How do participants evaluate peer-led walking groups of older adults?

Implementation issues

related to the 'Lekker Actief'-project in Flanders

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HEPA EUROPE
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NICE, FRANCE

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For more information on the results:

RESEARCH

Open Access

Check for updates

Leading the way together: a cluster randomised controlled trial of the 5R Shared Leadership Program in older adult walking groups

Katrien Fransen[1]*, Tegan Cruwys[2], Catherine Haslam[3], Peter Iserbyt[1], Jan Seghers[1], Julie Vanderlinden[1], Jannique van Uffelen[1], Elvire Verbaanderd[1] and Filip Boen[1]

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peer-led

equally effective as

professional-led

➕ lower social barrier for participation

➕ lower financial cost

➕ higher adherence in the long term

‑ high(er) load for peer leader

‑ not always the best on all relevant leadership roles
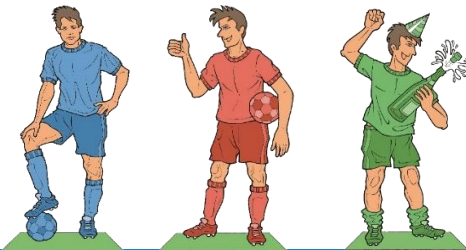
Burton et al. (2018)

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How to translate an established (peer) leadership program from sport (and organisational) settings to walking groups of older adults?
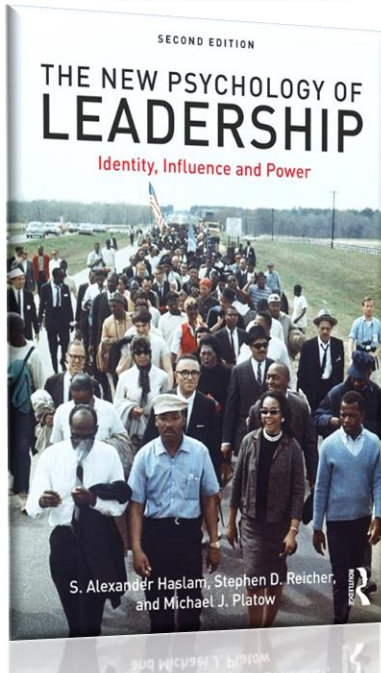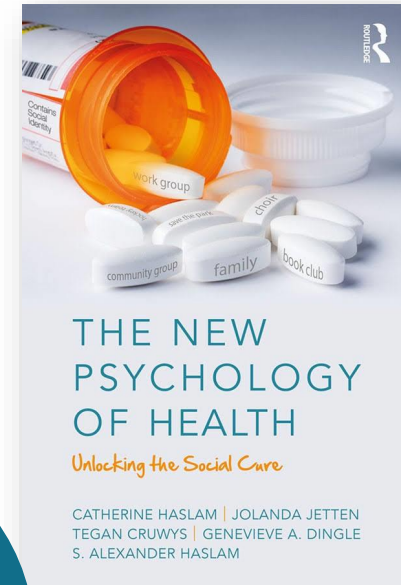
How?

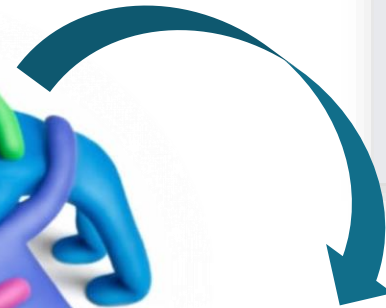**5R Shared Leadership Program**

(Fransen et al., 2020; Mertens et al., 2020, 2021)

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Leadership based on social identity approach
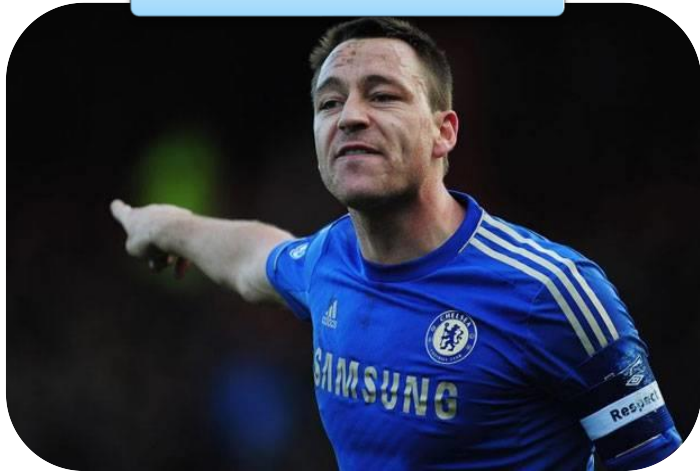
THE NEW PSYCHOLOGY OF SPORT & EXERCISE

