



Activity Pack for BTEC Nationals in Sport

Unit 4: Sports Leadership

For Pearson BTEC Level 3 National:

Extended Certificate in Sport (601/7218/6)

Foundation Diploma in Sport (601/7220/4)

National Diploma in Sport (603/0460/1)

National Extended Diploma in Sport (603/0459/5)

National Diploma in Fitness Services (601/7215/0)

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Teacher's Introduction

This pack provides interactive and fun activities which can be used to test and aid the learning of information that is delivered in Unit 4 of BTEC Nationals (Level 3) in Sport.

The resource follows the specification in the order provided. The activity cross-reference table provided at the beginning of the resource is a useful tool for locating the learning aims that are covered in each activity and identifying the type of activity that is used.

A range of activities is used in this pack, which are designed to be completed individually, in pairs and in large groups / class groups. Some activities are classroom based, while others are practical and can be completed outside or in sporting facilities, depending on their availability. The type of activity can be identified by the icon in the top right-hand corner of each activity:



= individual activity



= pairs activity



= group activity

Note that some activities are suitable for varying numbers of participants. This information can be found in the activity cross-reference table. You may wish to adapt the number depending on the suitability.

These activities are designed to be completed by the students with little input from the teacher required. However, where relevant, teacher's notes have been provided in order to aid the delivery of the activity.

Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

Free Updates!

Register your email address to receive any future free updates* made to this resource or other Sport resources your school has purchased, and details of any promotions for your subject.

* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

Go to zzed.uk/freeupdates

Specification Reference

Activity No.	Specification Reference		Activity Title
1	A1	Different leadership roles	Job Description
2	A1	Different leadership roles	Job Application
3	A2	Skills, qualities and characteristics	Act Out
4	A2	Skills, qualities, characteristics and application	Guess Who
5	A2	Skills, qualities, characteristics and application	Same, but Different
6	A3	Importance and effective use	Radio Podcast
7	B1	External psychological factors	Moving Discussions
8	B1	Internal psychological factors	Conference
9	B1	Importance of psychological factors	Tweet Off
10	B2	Leadership theories/forms	Book Club
11	B2	Leadership can include	Leadership, What is It?
12	C1	Effective leadership roles could encompass	Staff Training Day
13	C1	The ability to create an inspiring event and lead by example	PE Department
14	C1	The ability to empower, inspire and energise people	Preseason
15	C1	Expectations of effective leadership in a team	Practically Perfect
16	C2	Practical skills	Forms of Leadership
17	C2	Types of effective leadership styles	Mysocioface
18	C2	Types of effective leadership styles	Who is Who?
19	C3	Leading a sport activity	Follow the Leader
20	C4	Effectiveness and impact of leadership on sports session	How is the Leader?

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Activity 1 - Job Description

Your task is to help the administration team create a job advertisement for one of the positions within the sports industry (listed below). Choose which job role you are going to create first, then fill in the form below. The advertisement must be specific; therefore, you may want to research the job role and take notes of the key points of the job before writing your final copy. You must ensure the advertisement includes the job title, job description, required attributes of the desired candidate and key responsibilities.

Keywords that you should consider adding: **conduct, appearance, child protection, ethics, communication, language, quality, obligations, insurance, health and safety, experience, qualifications.**

Choose one of the following job roles: activity leader, coach, teacher, instructor, trainer, team manager, scorekeeper, first aider, health and safety officer, risk assessor.

Job title / Department of:	Salary:
Reports to:	Hours per week:
Description of job:	
Required attributes:	Key responsibilities:
Skills and qualifications required:	Previous experience:
Other:	
Contact details:	

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Activity 2 - Job Application

The aim of this activity is for students to gain experience of applying for and interviewing in the sporting industry. This activity is a follow-on from activity 1.

There are 13 job roles:

- activity leader
- coach
- teacher
- instructor
- trainer
- manager
- official
- table official
- team manager
- scorekeeper
- first aider
- health and safety officer
- risk assessor

Therefore, there should be 13 volunteers, with each person being the 'interviewer'. The rest of the class will be the interviewees (note: alternatively, specific roles can be chosen).

The interviewers:

1. The chosen interviewers should get familiar with the job they are providing for. If a student was interviewing for the role of a coach, they should be aware of the skills and abilities required for a coach.
2. All interviewers can group together (for 5–10 minutes) to discuss questions they have and can take any notes required (using the interviewer worksheet).
3. Each interviewer should then set up their own table and two chairs, with the other chair waiting for their candidates, who will come around for their interview activity.

The interviewees/candidates:

1. The rest of the group are going to be 'interviewees' for two jobs of their choice.
2. Each interviewee should choose which job they are going to interview for (it should be the job they created a job description for in activity 1, as this will be familiar to them). They should be researching their jobs, ready for their 'interview' (using the 'interviewee worksheet').
3. In turn, interviewees should be interviewed for their chosen roles, such as a coach, at the appropriate interviewer's table. Each interview is to last for 3–5 minutes. When it is their turn should observe interviews and take notes / consider giving feedback on the interviews.

When each person has had their two interviews and all have finished, the interviewer should ask the class to whom they would give the job and why. This should highlight key interview questions, research and confidence.

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Activity 2 - Job Application (Interviewer)

You are an interviewer for the role of _____
are an expert on the job role; you should know the job description and responsibilities
the key attributes required for the right candidate. You should ask the same questions
candidate with the best answers and who demonstrates sound knowledge and experience.

First, write down four questions you are going to ask each candidate.

- 1)
- 2)
- 3)
- 4)

Then, take notes of candidates' answers using the table below; this will help you to decide

Name of applicant	Job description met	Key attributes met

The person I am going to employ is _____.

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Activity 2 - Job Application (Interviewee)

You are going to be interviewed for the roles of _____ and _____

It is important that you are well prepared for each interview; you should know the job well, and have a good idea of the key attributes required. You are going to be asked questions. You should answer each question well, highlighting how you meet the criteria of the interviewer why you are the right person for the role using evidence of your experience.

Remember, those with the best answers and who demonstrate sound knowledge and skills are most likely to be successful. Before the interview, you should take notes of the job roles you are applying for. Use the table below to help you prepare.

Jobs that I am interviewing for	Job role 1:	Job role 2:
What I know about the job role		
How I meet the key responsibilities		
How I meet key attributes		
Other		

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Activity 3 - Act Out

Cut out the individual skills, qualities and characteristics of leaders provided in the half, so that students cannot see what is written on them.

Ask one student at a time to come to the front and pick out one of the pieces of paper. They should then act out what they have picked. For instance, if a student picked out the skill of 'confidence', they should act out what they are confident as best as they can, until someone within the class raises their hand and guesses the skill or characteristic. Note: Students may speak, but must not reveal the chosen word.

Students should interpret and discuss whether each cut-out belongs to the 'skill' category and complete the student worksheet provided.



Rapport-building (Skill)	Knowledge of sports skills (Quality)	Committed (Characteristic)	Collaborative (Skill)
Patient (Skill)	Engaging (Skill)	Confidence (Skill)	Knowledge of and laws (Quality)
Good demonstrator (Skill)	Understanding mental needs of participants (Quality)	Objective (Characteristic)	Fearless (Skill)
Driven (Characteristic)	Authoritative (Skill)	Forgiving (Skill)	Attentive (Characteristic)
Patient (Characteristic)	Empowering	Good communication (Quality)	Approachable (Characteristic)
Good communication (Skill)	High confidence (Quality)	Good listener (Skill)	Consistent (Characteristic)
Goal orientated (Characteristic)	Organised (Skill)	Persistent (Characteristic)	Vocal (Skill)
	Motivator (Skill)	Forgiving (Characteristic)	Firm (Characteristic)

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Activity 3 - Act Out

Complete the worksheet below once you have guessed the term that one of you into the table below, indicating whether it is a skill, quality or characteristic. Then what the term means; you may use an example to help support your description

You should add a minimum of five terms for each category below.

