Leadership Styles of Sport Clubs Managers and its Related Compound Creativity Coaches’

Masood Naderian¹*, Somayeh Rahbari²

¹Department of Physical Education and Sport Science, University of Isfahan, Iran
²Department of Physical Education and Sport Science, Najafabad Branch, Islamic Azad University, Najafabad, Iran

*Corresponding Author: Masood Naderian

ABSTRACT: The objective of this study is to consider the leadership styles of sports clubs managers and its related compound creativity coaches’. Sample consisted of 388 players (289) and coaches (89) and measuring instrument consisted of a questionnaire assessing leadership style and creativity Questionnaire (Randsep), respectively. Questionnaires were distributed and the response of the person by whom it was collected. The sample included 189 players & coaches who were selected randomly. All findings fed into the statistical software in SPSS19 and evaluated p 0.05. The results showed that the average score of leadership style was 131.4 (out of maximum score of 200). The average score for male and female coacher’s leadership style were respectively equal to 128.2 and 125.3. Amongst the leadership style indices, the mean value of coaches’ perception of managers’ pragmatic leadership was 26.32 (out of 40). The mean value of this perception was equal to 26.54 for male coaches and 26.1 for the females. In transformational leadership index that the maximum score was 160, the mean value of female coaches’ perception was 107.12. The mean value of this perception for the male and female coaches was equal to 109.22 and 105.02, respectively. According to the findings of this research, the correlation between leadership style and creativity was 0.54 which was significant in range of P=0.01. This result demonstrates the theoretical basis of this study; accordingly the leadership style as the facilitator and stimulator agent affects the individuals’ creativity directly and indirectly.

Keywords: Creativity, Coaches, Leadership style, principal's.

INTRODUCTION

Upon the advancement in managerial sciences, the managers of different organizations require to identify the week and strength points of relative organizations in order to advance and coordination of internal environment of organizations whit the challenges are so complex and intertwined that may not be discerned easily and the human nature of organizations and complexity of employees’ behavior have doubled this complexity. Therefore, the organizations should not expect for the wave but they own should become the wave and transformation source and attempt towards their improvement in order to meet the new needs of modern civilization. Training organizations particularly Education

Organization has a lot importance and role in the human life. Need to creative and innovator individuals in the education dept. and other academic – training centers has doubted importance because these centers have very important role in education and training of responsible and expert human resources for all organizations and departments (Forghani, 2010). By this new approach, it is predicted that within the next decades, the education dept. will have the best position and organization for research, creativity and innovation. So, it is natural to think such an education should be different from traditional trainings (Pirkhaefi, 2004). The success of modern organizations is
intensively on the creativity, innovation discovery and invention. Considering the existing needs, the organizations in order to survive are persuaded to make changes in the individuals’ behavior as well as efficient changes in the organizations. It seems making such changes is increasing quickly as emergence of new and useful ideas (Martins & Blanche, 2003). According to Bentley (2002), the creativity is applying the knowledge and skills in the new ways to achieve the valuable results. Jung (2001) in his research titled “Transformational Leadership and its Performance and Effect on Group Creativity” emphasizes the creativity of under transformational managing individuals is significantly more than individuals pragmatic management. Amabile and Gryskiewicz (1996) believe that the managers affect the creativity as an important element of underlying factors in the working environment. On the other hand, the organization’s manager or head that undertakes the role of leadership, affects the thoughts, emotions and wishes of employees under his supervision that causes the motivation and behavior leading, thus the leadership as the employees’ facilitator and stimulator factor affect the work efficiency of organization, directly and indirectly.

As Jung (2001) states, the leadership means affecting the individuals and inters organizational groups, helping them to make goals and guiding them to achieve the goals. Benjamin(2006) believe that leadership transformation is effective on the increase and choose of optimal evaluation styles for individuals of transferring style more than the individuals that provide the repeated evaluation (who make their judges and comparisons before beginning the work). Some researchers believe in the significant relationship between leadership between leadership style and creativity (Andriopoulos, 2001; Davoodabadi, 1994; Dian, 2004; Fakhrian, 2002; Ghahreman Tabrizi, 2005; Therney & Farmer, 1999). Other researches applied on the relationship between leadership styles and creativity indicate that transformational, collaborative and relationship-oriented leadership styles have positive, and autocratic leadership styles along with much control have negative relationship to the creativity (Woodman et al., 1993; Oldham & Kamings, 1996; Sosik, 1998; Ghasempour, 2001). On the other side, Kimberly (2003) has concluded in his study that transformational leadership style not only has no relationship with the creative individual performance in the organization but has significant and negative relationship with the creative group performance. As well as, Sam (2000) in his research has obtained a positive and significant relationship between task-oriented leadership style and creativity. The reviews indicate that in our country two policies of attracting creative individuals and protecting the researches have been considered less in other word; our education is not a place for attracting creative individuals or their training (Pirkhaefi, 2004).

