

Determining Relationship between Power Styles of Futsal Super League with Function of their Team

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Abstract: The purpose of this study was to find out the relationship between the methods of coaches Power styles (according to coaches' and athletes' opinions); and the performance of their team in Futsal league. This study is descriptive - correlation and field as well. Statistical community, including all the coaches and players is Futsal teams in the Premier League Futsal League players and 14 coaches and 168 entire participate in this study. The data gathered is standardized questionnaire to determine leadership and management training the questionnaire used to influence players' coach has been compiled from a variety of sources. The questionnaire, including 21 two-row is a question of leadership and management style coach measures 7. Data – using descriptive statistics (frequency, mean and SD) and were analyzed using SPSS version 20. K-Moogrof – Smirnof test for the normal distribution of data and analytical data of – using Spearman correlation coefficient was used. The mean power modes from the perspective of coaches, athletes and coaches in order of preference are: Power based on expertise, information, rewards, referral, legitimacy, relation and punishment. The results also show that there is a significant positively between the methods based on power, specialty referral and reward with team performance and significantly negative relation between modes of information-based with power legitimacy, relation and punishment.

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Introduction

Despite the importance of understanding the role of power in theory and practice, knowledge and understanding of it, it is still limited and sometimes ambiguous. This is due to lack of adequate understanding of the subject than the nature of power and its related factors in various organizations such as the team and the club. As the strength of the interactions and relationships between people has a major role in the effects of actions, therefore, we cannot be ignored the effects of them on group team and coaching methods (Bathaei, 1994). According to French and Raven, power is an ability that has the potential to influence the behavior of so that will do is to make. French and Raven also investigated five power base included: power Reward Power Coercive, reward-based Power based on force, power, Legitimate Power based on the law, based on the expertise Expert Power, Referent Power were identified based on photos & videos (French and Raven, 1959). Then, Rivan has investigated with cooperation of Kruglanchroglanski, in the field of the power information detection and then in 1979, Hersi and Gold Smith have introduced power as relationship. These seven bases of power have identified as a means of power which influence over other's behavior (Weber, 1990).

It is believed in organizations, leaders and prospective managers, compassionate and efficient, so

of what players want their productivity to the optimum level and to be representing the performance of the team qualify, it is necessary to know types of base and the methods of power influence his players know under supervision. This understanding shall be able to bestow on the status of different players in a manner commensurate with the needs, and a decent selection for their penetration.

Introduction and familiarity with bases of power, is a motivation for choosing the type of management methods. Therefore, the correct use of them can yield and increase the effectiveness of the Managing Director (Hersi & Blanchard, 2004). One of the important factors that can take a leadership role in managing specific to its effective use of a variety of Web site manager has the power to influence on them.

Manager's familiarity with Power bases is a real-world problem. Managers who understand power and know how to use it, are more effective and have better performance than other managers who have no understanding of the sources of power, or could not use it (Abdi, 2007). Power means the ability to influence others, so that makes leader able to motivate others into accept the responsibility and a leader or coach can has two types of power: 1. Authority Power, 2. Personal Power (Hersey and Blanchard, 2004). People who can influence others and cause them to work, they have Authority Power and people

who get their power from their followers, they have personal power. Some people can have both of them at the same time. Authority Power and Personal Power have also other databases. Authority Power includes legitimate power, reward power, coercive power, and relation power and personal power includes expert power, information power and reference power. An instructor can gain each of power bases or lose it, it depends on the players ideas about the coach and his performance (Hersey and Blanchard, 2004). Considering what happened, the main question of this study is that, is there relationship between power applying practices of instructors and their team performance in Premier League Competitions of Futsal?

