a set of responsibilities of individuals and team relationships and management. Coaching effectiveness also relies on guidance and instruction to create a positive environment and improve relationship interactions (Sagar, & Jowett, 2012).

Transformational Leadership and Youth Soccer Coaches Behaviors

Coaching effectiveness is behaviors related to personal characteristics of the coaches, athletes’ perceptions of coaches’ behaviors, and the influence of situational considerations such as athletes’ individual characteristics (Sullivan et. al., 2012). In youth soccer Price, and Weiss (2013) conducted a study related to the relationship between coaching leadership and team outcomes in youth girls’ soccer. The results shown effectiveness on transformational coaching

behavior related to team success, goals achievement, and desire to play the sport.

Transformational leaders build team commitment and engagement transforming followers in leaders (McCann, Kohntopp, & Keeling 2015). Vella, Oades, and Crowe (2013a) conducted a study within two different youth soccer clubs in Sydney, Australia. The purpose of the study was to investigate positive development in transformational leadership coaching behaviors. Their findings showed that training coaches with transformational leadership program can be effective on youth development soccer players. Vella, Oades, and Crowe (2013b) investigated transformational leadership coaching behaviors and development of positive athletes' experience. The authors concluded that transformational leadership behaviors can enhance coaching quality.

Transformational Leadership Coaching Measurements

Different inventories are available to measure transformational leadership behavior in sport context. Multifactor Leadership Questionnaire (MLQ) (B. M. Bass & Avolio, 2000) and the DTLI (Callow et al., 2009) are the most used inventories along the recent studies on transformational leadership in sports (Arthur, Bastardo & Eklund, 2017).

The studies based on MLQ as measurement include adolescent leadership effectiveness parents' transformational behaviors. (Zacharatos, Barling, and Kelloway, 2000), athletes' perceptions of transformational coaching behavior (Charbonneau, Barling, and Kelloway, 2001), effectiveness of transformational leadership style of martial arts coaches (Rowold, 2006), coach transformational leadership and self-efficiency (Beauchamp, Welch, & Hulley, 2007), organizational empowerment (Lee, Kim, & Kang, 2013), task and social, and cohesion collective efficacy (Price, & Weiss, 2013), and coach competency and team satisfaction (Kao, & Tsai, 2016). On the other side, studies based on DTLI include team performance and team cohesion

(Callow, et. al., 2009), narcissism and follower effort (Arthur, et. al., 2011), athlete positive development experiences (Vella, Oades, & Crowe, 2012, 2013a), intrateam communication and team cohesion (Smith, et. al., 2013).

Summary

Transformational leadership studies related to sports are growing over the last two decades but still are limited (Callow, et. al., 2009). This review of literature proposes an investigation on transformational leadership behavior and effectiveness on youth soccer coach performance. The results of the current study could benefit youth soccer coaches, programs, and future leadership students and athletes.

CHAPTER III: METHODOLOGY

This empirical study will explore the effectiveness of youth development soccer coaches' knowledge on transformational leadership behaviors related to enhancing coaching performance. Chapter III presents the research design, rationale for research design, quantitative methodology in sports, and research question of the study. Furthermore, the setting, sample, selection of participants, role of researcher, and instrumentation are presented. The chapter ends with a description of the institutional review board (IRB) process, and data collection and analysis.

Research Design

The present study will measure the potential relationship between youth development soccer coaches' transformational leadership behaviors and effectiveness on coaching performance. As this study is based on intervention and measurement, quantitative research method has proven to best fit on analyzing data relationships and drawn conclusions (Watson, 2015). Zyphur and Pierides (2017) reinforce quantitative research is divided into three elements include sampling, measuring, and procedure activities of data interpretation. This research method occurs when the data interpretation and measurement manage to be objective (Stahl, King, & Lampi, 2019).

Quantitative research has four main designs to test theories or hypothesis: descriptive, correlational, quasi-experimental and experimental (Chudleigh & Smith, 2015). The present study is a quasi-experimental methodology as discussed by Bloomfield and Fisher. "There are different types of quasi-experimental studies that include, among others, non-equivalent control pre-test– post-test design, non-equivalent control post-test only design, one group pre-test–post-test design and time-interrupted series" (2019, p.29). Chudleigh, and Smith (2015) addresses

quasi-experimental design as a correlation exploration between variables. This study examines the relationship between transformational leadership behaviors and youth development soccer coaches' performance. Hassan and his colleagues (as cited in Bass & Riggio, 2006) emphasize transformational leadership behaviors and how the role has shown positive results in other areas such business and military, making this quasi-experimental research design in sport context feasible. This study is based on the measurements displayed in Bass, and Avolio (1995) MLQ and Vella, Oades, and Crowe (2012) DTLI-YS. The researcher developed a behavioral survey for soccer coaches who have experienced coaching the sport at the youth age level. Leggett (2017) emphasizes surveys as a positive instrument to collect data when correctly developed.

