

Transformational leadership on the athletic field: An international review

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TRANSFORMATIONAL LEADERSHIP ON THE ATHLETIC FIELD: AN INTERNATIONAL REVIEW

KEYWORDS: Transformational leadership theory, Physical activity, Sports, Physical education.

ABSTRACT: This paper provides a comprehensive review of the international literature that used the paradigm of transformational leadership in the context of physical activity (PA) and sport. A bibliometric and content of all international publications ($N = 28$) analysis is performed by classifying research based on various parameters such as the contexts (high performance sports, educational/recreational sports, varsity sports, school/within-class of physical education), role of the leader studied (coaches, teachers/instructors, peers, parents), population (adolescents and adults), and variables that have been associated with transformational leadership style. This study supported the interest and applicability of transformational leadership paradigm in PA and sport context. Implications and future research are discussed.

The transformational leadership theory (Bass, 1985; Burns 1978) has become one of the most researched and published theory in international journals in the recent decades (Lowe and Gardner, 2001), and shown a continuous increase of citations and works (Northouse, 2013). According to Beauchamp and Morton (2011) this theory represents the most studied paradigm for understanding the effects of leadership behaviour in the field of applied psychology. This theory emphasizes on intrinsic motivation and followers development, which are topics that occupies a central place in current researches (Northouse, 2013).

Transformational leadership theory (Bass, 1985) discriminates between transactional (i.e., traditional) and transformational leadership (TL) style. Thus, transactional leadership style consists of leadership behaviours aiming to establish a clear relation between what athletes have to do and what they will get in return (contingent reward), and supervision behaviours, that is, before an athlete's mistake (management-by-exception active) and after an athlete's mistake (management-by-exception passive). Through TL behaviours, leaders share a vision of future team states that represent a team improvement and a challenge for athletes. Thus, leaders become a behavioural model for athletes (idealize influence) influencing their motivation, and giving them meanings and challenges in everyday activities (inspirational motivation). Leaders also stimulate athletes to think in different ways to face new and old challenge and issues (intellectual stimulation). A transformational leader treats each athlete as a prized team member, recognizing individual differences with a supportive leadership style (individualized consideration).

As a result of those TL behaviours, team members are likely to be more intrinsically motivated, reaching higher levels of effort (extra effort), satisfaction with the leadership style, and perceived

leader effectivity (for further details see Bass and Riggio, 2006). Moreover, Bass (1985) pointed that TL augmented positive effects of transactional leadership, in what was called *augmentation effect* and was empirically proved across diverse contexts and cultures (e.g., Judge and Piccolo, 2004; Lowe, Kroeck and Sivasubramaniam, 1996).

Considering that transformational paradigm is the most used to study leadership in all contexts (Morton et al., 2011), it draws attention to the late and limited application of this theory to the physical activity (PA) and sport contexts.

Perhaps the dearth of studies is due to a bias related to the origin of the Bass theory (1985), assuming that it would only be applicable to the original work and organizational psychology environments. Like the work domain, the context of the PA and sport is also a context of achievement, and similar principles govern in both groups, especially when it is consider some of the classical outcomes variables such extra effort commonly associated with sports (Álvarez, Castillo and Falco, 2010).

Such is the applicability of transformational paradigm that Chelladurai incorporated aspects of transformational leadership in their conceptual model (Chelladurai, 2001; Riemer, 2007), although he did not develop an instrument to measure nor did he modify the existing *Leadership Scale for Sport* (LSS; Chelladurai and Saleh, 1980). Later, Zhang, Jensen and Mann (1996) added a new dimension to the LSS named Situational Consideration Behaviors (*Revised Leadership Scale for Sport*; RLSS). In relation to this instrument, Riemer (2007, p. 72) pointed out that although this dimension is in line with TL, *the focus of these instruments is behaviors that are transactional in nature*. So, we will not consider in this review studies that have used both the LSS as the RLSS.

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To date, there is no systematic review of the literature in the PA and sport contexts based on the transformational paradigm, and this is the main objective of the present study. This review will focus on publications that have conducted research on transformational leadership paradigm on coaches, teachers, instructors, parents and peers in the PA and sport context.

