

**146 - CHILDREN SPORT LEADERSHIP**

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**PRESENTATION**

In a review about leadership term done by Brandão & Valdés (2005 p. 16), there is a consensus that the “leadership means the capacity to influence people to work together to reach goals and objectives of harmonic way”. In the sportive under, this influence may be understood in taking decisions in the interpersonal relationship and in the direction group position or team with trust, powerful of persuasion and conviction, besides legitimacy.

In general terms, leader is the person who in the specific time or place by its action, changes, guides, drive or controls attitudes, actions and social behaviors of one or more fans or followers.

To Beck Jr (2000), the leadership is a relation of interaction between the individual personality and the situation, once that, all situation wants special talents to face it and solve the problems that come from it.

The leadership must be consider in a specific way, according with the tasks made, that is, if a person come from like a leader of a sportive team, this does not mean that, necessarily, he/she will become leader in others situations.

The leaders, normally, are selected by someone, but also can arise spontaneously, being these are more effective because they have the respect and the support of the team or group members. Generally, the leaders that arise spontaneously have specious leadership ability or big technical capacity, becoming the leadership more effective. (Weinberg & Gould, 2001).

According Brandão (2001 p.154) to the sport leader gets that the members of a team play the maximum effort to reach their objective, it is fundamental that the leader has some personalities features, like:

-enthusiasm: coaches with high degree of enthusiasm tend to influence positively their athletes.  
 -Integrity: the athletes need to trust that their leader is committed with the work that develop, if they are honest and always tell the truth.

-Direction and Purpose Sense: a good leader group need to have a training control and the modal knowledge which works.

-Disposition: Can support the psychic and the physic demand. The coach needs to have a lot of disposition and a high capacity to work with the wanted load.

-Courage: a coach needs to have determination to make decisions and select among the several possibilities the most appropriated actions to the moment.

Brandão & Valdés (2005) say that a lot of people believe that the mainly task of a coach, summarize in improve the physicals, technical and tactic abilities of their athletes. It is clear that those tasks are essential to get excellence of sportive practice and are coach's responsibilities, but, the coaches are also crucial to guide their athletes in their performance in the consistent way, although of the exhaustion, of the pressure, of the opponents and of the different sport under of the competition.

There is a consensus among the researches (Brandão & Valdés, 2005; Lopes, Samulski & Noce, 2004; Weinberg & Gould, 2001) that the athletes features, like the sex, maturity, age, the experienced time in the sport, the capacity level, and the personality and temperament kinds, are essential to determinate the leader behavior and effectiveness.

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It does not know up to the coach leadership behavior interfere in a match defeat or victory, but, according Simões (1994), there aren't doubts if the coach plays an important role to get a team yield.

Because of this, the coach of young athletes has a responsibility that extend besides the sportive results. Through their attitudes and behavior, the coach may contribute negative or positive way in the athletes development. The coach's performance has to be bound to the own leadership style, respecting their athletes personalities differences and using a specific work system to the age, always with the objective to reach an young integral training (OLIVEIRA, 2005).

The young athletes development must be directed to a process that involve both coach and athlete, in relation to the specialization and improvement decisions, with bigger emphasis in the training process than the product to be formed. The success must not be trailer only to get the victory or win the match of anyway. The coach that gets to keep these goals to the sportive young training besides of associate in his/her work personal features, like being affectionate, affective and happy, have paternal attitudes and ducts, it might still contribute to the athletes routing to the professionalism (SERPA, 1999, p.33)

The coach must also understand the athlete development, not only under the physical-technical-tactic aspects, but also must worry with the intellectual, motivational and emotional development, (SAMULSKI, 1992).

The coach's role is to help the athlete to find a great personal development level together with a sport improvement. In this process, are implicit the values in who believe and with a base in which manager his/her behavior. So, noting, it become a model and his/her conduct will be determinant to influence and interfere in the athlete career and personal life, specially when we treat with young (SAMULSKI, 1992).