Skills:

Skill	Brief description

Qualities:

Quality	Brief description

Characteristics:

Characteristic	Brief description

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Activity 4 - Guess Who


Choose five volunteers and secretly give them each a sporting role below (without

Roles:

- captain
- coach
- official
- teacher
- personal trainer/instructor

One at a time, each 'role' has to come to the front and the class are going to play members should ask questions regarding each 'role', with the aim of determining instance, 'Do you have to be inspiring'? The rule is that answers can **only** be 'yes

In order to guess the correct role, students must use the worksheet and tick off each aim is that it would then leave behind the correct answer. You may support volunteers below, to support them in their understanding of each of the different roles, and

 Captain	<ul style="list-style-type: none"> • Acts as a liaison between team and coach or official. • Manages the team where required, such as by notifying the team of important • Can read the game well and is confident in making decisions; as well as being • Inspires the rest of the team and motivates team members when they are • Has a high level of knowledge of the rules of their sport. • Applies and demonstrates strategies and tactics well and will also encourage • Communicates effectively with teammates and is vocal. • They may also have to make a decision at the beginning of the game, such as • They are usually sought after by a referee should a foul or decision come in
Coach	<ul style="list-style-type: none"> • Provides training and guidance to athletes so that they can develop to their • Analyses athletes' performance, either using technology, i.e. cameras or just • Provides feedback on performance, such as positive or negative feedback, and • Shares knowledge and experience of the sport, regarding rules, tactics and • Ensures the welfare of the athlete, i.e. providing safe demonstrations first of • Motivates the athlete, i.e. by tangible or intangible methods, such as reward
Official	<ul style="list-style-type: none"> • Has a strong understanding and application of fairness and equality during • Must be impartial at all times. • Enforces safety during play, i.e. in rugby, punishing those who perform a sport • Is able to remain calm and authoritative, even when being verbally attacked • Is highly knowledgeable and has a great depth and understanding of the rules • Enforces the rules and regulations of the game and fairly stops or punishes • Ensures that the competition runs smoothly.
Teacher	<ul style="list-style-type: none"> • Provides a wide range of sports and activities throughout the academic year • Imparts knowledge on a variety of skills and activities for multiple sports. • Encourages a healthy and active lifestyle, including participation in sport and • Tends to specialise in one or more sports, knowledge of which can be shared • Tends to focus on participation and involvement rather than outcome of per • May organise clubs and teams outside of the curriculum, such as competition
Personal trainer/instructor	<ul style="list-style-type: none"> • Creates personal fitness programmes that are tailored to the individual. • Develops health and fitness goals for their clients and helps them to achieve • Ensures health and safety at all times, such as by teaching how to use certain • Has a knowledge of human anatomy and physiology. • Conducts screening to identify existing health problems, e.g. injury. • Motivates, encourages and inspires others. • Maintains data protection and client confidentiality.

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Activity 4 - Guess Who

Your teacher has chosen five volunteers, who are each given a specific sports role. Your teacher will give you a specific sports role, one role at a time. Work together as a class and ask specific questions to guess the role. For example, 'do you provide sponsorship to clubs?' Using the 'Guess Who' worksheet provided, you will ask questions of each volunteer (X¹), next to irrelevant job roles, until you narrow it down to one. You will then put your peer's name next to that job title. You can then repeat for the other volunteer, to eliminate a role.

			
Elite athlete	Captain	Volunteer	Sports psychologist
			
Spectator	Cameraman	Linesman	Team manager
		 CHIEF EXECUTIVE OFFICER	
Participant	Sponsor	Stadium CEO	Commentator
			
First aider	Trainer	Teacher	Health and safety officer

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Activity 5 - Same, but Different

Following on from activity 4, discuss for 10 minutes with the class any similarities within sport and of leaders. For instance, it is important for any sports role to possess certain skills and it is important to get on well with other people and it is important to have a good understanding of the rules of the game.

Then, discuss with the class what particular skills, qualities and characteristics make a leader different to other sport-based roles. For example, unlike an official, a team captain is a good motivator. You may wish to create columns or diagrams on your board; then discuss how they perform their task.

After the discussions, the class are going to work individually and go through the scenarios with the students to provide scenarios as to how different leaders can put their skills, abilities and experience to practice within sport.

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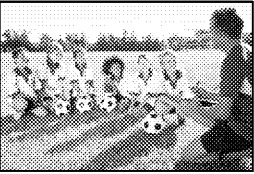
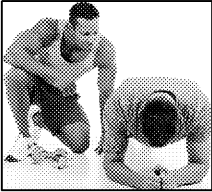




Activity 5 - Same, but Different

So far, you have identified key skills, qualities and characteristics of leaders. Next, create scenarios / practical examples of your choice, of how leaders put their skills, qualities and characteristics into practice. For example, *a coach can inspire their rugby team by organising a trip to watch professional play.*

For each leader, consider how:

They **lead by example**, they are **ethical**, they have **integrity** and **potential**, they have **vision**, they are **confident**, they are **committed**, they **inspire** others, they are **not afraid** to fail.

Leader	Practical scenario
<p>Coach</p> 	
<p>Teacher</p> 	
<p>Personal trainer</p> 	
<p>Activity leader</p> 	
<p>Captain</p> 	

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Activity 6 - Radio Podcast

Working in pairs, take it in turns to discuss the questions given below and note down your answers in the table below. You can use your phones (or other recording devices) to record your discussions.

Once all questions have been discussed, you can share your recordings back to the class and discuss the different points others made.

Importance and effective use of skills, qualities and characteristics when leading

Questions	Answers
<i>What is the importance of different leadership roles in helping athletes develop to their full potential?</i>	
<i>What is the importance of different leadership roles for creating the right conditions for improvements to take place?</i>	
<i>What is the importance of different leadership roles when educating participants and developing their knowledge and understanding of sport?</i>	
<i>What is the importance of different leadership roles in order to maintain order and ensure all rules and regulations are implemented effectively?</i>	
<i>What is the importance of different leadership roles to enthuse and motivate individuals and teams, ensuring the team is heard?</i>	
<i>What is the importance of different leadership roles to help an individual or group to achieve their fitness goals?</i>	

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Activity 7 - Moving Discussions

There are seven external psychological factors which affect leadership. Complete the questions on each of the given terms and apply your knowledge to sporting scenarios. Discuss your answers first with your classmates before writing down your key points below.

<p>Group/team cohesion</p> <p>Explain how team cohesion may impact on a new netball team that's just formed and one that's been together years.</p>	<p>Explain how rowing and how the</p>
<p>Personalities</p> <p>How do the personalities of a tennis player and a hockey player differ?</p>	<p>Rings</p> <p>How do a-5</p>
<p>Confidence</p> <p>If a badminton player is low on confidence, what can a coach do to improve it?</p>	<p>Give examples of be given to a nov</p>
<p>Anxiety and arousal</p> <p>Draw a graph to show arousal's relationship with performance and suggest how a coach can help control stress and anxiety in an athlete.</p>	<p>Strategie</p>

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Activity 8 - Conference

As you are an expert, you have been asked to talk at a conference, where you will be talking to other sports leaders in sport. The conference is about the 'Internal psychological factors impacting performance'. You will take notes with you on stage to prompt you during your speech, to ensure you do not forget any key points.

For this activity, you are going to research each key factor that you are going to talk about. Then, write down key points on each of the cue cards (provided below), that will help you remember. You are free to watch the following link for ideas on how to prepare: [zzed.uk/9597-conference](https://www.zzed.uk/9597-conference)



Introduction	Attribution theory / self-confidence
<p>Good afternoon everyone, my name is...</p>	
Past experiences	Self-serving bias
Other notes	Conclusion

Once prepared, deliver your speech to members of your class.

