UNIVERSITY *of the* **WESTERN CAPE**

TITLE: The Role of Sport in Fostering Leadership Skills in Sporting Code Club Executives: A Case of University of Limpopo

Student Names: Maria Mologade Mochechela

Student Number: 3474875

Mini-Thesis submitted in partial fulfilment of the requirements for the degree

Master of Philosophy (MPhil) : Sports for Development

SRES and Interdisciplinary Centre for Sport Science and Development

at the University of the Western Cape

Supervisor: Prof. M Keim
Co-supervisor: Prof. B Fielding

Bellville

September 2021

Key words: Sport, Development, Universities, Club Executives, Sport and Development, Leadership, Capacity Building, Sporting Codes, Athletes

DECLARATION

I, Maria Mologade Mochechela, declare that the contents of this mini-thesis represents my own unaided work, and that the mini-thesis has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the University of the Western Cape.

02/12/2021

Signed   Date

ABSTRACT

Leadership is a concept that cuts across a wide range of fields and domains and is a collective effort. "Leadership is identified as an important, but underdeveloped life skill among youth athletes". The research problem addressed is that most universities' attention is given to high-performance sport, whereas sport can also be used as a tool for development that is more inclusive, and not discriminating to everyone involved in it. The main research objective was to determine the role sport can play in fostering leadership skills in Sport Club Executives. The study used both qualitative and quantitative methods. Interviews and questionnaires were used to collect data. Interviews were conducted with the Head of Sport, and questionnaires were used to solicit information from twenty student athletes and ten staff athletes currently serving in the Executive of different Sporting Codes. Thematic Data Analysis was used to ensure confidentiality and anonymity, the respondents were given codes instead of using their real names. The interviews were later transcribed by the researcher while raw data was coded and clustered into categories and themes as they emerged from the data. SPSS was used to describe and analyse data and also assisted in distributing data into frequencies and percentages. The results of the study among others included athletes having acquired leadership skills, being able to lead, perform their duties as leaders and also mentor their successors. The study contributed to the awareness of institutions to put a programme and systems in place that would ensure that athletes are developed as leaders when their term of office ends. The research aims to empower the management of Club Executives to recognise the importance of leadership development to assist them in their strategic decisions and in their capacity building efforts.

Key Words: Sport, Development, Universities, Club Executives, Sport and Development, Leadership, Capacity Building, Sporting Codes, Athletes

LIST OF ACRONYMS AND ABBREVIATIONS

S4D   - Sport for Development

KISS   - Korea Institute of Sport Science

NEST - New Generation Sport Talent

CGLP - Collaborative Global Leadership Programme

ISYS   - Institute for the Study of Youth Sports

CLTP - Captains Leadership Training Programme

LETS - Leadership and Empowerment through Sport

PYD   - Positive Youth Development

LIST OF TABLES AND FIGURES AS WELL

DEFINITION OF TERMS

Sport- According to the Australian Sports Commission (2011), definitions of sport vary, but in the development context, the definition of sport is usually inclusive of a broad spectrum of activities that are suitable to people of all ages and abilities, with emphasis on the positive values of sport**.**

Sport-for-Development- Sport for Development (S4D) refers to the intentional use of sport as a tool for development, to provide both children and adults with the opportunity to achieve their full potential through initiatives that promote personal and social development (Jaitman & Scartascini, 2017).

Leadership - can be defined as a process-oriented, non-specific practices of challenging the process, inspiring a shared vision, enabling others to act, modelling the way and encouraging the heart **(**Klingborg, Moore & Varea-Hammond, 2006).

Athletes - they are recognised in this thesis as student- athletes who are registered at a particular institution of higher learning, who participate in competitive, organised sports that are sponsored by the institution they are registered with (Richardson, 2020).

Development is a multi-dimensional concept in its nature, because any improvement of complex systems, as indeed actual socio-economic systems are, can occur in different parts or ways, at different speeds and driven by different forces (Lorenzo, 2011).

ACKNOWLEDGEMENTS

My heartfelt appreciation goes to the following:

Firstly, I would love to give all the honour and praise to the Almighty God for the wisdom and strength He gave me throughout the study.

My supervisor, Prof Marion Keim, I appreciate your support, understanding, patience, encouragement and your expert knowledge and guidance. My co-supervisor, Prof Burtram Fielding, much appreciation for the support and the patience.

To my research assistant, Dr R.E. Nengovhela, you held me by the hand from the beginning to the end of this study; and Mr K.A. Maponyane and Mr C. Mokgokong, your commitment to helping anytime I needed your help is highly appreciated.

My colleagues at the University of Limpopo in the Sport and Recreation Directorate, thank you. My research participants, University of Limpopo Staff Sport Association (ULSSA) and Students Sporting Code Club Executives, thank you very much for providing data I needed for this study to be a success.

To my family, my mom, my boys, your love and support kept me going and motivated me to finish this study.

To my employer, the University of Limpopo, for paying for my studies, the support is highly appreciated. Opinions expressed in this thesis and the conclusions arrived at, are those of the researcher, and are not necessarily to be attributed to the University of Limpopo.

DEDICATION

This mini-thesis is dedicated to my mom, Martha Mochechela, and my boys, Lethabo and Kesegofetse Mochechela.

Contents

LIST OF APPENDICES

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 Background to the Study

According to Imbroda-Oritiz, Castillo- Rodriguez and Minguet (2015), in the primitive times, sport provided social identity, a sense of belonging and a way for people to adapt to the environment. Sport made it easy for people to identify themselves with others and get used to a particular environment and setting. They continue to indicate that in the early years "sport was competition characterised by ethics, value and survival" (Imbroda-Oritiz, Castillo-Rodriguez & Minguet, 2015: 57). Today, sport is considered as an activity that is promoted as a way of fostering wellbeing, growth, development of healthy habits, entertainment and leisure as part of history, meaning that people used sport as part of entertainment and leisure and that is something that has been happening even in the past. Extej and Smith (2009) assert that sport contributes to athletes' learning skills and values that are important for them to succeed in their studies, work and in their life in general. They indicate that college students who participated in athletics showed interpersonal skills, peer relations and leadership abilities. Gould and Voelker (2010) have a contrasting view regarding the above statement by Extej and Smith (2009). They state that participating in sport does not guarantee that athletes will benefit by acquiring skills such as leadership skills. In their study titled "The experience of high school sport captains", Voelker, Gould and Crawford (2011) examined High School captaincy experience and they concluded that, all of the 13 former High School captains reported that they were not trained or prepared by their coaches for their leadership roles. This means that athletes assumed leadership roles without proper training and exited the system without having learned any life skills, especially leadership skills.

In most institutions of higher learning, there is a lack of understanding of the role that sport can play for leadership development among athletes. Penney, Kelloway and O'Keefe (2015) emphasise the importance of inclusivity in sport leadership stating that sport organisations must embrace a culture that prioritises diversity and representation of the under- represented groups in leadership by supporting and promoting the under- represented groups. It is against this background that the present study seeks to investigate the role that sport can play in fostering leadership skills in Sporting Codes Club Executives in university settings.

1.2 Statement of the Problem

In most institutions of higher learning attention and leadership roles are given to high performing athletes, whereas sport can be used as a tool for development that is more inclusive of everyone and not discriminating to anyone involved in sport. To support the present study, Cotterill and Fransen (2016) state that the latest research that was conducted on sport leadership, focused on the roles and impact of both the coach and the team manager, whereas the team members were considered as less important and received less attention. There seems to be a lack of understanding of the role that sport can play for leadership development. There is a lack of research as well as a lack of recorded information on management practices on the potential of sport and its promotion for leaderships for sport for development in high-performance sport with particular reference to university sport. It is against this background that the present study seeks to conduct research on the role sport can play in fostering leadership skills in Sporting Club Executives to promote sport for development at university settings.

1.3 Aim of the Study

a. The aim of the study is to develop an improved understanding of the potential of sport for the enhancement of leadership skills for sport for development at Club Executive level at a university setting.

1.4 Objectives of the Study

    a. To identify relevant sport leadership skills from current literature

    b. To determine the roles that sport can play in fostering leadership skills to promote sport for development at university settings.

    c. To determine the Directorate's and Executive's expected skill set for leadership and what needs to be done to ensure that leadership skills are learnt when the Executives exit the system

    d. To develop lessons of experience by developing conclusions and recommendations for use in the improvement of quality sport practices for South African universities.

1.5 Significance of the Problem

The researcher's observation is that the challenge in university sport has been that there is a lack of programmes and a lack of research to maximise the potential of the use of sport as tool for development to foster leadership skills in Sporting Code Club Executives in university settings. The rationale for the study stems from the need to solicit lessons of experience of leadership development through sport to record experiences of Club Executives, and to establish a research base for programmes as it is expected that these programmes will also be rolled out to other Sport Codes and universities in South Africa in the near future.

The findings and recommendations of the present research will be shared with individuals at tertiary and other institutions, which may benefit from it, especially the Sport and Recreation Departments in various universities and Sport Federations working with student athletes. This will be important in assisting how to maximise the use of sport as a tool for development in athletes' lives during their term of office as Executive Committees Members and after they have exited the system. The findings will provide recommendations of training programs and system that will be used to develop leadership skills among Sport Code Club Executives at university

settings. Based on the above, it can be concluded that research, especially in the last decade, shows that sport plays a major role in fostering leadership skills among athletes involved in individual and team sport and that sport needs to be intentionally used to foster leadership skills among athletes.

1.6 Research Question

a. What are the relevant sport leadership skills from current literature?

b. What are the roles that sport can play in fostering leadership skills to promote sport for development at university settings?

c. What are the Directorate's and Executive's expected skill set for leadership and what is it that needs to be done to ensure that leadership skills are learnt when the Executives exit the system?

1.7 The Structure of the Mini Thesis

Chapter One provided the introduction and background of the research; the statement of the problem, aims and objectives, significance of the study and finally the structure of the mini thesis.

Chapter Two focused on literature review, where various books, articles, were consulted to give an understanding of what has been done with regard to the study. This chapter focused on the background of 'sport and leadership', the relationship between the concepts, showing that sport can be used to foster leadership skills in the lives of athletes. It also highlighted the theoretical standing of the researcher in approaching the study, which was the Structural-Functional, and Conflict theories; characters of leadership, challenges that leadership faces

Chapter Three focused on research methodologies used for the purpose of this study. Data collection methods, namely, questionnaires, interviews and Focus Group Discussions; and, finally, data analysis and ethical considerations of the study are discussed.

Chapter Four dealt with the research findings, analysis and interpretations of the data collected. The data has been converted into graphs, tables and charts which are thoroughly analysed and discussed.

Lastly, **Chapter Five** discussed conclusions, summary and recommendations, based on the research findings and interpretation of data collected. Research chapters were discussed. Recommendations were made based on the analysed data to recommend for the improvement of leadership development in university setting by intentionally using sport to foster the leadership skills in Sporting Code Club Executive.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter focuses on the literature review related the study. Views of scholars of 'sport and leadership'; the proponents of 'sport and leadership'; and critics of 'sport and leadership' are explored. Theories of leadership; leadership attributes and behaviour; leadership challenges; and Sport-for-Development approaches are discussed. The theoretical position of the study, which is based on both structural and conflict theory, is also explained.

2.2 Historical Background of Leadership and Sport

Leadership is viewed by scholars such as Gould, Voelker and Crawford as a crucial but underdeveloped life skill in the athletes' lives (Goelder & Voelker, 2010), while Cotterill and Fransen (2016) perceive leadership to cut across all the domains and contexts by its nature. Supporting the above statement, Abbas and Asghar (2010) state that leadership is important and relevant in every field including sport organisations and that the success and failure of the organisations depends on the leadership and type of leadership style in the organisation. Leadership is one of the most critical life skills that should be developed in our youth today. Sport and Physical Education are considered to be relevant tools that can be used to develop such skills, because of their nature of promoting socialisation, they provide a numerous interactive, enjoyable and motivating opportunities for athletes to leadership skills (Williams, Roberts & Bosselman, 2011; and Gould & Voelker, 2012). Proponents of 'sport and leadership' consider sport as an important and effective tool to leadership development and development of character in the lives of those targeted for leadership and team members. It is also seen as a tool to improve cognitive, physical, and interpersonal skills and to build character needed to handle and manage change (Williams *et al.,* 2011; and Gould & Voelker, 2012). Prominent

6

scholars of leadership such as Scott, Gould, Voelker, Cotterill and Franksen have different views about the role played by leaders in organisations' success and failure, at the same time some of these scholars agree that different leadership styles play an important role in organisational success.

2.2.1 Leadership

The history of leadership can be traced back to the 1800s where the focus was on the traits or characteristics of a leader (Ibrahim, 2016; Peachy, Zhou & Burton, 2015; & Scott, 2014). The trait approach concentrated on the characteristics of the leader, which are their personality, abilities, intellectual and physical characteristics that set them apart from non-leaders. According to Hryniewicz and Vianna (2018:332), citing Williams (2005):

> [T]he traditional idea of an efficient leader is a charismatic, selfish, and strong-willed person but that goes against the behaviour observed in some current leaders who demonstrate humility, discipline, concentration, good communication, are not ego centred, and have a discreet personality.

This statement supports the traits approach to leadership, that leaders were expected to display certain behaviour for them be considered to be leaders. As the concept of leadership grew and gained more popularity, in the mid-1980s and 1990s more scholars such as Chelladurai (1990), cited by Peachy *et al.,* (2015), conducted the first review of sport leadership and focused on an on-field context of sport performance. In his review, Chelladurai indicated that the leadership studies focused on autonomy of decision making preferred by coaches and athletes, the review also focused on the use of Sport Leadership Scale for Sports (LSS) and a multidimensional model examining sport leadership and its psychometric aspects. In the mid- 1990s to present, continue to dwell on Chelladurai's review of leadership and sport management, Peachy *et al.,* (2015) indicate that they emphasised the importance of building on traditional leadership,

consolidating research findings and develop a refined leadership models in pursuit of excellence in leadership.

2.3 Athlete Leadership

According to scholars of athlete leadership such as Cotterill and Fransen (2016); Gould and Voelker (2012); Hellison, Martinek, & Walsh, (2007); and Martinek & Ruiz (2005), athlete leadership is an important part of a team's well-functioning, and that leadership should be viewed in a holistic manner, where formal and informal leadership are recognised for the well-being of the team. Loughead, Hardy and Eys (2006:144) define athlete leadership as "an athlete, occupying a formal or informal role within a team, who influences a group of team members to achieve a common goal". The definition implies that athlete leadership is inclusive of formal and informal leadership. Continuing to define athlete leadership, Cotterill and Fransen (2016) identify four types of athlete leadership, which are, namely:

- **Task leader**- provides tactical instructions to the teammates;

- **Motivational leader**- is the greatest motivator on the field;

- **Social leader**- cares for a good team atmosphere outside the field and promotes good relations within the team; and

- **External leader**- handles the communication with club management, media, and sponsors (Cotterill & Fransen 2016). According to the above categories of leadership, leadership in sport environment should be approached different, that is, not only formal leadership should be recognised, informal leadership should also be recognised as both play a vital role as the formal leadership does.

2.4 Athlete Leadership Skills Developed through Participating in Individual and Team Sport

Wright and Côté (2003) indicate that retrospective studies of the development of elite athletes (e.g., Bloom, 1985; Carlson, 1997; Côté, 1999; Csikszentmihalyi, Rathunde & Whalen, 1993; Stevenson, 1990) provide an extreme case of how motivation is sustained and how leadership is developed over a long period of time. Retrospective studies suggest that an organised activity such as sport can have an impact on the development of leadership skills such as planning, teamwork, monitoring and communication. Supporting the above, Extejt and Smith (2009) participating in organised sport offer athletes an opportunity that many argue develops leadership. They continue arguing that sport contributes to learning the skills and values necessary to succeed in education, in the workforce and throughout life, meaning that sport may offer athletes leadership skills that they can use in their sport days and beyond.

Wright and Côté (2003), citing Mosher and Roberts (1981), indicate that they have identified leadership roles such as communication, assisting in planning and discipline, interacting with officials and the public, and setting a good example for other players. Emphasising the important roles sport is playing in leadership development, Extejt and Smith (2009) cited studies conducted on the role that sport is playing in developing leadership skills among athletes Astin (1993) and Ryan (1989) contend that athletic participation among college students contributes to growth in interpersonal skills, peer relationships, and leadership abilities. Danish (2002) defines some of these skills as the ability to perform under pressure, solve problems, meet deadlines and challenges, set goals, communicate, handle success and failure, work in a group and within a system, and receive feedback and benefit from it. Dupuis, Bloom and Loughead (2006) analysed semi-structured interviews with former university team captains. They concluded that team captain experiences developed interpersonal characteristics, verbal interactions, and task behaviours. Snyder and Spreitzer's (1992) study of over 4,000 High

School males led them to conclude that athletic participation appears to increase the potential ability to lead. Consistent results were found by Dobosz and Beaty (1999) who found that in a sample of 60 suburban High School students, athletes demonstrated significantly greater leadership ability than did non-athletes (Extejt & Smith, 2009).

2.5 Sport Teams

In terms of sport teams Extejt and Smith, (2009) continue to indicate that even though sport plays a major role in the development of leadership, there are few differences that exist between sports team participants and non-participants regarding the leadership skills measured in this study. Team participants differed significantly from non-participants in only two skills: teamwork and written communications. Sports team participants demonstrated higher teamwork skills. As much as sport plays a major role in leadership development, not all studies have demonstrated a relationship between athletic team participation and Leadership Skill Development. The correlation of team participation and Leadership Skill Development has been highlighted in studies as from 2009. In his early anthropological study of Little League Baseball, Fine (1987) concluded that sports participation has no general effect on self-image; it does not reduce prejudice nor is it necessary for leadership development. Danish, Petitpas and Hale (1990) argue that overall the empirical literature does not support a cause-effect relationship between sport participation and social competence (in Extejt & Smith, 2009).

2.6 Leadership Attributes and Behaviour

According to the scholars of leadership, leaders are expected to display certain attributes, characters and behaviour to be effective leaders. Imbroda-Ortiz *et al.,* (2015) identified two approaches that are important to help understand leadership, which are, namely: a) Leadership as the attributes such as abilities and behaviours that team members bring to the team; and b)

Leadership as a result of group learning that help in adaption of team work in different stages of development.

According to Suciu, Petcu and Gherhes (2010), the concept of leadership despite its popularity and despite all studies conducted with an attempt to understand it, it remains an open concept that is defined in different way depending on the interests of the author. Therefore, to clearly understand the attributes and behaviour of leaders, the researcher start by defining what leadership is. Peachey, Burton, & Wells, (2014) define and view leadership as a process, and they define it as follows, "a dynamic, fluid, and affected by numerous factors". They continue to indicate that it is difficult to capture all factors that are required to understand the process of leadership in sport. This definition of leadership is influenced by the leadership approaches that identify a number of factors that leaders are expected to possess. Lovelin and Hanold (2014: 18), quoting Kotter (1990a, 1990b), define leadership as "a proactive process that brings meaningful change to an organisation as it strives to survive and compete in the complex and competitive environment of the modern world." The latter definition is of a proactive approach to leadership whereby they view leadership as a process wherein leaders are expected to be proactive and flexible in their leadership approach to adopt to circumstance and bring the expected change in the team or organisation.

Ibrahim (2016) holds that leadership brings with it challenges to the leader including testing his/her abilities as a person, but what is important is how they handle and respond to those challenges. Leaders are expected to display some characters and behaviours that will make them to be considered effective and good or bad leaders. Effective leaders have different characters and behaviours that separate them from followers (Cotterill & Fransen, 2016). Leaders are responsible for their team's vision, mission and for upholding the standard of the organisation. They are also expected to protect their team and be a representative of the team to the world (Ibrahim, 2016). Peachey *et al.,* (2014) indicate that sport leaders should be goal

oriented. Ibrahim (2016) and Cotterill and Fransen (2016) listed some of the attributes and behaviours that leaders should possess to be considered effective leaders. These are that leaders should have personality traits that are considered to stable over a long period, that is, leaders must be stable and consistent. Leaders should be able to solve problems, take advantage of opportunities, and resolve conflict with a calm spirit. They should be able to motivate themselves and the team, be enthusiastic about what they do and most importantly, they have to be leaders at all times, in the team set up, even when they are away from the team. Cotterill and Fransen (2016) continue to indicate that leaders must be independent, energetic, and competitive; make decisions easily; never give up; be self-confident; superior; and stand firm even under pressure. They must also have the soft but expensive traits, such as being emotionally stable, devote themselves completely to others, being gentle, helpful to others, kind, understanding of others, aware of others feelings, warm in relations with others, that is, they should be able to build lasting and trusting relationships, and be respectful to team members (Cotterill & Fransen, 2016).

Based on the above discussion about the character and behaviour of leaders, it can be concluded that leaders are not born, but made. With proper programmes and systems in place, sport leaders can definitely be developed.