Rational for Research Design

The author accepts the suggestion of other researches as stated, "Quantitative research may be used to determine relationships between variables and outcomes" (Rutberg & Bouikidis, 2018, p. 211). The current study examines the relationship between youth development soccer coaching style and transformational leadership behaviors to enhance coaching performance, consequently a quantitative design offers enough tools for the researcher to investigate this leadership development relationship. Bloomfield and Fisher (2019) define quantitative research as a group of assumptions derived from a tested hypothesis and measurement of variables. Moreover, measurement in quantitative research encompasses the decision of how, what, and who will be tested in the study (Hannigan, 2018). This type of method measures variables and utilize intervention to establish effectiveness in an objective perspective of the problem (Bloomfield & Fisher). For Goertzen (2017) quantitative research measurements must be reliable to occur an effectively exploration of the collected data. Little is known about the effectiveness of transformational leadership behaviors related to coaching performance. The lack of literature

is greater when it comes to youth soccer coaches, which poses a problem for leadership development.

Quantitative Methodology in Sports

A quantitative research design is defined as the relationship between cause and effect of the variables (Stahl, King, & Lampi, 2019). This method presents positive outcomes such as data analysis from specific and large population can be generalized (Goertzen, 2017). In sports context several studies adopted quantitative research to study transformational leadership and coaching behavior. Rowold (2006) conducted a study with 186 martial arts students to examine transformational leadership behaviors from the coaches. The results showed that measuring coaching transformational leadership can lead to effectiveness in performance. Price, and Weiss (2013) investigated 412 adolescent female soccer players perception of transformational leadership behaviors from coaches and teammates. Results indicated transformational leadership behaviors are related to collective efficacy.

Research Question

Research in sports related transformational leadership is still new, consequently, knowledge in this subject is limited. Examining the use of transformational leadership behaviors by youth soccer coaches will establish a better understand for this population of leaders. The purpose of this quantitative study is to investigate the relationship between youth development soccer coaching style and transformational leadership behaviors.

The following research question guides this investigation of youth development soccer coaches' behavior and coaching performance.

RQ. How do youth development soccer coach's leadership style relate to transformational leadership factors after participating in a leadership behavior study?

Setting

The state of Minnesota will be the setting for this study. Approximately 48,000 soccer players and 8,000 soccer coaches are involved in the sports around the state. These teams are divided into five districts including: Central and East Metro; North and West Metro; South and West Metro; Northern and Southern (Minnesota youth soccer association, n.d.). Coaching youth soccer can include working with players from three to nineteen years of age. The present study narrows the coach participants to those working with the age range from under nine to seventeen years old.

Sample

The target population of the current study will be male and female soccer coaches who have experience coaching soccer at the youth age level. The sample for the study will encompass thirty youth soccer coaches who have experienced coaching in the Southern district of Minnesota Youth Soccer Association (MYSA). A large sample is necessary to investigate the relationship between cause and effect (Stahl, King, & Lampi, 2019). The anticipated sample size is thirty participants. Measuring variables as an effective intervention study (Bloomfield, & Fisher, 2019), helped the researcher decision to specifically select the sample of coaches from southern district of MYSA, which has a total number of 30 coaches.

Selection of Participants

The potential participants for this study were selected based on the region of employment in the MYSA. Thirty coaches who already worked in the southern district of MYSA will be asked to voluntarily participate in the study. The level of experience will vary among the participants, but the inclusion criteria will be for a minimum of one year of experience coaching soccer at the youth age level in SE Minnesota.

Instrumentation

Experimental, quasi-experimental, descriptive, and correlational are the methods used in quantitative research studies for data control (Chudleigh & Smith, 2015). “First are experimental design within an intervention, control group, and randomization of participants into groups. Next are quasi-experimental design with an intervention but no randomization. Descriptive design does not have an intervention or treatment and are considered nonexperimental” (Drummond & Reyes, 2018, p. 157). Correlational method is a nonexperimental design focused on prediction and explanation of variables (Seeram, 2019).

The present study will use survey intervention on transformational leadership style and coaching behavior as the data source. In sports, Rowold (2006) and Price and Weiss (2013) used Bass and Avolio (2000) Multifactor Leadership Questionnaire (MLQ) as transformational leadership measurement. As stated earlier in chapter I, transformational style embraces four categories including: individual consideration; idealized influence; inspirational motivation; and intellectual stimulation (Bass, 1990). The MLQ consists in two versions, “The Leader version contains statements that describe the individual's leadership behavior (e.g., "I lead a group that is effective"). The Rater version contains similar statements (e.g., "Leads a group that is effective") that ask the respondent to evaluate an identified leader, typically a superior” (Bass & Avolio, 1995, para. 2).

In youth soccer context, Vella, Oades, and Crowe (2013a) conducted a quasi-experimental design study involving 243 soccer players from two different soccer clubs. In the first club, coaches applied transformational leadership training, the second club didn't. The goal of the study was to investigate positive development in transformational leadership behaviors.

Results showed that preparing coaches with transformational leadership program can be effective on youth development soccer players.

Another study by Vella, Oades, and Crowe (2013b) investigated transformational leadership coaching behaviors and development of positive athlete experiences by surveying 455 youth soccer players from a metropolitan region in Sydney, Australia. Based on the data collected, the authors concluded that transformational leadership behaviors can enhance coaching quality. Both studies Vella, Oades, and Crowe (2013a, 2013b) used Vella, Oades, and Crowe (2012) Differentiated Transformational Leadership Inventory- Youth sports (DTLI-YS) adapted for youth sports from DTLI (Callow et al., 2009) as transformational leadership measurement. Vella, Oades, and Crowe (2013a) defines DTLI-YS as “coach behaviour that are consistent with transformational/transactional leadership: individual consideration (4 items), intellectual stimulation (3 items), inspirational motivation (4 items), appropriate role modelling (4 items), fostering acceptance of group goals (3 items), and contingent reward (4 items)” (p. 518).

