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**Leadership Efficacy in Sports: Interview Guide (LES: IG)**  
**Eficácia da Liderança no Desporto: Guião de Entrevista (ELD: GE)**

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**Responsibility** of the Adaptation, Performance and Human Development group:

X Originally developed this instrument

Translated this instrument from an original version of other authors

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## | Using the instrument |

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## | References |

(\*) Gomes, A.R. (2007). Liderança e gestão de equipas desportivas: Desenvolvimento de um guião de entrevista para treinadores [Academic Degrees]. In J. F. Cruz, J. M. Silvério, A. R. Gomes, & C. Duarte (Eds.), *Actas da conferência internacional de psicologia do desporto e exercício* (pp. 100-115). Braga: Universidade do Minho. Disponível em [Available at] <http://hdl.handle.net/1822/7923>

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(\*) This reference may be used to cite the instrument in scientific works and technical reports.



## | Description |

The interview guide Leadership Efficacy in Sports is based on the Leadership Effectiveness Model (Gomes, 2014, 2018), as well on research data about leadership efficacy (Gomes, Araújo, Resende, & Ramalho, 2018) and leadership styles (Gomes & Resende, 2014).

Following the indications of the Leadership Effectiveness Model (Gomes, 2018), there are three factors that, when combined, can increase the efficacy of leadership.

**1. Congruence of leadership cycles.** The efficacy of leadership increases when the leader establishes a linear relationship between how he or she intends to use the leadership (conceptual cycle) and the effective way leadership is used when leading teams (practical cycle).

**2. Optimal profile of leadership.** Leadership efficacy increases when the leader sustains actions on transformational leadership, positive feedback from transactional leadership, and active (decentralized) management of decision-making. In this sense, the optimal profile of leadership is characterized by the following leadership styles: (a) decision-making based on the active decentralized management of leadership; (b) transactional leadership based on positive feedback and, especially, (c) use of transformational leadership.

**3. Leadership favorability.** The efficacy of leadership increases when the leader has antecedent factors that operates as facilitators of his/her action OR when the leader has antecedent factors that operates as debilitators of his/her action but adopts strategies to minimize the inhibition of his/her action. These factors are related to the personality of the leader, the characteristics of the team members, and the specific conditions provided by the organization where the leader is working on. In this way, these factors may maximize (i.e., facilitators) or minimize (i.e., debilitators) the leader's action, moderating leadership' efficacy.

Figure 1 summarizes the leadership effectiveness factors as well as the Optimized Congruency Hypothesis proposed in the Leadership Effectiveness Model.

<b>Leadership Effectiveness Model</b>
<b>Explaining the efficacy of leadership</b>
<p><b>H1. Congruence of Leadership Cycles</b> The efficacy of leadership increases when the leader...</p> <ul style="list-style-type: none"> <li>○ Establishes a linear relationship between how he/she intends to use leadership (conceptual cycle) and the effective way leadership is applied when leading teams (practical cycle).</li> </ul>
<p><b>H2. Optimal profile of leadership</b> The efficacy of leadership increases when the leader...</p> <ul style="list-style-type: none"> <li>○ Uses transformational leadership, positive feedback from transactional leadership, and active (decentralized) management of decision-making.</li> <li>❖ Optimal profile of leadership: decision-making based on decentralized active management, transactional leadership based on positive feedback and, especially, use of transformational leadership.</li> </ul>
<p><b>H3. Leadership favorability</b> The efficacy of leadership increases when the leader...</p> <ul style="list-style-type: none"> <li>○ Has antecedent factors that are facilitators of its action.</li> <li>○ Has antecedent factors that are debilitators of its action but he/she adopts strategies to minimize the debilitators of its action.</li> <li>❖ That is, antecedent factors may maximize (i.e., facilitate) or minimize (i.e., debilitate) the leader's action, moderating its efficacy.</li> </ul>
<p><b>H4. OCHL   Optimized Congruence Hypothesis of Leadership</b> The efficacy of leadership increases when the leader...</p> <ul style="list-style-type: none"> <li>○ Establishes a congruence between the conceptual and practical cycles of leadership (congruence of leadership cycles), uses leadership styles according the optimal profile of leadership, and considers the antecedent factors of leadership.</li> </ul>

Figure 1. Leadership Effectiveness Model and the Congruence Hypothesis.