2.7 Theories/ Approaches to Leadership

The research will take a structural- functional and Conflict approach which represent the position of the study.

2.7.1 Structural- Functional and Conflict Theories

Structural-functional theory sees society as a structure with interrelated parts designed to meet the social needs of the individuals in a society, whereas conflict theory holds that there is a

continuous conflict in the society due to the injustices faced by communities due to unequal class system in societies (Crossman, 2013). The theories represent the position of the study, as sport in its self is a microcosm of society. Often, the focus of leadership in sport is focused on high performance, elite athletes and gold medals, forgetting that leadership is broad and cannot be limited to elite and high-performance athletes. Sport also has the potential to foster personal development and meet social needs of individuals and communities.

To understand leadership and its different styles, it is important to look at the theories of leadership. According to Williams *et al.* (2011), leadership theories give leaders a perspective and a guide on how to lead and guide their subordinates, manage and monitor processes in their organisations. Management and leadership theorists have, over the years, developed a number of theories with the quest to explain how leadership was viewed and practiced to date. Ibrahim (2016); Imbroda-Ortiz *et al.,* (2015); Peachey *et al.,* (2014); and Scott (2014) identified basic theories, which are, namely: Traits, Behavioural, Situational, Transactional, Transformational and Adaptive Approaches to leadership.

a. **Traits approach-** was developed in the 1800s and the approach focused on the universal characteristics of a leader. The traits approach puts more attention on the personality, abilities, intellectual and physical qualities of a leader. It is also indicated that the scholars in this theory believed that leaders are born not made. The researcher disagrees with the notion that leaders are born. The researcher believes that, with proper programmes, systems and procedure in place, good sport leaders can be made and developed.

b. **Behavioural approach-** the theory was developed in the 1950s and 1960s at the Ohio State University and University of Michigan (Scott, 2014). The behavioural approach

holds that leaders need more than just personality traits to be effective and good leaders. The scholars in this school of thought demonstrate that this approach has two dimensions, which are consideration and initiating structure also known as relationship and Task Orientation. The consideration Structure or Relationship Orientation centres around the notion that the leader builds relationships with subordinates; shows care and concern for the subordinates; develops and nurtures respect and trust; and leaders care about the subordinates and their well-being. Whereas initiating Structure or Task Orientation is about leaders establishing goals to be achieved by subordinates, they provide well-defined responsibilities, put more emphasis on the structure and efficiency in the work environment and, lastly, focuses on formalised policies and procedures in the work environment.

c. **Situational or Contingency approach-** according to this approach, certain leadership traits and behaviours are more effective than others are depending on the situation, circumstances and the context in which they occur (Scott, 2014). According to Rasool *et al.* (2015), the Situational Theory was developed after the Traits and Behavioural Theories were considered to have failed as leadership theories. The approach holds that there is no single best style of leadership for every situation. Best and effective leaders are those who can change their leadership style to match the current situation. Supporting the position of situational approach to leadership, Hryniewicz and Vianna (2018), scholars of Situational Theory of leadership, hold that the leadership style used depends on the situation in which the leader finds themselves in at a particular moment. At the same time, the organisational characteristics, such as values, organizational culture and the nature of the task or the situation at the time, can dictate the most appropriate form of action to be taken. According to the researcher, this theory appears to be a good a theory at face value, but it is important for every leader to have a

leadership style or theory that they subscribe to lead their organisations and followers as opposed to what Situational Theory states. There are two models of situational approach to leadership, which are, namely:

- **Fiedler Contingency model** holds that effective leadership requires a flexible leadership that can change to fit the situation; and

- **Path-goal model** focuses on how leaders can positively affect performance, satisfaction, motivation and accomplish the set goals.

This model has four patterns of communication leaders use to communicate with their team members, which are, namely, telling, selling, participation and delegating. Telling and selling are considered to be leader-oriented and are a single-directional communication, while, participating and delegating are primarily follower-oriented and are a dual-directional communication (Scott, 2014).

d. **Transactional Leadership-** focuses on the impact the leader has on the organisation. Also focuses on the relationship the leader develops with the team within the organisation. Transactional leaders reward or disciplines the team member based on their performance of a given task (Ibrahim, 2016; Imbroda *et al.,* 2015; Lovelin & Hanold, 2014; and Caldwell, Dixon, Floyd, Chaudoin, Post & Cheokas, 2012). This approach is more concerned about achieving organisational goals against all odds and pushes followers to do whatever it takes to achieve the task at hand. According to Rassol *et al.* (2015), transactional leaders spend their energies on achieving organisational goals and the on rewards and benefits to improve performance of their followers. Rasool *et al.,* (2015) and Naidoo, Coopoo and Surujlal (2015) state that transactional leadership "work-reward exchange based leadership". This type of leadership may prove not to be effective as followers may not perform beyond the set or promised reward.

e. **Transformational Leadership-** Gould and Voelker (2012) define by indicating that it "involves individual consideration, inspirational motivation, intellectual stimulation, fostering acceptance of group goals and teamwork, high-performance expectations, appropriate role modelling and giving contingent rewards". This definition means that the transformation approach is about leader-member relationship, where the leader sets clear goals for the organisation, communicates those goals and vision with the followers, cares for their followers and motivates them to achieve more for the organisation and themselves. Transformational leaders raise consciousness of the team members about the importance of the outcomes and how to reach the outcomes (Ibrahim, 2016; Imbroda *et al.,* 2015; Lovelin & Hanold, 2014; and Caldwell *et al.,* 2012). This leadership approach tries to align the followers' goals with that of the organisation, it encourages followers to act in the best interest of the organisation, but at the same time emphasises the importance of follower's development, there is job satisfaction and most importantly leader-follower relationship (Van Dierendonck, 2011; Rasool *et al.,* 2015; Naidoo *et al.,* 2015; and Mak & Kim, 2017).

f. **Adaptive Leadership-** According to Heifetz, Heifetz, Grashow and Linsky (2009:2) "Adaptive leadership is the practice of mobilizing people to tackle tough challenges and thrive". Leaders in this approach are visionaries and they believe that working environments are always changing and that they need to adapt to change. They also believe in their subordinates; they tap in the expertise of every member of the team; reward subordinates for achieving goals; and they also encourage subordinates to you use their expertise to ensure success of the organisation. The researcher agrees with this style of leadership where subordinates' expertise is recognised and used to advance the organisation.

In conclusion, it is important to indicate that from the theories discussed above, there are important elements that when put together can contribute to the development of effective leaders, and that it is believed that sport has the potential to contribute to the development of athletes and sport leaders. There is an overlap in most of the theories discussed above, that is, the theories have the same view on what a leader is, but at then as they continue they have their position that separate them. For example, the transformational and transaction theories of leadership have some similar positions on leadership, but then have characters that differentiate them. The researcher recommends Transformational and Adaptive Leadership to be adopted by organisations that believe in the development of their subordinates, and they set targets and goals for them.

2.8 Challenges of Leadership

Leadership is a great challenge to leaders as they are expected to lead different people in their teams, work with external stakeholders who have their own cultural practices, and sometimes have to work according to government requirements and grow their teams Onodugo and Ewurum (2013) . They are faced with great challenges of which they expected to overcome, whereas some leaders are not even trained to deal with those challenges (Gentry, Eckert, Stawiski & Zhao, 2014).

Onodugo and Ewurum (2013) identified challenges of growth that leaders come across and are expected to deal with them for the sake of the organisation's well-being. According to Sabri and Hian (2012), leadership is concerned with guiding a group of individuals towards achieving set goal. This means that every organisation desires to grow, but it is not easy to realise growth in an organisation and leaders are expected to lead and work with their teams to achieve the growth. Those challenges are follows:

- **Challenge of Managing Competition:** organisations co-exist and are in completion with other organisations. It is the responsibility of the leadership to ensure that the team always performs better and above its competitors. The team needs to be provided with all the necessary equipment, resources and training to win over their competitors.

- **The Challenge of Management of Change and Uncertainty:** change is inevitable, but people are always uncomfortable with it. Organisations have diverse stakeholders who have different expectations. It is the responsibility of leadership to ensure that, if there is change, especially in leadership, it is a smooth process, and to acquire a skill of maintaining calm in the process of change for there will definitely be some uncertainty, especially from external stakeholders

- **The Challenge of Building Capacity for Growth:** Diverse skills and expertise are required as organisations grow. Leadership is expected to invest in the team, by providing relevant training, strategies, equipment and motivation to realise this growth (Onodugo & Ewurum, 2013).

2.9 Sport-for-Development Approaches

According to Meir (2017) sport-for- development organisations use sport as a tool for development where they use sport to achieve positive impact in societies. Sport-for-Development encourages community members to participate in sport activities in the same breath trying to build positive and habitable communities by assisting marginalised populations, improving their health, creating intercultural exchange, conflict resolution and peace building. Wells and Peachey (2016) indicate that research has been conducted to examine the impact of Sport-for-Development programmes on targeted populations, but not much research has been done on leadership in the Sport-for-Development context.

Cotterill and Fransen (2016) state that athlete leadership development has received some attention within the body of literature. Supporting the above statement, Gould, Voelker and Blanton (2012) emphasize that there is a research that has been undertaken to explore the development of personal leadership skills through sport. Below are the Sport-for-Development approaches that were developed by sport leadership proponents to develop and foster leadership skills in the former and current athletes, as cited in Cotterill and Fransen's (2016) article titled "Athlete Leadership in Sport Teams: Current understanding and future directions".

- Blanton, Sturges and Goulder (2014) developed a Youth Development Club in which US High School athletes shared leadership principles;

- Goulder and Goulder (2010) developed a Captaincy Development Programme for high-school captains adopting a workshop-based approach. This Captaincy Development Programme included a clinic (development group) and a separate self- study team captain's guide.   They also highlighted the importance to also developing a Coach Supervision Programme alongside the Captaincy Development Programme.

- Cotterill and Cheetham (2015) developed a Leadership Development Programme for elite (international) UK professional cricketers. The programme is aimed at developing athlete leadership at three specific levels, which are, namely: Captaincy Development; Leadership Skill Development; and Personal Growth and Leadership Development. The three levels had been earmarked as important in helping to develop leaders at an international level performance.

According to Nam, Marshall, Love, Graham and Lim (2018), South Korea gained much recognition in having hosted many successful international sporting events. In their recognition, Korea Institute of Sport Science (KISS) realised that there was a very important element missing in their athletes' development. They realised that they did not invest much in their athletes, especially when it comes to social capital, social skills and leadership skills. To

address this concern, the Ministry of Culture, Sports and Tourism established New Generation Sport Talent (NEST). The main aim of NEST was to train the retired elite athletes into coaches, referees and international sport administrators. The aim of training these retired athletes was to improve South Korea's position globally through an increase in its international human capital (Nam *et al.,* 2017, in Nam *et al.,* 2018). In order to achieve its objective, NEST established an international collaboration with the University of the South Eastern Region in the United States in 2008 known as Collaborative Global Leadership Programme (CGLP). The former elite athletes were trained in English, attended academic and professional development seminars and experienced social and community engagement activities in the university (Nam *et al.,* 2017, in Nam *et al.,* 2018).

The assumption is that by participating in sport activities, athletes benefit by acquiring important life skill in addition to the being physically fit (Goulder & Voelker 2010), but research has proven the assumption wrong. Research demonstrates that participating in sport does not guarantee that athletes will gain all important life skills as it is assumed Gould and Voelker (2010).

To address the lack of investment in the youth leadership development the Institute for the Study of Youth Sports (ISYS) collaborated with Michigan High School Athlete Association (MHSAA) Captains Leadership Training Programme (CLTP). The programme was designed to teach High School student athletes leadership skills and to enhance the High School sports experience. The development of CLTP through partnership between MHSAA and ISYS was aimed at teaching the current and future captains how to be effective leaders in sport and to improve the quality of High School athletes. By providing leadership training, it was hoped that the youth will learn certain lessons that will equip them for other leadership opportunities later in their lives. The programme consisted of two parts, the first part was a One-Day In-

Person Clinic, and the second part was a Self-Study Captain's Guide book or leaflet that they had to study (Goulder & Voelker 2010).

Leadership and Empowerment through Sport (LETS) was established in 2013 in Cape Town, South Africa (Meir, 2017) as a Sport-for-Development approach. The objectives of the LETS programme are:

- To work in partnership to develop current and future community leaders through sport leadership and entrepreneurial programmes;

- To create and deliver programmes that contributes towards participant's holistic development; and

- To incorporate international best practices and research to develop programmes that meet specific individual and community requirements (Meir, 2017).

The main aim of the LETS was to develop the organisation in Cape Town, working with different government departments and community organisations to create and deliver sports leadership programmes. Another aim was to educate potential sport leaders and existing coaches in a way that it develops their knowledge and skills alongside developing their understanding of how to contribute towards individual and community development through sport (Meir, 2017).

The Sport-for-Development programmes discussed above are relevant to the present study since they indicate that sport can be used to develop leaders. The programmes discussed above prove that with proper plans, programmes and systems in place, sport can be used as a tool to develop leaders.

<center>**CHAPTER THREE**</center>

<center>**RESEARCH METHODOLOGY**</center>

3.1 Introduction

This chapter focuses on the methodological approaches used in the research. The research setting for the study is described. The study employed Mixed Methods. Explanations of study design, target population and different data collection tools are provided. Different data collection methods, such as questionnaires, Focus Group Discussions and semi-structured interviews, were used. Data were analysed in such a way as to ensure trustworthiness; and meeting the criteria of credibility, transferability, dependability and conformability. The ethical considerations were taken into consideration and the study was approved by the Human and Social Science Research Committee (HSSREC) of the University of the Western Cape.

3.2 Research Methods

According to Bazeley (2013), methodology is a theory of how inquiry should proceed and sometimes indicating preferred methods. According to the above definition, methodology serves as a map portion that guides how the study gets conducted and how theories and philosophies are followed.

3.2.1 Research Design

The study used Mixed Methods, which are, namely, qualitative and quantitative research methods. According to Klassen, Creswell, Clark, Smith and Meissner (2012), in Mixed Method studies, researchers chose to combine and use qualitative and quantitative methods so the methods can supplement each other, that is, to maximise the strengths and minimise the weaknesses of each. But the study focused more on the qualitative methods which allowed the researcher to develop an improved understanding of the potential of sport for the enhancement

<center>22</center>

of leadership skills for sport for development at Club Executive level at a university setting. Qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting (Creswell, & Poth, 2016).

3.2.2 Research Setting

The study took place at the University of Limpopo, which is located in the Limpopo Province in the Polokwane Municipality. The University has a population of about 24 000 students and 2 000 employees. The study has been conducted in the Sport and Recreation Directorate. The Directorate has about 2 000 affiliated athletes, with 26 Sporting Codes, namely, Athletics; Badminton; Boxing; Football; Golf; Rugby; Softball; Volleyball; Hockey; Basketball; Netball; Supa-Pool; Cricket; Bodybuilding; Dance; Chess; Volleyball; Tennis; Darts; Squash; Karate; Table Tennis; Ring Tennis; Disability Sport; E- Sport; Staff Sport has (Aerobics; Athletics; Chess; Netball; Football; Volleyball; Darts; Tennis and SUPA- Pool). Each Sporting Code has its Executive Committee and a Code Manager or Sport Officer.

3.2.3 Sampling of Participants

The research used Probability Sampling to select the research sample. According to Etikan, Musa and Alkassim (2016), Probability Sampling is defined as having the same characteristics that each person in the target population has a chance of being included in the sample. With the Probability Sampling every member of the population that possesses the characteristics of the targeted population had a chance of being selected to be the respondent in the present study.

The research sample comprised of 31 respondents, 20 being Sporting Code Club Executive members serving in student sport, 10 Sporting Code Club Executive members serving in Staff Sport and one Head of Sport. Data for the study were collected from twenty (20) student

athletes and ten (10) staff athletes currently serving as the 2019/20 University of Limpopo Sporting Code Executive Committees and the Director of the Department of Sport and Recreation at the University of Limpopo. The 20 student athletes are full time registered students at the university and are the 10 staff athletes are employees at the university who are also affiliated to specific Sporting Codes for them to be eligible to qualify to be elected as Sporting Code Club Executives. They are elected in office to assist in the administration of the Sporting Codes. The 20 student athletes were given questionnaires to respond to and 16 questionnaires were returned and the 10 staff athletes were part of the focus group discussion and only 8 participated in the study.

3.2.3.1 Inclusion and Exclusion Criteria

a. Respondents are currently serving in the Sporting Code Club Executives and be hands-on in the leadership activities.

b. Only Vice-Chairpersons, Deputy General Secretaries and Team Managers were considered as respondents for the present study. Respondents are University of Limpopo students and employees.

c. They are also athletes affiliated with Sporting Codes in the University of Limpopo Sport and Recreation Directorate.

d. Executive Committees for the Sporting Codes that the researcher manages were not be part of the respondents.

e. Only Executive Committees who gave written consent were respondents for the present study.

3.2.4 Delimitations of the Study

The study was conducted at the researcher's workplace and the respondents from whom data was collected work directly with the researcher as executive members of the Sporting Codes

the researcher in responsible for. The other respondent is the Head of Sport of Sport and Recreation and the researcher's Line Manager. Since the researcher is working closely with all research participants, a research assistant was used to administer the questionnaires, facilitate the focus group discussions and to conduct the interview with the Head of Sport to minimise biasness.

3.5 Data Collection Methods

Data in this research was obtained through questionnaires, focus groups and interviews.

3.5.1 Questionnaires

The questionnaires were used to obtain information from the current Sporting Code Club Executives. Thirty (30) questionnaires were distributed to students' Sporting Code Club Executive with the aim of getting 20 questionnaires back, but only 16 questionnaires were returned. The research questionnaire was developed by the researcher. To ensure validity and reliability, emphasis was put on the elements of credibility, of which the researcher ensured that the study tests what the questionnaire was actually intended to test; dependability was ensured, which is considering that if the study were to be repeated with the same methods and the same participants, it will still get similar results. To ensure conformability, the researcher took precautionary measures to ensure the results of the study are that of the respondents rather than the researcher's results; transferability the researcher ascertained that the findings of the study can be transferred and applied in similar settings with a bigger population than that of the current study (Shenton, 2004; and Connelly, 2016). Trustworthiness is important in qualitative research and reliability, and validity are important in quantitative research to ensure that the research findings have truth-value and are consistent and that the research is confirmable. In this study, interview schedules were used, while interviews were recorded to ensure that no information is lost to assist in data analysis. Data from different sources such as interviews,

focus group discussions and questionnaires were triangulated to compare and validate the research findings.

3.5.2 Focus Groups

Focus group discussions were used to obtain data from the targeted population, which were the staff Sporting Code Club Executives. The method allowed the researcher to solicit data from a purposely selected group of individuals rather than from a statistically representative sample of a broader population (Nyumba, Wilson, Derrick & Mukherjee, 2018). Since the participants work closely with the researcher, a research assistant was used to collect data, to allow participants to be free and objective when engaging in the discussions. A Voice Recorder was used to capture all discussions, which allowed the researcher an opportunity to listen to the discussion when transcribing the data. Due to the challenges of Covid 19, focus group discussions were conducted virtually (i.e., online), google meet was used as means to communicate with the participants. Focus group discussions were used to solicit information from ten (10) Staff Sport Sporting Code Club Executive, but only eight (8) participants were available for the discussions. The research participants were not physically available on campus since they were all sent home according to the government regulations and restrictions of Covid 19.

3.5.3 Interviews

The interview was conducted in order to solicit information from the Director of Sport and Recreation of University of Limpopo. According to Bless, Higson-Smith and Kagee (2006), an interview involves direct personal contact with the participant who is asked questions relating to the research problem. The semi-structured interview was used for the purpose of this study. The Head of Sport is the researcher's Line Manager, for the purpose of objectivity, validity and reliability of the data to be collected, a research assistant was used to conduct the

interview. A Voice Recorder was used to capture all interview discussions, to allow the researcher an opportunity to listen to the discussion when transcribing the data.

3.6 Data Analysis

Thematic Data Analysis was used. To ensure confidentiality and anonymity, the respondents were given codes instead of using their real names. According to Javadi and Zarea (2016); and Percy, Kostere and Kostere (2015), Thematic Data Analysis is a simple and a flexible method of data analysis where the researcher arranges data according to themes. As the themes are arranged in a logical flow, the analysis can be easily understood. The researcher transcribed all interviews, and the raw data were coded and clustered into categories and themes as they emerge from the data collected.

4.9. Thematic Data Analysis and Coding

Coding is the breaking of data into labelled meaningful pieces with the view of clustering them, it allows the researcher to analyse qualitative data and use codes instead of using respondents' real names to ensure anonymity and confidentiality. According to Javadi and Zarea (2016); and Percy, Kostere and Kostere (2015), Thematic Data Analysis is a simple and a flexible method of data analysis where the researcher arranges data according to themes.

