Sport coaches education programs emphasize the importance of coaches using correctly their leadership skills in order to achieve sport success (Bennie & O’Connor, 2010; Camiré, Trudel, & Forneris, 2014; Collins, Barber, Moore, & Laws, 2011). For that it is important to educate coaches about the philosophy and goals of their activity, according to the specific setting they are working on.

This presentation proposes a conceptual model that intends to help leaders (i.e., coaches) to achieve better efficacy in their work.

The Triphasic Model of Leadership Efficacy (Gomes, 2014, see the Figure below), proposes a linear relationship between the leadership philosophy (e.g., ideas, principles, and goals about leadership and being a leader), the leadership practice (e.g., the behaviors assumed by the leader), and the leadership criteria (e.g., indicators used by the leader to evaluate his or her leadership).

According this model, coaches can achieve best results if they accomplish the congruence hypothesis: if coaches assume a relationship between the conceptual cycle (“what should be done by the coach”) and the practical cycle (“what really is done by the coach”), they will achieve better efficacy as coaches. Also, the congruence hypothesis should take into consideration some antecedent factors (moderator variables) related to situational characteristics, leader characteristics, and member characteristics that can influence the process of leadership.

How to improve the efficacy of coaches of young athletes

The linear relationship between leadership philosophy, leadership practice, and leadership criteria proposed by the Triphasic Model of Leadership Efficacy starts with a positive and adequate philosophy of leaders.

In the case of coaches of young athletes, they can achieve the congruence hypothesis by assuming 10 principles that should guide their actions as coaches (Gomes & Resende, 2015).

These 10 principles can characterize the most important ideas and goals of coaches (leadership philosophy) that then sustain their actions (leadership practice) and represent the basis for evaluating their work as coaches (leadership criteria). By establishing this linear relationship between leadership philosophy, leadership practice, and leadership criteria, coaches will be near of achieving efficacy in their work with young athletes.

In sum, these principles are according the goals of training programs for young athletes and, most important, can improve coaches’ efficacy by promoting the positive development of athletes.