Method

Procedure

The search strategy included the use of the following international electronic databases ProQuest and Web of Science (Journal Citation Reports® and MEDLINE®). As a quality criterion, we reviewed only those articles included in Journal Citation Reports®. The search includes information until April 4th, 2015.

A bibliometric and content analysis was done. For the bibliometric analysis the following subject heading

“*su(transformational leadership) AND su((sport sports OR physical activity))*” was used. To be included papers needed to be based on TL theory, and be peer-reviewed. Studies related to organizational and work contexts were excluded.

Results

A total of 28 articles that met the inclusion criteria were identified. Zacharatos, Barling and Kelloway (2000) published in *The Leadership Quarterly* the first article based on the Bass theory (1985) and applied to the sport context. The study was conducted with Canadian adolescent athletes’ practitioners of different sports (see section: peer leadership).

Interest in the study of TL has grown irregularly until 2009. From 2010 until now interest in transformational theory has grown noticeably. In fact, twenty-two studies have been published in the last six years (see Figure1).

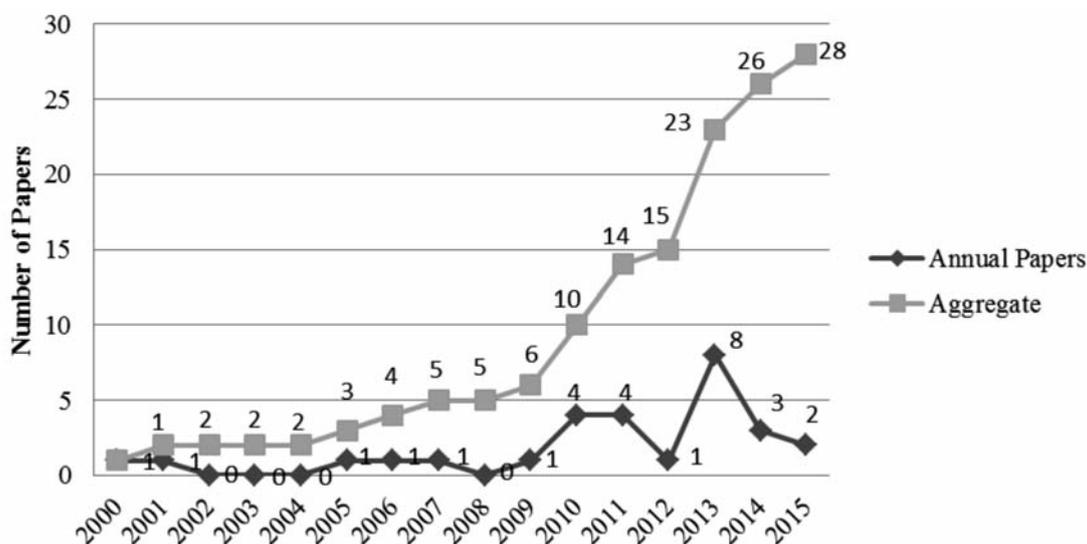


Figure 1. Total number of papers published on Transformational Leadership in physical activity and sport context. Source: ProQuest and Web of Science (Journal Citation Reports® & MEDLINE®).

Countries Involved in Transformational Research in PA and Sports

Most of the papers were from English speaking countries (*n* = 23) (Canada, United States, United Kingdom, Australia and New Zealand). The labour of Canadian scholars is particularly well represented in quality and quantity by the work of Beauchamp, Barling and Morton. Other non-English speaking countries were also represented, such as Spain (*n* = 2), Germany (*n* = 1), South Korea (*n* = 1) and Sweden (*n* = 1).

Sample Characteristics

In terms of ages, pre-adolescents and adolescents were the most studied population (Arthur, Woodman, Ong, Hardy and Ntoumanis, 2011; Beauchamp et al., 2010, 2014; Bourne et al., 2015; Morton, Keith and Beauchamp, 2010; Morton et al., 2011;

Price and Weiss, 2011, 2013; Stenling and Tafvelin, 2014; Tucker, Turner, Barling and McEvoy, 2010; Vella, Oades and Crowe, 2012, 2013; Vidic and Burton, 2011; Zacharatos et al., 2000), followed by adults (Álvarez et al., 2010; Álvarez, Falco, Estevan, Molina-García and Castillo, 2013; Beauchamp, Welch and Hulley, 2007; Callow, Smith, Hardy, Arthur and Hardy, 2009; Charbonneau, Barling and Kelloway, 2001; Hodge, Henry and Smith, 2014; Lee, Kim and Joon-Ho, 2013; Morgan, Fletcher and Sarkar, 2015; Smith, Arthur, Hardy, Callow and Williams, 2013; Rowold, 2006; Vallee and Bloom, 2005; Vella, Crowe and Oades, 2013; Vidic and Burton, 2011). This review did not find any sample composed entirely by children or elderly people, although Rowold (2006) research sample included population aged from 13 up to 70 years old.