Institutional Review Board (IRB)

Before collecting data, the researcher requested approval from the Winona State University IRB. Additionally, the researcher completed the human subjects education module, type of review required for the study, completed the protocol package, and submitted the package to complete the process (Winona State University, n.d.). The researcher will follow any recommendations made by the IRB reviewer to complete the process (Institutional Review Board).

Data Collection

Quantitative research usually determines the effect of one variable on another (Bloomfield, & Fisher, 2019). This quasi-experimental quantitative research will use survey intervention as its design. Based on Bass and Avolio (1995) MLQ and Vella, Oades, and Crowe (2012) DTLI as instruments, the two phases of the study are:

Phase I – The researcher conducted an anonymous survey based on daily coach-player encounters in which the coaches' philosophy approach towards the players will be measured by a potential relationship within transformational leadership theory to enhance coaching. The population of the soccer coaches' knowledge about transformational leadership behaviors will be examined in phase II. Data will be confidential and kept secure in a locked file.

Phase II –After the survey intervention, the research will develop the data analysis to detect if there is a relationship between leadership behaviors from the participants of the study within transformational leadership factors. Data will be confidential and kept secure.

Data Analysis

Quantitative findings are possible to be compared and can be generalized to a specific population (Goertzen, 2017). After the survey intervention, the researcher will use statistical analysis from the collected data to ascertain if there is a potential relationship between youth development soccer coach leadership style and transformational leadership behaviors. The researcher will use the one-way analysis of variance (ANOVA) after the data comes from the instruments.

Summary

Chapter III presented the research methodology approach of the present study. Through the research design, rational for research design, quantitative methodology in sports, and research question of the study. Also, setting, sample, selection of participants, role of researcher,

and instrumentation, and lastly institutional review board (IRB) process, and data collection and analysis. This quasi-experimental research design will measure the relationship between transformational leadership youth development soccer coaches' behaviors and its effectiveness in enhancing coaching performance. Chapter IV will present the results of this study.

CHAPTER IV – RESULTS AND DISCUSSION

The purpose of this quantitative study was to investigate the relationship between the population of youth development soccer coaching styles and transformational leadership behaviors. The research methodology was discussed in chapter three. Chapter four reviews the problem statement, research design, participant demographics, data analysis method, and introduces the survey intervention findings are also presented in this chapter.

Review of the Problem Statement

“Several lines of research have developed over recent decades that articulate the influential role that coaches have in facilitating important physical and psychological outcomes for athletes of all ages and competition levels” (Vella, Oades, & Crowe, 2012, p. 207). Specifically to youth soccer, little is known about the relationship between youth soccer coaches’ philosophy and transformational leadership behaviors. Hassan and colleagues (2013) indicate that transformational leadership within areas such as business and military are reasonably usual, but sport-related studies are still scant. This lack of literature on transformational leadership in sports is greater when it comes to youth sports soccer coaches, which poses a problem for leadership development. This study was necessary to have a better understanding of this population of leaders.

Review of the Research Design

The present study will measure the potential relationship between youth development soccer coaches’ transformational leadership behaviors and effectiveness on coaching performance. As this study is based on intervention and measurement, quantitative research method has proven to best fit on analyzing data relationships and drawn conclusions (Watson, 2015). Zyphur and Pierides (2017) reinforce quantitative research is divided into three elements

include sampling, measuring, and procedure activities of data interpretation. This research method occurs when the data interpretation and measurement manage to be objective (Stahl, King, & Lampi, 2019). This study examines the relationship between transformational leadership behaviors and youth development soccer coaches' philosophy. This study will be conducted using transformational leadership survey interventional within soccer coaches who have experienced coaching the sport at the youth age level. Leggett (2017) emphasizes surveys as a positive instrument to collect data when correctly developed.

To conduct this study, the researcher decided to use anonymous survey intervention as data to apply in thirty youth soccer coaches. To ensure transparency and protect the population. The survey protocol encompasses of an introduction to the study, risks managements and potential benefits, confidentiality, participants rights to discontinue the survey at any time. Participants answered multiple choice questions about daily encounters within their players. Their work philosophy gave enough data to compare to transformational leadership behaviors.

Data Analysis

Data analysis for the study included survey application, statistical interpretation of data, and presentation of the results. The researcher interpreted the collected data by analyzing the potential relationship between the variables. Each category of transformational leadership behavior was analyzed based on the response of the participants about their coaching philosophy. The results of the survey were stored in an individual file within a password-protected computer. After the conclusion of the study, all data will be permanently destroyed.

Participants Demographics

Thirty youth soccer coaches participated in the study. The criteria for the selection of the participants was a minimum of one year of experience coaching soccer at the youth age level in

the southern region of Minnesota. All participants were eighteen years of age or older. The present study narrowed the coach participants to those working with young athletes in the age range from under nine to seventeen years old. Also, the level of experience, gender, and nationality varied among the participants.

Findings

The findings of this research study were resultant from an anonymous survey intervention. Participants were asked multiple choice questions which completion lasted between seven minutes to fifteen minutes. Participants' responses choices were divided into strongly agree, agree, neither agree or disagree, disagree, and strongly disagree. The following section will provide the results of participants' choices accordingly the different categories of transformation leadership behaviors of each sub-questions. Comparison and discussions about findings will be presented along to the literature.

