20 - ANALYSIS OF THE REAL AND THE IDEAL LEADERSHIP PROFILES IN CAPOEIRA

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INTRODUCTION

Social Psychology studies the individual as a social being in interaction with other individuals and groups (CARRON, 1988). The study of leadership takes a special place in the study of psychosocial phenomena, mainly in the sports (NOCE, 2003; SERPA, 1990; LOPES, SAMULSKI & NOCE, 2004).

Jesuíno (1996) stated that there are as many definitions of leadership as authors who try to define it. Although the literature deals with these different definitions, the definition of leadership as being "the behavioral process of influencing individuals and groups toward set goals" of Barrow (1977:232) in general is a recurrent one in sports science studies, maybe due to its simplicity and objectivity (VILANI, 2004). According to Horn (1992) and Weinberg & Gould (2001), this definition of leadership is rather useful because it encompasses several dimensions of the leader behavior, as for example decision making, motivational techniques, and establishment of interpersonal relations. Among the several themes of this field of study, the relation between leader (coach/teacher) and subordinates (athletes/students) has been extensively studied (CHELLADURAI & SALEH, 1978; SERPA, PATACO & SANTOS, 1991; LAUGHLIN & LAUGHLIN, 1994; COSTA, 2003, SILVA, COSTA & NOCE, 2003) due to the importance of the leader in performance improvement of and satisfaction guarantee.

In sports, coaches and teachers work with interpersonal relation and guidance towards goals. Serpa (1990) attributes the following functions to coaches and teachers besides the function of technical instruction: (1) management of human resources, (2) management of financial resources, (3) development of public relations, (4) planning, (5) organization of activities, (6) organization of work systems within the activity framework. Therefore, the position of the leader is one of great importance for the group and the development of effective leadership is a personal challenge (NOCE, 2002).

There are many theories on sports leadership, but only some attained scientific credibility (LOPES, SAMULSKI & NOCE, 2004). In sports, the most accepted model to explain leadership is the Multidimensional Model of Leadership (MML) developed by Chelladurai & Saleh (1978). According to this model, the coach/teacher is seen as the leader of an organization/group and the athletes/students as their members. The group performance and the members' satisfaction are consequences of the congruence of three behavioral states of the leader required, preferred, and perceived. The antecedent variables that determine these behaviors are considered as characteristics of the situation, the leader, and the members. (CHELLADURAI, 1990).

Based on this model, Chelladurai & Saleh (1978) proposed the Leadership Scale for Sport (LSS) to evaluate the leadership behavior of the coach/teacher. This scale affords information on the coach's/teacher's interaction styles (Training-Instruction, social support, and positive feedback), and the decision making styles (autocratic and democratic).

Fonseca (1998) emphasizes that to understand sport we have to understand the nature of the groups and of the different processes into play for its coming into being. Capoeira groups or associations are organized in chapters in a hierarchical pyramid with the master/teacher at the top and the student at the bottom.

According to Jaqueira (1999, 2000), the capoeira master presents himself/herself to the students as an effective leader. In this perspective, capoeira would also represent a social group in which the capoeira master seeks to help the students attain goals (JAQUEIRA, 1999). Therefore, the leadership of the capoeira master in the coaching process can have a significant relevance in the interpersonal relationship with the student and for the group cohesion. This leadership in heterogeneous groups is closely linked to its exercise.

Thus, the present study had the objective of analyzing the leadership profile of the capoeira master in relation to the master's own perception and the students' preference and perception.

METHODOLOGY

Sampling

A group of 26 male and female capoeira players aged 28.15 (±8.11) on average and with 79 (±71.32) months of capoeira practice time from different grades in accordance with the group hierarchy and the capoeira master responsible for the group was studied.

Tool

It was used a two-part survey questionnaire. The first part of the questionnaire surveyed some demographic data of the master's and students' such as age, sex, and capoeira practice time.

The second part was an adaptation of Chelladurai & Saleh's (1978) Leadership Scale for Sport (LSS) validated for Portuguese language by Serpa *et al.* (1989) and Costa (2003). The Leadership Scale for Sport (LSS) is made up of three different versions, each containing 40 different situations representing five randomly organized dimensions (Training-Instruction, positive feedback, social support, autocratic behavior, and democratic behavior) of the coach's/leader's behavior. The student should choose one of the five possible answers for each of the situations of the scale presented in a five-point *Liket* scale:

	My master...	Never	Rarely	Occasionally	Frequently	Always
		0	1	2	3	4
01	Pays attention to students who have maximum performance	❒	❒	❒	❒	❒
...	...	❒	❒	❒	❒	❒
40	Speaks in a way that inhibits questioning.	❒	❒	❒	❒	❒

Three versions of the questionnaire were used:

- In the first one, the athlete/student answered based on his/her perception of the master's leadership behavior (perception version); "My master…".
- In the second one, the athlete/student answered based on his/her preferred profile of master's leadership behavior (preference version); "I prefer a master who…".
- The third one was answered by the master himself/herself with the objective of evaluating the perceived leadership (self-perception version). "As a master, I..."

