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Transformational leadership in elite sport: A qualitative analysis of effective leadership behaviors in cricket.

**Running Head: TRANSFORMATIONAL LEADERSHIP BEHAVIORS IN CRICKET**

Transformational leadership in elite sport: A qualitative analysis of effective leadership behaviors in cricket.

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### Abstract

We examined transformational leadership behaviors are exhibited in an elite sport environment. Semi-structured interviews were conducted with 9 professional county cricket players to explore perceptions of transformational leadership behaviors of their captain and head-coach. Behaviors were firstly deductively categorised based on the Differentiated Transformational Leadership Inventory, with the most frequently cited being high performance expectations and individual consideration from the coach, and appropriate role-modelling of the captain. Further inductive analyses revealed a range of other factors which may influence players' perceptions of transformational leadership. From these findings, suggestions are offered for those working in an applied context with sporting leaders.

1           Bass (1985) describes transformational leadership as a phenomenon in which leaders can  
2 stimulate and inspire followers to achieve extraordinary outcomes. As such, this theory provides a  
3 framework of behaviors that, if exhibited by leaders, can predict positive follower outcomes. Since  
4 its inception (Burns, 1978; Bass, 1985), much evidence has been produced to highlight the  
5 positive impacts of transformational leadership across a variety of domains, such as business (e.g.,  
6 Avolio, Zhu, Koh, Bhatia, 2004), and military (e.g., Hardy et al., 2010) settings. In the  
7 organizational context, research has revealed transformational leadership enables followers to  
8 exceed expectations, and results in greater follower satisfaction and commitment to the  
9 organization (Bono & Judge, 2004). Given the positive contribution transformational leadership  
10 has provided to our understanding of leadership in the organizational context, more recently,  
11 researchers have utilised the theory to examine leadership in sport. This research has mostly  
12 mirrored the positive findings demonstrated in the organizational setting. For example, Rowold  
13 (2006) found transformational behaviors of martial arts' coaches positively predicted individual  
14 follower outcomes such as satisfaction and extra effort. In a team sport setting, Callow, Smith,  
15 Hardy, Arthur, and Hardy (2009) found transformational leader behaviors of captains to have a  
16 positive impact on task and social cohesion.

17           The principle method of investigating the impact of transformational leadership in sport  
18 has involved administering pencil and paper measures to players to examine the relationships  
19 between transformational behaviors and follower outcomes. However, from an applied  
20 perspective, it would also be worthwhile to explore how effective leaders display these specific  
21 transformational behaviors. In support of this, Stenling and Tafvelin (2014) propose that an  
22 important issue is to identify the actual behaviors leaders engage in when they exhibit  
23 transformational leadership in order to develop interventions. To this end, the application of  
24 qualitative methodologies would allow for richer and more elaborate representation of the  
25 theoretical construct (Sparkes & Smith, 2013), and, in the case of the current research, provide

26 more information with regards to what transformational leader behaviors actually *look like* in  
27 practice.

28         In the organizational psychology literature, a variety of qualitative methods have been used  
29 to examine effective leadership practice, such as interviews, observation, and analysis of written  
30 documents or accounts (Bryman, 2004). In the sporting context, researchers have used interviews  
31 and found that effective leaders possess a range of personal attributes (e.g., desire for personal  
32 growth) and exceptional organizational skills (Bloom & Salmela, 2000), have aspirations to  
33 facilitate their players' individual growth both in and out (e.g., nurturing life skills) of the sporting  
34 context (Vallée & Bloom, 2005), and serve as role models for their followers by demonstrating  
35 exemplary behavior (Dupuis, Bloom, & Loughhead, 2006). However, a common limitation of these  
36 studies is the sole reliance on leaders as the source of information, which is problematic given that  
37 leadership is, at the least, a two-way interaction between a leader (e.g., a coach) and a follower,  
38 and often attributed (i.e., players' perceptions of the leader and their behavior are just as, if not  
39 more important than the behavior that the leaders demonstrate). Consequently, Becker (2009)  
40 suggested that, as players are the recipients of coaches' displays of leadership, gaining an  
41 understanding of athlete experiences would offer a more complete picture of the coaching process.  
42 Indeed, when discussing the results of a study exploring how expert coaches develop successful  
43 university sport programs, Vallée and Bloom (2005) suggest that further qualitative research is  
44 needed to examine followers' perceptions of working with transformational leaders. Following  
45 interviews with five coaches, Vallée and Bloom concluded that the four characteristics that  
46 emerged in their study were similar to the four original characteristics of transformational  
47 leadership (Bass, 1985). For example, Vallée and Bloom highlighted how coaches promoting  
48 individual growth in their players and focussing on personal athlete improvement was  
49 conceptually similar to the transformational behavior of individualised consideration, which  
50 describes the leader as having awareness of their followers' needs.

51           In the only study to use qualitative methods to explicitly explore transformational  
52 leadership to date, Newland, Newton, Podlog, Legg, and Tanner (2015) highlighted the need  
53 for qualitative research to explore transformational leadership from the perspective of the  
54 athlete, as recognising the players' perspectives is necessary to "deepen our understanding of  
55 what constitutes transformational leadership in sport" (p.4). To address this gap in the  
56 literature, Newland and her colleagues conducted interviews with eleven female college  
57 players to examine positive experiences the players recollected from working with current or  
58 former coaches. Thematic analyses revealed four key ways that coaches positively impacted  
59 their players, which were by caring, motivating, teaching life lessons, and trusting. In  
60 discussing their findings, Newland et al. considered how these themes were similar and  
61 different to the behaviors in existing frameworks of transformational leadership (e.g., Bass,  
62 1985; Bass & Riggio, 2006; Podsakoff, MacKenzie, Moorman, & Fetter, 1990). One finding  
63 particularly highlighted by the authors was the importance of the coach showing a caring  
64 approach, with similarities to individual consideration observed, and the suggestion made that  
65 such leadership behavior was at the heart of elevating typical leadership behaviors to  
66 transformational ones.