THE SOCIAL IDENTITY APPROACH

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Shared leadership (in sport teams)

Task leader

Motivational leader

Social leader

External leader

Shared Leadership Program

1. Creating a structure of shared leadership
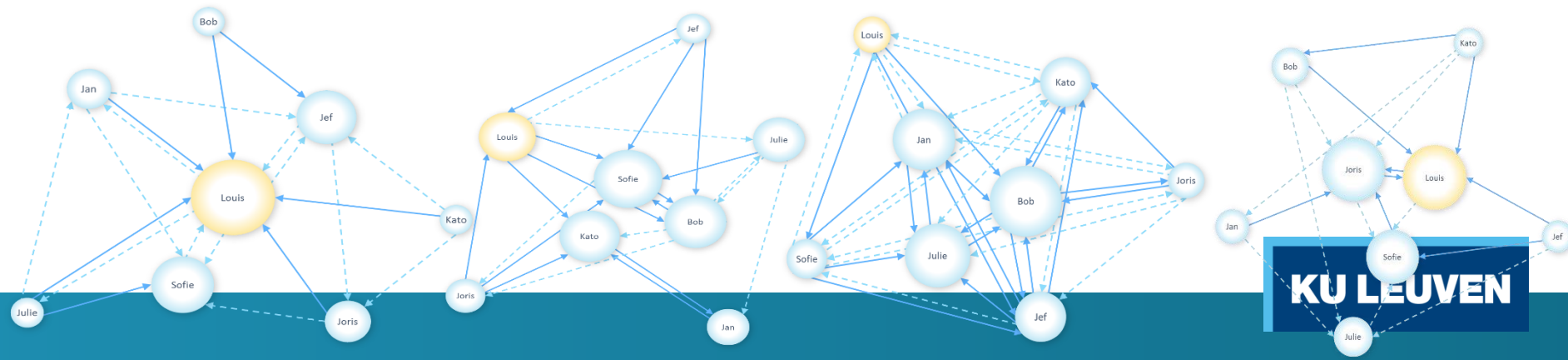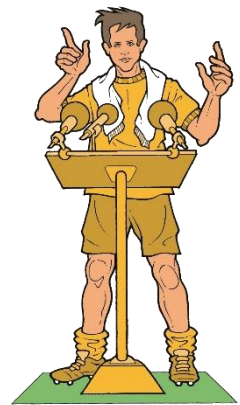
Shared Leadership Program

2. Cultivating a sense of shared social identity

1. **R**eadying

2. **R**eflecting

3. **R**epresenting

4. **R**ealizing

5. **R**eporting

Why does 'we' matter? Explaining the importance of the team's identity for effectiveness and well-being.

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1. Readying

2. Reflecting

3. Representing

4. Realizing

5. Reporting

Who are we? Defining he team's values, assembled in *a trademark*

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Shared Leadership Program

1. Readying

2. Reflecting

3. Representing

4. Realizing

5. Reporting

What do we want to be? Setting the *team's goals* with respect to task, motivational, social, and external aspects.

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Shared Leadership Program

1. **R**eadying

2. **R**eflecting

3. **R**epresenting

4. **R**ealizing

5. **R**eporting

How do we become what we want to be? Implementing *strategies* to achieve team goals.

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Shared Leadership Program

1. **R**eadying

2. **R**eflecting

3. **R**epresenting

4. **R**ealizing

5. **R**eporting

Are we becoming what we want to be? *Monitoring progress* towards team goals and troubleshooting.

Experimental evidence in sport (and organisations)

Identity leadership of athlete leaders

Team identification

Intrinsic motivation

Perceived social support

Team confidence (1st half)

Health

Burnout (1st half)

Fransen, K., Haslam, S. A., Steffens, N. K., Mallett, C. J., Peters, K., Mertens, N., & Boen, F. (2020). All for us and us for all: Introducing the 5R Shared Leadership Program. *Psychology of Sport and Exercise, 51*, 101762.
Mertens, N., Boen, F., Haslam, S. A., Steffens, N. K., Bruner, M. W., Barker, J., Slater, M., & Fransen, K. (2021). Harnessing the power of 'us': A randomized wait-list controlled trial of the 5R Shared Leadership Development Program (5R^S) in basketball teams. *Psychology of Sport and Exercise, 54.*

