



The Necessity of Sports Leadership for Business Leaders

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Abstract

Purpose – Sports leadership is frequently used as a useful comparison for understanding traits like teamwork and motivation in the business world. Based on the results of numerous studies, this research provides a critical assessment of the current state of knowledge in sport leadership research using methodological advances from other disciplines such as business and economics

Research design, Data, and methodology – This research selected the systematic review analysis as its research design. The review analysis is a minimal set of elements for reporting in reviews by evidence. The present author included numerical data with confidence ranges for the most crucial outcomes if the review contained meta-analyses.

Result – According to a study in sports, transformational leadership has a positive effect on company success. Communication and commitment, two possible mediators, may strengthen the impact of transformational leadership on cohesiveness. Prior researchers found that intrinsic drive serves as a bridge between transformational leadership and performance.

Conclusion – This research concludes that the articles used for data analysis in this study examined the value of sports leadership for business leaders in a number of sports, including athletics and handball, among others. There is a good chance that different sports will provide different insights on the value of sports leadership for CEOs.

Keywords: Sports Leadership, Transformational Leadership, Business Leader, Qualitative Texts Analysis

JEL Classification Code: , M12, Z20, C25

1. Introduction

Sports leadership is frequently used as a useful comparison for evaluating and understanding traits like teamwork, motivation and people management in the business world. In reality, managers often look up to professional sports coaches as role models. Managers and coaches have many of the same traits. There is a greater demand than ever before for the sharing of leadership challenges between the professions of coach and administrator because of the rising strategic and organizational complexity in sports organizations and enterprises. When it comes to improving employee performance and output, business leaders can learn a lot from athletes. That's why this thesis examines several sports leadership ideas and approaches. In order to improve classroom teaching, it was necessary to learn from the best coaches and pass this info on to less experienced leaders. It has been a primary goal of sport psychologists from the field's foundation to investigate into the methods employed by coaches, why they use them, and whether or not they are effective. Because of this, the importance of sports leadership theories in enhancing employee performance and productivity has been shown by researchers in the behavioral studies of business leaders. There has been a lot of research done on leadership theories in sport, which is similar to the business environment, and this thesis focuses on the development and application of these ideas in a sport setting (Westerbeek & Smith, 2005).

The literature on leadership and sport coaching has been broken down into four main categories: The last point is that sports researchers have developed models and theories of leadership (such as the multidimensional model and the mediational model) (Amorose & Horn, 2000). Researchers have applied theories of leadership developed in other fields to the context of sports (such as transformational leadership in Organizational Behavior and Industrial Organization; OB/IO); researchers have observed and learned from great coaches. There has been a significant amount of research done on the most effective leadership techniques in sports, and this research has implications for business leaders and managers as well. As well as presenting relevant comparisons to the business and IT sectors, where the phenomenon of leadership has been thoroughly studied and where new research avenues may be opened up. In order to significantly advance our understanding of the social environment of sports, for example, the current author argues that the use of rigorous scientific processes is crucial. Based on the results based on numerous prior studies, this research provides a critical assessment of the current state of knowledge in sport leadership research using methodological advances from other disciplines such as business and economics. Sport research is hindered by the idea of discrepancy, which may be explained by comparing causality (Antonakis & House, 2014). By the end of the research, the current author discusses some of the tautological definitions and ideas that might need some new thinking.

2. Literature Review

As a leader, you are responsible for inspiring and motivating people to work hard to achieve goals (Judge et al., 2002). Academic and practical constraints restrict leadership ideas and models in literature. First, there are a variety of theories and models of leadership in sports that are similar to business, such as meditational and multidimensional models.

