

Abstract

Peer leadership of adolescent female athletes: Relationships among personal characteristics, leadership behaviors, and team outcomes

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The purpose of the present study was to extend previous research (Glenn & Horn, 1993; Moran & Weiss, 2006) by examining relationships among personal characteristics, peer leadership behaviors, and team outcomes. Adolescent female soccer players ($N = 191$) completed measures of perceived competence, peer acceptance, behavioral conduct, and intrinsic motivation; teammate ratings (Glenn & Horn, 1993) and self-ratings of leadership (Glenn, 2003); and team cohesion and collective efficacy. Because the peer leadership measures were new, factor analyses were conducted. The teammate-rated measure produced two factors—instrumental behaviors (confident, consistent, determined, skilled, respected) and prosocial behaviors (honest, responsible, positive, organized). Factor analysis of the self-rated measure produced a one-factor solution—effective peer leadership. Factor scores were created and used in canonical correlation analyses: (a) relationship between personal characteristics and peer leadership, and (b) relationship between peer leadership and team outcomes. The first analysis revealed a significant relationship ($R_{c1} = .62$, $R_{c2} = .38$, redundancy = 18.5%). Athletes who were rated higher by teammates on instrumental leadership and rated themselves higher in leadership behavior reported higher soccer competence, peer acceptance, and intrinsic motivation. Athletes rated higher on prosocial leadership by teammates scored higher on perceived behavioral conduct. The second analysis showed a significant relationship ($R_{c1} = .56$, $R_{c2} = .18$, redundancy = 15.8%). Athletes who rated themselves higher in leadership behavior reported greater task and social cohesion and collective efficacy. Athletes who were rated higher by teammates on instrumental and prosocial leadership reported greater social cohesion. Collectively, findings extend previous research by providing further validity for self- and teammate-rated leadership behaviors, and by demonstrating relationships among positive personal characteristics, effective peer leadership, and positive team outcomes.