The leaders also must be prepared to work, specifically, with this age, and must have a big intuition and sensibility to better understand the athletes emotional and social behavior, avoiding exhausted load in the training exhausted psychic exigency in competition (SAMULSKI, 1992).

The same author still defends that the coach must know the difference the measures and training programs considering the different ages and different yield levels. He also needs to the sport psychologist cooperation, specially in the training planning phase to guarantee a great young athletes development and avoid psychic-social problems.

Several studies were made in the coach formation of young athletes who are in formation phase (CRUZ & GOMES, 1996). Theses studies suggest, in general, the follow aspects:

1-The superficial perception that the coaches have about the behavior and the frequency with they make positive and encouraging intervention.

2-The necessity of increase, in the coaches, their conscious of the way how they behave themselves ( there is a

minimum coaches' autoperception in relation to the right perception that the athletes have about the coaches' behavior);

2-It occurred a more positive evaluation of the team friends and of the practiced sport by the athletes of coaches that often use to the social support to the positive strengthening after good results.

3-The athletes evaluated the coaches of more positive way, when those use a high strengthening level and encouraging before error and failures committed;

4-Some coaches' behaviors affect in a decisive way the athletes' self-esteem and confidence (it is higher significantly in the athletes who often note the strengthening and encouraging before errors);

5-There is a strong and significant relation between the perception the athletes have about the coaches' behavior and the expressed attitudes (like respect, wonder, anger, afraid) in relation to the coach.

It was suggested to the coach in this psychologist studies formation, that they learn how to communicate in a better and positive way with their athletes. (CRUZ & GOMES, 1996)

To Buceta (2004, p. 81) the work style of the young athletes' coach should be characterized by some relevant aspects to reach success.

These aspects are specified in the table below:

Table 1-relevant aspects to reach success in the sport (Buceta, 2004)

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Having a lot of interest and dedication to work that they are ready to make, motivating all those who are in their command;</li> <li>• Treating the athletes with dignity and respect, avoiding insulting them, underestimate or ridicule them in front of others;</li> <li>• Taking the athletes reach the success, with positive constructive attitudes;</li> <li>• Don't act in an incoherent way, many times taken by the emotion, must have fair attitudes consistent with criteria and objective that must be kept, independently of adverse moments may arise;</li> <li>• Never require athletes' efforts and results bigger than the real capacity of these:             <ul style="list-style-type: none"> <li>a) always establish goals that may be reached;</li> <li>b) Having conscious that inevitably, errors occur, and any athlete, even if he/she is competent, err, but those errors are normal and the coaches must accept with naturally.</li> </ul> </li> </ul> |
|---|

This may be one of the ways to get sports and training objectives that must be predominant in this kind of work.

According to what it was said above, this study has like objective analyze the teachers'/coaches' leadership style, participants of the São Paulo State Children Scholl Olympics under perception of basketball athletes.

## METHODOLOGY

### SAMPLE

The sample was with the four coaches of four basketball teams, two male teams and two female teams, of children category with between 15-17 years old. The teams were randomly selected among the participants of São Paulo State Children Scholl Olympics in the Teach Board Phase (D.E.) in the Tupã region.

### PSYCHOLOGICAL PROCEDURES

It was made two kinds of interview in different moments and objectives. In the first moment, with the intention to know the teacher/coach profile in the personal aspects, the content domain (basketball) and their experiences in competitions it was applied structural questionnaire with closed questions (Annex I).

The questionnaire application was made before the of São Paulo State Children Scholl Olympics in the Teach Board Phase (D.E.) in the Tupã region. The teachers were informed that the interview aimed to know some personal and professional aspects.

In the second moment, it was made an opened question, to know the perception that the athletes have about their teacher/coach.

The question follows described below:

Question: How is your coach in the trains and competitions?

The interviews were recorded and after they were full transcribed and literal, what implies in absolute fidelity in what was said.

### DATE ANALYZES

To analyze the structural questionnaire with closed questions of teacher/coach characterization, we use the statistics descriptive method.