Coffman showed that there is a lot of similarity between female and male coaches and players. Male footballers scoring to their teachers were lower than female footballers. Scores that female coaches gave to themselves were lower than score that footballers gave to them. Coaching experiences were similar between female and male coaches and the best satisfaction was related to female athletes from female coaches (Coffman, 1999). Weiss and Friendrichs concluded that the athletes that their coaches were using social protection leadership styles, positive and democratic feedback, had more satisfaction than the athletes that their coaches used a few of these governance styles (Weiss and Friendrichs, 1986). Allen and How investigated the relationship between coaches feedback method and athletes understanding from their competition and their satisfaction level. The results showed that coaches feedback methods were significantly related to understanding from their competition and their satisfaction level (Allen and How, 1998). French and Riven (1959) gave a framework that included five different power bases: coercive power, expertise power, legal power, personal power and reward power. Also, according to studies done, the use of power resources improves performance. They also believe that managers do not have restrictions on the use of power bases, and a manager can use each power in terms of situations and people for creating or changing behavior and to achieve organizational objectives. All results of research are consistent with studies done. Nourbakhsh and Mohammasi (2004) showed that: The relationship between Coercive power, gender, age, managerial work experience, academic and facility level was higher than other power sources. And there was a significant positive relationship between the use of power resources of managers and education work experience in Colleges of Physical Education. Shariati (2002) showed that there are a strong and positive relationship between expert power, referent power, reward power,

legitimate power and organizational culture of the school. Between power of force or coercion and school organizational culture a significant relationship was observed; however, in comparison with correlation coefficient between other types of power and organizational culture, this correlation was accounted lowest value to itself (Shariati, 2002). Gupta and Sharma (2008) concluded that the power soft resources (expertise, authority, data) compared to power hard resources (reward, law) lead to more the organizational compliance among staff (Gupta and Sharma, 2008). In the work of Switch and Donnelly (1999), the subordinates were asked to write their obedience and his entourage in order of importance, the expert power, legitimate power, coercive power, relation power and reward power were in first grade to fifth. Power of relationships and expertise had the highest satisfaction. The relationship of Legal and reward powers with satisfaction was moderate. The power of force had lowest Satisfaction (quoting by Dozhein). According to the Horn Research, expectations of Coaches about Athletes performance are irrespective of the actual capacity. This issue will lead teachers to a different behavior against athletes. Snyder confirms the expectations coaches of athletes, because trainers act differently and they act according to their expectations of Athletes. Thereby, it creates the behavior in the Athletes which they have accepted uppermost. If coaches believe that some athletes have poor performance, possibly coaches express uncertainty themselves about their implementing, they focus on athletes mistakes and they ignore their successes. Such behaviors, undermines confidence in athletes and reduce their motivation to compete. Furthermore, athletes get distressed due to their coaches' opinion who wants to distract athletes from their tasks. Distress and lack of motivation may lead to poor performance of the athlete (Magiv and Valrand, 2003). Kino and Williams found that athlete's satisfaction is a vital factor in the compatibility between coach and athlete. A good performance should be applauded and followed by supporting data about the performance and should be based on a feedback that athlete receives from the coach. In response to poor performance, the coach should encourage athletes and give him information which will be a help for athlete's success (Koch, 2002). Lord and Maher in a study concluded that the interpretation of the characteristics by the others is more stable and fair than the self interpretation. This result holds true for athletes and coaches. For recognizing the ability of the coaches, we should talk to their athletes. It is reasonable that the athlete's perception of his coach is more valuable in studying the success of the coach (quoting Spencer, 2000). Thus, the relationship between coach and athlete is an

important factor in the success and satisfaction of the team. Relationship and respect between coach and athlete leads to the athlete's satisfaction and improvement in performance (Koch, 2002). Thomas Andrew by studying the relationship between role conflict, satisfaction and performance of the student athletes, came to the conclusion that role conflict has a negative impact on satisfaction and educational success. Athletic students, who were more involved with sports occupation, were less satisfied with their education and had poorer results in their education. Athletic students who were experiencing more sportive participation, had better sportive performance than other teammates, but in the scale of academic performance, they had poorer results. Athletic students who experienced sportive participation more than others, feel that being an athlete is more important than being a student and were more likely to have sportive character than student character and preferred physical activity to academic activity (Thomas Andro, 1988).

