Transformational leadership

by

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Abstract

This paper described transformational leadership in general and its perception by those in the sporting fraternity. It discusses the controversy surrounding transformational leadership with a view to show why it might be preferred by some and not by others as well as to demonstrate its practicability or the lack of it. It discussed issues that explained why authorities said that transformational leaders have to be trained rather than be born. The paper distinguished between transformational leadership in industry against the same leadership in sport.

The paper discusses some of the advantages and disadvantages posed by transformational leadership particularly in sport. An analysis of sport development in Zimbabwe through ‘comfort leadership’ was made as a premise for the advocacy for a paradigm shift towards the adoption of transformational leadership. Given the leadership practices in Zimbabwe, the paper attempted to allay fears of its rejection by sport administrators, particularly from the old school and who might be “traditionalists”. A call was made to institutions of higher learning dealing in Physical Education and Sport to transform pedagogy to embrace transformational leadership training.

Key words: Charisma, Physical Education, Paradigm shift, Transformational leadership, Sport

INTRODUCTION

This paper discusses transformational leadership with an emphasis on how it relates to sport. It gives a general description of transformational leadership as well as how it is understood by those in the sporting fraternity. By way of addressing the controversy surrounding it, transformational leadership is discussed alongside transactional leadership and why the former is preferred. Some explanation is given as to why it is believed that transformational leaders have to be trained rather than be born. The paper goes further to show some of the differences between transformational leadership in industry against the same in sport. Advantages and disadvantages of transformational leadership is discussed before an analysis of how sport administration development has progressed in Zimbabwe and why a paradigm shift has to be supported in the training of sport administrators. Finally, a conclusion is drawn from the discussion.

DEFINITION OF TERMS

Leadership is an important determinant of effective functioning of organisations (Kent and Chelladurai, 2001). According to Stogdill (1994) and Barrow (1997), leadership is the behavioural process of influencing individuals or groups toward set goals and achievement of these goals. Rosenbach and Taylor (1993) define it as getting people to work together to make things happen that might not otherwise occur or prevent things from happening that ordinarily would take place. Smoll and Smith (1989) and Chelladurai (1993) insist that there is definitely leadership in sport and that researchers have tried to translate some leadership concepts in some sporting disciplines, e.g., athletics. It is clear from Chelladurai and Riemer (1997) in Kocak and Cakicioglu (1995) that athlete satisfaction can be used as a measure of organisational effectiveness.

Citing Horn (1992), Armstrong (2001) notes that most efforts to apply leadership theory to sport have yielded minimal success. Addressing issues in sport, Case (1987) says leader behaviour is the least understood aspect of coaching and McGuire (1992) points out that this belief is ironic because the coach is the definer, provider and deliverer of sport experience for the athlete. So, I ask how he/she cannot be understood? Coaches are leaders for skill and personal development of athletes and leaders for pursuing athletic objectives. The sporting experience is a direct reflection of the coach’s philosophy, beliefs, values and priorities. McGuire (1992) says that the quality of an athlete can never exceed the quality of the leadership providing it, therefore, there is need to develop effective leader behaviour among coaches. Many authorities will probably define effective leaders as those who coach more winners, yet it is much more than just winning or losing.

An effective leader should be able to demonstrate sensitivity to athletes’ needs (Grace, 1988). Researchers like Onifade, Keinde and Kehinde (2009) agree that the importance of role of the sports officials in the administration of school sports cannot be overemphasized and in order for them to perform well there is need to focus on their perception of personal and organisational stimuli (Keinde and Ayodabo, 2002). It is, therefore, important that a relative congruency exist between most of their needs and those of the organisation. Many studies argue that if a worker is satisfied with his/her job, he/she is motivated to perform the job well (Herrera and Lim, 2003). He/She should skilfully use sport to help athletes learn lessons about life and appreciate their increased knowledge and not just be interested.
in guiding athletes to the finish line and no further. Field (1991) adds that an effective leader should be able to demonstrate a people-centred attitude. While there may be debate about it, Hersey and Blanchard (1988) claim that leaders’ behaviour depends less on inherited traits than on group needs and tasks, for example, the personality of sports people vary as much as the sports themselves. Coaches are skillful enough to choose the best leadership style for their sport and individual athletes. Several leadership models have been tried out including traditional ones such as Fiedler’s 1967 contingency model, Hersey and Blanchard’s 1972 situational theory, House’s 1971 path-goal theory as well as Chelladurai and Carons’ 1978 Multi-dimensional Model of Leadership. There are some claims that the adoption of transformational leader behaviour often leads to improvement in athlete performance, team cohesion as well as team and coach morale. Transformational leadership is superior leadership performance and it is noticed when leaders broaden and elevate the interests of their followers as they generate awareness and acceptance among their followers of the purposes and mission of the group and when they move followers to transcend their own interests for the good of the group (Murray and Mann, 1993). Koonce (1997) points out those leaders are created and not born. Koonce (1993) believes that these leaders develop teachable points of view. Kouzes and Posner (1987) say that leadership is an observable, learnable set of practices and that it can also be called citizenship behaviour.

DESCRIPTION OF TRANSFORMATIONAL LEADERSHIP

What is Transformational Leadership?
The Transformational Leadership Theory was used many times by Burns in 1978 in his research study of politicians and later developed by Bass (1985). Transformational leaders are according to Burns (1978) characterised by charisma. As one of the pioneers of transformational leadership, Burns placed much of importance on the end result rather than the process of obtaining it as earlier leadership theorists such as Weber (1947) believed. Moral values have been placed as an integral part of transformational leadership. According to Burns (idid), a transformational leader is one who does not consider himself/herself the most powerful, but rather one with ambition. Transformational leadership creates positive changes in followers. In this type of leadership, followers take care of each other’s interests and they act in the interest of the group or organisation. According to Burns (the first proponent of the transformational leadership) the theory is all about values and their meanings and a purpose that transcends short term goals and focus on higher order needs. Transformational leadership can only be possible when there is total reliability and honesty as well as lead to personal behaviour that exemplifies the vision/goal of the organisation. The transformational approach depends on winning the trust of the people. The challenge for transformational leaders is to find ways to develop and share knowledge (Irlbeck, 2000).