RQ Transformational Leadership Behaviors

As discussed in chapter two, transformational leadership studies related to gain knowledge about leadership behaviors in sports are still recent (Smith, et. al., 2013). Beside the literature longevity, different researches have shown the existence of relationship between sports coach behaviors and transformational leadership factors (Arthur, Bastardoz & Eklund, 2017). To explore the existence of youth development soccer coaches' philosophy related to transformation leadership behaviors, the following research question was proposed:

RQ: How do youth development soccer coach's leadership style relate to transformational leadership factors after participating in a leadership behavior study?

Based on participants' responses, the four transformational leadership factors were categorized for the RQ as listed below in Table 1 and Table 2.

Table 1

Average percentage of transformational leadership factors

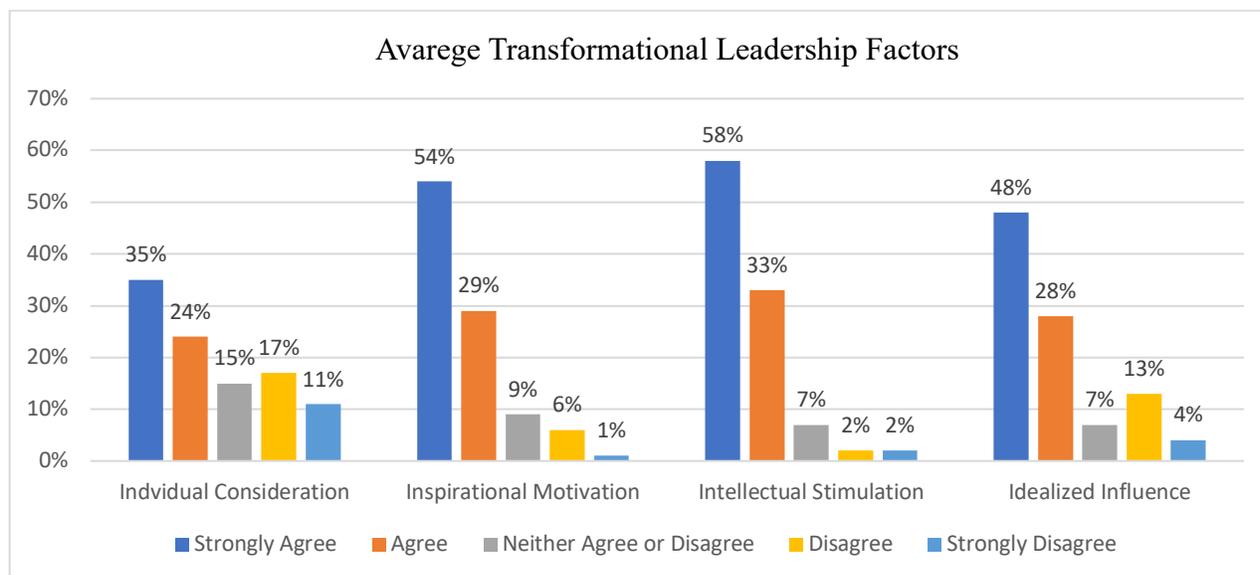


Table 2

Relationship between transformational leadership factors

<i>Factors</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Individual Consideration	5	1.02	0.204	0.00888
Inspirational Motivation	5	0.99	0.198	0.04787
Intellectual Stimulation	5	1.02	0.204	0.06073
Idealized Influence	5	1	0.2	0.03305

Table 1 represents the average percentage from the participants responses. To reach the presented data the researcher conducted a Likert scale survey about transformational leadership behaviors. Questions related to transformational leadership factors were group together then statistically analyzed to find the percentage results. Table 2 shows the correlation between the factors through Anova one-way analysis of variance.

Factor 1: Individualized consideration behaviors

As discussed in chapter I, individualized consideration leaders are mentors who focus on the growth of everyone in the organization (Kramer & Allen, 2018). Individualized leaders scan the environment and know the specific needs of the followers, then provide help in terms of guiding and decision-making (Mahalinga Shiva & Suar, 2012). Also, individualized leaders mentor the followers to fulfill their individual needs (Stenling, & Tafvelin 2014). The survey questions related to this factor were the following:

Survey Question 1: Knowing that there is individuality within team sports. As a youth soccer coach, my goal is to develop the individual capacity of each athlete.

Survey Question 2: Understand the specific needs from each athlete, I specifically plan towards my athletes individual strengths.