David Warren studied the leadership behaviors, attributions of coach and didactic variables on performance and satisfaction of the college basketball players. Leadership styles are including playing experience, coaching experience, age and background of player's contest. 251 male basketball players were evaluated the leadership behaviors of their coach by scales of Chaladuray and Saleh (1981) coaching styles. The athletes were identified their satisfaction with various aspects of the fitness experience. The results indicated that none of coaching and mentor behaviors are determined by an athlete's performance or satisfaction. But there was no significant correlation between behavior of the coach and dependent of these variables. Especially rewarding behavior was the best prediction of team's satisfaction and low social support was the best prediction of a team's good performance. Also among the didactic variables, only the size of college was the predictive of athletes' satisfaction. Fitness experiences of mentor had a negative effect on satisfaction of athletes. By considering the whole behavior of coach (total score), athlete satisfaction was predictive. In particular, democratic and social support behaviors were the most important predictions of athletes' satisfaction and quantitative variables were related to the records of mentor's contest. Coaches with more rewarding, more social support and democratic decision methods, led to more satisfaction of athletes. Also in younger coaches and athletes who had more brilliant records, higher level of satisfaction was observed (Warren David, 1984). Wang² studied the relation between leadership behaviors of mentor to satisfaction of Taekwondo students at the Universities of Taiwan and resulted in that there is a significant relationship

between leadership behaviors of mentor and overall satisfaction of taekwondo athletes. Also the performance of the athletes had a significant positive correlation to coaches' behavior. But only a negative relation observed between imperious behavior of coach and leading manners (Wang, 2006). Aumand indicated that individual sports athletes gain significantly greater satisfaction with team performance. Athletes in individual sports had more positive experiences in both social and implementation aspects. There was no significant enjoy observed in the group or individual sports. The most observed satisfaction of athletes was strategic and technical decisions of coaches.

Also no significant differences observed between athletes' satisfaction and team's performance. Considerably athletes in individual sports had more satisfaction than team players with team implication (Aumand, 2005). Walker studied the effect of individual's ability on lightness, experience and satisfaction of 277 female sculler, and indicated that experience of lightness had a positive effect on the performance of group. However, this experience had a negative effect on the satisfaction and performance of competitive athletes (Walker, 2002). Seribun examined the leadership behavior of coaches, team cohesion, and athlete satisfaction in relation to athlete's functions at football, basketball, volleyball, Sepak Thackeray, badminton and table tennis fields in Thailand. Regression analysis showed that exercising command (task) of coaches had a significant relation to satisfaction of athletes and improvement of their abilities (Seribun, 2001). Sermuns resulted in that the preferred leadership behavior and observed leadership behavior are correlated with intrinsic motivation, commitment to sport, enjoying sports, satisfaction of performance, individual implication, team performance satisfaction, training satisfaction and didactics (Sermuns, 2004). Ramezani nejhada et al (2010) have studied the relationship between coaches' authority methods and satisfaction of female athletes in Mazandran province and indicated that in view of both groups use of expert power is in first priority and use of punishment power is in last priority. Among five methods of coaches' authority, there was positive, low and significant relation between expert power, reward, and legitimate power of coaches to satisfaction of athletes. Azizi et al (2009) in an article titled "The power estimation of Sport Organization managers and its relation to readiness and satisfaction levels of employees" concluded that employees with high fitness have the highest satisfaction from the authority and law and least satisfaction from coercive power. Employees with low fitness have gained most satisfaction from coercive power and least satisfaction from expert power, reward and authority (Azizi et al, 2009). Abdi