To analyze the generating question applied in the athletes it was made a qualitative analyzes ensuring a coherent interpretation of the perception that the athletes have about the teachers'/coaches' leadership behavior. The collected stuff was submitted by the technical of Categorical Analyzes Contents, purposed by Bardin (2004). This is a technical used when the work objective is to know what is behind the words or testimonials, that is, the search of others' realities through the messages.

The registers unities were analyzed and grouped according with the theme or the word meaning core that express an equivalent sense idea, constituting the categorization of thinking unities (BARDIN, 2004).

Before this interview categorization process arise two categories that sub divide in category A (professional and personal aspects) and category B (Instructions and feedback aspects)

### GENERAL CONSIDERATIONS

When we put the question about teacher/coach leadership behavior, we have to analyze all aspects that influence the athletes in or out competitions. Among these, the professional, personal, instruction and feedback aspects are important to a good relation between the teacher/coach and the athletes.

When we made specific analyzes in each categories and their leadership aspects, we found that in the category A "personal aspect", it is a big relevance to a good relation among the group. We realize that the teachers who have less experienced, in the basketball modal and in the competition have their pedagogical actions realized only positives in the personal aspect, while the professionals' aspects, instructional and feedback aspects categories were realized in the negative way by the athletes.

In others testimonials, the athletes left clear that one of the personal aspects that left them discouraged was the lack of the teachers'/coaches, when they react negatively after an error, and said wrong words or insults. Even if this kind of reaction is not directed to the athlete, only by the fact to occur with others and destabilizes the team.

Still in the personal aspect we obtained a lot of reports in which the athletes realized that the strict in the standards and trains hours and the teacher/coach personal characteristics, that emphasis the authority in their activities, do not interfere in the team relationship.

An other analyzed aspects in the category (A) was the "professional" aspect. This was realized by the athletes in a positive way in the more experienced professionals in the basketball modal and in competition. We verify that the athletes of less experienced teams have a kind of affinity by the flexible training system used by the teacher/coach in which the tact used is to leave the students comfortable in trains and do not require anything in competitions. This way of work was realized by the athletes like positive, maybe by the simple fact that there aren't requirements and either pressure in trains or competitions.

The "professional" aspect only was realized by the athletes of a negative way when the teachers/coaches by ignorance or lack of competence do not teach some technical and tact in trains, and in competition moment require technical and tact situations that were not practice in the trains.

The "instruction" aspect of category B was realized and quoted by the most athletes of the teams II and IV. These two teams were led by the teachers/coaches characterized as more experienced in the basketball modal and in competitions. While that in the teams I and III we find no quotation to the answer about the instruction aspect. To the teachers/coaches get direct the training giving emphasis in instruction, this must have a good domain of technical, tact and psychologist aspects of the modal, if not they have a certain difficulty in using these ways in trainings and competitions.

The "feedback" is one of the aspects of the category B, was another analyzes aspect, it has a direct relation to the instruction aspect, that is, when the teachers/coaches do not use instruction in the training method, difficultly the athletes make reference to the feedback, being it positive or negative.

The positive feedback was realized by the athletes of the team II. In the athletes of the team II we do not find perception report of positive or negative feedback. The perception that some athletes of the team III had about their teacher/coach was the negative feedback, that is, punishment after error. The athletes of four teams had a weak perception of the teacher/coach leadership style in relation to the feedback.

We note that in this study, the results show that, the athletes of the teams II and IV in which the teachers/coaches were characterized as the most experienced in the competition and in the modal, these had a positive perception, with high approval level to their leadership style in all aspects: personal, professional, instruction and feedback. While that the teams I and III teachers/coaches, with less experienced in the competitions and in the basketball modal had their leadership style evaluated like positive in the personal aspect, but negative in the professional, instruction and feedback aspects.

Concluding, we can say that the leadership style of four teachers/coaches, participants of São Paulo State Scholl Olympics, children category, realized by their athletes was different. It is interesting that when we observe this difference we can verify that this variation was according with the experienced degree of each teacher/coach as in the basketball modal as in competitions.

Of the four aspects analyzed the "personal" was more quoted by this athlete group, what shows the importance of coach affectivity in relation to the young athletes.

