LEADERSHIP IN SPORT

EDITED BY
IAN O'BOYLE, DUNCAN MURRAY AND PAUL CUMMINS

Routledge

Leadership in Sport

Effective leadership is essential in any sports organisation, both in the boardroom and on the training pitch. *Leadership in Sport* is the first textbook to examine sports leadership in the world, across both management and coaching environments. It includes a section dedicated to underpinning core leadership theories, and employs a number of case studies throughout to show how best practice is applied in real world settings.

Drawing on expertise from some of the leading academics and practitioners throughout the world, and from both disciplines, the book covers various leadership issues including:

- facilitative leadership
- strategic leadership
- leading effective change
- diversity in leadership
- communication and empathy
- motivation and performance.

Key conceptual questions – the nature of leadership, its role in sport, styles of leadership, what constitutes ineffective leadership – and other contemporary issues are also explored to give students and practitioners the most complete and clear picture of contemporary leadership in sport. With useful features in every chapter, such as key terms and review questions, this is an essential text for sport management or coaching degree courses.

Ian O'Boyle is with the School of Management in the UniSA Business School, Australia. He is an expert in the fields of sport governance and leadership. His work appears in the leading sport management journals including *European Sport Management Quarterly*, *International Journal of Sport Management* and *Sport Management Review* and also within traditional business and management based journals such as *Journal of Career Development* and *Organization Development Journal*. Dr O'Boyle's passion and interest within sport management research is fuelled from his previous experiences as an NCAA athlete in the United States and member of the Irish national basketball team.

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Paul Cummins is an expert in leadership within sport coaching having gained his PhD at the University of Ulster School of Psychology, UK. He is a lecturer in performance psychology and has numerous research publications within the field. His research interests include various aspects of leadership in sport, athlete transitions, culture change and social identity, particularly as they apply within the sport coaching context. Within the applied sports setting, Paul is a qualified sport psychologist who has worked with Olympic level athletes and top coaches seeking to increase their leadership and overall coaching performance.

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Contents

Illustrations

FIGURES

TABLES

Editors' biographies

Ian O'Boyle, PhD, is with the School of Management in the UniSA Business School. He is an expert in the fields of sport governance and leadership. His work appears in the leading sport management journals including *European Sport Management Quarterly*, *International Journal of Sport Management* and *Sport Management Review*, and also within traditional business and management based journals such as *Journal of Career Development* and *Organization Development Journal*. Dr O'Boyle's passion and interest within sport management research is fuelled from his previous experiences as an NCAA athlete in the United States and member of the Irish national basketball team.

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Abbreviations

AFL	Australian Football League
ALQ	authentic leadership questionnaire
ASCQ	Autonomy-Supportive Coaching Questionnaire
ASQ	athlete satisfaction questionnaire
BA	Bowls Australia
BALCO	Bay Area Laboratory Cooperative
CBAS	Coaching Behaviour Assessment System
CFQ	coaching feedback questionnaire
CGO	Common Good Organisation
CRT	Cognitive Resource Theory
EEO	equal employment opportunities
GEQ	group environment questionnaire
GSO	global sport organisation
ICC	International Cricket Council
IM	intrinsic motivation
IMI	intrinsic motivation inventory
IOC	International Olympic Committee
IPA	interaction process analysis
LMX	Leader–Member Exchange
LSS	Leadership Scale for Sports
MO	member organisation
NCAA	National Collegiate Athletics Association
NSO	national sport organisation
NZRU	New Zealand Rugby Union
OMSAT-3	Ottawa mental skills assessment tool-3
OCB	organisational citizenship behaviour
PEDs	performance-enhancing drugs
PJDM	professional judgement and decision making
RLSS	Revised Leadership Scale for Sport
RSLP-S	revised servant leadership profile for sport
SDT	self-determination theory

SLOC	Salt Lake City Organizing Committee
SLT	situational leadership theory
SSCM	Strategic Sport Communication Model
SWOT	strengths, weaknesses, opportunities and threats
UCI	Union Cycliste Internationale
USADA	United States Anti-Doping Agency
USPS	United States Postal Service
VDL	Vertical Dyad Linkage
W/O	work and organisational

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Framing leadership in sport

Ian O'Boyle, Paul Cummins and Duncan Murray

LEADERSHIP IN THE CONTEMPORARY WORLD

The days of the leader as hero appear to be over. The day of the leader as humble facilitator appears to be beginning.

