

## What are the trends in shared leadership development and leadership life skills formation through sport activities: a literature review

### Cuáles son las tendencias en el desarrollo del liderazgo compartido y la formación de habilidades para la vida de liderazgo a través de actividades deportivas: una revisión bibliográfica

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**Abstract.** A person must have a leadership attitude as a life skill for himself. Leadership is formed systematically from an early age until the end of human life, one of which is by actively participating in a sports club. A club can develop because of the roles in sports, both by athletes, coaches, managers, and others. To win a competition or race, it is necessary to collaborate between athletes in an extraordinary manner in order to achieve the highest goal, namely victory. Many plans are developed, implemented and evaluated. This process requires leadership from team members at every level. Ultimately, this process is internalized in each member, both as a member and line leader, as it takes place in a sports club. How this leadership is formed is shown in this article. Data bases were searched using search engines on Scopus or Science Direct and others before analysis using PRISMA. The final selection of the research database was carried out by checking for duplication, analyzing the title, completeness of the abstract manuscript, and the title and content of the article, resulting in 38 articles. The results showed that active participation in sports, especially those that embrace shared leadership, provides the experience to become one goal and vision of a common mission, so that each member is more motivated to collaborate and spend time, energy, and even money to achieve this goal. This process requires unipersonal skills. In addition, authoritarian and native leadership models are still used. Obviously, whatever leadership model is applied will provide soft skills to participants, no matter what they want. This will lead to leadership in other fields besides sports, including in mathematics education. According to the literature evidence, there are twelve studies that transform sports involvement into life-beneficial values; eight studies that influence leadership behavior towards running sports organizations; four studies on transformational leadership. When people participate in active leadership activities and take on roles, they gain useful experiences, which in turn will have a positive impact on their leadership development in life.

**Keywords:** Shared Leadership, Life Skills, Sports Activities

**Resumen.** Una persona debe tener una actitud de liderazgo como habilidad vital para sí misma. El liderazgo se forma sistemáticamente desde una edad temprana hasta el final de la vida humana, una de las cuales es participando activamente en un club deportivo. Un club puede desarrollarse gracias a las funciones que desempeñan en el deporte tanto los deportistas como los entrenadores, directivos y otros. Para ganar una competición o una carrera, es necesario que los deportistas colaboren de forma extraordinaria para alcanzar el objetivo más elevado, es decir, la victoria. Se elaboran, aplican y evalúan muchos planes. Este proceso requiere el liderazgo de los miembros del equipo a todos los niveles. En última instancia, este proceso se interioriza en cada miembro, como miembro y como líder de línea, ya que tiene lugar en un club deportivo. En este artículo se muestra cómo se forma este liderazgo. Las bases de datos se buscaron mediante motores de búsqueda en Scopus o Science Direct, entre otros, antes de proceder al análisis mediante PRISMA. La selección final de la base de datos de investigación se llevó a cabo comprobando si había duplicados, analizando el título, la integridad del manuscrito del resumen y el título y contenido del artículo, lo que dio como resultado 36 artículos. Los resultados mostraron que la participación activa en los deportes, especialmente en aquellos que adoptan un liderazgo compartido, proporciona la experiencia de convertirse en un objetivo y una visión de una misión común, de modo que cada miembro está más motivado para colaborar y dedicar tiempo, energía e incluso dinero para lograr este objetivo. Este proceso requiere habilidades unipersonales. Además, se siguen utilizando modelos de liderazgo autoritario y nativo. Evidentemente, sea cual sea el modelo de liderazgo que se aplique, los participantes adquirirán habilidades blandas, independientemente de lo que deseen. Esto conducirá al liderazgo en otros campos además del deporte, incluida la educación matemática. Según las pruebas bibliográficas, hay doce estudios que transforman la participación deportiva en valores beneficiosos para la vida; ocho estudios que influyen en el comportamiento de liderazgo hacia la dirección de organizaciones deportivas; cuatro estudios sobre liderazgo transformacional. Cuando las personas participan en actividades de liderazgo activo y asumen funciones, adquieren experiencias útiles, que a su vez repercutirán positivamente en el desarrollo de su liderazgo en la vida.

**Palabras clave:** Liderazgo compartido, habilidades para la vida, actividades deportivas

Fecha recepción: 01-06-24. Fecha de aceptación: 22-06-24

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## Introduction

In recent decades, there has been an increasing trend in the development of shared leadership and the formation of leadership life skills through sports activities. Many studies have shown that sports are not only beneficial to physical health, but also play an important role in personal and social development (Suryadi, Nasrulloh, Yanti, et al., 2024; Suryadi, Okilanda, Nofrizal, Anggara Suganda, et al., 2024; Yenen et al., 2023). Research findings show a correlation

between involvement in sports activities and cognitive function, personal traits, and soft skills. (Feraco & Meneghetti, 2022). Involvement in sport can foster an individual's experience in soft skills, providing life skills such as decision-making, problem-solving, teamwork, leadership, time management, and social interaction (Turgeon et al., 2023).