Instruments and Methodology Used to Assess Transformational Leadership in PA and Sports

We found eight inventories to measure TL in the PA and sport contexts. The most frequently used instrument, same as in other contexts (Bass and Riggio, 2006) was the *Multifactorial Leadership Questionnaire* (MLQ-5X; Bass and Avolio, 1995) adapted to the PA and sport domains (Álvarez et al., 2010, 2013; Beauchamp et al., 2007; Charbonneau et al., 2001; Lee et al., 2013; Rowold, 2006; Price and Weiss, 2013; Vidic and Burton, 2011; Zacharatos et al., 2000).

Other questionnaires used to evaluate TL were: *Differentiated Transformational Leadership Inventory* (DTLI; Callow et al., 2009) used by Arthur et al. (2011), Callow et al. (2009), Smith et al. (2013) and Vella et al. (2012); *Differentiated Transformational Leadership Inventory for Youth Sport* (DTLI-Y; Vella et al., 2012) used by Vella et al. (2013) and Vella, Crow et al. (2013); *Global Transformational Leadership Scale* (GTLS; Carless, Wearing and Mann, 2000) used by Tucker et al. (2010); *Peer Sport Leadership Behavior Inventory* (PSLBI; Glenn and Horn, 1993; Glenn 2003) utilised by Price and Weiss (2011); *Sport Leadership Behavior Inventory* (SLBI; Glenn and Horn, 1993) used by Price and Weiss (2011); *Transformational Teaching Questionnaire* (TTQ; Beauchamp et al., 2010) applied in Beauchamp et al. (2014), Bourne et al. (2015), and adapted for coaches by Stenling and Tafvelin, (2014). Lastly, another inventory used to measure TL is the *Transformational Parenting Questionnaire* (Morton et al., 2011).

With respect to the study design across the 28 studies, researchers have used cross-sectional methods and only a few have employed longitudinal approach (Álvarez et al., 2013; Bourne et al., 2015; Tucker et al., 2010). Of notice the methodological sophistication of some of the most recent works including multi-level analysis in their design (Arthur et al., 2011; Beauchamp et al., 2010, 2014; Smith et al., 2013) and cross-level (Tucker et al., 2010). Finally, we want to highlight four works with qualitative methodology, using semi-structured interviews (Gould et al., 2013; Hodge et al., 2014; Morton et al., 2010; Vallee and Bloom, 2005), doing also content analysis of the autobiographies of members of the same successful team (Hodge et al., 2014; Morgan et al., 2015).

Context Studied

Regarding the context studied, studies are fairly distributed between sports performance (Álvarez et al., 2010, 2013; Arthur et al., 2011; Din and Paskevich, 2013; Callow et al., 2009; Hodge et al., 2014; Lee et al., 2013; Morgan et al., 2015; Price and Weiss, 2011; Stenling and Tafvelin, 2014), age group/educational/recreational sports (Beauchamp et al., 2007; Gould, Voelker and Griffes, 2013; Price and Weiss, 2013; Rowold, 2006; Tucker et al., 2010; Vella, Crow, et al., 2013; Vella et al., 2012, 2013; Zacharatos et al., 2000), varsity sport (Charbonneau et al., 2001; Smith et al., 2013; Vallee and Bloom, 2005; Vidic and Burton, 2011), and in-school PE (Beauchamp et al., 2010, 2014; Beauchamp and Morton, 2011; Bourne et al., 2015; Morton et al., 2010).

