



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Exemplar for Internal Achievement Standard

Physical Education Level 3

This exemplar supports assessment against:

Achievement Standard 91505

Examine contemporary leadership principles applied in physical activity contexts

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to critically examine contemporary leadership principles applied in physical activity contexts.</p> <p>This involves questioning and challenging assumptions about contemporary leadership principles and how these are applied, to draw coherent and insightful conclusions about their relevance and suitability for physical activity contexts.</p> <p>The student has questioned and challenged an assumption about contemporary leadership principles (commanding) (1).</p> <p>The student has drawn coherent and insightful conclusions about the contemporary leadership principle's (distributed) relevance and suitability for physical activity contexts (basketball) (3).</p> <p>For a more secure Excellence, the student would need to:</p> <ul style="list-style-type: none"> • question and challenge assumptions about the other contemporary leadership principle (distributed) • link clearly the coherent and insightful conclusions drawn from the questioning and challenging the assumptions about contemporary leadership principles and how these are applied.

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.

2

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.

1

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.

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to examine, in depth, contemporary leadership principles applied in physical activity contexts.</p> <p>This involves explaining in detail contemporary leadership principles and how these are applied, to draw coherent conclusions about their relevance and suitability for physical activity contexts.</p> <p>This student has explained in detail the contemporary leadership principle (affiliative) and how the principle is applied (1).</p> <p>The student has drawn coherent (2) and some insightful (3) conclusions about the contemporary leadership principle's (affiliative), and its relevance and suitability for physical activity contexts (football).</p> <p>The student has started to question and challenge assumptions about the contemporary leadership principle (affiliative) (4).</p> <p>To reach Excellence, the student would need to:</p> <ul style="list-style-type: none"> • question and challenge in more detail assumptions about the contemporary leadership principles • draw more insightful conclusions about the contemporary leadership principles' relevance and suitability for physical activity contexts.

Student 2: High Merit

NZQA Intended for teacher use only

Another contemporary leadership principle that I used was Affiliative leadership. An Affiliative leader is someone who “connects people to each other, thereby creating teamwork and harmony. This principle promotes collaboration and relationships which indirectly drive better performance, loyalty, and commitment” (resource 2). Affiliative leadership can be used to help solve participant conflicts or used as a guiding principle to form positive inclusive team relationships by making sure followers feel connected to each other. This principle is also very useful for team building. I practiced this leadership technique during our fourth session with the juniors by having smaller teams consisting of about 6 or 7 students. In session 4 we decided to split the whole group into four teams and have a little tournament. Because of the smaller teams it meant that communication and teamwork was a huge part of the games/activities set, whereas in previous sessions the group was divided in half and there appeared to be too many people so everyone just booted the ball up field. By having smaller teams and a shorter field the juniors were required to pass the ball if they wanted to score goals and have a good time. They were also required to communicate with each other more often as there was less of them. Smaller number also meant a greater connectivity between participants. With a reduced number of people in each team the students couldn't afford to be fussy about who they passed to. This ultimately resulted in the juniors meeting new people who they wouldn't normally get to know if they were on the same team as all their friends and just passed to them. When we set up two games side by side with smaller teams, I noticed that some students got themselves into a bad mood because their team wasn't winning or the other kids were giving them a hard time when they made mistakes.

1

Money-Zine.com describes one of the benefits of the affiliative leadership principle as, 'The affiliative principle is thought to be most effective when morale is low' (resource 3). One team in particular expressed disinterest in the game they were involved in, a lack of motivation and at one point a kid named Scott came up to me during a game and told me he was 'bored'. All the other teams appeared to be enjoying themselves and after watching the team that didn't seem to be having a very good time I noticed that they weren't working together as a team and as a result they were losing. Using the Affiliative leadership principle I praised students, who kicked the ball well, got a goal or basically anything else they did that wasn't too bad. I noticed a positive effect in their attitude towards each other and also in their performance since they were communicating with each other and working together. This was useful for football as it got the team to work better together and their performances got better meaning that they got a greater skill set and greater affirmation from their peers about their performance.

2

Two disadvantages of using the contemporary leadership principle of affiliative leadership is that poor performance can go unchecked as having lots of small teams meant that I could not keep a check on all performances at one time. I really question that the leader doesn't truly lead. Using this principle the leader generally steps back and leaves the 'team members to determine the goals and objectives of the project,' (resource 4). It makes me feel that I am not in control of the group as a leader. Is this a good thing to leave this to the team?

