

NEAR EAST UNIVERSITY
FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES
DEPARTMENT OF BUSINESS ADMINISTRATION



GRADUATION PROJECT

MAN 400

LEADERSHIP STYLES OF ACADEMIC MANAGERS
A COMPARATIVE STUDY AT
THE NEAR EAST UNIVERSITY AND THE EASTERN
MEDITERRANEAN UNIVERSITY

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The real thanks must go to my supervisor Assist. Prof.Dr. to the Mr.Tahir Yeşilada, who gave me his utmost best in order to guide me to prepare this project.

ABSTRACT

Leadership is the process whereby one individual influences other group members toward the attainment of defined group or organizational goals. In order to influence other group members person use his behaviours.

There are many leadership theories that try to identify these behaviours. Managerial Grid is one of the leadership theories that is most popular and used extensively today.

The basic objective of this study was to describe various approaches of leadership as well as their implications for managerial practice and to make a study to determine manager's degrees that they like working with people and tasks. The study was carried out at two universities in Northern Cyprus, Near East University and Eastern Mediterranean University. The head of departments were considered as managers and were asked to complete a questionnaire based on the Managerial Grid.

It was concluded that with one exception the academic "managers" at both universities were classified as team leaders.

Keywords: Leadership Styles, Team Leader, Managerial Grid Theory.

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SECTION 1

1.1 Introduction

This section introduces the problem statement, general purpose, questions for the project and a gist of the other sections of this paper.

1.2 Problem Situation

Universities exist to produce and disseminate knowledge. In this sense, they are organised under faculties of thought so that each faculty is specialised under one area of science. The management of faculties are carried out by “Deans” and the departments by “Heads”. It is a matter of concern for to find out exactly what style of leadership is adopted by the managers of knowledge.

The basic objective of this study is to describe various approaches of leadership as well as their implications for managerial practice. It is necessary to measure the managers leadership styles and also to understand their degrees that like working with people and tasks. This topic has been chosen for this study because leadership is the only tool to seize the prevailing conditions and so it is the only rule to adopt the changing work environment rapidly. Leadership is the main responsibility of organizations. Basically the unique advantages of leadership are expected to be discovered from this study.

1.3 Problem Statement and Purpose

This project aimed to understand and define the leadership styles used at University Faculties. In this sense, it is a descriptive study where a popular model for understanding leadership styles, namely the Managerial Grid Blake and Mouton (1964), was used on two universities for a thorough understanding of leadership styles used and for comparison of the differences in leadership between the two universities of the Near East University and Eastern Mediterranean University.

1.4 Questions for the Project

- What is leadership and how are leadership styles defined in theory?
- What is the Blake and Mouton model and how is this used in assessing the leadership styles of managers?
- What are the leadership styles used by the Deans of faculties and the Heads of departments at the Near East University and the Eastern Mediterranean University according to Blake and Mouton's model? Is there a major differences between the two universities?

1.5 Contents of the subsequent sections

The content of the subsequent describes about all the sections of this project and what they are including. In the first section, the meaning of leadership and the general purpose are explained. In the second section, leadership is defined, the trait approach to leadership are explained. In the third section, brief profiles of universities are explained. The fourth section is consisting of the methodology. In the fifth section, the results of analyzed information are

explained. The findings and comparison of the Near East University and Eastern Mediterranean University were given in Section 6, and the conclusions reached by the study were discussed in section seven in detail.

1.6 Conclusion

This section described the measurement of the manager's leadership style and also to understand their degrees that like working with people and tasks. This project will be done by analyzing the information provided by the two important private universities Near East University and Eastern Mediterranean University; was determined by visiting academic "managers" when they were at work for request them to fill out specially designed questionnaire.

SECTION 2

A BRIEF LITERATURE REVIEW

2.1 Introduction

This section outlines the current literature on leadership to work with people and tasks on the Managerial Grid theory used as a model for the investigations of this project.

2.2 Leadership defined

Leadership, or leading, involves influencing others to do what the leaders want them to do. It is only one of the many things that a manager does. Leaders help organizations and individuals and groups they are made up achieve goals that can range from achieving high levels of motivation and performance to making innovative decisions to increasing job and organizational commitment.