Physical activity and sports contribute positively to academic performance and learning behaviors. Joining sports teams and clubs enhances social development by

nurturing interpersonal connections, working in teams, and leadership skills (Wang et al., 2024). The development of leadership skills appears to progress throughout an individual's life stages, from childhood, primary education, life phases, self-management in educational settings, parental support, and previous involvement in extracurricular activities (Reitan & Stenberg, 2019). This impacts individuals positively and socially. The sporting environment contributes to positive and social change in individuals (Kochanek et al., 2023). Leadership skills gained from participation in sport are likely to transfer to the professional realm (Kendellen & Camiré, 2021).

The effectiveness of coach leadership has been shown to have an impact on athletes' levels of trust, emotional intelligence, and cognitive abilities (Atrizka & Pratama, 2022). Successful sports teams exhibit a combination of athlete-focused attributes, mental frameworks, strong coach-player relationships, integrity, mutual trust, and close social bonds. (Danielsen et al., 2019). Being a sport leader requires the capacity to design strategic solutions to problems and to understand the context of specific problems (Kochanek & Erickson, 2021). Study results show that emotional intelligence and values alignment of sport leaders significantly influence individuals' mental and physical well-being (Lee et al., 2020)

Leadership in sport requires the ability to uphold excellence through the establishment and preservation of a culture that strives for excellence (Armstrong et al., 2022). Effective leadership requires the creation of relationships based on understanding, transparency and trust to facilitate progress in sport (Passaportis et al., 2022). Coaches play an important role in maintaining a favorable relationship with athletes to support the improvement of their well-being (Chang et al., 2022). The presence of assertive, always motivating, and social leadership styles showed moderate associations (Takamatsu & Yamakita, 2022). Leading a team requires the capacity to enhance teamwork by managing the coach-athlete-athlete relationship, selection of team members, tactical strategy, organization of internal competition, and leadership (Crawford et al., 2023). Leadership behaviors within sport clubs significantly contribute to fostering a supportive climate that rewards positive evaluations of individuals and clubs (Vinson et al., 2023).

Coaches can inspire and develop athletes' potential through the establishment of high expectations, provision of leadership roles, and effective communication strategies. In addition, coaches have the capacity to inspire and cultivate athletes' potential through the setting of high benchmarks, provision of leadership prospects, and modes of interaction, to achieve success (Preston et al., 2021). There is a correlation between authentic leadership and team performance as opposed to individual performance in sports teams (Grégoire et al., 2021). An environment that provides psychological safety will foster athletes' self-esteem, fostering dedication to collaboration with coaches through the integration of transparent communication

(Jowett et al., 2023). Cohesion among team members is essential; for example, in the complicated dynamics of a soccer team comprised of many unchallenged members, the capacity to assign responsibilities to assistants, coaches, and team leaders is critical to fostering a positive atmosphere (Glaude et al., 2023).

Sporting activities are often referred to as mini-portraits of life. Sport is a vehicle for learning to develop personal assets as part of life skills that enable one to succeed in various areas of life (Hemphill et al., 2019). This analysis presents evidence that engagement in sporting activities has significant urgency during the leadership development process. The purpose of this literature review is to explore the intricacies of leadership in relation to sport participation. This review was seen as important to find out what has not been done, what has not been resolved, what may have gone wrong, and what needs to be developed in the field of sport. . Through this literature review, we will explore how sporting activities can be an effective tool in developing shared leadership and leadership life skills in individuals, particularly in children and adolescents.

## Research Methods

### Search strategy

The data base used in the study was research contained in the Scopus, ScienceDirect and Pubmed searches as follows; keywords ("sports AND leadership") were used. The search was conducted following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines (Suryadi, Komaini, Suganda, Rubiyatno, et al., 2024; Suryadi, Nasrulloh, Haryanto, et al., 2024; Suryadi, Nasrulloh, Yanti, et al., 2024). In addition, PRISMA emphasizes review reports that evaluate randomized trials which can also be used as a basis in reporting systematic reviews for other types of research (Suryadi, Okilanda, Nofrizal, Anggara Suganda, et al., 2024; Suryadi, Susanto, Faridah, Wahidi, et al., 2024).

### Exclusion Criteria

The exclusion criteria were as follows: (1) Articles not published in indexed (2) Articles written in languages different than English, (3) Articles published before the last five years (2019-2023), (4) Articles that did not explicitly address the study of leadership development trends and the formation of leadership life skills through sports activities.

### Procedure

The PICO method was used to search for articles, focusing on P (problem and population), I (intervention), C (control and comparison), and O (outcome) (Wati et al., 2024). The search on Scopus yielded 1,325 documents, which were then limited to the last 5 years, resulting in 1,000 articles. Further limits to psychology (203 articles), English language (193 articles), and 99 keywords were applied. On ScienceDirect, using the keyword search, 19,894 documents were found; this was narrowed down to the last

5 years (5,743 articles), English language, open access (1,141 articles), and psychology studies (41 articles). The PubMed search returned 1,599 documents, which were then limited to the last 5 years (905 articles), free full text (562 articles), and age levels above 13 years old for both boys and girls (78 articles). This resulted in 216 articles for processing. After checking for duplicates, the number was reduced to 213, with 1 blank, leaving 212 articles. Title analysis narrowed this down to 98 articles. The final selection involved checking for duplication, title analysis, completeness of abstracts, and relevance of title and content, resulting in 38 articles. A systematic review was conducted using the Prism Meta-Analysis method to evaluate the benefits of this research. An explicit and concise statement of the review objectives or questions helps readers understand the review's scope and assess whether the methods used (such as eligibility criteria, search methods, data items, and comparisons used in the synthesis) adequately address the objectives (Page et al., 2021). This process is illustrated in the PRISMA Diagram, shown in Figure 1.