Physical education teachers in education dept., from one hand encounter with the training of a lot of boy and girl students with different physical and mental needs and correct and correct and purposeful use of their talents and capabilities, and on the other hand with the quick changes and advancements in the physical education context. Conformity to these changes requires creating new thoughts and establishing an environment based on the creativity. This, considering the quick developments of the world and unavoidable need to the conformity to the science advancement and changes, this paper intends to determine the relationship between managers’ leadership style and coaches’ creativity and so identify the relationship between these variables.

METHODOLOGY

Research methodology is descriptive. The population investigated in this study, players and coaches in sports clubs of the Iranian clubs in activity in super league in 2013 that (1388 people) is that according to Morgan of 302 patients were randomly responsive instrument. According to the research objectives, the best tool for collecting the require data was questionnaire to consider the attitudes and beliefs of physical education teachers about leadership style and creativity. For this purpose, three questionnaires were used as follows:

1. General information questionnaire (individual) including personal particulars which was used according to the research requirements to the subjects’ personal characteristics;

2. Leadership style assessment questionnaire: This questionnaire includes 40 items. Every 4 items are deemed as an index and altogether assesses the leadership style. This questionnaire was standardized by Marshall (1996) (Last revised);

3. Creativity questionnaire (Randsepid): This questionnaire was devised by Randsepid and published in the book of “Management and Organizational Behavior” by Jvancevich and Mattson (1989).

We used descriptive statistical method for calculating the frequency, mean values, percentages and standard deviations. Whereas the research objective was determining the correlation between the variables and predicting the standard variable according to the predictor variables, Levin test (homogeneity of variance), Kolmogorov-Smirnov test (normal distribution), parametric statistics (Pearson coefficient, statistical regression and comparison of means) were taken into account.

145
RESULTS

The average age range of coaches was 35.7±6.3 and their age range was between 22 and 52; Amongst the coaches, 93.3% were married and 6.7% were single; 8.8% were the holder of master’s degree and 11.4% associate’s degree; The average service record of coaches was 13.9±7.6 that 45.1% had service record below 15 years and 54.9% over 15 years; The scores given by the coaches to the leadership style were calculated based on mean and standard deviation. According to the results of table 1, out of the maximum score (250) for leadership style, the mean value of coaches for leadership style was 163.8 and the standard deviation of 29.8 Meanwhile, the male and female coaches obtained the mean value and standard deviation of 163.8 and 30.8, and 164.1 and 27.3 respectively for the leadership style.

<table>
<thead>
<tr>
<th>Statistical indices</th>
<th>Mean</th>
<th>SD</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership style indices</td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>Competent management</td>
<td>15.8</td>
<td>16.4</td>
<td>16.1</td>
</tr>
<tr>
<td>Reward management</td>
<td>14.5</td>
<td>15.1</td>
<td>14.8</td>
</tr>
<tr>
<td>Pragmatic leadership</td>
<td>30.3</td>
<td>31.5</td>
<td>30.9</td>
</tr>
<tr>
<td>Communications leadership</td>
<td>16.5</td>
<td>16.3</td>
<td>16.5</td>
</tr>
<tr>
<td>Trust leadership</td>
<td>16.2</td>
<td>15.7</td>
<td>16</td>
</tr>
<tr>
<td>Respect leadership</td>
<td>16.9</td>
<td>17</td>
<td>16.9</td>
</tr>
<tr>
<td>Creative leadership</td>
<td>15.6</td>
<td>15.7</td>
<td>15.6</td>
</tr>
<tr>
<td>Transformational leadership behavior</td>
<td>65.2</td>
<td>64.7</td>
<td>65</td>
</tr>
<tr>
<td>Trusty leadership</td>
<td>17.2</td>
<td>17.3</td>
<td>17.2</td>
</tr>
<tr>
<td>Follower-oriented leadership</td>
<td>18.2</td>
<td>18.2</td>
<td>18.2</td>
</tr>
<tr>
<td>Farsighted leadership</td>
<td>16.3</td>
<td>16.5</td>
<td>16.4</td>
</tr>
<tr>
<td>Culture-maker leadership</td>
<td>16.5</td>
<td>16</td>
<td>16.4</td>
</tr>
<tr>
<td>Personal characteristics of transformational leadership</td>
<td>68.3</td>
<td>68</td>
<td>68.2</td>
</tr>
<tr>
<td>Transformational leadership</td>
<td>133.4</td>
<td>132.7</td>
<td>133.1</td>
</tr>
<tr>
<td>Leadership style</td>
<td>163.7</td>
<td>164.2</td>
<td>164.1</td>
</tr>
</tbody>
</table>