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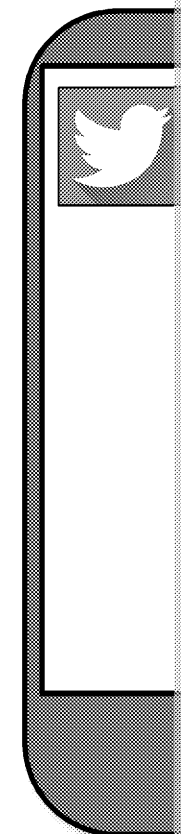
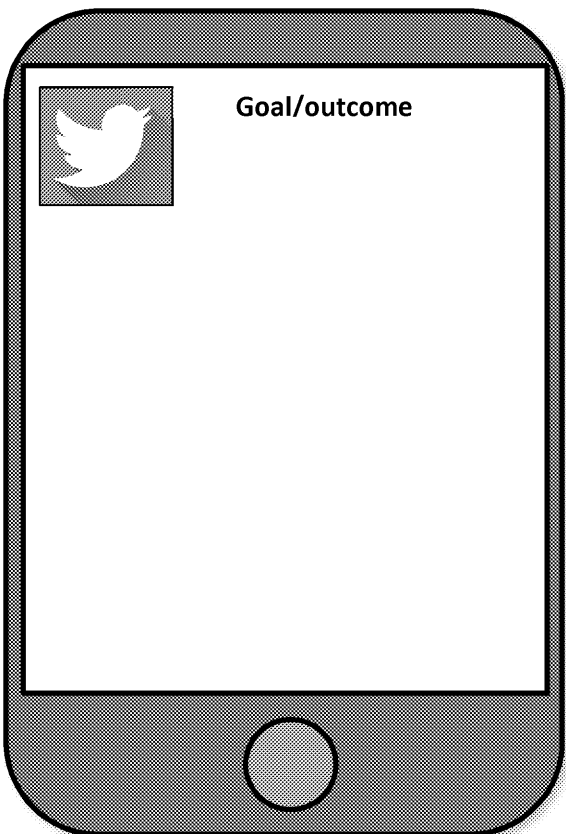
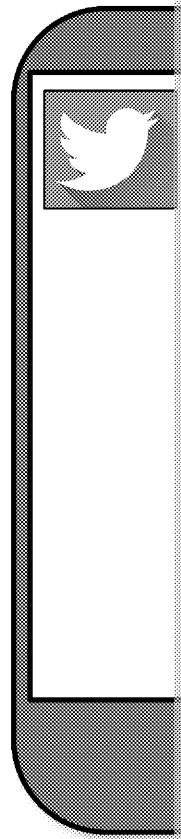
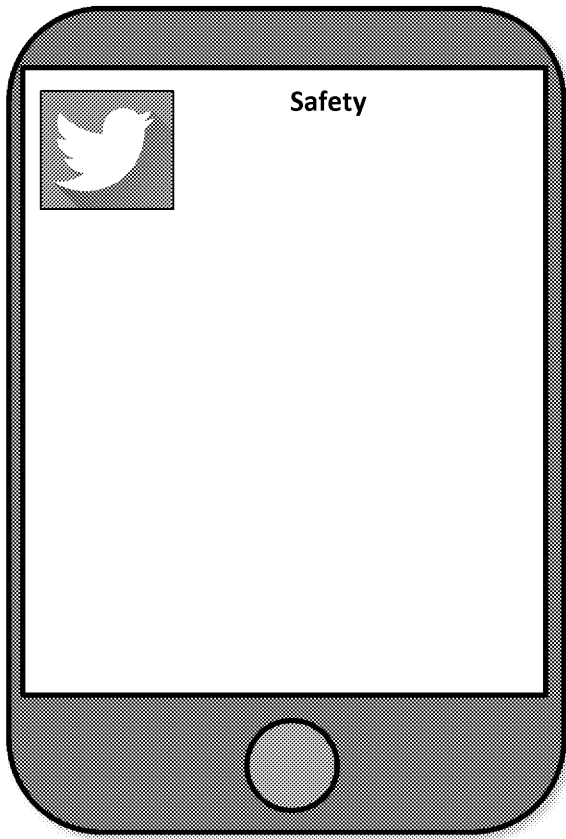
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Activity 9 - Tweet Off

Working in pairs, draw and write four tweets which demonstrate the **importance of safety, environment, goal/outcome and participant interaction**. Choose your best tweets to share with the class. The class will come together to decide which pair has the best tweets.

Note: You can only use **140 characters per tweet** and each tweet must come with a drawing.



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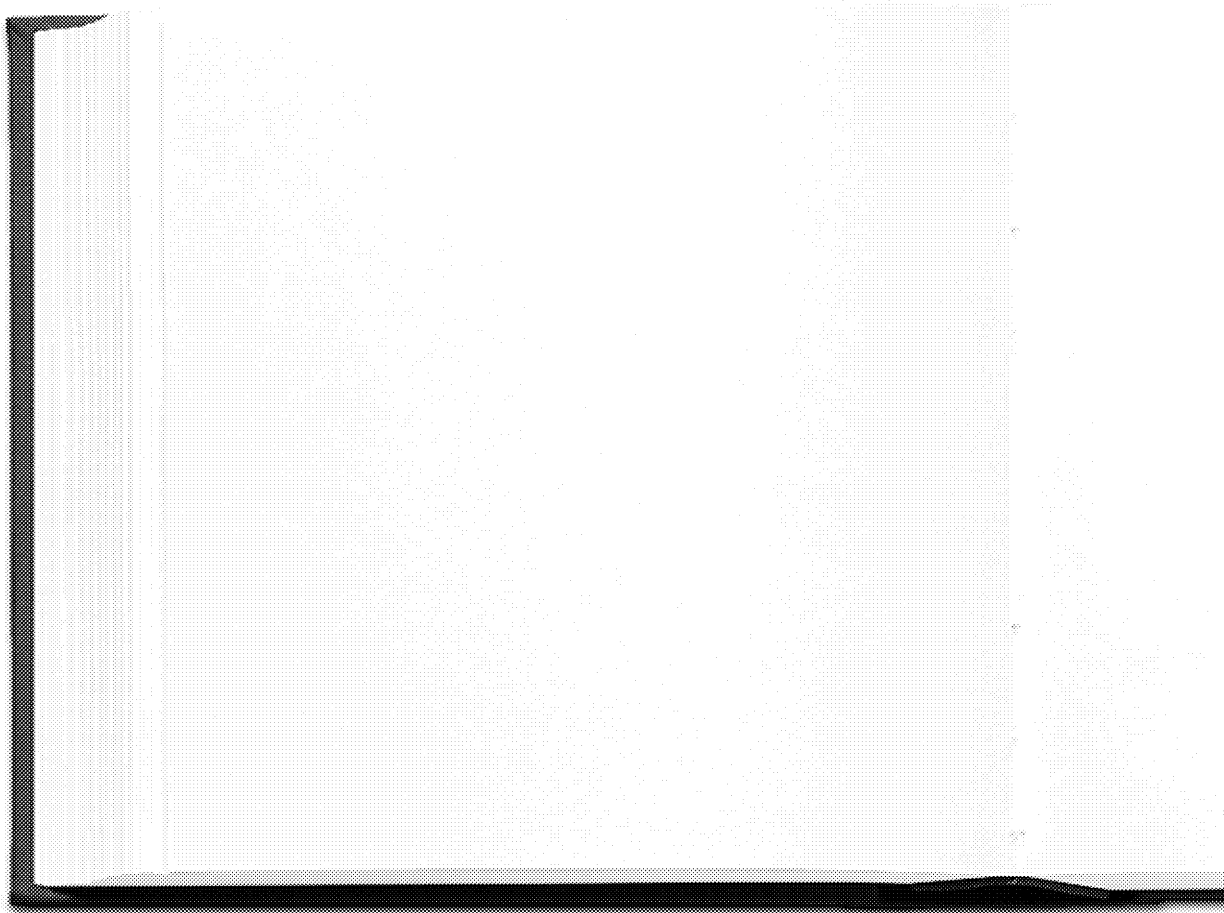


Activity 10 - Book Club

Working in pairs, you are going to contribute two pages on leadership theories for a new leadership book. You are

- detail on: **situational leadership, transformational leadership and transactional leadership**
- images regarding each type of leadership (listed above) to aid learning
- top tips and facts about each type of leadership (listed above)

Before making the 'real thing', use the template below to design your two pages. Use the space around the book where, as well as where you're going to place images. Once your plan is complete, find a computer and using Mic



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Activity 11 - Leadership, What is It?

Working in small groups (3–4 people), you are going to work together to identify what leadership is and what leadership isn't.

Cut out each example below and sort each into a pile of 'Leadership is' and 'Leadership isn't'. When you are finished, fill in the table underneath, writing down your final answers.



Having a clear vision	Building self-confidence
Telling people what to do	Making people do what you want
Arguing with people until you get your own way	Finding solutions
Not listening to anyone	Having a positive attitude
Having a positive attitude	Giving up when something is difficult
Always seeing the worst in everything	Focusing on the positive
Putting blame on others	Deciding what to do
Having perseverance	Planning, organising and delegating
Learning from failure	Pushing people to do their best

Leadership is...	Leadership isn't

After you have finished sorting into two piles, join another group to compare answers.

- Discuss why you chose to put the answers where you did.
- Establish differences and similarities.
- Identify if any examples could be in both.
- Provide examples of each (depending on the time available).