Role of the Leader

The most studied role of the leader was that of coaches (Álvarez et al., 2010, 2013; Arthur et al., 2011; Callow et al., 2009; Charbonneau et al., 2001; Gould et al., 2013; Hodge et al., 2014; Lee et al., 2013; Morgan et al., 2015; Price and Weiss,

2013; Rowold, 2006; Smith et al., 2013; Stenling and Tafvelin, 2014; Tucker et al., 2010; Vallee and Bloom, 2005; Vella, Crowe, et al. 2013; Vella et al., 2012, 2013), also teachers/instructors (Beauchamp et al., 2007, 2010, 2014; Bourne et al., 2015; Morton et al., 2010), parents (Morton et al., 2011; Tucker et al., 2010; Zacharatos et al., 2000), and peers (Hodge et al., 2014; Morgan et al., 2015; Price and Weiss, 2011, 2013; Vidic and Burton, 2011; Zacharatos et al., 2000). In the following sections, we will delve into the studies of the roles of coaches, parents and peers as leaders.

Coach leadership

Due to the important role that coaches play in the achievement of athlete's goals, the most studied role within transformational literature is that of the coach (Gould et al., 2013).

Correlates of coaches' transformational and transactional-active styles reproduced those found in other domains (Álvarez et al., 2010; Arthur et al., 2011; Callow et al., 2009; Charbonneau et al., 2001; Lee et al., 2013; Price and Weiss, 2013; Rowold, 2006; Smith et al., 2013; Stenling and Tafvelin, 2014; Vella et al., 2013), confirming TL effects on athletes' motivational variables (e. g., Morgan et al., 2015), and the augmentation effect of TL over transactional outcomes (e.g., Álvarez et al., 2010; Rowold, 2006). Thus, transformational coaches styles were related to athletes' performance outcomes (Álvarez et al., 2013; Morgan et al., 2015), teams task cohesion (Callow et al., 2009; Price and Weiss, 2013; Smith et al., 2013) perceived competence, enjoyment, and collective efficacy (Price and Weiss, 2013), citizenship behaviours of handball players (Lee et al., 2013), and athletes' well-being through the satisfaction of psychological basic needs (Stenling and Tafvelin, 2014).

The literature also included qualitative research that used interviews of expert and successful coaches in order to draw a profile of effective sport leaders. These studies come to similar conclusions, suggesting that those effective behaviours in the sport domain were similar to TL behaviours (Gould et al., 2013; Hodge et al., 2014; Vallee and Bloom, 2005). For instance, Vallee and Bloom (2005, p. 192, 194) suggested that: "(...) the four categories and their interrelationships from the present study appear similar to the four characteristics of transformational leadership (...)" and "(...) corresponded to the characteristics of transformational leaders, who had the ability to elicit extraordinary outcomes from their followers and to invest in their maturation process)" and underlining *the vision* as a fundamental component of effective leadership. *The vision* is the key element to understand how coaches develop their successful programs.

These results were aligned with the research of Gould et al. (2013), whose approach to study leadership was to interview ten successful expert coaches to delve into the key elements of leadership training programs for captains and coaches. They concluded that effective leadership behaviours matched those of TL.

When looking at descriptive analysis, two more papers have been recently published, both done with national rugby teams (Hodge et al., 2014; Morgan et al., 2015). Hodge et al. (2014) did in-depth interviews with head and assistant All Blacks coaches. The study examined the motivational climate created by the coaching group as well as their leadership style. The results suggested that using TL strategies (adapted to the team circumstances through the leadership shared with players) and

mastery climate and autonomy-supported coaching, empowered the players through shared leadership, improving team cohesion and players implication, and that in turn contributed to the team's competitive success. Morgan et al. (2015) examined eight autobiographies of head coaches and seven England caps and Captains in the period from 1997 to 2004, in order to understand how to build group resilience into this successful national rugby team. The authors distinguished three phases in the building process of group resilience (early, middle and later team resilience phases), and five variables were identified as a main team resilience processes (TL, shared team leadership, team learning, social identity, and positive emotions). Findings showed that *transformational leadership emerged as a pivotal team resilience process. Specifically, transformational leadership enabled the England team to withstand the setbacks that they collectively encountered, particularly during the early phase, through collective vision development and inspiring players to "start thinking differently and play differently* (Morgan et al., 2015, p. 97).