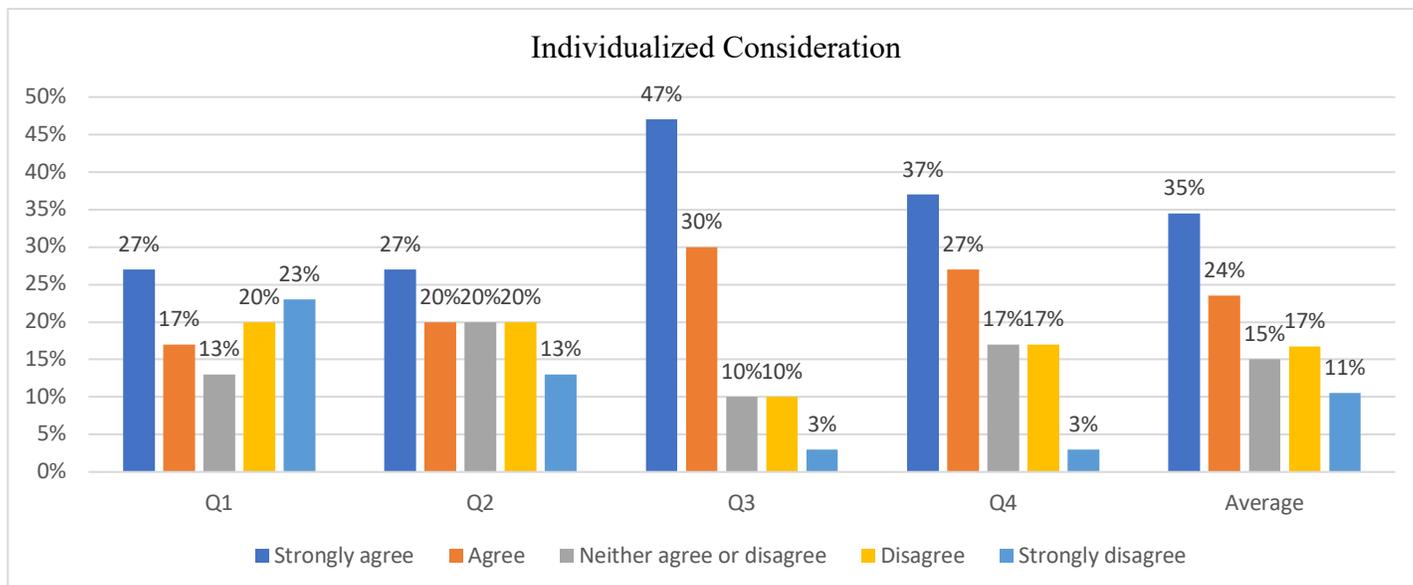
Survey Question 3: In my coaching style I may sacrifice some individual strengths to put the group goals first.

Survey Question 4: In a situation of knowledge of the group of athletes in which you are working with. It is essential for coaches to know how to respect individualities and to be aware that each player has his or her own development time, which can be accelerated or hindered.

Table 3 shows the results of individualized considerations including each question response percentage and factor average percentage.

Table 3

Individualized consideration chart factor



Factor 2: Inspirational Motivation behaviors

Factor 2 leaders challenge and motivate followers to build teamwork (Newland, 2016). Also, in this element, leaders make the follower see the meaning and purpose of everyday tasks (Álvarez, et. al., 2016). “This factor is descriptive of leaders who communicate high expectations to fallowers” (Northouse, 2016, p.169). The survey questions related to this factor were the following:

Survey Question 5: I believe it is up to coaches to encourage the individual to overcome barriers naturally.

Survey Question 6: To fulfill players expectations, my philosophy of coaching encompasses positive communication within my athletes.

Survey Question 7: Doesn’t matter the player in question, my goal is to make athletes feel that they can achieve their goals.

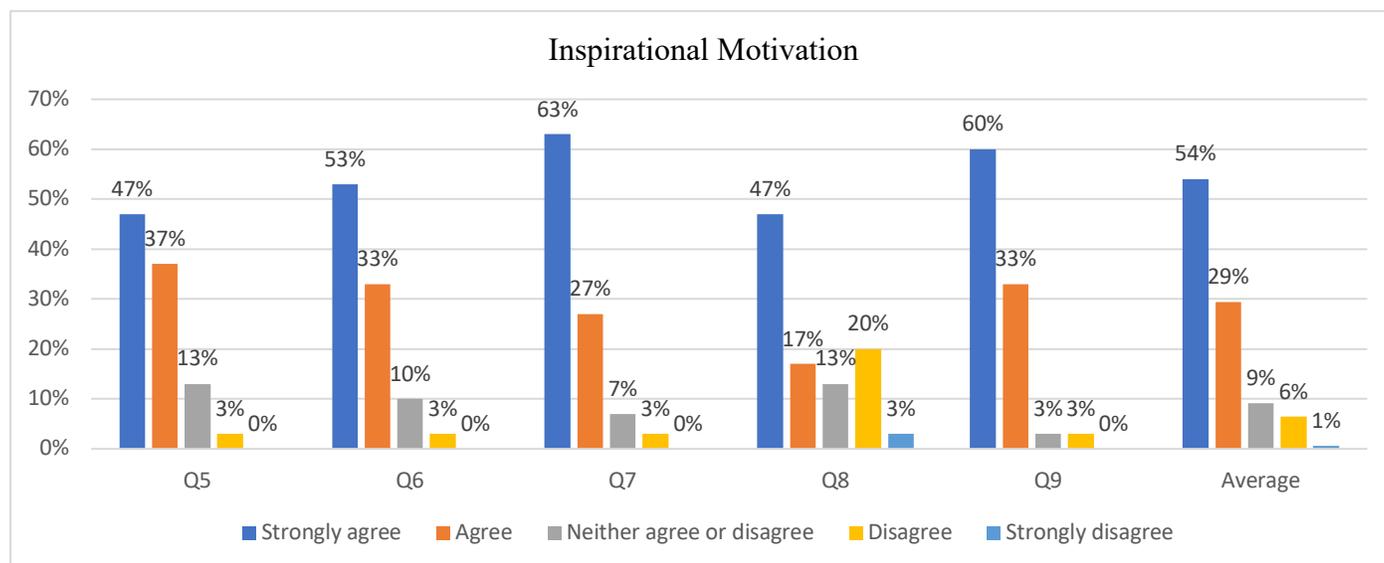
Survey Question 8: In a game situation, winning or losing, I always show excitement to guide my players throughout the games.