The word "Leadership" has been widely used, both in our social environment and in the academic field. Political orators; business executives, social workers and scholars use it in speech and writing.

Leadership is the process of influencing people to direct their efforts toward the achievement of some particular goals. In other words leadership is related with people who are working for the same purpose in the same organizations. If we look at from the ability perspective leadership is the ability to inspire other people to work together as a team, following your lead, in order to attain a common objective (Go, 1996). From the power perspective,

leadership occurs in group dynamics where group members empower other dominant members.

As a result from these three perspectives we can say that leadership always involves one person influences over others to direct them for particular goals.

We typically identify the persons who actually exercise the most influence over the group as its leader. Therefore, leadership is the process whereby one individual influences other group members toward the attainment of defined group or organizational goals.

An important question one should ask on the issue is whether leaders really play roles in shaping the fortunes of organizations. A century of research on these topics suggests that they do. Effective leadership is indeed a key determinant of organizational success. Given its importance, one should not be surprised to learn that leadership has been one of the most widely studied concepts in the social sciences. (Bennis & Nanus, 1985).

The common belief that leaders 'make a difference' and can have a major impact on individuals, groups, and whole organizations has prompted organizational behaviour researchers to devote considerable effort to understanding leadership. Researchers have focused primarily on two leadership issues: (1) why some members of an organization become leaders while others do not and (2) why some leaders are more successful or effective than others. In general, research confirms the popular belief that leadership is indeed an important ingredient of individual, group, and organizational effectiveness. Good leaders spur on individuals, group, and whole organizations to perform at a high level and achieve their goals.

The various approaches to leadership complement each other and no one theory describes the “right” or “only” way to become a leader or be a good leader. (G.Yukl & D.D.Van Fleet, 1992).

More widely leadership is primarily a process involving influence – one in which a leader changes the actions or attitudes of several group members or subordinates. This definition also suggests that leadership involves the exercise of influence for a purpose – to attain defined group or organization goals. In other words, leaders focus on changing those actions or attitudes of their subordinates that are related to specific goals. By emphasizing the central role of influence, implies that leadership is really something of two – way street. Although leaders do indeed influence subordinates in various ways, leaders also are influenced by their subordinates.

In every day speech, the terms *leader* and *manager* tend to be used interchangeably. Although we understand the temptation to do so, the two terms are not identical and need to be clearly distinguished. In essence, the primary function of a *leader* is to establish the fundamental purpose or mission of the organization and the strategy for attaining it. By contrast, the job of a *manager* is to implement that vision.

The difference between establishing a mission and implementing it is often blurred in practice. This so because many leaders, such as top corporate executives, frequently are called on not only to create and to formulate a strategy for implementing it, but also to play a role in increasing people’s commitment toward that vision and plan.(Harper & Row,1968).

A large body of research, much of it conducted in the 1950s at the University of Michigan and at the Ohio State University suggests that leaders differ greatly along these dimensions. Those at high end of the first dimension, known as initiating structure (or production oriented leadership), are concerned mainly with production and focus primarily on getting the job done. It included behaviour that involved attempts to organize work, work relationships, and goals. In contrast, other leaders are lower on this dimension and show fewer tendencies to engage in these actions. (E.A.Fleishman, 1953).

Leaders at the high end of the dimension, known as consideration (or person oriented leadership), are primarily concerned with establishing good relations with their subordinates and being liked by them. They engage in actions such as doing favours for subordinates, explaining things to them, and taking steps to assure their welfare. Others, in contrast, are low on this dimension and do not really care much about how they get along with their subordinates.

How can go about developing these two forms of leadership behaviour – demonstrating concern for production and concern of people? A technique known as training proposed a multistep process designed to cultivate these two important skills. Each participant's approach on each dimension is scored using a number ranging from 1 (low) to 9 (high). Leaders who score low on both concern for production and concern for people are scored 1,1 evidence of *impoverished management*. A leader who is highly concerned about production but shows little interest in people, the *task management style*, scores 9,1. In contrast, one shows the opposite pattern high concern with people but little concern with production are described as having a *country club* style of management; they are 1,9. Leaders scoring moderately on both dimensions, the 5,5 patterns, are said to follow a *middle-of-the-road* style. Finally, there are

individuals who are highly concerned with production and people, those scoring 9,9 and representing the *team management*.