2.1. Meditational Model of Leadership

There are three fundamental components to Smith and his associates (1977)' mediational model of leadership: coach behaviors, players' perception and recollection of coach behaviors, and players' evaluative responses to the coach's activities. They argue that coach actions impact athletes' evaluative responses to these behaviors via the athletes' perceptions and remembering of these activities. In their model, which places the effect process of coaching activities inside the context in which they take place, they illustrate a complicated reciprocal interaction between environmental, personal, and behavioral factors. Individual differences and environmental influences are connected in a reciprocal causal network, which is shown in the mediation model as a network of causal linkages. Due to the assumption of the existence of twelve basic links, the resultant model is inescapably complex. Higher-order aspects, such as individual differences between coaches and athletes and environmental influences, are broken down into more than fifty separate criteria when seen as a whole. There are three things that affect a coach's actions: individual differences among coaches, situational circumstances among coaches, and the attitudes of the players as judged by the coach.

Players' perception, memory, and evaluation reactions are all included as antecedents in the athlete component of the model. Some examples include the unique characteristics of the athlete, the context in which the athlete finds himself or herself, as well as the coaching style. Research found that coaches' perceptions of their players were influenced by factors such as the coach's personal traits, current situations, and their player's evaluations. According to the theory, this will influence the coach's behavior in the future. Because of the interdependence and mediation

between the channels, this model generates an incredibly complex picture. Complicated doesn't mean that the model is flawed; rather, it only means that reality is more complicated than what the model reflects. Indeed, one of the most notable benefits of the mediational model of leadership is that it immediately incorporates the leader influence process into the wider context in which it takes place (Smith et al., 1977).

When it comes to measuring coaches' behavior, Smith and his colleagues established the Coach Behavior Assessment System (CBAS) (Smith et al., 1977). The CBAS is an observational behavioral assessment instrument that researchers may use to capture coach behavior in a naturalistic situation. It was at this time that Smith and his colleagues noticed a deficit of empirical study on sports coaches and their actions, as well as the implications of these behaviors, in juvenile sport contexts, at a time when interest in the young sports environment was expanding. In addition, Smith et al. (1983) highlighted that although there were numerous beliefs on how the normal sport coach operated at the time, these opinions were poorly based; almost completely on non-systematic observation, hearsay, and extreme instances of "good" and "bad" coaching. The goal of Smith et al (1983) was to devise a mechanism that would enable researchers to track the activities of coaches in real time, allowing them to get valuable insight into their work. The CBAS was developed over a period of time: Although it was originally designed to cater to soccer coaches, it has now been extended to include coaches from other sports (including football, basketball, and baseball) (Smith et al., 1977).

Handheld tape recorders were used to capture participants' observations of the coach's actions, which were afterwards transcribed and analyzed for content (Smoll & Smith, 1989). This strategy led to the discovery of twelve unique behavioral subtypes. Each of the twelve CBAS subcategories may be further broken down into two subgroups: reactive and spontaneous. Actions taken in response to an identified past event are known as active behaviors, whereas those taken in response to no prior event are known as reactive behaviors. Responses to intended performance or effort, responses to faults, and responses to misbehavior are further subdivided into three primary categories. Game-related and game-irrelevant spontaneous actions are subclassified under the spontaneous category. More than eight five thousand (8500) behaviors were classified for eighty (80) male coaches in minor sports, and more than one thousand (1,000) youngsters were questioned and given questionnaires by research group (Smith et al., 2007); according to a recent review.

This is what Smith et al. (2007) found as the key findings of their investigation, which supported the mediational model:

- 1) Coaching has a huge impact on the lives of the athletes they work with.
- 2) With high levels of encouragement and technical advice for athletes who make mistakes, coaches have seen the most positive effects in their athletes' lives.
- 3) The players report having more fun and developing a stronger bond with their teammates when their coaches employ positive reinforcement more often.
- 4) Despite the fact that a team's win-loss record had no effect on how much its players wanted to play for their coach and how much their parents liked their coach, the win-loss record had an impact on athletes' perceptions of their parents' views of their coach.