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Adaptation 1: Simplifying 'leadership'

From 4 to 3 leadership roles (- external), ranking top 3 instead of ratings, making it more concrete, 'pullers' instead of leaders, …

Task leader

Motivational leader

Social leader

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Adaptation 2: Compressing the R's from 5 sessions to 2 …

1. **R**eadying	*Why does 'we' matter?*
2. **R**eflecting	*Who are we?*
3. **R**epresenting	*Who do we want to be?*
4. **R**ealising	*Becoming who we want to be.*
5. **R**eporting	*Are we who we want to be?*

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Adaptation 2: Compressing the R's from 5 sessions to 1,5 (and some telephone calls)

Readying	*Why is 'we' important ?*
Reflecting	*Who are we ?*
Representing	*Who do we want to be ?*
Realizing	*Becoming who we want to be*
Reporting	*Have we become who we want to be ?*

Week 3

Week 5/7/9

1. **R**eadying

20 minutes

Why does 'we' matter?

2. **R**eflecting

Who are we?

30 minutes

3. **R**epresenting

Who do we want to be?

20 minutes

4. **R**ealising

Becoming who we want to be.

30 minutes

5. Reporting

Are we who we want to be?

Week 5 + 9: phone calls
Week 7: group session

Evaluations by participants: interviews and observations

- **sharing of leadership was very welcomed**

but:

- continue to recognize the role of formal peer leaders

- be very clear about what is expected in each role (social vs. motivational), or merge even more roles …

- some peer leaders went too far in their role (lack of follow-up)

- emphasize that every member should take his/her responsibility (not only the peer leaders)

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Evaluations by participants: ratings

Participants' evaluation of the walking group program (1 → 5)	Intervention condition M (SD)	Comparison condition M (SD)	t	Cohen's d
"My expectations of the program are fulfilled."	3.73 (.71)	3.54 (.73)	2.41[*]	.27
"I feel fitter after the program."	3.47 (.76)	3.20 (.88)	2.98[**]	.33
"I feel like continuing my walks after the program."	3.91 (.84)	3.72 (1.00)	1.97[*]	.21
"I would recommend this program to my peers."	4.29 (.68)	4.13 (.79)	1.98[*]	.22

[*]$p < .05$; [**]$p < .01$; [***]$p < .001$.

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Researchers' evaluation:

- **session of 2 hours in week 3 was very short:**
- if possible, split and extend sessions (similar to original 5R^s)
- develop program with more emphasis on social relationships: PA as a means for social connectedness,

  in line with Social Cure.

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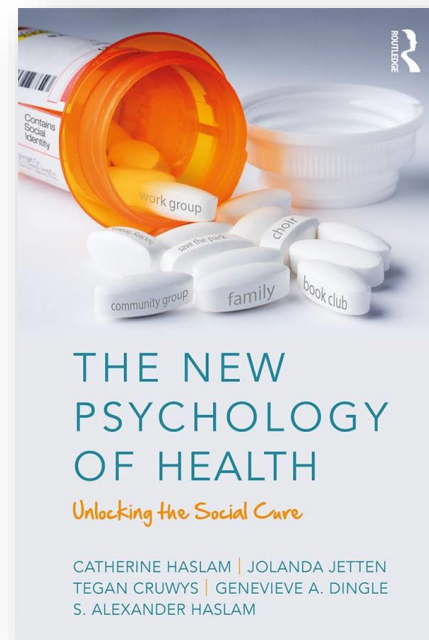
Take home message

Be flexible and creative when translating,
as long as the core of the program is maintained.

Questions and welcome to:

Study design

Cluster randomised controlled trial; 19 clusters (walking groups); 503 participants (M_{Age} = 69,2)
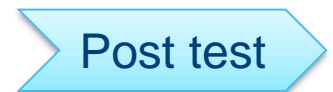
Intervention condition

9 walking groups

n = 304

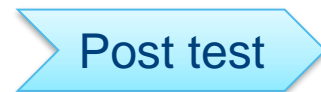Pretest

12-week group walking program

+ 5R^S

2-hour group workshop

Post test

Comparison condition

10 walking groups

n = 199

Pretest

12-week group walking program

Post test

Impact of 5R^S – Multilevel regressions

Group cohesion (1 → 7)

Walking activity (MET)

$\beta_{interaction}$ = .47*** (.12)

β_{time} (SE) = .11 (.06)