4

In my opinion this leadership technique is extremely valuable because the advantages far outweigh the disadvantages. Because the followers really like their leader, they are loyal, share information, and have high trust, all of which helps climate. The Affiliative leader gives frequent positive feedback, helping to keep everyone on course', (resource 5). This style of leading was very beneficial when it came to holding soccer games with year nines because the first year of college is always difficult and helping them form positive relationships with kids who enjoy the same things as them (soccer), makes me feel like I am helping them out in some way.

3

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to examine, in depth, contemporary leadership principles applied in physical activity contexts.</p> <p>This involves explaining in detail contemporary leadership principles and how these are applied, to draw coherent conclusions about their relevance and suitability for physical activity contexts</p> <p>The student has explained in detail a contemporary leadership principle (empowerment) and how it is applied (1).</p> <p>The student has drawn some coherent conclusions about the leadership principle's (coaching and empowerment) relevance and suitability for physical activity contexts (swimming) (2).</p> <p>For a more secure Merit, the student would need to:</p> <ul style="list-style-type: none">• explain in more detail other contemporary leadership principles and how these are applied• draw more coherent conclusions about contemporary leadership principles' relevance and suitability for physical activity contexts.

Student 3: Low Merit

NZQA Intended for teacher use only

I used the leadership principle of coaching in all of my sessions. I did this because it identifies each individual's strengths and weaknesses so I was able to help each person with their individual needs. I broke down each stroke in to sub routines such as streamline, kicking and pull and worked on each routine until they were able to improve on it. For example, Katie and Rosie needed to work more on their breaststroke kick so they focussed more on that whereas Zoe needed to work more on her backstroke kicking so she could develop a better technique. Each individual had different aspects of each stroke as their weaknesses so I had to help them individually on correcting their technique.

Advantages of using this principle for the activity, learn to swim were that I could demonstrate the correct arm/leg movement techniques outside of the pool and when they performed it themselves I was able to give them specific feedback on what they needed to work on if they were doing it incorrectly. I have shown this in sessions 1, 5, 6, 8, and 9, where I have used phrases such as 'tummy up' in backstroke or 'look across the top of the water' in freestyle. By giving the kid's constructive advice on how to improve made them work more and focus on their weaknesses. Before I gave them this advice their legs were dropping down in the water and they weren't able to get enough power from the kick. By getting them to get their tummy made their legs come up higher in the pool so that they could kick harder.

2

Disadvantages of this leadership principle were that some of the kids still couldn't understand how to perform the technique in some strokes, for example there were a few who had trouble with breaststroke kick. In this case I had to try and use other ways of teaching, such as, getting others to help out (empowerment) which involved getting people who understand the technique to show the others how to do it so that they were able to understand better.

The leadership principle of commanding was important and useful in my sessions. I used this to hold the groups attention and tell them exactly what they needed to do during the lessons in order to help their technique.

Advantages of using this principle were that my instructions were clear and direct so the kids knew exactly what they had to complete. For example, I would tell them they had to do 2 lengths of freestyle breathing every 3 strokes. Another way the commanding principle was useful was from session 4 onwards where I told the group they had to line up along the lane rope when they got to the wall. This helped my teaching as I was able to control the group better and could see they were paying attention.

Disadvantages of this principle were; some of the kids still would not listen to instructions so would do the wrong thing. In this case I would single them out to the group which would make them pay attention; otherwise I would have to send them out of the pool if things continued.

The empowerment leadership principle became very useful during my teaching sessions. Once I knew what the students were capable of, I used this principle by getting one of the students who had a better understanding of the stroke than I did and could perform a technique to the rest of the group while they watched. This made the individual take responsibility by showing the group how to perform the strokes. It also helped by teaching the rest of the group with them being able to physically see what their stroke should look like. An example of this was when I was teaching breaststroke kick, I had Alex do a length while everyone else was watching. Alex became empowered because he had the responsibility of showing the rest of the group how to perform the technique of breaststroke kicking.

1

This principle was very advantageous as it helped the students understand the technique by being able to see it performed rather than me trying to just explain it to them. It also helped by providing responsibility to the student who takes charge. Because this principle worked so well during the lessons, I made an effort to continue using it throughout the 8 weeks. This enforced the teaching quality of 'ako learning' where students were able to learn from other students, students learn from me as a leader and me as a leader learning off the students.

