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Review of Relationship between Personality Characteristics and Leadership Power Perceptions of Karate-Do Athletes

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Abstract

The objective in this study is to analyse the leadership power perceptions based on the personality characteristics of karate-do athletes. The population of the research consists of licensed, national athletes above 18 (A-B-C) under Turkish Karate Federation and the samples are made of 149 athletes selected via random sampling. The research has been limited to the scale of leadership power perception, the scale of personal characteristics as well as the questions regarding the demographic characteristics and the athletes at the age of 18 and above. In the study, the Scale of Leadership Power in Sports-Other (SLGÖ-D: Athlete Form), adapted by Konter (2008) from Wann, Metcalf, Brewer and Whiteside (2000) and the Personality Test Based on Attributes (SDKT), developed by Bacanlı, İlhan and Aslan (2009) have been used as a means of data collection. The data has been analysed by SPSS package program and correlation analysis have been performed. When we examine correlation analysis based on gender, in terms of female aspect, there is an avoidant relationship between emotional instability and referent power ($r: -.422$ $p < .050$).

Keywords: Karate-do, personality, leadership in sports

Introduction

Karate-do comprises of three Japanese words, “kara” means empty, “te” means hand and “do” means way. So, it means the way of empty hand (Alkan ve Çolaklar, 2000). It is understood easily that the material of this sport is human. Do philosophy makes karate different from other sports. This thinking system which is included in all Far Eastern Martial Arts forms refers to personal improvement in time (Doğan, 2003). It is a Martial Art which aims developing personality through training. It is an art aiming to reach character perfection by having experience resulting from training and practising, not aiming to win. Besides, it is a form of self-defence by using all body parts which become an effective and powerfull weapon by systematic effort. The purpose of Karate-do is to reach a balance of body movements and excellence of harmonius unity (karateturkey, 2015). Interaction and close relationship among trainers and practitioners come into prominence in this field, too.

Leadership is the process of guiding people’s actions to realize certain individual or group purposes in spesific conditions (Koçel, 1984). Leadership according to Stodgill (1950) is the process of influencing the activities of a group which tries to set goals and to reach them. According to Northouse (1997), leadership is the ability of influencing group members to reach certain goals using formal or informal procedures. Hedlund and friends (2003) say that it is a complex performance field based on individual or organizational problem-solving ability, Cook and friends (1997) say that it is adopting the leader’s vision voluntarily, Werner points out that it is an interaction process of encouraging people to make them effort voluntarily to achieve organizational purposes, helping them to reach common goals, transferring experience and ensuring satisfaction from applied leadership style in certain circumstances, in certain time. Davis (1988) defines that leadership is persuading audience to head towards the determined targets.

Power, is the influence capacity of A in order to make B obey A (Bass, 1990; quoted by Robbins, 1998). In other words, it is the ability of the leader on influencing and manipulating of manners and behaviours of the followers (French and Raven, 1959; Konter, 2007); controlling ability on things which you want to have only by yourself (Robbins, 1998); it is related closely to the leadership which is the process of influencing others (Buchanan and Huczynski, 1992). In this context, it is said that managers, trainers, athletes, official people and even spectators have the influence and manipulation power on their followers’ manners and behaviours to a certain extent (Chelladurai, 1984; Konter, 2007).

French and Raven (1959) noted that there are five elements of power in social communication. These are reward, coercive, legitimate, expert and referent. Reward is offering rewards to others; coercive is applying disapproval, rejection or punishment when necessary; legitimate power is using authority or hierarchy in team, group or organization; expert is having special skills and experience for a spesific field; referent is being a loved and respected person by followers in a group (French and Raven, 1959; Wann and friends, 2000; Konter, 2009).

TDK (Turkish Language Association) defines personality as total certain spiritual and moral characteristics of a person. Another description is; personality is the unchanging TDK (Turkish Language Association) defines personality as total certain spiritual and moral characteristics of a person. Another description is; personality is the unchanging characteristics of an individual. Another words, personality is the total spesifications which

comprise the differences and similarities in thoughts, senses and behaviours of an individual (Özkalp and Kirel, 2001).

And the concept of personality has some features as follows (Zel, 2011):

1. Personality comprises of all tendencies coming from birth or gathered later.
2. Personality means arrangement of these tendencies.
3. There are differences which make each individual unique.
4. Personality adjusts tendencies to environment. Same individual may behave differently or have different attitudes in different environments.
5. Each personality has a character coming from birth and the character is an indispensable element of personality.
6. Personality directs and manages behaviours.
7. Personality is the product of individual balance. Personality is the result of mental balance of the individual. Individuals who have mental balance have normal personality.