67           The majority of research examining transformational leadership in organizational  
68 psychology has utilised Bass' (1985) original conceptualization, which outlines four key behaviors  
69 that positively impact on follower outcomes. These behaviors are idealized influence, inspirational  
70 motivation, intellectual stimulation, and individualised consideration. Quantitative research  
71 examining transformational leadership has in the main utilised measures based around Bass'  
72 original conceptualization, such as the multi-factor leadership questionnaire (MLQ-5X; Bass &  
73 Avolio, 1997), however, the MLQ-5X has only been sparsely used within sport. This maybe  
74 because it was originally designed for an organizational context and thus may have limited utility  
75 within sport. Furthermore, research utilising the MLQ-5X has been criticised for failing to

76 produce support for the original conceptualization proposed by Bass (1985). Indeed, research (e.g.,  
77 Zacharatos, Barling, & Kelloway, 2000) has often found the four supposedly distinct behaviors to  
78 be so intercorrelated (often with correlations greater than 0.70) that the model is collapsed down  
79 into one over-arching measure of transformational leadership (for a comprehensive review see van  
80 Knippenberg & Sitkin, 2013). Therefore, given the limitations of the original four-dimension  
81 model of transformational leadership, the present study will utilise the Differentiated  
82 Transformational Leadership Inventory (DTLI; Callow et al., 2009) that was designed specifically  
83 for a sport context as a framework to explore transformational leadership in the current research.  
84 This measure was validated using a sporting sample and has been used in a number of studies that  
85 have examined transformational leadership in a sporting domain (e.g., Arthur, Woodman, Ong,  
86 Hardy, & Ntoumanis, 2011; Smith, Arthur, Hardy, Callow, & Williams, 2013; Cronin, Arthur,  
87 Hardy, & Callow, 2015). The DTLI has consistently demonstrated good psychometric properties  
88 and, as it is a more differentiated model, allows for a more detailed examination of specific  
89 leadership behaviors. Consequently, information concerning these behaviors will allow us to  
90 provide more specific guidance for applied practitioners indicating how best to intervene when  
91 working with sporting leaders.

92         The present study is the first study to specifically examine transformational leadership  
93 within an elite professional context. With regards to the relevance of transformational leadership  
94 within elite sport there is some evidence emerging from the research literature that  
95 transformational leadership is highly relevant within this context. For example, in a recent  
96 qualitative study that examined the climate of a world championship team (Allblacks rugby)  
97 transformational leadership emerged as a significant component of the leadership within this team  
98 (Hodge, Henry & Smith, 2014). Consequently, the current the research will build on this to  
99 specifically examine transformational leadership of coaches and captains within the professional  
100 sport of cricket. Cricket was chosen because matches can last for four days, with approximately

101 six hours of playing time a day. At an elite level, teams are together for long periods of time<sup>1</sup>, the  
102 leaders have much opportunity to demonstrate transformational behaviors, and thus, provide rich  
103 data in the present study. Furthermore, while the coach in cricket is a more managerial leader, the  
104 cricket captain has an enhanced leadership role compared to other sports as they make the majority  
105 of on-pitch decisions, and is a key part of the team's leadership structure off the pitch (Cotterill,  
106 2014). Thus, in view of the context in which cricket captains and coaches operate at an elite level,  
107 with each having numerous leadership responsibilities, this sample was deemed appropriate to  
108 examine examples of transformational leadership.

109         In summary, given that transformational leader behaviors have been seen to have a positive  
110 impact on player outcomes in sport, and little qualitative research in the sport psychology  
111 literature has explicitly explored transformational leadership, the aim of the present study was to  
112 use transformational leadership as a lens through which to examine leadership behaviors.  
113 Specifically, the aims of this study were to extend our knowledge of transformational leadership in  
114 four main ways. First, an elite sample was used, thus adding to a limited amount of research that  
115 has investigated transformational leadership in sport at a higher level (Arthur & Tomsett, 2015).  
116 Second, much of the qualitative leadership research has been from the perspective of the leader,  
117 and the present study investigated perceptions of effective leadership from the follower's  
118 perspective. Third, while numerous studies have investigated the impact of transformational  
119 leadership behaviors in a sporting context using quantitative methods, the present study will add to  
120 a very limited amount of research that has used qualitative methods to investigate and illustrate  
121 effective transformational leader behaviors. Such methods will inform leaders of how they might  
122 display effective transformational behaviors and also to inform practitioners who provide support

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<sup>1</sup> To illustrate this point, in the upcoming county season players could play between 86-92 days of competitive cricket in 185 days (based upon 16 4-day championship games, 14 T20 games, and 8 50-over games with the season running from April 10<sup>th</sup> to September 23<sup>rd</sup>). These games are also interspersed with training and travelling days needed for the various formats.

123 to leaders of sports teams. Fourth, the leadership of both coaches and captains was examined,  
124 thereby extending the literature by examining multiple leadership roles in elite sport teams.

## 125 **Method**

### 126 **Design**

127 In order to extend our understanding of leadership practice in elite sport, this study used  
128 qualitative methods that involved an explorative approach to inquiry (Fletcher & Arnold, 2011).  
129 This approach uses interviews which prompt participants to provide in-depth information that  
130 captures the subjective meaning in contextual situations (Kvale & Brinkmann, 2008).  
131 Furthermore, such a method considers the different interpretations of participants, to generate rich  
132 data from various perspectives. Interviews were therefore selected to explore the experiences of  
133 players who have experienced leadership in an elite sport environment.

### 134 **Participants and recruitment**

135 A purposeful sampling method was used, with specific sampling criteria established a  
136 priori, to recruit participants who could provide the most valuable responses to address the  
137 research aims. The first criterion was to recruit professional players, who worked regularly on a  
138 daily basis with their respective coaches and captains, which would enable them to provide  
139 detailed information concerning the leadership behaviors of their captains and coaches. Second,  
140 players were only recruited if they played regularly for the county first team. Third, players were  
141 recruited from county sides whose leaders were perceived highly in terms of their transformational  
142 behavior. Leaders (and subsequently followers) were identified using data from a previous study  
143 (Young, 2010), which involved a sample of 155 male cricket players ( $M_{age} = 27.2$  years,  $SD =$   
144  $4.7$ ), who were professionally contracted to 11 different First Class Counties in England and  
145 Wales. The players completed the DTLI (Callow et al., 2009) to assess the transformational  
146 leadership behaviors of both their head coach and captain. The DTLI a 27-item inventory that  
147 includes six different transformational leader behaviors (high performance expectations,



173 arrange an appropriate time to travel to the training facilities and conduct interviews with available  
174 players from their respective sides. The interviews were conducted in December and January  
175 which is part of the cricket off-season, and a period where players would be preparing for the new  
176 county season starting in March. In all instances, the first author arranged with the head coach to  
177 travel to the training facilities of each county, and a sample of players were interviewed depending  
178 on availability on that day. The personal contacts of the second author helped gain access to the  
179 participants, and helped gain rapport and trust with the coaches who in turn communicated with  
180 players who were to be interviewed. The interviewer had coaching and playing experience in the  
181 sport, and was familiar with the terms used by the participants, and this understanding of the sport  
182 resulted in enhanced atmosphere of trust between interviewer and participant (Sève, Poizat, Saury,  
183 & Durand, 2006). Each player participated in one semi-structured interview, which was conducted  
184 in an office at the training facilities of the relevant club. The interviews ranged in duration from 46  
185 to 94 minutes ( $M_{\text{minutes}} = 68.33$ ) and were recorded using a digital voice recorder. The audio data  
186 files were transcribed verbatim, which produced 208 pages of single-spaced text.