THE LEADER AND THE FOLLOWER WITHIN TRANSFORMATIONAL LEADERSHIP

The transformational leader as a moral leader emerges from and always returns to the fundamental wants and needs, aspirations and values of the followers. For transformational leadership to work, the leader should be completely successful in selling the vision of the organisation to the followers. They should so agree with the vision that they take it as their own. They must be able to see their own interests in the vision of the organisation. For this to happen, it is imperative that the leader articulates the vision of the future of the organisation, provide a model of behaviour consistent with the vision, foster acceptance of the group goals and provides individual support to the followers. Once the above four principles are achieved, it helps the followers to change their basic values, beliefs and attitudes. In the end, it should result in subordinates achieving higher goals and to perform work beyond the minimum levels specified by the organisation.

Transformational leadership can only be possible when there is total reliability and honesty as well as leader personal behaviour that exemplifies the vision/goal as mentioned above, meaning that, mercenary behaviour is avoided.

According to Bennis and Nanus (1985), Warrilow, Avolio and Bass (1988), Bass (1985); (1990), McAdams and Zinck (1998), Bass and Avolio (1990), Yusof and Shah (2008) and others, there are four components necessary in a leader for transformational leadership to work. These are:

- Charisma or idealised influence, meaning that one has to behave in a way that will make followers want to identify with one – role model
- Inspirational motivation, implying that one has to be optimistic about future goals, team spirit motivation as well as provide meaning and challenge
- Intellectual stimulation to encourage creativity in followers by creating a network between followers with the leader and organize each other in a way that gives them promise to overcome obstacles
- Personal and individual attention to ensure that one acts as a mentor, a coach and respects each individual’s contribution to the team. It helps to fulfill each member’s need for self-fulfilment and self worth thus, therefore, inspire followers to further achievement and growth.

These are simplified by Armstrong (2001) as follows:

- ethical behaviour;
- shared vision and shared goals;
- performance through charismatic leadership; and
- leadership by example.
This type of leadership should activate a number of things in the followers' i.e. all for higher order needs rather than satisfy basic needs in terms of Maslow's (1954) hierarchy of needs; need to inspire, empower to a higher level of motivation, for example, self actualisation; arouse followers to transcend beyond their own self interests for the sake of their organisation.

Citing Weber (1947), Boje (2000) says that the charismatically qualified leader is obeyed by virtue of personal trust in him and his exposure, their heroism or exemplary qualities. It is important that this leader must bring benefits to the followers, otherwise he loses his charismatic authority. Boje points out that this leader is more or less viewed as different from the ordinary people and endowed with supernatural and superhuman powers and abilities and yet his/ her basis of authority is charisma.

THE CONTROVERSY SURROUNDING TRANSFORMATIONAL LEADERSHIP AND WHY IT MAY BE PREFERRED

The controversy about transformational leadership stems from a variety of angles. According to Hsu and Cheng (2011), the controversy seems to emanate even from the definition of leadership as evidenced in the discussion above as well as over the approaches used to study the leadership style. Perhaps the other side of the controversy is the relationship between transactional leadership and transformational leadership. To some, it appears as if where one type of leadership ends is the beginning of the other. In other words, where Burns (1975) ended with his transactional leadership theory seems to be where Bass (1985) took over from with his improvement of the Burns' theory into his own transformational theory. Bass (1985) quoted by Doherty and Danylchuk (1996) argues that transactional leadership and transformational leadership are distinct dimensions rather than opposite ends of one continuum. Yukl (1989) and Weese (1994) agree that transactional leadership and transformational leadership are closely related parts of leadership although they remain distinct. Even though Bass (1985) views transformational leadership as an improved version of transactional leadership, he still seems to adopt some characteristics of transactional leadership. For instance, the fact that he agrees to rewarding followers as a way of motivating them is in itself controversial in the sense that transformational leadership should rely more if not entirely on intrinsic motivation rather than extrinsic motivation. In his study of university faculties, Fried (1994) reports that intrinsic factors contribute to job satisfaction, but of course, the question still remains whether workers should or should not be paid. Nevertheless, Bass (1985) says most leaders apply both transformational and transactional administration, though in different intensities. Bass, (1997) further says that what the transactional leader is able to achieve, the transformational leader is able to heighten and elevate by expanding the followers' portfolio of needs. While the transactional leader works within the organisational culture, the transformational leader changes the organisational culture.

The other side of the controversy comes from how organisational effectiveness is measured. While effectiveness is of great importance to organisational behaviour (Chelladurai and Haggerty 1991), Chelladurai (1987) says the word effectiveness itself is complicated, controversial and difficult to conceptualize. The fact that there are a variety of approaches to measure organisational effectiveness is testimony to this revelation. Hsu and Cheng (2011) say that organisational effectiveness is ambiguous in conceptualization and difficult to measure because it involves a variety of dimensions, for example, goals, processes and resources and if the paper might add, the environment, to the list. Bass (1997) says that while the transactional leader works within the organisational culture, the transformational leader changes the culture. Hay (2006) points out that according to Hall, Johnson,Wysocki and Kepner (2002), the key criticism of transformational leadership is that it has potential for the abuse of power. Stone, Russell and Patterson (2003) warn that transformational leaders can exert a very powerful influence over followers who offer them trust and respect. Leaders motivate followers by appealing to strong emotions regardless of the ultimate effects. It is pointed out that leaders do not always appeal to positive moral values. It is also noted that some leaders may have narcissistic tendencies, thriving on power and manipulation and that followers may have dependent characteristics and form strong unfortunate bonds with the leaders. According to Bass (1997), transformational leaders lack the checks and balances of countervailing interests, influences and power that might help to avoid dictatorship and oppression of minority by majority. This paper feels, however, that while caution has to be taken by the leader to remain moralistic in approach to avoid exploitation of the followers, it is still imperative that organisational goals must be met and so in essence, one has to remain humanistic about the whole issue.

