

# Leadership, Group Dynamics and Group Cohesion

Stage 3/4 PE Studies: Social Dimensions – Interpersonal Skills



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# GROUPS

## A GROUP IS

- **two or more** people
- **interacting** with one another
- so that each person **influences** and is influenced by the others
- has a **collective identity**
- and a sense of **shared purpose**
  
- a **social** aggregate
- involving **mutual awareness**
- and **potential interaction** with **structured patterns of communication**
  
- examples :
  - crowd at a football match
  - netball team
  - parents watching their children swim

# SUCCESSFUL GROUPS AND TEAMS

## SUCCESSFUL GROUPS

- have a strong **collective identity**
- members have an opportunity to **socialise**
- have members who **share goals** and ambitions and share **ownership of ideas**
- have members who are able to **communicate effectively** (on the same wavelength)
  
- have strong **cohesion** (see later slides)
- have members who **value relationships** within the group
- have a **successful coach or leader** (see later slides) who ensures that members' contributions to the group are **valued**

## GROUP DEVELOPMENT

- **TUCKMAN** identified that groups go through a series of processes before performing well together:
- **Forming** – getting to know each other; “**checking each other out**”; battles for positions; veterans and rookies
- **Storming** – typified by **resistance, conflict and power struggles** (Why do some members only have to train once per week with the team?)
- **Norming** – agreement and a **shift** away from individual **to group goals**
- **Performing** – defined roles and **team-focused behaviour**

## SOCIAL LOAFING, INTERACTION AND COHESION

### SOCIAL LOAFING

- individuals **reduce** their effort **when in a group**
- and can **hide** their lack of effort amongst the effort of other group members
- the **need for interaction** between players varies between sports
- **cooperation** between players can be significant in eliminating social loafing
- as group size increases the relative performance of individuals decreases
- (\_\_\_\_\_ Effect)

### COHESION

- selection of less skilled but more **cooperative** players
- the extent to which members of a group exhibit a desire to achieve **common goals** and **group identity**
- **friendship groups** can have **negative** effects
- cohesion has both **task** and **social** elements

### TASK COHESION (commitment to group tasks and goals)

- people who are **willing to work together** whether or not they get on personally have the potential to be **successful**

### SOCIAL COHESION (relationships and friendships between group members)

- teams with high social cohesion but low task cohesion are **less successful**

# COHESION

## CARRON'S MODEL OF GROUP COHESION

- Four factors affect the **development of cohesion**:

### ENVIRONMENTAL

- factors **binding** members to a team
  - contracts, location, age, eligibility, team expectations

### PERSONAL

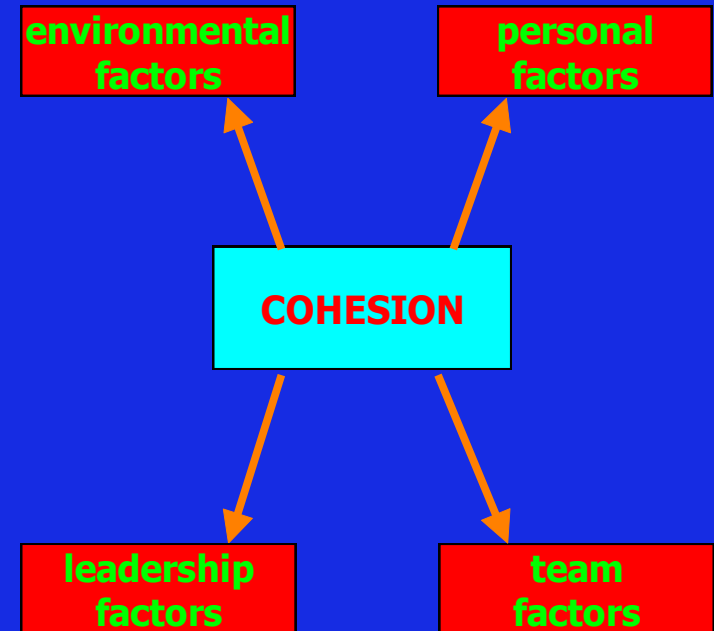
- factors which members believe are **important**
  - motives for taking part
  - give opportunities for motives to be **realised**
- develop **ownership** feelings and **social groupings** within the team

### LEADERSHIP

- the **behaviour** of leaders and **coaches**
  - coaches should use all leadership behaviours to influence different individuals