### 187 **Interview guide**

188 An interview guide with five sections was created for this study, which built on the  
189 approach used by Fletcher and Arnold (2011). This five-step approach created a consistent  
190 approach to the interviews, while allowing some flexibility to explore specific issues (Patton,  
191 2002). The first section provided participants with information about the study, its purpose, and  
192 the participants' right to withdraw at any time. At this stage, participants were assured that  
193 personally identifiable information about themselves, their captains, or their coaches would not be  
194 disclosed at any stage of the research process. The second section provided an opportunity to  
195 confirm participant understanding, and participants were invited to voluntarily proceed with the  
196 interview. The third section consisted of introductory questions designed to develop rapport with  
197 the participants (e.g., "tell me about your time playing for your current side"). The fourth section

198 involved the preliminary exploration of the leadership behaviors exhibited by the participants'  
199 head coaches and captains. For the purpose of the present study, participants were initially asked  
200 to respond to the questions "Tell me about the leadership of your captain/coach," with this first  
201 question worded in such a way to allow for a broad range of descriptive responses from the  
202 participants (Pollio, Henley & Thompson, 1997). The phrase transformational leadership was not  
203 explicitly used in the interviews, as the aim of the study was to understand participants'  
204 perceptions of effective leadership, without imposing pre-existing definitions (Newland et al.,  
205 2015). Probe questions were used to allow participants to expand on relevant issues raised by  
206 participants in order to elicit deeper information from the participants concerning the leadership  
207 examples participants described. The final section involved a number of further prompts  
208 concerning various aspects of the season (i.e., before the season starting, situations in training) to  
209 encourage participants to recall more specific examples of leadership behaviors exhibited by their  
210 coach or captain.

211         Prior to commencement of the main study, a pilot interview was conducted with a club  
212 cricketer (male, aged 22). The interview was transcribed verbatim and analysed alongside an  
213 experienced qualitative researcher to provide an opportunity for the author to refine his  
214 interviewing skills on this particular topic, as well as to check the suitability of the interview  
215 guide. One result of this discussion was the use of more effective prompts at certain stages in  
216 order to allow participants being interviewed greater opportunity to offer fuller responses.

### 217 **Data Analysis**

218         The object of the analysis was to build an organised system of categories to outline and  
219 describe the effective leadership behaviors exhibited by the highly rated head coaches and captains  
220 (Vallée & Bloom, 2005). The data was analysed using both deductive and inductive techniques.  
221 Initially, as the leaders (coaches and captains) were rated as displaying high levels of  
222 transformational leadership, the analysis was deductive, in that information emerging from the

223 interviews concerning effective leadership was coded into categories based on an existing  
224 transformational leadership framework. Following this inductive analysis was conducted to  
225 examine the data that did not fit within the transformational leadership framework.

226         The first stage of the analysis involved the interviewer immersing himself in the transcripts  
227 and extracting raw-data quotes pertaining to aspects of transformational leadership. During a  
228 second reading, each example of leadership was highlighted as a meaning unit. A meaning unit is  
229 a segment of text comprised of words, phrases or an entire paragraph that express the same idea  
230 and is related to the same topic (Tesch, 1990). Deductive analyses were first used to categorise the  
231 data, with the DTLI (Callow et al., 2009) used as a framework in this analysis. The first and  
232 second author independently coded the raw-data quotes into one of these six transformational  
233 categories, and then compared the codings. Where discrepancies between the researchers emerged,  
234 both researchers revisited the definitions of the transformational behaviors, and further discussion  
235 took place until consensus was reached on classifying behaviors. In doing so, the deductive  
236 analyses created a classification of transformational behaviors, with the behaviors from the DTLI  
237 being the higher order categories.

238         A number of meaning units were not coded as one of the six behaviors from the DTLI.  
239 Thus, inductive processes played a role in the second part of the analysis. Quotes that represented  
240 common themes were organised to form an overall picture of the experiences of the participants  
241 concerning aspects of effective leadership that did not fit in directly with the transformational  
242 leadership framework.

### 243 **Trustworthiness**

244         Giacobbi, Foore, and Weinburg (2004) suggest that the quality of information gained from  
245 qualitative research is reliant on the trust and rapport established between the interviewer and  
246 participant. The interviewer used various strategies to gain rapport and buy-in from the  
247 participants, in order to encourage them to provide full, in-depth responses about effective



272 *goals*). Following this, themes not relating to transformational leadership, but deemed by  
273 participants important with regards to effective leadership, are presented.

#### 274 **High Performance Expectations**

275 **Coach.** High performance expectations refers to the leader's demands for excellence and  
276 high levels of performance from followers (Callow et al., 2009). Every player interviewed  
277 provided examples of their coach exhibiting this behavior. These included how the coaches  
278 expected players to continually work on improving their skills, provided feedback on areas for  
279 improvement even after successful competitive performance, and required players to maintain  
280 exemplary levels of behavior and conduct relating to non-performance issues (e.g., being clean  
281 shaven for competitive matches). The most common example of high performance expectations  
282 was the coach demanding a consistently high level of effort in training, with one player offering a  
283 clear example to explain how their coach communicated this;

284 The one thing he always says is "if you were playing tomorrow in a Test match what  
285 would you do today" and it's amazing . . . Sometimes [during practice] you go through the  
286 motions, and he says "if you're playing for England tomorrow at Lord's what would you  
287 do? You wouldn't be going through the motions in your practice, would you?"

288 Another player illustrated how their coach doesn't accept low standards in training,  
289 describing how "Everything you do is for a purpose . . . His phrase is "garbage yardage" so you  
290 don't just run in and bowl for no apparent reason." The participants also discussed how the  
291 coaches want players to strive for continual improvement. For example, one participant stated how  
292 their coach implemented this standard by never being satisfied with the level of performance:

293 [The coach will] never say you've cracked, well done, you don't need to practice that  
294 anymore. Like playing against spin, if he thinks you've cracked the sweep then he'll move

295 that on another level so it's difficult. You practice all the time but you're improving  
296 yourself. He'll never be happy with the way anybody's playing.

297 These high expectations were expected from all players regardless of their experience. For  
298 instance, one participant commented on how the coach was able to get senior players to put in the  
299 same effort as those starting out in their careers:

300 [The coach] was brilliant because I remember the first session he did. We were doing  
301 catching practice, and I'm not saying the senior players wouldn't do it properly, and then  
302 [the coach] would be having [a senior player] diving on the mats. It's like a 35 year old  
303 player who's played for 20 years and you think, well, if he's getting [the senior player]  
304 diving around and people like that. . . . He wants everyone, be it the oldest player in the  
305 team or the youngest, to really show what they can do.