Hay (2006) exposes Yukl's (1989) fears that there is a dark side of charisma and notes that for every good example of transformational leadership, for example, Ghandi, there is a bad one and Manson is given as such an example. Transformational leadership must be based on moral values (Griffin, 2003) rather than just ambition or mere keenness to effect change. Carlson and Perrewe (1995) raise controversy in that transformational leadership may encourage followers to emotionally pursue evil ends as they go beyond their own self interest for the good of the organisation and it is also feared according to Bass that followers can be manipulated in ways that may see them lose more than they gain.
As efforts to achieve organisational goals are made, the leader should remain responsible for the individuality and autonomous development of the followers in order to maintain a respectable image of the organisation as they carry it with them even long after they have left that organisation. So, the leader should be wary of the type of people he/she develops.

DEMONSTRATION OF THE PRACTICABILITY OF TRANSFORMATIONAL LEADERSHIP

When analyzed through studies the various versions of the transformational theory seem to indicate its possible success when it is applied in its original form. Interpreted in simple terms, transformational leadership seems to be a shift towards democracy and a move away from autocratic leadership. Autocratic leadership is described by Burns (1978) as a bully kind of power. In this type of leadership, the leader holds on to power and dictates in a ‘breathing down the throat of followers’ type of way. This type of leader is amoral and is referred to by Burns (1978) as oxymoron, which implies that there is some element of cruelty in his/her behaviour. The examples given by Burns of such leaders are: Mussolini, Hitler, Stalin and Nehru. Although it is not clear why Ghandi, the most respected spiritual leader of India (http://www.indiaciuld.com/mahatma_ghandi.htm) is included in this list, it is quite evident that these people whom Burns rejects as non-leaders share a much in common including cruelty. Any leader who has attempted to imitate those in the list above, for example, Idi Amin, notorious dictator of Uganda from 1971-1979, have not been successful and have left a very negative legacy. The reason why these leaders were not successful is that they did not lead with the people who were their followers, at heart.

Transformational leadership has been associated with some positive values. A transformational leader leads with transcendent values which include liberty, justice, equality and collective well-being. The transformational leader looks for potential motives in followers and seeks to satisfy higher needs and engages in the full person of the follower. Other value characteristics of such a leader are honesty, responsibility, fairness, and the honouring of commitment. Burns’ (1985) transformational leadership theory was based on Kohlberg’s stages of moral development and Weber’s (1947) theory of leadership and authority. So, it can be practical. Why? How? When?

TRANSFORMATIONAL LEADERS HAVE TO BE TRAINED RATHER THAN BE BORN.

Weber (1947) in Boje (2000) notes that charisma cannot be taught, learned or acquired in discipleship. He also points out that it is not automatic for charismatic leaders to transition to a bureaucratic or rational administration. While many researchers have agreed that leaders in many leadership styles are born, many also agree that transformational leaders are not born, but are trained and developed. According to Robertson (2011) transformational leaders who truly make a difference are developed not born. Robertson notes the fact that as leadership is not the exclusive domain of managers and executives, leaders are found at all levels of the organisation and they do not have to have a managerial title. In agreement with this line of thinking, Ipinomoroti (2009) recommends that apart from high level officers, sport organisations could create more transformational leaders by encouraging subordinates to exhibit transformational behaviours. They lead by their example, maturity and other means. Kocak and Cakioglu (2005) say that leaders could be trained to exhibit certain leadership behaviours. While it is true that not all can be leaders, it is beneficial for the operations of the organisation for all to feel important and part of that organisation.

Kelloway and Barling (2000) suggest two primary methods of transformational leadership training. These are individual coaching sessions and workshops. When they are involved in the individual coaching sessions, the leaders are asked to rate themselves while at the same time they are being rated by their subordinates. The coach and the leader who is being rated, discuss the discrepancies that are derived from the discussions above in a bid to identify the causes of the behaviour in question and then specific action plans are developed to enhance the individual manager’s transformational leadership style. In the second method, which is the workshops, activities include brainstorming of effective and ineffective leader behaviours, as well as watching videos that demonstrate various leadership styles in action. Once more, the outcome is the development of action plans for participating managers. If for some reason one cannot attend formal training, Kelloway and Barling (2000) suggest the following small changes that can make a big difference:

• Making their decision more transparent and by being consistent in their reasoning with their employees. Consistent use of the same criteria in decision making builds respect and trust as employees know what to expect from the leader.
• Displaying more enthusiasm and optimism. Communicating the message that “I know you can do it” raises employees confidence and inspires them to try harder.
• Getting employees to think about work-related problems in new ways. Instead of offering ready answers and solutions, managers can respond to employee questions by asking “What do you think we can do?” Such behaviour would engage employees’ minds in the workplace and also involve them more in decision making.
• Making time to pay attention to individual concerns. Personally thanking subordinates for their effort at work either in personal communication or “thank you” cards can have powerful motivational effects.

It is these seemingly small things that can make the difference.
By working on his/her own mental, emotional, physical and spiritual development, the leader will affect change in the life of his/her organisation. Robertson (2011) suggests the following strategies:

1. Increasing self awareness by: seeking other people’s perception of you. Citing Blanchard, Robertson says, “Feedback is the breakfast of champions”. You can use Human Resources and other avenues for this purpose.

2. Increasing emotional maturity by: identifying the emotional triggers that cause you to react inappropriately, consider a variety of more effective responses and repeatedly visualize yourself choosing one of the more effective actions, train yourself to pause before reacting to an emotional trigger so you can choose a considered response.

3. Embracing ‘both/and’ thinking by: avoiding dualistic thinking as it focuses narrowly on dichotomies such as right/wrong and either/or

4. Escaping fear-based decision making by: learning to be a non-anxious presence to avoid negative emotions, judgments or worry.