One of the notable features of leadership has been the changes that have occurred in both the academic exploration of leadership as a construct, as well as the social environment and what we, as people, perceive as good leadership. In 100 years we have moved from a view of leadership as one of authoritative control to one of the leader as facilitator, guide and mentor. Leadership is now often considered a concept that is shared – we have leadership groups in sports teams, cyclical leadership positions in some organisations – and the leader as a monolithic titan, immutable, absolute and eternal, has perhaps become as relevant to contemporary society as the typewriter is to the modern office. The few such leaders of this type that remain, for example the North Korean leader Kim Jong Un, are treated more as objects of scorn, ridicule and amusement, rather than as admired figureheads of state.

This doesn't mean that everything we knew about leadership up to the turn of the century should be cast aside and ignored as antiquated and irrelevant. Far from it. Leadership is a dynamic, fluid concept, and it is one of the most interesting reflections of its contemporary social environment and context. How it has changed, how it continues to change, is of general interest, and of critical importance to the sporting world in particular.

The first section of this text focuses on leadership as a general construct, exploring how leadership is defined, the trait and styles theories of leadership, as well as how leaders work within teams and what happens when it goes horribly wrong – the destructive side of leadership. While this section of the text focuses on introducing and exploring these ideas as concepts in their own right, many pertinent and relevant sport-based examples are also used throughout to highlight the applicability of these concepts to the sporting world, to sport management, and to coaching and training.

When we were collating the first section of the text, we were initially a bit perplexed at how similar some of the themes were that kept emerging from apparently disparate areas, such as trait theories of leadership, leadership styles and destructive leadership. We'd like to explore these themes a little, as they are not overtly stated as distinct points or ideas in this text.

First, leadership is about relationships. A leader exists solely because of the fact followers will acknowledge and legitimise their leadership. This can only happen if the leader can influence the follower – if they can convince them of the legitimacy of their ideas, their approach, their behaviour and vision. In this sense, many of the disparate concepts of leadership – transformational leadership styles, relational leadership, leader–member exchange, authentic leadership, servant leadership – clearly coalesce into a consistent idea.

Second, leadership is not always and completely positive. We can have bad leaders. These leaders can be bad for the organisation, or bad for the individuals within that organisation. We are increasingly aware in modern society of concepts such as bullying in the workplace, of harassment, of misconduct and professional impropriety by our leaders. Silvio Berlusconi's fall from grace as Italian Prime Minister is a clear example of this. And this concept of bad or destructive leadership is not limited solely to the corporate or political world. The sporting world is replete with examples of leaders who may be considered destructive, whether coaches of East German athletes in the 1970s and their systematic use of anabolic steroids and other performance-enhancing substances, or more recently scandals such as the Penn State scandal, with allegations of sexual abuse and cover-ups.

What emerges in our mind from this first section of the text is that leadership and what it means to be a leader is anything but simple. As a construct it is complex in meaning. It has multiple facets and subtleties. It is a constant and yet ever-changing construct, and that makes it one of the most relevant and interesting areas of sport management and sport coaching to explore.

LEADERSHIP IN SPORT MANAGEMENT

There has been a growing appreciation for the importance of effective leadership within sport management as the industry continues to professionalise and develop a more commercial ethos within many aspects of sport. The leadership styles, models and theories outlined previously are all important frameworks within which to examine leadership within any setting including this new sport management environment. Leadership and management in general have long been associated with each other. Soucie (1994) suggested that leadership pervades all the managerial activities of the sport administrator. We can see this from everyday practical examples within the sport industry where leaders are required to plan, organise, control, delegate and empower others to achieve organisational objectives as effectively and efficiently as possible.

Although it is clear that leadership and management go 'hand in hand', it also must be acknowledged that leadership and management are ultimately different. An effective leader does not necessarily require effective management skills; however, a manager who does not possess the ability to lead their organisation and the people within it may find it difficult to ensure the organisation is performing at the required level. In fact, according to Chelladurai (1992), the relevance of effective leadership is high for skill-related, excellence-related and sustenance-related service organisations in sport.