306 Interestingly, the participants mentioned how this culture of high expectations  
307 implemented by the coach was accepted and embodied by the group moving forward: "We set  
308 our own standards as a group and police ourselves as a group quite well." In addition, another  
309 participant provided an example of the group taking ownership of their standards, stating, "I  
310 think if I turned up, say, for a session hung over some of the senior lads or even some of my  
311 peers would say, listen, what do you think you're doing?"

312 There was one example of a potential negative effect of the coach having levels of  
313 expectation that are considered too high by the players. For example, one participant stated, "[The  
314 coach] backs his players and he believes in his players he can get quite emotional at times because  
315 he wants us to be successful which is a great thing to have, and it shows how much he cares and  
316 how much he's desperate for us to be successful. But I think at times I feel like he maybe expects  
317 a little bit too much. He expects you almost to be a machine at times."

318 **Captain.** There were fewer examples of the captains exhibiting high performance  
319 expectations. One participant explained how a new captain had come in and highlighted his

320 expectations for the players, demanding that “they give 100% for [the side]. If [the side] wasn’t  
321 your number one priority then he didn’t want you in the side really which I think is quite fair.”

322 Another participant illustrated a specific instance when their captain insisted the players  
323 maintained a high level of performance and concentration when a game was drifting to a draw:

324       It was the last day of the game and . . . I think we’d had a laugh and we’d let a couple of  
325 miss-fields go, and we couldn’t lose the game, we couldn’t win it, so it just petered out to a  
326 draw. We had a bit of a laugh and [the captain] said “I don’t care where the game is going;  
327 we need to keep these high standards because there might be a game next week where  
328 those two runs could cost us the game.”

329       The participants also highlighted how their captains expected consistent high-levels of  
330 performance from their teams. For instance, one participant explained how their captain forcefully  
331 outlined his expectation for their performance following two contrasting and inconsistent results:

332       We played a 20-20 game against a good team in front of 15,000 and we won. We played  
333 really well and we all went up and had a few beers that night. We travelled the next day to  
334 [another team] for another 20-20 and we got absolutely thrashed and he got stuck into us  
335 saying “you think you’re superstars now . . . you’ve won one game against a decent team!”  
336       He got stuck into us and we were all like, yes, it’s pretty fair really.

### 337 **Appropriate Role-Modelling**

338       **Coach.** Appropriate role modelling refers to behaviors of the leader that set an example for  
339 followers, which is consistent with the values the leader espouses (Callow et al., 2009). Our data  
340 showed two main types of role-modelling, first, the role-modelling of attitudes in the general  
341 approach of the leaders, and second, the role-modelling of actions in on-pitch performance which  
342 were exhibited by the captain. Only participants from one team described ways their coach  
343 exhibited appropriate role-modelling. Participants from this team discussed how their coach

344 embodied the values relating to a professional attitude and desire for personal-growth that he  
345 requested from his players, with one athlete describing:

346       You get that passion from him. A little bit like you would say, as a player, it's easier to  
347 follow a person who's leads by example than it is to follow someone who tells you what to  
348 do, and sits down and doesn't really do anything. You get that with [the coach] who  
349 probably leads his life a little bit along those lines. He's expecting you to be professional  
350 and expecting you to keep looking to improve your own game and be better than the  
351 opposition. You feel like he has that same outlook in himself, it rubs off on you.

352       **Captain.** In contrast to the limited examples of appropriate role-modelling by the coach,  
353 each of the three captains were seen by participants as a strong role-model through their  
354 performances on and off the pitch. In particular, participants discussed how their captains'  
355 approaches to training, general conduct and work ethic had an impact on their own preparation.  
356 This was highlighted by one participant who described how the captain was "the biggest  
357 professional in the squad by far. He's the fittest. I've never seen anyone catch as many balls as a  
358 wicketkeeper." In addition, participants discussed how they looked to the captain to set an  
359 example for the team, especially if the captain expected high levels of effort and commitment  
360 from the rest of the squad. For instance, one participant discussed how their captain's approach to  
361 preparation and competition had an inspirational impact on them:

362       For me personally as well he's been a role model growing up playing cricket. He is one of  
363 the best county bowlers on the circuit and if I could have a career like him I'd be very  
364 happy . . . he's still actually working on all things, working hard. He still is that model  
365 professional. So that inspires you to think, well, he works that hard and you can see why  
366 he performs out in the middle.

367       Participants acknowledged that other players (e.g., senior or overseas players) could have  
368 an influence or be perceived as role models. However, while other players were proposed to be

369 role-models, participants proposed that, given their influential role in the team, the approach and  
370 behavior of the captain had the most influence on the team. For example, one participant  
371 articulated his opinion concerning why the captain has a greater influence by saying “I think that  
372 as a captain, if you’re able to be positively influencing [the team] you multiply what another  
373 person in the side would do by being captain.”

#### 374 **Inspirational motivation**

375 **Coach.** The participants were asked to recount examples where their leaders developed,  
376 articulated, and inspired them with their vision for the future (Callow et al., 2009). Compared to  
377 other behaviors, the participants offered relatively fewer examples of the captain or coach  
378 articulating an inspiring vision. In the main participants struggled to recall instances where they  
379 were inspired by the coach. However, one example a participant offered was when the coach  
380 outlined the need for supreme levels of fitness at the start of the season:

381 He makes you believe that you're better than everybody you're going to play against, and if  
382 you do things in the right way the rewards are there for you. So he makes you believe that  
383 you're not just running on the treadmill for 20 minutes busting a gut because someone else  
384 is doing it. He reminds you that you're doing it because in August when everyone else is  
385 knackered you’ll feel fine when you wake up, that sort of thing.

386 Interestingly, while not being able to recall instances where they were inspired by the  
387 coach the participants suggested that this may be a more implicit process. For example, with  
388 regards to the coach being an inspirational figure, one participant stated: “If you said give me 10  
389 words to explain [the coach] probably none of them would be inspirational but, at the same time,  
390 he must be doing something along those lines in his own way of being inspirational.” In addition  
391 the participants discussed the importance of the coach’s communication and the subsequent  
392 impact that this had. For example, one participant described how, though they did not explicitly

393 perceive the coach to be inspirational, the way the coach communicates in an honest manner with  
394 the team was impactful:

395 [The coach] is a realist, you know that he's not bullshitting, and he says it as it is and you  
396 believe every word he says . . . that's what excites me about it! When he says something  
397 it's realistic. It's quite hard to put because he's not inspirational but at the same time he's  
398 not not inspirational.