A leader's legitimacy also may be affected by the extent to which followers participated in the leader's selection. When followers have had a say in the selection or election of a leader they tend to have a heightened sense of psychological identification with her, but also may have higher expectations and make more demands on her (Hollander & Offermann, 1990).

Leader reward behaviour occurs when a leader positively reinforces subordinates' desirable behaviour. Leaders who notice when their followers do a good job and acknowledge it with compliments, praise, or more tangible benefits like a pay raise or promotion are engaging in reward (P.M.Podsakoff & V.L.Huber,1984).

Leaders may succeed at helping groups and organizations achieve their goals, but sometimes they do not. Leader effectiveness is the extent to which a leader helps a group or organization to achieve its goals. An effective leader helps achieve goals; an ineffective leader does not.

There are many leaders, but there is no universally accepted definition for the terms leader and leadership.

2.2.1 Leader versus Manager

First of all, there is a considerable difference between a leader and manager. That is manager's focus on order and stability. Therefore makes planning, organization, and following other function of management in a short term span. On the other hand leaders focus on direction that develops vision and effects to his follow in a long term span. As you can see

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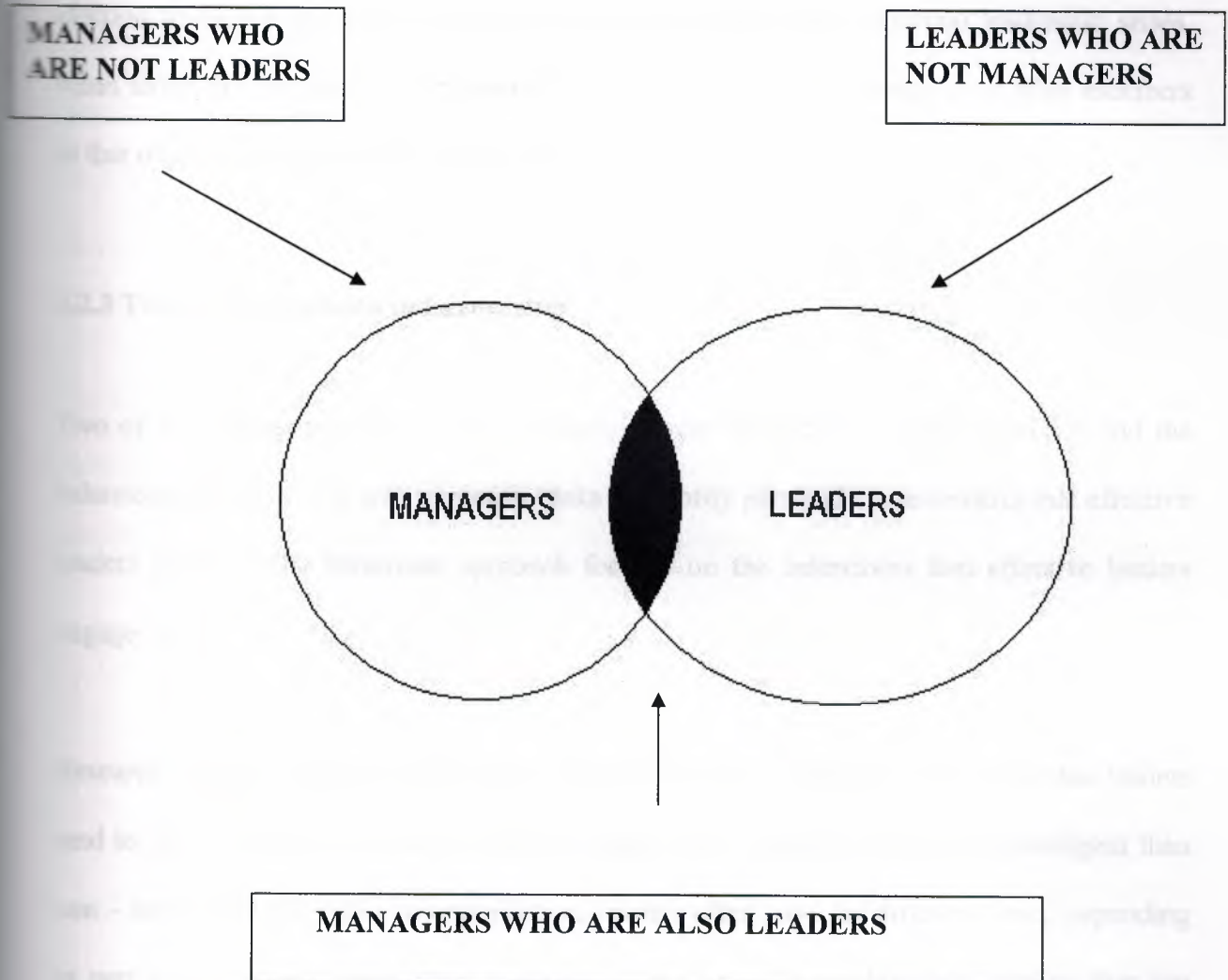


