

Leadership

The realm of leadership is a subtle and complex domain and although there is a vast amount of literature on the concept of leadership, it can often prove challenging to apply theory to practice, (Zaccaro & Horn, 2003). If an organisation has gone through considerable changes and has number of new employees it could prove even more difficult to create a functioning team. Therefore, Uhl-Bien & Marion (2008) suggest that leaders should gain an understanding of complexity theory as it offers unique perspectives of organisational behaviour and of the generation of dynamic adaptability. They add that complexity theory argues that complex organisational behaviour is characterised by non linear; emergent change; interaction and interdependency; unpredictability; autocatalytic; and dynamic movement. Therefore, by integrating complexity theory perspectives on organisation change, fluid processes of change may be better understood (Styhre, 2002).

According to Hazy (2008), generative, convergent and unifying leadership are all necessary for a system of human agents to navigate a changing environment. This is a complete contrast to traditional leadership approaches where a top-down approach is often employed (Uhl-Bien & Marion 2008). Complexity theory suggest that leaders should enable as opposed to attempting to control and direct the future (Plowman et al, 2007). Thus, I would focus on shaping the organisation's climate by adopting bottom up approach with the aim of empowering staff. Uhl Bien et al (2007) state that by enabling as a leader it will foster interaction, foster interdependency and inject adaptive tension to help motivate and coordinate the interactive dynamic.

Shaping the Organisation's Climate

The term organisational culture is an emerging focus in sport psychology interventions, (Henriksen, 2015). In Kerr (2013) book 'Legacy' which discusses the successful New Zealand Rugby team and how it has been successful, it highlights how a winning organisation is an environment of personal and professional development, in which each individual takes responsibility and shares ownership.

Schein (1999) states that creating a culture can prove to be difficult as members of staff may have resistance to change. Slater et al (2015) suggest to overcome this a social identity approach is necessary as it places group processes and the connection of people at its cornerstone in understanding individual and group cognition and behaviour. However, Kerr (2015) believes organisational change can be impossible unless Will Hogg's four key stages of organisational change are employed. Below are the key stages Kerr (2015) makes reference to:

- A case for change
- A compelling picture for the future
- A sustained capability to change
- A credible plan to execute.

For a 'case to change' it is important to quickly learn how to work together to achieve the organisation's goals. For a 'compelling' change for the future' I would use Kerr (2015) example of how the New Zealand Rugby team focused on leadership and personal development. By helping staff achieve their personal goals it is believed to have a positive impact on job satisfaction (Lankau & Scandura 2002). To develop a 'compelling picture of the future' I would focus on how we are going to create an environment for players to flourish in and enjoy being part of. To create a 'sustained capability to change' I would ensure that we have good people working at the club who have the right intentions. I would then provide staff leadership responsibilities and encourage them to create an open and honest environment where people are not afraid to share their ideas. To then develop a 'credible plan to execute' I would aim to empower staff by involving them in the decision making on how we would develop a high performance culture to give us the best chance to produce players for the elite level.

The term empowerment comes from a sociology theory and is a process which people gain more control over decisions that affect their lives, (Kidman, 2001). By encouraging collaboration in a culture of change may prove risky as staff may have differences of opinion.

Therefore, it would be vital for me to have a high degree of emotional intelligence and to develop my staff's emotional maturity. Researchers regard emotional intelligence as a capacity to reason with emotions in four main areas of perceiving emotions, integrating emotions into thought, understanding emotions and managing emotions (Goleman 1996). Yukl (1998) suggest leaders with high emotional maturity are considered more capable of maintaining cooperative relationships with subordinates, peers and superiors than people with low emotional maturity. Avery (2004) also suggest that charisma is seen as a emotional interaction between a leader and followers. Daft (1999) believes that charismatic leaders have the ability to inspire and motivate people to do more than they usually would despite obstacles and personal sacrifice. By developing the ability to have an impact on the amount of discretionary effort and commitment staff make could be crucial as the sports industry does involve people working long hours which could have a detrimental impact on their motivation.

