**Physical Education and Sport**

**March 30, 2020**

**Grade 12**

**Chelladurai’s (2001) Multidimensional Model of Leadership**

The Multi-dimensional Model of Leadership (MML) (Chelladurai 1978,1990,1993,2001 cited in Riemer, 2007) is a framework which builds on research from non-sporting settings in order to analyze effective leadership in sport. MML demonstrates how success in leadership is influenced by many different factors (Riemer, 2007).

The main objective of the leader/coach is to bring about high levels of performance and satisfaction in the athlete. To achieve this, three ‘antecedents’ must be taken into account: situational characteristics (the environment in which the leader is performing); leader characteristics (eg personality, experience, education); and athlete characteristics (e.g. age, gender, skill level, background) (Riemer, 2007). These three antecedents produce three types of leader behaviour: ‘required’, ‘actual’ and ‘preferred’ behaviour.

MML shows that a leader/coach’s `actual` behaviour is affected both by his awareness of the athlete’s `preferred` behaviour and by the behaviour `required` of him by the coaching context. For example, an elite tennis player may question coaching methodology and seek more input into training. The coach may modify his/her behaviour accordingly. At the same time the coach will be limited by the constraints of the regional governing body regulations when selecting a county team.

The coach’s actual behaviour will also be influenced by his/her character traits and skill/knowledge base (Riemer, 2007). Thus, a mature golf professional, who has recently increased her knowledge base by attending a video analysis seminar, may modify her leadership behaviour to involve the use of smart phone apps in her efforts to improve feedback to the athlete.

**Follow up Question**

1. Explain how Chelladurai’s Multidimensional Model of Leadership may enhance the performance of an individual or a team. (15 mks)

**Due date: Wednesday (April 1, 2020)**

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