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Activity 12 - Staff Training Day

Working in pairs, you are the team manager and manager of activity leaders and activity instructors at a leisure centre. A recent email has suggested that some of your staff members have expressed how they are struggling with their leadership skills. The following were the key challenges they were facing:

- confidence in leading a group to improve and succeed in achieving a common goal
- the ability to control and educate a team to reach a goal
- knowledge to develop the skills, techniques and tactical understanding of a team effectively
- the ability to share a team's goals and motivate them to achieve their full potential

Working together, design a **creative staff training day** that is going to improve your staff's leadership skills.

Ideas for the day:

Additional notes:

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Timetable for staff training day

You should use this template to help you plan the day that you lead when completing work experience

Aims and objectives of the training day		
Equipment required		
Session details	Date:	Time

Component	Time	Activity (include diagrams of drills and activities where appropriate)	Organisation notes <ul style="list-style-type: none"> • Consider when to split into smaller groups • What equipment is required?
Introduction/ warm-up			

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Component	Time	Activity (include diagrams of drills and activities where appropriate)	Organisation notes • Consider whether to split into smaller groups • What equipment is required?
Main activity			
Plenary/ debrief			

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Activity 13 - PE Department

Working in groups (3–4 people), pretend you are teachers of a school PE department. You have noticed that over recent months, more of your students are skipping PE lessons. There has also been a significant reduction in the number of students taking PE for the GCSEs, and a reduction in the number of students taking part in sports clubs inside and outside of school.

You have a portion of the annual budget left over, which you can spend. Discuss and plan how you are going to spend the remaining £5,000 budget and create an **inspiring event** – your aim is to inspire your students to want to be active.

Fill in the sheet below to help guide you in creating your inspiring event.

What is the aim of your inspiring event?

To allow students to have a great day watching sport and for them to leave feeling athletes and the atmosphere and for them to want to join in with sport at the

How many students will take part?	What ideas do you have?	What will you need?
<i>Fifty students from each year group will participate...</i>	<i>Students will be taken on a trip to watch the Six Nations Final (rugby)...</i>	<i>Coaches and teacher support...</i>

Your inspiring event (You may wish to draw or write here)	Time
	How much will this event cost?

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Activity 14 - Preseason

You are a sports coach who notices your team are unmotivated, bored and lacking something about it. Using your £2,000 budget, design a creative **preseason plan** to **empower, inspire and energise** your team over the 1-week preseason period.

Notes on empowering, inspiring and energising:

How will you empower?	How will you inspire?	
<i>Allow them to lead more</i>	<i>Watch exciting matches on TV</i>	<i>Ma</i>

How will you spend the budget?

Equipment	Facilities	Trips	
			<i>Hu pro</i>

Preseason week overview:

Monday	Today's aim:
	AM:
	PM:
Tuesday	Today's aim:
	AM:
	PM:
Wednesday	Today's aim:
	AM:
	PM:
Thursday	Today's aim:
	AM:
	PM:
Friday	Today's aim:
	AM:
	PM:

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Activity 15 - Practically Perfect

Working in pairs, discuss and write down one positive and one negative practical expectation listed below, using a sport of your choice.

Expectations	Positive example in practice	Neg
Communicate effectively		
Work as a team		
Help each other		
Confident		
Fair to all participants		
Fair to other team members		
Optimistic		
Trustworthy		
Employ rules and regulations successfully		
Keep scores accurate		
Show good knowledge		
Patient		
Show passion for the activity		

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Activity 16 - Forms of Leadership

You or a volunteer student is going to teach a 20-minute lesson to the rest of the class.

The lesson can be on a skill within a sport of your choice, depending on equipment available. For example:

- the different types of passing skills in netball, i.e. bounce pass, chest pass
- a swimming stroke, i.e. breaststroke
- how to do a lay-up in basketball
- how to do a tennis serve
- how to do a sprint start

For example, if the coach has chosen to teach the students how to do a sprint start:

- the correct sprint start position (you may or may not have blocks available)
- reaction time
- the rules of a sprint start (i.e. movement before the gun results in immediate start)
- how to push away from the start quickly and effectively
- how to drive (i.e. head down and slowly stand tall, driving arms hard and fast)
- the importance of staying in their lane

The aim of this activity is that the coach leading the lesson will **change** how they lead, and therefore, demonstrating to the other students the practical skills of the three different forms of leadership.

The following table is a list of skills required for each form of leadership; you should be able to see clear differences in leadership. When students think that you have changed your leadership, they should call out when they think you have changed, to which leadership form you demonstrated this; for example, suddenly punishing a student for doing the technique they didn't previously.

The three forms of leadership are:

Situational leadership	Transformational leadership	
Ability to adapt to situations	Projects passion and inspiration	Me
Adapts leadership to the needs of the performer	Enjoys the process of achieving a target in addition to the goal	
Works towards tasks	Encourages creativity	
Recognises performers who have low motivation or ability	Develops supportive relationships	
Recognises performers who have high motivation or ability	Has a clear vision	En
Allows situations to unfold	Leads by example	
Is motivating	Well-trusted and respected	

After the session, the students should fill in the worksheet provided regarding the

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Activity 16 - Forms of Leadership

You have just taken part in a practical sports session, where you experienced your own leadership theories while teaching you a skill. Now it's time to reflect on this to understand what leadership looks like and what forms it can take.

Try and remember back to the session you just took part in. For each of the forms of leadership, what was the leader's focus, and what practical skills they demonstrated. For each skill, how the leader demonstrated this while they were teaching you the new skill.

	Practical skills demonstrated	How the leader demonstrated this
Transactional leader		
Transformational leader		
Situational leader		

Next, for each form of leadership, come up with two situations/scenarios, including athletes that each type of leadership is suited to and why.

	Scenario 1	Scenario 2
Transactional leader		
Transformational leader		
Situational leader		

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Activity 17 - Mysocioface

Divide students into groups of five. Each group is going to work together to create a profile for each type of leadership style using the worksheet provided, to describe and represent each type of leadership character to represent each style.

The styles are:

- autocratic style
- democratic style
- laissez-faire style
- transformational style
- paternalistic style

After each group has created their profile for their type of style, have a discussion

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Activity 17 - Mysocioface

MYSOCIOFACE	
Insert picture here	Status Type your status here...
Personal details Date of birth:	
About me	
Top friends	
Likes	
Dislikes	

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Activity 18 - Who is Who?

Cut out each characteristic below and sort each into their respective piles of 'types'.

- autocratic style
- democratic style
- laissez-faire style
- transformational style
- paternalistic style



Sole decision-maker	Shares responsibilities	Control given to players
Hands-off approach	Focuses on completing goals	Cares for players
Absolute authority	Players make decisions	Collaborative decision making
Moral integrity	Ignores opinions of others	Acts with kindness
Training will continue until each player has scored two goals each.	Telling the captain to lead the warm-up and drills for the first half of training.	The team requested that they have a strength conditioning session but the leader has chosen to do a session on offensive tactics.
Delegates tasks to members who may be inclined towards social loading.	Acknowledging that a member has an injury and forcing them to sit out of training until they have fully recovered.	Use of feedback, such as positive and negative reinforcement, in order to help the players to be the best that they can be within their sport.
Players' performance has plateaued in recent weeks.	Has the ability to control the players by gaining their respect and trust so that they listen when spoken to.	Informing the team that today they are going to be working on their defensive tactics.
While working on serving in tennis, the leader has decided that the athlete has to achieve 75% aces in the session.	Recognises hard work and talent and informs the players when they are doing a good job.	Teaching the rules and ethics of the sport, such as the shame of doping and cheating.
Concerned coach	Allowing the team to decide who to nominate as captain	

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- 2) Now, you should consider which leadership style you are likely to be. Try and lead a session or part of a session. Write a journal to reflect on this session and the style you employed. Give examples in your answers.

I think I am likely to be

leader, because.....

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Activity 19 - Follow the Leader

Use the template below to plan a lesson that you are going to teach the rest of the

What are you going to be teaching? What are the aims/objectives of the session?

Session details	Date:	Time:	Location:
Participant details	Number:		Ability:
Aims and objectives			

Implementing the SMARTER targets into your session:

Specific	
Measureable	
Achievable	
Realistic	
Time-related	
Exciting/evaluated	
Recorded/reviewed	

Type of leadership role you are going to adopt:

Type of leadership style you are going to implement and why:

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Use this template to design your own lesson plan. To include: What are your timings? What equipment needs of your athletes? Are you going to give rest breaks? Once you have designed a plan, you may wish to

Component	Time	Activity (Include diagrams of drills and activities where appropriate.)	Organisation notes <ul style="list-style-type: none"> • Consider when to split into smaller groups • What equipment is required?
Introduction/ warm-up			

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Activity 20 - How is the Leader?

