

REVIEW OF LEADERSHIP LEVELS OF THE EMPLOYEES WORKING AT THE COORDINATION CENTER FOR WORLD UNIVERSITY WINTER GAMES

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Abstract:

The aim of this research paper is to determine the leadership dimensions of the staff who work in the organization committee of the 25th World University winter games and to inquire whether this dimension differs based on demographic characteristics. In order to gain data regarding the leadership behaviors, the "Scale to Describe Leadership Behaviors" was applied throughout the research to 223 people, 79 of whom were female and 144 male. In the research, frequency analysis was used to determine the demographic attributes; descriptive statistics to find the general average of the participants; t-test to determine the leadership levels based on gender, statue and marital status in independent groups; and unilateral variance (Anova) analysis to determine the leadership levels based on the education level. It has been concluded that male employees have higher averages regarding leadership behaviors in both dimensions compared to women. Considerable differences were not seen in the comparisons of leadership behaviors and statue, marital status and gender ($p > 0.05$).

Key words: Leadership, behavior, winter games

INTRODUCTION

Universiade, also known as university games, is an international sports organization where only university students can join and represent their countries as athletes. The word "universiade" is formed by combining the words "university" and "olympiad". Universiade activities, where many branches of sports are performed, take place twice a year, as summer and winter games, in countries determined by the International University Sports Federation (FISU). One of the main responsibilities of FISU, founded in 1949 and known as the second most important sports organization after the Olympics, is to oversee university games. University summer games include ten compulsory sports (thirteen compulsory disciplines) (athletics, basketball, flatwater speed race, fencing, soccer, gymnastics, swimming, diving, water polo, tennis and volleyball), and up to three optional sports, at the choice of the host country. The number of compulsory sports in winter games is six: alpine skiing, figure skating, biathlon, ice hockey, speed skating and cross-country skiing. 11 disciplines were performed in the 25th World University Winter Games that took place at Erzurum/Turkey between 27

January and 6 February, 2011, with the participation of 57 countries. The institutions involved in the World University Winter Games Erzurum 11, the biggest sports activity that was organized by Turkey in terms of investment, are FISU, GSGM, TUSF, Erzurum 2011 General Coordinatorship. Our research focuses on the leadership of the staff of Erzurum 2011 General Coordinatorship.

Leadership is a notion that has been discussed for decades, defined in different ways and that is still open to examination. The lack of a common definition of "leadership" is related to the global settings of the institutions and to the fact that the functions expected from the leaders are changing (Macbeath, Moos and Riley, 1996). In this context, the definitions found in the literature try to address the phenomenon of leadership under many different aspects. Etzioni (1964) defines leadership as a force that is related to personal attributes. According to Graen (1976), leadership is the bilateral communication process between a leader and his/her followers. Leadership is the ability to find people and lead them to a common goal as a united force (Koçel, 2003: 583). Given the definitions, it is possible to describe leadership as the force to effect people

and lead them to a goal with the help of this effect. The attitude of the leader towards his/her followers generally differs based on the attributes of the leader and the quality of the followers. Attempts have been made to classify this situation as the behavior types of leaders. In the period when management scientists started to discuss leadership as a notion, behavior types of leaders have been roughly distinguished from each other and, in time, new approaches have further diversified the leader behaviors in this general framework. The perception and expectations of the followers are determinative in identifying the leadership behaviors (Duke 1996). The researches that have been conducted try to define existing leadership applications rather than directing them (Sergiovanni 1992). In this context, leadership behavior types can be explained as we attempted to do below.

In autocratic leadership, the followers are excluded from the management. All the decisions regarding the organisation belong to the leader and the followers only carry out the directions. The leader has all the authority. The followers' feelings and thoughts do not mean anything to the leader. There are strict disciplinary rules in the organisation. The organizational commitment of the followers is low. The attitudes of these leaders towards the followers can be defined as establishing a structure. Establishing a structure refers to the behaviors of the leader in describing the relationship between the members and the leader and in forming the patterns of well-defining the organisation, communication rules and process procedures (Monahan and Henges, 1982).