(2007) showed that: there is no significant difference between the bases of power used by managers in their own view, between bases of power used by managers in terms of performance and between the four components of correlation, and there is a significant difference between managers and agents of the executive power bases which used by managers; and finally, one of the most important factors that can lead a manager's role to determine their effectiveness is that managers use a variety of power bases to influence the Merous in. Manager's familiarity with power bases is thereal world issue. Managers, who understand power and know how to take it, will be more effective and better performance than those do not or will not implement it. Rahmanpour et al (2012) concluded that technical strength of coach is the most important sources of power and the power of coach punishment is the next priority. Significant positive relationship between reward strength of coaches and team cohesion, social cohesion and the influence power and technical strength and authority was observed. No significant relation was observed between team coercive power and team coherence and finally the power of each team has had a decisive role in team correlation.

Methods

This study is an application research and is a descriptive – correlation method, that has been done as a field Research.

Population:

Statistical population of research, including coaches and players of all present teams in the Futsal Premier League of the country that because of small statistical society, sampling has not been done and all of 14 coaches and 168 players of futsal league Participate in this study. The instrument of data collection is including standardized questionnaire of leadership power determination and management of Paul Hersey and Alter Neyt Meyer trainers (1995) (opinion of coaches and athletes) (Tabaeian, 2001) which have been developed with aim of collect information about the use of coach from variety of power sources to penetrate between players.

Power questionnaire contains 21 rows with two questions that measure 7 ways of applying of

leadership power and coach management. This questionnaire is a 3-valued that each row is measured with two questions with three scores and respondents divide rating of three between two questions so that the sum of the given numerical values is not higher than three. In each row of the questionnaire, questions of 7 methods of applying power has been developed, these 7 methods are: personal power including expert power (A) (6 items), information power (B) (6 items), the referential power (C) (6 items), eminence power including legitimate power (D) (6 items), reward power (E) (6 items), relationship power (F) (6 items), and the power of punishment (G) (6 items).

This questionnaire has been frequently used in sports studies (Tabaeian, 2001; Abdi, 2006) and its justifiability and stability has been verified and process of translation and normalization was properly conducted when the questionnaire has been done standard.

Data Collection:

With Coordination of Football Association and organization of the country Premier League, questionnaires were distributed between coaches and players in the football league one day before competition or training sessions, and the same day questionnaires were again collected after completion by Volunteers. The raw data obtained from research analyzed using version 20 of SPSS software. To illative resolution and analyze of data, also the method of Spearman correlation coefficient was used at significant level ($P \leq 0.01$).

Results:

The information of table 1 showed that there is positive and significant correlation between power based on teachers expertise, power based on teachers reference and between power based on teachers rewards with performance of futsal premier league teams. There is negative and significant correlation between power based on teachers information, power based on teachers legitimation, between power based on teachers relationship and between power based on teachers punishment and performance of futsal premier league teams.

Table 1: Investigation the relationship of performing power based on expertise, based on information, based on reference, based on legitimation, based on reward, based on relationship, based on futsal premier league of teachers punishment with performance

Statistical indicators variables	Spearman correlation coefficient			Result
Power based on expertise Team performance	n=14	Sig=.001	r=.767	Sig
Power based on information Team performance	n=14	Sig=.000	r=-.841	Sig
Power based on reference Team performance	n=14	Sig=.000	r=.872	Sig
Power based on legitimation Team performance	n=14	Sig=.005	r=-.702	Sig
Power based on reward Team performance	n=14	Sig=.021	r=.607	Sig
Power based on relationship Team performance	n=14	Sig=.000	r=-.882	Sig
Power based on punishment Team performance	n=14	Sig=.001	r=-.791	Sig

Discussion and Conclusion

Under the assumption of this study, there is a significant positive relationship between strategic approach of power based on expertise and their team performance and also in terms of coaches and athletes; expert power is the most important approach of power, and coercive power is the last way of the strategic approach of power. From the perspective of athletes and coaches information power, rewards and commission is the second to the fourth order modes of exercise trainers. The most previous study are expressed, expert power is the main reason for most obedient followers of the leaders, this studies conducted by Rahmanpour and colleagues (2012), Bakhmn, Bowers and Marcus (Sports Law Centre, 2005), Ivan, switches and Donnelly (quoting Duzhyn and Robertson, 2004), and Will Cox and Barack Byurk (the Quote of the Hersey and Blnchard, 2004), Ramazaninejad et al (2009); Tahami et al (2010), Karimi et al (2003) and Tabaian (2001).