Following on from activity 20, pick a volunteer who is going to be leading other sessions they planned. (Note that this may have to be in the next session.)

Once the leader has been chosen, split the class in half.

One half is going to be taking part in the session as the participants, while the other half is observing the session, with the aim of assessing the leader's effectiveness during the session.

Once the lesson is complete, choose another leader. Those who took part in the session this next session. Likewise, those who were observing the previous session should take part in this next session.

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Activity 20 - How is the Leader?

Following on from activity 20, you are going to be observing the leader's effectiveness during their planned session. Use the worksheet provided to draft a peer appraisal form.

Name of leader:	Appraisal date:	Brief description of session:
-----------------	-----------------	-------------------------------

What were the aims and objectives of the session? Were they achieved?

Please rate the following statements out of 5 (1 being lowest and 5 highest)

Statement
The leader was clear on the aims and objectives of the session.
The leader effectively implemented the SMARTER techniques.
The leader chose an effective leadership style.
Give an overall appraisal rating based on your experience.

Explain how the leader demonstrated subject knowledge.

Briefly highlight some of their strengths.

Identify any areas for improvement with a clear action plan.

Any additional notes (e.g. their productivity, relationship with others, commitment to safety of others)

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Answers

Activity 1 – Job Description

Students should demonstrate that they have adequately researched for their chosen job and highlight the job title, job description, attributes and key responsibilities of that specific role.

Job title / Department of: Coach / Department of Education / **Reports to:** Head of PE
Salary: £20,000 / **Hours per week:** 30

Description of job: The role is to provide expert advice to participants in order to help them use their existing skills to enable them to become better performers in their sport. The coach will coach 10 hours per week, per sport. We are specifically looking for a coach who specialises in hockey, netball and basketball. The candidate should provide evidence of coaching qualifications and relevant experience. Work is required Monday–Saturday; therefore, the job will require some weekend work. The job role also involves taking students to competitions; therefore, a clean and valid driver’s licence is essential. Apply by emailing hi@highwayschool.com

Key responsibilities:

- coach 10 hours of hockey per week
- coach 10 hours of swimming per week
- prepare students for pre-season
- drive students to competitions
- health and safety checks
- coach 10 hours of netball per week
- coach different abilities
- prepare students for competitions
- equipment checking
- personal development

Attributes:

- flexible
- passionate about sport
- confident speaker
- knowledgeable about each sport
- enthusiastic for sport
- high level of organisation
- creative

Experience

- experienced coach
- experience of working with children
- experienced in lesson planning
- experience of working with adults
- experienced in coaching

Qualifications

- coaching qualifications
- first aid

Other

- DBS checked
- flexible to work on some weekends
- valid driver’s licence

Activity 2 – Job Application

See teacher’s notes for guidance for this activity. Students’ answers will vary.

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Activity 3 – Act Out

Students should identify the skill, quality or characteristic and then provide a brief description.

Key skills of leaders:

- **Rapport-building** – developing a relationship built on trust and respect; often built between the leader and the athlete/group
- **Confidence** – the true belief in one’s personal ability to do something well; also, the belief in another’s ability to do something well
- **Vocal** – the use of one’s voice to share or explain opinions, beliefs or advice on a given topic to others, usually irrespective of whether or not it is an unfavourable opinion
- **Good communication** – the ability to relay information well to others in a clear and concise manner, instructions, that can be effective, on time, or helpful
- **Authoritative** – the act of sharing instructions and enforcing rules to others
- **Provides good feedback** – the action of providing accurate, helpful and useful advice to a person to develop further, so that they can work towards achieving their desired goals
- **Motivator** – a person with the ability to act as a source of interest and enthusiasm to encourage determination to achieve a desired something or outcome
- **Goal-setter** – a person with the ability to identify and establish desired achievements for someone
- **Collaborator** – the name given to a person who takes part in, or works towards something
- **Uses strategies and tactics well** – the ability to implement a well-thought-out plan or strategy so that an outcome can be achieved, combined with seeing that action through
- **Engaging** – able to keep a person or audience interested and involved in something
- **Fearless** – the ability to act or perform without fear.
- **Forgiving** – able to be lenient towards someone, irrespective of their use of words or actions
- **Patient** – able to accept a situation, which is often irritating or unfavourable, without becoming frustrated in the process
- **Organised** – able to prepare something in an orderly and timely manner
- **Good listener** – a person who has the ability to give someone or something full attention and understanding
- **Good demonstrator** – a person who has the ability to perform or act out to someone else so that they can also learn how to perform or do it

Key qualities of leaders:

- **Knowledge of sports skills** – the proof or evidence of having vast understanding or experience of the skills required for physical activities and sports
- **Knowledge of rules and laws** – the proof or evidence of having vast understanding of the rules and laws of a particular sport, which are in place to ensure that play is fair and ethical
- **Understanding the mental needs of participants** – the ability to be aware of, and to respond to, the needs of those who are taking part
- **Understanding the physical needs of participants** – the ability to be aware of, and to respond to, the needs of those who are taking part
- **Good communication** – the ability to relay information well to others in a clear and concise manner, instructions, that can be effective, on time, or helpful
- **High confidence** – displaying or acting in a way that reflects the true belief in one’s personal ability to do something well; also, the belief in another’s ability to do something well
- **Positive** – possessing a confident and happy outlook on everything, despite setbacks
- **Empathy** – the ability to consider, understand and share the thoughts and feelings of others

Key characteristics of leaders:

- **Committed** – displaying or acting in a way that shows dedication and motivation for a particular task
- **Patient** – able to accept a situation, which is often irritating or unfavourable, without becoming frustrated in the process
- **Driven** – acting in a way that displays motivation and giving 100% of one’s attention to a task
- **Goal orientated** – organising, planning and implementing tactics and strategies for the achievement of a desired end goal
- **Empowering** – able to give someone the mental strength, confidence and ability to perform a task
- **Objective** – the term given for when a person’s actions are not influenced by personal feelings or opinions

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- **Persistent** – still continuing irrespective of failures and difficulties along the way
- **Forgiving** – able to be lenient towards someone, irrespective of their use of words or actions
- **Attentive** – able to give full and close attention to all that one does, without being distracted
- **Approachable** – able to portray a perception that anyone can come to you for help and support, as you know that your return will be friendly, problem-solving and pleasant
- **Consistent** – doing things the same way each time, often to display expectations to others
- **Firm** – demonstrating to others that you will not change your mind once it has been decided, as part of your personality as to how something should be done correctly
- **Fair** – understanding both sides before making a decision based on facts, rather than emotions

Activity 4 – Guess Who

See teacher's notes for guidance for this activity. Answers form part of the activity.

Note: It may be highlighted that there are a number of similarities between two roles. We have identified similarities that arise between some of the roles, including referee, umpire, trainer, elite athlete and participant. We have also created a list of differences to establish what makes each respective role individual from others.

Referee

- Enforces the **rules** and **regulations** of the sport, **while the game is in play**
- Associated with sports such as basketball, boxing, cricket (which also has an umpire) and football

Umpire

- Makes **judgement calls** and **final decisions** regarding **controversial** play, i.e. if there is a foul or a goal
- Associated with sports such as cricket (which also has a referee) and baseball

Trainer

- A term typically associated with **animals**, such as horses (i.e. horse racing)

Elite athlete

- Competes at the **highest level**, i.e. Olympics, World Cup
- May train up to six times a week, often as their **full time job**
- May receive **sponsorship deals**
- May be bound by contracts
- Takes part in many **competitions** throughout the year, **nationally** and **internationally**
- May become a national or international **ambassador** for their sport
- May train **abroad** to receive specialist training by specialist coaches
- Will have their performance **analysed** regularly to improve

Participant

- May take part in a **pay-and-play** style training
- May typically take part for enjoyment, social, health or fitness reasons
- May compete for fun, but is **not bound to any contract**
- Will **not have necessarily mastered** all skills, i.e. may be a novice
- Will not **necessarily have high levels of fitness** for their sport
- Will **not have sponsorship deals**
- Will not take part in elite competitions throughout the year

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Activity 5 – Same, but Different

Students to indicate how each of the roles given will demonstrate the following characteristics. Answers should be specifically linked to each role.