Figure 2 presents the Leadership Effectiveness Model, including the factors that explain leadership efficacy.

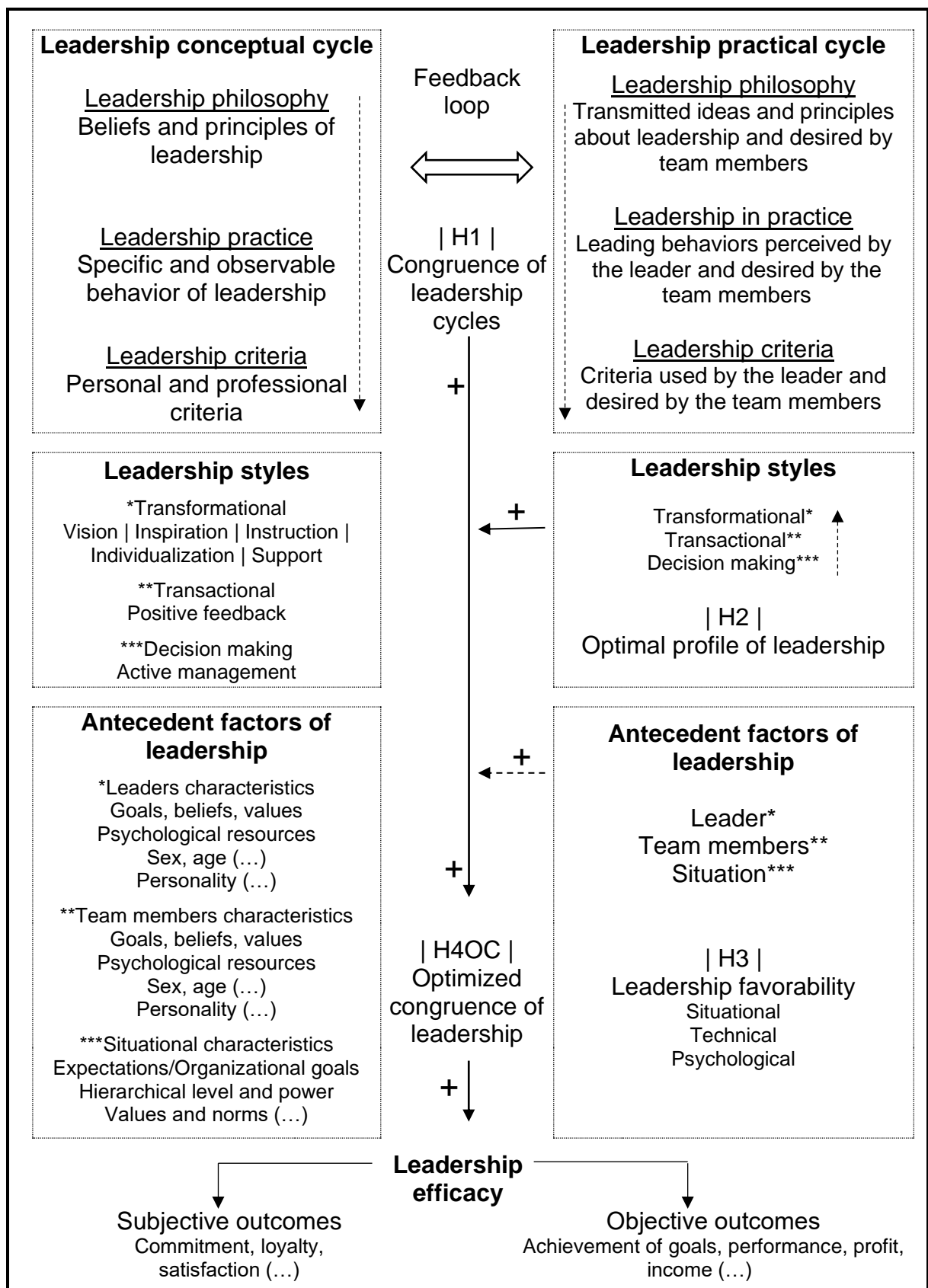


Figure 2. Leadership Effectiveness Model.