In democratic leadership, the decisions taken are presented to the followers in a certain level. The institutional commitment of the followers who can partake in the decisions regarding the management is high. There is a strong communication between the leaders and the followers. The attitude of the democratic leaders towards their followers is indulgence. Indulgence refers to trust, mutual respect, friendship, support and care for the demands of group members. The researches have designated the leadership type in which behaviors defined in the dimensions of establishing a structure and indulgence are on the upmost level, as the most proper equilibrium point (Erçetin, 1998). It is crucial to mark organisation stages, their degree of authority and responsibility and the relationship between them, in order to establish an organisation structure. It is also necessary to harmonize interpersonal relationships which constitute the informal side of the structure (Jagues, 1991).

The role of the leader is clearly defined in the dimension of establishing a structure and it is assured that followers are aware of what is expected of them (Hoy and Miskel, 1987).

The leadership model in which there is no significant distance between the leader and the followers, the decisions regarding the organisation are given by the members and leaders generally have a supportive role is the liberal leadership approach. The leaders share almost the entire management power with the followers. Hence, it is known as a behavior model that can be used in groups where each follower is well-educated and an expert. This research analyzes the democratic and autocratic leadership tendencies of the employees of the 25th World University Winter Games Erzurum 2011 General Coordinatorship.

MATERIAL AND METHOD

The aim of this research is to determine the leadership dimensions of the staff working in the organization committee of 25th World University Winter Games and to inquire whether this dimension differs based on demographic attributes.

While the research is on the employees of the 25th World University Winter Games Erzurum 2011 General Coordinatorship, the sample group is made up of 233 randomly chosen people, 79 of whom were female and 144 male.

The "Scale to Describe Leadership Behaviors" was used as the data gathering tool. The survey consists of two sub-dimensions; establishing a structure (first 15 questions) and indulgence (last 15 questions). The score intervals, determined in relation to the degree of students' agreeing on the attitude items, are determined as follows: always - 4.21-5.00, often - 3.41-4.20, sometimes - 2.61-3.40, seldom - 1.81-2.60, never - 1.00-1.80. SPSS 16.0 Statistics Package Program was utilized in analyzing the data and the expressiveness level was taken as $P < 0.05$.

In the research, frequency analysis was used to determine the demographic characteristics; descriptive statistics, to find the general average of the participants; t-test, to determine the leadership levels based on gender, statue and marital status in independent groups; and unilateral variance (Anova) analysis, to determine the leadership levels based on the education level.

FINDINGS

Table 1. Information related to demographic characteristics of participants

Sex	N	%
Female	79	35.4
Male	144	64.6
Marital Status	N	%
Married	44	19.7
Single	179	80.3
Status	N	%
Director	43	19.3
Staff	180	80.7
Education Level	N	%
Bachelor	107	48
Post-graduate	58	26
Under-graduate Student	40	17.9
Primary School Graduated	18	8.1
Total	223	100

In relation to the gender distribution, 35.4% (79 people) are *female*; 64.6% (144) are *male*; in relation to the marital statuses, 19.7% (44) are *married*; 80.3% (179) are *single*; in relation to statute, 19.3% (43) are

managers; 80.7% (180) are *personnel*; in relation to the education status, 48% (107) are *bachelor*; 26% (58) are *post-graduate*, 17.9% (40) are *under-graduate*; 8.1% (18) are *primary school*.

Table 2. Comparison of respondents' opinions regarding the gender dimension of leadership

Sub-Dimensions	Sex	N	Average	Std. Dev.	t	P(sig.)
To Establish a Structure	Male	144	3,23	,671	-,424	,004*
	Female	79	3,95	,573		
Indulgence	Male	144	3,28	,669	-1,672	,013*
	Female	79	3,85	,616		

Significant differences were found between the dimension of establishing a structure and gender ($p=0.04$) and indulgence and gender ($p=0.13$) upon data analysis ($p<0.05$). According to this, it has been observed that in the dimension of establishing a structure, *women* employees ($\bar{X}=3,95\pm,573$) have a

higher average compared to *male* employees ($\bar{X}=3,23\pm,671$). In the indulgence dimension, it is seen that *women* employees ($\bar{X}=3,85\pm,616$) once again have a higher average compared to *male* employees ($\bar{X}=3,28\pm,669$).