- **Leads by example** – a captain may lead by example, by walking the talk and such as increasing the intensity of play for a period of the game, by closing down so the rest of the team follow his lead.
- **Ethical** – a personal trainer may be ethical throughout their professional career confidentiality of their clients. For example, by ensuring correct data protection clients outside of work with friends or family, as they may be identifiable.
- **Integrity and potential** – a teacher may have integrity and potential by ensuring they do the right way and not the wrong way. For example, they may assess a child's situation and will put their personal feelings or fears aside to ensure that the child's safety should be their priority.
- **Sense of humour** – an activity leader may have a sense of humour with their making jokes and generally being more informal rather than coming from a more authoritative. This may help the leader to be perceived as 'one of them', within the group.
- **Committed** – a captain will be perceived as committed by always showing up and showing up on time, proving that they are always up for improving their own performance and support for fellow teammates.
- **Inspire others** – a coach may inspire others by sharing their own personal experience of sport and performance. For instance, if a coach is an ex-professional Olympian, this may help others to feel that it is achievable and realistic and this may, therefore, motivate them.

Activity 6 – Radio Podcast

See examples of each importance listed below.

Questions	Answers
<i>What is the importance of different leadership roles in helping athletes develop to their full potential?</i>	<ul style="list-style-type: none"> ○ To give athletes a sense of confidence ○ To help the athlete believe in themselves ○ To target and improve weaknesses ○ To help the athlete to learn ○ To achieve a sense of pride
<i>What is the importance of different leadership roles for creating the right conditions for improvements to take place?</i>	<ul style="list-style-type: none"> ○ To recognise what works for the athlete ○ To recognise the most effective type of training ○ To recognise whether learning is taking place ○ To recognise if the athlete is plateauing ○ To make sure everything is as it should be
<i>What is the importance of different leadership roles when educating participants and developing their knowledge and understanding of sport?</i>	<ul style="list-style-type: none"> ○ To share exceptional knowledge with others ○ To continue learning where possible ○ To allow athletes to gain a better understanding of the sport ○ To allow athletes to recognise a good role model
<i>What is the importance of different leadership roles in order to maintain order and ensure all rules and regulations are implemented effectively?</i>	<ul style="list-style-type: none"> ○ To ensure athletes play fairly and ethically ○ To ensure athletes know the rules and regulations ○ To make sure athletes work well as a team
<i>What is the importance of different leadership roles for enthusing and motivating individuals and teams, ensuring the team is heard?</i>	<ul style="list-style-type: none"> ○ To give athletes a sense of confidence ○ To help the athlete believe in themselves ○ To target and improve weaknesses ○ To help the athlete to learn ○ To achieve a sense of pride
<i>What is the importance of different leadership roles to help an individual or group to achieve their fitness goals?</i>	<ul style="list-style-type: none"> ○ To help them to achieve a sense of pride ○ To help them to succeed

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Activity 7 – Moving Discussions

External psychological factors:

<p>Group/team cohesion</p>	<ul style="list-style-type: none"> • Team cohesion is said to be split into task cohesion – how a group works together to achieve a goal, and social cohesion – how a group works together as a result of social relationships. • The evolution of a team is constructed as a result of forming (members beginning to work together as a whole team), storming (members beginning to push boundaries and differences, settling and working to strengths and weaknesses) and norming (team beginning to be achieved). • A new netball team that has just been formed may struggle to develop relationships, relationship development, a lack of awareness of individual strengths and weaknesses can support achievement of their common goal and the type, and the stages (forming and storming stages). • An experienced netball team may have a better team cohesion due to their experience with common goals. The leader would have had longer to work with the team and have more time to establish their roles and identify their strengths and weaknesses to optimise their performance.
<p>Social loafing</p>	<ul style="list-style-type: none"> • It is well documented that individuals within a group do not exert their full effort within a group, effectively leaving it to other people. • Rowers may feel that they don't have to work as hard as others as they are part of a team. • Leaders recognising individual talent, goals and success can improve performance and prevent loafing • Leaders providing individual feedback, both positive and negative, can be recognised and important, and realise that they are being assessed. • Leaders can keep the team inspired and motivated, such as by taking breaks, team competitions or making sessions fun and interesting to keep athletes engaged.
<p>Personalities</p>	<ul style="list-style-type: none"> • Personalities are said to be either introvert or extrovert. • Introverts are typically quiet, calm, shy and, therefore, drawn to individual activities. It is argued that a tennis player is more likely going to have an introverted personality. • Extroverts are typically sociable, excitable and outgoing and are drawn to team activities. Therefore, it is argued that a hockey player is more likely going to have an extroverted personality. • It is important that leaders recognise different personalities and utilise their personality in order to help their chosen sports.
<p>The Ringelmann effect</p>	<ul style="list-style-type: none"> • Linked to social loafing, the Ringelmann effect is where, as the group size increases, the productivity of each individual decreases and thus social loafing occurs. • This, therefore, suggests that the Ringelmann effect is likely to occur in a 10-a-side team compared to the 5-a-side team, due to the increased group size. • Again, leaders should recognise individual talent, goals and success and encourage each athlete to work on their own goals in order to prevent this.
<p>Confidence</p>	<ul style="list-style-type: none"> • Confidence is the belief that you have in being able to do something. • A lack of confidence can hinder performance and lead to sub-optimal performance. • A coach can improve confidence by providing positive feedback and encouragement. • A coach can set attainable challenges, bringing a sense of accomplishment. • A coach can work on improving small weaknesses, to help the player feel more confident.
<p>Motivation</p>	<ul style="list-style-type: none"> • Motivation is the drive you have to do something. • Motivation can be intrinsic, such as discussing a personal goal or achievement with the swimmer, such as by swimming a whole length of the pool. • Motivation can be extrinsic, such as handing out certificates when a goal has been achieved, such as by swimming 50 m in a given stroke without a break. A tangible item that they could show off to friends and family or keep as a reminder of what they are capable of doing.

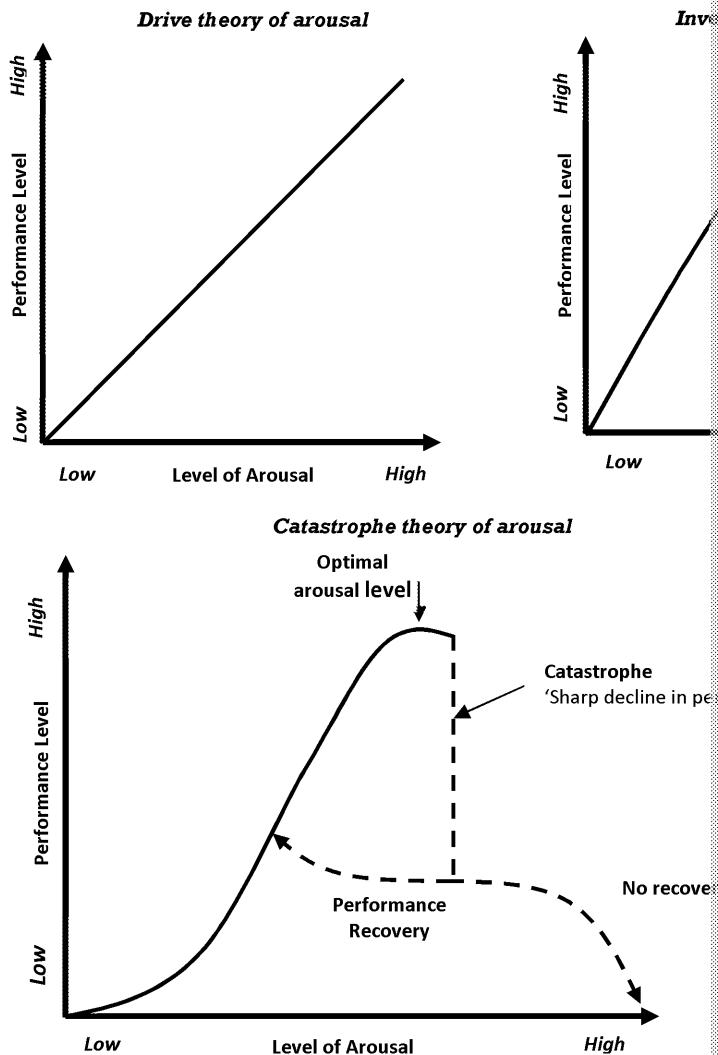
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Anxiety and arousal

- Arousal is the state of alertness that can hinder performance if low or high arousal and anxiety are at their optimum to allow a person to work.
- Optimal arousal can lead to optimal performance.
- Excess arousal can hinder performance.
- A coach can aid stress and anxiety by allowing the athlete to train.
- A coach can aid stress and anxiety by teaching methods of how to train.