Survey Question 9: Being an athlete who spends time as a backup or third reserve can be frustrating and demotivating. The main reason for this is that athletes lose their passion for the sport if they are not playing. As a youth soccer coach I motivate players with little playing time just as much as those who play often, to ensure that they are prepared to perform successfully in the game.

Table 4 shows the results of inspirational motivation including each question response percentage and factor average percentage.

Table 4

Inspirational motivation chart factor



Factor 3. Intellectual stimulation behaviors

Intellectual stimulation leaders encourage followers to think outside the box and being creative (Bormann, et. al., 2016). Price, and Weiss (2011) define intellectual stimulation leaders as problem-solving individuals. This factor “Includes challenging the assumptions of followers’

beliefs, their analysis of problems, and solutions they generate to solve these problems” (Rowold, 2006, p. 313). The survey questions related to this factor were the following:

Survey Question 10: As a soccer coach, I make corrections by encouraging my players to solve problems by themselves.

Survey Question 11: Even when players do something correct in practices, games or outside the field, I show them the existence of different perspectives to act in those moments.

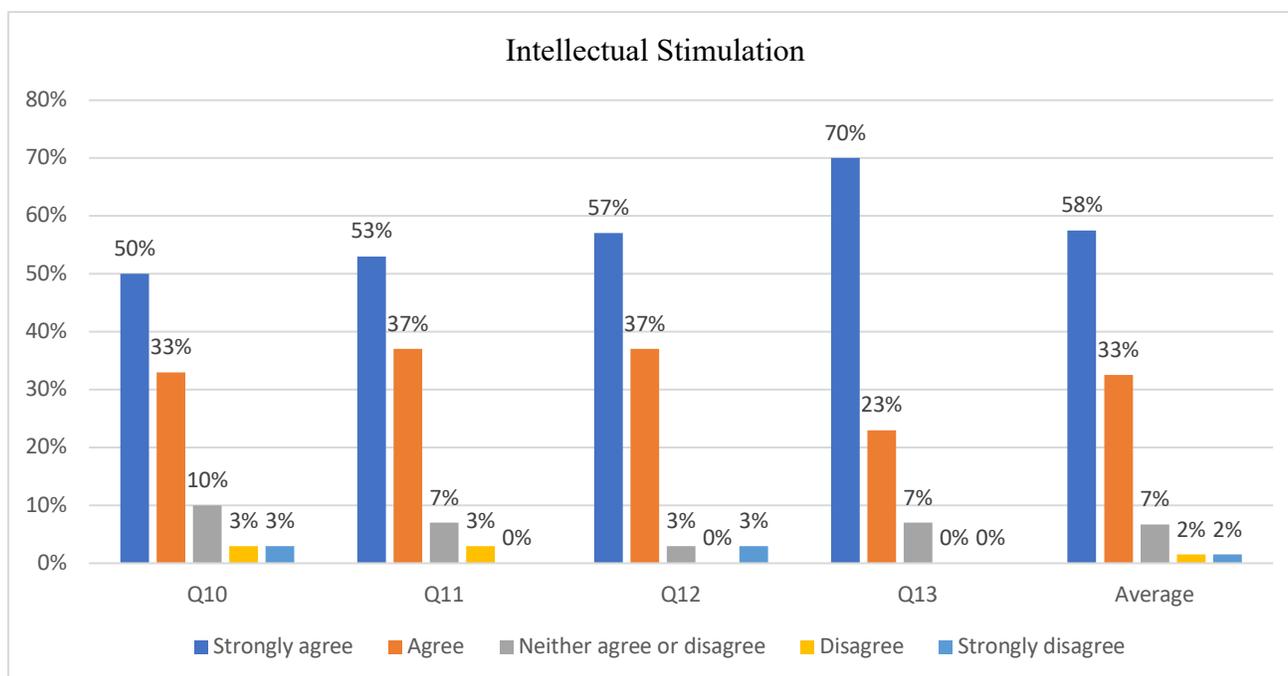
Survey Question 12: Despite being right or wrong, I stimulate my players to overlook their actions

Survey Question 13: As a youth soccer coach, I seek to improve my athletes' decision making by encouraging them so that they can have autonomy to solve problems without my help.

Table 5 shows the results of intellectual stimulation including each question response percentage and factor average percentage.

Table 5

Intellectual stimulation chart factor



Factor 4. Idealized influence behaviors

As discussed in chapter II, Idealized Influence leaders boost followers to achieve better performances (Hassan, et. al., 2013). Through emotions, these leaders have a moral and ethical vision of a better future for the followers (Northouse, 2016). The author also defines idealized influence as an emotional behavior capable to influence followers to seek better performance. The survey questions related to this factor were the following:

Survey Question 20: Leading a group of young athletes makes me act and demonstrate instead of just speaking.