2.2. Multidimensional model of leadership

Multidimensional leadership highlights that leaders' actions are crucial to the influence process used by coaches to influence their clients, and this model is founded on research (Chelladurai, 2007). The three parts of the model are discussed in detail below: an antecedent (situational, leader, and member attributes), a core mechanism (required, actual, and perceived leader actions), and a result (satisfaction and performance). While situational variables have an influence on both desired and necessary behaviors, leadership qualities have an impact on the actual conduct of leaders, and members' traits have an impact on both preferred and required behaviors. There are several theories on how a leader's behavior affects his or her employees' well-being and productivity. A better way of describing it is that we like to conceive of basic processes as mediating the relationship between traits and outcomes, which is not exactly correct. The multidimensional leadership paradigm's transformational leadership component was also included into the concept (Charbonneau, Barling, & Kelloway, 2001).

The congruence hypothesis reflects the influence of the contingency technique, which is a fundamental part of the model itself (Yukl, 1971). The congruence theory suggests that the discrepancy between genuine leader actions and

followers' expected behavior or compulsory conduct affects athletic enjoyment and performance. With a narrower margin, athletes have better results.

The Leadership Scale for Sport (LSS) was developed by Chelladurai and colleagues as a dimension for evaluating leadership effectiveness in sports (Chelladurai & Saleh, 1980) for its adopted results. There are 40 subjects on the LSS, which is broken down into five behavioral dimensions: training and teaching, democratic behaviors, autocratic behaviors, social support, and positive feedback. For this purpose, there are 40 items on the test. The following are definitions drawn from Chelladurai's work: (2007). "Training and instruction – Coaching behavior aimed at improving athletes' performance by emphasizing and facilitating hard and strenuous training; instructing them in the skills, techniques, and tactics of the sport; clarifying the relationship among members and structuring and coordinating the members' activities. Democratic behavior – Coaching behavior that allows greater participation by all the athletes in decisions pertaining to group goals, practice methods, and game tactics.

Autocratic behavior – Coaching behavior that involves independent decision making and stresses personal authority. Social support – Coaching behavior characterized by a concern for the welfare of individual athletes, positive group atmosphere, and warm interpersonal relations with members. Positive feedback – Coaching behavior that reinforces an athlete by recognizing and rewarding good performance.

Athletes' reports on their coach's behaviors (actual); athletes' reports on their own preferred leader behaviors (preferred); and leaders' self-reported behaviors are all different measuring viewpoints of the LSS (self-report). All three measurement perspectives have been employed to some degree in the current research. The multidimensional leadership paradigm's core predictions may be tested using the Leadership Strengths Survey (LSS).

Chelladurai (1978) made an important contribution to the literature on sports leadership by introducing the congruence hypothesis, which is still being investigated today. When two concepts are connected, congruence may be described as the degree of agreement, or fit, between them. It is often assumed that this congruence will impact the outcome (Edwards, 1994). There are two possible "fit" combinations in sports, according to the study (Chelladurai, 1984), preferred-actual congruence (the actual leader behaviors from an athlete's point of view); and actual-required congruence (the actual leader behaviors from an athlete's point of view) (with the measurement of required behavior being unclear). There has been a large amount of sport-related study focused on the preferred-actual congruence rather than the actual-required congruence. This lack of research is most likely due to the difficulty in determining and measuring exactly what actions are required of a leader in a specific setting.

The researchers claim to have investigated the congruence hypothesis using two different approaches. You may then utilize this discrepancy score in further study in order to predict a result, such as pleasure, or an offshoot of that result, starting with the desired behavior and subtracting the actual behavior from the intended behavior (or the other way around). Discrepancy scores, for example, may be expressed as a square. Two more phases in the approach involve the establishment of an interaction term between expected and actual behavior, and the application of moderated hierarchical regression analysis to the data.

Discrepancy(or difference) scores should be avoided when assessing congruence hypotheses because of their inability to be relied on and conceptual ambiguity, as well the imposition of improper limitations on the model (Edwards & Parry, 1993). It has also been used to gather data on athletes' preferences, athlete perceptions of the frequency of leader behaviors, and explore the association between perceived leader behaviors and athlete performance among other things, as well as to test the congruence hypothesis. It has been shown that participation in sports may be influenced by factors such as gender, sport type, playing position (defensive vs. offensive), and athletic ability. In a sample of National Collegiate Athletic Association (NCAA) football players, Riemer and Chelladurai (1995) found that defensive football players preferred democratic, autocratic, and social support over their offensive counterparts. Riemer and Toon (2001) found that lower-ability athletes (division I versus division II) prefer positive feedback to higher-ability athletes and that male athletes preferred more autocratic behaviors while female athletes preferred more positive feedback. They concluded that men prefer more autocratic behaviors while women prefer more positive feedback. They concluded that men and women had different preferences when it comes to obtaining positive feedback. Gender disparity in support for democratic behavior has been found by the prior study (Martin et al., 1999).