Personality, spiritual state and spiritual health of athletes affect sport directly. So, determining personality characteristics of athletes, eliminating negative factors or diminishing them to the minimum are important to grow successful athletes and improve sports (Tatlıcı and Kırımoglu, 2008). Determining personality characteristics of athletes helps to diminish negative effects, and to ease the communication process between athletes and trainers. Moreover, trainer behaviours which are role models and personality characteristics of trainers affect their leadership powers. In this study, the results of above elements were examined. As a result, by this study, it was aimed that which type of leadership power be used to approach the athletes.

Materials and Method

Population and sampling

Population is the national karate-do athletes engaged to Turkish Karate Federation. Sampling is 149 national karate-do athletes (A,B,C levels, and above age 18) chosen in 2015.

Analyzing leadership power perceptions according to their personal characteristics of karate do athletes who became national level in Turkey were aimed in this study. Research was performed by the scanning method, and quantitative research was utilized. Data were collected by the researcher, by survey method one-to-one and /or filling questionnaire forms as a group of athletes.

Leadership Power Scale in Sports: Athlete Form (SLGÖ: Diğer)

Leadership Power Scale in Sports: Athlete Form was used in this research. This scale was developed by Wann, Metcalf, Brewer and Whiteside (2000) and adapted by Konter (2008). Scales were 9 point likert scale questionnaires (1:Strongly Disagree, 9:Strongly Agree). Athlete Form includes 11 items. Each sub-factor includes 3 items except that “coersive power” includes only 2 items.

Adjective Based Personality Test (SDKT)

As personality traits scale, in order to determine the personality traits of the sampling in this study, Adjective Based Personality Test (SDKT) developed by Bacanlı, İlhan and Aslan (2009) was used as data collection tool. This test has 40 adjective pairs, and it is a 7 point likert scale. ABPT has five factors: Extraversion, agreeableness, conscientiousness, emotional instability and openness to experiences.

Findings

Table 1. Correlation Analysis Based On Gender: Female

		1	2	3	4	5	6	7	8	9
1. Coercive Power	Pearson	1								
	Sig. (2-tailed)									
2. Referent Power	Pearson	,025	1							
	Sig. (2-tailed)	,860								
3. Legitimate Power	Pearson	,226	,472**	1						
	Sig. (2-tailed)	,103	,000							
4. Expert Power	Pearson	-,076	,762**	,473**	1					
	Sig. (2-tailed)	,587	,000	,000						
5. Emotional instability	Pearson	,129	-,422**	-,172	-,443**	1				
	Sig.(2-tailed)	,358	,002	,219	,001					
6. Extraversion	Pearson	,020	-,309*	-,268	-,213	-,160	1			
	Sig. (2-tailed)	,888	,024	,052	,125	,253				
7. Openness to Experiences	Pearson	-,038	-,182	-,338*	-,121	-,307*	,703**	1		
	Sig.(2-tailed)	,785	,192	,013	,389	,026	,000			
8. Agreeableness	Pearson	,166	,227	-,040	,223	-,631**	,377**	,546**	1	
	Sig. (2-tailed)	,234	,102	,778	,109	,000	,005	,000		
9. conscientiousness	Pearson	,167	,092	-,079	,034	-,369**	,769**	,648**	,493**	1
	Sig. (2-tailed)	,232	,511	,576	,806	,007	,000	,000	,000	
** . Meaningfull Correlation 0.01 level (2-tailed).										
* . Meaningfull Correlation 0.05 level (2-tailed).										
a. Gender = Female N=53										

When we examine correlation analysis based on gender, in terms of female aspect (Table 1), there is an avoidant relationship between emotional instability and referent power ($r: -,422$ $p < .050$). In this relation, while emotional instability of female athletes increases, referent power of which trainer applies decreases, or, while emotional instability of female athletes decreases, referent power of which trainer applies increases. There is an avoidant relationship between emotional instability and expert power ($r: -,443$ $p < .050$). In this relation, while emotional instability of female athletes increases, expert power of which trainer applies diminishes, or, while emotional instability of female athletes decreases, expert power of

which trainer applies increases. There is an avoidant relationship between openness to experiences and legitimate power ($r: -.338$ $p < .050$). In this relation, while openness to experiences of female athletes increases, legitimate power of which trainer applies decreases, or, while openness to experiences of female athletes decreases, legitimate power of which trainer applies increases. There is an avoidant relationship between extraversion and referent power ($r: -.309$ $p < .050$).