The section of 'leadership in sport management' within this text outlines a number of practical examples where leadership plays a key role in defining the success or failure of an organisation's ability to provide a high level service to its stakeholders. This section of the

text covers topics such as the applicability of being a facilitative leader in sport management, communication in sport management, strategic leadership, leading organisational change and addressing the issue of diversity within the leadership space in the sport management industry. The importance of each of these elements of leadership and their specific relevance to the sport management setting are briefly outlined below.

The federated model of non-profit sport management that has evolved within nations such as Australia, New Zealand, Canada, UK and a number of other European countries has resulted in autonomous bodies operating at a state or regional level being affiliated with a national governing body. The relationships that exist within these systems can often be strained and underpinned by high levels of conflict and distrust. The contemporary leader of such national governing bodies, normally being the CEO or board members, are often required to enact facilitative leadership to ensure there is cohesion and shared understanding within these networks in an attempt to unify the direction of the sport they are charged with leading.

One of the key requirements of the facilitative leader is the capability to communicate with a diverse group of stakeholders. Pedersen *et al.* (2007) defined sport leadership communication style as 'the way a leader behaves toward and interacts and communicates with followers' (p. 139). It is important to understand the communication styles exhibited by leaders, as these have direct implications for the entire organisation and its culture. The emergence of 'new media' such as Facebook, Twitter and Instagram has also required leaders to adapt their communication strategies in response to the growth within this form of communication where stakeholders expect almost instant, accurate and up-to-date information to be constantly forthcoming.

Complementary to facilitative leadership and being an effective communicator is the ability to undergo a robust strategic planning process that engages stakeholders from all areas of the sport and in particular those autonomous bodies that comprise the sporting network. Strategic leadership has emerged as a core requisite of the contemporary leader within sport management. Leaders, through strategic leadership, bring to life the direction setting function through strategic planning. Leaders can empower others and invite them to contribute to the direction setting function, as well as invite them to share the vision generated through the strategic planning process.

The constant rate of change that is now unfolding within the sport industry has resulted in the need for leaders to be proactive, and to have the ability to lead organisational change in a dynamic industry that can be impacted by a range of external and internal factors. The uncertainty surrounding levels of government funding, developments in technology, increasing rates of sedentary lifestyles, and a more competitive environment requires sport leaders such as CEOs and board members to have an intimate knowledge of the organisational change process and capabilities to overcome resistance to change from stakeholders within their organisations.

Finally, an important issue that is beginning to receive an increase in attention from both scholars and practitioners is the under-representation of diverse groups within leadership positions in the sport industry. Gender diversity in leadership positions in particular has been shown to have positive impacts for organisational performance, yet the sport industry is still very much a male dominated environment where a 'glass ceiling' appears to exist for the progression of females into CEO and board member roles. The importance of diversity in

leadership within the sport industry is further exemplified when one examines the demographics of participation in sport and draws contrast to leader demographics within the industry where clearly there is little correlation.

The 'leadership in sport management' section of this text covers each of these topics in in-depth detail to illuminate some of the key issues related to each of these areas. Of course there are other areas of leadership within the sport management domain that can impact on an organisation's overall performance and reputation but the authors believe that the topics covered in this section are currently the most pertinent facing the contemporary sport industry, and aspects of leadership that are critical to ensure a sustainable, vibrant, and equality driven sector can thrive moving forward.

LEADERSHIP IN SPORT COACHING

Within the sport coaching literature, an important area of contemporary research is recognising what makes an effective coach. Researchers have drawn on the field of leadership and endeavoured to apply a range of leadership theories and perspectives to an analysis of coaching behaviour and coaching style, with varying success.

Previous research in sport coaching and leadership suggests that coaches have a significant role in influencing their athletes, in particular youth athletes, mainly through the attitudes, values and beliefs they emphasise; the behaviours and actions they model; the goals and targets they set for their players; and the overall environment and culture they seek to create. Research on coaching behaviours emerged over 30 years ago with a specific focus on coach–athlete interactions within sports participation and subsequent athletic psychosocial development. Scholarly works have investigated coaching behaviours and the frequency and timing of coaching behaviours mainly through observational methods; delivering instruction, punishment and praise.