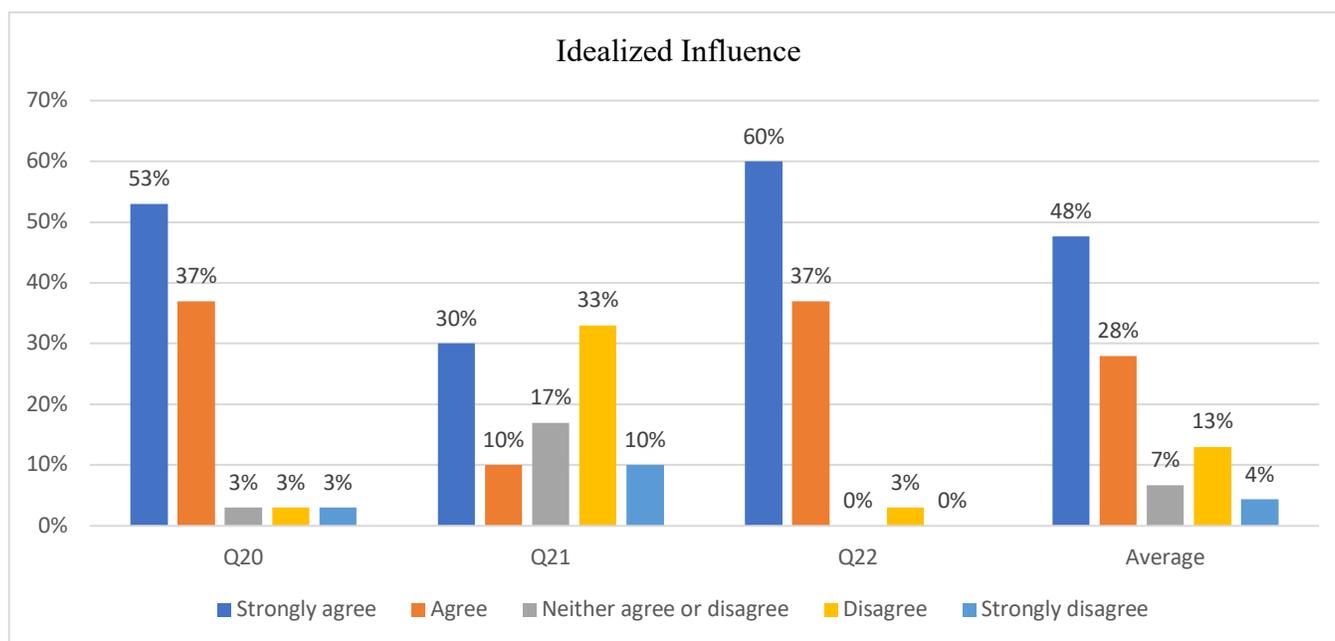
Survey Question 21: I assume every mistake that the team makes rather than exposing my players.

Survey Question 22: As a youth soccer coach my mission before coaching is to develop and educate athletes. Before creating a winning mentality in my athletes, I focus on the enjoyment of the sport.

Table 6 shows the results of intellectual stimulation including each question response percentage and factor average percentage.

Table 6

Idealized influence chart factor



A total of 25 questions were presented within the survey. Certain behavioral questions throughout the survey were not related to transformational leadership and did not impact the results of the study.

Summary

The researcher used an anonymous intervention survey to gather data for this study. Thirty youth soccer coaches participated in the study. The criteria for the selection of the participants was a minimum of one year of experience coaching soccer at the youth age level in the southern region of Minnesota. The coaches' responses for RQ were gathered together into four different transformational leadership factors as follows: (1) Individualized considerations (2) Inspirational motivation (3) Intellectual stimulation (4) Idealized influence.

Chapter four presented the findings of the study. Chapter five contains interpretation of the results, implications for youth development soccer coaches, literature comparisons, and recommendations for future research in transformational leadership behaviors related to youth soccer.

CHAPTER V – CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This quantitative study investigated the relationship between youth development soccer coaches work philosophy and transformational leadership behaviors. Chapter I presented the background information on transformational leadership related to sports. Chapter II attained on the review of literature including the history of transformational leadership, followed by concepts of coaching youth sports based on role, behavior and leadership measurements. Chapter III discussed the research design, rationale for research design, and quantitative methodology in sports. Chapter IV presented the findings of the study. This study demonstrated how youth development soccer coaches work philosophy is compared to transformational leadership behaviors. Furthermore, the present study presents how such behaviors can enhance coaching performance. Chapter V will discuss the theoretical connection and conclusions of this study, present implications in leadership, and provide recommendations for future research.

A quantitative research design was utilized to investigate the relationship between youth development soccer coaches philosophy and transformational leadership behaviors. The research design was quasi-experimental, which provided a valid tool to explore the independent variables about transformational leadership behaviors and factors. The research question guiding this study was the following:

RQ: How do youth development soccer coach's leadership style relate to transformational leadership factors after participating in a leadership behavior study?

Data collection was obtained through an anonymous intervention survey, the researcher used Likert scale and one-way Anova to analyze the data. Thirty youth soccer coaches participated in the study. The coaches' responses for RQ were gathered together into four different transformational leadership factors as follows: (1) Individualized considerations (2) Inspirational

motivation (3) Intellectual stimulation (4) Idealized influence.