Additionally, researchers found that the preferences of teenage groups between the ages of 10 and 13 and those between the ages of 14 and higher were not different (14-18 years). It has been shown that athletes' preferences are linked to their participants' trait anxiety and motivation (self-determination). Cruz and Kim (2017) postulated that the genders of players and coaches may interact to influence athletes' sport preferences, in an effort to explain their prior research's contradictory results. Cruz and Kim (2017) examined this possibility in their research. When compared to males, girls prefer a more democratic, autocratic, and socially supporting atmosphere, while boys prefer a more democratic, autocratic, and socially supportive environment when they have female coaches. Coaches may choose to consider characteristics such as gender (for both players and coaches), ability, and position when determining

selections for their teams. These variables, as well as their interactions, clearly vary across various demographic groups. In order to have a better understanding of these gaps, it may be necessary to do more research.

3. Research Design

The present study has selected the systematic review analysis as its research design. The systematic review analysis is a minimal set of elements for reporting in systematic reviews and meta-analyses supported by evidence (Choi, 2021). It is primarily concerned with reporting reviews that assess the effects of interventions. Still, it can also serve as a foundation for reporting systematic reviews with goals other than assessing interventions. This methodology aims to help researchers improve the reporting of systematic reviews and meta-analyses (Kim & Kang, 2022). It also is useful for critical appraisal of published systematic reviews, although it is not a quality assessment instrument to gauge the quality of a systematic review. That means that the potential readers can find information about the objective, methodology, findings, and conclusions of the systematic review being described under each of the headings found in structured abstracts. Compared to unstructured abstracts, they provide readers with more thorough information and make it easier to find information. Context, purpose, data sources, study selection criteria, study appraisal and Synthesis methods, results, limitations, and conclusions could all be included in a well-structured abstract of a systematic review (Hong, 2021). A simpler abstract structure could cover but condense parts of the sections mentioned above or delete some headings such as background and limitations.

The primary findings of the review are presented in the section on data synthesis. The present author included numerical data with confidence ranges for the most crucial outcomes if the review contained meta-analyses. The present author listed the reviewed research's major problems and the review process's limitations under the limitations heading. The researchers should offer concise, fair conclusions directly related to the review's goal and findings. It would also be beneficial if the writers provided some details regarding the funding for the review. Even in cases where some information from the review authors sought is unavailable, readers must understand what information was sought. Suppose the review is limited to reporting only the variables obtained rather than those deemed crucial but could not be obtained from the original reports or journals. In that case, bias may be introduced, and the reader may be misled (Kang, 2021). Therefore, it will be beneficial if writers point readers to the technique and archive their extraction forms, including variable definitions. A description of the procedures employed should be included in the published systematic review and, if applicable, information on how readers can acquire additional resources.

The present author also noted whether any variables were added after the review had begun. These variables might be discovered in the studies the reviewers mentioned. To help potential readers understand the review process, authors should explain any circumstances in which additional variables were added to those originally mentioned in the protocol. The validity of the included studies determines the likelihood that the treatment effect reported in a systematic review approximates the real one, as certain methodological traits may be connected to effect sizes (Woo & Kang, 2021). Trials without appropriate concealment tend to overstate treatment benefits compared to those without reported acceptable allocation concealment. Consequently, the present author explain employed to assess the potential for bias in the included studies and how they applied the data. In the instance where no assessment of the risk of bias was made.

