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## A Systematic Literature Review of Sport Leadership in Youth Sport

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**Honors Research Project**

*A Systematic Literature Review of Sport Leadership in Youth Sport*

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## **ABSTRACT**

The purpose of this paper was to complete a systematic literature review (SLR) of previous articles about leadership in youth sports. While sport leadership as a subject matter has contributed to the body of sport management and its academically associated literature for decades, seemingly, there exists a lack of understanding of this subject matter in the context of youth sport. Two rounds of screening process resulted in a sample of 20 appropriate articles for SLR. Then, the purposes, methods, and results, and of the 20 articles were analyzed. Based on the SLR of 20 articles, two salient themes were noteworthy for discussion. First, there seems to be a lack of leadership training and education available for coaches and managers at the youth level. Secondly, leadership training for coaches and managers through structured programs and its effective and efficient implementation are most important in developing leadership and positive experience for youth sport. This study suggests that as the focus becomes more on creating constructive developmental experiences for the youth involved. Also promoting positive youth development through leadership programs for coaches and managers are crucially important. Further discussion is provided as well.

**Keywords:** youth sport, coaching, leadership, literary review

## Introduction

With an estimated 41 million youth in the United States participating in athletics each year, there are millions of coaches and managers in youth sport who interact with young athletes on almost a daily basis (Brinton, Hill, & Ward, 2017). According to the Aspen Institute Project Play, for instance, youth sports aged between 13-17 showed participation growth in 2019 (see <https://www.aspenprojectplay.org/state-of-play-2020/ages-13-17>), specifically, the participation growth was found in softball (12%), lacrosse (8%), field hockey (8%), and volleyball (8%). Based on the same report, the number of youth that did not participate in any sport activity was only 18% (see <https://www.aspenprojectplay.org/state-of-play-2020/ages-13-17>).

For decades, academic endeavors to understand the dynamics of youth sports have shown tremendous contributions. Youth sports are among one of the most influential pillars in the development of adolescents (see Côté, 1999). Youth sports act as a gateway for the growth and maturation of its athletes into fully functional adults. This process is heavily guided and influenced by the coaches and managers that are at the forefront of these young athletes. This participation leads to important developmental assets such as physical, cognitive, and social competencies (see Côté, 1999). Additionally, the participation could provide a platform where these young athletes could develop healthy self-esteem, higher rates of pro-social engagement, academic success, and development of character and life skills (Vella, Oades, & Crowe, 2013).

On the other hand, there exists dark sides of youth sport participation. Previous research suggest that sport participation can lead to injury, increased anxiety, stress, burnout, alcohol use, and drug use (Bean & Forneris, 2016). These experiences cannot be overlooked, and how positively or negatively that these children are affected most can be traced back to the coach(es) and manager(s). The leadership of individual coaches or managers are fundamental to providing

young athletes the best experience possible and creating a nurturing environment for them to grow in. It has been recognized by researchers that positive youth development may not be facilitated by mere participation and assert that sport programs should be intentionally structured to enhance athlete development (Bean & Forneris, 2016).

With the number of coaches and managers having direct contact with youth athletes and their potential influence daily, these points become more paramount. Leadership has been discussed and explored numerous in research. Leadership can be defined as a behavioral process in which an individual influences another individual or group to accomplish a set of shared goals (Voelker, Gould, & Crawford, 2011). In the context of youth sport and its managerial perspective, it is speculated that a leader should be strategic in terms of management skills in a way that will maximize their performance and success. Previous studies show certain leadership styles are used at the youth level to develop their players (Pankow, Mosewich, & Holt, 2018).

While considerable research exists on the topic of sport leadership in sport management its academically associated literature, it appears understanding leadership in the context of youth sport is limited. For instance, despite the amount of research that is focused on the development of the athlete-coach relationship from a professional or higher level of sport context, there is a lack thereof the coach-athlete relationship at the youth level.