Table 3. Comparison of marital status of the participants' opinions regarding the dimensions of leadership

Sub-Dimensions	Marital Status	N	Average	Std. Dev.	t	P(sig.)
To Establish a Structure	Married	44	3,73	,642	-,335	,036*
	Single	179	3,35	,608		
Indulgence	Married	44	3,68	,655	-1,456	,042*
	Single	179	3,43	,622		

*($p<0.05$)

It is seen that there are significant differences between marital status and dimension of establishing a structure ($p=0.36$) and marital status and indulgence dimension ($p=0.42$) upon data analysis ($p>0.05$). According to this, it has been observed that in the dimension of establishing a structure, *married* employees ($\bar{X}=3,73\pm,642$) have a higher average

compared to *single* employees ($\bar{X}=3,35\pm,608$). In the indulgence dimension, it is seen that *married* employees ($\bar{X}=3,68\pm,655$) once again have a higher average compared to *single* employees ($\bar{X}=3,43\pm,622$).

Table 4. Comparison of respondents opinions regarding the dimensions of leadership according to their status

Sub-Dimensions	Status	N	Average	Std. Dev.	t	P(sig.)
To Establish a Structure	Director	43	3,96	,579	-,345	,038*
	Staff	180	3,42	,527		
Indulgence	Director	43	3,44	,572	-1,153	,037*
	Staff	180	3,89	,534		

*(p<0,05)

It is seen that there are significant differences between status and dimension of establishing a structure (p=0.38) and status and indulgence dimension (p=0.37) upon data analysis (p>0.05).

According to this, it has been observed that in the dimension of establishing a structure, employees working as **managers** ($\bar{X}=3,96\pm,579$)

have a higher average compared to employees working as **personnel** ($\bar{X}=3,42\pm,527$). In the indulgence dimension, it is seen that employees working as **personnel** ($\bar{X}=3,89\pm,534$) have a higher average compared to employees working as **managers** ($\bar{X}=3,44\pm,572$).

Table 5. Structure of participants by level of education to establish rapport and to compare the views of size

Sub-Dimensions	Education Level	N	Average	Std. Dev.	f	P(sig.)
To Establish a Structure	Primary	18	3,03	,613	,473	,001*
	Under-grad.	40	3,63	,645		
	Bachelor	107	4,03	,526		
	Post.grad.	58	4,24	,639		
Indulgence	Primary	18	3,34	,622	1,346	,000*
	Under-grad.	40	3,45	,644		
	Bachelor	107	4,00	,519		
	Post.grad.	58	4,09	,617		

*(p<0,05)

As is shown in Table 5, there is a significant difference in the dimensions of establishing a structure (p=0.01) and indulgence (p=0.00)(p<0.05).

Multiple comparison results were given in the Table 6.

Table 6. Structure of participants by level of education to establish rapport and multiple comparison results of differences in size

Sub-Dimensions	Post Hoc (Tukey Test)			
	Comparison		The average difference	Expressiveness
To Establish a Structure	Graduate	Under-grad.	,405	,145
		Post-grad.	-,209	,712
		Primary	,540	,039*
	Under-graduate	Post-graduate	,195	,008*
		Primary	,195	,456
		Post-graduate	Primary	,750
Understanding	Post-graduate	Primary	,751	,001*
		Bachelor	,089	,756
		Under-grad.	,633	,007*
	Primary	Bachelor	-,661	,004*
		Under-grad.	-,118	,818
		Bachelor	Under-grad.	,543

*(p<0.05)

According to multiple comparison results, in the sub-dimension of *establishing a structure*, there are significant differences between bachelor and primary school graduate, under-graduate and post-graduate and post-graduate and primary school graduate employees.

According to this, it has been observed that in the dimension of establishing a structure, *post-graduate* ($\bar{X}=4,24\pm 639$) and *bachelor* ($\bar{X}=4,03\pm 526$) employees have a higher average compared to *primary school* ($\bar{X}=3,03\pm 613$) and *under-graduate* ($\bar{X}=3,63\pm 645$) employees.

