

Affiliated contemporary leadership principle is concerned with relationships. Coaching individuals comes hand in hand with affiliated leadership as it helps to ensure healthy relationships between people to create a more constructive environment. For example, I have learnt that Danielle is a visual learner as I needed to *show* her how to do the skills rather than tell her. This way she was more inclined to remember what she has been taught. At the same time she is learning how I act and react as a coach and as a person. If I react in the right way to her she will feel more confident around me and more willing to give things a go. This applies to all my players as I have noticed at games when I tell them to do something they will do it. This has only happened towards the end of the 10 weeks as trust has built up between us so they know that I know what I'm talking about as well as the fact that they are now more confident in themselves. I only used this leadership principle specifically in one session. This was session 5 (May 10th), "When doing the 3 man weave the team was getting irritated when someone wasn't ready. Telling them to help each other (let team mate know they were about to go) made a big difference in everyone's attitudes and the drill ran a lot more smoothly. **This has been the best principle I've used so far.**" By focusing on how the players reacted to each other I was able to change the atmosphere meaning players *wanted* to try harder. By bridging the gap between the players in conflict I was able to help the players work at their optimum, meaning they gained more from the drill than they otherwise would have. www.maetrix.com.au states that "emotions tend to be very infectious to all those around." Affiliated leadership can help ensure that only the positive emotions spread and the negative ones are dealt with, as I did in session 5.

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The next most common contemporary leadership principle I used was commanding (completely in control, makes all decisions but gives clear direction. Focuses on what needs to be done to improve). It is argued by www.what-are-good-leadership-skills.com that "the command style is NOT a 21st century effective leadership style". I disagree with this to an extent. I felt that it was the appropriate leadership principle to use in the first few training sessions as I didn't know how the players learnt or how well they listened, having only coached one of them before. Also, as the boys and girls were training together I figured it would work more effectively than any other leadership principle, while we were still sorting the teams and since the players were still getting to know each other. I also think that it is a leadership principle that is used often and frequently by coaches, such as, my Netball coach. It is a 21st century style for sports rather than business.

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From using this principle I learnt that I will step up if the person I am working with is quieter than me (.ie.: Angelica). "It showed me I do have the confidence to be the head coach if I need to take over that role". (session1) The only other time I used this principle consciously was when we trained in a lunch hour. "As there is limited time I have chosen to use this [commanding] leadership principle to give clear direction as to what I want to achieve this session" (session 7 May 22nd) ensuring that we got through everything that I had planned. Once the team had gotten to know each other and it was a smaller group I tried to veer away from this leadership principle as it was unnecessary and other leadership styles benefited the team more than it would have.

Research based on Daniel Goleman's study of leadership stated that "the most effective leader is one who can master at least four styles, and who can use the style to suit the situation." Here this is exactly what I did, suggesting in this instance I was being an effective leader. The commanding leadership principle meant that I wasn't letting them figure things out for themselves. I said in my evaluation of session 4 that 'I need to let mistakes happen without doing anything about it'. This is partially why I had planned to discontinue.

The last principle I used was distributed leadership. “It gave some people an opportunity to step up and take the lead, something which is important to do in trainings as it is necessary for someone to do this in a game for these set plays to work effectively. The disadvantage of how I used distributed leadership is that the same two people took charge. To use this principle to its fullest I should give the people the jobs rather than letting them sort it out.

Next time we do a drill requiring one of the players to take charge I will be sure to choose someone who knows what they are talking about but doesn't step up and take the lead usually. This will also encourage the ones who do usually step up to listen to their team rather than always having them listen to them. This session taught me that I have faith in players to take charge and showed me I am capable of stepping down and not being such a control freak.” (Session 7 May 22nd). This principle builds respect between the players which is probably more important than the respect the players have for the coaches, hence why it is an important leadership principle. Distributed leadership is closely associated with Awhinatanga: Guiding and supporting. It strengthens trust and connectedness of players. Awhinatanga is said to have the principle key role in guiding and supporting others to step up as leaders. In making them take charge of a small part of training it is allowing them to lead in an environment where they know they are in the same boat as other people. Hence why doing this after learning a set play is good, as it means everyone has just learnt it so should be at about the same stage in learning. This is the time for not so *skilled* players to step up and take the lead. We attempted to use this principle in a game situation by giving one of the players the responsibility of coaching the team for one quarter. This was to see where her knowledge was at. She didn't particularly want to and the other players said it was a stupid idea having a team mate coach them. As she was injured she was unable to play but we still wanted her to be involved in the game. I have learnt not to do this for younger age groups, but older and more social teams are able to cope with this, as in my women's league team we have a player-coach. If I was to attempt this again I would get the player to lead a training session to build up to it. This would have to be just prior to the game as the only reason I would do this is if a player was injured, something I cannot predict. The other thing I will definitely do is to have the support of the whole team. The team comes before any individual player.

A critique for an assessment for leadership abilities states that “you can't be successful as a leader unless it's not about you”. All leadership principles that I trialled were to benefit the team. If I found one worked well I would continue using it and vice-versa. I learnt a lot about myself as a leader and learnt what I need to work on in order to help the team as best I can. I learnt when to step up and take charge and when to just let things happen. I have come a long way from the beginning of the 10 weeks in which I felt I had to control everything that was going on. Of the eight leadership principles I used (coaching, commanding, affiliated, individual/ student voice, collaboration, pace setting, visionary & distributed) I found none of them were 100% ineffective. I learnt that some of them require appropriate situations to be effective while others require use in moderation. The response I got from my team was generally positive as well as constructive in terms of how I coached them. Feedback from my co-coach kept my confidence up as well as gave me the opportunity to lead the team on my own. Hopefully I will be coaching the Junior A girls' basketball team next year. I will continue to apply the theory that one size does not fit all in order to help direct my coaching methods. I will also use a wide variety of leadership principles in order to find ones that suit the team but also to keep it interesting and beneficial for the team. These past 10 weeks have been a great learning experience for me as a leader and will be sure to continue learning in future and applying the new knowledge I gain to each new group of people that I have the privilege of leading.