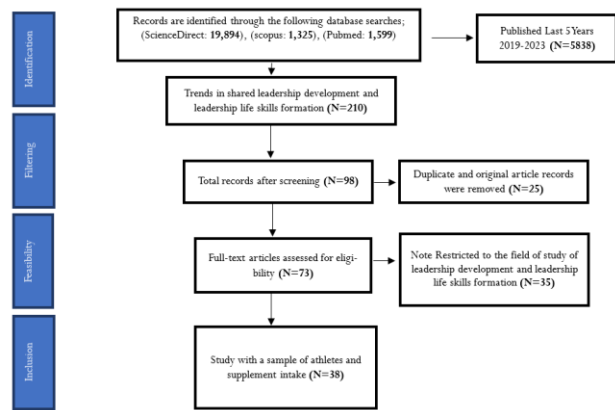


Figure 1. PRISMA Flow Diagram

## Results

Based on the review conducted on the study of leadership development trends and the formation of leadership life skills through sports activities. Some of the research presented can be seen in table 1.

Table 1.  
Articles included in the discussion criteria

Author	Destination	Method/sample	Results
(Calvo & Topa, 2019)	to analyze non-professional soccer players' preferences regarding coach leadership style and motivational climate and to determine the relationship of these variables with player satisfaction, sport commitment, and sport goals.	questionnaire survey. The participants were 151 players, aged between 10 and 24 years old, playing non-professional soccer.	Leadership styles as coaches and teachers have a significant effect on athlete motivation, satisfaction and commitment.
(Fransen, Mertens, et al., 2020)	proving whether empowering the players in his team would weaken their own leadership status.	64 sports teams (N = 840).	The quality of leadership by empowering the whole team will create and develop the whole team.
(Huynh et al., 2020)	examining the influence of a humble coach on player development and team climate	Questionnaire. Participants (N = 184; Mage = 23.44, SDage = 8.69; 73.4% female) <sub>j</sub>	Sport team climate as coach leadership was found to be influenced by affect-based trust and humility, not cognition.
(Kegelaers et al., 2020)	explore the experiences of national team head coaches on team resilience	semi-structured interviews with three national team head coaches	Team resilience in the face of competition is influenced by collective resilience and strong leadership
(Miller et al., 2020)	how identity leadership is associated with athletes' resource appraisals (e.g., self-efficacy) and performance, the underlying mechanisms that explain the relationship, and changes in the relationship across sport seasons	412 amateur and professional athletes completed seven questionnaires directly before athletic competition in a cross-sectional design. In Study 2, 136 athletes completed seven questionnaires shortly before competition, and one questionnaire directly after competition at the beginning and end of the season.	Sport coaches' engagement in identitarian leadership is key to coping with stress and achieving performance satisfaction
(Slater et al., 2019)	research into the social identity approach to leadership in sport.	experiments by manipulating togetherness and assessing behavioral mobilization and task performance 114 participants	One of the skills in sports leadership that needs to be developed is the ability to mobilize members to rely on each team's ability to build a common identity.
(Stevens et al., 2020)	good about the factors that encourage active participation in sport	Participants (N = 186) from amateur sports teams completed measures of identity leadership, group identification, and attendance on two occasions, 8 weeks apart.	The ability of leaders in olharaga to establish and maintain a strong group social identity is an important set of activities for continued member participation.
(Fransen, Haslam, et al., 2020)	addresses the issue of exploring the extent to which high-quality athlete leadership is associated with elite athlete health and burnout	Participants (120 male athletes from Australia's top three division soccer teams) were asked to rate the qualities of each of their teammates in four different leadership	Promoting a sense of shared identity is a very important leadership skill in team sports, this can be achieved by ensuring positive relationships with team members and ensuring athletes are at low levels of