Figure: 2.1 Leaders and Managers: not synonymous (Go, 1996)

2.2.2 Leadership at the group level

As mentioned before leadership exist if there are followers. Leadership can either be acquired formally or informally. Formally leadership is the result of an appointment or election to such a position of authority with in an organization. Informal leadership arises, when individual without any formal authority given injects some power over other members in that organization. (House & Baetz, 1991).

2.2.3 The Trait Approach to Leadership

Two of the earliest perspectives on Leadership were offered by the trait approach and the behaviour approach. The trait approach seeks to identify personal characteristics that effective leaders possess. The behaviour approach focuses on the behaviours that effective leaders engage in.

Research studies comparing the traits of leaders and non – leaders have found that leaders tend to be somewhat taller, more outgoing, more self – confident, and more intelligent than non – leaders. Even within an organization, leaders often have far different traits, depending in part on the type of work they supervise. But a specific combination of traits that can differentiate leaders or potential leaders from followers has not been found. Clearly, it is difficult to identify a leader from an initial impression. Still, some leaders seem to be ready identifiable even at young age. Eminent national consultant Frederic W. Gluck was described by a close long – time personal friend as “one little kid who was obviously running the whole show”. (John, 1988).

Aggressiveness, ambition, decisiveness, dominance, initiative, intelligence, physical characteristics (looks, height, and weight), self – assurance, and other factors have been studied to determine if they were related to effective leadership. The major question is: Could traits differentiate effective from ineffective leaders? Perhaps the underlying assumptions of some trait research has been that leaders are born, not made. Some people still there are certain inborn or acquired traits that make a person a good leader. Clearly, physical traits have not been shown to distinguish effect not been shown to distinguish effective leaders. (Dorwin Cartwright & Alvin Zander, 1968).

The trait approach to the study of leadership is not dead, however. Edwin Ghiselli has tried to identify personality and motivational traits related to effective leadership. Ghiselli has identified 13 traits, the six most significant of which are as follows:

1. *Supervisory ability* – the performance of the basic functions of management, including planning, organizing, influencing, and controlling the work of others.
2. *Need for occupational achievement* – the seeking of responsibility and the desire for success.
3. *Intelligence* – creative and verbal ability, including judgement, reasoning, and thinking capacity.
4. *Decisiveness* – the ability to make decision and solve problems capably and competently.
5. *Self – assurance* – the extent to which the individual views himself or herself as capable of coping with problems.

6. *Initiative* – the ability to act independently and to develop courses of action not readily apparent to other people; to self – star and find new, innovative ways of doing things. (Edwin, 1971).

Most of the “traits” Ghiselli has defined are subsets of a broader trait we might call “leadership ability” and are, of course, related to it. For example, supervisory ability, intelligence, and decisiveness surely make one a better leader.

In this same vein, through with the use of the word *trait*, Warren Bennis offers the following “protocol” for effective leadership: (W.Bennis, 1976).

1. Leaders must develop the vision and strength to call the shots.
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3. Leaders must have a sense of continuity and significance an order to see the present in the past and the future in the present.
4. Leaders must get their heads above the grass and risk the possibility of getting hit by a rock.
5. Leaders must get at the truth and learn how to filter the unwieldy flow of information into coherent patterns.
6. Leaders must be social architects who study and shape what is called “the culture of work”.
7. To lead others, leaders must first know themselves. (W. Bennis, 1976).