In other words, the expert power is more acceptable than other power sources for coaches and athletes and have used by them. Expertise and knowledge of a coach (manager or leader) plays more important role than other forms of power in conformance of Athletes (clients). Finally followers work with confidence and peace of mind on the detailed and general goals of the organization, club or team. Esmol, Smith and Kristen (quoted by Ramezannezhad et al, 2009) in their research state that educational programs can have a positive impact

on the behavior of coaches; and players have a good team spirit led by trained instructors who still insist on expert power of coach.

From the perspective of athletes and coaches, expert power is in priority mode of practice of power, and the subject matter shows how much coach's expertise is important in the team leadership's style. It corresponds with the results of many studies. Taking expertise power as the first priority of exercising power is very important. This shows that the first prerequisite of leadership and training, and in other words, the primary source of power required by coaches to influence athletes and have them to comply with the rules, is technical strength and expertise power of coaches.

This is absolutely necessary, because in today hasty world, coaches like any other occupational groups can only lead a team by increasing their specialties and technical knowledge. If a coach fails to prove his training skill of tactics as well as technical expertise, or show understanding of the competitive strategies of his own team or opponent team, to the athletes, his supporters and even team managers; no doubt, this will make his professional identity unreliable.

Looking at the results of previous studies, we understand that expertise power has a greater role in increasing level of performance rather than other forms of managers' power influence.

It means that when manager of an organization or a coach provides enough expertise and knowledge, therefore the performance level (which is certainly

one of the main purposes) increases. Study of the research about relationship between coaches' information -based power and the Premier League indoor football teams' performance showed there is a significant negative correlation between these two: coaches' information -based power and the Premier League indoor football teams' performance.

information - based power is of these second priority in ranking coaches' practices of their influence which shows the importance of this power source, but existing a meaningful negative relationship suggests that, more the practice of information – based power in indoor football team is increased by the coaches, more team's performance and successes in earning points are reduced. In other words, teams with lower power rating, have experienced more information -based power influence. This results, in ranking power resources, corresponds with researches of Gupta and Sharma (2008), Byurk and Will Cox and Barack (quoted by Hersey and Blanchard, 2004), Ramezani Nezhad et al (2010), Karimi et al (2004) and Tabayyan (2002) and also is consistent with researches of Reimer (1997), Kyno and Williams (cited by Koch, 2002), Luyd and Caron (2004), Aum and (2005), Tabayyan (2002) and Abdi (2007); regarding the relationship between information -based power and performance. The negative relationship should be deeply discussed, of course. Maybe when players believe in their coach power of strategic information, and on other hand they do not recognize his ability to apply this information, this, leading to team's poor performance, has a negative relation with the coach information-based power.

By this study, they attempted to examine the relationship between Coach reference-based power and performance of indoor football Premier League teams. The results indicated a positive and significant correlation between Coach reference-based power and indoor football Premier League teams' performance.

This result indicate that, although from players point of view there was a high performance, there was a greater referential power attributed by the coach. From Robbins' perspective (2010), referential power referred to a power which is assigned by a person having some idealistic ground or personal traits.

If I admire some one and boasted my self of his/her existence, he/she can power over me, since I want satisfaction referencing power will be make in the shadow of admiring one person of another and hoping to being similar to that person. this conclusion is in consistence with the relationship of reference power with revenue of investigation such as Gupta and Sharma (2008); Ronin (2004); Azizi (2008) Abdi (2006) and Tabaeian (2001).