The creativity of coaches has been calculated as mean value, standard deviation, and the minimum and maximum values. According to the summary of table 2, out of the maximum score of +100 for the creativity, the mean value for creativity in the whole studied sample was equal to 1.3 and standard deviation was 18.9. The mean value and standard deviation of creativity in the male coaches equaled 1.2 and 19.9 and for females equaled to 1.3 and 16, respectively. In order to consider the relationship between leadership style and creativity of coaches, Pearson’s correlation test and multivariate regression were used and the following results were obtained:

1. A positive and significant relationship (r=0.315 & p<0.001) exists between total score of Leadership style and creativity.
2. No significant relationship exists between competent management and creativity (r=0.058 & p=0.462).
3. No significant relationship exists between reward management and creativity (r=0.059 & p=0.462).
4. No significant relationship exists between pragmatic leadership and creativity (r=-0.003 & p=0.973).
5. A positive and significant relationship exists between communications management and creativity (r=0.173 & p<0.05)
6. A positive and significant relationship exists between trust management and creativity (r=0.288 & p<0.001).
7. A positive and significant relationship exists between respect management and creativity (r=0.293 & p<0.001).
8. A positive and significant relationship exists between creative management and creativity (r=0.305 & p<0.001).
9. A positive and significant relationship exists between transformational leadership behavior and creativity ($r=0.305$ & $p<0.001$).
10. A positive and significant relationship exists between trusty leadership behavior and creativity ($r=0.406$ & $p<0.001$).
11. A positive and significant relationship exists between follower-oriented leadership behavior and creativity ($r=0.406$ & $p<0.001$).
12. A positive and significant relationship exists between farsighted leadership behavior and creativity ($r=0.338$ & $p<0.001$).
13. A positive and significant relationship exists between culture-maker leadership behavior and creativity ($r=0.338$ & $p<0.001$).
14. A positive and significant relationship exists between personal characteristics of transformational leadership behavior and creativity ($r=0.364$ & $p<0.001$).

A positive and significant relationship exists between transformational leadership and creativity ($r=0.343$ & $p<0.001$).

The results of multivariate coefficient of correlation of table 2 indicate that a significant and direct relationship exists between follower-oriented leadership and activity ($r=0.4$, $p=0.000$). As well as, the variance size indicates that creativity was related to follower-oriented leadership for 16% and 84% are related to the other factors out of model.

Table 2. The results of multivariate correlation among subsets of leadership style and creativity.

<table>
<thead>
<tr>
<th>Regression Model</th>
<th>N</th>
<th>R</th>
<th>R²</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>302</td>
<td>0.4</td>
<td>16%</td>
<td>0.000</td>
</tr>
</tbody>
</table>

As well as, the summary of multivariate regression indicates that follower-oriented leadership ($t=5.4$ & $p=0.000$) has liner relationship to the standard variable and is qualified for creativity prediction. The results of the regression line gradient ($P$) on the predictor variable shows that a direct relationship exist between follower-oriented leadership and creativity (1.97). $P$ standard coefficient for follower-oriented leadership variable (0.4) introduces this variable as the most important factor for creativity prediction. The results of quota correlation coefficient show that the relationship between creativity and follower-oriented leadership variable independent from other variable has the highest relationship equal to 0.42.

Table 3. Regression for predictor variable of leadership style and its subsets and creativity Variable.

