

# **The Influence of Coach Leadership on Team Cohesion and Its Impact on Team Effectiveness in Rugby Union in a High School Setting.**

## **Introduction**

Team sports, especially rugby union, encapsulate the complex dynamics between the individual and the group collective effort. The relationship between coach leadership, team cohesion, and performance effectiveness is complicated but pivotal. Understanding the nuances of how leadership impacts cohesion and team effectiveness both on the pitch and off is crucial. This report examines evidence from existing literature and practical examples to analyze how various coaching styles influence team cohesion and the potential subsequent effects on performance outcomes.

## **The Foundation: Understanding Coach Leadership Styles and Team Cohesion**

### **Defining Team Cohesion in Rugby Union**

Team cohesion refers to the degree to which team members unite to achieve shared objectives, and it is essential for success in rugby union. When athletes feel secure and motivated, they are more likely to collaborate effectively, enhancing their capability to perform in competitive situations. The psychological environment created by coaches significantly shapes athletes' perceptions of their roles, their relationships within the group, and their overall commitment to the team's objectives.

## **Transformational Leadership: The Catalyst for Cohesion**

Leadership within sports coaching can be classified into several styles, each impacting team cohesion in different ways. Transformational leadership is often highlighted as one of the most effective styles in sports, characterized by a coach's ability to inspire players and instill a shared vision (Karayel, Adilogullari & Senel, 2024). Research demonstrates that transformational coaches build strong emotional bonds with athletes, creating an environment where players feel understood and valued (López-Hernández et al., 2025). This approach not only fosters personal coach-player and player-player connections but also encourages players to commit themselves to the collective goals of the team.

Supportive coaching behaviors are important in enhancing this cohesion. Such behaviors range from providing constructive feedback to fostering open communication, all of which contribute to a sense of belonging among team members. When athletes feel appreciated and engaged, they typically display greater commitment to one another and to the team's goals. This commitment not only manifests in improved performance on the field but also in enhanced overall morale and resilience during challenging situations. Studies corroborate these findings, indicating that a positive coach-athlete relationship bolsters team cohesion and leads to better performance (Pan & Sui, 2025).

## **Autocratic Leadership: Short-Term Gains, Long-Term Costs**

In contrast, autocratic leadership, which focuses on giving orders rather than fostering engagement, often can have a negative effect upon team cohesion (Zhu et al., 2024). This rigid approach prioritizes compliance over creativity which reduces opportunities for athletes to express themselves. Environments with autocratic leadership are typically negatively correlated with both task and social cohesion, athlete satisfaction, engagement

and motivation, coach-athlete relationships, communication and creativity and overall team effectiveness (Fairuz et al., 2023).

While generally detrimental, some research has found that in high-pressure, emergency, or specific task-oriented situations, a discipline-focused autocratic approach can, at times, have short-term benefits, such as boosting efficiency or trust in the leader's ability during an action phase (Lorinkova, Pearsall & Sims, 2013). However, for long-term growth and sustained performance, more participative approaches are generally recommended (Hao et al., 2022). Furthermore, the performance advantages that autocratic leadership delivers during short periods often conflict with the sustainability of engagement, particularly when organizations need creative employee contributions (Mphaluwa et al., 2025). Coaches may therefore face challenges to develop a cohesive atmosphere.

## **The Detrimental Impact of Controlling Coaching Styles**

Research indicates that controlling interpersonal styles can significantly undermine perceptions of autonomy among players, which directly affects their motivation and performance (Blanchard et al., 2009). Athletes subjected to high levels of control may encounter anxiety and dissatisfaction, ultimately leading to disengagement from team activities and reduced performance. A controlling coach may instill fear rather than motivation, leading to decreased communication and diminished trust among team members. Players may hesitate to voice concerns or contribute ideas for fear of reprisal, which negatively affects the team dynamic and overall performance.

Personal experience along with anecdotal evidence from coaching colleagues supports these findings, particularly in higher level rugby settings. Players frequently express a desire for coaches who encourage discussion, valuing their input in the decision-making processes. An engaging coaching style not only fosters trust but also enhances team

cohesion by promoting a culture of mutual respect (Colgate, 2025). Ultimately when players feel heard and valued, their commitment to each other and the team's objectives is elevated.

## **Context-Specific Considerations in Rugby Union**

### **The Critical Role of Coach-Captain Relationships**

Rugby union presents unique challenges and opportunities that shape the relationship between coach leadership and team cohesion. The captain's role is particularly important, as it bridges communication between the coaching staff and the players. Research shows that captains who display transformational qualities strengthen team morale and cohesion during both training and competition (Arthur, Bastardoz & Eklund, 2017). A captain who inspires through example can amplify the coach's efforts to create a harmonious team environment.

It is therefore important that athlete leaders are supported effectively by coaches to enhance these outcomes (Fransen et al., 2016). This support can come through encouraging transformational leadership practices such as providing a clear and appealing vision, setting and maintaining high standards, encouraging creativity through soliciting group ideas, and finally supporting individual's needs. Furthermore, providing regular opportunities to take responsibility and lead in training, games, and off-field activities are vitally important for individuals to develop leadership qualities. When this is paired with effective timely reflection and feedback, areas for development can be improved rapidly.