Vella et al. (2013) evaluated the impact of transformational training programs on coaches' behaviours and athletes' outcomes. To that end, they designed a longitudinal and quasi-experimental research. Findings supported that coaches were rated higher in TL behaviours after the training program, and transformational coaches' behaviours were related to higher levels of developmental experiences of the athletes (personal skills, goal settings, and initiative) when compared to those who did not receive the program, underlining the importance of educational programs on TL for coaches in real-life environments (Vella et al., 2013, Vella, Crowe et al., 2013). With this in mind, those authors recommended taking into account some issues that concern coaches when designing realistic training programs, mainly focusing on how to deal with parents and athletes problems (Vella, Crowe et al., 2013).

Álvarez et al. (2013) augmented the transformational style of a gymnastics coach framing the intervention with the strategy known by its acronym TARGET (Task, Authority, Recognition, Grouping, Evaluation and Time) (Ames, 1992; Epstein, 1989). The results of the intervention showed improvements both in the motivational climate of task involvement as well as in the results of the team's performance during the competitive season.

As we stated previously, TL behaviours are the most recommended in order to obtain benefits for the athletes. Nevertheless, some studies highlight an anomaly with regards to the active transactional leadership behaviours (reward contingent and direction by active exception). In certain contexts these behaviours are seen as desirable and are associated to higher coach efficacy. For example, athletes of the Spanish National Taekwondo Team rated as effective active exception direction behaviours; given that elite level athletes require corrections that will allow them to reach excellence, reducing the possibility of major mistakes. The same thing happens in highly rule-bound contexts, where mistakes could have grave consequences (security systems, health care, military, etc.) (e.g., Álvarez et al., 2010). In the same manner, Beauchamp et al. (2007) reported that the less experienced female students in fitness classes of two universities in the United Kingdom displayed higher self-efficacy levels for overcoming the difficulty of the exercises when the instructor displayed reward contingent behaviours. This did not happen with the expert students.

Transformational parenting

Morton et al. (2011) extended the TL theory to the parenting domain. To this end, they developed and validated the *Transformational Parenting Questionnaire* (TPQ) for use with adolescents. Results suggested that parents could have a positive influence through their transformational behaviours on self-regulatory efficacy for PA, self-regulatory efficacy for healthy eating, and life satisfaction of their adolescent children. Thus, transformational parenting predicted self-regulatory efficacy for PA (more powerful prediction from father than mother), self-regulatory efficacy for healthy eating (more powerfully predicted from mother than father), and life satisfaction (no differences were found between fathers and mothers).

Peer leadership

Peer leadership has been identified as a fundamental element to improve intrinsic motivation and team cohesion (Glenn and Horn, 1993; Price and Weiss, 2013). The effects and development of TL peer leaders has been the central aspect of several researches (Gould et al., 2013; Hodge et al., 2014; Morgan et al., 2015; Price and Weiss, 2011, 2013; Vidic and Burton, 2011; Zacharatos et al., 2000). Thus, Zacharatos et al. (2000) demonstrated that adolescents who perceived their parents displaying TL behaviours when interacting with them, reproduced those behaviours themselves when interacting with their peers. This research confirmed that adolescents were capable of evoking effort from their peers and of being perceived as satisfying and effective leaders, and suggested that relatively stable development of these behaviours in adolescents may have critical implications for later leadership.

In a sample of female soccer players, Price and Weiss (2011) found that perception of a peer leader was related to personal characteristics (perceived competence, intrinsic motivation, behavioural conduct, peer acceptance), similar to those that characterize transformational leaders. The results also showed a relationship between peer leadership behaviours and social cohesion and collective efficacy, underlining the importance of peer leadership for efficacy and success of team goals.

Vidic and Burton (2011) in a sample composed of high school and college athletes at a military institute found that TL was positive associated with task orientation, learning beliefs, social affiliation and recognition orientation, and negatively related to capacity beliefs. This study underlined the importance of strong social orientations among effective leaders, and suggested that those leaders that were rated by peers as a more transformational, transactional and servant leaders were those who believed they could improve their abilities through hard work and effort.

Finally, in relation to preferences of peer leaders, Price and Weiss (2013, p. 275) suggested that *female soccer players valued peer leaders' transformational behaviours for establishing feelings of team harmony, goal attainment, and confidence*.