In the *indulgence* dimension, there are significant differences between post-graduate and primary school graduate ($p=0.01$), post-graduate and under-graduate ($p=0.07$), primary school graduate and bachelor ($p=0.04$) and bachelor and under-graduate employees ($p=0.27$).

According to this, it has been observed that *post-graduate* ($\bar{X}=4,09\pm 617$) and *bachelor* ($\bar{X}=4,00\pm 519$) employees have a higher average compared to *under-graduate* ($\bar{X}=3,45\pm 644$) and *primary school* ($\bar{X}=3,34\pm 622$) employees.

Table 7. Opinions on setting up the structure size

Item Number	The Opinions on Setting up the Structure Size	Female (n: 79)		Male (n: 144)		t	p
		\bar{X}	ss	\bar{X}	ss		
1	I put clearly my personal attitudes.	4.11	.872	4.16	.954	.868	.385
2	I try new ideas with students.	3.57	1.033	3.50	1.046	-1.133	.257
3	I see myself as the only arbiter.	2.59	1.248	2.50	1.251	-1.254	.210
4	I criticize incomplete and inadequate work.	3.86	1.059	3.83	1.155	-.543	.587
5	I express my ideas without any doubt.	3.78	.980	3.86	.981	1.431	.153
6	I decide who will do the tasks in the organizations.	3.04	1.136	2.89	1.257	-1.118	.034*
7	I work without any plan.	2.84	1.263	2.94	1.235	1.331	.184
8	I take care of my tasks according to certain standards.	3.95	1.030	3.95	1.039	-.083	.934
9	I take care of my tasks to complete within the specified time.	4.14	.952	4.09	1.037	-.803	.422
10	I encourage the work to be followed with the same methods.	3.80	.969	3.84	1.029	.646	.518
11	I try to provide understanding of my place and role as a leader in the organisation.	3.91	1.018	3.88	1.029	-.477	.634
12	I want employees in the organisation to obey the rules and orders.	4.06	.994	4.03	1.104	-.545	.586
13	I state clearly what they've waited for the organization of the tasks of employees.	4.09	1.014	4.09	1.088	-.121	.904
14	I do the necessary thing for the employees to give themselves entirely to their duties in the organisation.	4.11	.972	4.10	1.066	-.080	.936
15	I do everything for the employees to cooperate in the organisation.	4.16	.993	4.15	1.079	-.196	.845

*($p<0.05$)

When the answers regarding the dimension of establishing a structure are compared, we have seen significant differences on the question "I decide on who will carry on the tasks in the organization" ($p=0.34$). According to this, it has been observed that the averages of *women* employees ($\bar{X}=3,04\pm 1,136$)

are higher compared to *male* employees ($\bar{X}=2,89\pm 1,257$). It is seen when we look at the averages that the participants in both groups said *often* to 12 questions (1,2,4,5,8,9,10,11,12,13,14,15), *sometimes* to 2 questions (6,7) and *seldom* to 1 (3) question.

Table 8. Opinions on the indulgence dimension

Item No	The Opinions on the Indulgence Dimension	Female (n: 79)	Male (n: 144)	t	p		
		\bar{X}	ss	\bar{X}	ss		
16	I personally help people work in the organization.	4.15	.964	4.16	1.075	.190	.849
17	I try to make employees feel comfortable.	4.20	1.035	4.17	1.071	-.744	.457
18	I believe that I am an easygoing and apprehensible leader.	4.00	1.041	3.98	1.093	-.280	.780
19	I allocate time to listen to the people working in the organization.	3.97	1.077	4.02	1.157	.681	.496
20	I don't offer explanations to the employees when I set up activities in the organization.	2.79	1.371	2.69	1.396	-1.283	.200
21	I care for the personal problems of the employees.	3.82	1.109	3.83	1.206	.156	.876
22	I don't explain the reasons for my behaviors.	3.00	1.271	2.90	1.278	-1.375	.169
23	I implement the activities without consulting the employees.	3.14	1.182	2.91	1.253	-3.273	.001*
24	I don't accept new ideas easily.	2.95	1.250	2.81	1.300	-1.969	.049*
25	I treat all the employees like friends.	3.92	1.112	3.74	1.252	-2.703	.007*
26	I am eager to make changes.	4.02	1.014	4.01	1.126	-.096	.924
27	I am apt to have an easy communication with people.	4.20	.957	4.19	1.065	-.342	.732
28	I try to make employees feel comfortable during my interviews.	4.18	.969	4.11	1.118	-1.210	.226
29	I try to implement the advice.	4.08	.953	3.96	1.055	-1.946	.052
30	I receive approval of the employees before starting to work on activities in the organization.	3.89	1.007	3.77	1.176	-1.958	.050

