

## Perceptions of Leadership in Sports Management Feature and Skills Case Study: Manisa Celal Bayar University Sample\*

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### Abstract

Leadership plays a "key role" in terms of achieving success in an organization. When the literature is examined, it is expected that the logical direction contained in managers and the specifications like imagination and creativity contained in leaders need to come under the concept of "leader-manager". The study emphasizes that: being theoretical weighted and not being application oriented in a professional sense of the School Faculty of Sport Sciences Sports Management Department causes inadequate leadership skills and abilities of students and the deficiencies relating to this issue may be filled by giving "practical leadership training". From this point of view, the intention in this research is to present perceptions about leadership of the participants and determine the current situation. In the research, one of the qualitative research methods, case study methods, is used. In the research, mixed sampling method was used. The sample of the research is formed by five instructors who work in Manisa Celal Bayar University Faculty of Sport Sciences Sports Management Department, five graduates from the Sports Management Department and ten students who are still studying. An interview approach was used as a method of data collection and interviews were conducted using the interview form. Data analysis was evaluated by descriptive analysis. As a result of face to face interviews with participants, the participants' perceptions of leadership have been demonstrated by thematizing with the findings related to the gain of leadership qualities and skills. Also, it is determined that the leadership qualities and skills and awareness of the participants are higher compared to the other departments of Faculty of Sport Sciences and studying in this department contributes to career development.

**Key Words:** Academician, leadership, student, sports management department.

## Spor Yönetiminde Liderlik Özellik ve Beceri Algıları: Manisa Celal Bayar Üniversitesi Örneği

### Öz

Liderlik örgütte başarının sağlanabilmesi açısından "anahtar görevi" görmektedir. Literatür incelendiğinde yöneticilerde bulunan mantıksal yönün liderlerde bulunan hayal ve yaratıcılık gibi özelliklerin "lider-yönetici" kavramı altında toplanması gerektiği düşünülmektedir. Araştırmada Spor Bilimleri Fakültesi Spor Yöneticiliği Bölümünde yer alan derslerin teorik ağırlıklı olup, mesleki anlamda uygulamaya dönük olmaması, öğrencilerin liderlik beceri ve özelliklerinin yetersiz kalmasına ve bu sorunlara ilişkin eksikliklerin öğrencilere "uygulamaya yönelik liderlik eğitimi"nin verilmesiyle kapatılabileceği vurgulanmıştır. Bu noktadan hareketle araştırmada katılımcıların liderlik ile ilgili algılarının ortaya konulup, mevcut durumun tespit edilmesi amaçlanmıştır. Araştırmada; nitel araştırma yöntemlerinden durum çalışması yöntemi kullanılmıştır. Araştırmada karma örneklem metodu kullanılmıştır. Örnekleme, Manisa Celal Bayar Üniversitesi Spor Bilimleri Fakültesi Spor Yöneticiliği Bölümü'nde görev yapan 5 öğretim elemanı, Spor Yöneticiliği Bölümü'nden mezun 5 kişi ve öğrenimine devam eden 10 öğrenci oluşturmaktadır. Veri toplama yöntemi olarak ise görüşme yaklaşımı kullanılmış ve görüşmeler, görüşme formu kullanılarak gerçekleştirilmiştir. Veri analizleri betimsel analiz yöntemiyle değerlendirilmiştir. Katılımcılar ile yapılan yüz yüze görüşmeler sonucunda katılımcıların liderlik algıları, liderlik özellik ve becerilerinin kazandırılmasına ilişkin bulgular temalandırılarak ortaya konulmuştur. Ayrıca katılımcıların liderlik özellik ve becerilerinin Spor Bilimleri Fakültesi'nin diğer bölümlere göre farkındalıklarının yüksek olduğu ve bu bölümde eğitim almanın kariyer basamaklarına katkı sağladığına dair sonuçlar tespit edilmiştir.