<table>
<thead>
<tr>
<th>Step by step regression model</th>
<th>Nonstandard coefficients</th>
<th>Standard coefficient</th>
<th>t</th>
<th>p</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Sd. Error</td>
<td>Beta</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Intercept</td>
<td>-34.6</td>
<td>6.4</td>
<td>-5.6</td>
<td>0.000</td>
<td></td>
</tr>
<tr>
<td>Follower-oriented leadership</td>
<td>1.97</td>
<td>0.37</td>
<td>0.4</td>
<td>5.4</td>
<td>0.42</td>
</tr>
</tbody>
</table>

According to the obtained results, regression equation of creativity is formed based on the related predictor variables as follows:

$Creativity = 1.97 \times 34.6 \\
x = \text{follower-oriented leadership}$

DISCUSSION AND CONCLUSION
The educational documents status of studied sample shows that the educational level of coaches is not appropriate so that the coaches of master’s degree form only 8.8% of the whole studied sample. Considering the low rate of this degree among the coaches, paying more attention to the promotion of academic and educational level of Coaches seem to be necessary and probably teaching of coaches with degrees higher than bachelor is not expected in the clubs.

The status of existing leadership style implied transformational coaches obtaining the average score of 65 (out of 100) and pragmatic coaches obtaining the average score of 30.6 (out of 50) is a middle level. The foregoing results are corresponding to the findings of Javdani (2002); Ghafouri (2008) and different from findings of Sam (2000) and Levasseur (2004). According to the theoretical fundamentals concerning the relationship between leadership style and different factors, the difference in these findings are arising from relationship between leadership style and factors such as organizational culture, organizational structure and personal characteristics of the leader. Amongst the transformational leadership indices including communications leadership, trust leadership, respect leadership, creative leadership, trusty leadership, follower-oriented leadership obtaining the mean value of 18.2 (out of 25) has the highest mean which may be deemed as a strength point for the managers. But creative leadership index obtaining the mean value of 15.6 has lower mean. By the reason of manager’s abstaining from risk taking and opportunity making, it may be a complicated problem to prevent appearing creativity among the members. Amongst the pragmatic leadership indices including reward management and competent management, reward management obtaining the mean value of 14.6 has lower mean. It seems, considering the limitations in financial resources and probability of managers’ unfamiliarity or inattention to nonmaterial rewards, the rewards, and the reward is one of all managers’ problems.

The summary of creativity indicated that coaches’ creativity with the mean value of 1.3 is very low and in fact uncreative. These results are corresponding to the finding of studied applied by Seyed Ameri (2002) on universities’ sport mangers, Ghanbari (1998) on Tran company managers, Pirkhaefi (2004). In consideration of theoretical fundamentals of this study, perhaps lack of internal motivation, pressure for performing the job, ridiculing the uncommon ideas and lack of a suitable environment for making and training the creativity, in general. Naturally, considering these factors and adopting the appropriate strategies for filling the made vacuums may provide the requirements for appearance and emergence of creativity culture in the individuals and consequently in the organization.