Procedures

The questionnaires were applied by the authors of the present study, who were duly qualified for such.

The questionnaires were applied at the coaching place itself at times previously arranged with the master in a total of two sessions. In the first session, the demographic data and the Leadership Scale for Sport LSS questionnaires were applied to the master (self-perception version) and to the students (perception version). In the second session, the perception version of Leadership Scale for Sport LSS was applied only to the students.

Both master and students were clearly informed about the survey procedures and objectives in the two application sessions. Participation was voluntary and anonymous.

Data Analysis

Statistical analysis was carried out by mean, standard deviation, frequency distribution, and mean comparison tests (U-Mann Whitney and Wilcoxon).

RESULTS AND DISCUSSION

General analysis of LSS situations Perceived and preferred behaviors

The 40 LSS situations were analyzed independently. The master's behavior most perceived and the students' general preference stood out.

Table 1: General analysis of most of perceived and preferred situations in the three LSS versions

LSS Version	Situation	Mean	SD	Dimension
Perception (My master...)	*1) pays attention to students who have maximum performance*	3.86	0.53	Training-Instruction
	8) pays particular attention to the correction of the students errors	3.79	0.43	Training-Instruction
	10) tells the student when his performance is good	3.79	0.43	Positive feedback
Self-perception (As a mnaster I...)	*1) pay attention to students who have maximum performance*	4.00		Training-Instruction
	2) ask the students their opinions on strategies in certain situations	4.00		Democratic
	5) explain historical and technical aspects of capoeira to each student	4.00		Training-Instruction
Preference (I prefer a msster who...)	*1) pays attention to students who have maximum performance*	3.50	0.90	Training-Instruction
	17) foresees what must be done	3.50	0.67	Training-Instruction
	5) explains historical and technical aspects of capoeira to each student	3.45	0.69	Training-Instruction

According to table 1, it can be seen that the situations most preferred and perceived by the students are related to the master's instructional behavior in practice, with the exception of number 10, which refers to the motivational tendency related to rewarding students for good performance and situation 2, which belongs to the democratic behavior dimension.

General analysis of LSS situations Least perceived and preferred behaviors

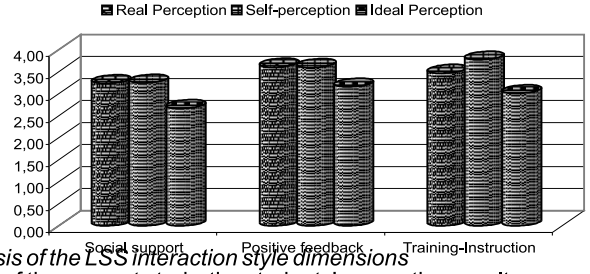
Table 2 shows the situations least perceived and preferred in relation to the master's behavior. It can be observed the predominance of situations related to the master's autocratic behavior. It is interesting to highlight that these situations present a high standard deviation, which evidences a variation between perceived and preferred behaviors. *Table 2: General analysis of least perceived and preferred situations in the three LSS versions*

LSS Version	Situations	Mean	SD	Dimension
Perception (My master...)	*24) lets students perform independently even if they make errors*	1.29	1.20	Democratic
	27) refuses to make any kind of compromise	1.23	1.48	Autocratic
	40) speaks in a way that inhibits questioning.	1.14	1.66	Autocratic
Self-perception (As a master, I...)	*24) let students perform independently even if they make errors*	0.00		Democratic
	27) refuse to make any kind of compromise	0.00		Autocratic
	34) keep a distance in relation to the students	0.00		Autocratic
Preference (I prefer a master who...)	*12) does not explain his/her actions*	1.18	1.08	Autocratic
	24) lets students perform independently even if they make errors	1.18	1.60	Democratic
	27) declines to make any kind of compromise	1.17	1.19	Autocratic

Analysis of the situations per dimension

After the independent analysis of the situations, they were grouped according to their corresponding LSS dimensions.

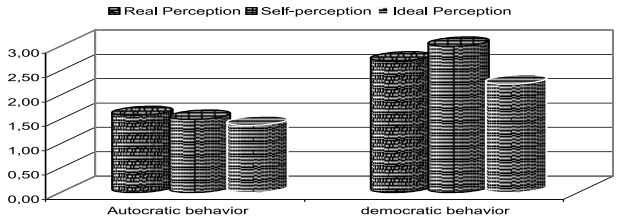
Graph 1 presents the three dimensions that make up the master-student interaction style. It can be observed that there is an agreement between the master's self-perception and the students' perception in the three dimensions. A fact that stands out is that the students prefer the interaction dimensions to a lower degree.