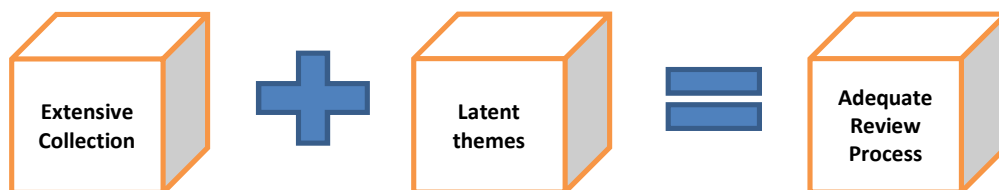


Figure 2: Screening Process for Final Usable Dataset

4. Results

According to preference literature, coaches may want to take into account factors such as gender (of the athlete and coach), talent, position, and psychological character of the athlete when making judgements about their players when making choices about their players. The implications of these variances and the complexity of how, when, and why these variations arise may need more investigation. Before more conceptually oriented research can be done, it will be difficult to draw conclusions or make suggestions. Athletes may favor specific activities, but this does not always mean that their performance will increase as a consequence of their desire to participate in these activities. If an athlete has a strong affinity for a given activity and is often exposed to that action, does he or she have a better chance of developing favorable adaptations? Regardless of gender, sport type, ability, location on the field, or age, research has concentrated on discovering variations in degree of preference between men and women; future studies should likely start looking at other distinguishing characteristics, such as personality traits. Athletes' food preferences may be impacted by a range of personality traits, such as narcissism, extroversion, and conscientiousness. With the notable exception of Cruz and Kim (2017), the timing and/or mix of certain behavioral patterns has not been addressed in most studies utilizing core principal-agent paradigms. Athletic training regimens may be less effective if athletes get big amounts and/or high levels of their favorite behaviors while also obtaining large quantities and/or high levels of their non-preferred activities.

No matter how much we've learned about leadership thanks to the multidimensional model, we still think it might be better to rethink of the inclusion of transformational leadership as an antecedent and conceptualization framework for the necessity of sports leadership in business (Bormann & Rowold, 2016). That is; include a broader variety of leader behaviors; eliminate the necessary behavior dimension; add mediators to explain the link between (actual and preferred) behaviors; and include moderator variables— all of which are current – in a multidimensional leadership model, which should be improved upon. Each of these notions will be explained in further depth as follows:

4.1. Modification (A)

The paradigm provides a useful lens through which to view transformative leadership. We believe that the model's positioning of transformational leadership is questionable. Here's an illustration of what we mean. Prior research found that transformational leadership is a strong predictor of context, leader traits and member characteristics. Charismatic leadership behavior (Kao & Tsai, 2016) is seen as changing not just the leader's attributes but also those of his or her subordinates and the surrounding environment, according to the study (Riemer & Toon, 2001). Transformational leadership is a behavioral approach to leadership, and it's not obvious who is expected to behave in a transformative way from the outset. This notion is problematic conceptually. Due to the coach's efforts appearing later in the model, it is impossible to credit the model's transformational leadership component to him or her. If the coach isn't delivering transformational leadership, it's most likely going to be someone else in the sport club or bigger organization, such as the performance director or athletic director, or someone else in the company. Even while it's difficult to pin down exactly "who" is responsible for transformational leadership, the fact that it's predicated on situational, leader, and member characteristics complicates matters even more. Due to the inability of transformational leadership to impact individual characteristics such as personal traits like gender and age in a theoretically sound way, this is the explanation behind this. The second proposed enhancement is to integrate transformational leadership as a component of the actual behavior dimension of the model to give a complementary set of behaviors to those identified in the LSS (Chelladurai, & Saleh, 1980).

4.2. Modification (B)

Increase the amount of distinct behaviors that are represented in the model. It is our opinion that not only might transformational behaviors be included into the behavioral component of the model, but that other leader behaviors could also be incorporated into the model. We encourage academics to investigate the congruence hypothesis both within sport research and in other domains such as OB/IO in order to put it to the ultimate test (Antonakis & House, 2014). Using the congruence hypothesis, we may improve our understanding of leader behaviors in sports if we were able to broaden the behavioral repertoire that was investigated.