Table 2. Correlation Analysis Based On Gender: Male

		1	2	3	4	5	6	7	8	9
1. Coercive Power	Pearson	1								
	Sig. (2-tailed)									
2. Referent Power	Pearson	,167	1							
	Sig. (2-tailed)	,104								
3. Legitimate Power	Pearson	,163	,839**	1						
	Sig. (2-tailed)	,114	,000							
4. Expert Power	Pearson	,092	,794**	,836**	1					
	Sig. (2-tailed)	,372	,000	,000						
5. Emotional instability	Pearson	,015	-,054	,103	,195	1				
	Sig. (2-tailed)	,883	,603	,318	,057					
6. Extraversion	Pearson	-,190	,006	,027	,077	-,234*	1			
	Sig. (2-tailed)	,064	,954	,794	,456	,022				
7. Openness to Experiences	Pearson	-,007	-,056	-,183	-,010	-,382**	,584**	1		
	Sig. (2-tailed)	,943	,586	,074	,920	,000	,000			
8. Agreeableness	Pearson	,116	,176	,038	,135	-,543**	,216*	,621**	1	
	Sig. (2-tailed)	,261	,086	,715	,189	,000	,034	,000		
9. conscientiousness	Pearson	-,229*	-,016	-,044	,014	-,360**	,753**	,546**	,332**	1
	Sig. (2-tailed)	,025	,878	,670	,891	,000	,000	,000	,001	
*. Meaningfull Correlation 0.05 level (2-tailed).										
**. Meaningfull Correlation 0.01 level (2-tailed).										
a. Gender=Male N=96										

When we examine correlation analysis based on gender, in terms of male aspect (Table 2), there is an avoidant relationship between conscientiousness and coersive power ($r: -.229$ $p < .050$). In this relation, while the conscientiousness of male athletes increases, coersive power of which trainer applies decreases, or, while the conscientiousness of male athletes decreases, coersive power of which trainer applies increases.

Table 3. Correlation Analysis Based on National Level of Athletes: A Level

		1	2	3	4	5	6	7	8	9
1. Coercive Power	PearsonCorrelation	1								
	Sig. (2-tailed)									
2. Referent Power	PearsonCorrelation	,137	1							
	Sig. (2-tailed)	,438								
3. Legitimate Power	PearsonCorrelation	,205	,932**	1						
	Sig. (2-tailed)	,245	,000							
4. Expert Power	PearsonCorrelation	,028	,887**	,889**	1					
	Sig. (2-tailed)	,875	,000	,000						
5. Emotional instability	PearsonCorrelation	,144	-,209	-,155	-,077	1				
	Sig. (2-tailed)	,417	,236	,383	,664					
6. Extraversion	PearsonCorrelation	-,097	,005	,024	,126	-,044	1			
	Sig. (2-tailed)	,584	,979	,891	,477	,806				
7. Openness to Experiences	PearsonCorrelation	-,220	-,165	-,262	-,124	-,254	,583**	1		
	Sig. (2-tailed)	,211	,351	,135	,484	,147	,000			
8. Agreeableness	PearsonCorrelation	,096	,158	,092	,112	-,605**	,292	,476**	1	
	Sig. (2-tailed)	,591	,371	,606	,529	,000	,094	,004		
9. conscientiousness	PearsonCorrelation	-,071	,066	,005	,133	-,348*	,574**	,601**	,511**	1
	Sig. (2-tailed)	,690	,712	,980	,452	,044	,000	,000	,002	
** . Meaningfull Correlation 0.01 level (2-tailed).										
* . Meaningfull Correlation 0.05 level (2-tailed).										
a . National Level = A										

When we examine correlation analysis based on national level of athletes (Table 3), there is no statistical relationship between personality specifications and leadership power perceptions for A level national athletes.