Sport is an excellent setting in which one can research the behaviours of leaders and the dimensions of leadership. This may be because sport performance (successes and failures) are accurately measurable, sports teams provide a neat sample size that can provide both scope and depth of investigation, and leadership behaviours are critical and widely relied upon within sport at every level. The majority of leadership research brings light to the fact that when we think of the concept of leadership, we have been automatically led towards thinking in terms of the individual, and specifically the characteristics that individual possesses within their personality which enables them to influence and lead others in achieving a goal. This popular concept of leadership, which predominantly hinges on an individual's unique qualities – ability to motivate, natural charisma, desire to succeed, willingness to delay gratification, stubbornness to gain results and devotion to inspire – has gained huge attention and distribution of resources in the western world, particularly within an organisational setting. Despite the saturation of individual-based leadership, recent leadership research has focused more on 'we' than 'I' and has begun to mount a challenge against the established leadership credo (i.e. the social identity approach). The 'leadership in sport coaching' section of the text explores five themes that present an overview of leadership in the sport coaching domain.

This section opens with an overview of coaching in participation and performance settings. Second, models of the coaching process are described with a particular focus on the coach's

underpinning knowledge. Based on the multitude of factors involved, as well as the complexity of the environment, the merits of a professional judgement and decision-making approach for coaching research and practice are then discussed. In particular, how choices and chains of decisions can be supported by a form of planning and execution termed 'nested thinking' are considered. The concluding element of the opening chapter in this section addresses how multi-directionality; emotional intelligence; socio-political awareness and micro-political literacy; context manipulation; and a broad behavioural repertoire can all help to make nested coaching work.

An exploration of extant sport leadership models within four main overarching leadership approaches (e.g. relational, athlete-centred, group-centred and coaching effectiveness) follows the opening chapter in this section. In addition, the chapter highlights the most significant leadership in sport coaching models used both previously and currently (e.g. multidimensional, cognitive-mediational, servant, authentic and transformational models) that link with excellence in sport coaching.

An overview of the more established methods of measuring leadership in sport follows this chapter. The Mediational Model of Leadership and the Multidimensional Model of Leadership are outlined with their respective measures: the Coaching Behaviour Assessment System and the Leadership Scale for Sports respectively (Smoll and Smith, 1989; Chelladurai, 1993). This chapter also highlights specific issues regarding measurement of the scales (i.e. psychometrics). An explanation of the methods used to assess a scale's psychometrics is also provided throughout, therefore enhancing the usability of the chapter for practitioners with an interest in measuring leadership. The reliability and validity of the instruments are discussed with reference to scales development and later empirical research assessing the utility of the measures. Furthermore, recommendations and summaries of current directions along with alternative measures are proposed.

Following this chapter and scaffolding on the topics discussed in the previous section, the lessons that can be learned from leadership in organisational management and that may be applicable to the sport coaching environment are explored. The psychological study of leadership is historically located in the field of organisational psychology and tells a story of moving from a focus on the leader to a focus on a social interaction between leader and followers. On that journey some misleading deviations occurred in failing to distinguish early on between management and leadership. The focus gradually moved from the elevated great man to the leader as servant to the group in which the decisions of followers are equally as important as decisions of leaders in determining performance. This chapter attempts to show that what was learned can usefully be applied to any group or team situation, therefore having important implications for the sport coaching environment.

The penultimate chapter in the text first highlights the potential implications of conflict in coach–athlete relationships. Next, the traditional account of relationships in sport from a social psychology perspective is explored. New perspectives focusing on the role of empathy in sport are then proposed which provide a pathway for understanding coach–athlete relationships. Two case studies are presented to illustrate how empathy can operate both between rivals and across a team. The chapter then summarises the complex nature of the processes and the key take-home message for our understanding of leadership and coaching.

Finally, Chapter 17 outlines the future trends and challenges surrounding leadership within the sporting environment. This chapter provides a summary of the topics covered within the text while also addressing practical implications for leaders within the sport management and coaching environments. A consideration of extensions for future leadership in sport research is provided along with a discussion of the emerging trends within both management and coaching disciplines that relate to both effective and contemporary leadership.

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Part A

Leadership theories applicable to the sport environment

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What is leadership?