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to examine contemporary leadership principles applied in physical activity contexts.</p> <p>This involves researching and explaining contemporary leadership principles, and how these are applied, to draw conclusions about their relevance and suitability for physical activity contexts.</p> <p>The student has researched and explained the contemporary leadership principle (situational) and how the principle is applied (1).</p> <p>The student has started to draw coherent conclusions about the contemporary leadership principle's (situational) relevance and suitability for a physical activity context (rock climbing) (2).</p> <p>To reach Merit, the student would need to:</p> <ul style="list-style-type: none">• explain in more detail the contemporary leadership principle (situational) and how the principle is applied• draw more coherent conclusions about the contemporary leadership principle's relevance and suitability for physical activity contexts, for example supported with evidence from the research or the application of the contemporary leadership principle.

I took a group of Year 9s for rock climbing on the indoor rock wall. My goals for the session were to teach the students how to belay, how to use climbing safety calls and some basic climbing techniques.

I decided to use the contemporary leadership style of situational leadership. Situational leadership principle comes from the opinion that there is no one best way to influence and lead people. The leadership principle depends upon the readiness level of the group the leader is influencing. It also depends not only with the person or group that is being influenced, but it also depends on the task, job or function that needs to be accomplished.

I initially used what is referred to as "telling" style because this style is characterised by one-way communication in which the leader defines the roles of participants and tells them what, how, when, and where to do various tasks. This was because the belaying technique is non-negotiable as the safety of all involved is paramount. This also applies to the safety calls. For the technique and challenge setting tasks I used the 'selling style' where I explained task directions in a supportive and persuasive way. This is said to be a high task, high-relationship style and I felt the students learnt how to rock climb in a way that was fun. Later in the session I gave the group pointers on how to improve their rock climbing technique through the box game. The students were then given the opportunity to design their own challenges. One pair set a transverse bouldering challenge while another made up a diagonals game. This reflects the Participating Style of Situational leadership that emphasises shared ideas and participative decisions on task directions. This resulted in a low-task, high- relationship style.

I think situational leadership is the most appropriate style for outdoor education type of activities. It can be challenging though to work out the capabilities and maturity of the group. It is complicated because it is based on an interplay between the amount of direction the leaders gives, the amount of emotional support the leaders provide, and the "maturity" level that participant's exhibit on a specific task, function, or objective. Participant maturity is defined as the capacity to set high but attainable goals (achievement motivation), willingness and ability to take responsibility, and education and/or experience of and individual or group. These variables should be considered only in relation to a specific task to be performed. As an eighteen year old I still would require advice and guidance on how to use situational leadership effectively until I am more confident in my abilities.

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to examine contemporary leadership principles applied in physical activity contexts</p> <p>This involves researching and explaining contemporary leadership principles, and how these are applied, to draw conclusions about their relevance and suitability for physical activity contexts.</p> <p>The student has researched and explained the contemporary leadership principle (transactional) and how the principle is applied (1).</p> <p>The student has briefly drawn a conclusion about the contemporary leadership principle's (transactional) relevance and suitability for physical activity contexts (kayaking) (2).</p> <p>For a more secure Achieved, the student would need to draw conclusions in more detail about the contemporary leadership principle's (transactional) relevance and suitability for physical activity contexts.</p>

Student 5: Low Achieved

NZQA Intended for teacher use only

I took a group of Year 9s for kayaking in the school pool. The first session I taught the group to do the capsizing drill and the importance of having a safety buddy.

I decided to use the contemporary leadership principle of transactional leadership. Transactional leaders are those who believe that people are motivated by reward or punishment. These leaders give clear instructions to followers about what the expectations of them are, and when those expectations are fulfilled, there are rewards in store for them. In the case of my session rewards were chocolate fish for those students who were able to complete capsizing drill safely. There were also punishments if they didn't meet those expectations for example, press ups on the side of the pool. Transactional leadership includes setting goals and monitoring goals. This leadership principle uses extrinsic motivation to increase results. This principle of leader focuses on a series of transactions – this is how the leadership principle gets its name. These principles of leaders are generally found in the business world and in the armed forces.

1

The session was successful in that seven out of ten were able to reach the goals set for the session. Two of the seven were removed for repeated unsafe behavior such as capsizing without a buddy, dunking other students, and one student withdrew from the activity because he was scared of being underwater in a kayak. Some aspects of the session were not so positive as the pairs who didn't get a chocolate fish were complaining and the pairs that had to do press-ups said "kayaking sucks!"