**Anahtar Kelimeler:** Akademisyen, liderlik, öğrenci, spor yöneticiliği bölümü.

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## INTRODUCTION

“Leadership”, as an important quality in terms of management, becomes a feature that should be possessed by every manager in an organization. The need to manage and to be managed in order for people to adapt in a society where information is in a constant state of renewal made the concept of “leadership” along with that of “management” a prerequisite part of our lives (Atar & Özbek, 2009). Whereas some defined “leadership,” considered a basic milestone for any organization, as a process of obtaining coordination and determining the activity of employees by a person or a group to resolve situations where one’s personal efforts do not suffice (Şirin, 2008), Eren (2012) describes leadership “as a power with which to affect people’s activity.” Theoretical orientation and occupationally non-applicatory nature of sports management-leadership lectures within the curriculum of Manisa Celal Bayar University Faculty of Sport Sciences Sports Management Department (Gökçe, Çam & Yazıcılar, 2008) result in insufficiencies in terms of a manager profile’s adaptability to rapidly changing settings; hence, in this respect, a leader-manager profile adaptable to change is required to be developed, by educational approaches that will help managers who participate in a constantly changing and evolving society acquire leadership features and skills. In the field of social sciences whether the concept of “leadership” is teachable -a subject in many studies related- has been a topic of discussion for a long time and still remains as such today (Atar & Özbek, 2009). Cox and Hoover (2003) suggested that, since no one is born a leader, and no midwife exclaimed “*Congratulations! You have a healthy leader!*” and as no newspaper ever wrote “*A seven and a half pound leader was born yesterday in the hospital*”, leadership qualities are not innate, and therefore can be acquired through experience (Ogurlu, 2012). Many objected the notion of Cox and Hoover (2003) regarding the features of leadership skills, whereas others asserted that only features related to attitude and behavior can be improved with education (Gökçe, Çam & Yazıcılar, 2008).

Highly theoretical and occupationally non-applicatory leadership and sports management classes in the curriculum of Faculty of Sport Sciences Sports Management Department result in an insufficiency in adaptable manager profiles in cases of change, and on this account there exists a need to train managers in a constantly changing and improving society for leadership feature and skills, and thus produce a leader-manager profile which can consequently adapt to change. Based on this assertion, this study emphasizes the need to offer leadership training for students of Faculty of Sport Sciences Sports Management Department, which include individuals whom can be considered “the catalyzers of change” and whom are in habitual involvement with sports, being of high socio-cultural standing. In the study, leadership perceptions of students, graduates, and instructors of Faculty of Sport Sciences Sports Management Department were attempted to be shown.

## CONCEPTUAL FRAMEWORK

### Concept of Leader and Manager

People come together for various reasons. These reasons can be individual or to achieve a common goal. Therefore, individuals within the organization should strive to create appropriate environment by acting together so as to reach the determined targets in the most effective way. In this process, there is a need for leaders and managers who can manage, direct and achieve organizational goals (Özkalp, 2005). These two concepts, which are often used interchangeably in the literature, actually differ in terms of the meaning that individuals ascribe to these people, but also differ from individual to individual (Epitropaki & Martin, 2005; Lord, Foti & De Vader, 1984). Thus, it is evident that these titles are assumed based on the perceptions of individuals and group members (Werner, 1993).

In the most general sense, leader is defined as the person guiding, leading and dragging individuals (Taşdan & Gül, 2013). Eren (2012) has defined leader as the person who gathers people around certain goals by getting his/her power from the group and builds up the talent and knowledge of influencing, prompting and dragging people around him/her to achieve these goals. On the other hand, manager is defined as the person who works through others, directs individuals under his/her responsibility to the workforce and manages the operation (Bennis, 2003; Eren, 2012). These individuals within the organization are firstly held responsible for fulfilling the objectives of the organization within the management processes (planning, organizing, order-command, coordination, control) as expressed by Fayol (Aydın, 2013). Managers, have to focus on issues and they may not be flexible in doing so (Swanwick, 2019).

Most of the definitions of leader and manager in the literature are based on the fact that these two concepts essentially mean bringing people together in a common denominator by gathering them for a number of goals and prompting people to achieve the goals (Northouse, 2018). Therefore, while the concepts of leader and manager are often mixed and deemed as identical (Sarvan, 1990), some researchers have clearly separated these two concepts from each other (DuBrin, 2004; Koçel, 2010; Lunenburg, 2012; Özkalp, 2005; Sabuncuoğlu & Tüz, 2013).