Duncan Murray and Sarah Chua
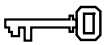
WHAT IS A LEADER?

What is a leader? What does it take to be a leader? Is it strength? Resilience? Are some people 'born' leaders? Can we learn how to lead? The term leadership seems to inspire us with visions of mythical or legendary heros, perched atop their rearing steed and leading their followers into battle. When we think of the notable events of history, it is the leaders that feature. A discussion of the Second World War, for example, is difficult to contemplate without the names Hitler, Churchill, Stalin or Roosevelt prominently featuring. When we consider

the business world we think of the corporate high flyers, the great names, such as Rockefeller, Gates, Jobs or Ford. Likewise, when we think of sports we think of the great players and leaders on the field. We think of Michael Jordan leading the Chicago Bulls to six NBA championship titles, of Diego Maradona leading Argentina to their 1986 World Cup triumph, of Sir Donald Bradman leading Australia to victory over England in the Ashes.

We seem fascinated by the concept of the 'leader' and imbue them with qualities and traits that seem to make them more than human. But is this view changing? With the spate of corporate collapses that followed the global financial crises, high flying celebrity CEOs became more vilified and shunned. Managers of sports teams began to move from a more traditional autocratic style of leadership to a more inclusive style. The concept of the 'leadership group' in professional sporting teams is becoming more and more common. Is our concept of leadership changing? If so, then what do we even mean by leadership?

In this chapter we explore the definitions of leadership and seek to unpack the essence of what leadership is. Of note is that we distinguish two points: first, that leadership is application of power in a social context and second, that leading and managing are not necessarily interchangeable concepts.

DEFINING LEADERSHIP

Defining leadership is somewhat like describing the taste of water. We all know the taste, but trying to articulate a specific description of that taste is almost impossible. So too with leadership. We all know what it is, but it is surprisingly difficult to precisely define it. For all the simplicity of the concept, there appears to almost be an intangible quality to it. There are myriad definitions of leadership. For example, Burns (1978, p. 18) states that, 'Leadership is exercised when persons . . . mobilize . . . institutional, political, psychological, and other resources so as to arouse, engage, and satisfy the motives of followers.' Likewise Drath and Palus (1994, p. 4.) define leadership as 'the process of making sense of what people are doing together so that people will understand and be committed'. However, what do these definitions really mean?

Bass (2008, p. 25) proposed an expanded definition of the concept of leadership, suggesting:

> Leadership is an interaction between two or more members of a group that often involves structuring or restructuring of the situation and the perceptions and expectations of the members. Leaders are agents of change, whose acts affect other people more than other people's acts affect them. Leadership occurs when one group member modifies the motivation or competencies of others in the group. Leadership can be conceived as directing the attention of other members to goals and the paths to achieve them.

Yukl (2002, p. 21) provided a synopsis of different leadership definitions. He summarised that the common features of the definitions were that they, 'reflect the assumption that it involves a process whereby intentional influence is exerted over other people to guide, structure, and facilitate activities and relationships in a group or organization'. Outside of this, Yukl notes that there appears to be little agreement or consistency among the definitions.

Leadership as influence

The central theme of influence being exerted over others is a core tenet of leadership. Social influence can be described as, 'a change in the belief, attitude, or behaviour of a person (the target of influence), which results from the action of another person (an influencing agent)' (Raven, 2008, p. 1). So, from a leadership perspective, social influence would involve a shift in the attitude or behaviour of the subordinates as a direct result of the actions of the leader. For example, a leader of a retail sales team who requires greater input from sales staff in attracting potential shoppers might encourage their staff to approach people in the store more frequently. The actions of the sales leader should result in higher staff and shopper engagement, indicating the social influence of the leader over the subordinates.

However, the assumption that influence is a top-down, one directional process is starting to change. Traditionally, 'influence' may have been seen as a directive from a leader to a subordinate. However, influence is increasingly being seen as multi-directional, with leaders influencing followers, just as followers may influence leaders, as well as each other. Nevertheless, the ability to influence others is still one of the hallmarks of a leader. It is this influence, this application of social power, that perhaps defines the leader.

So let us consider the concept of power, and how it is central to leadership. We start with considering the legitimacy of the leader, grounded in the notion of the bases of power.