399 **Captain.** Examples of captains showing inspirational motivation came from participants of  
400 only one team. In this instance, participants spoke of the way the captain articulated an inspiring  
401 vision at the start of his first season in the role, which followed a season in which the team had  
402 underperformed, with one participant saying: "He made a speech to the team and said "I want us  
403 to be the best trainers"; It was all how we are going to do it [be successful] and if we do that we'll  
404 do well." When recalling the same speech another participant from that team commented on how  
405 the captain discussed his vision for the style and freedom with which he wanted the team to play:

406 [The captain talked about] the brand of cricket we were going to play. "We're going to be  
407 attacking, we're going to back each other, we've got no fear of failure! If you want to go  
408 and play reverse with your first ball do it, I'm not bothered, as long as you've got good  
409 reasons to." As a new captain he's pretty attacking and a positive person and he just said,  
410 "Listen, we know how good we are, we know how much talent we've got in this squad,  
411 let's just prove people wrong. We're going in as underdogs, no expectations."

412 When the participant was asked how he said this, the response was that; "He just said it  
413 with confidence and conviction and he said, right, this is what I want."

414 Participants also recalled how this same captain communicated in a way aimed at inspiring  
415 the players throughout the season whilst reiterating the message provided in his opening speech.  
416 However, the participants noted that the impact of inspirational communication may decline if  
417 overused. For instance, when discussing the importance of inspirational speeches one participant

418 stated: “I think when it's used right and sparingly it's a massive motivation even if you just think to  
419 yourself, come on, I'm representing [the county] here.”

420 As highlighted earlier, participants struggled to recall instances where they had been  
421 inspired by an inspirational vision or talk from their leaders. In general, participants suggested that  
422 during team-talks captains and coaches often just outlined the plans and spoke about upcoming  
423 competition-related goals. One participant actually described why, in his opinion, there is a lack of  
424 inspirational talk from the leaders;

425 No, there's no chats where [the coach] gets us all in a huddle and we're all cheering and  
426 stuff like that. From what I've seen it's just really state the obvious things like “right, we  
427 know what we've got to do, let's get out there” . . . We play a lot of cricket and I think  
428 there'd be something wrong if . . . there's 15 professional players here and it was the  
429 coach's job to get them up for every day's play.

#### 430 **Fostering Acceptance of Group Goals and Teamwork**

431 **Coach.** This behavior refers to how the leader aims to promote cooperation among  
432 followers and getting them to work together toward a common goal (Callow et al., 2009).

433 Participants provided examples of how the coach did this in a structured way. For example, one  
434 participant recalled how the coach involved the squad in the goal-setting process:

435 At the start of every season we'll sit down as a squad and say, look, what do we want to do  
436 this year, how are we going to compete in this championship, this T20, this 40 over? . . .  
437 So we'll have a structured plan of what we're going to.

438 Another example was provided by a participant who described how both the coach and the  
439 captain explained to him as a new player how he would fit into the overall plan and how they (the  
440 coach and the captain) got new players to buy into the team ethos:

441 They wanted a certain type of cricketer to come here, but they also needed the right guy to  
442 fit in with the dressing room. It was the whole package they were looking at and to be told

443 that they feel that you're somebody that could fit nicely into the dressing room, and at the  
444 same time perform your job in a team, obviously it turns your head a little bit and think  
445 "that's a club that I want to be involved in." He didn't really have to sell the club as such  
446 but he just put across what [our team] were all about and how they play their cricket and I  
447 was sold on that, there wasn't an awful lot more to say really.

448 **Captain.** Participants discussed instances where the captain impacted positively on players  
449 cooperating and buying-in to team goals. For example, one of these was provided by participants  
450 from one who described side how a new captain had come in and spoken to the team about how  
451 they needed to work together to be successful:

452 As soon as [the captain] became captain he said "right, I want a meeting with all players."  
453 So we all got as a group and he set out what he wanted from his squad . . . trying to get us  
454 to play with freedom . . . The lads bought into that quite a lot and we played a different  
455 brand of cricket. He just said "we're building for the future, we'll back you all. Let's go  
456 play an attacking brand of cricket and if we do that we will do well."

#### 457 **Individual Consideration**

458 **Coach.** This behavior refers to the leader focusing on the individual and giving special  
459 attention to individual differences and needs (Callow et al., 2009). Primarily, the coaches  
460 demonstrated an individual approach to player development by providing technical and tactical  
461 advice and support to players. In addition, coaches provided individual esteem-related support to  
462 players in a number of ways. The results revealed two principle ways the coaches demonstrated  
463 individual consideration: first, an individual approach to the players' training and development;  
464 and second, a more general approach to dealing with the players in an individual way. There were  
465 many examples of how the coach dealt with the technical development of players in the training  
466 environment. Participants described instances where the coach would actively seek out players for  
467 one-to-one meetings to try and find solutions to performance problems or to provide specific

468 tactical advice. For example, one participant described the effect of his coach's advice about  
469 how to overcome a problem related to bowling in a specific match situation:

470 [The coach] took me to one side and said "if you're going to keep bowling in the power-  
471 plays and you're bowling how you do [at the moment] then you will get smashed." He  
472 gave me a few ideas of slower balls and bowling wide yorkers, and [in the next match] I  
473 bowled in the power play and I bowled better than anybody . . . it just clicked.

474 As well as providing technical and tactical advice, coaches also demonstrated an individual  
475 approach by discussing with players the specific roles that they played within the team. This was  
476 highlighted by one participant when discussing an appraisal with the coach:

477 A question in the appraisal is do you know your role in the team or what do you think your  
478 role in the team is and what they [the coach] think your role in the team is. So, I think we  
479 are pretty clear as players what our roles in the team are in all forms of cricket.

480 Participants also provided examples of how the coach provided individual support aimed at  
481 increasing their levels of confidence. For example, one participant described how the coach  
482 demonstrated belief in him following poor-performance: "I spoke to [the coach] a few weeks back  
483 and he said you've had quite a frustrating season but I've got full belief you can still do the job that  
484 we signed you to do." Another participant recalled how his coach responded after the player had  
485 made a crucial mistake during a game: "I went home that night and [the coach] texted me, saying,  
486 "don't worry about it, we all drop catches, the most important thing is tomorrow and the job you're  
487 going to do for the team." The participants discussed how this individual approach was informed  
488 by the coaches' understanding of the players within the squad and their different needs and  
489 requirements, with one participant stating that the coach is "quite in tune with how people are and  
490 what people like to do and don't like to do and how they like to work." Another participant  
491 highlighted the importance of this individual approach suggesting that a blanket approach to  
492 coaching would not work for everyone:

493 We've got a mixture of people in our side and I don't think you could do one specific thing  
494 that would get everybody up for a game. I think [the coaches] realise that different people  
495 like different things, and to have one universal way of doing things is very narrow-minded.

496 **Captain.** Only participants from one team gave examples of their captain showing  
497 individual consideration. There were no examples of the captain meeting the specific training and  
498 development needs of the players; which is not surprising as the coach has primary responsibility  
499 for this area. Primarily, the captain demonstrated individual consideration by understanding the  
500 players in the team and thus, having a greater appreciation of how they need to be treated. For  
501 instance, one participant stated:

502 He [the captain] understands players, he understands what people need and he reacts to  
503 different situations. I think it's important that he understands how to deal with certain  
504 people, whereas before everyone's been treated the same [the captain] has gone to  
505 individuals and checked them how they need to be.