Given that, the purpose of this study is to conduct a systematic review with a particular focus on investigating leadership in youth sport. Understanding leadership in youth sport is critically important both academically and practically as young athletes are at a crucial point in their development not as an athlete, but more importantly who they will become as adults. Further investigation of it will provide invaluable insight as to the role of leadership in the

context of youth sport, and, as a consequence, it will contribute to a healthy and positive developmental experience to young athletes.

## **Leadership Styles**

A leadership style can be defined as relatively stable patterns of behavior displayed by leaders (Pankow et al, 2018). There are many different types of leadership styles that are adapted and used by coaches and managers, with most combining a mix of styles to find their own unique and individual combinations as a coach. One of these styles of leadership is transformational leadership (TFL). This type of leadership style is focused on a follower-centered approach and requires leaders to have their followers support a future oriented vision based on charisma, inspiration, intellectual stimulation, or individualized consideration (Pankow et al., 2018). Other leadership styles include transactional and laissez-faire leadership. Transactional leaders consist of leaders who display behavior associated with reward-based leadership (Pankow et al., 2018). This type of leadership is focused on leaders with a one-way approach, with no input from followers. Laissez-faire leadership on the other hand is a hands-off approach to leadership. The leader commits to an absentee style (Pankow et al., 2018). This type of leadership allows its followers to make the important decisions (play style, practice drills, strategy, etc.)

In a professional sport setting, this can be incorporated as mutual trust between a leader and his/her followers; that is to say, a sign of autonomous functioning between the coach and his/her athletes. Although too often, this same approach is taken by coaches and managers in youth sports. With coaches or managers who are either unqualified or take the role mistakenly and give their youth athletes little to no direction. TFL, lately, has been considered one of the best tools for coach-development in youth sports. Its associations with high level coaches and managers and its six associated behaviors by its coaches and captains (high performance

expectations, appropriate role modeling, inspirational motivation, acceptance of group goals and teamwork, individual consideration, and intellectual stimulation (Pankow et al., 2018) have played a large part to its success.

### **Coaches Leadership Training**

When it comes to leadership, many consider it fundamental to the success and growth of a program. Often, people believe leadership comes strictly from the coach in a sports environment. In truth, a large portion of leadership and growth in a program comes from the players themselves. It has been proposed that without having peer leadership, their teams would lack a sense of motivation and unity (Gould et al., 2013). Whether they are assigned (team vote, coaches' choice, captaincy) or unassigned (lead by example, act as a voice for other teammates, etc.) each player can have a significant impact. However, coaches and managers are at the forefront of making sure that their athletes receive the necessary training and foster their athlete's development in leadership. College athletes have promoted that their coaches and managers have played an integral role and were kind and supportive, spent time developing their skills, served as stimulating figures, assigned leadership roles, and include the players in important decision-making discussions (Gould et al., 2013).

The issue then becomes, that leadership training for leaders (e.g., coaches, managers, captains, administrators, etc.) becomes extremely limited, especially at the youth level. In an interview with 13 former high school captains, all 13 responded that they were not prepared by their coaches or managers for their leadership role (Gould, & Voelker, 2010). Nevertheless, coaches at the youth level have some understanding as to what makes a good leader and that they need training. In an interview with 10 coaches, they were asked if leaders are born, made, or a combination of both? The majority of coaches suggested that there needs to be a combination of

both. Suggesting that people are not just inherently leaders, but that they must also receive the proper training to be made into one. (Gould et al, 2013). Just as an athlete will not receive the benefits of sport solely from participating, a captain will not become an effective leader by being named captain alone (Gould, et al., 2013). In another study, it shows that the biggest weaknesses reported by high school captains are failing to facilitate relationships with coaches and teammates (Voelker, et al., 2011). This issue can be put on the coaches that are in charge of developing these athletes. An inability to facilitate relationships starts with the relationship with a coach and his/her captains. The establishment of this relationship by a coach or manager with their team leaders will then act as a template that captains can follow and establish themselves with their peers.