5. Thinking globally, acting locally – in that order by not only considering the welfare of only your team, but for all stakeholders

In other words, the transformational leader should learn and be ready to live outside of his/her comfort zone.

Bromley and Kirschne-Bromley (2007) say that to be a transformational leader one must continue to learn and grow and when this happens, one will present with some desirable characteristics. The leader has goals that are attainable. He/She becomes energetic, open and responsive to change. He/She becomes creative in his/her thinking processes. He/She will interact with people honestly, keep improving his/her communication skill, have a firm belief in ethics and morals. The leader will keep giving his/her subordinates more and more responsibility to do even things he/she tends to do him/herself in order to empower them. He/She will take patience, desire, knowledge and education as well as be keen to always learn.

INDUSTRY VERSUS SPORT
TRANSFORMATIONAL LEADERSHIP

Earlier on, this paper cited Horn (1992) in Armstrong (2001) as saying that the most efforts to apply leadership theory to sport have yielded minimal success. It also noted that Case (1987) points out that leader behaviour is the least understood aspect of coaching and yet McGuire (1992) observes that it is ironic because the coach is the definer, provider and deliverer of sport experience for the athlete. Perhaps one way of looking at the issue for an answer is to start from the foundation of sport which is school Physical Education.

If what we have seen above is true to say that transformational leadership can only be possible when there is total reliability and honesty as well as leader personal behaviour that exemplifies the vision/goal, meaning that mercenary behaviour is avoided, then there might currently be a growing problem in sport. The foundation of good and successful sport should be found in schools where according to Bucher (1979) the future sportsperson is supposed to be groomed. The precarious situation the school administrator currently finds him/herself in makes it rather easy for one to adopt a mercenary behaviour. In the few schools in Zimbabwe and in other parts of the world, the rest of Africa, some countries in the west and east for instance, where some Physical Education is taught, it is through a begrudging compliance to government circulars that require that the subject be taught. It is done without much commitment. To begin with, the vision of the school head is not to excel in sport. Rather it is to do well in academic results. If the school can do well in sport, then it is only secondary and as a bonus, otherwise the general practice is to use school academic results to rank the school and subsequently the heads. This practice gives the school head status and position and yet, many authors, including Burns (1978) and Boje (2001) say for transformational leadership to work, there is need for the leader to relinquish power, position and status. There is need to look at long term rather than short term goals perhaps to even groom and develop future elite athletes and reliable administrators from the school. One needs to develop new structures and systems as well as look at the bigger picture rather than concentrate on getting the job done.

One of the ways for transformational leadership to work is to transform short term to long term goals. In this respect, we immediately see a clear distinction between industry and the school system. While in the industry a short term goal may even take five years to achieve, while in the school system, the same may just be a year when academic results are out.

According to Kerr and Jermier (1978), the Substitute for Leadership Theory rejects that leaders’ behaviour is always important to subordinate outcome. They believe that leadership may come from sources other than the leader and these sources may weaken the influence of formal leadership behaviour from affecting outcome. They cite as the substitutes in question, the subordinates, the task and the organisation itself.

However, in tertiary and elite sport, transformational leadership seems to be working in a variety of ways altogether, depending on the focus. While findings of some studies show positive correlations among transformational leadership, job satisfaction and success, others show a negative correlation and yet others show no significance at all. It is reported by Yusof and Shah (2008) that research shows that transformational leadership behaviours were positively related to higher performance (Podsakoff, Mackenzie and Bommer, 1996). Other studies related to greater commitment and job satisfaction. Further, while studies by Wallace and Weese (1995) and by Doherty and Danylchuk (1996) showed that company
stronger organisational culture than those with low transformational leadership, others by Langley and Weese (1995), Pruijn and Boucher (1995) and by Bournier and Weese (1995) showed no positive correlation. Yusof and Shah (2008) believe that the reason for this lack of correlation may be the different characteristics of directors, different sporting environments etc.

According to Hsu, Bell and Cheng (2011), many leadership researchers report that effective leadership has a positive impact on behaviour within organisations. This paper has added some comments to what Chelladurai and Haggerty (1991) note as the ways to measure this impact. They are as follows:

- **Goal approach**
  Pratt and Etzien (1989) point out that goal approach assesses the effectiveness of the leadership in terms of set goals and they regard it as the most logical approach. They also point out the two weaknesses of the approach that 1) the organisation goals may conflict with one another 2) the goals may shift over time due to environmental impact from internal changes, external pressures, when goals are unclear, unstable and conflicting.

- **System resource approach**
  While the system can be a guide, in many cases, it can be so rigid that one may not be able to maneuver around it when one is required to do so. It can present a challenge.

- **Process approach**
  These are procedural protocols which can help even the followers to understand operations of the organisation. The process approach, can provide a good level of transparency necessary in the organisation.

- **Multiple constituency approach**
  Not limiting oneself to a single idea, but employing a variety of ways to solve problems.

  - Considers opinions of various constituent groups.
  - Accepting and respecting ideas that come from the various categories of the people one works with.

With regard to the relationship between leadership and effectiveness, Weese (1996) and Lim and Cromartie (2001) see no significant relationship. The suggestion here is that subordinates are important to effectiveness. However, Lim and Cromartie (2001) note that a significant relationship exists between transformational leadership and organisational culture. Studies agree that organisational culture has great influence on organisational effectiveness and, therefore, there is an indirect relationship between transformational leadership and organisational effectiveness.

In most cases, industry is characterised by bureaucracy. At the top is the Chief Executive Officer (CEO) who in Weber’s (1947) words fits the category of the monarch. There is a clear class distinction. The bureaucratic administration means fundamentally the exercise of control on the basis of knowledge and it makes perfect sense as this knowledge may be technical knowledge which may put one in a position of extraordinary power. Coupled with experience, this knowledge enhances the power. This person may be like an organisational repository who may know commercial or organisational affairs. Occasionally, this leader may employ charismatic means to achieve an objective, but Weber says that once achieved, he/she reverts back to normal.