506 The captains' understanding of their players allowed them to act according to the needs of  
507 each individual player. Participants provided examples of how this captain dealt with difficult  
508 players: "[One player] needs the love, he needs affection and telling him how good he is all the  
509 time just to get him through. [The captain] saw that quite early and he's got the best out of them by  
510 doing that." Another participant recalled how the captain had taken account of the player's  
511 individual needs during a difficult time in the previous season:

512 I had a very tough workload and what I thought was nice was that [the captain] was quite  
513 sensitive to that at times, and when he knew I was tired and I couldn't give 100% he didn't  
514 have a go at me. He understood why I was in that position because of what I'd done,  
515 whereas some of the other lads he'd encourage them to train harder and go in the gym.

516 **Intellectual stimulation**

517           **Coach.** This refers to leader behaviors that challenge followers to re-examine and rethink  
518 some of their assumptions, and provides followers with opportunities to solve problems on their  
519 own (Callow et al., 2009). In the present study, participants provided various examples of how the  
520 coaches created an environment in which players were empowered to take “responsibility for  
521 their own careers.” One participant provided a specific example of how the coach encouraged  
522 them to take ownership of their own pre-match preparation:

523           At the end of the day it's our career, it's not up to him if we perform it's up to us in what we  
524 do. For instance, in the T20, on the morning of the game it'll be optional practice so that's  
525 up to the individual then whether they want to take that up but he'll be there at 10 o'clock  
526 to 12.00 or whatever time it is . . . He's on hand if you want any help.

527           As well as allowing the players to take charge of their own preparation, coaches also  
528 challenged players to think for themselves when trying to overcome a slump in performance.  
529 For example, following a run of poor performances, one participant recalled the coach  
530 addressing the team:

531           [The coach] said “What are we doing well and what aren't we doing well? And what are  
532 we going to do between now and two days later when we've got to go out again and take  
533 on the opposition and rectify this? We can't let it carry on.” So it is a case of letting the  
534 team work out what they feel are issues that are hindering their performance and then  
535 dealing with it.

536           **Captain.** Whereas the role of the coaches in providing intellectual stimulation appeared to  
537 centre on player preparation and development, the captains' displays of this behavior were mainly  
538 during match scenarios. For example, one participant discussed how his captain allowed the  
539 bowlers autonomy on the field of play:

540           He [the captain] allows the team to take itself where it wants to go. So, particularly with  
541 the bowlers, he allows a lot of autonomy. He says “if you're playing first team cricket

542           you should know how to set your own field, you should know how to bowl a ball where  
543           you want to bowl it.”

544           The captains also challenged players to contribute ideas with regards to plans for the  
545           opposition and field settings. For instance, one participant stated: “any suggestions on field he'll  
546           [the captain] take, he's quite open to that and he expects us to do that because he thinks it makes  
547           us better players thinking about it as well.”

#### 548           **Factors that influence leadership effectiveness**

549           Outside of the six transformational behaviors, a range of other leadership behaviors and  
550           characteristics were identified by the participants as having an impact on their perceptions of their  
551           coaches and captains. These were coalesced into three categories which related to leader  
552           characteristics, appropriate boundaries, and quality of leader communication.

553           **Leader Characteristics.** Participants in the present study highlighted a range of positive  
554           characteristics (e.g., knowledge of the game, enthusiasm, organization). In the current study, social  
555           characteristics emerged as the most frequently cited elements which impacted on participants'  
556           perceptions of leadership effectiveness. For example, both coaches and captains were described as  
557           being approachable and, consequently, players described how they were happy to seek-out their  
558           leader when they needed cricket specific and personal advice or support, with one player  
559           describing how their coach was, “somebody that’s very, very approachable . . . whether you need  
560           something from a cricket point of view or you need something from a personal point of view”.  
561           Another positive consequence of the leader being approachable was that players felt: “a lot more  
562           relaxed knowing that [the captain] is approachable”. Honesty was also found to be a key  
563           characteristic, particularly amongst the coaches. Participants discussed the benefits of leader  
564           honesty, suggesting that it allowed players to understand their roles, know where they stand and  
565           help create trust between the leader and the players. For example, one participant stated: “I think

566 the best thing about (the coach) is he's very honest . . . He'll tell you straight, and you always  
567 know where you stand which is pretty good as a coach.”

568         When discussing the importance of honesty, one player recalled his initial meeting with his  
569 coach when signing for the club:

570         I had some quite open and honest discussions with (the coach) about where I was as a  
571 cricketer, where I wanted to go. He was quite upfront and honest which sometimes you  
572 don't always get in contract negotiations . . . I found that very endearing and him  
573 representing the club . . . I was really taken by that and the things he said to me.

574         **Appropriate boundaries.** An interesting social characteristic was the ability of the leader  
575 to establish appropriate boundaries from the players. Primarily participants discussed how their  
576 leaders were able to maintain the right balance between being friendly and socialising with the  
577 players whilst still maintaining an air of authority. For example, one participant commented:

578         I think he [the coach] knows and the lads know when there's time to switch off from  
579 cricket and have a laugh, maybe have a beer or whatever. But when it's time to get down to  
580 business in cricket everyone listens to what he's got to say.

581 Another participant commented on how the captain had been a friend of his previously and, now  
582 had come into the team, had the ability to separate having a joke and being serious:

583         Yes, well I've played with him since under-10s and I was usher at his wedding. I didn't  
584 realise how it was going to go because obviously selecting a team and things like that.

585         When he's at work, he's at work but after he'll still have a beer and he's still one of the lads  
586 so he does separate the roles [being a captain and a friend] quite well.

587         **Quality of Communication.** Linked in with the interpersonal skills of the leader, the  
588 quality of leader communication was another commonly cited effective leadership quality. In  
589 general, participants discussed how the leaders' communicated in a concise way and clearly  
590 outlined what they wanted from players in both practice and competitive contexts. For example,



616 model for the players to follow both on and off the pitch. In addition, coaches appeared to show an  
617 ability to understand the individuals within the team and offer support (e.g., reassuring individuals  
618 following poor performance) in the appropriate manner when required. One potential reason for  
619 this is the dual leadership-player role which makes it difficult for captains to dedicate time to their  
620 own practice and development, as well as catering to the needs of the individuals within the team.  
621 With regards to individual consideration, coaches and captains appeared to demonstrate this in  
622 different scenarios, with coaches showing individual consideration in training and captains during  
623 matches. In addition, other factors, such as the quality of communication of the leaders, their  
624 interpersonal skills, and the ability to keep appropriate social distance were identified as being  
625 important to the participants' perceptions of their leaders' effectiveness.