		roles (i.e. as task and motivational leaders on the field and as social and external leaders off the field), and also to indicate their identification with their team as well as their self-reported health and fatigue.	fatigue.
(Worley et al., 2020)	to examine the relationship between peer servant leadership, cohesion, and social identity in intercollegiate athletes.	Methods and sample: 288 NCAA Division I and Division III intercollegiate athletes (female = 165; male n = 123; Mage = 19.41, SDage = 1.09) and completed the Revised Servant Leadership Profile for Sport (RSLP-S; Hammermeister et al., 2008), Group Environment Questionnaire (GEQ; Carron et al., 1985; Eys et al., 2007), and Social Identity Questionnaire for Sport (SIQS; Bruner & Benson, 2018).	Peer leadership provides support for building team social identity
Author: (Fransen, McEwan, et al., 2020)	to investigate the role of psychological safety in explaining the impact of identity leadership on team performance and athlete well-being	cross-sectional survey, 289 handball players rated coaches' identity leadership skills	Identity leadership is an important trend to do by generating a sense of togetherness in the team, it is necessary to create a safe psychological environment in order to unite in the identity of "our team".
(Miller et al., 2021)	examined the influence of shared identity content on followers' intentional mobilization, self-efficacy, perceived control, approach and avoidance goals, cardiovascular challenge and threat, and motor performance in a competitive task.	Two-phase 2 × 2 experimental design between participants. The first 220 experiments had students imagine themselves in one of four scenarios and respond to mobilization measures (e.g., willingness to invest time on a task). Then, a pre-screening questionnaire was used to attest to the content of the students' true identity while competing in sports, which informed the conditions in the second stage.	Once a shared team identity has been established, group members have a high degree of voluntarism in spending time and having discussions. student
(Maechel et al., 2022)	examines how Shared leadership as a phenomenon in sports teams	60 athletes from six sports teams (three in the experimental condition and three in the control condition), mixed method experimental design	The development of shared leadership among the group shows a change in the pattern of interaction within the team.
Author: (Maechel et al., 2022)	to enrich existing literature by investigating athlete team identification as a predictor of perceived coach-created climate	French male rugby players (N=248) completed an online survey	It is important that by fostering social identity leadership needs to be packaged so that reciprocal relationships between members and teams occur as a whole.
(Duguay et al., 2022)	to examine the practices of intercollegiate coaches to facilitate shared athlete leadership development.	semi-structured interviews with 15 head coaches of U Sports (n=10) and the Canadian Collegiate Athletic Association (n=5)	Shared Leadership seeks to empower athletes using leadership groups and alternative leadership structures, the creation of positive team environments, and intentional athlete leadership development as strategies used to develop Shared athlete leadership.
(McLaren et al., 2021)	This study examined the relationship between athletes' perceived identity leadership and moral behavior in social situations outside of training and competition.	Participants were 130 competitive male and female youth ice hockey players (Mage = 13.45 years, SD = 1.82, range = 10-17) from nine teams in a Northeastern Ontario city.	The findings also go beyond previous research on moral behavior by examining social situations involving teammates outside of training and competition.
(Brown & Slater, 2023)	to investigate the effectiveness of a reflective practice intervention framed by new identity leadership for developing sport coaches' leadership skills	eight-week randomized control intervention design, including five experimental group coaches and their associated athletes (n = 47) and four control group coaches and their athletes (n = 32).	Reflective skills are needed to develop identity leadership wrapped in social identity
(Pierce et al., 2020)	obtain student-athletes' perceptions of the high school sports leadership development process	15 women and 18 men participated in focus group interviews	Sports in schools provide opportunities for youth to gain experiential opportunities in terms of leadership development.
(de Albuquerque et al., 2021)	investigating the relationship between teaching methods and coaches' leadership profiles and outcomes on perceived positive development of students participating in after-school sports programs	Survey. In total, 910 adolescents (14.0 ± 1.8 years) and 57 coaches (45.57 ± 7.25 years) participated in 37 public schools in the city of Curitiba, in the state of Paraná-Brazil.	Sports activities can be used as one of the prevention of negative activities of adolescents, with the leadership of coaches who have positive associations and have personal and social skills (instructors, democratic behavior, social support, and positive feedback), cognitive skills (instructors, democratic behavior, and social support), goal setting, can provide experiences and examples that will be perceived positively by adolescents.
(González-García et al., 2019)	The objective of this study is to identify the profile of coaches and test whether or not participants from different	Non-randomized controlled trial, Sample of 268 athletes (age M = 29.34; SD = 12.37)	The profile approach provides a comprehensive method for examining coach leadership in sports, revealing two distinct coach profiles through cluster

