

Leadership Scale for Sports (LSS)

Dimensions

Training and instruction (item #1 to #13)

Democratic behavior (item #14 to # 22)

Autocratic behavior (item #23 to #27)

Social support (item #28 to #35)

Positive feedback (item #36 to #40)

Note: Add the item score to obtain a score for that particular dimension. Divide by the number of items per dimension to get a score out of 5.

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Using the following scale, please circle a number from 1 to 5 to indicate your level of agreement with each of the statements regarding your COACH.

1	2	3	4	5
Never	Seldom 25% of the time	Occasionally 50% of the time	Often 75% of the time	Always

My coach...

	Never			Always	
1. Sees to it that every athlete is working to his/her capacity.	1	2	3	4	5
2. Explains to each athlete the techniques and tactics of the sport.	1	2	3	4	5
3. Pays special attention to correcting athlete's mistakes.	1	2	3	4	5
4. Makes sure that his/her part in the team is understood by all the athletes.	1	2	3	4	5
5. Instructs every athlete individually in the skills of the sport.	1	2	3	4	5
6. Figures ahead on what should be done.	1	2	3	4	5
7. Explains to every athlete what he/she should and what he/she should not do.	1	2	3	4	5
8. Expects every athlete to carry out his assignment to the last detail.	1	2	3	4	5
9. Points out each athlete's strengths and weaknesses.	1	2	3	4	5
10. Gives specific instructions to each athlete as to what he/she should do in every situation.	1	2	3	4	5
11. Sees to it that the efforts are coordinated.	1	2	3	4	5
12. Explains how each athlete's contribution fits into the total picture.	1	2	3	4	5
13. Specifies in detail what is expected of each athlete.	1	2	3	4	5
14. Asks for the opinion of the athletes on strategies for specific competitions.	1	2	3	4	5
15. Gets group approval on important matters before going ahead.	1	2	3	4	5
16. Lets his/her athletes share in decision making.	1	2	3	4	5
17. Encourages athletes to make suggestions for ways of conducting practices.	1	2	3	4	5
18. Lets the group set its own goals.	1	2	3	4	5
19. Lets the athletes try their own way even if they make mistakes.	1	2	3	4	5
20. Asks for the opinion of the athletes on important coaching	1	2	3	4	5

matters.					
21. Lets athletes work at their own speed.	1	2	3	4	5
22. Lets the athletes decide on the plays to be used in a game.	1	2	3	4	5
23. Works relatively independent of the athletes.	1	2	3	4	5
24. Does not explain his/her action.	1	2	3	4	5
25. Refuses to compromise a point.	1	2	3	4	5
26. Keeps to himself/herself.	1	2	3	4	5
27. Speaks in a manner not to be questioned.	1	2	3	4	5
28. Helps the athletes with their personal problems.	1	2	3	4	5
29. Helps members of the group settle their conflicts.	1	2	3	4	5
30. Looks out for the personal welfare of the athletes.	1	2	3	4	5
31. Does personal favors for the athletes.	1	2	3	4	5
32. Expresses affection he/she feels for his/her athletes.	1	2	3	4	5
33. Encourages the athlete to confide in him/her.	1	2	3	4	5
34. Encourages close and informal relations with athletes.	1	2	3	4	5
35. Invites athletes to his/her home.	1	2	3	4	5
36. Compliments an athlete for his performance in front of others.	1	2	3	4	5
37. Tells an athlete when he/she does a particularly good job.	1	2	3	4	5
38. Sees that an athlete is rewarded for a good performance.	1	2	3	4	5
39. Expresses appreciation when an athlete performs well.	1	2	3	4	5
40. Gives credit when credit is due.	1	2	3	4	5