This fact indicate that the formation courses of young athletes coaches in Brazil should consider the psychologist aspects in relation coach-athlete.

We suggest that others studies are made comparing others, modals, categories and gender to better clarification about the subject

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#### CHILDREN SPORT LEADERSHIP

##### ABSTRACT

The theme "competition" in the childhood and in the adolescence is polemic being the goal of constant discussion among the area studies. The big questioning is if the competitive sports provide real benefits in the physiological, psychological and social aspects to the young athletes. The coach has a predominant role in the perception in what the athlete does of the competition and of the way how the athlete is going to face it, his or her leadership style, this may interfere in the biopsychosocial aspects. The way how the coaches are going to intervene during the interval and/or during a match has a relevant impact in the athlete production. This work has like objective to identify the basketball coach leadership style participant of Children School Olympics under athletes perception. Four coaches and forty-eight athletes of children category of male and female basketball team take part of this study. It was used a structural questionnaire of closed questions to the teacher/coach characterization and

an interview with a generation question to verify the athletes perception and the teacher's behavior. The date analyses to the teacher characterization was conducted with the descriptive statistics resources and to verify the athletes perception it was used Content Analysis a qualitative approach. We note in this study, the athletes of team I and II in which the coaches were characterized the most experienced in the competition and the modal, they had a positive perception with high level of approval to the coach leadership style in all aspects: personal, professional, instruction and feedback. While the I and II teams coaches, with less experienced in competitions and in basketball modal, had their leadership style evaluated like a positive aspect and negative in the professional, instruction and feedback aspects.

**KEY WORDS:** Leadership, Children leadership, Children sport.

### DIRECTION DANS LE SPORT INFANTILE

#### RÉSUMÉ

Le sujet « concurrence » dans l'enfance et dans l'adolescence est controversé en étant foyer de discussions constantes entre les studios du secteur. Le grand questionnement qui se fait, est si les sports concurrentiels fournissent à Réaux des bénéfiques dans les aspects physiologiques, psychologiques et social pour jeunes athlètes. Le technicien a un papier prépondérant dans la perception que l'athlète fait de la concurrence, et de la forme comme il va lui affronter ainsi, son style de direction, sans aucun doute, il peut intervenir dans tous les aspects biopsicosociaux. La forme comme les techniques vont intervenir pendant l'intervalle et/ou s'écouler d'un départ a un impact important dans la production de l'athlète. Ce travail a comme objectif identifier le style de direction technicien de basket-ball participant de Olimpiada Collégial Infantile sous la perception des athlètes. Ont fait partie de cette étude 4 techniciens et 48 athlètes des équipes de basket-ball, masculin et féminin, de la catégorie Infantile. Il a été utilisé un questionnaire structuré de questions fermées pour la caractérisation de l'enseignant/technique et une entrevue avec une question génératrice, pour vérifier la perception des athlètes combien au comportement de l'enseignant. L'analyse des données pour la caractérisation des enseignants a été conduite avec la ressource de la statistique descriptive et pour vérifier la perception des athlètes a été utilisé de l'Analyse du Contenu un abordage d'ordre qualitatif. Nous constatons que dans cette étude, les résultats ont montré que, les athlètes de l'équipe I et III dans laquelle les techniciens ont été caractérisés comme plus expérimentés dans la concurrence et dans la modalité, ont eu une perception positive avec élevé niveau d'approbation au style de direction des techniciens dans tous les aspects personnel, professionnel, l'instruction et feedback. Tandis que les techniciens de équipe II et IV, avec petite expérience dans des concurrences et dans la modalité basket-ball, ont eu leur style de direction évalué mange positif dans l'aspect personnel, et négatif dans les aspects professionnels, instructions et feedback.

