

# Unit 4 - Sports Leadership

**A Skill** – The ability to do something well.

**A Quality** - a distinctive attribute or characteristic possessed by someone or something.

**A Characteristic** - a feature or quality belonging typically to a person, place, or thing and serving to identify them.

**Democratic** – This style of leader is with a preference to delegate and share responsibility. This leader is concerned with input from others and prefers to collaborate.



**Laissez-Faire** - This style of leadership is approached with a 'hands off' mentality, where the leader places the emphasis on other members having responsibilities and making decisions.

This style can lead to a lack of productivity, however may yield the biggest improvements.

**Situational** - A situational leader will use both of the previous styles, depending on which is most appropriate for the task and scenario.

**Transformational** –A transformational leader will identify and then empower change by providing vision and inspiration.

**Transactional** –A transactional leader focuses upon supervision, organisation and group performance.

**Paternalistic** – This style of leadership prefers to have complete authority and leads from the front, whilst offering care to the people that they lead. They display a high level of moral integrity as well as with kindness.

**Autocratic** – This style of leader prefers to dictate others, leading on all decisions without consulting others for the perceived 'threat' of opposing views. These leaders have a tendency to be goal-orientated and only concerned with the outcome.



### Wider experiences and opportunities:

- All students will be gaining first hand experience in a PE class, assisting staff to develop knowledge and experience at working with Secondary School children.
- Opportunities to observe other sports leaders as interviewers and session observers / participants for the recruitment activities.

**Command Words:** Define, explain, justify, compare and contracts, evaluate

# Unit 4 – How can leadership skills, qualities, characteristics and styles be used to be a successful leader?

## Assignment 1 - Learning Aim A

Understand the roles, qualities and characteristics of an effective sports leader

## Learning Aim B

Examine the importance of psychological factors and their link with effective leadership

## A 'Leadership Skills, Qualities and Characteristics essay' containing:

- An Introduction
- Sports leaders (x3)
- 8 Criteria for leaders (x3)
- 6 Outcomes of leaders impact (x3)

## A 'Report on Psychological Factors' containing:

- Contents Page
- An Introduction to the difference between internal /external psychological factors and the relationship with sports leadership
- Body: External Psychological Factors (8)
- Body: Internal Psychological Factors (6)
- Body: Psychological Considerations (4)
- Body: Leadership Theories (3)
- Conclusion: A Good Practice Guide
- Bibliography

## Assignment 2 - Learning Aim C

Explore an effective leadership style when leading a team during sport and exercise activities

## An 'Applying Appropriate Leadership Strategies' assignment containing:

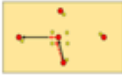
- An Introduction
- A Session plan

## A 'Review of Leadership Performance' containing:

- A Review, Analysis and Justification of the Impact of the session
- An Investigation of how and if Targets were met
- Focus on the Aims/Objectives, SMART targets
- Key Findings and Action Planning
- Bibliography

**Teaching Objective**  
 1. To be able to teach the performers the main aspects of being able to control effectively  
 2. To have the performers be able to use the control to be able to create forward passing patterns

**Learning Outcomes**  
 Describes what the students will know/understand/be able to do by the end of the session  
 1. Know: the basics of being able to control the ball  
 2. Be able to: demonstrate an effective technique of the control  
 3. Understand: why the use of control is important

Time	Teaching Strategies (starter/activities/penalty/assessment)	Impact on Learning (how the students will learn and make progress)	Use of Resources	Differentiation Extension
10 mins	<b>Passing and Movement</b> <ul style="list-style-type: none"> <li>• 3 Groups of 5</li> <li>• Using set squares to gain basics of how to quickly transition from control to forward play</li> <li>• Use of control method previously shown</li> <li>• One comes into centre rolls left or right, takes touch out of feet to pass out to other.</li> <li>• Player in centre acts as pivot player.</li> <li>• Players follow their passes.</li> </ul> <p><i>As autocratic, I will have a set activity for the students to carry out. As I will deter the direction of the roll and where the students will travel.</i>  <i>As transformational, I will try to adapt the challenges as I assess the student's ability and be able to change or add any further challenges to help the student's progress.</i></p>	Students be able to successfully use previously taught skill to become a more challenging activity. 	3 footballs 12 cones	Being able to pass 360 degrees.  Use sole to push ball out of feet without additional touches.  Make it a competition between the groups for least mistakes made.