### Leader and Manager Comparison

It is stated that there are similarities and differences between the concepts of “leadership” and “management” as such in the concepts of leader and manager. Management, then, is about getting things done and doing things right. Only, management is inherently a transactional process in which those that are ‘managed’ do so in their own self-interest (financial, prestige, related to job prospects etc.) (Swanwick, 2019). Leadership is discussed in the field of management as a skill and individual knowledge. Leadership is the ability to make ordinary people display extraordinary performance. That is, leadership has been related to a person's skills, abilities and degree of influence (Sousa & Rocha, 2019). One key debate has been whether leadership in the field of educational is a distinct field or simply a branch of the wider study of

management (Bush, 2007). Özkalp (2005) have stated that there is a difference arising from the emergence of leader and manager, that is, from the formation stage. It would be more appropriate to explain this situation as follows. Leadership is a spontaneous title that does not emerge by coercion. However, management is a title given to the individuals assigned by the top management to be responsible for fulfilling the given duties and liabilities. Since leadership is not acquired by appointment, it is a spontaneous situation selected by group members to that position (Cox & Hoover, 2003; Genç, 1997).

In this regard, although leadership is a situation that emerges as a result of a natural process that does not come with appointment and is not directed by the top level individuals, the person chosen for that position drags the individuals who choose him/her and they approach the goal accordingly (Cox & Hoover, 2003). In other words, it is not necessary for the leader to have a position in order to reach the goal or to be equipped with the powers by the top level individuals. However, since the managers are assigned by the top level individuals through appointment and certain duties and responsibilities are encumbered, they act dependent on an organization, and individuals who work within the organization do not have to adopt their managers (Erdoğan, 2007; Genç, 1997; Parlak, 2011). Another point that separates leaders and managers from each other is the source of power used. Here, the source of power is "the art of influencing" for the leader and "authority" for the manager (Hoy & Miskel, 2010). In other words, due to the fact that leaders do not have the power arising from the authority, they take their power from persuasion and the ability to direct individuals. On the contrary, managers use their authority-based power to reach the goal through order-command (Lunenburg, 2012).

The power of the leader, chosen in a natural process by group members, also depends on the degree of acceptance of those who choose, and the degree of power is determined by them (Cox and Hoover, 2003). In this respect, for the leader, the individuals he/she drags after him/her are important and a leader, whether naturally or officially chosen within the organization, needs to direct and mobilize the mass that he/she has been dragging to achieve organizational goals (Erdoğan, 2007). Leader and manager are positioned differently in terms of motivation, as well. That is to say, leaders ascribe their employees some responsibilities and give them the chance to self-assess themselves and be in the driver's seat as a means of motivation. In this way, leader allows the individual to reveal his/her creativity. However, managers prefer to use reward and punishment as motivation means and try to keep the individuals in the organization under their control. They motivate their employees to achieve organizational goals by focusing them on financial reward (Cox & Hoover, 2003; Drucker, 1998; Fındıkçı, 2009).

Bennis and Nanus (1985) emphasized that another important point related to leader and manager differences is related to the work done, specifying that managers do the "works properly" while the leaders do the "proper works". In other words, managers are busy with fulfilling the given responsibilities by minimizing the risk. However, leaders deal with high-risk tasks such as understanding people by taking their responsibilities, creating new ideas, turning these ideas into

action and facing problems (Leahey & Kotter, 1990; Tengilimoğlu, 2005; Zaleznik, 1995). According to this distinction, while leaders are the individuals who pursue essential works, put forward ideas and initiate them, managers can be seen as the individuals who are responsible for realizing the ideas put forward by leaders (Sabuncuoğlu & Tüz, 2013).

## **METHOD**

**Research Model and Participants:** In order to determine the current extent of leadership perceptions of students, graduates and instructors of Faculty of Sport Sciences Sports Management Department, of qualitative research methods, the case study method was chosen. A qualitative research can be defined as a research in which a qualitative process is followed in order to reveal perceptions and events in their natural habitation, using qualitative data gathering methods such as observation, interview and document analysis (Yıldırım & Şimşek, 2018).