Slater (2013) et al provide an example in his research on how Sir David Brailsford developed a social identity and created group values that helped the British cycling team achieve success at the olympics. Thus, I would consider encouraging staff and players to reflect on what the club stands for and then create a set of values that we would adhere to when setting out to achieve our goals. By encouraging the group to create and adhere to values it is suggested that leaders can increase motivation, self worth and well being of group members (Amiot, et al, 2010).

Adopting the social identity approach appears to have many benefits and Slater et al (2015) even suggest that social identification and support can play a positive role in promoting an adaptive psychophysiological response to the ubiquitous stress of organisation change. Sarker (2018) supports this notion by stating that the organisation's vision should inspire those within it to establish a collective identity that embodies cultural and behavioural norms of reacting positively and appropriately to pressure.

Developing a High Performance Culture

As coaches our mission is to nurture, promote and provide the best possible environment for young players to develop and flourish. However, we also understand that not all players will reach the elite level. Therefore, we have a wider responsibility to produce young people who are educated, respected and have the necessary life skills to develop. To achieve this Henriksen (2010) suggests to adopt a holistic ecological approach to talent development which shifts the focus from the individual athlete to the environment in which he or she develops. Henriksen (2015) states that successful talent development programmes share a number of features including: a) opportunities for inclusion in a supportive training community; b) role models; c) support of sporting goals by the wider environment; d) focus on long term development rather than short term success; e) the integration of the factors outside of sport, such as school, family and other components of the environment; and f) a coherent organisational culture.

Conclusion

In conclusion, it has been identified that it is essential to remember that organisations are complex systems so in order to navigate through an unpredictable and ever changing environment it is essential to adopt a bottom up approach. It is evident that organisational culture has a significant impact on performance (Henrikson 2015). Thus, by focusing on shaping the organisation's climate research suggests that it would help in developing an effective team who share the same values, work towards a common goal and are able to adapt to change. This would also will help in creating a high performance culture. When creating a programme for the players it has been recognised that adopting Henrikson (2010) holistic ecological approach will help in focusing on creating the right environment for the players to develop and flourish.

References

1. Amiot, C.E., Terry, D.J., Wirawan, D. and Grice, T. (2010). *Changes of Social Identities Over Time: The Role of Coping and Adaptation Processes*. **British Journal of Sport Psychology**, **45**, 479 - 497.
2. Avery, R. (2004). *Understanding Leadership*. London: Sage Publications Ltd.
3. Daft, R. (1999). *Leadership; Theory and Practice*. New York: The Dryden Press.
4. Fullan, M. (2001). *Leading in a Culture of Change*. Jossey-Boss: San Francisco.
5. Greiner, L.E. (1998). *Evolution and Revolution As Organizations Grow*. **Harvard Business Review: The President and Fellows of Harvard College**, (May - June 1998).
6. Goleman, D. (1996). *Emotional Intelligence - Why it can matter more than I.Q.* London: Bloomsbury Publishing.
7. Hazy, J.K., (2008). *Toward a Theory of Leadership in Complex Systems: Computational Modelling Explorations*. **Nonlinear Dynamics, Psychology and Life Sciences**, Vol. **12**, No. 3, pp. 281 - 310.
8. Henriksen, (2010). *Holistic Approach To Athletic Talent Development Environments: A Successful Sailing Milieu*. **Psychology of Sport and Exercise** **11**, 212 - 222.
9. Henriksen, K. (2015). *Developing a High Performance Culture: A Sport Psychology Intervention From an Ecological Perspective in Elite Orienteering*. **Journal of Sport Psychology in Action**, **6.3**, 141 - 153.
10. Kerr, J. (2013). *Legacy: 15 Lessons in Leadership*. Constable & Robinson Ltd: London.
11. Kidman, L. (2001). *Developing Decision Makers: An Empowerment Approach to Coaching*. Christchurch, NZ: Innovative Print (pp. 11 - 21).
12. Lankau, M.J., & Scandura, T.A (2002). *An investigation of Personal Learning in Mentoring Relationships: Content, Antecedents and Consequences*. **Academy of Management Journal**, August 2002.
13. Marion, R. & Uhl-Bien, M. (2002). *Complexity V Transformation: The New Leadership Revisited*. Presented at **Managing the Complex IV—Conference on Complex Systems and the Management of Organisations**, Ft. Meyers, Florida, December 2002.