Some training does exist for coaches and managers who are trying to help promote leadership development. For instance, training programs educate coaches and managers about the importance of opening lines of communication between themselves and their captains, outlining expectations, giving feedback, reinforcing behaviors, and encouraging training programs (courses, conferences, and councils (Gould et al., 2013). However, there are limitations as to what you can provide to young athletes. At a young age, these athletes should receive appropriate training without feeling overwhelmed as it is important to find that balance. This becomes even more difficult when understanding that at the youth level, as discussed before, there are too many underqualified or untrained coaches and managers for their position. It is necessary that when understanding leadership development in youth athletes, that the focus is on coaches and managers who are also receiving the proper training as well.

## **Methodology**

### **Search Methods**



The peer-reviewed articles included in the search were identified through the searches of electronic databases accessed by the authors' university library system. A total of 23 databases were included for this research. These databases were chosen due to their perceived relevance to the topic of sport leadership in youth sport. Databases included were: Academic Source Complete, Business Abstracts with Full Text, Business Source Complete, Caribbean Search, Central & Eastern European Academic Source, Communication & Mass Media Complete, Consumer Health Complete – EBSCOhost, Education Full Text (H.W. Wilson), Education Research Complete, Entrepreneurial Studies Source, ERIC, Gender Studies Database, Health and Psychosocial Instruments, Health Source – Consumer Edition, Human Resources Abstracts, LGBTQ+ Source, Middle Eastern and Central Asian Studies, Race Relations Abstracts, Small Business Reference Center, SocINDEX with Full Text, SPORTDiscus with Full Text, Vocational and Career Collection, and Women's Studies International.

### **Inclusion and Exclusion Criteria**

The initial search required articles that must be 1) peer-reviewed journals that provide a full access to the article and 2) in the English language. Using the keyword of “youth sports leadership”, the first round of screening generated a total of 66 peer-reviewed articles. For a second round of screening, this study is particularly interested in recent articles, so the search includes peer-reviewed articles published after the year of 1999 only. Peer-reviewed articles that requires a library loan were excluded. Also abstracts, conference proceedings, and opinion were excluded. Then, a total of 42 peer-reviewed articles were retrieved; however, after duplicates were removed, there remained 20 articles that were included in the final analysis of this study.

### **Sample**

After peer-reviewed articles were identified using the keywords of “youth sport leadership”, a final number of 20 articles of appropriate articles were obtained. The final sample included articles from a variety of journals covering sport psychology, coaching, sport pedagogy, and so forth. Table 1 shows the list of journals and the number of articles included from each journal.

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Insert Table 1 Here  
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Table I indicates that the majority (n=18) of articles were published in academic journals that focus on the area of sport. The other two (Cogent Psychology, n=1; Journal of Leadership Studies, n=1) were the only academic journals that were non-sport specific in terms of its aim and scope of the journals.

### **Data Analysis**

For this study, the following information was extracted from the academic journals: 1) is the study qualitative or quantitative? 2) what sport(s) are focused in the study 3) what was the purpose of the of the study? And 4) what were the results/findings of the study? The findings were then put into tables based on the criteria above.

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## **Findings**

### **Qualitative vs Quantitative**

The result of our analysis shows that a majority of articles were qualitative (n=12), while the minority were quantitative (n=8). (See Table 2). Specifically, interviews were mainly utilized.

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Figure 1 Here  
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### **Types of Sports**

The result shows that soccer (n=3), football (n=1), handball (n=1), multiple (n=6), or not specified (n=9). (See Table 2). It means that leadership study in the context of youth sport focused on either multiple sports or not specifically on a single sport. For instance, Gould and Voelker (2010)' study is focusing on leadership of high school captains, and it did not specify single sports; rather, it is focusing on multiple sports/ not specified.

This allows for the development of a commonality between sports, and the impact of leadership and development is not limited to a singular or combination of sports, but instead encompasses all of sport.

### **Purposes and results/ findings of previous articles**

Table 3 shows the purposes and results/ findings of previous articles. Among the articles included, despite their uniqueness, are parallels that can be drawn between them. Out of the 20 studies involved, four of them directly involved the athletes in youth sport, nine of them incorporated the training and effectiveness of coaches/ managers, or leaders (e.g., team captains) in youth sport, and seven were based on the programs that are incorporated into youth sports. With much of its focus falling on the coaches and managers in youth sport, focus on athletes for leadership development is very important in the context of youth sports.