## **Usefulness of the instrument**

LES was developed to evaluate the congruence between the three areas of leadership (philosophy, practice and leadership indicators), leadership styles, and antecedent factors of leadership, which are the three core elements of the Leadership Effectiveness Model.

The interview guide includes 16 questions, divided into three areas of the Leadership Effectiveness Model.

For the purposes of each investigation, it is possible to remove parts of the interview guide, reformulate the questions, or add questions. However, for researchers interested in testing the Optimized Congruence Hypothesis of the Leadership Effectiveness Model, it is necessary to use the three parts.

## **Other leadership contexts**

Obviously, the exercise of leadership is transversal to different contexts and situations. Therefore, it is possible to adapt the questions of this instrument to evaluate the phenomenon of leadership in other realities, such as business, health, education, among others.

## | Scores calculation |

Dimensions	Questions
<b>Part 1: Leadership Cycles</b>	
1. Leadership philosophy (3 questions)	1, 2, 3
2. Leadership practice (2 questions)	4, 5
3. Leadership indicators (2 questions)	6, 7
<b>Part 2: Leadership styles</b>	
4. Leadership behaviors (3 questions)	8, 9, 10
<b>Part 3: Antecedents of leadership</b>	
5. Leader (2 questions)	11, 12
6. Team members (2 questions)	13, 14
7. Organization conditions (2 questions)	15, 16
Total = 16 questions	

## | Interview guide for coaches |

### **Part I: Philosophy, Practice and Indicators of leadership.**

Thank you very much for accepting to give us this interview.

Before start the interview, let me explain the topics of debate with you. I will ask questions about you philosophy of coaching, practice of leadership, and indicators of leadership (effectiveness criteria).

Coaching philosophy means a set of beliefs or principles that helps coaches to achieve their objectives.

Practice of leadership means specific and observable behaviors that help coaches to fulfill their philosophies.

Effectiveness criteria means personal and professional indicators that coaches use to evaluate their own philosophies and behaviors as coaches.

### **Questions**

1. Can you tell me what your philosophy of leadership is? What things do you value most as a coach?
2. Could you tell me what specific values and principles you consider important as a coach?
3. Can you provide me examples of situations where you apply the values/principle you just described?
4. Can you tell me what specific behaviors you assume in order to implement your philosophy of coaching?
5. Can you provide me examples of situations where you apply the behaviors you just described?
6. Can you tell me what indicators you use to evaluate your philosophy and actions as a coach? How do you know if you are successful as a coach?

7. Can you provide me examples of situations where you use the indicators you just mentioned?

## Part II: Leadership styles

8. How would you define your leadership style? That is, what type of leadership do you use with your athletes?
9. What kind of leadership behaviors do you use with your athletes?
10. Could you give me examples of situations where you use these leadership behaviors?

### **Part III: Antecedents of leadership**

11. Do you think that your personal characteristics, as a person, facilitates or debilitates your efficacy as a coach of this team?
12. Could you give me examples of how your personal characteristics facilitates or debilitates your efficacy as a coach of this team?
13. Do you think that the type of athletes who work with you, facilitates or debilitates your efficacy as a coach of this team?
14. Could you give me examples of how the type of athletes who work with you, facilitates or debilitates your efficacy as a coach of this team?
15. Do you think that the conditions that the club provides you, facilitates or debilitates your efficacy as a coach of this team?
16. Could you give me examples of how the conditions that the club provides you, facilitates or debilitates your efficacy as a coach of this team?