Table 4. Correlation Analysis Based On National Level of Athletes: B Level

		1	2	3	4	5	6	7	8	9
1. Coercive Power	Pearson	1								
	Sig. (2-tailed)									
2. Referent Power	Pearson	,085	1							
	Sig. (2-tailed)	,535								
3. Legitimate Power	Pearson	,173	,567**	1						
	Sig. (2-tailed)	,206	,000							
4. Expert Power	Pearson	,086	,849**	,731**	1					
	Sig. (2-tailed)	,531	,000	,000						
5. Emotional instability	Pearson	,073	-,069	,278*	,191	1				
	Sig. (2-tailed)	,594	,615	,040	,161					
6. Extraversion	Pearson	,030	-,243	-,120	-,032	-,134	1			
	Sig. (2-tailed)	,827	,074	,384	,817	,331				
7. Openness to Experiences	Pearson	,090	-,109	-,290*	-,103	-,485**	,629**	1		
	Sig. (2-tailed)	,511	,426	,032	,456	,000	,000			
8. Agreeableness	Pearson	,215	,319*	,041	,193	-,658**	,224	,548**	1	
	Sig. (2-tailed)	,114	,018	,766	,157	,000	,100	,000		
9. conscientiousness	Pearson	,045	-,066	-,095	,022	-,342*	,688**	,596**	,343*	1
	Sig. (2-tailed)	,745	,632	,492	,871	,011	,000	,000	,010	
**. Meaningfull Correlation 0.01 level (2-tailed).										
*. Meaningfull Correlation 0.05 level (2-tailed).										
a. National Level: B										

When we examine correlation analysis based on national level of athletes (Table 4), there is a positive relationship between legitimate power and emotional instability ($r: .278$ $p < .050$) for B level national athletes. In this relation, while emotional instability of B level athletes increases, the legitimate power of which trainer applies increases, or, while emotional instability of B level athletes decreases, the legitimate power of which trainer applies decreases. There is a negative relationship between openness to experiences and legitimate power ($r: -.290$ $p < .050$). In this relation, while openness to experiences of B level athletes increases, the legitimate power of which trainer applies decreases, or, while openness to experiences of B level athletes decreases, the legitimate power of which trainer applies increases. There is a positive relationship between agreeableness and referent power ($r: .319$ $p < .050$). In this relation, while agreeableness of B level athletes increases, the referent power of which trainer applies increases, or, while agreeableness of B level athletes decreases, the referent power of which trainer applies decreases.

Table 5. Correlation Analysis Based On National Level of Athletes: C Level

		1	2	3	4	5	6	7	8	9
1. Coercive Power	Pearson	1								
	Sig. (2-tailed)									
2. Referent Power	Pearson	,210	1							
	Sig. (2-tailed)	,106								
3. Legitimate Power	Pearson	,223	,845**	1						
	Sig. (2-tailed)	,087	,000							
4. Expert Power	Pearson	,032	,414**	,358**	1					
	Sig. (2-tailed)	,811	,001	,005						
5.Emotional instability	Pearson	-,025	-,254*	-,219	-,152	1				
	Sig. (2-tailed)	,852	,050	,093	,245					
6.Extraversion	Pearson	-,208	-,062	-,039	-,062	-,333**	1			
	Sig. (2-tailed)	,111	,639	,767	,638	,009				
7.Opennes to Experiences	Pearson	-,002	-,085	-,146	,220	-,311*	,621**	1		
	Sig. (2-tailed)	,990	,518	,264	,091	,016	,000			
8.Agreeableness	Pearson	,094	,158	-,018	,316*	-,501**	,306*	,694**	1	
	Sig. (2-tailed)	,476	,229	,894	,014	,000	,017	,000		
9.conscientiousness	Pearson	-,181	,041	-,065	-,078	-,382**	,875**	,576**	,376**	1
	Sig. (2-tailed)	,166	,758	,623	,555	,003	,000	,000	,003	
**. Meaningfull Correlation 0.01 level (2-tailed).										
*. Meaningfull Correlation 0.05 level (2-tailed).										
a. National Level: C										

When we examine correlation analysis based on national level of athletes (Table 5), there is a negative relationship between emotional instability and referent power ($r: -,254$ $p \leq .050$). In this relation, while emotional instability of C level athletes increases, the referent power of which trainer applies decreases, or, while emotional instability of C level athletes decreases, the referent power of which trainer applies increases. There is a positive relationship between agreeableness and expert power ($r: ,316$ $p < .050$). In this relation, while agreeableness of C level athletes increases, the expert power of which trainer applies increases, or, while agreeableness of C level athletes decreases, the expert power of which trainer applies decreases.