### **Discussion**

The purpose of this study is to conduct a SLR of previous articles about leadership in the context of youth sports. The purposes, results, and methods of 20 articles identified through screening processes were investigated. Based on the SLR of 20 articles, two salient themes were noteworthy for discussion. First, there seems to be a lack of leadership training and education available for coaches and managers at the youth level. It appears that leadership is under-explored and under-investigated in youth sport, with coaches and managers facing less educational opportunities about developing leadership skills (Gould & Voelker, 2010). Whereas intercollegiate sport and professional sports have great leadership programs, youth sport programs do not have the same levels of resources; therefore, financial as well as informational support should be provided for development leadership programs for youth sports.

Secondly, leadership training for coaches and managers through structured programs and its proper implementation are most effective in developing leadership and positive experiences for youth sport. Table 3 supports the theme noting some of the most inherent issues with youth

sports are leadership development for both coaches and managers. Importantly, this problematic issue of a lack of leadership development for coaches and managers is becoming not only for youth sport but also for the overall sport industry. It is because understanding leadership and its skills are quite important in today's complex and diverse business environment affecting the sport industry (Williams, Roberts, & Bosselman, 2011). Additionally, due to the importance of development of young adults through their sporting experience and participation, promoting positive youth development through a leadership program is very important (Bean & Forneris, 2016).

The argument can be made that at the youth level there are so many factors that go into the development of a child or young adult through sport and even more variable that it might be too challenging to discover the most optimal way to promote and develop leadership through sports and instead focus on leadership programs. At least to this point, it remains difficult to determine how actual coaching behavior is related to positive youth development compared to perception of coaching behavior from the athletes (Vella et al., 2013). Along with this, a coach only represents one microsystem among many others, such as parents and peers (Vella et al., 2013). However, contrary to that argument is that while it is understandable that sport itself is not magical, it is how sport is structured that makes the difference (Bean & Forneris, 2016). This allows for sports themselves to be a leading catalyst for athletes at the youth level to develop their leadership skills. This only escalates the importance of proper training for coaches and managers at the youth level to optimize the structure of its programs for its athletes.

While leadership programs are not necessarily the most important factor on the development of leadership in sport, programs are necessary for coaches and managers. Research has shown coaching education significantly would increase coaching efficacy (Sullivan,

Paquette, Holt, & Bloom, 2012). This supports the notion of why education is so important. At the youth level in particular, these training programs could promote more positive leadership behavior by the coaches and managers, such as congratulating their athletes or looking out for their well-being. Importantly, these training programs are not just for individual coaches. Due to the perceived advantages of such training and education programs, it should also be the priority of the youth sport organizations to promote and support the education of their coaches and managers (Sullivan et al., 2012). Organizations that are involved and invested in youth sports should be incorporating and or providing support for this education among their coaches and managers. The extra investment would then create the most optimal and successful learning environment for both the youth involved and the organization itself (team success, leadership training, etc.).

According to Table 3, it implies that there still appears to be a lack of research into youth sports and in youth leadership development specifically. Out of the 20 articles used for this study, only 2 articles were from after the year 2018, and the total number of articles available remained low compared to those in other major fields such as sport marketing or sport management. This apparent need, yet lack thereof, leaves the door open for opportunities for research and further discussion into youth sports.

To summarize, sports are ever evolving; thus, as do the sports, and so too does its practices. This is not limited to just a singular level of sport, but at all levels. As the focus on youth sport becomes creating positive and healthy developmental experiences for the youth involved (MacDonald, Camiré, Erickson, & Santos, 2020), continuous strategic emphasis on delivering the values as well as the importance of leadership should be implemented to the entire youth sports community. One of the ways to support this emphasis might be deliberate efforts to

prove the importance of leadership through rigorous academic efforts by researchers. Youth sports can provide a young athlete with experiences that greatly impact their development not only as leaders, but as adults in society. Emphasis on the study and implementation of improving their experiences at this crucial point only points toward positive implications within the context of youth sport towards their development.