Transformational teaching in physical education

A recent area of study has been the application of the TL to adolescent PE and health promotion settings that was called Transformational Teaching (Beauchamp et al., 2010, 2014; Beauchamp and Morton, 2011; Bourne et al., 2015; Morton et al., 2010). This teaching style involves *the demonstration of behaviours that empower and inspire students, transcend teachers' own self-interests, and give students the confidence to achieve higher levels of functioning* (Beauchamp and Morton,

2011, p. 133). Beauchamp and Morton (2011) developed a conceptual model and Beauchamp et al. (2010) validated the *Transformational Teaching Questionnaire*. They found that transformational teaching behaviours were related to improved adaptive cognitive (belief and attitudes toward PE, motivation toward PE and PA), emotional (enjoyment of PE, satisfaction with the teacher), and behavioral (effort in-class PA and leisure time PA) responses among adolescents (Morton et al., 2010). The results also suggested that teachers' transformational behaviours predicted self-determined motivation and positive affect responses at the student level (one-to-one) as well as through the positive psychological climate at the class level (group effect). Indeed, transformational teaching behaviours have been found to predict student self-determined motivation and positive affect via direct interaction (individual level) and also via group interaction through climate (group level) (Beauchamp et al., 2010; Beauchamp and Morton, 2011).

Beauchamp and Morton's model proposes (2011) that transformational teaching behaviours will result in changes in school (PE class) as well as after school (PA in leisure time). The model proposes mediating individual variables in and out of the school which impact each other: task self-efficacy (in school) and self-regulation self-efficacy (leisure time), self-determined motivation (in and out of the school), affective and instrumental attitudes towards PE class (in school) and PA outside of school. Other moderating variables included are contact time between teachers and students, the behavioural consistency of professors (length of time the professor is transformational in school) adding these to the cultural norms of the household, the socioeconomic status and the safety or lack of the neighbourhood where the adolescent resides.

More recently, Beauchamp et al. (2014), with a multi-level design, studied if students' perceived transformational teaching of PE teachers predicted students' PA behaviours of within-class PE and also leisure time PA, as well as the mediational role of students' enjoyment within PE class. At the individual level, results confirmed the total mediation of enjoyment between teachers' transformational teaching and PA behaviours within class and in leisure time. At the group level, transformational teaching predicted positively students' enjoyment.

Lastly, Bourne et al. (2015), using a longitudinal design, found that adolescents' perceptions of transformational teaching were positively related to within-class PA and leisure-time PA. The study also found that adolescents' perception of their teachers' confidence in their abilities (relation-inferred self-efficacy) and their self-efficacy beliefs mediated the effects.

Variables Considered as Mediators between Transformational Leadership and Outcomes

Researchers studied correlates considered as mediators between TL behaviours and their outcomes in PA and sport, just like in other contexts. In this section we only review quantitative studies.

Motivation has been studied as a mediator between leadership and outcomes very often in the reviewed literature. Thus, Charbonneau et al. (2001) confirmed intrinsic motivation as a mediational variable between TL and sports performance, underlining the role of TL enhancing intrinsic task motivation. Stenling and Tafvelin (2014) examined the effects of coaches' TL on athletes' positive affects and demonstrated that this relationship was partially mediated by athlete's psychological

need satisfaction (Deci and Ryan, 2000). Beauchamp et al. (2014) demonstrated the mediational role of enjoyment between transformational teaching and PA within class and in leisure time (at the individual level).

Bourne et al. (2015) described the mediation role of relation-inferred self-efficacy and self-efficacy, between transformational teaching behaviours and adolescents' within-class PA and leisure time PA behaviours.

Other social variables have also been considered as mediators, for example Tucker et al. (2010) explored, in a cross-level research model, transformational coaches and parents (*the adult no coach the (non-coach) adult who has the most influence on your attitudes and involvement in hockey*, Tucker et al., 2010, p. 393), and their relation to the endorsement of aggression in team and individual level. Results supported the inverse relation between transformational behaviours of coaches and parents and coach- and parent-reported endorsement of aggression. In addition, the influence of coaches' leadership behaviours on individual players was cross-level fully-mediated via team-level aggression. Finally, it was remarked the importance of social context as a determinant factor of influence in adolescents vs parent influence, thus, the effect of the influence of parents' behaviours disappeared when considering the influence of coach and team over individual aggression. Smith et al. (2013) examined whether intra-team communication mediated the relationship between TL behaviours and task cohesion. The results showed that two of the TL behaviours (fostering acceptance of group goals and teamwork) and task cohesion were partially mediated by intra-team communication. For their part, Lee et al. (2013) found empirical support for affirming that psychological empowerment of professional handball players positively mediated the relation between coaches' TL behaviours and players' organizational citizenship behaviours.