In industry, the technique of succession is based on finding someone with a calling and not by rational selection criteria. The designated one must attain the recognition of the community and it is not a question of majority vote, but unanimity. Sometimes power is transferred by heredity.

A major difference between sport and industry is that most ‘workers’ in sport are volunteers while those in industry are either full time, temporary or contract paid workers. Admittedly, some sport volunteers in some countries, particularly developed countries are very well looked after with a salary, company vehicle, accommodation and other opportunities, but in most developing countries and Zimbabwe is one, it is a different case altogether. Apart from getting self satisfaction from the involvement in sport, the volunteer gets next to nothing. If anything, the volunteer more or less subsidises the organisation through provision of own transport, accommodation, even the attire and other issues of welfare. In a scenario like this, the ground may not be level enough to make a fair comparison between the industry and sport with regard to many issues. For instance, the role of charisma, which is a major characteristic of a transformational leader may be viewed differently in the two set ups. When the volunteer comes to sport, he/she is already charmed, he/she is there on his/her own free will. He/She is not compelled to do a nine to five stint every working day in order to make a living whereas for the industrial worker, while it may not be a matter of life or death, it is a must. If one is employed, one has to be at work for stipulated hours and normally, it is not common for one to negotiate the working hours. The volunteer has a choice while the industry worker may not and as such, the degree of commitment to work may very well be different. While in many cases, the volunteer already wants to be there and, therefore, may not need a charismatic leader to articulate the club, association or federation vision to enable him/her to adopt the organisational goals as his/her own, a charismatic leader may be absolutely necessary in the industry.

If it is true that the sport volunteer is generally not paid (remuneration), then Burns’ (1978) transformational leader who has to motivate subordinates by providing rewards which appeal to their self interest and which are a form of extrinsic motivation may not have a successful position in sport,

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unless the occasional gifts of T-shirts and a meal can be considered a form of payment. Of course, Burns is coming from the point of view that leadership has often been viewed as an exchange process in which a leader provides rewards to subordinates in the form of pay or prestige in exchange for work done by subordinates. But again, one needs to be warned as Burns points out that because of the extrinsic nature of the motivation, the relationship between the leader and the follower is not permanent because it is limited to temporary effects of exchange transaction and the leader and follower are not united together in mutual and continuing pursuit.

There have been many transformations in sport since the Greek and Roman Games and also since the inception of the Modern Olympic Games in 1892 by Baron Pierre de Courbetin when sport was an occasion where serfs and servants entertained their bosses and there was simply a display of excellence. Many countries including developing countries and Zimbabwe is one, are transforming sport into business. This move has seen the development of many formally run sport organisations with a Chief Executive Officer (CEO) and several subordinates depending on the size of the organisation. The CEO as mentioned earlier is a person in power due to a variety of reasons which include his/her possession of the technical knowledge of the organisation, but who also exercises control. Burns describes this leader as unethical and coercive and also with a strong will to power. It should be noted that this leader as also pointed out earlier, occasionally employs charismatic means to achieve objectives, even though he/she may revert back to normal once the objectives are achieved. So, this may be a clear indication that transformational leadership is present in sport.

The transformational leader should be among other things a mentor, a role model and exemplary, which means subordinates who may be athletes in the case of sport, may emulate the coach. Earlier on, this paper quoting Case (1987), noted that the leadership role of the coach is not quite understood, but these doubts are cleared by McGuire (1992) who describes the coach as having a lot to offer to the athlete. McGuire (1992) further points out that the sport experience is a direct reflection of the coach’s philosophy, beliefs and priorities. Also, the quality of an athlete can never exceed the quality of the leadership providing it. So, because the athlete is picking up from the coach’s philosophy, experience etc., the coach can be considered a transformational leader since some mentorship, role modelling and exemplary behaving seem to have taken place. However, when athletes turn to administration, for example, coaching is it because they have been inspired by their coach, or are they compelled by age and loss of tactical esteem?

ADVANTAGES AND DISADVANTAGES OF TRANSFORMATIONAL LEADERSHIP IN SPORT

Transformational leadership brings with it several advantages. First and foremost, the practitioner is not compelled to go bureaucratic or traditional. Irlerbeck (2002) purports that in Open and Distance Learning, when transformational leadership is employed, there is reduced student stress. Student education services are improved and the higher the transformational leadership is used, the more positive the results that are yielded. Once developed, effective leaders will probably coach more winners (Armstrong, 2001) although if Olympism be considered, sport should value participation more than winning. Such a coach will, according to Grace (1988), demonstrate sensitivity to athletes needs both within and outside sport. While he/she will not overlook athletes’ needs, but use them, this coach will skilfully use sport to help athletes learn lessons about life and appreciate their increased knowledge. According to Field (1991), the coach will demonstrate a people centred attitude and is not just interested to guide athletes to the finish line and no further. Weber (1947) cited by Boje (2000) says that transformational leadership allows one to escape the control of bureaucratic apparatus as well as escape the bonds of traditional inertia.

By working on his own mental, emotional, physical and spiritual development the leader will affect change in the life of his organisation. In industry, the company enjoys organisational longevity, positive work environment, long term profitability and high stakeholder value. Junga, Chow and Wu (2003) found that leaders who display the four behaviours of transformational leadership are able to realign their followers’ values and norms, promote both personal and organisational changes, and exceed their initial performance expectations. In sport, by showing high expectations and confidence in their followers’ capabilities, transformational leaders help to develop their followers’ commitment to long term goals, mission and vision thereby shifting their focus from short term and immediate solutions and objectives to long term and fundamental solutions and objectives. For instance, in Zimbabwe, the transformational leadership of the Zimbabwe Olympic Committee (ZOC) has done well to transcend the usual short term goals of training athletes by National Sport Associations which was for inter-school sports and regional sports. The leadership is facilitating for training for higher performance which has seen the development of a number of Olympians and an increased number of Olympic medals and medals from All Africa Games since 2004. Many researchers report that subordinates of trained managers report significantly more positive perceptions of their managers’ behaviours as well as higher organisational commitment than do subordinates of untrained managers. In studies by Lyons and Schneider (2009), transformational leadership is associated with enhanced task performance, higher social support.
perceptions, greater efficacy beliefs, lower negative affect and lower threat appraisals compared to transactional conditions. In their studies, Honaria, Goudarzib, Heidaric and Emamid (2010) report that transformational-oriented leaders are assumed to promote the staff’s capabilities so that they can improve their creativity, self discipline and sense of duty. Promoting staff capabilities works for both the leader and the followers. It becomes easier to interact with informed people rather than those who are not as in the case of the latter, you may not be operating from the same level of understanding.