### **Limitations and future research**

Like any studies, this study is not without limitations. Although this systematic literature review was conducted in an appropriate way, potential limitation to the process must be acknowledged. This study limited the screening process of the current study to only academic peer-reviewed journals written in the English language, available through The University of Akron University Libraries. Thus, this search did not include non-academic journals, reports, magazines, or academic peer-reviewed journals in a language other than English. Also, this study utilized twenty-four unique databases. Similarly, the current study was limited to academic peer-reviewed articles published after the year 1999. While this helps pertain the study to the most relevant material, it remains possible that earlier studies may also have relevant information that could both support and oppose conclusions drawn from this study. Additionally, this study used the keyword of ‘youth sport leadership’ to identify the articles. Different; yet more specific keywords, for instance, ‘leadership youth football’, could yield more articles. Due to covid and its continued limitations, this step was necessary to work around the current pandemic. Because of this, it is plausible that there is information from these physical journals that can add to the current dialogue of this study. Overall, it has to be noted that using different databases, keywords, year of publication would yield different samples, which potentially, may generate

different findings. Therefore, future research may want to employ a different screening process for this type of research.

The articles used for data analysis for this study investigated youth sport leadership in few different sports like handball, football, soccer, and even multiple sports. It is reasonable to assume that different sports may generate different knowledge about youth sports leadership. For instance, further investigation as to youth sport leadership between individual sports (e.g., swimming, taekwondo, golf, etc.) vs team sports (e.g., volleyball, basketball, baseball, etc.) may yield unique knowledge both academically and practically. Similarly, it is speculated that boys vs girls sports at a youth level may suggest a unique dynamic with meaningful implications, so future research may want to further explore to understand youth sport with different perspectives. Future research may want to explore possible gender dynamics associated with leadership in the context of youth sports.



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Table 1. Journals included in SLR

Journal	Count
<i>Case Studies in Sport &amp; Exercise Psychology</i>	1
<i>Cogent Psychology</i>	1
<i>International Journal of Sports Science &amp; Coaching</i>	3
<i>Journal of Applied Sport Psychology</i>	1
<i>Journal of Sport Psychology in Action</i>	1
<i>Journal of Physical Education &amp; Sports Science</i>	1
<i>Journal of Physical Education, Recreation &amp; Dance</i>	1
<i>Journal of Sports Science &amp; Medicine</i>	1
<i>Journal of Leadership Studies</i>	1
<i>Kinesiology Review</i>	1
<i>Physical Education &amp; Sport Pedagogy</i>	2
<i>Psychology of Sport &amp; Exercise</i>	1
<i>Sport Psychologist</i>	5

Table 2. Quantitative/qualitative articles included in SLR

References	Quantitative/Qualitative	Sport
Bean, C., & Forneris, T. (2016)	Quantitative	Multiple Sports
Bean, C., Forneris, T., & Elmer, S. (2016)	Quantitative	Not Specified
Gould, D., & Voelker, D. (2010)	Qualitative	Not Specified
Gould, D., Voelker, D., & Griffes, K. (2013)	Qualitative	Multiple Sports
Gould, D. (2017)	Qualitative	Not Specified
Luguetti, C., Oliver, K., Dantas, L., & Kirk, D. (2017)	Qualitative	Not Specified
MacDonald, D., Camiré, M., Erickson, K., & Santos, F. (2020)	Quantitative	Multiple Sports
Mesquita, I., Borges, M., Rosado, A., & de Souza, A. (2011)	Quantitative	Handball
Pankow, K., Mosewich, A., & Holt, N. (2018)	Qualitative	Football
Pierce, S., Blanton, J., & Gould, D. (2018)	Qualitative	Not Specified
Pierce, S., Erickson, K., & Sarkar, M. (2020)	Qualitative	Multiple Sports
Sullivan, P., Paquette, K., Holt, N., & Bloom, G. (2012)	Quantitative	Not Specified
Temel, C., Doganer, S., Namili, A., & Balci, V. (2015)	Qualitative	Not Specified
Vella, S., Oades, L., & Crowe, T. (2012)	Quantitative	Soccer
Vella, S., Oades, L., & Crowe, T. (2013)	Quantitative	Soccer
Vella, S., Oades, L., & Crowe, T. (2013)	Quantitative	Soccer
Vella, S. (2015)	Qualitative	Not Specified
Voelker, D., Gould, D., & Crawford, M. (2011)	Qualitative	Multiple Sports
Whitley, M., McGarry, J., Martinek, T., Mercier, K., & Quinlan, M. (2017)	Qualitative	Not Specified
Williams, J., Roberts, C., & Bosselman, R. (2011)	Qualitative	Multiple Sports