Thematic analysis is a method for identifying, analysing and reporting patterns (themes) within the data and is perceived as a foundational method for qualitative analysis (Liamputtong, 2009:284). Thematic analysis is a type of qualitative analysis, it is used to analyse classifications and present themes (patterns) that relate to the data.

4.9.1 Steps of Data Analysis to be Considered for Thematic Data Analysis

4.9.1.1 Organising the Data

Categorising data involves transcribing the interviews that have been recorded into written form, typing the field notes and arranging the data into different general categories and themes, and in terms of their levels of complexity (Liamputtong, 2009; and Nowell, Norris, White & Moules, 2017). The researcher believes that organising data should be the initial stage where data is transcribed, organised to make sense to the researcher before it could be arranged into themes and analysed to make sense to the reader.

4.9.1.2 Finding and Organising Ideas and Concepts

Audio recorded data need to be transcribed into written form in order to conduct a thematic analysis. Bird (2005:227) argues that, "finding and organising ideas and concepts should be seen as a key phase of data analysis within interpretative qualitative methodology". This step where data can be arranged into themes and make sense out of it. At this stage, the researcher should be in a position to identify data to be used for analysis.

4.9.1.3 Generating Themes from the Data

Detailed analysis of the data should be undertaken through a process of coding, which plays a major role in building the themes. The process of coding is part of the analysis, to organise the data into meaningful groups. Coding allows the researcher an opportunity to simplify the data and focus on specific areas and characteristics of the data (Nowell, Norris, White & Moules, 2017).

4.9.1.4 Interpretation of the Data

Negovhela (2017:88) states that "during the data interpretation process, the researcher goes through the data patterns to ensure the correct interpretation of the data provided. This is usually

confirmed by developing a systematic and consistent way of carrying out analysis of the data."
It is the stage where the researcher is interpreting the responses received from the respondents
so it could even make sense to the reader.

4.9.1.5 Writing the Report

Writing the report involves making an interpretation or understanding of the data. The meaning
of the data includes the researcher's understanding of the data, taking into account the
researcher's and the participants' understanding of the subject matter among other things
(Nowell, Norris, White & Moules, 2017).

SPSS was also used to describe and analyse data and also assisted in distributing data into
frequencies and percentages. The descriptive analyses helped to provide preliminary insight
into the nature of the responses obtained, as reflected in the distribution of the values for each
variable of interest. It helped present the data that were collected in a visual form, with tables
and graphs, and provided a summary of 'typical' responses as well as the extent of variation in
responses for a given variable (Tustin, Ligthelm, Martins & van Wyk, 2005).

3.7 Ethics Considerations

Participants were made aware of their rights of participating in this research, caution has been
taken when collecting data from the participants and the researcher ensured that they are not
harmed in any way. Participants' anonymity and rights to privacy were a priority. They were
made aware that participation in this research is voluntary and that written consent was to be
required before data were collected and they could withdraw their participation from the
research without having to provide reasons for their decision to decline. Participants were
informed of the benefits of participating in the research and that they would be no monetary
benefits. Participant Information Sheet (see Appendix 10, page 93) and Consent Forms were

given to willing participants (see Appendices 7,8 and 9, page 90, 91 and 92 respectively), describing the aims of the study, requesting participation and giving assurances of confidentiality.

Ethical Clearance from the University of Western Cape was sought to ensure that the research is compliant to the ethics of the University and Ethics Clearance was granted for the researcher to continue with the study. Gate keeper's letter was sought from the organisation which the study was conducted at. Reliability, validity and trustworthiness of the data collected were assured by the researcher to ensure that the data collected are authentic and that the results of the study are obtained from the research participants, are not the views of the researcher.

CHAPTER FOUR

RESEARCH FINDINGS, ANALYSIS AND DISCUSSIONS

4.1 Introduction

The focus of this chapter is to report on the results and the discussion and interpretation of the results, on the results of the research that was conducted to investigate the role of sport in fostering leadership skills in Sporting Code Club Executives: A Case of University of Limpopo. The aim of this analysis was to arrive at a conclusion that proves whether or not the study has achieved its research objectives. The data that were collected included the biographical information of the respondents, their knowledge and understanding with regard to 'sport and leadership', and their perceptions regarding the role that sport can play in developing leadership skills among athletes.

4.2 Biographical Information

The research sample comprised of 31 respondents, 20 being Sporting Code Club Executive members serving in student sport, 10 Sporting Code Club Executive members serving in Staff Sport and one Head of Sport. However, due to common challenges regarding the response rate in research it is rare to have a 100% turn out of the respondents. From the group of Staff Sport Sporting Code Club Executive respondents, out of ten (10) respondents only eight (8) were available; for student Sporting Code Club Executives 20 questionnaires were expected to be returned to the researcher, but instead only 16 questionnaires were returned, and for the interview it was one respondent who was available. According to Fincham (2008:1), "There are now higher expectations for survey response rates. Response rates approximating 60% for most research should be the goal of researchers."

Figure 4.1 Respondents by Gender
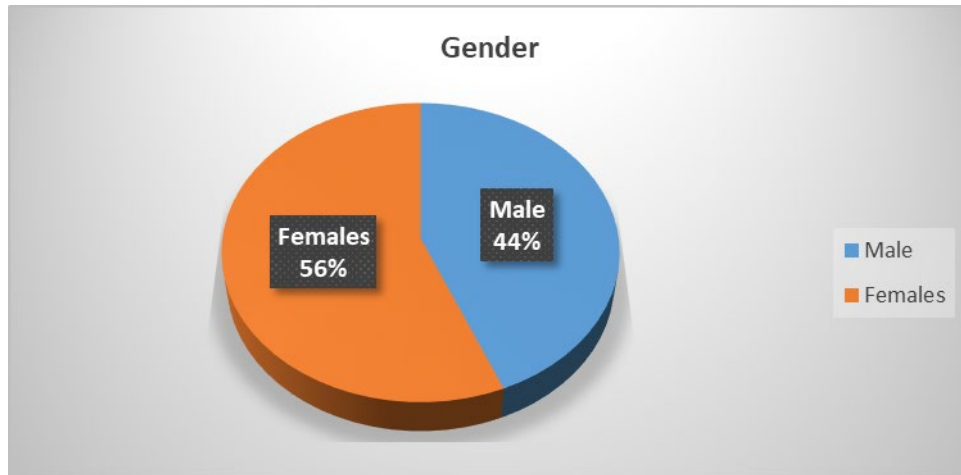
The research results show that the majority of the respondents were female. The reason for the disparity is because most of the Sporting Codes have both male and female teams, some are female teams only. Another reason is that when athletes elect their leadership are trying to ensure that there is gender representation in their Executive Committees. Overall, 56.25% of the respondents serving in the Executive are females and 43.75% are males. Even though females dominate in the Executive Committee, there is a concern that they are limited to deputy positions, according to the research findings majority of the ladies are Deputy Secretaries, Deputy Chairpersons and the main position they occupy is Team Manager. If they hold any main position, they are either Secretary or Treasurer, which are typically leadership positions mostly given to females in most organisations; unless the organisation is a female only organisation, then women will occupy top positions like Chairperson or President, which is visible, for example, in organisations or Sport Federations such as Netball Federations, Businesswoman's Association of South Africa.

Figure 4.2 Respondents by Age Group
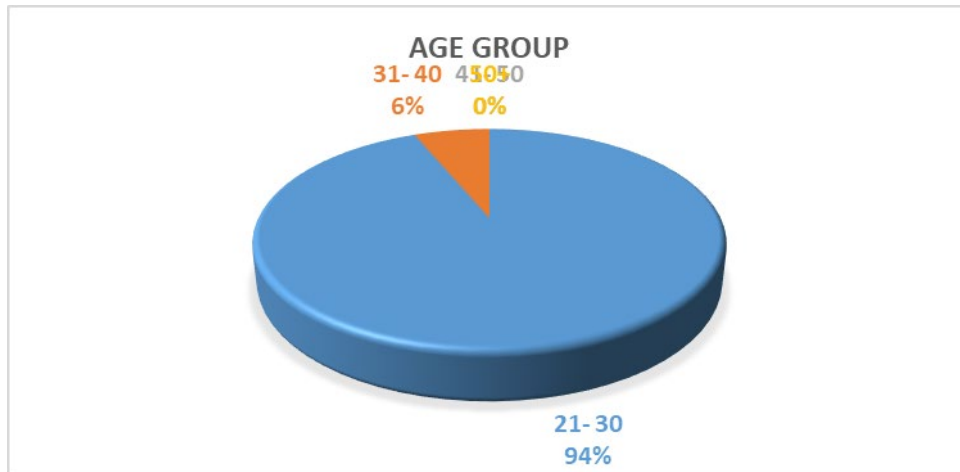
According to Figure 4.2, 93.75% of the respondents was between the ages of 21–30 years; and 6.21% was within age group 31–40 years. The main reason is that the study was conducted at a university setting using students as the target population. This age group comprises undergraduate and postgraduate students who are also athletes at the university.

4.3 Position in the Executive

The main aim for investigating criteria for being elected to serve in the Sporting Code Club Executive Committee was to verify if the University or the Sport and Recreation Directorate at the University of Limpopo has a clear criteria for election set for this purpose.

Table 4.3 Position Occupied in the Executive

	Position	%
1	Deputy Chairperson	18.75
2	Deputy Secretary	12.25
3	Team Manager	18.75
4	Other; State position:	50

According to Table 4.3, the majority of the respondents, which amounted to 50%, falls under Category 4 (other) and the majority of them were females who are Treasurers or Additional Members in the Executive. This confirms the results indicated in the Figure 1.1 that the majority

of the respondents were females and occupying either deputy positions or supporting positions in the Executive but not Chairperson or Presidency positions. Eighteen point seventy-five percent (18.75%) of the respondents were Deputy Chairpersons, 12.25% Deputy Secretaries and 18.75% are Team Managers who are serving in the Sporting Code Club Executives. The reason for looking into the positions in the Executive was to investigate whether these positions are mostly occupied by males or females, to observe the pattern and also to prove right or wrong the notion that most supporting positions are occupied by females in the executive committees. According to the researcher, this norm needs to be revisited as not only males are good leaders, females also need to be given an opportunity to occupy main leadership positions and lead their clubs and organisations. In fact, on global level "in 2000, the United Nations Security Council Resolution 1325 on Women, Peace and Security, specifically demanded greater representation and participation of women and gender issues at all levels" (UNSC 2000). It has also been suggested that greater levels of female representation in leadership positions could automatically lead to improved humanitarian programming and outcomes" (Black, Henty & Sutton, 2017: 9).

4.3.1 Findings on Sporting Code Executive Committee Present Election Criteria

According to the responses received, it can be concluded that there are no clear set criteria for the election of Sporting Code Club Executive Committee. The respondents are using their own discretion of who they think can make a good leader. For example, respondents stated reasons for electing someone as a member of a Sporting Code Club, including commitment to the team, team work, problem solving or level of study. Criteria or requirements such as being a registered student or staff member of the University of Limpopo and that the athlete should be affiliated to a particular Sporting Code, for example, are not listed as criteria or requirements, thought these are obvious criteria to hold any position in the Executive.

Table 4.4 Findings on Criteria for being elected to serve in the Sporting Code Club

Executive in university setting (you can tick one or more than one)?

		%
1	Great player	25
2	Level of study (Undergraduate & post)	25
3	Leadership skills	81.25
4	Commitment to the team	100
5	Affiliation to a Sporting Code	100
6	Others please name:	25

According to the research findings it shows there is no clear criteria for the election of the Sporting Code Club Executive Committees. Respondents reported that they selected who they think will make a good candidate to serve in the Executive. What is common with all the respondents is the view that, whoever will be elected to serve on the committee, should be an affiliated member of a particular Sporting Code, which makes sense because one cannot be elected to serve in an organisation if one is not affiliated to it, as affiliation and commitment are key when electing people to serve in a particular committee. Being an affiliated member and committed to the Sporting Code are common reasons for one to serve in any committee in an organisation even though they may not be clearly set. The other four criteria options provided by the researcher to the respondents were selected by a less number of the respondents because everyone participating in the election process uses their own discretion when electing the Sporting Code Executive Committee since there is no clear set of criteria.

4.5 Leadership Skills

The reason to probe this variable was to examine the expectations of the executive members, what it is that they are hoping to learn and get out of the positions they are occupying, including leadership skills they were hoping to achieve at the end of their office term. Respondents were given a set of leadership skills to choose from and they were also given an option of choosing more than one option.

Table 4.5.1 Anticipated leadership skills to be gained as a Sporting Code Club Executive? (You Can Tick One or More than One)

	Leadership Skills	%
1	Communication skills	75
2	Maintaining peer relationships	68.75
3	Problem solving	87.50
4	Setting goals and targets	68.75
5	Handling success and failure	81.25
5	Others please name:	6.25

The highest number of respondents who amounted to 87.50% chose problem solving as the leadership skill they were hoping to gain in their journey of serving in the Executive, this may be because being a leader you are faced with a lot of challenges and solving problems is one of the key skills that a leader should possess. Eighty-one point twenty-five percent (81.25%) chose handling success and failure, reasons provided included that in most cases when people are doing well in their roles and are being given compliments they turn to forget their roles and start making people feel that they are in control of the situation and end up forgetting their responsibilities, whereas when others fail in their roles as leaders, they lose confidence in themselves and end up taking wrong decisions trying to protect themselves. Seventy-five percent (75%) of the respondents selected communication, which they felt is also a key leadership skill that leaders should possess because teammates need to know what is happening in their teams, what is expected of them in the team and communicate effectively and openly. The vision, mission and goals of the teams need to be communicated by leaders to their subordinators and team members and exchange and communication around these key issues should happen in an effective and positive manner. The last category is that of 68.75% of the respondents who selected 'maintaining peer relationships' and 'setting goals and targets'. This too are seen as key skills by the respondents to have to be a successful leader because relationships are seen as important in teams and also having goals to achieve and target to reach pushes a leader to stay focused on achieving the goals and targets set for the teams.

Figure 4.5.2: Indication of which leadership skills gained from being a Sporting Club Executive can be beneficial at work, home and in life in general

The leadership skills you will gain from being a Sport Coding Club Executive can bebefit you at work, home and in life in general

	Agree	Strongly agree	Neutral	Disagree	Strongly agree
■ Series2	3	13	0	0	0
■ Series1					

■ Series1 ■ Series2
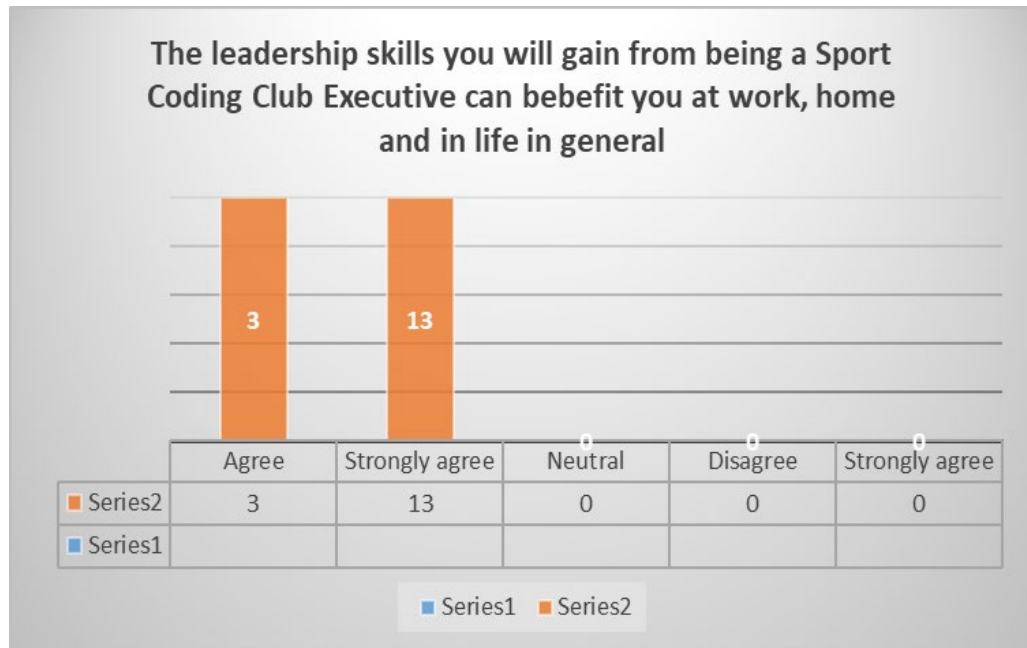
The aim to probe the variable was to determine if Sporting Code Club Executive Committees agree that the leadership skills they gained and learned in their term of office will benefit them in their work, home and lives in general even after their term of office ended. Eighty-one point twenty-five percent (81.25%) of the respondents strongly agree that the leadership skills they are learning while serving in the Sporting Code Club Executive will benefit them in their lives in general and 18.75% agree. This might be because leadership skills learnt are not only seen as limited to leading in a sporting set up only, but because leadership is seen as a concept that cuts across every field and the leadership skills can be applied everywhere such in their families and communities.

4.6 Systems to Ensure Leadership Skills are Developed

The main aim here was to establish whether the directorate has systems in place that are there to ensure that Sporting Code Club Executive Club Committees learn leadership skills that they can use even after their term of serving in the executive ended.

Table 4.6.1 Expectations of the Directorate to Ensure That There is Leadership Development

of the Sporting Code Club Executive? (You Can Tick One or More than One)

	Expectations in terms of Leadership Development	%
1	Training programs in: • Communication skills • Chairing meetings • Minutes taking • Conflict management	87.50
2	Induction	62.50
3	Leadership education	50
4	Mentoring	75
5	Others please name:	6.25

The results in Table 4.6.1 shows that 87.50% of the respondents indicated that they expected

the directorate to provide them with training programs in 'communication skills', chairing

meetings and minutes taking'; and 'conflict management' to ensure that they have learned and

gained leadership skills in their term of office. Seventy-five percent (75%) of the respondents

believed that "if the Directorate can ensure that there is mentoring throughout their term, they

will definitely gain leadership skills that will benefit them in their lives", whereas 50% said "if

they can be given leadership education they will definitely learn more about leadership and

those skills will beneficial for them in life in general." The proposed systems are there to ensure

that as the Sporting Code Club Executive Committees assume office, they are trained in

leadership skills that they are expected to possess and show as leaders in their respective

Sporting Codes.

Table 4.6.2 Necessary Set Components to Ensure that Leadership Skills are learnt during

Their Tenure as the Executive and When They Exit the System. (You Can Tick One or

More than One)

	Components for a systems…	%
1	Peer-to-peer mentoring	62.50
2	Training programs	81.25
3	Setting targets for teams	75

| 4 | Monitoring and Evaluation | 50 |
| 5 | Others please name: | 18.75 |

The aim here was to find out strategies that can be put in place and used to ensure that leadership skills are learnt since leadership is a concept that cuts across all fields and it is important for leaders to possess. Research findings in Table 4.6.2 show that 81.25% of the respondents indicated that training programs are important for them to learn the leadership skills; 62.50% say that peer-to-peer mentoring is important, this is where, for example, the chairperson will mentor his/her Deputy Chairperson and take them through the process of their office operation so that when the Deputy Chairperson takes office as the Chairperson, they are aware of how the office operates and what is expected of them as Chairperson and also the challenges that come with the position and how to handle or deal with those challenges. Whereas 75% stated that setting targets is important, while 50% indicated that if monitoring and evaluation systems are in place they will learn how to manage their projects and teams they are responsible for as the executive.

4.7 Sport and Leadership

In this variable the researcher wanted to establish the relationship between sport and leadership and the role that sport can play in developing leadership skills and if sport can really be used as a tool to develop leadership skills in Sporting Code Club Executive. Respondents were given a scale of 1 to 10, where 10 is that they "fully agree" and 1 is that they "totally disagree" with the given statement.