### TEAM

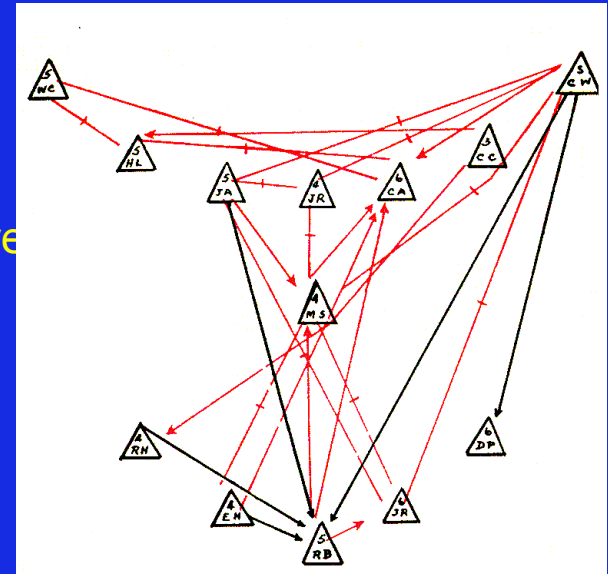
- factors relating to the **group**
  - team identity, targets, member ability and role
- creation of team short and long-term **goals**
- **rewarding** of individual and team efforts



## MEASURING COHESIVENESS IN TEAMS

1. The most common method of evaluating **GROUP COHESION** is by use of a **sociogram**
  - which is a **pictorial representation** of connectedness between group members
  - based on member's responses to a questionnaire based on **interpersonal relationships**
  - the structure of which places the most **popular person in the centre**
2. Another method is using questionnaires
  - Attractions to the group – social, task
  - Group interactions – social, task
3. Observation schedules

The coach can use the information to identify cohesive **strategies for improvement**



# DEVELOPING COHESIVENESS

- Set goals
- Define roles
- (Adjust) leadership style
- Conduct team-building activities
- Establish task and social expectations (West Coast Eagles!)
- Pre-event interaction time (live-in camps eg Olympic Village/Dream Team)
- Communication activities (eg **front-loading**; feedback sessions)
- Social cohesion (team dinner; WAG's)



# LEADERSHIP

## A LEADER

- can **influence** the **behaviour** of others towards required goals
- will influence effective **team cohesion**
- will help **fulfil expectations** of a team
- **develops** an **environment** in which a group is motivated rewarded and helped towards its common goals
  
- **emergent leaders** come from **within** a group
  - because of their skill and abilities
  - or through nomination / election
- **prescribed leaders**
  - are **appointed** by a governing body
  - or agency outside the group

## LEADERSHIP

- **the 'great man' theory**
- **NATURE**
  - leaders are born not made
  - leaders have relevant innate personality qualities
  
- **social learning theory**
- **NURTURE**
  - leaders learn their skills through watching and imitating models
- **leaders are formed** throughout life
  - by social or **environmental influences**
  - **observation** of a **model**
  - high **status** of a model
  - **imitation** or copying of behaviour

## FACTORS AFFECTING LEADER EFFECTIVENESS

### LEADERSHIP QUALITIES

- communication
- respect for group members
- enthusiasm
- high ability
- deep knowledge
- charisma

### LEADER CHARACTERISTICS

### THE SITUATION

### MEMBER'S CHARACTERISTICS



**LEADER EFFECTIVENESS**



## LEADERSHIP STYLE

### CHELLADURAI CONTINUUM

- A continuum exists between :

#### Autocratic authoritarian

- leader who **makes all** the decisions

#### Democratic

- leader who **shares** the decisions
- (with members of group or team)
- seeks **advice**
- is prepared to change his / her mind based on advice

#### Laissez faire

- leader who **lets others** make decisions
- each type can be **effective** depending on the **situation**

## THE SITUATION

### SITUATIONAL FAVOURABLENESS

- if things are going **well** for the team
- or things are going **badly** (poor facilities, no support)
- then a leader needs to be **TASK-ORIENTED**
  
- if things are going **moderately** well
- then a leader needs to be **PERSON-CENTRED**

### TEAM SPORTS

- leader should be **directive**
- and organises and **structures** group **tasks**

### INDIVIDUAL SPORTS

- look for a **person oriented** leader

### SIZE OF GROUP

- affects leadership **style**
- the **more members** in a group
- the **less likely individual needs** will be taken into account