The reference power allocated to itself the forth priority in the modes of the power of coach and Due to its positive relationship with team performance reflect the importance the personality of Coaches and athletes characteristics to this features. To be successful should conquered the hearts of players Venice Lombardi, the most famous coaches in America says: also the power authority, in this study is not located a high priority (Priority IV); However, effective teachers are those that are available and are not a threat for Athletes. When athletic know their trainers ideal perform orders of his coach with great satisfaction and desire. These coaches can with their personal attractions, have athletes to obey and follow the prompts.

This issue is now regarded in new theory such as charismatic leader or charismatic.

This is been noticed even in old theory of leadership attributes (Ramezanijad and coworkers, 2009). In studying relationship between power based on legitimating of leaders and their performance, it has been observed that there is a negative and meaningful correlation between coach's power based on legitimating and performance of futsal premier league's team. In this study, from athlete's point of view legitimate power is 5th priority of ways of applying coach's power. As in Stivedent (quotes Hersey and Blanchard, 2004), Bachman, Smith, Aslsynger (Sport Legal Studies Center, 2005), Tahami and coworkers (2009) and Karimi (2003)'s research has been noticed, the most important reason of follower's accompaniment and obedience is legitimate powers that mean power which managers can apply based on their position and thetic laws. In Bachman, Bawers, Markous (Sport Legal Studies Center, 2005), Ivan, Sweech and Daneley (quotes Dojin and Robertson, 2004), Mohammadi and Nobakht (2003)'s studies also, legitimate power is 2nd priority of ways of applying power by leaders. Karati (1983, quotes Kazemi, 2000) proposing idea of compatibility of coach – player, says that relationship between coach and athlete is based on interpersonal demands coordination. For instance, for a task – oriented athlete, coach with a high control and power is more appropriate or the athlete is more convenient with this coach and follow him better (legitimate power) and another athlete may doesn't follow his coach in this condition or another athlete needs relationship – oriented and when the coach behave him friendly, he will follow (the coach uses referential power). Thus according to individual properties, overcoming power between coaches is different. This result has consistent with results of studies like Rahmanpour and coworkers (2012), Gupta and Sharma (2008), Stivedent (quotes Hersey and Blanchard, 2004), Ramezanijad and coworkers

(2009), Abdi (2006), Karimi and coworkers (2009), Tabaeian (2008) and Shariati (2001), but doesn't have consistent with researches like Bachman, Smith and Aslsynger and Bachman, Bawers and Markous (Sport Legal Studies Center, 2005), Ivan, Sweech and Daneley (quotes Dojin and Robertson, 2004), Biork and VeylKocks and Bark (quotes Hersey and Blenchard, 2004). However negative connection between method of applying power and team's performance which in that teams with good performance and high ranking have experienced lower level of applying power, must be noticed. Thus, it has been noted that when legitimate power wants assign own self big rations between other ways of applying power, futsal team group sport won't get convenient performance and result.

Relationship between coach's rewards based power and Premier League football teams' performance was investigated in fifth hypothesis. As a result, there is a significant positive correlation between coach's rewards based power and Premier League football teams' performance. Coaches can also use reward power in their coaching practices. The rewards can be external or internal or both. In this study, in terms of coaches and athletes the power of bonus was ranked third. But do not overlook the positive effects of power in this approach. So it seems that athletes tend to be encouraged for their good performance, and get the material and spiritual rewards, promises and speaking spirits. This result is similar to results of researches that were conducted by Rahmanpour et al (2012), Gupta and Sharma (2008), student (quotes of Hersey and Blanchard's, 2004), and Will Cox, Biurk and Barack (quotes of Hersey and Blanchard, 2004), Ramazaninez had and colleagues (2010), Abdi (2006), Karimi et al (1383), Tabaeian (2001) and Nabavi-Razavi (2000). But the results of Smith, Aslasinger and Bakhman studies, (Sports Law Centre, 2005) and Azizi et al (2009) does not coincide of this study. So, those studies showed the negative correlation between performance and reward. Robbins (2009) believes that reward power is a power that people would agree to serve others, because that behavior leads to positive benefits, so anyone that the distribution of rewards has a power over them. This study showed that there is a significant negative correlation between relationship coaches based power and Premier League football teams' performance.