Figure 4.7.1: Sport can play a Role in Leadership Development
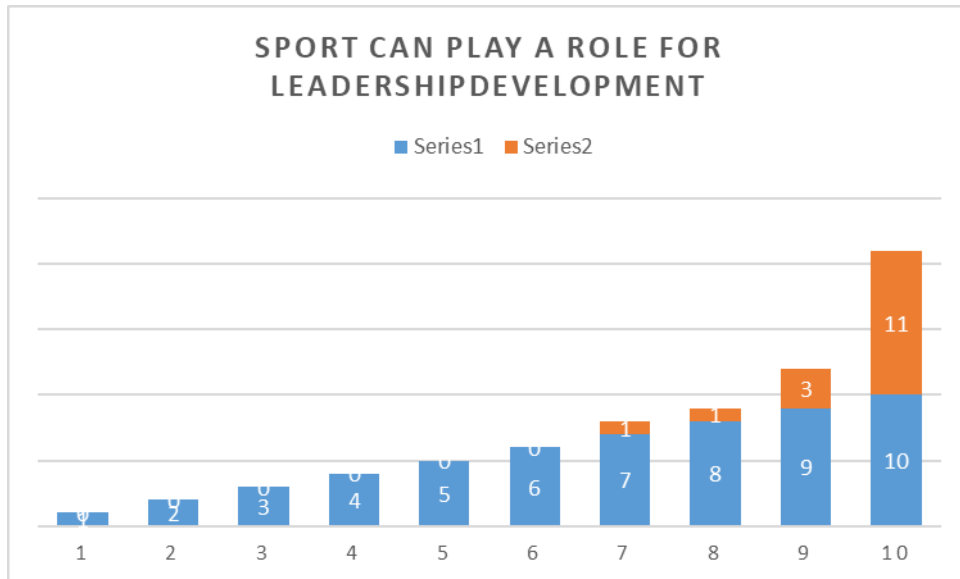
According to Figure 4.7.1, respondents agreed that sport can play a role in the development of leadership skills in Sporting Code Club Executives and athletes in general. This shows by the scales given where 68.75% ranked the statement at 10, 18.75% ranked it 9 and 6.25% ranked the statements 7 and 8 respectively. This ranking by the respondents indicates that respondents agree that there is a relationship between sport and leadership and that sport can play a role in developing leadership skills in Sporting Code Club Executives.

Figure 4.7.2: Sport is an Important Tool for Leadership Development
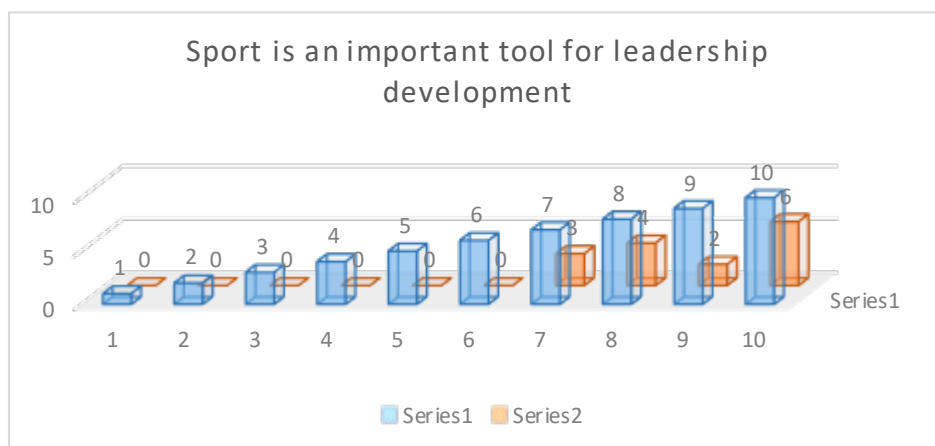
Figure 4.7.2 shows that respondents agreed with the notion that sport is an important tool in the development of leadership skills of Sporting Code Club Executives. This is shown by their ranking of the statement, whereby 37.50% rated the statement at 10, which is the highest rate; followed by 25% of the respondents who rated the statement at 8; 18.75% rated the statement 7, which is still a high ranking of agreeing; and, finally, 12.50% agreed with the statement that sport is an important tool for leadership development by ranking it at 9. This can also be supported by findings in the above tables and charts where respondents indicated that they have learned certain leadership skills by serving in the Sporting Code Club Executives and also by indicating the leadership skills they were hoping to gain while serving as Executive Members

Figure 4.7.3: Sport needs to be Intentionally Used to Develop Leadership Skills in the Lives of Athletes
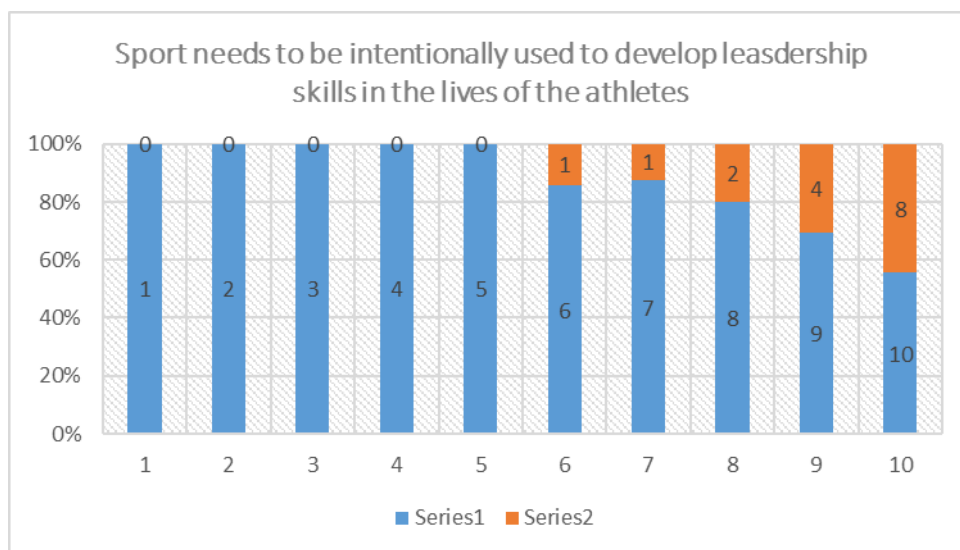
According to Figure 4.7.3, the research findings show that the respondents agreed with the statement that sport needs to be intentionally used to develop leadership skills in the lives of the Sporting Code Club Executives, where 87.50% of the respondents rated the statements 10, 9 and 8 respectively, which are the highest ranks in the rating, whereas 12.50% of the respondents rated the statements 6 and 7, of which also they are agreeing that sport needs to be

used intentionally. The above statement is supported by proponents of 'sport and leadership' such as Cotteril and Fransen (2016) that sport should be used intentionally to achieve the objective of developing leadership skills in Sporting Code Club Executives.

Figure 4.7.4: Participating in Sport and Serving in the Sporting Code Executive in the University Setting Has Equipped You with Leadership Skills
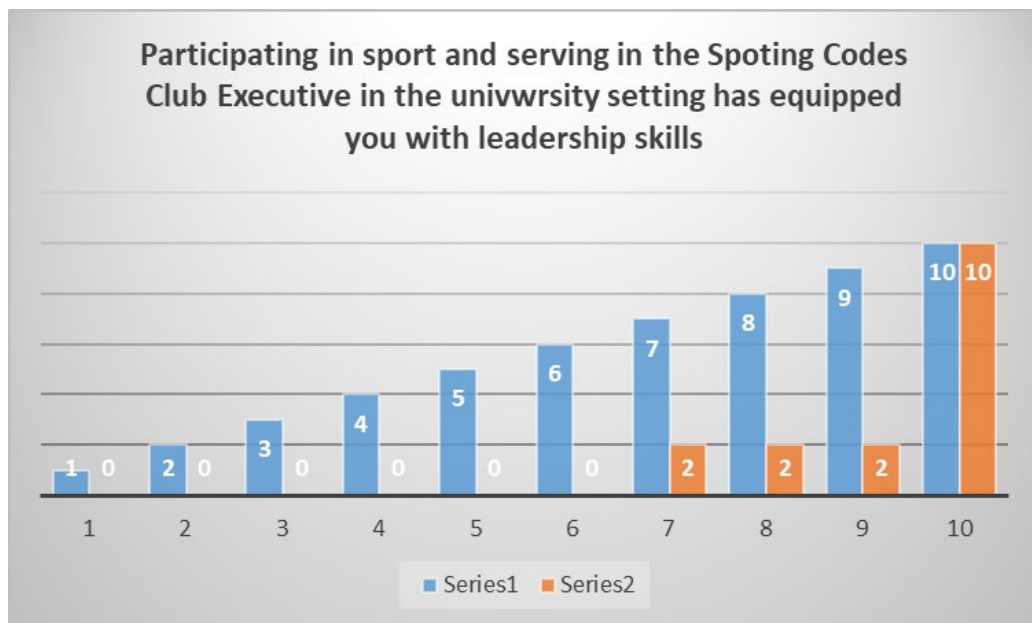
The research findings in Figure 4.7.4 reveal that the majority of the respondents accounting for 62.50% agreed with the statement that participating in sport and serving in the Sporting Code Club Executive has equipped them with leadership skills, whereas 36.75% rated the statement at 9, 8 and 7, where they all represented 12.25% respectively, also in agreement with the statement. This is also supported by the responses that are discussed where the responded confirmed that they have learned some set of leadership skills while serving as a Sporting Code Club Executive.

4.8 Sport Participation and Leadership Development

With this variable, the researcher wanted to probe, the question whether sport can be used as a tool build and mould athletes' character and, lastly, to investigate if the nature of the sport that

one is playing, whether is individual or team sport or serving as an executive in an individual or team sport has an effect on the type of leadership skills they learn.

Figure 4.8.1: Participating in Organised Sport Offer the Athletes Different Leadership Skills Such as Interpersonal Skills, Communication, Problem Solving, Coping under Pressure

Participating in organised sport offer athletes different leadership skills such as interpersonal skills, communication, problem solving, coping under pressure

	Agree	Strongly agree	Neutral	Disagree	Strongly agree
Series1					
Series2	8	8	0	0	0
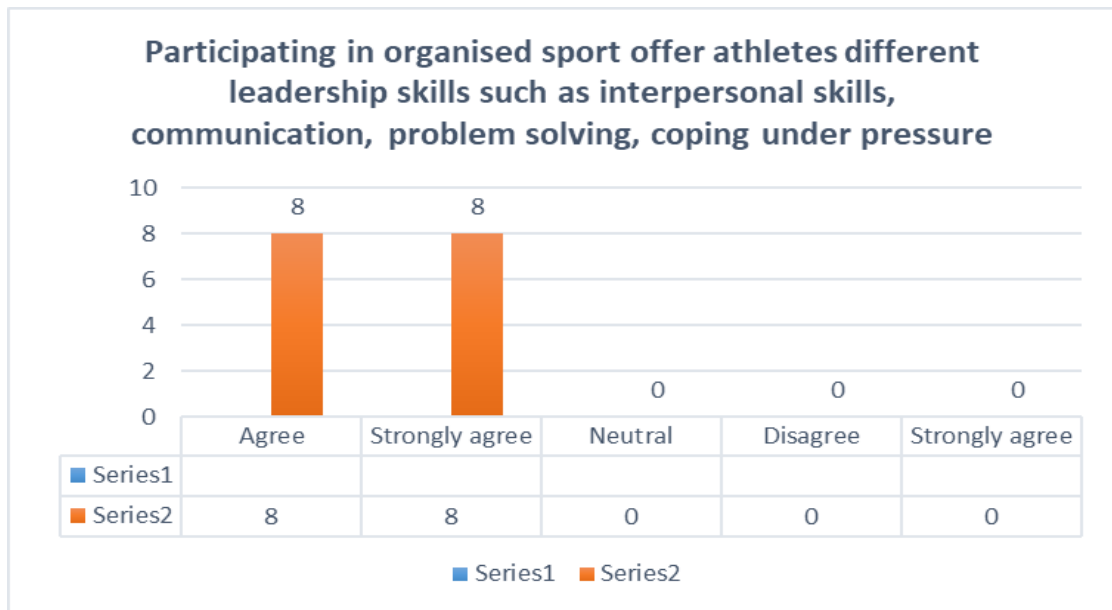
Figure 4.8.1 shows that 50% of the respondents agreed and 50% strongly agreed that participating in organised sport offer the athletes different leadership skills such as interpersonal skills, communication, problem solving, coping under pressure. This might be because the executive members are given the responsibility to lead and show leadership to the team mates they are leading and also because there are systems in place to ensure that the Sporting Code Club Executives are equipped with necessary leadership they need to lead.

Figure 4.8.2: Athletes Possess Significantly Greater Leadership Ability than Non-
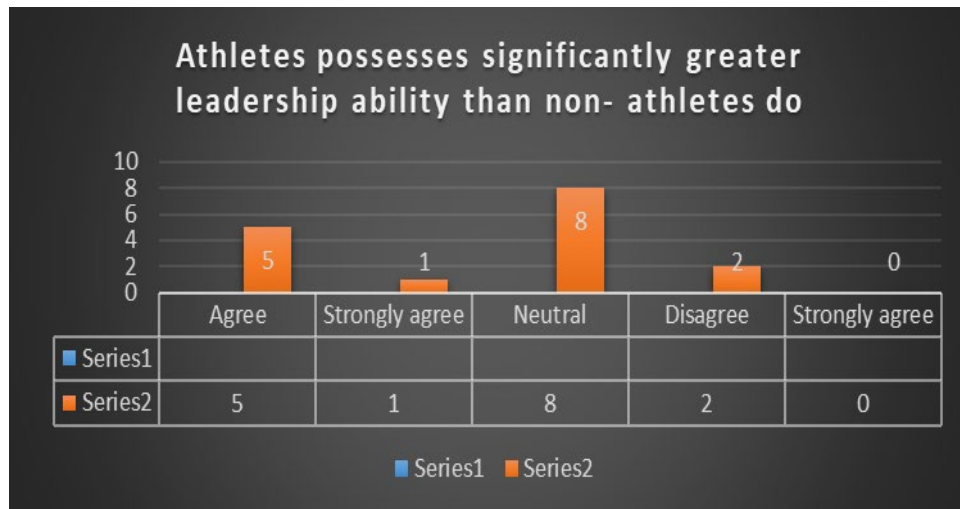
Athletes Do

According to the results in Figure 4.8.2, 50% of the respondents are neutral and 12.25% disagree when they were asked whether athletes possess significantly greater leadership ability than non- athletes. Reasons given included that this is the case because leadership is a concept that cuts across all fields, meaning that non-athletes may also possess leadership skills that they learned in other fields where they are probably serving as leaders. Thirty-one point twenty-five percent (31.25%) agree and 6.25% of the respondents strongly agree that athletes possess significantly greater leadership ability than non-athletes do. These are the respondents who believe in the power of sport and the impact it has in moulding athletes' characteristics and that sport is an important tool to development leadership skills.

Figure 4.8.3 The Nature of Sport Affects the Leadership Skills Developed, which Applies to Both, Individual and Team Sport
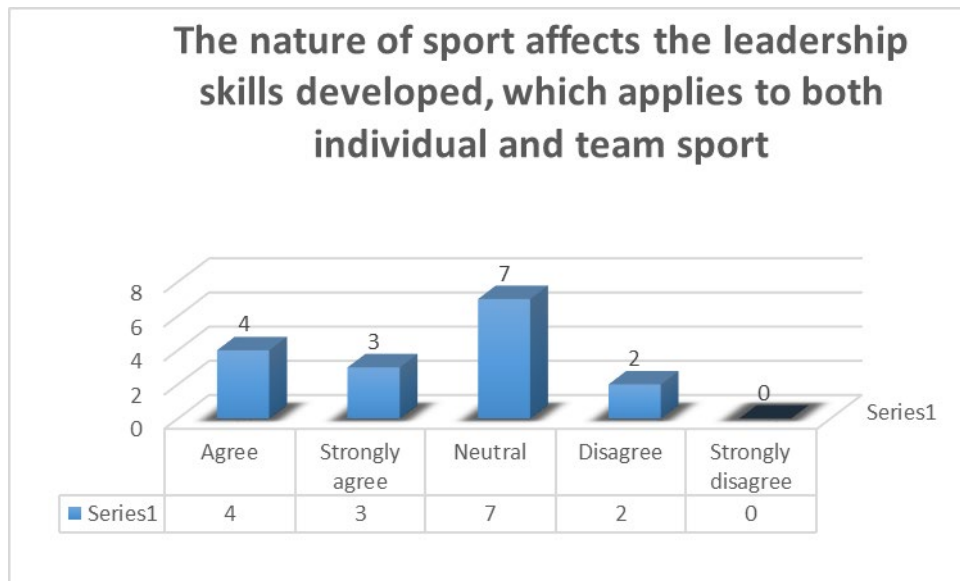
Research findings in Figure 4.8.2 reveal that 43.75% of the respondents were neutral and 12.25% disagreed that the nature of sport affects the leadership skills developed, which applies to both individual and team sport. It was felt that this is because leadership skills do not really matter where you are serving, whether in individual or team sport, the same leadership skills are required to lead because, as a leader, you will still be leading a group of people and leadership is not limited to the playing fields only, but also in the running of the Sporting Code where the leadership is dealing with a group of people and that leadership cuts across all fields. Twenty-five percent (25%) of the respondents agreed and 18.75% of the respondents strongly agreed that the nature of sport affects the leadership skills developed. The reason given was that for these respondents it is their first time being exposed to leadership positions in the Sporting Code Club Executive.

Figure 4.8.4 Participating in Sport Helps to Build and Mould an Athlete's Character

PARTICIPATING IN SPORT HELPS TO BUILD AND MOULD ANATHLETES' CHARACTER

	Agree	Strongly agree	Neutral	Disagree	Strongly disagree
Series1	8	7	0	1	0
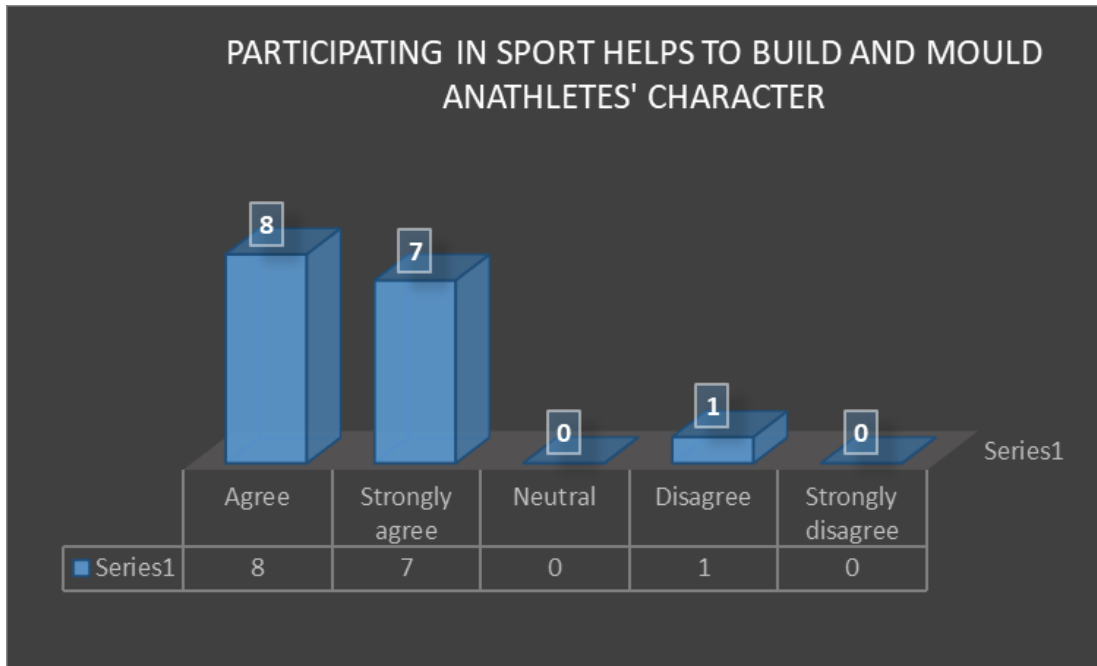
50% of the respondents agree and 43.75% strongly agree that participating in sport helps to build and mould an athlete's character. This is because athletes, when introduced to sport, are also introduced to new ways of relating with teammates and somehow taught how to talk and handle issues when it comes to dealing with their teammates, and this somehow moulds their character and conduct towards their teammates and opponents. While a small number that amounts to 6.25% disagreed with the statement, this would probably be those respondents who did not really agree that there was a relationship between sport and leadership, and that sport can be used to develop and mould athletes' characteristics.

4.9 Interviews

Semi-Structured interview was used in order to obtain information from the Director of Sport and Recreation at the University of Limpopo. The aim of interviewing him was to get in-depth understanding of the issues that could not be explained in the questionnaire as the researcher used a close-ended questionnaire. According to Bless, Higson-Smith and Kagee (2006), an interview involves direct personal contact with the participant who is asked questions relating

to the research problem. The semi structured interview was used for this purpose. The issues that could not be addressed in the questionnaire were issues such as whether and how sport can be used as a tool for development and foster leadership skills in the Sporting Code Club Executives; the expectations of the Sport Directorate from the Sporting Code Club Executives; the criteria that the directorate has in place to guide when electing the Sporting Code Club Executives; the systems that the directorate have in place to ensure that leadership skills are learned.

4.9.1 Presentation and Discussion of Themes

This section presents and discusses themes emerging from participants' responses. For easier analysis and interpretation of the data, the analysis is divided into a number of themes. Data were collected through semi interviews with the Director of Sport and Recreation referred to as P1 in the study to ensure anonymity and Focus Group Discussions were conducted with UL Staff Sport Sporting Code Club Executives who are referred to as F1 and F2 in the discussions to ensure their anonymity as well. F1 and F2 came as a result of splitting the group into two groups to ensure that they are manageable. The total expected number of Focus Group Discussions was ten, but only eight were available for the sessions, and they were grouped into four (4) per group.