626         A key skill of transformational leaders is to be able to articulate a compelling vision for the  
627 future which enthuses and unites followers towards a common goal; the creation of a vision is  
628 encapsulated within the behavior of inspirational motivation (Bass, 1985). Arthur, Hardy and  
629 Woodman (2012) suggested that inspirational motivation and fostering acceptance of group goals  
630 predict vision. Interestingly, within the present study participants struggled to recall instances  
631 where they were explicitly inspired by their leaders. Indeed, only one group of participants made  
632 mention of an inspiring speech given by a new captain, who had come in following a poor season  
633 for the club, about the way in which he envisaged the team playing. This finding provides support  
634 for previous research which suggests that charismatic leadership<sup>2</sup> tends to arise in times of crisis  
635 (Downton, 1973) and, thus, suggests that a leader may be able to rouse players with an inspiring  
636 vision for the future (i.e., exhibit inspirational motivation) following difficult times or if they are  
637 new to the club.

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<sup>2</sup> While we appreciate readers may be confused by the use of the term charismatic leadership here, research has often used the terms charismatic leadership and transformational leadership interchangeably, and the two constructs have been shown to share many similar characteristics (van Knippenberg & Sitkin, 2013).

638           These findings concerning inspiration suggested that while the participants could not  
639 consciously recall being inspired by their leaders, this did not necessarily mean the leaders were  
640 not inspirational. Indeed, in the quantitative data, players rated their coaches highly on the  
641 inspirational motivation subscale of the DTLI. This supports the findings and suggestion from  
642 previous research that the way in which transformational leaders are proposed to inspire followers  
643 (i.e., with a compelling vision for the future) may not fully capture the mechanisms through which  
644 players are inspired by leaders in sport (Figgins, Smith, Sellars, Greenlees, & Knight, 2016). Thus,  
645 it might not just be that classic speeches or highly charismatic leaders instil inspiration, but rather  
646 it is in the daily interactions that leaders have where trust and loyalty are built up over time that  
647 might enable coaches to have inspirational effects. Research has demonstrated that exposing  
648 individuals to role-models may inspire them to greater heights (Lockwood & Kunda, 1997). For  
649 instance, by demonstrating exemplary behaviors such as effort in training, and thus, exhibiting the  
650 transformational behavior of appropriate role-modeling, captains may inspire their teammates.  
651 Indeed, research has proposed inspiration is a powerful motivational state which can lead to a  
652 range of positive outcomes including increased self-determination and intrinsic motivation  
653 (Thrash & Elliot, 2003), greater goal attainment and persistence (Milyavskaya, Ianakieva, Foxen-  
654 Craft, Colantuoni, & Koestner, 2012), and improved productivity (Thrash, Elliot, Maruskin, &  
655 Cassidy, 2010). Further research might examine players' experiences of being inspired by leaders  
656 to add to our understanding of leadership in sport.

657           With regards to the vision element of transformational leadership, the majority of leaders  
658 did not explicitly outline a vision is perhaps a product of the time in which the leaders discussed  
659 had been in their role. It appears that the need to outline a long-term vision may not be required as  
660 a limited number of new players are brought into the group at any one time. Rather it appears that  
661 this is more of an implicit process and that *maintenance* of a previously outlined vision is required  
662 by demonstrating high performance expectations and appropriate role-modelling. In the present

663 study, participants outlined how their captains and coaches created high-performance cultures,  
664 maintaining the vision in practice through coaches demonstrating exemplary time-keeping and  
665 standards of appearance, and captains' role-modelling effort expended in training and preparation.  
666 Therefore, from an applied perspective, it appears the coach should pick a captain who will  
667 embody behaviors that best align with the vision for the team (e.g., if the coach wants the team to  
668 be calm under pressure it is important that the captain is someone who has/does demonstrate the  
669 ability to control his emotions in testing circumstances). Such a suggestion would be supported by  
670 existing leadership theories (e.g., social identity theory; Tajfel & Turner, 1979) which suggest that  
671 leaders who are highly prototypical (represent the values and ideals of the group) are more likely  
672 to be able to influence and advance their team (Slater, Coffee, Barker, & Evans, 2014).

673         Another interesting finding from an applied perspective relates to high-performance  
674 expectations. In the present study, leaders appeared to promote high expectations in order to  
675 challenge players, with the findings revealing numerous ways that the leaders demonstrate these  
676 high expectations. Interestingly, Jones (2002) suggests that while leaders in high level sport  
677 understand the need for vision and challenge, leaders often fail to adequately support players.  
678 Indeed, in educational psychology, Daloz (1986) proposed that if you have high levels of  
679 challenge, then high levels of support are also required. Thus, high challenge with low support  
680 could lead to followers feeling overwhelmed by demands, which in turn might potentially lead to  
681 burnout and withdrawal from sport (Arthur et al., 2012). Our findings suggest that the leaders  
682 coupled challenging their players to perform at a high level (e.g., by encouraging ownership over  
683 development) with emotional and performance-related support. This particularly occurred through  
684 the individual consideration they demonstrated, which created an effective environment in which  
685 their teams could develop and meet agreed performance targets. These findings provide some  
686 support for the applied vision, support, and challenge conceptualization of transformational  
687 leadership (Hardy et al., 2010; Arthur et al., 2012). In addition, our findings appear to support

688 those of Hodge et al. (2014) who found that in order for a team to achieve the vision, leaders must  
689 provide the necessary support (e.g., emotional support or technical guidance) and challenge (e.g.,  
690 setting high expectations and encouraging ownership of development) at the elite level of Rugby  
691 Union. However, interactions between transformational behaviors, and the impacts such  
692 interactions would have on followers, has received no attention in the sport psychology literature,  
693 and this could provide a fruitful avenue for future research.

694         Participants also identified a range of other behaviors, characteristics and factors that  
695 appeared to impact upon their perceptions of their leaders. For instance, players proposed that the  
696 leaders were able to understand when and where the boundaries lay between socializing with  
697 players while still being able to maintain authority. This appears to be closely aligned with the  
698 concept of social distance, which refers to the hierarchical distance between leaders and followers  
699 (Antonakis & Atwater, 2002). This concept has received attention in the organizational literature,  
700 with Cole, Bruch, and Shamir (2009) finding that social distance between leaders and followers  
701 moderated the relationship between the transformational behaviors of the leaders and individual  
702 level outcome of followers. Specifically, Cole et al. found that when followers reported a socially  
703 close transformational leader, this resulted in more positive follower outcomes. Nevertheless, the  
704 work of Cole et al. has yet to be investigated in a sport setting, and considering social distance as a  
705 contextual moderator would be a worthwhile avenue for future research in sport (for a review of  
706 leader distance in sport see Arthur, Wagstaff & Hardy; in press).