The results of correlation between leadership style and creativity indicate the positive and significant relationship \( (r=0.315, p<0.001) \). according to the theoretical basis of study, some factors affect leadership style and creativity including organizational culture, organizational environment, organizational structure, job complexity, regulations and laws etc. whereas the leaders may influence the thoughts, emotions, and wishes of their subordinates, motivate them and lead their behaviors, so their leadership style as a facilitator or deterrent factor may affect the creativity of subordinates directly or indirectly. The foregoing results are in compliance with the finding of studies applied by Amabile and Gryskiewicz, (1996); Woodman et al (1993); Therney et al (1999) on the employees of a chemical company, Andripoulos (2001), Seyed Ameri (2002) on the universities’ sport managers, Fakhrian (2002) on the bank employees. With respect to the subsets of leadership style and its relationship to the creativity, the obtained correlations demonstrate a positive and significant relationship between transformational leadership and its subsets, and the creativity. These findings are corresponding to the results of Oldham and Kamings (1996), Sosik (1998), Jung (2001), Dian (2004) and Ghafuri (2008) but don’t confirm the results of studies applied by Kimberly (2003) on the M.Sc. students of a university in USA. The reason of which may be due to the limited number of individual (4 persons) in the testes group. The summary of results confirm the theoretical basis of study means the capability of transformational leaders in making motivation, communicating with the others, providing opportunity for appearing the capability of subordinates, making changes empowering and supporting the common values. One of the other obtained results is inverse but insignificant relationship \(( -0.059) \) between reward management and creativity. The results are in compliance with the findings of Oldham and Ghaafouri (2008) and are contrary to the finding of Ghanbari (1998). The cause may be related to the tendency of coaches to the proportion between reward type and job complexity. According to the theoretical fundamentals of study, the relationship between reward and creativity may be influenced by the job complexity so that the relationship between external reward such as further reward and creativity may be positive and significant for the simple and without complexity works, and a week relationship in the complex works. Considering the theoretical fundamentals of study, in the discussion on communications leadership as one of leadership style indices, formalism, organizational focus, and organic and mechanic structures may be considered, so that whatever the organization has higher formalistic classes means emphasizes on obeying the regulations and instructions or so called orienting to mechanization, the organization employees are restricted in applying the personal tastes for performing their duties and cannot express their new
opinions, ideas and suggestions conveniently; in such state, the creativity and innovation in the organization has its lowest rate. This finding is adaptive to the results of research applied by Ghafouri (2008), but if two elements of focus and formalism in a organization are placed in the lowest level, the structure will be organic and the organization of such structure is concordant to the altered environmental conditions immediately, provides the requirements of flexibility and freedom for the members and suitable bed for the growth and creativity. The findings of this part are corresponding to the results of study applied by Dian (2004). As well as, limiting the information current and communication channels in the organization reduces the organizational creative performance that is adapted to the results achieved by Woodman et al (1993) and Oldham (1996) concerning that autocratic leadership style reduces the creative performance of employees. According to the theoretical fundamentals of study, humanistic and relationship-oriented behaviors and empowering the teachers, valuing and respecting them causes their organizational identity to be lasted and increased. All the foregoing enhances the creativity and innovation in the coaches and managers. This finding has consistency to the statements of Farhang (1995); Yaghmaei (1996) and Ghafouri (2008).

The findings related to linear relationship between leadership style and creativity indicated that the leadership style may be the predictor of creativity. These results implied that follower-oriented leadership justifies 16% of creativity changes. According to the equation defined in findings section, the individuals’ creativity is predicated out of follower-oriented leadership score. Considering the theoretical basis of study, seeking power through collaboration of leader with the subordinates and establishing relations based on cooperation leads to security feeling and calmness for the individuals, that is a very substantial factor for emergence and growth of creativity. In consideration of the obtained results, it is necessary to make changes for improvement of education environment conditions by modifying the laws, establishing external reward system, supporting the creative thoughts and establishing communication system for quick culture and free accessing to the beliefs, ideas and information. Indeed, the said finding shows a weakness in the environment of coaches and creativity culture still has not found a place in the physical education context. One of the other justifications for this subject is the tendency of coaches to the proportion between reward type and work complexity. According to the theoretical fundamentals of study, the relationship between reward and creativity maybe affected by job complexity so that the relationship between external reward such as further reward and creativity may be positive and significant for the simple and without complexity works, and a weak relationship in the complex works.

In consideration of the study results, it seems one of the external factors effective on the creativity and innovation prosperity is providing a motive, susceptible and generally creative environment in education center. In principle, creativity and innovation cannot be manifested in unsuitable and unpleasant environment. Education dept. should establish and provide an environment to train the new and original thoughts in the managers and employees, as well as, by employing the creative and innovator managers, it may make essential, basic and appropriate changes in its subset. These results are corresponding to the findings achieved by Sheikh Alizadeh (2006), Seyed Ameri (2002) and Ghafouri (2008). The results obtained in this study indicate that the existing leadership style doesn’t support the new ideas and intends to establish an environment not suitable for creativity growth and training, therefore presenting course of actions for development and promotion of appropriate organizational organization seems to be necessary. Course of actions derived from the research such as offering the research facilities by organizations to the managers and teachers and undertaking the research costs as the investment, pleasant communication with the employees, establishing the working environment along with increasing the support of creative ideas, using different patterns of interaction with the others if required, presenting training methods for creative problems solving skills, more than ever increase in the atmosphere of agreement and mutual cooperation and management based on relationship-oriented styles combined with much more observation of human aspects.

REFERENCES


Dian R, 2004. Relationship among leader-member exchange quality, satisfaction with organizational communication, and creativity in entertainment organizations, Ph.d, Alliant International University, Los Angeles.


Sam M, 2000. Examine the relationship between creativity styles and task-oriented circuit in period average male and female managers in Kerman province, MSc Thesis, State Management Training Center of Kerman, Iran.