Graph 1. General analysis of the LSS interaction style dimensions

According to the results of the present study, the students' perception results agree with those found in literature, that is, in the sports context, athletes/students perceive the Training-Instruction interaction style the most (CHELLADURAI & SALEH, 1978; ANTUNES, SERPA & CARITA, 1998, Lougheada & Hardy, 2005). In relation to the subordinates' preferences, the results confirm the studies of Chelladurai & Saleh (1978), Lopes, Samulski & Noce (2004), which also presented the Training-Instruction behavior as preferred. As in the coaches'/teachers' behavior research, the master's self-perception sets greater value to the Training-Instruction behavior (SERPA, 1990; COSTA, SAMULSKI & NOCE, 2003; SILVA, COSTA & NOCE, 2003)

Becker Júnior (2002) attributes these results to the reproduction of the present social model, which is based on production and reflects the demands made by the coach/teacher in sports.



Graph 2:General analysis of the LSS decision making style dimensions

Graph 2 presents the master's decision making styles in the three LSS versions. It can be observed that the democratic behavior is the most perceived and preferred in all three versions. Several studies (Chelladurai 1984; SERPA, 1990; LOPES, SAMULSKI & NOCE, 2004) also revealed that the coach's/teacher's democratic behavior is perceived and preferred by athletes/students. Liukkonen & Salminen (1990) concluded the opposite in their study.

Table 3 compares the three LSS versions. It is observed that only the Training-Instruction and positive feedback dimensions were found statistically different, which demonstrates that behavior preference and perception are similar.

Table 3: Comparison of the LSS versions

Version	Democratic behavior	Autocratic behavior	Social Support	Positive feedback	Training-Instruction
Perception vs. Preference	0.09	0.72	0.06	0.03*	0.02*
Preference vs. Self-perception	0.227	0.788	0.180	0.418	0.108
Perception vs. Self-perception	0.482	0.485	0.727	0.713	0.415

CONCLUSIONS

Based on the results obtained in this study, it can be concluded that the profiles perceived and preferred by capoeira players is defined by Training-Instruction and democratic behaviors. As to the master's self-perception, it can be observed that it also presented behaviors closer to Training-Instruction and democratic behaviors.

Taking into consideration the capoeira modality specialty, the master presented decision making and interaction styles in agreement with the students' preference and perception. This leads us to conclude that this similarity is a predictor of efficacy and effective leadership.

Further studies on leadership antecedents and on cohesion and communication aspects in capoeira are recommended as we see that aspects inherent to heterogeneous groups could improve the behavior and the quality of the leaders' actions.

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ANALYSIS OF THE REAL AND THE IDEAL LEADERSHIP PROFILES IN CAPOEIRA

The revision of the literature on sports reveals that the coach's and teacher's leadership behaviors have been frequently studied and are seen as important aspects for performance and satisfaction. Thus, the present study had the objective of analyzing the leadership profile of the capoeira master in relation to the master's self-perception and also in relation to the students' perception and preference. A group of 26 male and female capoeira players aged 28.15 (±8.11) on average and with 79 (±71.32) months of capoeira practice time and different grades in accordance with the evaluated group's hierarchy. A demographic and a Leadership Scale for Sport LSS questionnaires (perception, preference, and self–perception) was used as a survey tool. In general, the leadership styles most perceived by the students were democratic behavior and positive feedback. The students preferred mostly the democratic behavior and Training-Instruction behavior styles. The master reported self-perceived democratic and Training-Instruction behaviors. The comparison of the three LSS versions showed statistical differences only for positive feedback (p=0.03) and Training-Instruction (p=0.02) dimensions. It can be concluded that the master presents decision making and interaction styles in agreement with the students' preference and perception. This leads us to conclude that this similarity is a predictor of efficacy and effective leadership.