This result shows when trainer uses his or her power based on communication for leading players, team's performance will become weak. Wang (2006), Bakhman, Smith, Slesinger and Bakhman, Baverse and Marcus (Sports low center 2005), Student (as Hersi and Blanchard said, 2004), Ivan Soich and Donley (as Doujin and Robertson said, 2004), Abdi

(2007), Tabayian (2002), Ligid and Karon (2004) achieved the same result. But all of these results proof positive communication make a complex behavior argument and needs more examination about that. Communication power is imagination of communication with influential people or organization that this power in trainers indicates his or her communication with sport federations and famous sports' clubs. Of course applying this kind of power in this research shows that it does not have effects on premier league saloon football's players and how often it is appeared negatively. Finally in research about relation between power based on trainer and saloon football's players performance, it has got the result that there is a negative and meaningful relationship between power based on trainers punishment and saloon football's players performance. It is shown that forcing power and trainer dominion on athletes are unimportant and useless probably if the trainer uses from his or her punishment and force power of leadership style as the conquering power, the result will be poor performance and poor effectiveness of the team. These result are conform with results of researches of Rahmanpour and co-authors (2012), Bakhman, Smith, Slesinger and Bakhman, Baverse and Marcus (Sports low center 2005), Student, J Mison and Thomas (as Doujin and Robertson said, 2004), Ramezaninejad and coauthors (2010), Tahami and coauthors (2010), Azizi and coauthors (2009), Shamsayi and coauthors (2009), Abdi (2007) and Tabayian (2002). With paying attention to this problem that In this research the way of applying punishment power has lowest average, it is important that punishment power is the last priority of trainers in applying power, also Max Weber believes power is forcing determination on others, but Counter believes power is success, not despotism and forcing. Actually the leader of the team (trainer) must not need to always cast his or her power in others' (athletes') teeth, because his or her role is the most powerful situation in the team.

In the strength pull strings method, the punishment sub branch, it is supposed that the coach has the knowledge and he should only tell the athletes what they should do. The athletes' role is just to obey the coach. Tokto and Egelio think that (according to Dogin and Roberson, 2004) punishment effect only works if the athletes are young and not skilled and the less skilled the coach is, the less he orders. Riner Martz and Sherman also state that (according to kookh, 2004) the less experienced coach or the ones who are new to this job use just ordering to control the exercises steps and to make the athletes follow this rules. Maybe the last reason that punishment is not powerful is the current situation which is dominant in the society that athletes don't accept this

leadership style anymore. They just run away from being ordered. Therefore, to have a great contact, the coaches use other method to create movement and to satisfy athletes in order to achieve the team goal that is its best performance by the legal, specialty, and reward method that is more common. Finally, it is concluded that coaching role needs the coach to be dominant on personal and technical skills at first then he is able to make athletes trust him. And he should also give positive feedback and rewarding in its right time to create a friendly relationship based on team's rules. So punishment should be put as the last action if necessary. Sport managers may think a lot on the element that can increase dominancy cause increase in performance and rewarding cause reduction in performance. At Bukhman's studies, dominancy cause increase in performance and rewarding cause reduction in performance and there is no relation between punishment and performance. In these studies there was a positive relation among specialty, rewarding and performance. However, there was no relationship between force and power in relation and legal action. Net Meyer also state that there is correlation between power and legal expertise with a high level of performance. And the research of Tabaian showed that the effectiveness of managers was increased by increasing personal power (expertise, authority, and information), Nabavi observed that there is significantly correlation between referent power (charisma) and efficacy. Abdi also observed that there is significantly correlation between power of managers and performance. Comparing these results with the present study showed the need for further research on this topic.

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