	profiles have significant differences in terms of fatigue, emotions, and coping.		analysis that exhibited unexpected combinations of leadership dimensions.
(González-García et al., 2021)	The study aimed to determine if coaches' leadership behaviors could predict the intensity and direction of positive and negative affect experienced during competition, while controlling for the affect experienced in the two hours leading up to the competition.	Partial Least Square Path Modeling (PLS-PM) approach, 296 athletes (33% female and 67% male; Mage = 21.61; SD = 6.32).	Results indicated that coaches' democratic behavior slightly and negatively predicted the direction of Negative Affect during competition, while coaches' autocratic behavior slightly and negatively predicted the intensity of Positive Affect.
(González-García et al., 2022)	The study aims to determine if coach leadership predicts group cohesion and whether group cohesion, in turn, predicts the intensity and direction of positive and negative affect experienced during competition, as well as sport satisfaction and goal attainment after the competition concludes.	Partial least squares path modeling approach, Sample of 296 competitive athletes (age M = 21.61; standard deviation = 6.32)	Contrary to previous research, the results did not support the empowering effects of democratic coach leadership on Group Integration Task. However, the findings did indicate a significant relationship between group cohesion and athletes' competitive outcomes, including the affective states experienced during competition.
(Yang & Wang, 2022)	examined the role of early practice, and leadership in team sport performance.	survey of sports players in China through quantitative research techniques conducted through surveys. a total of 600 questionnaires and 250 responses were received.	Leadership patterns have a positive influence on team sport performance and achievement
(Lopez-Gajardo et al., 2023)	examine the relationship between variables in the input-mediator-outcome (IMO) framework and team effectiveness in sport during the competitive season.	Study 1, 1,566 athletes (Mage = 22.1 years, SD = 5.2) from 104 teams. Study 2 built on these findings by testing propositions from the team effectiveness model. Measures of perceived athlete leadership quality (input; T1), teamwork execution and team resilience (mediators; T2), and team performance (outcome; Time 3 [T3]) were completed by 1,117 athletes (Mage = 24.8, SD = 5.6) in 92 teams over 8 months.	Leadership is important in mediating team coping with players' vulnerability under pressure, the execution of teamwork, and its effect on team performance outcomes.
(Flemington et al., 2023)	testing athlete leadership and cohesion	22 female professional hockey players	A strong correlation was found between athlete leadership and cohesion, indicating attachment among peers in a team.
(Takamatsu & Yamakita, 2022)	examining the relationship between athlete leadership and communication in sports teams	athletes (N = 63; three sports teams: basketball, lacrosse, and soccer) at a women's university in Japan, completed a questionnaire.	There is a relationship between assertive leadership, motivation and social in a moderate correlation.
(Weinberg et al., 2020)	investigating what it means to be a mentally tough coach for college coaches	Interview. Twelve coaches were recruited with the criteria of length of time in coaching, winning percentage, and length of time playing on the same team.	Being a coach must be mentally tough in terms of balancing being a coach, educator and focusing on athlete development, enhancing strategic and instructional skills, being consistent with high standards and expectations and having a genuine concern for developing athletes.
(Malloy & Kavussanu, 2021a)	examines its uniqueness in terms of what it adds to the dominant sports leadership model	A total of 421 (227 female, Mage = 20.32) team sport athletes participated in the study by completing a questionnaire.	Authentic leadership, in contrast to transformational leadership, is equally relevant in sport.
(Malloy & Kavussanu, 2021b)	to develop and evaluate authentic leadership interventions	randomized controlled trial. A total of 18 coaches (Mage = 37.89; 83% male) and their athletes (N = 153; Mage = 20.48; 50.3% female) were randomly allocated, via block randomization, into one of the interventions (coaches n = 9,	Authentic coaching leadership can be effective in enhancing coaches' authentic behaviors and improving athletes' positive outcomes. athletes n = 90) or a control group (coaches n = 9, athletes n = 63).
(González-García & Martinent, 2020)	whether coaches' leadership behaviors predict athletes' use of coping and, whether coping predicts athletes' emotional outcomes in competition.	180 table tennis players (age L = 33.87; SD = 16.64; 149 male and 31 female)	The democratic leadership behavior of the coach can maintain a good relationship towards the positive emotions of athletes (table tennis)
(Vinson et al., 2023)	to explore how leadership behaviors and the broader environment of a Super League netball club represent an effective context for athletes to develop by exploring the interrelationships between dynamic elements of the personal assets framework.	Twenty-eight stakeholder interviews both individually and in small groups.	Leadership behaviors within the club are central to fostering a favorable environmental climate for individuals that results in positive assessments of individuals and the club.
(Stevens et al., 2019)		pre-post experimental between subjects. N;72	A hard-working leader in a sports (cycling) group can have a positive impact on team performance
	to understand how team captains	10 team captains aged 14-38 years old. with	Being a team captain requires an attitude of having

(Santos et al., 2019)	perceive the value of developing positive life skills in high performance sport	semi-structured interviews.	positive life beliefs towards teammates, and this needs support from the coach.
(Murray et al., 2021)	to understand whether the influence of transformational parenting, and transformational coaching on mental toughness and performance varies in adolescence	Early adolescent (aged 10-14 years) and late adolescent (aged 15-18 years) soccer players (n = 334) completed questionnaires on maternal, paternal, and coach transformational leadership, and assessed mental toughness.	For adolescent athletes, it was found that transformational parental roles were better associated with performance in late adolescence compared to early adolescence.
(Yildirim & Koruç, 2021)	the influence of transformational leadership on athlete performance in the mediation of psychological need satisfaction, burnout, competition anxiety, life satisfaction, and positive-negative affect.	Questionnaire. 391 soccer players aged between 16 and 20 years old.	Transformational leadership affects athlete performance either indirectly or directly
(Subijana et al., 2021)	find out more about the relationship between coach leadership behavior and athlete motivation in outstanding adolescent athletes	questionnaire about coach leadership and how coaches motivate. 220 three elite young athletes (L = 15.4 years; SD = 1.6; 53.4% male and 46.6% female)	In transformational leadership, interpersonal skills are needed to develop athletes to approach them to motivate them.
(Álvarez et al., 2019)	explore the mechanisms by which coaches' transformational leadership impacts athletes	625 men's soccer players aged 16-18 years and gathered in 50 teams by filling out a questionnaire.	Transformational leadership in sport is critical to increasing player effort, satisfaction and effectiveness of tasks and training.
(Leo et al., 2019)	the number of task, social, and external leaders of athletes in sports teams, and to examine the effectiveness of different leadership structures in men's and women's teams.	317 men's soccer players and 214 women's soccer players belonging to 18 teams playing in the men's third-highest division and 13 teams respectively.	Research conducted on soccer teams, explains that the different leadership positions of men and women will be effective if men are in charge of external leadership tasks while women are in social and intra-team tasks.
(Machida-Kosuga, 2021)	gender composition in head coach and assistant coach mentoring moderates the relationship between mentoring quality and assistant coach leadership skills	The participants were 239 pairs of U.S. collegiate assistant and head sports coaches	The findings suggest that gender composition may need to be considered in promoting the effectiveness of coach mentoring.