Activity 8 – Conference

Students should research each internal psychological factor which impacts on leadership and gather information and facts they should discuss at their 'conference' and use each cue card to record their findings.

Possible points students could cover include (these notes may be simplified for the cue cards).

Attribution theory / self-confidence

- **Attribution** involves establishing that a particular result occurred as a result of a particular cause. You attribute success or failure to:
- **Locus of causality (internal/external)** – This dimension refers to whether the attribution is:
 - within (internally), such as the athlete's own ability or effort, or
 - external sources, such as chance or luck, or how difficult the task was.
- **Stability dimension (unstable and stable)** – This dimension concerns how stable the attribution is. It concerns how successful they will be in a future event.
 - Stable factors are enduring, and are hard to change. Therefore, the attribution is categorised into this factor.
 - Unstable factors are changeable. Therefore, the attributions of effort and luck are unstable in the model.
- **Controllability dimension** – This concerns whether the attributions are under the athlete's control, or whether they are not controllable at all.
- **To make sure attributions improve performance it is important to:**
 - attribute successful performances to internal and controllable factors
 - attribute unsuccessful performances to external and uncontrollable factors

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Self-esteem

Self-esteem is regarding whether the leader feels they are good enough and whether they are in.

- For instance, a coach or leader with low self-esteem would attribute their team win to hard work, good coaching and dedication from the team.
- A coach or leader should also recognise that team cohesion is important, so that all are valued and appreciated.
- A coach or leader should stop negative thinking and uttering negative words, as this will make them believe that this is true. This in turn will negatively impact on their leadership capability and willingness to be motivated and take on new information.
- Coaches or leaders should envisage, and help athletes to envisage, the worst-case scenario for this, as this can help them to feel physically and mentally prepared for their session.
- Team cohesion can have a positive influence on self-esteem, as it will allow individuals to see their strengths and how those strengths are important for the group, rather than comparing against others.

Past experiences

Leaders should recognise success, of their own coaching ability and of the team's performance. They should give feedback, reminding and replaying previous matches in order to boost the confidence of the team.

- Experiences should be celebrated, as challenges and learning experiences that the team has overcome to get above from and to recognise what they have achieved since.
- Successful experiences should be broken down to understand what made them successful so that they can be implemented in present sessions/competitions.
- Unsuccessful/failed experiences should be perceived as a learning experience where the focus is on character/experience building, rather than a failing. These should also be perceived as external factors, e.g. weather.

Self-serving bias

In order to increase confidence and self-esteem, a person should always attribute success to themselves, as recognising their success as a result of their increased efforts in training.

- They should also always attribute failure to external factors, such as poor surface conditions, bad weather.
- Appropriate use of self-serving bias can lead to increased self-esteem, as external reasons for failure. These are changeable factors, and that internal factors for success are a result of hard work. Name a few.

Accidental vs intentional behaviour

- Intentional behaviour is regarding the pattern of behaviour that someone has. For example, a player may get aggravated by an umpire or referee's decision when the decision is not in their favour.
- Accidental behaviour is the uncommon behaviour that can result in sport as a result of strong emotions, and then as a result this person can make mistakes that they would not normally make. Intentional behaviour. For example, some rugby players may resort to starting physical contact as a result of a situation, such as believing that they were wrongly awarded a penalty. However, they would never dream of starting a fight with someone.

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Activity 9 – Tweet Off

Students to include tweets that should encompass the following key points. Answers may vary.

Safety

Students should highlight the importance of psychological factors on safety:

- Example Tweet: An athlete without confidence or with high anxiety levels could be a liability. #ConfidenceWithNoInjuries
- Example image: a weightlifter lifting a weight with confidence

Environment

Students should highlight the importance of psychological factors on environment:

- Example Tweet: An environment that fosters group cohesion may include good access to decent weather #RainMayAffectMotivation
- Example image: a team training in a positive environment with the sun shining

Goal/outcome

Students should highlight the importance of psychological factors on goal/outcome:

- Example Tweet: Self-esteem and confidence lead to an increased likelihood of a successful outcome.
- Example image: motivational quote or picture of a goal

Participant interaction

Students should highlight the importance of psychological factors on participant interaction:

- Example Tweet: A leader's approachability will lead to a more cohesive team. #SportsLeadership
- Example image: a leader being positive and a team working well together

Activity 10 – Book Club

Students' pages should include references to the following

Situational leadership

- The style of leadership is based on the leader's ability to adapt to given situations and the follower's ability to respond by trying to influence.
- It is regarded as the more flexible type of leadership style.
- This type of leadership suggests that there is no 'one type fits best' type of leadership style.
- They are suggested to initially diagnose the individual's ability and willingness to cooperate through direct conversation, questionnaires, or knowledge of their previous experience.
- They then are able to adapt their leadership in order to meet the demands and needs of the individual, depending on whether they are a novice or an expert in this particular sport or skill.
- For example, a situational leader would be able and willing to change their type of leadership style. A person may be a novice performer, despite usually working with elite athletes.

Transformational leadership

- This type of leadership is suggested to cause individuals to change in a positive way.
- They often want others to be committed to their vision – often a vision for change.
- They provide **intellectual stimulation**. Creativity and innovation are greatly encouraged.
- They show **individualised consideration**. Concerns and welfare of the team, as individual members, helps to gain trust and cohesion of the members as they strive to reach the goal or objective.
- They provide **inspirational motivation**. The leader has the ability to create a source of inspiration and willingness for the team to change.
- **Idealised Influence** is applied. The leader leads by example; this is an established way of leadership and commitment.

Transactional leadership

- This style of leadership wants compliance.
- Goals are set.
- Routines are set.
- A high level of productivity is expected.
- This style of leadership uses both punishments and rewards.
- Punishments are given for what are perceived as failures.
- Rewards are given for what are perceived as successes.

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Activity 11 – Leadership, What is it?**Students to identify that leadership is:**

- Having a clear vision
- Finding solutions
- Having a positive attitude
- Having perseverance
- Learning from failure
- Building strong relationships
- Having a positive attitude
- Decision-making
- Planning, organising

Activity 12 – Staff Training Day

Students should use this task as an opportunity to get creative. They should bear in mind these could be overcome:

- One doesn't 'have the confidence to lead a group to improve a goal'.
- One doesn't 'have the ability to control and educate a team to reach a goal'.
- One doesn't 'have the knowledge to develop the skills and techniques of a team'.
- One doesn't 'have the ability to share a team's goals and motivate them to achieve'.

Therefore, they should design and create a day that aims to improve staff's ability to do this.

Where: Forest of Dean

- Welcome and introductions, timetable for the day given out to staff. Staff are given the time for staff to engage with one another (45 mins). Staff are to take part in light activities (15 mins).
- Staff are split into individuals (four people). Each is given a piece of paper. Using the equipment provided (1 hour). The aim is that they get creative and then have the opportunity to teach their activity.
- Person 1 is to teach their activity. The rest of the group participate. Notes on position by manager ready for feedback, notes should consider ability to control and educate. Participants are asked to note improvements (1 hour).
- Person 2 is to teach their activity. The rest of the group participate. Notes for position by manager ready for feedback. The group are asked to note improvements (1 hour).
- Person 3 is to teach their activity. The rest of the group participate. Notes for position by manager ready for feedback. The group are asked to note improvements (1 hour).
- Person 4 is to teach their activity. The rest of the group participate. Notes for position by manager ready for feedback. The group are asked to note improvements (1 hour).
- The aim is that all receive feedback from their participants, which is something that they can use to improve their participants. This is also an opportunity to learn about their weaknesses and areas for improvement.
- For team-building exercises, using equipment provided (wood, rope, sheet, etc.), staff are to build a shelter. Notes should be taken on their ability to communicate, lead, listen, come up with ideas and tasks. This is an opportunity to work on their communication skills and the ability to work with others. Staff have a chance to understand what it is like to be on the receiving end of instructions.
- Reflections and feedback – Staff are to reflect on the day and communicate what they have learned and how they will implement their learning in their job. Managers are to feed back to staff on their performance and how they can implement learning in their job. Each member may also highlight what they have learned from others and how what they have learned from others can be incorporated into their own work.