2

If I were to teach kayaking again I would use the distributed principle of leadership. This would mean I wouldn't have to take full responsibility for every aspect of the lesson as roles would be distributed and the responsibility would be shared. I would delegate roles, such as, kayak and equipment officer who would be responsible for equipment; a safety officer who would check safety of gear and people; and the kayaker who focuses on completing the task safely.

Next time I would also focus on the intrinsic rather than the extrinsic rewards of activity.

I have learnt a lot from researching leadership principles and leading the kayaking session and feel I have a better understanding of how the principle in which I use to lead impacts on the experience of others in the group. I can use these skills in my future workplace as well as in my sporting pursuits.

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to examine contemporary leadership principles applied in physical activity contexts.</p> <p>This involves researching and explaining contemporary leadership principles, and how these are applied, to draw conclusions about their relevance and suitability for physical activity contexts.</p> <p>The student has briefly explained the contemporary leadership principle (transactional) and how the principle is applied in physical activity contexts (football) (1).</p> <p>The student has drawn a conclusion about the contemporary leadership principle's (transactional leadership) relevance and suitability for physical activity contexts (football) (2).</p> <p>To reach Achieved, the student would need to:</p> <ul style="list-style-type: none">• research and explain the contemporary leadership principles• draw more conclusions about the contemporary leadership principles their relevance and suitability for physical activity contexts.w

... I will use transactional leadership aspects when the class is practising the skills set by watching and picking out faults in their technique in which they can improve on. This type of leadership principle promotes compliance of the participants through both rewards and punishments by meeting tasks or goals. I used this leadership principle by having goals when doing drills to only make a certain amount of mistakes. For the first session I got the players to pass the ball in pairs looking for accuracy. If someone missed the ball or didn't trap it and the ball rolled away then I got both people to run to a certain point. The reward for completing the drills without making mistakes was playing a game of football at the end. I also praised the team when they meet the goals of correct passing, by saying "good one Sals" or "that was a good pass Tom". So meeting the goals of accuracy when passing will allow students to improve their passing skills. Finally I will try to incorporate aspects of transformational leadership where the leader often passes on their enthusiasm for the activity by having an active and demonstrative role in the teaching or practise.

1

Transformational leaders are inspiring because they expect the best from everyone on their team as well as themselves. This leads to high productivity and engagement from everyone in their team.

While transformational leadership does have some potential problems, leaders can often learn to use elements of this style without gaining the dislike of their group for example, an transformational leadership principle can be used effectively in situations where the leader is the most knowledgeable member of the group or has access to information that other members of the group do not. This was why I tried to incorporate it in my session as I have lots of experience and prior knowledge of football making the advantages of this principle out way the disadvantages so long as I combined it with other less dictatorial leadership principles. The age of the participants made this the ideal style to use in a sporting context because it meant that things got done quickly and effectively. We saw ourselves as knowledgeable members of the activity and therefore this principle was effective in getting the best out of or group.

I also used aspects of transformational leadership in my training session which was somewhat effective in the game as most people enjoyed the competitive aspect of the game rather than just doing drills. From using this leadership principle I learnt that I am able to be more enthusiastic when I am teaching something that I am passionate about and be more patient when I am interested in what I am teaching, making transformational leadership aspects a good principle to use for me in any future sessions. A disadvantage of this leadership principle in my session was that not everyone is as passionate about football as me and this decreased the motivation for participating fully and trying to win the game as the main part of transformational leadership I focussed on relays on people being motivated by enthusiasm and enjoyment in what they are doing.

I felt that the aspects of transactional leadership principle I incorporated in my lesson plan and session were effective in the progress of skills for many people in the group because I tried to give everyone individual praise and constructive criticism on how they personally could improve. This was by me setting goals and then trying to get them to meet them. I think some people got bored with the repetitive nature of the drills but progress wise transactional leadership principles can be very helpful in gaining individual improvement as people know there is a punishment for not completing the skill correctly so they work hard at trying to improve those skills. I saw a big improvement from the first session to the fifth session as all the teams passing skills and also the game at the end gave them to play against their friends and this made a big difference in the effort people were putting in to the lesson so this showed me that if I were to do this again challenges and actual games making use of the principles of transactional leadership would be a good style to use. The use of punishment where if they lost in the 1on 1 drill they had to retrieve the ball also provided the class with more motivation so I think transactional leadership was one of the most effective principles I incorporated in my session.