*(p<0.05)

When the answers regarding the dimension of indulgence are compared, we have seen significant differences among genders on the questions "I implement the activities without consulting the employees" (p=0.001), "I don't accept new ideas easily" (p=0.49), and "I treat all the employees like friends" (p=0.07). According to this, it has been observed in three of the questions that **women** employees have a higher average compared to **male** employees.

It is seen when we look at the averages that the participants in both groups said **often** to 11 questions (16, 17, 18, 19, 21, 25, 26, 27, 28, 29, 30), **sometimes** to 4 questions (6,7) and **seldom** to 1 (20,22,23,24) question.

DISCUSSION AND CONCLUSION

The leadership dimensions of the personnel working in the organization of the 25th World

University Winter Games were analyzed and the following conclusions have been reached.

There are significant differences between gender and dimensions of establishing a structure and indulgence (p<0.05).

According to this, it has been observed that in the dimension of establishing a structure, women employees ($\bar{X}=3,95\pm,573$) have a higher average than male employees ($\bar{X}=3,23\pm,671$). This finding carries similarities with the findings of Turan and Ebiçoğlu; 2002, and Can and Pepe; 2003. Structural functions are very important in the organization. Among leadership dimensions, establishing a structure refers to the behaviors of the leader in describing the relationship between the members and the leader and in forming the patterns of well-defining the organisation, communication rules and process procedures (Dubin, 1986). The task of establishing a structure can be realized by leaders who are embraced

by the members of the organization rather than appointed or theoretical leaders (Erkal, 1986). Given this definition, we can come to the conclusion that trust and significance given to women in Turkey are increasing every day. Women having higher averages in the dimension of establishing a structure might arise from the fact that women are given much more responsibility in modern, contemporary business life.

In the dimension of indulgence, it has been observed that women employees ($\bar{X}=3,85\pm,616$) once more have a higher average than male employees ($\bar{X}=3,28\pm,669$). If we were to briefly explain the indulgence dimension of leadership behaviors, we can say that it refers to friendship, mutual trust, respect and friendly relationship between the leader and the staff (Monohan and Hengst; 1982). Given this definition, women participating in the organization committee has an important role in constituting a team spirit and in completing the organization smoothly.

It is seen that there are significant differences between the marital status and dimensions of establishing a structure and indulgence ($p<0.05$).

It has been observed that in the dimension of establishing a structure, married employees ($\bar{X}=3,73\pm,642$) have a higher average compared to single employees ($\bar{X}=3,35\pm,608$) and in the indulgence dimension that married employees ($\bar{X}=3,68\pm,655$) once again have a higher average compared to single employees ($\bar{X}=3,43\pm,622$). This result might stem from the fact that married employees have a more regular life style and they completely concentrate on their works.

It is seen that there are significant differences between the status and dimensions of establishing a structure and indulgence ($p<0.05$).

It has been observed that in the dimension of establishing a structure, employees working as managers ($\bar{X}=3,96\pm,579$) have a higher average compared to employees working as personnel ($\bar{X}=3,42\pm,527$). This result might stem from the fact that employees working as managers have a stronger sense of responsibility due to their jobs and that they have to organize the personnel who work in lower levels in a way to have them work towards the common goal.

In the indulgence dimension, it is seen that employees working as personnel ($\bar{X}=3,89\pm,534$) have a higher average compared to employees working as managers ($\bar{X}=3,44\pm,572$). Given these results, we can conclude that employees working as personnel might have less stress on their shoulders as they are responsible for only their behaviors, so they can be more helpful and caring for other people. Because people working as managers are not only responsible for themselves, but also for the people working in lower levels. The stress they experience due to this situation might be higher and they might

be exhibiting a stricter attitude as they don't want a problem to occur.