Discussion and Conclusion

At the end of correlation analysis based on gender (Table 1), in terms of female athletes, there is a significant and negative oriented relationship statistically between emotional instability which is the sub-scale of personality characteristics and referent power which is the sub-scale of leadership power ($r: -,422$ $p < .050$). In this relation, while emotional instability of female athletes increases, referent power of which trainer applies decreases, or, while emotional instability of female athletes decreases, referent power of which trainer applies increases.

According to that results, while problems of athletes who have emotional troubles increase, referent power which trainer applies decreases, or, while emotional problems of athletes decrease, referent power which trainer applies increases. There is an avoidant relationship between emotional instability and expert power ($r: -.443$ $p \leq .050$). In this relation, while emotional instability of female athletes increases, expert power of which trainer applies diminishes, or, while emotional instability of female athletes decreases, expert power of which trainer applies increases. According to that result, while emotional instability of athletes who have emotional problems increases, knowledge, talent and experience level of trainer applies decreases, or, while emotional problems of athletes decrease, expert power of which trainer applies increase. There is an avoidant relationship between openness to experiences and legitimate power ($r: -.338$ $p \leq .050$). In this relation, while openness to experiences of female athletes increases, legitimate power of which trainer applies decreases, or, while openness to experiences of female athletes decreases, legitimate power of which trainer applies increases. According to that result, while creativity, dreaming and mental capacity of athletes increase, legitimate power of which trainer applies decreases, or vice versa.

When we examine correlation analysis based on gender (Table 2), in terms of male aspect, there is an avoidant relationship between conscientiousness and coercive power ($r: -.229$ $p \leq .050$). In this relation, while the conscientiousness of male athletes increases, coercive power of which trainer applies decreases, or, while the conscientiousness of male athletes decreases, coercive power of which trainer applies increases. According to this result, while responsible, ambitious and careful athletes improve, the punishing methods of trainers use decreases, or, while responsibility of athletes decreases, coercive power which trainers apply increases.

When we examine correlation analysis based on national level of athletes (Table 3), there is no statistical relationship between personality specifications and leadership power perceptions for A level national athletes.

When we examine correlation analysis based on national level of athletes (Table 4), there is a positive relationship between legitimate power and emotional instability ($r: .278$ $p \leq .050$) for B level national athletes. In this relation, while emotional instability of B level athletes increases, the legitimate power of which trainer applies increases, or, while emotional instability of B level athletes decreases, the legitimate power of which trainer applies decreases. According to this result, while the problems of athletes who have emotional problems increase, the level of legitimate power which trainer applies increases, or vice versa. There is a negative relationship between openness to experiences and legitimate power ($r: -.290$ $p \leq .050$). In this relation, while openness to experiences of B level athletes increases, the legitimate power of which trainer applies decreases, or, while openness to experiences of B level athletes decreases, the legitimate power of which trainer applies increases. According to this result, while creative, artistic athletes improve, the legitimate power of which trainer applies decreases, or vice versa. There is a positive relationship between agreeableness and referent power ($r: .319$ $p \leq .050$). In this relation, while agreeableness of B level athletes increases, the referent power of which trainer applies increases, or, while agreeableness of B level athletes decreases, the referent power of which trainer applies decreases. According to this result, while soft-hearted athletes improve being more soft, and peacefull, the referent power of which trainer applies also increases, or vice versa.

When we examine correlation analysis based on national level of athlete (Table 5), there is a negative relationship between emotional instability and referent power ($r: -.254$ $p \leq .050$). In this relation, while emotional instability of C level athletes increases, the referent power of which trainer applies decreases, or, while emotional instability of C level athletes decreases, the referent power of which trainer applies increases. According to this result, while the problems of athletes who have emotional troubles increase, the referent power of which trainer applies decrease, or vice versa. There is a positive relationship between agreeableness and expert power ($r: .316$ $p \leq .050$). In this relation, while agreeableness of C level athletes increases, the expert power of which trainer applies increases, or, while agreeableness of C level athletes decreases, the expert power of which trainer applies decreases. According to this result, while friendly and social athletes become more social, trainers become more enthusiastic to teach, or vice versa.

The results from research findings are as follows:

Emotional instability is the one personality characteristics that attracts attention. This specification arises in athletes who are young, with no experience and single. When they grow up they become mature and instability diminishes.

Athletes who carry agreeableness specification are more successful in having a communication with their trainers. Because, they are soft-hearted, kind, flexible, modest and they can have emotional connection with other people. Athletes who are open to experiences are more eager to contact with their trainers and their enthusiasm affect leadership power of trainers.

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