Figure 2. Keyword (sports AND leadership)

## Discussion

The purpose of this literature review is to explore the intricacies of leadership in relation to sports participation. This review was seen as important to find out what has not been done, what has not been resolved, what may be wrong, and what needs to be developed in the field of sport. In sporting contexts, leadership development often occurs naturally, as sporting activities typically involve teamwork, communication and shared decision-making. Research shows that sport environments can facilitate the development of shared leadership skills through the roles played by team members, coaches and team captains. Leadership life skills include a range of abilities that are essential for effective leadership, such as communication, empathy, conflict management and decision-making. Sports activities offer a variety of situations and challenges that allow individuals to develop and practice these skills. For example, playing in a

sports team teaches children how to communicate well, cooperate and cope with pressure. To clarify the results of this study, it is divided into three major groups including leadership and participation, identity leadership/shared leadership, and transformational leadership.

### *The First Group Discussed Leadership and Participation*

There are 12 articles All research using surveys that leadership affects the motivation, satisfaction and commitment of athletes (Calvo & Topa, 2019), creating whole team development (Fransen, Mertens, Cotterill, et al., 2020), team climate is influenced by affect-based trust and humility, not cognition (Huynh et al., 2020). Team resilience in the face of competition is influenced by collective resilience and strong leadership (Kegelaers et al., 2020), coaches must be mentally tough regarding the balance of being a coach, educator and focusing on athlete development, enhancing strategy and instruction skills, being consistent with high standards and expectations and having a genuine concern for developing athletes (Weinberg et al., 2020). There is authentic leadership (Malloy & Kavussanu, 2021a), that enhances positive athlete behavioral outcomes (Malloy & Kavussanu, 2021b). Evidence that participation in athletics provides impactful leadership experiences that can be transferred in everyday life (Newman et al., 2019; Pierce et al., 2020), prevention of negative youth activities, teaching personal and social skills, and modeling positive experiences (de Albuquerque et al., 2021). The fact is that

female leaders are still lacking in the world of sports (Machida-Kosuga, 2021), and usually female leaders are assigned to social tasks within the team (Leo et al., 2019).

There are 11 articles related to leadership behavior in sports. That leadership has a positive effect on performance and achievement (Yang & Wang, 2022), mediating team coping against players' vulnerability under pressure, the execution of teamwork, and its effect on team performance outcomes (Lopez-Gajardo et al., 2023), influence on team attachment (Flemington et al., 2023), motivation and social in moderate correlation (Takamatsu & Yamakita, 2022). Furthermore, leadership behavior has an impact, democratic leadership is positive towards maintaining emotional connection with athletes (González-García & Martinent, 2020), being a positive motivating climate for individuals and groups (Vinson et al., 2023), hardworking also has a positive impact (Stevens et al., 2019), having positive life beliefs also has a transference value to teammates (Santos et al., 2019). The profile approach provides a comprehensive method for examining coach leadership in sports, revealing two distinct coach profiles through cluster analysis that exhibited unexpected combinations of leadership dimensions (González-García et al., 2019). Results indicated that coaches' democratic behavior slightly and negatively predicted the direction of Negative Affect during competition, while coaches' autocratic behavior slightly and negatively predicted the intensity of Positive Affect (González-García et al., 2021). Contrary to previous research, the results did not support the empowering effects of democratic coach leadership on Group Integration Task. However, the findings did indicate a significant relationship between group cohesion and athletes' competitive outcomes, including the affective states experienced during competition (González-García et al., 2022).

Leadership in sport has a significant effect on athlete motivation, satisfaction, commitment, and team development. It improves team climate through trust and humility that is based on influence rather than cognition (Huynh et al., 2020). Strong leadership contributes to team resilience in competitive environments (Kegelaers et al., 2020). Coaches play an important role beyond technical skills, requiring mental toughness, consistency, high standards and a genuine concern for athlete development (Weinberg et al., 2020). Authentic leadership positively influences athlete behavioral outcomes (Malloy & Kavussanu, 2021a, 2021b). Democratic leadership fosters emotional connections with athletes (González-García & Martinent, 2020), while various leadership styles impact group cohesion and athletes' emotional state during competition (González-García et al., 2021, 2022). There is a noticeable gap with fewer female leaders in sport, often relegated to social roles within teams (Leo et al., 2019; Machida-Kosuga, 2021).

Participation in athletics provides valuable leadership experiences that can be applied in everyday life, emphasizing skill development and positive role models (Newman et al., 2019; Pierce et al., 2020; de Albuquerque et al., 2021).

Overall, the literature underscores the diverse impact of leadership in sport, affecting both individual athlete outcomes and team dynamics. This highlights the importance of diverse leadership styles, gender representation, and transferable leadership abilities outside of sport contexts.

