

The Relationship between the Instructor's Development-Oriented and Pragmatic Styles of the Leadership and the Success Motivation of the Athletes Premier League of the Athletics

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ABSTRACT

The aim of this study is to examine the amount of the relationship between the instructor's development-oriented and pragmatic style of the leadership and the success motivation of the athletes Premier League of the Athletics. For this purpose we used the Marshal's standard questionnaire of the leadership profile (TLP) and Willis' questionnaire of the sporting attitude (SAI). We achieved the continuity of the instrument after an elementary study with Cranbach's Alpha test (the questionnaire of the leadership profile $\alpha = 0.87$, the questionnaire of the sporting attitude $\alpha = 0.82$). The statistical society includes the athletes of the existent teams in the Premier League of the Athletics (21 teams) in the 90 season with the number of 224, that 144 persons of them were chosen as the research samples with the simple and random sampling method. We used the descriptive and illative statistic methods (the charts of the distribution of the abundance and figures, Pearson correlation coefficient and multiple Regressions) for analyzing the data. The findings showed that the relation leadership and creative leadership among the small scales of the development-oriented leadership, and the assurance leadership among the small scales of the features of the development-oriented leadership had an important relationship with the success motivation of the athletes. Also the results have shown, there was no important relationship between the pragmatic leadership and the success motivation of the athletes. According to the findings of this study, it seems that planning is significant, in order to develop and aware the instructors about the styles of leadership, and inform about the effects of the teams function and general success and also athletes.

KEYWORDS: Pragmatic leadership, development-oriented leadership, success, motivation, and Athletics.

INTRODUCTION

Lots of time and energy are used to the sport games for achieving the goal, win, and being successful. The people, interested in a team, become very happy and glad, have the superior and pride feeling by every success. And if one team loses a game or is at the end of the chart, an unpleasant situation will overcome the clubs, investors, players, instructors and also the fans of that team. Different factors play the role in the success of the sport teams. The researchers tried in different fields to find and find out the effective factors in the success of the sport teams. Gilberson has mentioned seven important factors as basic factors in the success of one team or sport organization, which includes the instructors or leadership, the people's motivation, the financial abilities, the aims, the creativity, the structure and skill (15). One of the most important factors, that plays a significant role in success of sort teams these days, is the effective, active and suitable management and leadership. That the way of the leadership is important is the fact, and the athletes are influenced by their instructors' behaviors, perception and choices. When a group of people try to achieve a goal, there is usually one person, who takes the responsibility of that group as a leader. This person must have the necessary skills and features for being leadership, till steers the members of the team toward their goal correctly. In the sport situation, the instructor takes the mentioned responsibility, and steers and leads the players. So, the instructor's style of the leadership can play an important role in the function and success of the whole group (1). As a matter of fact, the suitable leadership can improve the personal development, motivation, function, and people's job satisfaction (10). One of the important aspects in the instructor's taking decisions is to choose the style and way of coaching. We pay attention to the instructors as one of the fundamental and significant factors in formation and improvement of each team, and we cannot ignore their important role in the function of the players. According to the performed studies, there is a relation between the instructors' personality, styles of the leadership, and the behavior and the function, motivation, the amount of the satisfaction and coordination of the group (14). Among these factors, the player's success motivation plays an important role in the success of the sport teams. It seems that many of the athletes are not able to offer all their potential abilities with an exact look on the playing of the different levels of the matches and sport competitions, because of lack of enough motivation, although they have more sport abilities and skills, that finally it leads to the reduction of the