### DECISION NEEDS TO BE MADE QUICKLY

- **autocratic** style of leader

### TRADITION

- members **resent change**

## MEMBER'S CHARACTERISTICS

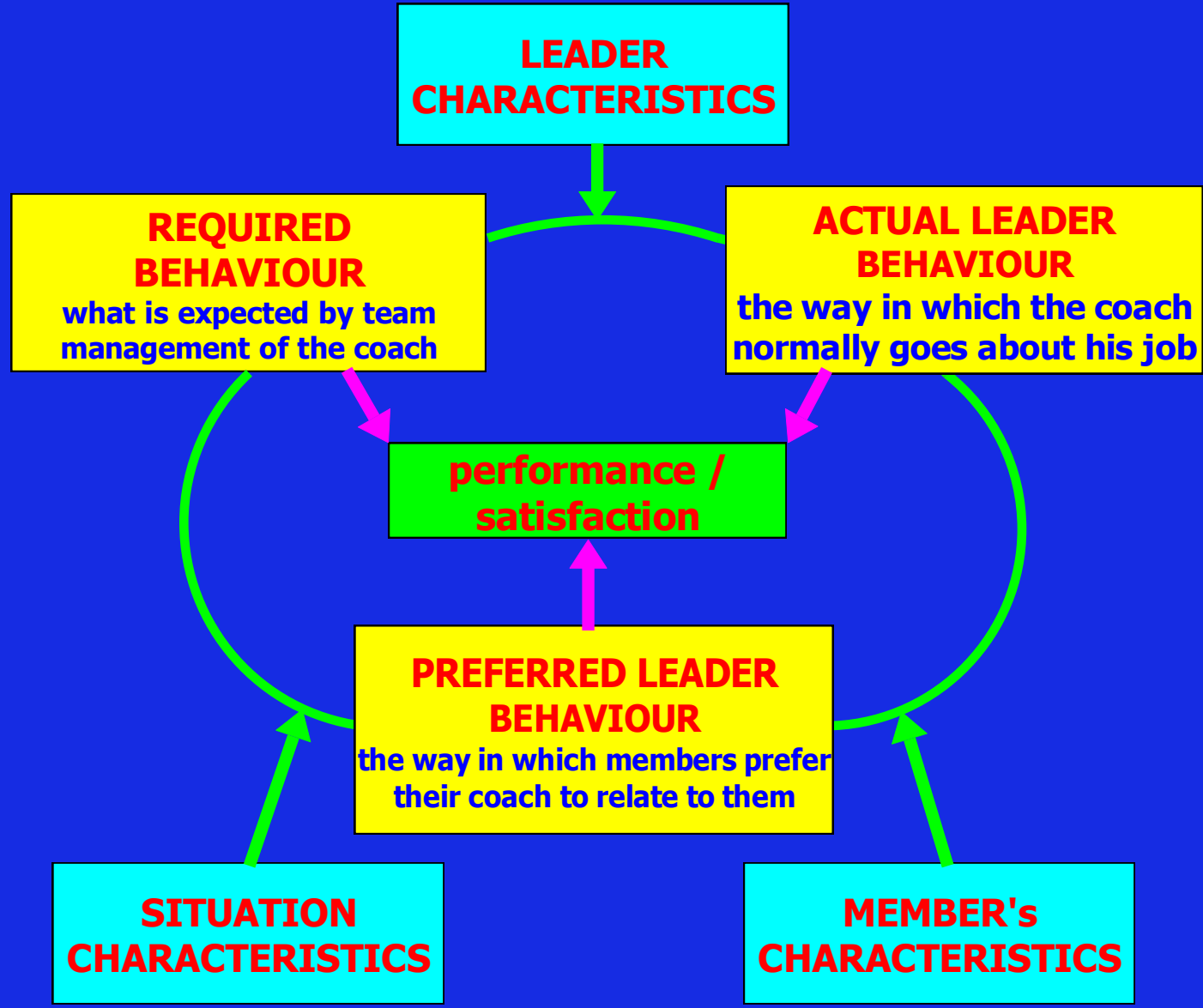
**A GOOD LEADER** will adapt to

- **expectations**
  - **knowledge**
  - **experience**
  - **of group members**
- 
- if group is **hostile**
  - leader adopts **autocratic** style
- 
- if group is **friendly**
  - leader adopts more **democratic**
  - **person-centred** style
- 
- problems arise if strategies for **preparation** used by leader do **not** match **group expectations**

## CHELLADURAI'S MULTIDIMENSIONAL MODEL OF LEADERSHIP

- suggests that the **DEGREE OF SUCCESS** enjoyed by effective leadership is determined by **the extent to which a group experiences satisfaction while being led toward a goal.**
- it is represented on the next slide

# CHELLADURAI'S MULTIDIMENSIONAL MODEL



# CHELLADURAI'S FIVE TYPES OF LEADER BEHAVIOUR

## TRAINING AND INSTRUCTION

- behaviour aimed at **improving performance**
- strong on **technical** and **tactical** aspects

## DEMOCRATIC APPROACH

- allows decisions to be made **collectively**

## AUTOCRATIC APPROACH

- personal **authority**
- least preferred if coach does not show he / she is **aware** of athlete's **needs and preferences**

## SOCIAL SUPPORT

- concern shown for **well-being** of others
- preferred by **youngsters**

## REWARDS

- leader uses **positive reinforcement**



## MEASURING LEADERSHIP STATUS

- **Chelladurai** developed a model to rate leadership using a 5-point rating for each of the **5 leader behaviours** (previous).