In this research, qualitative research model was preferred because of its ability to better demonstrate the thoughts, experiences, expectations, suggestions and concerns of participants. In order to demonstrate the objective of this study, 5 instructors from Manisa Celal Bayar University Faculty of Sport Sciences Sports Management Department, 5 individuals graduated from this department and 10 students currently attending to the department; in total: 20 individuals formed the sample of this study. In formation of participant profile, official “grade point averages” of participants who are still attending was examined as a part of criterion sampling method within a purposeful sampling method, and 5 top ranking individuals were included in the sampling. The objective in applying criterion sampling method (Yıldırım & Şimşek, 2018), referred to as case study, which meet a series of criteria determined prior to the study is to yield more accurate results by fulfilling the purpose of the study. Personal informations of the participants are given below on the Table 1.

**Data Collection Tool:** Interviews were carried out in quiet and non-distractive areas of volunteer’s choosing (Faculty of Sport Sciences instructor rooms and library). As data gathering method in the study, “interview” approach and in this approach “interview form method” were used. Interview form prepared by experts in the field consisted of two sections, one being personal information form and the other containing question regarding the objective of this research. Interviews in this study included 5 individuals working at Manisa Celal Bayar University, 5 graduates from the university and currently attending 10 students. Profiles of the participants are offered in detail in Table 1.

**Data Analyses:** Face-to-face interviews were conducted during the time appointed by volunteers and participants were briefly informed about the subject. Interviews were recorded with a tape recorder. Participants were asked to sign a permit stating that this interview was conducted by their permission and that recording of this interview was allowed. “Descriptive analysis” method, as a qualitative analysis method, was used so as to achieve: an elaborate analysis of the data;

accurate conclusions derived from scrutiny of cause and effect relationships; and correct interpretation of the results. Objective of this analysis is to rearrange raw data for readers to understand and use it if they chose to. Data gathered from interviews by tape recorder were transformed into plain text in computers. Data gathered from all participants were compiled on a single text and thus coding stage was started. In this stage a group of four was assigned. Independently arising themes were later turned into a common framework. Instructors interviewed in the course of the study were coded as A, and graduates and students were coded as O.

Validity and reliability studies were carried out in careful consideration of matters that apply to qualitative researches. In this context; for validity studies; results were observed to form integrity and meaningfulness in themselves; a meaningful sum of data gathered was provided; gathered data is in concert with the theoretical frame previously formed. This frame guided the course of data gathering and provided practicability in application. For the reliability study on the other hand; the researcher defined with clarity and detail the methods and stages of the study; outcomes were neatly tied with the presented data; courses and methods followed by the researcher were elaborately defined; raw data was reserved for examination by third parties; outcomes of the study were expressed plainly; outcomes of the study are in concert with the data; the data were gathered as required by the questions asked in the research, in detail and purposefully (Yıldırım & Şimşek, 2018).

**Table 1.** Participants Profiles

Person and Code No:	Gender	Age	Education	Assignment/ Education Status	Assignment /Education Duration	Field of Employment
A 1	F	32	M	Academician	10	Academic, Trainer
A 2	M	32	M	Academician	10	Academic, Trainer
A 3	M	35	PhD	Academician	10	Academic, Trainer
A 4	M	32	PhD	Academician	10	Academic, Trainer
A 5	F	35	PhD	Academician	8	Academic, Administrative, Referee
M1	F	24	L	Graduated	4	Trainer
M 2	M	22	L	Graduated	4	Private Sector
M 3	M	24	L	Graduated	4	Private Sector
M4	F	26	L	Graduated	4	Private Sector
M 5	M	27	L	Graduated	4	Private Sector
O 1	M	20	L	Student	1	Handball Referee
O 2	M	22	L	Student	1	-
O 3	F	21	L	Student	1	Fitness Trainer
O 4	M	20	L	Student	1	Fitness Trainer
O 5	F	20	L	Student	1	-
O 6	M	22	L	Student	4	-
O 7	M	25	L	Student	4	Trainer
O 8	F	22	L	Student	4	-
O 9	F	22	L	Student	4	Private Sector
O10	M	22	L	Student	4	-

## RESULTS

Overview of 20 participants shows 5 instructors graduated from Sports Management Department, 5 graduates from the same department and 10 currently attending students. Main themes of “democratization,” “communication abilities,” “vocational features,” “acceptance of universal ethical values,” and other “leadership features” were brought up in the light of examination of the data. Sub-themes in association with these main themes are given in Table 2.