Finally, personality variables have been considered as a mediator as well. For instance, Arthur et al. (2011) studied coaches' TL and the moderator effect of athletes' narcissism on their leader-inspired extra effort. Results confirmed the association between coaches' TL and leader-inspired extra effort. Additionally, the effect of fostering acceptance of group goals and high performance expectations (transformational variables of DTLI) was moderate by athlete narcissism. Arthur et al. (2011, p. 15) suggested that a high narcissistic athlete had less opportunities to *individual self-enhancement and glorification* than those who are lower in narcissism.

There was evidence of some particularities in relation to the main postulates of Bass theory (1985). Beauchamp et al. (2007) studied the power of prediction of transactional and TL behaviours (independent variables) on barrier-overcoming self-efficacy; in-class self-efficacy and scheduling self-efficacy of university exercisers (experienced and non-experienced) of a fitness class. In this study, transformational behaviours were composed by charismatic leadership behaviour (inspirational motivation and idealized influence) and intellectual stimulation and contrary to the TL theory (Bass, 1985), Beauchamp et al. classified individual consideration as a transactional behaviour, as well as the traditionally contingent reward. Their conclusions were that augmentation effect was not confirmed, we think due in part to the wrong classification above mentioned. Even so, they found influence of contingent reward on barrier self-efficacy and scheduling self-efficacy in non-experienced exercisers and no prediction on in-class self-efficacy. None of the leadership

behaviours were predictive in any self-efficacy variables for the experienced exercisers.

Outcomes of Transformational Leadership

In PA and sport domains results have showed the positive relationship between TL behaviours and attitudes, enjoyment (Morton et al., 2010, Price and Weiss, 2013), students and athletes positive experiences (Beauchamp et al., 2010; Vella et al., 2013), enjoyment, within-class PA and also leisure time PA (Beauchamp et al., 2014), self-efficacy and relation-inferred self-efficacy (Bourne et al., 2015), self-regulatory efficacy for PA and healthy eating (Morton et al., 2011), cohesion (Callow et al., 2009; Price and Weiss, 2011, 2013; Smith et al., 2013), perceived competence, enjoyment and collective efficacy (Price and Weiss, 2013), extra effort (Arthur et al., 2011), self-determined motivation (Beauchamp et al., 2010,), intrinsic motivation (Price and Weiss, 2013), sport performance (Álvarez et al., 2013; Charbonneau et al., 2001), life satisfaction (Morton et al., 2011), organizational citizenship behaviours (Lee et al., 2013), lower player and team aggression (Tucker et al., 2010), and well-being (Stenling and Tafvelin, 2014). Finally, TL behaviours have been related to the traditional outcomes of transformational theory (Bass, 1985): athlete's extra effort and the perceived effectiveness of and satisfaction with their leader (Álvarez et al., 2010; Morton et al., 2010; Rowold, 2006; Zacharatos et al., 2000), confirming the augmentation effect (Álvarez et al., 2010; Rowold, 2006) just as shown in other contexts.

Discussion

Transformational leadership has had a huge impact on leadership research in the last decades. The same cannot be said in the context of sport, which is something that has been repeatedly noted by researchers. This fact is paradoxical because of the high applicability of the paradigm to the context of sport and physical activity (e.g., Gomes, Sousa and Cruz, 2006). The aim of this paper was to present the current landscape of international research on transformational leadership in sport and physical activity until April 2015.

Overall, we can say that employing a transformational leadership style confirms the results obtained in other contexts and relates to healthier and more effective motivational styles, both for PA and health as well for performance, and enhancing aspects such as athletes' intrinsic motivation and self-determined motivation, perception of competence, self-efficacy, collective efficacy, self-regulatory efficacy for PA and healthy eating, life satisfaction, cohesion, organizational citizenship behaviours, enjoyment, positive experiences, peak performance, intrinsic satisfaction, commitment and effort, well-being, positive affect and team resilience. TL has also been related to reduction of aggression in sport.