## **Modern Coaching Approaches and Methodologies**

Coaching approaches and methodologies have also developed, with a shift toward game-based approaches. This style emphasizes player involvement and collaboration, aligning well with modern training philosophies. Such an approach not only enhances individual skill development but also encourages cohesive team dynamics by allowing players to engage constructively in tactical discussions.

## **The Unique Context of High School Rugby**

High school rugby presents a unique environment which highlights the combination of coach leadership, team cohesion, and effectiveness. Adolescents are at a critical phase of development, both physically and emotionally, influencing their receptivity to different coaching styles and their ability to bond with teammates. High school is often where young athletes first experience structured team dynamics, making the quality and type of coaching crucial for their long-term engagement in the sport. Furthermore, it provides an opportunity to instill positive leadership qualities through leadership training opportunities that can last throughout their sporting careers.

Coaches who adopt transformational leadership styles can profoundly impact the development of young players. By fostering a positive environment that emphasizes encouragement and personal growth, coaches can instill confidence in high school athletes. Research suggests that high school players benefit from coaches who prioritize skill development and mental resilience, as these qualities contribute to both individual and team success (Aburn, Gott & Hoare, 2016). When young athletes feel they have a supportive coach, they are more likely to engage fully, leading to stronger team cohesion. This is particularly important in the high school rugby player who is developing and understanding of how to deal with challenging situations.

High school teams also often struggle with varying levels of experience and skill. Coaches must therefore adapt their leadership styles to meet the needs of diverse players. For example, inexperienced players may require more guidance and encouragement, while more seasoned athletes might benefit from a collaborative approach that fosters leadership within the team. An effective coach navigates these dynamics to create an inclusive environment that enhances cohesion. In high school rugby, a balance needs to be struck to ensure players feel trusted and empowered. Leadership experiences should be scaffolded alongside dialogue both on and off the pitch to ensure a positive performance direction for the team.

## **The Importance of Off-Field Experiences**

Off field experiences in high school rugby also play a pivotal role in building team morale. Social interactions among teammates—including team bonding activities, social events, and community service—can enhance cohesion significantly. Coaches who facilitate these experiences such as through employing the 3Cs theory (Closeness, Commitment, Complementarity) can strengthen the ties between players, leading to improved performance on the field (Pan & Sui, 2025). For instance, team retreats or joint training camps not only build skills but also foster friendships that improve on-field chemistry.

Furthermore, the involvement of parents and community can also influence cohesion within high school teams. Coaches who actively engage with the parents and community, creating a support network, can establish a culture that values commitment and collective success. This broader engagement can enhance the overall team experience and create a supportive environment that facilitates both personal and athletic growth.

# **The Interrelationship Between Leadership, Cohesion, and Effectiveness**

## **How Leadership Shapes the Psychological Environment**

Delving deeper into how coach leadership influences team cohesion and effectiveness involves unpacking several interconnected mechanisms. Leadership styles significantly shape the psychological environment of the team; they influence athletes' perceptions of their roles, their relationships within the group, and their overall commitment to the team's objectives. Transformational leaders enhance players' perceptions of belonging and competence, which are vital for fostering trust and collaboration.

## **Building Shared Social Identity**

Additionally, the development of a shared social identity among team members fosters a culture of unity and commitment. Social identity theory proposes that individuals derive a sense of self from their group affiliations, which can enhance cooperation and decrease conflict within teams (Tajfel & Turner, 1979). Coaches can strategically foster this identity by promoting team values, creating a collective vision, and establishing rituals that reinforce group belonging. Furthermore, when team members are empowered to develop these values, vision and legacy, the implementation and success can be drastically improved.

## **Conclusion and Future Directions**

In conclusion, the relationship between coach leadership, team cohesion, and team effectiveness in rugby union is intricate and multifaceted. A theoretical model summary is listed in Appendix 1. Transformational leadership serves as a catalyst for nurturing both

cohesion and performance, while autocratic leadership styles can undermine team dynamics and effectiveness.

This essay illustrates the importance of adaptive coaching strategies that engage athletes and foster an environment of collaboration and trust. Coaches must acknowledge the psychological and social dimensions of team dynamics, prioritizing communication and player involvement to cultivate cohesive teams capable of performing under pressure. This is of particular importance within a high school setting. Furthermore, if the positive effect of coach-athlete relationships and effective athlete leadership is recognized significant resources should be allocated to develop this dimension to produce effective teams.

As the margins between opposing teams tactics, skills, and physicality continue to narrow, the demand for innovative coaching practices will grow. Future research should delve deeper into the interplay between leadership styles, cohesion, and performance, particularly in high-stakes environments. By prioritizing inclusivity and engagement, coaches can lay the groundwork for sustained success, enabling teams and developing athletes to navigate the complexities of competition while fostering a positive and cohesive team culture.



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## Appendix 1: Theoretical model: Pathways from coach Leadership to Team Effectiveness.