**Table 2.** Results of “sports manager and leadership” relationship gathered from participants

	Participants	Codes Resultant of Interviews	Sub-Themes
<b>Sports Manager and Leadership Features Relationship</b>	A1, A2, A4, M1, M5, O1, Ö9	Democratization	Democratic
	A1, A3, A5, M1, O 3, O 5, Ö8, Ö10	Communication Capacity	Communication Empathy
	A1, A2, A3, A5, M1, M4, O 2, Ö4, Ö5, Ö7, O10	Vocational Features	Crisis Management Risk Management
	A1, A2, A3, A4, A5, M1, M3, M4, M4, O 1, O2, O3, O 4, Ö5, Ö6, Ö7, Ö8, Ö9, Ö10	Other Leadership Features	Charismatic
<b>Total</b>			<b>20</b>

In accordance, participants responses on leadership features are determined under themes of democratic, communication, empathy, crisis and risk management, charismatic and sub-theme “charismatic” was detected to be the main focus of participants.

Themes that are considered by participants as contributive in acquirement of leadership skills and features and improvement of those are given in Table 3. Accordingly, participants determined as contributive factors within the scope of given themes to be theoretical lessons, applicatory lessons, research projects and field studies, etc. Thought of participants with respect to results on what they acquired:

*“I think Leadership, Sports Management and Organization, Communication Skills, Sports Management, Human Resources lessons offered to me as a part of lessons did contribute.” (A2, A4, M1, M3, M4, M5, O6, O7, O8, O9, O10)*

*“I have yet no certain opinion on this subject as a freshman.”(O2)*

*“I received no classes concerning the subject of leadership. I have therefore no sufficient knowledge in this respect.” (O3)*

*“I believe the Business Management class that I took this semester, though not entirely a leadership class, ... did contribute in this respect.” (O4)*

*“I do not have any opinions on this subject being a freshman. I can only say that Business Management lesson somewhat helped me on the subject... “. (O5)*

*“Apart from the Winter and Summer Education Camps, which I found beneficial, I believe team work and group work will help in terms of coordination.” (A2)*

*“I also think my duty as Manisa*

*Celal Bayar University Sports Management Club Presidency have considerable benefits in working life.....” (M5)*

*“In my opinion leadership features cannot be acquired later. They can be improved upon, but I do not know how successful that will be.... if we talk about which classes will help in school; group studies and lectures are beneficial” (O7)*

*“I think my masters thesis had been quite helpful in giving an extensive knowledge on the subject.”(A3)*

*“I believe that leadership skills are innate and can be bettered with education.....” (M4)*

*“..... Participation in projects and student counseling was helpful.” (A4)*

*“Yes, there certainly is. What I have in me but could not display or academic studies we performed to bring out leadership skills and social projects have a significant role in the subject” (A5)*

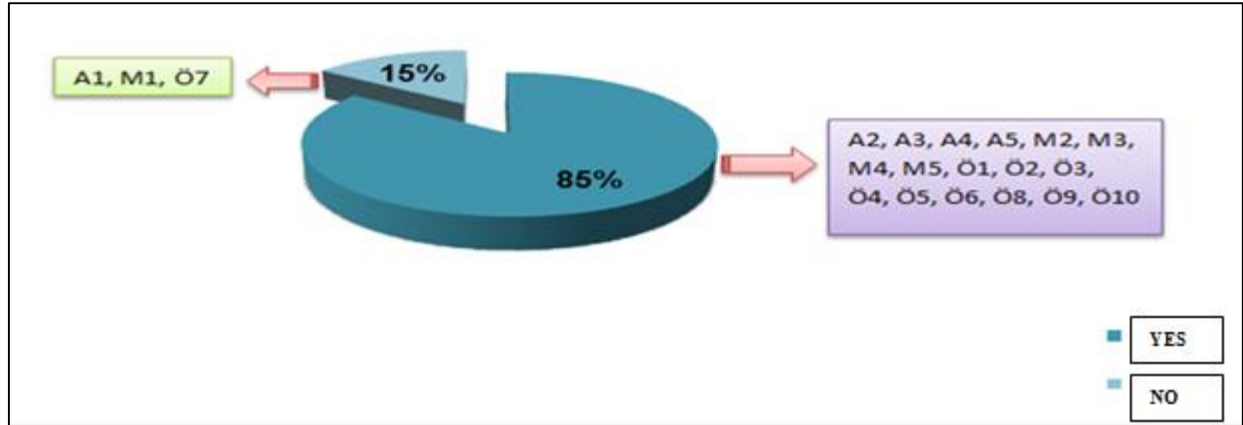
*“In leadership feature and skills’ improvement the most contributive are organization studies as part of Field Studies class.” (M2)*