Table 3. Purposes, findings/ results of articles included in SLR.

References	Purpose of Study	Findings/Results
Bean, C., & Forneris, T. (2016)	The purpose of the study is to examine differences in program quality and possible youth outcomes across three youth programming context pertaining to the importance of intentionally teaching life skills.	Results concluded that intentionally structured programs scored higher in program quality and positive youth development compared to non-intentionally structured programs.
Bean, C., Forneris, T., & Elmer, S. (2016)	The purpose of the study is to conduct research to determine the validity and reliability of a new program, The Youth Program Quality Survey, a 24-item measure.	Results concluded that there were issues with all three proposed factor structures, creating the proposal of a new 4-factor 19-item model.
Gould, D., & Voelker, D. (2010)	The purpose of the study is to determine how much sport participation, and more specifically, captaincy, develops leadership. And what needs to be changed to the current youth sports landscape to help develop leadership in youth sports.	Findings concluded that captains, given the simplified nature of their roles and responsibilities, along with a lack of mentorship, the degree they learn about leadership is questionable.
Gould, D., Voelker, D., & Griffes, K. (2013)	The purpose of the study is to gain an in-depth understanding of the youth leadership development process in sport.	Findings concluded that all the coaches had proactive approaches toward teaching leadership in sport, but that the coaches could do more to enhance their leadership development practices.
Gould, D. (2017)	The purpose of the study is to gain a further understanding of community outreach and engagement in the context of youth sports and through the mission of the Institute for the Study of Youth Sports (ISYS) through The Michigan State University (MSU.)	Findings concluded that community outreach and engagement activities can greatly enhance the scholarly missions of the university.
Lugueti, C., Oliver, K., Dantas, L., & Kirk, D. (2017)	The purpose of the study is to discuss the process of co-constructing a prototype pedagogical model for working with youth from socially vulnerable backgrounds.	Findings concluded that upon the completion of the model consisting of key theme to co-construct empowering possibilities through sport for youth from socially vulnerable backgrounds.
MacDonald, D. J., Camiré, M., Erickson, K., & Santos, F. (2020)	The purpose of the study is to find out whether coaches Or athletes who took part in a positive youth development (PYD) education course reported more developmental experiences than those that did not. And whether coaches who partook in a PYD-focused coach education demonstrated more PYD-focused behavior than those that did not.	Results concluded that coaches who partook in PYD-focused coach education demonstrated slightly more PYD focused behavior, while athletes did not have any perceived changes.