AN ANALYSIS OF SPORT DEVELOPMENT IN ZIMBABWE AND ADVOCACY FOR A PARADIGM SHIFT

Warrillow (2009) claims that when used in its original form, transformational leadership enhances motivation, morale and performance of followers through a variety of ways which include aligning the sense of self to the goals of the organisation, being a role model and challenging followers to take greater ownership for their work. It creates significant changes in the life of the people and the organisation. It redesigns perceptions and values and change expectations and aspirations of employees. Change is made through the articulation of an energising vision and challenging goals. It is a moral example of working towards the benefit of the team, organisation or community. The extent to which a leader is transformational is measured in terms of his/her influence on the followers. The followers of such a leader feel trust, admiration, loyalty and respect for the leader. The leader encourages followers to come up with new and unique ways to challenge the status quo and alter the environment to support being successful. Avolio and Bass (1988) agree with Bass (1985), (1990) as well as Bass and Avolio (1990) that in addition to soliciting followers, ideas and stimulating new ways of tackling challenges, the transformational leader also nurtures and develops people who think independently. True as all the above may sound, the question that has to be answered is whether there is a chance for a leader like that to emerge from Zimbabwean sport?

A transformational leader is not born, but created (Bromley and Kirsche-Bromley, 2007; Kelloway and Barling, 2000). In other words, this type of leader is trained. Training happens traditionally in school or any other institution that assumes the role of the school. According to the United Nations Development Programme (UNDP) Digest, Zimbabwe boasts of a high 92% literacy rate (http://www.news. xinhuanet.com/english2010/culture-07/14/c.......)

Translated into subjects, the literacy rate relates to such ‘traditional’ subjects as Mathematics, Geography, History, English Language and Literature, Sciences, Agriculture, Fashion and Fabrics, Wood Technology, Mechanical Engineering, Computer Technology etc. Clearly missing in this list is Physical Education (PE), a subject which is supposed to set the foundation for effective sport participation, administration and spectatorship at school. It is reported by literature that PE is a subject that may or may not be found on the school time table and that even when it is there, its teaching depends on the school head’s discretion. By the way, the problem is just not peculiar in Zimbabwe alone, but in many other countries including Southern Africa, the rest of Africa, Asia and even some in Europe (Sithole, 1989; Kitts, 1995; Mokgwathi, 1999; Nziramasanga, 1999).

In spite of many attempts by government to have the subject taught, the calls have not been heeded. In 1989, Ganda Sithole led an Inquiry into Sport and Physical Education. Among his recommendations was that there be a strong investigation into the teaching of P.E. and that it be made available to all children even in pre-school (Sithole, 1989). In 1999, the Nziramasanga led Commission of Inquiry into education also recommended that P.E. be taught to all children, but by 2011, this recommendation is yet to be fulfilled. While the reason for this non fulfilment is not clear, it could be related to financial constraints since Zimbabwe has had economic challenges for a long period.

Government has sent out circulars to schools directing them to teach the subject, but it is still to be realized. According to the Ministry of Education Secretary’s Circular Minute Number 1 of 1993 on the teaching of Physical Education and Sports (P.E.S) programmes in all schools, school heads are instructed that P.E.S periods are teaching time and as such should be prepared and planned for. A follow up to that was Circular Minute Number 2 of 1994 (January 25, 1994) informing that the Ministry of Education accepts the United Nations Charter Statement that P. E. S. are basic human rights and as such, should be provided to every child. Although by evidence of the circulars mentioned above it appeared as if the subject had a lot of support from ‘the top’, a close study of both local and international literature reveals that on the ground it was a different case altogether. P. E. S. are basic human rights and as such, should be realized. According to the Ministry of Education Secretary’s Circular Minute Number 1 of 1993 on the teaching of Physical Education and Sports (P.E.S) programmes in all schools, school heads are instructed that P.E.S periods are teaching time and as such should be prepared and planned for. A follow up to that was Circular Minute Number 2 of 1994 (January 25, 1994) informing that the Ministry of Education accepts the United Nations Charter Statement that P. E. S. are basic human rights and as such, should be provided to every child. Although by evidence of the circulars mentioned above it appeared as if the subject had a lot of support from ‘the top’, a close study of both local and international literature reveals that on the ground it was a different case altogether.

The Nziramasanga led Commission of 1999 was instituted by President Robert Mugabe of Zimbabwe to investigate the problems bedevilling the education system as well as to come up with recommendations for its improvement. The enquiery agreed in its observations with other sympathizers of P.E.S. that among other things, the subject suffered considerable neglect. For instance, while it may have appeared on the timetable, the subject was not always being taught. In its recommendations, the commission of enquiry emphasised the point also made by the United Nations that P.E.S. is a basic human right which should be afforded to every child and which should, therefore, be taught in all schools and that...
it should also be adequately resourced through manpower, equipment and facilities. In an attempt to put the recommendations into action and to redress the situation, the Zimbabwe government, through the Secretary’s Minute Circular Number 3 of 2002, introduced the idea of ‘peripatetic teachers’ whose name was soon to change to ‘Cluster Resource Teachers’. Their task was to revive the subject by staff developing teachers and school heads as well as by teaching the subject and generally monitoring programmes to do with P.E.S. in their respective clusters. Hawes (1979) commends this idea quite highly. He says that if the right personnel are used, curriculum changes can be made smoothly through the use of peripatetic teachers. In the 2004 National Physical Education, Sport and Recreation Policy, which was reviewed in 2006 to ensure promotion of sport and recreation in the country (http://www. Report_3_2011_Zimbabwe_web.pdf...), the then Ministry of Education Sport and Culture stipulates that,

Physical Education is seen as a fundamental right for all children in the country. It is therefore mandatory that every learner should do P.E. at primary, secondary and tertiary levels. All schools should offer P.E. as a subject. Every primary school teacher should teach P.E. In all secondary schools, teachers who specialized in P.E. should be deployed to teach the subject.