$\beta_{interaction}$ = 296.36* (143.64)

β_{time} (SE) = 438.11*** (71.77)
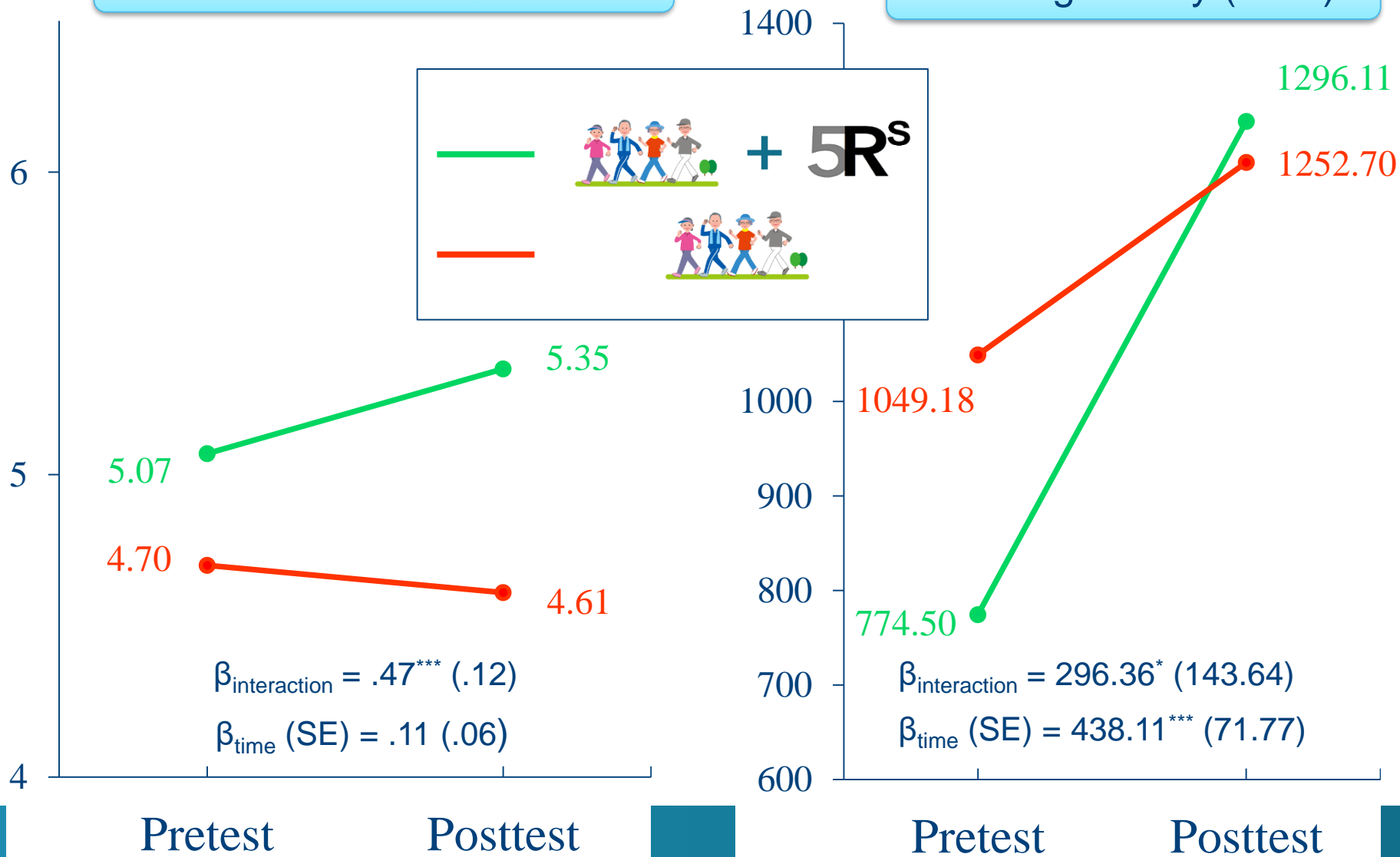
Trademarks:
from simple to complex

Identity leadership of the peer leaders

Paired-sample t-tests + 5R^S

$t = 8.77^{***}$
$d = .75$

$t = 6.17^{***}$
$d = .54$

$t = 6.40^{***}$
$d = .56$

6.30 ± .72

6.20 ± .82

6.20 ± .82

5.60 ± .94

5.64 ± .93

5.63 ± .93

7					
6					
5					
Pre	Post	Pre	Post	Pre	Post