THE BASES OF POWER

When one reads both the current and historical literature examining leadership, it is clear that dynamics and interactions between leaders and followers may be heavily influenced by the perceived power the leader yields. For example, how does the coach of a basketball team get their team to train and to train effectively? How do military generals and leaders such as Alexander the Great exert their power that may provoke unyielding confidence or belief in their abilities? And finally, just how do leaders increase their subordinates', or followers', satisfaction, productivity and effectiveness? Just what power does their position of leadership legitimise that allows leaders to influence change?

A key component of a leader's social power centres on the tactics they use to influence, and how effective and motivating these tactics are on a follower's behaviours and attitudes. Different types of power used by leaders may result in different social influences. Let's distinguish between the different types of power as these are indicative of the different ways in which leaders may influence organisational and follower change (Atwater and Yammarino, 1996).

The bases of social power were originally developed by John French and Bertram Raven (1959), who initially suggested that there were five sources of social influence or power as they referred to it. The original five bases of power comprised: *reward*, *coercion*, *legitimate*, *expertise* and *referent* power (French and Raven, 1959). *Informational* power was added later as the sixth source of power (Raven, 2008). The fundamental feature of these forms of power is that they differ in the way that social change can be applied as well as the permanency of such change (Raven, 2008). We expand on each of those forms below, and they are articulated diagrammatically in Figure 2.1.
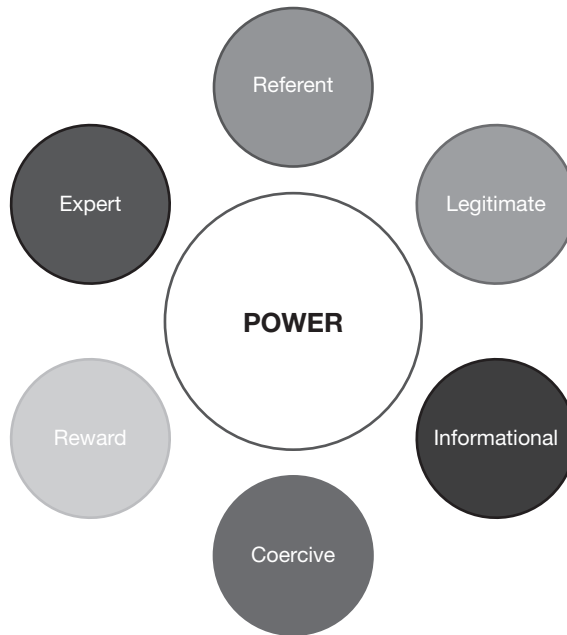
Figure 2.1 *The six bases of power.*

Source: adapted from Raven (2008).

Reward power

Reward power is based on the leader's ability to provide followers with rewards (French and Raven, 1959). It depends on the leader's capacity to offer positive reinforcements while also limiting the chance of negative ones. Likewise, followers' compliance is dependent on the perceived likelihood that the leader will deliver these desirable outcomes. Consider factory workers on a production line. If a manager wants to increase employee productivity they may offer pay rises or a productivity bonus at the end of the month. Of notable importance is the dependence of follower compliance and conformity on the probability of receiving the rewards. Reward power only influences changes in follower behaviour and attitudes if the leader actually delivers rewards and positive valences (Raven, 2008).

Coercive power

In many ways coercive power shares common elements with reward power. Coercive power describes the leader's actions of bringing about change by the threat of punishment and negative consequences if their wishes are not fulfilled (French and Raven, 1959). To be a little more specific, the leader might try and cause follower change by threatening pay cuts, de-motion or even job losses if the follower does not conform to the leader's wishes. Let's return to our hypothetical production line for an example. If a worker on the line falls below expected productivity targets, or fails to meet new performance or output standards, then their job or

wages may then be under threat. Although based on punishment rather than reward, coercive power, like reward power, is dependent on the follower's perceived knowledge of the leader following through with the threat of punishment. For example, 'I only did it because if I didn't I would lose my job'. The degree of follower conformity and thus the effectiveness of the social influence of coercive power relies on the leader's duress of negative consequences.