The policy document also says that Physical Education, Sport and Recreation should lead to the development and promotion of among other values, cooperation, fair-play, integrity, loyalty, patriotism, responsibility, self-discipline, tolerance, excellence and team work. Further to that the National Sports and Recreation Policy and the National Cultural Policy of Zimbabwe emphasise the importance for the teaching of values such as ‘self discipline, respect, tolerance, fair-play, team work’ and co-operation, as well as provision of meaningful social awareness and interaction’. The teaching of these values would definitely go well in preparing children for future transformational leadership (Burns, 1978). Teaching these values would not only prepare children for future leadership roles, but develop acceptable qualities for desirable citizenship.

Circular Letter Number 15 acknowledges the right of every child to be given the chance to do P.E.S. as well as recognise the need for cooperation between the Ministry of Education Sport and Culture and other organisations which are directly or indirectly involved in the delivery of P.E.S. Government has appointed peripatetic teachers a renamed P.E. Resource Teachers in an effort to ensure that the subject are taught at least by specialist teachers, but this has been all to no avail. Both Primary and specialist Secondary Teachers’ Colleges are churning out P.E. teachers most of whom will not teach the subject for a variety of reasons. If then training opportunity is not available to create/ develop transformational leaders through the normal channel, it is not surprising that there seems to be a void in that respect.

Without taking anything away from leading sport organisations such as the Sport and Recreation Commission of Zimbabwe (SRC) and the Zimbabwe Olympic Committee (ZOC) which are making some effort to provide sport administration, sport coaching and athlete training opportunities, it does not seem to cover the void as well as it should do. In fact, the exercise looks awkward to start training from the ‘middle’. This system of training does not qualify in any known leadership training system, be it backward mapping or forward mapping. It is not clear whether from somewhere in the ‘middle’, one goes backwards to the basics to get the foundation or continues to the end without the foundation. A clear dilemma!

Generally, sport leadership in Zimbabwe is by chance and through ‘comfort’ leadership at all levels. This makes monitoring and evaluation difficult or even absent as there is no real learnt code of behaviour. Sport leaders are occasionally monitored and evaluated through the media especially when some negative information has leaked from the organisation through a source. The result of this problem is ‘organised’ chaos – organised in the sense that in the case of leaders, they may be in most cases elected or appointed into power and may or may not be re-elected or reappointed at the next general meeting as they may have been ousted for one reason or the other. There may be a constitution in the organisation and regular meetings may be held with stakeholders and yet at the end of it all, things are not smooth running. For example, there may be misappropriation of funds, there is no fair –play, there is scramble to win at any cost, there is rampant unsportsman/ unsportswoman-like behaviour by both athletes and officials (complete disregard of Olympism). The status quo is maintained. The organisational culture relating to the age-old questions, concerns and conflicts, (Bromley and Kirschne-Bromley, 2007) are maintained. The untrained leader does not have the capacity or influence to change things.

Considering the preceding discussion and more, there is need for a paradigm shift. There is need for sport leaders in Zimbabwe to share the same vision with their followers who may be athletes or subordinates or volunteers. If Burns’ theory of rewarding performance is indeed transformational leadership, then everyone including athletes should be rewarded. The ability to interpret the bonus, selection or any other clause of the constitution should not only be a preserve of one or a couple of individuals in the organisation. Many a time it has been reported through the media that athletes have not been paid their bonuses and some questionable excuses have been offered.
FEARS CONCERNING TRANSFORMATIONAL LEADERSHIP

Fear is a natural phenomenon and many times it is experienced for a variety of reasons. Sometimes there is a good reason for it, but other times, it is not called for. Scully (2008) says employee resistance may result from fears of insecurity, discomfort and lack of compensation. Cox (2011) gives a lot of encouragement to just brave it and do whatever one has to do in spite of any fear. Cox uses “FEAR” as an acronym to mean ‘False Expectations Appearing Real’. As transformational leadership is about trust, it is important that this trust is handled carefully. It is not easy to gain people’s trust, but once gained, it has to be maintained otherwise if lost, the followers may not be loyal to you. Loss of trust may change your leadership style to transactional leadership where subordinates follow due to fear of repercussions. Like trust, power should be handled carefully. When people follow you, it may be due to your personal authority or positional power that comes with the role you play in the organisation. There are a variety of factors that affect power and among them are the people you lead. If the people you lead do not recognise your power, then you have no power to use in terms of getting the objectives achieved. For these and other reasons, it is feared that loss of trust and power may deem a transformational leader redundant and this induces fear. Whatever the cause for fear is, Scully (2008) says the panacea is continued communication with a leader who understands and acknowledges the fear. The leader should create an environment in which fear is not a part because in the presence of fear, followers do not act from a genuinely intrinsic position. Followers of transformational leadership require intrinsic motivation.