707         Participants also discussed the importance of the way in which their leaders'  
708 communicated, which supports previous research that has highlighted the importance of the  
709 leaders' communication. For example, Haselwood, Joyner, Burke, and Geyerman (2005) found  
710 that highly rated coaches gave messages in a clear, understandable manner, and had a good  
711 command of the language. In addition, the quality and brevity of leader communication  
712 highlighted by participants in the current study, supports the findings of Gallimore and Tharp

713 (2004) who examined John Wooden's coaching behaviors, and found how proficient  
714 communication is coveted among coaches to assist in the relaying of information. Gallimore and  
715 Tharp summarised how Wooden's "teaching utterances" during practice were "*short, punctuated,*  
716 *and numerous. There were no lectures, no extended harangues*" (p.120). The importance of a  
717 leader communicating in an effective manner appears to be crucial, and it is plausible to suggest  
718 that a leader's quality of communication might be a mechanism through which a leader can act in  
719 a transformational way. For instance, it could be that the quality of communication would mediate  
720 the relationship between inspirational motivation and the extent to which followers are motivated  
721 to achieve the vision. However, at present this contention is tentative and needs further  
722 investigation. Based upon the findings of the present study leaders should be encouraged to  
723 communicate their points in a concise and understandable manner, with the emphasis clearly being  
724 on quality rather than quantity.

725         A strength of the current study was that it was guided and underpinned by transformational  
726 leadership theory, a theoretical model of leadership widely used in the literature. This meant  
727 examples were provided concerning how leaders exhibit specific transformational behaviors, and  
728 thus provides an insight for leaders and sport psychologists who work with leaders in elite  
729 sporting environments. In addition, specific captains and coaches who were perceived as being  
730 high in transformational leadership behaviors were identified through the use of a validated  
731 measure of transformational leadership in sport (DTLI; Callow et al., 2009). Indeed, future studies  
732 might look at players' perceptions of leaders who are not considered as transformational, and  
733 examine how followers perceive such leaders might behave in order to improve their leadership.  
734 The present study relied on retrospective interviews conducted in the offseason which might have  
735 impacted on recalling examples of leader behavior. However, while interviews during a season  
736 could be influenced by aspects such as current results, future research might use more longitudinal  
737 designs with interviews at multiple timepoints to stimulate a more comprehensive recall of

738 effective leadership behaviors. Alternatively, future research might use observational methods  
739 (e.g., field observations) to track and record the use of transformational behaviors, players might  
740 use diaries to record examples, or the researcher might immerse themselves in a team culture to  
741 uncover the behaviors exhibited by the transformational leaders. In addition, leaders in the present  
742 study had been in their positions for varying lengths of time. Thus, future research might examine  
743 the different behaviors exhibited by leaders at different stages, and explore issues such as what are  
744 the most important leader behaviors when a leader starts in this leadership role, or what are the  
745 important leader behaviors to maintain and strengthen the culture within the side over a longer  
746 time period.

747         In the present study, we only considered the leadership behaviors of the coach and the  
748 captain. However, recent research by Fransen, Vanbeselaere, De Cuyper, Vande Broek, and Boen  
749 (2014) has identified that other members of the team provide leadership besides the formal  
750 leaders. Therefore, future research might also consider the transformational behaviors of a range  
751 of leaders, beyond the formal leadership roles of the captain and coach. In addition, deductive  
752 processes were used in the first stage of the analysis, to code participant responses into specific  
753 categories of the DTLI. While this approach allowed the results section have an emphasis on  
754 illustrating examples of transformational behaviors, the use of an inductive approach at the outset  
755 of the analysis might have provided a broader overview of the effective leadership behaviors of  
756 the elite captains and coaches. Furthermore, the use of the DTLI was a strength to the study as it  
757 more fully differentiates transformational behaviors and has been validated within a sporting  
758 sample (Callow et al., 2009). However, this is only one model of leadership, and the examination  
759 of other models might further our understanding of effective leadership in sport (e.g., servant  
760 leadership, sacrificial leadership)

761 **Applied Implications and Summary**

762 In summary, little qualitative research in the sport psychology literature has explicitly  
763 examined transformational leadership behaviors in sport, and in an elite environment (cf. Arthur &  
764 Tomsett, 2015). In the present study, a range of examples of transformational behaviors exhibited  
765 by head coaches and captains in professional cricket were identified, as well as other pertinent  
766 aspects of effective leadership were identified. It is hoped that this information will benefit  
767 coaches and captains at all levels by providing them with a range of perspectives on how to  
768 exhibit effective leadership behaviors. The findings of our study offer a number of applied  
769 implications to leaders and applied practitioners working with leaders. The data illustrates a  
770 number of ways that leaders might challenge followers, but leaders also need to consider the levels  
771 of support they provide followers to meet these challenges. Our findings also highlight how  
772 players appreciate their leaders communicating in a clear, concise manner. In addition, there  
773 appears little need to develop leaders' ability to deliver inspiring, arousing speeches. Instead,  
774 leaders might focus on regular interactions with followers to inspire them, including modelling  
775 exemplary behaviors, and building trust and loyalty. Finally, previous research findings have been  
776 used to inform interventions to help leaders become more transformational (Dvir, Eden, Avolio,  
777 Bass, & Shamir, 2002; Hardy et al., 2010), thus, it is hoped that the rich qualitative data  
778 concerning effective transformational behaviors emerging in the present study will help inform  
779 sport psychologists working with leaders in sport, as well as inform leadership training  
780 programmes focussed on developing effective sporting leaders.

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- 924 Table 1.

925 *Average overall perceptions of the transformational leadership of county cricket coaches and*  
 926 *captains (\* no players from county 7 rated the captain as that captain had only just taken the*  
 927 *post).*

Team	Head coach ratings			Captain Ratings			Selected
	No. of players	Mean rating	Rank	No. of players	Mean rating	Rank	
1	12	3.83	10 <sup>th</sup>	14	4.09	4 <sup>th</sup> =	
2	13	4.32	4 <sup>th</sup>	12	3.63	10 <sup>th</sup>	
3	14	4.03	8 <sup>th</sup>	13	4.01	7 <sup>th</sup>	
4	8	4.35	3 <sup>rd</sup>	9	3.91	8 <sup>th</sup>	
5	14	4.47	2 <sup>nd</sup>	14	4.06	6 <sup>th</sup>	
6	13	4.80	1 <sup>st</sup>	12	4.52	1 <sup>st</sup>	***
7	19	3.74	11 <sup>th</sup>	0*	-		
8	13	4.12	6 <sup>th</sup>	12	4.09	4 <sup>th</sup> =	***
9	13	4.04	7 <sup>th</sup>	13	3.89	9 <sup>th</sup>	
10	15	3.96	9 <sup>th</sup>	14	4.10	3 <sup>rd</sup>	
11	10	4.18	5 <sup>th</sup>	10	4.27	2 <sup>nd</sup>	***

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