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efficiency and also the quality of the level of the sport function. The examination of the different studies show, that a lot of factors can be effective on the increase and improvement of the athlete's motivation. One of the most important factors, that the researchers know it as the source and origin of the athlete's motivation, is the behavior and style of the leadership (5, 9, 26). In some different studies, the relationship between the instructors' different styles of the leadership and the athlete's motivation were examined, but some of the styles of the leadership were yet less examined in the sport arena, that the two styles of the leadership, the development-oriented leadership and the pragmatic leadership, are the examples in here. Yokel (1994) believes that the development-oriented leadership is the process of causing the commitment to the aims of the organization and empowers the subordinates in order to achieve these aims (2). The leader encourages the followers in the development-oriented leadership with they achieve their maximum potential ability, and follow their higher needs like success and self-satisfaction (23, 29). In the other hand, Bronze believes that the pragmatic leadership is a kind of leadership based on exchanging between the leader and the follower, so that the individual desires of both persons can provide (3). The pragmatic leadership is based on exchanging between the leader and followers. These exchanges have a relation with the contingency rewards, and the followers give rewards in relationship with the low levels of their needs like assurance, dependence if they use these actions. The previous theories related to the leadership is the same as the pragmatic leadership as an exchange theory (12). According to the role of the instructor in causing motivation in the players, the knowing of the effective styles of the leadership, can be effective and useful, and the instructors can have this possibility to excitant the players the players for the competition in the highest level of their ability in different ways. It can be possible to mention, one of the most challenging works of the instructors as a leader is to excitant the members of the team, till their efforts lead to the suitable and expected goals (1). The success motivation from the sport psychological researchers, which were examined, is 15- 20 years. Willis referred to the structural nature of the success motivation mentioned by McClelland, Atkinson, Clark and Lowell (1953) for the function of the success motivation in sport. Willis believed, that the success motivation is the person's tendency for success, avoidance of the lose, and also the tendency to compete with the criterion of excellence. The person's features with the high level of the success motivation is the person's tendency for doing good works in the condition, which is not assurance, the tendency for doing hard works, the personal belief in causing different results, the loyalty, the ambition, the optimism, the high level of the satisfaction, and finally taking part in long-term activities. This is considered, that a progress-form condition can cause the success motivation and can be a factor for preventing from the lose simultaneously (30). Murray (1938) mentioned, that the people with the high success motivation look for achieving the competence, and enjoy the competitive and challenging positions, but the people with the low success motivation do not like the competence, and prevent it (4). Boss and his colleagues (2003) mentioned in his research with the title "the prediction of the function through the development-oriented and pragmatic style of the leadership " so, that the contingency rewards, which is paid attention in the pragmatic style of the leadership, can improve the better function of the stuff by the effect on the follower's motivation. He believed, that the effect of the development-oriented style of the leadership on the function caused by the leader's positive effects on the follower's power motivation (1). Also the researchers know the effective communication tactics between the instructor and the athletes as an important factor in causing motivation in the athlete (31, 11, 20, and 24). Guan mentioned that the development-oriented leaders increase the athlete's inner motivation by causing opportunity and the sense of autonomy (16). Bloom (1998), Gardner (1996), Colt (1999) and Karen (2000) know, that the athlete's self-confidence and efficacy is related to the amount of the motivation, that the instructor gives to him (7, 13, 21, and 80). Joot (2005) mentioned one of the features of the good instructors the assurance in the athletes (20). Aylaz and Wagner (2006) know the motivation in the followers as a result of the leader's effect on the follower's insight. Also they showed, that the development-oriented leaders can be effective on their motivation factors like the intensity, direction and continuing of the efforts by transferring the positive excitement to the followers directly (19). Massey and Cook (2000) reported a positive and important relation between the development-oriented and the follower's motivation. In this study, a negative relation was seen between the pragmatic style of the leadership and the motivation (25). Winter (1973) showed that the athletes, who compete directly and face to face with each other, have the higher success and power motivation than the athletes, who compete indirectly. Roberts, Astra and Ragn (1978) mentioned that the athletes, who have the high success motivation, can have the more competitiveness (30). Zacharatus (2000) showed in his study, the young persons, who are athlete and act as a development-oriented style in their relations, are more stimulating in the efforts for achieving the success from their instructor's and members of the team point of view (32). Clovai (2004) showed in the study, the development-oriented coaching, that the instructor's development-oriented styles of the leadership can increase the athlete's motivation, positive insight and also functions. He showed in this research, that those instructors are more stimulating, who they follow the development-oriented style of the leadership, and also their actions are in a higher level than those instructors, who don't follow this style (22). Dion mentioned in a study, the development-oriented leadership and team performance that the development-oriented leaders with the individual considerations, that is the same as the respect leadership in Sash kin's pattern, can cause the motivation in the athletes (11). Zoroastrians (1388) achieved the following results in their