Some of the findings also pointed to other variables that mediated between TL and the impact of the leader behaviours' outcomes. Thus, the personality variable of narcissism (high levels) can reduce the effect of TL on athlete effort because the support and expectations of the leader could be perceived as a pressing factor by highly narcissistic athletes (Arthur et al. 2011). Personal variables of the leaders such as perceived competence, intrinsic motivation, behavioural conduct, and peer acceptance have been suggested as mediator variables on peer leadership perceptions. And social variables such as intra-team communication have also been suggested to enhance team cohesion.

At a time when we see an outpour of intervention programs to increase motivation and adherence to PA and sport (e.g., Duda, 2013), the papers revised here point to TL as an effective tool for these goals. Given the existing empirical evidence that supports it, some academics have pointed out the need to consider the TL paradigm for use in training programs (e.g., Vella et al., 2013; Vella, Crow et al., 2013).

As a result of this review, we conclude that TL is a paradigm progressively applied to the PA and Sport context related to the "activity on the court", and not only to the organizational aspects (as it was until the 21st Century). Additionally, TL has been shown to be an effective leadership style associated with several positive aspects of the PA and sport practice (mostly, motivational, psychosocial and performance aspects). More than that, TL shows how a leadership style can enhance those aspects on their followers.

As a limitation of the study, we want to highlight that due to selection criteria, articles in journals not included in the Journal Citation Reports®, as well as book chapters and doctoral dissertations have not been considered. We know that there are remarkable studies there, but our selection criterion has forced us to leave them outside of the present work.

Finally, in terms of future research the literature hints to the need to continue studying the impact of TL and the factors mediating between this style and performance variables (mainly related to performance, wellbeing and health behaviours). In recent years two new lines of research have emerged: transformational teaching and transformational parenting. It would be important to expand and explore the empirical knowledge of these variables in different cultures and educational levels (i.e. college students). Considering the dearth of studies, we suggest also a larger test of this paradigm in individual sports, given that most of the studies address team sports, and also further study the role of motivational variables as mediators between TL and the consequences of such leadership in the athletes. We also suggest, given that we found no articles, the importance of conducting studies with older adults, to explore the effect that TL may have in this segment of the population in regards to sport and physical activity.

LIDERAZGO TRANSFORMACIONAL EN EL DEPORTE: UNA REVISIÓN INTERNACIONAL

PALABRAS CLAVE: Teoría de liderazgo transformacional, Actividad física, Deporte, Educación física.

RESUMEN: Este artículo ofrece una exhaustiva revisión de la literatura internacional que emplea el paradigma del liderazgo transformacional en el contexto de la actividad física y el deporte. Para ello se realizó un análisis bibliométrico y de contenido de todas las publicaciones internacionales ($n = 28$), clasificando las investigaciones en función de diferentes parámetros como son el contexto (alto rendimiento deportivo, deporte escolar/recreativo, deporte universitario, clase de educación física en la escuela), rol del líder (entrenadores, profesores/monitores, pares, padres), población (adolescentes y adultos) y variables que han sido asociadas con el estilo de liderazgo transformacional. Este estudio apoya el interés y la aplicabilidad del paradigma del liderazgo transformacional al contexto de la actividad física y el deporte. Se discuten las implicaciones y futuras líneas de investigación.

LIDERANÇA TRANSFORMACIONAL NO DESPORTO: UMA REVISÃO INTERNACIONAL

PALAVRAS-CHAVE: Teoria de liderança transformacional, Atividade física, Desporto, Educação física.

RESUMO: Este artigo oferece uma exaustiva revisão de literatura internacional que emprega o paradigma da liderança transformacional no contexto da atividade física e do desporto. Para tal, realizou-se uma análise bibliométrica e de conteúdo de todas as publicações internacionais ($n = 28$), classificando as investigações em função de diferentes parâmetros como são o contexto (alto rendimento desportivo, desporto escolar/recreativo, desporto universitário, aula de educação física na escola), o papel do líder (treinadores, professores/monitores, pares, pais), população (adolescentes e adultos) e variáveis que têm sido associadas ao estilo de liderança transformacional. Este estudo reforça o interesse e a aplicabilidade do paradigma da liderança transformacional ao contexto da atividade física e do desporto. São discutidas as implicações e futuras linhas de investigação.

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