A CALL TO TRANSFORM ANDIAGOGY FOR PHYSICAL EDUCATION AND SPORT TO EMBRACE TRANSFORMATIONAL LEADERSHIP TRAINING

It is not surprising that many people are not comfortable with change. One of the reasons why people prefer their old ways to new ones is that they feel ‘insecure about new ideas/environments and that there is fear of the unknown and this is quite acceptable because it is natural. Although it is a fact that change brings with it many challenges, there is no evidence that transformational leadership has been rejected in sport. Many leaders are comfortable calling themselves eclectic. A comparison between industry and sport (not that sport is not an industry) will clearly show that industry has made strides ahead of sport with regard to developing personnel, especially leadership. Sport has not been able to do the same in Zimbabwe. Leadership training opportunity available in sport as mentioned earlier is not anything one goes to school or college for. Presently, the opportunity one can get to train as a sport administrator is through the SRC and the ZOC. There are universities offering some training in Physical Education and Sport as well as Sport Coaching and these are the Zimbabwe Open University (ZOU) and the University of Science and Technology (NUST) respectively. Although a course or two may be available, these two programmes do not offer specialist training for sport administrators. Groups of people who may have noticed the void in training have taken advantage and offered some short courses which are not accredited by Government. Once these are advertised, sport enthusiasts are very keen to jump on board to at least get some form of training and a ‘qualification’. The Bindura University of Science Education (BUSE) in the Mashonaland Central Province of Zimbabwe is running a Sports Academy, but the programme is still at its infancy stage. It goes without saying therefore that there is need for a paradigm shift in the sport leadership training andiagogy. Proper training should be the answer and the advice by Burns that transformational leaders are not born, but created should be taken seriously.

Rather than single out and continue teaching the common traditional leadership styles such as autocratic, laissez faire, democratic and others, andiagogy should shift to include transformational leadership. It should be noted that this paper is not claiming that once leaders in sport have been trained to be transformational, all other methods should be deemed redundant or obsolete. The paper is also not saying that only methods for transformational leadership should be taught. What the paper is saying is that alongside the common traditional leadership styles, transformational leadership should also be taught to enable the leader to choose the best method under his/her own individual circumstances.

Generally, training should give the leader confidence by knowing how to apply the transformational leadership skills and how to apply the supporting programme management based process to ensure they avoid what Warrilow (2009) refers to a catastrophic failure rate of all business change initiatives. More specifically, the curriculum should change to include content which will help the leader to develop a challenging and attractive vision that he/she can take to the subordinates. In Zimbabwe, strategic planning workshops have become common-place at the end or at the beginning of the year as businesses try to map the way forward for their survival and improvement. The same idea should not be a strange one for sport organisations. They should also take to strategic planning workshops where representatives of stakeholders are included to encourage involvement right from the inception of the vision, and then the content should be such that the leader is given skills to tie the vision to a strategy for its achievement. After developing the vision, the leader should be trained to articulate, specify and translate it into action. The leader should be trained in such a way that he/she is able to express confidence, decisiveness and optimism about the vision and its implementation. He/She should be given strategies to ensure the success.

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of the vision and Warrilow (2009) suggests small planned steps and small success in the path for its implementation. Cherry (2011) warns that in times of change people are sceptical, insecure, anxious and low in energy and so that is when an enthusiastic, energetic leader thrives and Warrilow (2009) says that when it is time for such big changes and challenges, leaders fail because they focus on the changes rather than the transitions people must make to accommodate these changes or address the challenges. Because this is the time positive energy needs to be infused by the leader while the approach requires absolute integrity and personal behaviour that is consistent with the vision and mission, the leader must be skilled enough to be able to read the signs and make the necessary adjustments.

It is important for the leader to develop skills that can enable him/her to see the wider picture as he/she attempts to effect change in P.E.S, otherwise, if he/she considers aspects of the vision in isolation, there is a danger of making big blunders that may end up defeating the purpose. An example is given of a UK company where directors were attempting to effect a culture change of greater inter-departmental trust and communication yet still retained a separate directors’ dining room and specially allocated car parking closest to the office front door! In sport this is quite a common sight as you see officials travelling in luxury vehicles while juniors and athletes travel by ordinary transport such as buses when going to the same place for a tournament of competition. The officials’ accommodation, attire, allowances and menu are different from those of juniors and athletes. The curriculum should accommodate skills to enable the leader to envisage the same goals as the followers, otherwise the point is missed. Training must also be given so that leaders can avoid the following practices as they may be detrimental to development:

- Being preoccupied with power, position politics and perks
- Staying focused on the short term
- Being hard data oriented
- Focusing on tactical issues
- Working with existing structures and systems
- Concentrating on getting the job done
- Focusing on processes and activities that guarantee short term profits

A suggestion by Ipinmoroti (2009) is that apart from high level officers, sport organisations could create more transformational leaders by encouraging subordinates to exhibit transformational behaviours. The sense that this paper derives from this suggestion is that even subordinates should be trained. Currently, the ZOC and SRC, but particularly the ZOC administration courses mentioned above mostly train the executive members of National Sport Associations. The six stage process for sport managers to function as transformational leaders by Ulrich (1987) should also be considered for this pedagogy transformation which are:

1. Creating and communicating the need for change.
2. Overcoming resistance to change.
3. Making personal commitment and sacrifices for change.
4. Articulating a vision.
5. Generating commitment to the vision.
6. Institutionalizing the vision.

CONCLUSION

The paper has shown that transformational leadership is a step ahead of transactional leadership. Transformational leadership is based on charisma and moral values. The leader should be able to help the followers to see their interests in the vision of the organisation. It has been noted that for every good example of transformational leadership, there may be a bad example, which may seem to turn out to be some kind of transactional leadership, but, that may not always be the case. Assurance has been given that when used in its original form, transformational leadership yields success. It has been noted that it is common for leaders to be afraid to implement new ideas, but assurance is given that it is worth trying new ideas out especially if the intention is to achieve organisational goals. However, it is important to prepare the followers. Leaders should create an environment clear of fear to enable followers to have trust in them. There is need to train leaders in transformational leadership as charisma is not innate. Followers can also be trained in leadership for the success of the organisation, for example, athletes to become team captains and later coaches. While there is higher possibility for the success of transformational leadership in industry, there is evidence that the leadership style can be adopted with a considerable measure of success in sport, so, leadership in the latter should be trained as it is also an industry. P.E. should be the training ground for sport leadership, so the paper is calling for a paradigm shift in the school curriculum to include values which can
induce intrinsic motivation and pedagogy directed at developing independent and confident products in order to transform leadership in sport.

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