4.3. Modification (B)

Remove the necessary dimension of behavior. Because of the difficulty in defining, operationalizing, and measuring the required behavior dimension, the current author proposes that this element of the model be dropped. However, Chelladurai (2007) does not define the requisite behavior dimension specifically, but rather examines the elements that impact it. Consequently, there is a great deal of confusion and misinterpretation around this topic. When researchers don't include the construct in their study or they operationalize and assess it in a number of ways, this is shown (e.g., Chelladurai, 1978; Kao et al., 2015). As a result, the current author proposes that the construct be removed from the model since there is no adequate specification.

4.4. Modification (D)

Explanatory theories should be included. For the congruence hypothesis to be proven, further study is needed. For example, researchers must explain how congruence impacts the model's outcomes of interest, such as member satisfaction and group performance, as well as the theoretical justification for this (Edwards, 1994). This relationship must be identified and understood in order for us to improve in our understanding of the constructions. Scholars are invited to offer theoretically robust explanations of the impact process of congruence, as well as empirically complete assessments of their theories. Various categories, such as cognitive (such as identification), affective (such as positive or negative affect), relational (such as trust, leader-member exchange), and motivational (such as self-efficacy), might operate as mediators of the congruence–outcome link. The discovery of boundary conditions around explanatory processes is an important part of this theoretical evolution, which gets us to our last proposed adjustment.

4.5. Modification (E)

Identify the theory's breadth and validity by include moderating factors (boundary conditions). Fundamentally, studying boundary conditions reveals which theoretical connections are legitimate and which are invalid depending on the situation and the parties involved (Feltz, Chase, Moritz, & Sullivan, 1999). Situations, timeframes, and people that have a significant impact on satisfaction and performance may be considered border conditions in the congruence context. Riemer and Toon (2001) hinted that situational variables might play a role in this section of the model, stating that While the MML suggests that situational factors are antecedent to preferences and perceptions (i.e., actual behavior), they might also impact how preferences and perceptions interact to affect satisfaction (Gioia & Sims, 1985). Because of this, we highly advise that potential moderators be tested within the context of the model to ensure their suitability. There is still a great deal of work to be done in the area of sport leadership, and the multidimensional model of leadership has made major contributions to our understanding of the subject, as previously noted. Despite being published more than 40 years ago, Riemer and Chelladurai's (1995) logic still holds up today as a testament to the relevance and depth of his work in this field. Theoretically and methodologically, we may anticipate to see more of this kind of research in the near future in the literature of sports sciences.

4.6. Sport's Leadership Concepts for Business Leaders

Trying to balance the need for revolutionary leadership in the workplace with the need for sports leadership on any level is a challenge of equal measure. Transformative leadership is characterized by its ability to inspire, grow, anchor employees to key ideals, and stimulate their minds; according to the most current research on this issue (Arthur et al., 2017). Initially, this style of leadership was designed to address four crucial components of leadership behavior: idealized influence, inspiring drive, intellectual stimulation, and individual caring. There are now other characteristics associated with this leadership style that have come to light in recent years (Bass, 1985). Transformative leadership is often compared to "transactional leadership", which is defined as leadership built around a system of reciprocal exchanges reinforced by incentives and sanctions. In accordance with the augmentation hypothesis, transformational leadership yields more accurate outcomes than transactional leadership (Judge & Piccolo, 2004).

According to a study in sports, transformational leadership has a positive effect on company success. Communication and commitment, two possible mediators, may strengthen the impact of transformational leadership on cohesiveness. Charbonneau et al. (2001) found that intrinsic drive serves as a bridge between transformational leadership and performance. Researchers observed that the influence of a transformative leader on the well-being of both athletes in sports and analogous to employees at workplace is mediated by their capacity to satisfy their demands.

For their examination, researchers have already started to look into contextual or situational variables. Transformative leadership and increased effort are linked to athletes' self-esteem, according to the prior study (Arthur et al., 2011).