**Table 3.** Results related to the contribution of sports management department educations in acquisition of leadership feature and skills

	Codes Revealed as a Result of the Interviews	Participants	Sub-Themes
<b>Relationship of Sports Management Department Educations and Leadership Feature and Skills</b>	Perception of leadership feature and skills	A2, A3, A4, M1, M3, M4, M5, Ö2, Ö3, Ö4, Ö5, Ö6, Ö7, Ö8, Ö9, Ö10	Theoretical Classes
		A2, M5, Ö7	Applicatory Classes
		A1, A3, A4, A5, M3, M4, Ö9	Research Projects
		M2	Field Studies, and the like
<b>Total</b>		<b>20</b>	



In the Figure 1, the question “As a Sports Management Department student/graduate, do you think that there is any difference between Faculty of Sport Sciences and other departments in terms of leadership feature and skills?”, 85% answered “Yes” and 15% “No.”



**Figure 1.** Distribution of awareness of leadership feature and skills of department of sports management students according to participants

Participants thoughts based on gathered data derived from the answers:

“Yes, in these terms: command profile, specific education, application field perspective, education duration differences, class application difference, effective communication necessity.”(A2)

“..... certainly being a sports management department alumni increases leadership formation compared to other departments....”(A3)

“Yes.... theoretically, there are effective classes that can develop students in personal and vocational terms and apart from this, there are apprenticeship education, project classes, and field studies in which we can transform theoretical knowledge into practice, allowing us to perform leadership skills.....” (A4)

“Yes. As an alumni of sports management department there are differences in terms of leadership features education compared to other department. This difference, I believe, stems from the lessons we take in the course of four years of education...” (M4)

“I do think there is a difference. However, I believe it is a negative one. Because, as a sports management department student we are educated more theoretically than those of education department .... I believe our department falls behind others in terms of applicatory development of leadership skills” (Ö3)

“.... the abundance of theoretical classes as compared to other departments, and restricted number of such classes offered in other departments, I believe, will not help improve leadership features.....leadership is a property that can be developed through education” (Ö4)

“.....because other departments are inclined to offer applicatory classes, I believe we are one step ahead of them in this respect...”(Ö8)

“Leadership is a different merit. Only if your are given the opportunity or you discover it in yourself, you are already the leader of a group.... I believe such comparisons are not justified.” (A1)

“.....I do not think by the mere effect of department, and one’s leadership features, can make one a leader and manager, and I believe that these two are complementary and that sole department comparisons are not relevant.” (M1)

“..... since each department will educate individuals responsible for a single type of group, each individual can improve upon his/her leadership features in terms of the same but personally related features and thus become successful.....” (O7)

Participants answered in positive, negative and neutral responses when asked whether a bachelor education can help in individual career ladders. 5 sub-themes derived from participants with positive response are given in the Table 4 respectively as “Communication,” “Team spirit,” “Vocational experience,” “Time management,” “Crisis and Risk management.”

**Table 4.** Department of sports management bachelor education and career relationship

Opinions of Participants	Codes Derived from the Result of Interviews	Participants	Sub-Themes
<b>Positive</b>	Bachelor Education and Career Relationship	A1, A2, A3, A5, M1, M2, M3, M4, M5, O1, O2, O3, O4, O5, O7, O8, O9, O10	Communication Team Spirit Vocational Experience Time Management Crisis and Risk Management
<b>Negative</b>		O6	-----
<b>Neutral</b>		A4	-----
<b>Total</b>		<b>20</b>	

When participants opinions on the effect of leadership knowledge and skills, acquired during their education, in institutions and organizations they work or will work in at the end of their bachelor education, on personal career ladders.