Key Words: capoeira master, leadership style, students perception / preference

ANALISE DIE PROFIL REEL ET IDEAL DIE LÍDER D' UM GROUPE DE CAPOEIRA

Lês recherches de'já' effectuees sur la literature sportive nous montre que lês coomportements d'un leader, de l' entraineur, dês professeur ont ume unfluence determinantge sur lês resultats et perfomances. Notre etude a comme objectif d' avalyser lê profil dei leader d' um mâitre de capoeira em accord avec la proue perception de ce dernier et em accord avec la perception et lês exigenances de sés eleves. Vingt six personne s' inscrivant alaus une mayenne d' age de 28,15 (±8,11) ans et ayont um pratique de cette discipline de 79 mois envivou (±71,32), de sex masculin et feminin et de niveaux differents, du debutant jusq'au mâires ont participe' a notre e'tude. Um questionnaire de donne'es de'mografiques et une e'chelle de mesure dos comportements du leader (Leadership Scale for Sport LSS) ont e'te' utilise' pour notre recherche. D' une maniere generale, lê type de lide'rance perca para lês e'teves revelle um caractere de'mogratique et gratificant. Lê syles de leaderance ieale pour ces mêmes e'leves serait porte sur um caractere de'mogratique et doniaunt plus d'importance aux criteres d' entrainement pure. Lê mâitre classifie son attidude comme de'mocratique et basee sur l'importance de la qualite' dês criteres d' entrainement pure apres son auto-analyse. Comparant 3 versions de l' echelle (LSS) nous avons reencomtre differentes statistiques principalement au niveau du 'facteur gratifiant' (p=0,03) et aussi au niveau de l'importance de la qualite des criteres d' entrainement (p=0,02). Nous pouvons aise'ment tire la conclusion suivante : le mâitre nous montre un style directif et interactif conforme a la prefereance et a la perception de ses e'leves cotte adequation d'une liderance effective de eficacite.

Mots Clefs: mâitre de capoeira, style de liderança, perception / pre'ference dês e'leves.

ANALISE DE EL PERFIL DE LIDERANCIA REAL E IDEAL EN LA CAPOEIRA

La revision de la literatura desportiva indica que los comportamientos de la liderancia de los entrenadores e professores tiene havido frequentemente estudiados siendo estes comprendidos como aspectos importantes para la satisfación e performance. Por lo tanto, el preciente estudio tubiera como objetivo analizar el perfil de la lideransa de lo maestro de acuerdo com su propria percepción e de acuerdo com la percepción de los alumnos. Participaram de este estudio 26 participiantes de capoeira com media de edad de 28,15 (±8,11) años e tiempo de pratica de 79 (±71,32) meses, de los dos género e graduaciones diferientes de acuerdo com la propuesta jerarquía del grupo avaluado. Fueram utilizados como el instrumento uno cuestionario de información demograficos e la graduación de lideransa del deporte - ELD (versión, percepción, preferencia e auto-percepción). De una forma general los estilo de liderança más percibido por los amlunos fueram los de comportamento democratico e refuerzo. Los estilo más preferidos por los alumnos fueram los de comportamiento democratico e de entrenamiento-instrución. El maestro se auto-percebio con los comportamientos de entrenamiento-instrución e democratico. Al se compara las tres versiones da ELD fueram encuentrada diferecincias estatisticas solamente entre las dimensiones del refuerzo (p=0,03) e entrenamiento-instrución (p=0,02). Se puede concluir que el maestro presento estilo de desición e interación en consonancia con la preferencia e percepción de sus alumnos. Lo que nos hace aludir que esta similaridade es preditora de eficacia e lideransa efetiva.

Palabras-llave: maestro de capoeira, estilos de liderazgo, percepción / preferencia de los alumnos

ANÁLISE DO PERFIL DE LIDERANÇA REAL E IDEAL NA CAPOEIRA

A revisão acerca da literatura esportiva indica que os comportamentos da liderança de treinadores e professores têm sido freqüentemente compreendidos como aspectos importantes para a satisfação e performance. Portanto, o presente estudo teve como objetivo analisar o perfil de liderança do mestre de capoeira de acordo com sua própria percepção e de acordo com a percepção e preferência dos alunos. Participaram desse estudo 26 praticantes de capoeira com média de idade 28,15 (±8,11) anos e tempo de prática de 79 (±71,32) meses, de ambos os gêneros e graduações diferentes, de acordo com a proposta hierárquica do grupo avaliado. Foram utilizados como instrumentos um questionário de dados demográficos e a Escala de Liderança do Esporte ELD (versão percepção, preferência e auto-percepção). De uma forma geral, os estilos de liderança mais percebidos pelos alunos foram os de comportamento democrático e reforço. Os estilos mais preferidos pelos alunos foram os de comportamento democrático e de treino-instrução. O mestre se auto-percebeu com os comportamentos de treino-instrução e democrático. Ao se comparar as três versões da ELD, foram encontradas diferenças estatísticas somente entre as dimensões de reforço (p=0,03) e treino-instrução (p=0,02). Pode-se concluir que o mestre apresentou estilos de decisão e interação em consonância com a preferência e percepção dos seus alunos. O que nos leva à conclusão de que essa similaridade é preditora de eficácia e liderança efetiva.

Palavras-chave: mestre de capoeira, estilos de liderança, percepção / preferência dos alunos.