4.9.2 The Role that Sport can play in Fostering Leadership Skills

According to P1, sport can be regarded a mine field that has different fields of operations, which are, namely, cognitive development, physical well-being and emotional intelligence. He stated that athletes who are involved in sport have an opportunity to develop in these diverse fields. Sport also helps to develop intrapersonal and interpersonal skills of leadership. In the literature, it is indicated that sport is also seen to improve cognitive, physical, and interpersonal skills and to build character needed to handle and manage change (Williams *et al.,* 2011; and Gould &

Voelker, 2012). F1 and F2 agree that sport can develop leadership skills of athletes, it can develop one's character and teaches one to work with different people, that is, team work. They indicated that sport can teach athletes the importance of planning and taking responsibility and that to live up to the leadership role of guiding the teams you are working with. F2 continued to indicate that serving in the Sporting Code Club Executives helped them build their confidence in their own abilities leadership and also in building their character. They indicated that serving in the Sporting Code Club Executive taught them patience and most importantly to take responsibility for the actions and decisions they take as leaders. The researcher and the literature on 'sport and leadership' agree with the respondents that sport plays a major role in fostering leadership skills, based on the characteristics the respondents listed. For example, Wright and Côté (2003) indicate that retrospective studies on the development of elite athletes (e.g., Bloom, 1985; Carlson, 1997; Côté, 1999; Csikszentmihalyi, Rathunde & Whalen, 1993; and Stevenson, 1990) provide an extreme case of how motivation is sustained and how leadership is developed over a long period of time. Retrospective studies suggest that an organised activity such as sport can have an impact on the development of leadership skills such as planning, teamwork, monitoring, and communication.   The researcher agrees with the respondent that sport plays a major role in developing leadership skills such as emotional intelligence and cognitive development, which will in turn help them handle different and difficult people and situations in a reasonable and sensible manner.

4.9.2 Identified Leadership Skills that can be fostered by in the Sporting Code Club

Executives and Athletes in General

P1 identified three distinct issues that are important elements that leaders should understand and be able to apply as he stated thus:

> *"There three elements are often confused, which are, Leadership, Management and Administration. In management, a leader is expected to provide resources; and in leadership, a leader is expected to make sure that there is implementation and that projects are performed and completed on time, playing an overseer role;*

and administrative role will be to ensure that everyone is allocated a responsibility and that they are performing as expected, that is ensuring that team members are meeting their set targets and goals."

<div align="right">(Lines 16-24)</div>

He also emphasised that monitoring and evaluation are important skills that can be fostered by sport "*to ensure that leaders know what is happening with the Sporting Codes they are leading and correct what needs to corrected.*"

Whereas F1 and F2 have identified a number of skills that were fostered through sport in their lives since they assumed their leadership roles as follows, some participants indicated that they learned communication skills; they have learned how to communicate and listen to their subordinates, and to also communicate or disseminate information; while other respondents indicated that they have learned to be patient since in leadership, especially in a sporting environment, they deal with large numbers of people with diverse characters, behaviours and backgrounds. F1 and F2 continued to indicate that they have learned to take accountability for the decisions they have taken as a Sporting Code Club Executive and to be responsible and stand their ground or position, that is, decision making and taking responsibility and accountability.

> *"One thing that I told people is that since I have been in Sporting Code Club Executive, you meet people with different perspective and if you are not careful you will go north, south, east and west. You need to be firm on whatever decision that was taken and make sure that whatever decision was taken, you think is proper."*

<div align="right">(Line 49-53)</div>

Tolerance, confidence, professionalism and addressing a large group of people are some of the leadership skills identified. Being good listeners, empathic and compassionate, that is putting themselves in other people's situations and understanding where they are coming from with whatever they are dealing at that time. Lastly, F1 and F2 indicated that they have learned to

also be flexible leaders in the sense that, when you are working with different people, their

skills, views, ideas and background should always be considered in matters that concern them.

This means, as a leader, you do not impose your views, ideas or practices on the people you are

leading, but rather you listen to their contributions towards what you are discussing and then

take an informed decision suitable and accommodative of everybody concerned.

> *"For me the most important one I would say is understanding that you lead,*
> *understanding that the way you think and the way you see things and the way you*
> *view things, is not going to be the same way other Executive members or as the*
> *other members or people that you are leading. And at the same time it teaches to*
> *be a good listener, whether you feel or think that what other Executive members*
> *are saying you are not aligned to that or you do not subscribe to that, you have to*
> *listen to what they are saying."*

<div align="right">(Lines 46-52)</div>

Supporting the idea that sport can be used to foster leadership skills and also the responses

received from the participants, Wright and Côté (2003) indicate that retrospective studies on

the development of elite athletes (e.g., Bloom, 1985; Carlson, 1997; Côté, 1999;

Csikszentmihalyi, Rathunde & Whalen, 1993; Stevenson, 1990) provide an extreme case of

how motivation is sustained and how leadership is developed over a long period of time.

Retrospective studies suggest that an organised activity such as sport can have an impact on the

development of leadership skills such as planning, teamwork, monitoring and communication.

One can notice that P1 and F1 and F2 are viewing leadership from a different perspective based

on the positions they occupy and their roles in the Sport Directorate. P1 is talking from a point

of view of a manager who is overseeing the employees within the Sport Directorate and all staff

and student athletes; whereas F1 and F2 are responding from the point of view of being Sporting

Code Club Executives who are overseeing only athletes and some of them are new in the field

of leadership. P1 focused more on issues that affect the general aspects of leadership, this can

be seen from the leadership skills he listed, while F1 and F2 focused more on the leadership

that are more focused on them as individuals, even though these are important skills that leaders

should possess. The response received shows that indeed leadership cuts across all sectors and all levels of leadership as it also indicated by the proponents of 'sport and leadership' such as Cotterill and Fransen (2016) who state that leadership cuts across all domains and contexts by its nature.

4.9.3 The Directorate's Expectations from the Sporting Code Club Executives as Leaders of Specific Sporting Codes

F1 and F2 emphasised the importance of receiving induction from the Sport Directorate, they stated that they would appreciate if after the elections, the newly elected Sporting Code Club Executive could be taken for induction. They gave an example of having someone from the Directorate telling them what will be expected from them as the Executive, by saying, the Directorate should go to the point where they even give them examples of how they should write their activity reports and their interval of reporting, whether its monthly or quarterly.

> *"I believe it will be prudent the Sport Directorate to sit with the new leadership and tell them how they expect them to function, that is induction. This is how we do things as the Sport Directorate, we work on a monthly basis, we report, we report on semester basis and annually and these are the samples of the reports we are using, in your reports you outline the following, achievements and challenges."*
>
> (Lines 92-97)

They also stated that the Directorate could take them to for workshops, especially leadership works to help them grow as leaders and for their personal growth. The participants indicated that they expected to be given exposure, by helping the Directorate with the management of student Sporting Codes when they travel to tournaments, especially the University Sport South Africa (USSA) where almost all Sporting Codes are participating and the Sport Officers are too few to travel with the Sporting Codes at the same time. They stated that this opportunity will give them exposure to learn how to run and facilitate games, attending Team Manager's meetings at the tournament will give them exposure as these are national tournaments. F2

continued to state that they expect teamwork and having a good working relationship with the Directorate, where their ideas and suggestions as the Sporting Code Club Executives are considered, this is the Adaptive and Transformational Leadership style where the manager or team leader taps in the knowledge and expertise of the subordinates and gives them the opportunity to do what they are good at to achieve the goals of the organisation. They continued to indicate that they expect the Directorate to organise Coaching Clinics, and provide training to those who have an interest in coaching or umpiring. Lastly, they emphasised that they expect the Directorate to encourage peer-to-peer mentoring, whereby the former Sporting Code Club Executive mentors the newly appointed Sporting Code Club Executives to make sure that there are no gaps from where the old Sporting Code Club Executive's term of office ended until the new appointed Executive assumes office, and also to ensure that the new Executive knows what is expected from them when they start with their responsibilities.

> *"We can have peer-to-peer mentoring so that when they get into that positions they know what is expected of them in those positions. Not to be bombard them with a lot of responsibility only to find that they don't know where to start and where to go."*

<div align="right">(Line 201-204)</div>

Based on the responses provided by F1 and F2 regarding their expectations, the researcher has observed that the Sporting Directorate still has more to improve on to ensure that leadership skills are fostered or developed in the Sporting Code Club Executives. The observation came as a result of the responses of the Sporting Code Club Executives where they stated all that they are expecting from the Sport Directorate. P1 indicated that the Sporting Directorate expects the Sporting Code Club Executive to have a file to keep records of the activities happening in respective Sporting Codes, thus to keep record of affiliated members for a particular year. The Sport Directorate also expect the Sporting Code Club Executives to communicate with the Directorate and to follow proper channels of communication, where they communicate with their Code Managers or Sport Officers for anything they require from the Directorate.

The expectations F1 and F2 are different from those of P1 since they are responding from different positions, P1 is responding from a position of a Manager, whereas F1 and F2 are responding from the position of Sporting Code Club Executive. The researcher agrees with the expectations, but it is also important to indicate that what F1 and F2 stated as their expectations, specifically induction and the issue of report writing, are already being implemented with the Student Sporting Code Club Executives. The reason for these to be done with the student sport is because staff sport has been running independently until it was officially moved to be managed under the Sport Directorate by the University Management.

4.9.4 Leadership Skills that the Directorate Hopes to Equip the Sporting Code Club Executive with When Their Term of Office Comes to an End

P1 as the Head of Sport indicated the importance of equipping the Sporting Code Club Executives with reporting skills that will serve their respective Sporting Codes. The Sporting Code Club Executive as the leadership are expected to be able to organise, facilitate and run meetings, so it was the responsibility of the Sporting Directorate to teach the Sporting Code Club Executive Committee how to run the meetings, the importance of minutes taking and how meeting minutes should be recorded. The other important aspect of leadership is record keeping, the Sport Directorate equipped the Sporting Code Club Executive with the importance of record keeping as the Sporting Code Club Executive is expected to have a file for their term of office to keep records of their affiliated members for that the particular Sporting Code, as well as meeting minutes, reports of athletes who excelled for that particular year, awarding and recognising them their good performance. Another important element was to equip the Sporting Code Club Executive with administrative skills. The other skills that the Sport Directorate hoped to equip the Sporting Code Club Executives with are communication, communicating with the athletes they are representing, observing protocols, Sporting Code Club Executive cannot just go to the Director's office to raise their concerns, the correct protocol is to start with

the Sport Officer for that particular Sporting Code, then the Sport Officer will take up the matter with the Director. Lastly, P1 indicated that they equipped the leadership and encouraged them to mentor their peers so that when they take the role of leadership, they will know how to conduct themselves and what is it that is expected from them. Authors and proponents of 'sport and leadership', such as Goulder and Voelker (2010) in their Sport-for-Development initiatives, have shown the importance of investing in athletes by equipping them with necessary leadership skills through the studies they conducted. In their studies, organisations used sport intentionally to develop leadership skills in their athletes, captains, coaches and former athletes who already exited the system. Thus explicitly inferring that sport could be intentionally used to develop and foster leadership skills in the lives of the Sporting Code Club Executives and athletes in general.

4.9.5 Systems or Programmes in Place to Ensure That Sporting Code Club Executives Have Leadership Skills When Their Term of Office Ends

P1 indicated that they have an Annual Performance Plan (APP), which is a strategic tool they are using as the Directorate to plan all activities for the Directorate. The activities are inclusive of the trainings and workshops planned for the Student Sport Council and all Sporting Code Club Executives. The Sport Officers are also expected to have their own APPs that entail the plans they have for the Sporting Codes they are responsible for, including the programme content planned for their sporting, leadership workshops, trainings and empowerment seminars for their Sporting Code Club Executives. As such, the APP is the tool they use to ensure that Sporting Code Club Executives can be equipped for the roles of leadership. The other systems that are used in the Directorate are leadership workshops and technical trainings where the Sporting Code Club Executives and coaches are taken to attend those particular trainings and workshops to be equipped as leaders with leadership skills. Another tool used by the Directorate, which was also identified by F1 and F2, was induction and mentoring, whereby the

current Sporting Code Club Executive induct the newly appointed Sporting Code Club Executive on what is expected of them as a system in place so that they know what will happen in the coming years in terms of their leadership programme. Looking at the systems in place for the Sport Directorate that P1 stated, and looking at the expectation as tabled by students and Staff Sport Sporting Code Club Executives, the researcher observed that the Sport Directorate still has room for improvement to add more systems and programmes that can be used to ensure that leadership skills are developed in the Sporting Code Club Executives. Goulder and Voelker (2010) indicated the importance of having systems in place to ensure that leadership skills are fostered in the lives of the athletes, and the importance of using sport intentionally to foster leadership skills among athletes.

4.9.6 Can Leadership Skills Gained through Sport be applied in Other Areas Such as Work, Home and in Life In General

F1 and F2 indicated that the leadership they have gained through sport will be beneficial and useful to them at home, work and life in general. They have indicated that, as they are working in the university environment, the skills they gained will empower them as they are dealing with students and different groups of people. One of the respondents indicated thus:

> *"To me, that is what I am learning and I strongly believe that even if I were to be given a position where I will be a Manager or become and Executive Director or a Dean or whatever, I think most of the skills that sport has instilled in me, I strongly believe I can do better in those positions."*
>
> (Lines 203-206)

 In conclusion, the leadership skills fostered by sport can be applied in every area of athletes' lives. This is supported by proponents of sport and leadership such as Meir (2017); Extej and Smith (2009) stating that leadership cuts across every field and that athletes who participate in sport and serve in leadership are applying the skills they gained in their lives even after being active participating in sport. Nam *et al.,* 2017, in Nam *et al., (*2018) and Extej and Smith (2009) who are supporting the above findings stated that sport contributes to athletes' learning skills

and values that are important for them to succeed in their studies, work and in their life in general.

4.10. Conclusion

Based on the above research findings it can be concluded that leaders are not born, but made. This statement is supported by the research finding where the respondents indicated that by serving in the Sporting Code Club Executives they have learned leadership skills that made them better leaders.

> *"Personally, I was a kind of a person thinking that everybody will understand things quickly, but being in the Sporting Code Club Executive taught me patience to deal with people, especially different kinds of people. So it taught me patience, it taught me more on how to explain things further."*
>
> (Lines 39-42)

The conclusion is based on the responses provided by F1 and F2 and student Executives as they were responding to the research questions, they have indicated that they have gained some leadership skills that they did not possess before when they started serving as the Sporting Code Club Executives. With proper systems in place and using sport intentionally, by giving the Sporting Code Club Executive responsibilities that will teach them to be good leaders and challenge them. Sport can foster leadership skills such as communication, patience, good listening, decision making, to mention a few. Great leaders can be developed. It can also be concluded that not only those who are good or elite players have the prospects of being leaders, but anyone who can be afforded an opportunity to serve in some leadership positions in the sporting environment and is exposed to the proper systems can develop into a good leader.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

This chapter gives the summary of the research and draws the conclusions from the research findings and results. Recommendations are provided based on the gaps identified when the research was conducted. The research comprises five chapters that are discussed below to reach the ultimate aim and objectives of the research, and the research questions asked.

5.3 Recommendations

The main aim of the research was to develop an improved understanding of the potential of sport for the enhancement of leadership skills for sport for development at Club Executive level at a university setting. Taking into consideration the research findings which were drawn from responses the respondents gave, the researcher made the following recommendations to the University of Limpopo Sport and Recreation Directorate and other universities, which can or will have access to this research. The recommendations were guided by the objectives the researcher was trying to achieve with this study.

5.3.1 Females to be elected in Main Positions such as Chairperson Positions

Looking at the composition of the Sporting Code Club Executives and the gender representation, the research findings showed that most of the respondents were females, and they occupied supporting or deputy positions, whereas their male counterparts are the ones holding top positions such as Chairpersonship. Where a female is not a deputy, she is either a Secretary, Treasurer or Team Manager. Based on this observation, it is recommended that females should be given equal opportunity to occupy position that are considered to be more powerful, because they can also lead and be great leaders if they are afforded the opportunity

to do so. Supporting the above recommendation, Black, Henty and Sutton (2017:4) state that "Leadership equality is not about simply having the same number of men and women in positions at the top or in the organisational structure, it is also about ensuring there is equal opportunity for both women and men to get there". According to Hryniewicz and Vianna (2018), history has shown that gender inequality is still persistent where women remain minority in senior positions such as Chief Executive Officer (CEO), Chief Financial Officer (CFO), Chief Operations Officer (COO), and board of directors. Hryniewicz and Vianna (2018:332) continued to give an example by citing (GMI RATINGS, 2012) indicating that "only 4.5% of the board directors of Brazilian companies are women the average in emerging countries is 7.2%".

5.3.2 Expose the Executive to Events

Sporting Code Club Executive, more especially Sport Executive staff in this case, recommended that the Sport Directorate use them to help in managing student Sporting Code when they travel to games and tournaments. In that case, they will be exposed to how these events are facilitated; they will attend management meetings and learn how these meetings are run, especially leadership, given that they will be deployed to help when the students are going to participate in national events. Thus they will learn to manage teams in big events, i.e., how those big events are facilitated and how their meetings are run at that level.

5.3.3 Add More Systems and Programmes for Leadership Skills to Develop

Research findings the research participants indicated there is still a need for the Sport Directorate to add more systems and programmes to ensure that sport is intentionally used to foster leadership skills in the Sporting Code Club Executives. For example, the Head of Sport listed about four systems they have in place, whereas the Sporting Code Club Executives listed a number of programmes that the directorate can use to ensure that leadership skills are

developed within them as Executive members. The research findings have shown that the Sporting Code Club Executives have learned a lot with regard to leadership and that they developed leadership skills just by serving in the Executive. However, most of these skills they learned on their journey, they did not acquire them because there were systems in place to ensure that those skills were learned; they acquired the skills as they were performing their responsibilities.

5.3.4 The need for leaders to have a leadership Theory or Approach they subscribe to

It is important for every leader to have a leadership style or theory that they subscribe to, to lead their organisations and followers as opposed to what Situational Theory states. "Leadership styles are not fixed behaviours, but encompass a range of behaviours that have a particular meaning". This does not mean that people maintain the type of behaviour associated with their leadership characteristics in any situation. In the case of a crisis, for example, a Participative Leader can be more decisive and delegate less if more rapid action is needed" (Hryniewicz & Vianna, 2018:332).

5.3.5 Mentoring

Predecessors are always good and relevant to mentor the newly elected Executive into office. Peer-to-peer mentorship where those are currently occupying office mentors their successors. The researcher recommends that all those occupying deputy positions, should automatically occupy the main positions when the term office of office bearers end. With this Succession Plan, mentoring will be easy because the deputies will be part of the executive and will have first-hand experience of all activities that will be happening; and when they assume office, they will know exactly what is expected of them.

5.3.6 Leadership Development Programs

Programs that are known as Positive Youth Development Programs (PYD) are important in ensuring that leadership skills are fostered among athletes. It is therefore important to identify the relationship between sports and leadership and come up with relevant programs that will make it possible for sport to be used as a tool to foster leadership skills in the Sporting Code Club Executives and athletes in general. Howell (2010:2) "By further investigating these programs, we will be able to better adapt and utilize these specific portions of the programs that are effective to enable our participants to become more equipped to handle life situations". In his study titled *Youth Leadership Development and Sport,* Howell (2010:5-6) identified three programs thus:

> Team-Up for Youth, Sports PLUS Global, and National Recreation and Park Association and indicated that these programs provide strategies for developing programs to enhance leadership and personal growth in youth. He continued to state that while each of these programs offers a different approach to building and operating youth development programs, they all recognize the use of sports as a powerful tool for translating leadership skills to the youth.

It is important to have programs that make it possible for sport to be used intentionally to foster leadership among athletes.

5.3.7 Inclusiveness in Leadership

In most cases, attention and positions of leadership are given to high performing athletes, not considering those who may be good leaders, but not good players. It is therefore recommended that when it comes to electing Sporting Code Club Executives, everybody should be given an equal chance to be voted for, not based on their performance in the field of play, but their commitment to the team and the quality they will bring as a leader. According to Loughead, Hardy and Eys (2006), athlete leadership is an important part of a team's well-functioning, and that leadership should be inclusive and viewed in a holistic manner, where formal and informal leadership are recognised for the well-being of the team. Cotterill and Fransen (2016) identify

four types of athlete leadership as follows a) task leader; b) motivational leader; c) social leader and d) external leader.