Activity 13 – PE Department

- Students should work together to come up with an inspiring event using their £5,000 allocated budget.
- Students should be creative and innovative, as the aim is to increase the uptake of PE in the school. They may also have additional aims, such as to reduce existing inequalities.
- Students may use the worksheet to guide their planning, i.e. cost, when, who will help, etc.

Activity 14 – Preseason

- Students are to come up with a creative and innovate preseason week using the work provided.
- The aim is to empower, inspire and energise their team during the pre-season ready for the start of the season.
- Students are to demonstrate how they will effectively use their £2,000 allocated budget.

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Activity 15 – Practically Perfect

Students should be able to clearly distinguish between positive and negative examples, so

Expectations	Positive example in practice	Nega
Communicate effectively	<i>Gathering hockey athletes at the beginning of training and informing of the aims of the session</i>	<i>During the hockey training, pointing out mistakes, not indicating what they can do to improve</i>
Work as a team	<i>Delegating tasks effectively with the team captain and other members of the team, ensuring each member feels valued, such as setting up equipment</i>	<i>Keeping everything for themselves or tasks with the team during training</i>
Help each other	<i>Providing feedback during each session to players on how they can improve a skill, such as telling a player how they can hold the racquet better to maintain a good grip</i>	<i>Letting players continue to make mistakes without giving any form of feedback to help them become better</i>
Confident	<i>Addressing the team on what did not go well in their last match and having come up with a plan for improvements in training that is going to aid their tactics and fitness levels</i>	<i>Worrying that your team is not ready for the next match, that training is not enough</i>
Fair to all participants	<i>Making sure that all members who turned up to this week's training get equal game time on court this weekend for basketball</i>	<i>Only giving game time to the best players irrespective of who they are</i>
Fair to other team members	<i>Recognising the hard work of others for the team, such as thanking the team physio for helping one of the players to return back from injury quicker than expected</i>	<i>Ignoring other team members' contributions, a coach is the most important person</i>
Optimistic	<i>As a team captain, gathering the team around before a game and telling the team that they've worked hard during training and the team deserve to win today</i>	<i>As a captain, reminding the team that they are playing to win, not working hard in training, and that they need to work hard again today</i>
Trustworthy	<i>As a coach, proving to the team that you are passionate, hardworking, dedicated, enthusiastic, caring, knowledgeable about the sport and the team</i>	<i>As a coach, telling the team that they are not good enough, their training sessions are not working, and that they are effectively stealing the game</i>
Employ rules and regulations successfully	<i>As an umpire in tennis, ensuring rules are adhered to, such as calling when a ball went out and giving the right points to the correct player</i>	<i>As a tennis umpire, not enforcing rules, allowing the whole tennis game to be played without a rule has been broken, and not penalising players</i>
Keep scores accurate	<i>As an umpire, checking that the correct points have been awarded to the right team during the game</i>	<i>As an umpire, having the wrong score, or not keeping a score, or not knowing who is winning during a game</i>
Show good knowledge	<i>As an official in diving, ensuring accurate scoring is given depending on the accuracy, level of difficulty, symmetry and entry level in the water. Knowing what points should and shouldn't be awarded, depending on each performance</i>	<i>As an official for diving, not knowing the rules, or not knowing what points to award based on likeability</i>
Patient	<i>As a teacher, understanding that all children are different and are each at different levels within PE and, therefore, realising that not all students are going to be able to be good at hurdles straight away</i>	<i>As a teacher, getting frustrated with some children in the class, and not giving them the support you give, or not giving them the support you give, or not telling them they are not good enough</i>
Show passion for the activity	<i>As a coach, coming up with exciting training ideas for the relay in order to help athletes improve their ability to pass the baton between themselves without dropping it on the floor</i>	<i>As a coach, not coming up with ideas and instead just repeating the same thing they do every year</i>

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Activity 16 – Forms of Leadership

Guidance is given in the teacher's notes.

Students are to highlight on the worksheet:

Transactional leadership

This focuses on supervision, organisation and group performance; therefore, this type of punishment or success and failures.

Transformational leadership

This identifies where change is needed and creates vision through inspiration, as this type of process of reaching the goal, in addition to actually achieving it.

It is said there are four components of this type of leadership:

- **Intellectual stimulation** – The leader encourages creativity and innovation.
- **Individualised considerations** – Individuals are recognised and their ideas respected.
- **Inspirational motivation** – The leader has clear vision and the ability to communicate with the rest of the team.
- **Idealised influence** – The leader leads others by their own positive examples.

Situational leadership

There is no best style of leadership; effective leadership is task relevant and can change as the situation changes.

Activity 17 – My Socioface

Answers will be students' own personal responses.

Activity 18 – Who is Who?

Students to highlight the following in their profiles:

Autocratic style

- sole decision-maker
- focuses on completing goals
- ignores opinions of others
- dictates tasks
- informing the team that today they are going to be working on their defensive tactics
- training will continue until each player has scored two goals each (completing goals)
- the team requested that they have a strength and conditioning session but the leader ignores offensive tactics (ignores the opinion of others)
- while working on serving in tennis, the leader has decided that the athlete has to accept the coach's instructions (dictates tasks)

Democratic style

- shares responsibilities
- collaborates when making decisions
- concerned coach
- delegates tasks to members who may be inclined towards social loafing (shares responsibilities)
- seeking requests on what members want to do in the next training session, having input when making decisions
- acknowledging that a member has an injury and forcing them to sit out of training until they are fit (concerned coach)

Laissez-faire style

- control given to players
- hands-off approach
- players make decisions
- lowest productivity
- telling the captain to lead the warm-up and drills for the first half of training (hands-off approach)
- telling players that they can choose between a friendly game for training or drill training
- players' performance has plateaued in recent weeks (lowest productivity)
- allowing the team to decide who to nominate as captain

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Transformational style

- inspires others to go further
- use of feedback, such as positive and negative, in order to help the player to be the best at the sport (inspires others to go further)

Paternalistic style

- absolute authority
- caring and understands players
- self-discipline
- kind
- moral integrity
- dictates all training and demonstrates their role within the team (absolute authority)
- taking the time to get to know players individually, both on and off the pitch/court/field (knows players)
- has the ability to control the players by gaining their respect and trust so that they will follow (discipline)
- recognises hard work and talent and informs the players when they are doing a good job
- teaching the rules and ethics of the sport, such as the shame of doping, cheating, violence

Journal activity part 2)

- Student's journals should reflect on the skills and characteristics associated with each style and categorise themselves as one of them.
- They may not totally be one style of leader, and leadership styles may vary with situation. Ask students to reflect and review the positives and limitations of each leadership style. Remember that the styles may depend on the situation being led.

Activity 19 – Follow the Leader

Students should consider the participants they are leading and account for their ability, age, gender, issues, disabilities and size of the group when developing their aims.

Aims and objectives can be anything students wish, but must be clear and have a purpose. Consider introducing the class to a sport they may have never played before, such as Quidditch!

Students should develop a target that uses the SMARTER acronym within their session:

- **Specific** – the goal should be specific and not generic, such as the goal is to learn something new about the sport, such as a tactic or rule.
- **Measureable** – the goal should be measureable; for example, counting how many students can perform a skill.
- **Achievable** – are things in place to help the goal to become achievable, such as information or resources they know what they are doing?
- **Realistic** – goals should have an element of challenge but should not be unrealistic, such as 100 movements for those who are disabled, as they may have additional needs compared to others.
- **Time-related** – the goal should have an end time, such as by the end of the session or by the end of the next session.
- **Exciting** – the goal should be exciting enough that athletes want to have a go and are motivated to achieve it.
- **Recorded** – the goal or attempt at the goal should be written in order to make comparisons between the next experience or the next season.

Students should identify the leadership role they are adopting for the session, e.g. sports leader, coach, referee.

Students should identify and justify the style of leadership (autocratic, democratic, laissez-faire, transformational, paternalistic) they are to adopt and justify why.

Students' lesson plans should then consider aspects such as timings, equipment needed, and safety considerations for those who are inexperienced, disabled, or are well experienced.

Activity 20 – How is the leader?

Students are to assess another's lesson to judge the effectiveness against the following criteria:

- Where the aims and objectives met (from the plan)?
- Did their targets implement the SMARTER technique?
- What were their strengths?
- Were there any areas for improvements?
- Did they choose an effective leadership style?
- Any suggestions for improvement, with clear action plan, should be included.

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