study with the title of "the relation between the instructor's development-oriented and pragmatic styles of the leadership with the competition motivation": There is a positive relationship between the instructor's development-oriented style of the leadership and the player's success motivation. Also the instructor's behaviors and features of the development-oriented leadership have relative the same portion in the player's success motivation. The instructor's pragmatic leadership with the success motivation has not any important relationship (2). It seems that many of the athletes are not able to offer all their potential abilities with an exact look on the playing of the different levels of the matches and sport competitions, because of lack of enough motivation, although they have more sport abilities and skills, that finally it leads to the reduction of the efficiency and also the quality of the level of the sport function. Knowing the player's success motivation gives the instructors useful information. The sport success motivation and also the athletes, who have the high motivation for the improvement, benefit from one of the huge capital in continuing the efforts and exercises for the games as a power, which causes efforts, more responsibility, the enthusiasm for enter to the sport fields and fight with the rivals, and the enjoyment of the high competitiveness feature (27, 17, 26, 30). The instructors can play the most significant role in this way by choosing suitable style of the leadership (27). So, it is necessary to give a correct and suitable feedback of these styles to the sport instructors for awareness and knowing the methods and the styles of the leadership for the player's guidance and traversing the improvement levels. So, knowing the above motivation can not only be and examine as an important factor in the athlete's correct and suitable choosing, but also the aim is to design and develop the specific interventional procedures and knowledge for achieving the optimum level of these motivation features and maximizing the player's efforts and achieving the success and victory (18). Because of this, the reduction between the instructor's different styles of the leadership and the athlete's motivation was examined in different studies, but some of the styles of the leadership were less used in sport environment yet. In the recent study we study one of the new approaches of the styles of the leadership, which is the development-oriented and pragmatic leadership in the professional sport. The relationship between the instructor's styles of the leadership in its both types, development-oriented and pragmatic, and the professional athlete's success motivation of the Premier League of the Athletics was examined in this research.

MATERIALS AND METHODS

The present research is descriptive and was done in a field form. It's related to the instructor's development-oriented and pragmatic styles of the leadership and the player's success motivation of the Premier League of the Athletics. The statistical society of this research contains of the athletes of the present teams in Premier League of the Athletics (21 teams) in the 90 season with the number of 224. The statistical sample of the research was considered 144 persons, based on the Morgan table, which were chosen by using the random sampling method. For collecting the data we used the questionnaire of the leadership profile (TLP) and Willis' questionnaire of the sporting attitude (SAI). The questionnaire was used by the Zoroastrians (1388). In order to determine the justifiability of the content of the research instruments, we used the professional opinion of 10 professors in the sport management field. And then the questionnaire was completed by 30 persons for determining the stability of the questionnaire of an elementary study, and the coefficient stability of the questionnaire was given in an acceptable limit by the Cronbach's Alpha Test (the questionnaire of the leadership profile $\alpha = 0.87\%$, the questionnaire of the sport attitude $\alpha = 0.82\%$), that was because of the stability of the measurement instrument. For describing the data we used the descriptive statistic, which includes the abundance distribution table, average, standard deviation, and the mistake of the standard average, and we used the KS Test, the test of Pearson correlation coefficient for examining the relation between variables and multiple Regressions for predicting the success motivation according to the variables of the research, to determine the normality of the data. The statistical analysis was done by using the SPSS Software, and the meaningful level was considered ($0.05 \geq p$) %.

RESULTS

A) Descriptive analysis

The most range of the examined sample (41.73%) is related to the age range of 27 years old and higher. Besides, the most membership record (78.74%) is related to the 6 month till 1 year category. The academic achievement, which is 35.43%, is related to the B.A. applicants.

B) Analytical analysis

Chart 1) the results of the Kalmograph Smirnov (K-S) Test

variable	amountZ	Significant level	N
Development-oriented leadership	9/0	393/0	127
Pragmatic leadership	34/1	235/0	127
Competition motivation	07/1	195/0	127

Chart 2) multivariable Regression for predicting the "success motivation", based on the "behavior's of the development-oriented leadership"

Source of varieties	Sum of squared	Degree of freedom	Average of squared	The amount of F	Significant level
Regression	010/6	4	503/1	904/6	000/0
The remaining	028/28	115	218/0		
total	038/28	119			

According to the chart (2), the obtained amount of F has a meaning in the $\alpha = 0.05$ level, so we can mention, that the compound Regression model has 4 independent variables (the relationship leadership, the confidence leadership, the respect leadership, and the creative leadership) and 1 dependent variable (the success motivation), and all the independent variables are able to obtain the player's changes of the success motivation.

Chart 3) Regression coefficient related to the prediction of the "success motivation" based on the "behaviors of the development-oriented leadership"

Variable criterion	Predicting variables	The amount of B	Beta coefficient	The amount of T	Meaningful level
Success motivation	relation leadership	294/0	255/0	604/2	010/0
	Confidence leadership	158/0-	125/0-	309/1-	193/0
	Respect leadership	170/0	127/0	253/1	213/0
	Creative leadership	273/0	219/0	140/2	034/0

The results of the chart (3) show, that the two variables, the relationship leadership and the creative leadership, have the meaningful effect on the player's success motivation among the four examined independent variables, in other words there is a meaningful relationship between the small scales of the relation leadership and the creative one with the success motivation. But the other two variables, the confidence leadership and the respect leadership, have no meaningful effect on the player's success motivation. Also the two variables, the relation leadership and the creative leadership, with the Regression coefficients 0.255 and 0.215, have the most effect on the variable of the player's success motivation.