5.3.8 The Need for Further Research

Further research is recommended in the field of leadership and sport and in the use of sport as a tool for leadership development. The research findings and literature on 'sport and leadership' have proved that if sport can be intentionally used to foster leadership skills at Executive level, great leaders can be developed. Nevertheless, literature has also indicated that leadership is a crucial but underdeveloped life skill in the athletes' lives. It is therefore recommended to conduct further research in the field of 'sport and leadership', to develop systems and programmes that can ensure that leadership skills are developed and also systems that may be relevant for the university setting.

5.4 Conclusion

The above recommendations will be unique to each university based on how they run their Sporting Codes in the respective universities. Some institutions might not be using the system of having Sporting Code Club Executive, but have a different approach in which their Sporting Codes are managed. However, they can still use sport to foster leadership skills in their athletes as long as there are athletes who are participating in sport. Programs such Positive Youth Development Programs should be adopted, which will enable institutions to intentionally use sport as a tool for development to foster leadership skills in their athletes.

REFERENCES

Abbas, W., & Asghar, I. (2010). The Role of Leadership in Organizational Change: Relating the successful organizational change with visionary and innovative leadership.

Astin, A. W. (1997). *Four critical years: effects of college on beliefs, attitudes, and knowledge*. San Francisco: Jossey-Bass.

Australian Sports Commission. (2011). Development through Sport: A Joint Strategy of the Australian Sports Commission (ASC) and the Australian Agency for International Development (AusAID) 2013–2017.

Bazeley, P., & Jackson, K. (Eds.). (2013). *Qualitative Data Analysis with NVivo*. Sage Publications Limited.

Bird, C.M. (2005). How I Stopped Dreading and Learned to Love Transcription. *Qualitative Inquiry*, *11*(2), 226-248.

Black, A., Henty, P., & Sutton, K. (2017). Women in Humanitarian Leadership. *Humanitarian Advisory Group*.

Blanton, J. E., Sturges, A. J., & Gould, D. (2014). Lessons learned from a leadership development club for high school athletes. *Journal of Sport Psychology in Action*, *5*(1), 1-13.

Bless, C., Higson-Smith, C., & Kagee, A. (2006). *Fundamentals of Social Research Methods: An African perspective*. Place of publication: Juta & Company Ltd.

Bligh, M.C., Pearce, C.L., & Kohles, J.C. (2006). The Importance of Self-And Shared Leadership in Team Based Knowledge Work: A meso-level model of leadership dynamics. *Journal of managerial Psychology*, *21*(4), 296-318.

Caldwell, C., Dixon, R.D., Floyd, L.A., Chaudoin, J., Post, J., & Cheokas, G. (2012). Transformative leadership: Achieving unparalleled excellence. *Journal of Business Ethics*, *109*(2), 175-187.

Connelly, L.M. (2016). Trustworthiness in Qualitative Research. *Medsurg Nursing*, *25*(6), 435-437.

Cotterill, S.T., & Fransen, K. (2016). Athlete Leadership in Sport Teams: Current understanding and future directions. *International Review of Sport and Exercise Psychology*, *9*(1), 116-133.

Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.

Crossman, A. (2013). *Conflict Theory: An Overview*. Place of publication: Publisher.

Danish, S. J. (2002). Teaching life skills through sport. In Gatz, M., Messner, M.

A., & Ball-Rokeach, S. J. (Eds.), *Paradoxes of Youth and Sport*, 31-47. Albany: State University of New York Press.

Danish, S. J., Petitpas, A. J., & Hale, B. D. (1990). Sport as a context for developing competence. In Gullotta, T. P, Adams, G. R., & Montemayor, R., *Developing Social Competency in Adolescence*, 169-194). Newbury Park, CA: Sage Publications.

Dobosz, R. P., & Beaty, L. A. (1999). The relationship between athletic participation and high school students' leadership ability. *Adolescence, 34*(133), 215.

Dupuis, M., Bloom, G. A., & Loughead, T. M. (2006). Team captains' perceptions of athlete leadership. *Journal of Sport Behavior, 29* (1), 60-78.

Extejt, M.M., & Smith, J.E. (2009). Leadership Development through Sports Team Participation. *Journal of Leadership Education*, *8*(2), 224-237.

Etikan, I., Musa, S.A., & Alkassim, R.S. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, *5*(1), 1-4.

Fincham, J.E. (2008). Response Rates and Responsiveness for Surveys, Standards, and the Journal. *American Journal of Pharmaceutical Education*, *72*(2).

Fine, G. A. (1987). *With the boys: Little League baseball and preadolescent culture*. Chicago: University of Chicago Press.

Goertzen, M.J. (2017). *Applying Quantitative Methods to e-Book Collections*. ALA TechSource.

Gentry, W.A., Eckert, R.H., Stawiski, S.A., & Zhao, S. (2014). The Challenges Leaders Face Around the World: More similar than different. *Center for Creative Leadership White Paper*. Retrieved January, 6, 2015.

Gould, D., & Voelker, D.K. (2010). Youth Sport Leadership Development: Leveraging the sports captaincy experience. *Journal of Sport Psychology in Action*, *1*(1), 1-14.

Gould, D., & Voelker, D.K. (2012). Enhancing Youth Leadership through Sport and Physical Education. *Journal of Physical Education, Recreation & Dance*, *83*(8), 38-41.

Gould, D., Voelker, D. K., & Blanton, J. (2012). Future directions in youth leadership research. *Sport for development, peace and social justice*, 163-180.

Gould, D., & Voelker, D. K. (2010). Youth sport leadership development: Leveraging the sports captaincy experience. *Journal of sport psychology in action*, *1*(1), 1-14.

Heifetz, R.A., Heifetz, R., Grashow, A., & Linsky, M. (2009). *The Theory behind the Practice: A Brief Introduction to the Adaptive Leadership Framework*. Harvard Business Press.

Hellison, D., Martinek, T., & Walsh, D. (2007). Sport and responsible leadership among youth. In *Positive youth development through sport* (pp. 63-74). Routledge.

Howell, J.C. (2010). Youth Leadership Development and Sport. Place of publication: Publisher.

Hryniewicz, L.G.C., & Vianna, M.A. (2018). Women and Leadership: Obstacles and gender expectations in managerial positions. *Cadernos EBAPE. BR*, *16*(3), 331-344.

Ibrahim, L.Y. (2016). Effective Managerial Leadership and Challenges in Sport Organization. *IOSR Journal of Sports and Physical Education (IOSR-JSPE) e-ISSN*, 2347-6737.

Imbroda-Ortiz, J., Castillo-Rodríguez, A., & Minguet, J.L.C. (2015). Sports Management, Leadership in the Organization. *Journal of Physical Education and Sports Management*, *2*(2), 56-65.

Jaitman, L. & Scartascini, C. (2017). Sports for Development, Monograph, Inter-American Development Bank

Javadi, M., & Zarea, K. (2016). Understanding Thematic Analysis and Its Pitfall. *Journal of Client Care*, *1*(1), 33-39.

Klassen, A. C., Creswell, J., Clark, V. L. P., Smith, K. C., & Meissner, H. I. (2012). Best practices in mixed methods for quality of life research. *Quality of life Research*, *21*(3), 377-380.

Klingborg, D.J., Moore, D.A., & Varea-Hammond, S. (2006). What is Leadership? *Journal of Veterinary Medical Education*, *33*(2), 280-283.

Liamputtong, P. (2009). Qualitative Data Analysis: Conceptual and practical considerations. *Health Promotion Journal of Australia*, *20*(2), 133-139.

Linneberg, M.S., & Korsgaard, S. (2019). Coding Qualitative Data: A synthesis guiding the novice. *Qualitative Research Journal*.

Lorenzo, G.B. (2011). Development and Development Paradigms. A (Reasoned) Review of Prevailing Visions [Electronic resource].

Loughead, T.M., Hardy, J., & Eys, M.A. (2006). The Nature of Athlete Leadership. *Journal of Sport Behavior*, *29*(2).

Lovelin, M., & Hanold, M. (2014). Female Sport Leaders' Perceptions of Leadership and Management: Skills and Attitudes for Success. *Global Sport Business Journal*, *2*(1), 14-29.

Mak, J.Y., & Kim, C. (2017). Relationship among Gender, Athletic Involvement, Student Organization Involvement and Leadership. *Women in Sport and Physical Activity Journal*, *25*(2), 89-95.

Manson. J. 2001. *Qualitative Research*. Pretoria: Van Schaik

Martinek, T., & Ruiz, L. M. (2005). Promoting positive youth development through a values-based sport program. *RICYDE. Revista Internacional de Ciencias del Deporte*, *1*(1), 1-13.

Meir, D. (2017). Leadership and empowerment through sport": The intentions, hopes, ambitions and reality of creating a sport-for-development organisation in Cape Town. *Journal of Sport for Development*, *5*(8), 19-29.

Naidoo, P., Coopoo, Y., & Surujlal, J. (2015). Perceived leadership styles of sport administrators and the relationship with organisational effectiveness management and governance. *African Journal for Physical Health Education, Recreation and Dance*, *21*(sup-1), 167-181.

Nam, B. H., Marshall, R. C., Love, A., Graham, J., & Lim, S. (2018). Fostering global sport leadership: A partnership between a Korean sport organization and a US university. *Journal of Global Sport Management*, 1-27.

Nengovhela, R.E. (2017). *The Translation of Idioms and Fixed Expressions between Tshivenda and English* (Doctoral dissertation).

Neuman, W.L.2006. *Social Research Methods*. Boston: Pearson Education

Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International journal of qualitative methods*, *16*(1), 1609406917733847.

Noor, K.B.M. (2008). Case Study: A strategic research methodology. *American Journal of Applied Sciences*, *5*(11), 1602-1604.

O'Nyumba, T., Wilson, K., Derrick, C.J., & Mukherjee, N. (2018). The Use of Focus Group Discussion Methodology: Insights from two decades of application in conservation. *Methods in Ecology and evolution*, *9*(1), 20-32.

Onodugo, V.A., & Ewurum, U.J.F. (2013). Coping with Leadership Challenges for Organization Survival and Growth. *Public Administration and Management Vol. 2, No. 3*.

Peachey, J. W., Burton, L. J., & Wells, J. E. (2014). Examining the influence of transformational leadership, organizational commitment, job embeddedness, and job

search behaviors on turnover intentions in intercollegiate athletics. *Leadership & organization development journal*.

Penney, S.A., Kelloway, E.K., & O'Keefe, D. (2015). Trait Theories of leadership. In *Leadership in Sport* (pp. 31-45). Routledge.

Percy, W.H., Kostere, K., & Kostere, S. (2015). Generic Qualitative Research in Psychology. *The Qualitative Report*, *20*(2), 76-85.

Rasool, H.F., Arfeen, I.U., Mothi, W., & Aslam, U. (2015). Leadership Styles and Its Impact on Employee's Performance in Health Sector of Pakistan. *City University Research Journal*, *5*(1), 97-109.

Ratings, G. M. I. (2012). Women on Boards survey.

Richardson, A. (2020). Collegiate Level Student-Athletes Identity and Academic Success.

Romsa, B., Romsa, K., Lim, J., & Wurdinger, S. (2017). Undergraduate Sport Management Students' Perceptions of Leadership Skills through Service Learning. *Journal of Leadership Education*.

Ryan, F. J. (1989). Participation in intercollegiate athletics: Affective outcomes. *Journal of College Student Development*.

Sabri, Y., Yen, M., & Hian, T.C. (2012). Athletes' Satisfaction with the Coaches Leadership Styles in Schools' High Performance Sports Programme. *Paper). Faculty of Sport Science and Recreation, Universiti Teknologi MARA (UiTM), Malaysia*.

Scott, D. (2014). *Contemporary Leadership in Sport Organizations*. Human Kinetics.

Shenton, A.K. (2004). Strategies for Ensuring Trustworthiness in Qualitative Research Projects. *Education for Information*, *22*(2), 63-75.

Snyder, E. E., & Spreitzer, E. (1992). Social psychological concomitants of adolescents' role identities as scholars and athletes: A longitudinal analysis. *Youth & Society*, *23*(4), 507-522.

Suciu, S., Petcu, D. A. L. I. A., & Gherhes, V. A. S. I. L. E. (2010). Emotional intelligence and leadership. *Annual Economic Science Series*, *16*, 549-556.

Sutula, V. (2018). General Definition of the Concept Sports. *Journal of Physical Fitness, Medicine & Treatment in Sports*, *4*(10).

Tustin, D.H., Ligthelm, A.A., Martins, J.H., & Van Wyk., H.J. (2005). *Marketing Research in Practice*. Publication Place: Publisher

Van Dierendonck, D. (2011). Servant Leadership: A review and synthesis. *Journal of Management*, *37*(4), 1228-1261.

Voelker, D.K., Gould, D., & Crawford, M.J. (2011). Understanding the Experience of High School Sport Captains. *The Sport Psychologist*, *25*(1), 47-66.

Wells, J., & Welty Peachey, J. (2016). Called to serve: Exploring servant leadership in the context of sport-for-development. *Journal of Sport for Development*, *4*(7), 12-24.

Williams, J.A., Roberts, C., & Bosselman, R. (2011). Youth Sports and the Emergence of Chameleon Leadership. *Journal of Leadership Studies*, *5*(3), 6-12.

Wright, A., & Côté, J. (2003). A Retrospective Analysis of Leadership Development through Sport. *The Sport Psychologist*, *17*(3), 268-291.

LIST OF APPENDICES
Appendix 1: Research Questionnaire for Sporting Code Executives

UNIVERSITY OF THE WESTERN CAPE
Private Bag X 17, Bellville 7535, South Africa
Tel: +27 21-959 2409 Fax: 27 21-959 3688
E-mail: 3474875@myuwc.ac.za

TITLE: The role of sport in fostering leadership skills in Sporting Code Club Executives: A Case of University of Limpopo

Please tick with an X the most appropriate response

1. **Biographical Information**
1.1. **Gender**

1	Male	2	Female

1.2. **Age group**

1	21-30	2	31- 40	3	41- 50	4	51+

2. **Position in the Executive**
2.1.   Which position do you occupy in the Executive

1	Deputy Chairperson
2	Deputy Secretary
3	Team Manager

2.2.   Criteria of being elected to serve in the Sporting Code Club Executive in university setting (you can tick one or more than one)

1	Great player/sports skills
2	Level of study
3	Leadership skills
4	Commitment to the team
5	Others please name:

3. **Leadership Skills**
3.1.   Which leadership skills are you hoping to gain as a Sporting Code Club Executive? (you can tick one or more than one)

1	Communication
2	Maintaining peer relationships
3	Problem solving
4	Setting goals and targets
5	Handling success and failure
5	Others please name:

3.2. The leadership skills you will gain from being a Sporting Club Executive can benefit you at work, home and in life in general

Agree		Strongly agree		Neutral		Disagree		Strongly Disagree	

4. Systems to ensure leadership skills are developed

4.1. What is it that you expect from the Directorate to ensure that there is leadership development of the Sporting Code Club Executive? (You can tick one or more than one)

1	Training programs
2	Induction
3	Leadership education
4	Mentoring
5	Others please name:

4.2. What systems need to be in place to ensure that leadership skills are learnt when the Executive exits the system? (You can tick one or more than one)

1	Peer-to-peer mentoring
2	Training programs
3	Setting targets for teams
4	Monitoring and Evaluation
5	Others please name:

5. Sport and leadership

5.1. Sport can play a role for leadership development

1	Agree	2	Strongly agree	3	Neutral	4	Disagree	5	Strongly disagree

5.2. Sport is an important tool for leadership development

1	Agree	2	Strongly agree	3	Neutral	4	Disagree	5	Strongly disagree

5.3. Sport needs to be intentionally used to develop leadership skills in the lives of athletes

1	Agree	2	Strongly agree	3	Neutral	4	Disagree	5	Strongly disagree

5.4. Participating in sport and serving in the Sporting Code Executive in the university setting has equipped you with leadership skills

1	Agree	2	Strongly agree	3	Neutral	4	Disagree	5	Strongly disagree

6. Sport participation and leadership development

6.1. Participating in organised sport offer the athletes different leadership skills such as interpersonal skills, communication, problem solving, coping under pressure

1	Agree	2	Strongly agree	3	Neutral	4	Disagree	5	Strongly disagree

6.2. Athletes possess significantly greater leadership ability than non-athletes do

1	Agree	2	Strongly agree	3	Neutral	4	Disagree	5	Strongly disagree

6.3.   Student-athletes find it easy to interact with peers outside sport groups

1	Agree	2	Strongly agree	3	Neutral	4	Disagree	5	Strongly disagree

6.4.   The nature of sport affects the leadership skills developed, which applies to both, individual and team sport

1	Agree	2	Strongly agree	3	Neutral	4	Disagree	5	Strongly disagree

6.5.   Participating in sport helps to build and mould an athlete's character

1	Agree	2	Strongly agree	3	Neutral	4	Disagree	5	Strongly disagree

Appendix 2: Research Questions: For the Directorate

UNIVERSITY OF THE WESTERN CAPE
Private Bag X 17, Bellville 7535, South Africa
Tel: +27 21-959 2409 Fax: 27 21-959 3688
E-mail: 3474875@myuwc.ac.za

1. What are the roles that sport can play in fostering leadership skills?
   - In your opinion do you believe that sport can play a role for leadership development?
   - How do you think sport can be used to foster leadership skills?
   - Why is sport important in leadership development?

2. What are relevant sport leadership skills as identified by current literature?
   - What skills are identified as leadership skills?

3. What is the current *status quo* in terms of leadership development at Executive level at Limpopo University?
   - What is it that the directorate does to ensure that when the term of office of the Executive comes to an end, they exit the system having gained leadership skills?

4. What are Directorate's and Executive's expected skill set for leadership?
   - What is the criteria used when electing the Sporting Code Club Executive?
   - As the Directorate what is it that you expect from the Sporting Code Club Executives as leaders of the particular Sporting Code?
   - What set of leadership skills does the Directorate hope to equip the Executive with before their term of office come to an end?

5. What systems need to be in place to ensure that leadership skills are learnt when the Executive exits the system?
   - Which systems and programmes are in place for the directorate to develop leadership skills in the Sporting Code Club Executives?

Appendix 3: Focus Group Research Questions: For Sporting Code Executive

UNIVERSITY OF THE WESTERN CAPE
Private Bag X 17, Bellville 7535, South Africa
Tel: +27 21-959 2409 Fax: 27 21-959 3688
E-mail: 3474875@myuwc.ac.za

1. What are the roles that sport can play in fostering leadership skills?
   - In your opinion do you believe that sport can play a role for leadership development?
   - How do you think sport can be used to foster leadership skills?
   - Why is sport important in leadership development?

2. What are relevant sport leadership skills as identified by current literature?
   - What skills are identified as leadership skills?
   - Which leadership skills are you hoping to gain as a Sporting Code Club Executive?
   - Do you believe that the leadership skills you will gain from being a Sporting Code Club Executive can benefit you at work, home and in life in general?

3. What is the current *status quo* in terms of leadership development at Executive level at Limpopo University?
   - What is it that you expect from the directorate to ensure that there is leadership development of the Sporting Code Club Executive?
   - As an athlete and a Sporting Code Club Executive, do think the directorate is doing enough in developing leadership skills amongst the athletes and Sporting Code Club Executive? Please explain your answer.

4. What are Directorate's and Executive's expected skill set for leadership?
   - What is the criteria used when electing the Sporting Code Club Executive?
   - What set of leadership skills do you expect to gain when your term of office ends?
   - What were your expectations when you assumed office as the Sporting Code Club Executive?
5. What systems need to be in place to ensure that leadership skills are learnt when the Sporting Code Club Executive exits the system?
   - As a Sporting Code Club Executive member, which systems and programmes do you recommend that the directorate should have in place to ensure leadership skills are developed in Club Executives?
6. What is it that you expect from the Directorate to ensure that there is leadership development of the Sporting Code Club Executive?
7. Can sport play a role to foster the development of leadership skills?
8. Has participating in sport and serving in the Sporting Code Executive in the university setting equipped you with leadership skills?
9. Does participating in organised sport offer the athletes different leadership skills such as interpersonal skills, communication, problem solving, coping under pressure?