When participants were asked of their opinion on the effect of leadership knowledge and skills, acquired during their education, on the career ladders they climb in institutions and organization

they work or will work in at the end of their bachelor education, the answers were examined under three titles -positive, negative and neutral- reaching conclusively the data regarding participants' take on the subject. Some participants stated that certain benefits can be acquired in relation to leadership knowledge and skills learned during their educations, such as group functioning, communication, improvement of responsibilities, self-confidence, entrepreneurship spirit, time management, positive transfer, innovativeness, problem solving, mutual trust; whilst others objected saying that knowledge and skills acquired during bachelor education do not help in career ladder and nothing can be acquired through a bachelor education, claiming that 4 year period of education does not suffice for the individual. Participant opinions based on these results are:

*“Acquisition of leadership knowledge and skills will produce positive effects, I believe.” (A1)*

*“I believe these are helpful factors in reviewing opportunities, to cope with competitive environment, fulfill responsibilities, guide people around me.” (A2)*

*“..... I can work with my personnel as a communicative leader of high team spirit and vision. (A3)*

*“I can manage positive-negative variables as they manifest, and try to manage crises with a positive approach, displaying my leadership qualities in place and if need be.”(A5)*

*“I believe my leadership knowledge and skills, without my notice, are imbedded inside me and grant me a different point of view in my post-school workplace, job seeking process and in later periods.....” (M5)*

*“..... I do not believe that this knowledge will be sufficient forever. Leadership knowledge and skills are not of a kind to be taught in 4 years, they require a longer period and a lot of experience to develop...” (O6)*

*“I cannot say I use the knowledge and skills dating back to my bachelor period in full. Because the environment I work in functions in a different structure, I do not believe it is best to be a leader or perform acts of leadership in this workplace...” (A4)*

In the study that aimed at detecting the current status of participants' perceptions of leadership, a differing was detected in the perceptions of students, graduates and academicians. This difference was stated to stem from class statuses, class contents and their current statuses and these are believed to be factors in gaining leadership features and skills, and using these skills and features.

Participants who are at the beginning of their bachelor education lack in knowledge and skills in terms of leadership feature and skills' obtainment compared to other participant profiles due to

the effect of the fact of being new in a school and having a new friend environment and that they are yet to take classes on “management and leadership.” Apart from this, review of the participator group which are about the end of their bachelor education showed that this group of participants with their wider knowledge coming from the period of their previous time in school are relatively more aware of leadership skills and features than freshman profiles.

When reviewed, alumni participator profile shows more sufficiency in integrating knowledge from education period in their working life than those of student profile. and in the academic profile the following is detected: that they have completed their educational process; have higher targets, represent a more well-learned portion; have a 10 year so working experience; and through their position are able to convey their knowledge and skills of leadership either within the institution of without to students and work in a wider spectrum of applicatory fields. In this respect, this group of all have a higher perception of leadership in terms of feature and skills than any. In addition, participants of this study, being from Department of Sports Management, shown higher leadership feature and skills awareness than any other department in Faculty of Sport Sciences and that attending to this department may provide higher contribution in career ladders has been demonstrated as an outcome.

In the outcome of these evaluations leadership feature and skills’ perceptions of participants are determined and the degree to which these could be transformed into skills in real life, as well as factors which may affect to acquisition of leadership feature and skills during bachelor education were tried to be detected and the necessity to provide better leadership education to the students of sports management department and acquire leader-manager profile were asserted. Therefore opportunities should be granted to Sports Management Department in order to create an effective leader-manager profile in future and the department in general should be reinforced. This is an attempt under the responsibility of the management and academic staff of the Faculty of Sport Sciences who are in constant involvement with the sports environment.

In the light of the results of this study it was thought that theoretical and applicatory classes, as well as courses and seminars which are accredited by foreign and domestic institutions and will help improve the acquisition process for students should be included in the curriculum of sports management department with review of the program so as to reinforce the raising of leader-manager profiles.

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**Conflicts of Interest:** The authors declare no conflict of interest.

**Ethical clearance (approval):** That is especially important when conducting research with humans. The major principle for making sure that no harm is done to any participants in the research. Also as this was not an interventional study, ‘permission form’ and ‘voluntar confirmation letter’ were taken from all the participants.

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