Chart4) multivariable Regression for predicting the "success motivation" based on the "features of the development-oriented leadership"

Source of varieties	Sum of squared	Degree of freedom	Average of squared	The amount of F	Significant level
Regression	849/2	4	712/0	906/2	025/0
The remaining	189/28	115	245/0		
Total	038/31	119			

According to the chart (4) the obtained amount of F has a meaning in the $\alpha = 0.05$ level, so we can mention, that the compound Regression model has 4 independent variables (the assurance leadership, the follower-oriented leadership, the insight-oriented leadership and the ethic leadership) and 1 dependent variable (the success motivation), and all the independent variables are able to explain the player's changes of the success motivation.

Chart 5) the Regression coefficient related to the "success motivation "prediction based on the "features of the development-oriented leadership"

Variable criterion	Predicting variables	The amount of B	Beta coefficient	The amount of T	Meaningful level
Success motivation	assurance leadership	167/0	146/0	382/1	033/0
	the follower-oriented leadership	211/0	191/0	872/1	064/0
	insight-oriented leadership	022/0	021/0	193/0	847/0
	ethic leadership	029/0	227/0	227/0	821/0

The results of the chart (5) show that among the 4 examined independent variables only the assurance leadership has the meaningful effect on the player's motivation. In other words among the small scales of the features of the development-oriented leadership only the small scale of the assurance leadership has a

relationship with the athlete's success motivation. But the variables of the follower-oriented leadership, the insight-oriented leadership, and the ethic leadership have meaningful effects on the player's success motivation. Moreover, the assurance leadership has the most Regression effect on the player's success motivation with the Regression coefficient 146.0.

Chart 6) the multivariable Regression for predicting the "success motivation" based on the "pragmatic leadership"

Source of varieties	Sum of squared	Degree of freedom	Average of squared	The amount of F	Significant level
Regression	261/0	1	261/0	999/0	320/0
The remaining	778/30	118	261/0		
Total	038/31	119			

According to the chart (6) the obtained amount of F doesn't have a meaning in the $\alpha = 0.05$, so we can mention, that the Regression model contains of the dependent variable (the pragmatic leadership) and the independent variable (the success motivation) was not a good model, and the independent variable is not able to explain the changes of the player's success motivation.

DISCUSSION

The type of the style of the leadership and causing the motivation is one of the most important features of the leadership than other effective cases on achieving the aim for a sport or corporate team. If other effective factors, which is important for a team to achieve a goal, have the suitable condition but the style of the leadership doesn't cause the necessary motivation in the followers, we cannot expect victory or win. Although the instructor's role as a leadership in exciting the athletes using the suitable styles of the leadership is important, the more important and significant thing is to examine the relationship between the instructor's styles of the leadership generally, and the development-oriented and pragmatic styles of the leadership specifically, and the motivation especially the success motivation. So, the most significant case of this research was to examine the relationship between the instructor's development-oriented and pragmatic styles of the leadership and the success motivation of the athlete's Premier League of the Athletics in the 90 season. The research findings showed, there is a meaningful and important relationship between the small scales of the behaviors of the instructor's development-oriented leadership (the relation leadership and the ethic leadership) and the player's success motivation. But there is no meaningful and important relation between the small scales of the respect leadership and the confidence leadership and the player's success motivation. The relation between the player's success motivation and the instructor's relation leadership is aligned with the Zoroastrians' (13388), While man's (2000), Dion's (2004), Joot's (2003), Live's and power's (2006) findings, who achieve the similar results. We can mention in a general conclusion, if the relation between the instructor and the athlete is based on respect, intimacy, and causing the opportunity for partnership and creativity, it can have a perception and attitude for the athlete, that increase the athlete's success motivation. One of the small scales of the behaviors of the development-oriented leadership is the instructor's creative leadership. The instructor's creative leadership has the positive relation with the player's success motivation. When the instructor have the creative behaviors, cause athletes the sense of autonomy and after that increase his motivation by causing the choice opportunity, partnership and decision, and preparation some of the situations for creativity. This finding is the same as Guan's findings (2003), that mentioned, the development-oriented leaderships increase the athlete's sense of autonomy and also their inside motivation. We can mention in a general conclusion, if the relation between the instructor and the athlete is based on respect, intimacy, and causing the opportunity for partnership and creativity, it can have a perception and attitude for the athlete, that increase the athlete's success motivation. One of the other findings of this research was this, there was a significant relation between the small scale of the assurance leadership from the development-oriented features and the athlete's success motivation, that is if the amount of the instructor's assurance leadership increases, the amount of the player's success motivation increases, and if the amount of the instructor's assurance leadership decreases, the amount of the player's success motivation will decrease. It's important to give the leaderships the assurance and self-confidence, till the leaderships transfer this assurance and self-confidence to the followers. This finding is the same as Bloom's (1998), Gardner's (1996), Zoroastrians' (1388) findings. From Colt (1999) and Karen (2000) point of view, the athlete's self-confidence and efficacy is related to the amount of the motivation, which the instructor causes to him. Joot (2005) mentioned the assurance in the athletes as one of the features of the good instructors. Aylaz and Young (2006) mentioned the effect's mechanism of the style of the development-oriented leadership on the follower's motivation by the effect of this style on the follower's self-confidence and efficiency. It is suggested according to this finding of the research, that the instructors' of the Premier League of the Athletics help to determine this aims and reconstruct the attitude for increasing the player's self-confidence and assurance by increasing their