Transformational leader actions such as building acceptance of group objectives and pushing athletes to high performance standards were shown to be less motivating for athletes who scored higher on the narcissism scale, according to the research. In a football environment, Bormann et al. (2016) studied the role of transformational leadership, team performance, and winning orientation. A three-way interactional design was used to investigate transformational leadership, team performance, and win orientation. According to this study, the relationship between transformational leadership and individual performance levels was shown to be affected by both individual and contextual characteristics (such as the team's overall performance). A company's rating of its workers' performance and productivity might be used as a benchmark. In order to improve management and sports coaching and training productivity over the long term, we promote further study into the influence process and boundary conditions of transformational leadership, as well as meditation and multidimensional models.

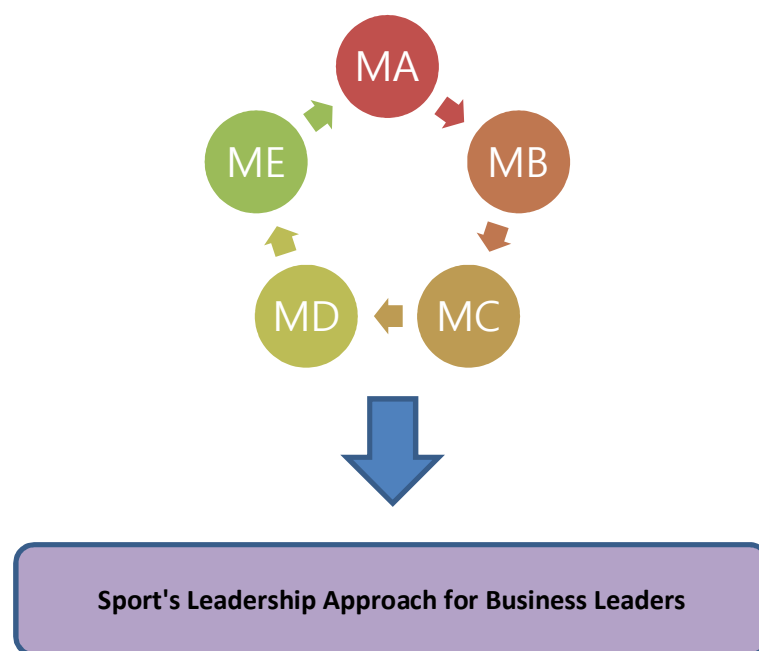


Figure 2: Summarization of the Findings

5. Conclusions

As a substantial contribution to the literature and raising imperious questions concerning diverse measuring approaches, it is probable that the aforementioned conclusion is a bit too early to arrive. To begin with, this result implies that the observational measure is by far the best way to evaluate coach conduct and that it is the only way to determine what is really going on. However, we do not believe that the method is without flaws and that it should always take priority over other methods of measurement. Additionally, each technique of measurement has unique advantages and disadvantages in certain contexts. The approach that is chosen must be compatible with the study's design constraints and the research question at hand. Another factor contributing to this finding is the study's extensive participation among coaches, the majority of whom work with young athletes. As a result, there is a power disparity between the coaches of children and the adults who supervise them. As previously indicated, the correlations between the various measurement views may be affected by the fact that coaches engaging in young sport may differ from coaches participating in adult sport on major characteristics like age or experience. As a last consideration, individual differences may have a moderating influence on the relationship between different beliefs. As an example, people with a high degree of trait anxiety concentrate their attention primarily on the negative and potentially dangerous

aspects of their immediate environment. The relationship between coach and player measurements may be biased in one way because high trait anxious athletes may express more negative views of the coach's behaviors than low trait anxious athletes. For example, coaches who are more self-conscious will be more aware of the behaviors they engage in than others when it comes to assessing correlations. Studying and discussing how current knowledge of this topic may be impacted by these new situations is welcomed.

According to the researchers, the preferred-actual congruence hypothesis produced unclear and conflicting findings in the creation of a multidimensional model of sport leadership. Chelladurai (1984) discovered evidence to support the congruence idea, despite other analyses finding no evidence to support it (Riemer & Toon, 2001). Analytical methodologies used to test the congruence hypothesis may have changed, as well as variances in the leader behaviors being examined, the types of sports being studied, and the demographics of the participants.