Theoretical Connection

Full range of leadership behaviors served as theoretical framework for this quantitative study. As discussed in chapter one, Burns (1978) defines the term transforming leadership in a quantity of behaviors that successful leaders should have when teach the leadership role. While Bass (1990) relates transformational leaders' behaviors as charismatic individuals able to impact and transform followers. The results of such behaviors generated the full range of leadership behaviors under four different elements; idealized influence, inspirational motivational, intellectual stimulation, and individualized consideration (Avolio & Bass, 1991). In sports, previous researches have shown the existence correlation between sports coaches behavior and positive transformational leadership styles (Arthur, Bastardoz & Eklund, 2017).

The one-way anova showed that there was not significant difference in the participants' responses related to the four leadership factors. However, the survey proved that intellectual stimulation led the overall statistics. Rowold (2006) attests that leaders challenge the assumption of the fallowers in a way that they have the capacity to identify and solve problems. In the same line, Stenling and Tafvelin (2014) affirm that leaders should encourage fallowers to make their own decisions and being creative. Vella, Oades, and Crowe (2012) suggest that youth sports athletes can potentially have the ability to solve their own problems outside the field by being intellect stimulated from their coaches.

Next, inspirational motivation showed that participants are also concerned about building a positive environment and team spirit among their players. Kao and Tsai (2016) present inspirational motivation as leaders who can challenge their fallowers through an inspiring vision and meaningful goals. Price and Weiss (2013) discovered that inspirational coaches can

influence the followers' psychological responses and team challenges. The following factor was idealized influence where the participants were related to the charisma and emotional behaviors as coaches. Saybani and his colleagues (2013) found that idealized influence coaches who promote hard work motivate followers to enhance their self-esteem. Lastly, the factor which shows the least relationship within participants' coaching philosophy was individual considerations. In this factor, coaches prioritize the specific need to achieve success. Within individual consideration behaviors, coaches can promote task cohesion and better communication in a sports team (Smith, et. al., 2013).

Conclusions

After conducting an anonymous survey intervention within thirty youth development soccer coaches, reviewing the literature, and presenting the findings in chapter four, the researcher infers the following conclusions from the study:

1. Youth development soccer coaches appear to embrace the idea to trust players to make their own decisions. Coaches also have a high expectation on such decision making that using collective intelligence is essential to solve problems.
2. Understanding the meaning of a task is the priority of this population.
3. Coaches impact their players to follow a vision. Being a charismatic coach at youth level is part of education and socialization of the players.
4. Coaches believe that individual strength can arise naturally without planning on specific needs for each player.

Leadership Implications

The results of this study clarify that youth development soccer coaches have multiple assumptions about their work philosophy. The results also demonstrated that this population of

leaders are fully engaged in impact on their players lives. Even though the results from the survey were similar, participants of this study showed a slight difference referred to intellectual stimulation, followed by inspirational motivation, idealized influence and lastly, individualized consideration. After reviewing the collected data, the researcher engendered four leadership implications for practice.

Implications for Leadership Practice

Conclusion 1: Youth development soccer coaches appear to embrace the idea to trust players to make their own decisions. Coaches also have a high expectation on such decision making that using collective intelligence is essential to solve problems.

Implication: Soccer in general is based on decision making. Those who know how to make smart decisions tend to create better opportunities to win games. Learning how to make the right choice and when to do it is a process that must be applied by coaches from the first steps. This population's mission is to make athletes understand how to interpret the range of options they have when faced with decision-making. In soccer it is said that the captain of the team is the voice of the coach on the field. The desire of each coach is that all athletes have the mentality of a captain so that collectively they solve problems that even the coach may not have noticed. The idea is not to have to ask the coach every time they face a problem.

Conclusion 2: Understanding the meaning of a task is the priority for these leaders.

Implication: Young athletes have the capacity to absorb information quickly in a way that makes them arouse curiosity as to why they are doing a particular exercise or action. The role of the coach is primarily to have a clear goal that enables athletes to understand the meaning and purpose of actions. Times are different, nowadays the idea of just passing the content and

thinking that the followers will just listen and perform is already out of date. Millennials need to see the purpose of what is being asked for.

Conclusion 3: Coaches impact their players to follow a vision. Being a charismatic coach at youth level is part of education and socialization of the players.

Implication: At an early age, what children need to play soccer is the will and the desire to practice the sport. Discipline, fun, and most importantly, social integration among athletes are fundamental tools that charismatic coaches are able to present. Having a positive vision established gives athletes the ability to grow in their performances and feel that the coach does everything possible for athletes to achieve success.

Conclusion 4: Coaches believe that individual strength can arise naturally without planning on specific needs for each player.

Implication: Nowadays the role of the coach is not only to train, but to be an educator, psychologist, parent, among others. The research participants understand that the individual needs of each athlete can be used as a whole, without even having to individualize the activities. It is up to the coach to know how to adapt the individual qualities of each athlete to create successful team goals. Also, coaches must be very careful not to leave any athletes behind. The process of evolution and learning varies from athlete to athlete, so it is up to the coach to understand how to use the individual capacity of the athletes.

Recommendations for Future Research

More research is needed to further explore the relationship between youth development soccer coaching style and transformational leadership behaviors. Additional research is necessary with a larger sample size, extended demographics and field observations to legitimize and add to findings of this study. Additionally, further research could include a contrast and

comparison between coaches perspective x athletes perspective about transformational leadership behaviors. Furthermore, transformational leadership workshop and post survey intervention might expose how coaches leadership style changes after participating a transformational leadership workshop.

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