amount of self-confidence and transferring this self-confidence to their athletes, and also by giving the positive and suitable feedback, that its result can increase their success motivation. One of the other findings of this study was, there was no significant and meaningful relation between the small scales of the follower-oriented leadership, the insight-oriented leadership, and the ethic leadership and the player's success motivation. There is no relation between the follower-oriented leadership, the amount of transferring the authority and power to the followers by the leader, and the player's success motivation. Here about the lack of this relation we can say, those persons, who have the high success motivation, try to do their best in every place and with every condition. Maybe this is the reason, why it doesn't have any authority and power in causing the success and also the success motivation. This finding is not the same as Aylaz's and Young's (2006) findings, who knew the follower's motivation caused by the effect of the leadership on the follower's insight, that the reason of this difference is maybe the mentioned reason that is the difference between the sport and corporate teams. We can conclude, if the instructor, who has the human and moral virtue, causes the feeling of the self-confidence in the players and also the suitable culture of the team, he can increase the player's success motivation. About the lack of the relationship between the ethic relationship and the success motivation, we can say, that the ethic leadership contains of the leader's moral principles and culture. The moral principles make up of the criterions, that the leader believes them, and also his action and behaviors is aligned to those principles, and he is like pattern and sample for the followers. There is no relation between the ethic leadership and success motivation, and maybe its reason is, that the instructors did not prepare a suitable motivation atmosphere for the athletes by causing an effective and a rich culture, which is based on the similarity of the instructor's speech and action. In the sport arena the instructor can cause an atmosphere by bringing a suitable team culture and the shared believes and values, that increase the player's motivation. The other findings of this study was this, there was no important and meaningful relation between the instructor's pragmatic style of the leadership and the athlete's success motivation by the instructor's pragmatic leadership. This finding is the same as Zoroastrians' (1388) findings. We can mention the following reasons for justification the negative relation or lack of the relation between the instructor's pragmatic style of the leadership and the athlete's success motivation:

- 1-Maybe the players know the instructor's routine actions as an integral part related to the coaching. So, acting the daily and routine works does not play any role in causing the success motivation in the players alone.
- 2-The way of giving reward is different between the non-sport organizations and sport teams. The manager or the boss of the organization is responsible to give the rewards to the subordinates in the non-sport or business organizations, but it is different in the sport teams. In the sport teams the owners of the clubs determine the amount of the player's contract and also their reward, not the instructors. So, because of this point maybe the athletes know the instructors responsible in this case.
- 3-The other reason, that we can mention here is, maybe the athletes pay attention to the rewards from their material point of view and ignore the other rewards, which are not material, like offering the feedback from competence.

According to the findings of this research it seems, that the planning is necessary, in order to the instructor's expand and awareness for the styles of the leadership and inform the effects, that can be effective on the total function and success of the team and also the athletes. The instructors can play the effective role by correct recognition the different styles of the leadership and also their analysis in applying the appropriate style for the athletes, so that they steer their teams toward the goal. Sure, the success and effect of the every team, like the port organization, depends on their manager's and instructor's competence. The competence of the manager of the organization determines the competence of the organization. So, the managers can consider this matter in using the instructors, knowledge, awareness, and the amount of their recognition with the leadership progress and the psychological discussions.

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