**EXPRESSION CLÉ:** Direction, Direction Infantile, Sport Infantile

### LIDERAZGO EN EL DEPORTE INFANTIL

#### RESUMEN

El tema "competición" en La infancia y la adolescencia es polémico, siendo foco de peleas constantes entre los estudiosos del área. La gran cuestión que si hace, es si los deportes competitivos proporcionan a las ventajas reales en los aspectos fisiológicos, psicológicos y sociales para los atletas jóvenes. El técnico tiene un papel preponderante en la opinión que el atleta hace de la competición, y de la forma como va a hacerle frente así, su estilo del liderazgo, sin duda, puede intervenir en todos los aspectos biopsicosociaux. La forma como los técnicos van a intervenir durante el intervalo y/o al pasaje de una salida tiene un impacto excelente en la producción del atleta. Este trabajo tiene como objetivo para identificar el estilo de liderazgo del técnico del baloncesto participante del Olimpiada colegial infantil bajo opinión de los atletas. Hicieron parte de este estudio, cuatro técnicos y 48 atletas de los equipos del baloncesto, masculino y femenino de la categoría infantil. Fue utilizado un estructurado cuestionario hecho de preguntas cerradas para la caracterización del profesor/técnico y de una entrevista con una pregunta para verificar la opinión de los atletas cuánto al comportamiento del profesor. El análisis de los datos para la caracterización de los profesores fue conducida con el recurso de la estadística descriptiva y para verificar la opinión de los atletas fue utilizada Análisis del Contenido um abordaje de orden cualitativa. Evidenciamos que en este estudio, los resultados habían demostrado que los atletas del equipo I e III en las cuales habían caracterizado al técnico según lo más experimentado en la competición y la modalidad, habían tenido una opinión positiva con el nivel levantado de la aprobación al estilo del liderazgo del técnico en todos los aspectos personales, profesionales, la instrucción y en el feedback. Mientras que los técnicos del equipo II e IV, con poca experiencia en competiciones y en la modalidad de baloncesto, había tenido su estilo del liderazgo evaluado como positivo en el aspecto personal, y negativa en los aspectos de las instrucciones, profesionales y feedback.

**EXPRESIÓN LLAVE:** Liderazgo, Liderazgo Infantil, Deporte Infantil.

### LIDERANÇA NO ESPORTE INFANTIL

#### RESUMO

O tema "competição" na infância e na adolescência é polêmico sendo foco de discussões constantes entre os estudiosos da área. O grande questionamento que se faz, é se os esportes competitivos proporcionam reais benefícios nos aspectos fisiológicos, psicológicos e sociais para os jovens atletas. O técnico tem um papel preponderante na percepção que o atleta faz da competição, e da forma como vai enfrentá-la assim, seu estilo de liderança, sem dúvida, pode interferir em todos os aspectos biopsicosociaux. A forma como os técnicos vão intervir durante o intervalo e/ou decorrer de uma partida tem um impacto relevante na produção do atleta. Esse trabalho tem como objetivo identificar o estilo de liderança do técnico de basquetebol participante da Olimpiada Colegial Infantil sob a percepção dos atletas. Fizeram parte desse estudo 4 técnicos e 48 atletas das equipes de basquetebol, masculina e feminina, da categoria Infantil. Foi utilizado um questionário estruturado de perguntas fechadas para a caracterização do professor/técnico e uma entrevista com uma questão geradora, para verificar a percepção dos atletas quanto ao comportamento do professor. A análise dos dados para a caracterização dos professores foi conduzida com o recurso da estatística descritiva e para verificar a percepção dos atletas foi utilizada Análise do Conteúdo uma abordagem de ordem qualitativa. Constatamos que nesse estudo, os resultados mostraram que, os atletas da equipe I e III na qual os técnicos foram caracterizados como mais experientes na competição e na modalidade, tiveram uma percepção positiva com elevado nível de aprovação ao estilo de liderança do técnicos em todos os aspectos pessoal, profissional, instrução e feedback. Enquanto que os técnicos da equipe II e IV, com menos experiência em competições e na modalidade basquetebol, tiveram o seu estilo de liderança avaliados como positivo no aspecto pessoal, e negativo nos aspectos profissionais, instruções e feedback.

**EXPRESSÃO CHAVE:** Liderança, Liderança Infantil, Esporte Infantil.

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