Individuals can cultivate these qualities as the basis for building leadership effectiveness. And, of course people differ from birth in their capacity for learning, including learning related to leading. Still, there are few shortcomings that cannot be overcome through effort and there are little strengths that cannot be frittered away or misdirected.

A recent revival of trait theory emphasizes the importance of charisma. Robert House has proposed a "theory leadership" that suggests great leaders employ four personal characteristics – dominance, self-confidence, a need for influence, and conviction of moral righteousness-to increase their effectiveness. The term House has used implies that leaders with these traits are more charismatic than others. (R.J.House, J.G. Hunt and L.L.Larson, 1976).

Leadership is never more vital than during periods of sweeping organizational change. A person who has the special ability to lead an organization through major strategic change is a **transformational leader**. Such a leader can modify the mission, structure, and human resource management system and continue to guide the organization toward its objectives. Often marked by charisma, this type of leaders must inspire followers. Followers are told how their performance is, how confident the leader is in them, how exceptional they are, and how the leader expect their group's performance to break records. (B.M.Bass, 1985).

2. 2. 4 Leadership Styles

Four different styles of leadership: oppressive autocratic, benevolent autocratic, consultative, and participatory.

Oppressive Autocrat – people who adopt this leadership style are absolute dictators. They believe that they are always in the best position to judge what is best for employees. Moreover, they believe that the proper superior-subordinate relationship exists only when subordinates do precisely what they are told without questioning superior. Oppressive

autocrat leadership appeals to two kinds of managers-those who are know of no better way, and those who are self-centred and need to feel important.

Benevolent Autocrat – this style of leadership is task-oriented and employee oriented at the same time. They try to do what is best for their employees, and keep them informed on the reasons for decisions. Their attitude toward employees is warm, friendly, courteous, and respectful. They regard employees not as second-class citizens, but as equals in the human family.

Consultative Manager – managers suggest courses of action to their employees. They are open to new alternatives and want the honest reactions of their subordinates. Their employees may be able to persuade them to accept different solutions. This style by no means leads to a one-person, one –vote situation.

Participatory Manager – managers share decision making with their workers, thus instilling a purpose. In essence, participatory management encourages managers to seek out their workers' ideas and to organize work around jobs broad to have meaning and also encourages managers to share authority and responsibility with employees, and communicate openly-up, down, and sideways within the venture. (R.Tannenbaum & W.H.Schmidt, 1973).