Appendix 4: Transcribed Data from the Interview and Focus Group Discussions

Interview Transcripts

P1		LINES
	What are the roles that sport can play in fostering leadership skills?	1
	It is a mine field, sport has different characters and it has different fields of	2
	operations. If an individual is involved in sport, that individual has the	3
	opportunity to develop in diverse fields. In diverse fields, I mean, one	4
	cognitive development, it's one of the critical issues. When you play sport	5
	and you are in the field of play, you don't just sit there and not think and	6
	you need to be very very focused what you do. Secondly, it develops the	7
	physique of and individual, the physical well-being of an individual.	8
	Thirdly, we go to emotional intelligence, that a sport person is ever calm,	9
	you will never see a sport person who is on the wrong side of doing things,	10
	he is always calm. When you play sport you become a social being, a social	11
	being in the sense that you are able to interact with people and it also	12
	develops your intrapersonal skills of leadership and interpersonal skills of	13
	leadership. So in most cases people who don't get involved in sport, these	14
	skills are skewed in the sense that they are not well nurtured.	15
	How do you think sport can be used to foster leadership skills?	16
	In every operation of sport, you need to guide because sometimes people	17
	confuse leadership and management and administration. These are the	18
	three distinct issues. To management, your responsibility is to provide	19
	resources required, but as a leader, you need to make sure that things are	20
	happening in time for that particular project. So you [have] *to plan every*	21
	little step which you are going to take in performing. Then that is where	22
	good leadership comes in, but the person who does not plan, does not	23
	become a good leader, but is sport which then makes sure that	24
	you do your things accordingly. You don't haphazardly wake up and say I	25
	am going to have a game of volleyball or game of football, that game need	26
	to be planned because every little game it's a project, so a leader must make	27
	sure that things are in place, which will be used not to disturb the flow of	28
	the project. In a way because you become a project leader and in Project	29
	Management you have what you call the Critical Path where you look at the	30
	risks before that event happens, then you identify those risks and say what	31
	will be the mitigating strategies if these risks happen. So the leader,	32
	sportsmen show that you plan your things up until to the last part before the	33
	event start.	34
	What skills are identified as leadership skills?	35
	Well you need to plan, planning is key in what you do, planning is a	36
	leadership skill. When I talk about planning, it will include financial	37
	resources, it will involve equipment, it will involve transport, that planning,	38
	so planning becomes key. Administration also be become key in leadership	39

because there you do what you planned, you implement. In leadership you	40
implement, like this guy says leadership makes sure that an organisation	41
changes, that the role of a leader and show the direction of where you are	42
going. Well the leadership skills are intertwined, you can't separate them.	43
A good leader as I indicated at the beginning, a good leader neds to have	44
emotional intelligence, the one who don't just make noise when sees people.	45
A leader who allows people to perform their functions within their space.	46
You don't interfere in what people are doing, if you have delegated a	47
responsibility as a leader, you don't interfere, you wait for the project to	48
end then evaluate and show the person that here you did not do well because	49
you did not do one, two and three. So you need to patient in leadership. You	50
understand me?	51
What is it that the directorate does to ensure that when the term of	52
office of the Executive comes to an end, they exit the system having	53
gained leadership skills?	54
What we normally do and we do biannually that those who are in the	55
Executive we take them for induction so that they are able to follow the rules	56
and regulations of Sport and Recreation Administration and of the	57
institution. Because in most cases, you know our students, they think when	58
they come into positions, things must be done their way, they forget that	59
there are policies and guidelines which they have to follow. So a good	60
student who comes into leadership must be prepared to learn and not to	61
push an agenda from the political cycle, that is what the challenge is. But	62
we say skills, skills and knowledge of the things you do are key. Teaching	63
the Sporting Code Executive for example, to make sure that they have their	64
meetings, record their data of their members and keep record of every little	65
thing that happen in every code. And we encourage the students, that is why	66
we are saying our elections must be in September for the following year, so	67
that the current Sporting Code Executive must then induct the incoming	68
Sporting Code Executive, but with that, we have that grey area where	69
instead of the current Sporting Code Executive inducting they don't and it	70
becomes a gap which continually lives with us, nu t it is also important for	71
our Code Managers to make sure that induction happens within the codes	72
they manage. It sounds very simple, but human nature knowing very well,	73
more especially our students. We would expect that the students when they	74
elect the Sporting Code Executive, they elect people who have leadership	75
skills, but what I have observed is that students just elect a person whom	76
they might manipulate for personal gains and that then drops the ball.	77
Instead of having that continuity which I mentioned earlier, then that	78
continuity cuts.	79
So having noted that, are there any counter suggestions to stop that	80
kind of a view, where in people will vote for people they will	81
manipulate?	82
Well, the responsibility from this office is delegated to the Sport Officers,	83
they are the ones who then chair the meetings where they elect the Sporting	84
Code Executive. My sense is as Sport Officers you need to know and guide	85
the students, to say this are the criteria, we need this types of people, for	86
example, in your Executive you need to have students who will lead	87
disciplinary committee, I am just giving and example and it must be	88
somebody who has the skills of the law. So you can't just elect somebody	89
who doesn't have knowledge of the law. So the Sport Officers knowing this	90
scenario must make sure that the mixture of the Sporting Code Executive is	91

	correct. It doesn't lie in the office of the Director; it lies in the office of the	92
	Sport Officer to guide them.	93
	As the Directorate what is it that you expect from the Sporting Code	94
	Club Executives as leaders of the particular Sporting Code?	95
	Well I would say for them to say they have executed their tasks very well,	96
	they need to have a file which contains members of the leadership in the that	97
	file, of the current year. Secondly, minutes of their meetings of the Executive	98
	and minutes of their council meetings. Because meetings are not only for	99
	them, they represent the other players. From there, there must a be a record	100
	which is visible. There must be a list all the members that are affiliated in	101
	that code. So that they know, they must have record in that file of those	102
	students who have excelled in that academic year, so that at the end of the	103
	year when we say we are going to have sport awards, the Sporting Code	104
	Club Executive knows, because they need to have their own code specific	105
	awards, where they will then forward their member to for a sport person of	106
	the year or the most improved player of the year or the most disciplined	107
	player of the year. That guidance is critical to the Sporting Code Club	108
	Executive by the Sport Officer. It should not be something that mushrooms,	109
	because at the end that file when we have to award the performing Code	110
	Executive of the year, we evaluate the file, we do not evaluate what you say,	111
	so we want to see records, so such files are sent to the external evaluators	112
	to evaluate to say which sporting is the Sporting Code Club Executive of the	113
	year and they have kept their record accordingly, but with assistance of the	114
	Code Manager. Because it is the Code Manager having meetings with the	115
	Executive, the Executive having meetings with the rest of the members so	116
	that information, communication flows up until the players.	117
	Which systems and programmes are in place for the directorate to	118
	develop leadership skills in the Sporting Code Club Executives?	119
	As the directorate we have plans, we have plans to say one, we have	120
	leadership programmes. The Director expect the Code Managers to plan	121
	those leadership workshops for their own Sporting Code Club Executive	122
	members. If it comes to the Sport Council Executive, it becomes the	123
	responsibility of the Director. Now these Annual Performance Plans (APP)	124
	they link up. The directorate has its own APP and then the Code Managers	125
	must have their own AAPs like those ones in leadership, those ones of	126
	coaching, those ones of technical officiating, to say when am I going to have	127
	this. So it must appear in the Sport Officer's APP. And we evaluate and	128
	say okay, I am going to have a leadership course for my Executive. Say it's	129
	one of the colleagues to say I am managing rugby and these codes, these	130
	Executive members will then attend that leadership workshop. Then we	131
	come in if you need assistance to share more information and reskill those	132
	individuals.	133
	Does sport also benefit ordinary players who are not serving in the	134
	Sporting Club Executive, is there anything they can take away that can	135
	benefit them in their academic life for participating in sport?	136
	There is a good phrase which says a healthy mind and healthy body. The	137
	minds perform, the brain performs effectively when the body is healthy.	138
	Now we are saying exercise is key, so that you perform better academically.	139
	Now if you exercise, if you don't participate in sport, in most cases it's	140
	proven that people who don't participate in sport they don't perform well	141
	academically	142
		143

	Can we then conclude that leadership skills that are acquired through participating in sport come in handy when it comes to their responsibilities like academic life, social life or otherwise?	144
		145
		146
	I always say to student athletes, time management is very important, you must have your time table where it tells you this time I am going to the library, from this time to this time. The individual's life needs to be planned so that you know exactly what you are doing when. There is time to enjoy, but remember, don't lose focus of why you are here at an institution of higher learning. The primary goal is academic excellence; the others are support systems to academic performance.	147
		148
		149
		150
		151
		152
		152

Focus Group Discussion Transcript for Sporting Code Club Executive

F1		LINES
	What are the roles that sport can play in fostering leadership skills? In your opinion do you believe that sport can play a role for leadership development?	1
		2
		3
	I think so, since I am in leadership, I have learnt a lot. It can be my character, it can be connections, confidence d competence, that is why I am saying that surely it can. A leader should be someone who develop from time to time. I agree with that; you don't necessarily have to be confident before you enter into leadership. My take is that when you are there because you will have to address many groups of people from time to time, you learn the skills along the way as you progress with time. Let us say you are in leadership for the first time, with time you learn to do thin the best ways. Considering that you will not be alone, people will come with different styles of management, you will find that we come from different areas. My style was dictatorship and Chuene uses consensus, those things, if you were used to one, you realise that it does not have to be that my way or the high way sometimes I need to compromise. Some times when you chair a meeting you need everyone to participate before you wrap up. So those things you learn then along the way within the leadership.	4
		5
		6
		7
		8
		9
		10
		11
		12
		13
		14
		15
		16
		17
		18
		19
	Which are the leadership skills that sport can foster?	20
	The mere thing being a chairperson in a particular setting on its own, if it's your first time doing it, you are likely to fall away, but with time you that okay, things are done like this and that. I am just saying you might have jitters chairing a meeting for the first time. But as time goes you realise that these are just my colleagues all that I need to do is to listen to them, all that they are saying and take them in the right direction, that's all. One of the skills is to be a mentor, sometimes it needs you to motivate players, that is why I am saying automatically it will develop to be a mentor. And another one I can say maybe, to be a shepherd, when I was thinking about the shepherd I was actually thinking of the verse in the bible. But you need to learn how to navigate the steps where it's necessary, something like that. When you are in a team, when you are in group even people who are not in leadership, when people speak, you can pick up that this one can be a leader, is in a right track in terms of leadership. Decision making, in a team you have a captain for the day and a coach and senior players. When the team is given a penalty, there are three or four people who come together to decide who must take the penalty and they must take ownership of the decision.	21
		22
		23
		24
		25
		26
		27
		28
		29
		30
		31
		32
		33
		34
		35
		36
		37
		38
	What skills are identified as leadership skills in sport?	39

	One of the most important skills is actually in terms of communication, my	40
	believe is that you talking in terms of leadership or is specifically in the	41
	Executive, so are talking leadership at any level or leadership at the	42
	Executive level because I heard issues of penalties which are issues of	43
	leadership in the ground. One of the most important skill is to be able to	44
	communicate information, to whoever is the organisation or that	45
	particular sport you are involved in. And be able to motivate players or	46
	wherever you are leading as a Sport Officer or Sporting Code Club	47
	Executive. You should be able to motivate and you must have passion for	48
	sport that you make sure that you want to win, not at all cost of course.	49
	Immediately you want to win at all cost, you start bribing referees. So you	50
	would want to motivate your players, make sure that they actually give	51
	their best.	52
	Which leadership skills are you hoping to gain as a Sporting Code	53
	Club Executive?	54
	One thing that I told people is that since I have been in Sporting Code	55
	Club Executive, you meet people with different perspective and if you are	56
	not careful you will go north, south, east and west. You need to be firm on	57
	whatever decision that was taken and make sure that whatever decision	58
	was taken, you think is proper. You know people will come and complain	59
	about one thing or the other and the other will complain about something.	60
	I think I have developed that skill to actually listen to everyone but not	61
	actually make a decision based on what other people are saying from	62
	different perspectives, but try to find a common ground for all the	63
	situation. And then the other thing is patience, you know patience,	64
	especially in our environment, I think you need to develop the skill of being	65
	patient and try to try to consult where need be, especially when we talk	66
	about the finance system that we are under, if you not patient, you will	67
	have a problem, you will actually decide that I am resigning. You will have	68
	situations where you promise people that certain things will be done and	69
	you be disappointed. So if you are not patient and follow the process, you	70
	will make it. Just to make an addition to what my colleague was saying, as	71
	a leader in any organisation, it is important for you to understand that you	72
	will be leading people who some of them might be more matured than you	73
	or more skilled than you, but you are their leader. The most important	74
	aspect that you need to have is self- discipline, if you are not disciplined,	75
	you are not going to tell me I should be disciplined. If you come at the	76
	training field at 14h10 when we agreed we are starting at 14h00, you are	77
	not going to discipline us and you cannot harness us, you cannot beat us.	78
	So self- discipline for me is of paramount importance, without it you	79
	cannot lead.	80
	Do you believe that the leadership skills you will gain from being a	81
	Sporting Code Club Executive can benefit you at work, home and in	82
	life in general?	83
	If you acquire communication skills obviously you will be able to transfer	84
	that skill to your work place. You know we are dealing with students here.	85
	If you are being patient, you should be able to transfer that skill. You know	86
	student like coming with stories and if you are not patient enough, you will	87
	lose it at some stage, but if you have developed that skill, obviously you	88
	will transfer it. And one I did not mention is, you need to be strategic when	89
	you are that position. But I mentioned it, it's just that I put in a different	90
	way, you listen to everything that was said and then you take a decision	91

based on everything, that is actually being strategic. The strategy on how to approach certain things. So yes you can transfer those skills in your work environment.	92 93 94
What is it that you expect from the directorate to ensure that there is leadership development of the Sporting Code Club Executive?	95 96
I will answer it generally; I will try to use all types of leadership. My understanding is that the Sport Directorate has a way of doing things. I come from ICT, I have my way of doing things, Thosago comes from Maths, he has got a way of doing things. Then we will take two different ways and get the best way out of the two. My understanding, of which is something that is still doable is after the election of the new leadership, I believe it will be prudent the Sport Directorate to sit with the new leadership and tell them how they expect them to function, that is induction. This is how we do things as the Sport Directorate, we work on a monthly basis, we report, we report on semester basis and annually and these are the samples of the reports we are using, in your reports you outline the following, achievements and challenges. Then in that case, even though the Staff Sport Executive does not necessarily report directly to the Directorate, but we depend on them for our existence, so we when we take trips, we must come back and report and how we should report, they should guide us. That is how I believe it is something that should be done, but I am not worried it is not done, but I believe it's something that is worth doing for the core existence of the two structures. To add on that one, you know what I was expecting, especially from the Sport Directorate is for personal growth, may be to have some workshops on that, not only on leadership, also on personal growth. I agree with my colleague 100% but also for personal growth. I think one of the things from my side I have been looking at, you know if you want people, especially people at Executive level like us currently or whenever to further enhance our skills, maybe they should involve us in the student Sporting Codes, as they need managers. I know that all of them from sport they manage teams, but they are not enough, so maybe as an expectation from me is that they at least choose one or two people from us Staff Sport Executive to actually manage certain Sporting Codes. In that case they exposed, in the University Sport South Africa (USSA). When you are a manager, maybe you get involved in the sport meetings at Executive level. I think we need to be exposed to such. Maybe in the near future we might want to switch careers. I think that is one of the benefits we can benefit from the Sport Directorate.	97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129
Is the Sport Directorate doing enough to make sure that your expectations are met?	130 131
I think our Sport Directorate has been very helpful, but I don't think it's enough to a certain extent, but they have tried their level best. You will remember that when we travel, they cover all the major cost of the travelling, when we need equipment, is there when we need it, though with the equipment, they are somehow lacking, but in terms of facilities in general we are catered for. I think I would say at least 90% of what we need they are able to offer; they are still struggling with a few things which I am hoping in the future try to fix. You know most of the things we are actually sharing with the students, so if we don't have certain things we can always borrow from the student side, but we really need to have our own equipment and maybe attire, playing kit supplied by the Sport Directorate, but in general they are doing fine.	132 133 134 135 136 137 138 139 140 141 142 143

	What were your expectations when you took office and have you gained some of those expectations?	144
		145
	For me I never had expectations, but it was just few things. You know when you are at an Executive level you are the first one to get most of the information, that is the benefit that I would say it is there, but there was never an expectation but one that I should say is that it is actually tougher than it looks in the Executive, it is very tough there. So that is why I mentioned all the things that I said, you need to be prepared to work, so those are some of the things that I have actually experienced. Do not go there and think you will sit, it is just a ride, a fun rides, it is tough. It is not like we were campaigning; we went there without expecting anything. We were in the meeting and it was Jack can you be an additional member and the question is, is it wise to say no? And if I say no and the club may die, we are expected to be that. When you are there, then you realise that 9 people who think differently than you, how would you survive in this different minds, how do you locate your mind within these 9. You are used to being your own person, now you must learn to compromise, that's where you learn that it is not only my way or the high way, you have to compromise somewhere. I might come to the meeting with my own position, but I know I might be persuaded to change, if the answer is no, then you are in the wrong team, but if the answer is yes, you listen to wisdom, then you change your position, that is what some of us ended up doing. I am one person who would not want a meeting that will last more than 30 minutes, I am surprised at all that. I want meetings that are done in a professional way, Project Management style, where we are going to report on this, this must be done. In fact, in 20 minutes a meeting must be done, that is how I have led my meetings. But now you come and work with Chuene, Chuene takes 10 minutes trying to elaborate on something you already know and you know what he is going to say at the end of the day and you must listen to what he is saying, because it is not about you, it is about the club. You are not the only one listening, every team member is listening, then you learn to have that patience there.	146–175
	What systems need to be in place to ensure that leadership skills are learnt when the Executive exits the system?	176
		177
	I think Mr Thosago mentioned the issue of workshops, I mentioned the issue of actively involving us in the management of student teams. I think those two are core for me. Maybe the Sport Directorate should actually do that. In developing the Sporting Code Club Executive, I think those are the two they should do.	178
		179
		180
		181
		182
		183

F2		LINES
	What are the roles that sport can play in fostering leadership skills? In your opinion do you believe that sport can play a role for leadership development?	1
		2
		3
	Sport will compel you to with other people, as long as you are in a group of people you are compelled to work as a group and within each group there should a leader who should give direction to the group. Then the leader will learn to work and lead people. There must be someone who will take a lead. Yes, sport does play a big role. Being in leadership, it means being responsible, you need to do your planning, we need different people. And in sport you do not work alone, you are a leader through sport, giving	4
		5
		6
		7
		8
		9
		10

guidance and then on the other side, from giving that guidance it will teach	**11**
you how to deal with different people and challenges in sport. Remember in	**12**
sport or any environment we are having different kind of people with	**13**
different personalities, in leadership it boils down to dealing with different	**14**
people and we are learning so many things through sport with regard to	**15**
leadership. And I would like to say sport does play a bigger role in	**16**
leadership development. Being in leadership is developing us as individuals	**17**
as well, we are gaining confidence, we are meeting with different people,	**18**
we are engaging with and we can advise, we can lead, we can do all those	**19**
kind of roles. I would say, it really plays a bigger role in leadership	**20**
development. In a sporting environment what happens is that we meet	**21**
people of characters and we learn how different people behave in different	**22**
environments and that way it builds one's character so that when you are	**23**
in a leadership position you know how to approach and deal with people.	**24**
Being given a leadership role in any case shows a lot about who you are as	**25**
an individual, sport plays a major because we come across diverse groups	**26**
and the diversity in terms of behaviour, character and personality. And as	**27**
a leader somehow you are expected to tap into the different behaviours of	**28**
the people you are leading. So for me it plays a role in terms of teaching	**29**
patience, plays a role in teaching to take responsibility and also to learn	**30**
different ways through the people you are leading. So I definitely agree that	**31**
it plays a major role in leadership development. As a leader you become a	**32**
leader because of the people you are leading, you can me a captain, a team	**33**
manager, a coach and so forth. If you are having those kind of leadership	**34**
roles, it opens your world in terms of how you behave as a leader and at the	**35**
end of the day you end up learning more about yourself.	**36**
Which are the leadership skills that sport can foster? / What skills are	**37**
identified as leadership skills in sport?	**38**
Personally, I was a kind of a person thinking that everybody will understand	**39**
things quickly, but being in this leadership it taught me patience to deal with	**40**
people, especially different kinds of people. So it taught me patience, it	**41**
taught me more on how to explain things further. Some people cannot	**42**
understand quick, let's say I am a captain, teaching them to play darts and	**43**
show them that you must you must hold thing like this, so it teaches you	**44**
patience because you will have to explain again and again until they	**45**
understand. I will give an example of being a Treasurer, people will say we	**46**
do not understand where this figure is coming from, you need to explain	**47**
until people are satisfied and they understand where you are getting your	**48**
figures and where they are coming from. I would say it taught me patience	**49**
and how to deal with different people. For me the most important on I would	**50**
say is understanding that you lead, understanding that the way you think	**51**
and the way you see things and the way you view things, is not going to be	**52**
the same way other Executive members or as the other members or people	**53**
that you are leading. And at the same time it teaches to be a good listener,	**54**
whether you feel or think that what other Executive members are saying you	**55**
are not aligned to that or you do not subscribe to that, you have to listen to	**56**
what they are saying. Again it also taught me or us that as the Executive	**57**
we need to be open enough for different views. You do not have to force	**58**
your views to other people, understand what and where other people are	**59**
coming from, understand the nature of their submission in terms of coming	**60**
with different views or coming from different angles. So I think being open	**61**
to different views also plays a major role as well. Again, as much as that	**62**