It is seen that there are significant differences between education and dimensions of establishing a structure and indulgence ($p<0.05$).

It has been observed that in the dimension of establishing a structure, *post-graduate* ($\bar{X}=4,24\pm639$) and *bachelor* ($\bar{X}=4,03\pm526$) employees have a higher average compared to *primary school* ($\bar{X}=3,03\pm613$) and *under-graduate* ($\bar{X}=3,63\pm645$) employees.

It has been observed that in the dimension of indulgence *post-graduate* ($\bar{X}=4,09\pm617$) and *bachelor* ($\bar{X}=4,00\pm519$) employees have a higher average compared to *under-graduate* ($\bar{X}=3,45\pm644$) and *primary school* ($\bar{X}=3,34\pm622$) employees.

Given these results, we can say that, as the education level increases, so does the leadership level of the employees. This might stem from the fact that employees learn how to cope with stress as a result of their education or that they have gained experience as a result of participating in this type of organizations.

When the answers regarding the dimension of establishing a structure are compared, we have seen significant differences between genders on the question "I decide on who will carry on the tasks in the organization" ($p=0.34$). According to this, it has been observed that the women employees ($\bar{X}=3,04\pm1,136$) have a higher average compared to male employees ($\bar{X}=2,89\pm1,257$). Given this result, we can conclude that women employees desire to work in management position in the organization and that they want more responsibility.

Employees of Erzurum 2011 University Winter Games, among the biggest organization that took place in our country, have taken over an important task in both presenting our country and in the process of being a candidate for the Olympics. The leadership levels of the employees working in this process have been analyzed and the striking conclusion has been reached that the averages of women employees are higher. Given that there has not been an important trouble in the organization, we can emphasize the fact that women employees have a big role in this. It is thought that giving women employees more opportunity in other organizations as both personnel and manager would contribute positively to the structural operation of the organization.

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**REVUE DES NIVEAUX DE LEADERSHIP DES
EMPLOYES QUI TRAVAILLENT AU CENTRE**

**DE COORDINATION DES JEUX MONDIAUX
UNIVERSITAIRES D'HIVER**

Résumé

Le but de cette recherche est de déterminer les dimensions du leadership du personnel qui travaillent dans le comité d'organisation des jeux mondiaux d'hiver de l'Université et de 25 pour savoir si cette dimension est différente en fonction des caractéristiques démographiques. Tout au long de la recherche, afin d'obtenir des données concernant les comportements de leadership », à l'échelle pour décrire les comportements de leadership" a été appliqué à 223 personnes, dont 79 étaient de sexe féminin et 144 de sexe masculin. Dans la recherche, l'analyse de fréquence a été utilisé pour déterminer les caractéristiques démographiques, les statistiques descriptives pour trouver la moyenne générale des participants; t-test pour déterminer les niveaux de leadership fondée sur le sexe, la statue et l'état matrimonial dans les groupes indépendants et unilatérale de la variance (Anova) analyse pour déterminer les niveaux de leadership basées sur le level.It l'éducation a été conclu que les employés de sexe masculin ont des moyennes plus élevées concernant les comportements de leadership dans les deux dimensions par rapport aux femmes. Des différences considérables ont été pas vu dans les comparaisons de comportements de leadership et la statue, l'état matrimonial et le sexe ($p > 0,05$).

Mots clés: Leadership, Le comportement Jeux d'hiver.

**AQUA-GYM – A NEW METHOD OF IMPROVING PHYSICAL
CAPACITY**

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Abstract:

Aqua-gym represents an innovative method of motility education technology , can be adapted to particularities specific to age and preparation level, as well as to individual and group preferences, and contributes to the optimal modification of behavioral and physical capacities.

In view of the research we have developed and applied a questionnaire through which we wanted to emphasize the effectiveness, the attractiveness, the benefits and the preferences for the exercises specific to aquagym.

The research reveals that the results of aqua-gym are complex and the motivation of the people who chose to practice it are different depending on the effects and attractiveness of different types of specific exercises.

Key words: *Aqua-gym, methods, educational technology, preferences, motility behavior, recovery.*