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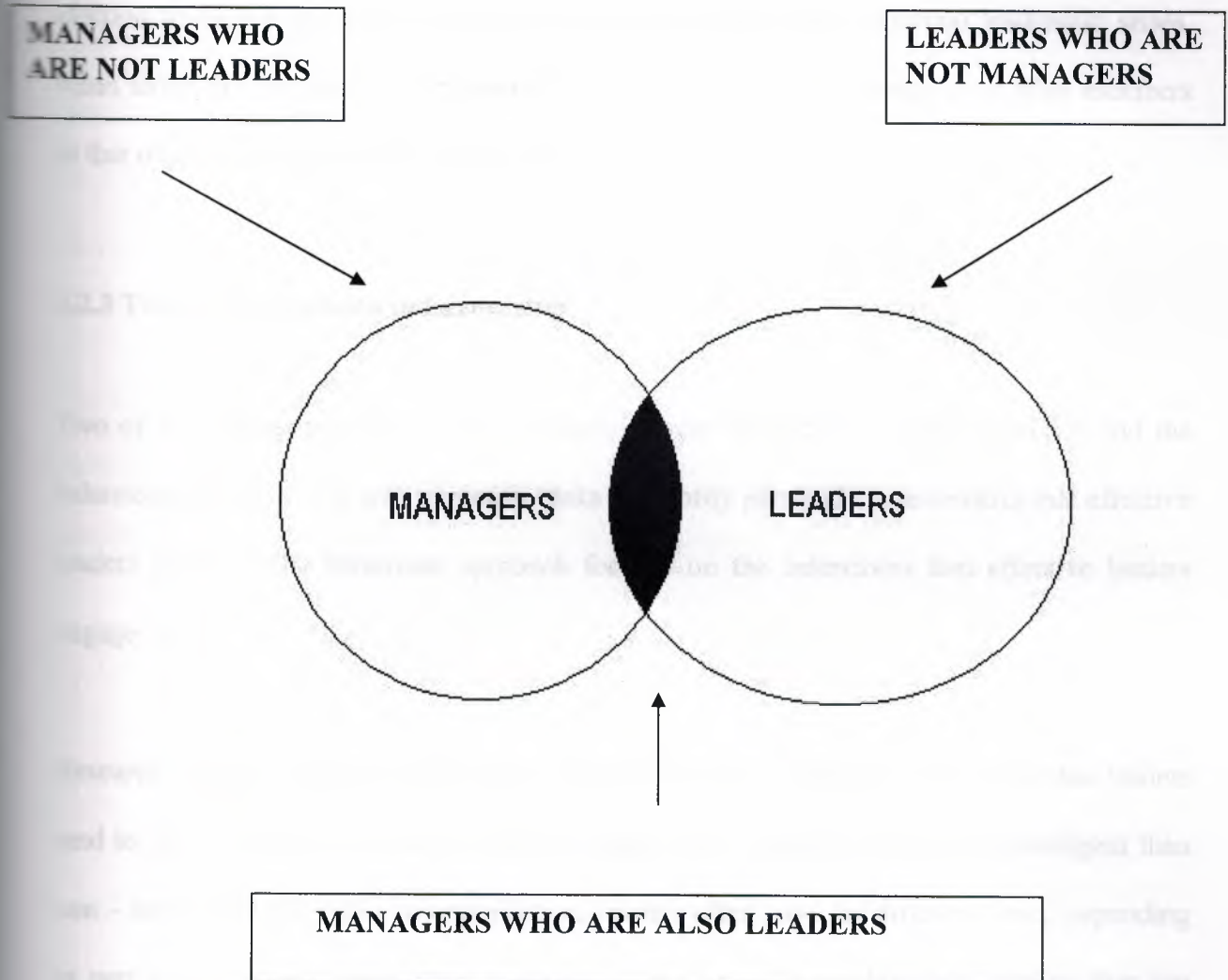


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2. 2. 4 Leadership Styles

Four different styles of leadership: oppressive autocratic, benevolent autocratic, consultative, and participatory.

Oppressive Autocrat – people who adopt this leadership style are absolute dictators. They believe that they are always in the best position to judge what is best for employees. Moreover, they believe that the proper superior-subordinate relationship exists only when subordinates do precisely what they are told without questioning superior. Oppressive

autocrat leadership appeals to two kinds of managers-those who are know of no better way, and those who are self-centred and need to feel important.

Benevolent Autocrat – this style of leadership is task-oriented and employee oriented at the same time. They try to do what is best for their employees, and keep them informed on the reasons for decisions. Their attitude toward employees is warm, friendly, courteous, and respectful. They regard employees not as second-class citizens, but as equals in the human family.

Consultative Manager – managers suggest courses of action to their employees. They are open to new alternatives and want the honest reactions of their subordinates. Their employees may be able to persuade them to accept different solutions. This style by no means leads to a one-person, one –vote situation.

Participatory Manager – managers share decision making with their workers, thus instilling a purpose. In essence, participatory management encourages managers to seek out their workers' ideas and to organize work around jobs broad to have meaning and also encourages managers to share authority and responsibility with employees, and communicate openly-up, down, and sideways within the venture. (R.Tannenbaum & W.H.Schmidt, 1973).