### *The Second Group Discussed Identity Leadership/Shared Leadership*

At least 11 articles on identity leadership were found. In identity/shared leadership, several factors are needed; coach involvement is key in dealing with pressure and team member satisfaction (Miller et al., 2020). The coach must be able to mobilize members to rely on the ability of each team to build a shared identity (an experimental study) (Slater et al., 2019). It must be able to shape the maintenance of a strong group social identity into a set of activities that are essential for sustained member participation (Stevens et al., 2020), forming a sense of identity as a team (Fransen, Haslam, Steffens, Mallett, et al., 2020), building peer leadership (Worley et al., 2020), creating a psychologically safe environment in order to merge into the author's "team we are" identity (Fransen, McEwan, et al., 2020), fostering the social identity of leadership needs to be packaged so that the reciprocal relationship between members and the team occurs as a whole author: (Campo et al., 2022), reflective ability to develop identity leadership wrapped in social identity (Brown & Slater, 2023).

Shared identity leadership is an option for several reasons including: group members have a high level of voluntarism to spend time and discuss (Miller et al., 2021). There will be a change in the pattern of interactions within the team (Maechel et al., 2022), empowering athletes with the use of leadership groups and alternative leadership structures, the creation of positive team environments (Duguay et al., 2022), teaching the relationship between leaders and athletes to improve identity and moral behavior both in and out of competition (McLaren et al., 2021). Overall, the literature emphasizes that identity/shared leadership in sports is crucial for fostering team cohesion, enhancing member satisfaction, and creating environments where athletes feel psychologically safe and committed. Coaches play a pivotal role in shaping these identities through reflective practices and creating supportive team structures.

### *The third group discussed Transformational Leadership*

One of the leadership transformation patterns affects athlete performance either indirectly or directly (Yildirim & Koruç, 2021), more suitable for late adolescents (Murray et al., 2021), is essential for increasing players' effort, satisfaction and effectiveness of tasks and training (Álvarez et al., 2019). In transformational leadership, interpersonal skills are needed to develop athletes in order to approach and motivate athletes (Subijana et al., 2021). Leadership in sport has a positive influence on character development, both from school to adulthood. There are several groups of research results based on the reviews conducted. This

grouping seeks to provide an answer / belief that sports activities contribute greatly to the formation of leadership. It is proven that participation in sports will have an influence on leadership development (Pierce et al., 2020) (Newman et al., 2019)(de Albuquerque et al., 2019), how to positively associate and have personal and social skills (instructors, democratic behavior, social support, and positive feedback), cognitive skills (instructors, democratic behavior, and social support), goal setting, and developmental skills (de Albuquerque et al., 2021). This is valid evidence that by participating in sports activities and playing an active role, it will have a positive transfer value to positive soft skills.

Behavioral skills such as good behavior to maintain positive emotional relationships both emotions, individual relationships, clubs, and clubs. (Vinson et al., 2023). In order for the team to perform well, democratic leadership is needed (González-García & Martinent, 2020), for that hardworking leaders are needed (Stevens et al., 2019), and have positive life beliefs (Santos et al., 2019). Although there are still weaknesses of gender, the fact that women have a small and still narrow role, so this gives the possibility of less roles for women, (Machida-Kosuga, 2021) (Leo et al., 2019) and based on this research women are suitable for intensive social leadership tasks. Four studies address transformational leadership where this leadership is said to be better for late adolescent athletes. (Murray et al., 2021), either directly or indirectly (Yildirim & Koruç, 2021). This leadership requires good interpersonal skills (Subijana et al., 2021), to approach to increase effort, satisfaction and training effectiveness (Álvarez et al., 2019).

Shared identity leadership has the most results, where identity leadership becomes an option in sports, this leadership offers a relationship between leaders and athletes to improve identity and moral behavior both in and out of competition (McLaren et al., 2021). In addition, empowering athletes the use of leadership groups and alternative leadership structures, the creation of positive team environments, and the deliberate development of athlete leadership as strategies used to develop athlete leadership together (Duguay et al., 2022). Requiring coach involvement to deal with performance satisfaction pressures (Miller et al., 2020), member mobility capabilities (Slater et al., 2019), forming, maintaining group identity (Stevens et al., 2020), maintaining positive relationships (Fransen, Haslam, et al., 2020) by generating a sense of togetherness in the team, it is necessary to create a safe psychological environment in order to unite in the identity of "our team" (Fransen, McEwan, et al., 2020). finally have a high level of volunteerism to spare time (Miller et al., 2021). with changes in the pattern of interactions within the team group (Maechel et al., 2022) (Worley et al., 2020), reciprocal relationships between members and teams occur as a whole (Campo et al., 2022). To shape this, reflective skills are required (Brown & Slater, 2023). The formation of this leadership is expected to

continue throughout the activity. In particular, this identity leadership is very special.

In identity leadership, a leader must have many things as a human being. Among them are being able to create an environment of mission vision, then bring the team to direct (communication skills) all the potential to improve themselves (striving) training or competition within the team and outside the team (cooperation). During the activity, the team image, the team name is "I become and participate in being part of the team" is always in the forefront. The leader must be able to maintain great togetherness so that all activities will be of common concern. This leadership is very important, evidence shows that leadership style influences athlete motivation, satisfaction and commitment (Calvo & Topa, 2019). In addition, leadership quality influences empowerment and creates team development (Fransen, Mertens, et al., 2020), leadership affects climate, team trust (Huynh et al., 2020), team resilience under pressure (Kegelaers et al., 2020). The interesting thing here is that leadership behavior will have an extraordinary influence on team performance. How a positive climate is determined by leadership which will ultimately form mutual trust, commitment, and high motivation to face the pressure of training or competition that is followed. So this leadership is very important.