In addition to follower change depending on either the promise of reward or the threat of punishment, the effectiveness of both reward and coercive power requires leaders and organisations to monitor employees' behaviour (Raven, 2008). Meaning if the leader solely relies on either reward or coercive power as the only bases of social influence, the follower may then only obey if they perceive that their behaviour is being consistently scrutinised and observed by the leader.

Legitimate power

In contrast to the ongoing surveillance and scrutiny that reward and coercive power require, legitimate power, expert power and referent power do not require the same level of leader observation (Pierro *et al.*, 2008). Initially, legitimate, referent and expert power can be considered as socially dependent on the leader. However, the effectiveness of these influencing tactics are not solely determined by the rigorous monitoring of follower behaviour and outcomes.

Legitimate power stems from the leader's position as an authority figure, and one who has the perceived right to enforce change and influence behaviour (Raven, 2008). This type of power is based on social norms whereby the individual on the receiving end of power, in this case the follower, is required to conform because of the perceived position held by the influencing agent, in this case the leader (Raven, 2008). An example of the use of legitimate power could be a manager of a high profile sporting team, such as an NBA side, or a professional European football team such as Manchester United. The manager decides that during season all players must volunteer for a selected charity at least once a fortnight. While adding this into their busy schedules may be tricky, players would most likely comply because they feel obliged to and that they should do it. Often legitimate power follows the line of, 'I'm going to do it because I'm required to, and after all they are my leader'. In many ways legitimate power is founded on seminal studies of legitimacy of authority focused on by sociologist Max Weber (1947).

Expert power

Expert power translates the attribution of knowledge and expertise to the leader from the follower (French and Raven, 1959). Essentially this type of power is the perception by the follower that the leader possesses insight and wisdom within that particular field (Raven, 2008). Raven (2008) describes that target individuals of expert power hold faith in the influencing agent's superior knowledge and accordingly adjust their behaviour and attitudes. A key example would be in the form of an individual accepting the expert advice of a lawyer and allowing their influence to change their behaviour (French and Raven, 1959). From a leadership view-point, expert power could be in the form of a professional swimming coach advising their

athlete on their stroke technique. The swimmer would adjust their technique based on the expert influence of their coach. Expert power translates into statements such as, 'I will listen to my coaches' suggestion because they have experience and knowledge of these things, and they're probably right'. Raven (2008) suggests that the key distinguishing component of expert power compared to informational power is that followers or employees do not need to know or understand the reason behind the leader's decisions in order for them to conform to the outcomes.

Referent power

The final power source of the original five bases of power is referent power, based on the foundation of a follower identifying with their leader (French and Raven, 1959). French and Raven (1959) define identification as a desire for an individual to want to emulate the influencing person's identity or behaviour. The leader becomes a person that the follower models their behaviour on because they are perhaps highly attracted to that individual and/or they wish to be associated with them (Raven, 2008). Under referent power, followers may also derive a feeling of membership from their leader. This power source is based on the personality of the follower and how strongly they identify with their leader; for example, a leader may not even be aware of the strength of their referent power over followers (French and Raven, 1959). An example of referent power could be a teacher in training. Young teachers may model and identify strongly with their mentor teachers and subsequently mould their teaching styles based on their mentor's behaviour. Referent power can be summated in the statement, 'I really admire my mentor teacher and I want to teach and behave like they do'.

To reiterate, the leader or person in the position of power may be unaware of the referent power they yield. However, the stronger the follower identification, the stronger the referent power will be.

Informational power

Finally, let us consider informational power. This is the sixth power source and was not originally included in the French and Raven (1959) power base typology. Informational power can be defined as the leader clearly communicating to the follower how the task should be undertaken (Raven, 2008). It is persuasive communication by the leader of how the job should be done in order for it to be more effective and better for the follower. It centres on the strength of the communication, information and position of the leader to influence a change in the follower's behaviour. Likewise, followers need to understand the leader's reasons behind wanting to change certain tasks and outcomes and accept these into practice (Raven, 2008). An example of this type of power could be the head of a website design company wanting to change internet browsers to increase productivity. Followers would need to understand why the new browser would be more efficient and how it could increase productivity in order for them to adopt it into their workplace habits. This adoption of new practices would result in cognitive change in the followers, resulting in them accepting the new methods as more effective. This results in the change becoming socially independent of the leader.