happens, we also learn the issues around tolerance. There are some		63
behaviours that members are going to display or maybe the Executive		64
members will display. So we have to tolerate them and maybe have a better		65
understanding that just because we are coming from different worlds, things		66
should be done differently. So those are some of the issues which I would		67
say can happen around issues of 'sport and leadership'. Just to add, it also		68
teaches us to think faster, like if something comes from this way, how are		69
going to approach it. It also gives us confidence. Like from where are		70
sitting we can go further in different universities, different organisations		71
like Southern African Universities Staff Sport (SAUSSA) help them. So it		72
teaches us a lot of things, instilling confidence and thinking faster and the		73
issue of tolerance. If someone comes and poses a question to you, you must		74
be able to answer that question with responsibility and reasonable and		75
sound response, so it teaches us so many things. You will realise that the		76
way we should communicate with other people, the way we understand		77
things individually, you will realise that is not the way people understand		78
things. That is why you have to move from one level of communication to		79
another. Even when you realise that different people have different ways of		80
thinking. So you try to have a new way of understanding those people and		81
how best you can communicate with them in such a way that almost		82
everyone will understand where you are going as a group. Because it might		83
happen that individually when you take things as a person, you might be		84
different from one person to another. Then when we work as a collective,		85
that's where you will start to rectify yourself that the way I was		86
understanding things is different to the way other people are taking it. The		87
only way is to find a to forge unity and get the best way to communicate in		88
such a way that at last we will be in the same footing.		89
Which leadership skills are you hoping to gain as a Sporting Code Club		90
Executive?		91
It is important to as a leader, and then for me what sport has taught me as		92
a member and part of the Executive is allowing you to think out of the box.		93
You don't just bottle your opinions, in a small box where you are afraid to		94
come out. You step out to understand other people's opinions and views		95
and so on. And also having to learn better ways and manner to deal with		96
members, we have a situation where we have unruly members, disrespectful		97
members, members who would just say whatever they want to say, so in a		98
way, leadership in this matter teaches you to be to understand that we are		99
going to have such people, but the way they address you as an Executive,		100
you are not going to respond to them in that manner. So it teaches you the		101
best ways to do that. And again, personally it also taught me to step out		102
from my own believes in terms of what I think is right, is right for everybody,		103
it is not the case, it might be a situation where I have to learn more from my		104
Executive that okay, I thought I knew things are supposed to be done this		105
way. But at the end of the day so and so has come up with a different view.		106
So to sum that up, being able to respond in a proper manner, as much as		107
you might be feeling that you were not respected enough by members,		108
leadership teaches you to be in control of your emotions, your feelings and		109
whatever that you are thinking. It also teaches you growth, it makes you to		110
grow and become a better someone. And it also teaches you to be		111
professional. Imagine when we are in a team and have quarrels, you cannot		112
just respond unprofessionally. It teaches us professionalism. I am saying		113
this because in the position that I am in, I can give an example, let us say		114

	you are in a court, you can fight, but after coming off the court, you will say	115
	team work, it teaches us so many things, we are growing, we are becoming	116
	better people. Even if I know I am not in good terms with a particular	117
	person, but I am having civilised manner of handling it. I would say	118
	personally, it taught me that because I would just say okay this one did this	119
	to me but from this leadership development, I am to say I am a leader, I	120
	cannot just take anything personal, I must be professional about things. So	121
	it teaches us professionalism and then to become better.	122
	What is it that you expect from the directorate to ensure that there is	123
	leadership development of the Sporting Code Club Executive?	124
	Is the Sport Directorate doing enough to make sure that your	125
	expectations are met?	126
	One of my colleagues has mentioned issues around team work, start from	127
	the Director of the Directorate going down to the last team member, team	128
	work, working together and togetherness. And again I think for me is	129
	building up respect in a way amongst ourselves as the Sporting Code Club	130
	Executive and the Sport Directorate. Also building a good relationship with	131
	us as the Sporting Code Club Executive. The relationship between the Sport	132
	Directorate and Staff Sport. I strongly have this feeling that shacking off the	133
	old ways of doing things. Just because things have been done this way 30	134
	years ago, the should still maintain the status quo. I think these are things	135
	that bring about challenges in terms of wanting to be good in having a good	136
	following in membership, but then again we fail in delivering what is it that	137
	is required by members of our association because there are some red tapes	138
	that does not allow us to grow as an Executive. And also the views of the	138
	current leadership, irrespective of their age, gender or experience or any	139
	other thing you can talk about, should be taken into consideration. Don't	140
	just throw their views out before you can even understand where the	141
	Executive is coming from. To a certain extent they are doing something to	142
	add value in terms of the financial support, paying for us in some instances.	143
	I think there is a lot that they are doing, but at the same time while that is	144
	done, most of the things we are facing as a Sporting Code Club Executive,	145
	I don't they would be happening if we were allowed to step out of the	146
	comfort zone of the university staff or the university Sport Directorate, if we	147
	were allowed to step out as an Executive, for example, if we say we need a	148
	uniform, allow us to choose a uniform that we think will suit best our	149
	members, allow us to identify what we think is key for that particular year.	150
	So I think they are doing the most, but at the same time the old way of doings	151
	should be done away with. We know change is difficult, nut the Sport	152
	Directorate and the leadership must be able to change with time, don't say	153
	in 1988 I was doing things this way and 2020 I will do things like this, we	154
	must change with time. And then when we give the challenges, as a leader	155
	you need to take responsibility. Also think that with Staff Sport when we are	156
	taking the office, I am not sure if they are doing with students. When we get	157
	new people in the office, I am hoping that we can be inducted and be told	158
	that this is how we do things in the Sport Directorate and from there you as	159
	Staff Sport this is what is required of you. And also in order to develop us,	160
	maybe I am not sure if it will be misplaced, but I was hoping that we could	161
	have Coaching Clinics to develop us as well. Some like to be facilitated by	162
	the Sport Directorate in different Sporting Codes, that if somebody has an	163
	interest in coaching or umpiring, then they can be guided in the right	164
	direction through these clinics.	165

Do you believe that the leadership skills you will gain from being a Sporting Code Club Executive can benefit you at work, home and in life in general?	166 167 168
Yes, they are beneficial, for example, let us say I wanted to do a purchase request and it is returned, the I know who to talk to and how urgent I need this and I know I must be professional. I have learnt to address things professionally and with respect. In terms of following proper channels and protocols on how to do things. You don't just wake up and do things, I think the separation of division of powers, that is something that we have learnt, that you are going to be responsible for doing things. As much as somehow, some members feel entitled in a way to overshadow other Executive members because they have been serving in the Executive for a long time. I will just put it like that for the lack of a better word. So they know their way around, so they can for example, instead for a Treasurer going for financial issues, you find a member who will just go on her behalf without her knowing, those are some of the things we have learnt. It continues to teach me or all of us standing our ground, maybe my colleagues can help, we stand with what we believe, irrespective of what the members might say. When as an Executive we decide this is how things are going to be and we see fit and we believe that it is going to give us proper results, we stand by tat and do not have a situation where an Executive member will just go against the Executive committee and then stand with the members just because they want to be seen as the best Executive member who is for the members only. Again for me it continues teaching me dealing with difficult people, I think this one stands out for me because our association has got a variety of people, a variety of personalities and characters. So we have learnt a lot on how to deal with this and again it also taught us the right things to do. Again, I think the most important lesson that I have learnt throughout in terms of leadership is that, at times we might think that we are right as the Executive, but it also plays a role to see things through the eyes of the people that you are leading. Be in their shoes and get to understand where they are coming from before you can make a decision as an Executive, be open enough to understand where they are coming from and where their views are coming from. To me, that is what I am learning and I strongly believe that even if I were to be given a position where I will be a Manager or become and Executive Director or a Dean or whatever, I think most of the skills that sport has instilled in me, I strongly believe I can do better in those positions	169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204
What systems need to be in place to ensure that leadership skills are learnt when the Executive exits the system?	205 206
I am for young giants to take on Executive roles, young staff members coming in to take these Executive roles. Young staff members coming in to take these Executive roles. Young staff members to be in this decision making bodies, young staff members who at the end of the day will have a final say because things change, people change, times change. I think what we need now as the university, as different divisions, as Executive Management, Middle Management, Deans, Executive Directors, Head of Departments, I think it is time to allow young members to take up space, to be able to lead according to the era that we are leaving in. I was saying with this Covid 19, it taught us a lot of things. It is not a pen and a paper that will solve things, we need technology. So we need young stars, it's high time where we have youngsters in leadership roles in those big positions, to	207 208 209 210 211 212 213 214 215 216 217 218

take decisions, to implement. We can have peer-to-peer mentoring so that	**219**
when they get into that positions they know what is expected of them in those	**220**
positions. Not to be bombard them with a lot of responsibility only to find	**221**
that they don't know where to start and where to go. Succession Plan is	**222**
necessary, that is where now we are going to get things right. Planning	**223**
ahead, setting ourselves target times and goals. Revisiting our plans for	**224**
monitoring and evaluation, to see what we have achieved and what you did	**225**
not achieve.	**226**

Appendix 5: Consent Form for Questionnaire

UNIVERSITY OF THE WESTERN CAPE
Private Bag X 17, Bellville 7535, South Africa
Tel: +27 21-959 2409 Fax: 27 21-959 3688
E-mail: 3474875@myuwc.ac.za

Title of the study: The role of sport in fostering leadership skills in Sporting Code Club Executives: A Case of University of Limpopo.

The study has been described to me in language that I understand. My questions about the study have been answered. I understand what my participation will involve, and I agree to participate out of my own choice and free will. I understand that my identity will not be disclosed to anyone. I understand that I may withdraw from the study at any time without giving a reason and without fear of negative
consequences or loss of benefits.

Participant's name……………………………….....

Participant's signature……………………………….

Date………………………

Appendix 6: Consent Form for Interviews

UNIVERSITY OF THE WESTERN CAPE
Private Bag X 17, Bellville 7535, South Africa
Tel: +27 21-959 2409 Fax: 27 21-959 3688
E-mail: 3474875@myuwc.ac.za

Title of the study: The role of sport in fostering leadership skills in Sporting Code Club Executives: A Case of University of Limpopo.

The study has been described to me in language that I understand. My questions about the study have been answered. I understand what my participation will involve, and I agree to participate out of my own choice and free will. I have been informed that I will be recorded during my participation in the interview and I hereby give consent for the audio recordings. I understand that my identity will not be disclosed to anyone. I understand that I may withdraw from the study at any time without giving a reason and without fear of negative consequences or loss of benefits.

**What is the nature of my participation in this study?**
The study will involve audio recording of the interviews when it is conducted. Participants will be expected to participate in the interview, interviews will take approximately 30 minutes. The questions asked will be related to the subject under study "The role of sport in fostering leadership skills in Sporting Code Club Executives: A Case of University of Limpopo".

Participant's name…………………………………....

Participant's signature……………………………….

Date………………………

Appendix 7: Consent Form for Focus Group Discussions
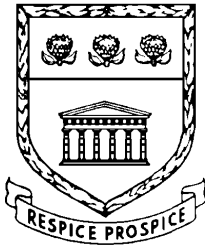
UNIVERSITY OF THE WESTERN CAPE
Private Bag X 17, Bellville 7535, South Africa
Tel: +27 21-959 2409 Fax: 27 21-959 3688
E-mail: 3474875@myuwc.ac.za

Title of the study: The role of sport in fostering leadership skills in Sporting Code Club Executives: A Case of University of Limpopo.

The study has been described to me in language that I understand. My questions about the study have been answered. I understand what my participation will involve, and I agree to participate out of my own choice and free will. I have been informed that I will be recorded during my participation in the focus group discussion and I hereby give consent for the audio recordings. I understand that my identity will not be disclosed to anyone. I understand that I may withdraw from the study at any time without giving a reason and without fear of negative consequences or loss of benefits. I agree to keep discussions and identity of participants confidential.

What is the nature of my participation in this study?
The research proceedings will involve audio recording of the focus group discussions when the study is conducted. Participants will be expected to participate in the interview, the interviews will take approximately 30 minutes. The questions asked will be related to the subject under study "The role of sport in fostering leadership skills in Sporting Code Club Executives: A Case of University of Limpopo".

Participant's name……………………………....

Participant's signature…………………………….

Date………………………

Appendix 8: Consent Form for Audio Recording

UNIVERSITY OF THE WESTERN CAPE
Private Bag X 17, Bellville 7535, South Africa
Tel: +27 21-959 2409 Fax: 27 21-959 3688
E-mail: 3474875@myuwc.ac.za

Title of the study: The role of sport in fostering leadership skills in Sporting Code Club Executives: A Case of University of Limpopo

The study has been described to me in a language that I understand. My questions about the study have been answered. I understand what my participation will involve, and I agree to participate of my own choice and free will. I have been informed that I will be recorded during my participation in the interview and I hereby give consent for the audio recordings. I further understand that my identity will not be disclosed to anyone. I understand that I may withdraw from the study at any time without giving a reason and without fear of negative consequences or loss of benefits.

Participant's name…………………………….....

Participant's signature…………………………….

Date………………………

Appendix 9: Consent Form for Online Interview

UNIVERSITY OF THE WESTERN CAPE
Private Bag X 17, Bellville 7535, South Africa
Tel: +27 21-959 2409 Fax: 27 21-959 3688
E-mail: 3474875@myuwc.ac.za

Title of the study: The role of sport in fostering leadership skills in Sporting Code Club Executives: A Case of University of Limpopo

The study has been described to me in a language that I understand. My questions about the study have been answered. I understand what my participation will involve, and I agree to participate of my own choice and free will. I have been informed that I will be recorded during my participation in the Focus Group Discussions and that the discussions will be conducted virtually/ online and I hereby give consent for the online meeting. I further understand that my identity will not be disclosed to anyone. I understand that I may withdraw from the study at any time without giving a reason and without fear of negative consequences or loss of benefits.

Participant's name…………………………………....

Participant's signature……………………………….

Date………………………

Appendix 10: Information Sheet

UNIVERSITY OF THE WESTERN CAPE
Private Bag X 17, Bellville 7535, South Africa
Tel: +27 21-959 2409 Fax: 27 21-959 3688
E-mail: 3474875@myuwc.ac.za

Title of the study: The role of sport in fostering leadership skills in Sporting Code Club Executives: A Case of University of Limpopo

What is this study about?
This is a research study will be conducted by Maria Mologade Mochechela student number: 3474875 at the University of the Western Cape. The purpose of this research project is to determine the roles that sport can play in fostering leadership skills to promote sport for development at university settings. We are inviting you to participate in this research, because you could provide us with meaningful information regarding the roles of sport in developing leadership skills.

What will I be asked to do if I agree to participate?
You will be required to fill in an informed consent form. Thereafter you will be asked to complete a questionnaire or participate in the focus group discussion or interview. The questions will be focusing on the roles of sport in developing leadership skills in Sporting Codes Club Executives and all athletes.

Would my participation in this study be kept confidential?
To ensure your anonymity, numeric codes will be used in place of your name, and only the researcher will have access to the identification key. To help protect your confidentiality, all information gathered will be stored in a locked filling cabinet at the University of the Western Cape in the supervisor's office, and only the researcher and supervisor will have access. If the study were to be published, your anonymity will be protected.

What are the risks of this research?
There may be some risks from participating in this research study. Some of the known risks that may result from participating in the research are psychological, social and emotional. If participants are embarrassed, fatigued or uncomfortable with answering questions, they could withdraw from the study or refuse to answer some questions. We will nevertheless minimize such risks and act promptly to assist you, if you experience any discomfort, psychological or otherwise, during the process of your participation in this study. Where necessary, an appropriate referral will be made to a suitable professional, for further assistance or intervention.

What are the benefits of this research?
This research is not designed to help you personally, but the results may help Sport and Recreation departments in universities on how to maximise the use of sport as a tool for development to develop leadership skills in their Sporting Code Club Executives and athletes.

Do I have to be in this research and may I stop participating at any time?
Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you

decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits for which you otherwise qualify.

What if I have questions?

This research is being conducted by Maria Mologade Mochechela of the Department Interdisciplinary Centre for Sport Science and Development at the University of the Western Cape. If you have any questions about the research study itself, please contact:

Maria Mologade Mochechela
Cell: 083 767 6793
Address: Unit C 56, Mankweng, 0727
Telephone: (015) 268 2278
Email: 3473875@myuwc.ac.za; Mologade@mail.com

Should you have any questions regarding this study and your rights as a research participant or if you wish to report any problems you have experienced related to the study, please contact:
Director of the Interdisciplinary Centre for Sport Science and Development
Prof. Marion Keim
University of the Western Cape, Private Bag X17, Bellville 7535
mkeim@uwc.ac.za

Head of Department: Dr Marie Young
Department of Sport, Recreation & exercise Science, University of the Western Cape, Private Bag X17, Bellville 7535
myoung@uwc.ac.za

Dean CHS: Prof Anthea Rhoda
Faculty of Community and Health Sciences, University of the Western Cape, Private Bag X17, Bellville 7535
chs-deansoffice@uwc.ac.za

This research has been approved by the University of the Western Cape's Humanities and Social Sciences Research Ethics Committee

Humanities and Social Sciences Research Ethics Committee University of the Western Cape
Private Bag X17
Bellville
7535
Tel: 021 959 4111
e-mail: research-ethics@uwc.ac.za

Appendix 11: Permission to Collect Data Request Letters

UNIVERSITY OF THE WESTERN CAPE
Private Bag X 17, Bellville 7535, South Africa
Tel: +27 21-959 2409 Fax: 27 21-959 3688
E-mail: 3474875@myuwc.ac.za

Title of the Research Project: The role of sport in fostering leadership skills in Sporting Code Club Executives: A Case of University of Limpopo

Dr T Mabila,
University of Limpopo
Private Bag X 1106
Sovenga
0727

Dear Sir

I, Maria Mologade Mochechela, student number: 3474875 am registered for a MA Sport for Development 2019, and have been granted permission by the Humanities and Social Sciences Research Ethics Committee, Faculty of Community and Health Sciences, UWC, to conduct the above-mentioned study.

Research Ethics Clearance Number: HS20/5/23

I hereby request permission to conduct my research involving Sporting Code Club Executives, both males and females, at the University of Limpopo, Sport and Recreation Directorate.

I trust that you will give my request your favourable consideration, and I look forward to a positive response.

Thank you.

Yours faithfully

_____
Name: Ms MM Mochechela
Cell no: 083 737 6793
Email: 3474875@myuwc.ac.za

Appendix 12: Gatekeeper Permission to Conduct Research

University of Limpopo
Office of the Registrar
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 2407, Fax: (015) 268 3048, Email: Kwena.Masha@ul.ac.za/Retha.Balie@ul.ac.za

21 October 2020

MM Mochehela

Email: maria.mochechela@ul.ac.za

Dear Ms. Mochehela,

GATEKEEPER PERMISSION TO CONDUCT RESEARCH

TITLE: THE ROLE OF SPORT IN FOSTERING LEADERSHIP SKILLS IN SPORTING
                CODE CLUB EXECUTIVES: A CASE OF UNIVERSITY OF LIMPOPO

RESEARCHER: MM Mochehela
SUPERVISOR: Prof. M Keim
CO-SUPERVISOR/S: Prof. B Fielding
INSTITUTION: University of the Western Cape
DEGREE: Master of Arts in Sports for Development

Kindly be informed that Gatekeeper permission is granted to you to conduct research at the
University of Limpopo entitled: "The Role of Sport in Fostering Leadership skills in Sporting
Code Club Executives: A case of University of Limpopo".

Kind regards,

_____
PROF. JK MASHA
UNIVERSITY REGISTRAR

Cc.   Prof. RN Madadzhe: Deputy Vice-Chancellor: Teaching and Learning
        Dr. T Mabila, Director: Research Development and Administration
        Prof. P Masoko – Chairperson: Research and Ethics Committee
        Ms A Ngobe – TREC Secretariat

Finding solutions for Africa

Appendix 13: Editor's Letter

Mr MM Mohlake
University of Limpopo
Turfloop Campus
Private Bag x 1106
Sovenga
0727

16 July 2021

To Whom It May Concern

LANGUAGE EDITING CONFIRMATION: Ms MM MOCHECHELA's MINI-DISSERTATION

This letter is meant to acknowledge that I, MM Mohlake, as a professional editor, have meticulously edited the mini-dissertation of Ms Maria Mologade Mochechela (Student Number 3474875) entitled "The Role of Sport in Fostering Leadership Skills in Sporting Code Club Executives: A Case of University of Limpopo."

Thus I confirm that the readability of the work in question is of a high standard.

For any enquiries please contact me.

Regards

Mosimaneotsile M Mohlake
Freelance Professional Editor
(015) 268 2464
072 1944 452
<mosimaneotsile.mohlake@ul.ac.za>