In practice, relatively little research has been done to analyze this aspect of the multidimensional model of leadership, with just one published study investigating this actual-required congruence section of the multidimensional model (Kao et al., 2015). According to Kao et al. (2015), the athletic director's desire for the coach to display leadership behaviors offered evidence of congruence, but only if the coach got positive feedback from his or her team members. When it came to defining essential conduct, the average athlete's choice for leader characteristics across different sports was used. The previous study found no correlation between the mandated activity and the athlete's choice of leadership characteristics. As a last point, Shields et al. (1997) introduced the concept of perceptual congruence into the literature. According to athletes' perceptions, perceptual congruence refers to the degree to which actual leader behavior and self-reported behavior are congruent. Shields and colleagues also renamed Chelladurai's preferred-actual congruence (the actual leader behavior determined by athlete perceptions) to value congruence. Value congruence predicted cohesiveness, however the researchers found that perceptual congruence had a stronger effect.

As far as sports leadership research goes, we provided an outline of what is currently known and what has been found. There is no doubt that athletes and teams gain from the coaching and training that coaches give. Every aspect of a coach's reality is likely to be as complex as it needs to be; thus, no one model or theory can capture all about it. Good theory, coupled with a holistic approach and thorough testing of correctly articulated hypotheses, will definitely shed light on this complex and fascinating world. Although the profession as a whole has made great progress, there is still a lot of work to be done and the path ahead is both tough and exciting, so stay tuned for updates. We are aware of the challenges that sports leadership researchers will face, and we hope that everyone in the field will take advantage of this rare chance to work together. As an organization, our reputation, importance, and financial resources are at risk if we don't stay on top of the most recent ideas and methodologies being used.

In our research, the following are the most significant advice for corporate leaders and managers, as well as athletes: Making a return to observational methods Leader behaviors are included in the multidimensional model, but the needed behavior dimension is eliminated. Congruence has an effect on model results, and moderators can help explain how that link evolves over time, including whether or not it will remain constant or weaken or strengthen or be neutralized entirely. Re-examining the congruence hypothesis using polynomial regression and response surface methodology, as well as addressing discrepancies when designing studies or employing an instrumental variable approach, would improve the effectiveness of sports leadership for sports coaches and business managers and leaders, respectively. In order to avoid the use of tautologies in the study, identifying trials and quasi-experiments to verify causality would need a rigorous specification of leadership constructs.

This study, like any other, has its own set of limitations. In spite of this systematic literature review being done in an appropriate way, it is important to point out the process's probable drawbacks. Only academic peer-reviewed papers published in English and systematically accepted were considered for this study's screening process, as indicated in the preceding section. Excluding non-academic articles and academic journals published in languages other than English helped us narrow the scope of our search. The phrase "The Necessity of Sports Leadership for Business Leaders" was used as a search keyword to locate the publications included in this study. It is possible that using more specific keywords, such as 'Leadership Strategies for Managers and Coaches,' might lead to more results. COVID's limitations and the fact that it is still in place, necessitated this move. There's a chance these physical articles may be utilized to add to the current conversation around this topic. In general, it should be noted that various database searches, keywords, and publication years will provide different samples, which in turn may lead to a variety of results. As a result, researchers planning future investigations may choose for a different screening method. The articles used for data analysis in this study examined the value of sports leadership for business leaders in a number of sports, including athletics and handball, among others. There is a good chance that different sports will provide different insights on the value of sports leadership for CEOs. This might include study on sport leadership in individual sports such as swimming and taekwondo as well as team sports such volleyball and basketball, which could provide unique information for both academics and the sports administration industry. Boys and girls sports at all levels might show an important dynamic that future research may desire to pursue more in order to better understand the dynamics of

teenage sport. In the context of the necessity for athletic leadership among corporate executives, future research may address the potential of gender dynamics related with leadership.

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