14. Meindl, J.R., Ehrlich, SB. and Dukerich, JM. (1985). *The Romance of Leadership*. Sage Publications: Vol 30, No.1, pp. 78 - 102. Society for Chaos Theory in Psychology & Life Sciences.
15. Nadler, D., Shaw, RB. and Walton, AE. (1995). *Discontinuous change: leading organizational transformation*. (1st ed.). Jossey Bass: San Francisco.
16. Plowman, D.A., Solansky, S., Beck, T.E., Baker, L., Kulkarni, M. and Travis, D.V. (2007). *The role of leadership in emergent, self-organization*. Leadership Quarterly: Volume 18, Issue 4, pp. 341 - 356. (Accessed Online at: <https://www.sciencedirect.com/science/article/pii/S1048984307000707> 3/3/2018).
17. Sarker, M. (2018). *Developing Resilience in Elite Sport: The Role of the Environment*. The Sport and Exercise Scientist. Issue 55, Spring 2018.
18. Slater, M.J. Evans, A.L., and Barker, J.B. (2013). *Using Social Identities to Motivate Athletes Towards Peak Performance at London 2012 Olympic Games: Reflecting for Rio*. Reflective Practice: International and Multidisciplinary Perspectives, 14 (5), 672 - 679.
19. Slater, M.J, Evans, A.L. and Turner, M.J., (2015). *Implementing a Social Identity Approach For Effective Change Management*. Journal of Change Management, DOI, 10.10/80/14697017.2015.1103774.
20. Styhre, A. (2002). *Non-linear change in organizations: organization change management informed by complexity theory*. Leadership & Organization Development Journal, Vol. 23, Issue: 6, pp. 343 - 351. (Accessed Online at: <http://www.emeraldinsight.com/doi/abs/10.1108/01437730210441300> 4/3/2018).
21. Torrance, J. (2015). *How to Manage Change in a Fast Growing Business: Your company needs to evolve as it takes on more staff and clients*. Management Today. (Accessed Online at: <https://www.managementtoday.co.uk/manage-change-fast-growing-business/article/1339362> 3/3/2018).
22. Tushman ML., Newman, WH. and Romanelli E. (1986). *Convergence and Upheaval: Managing the Unsteady Pace of Organizational Evolution*. California Management Review, 29 (1).
23. Uhl-Bien, M., Marion, R. and McKelvey, B., (2007). *Complexity Leadership Theory: Shifting leadership from the industrial age to the knowledge era*. Leadership Institute Faculty Publications. 18. (Accessed online at:

<https://digitalcommons.unl.edu/cgi/viewcontent.cgi?referer=https://www.google.co.uk/&httpsredir=1&article=1017&context=leadershipfacpub> 5/3/2018).

24. Uhl-Bien, M., & Marion, R. (2008). *Complexity Leadership - Part 1: Conceptual Foundations*. **Leadership Horizons: Information Age Publishing Inc, United States of America.**
25. Yukl, G. (1998). *Leadership in Organisations*. **NJ: Prentice-Hall.**
26. Zaccaro, S.J., & Horn, N.J. (2003). *Leadership Theory and Practice: Fostering an Effective Symbioses*. **Leadership Quarterly: Volume 14, Issue 6.**

PCS



Player Centered Sports