Mesquita, I., Borges, M., Rosado, A., & de Souza, A. (2011)	The purpose of the study is analyze the value attributed to working competences, by Portuguese handball coaches based on coaching background, certification level, and level of education.	Results concluded a six factor solution where there are three major domains, training and competition, social and cultural issues and management, and finally, to the cognitive background.
Pankow, K., Mosewich, A., & Holt, N. (2018)	The purpose of the study is to examine perceptions of leadership styles in model youth football coaches.	Findings concluded that there is a positive correlation to coaches using multiple leadership styles, and four themes are present regarding the development of a coaches' leadership development (role models, networks of coaches, leadership, experience and reflection, and learning opportunities.
Pierce, S., Blanton, J., & Gould, D. (2018)	The purpose of this study is to describe how Sport Psychology Professionals (SPPs) engage with community partners and launch educational leadership programs for youth athletes.	Findings concluded that it is important for SPPs to seek connection with partner who share similar philosophies for athlete development, build connections, consider their degree of involvement, understand their strengths and assets, and incorporate technology into their practice.
Pierce, S., Erickson, K., & Sarkar, M. (2020)	The purpose of the study is to gain student-athlete perceptions of the definition of leadership for high school student-athletes, the process of leadership development in high school sport, and the factors that have helped or hindered leadership transfer between high school sports and other life domains.	Findings concluded that student-athlete leadership is perceived as a skill set, and a mindset. That they gained awareness of their leadership skills through an ongoing developmental process, and that leadership application outside of school is facilitated and constrained by environmental opportunities and social influences.
Sullivan, P., Paquette, K., Holt, N., & Bloom, G. (2012)	The purpose of the study is to examine how coaching context and level of coaching education were related to coaching efficacy, and how coaching efficacy (CE) was related to perceived leadership behaviors in youth sports.	Results concluded that coaching education significantly affected CE, and that CE predicted the perceived leadership behaviors of training and instruction, positive feedback, social support, and situational consideration.
Temel, C., Doganer, S., Namili, A., & Balci, V. (2015).	The purpose of the study is to determine the perceptions of young people who participated in youth camps organized by the Ministry of Youth Sports about the youth leadership help with metaphors.	Findings concluded that the leaders working in youth camps exhibited positive behavior models and positively impacted the participants.

Vella, S., Oades, L., & Crowe, T. (2012)	The purpose of the study is to provide a valuable measure	Results concluded that after differentiating
	of coach leadership to the participation youth sport context	DTLI to Differentiated Transformational
	by validating the Differentiated Transformational Leadership	Leadership Inventory for Youth Sport
	Inventory (DTLI) within this population.	(DTLI-YS), can act as a valid measure for
		use within the youth sport context.
Vella, S., Oades, L., & Crowe, T. (2013)	The purpose of the study is to investigate the impact of	Results concluded that the TL traini
	transformational leadership (TL) programs for youth sport on	program was associated with higher rates of
	adolescent athletes' perceptions of TL and positive developmental	perceived TL behavior and higher positive
	experiences.	rates of self-reported experiences.
Vella, S., Oades, L., & Crowe, T. (2013)	The purpose of the study is to investigate the relationship	Results concluded that positive
	between coach transformational leadership behavior, the	developmental experiences can be
	perceived quality of the coach-athlete relationship, team	facilitated by coaches taking advantage of
	success, and the positive developmental experiences of	opportunities after a loss or a win, and then
	young athletes.	engaging their athletes intellectually, from
		their strengths, and as an appropriate role
		model.
Vella, S. (2015)	The purpose of the study is to expand upon the importance of	Findings conclude that important outcomes
	self-analysis for effective coaching and coach development	and purpose of coach reflection is not only
		to increase self-awareness, but also to
		facilitate awareness of the preferences,
		needs, and learning styles of their athletes.
Voelker, D., Gould, D., & Crawford, M. J. (2011)	The purpose of the study is to gain a thorough understanding	Findings concluded that a majority of
	of the high school sport captaincy experience.	captains had positive experiences, but lacked
		training from their coaches and leaned on
		life experiences and significant others.
Whitley, M., McGarry, J., Martinek, T., Mercier, K.,	The purpose of the study is to expand on the term sport-based	Findings concluded that with a rapidly
& Quinlan, M. (2017)	youth development (SBYD), and begin the conversation on	growing market, and need for qualified
	how higher education can respond to the call for formal	leaders, it is imperative that there is
	training and education for SBYD leadership positions.	continued support of the education and
		academic support for SBYD leadership.
Williams, J., Roberts, C., & Bosselman, R. (2011)	The purpose of the study is to explore the effects of youth	Findings concluded that managers who were
	sports on the development of leadership trait among today's	involved in youth sports learned to adapt
	industry managers when managing change.	and manage change in complex and diverse
		work environments.

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Figure 1. Number of qualitative and quantitative articles included in SLR (n=20)