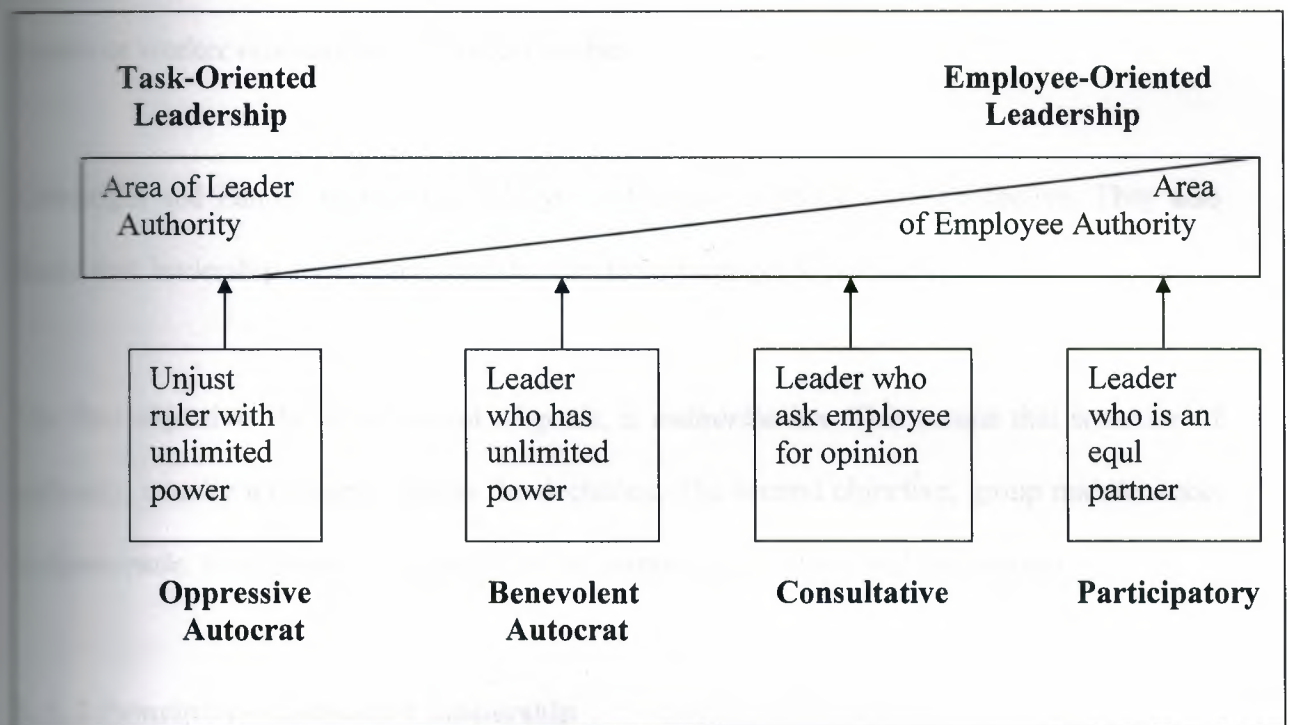


Figure: 2.2 Continuum of Leadership Styles (R.Tannenbaum & W.H.Schmidt, 1973)

According to continuum of leadership that worker, regardless of abilities, has the right to be treated with respect and dignity. In fact, the entrepreneur has a moral obligation to treat employees with respect.

2.3 Behavioural Leadership Theories

2.3.1 Cartwright and Zander

This leadership study, which took in the late 1950s and early 1960s, dealt with groups of workers. Dorwin Cartwright and Alvin Zander studied the objectives of groups, finding that group objectives fall into two categories. The objective was achievement of the group's goals.

Leaders need to be steadfast in their principles and values. The principles and values themselves can be consulted when making decisions. The job of the leader is seen as managing the principles and values can, in turn, be managing force for the individual contributors.

Foundation upon which success can be anchored.

As an individual should follow, and these values, if shared with leaders as followers, can be organization. Principle centered leadership says that there are underlying values that a leader should concentrate on basic principles or values to determine how they will lead the only on the latest management theory to determine how they manage. The manager and leader called *principled leadership* or *principle centered leadership*, says that managers should not a new paradigm emerged in the '80s and '90s in management leadership. This paradigm

2.3.2 Principles – Countered Leadership

The first objective, the achievement of goals, is *authoritarian*. This means that someone of authority, usually a manager, makes the decisions. The second objective, group maintenance, is *democratic*. Employees are included in the democratic decision making process.

Band found that leadership styles vary considerably from manager to manager. Carwright and Zander found that both types of groups objectives were effective. They also

found that leadership styles vary considerably from manager to manager. Carwright and Zander found that both types of groups objectives were effective. They also

This second objective was the maintenance or strengthening of the group. This aligns with the

2.3.3 Results – Based Leadership

Results – based leadership says that the best leaders are those that get the best results, and concentrate on measurement. After all, says this theory, leadership is a scarce resource and should be maximize in ways that help employee, customers, and the business. In fact, is asserted that leadership is scarcest of all resources.