Leadership has a positive effect on team achievement and performance (Yang & Wang, 2022) (Lopez-Gajardo et al., 2023)(Lopez-Gajardo et al., 2023), team cohesion (Flemington et al., 2023), determining motivation (Takamatsu & Yamakita, 2022). Therefore, leaders must be mentally tough regarding the balance of being a coach, educator and focusing on athlete development, enhancing strategy and instruction skills, being consistent with high standards and expectations and having a genuine concern for developing athletes (Weinberg et al., 2020). One example of this is the use of authentic leadership in sport (Malloy & Kavussanu, 2021b) (Malloy & Kavussanu, 2021a). This study signaled that leadership requires the active ability to motivate, the leader must be responsible, have a balanced personality with a style that sets an example and direction that is relevant to carrying a sports team. These soft skills are skills that are not easy to learn, and the sports field with all its activities provides a place to learn leadership to behave to bring a positive climate in the team for good cooperation.

Overall, the review identifies gaps in research, such as further exploration of gender roles in sports leadership and the need for more comprehensive studies on transformational leadership in different athlete demographics. It underscores the importance of sports environments in developing leadership skills like communication, empathy, and decision-making, which are transferable to broader life contexts. The synthesis of these findings suggests that effective leadership in sports not only enhances team performance but also cultivates essential life skills crucial for personal and professional success beyond the athletic arena. Many studies have focused on specific



sports or age groups, limiting the generalizability of findings to diverse athletic contexts. Future research should explore shared leadership across different sport disciplines and cultural contexts to increase its applicability. In addition, studies often rely on cross-sectional designs and self-report measures, which can introduce bias and limit the depth of understanding regarding shared leadership development. Longitudinal studies and mixed-method approaches can provide more robust insights into the dynamics of shared leadership over time. There is an apparent gap in the literature regarding the intersection between shared leadership and gender diversity in sport. Most studies primarily feature male athletes and coaches, ignoring potential differences in leadership styles and experiences among different groups.

Although theoretical frameworks and experimental studies highlight the benefits of shared leadership, practical implementation in the world of sport may face challenges such as resistance to change, lack of institutional support, and variability in coaching philosophies. Sport provides opportunities for the development of leadership skills, more research is needed on how these skills transfer to non-sport contexts. Understanding the transferability of leadership skills acquired through sport may increase their value in educational and professional settings. Shared leadership development and leadership life skills formation through sport activities is a promising area of research with practical implications for athletic performance and personal development. Addressing the identified limitations will be critical to advancing understanding in this area and maximizing the potential benefits of shared leadership in sport. Future research should adopt diverse methodologies, cover a wider demographic of participants, and explore the long-term impact of shared leadership on individual athletes and team dynamics.

## Conclusion

The results show that active participation in sports, especially those that embrace shared leadership, provides the experience of becoming one with a common goal and vision and mission, so that each member is more motivated to collaborate and spend time, effort and even money to achieve this goal. This process requires unipersonal skills. In addition, authoritarian and native leadership models are still used. Obviously, whatever leadership model is applied will provide soft skills to participants, no matter what they want. According to the literature evidence, there are twelve studies that transform sports involvement into a beneficial value for life; eight studies that influence leadership behavior towards running sports organizations; four studies on transformational leadership. (1) Leadership in sport plays a crucial role in increasing athletes' motivation, satisfaction and commitment. Effective leadership also influences overall team performance, helps in the formation of team identity, and creates a positive team climate. (2) Shared leadership, where leadership

responsibilities are shared among team members, has been shown to be effective in improving team engagement, satisfaction, and performance. This type of leadership helps build a strong social identity within the team, increases the sense of belonging, and changes the interaction patterns between team members to be more positive and collaborative. Participation in sports activities provides opportunities for individuals to develop leadership skills that can be applied in everyday life. Sports teach social skills, personal skills, and good moral behavior, and help in the prevention of negative behaviors in adolescents. (3) Transformational leadership, which emphasizes motivation, inspiration, and individual development, has a significant positive impact on athletes' effort, satisfaction, and practice effectiveness. This leadership is particularly suitable for late adolescents and is important for developing athletes' interpersonal skills and motivational approaches.

Limited representation of women in sport leadership, Although women are still underrepresented in sport leadership roles, research shows that women's leadership can make a meaningful contribution, especially in social tasks within teams. Increased representation and participation of women in sport leadership should be encouraged. Recommendations for coaches and sport practitioners are suggested to integrate the principles of shared and transformational leadership in their practice programs. This could include creating a psychologically safe environment, encouraging the active involvement of team members, and focusing on the development of interpersonal and leadership skills. Overall, leadership development through sport not only improves team performance and cohesion, but also molds individuals with important life skills, such as communication, cooperation, and moral leadership. Sport provides an effective platform to mold future leaders of competence and integrity.

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