2.3.4 University of Michigan Leadership Studies

During studies at the Survey Research Center at the University of Michigan, researchers studied which dynamic effected *leadership effectiveness*. These studies strived to find ways to measure what made leaders effective. The two elements that were identified and measured were called *employee orientation* and *production orientation*.

The most noteworthy findings of the study were that there are many kinds of effective leaders:

Some effective leaders were more *production oriented*, emphasizing production and technical elements of the job. Some effective leaders were more *employee oriented*, stressing relationships and the importance of people. To this moment, then, leadership studies had demonstrated different ways of looking at of the same basic concepts. There was a continuation of studies as theories built one upon the other and evolved.

2.3.5 Rensis Likert

Rensis Lkert expanded on the Michigan leadership studies with extensive research into what differentiates effective managers from ineffective managers. In *New Patterns of Management*

(1961) he wrote that “supervisors with the best records of performance focus their primary attention on the *human* aspects of their subordinates” problems on endeavouring to build effective *work groups* with high performance goals. Likert defined two styles of managers.

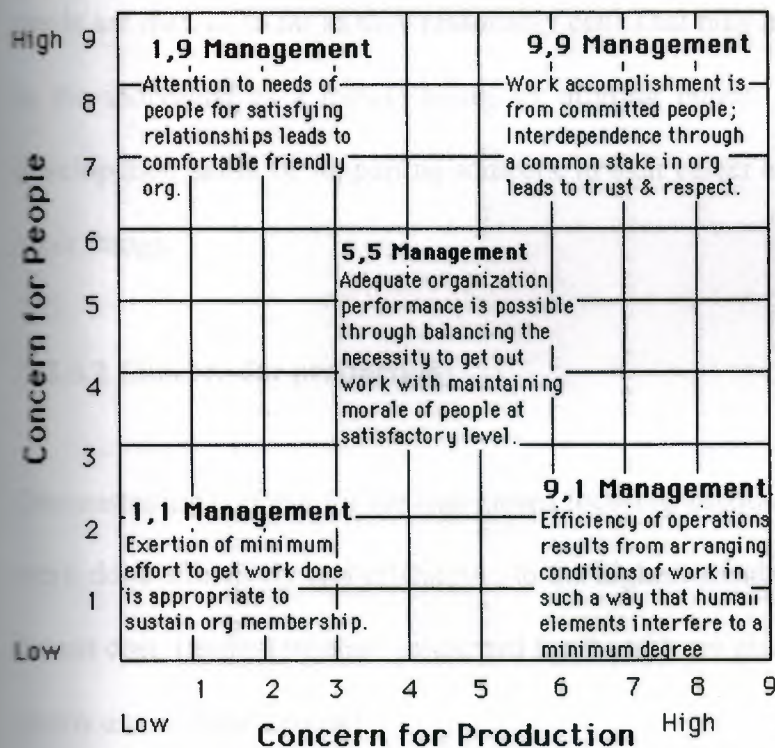
Job centred managers were found to be the least productive. Employee centered managers, were found to be the most effective. Likert also found that effective managers set specific goals, but employee’s freedom in the way they achieved those goals. This has been called general supervision, as opposed to close supervision. In modern business jargon is called *empowerment*. (www.odportal.com)

2. 3. 6 The Managerial Grid

Robert R. Blake and Jane S. Mouton published the book *Managerial Grid* in 1964. This text has been one of the most popular management and leadership tools, and is used extensively today. When asked “what is your management style?” many managers use the concept of The Managerial Grid to answer. The Grid provides a visual framework for understanding various approaches to leadership. The theory behind the managerial grid has been used 35 years is training managers about working with people. But Grid also has significant implications for management Projects. The Managerial Grid uses concepts and paradigms of many of the previous studies outlined in this module. As we have seen in this module, the findings of the Ohio State, Michigan State, Likert and others found *two functions* which distinguish management style.

In general, the Managerial Grid measures a manager’s biases toward the two major elements of success in organizations: *the concern for people and concern for production*. Plotting these concerns on a grid and then identifying five different management styles based on the

relationship between these two elements is the basis for the Managerial Grid theory. In other words Robert Blake and Jane Mouton believe that management exists to encourage efficiency and performance, creativity, experimentation and innovation, and learning from colleagues. This needs teaching and learning. It combines an approach for people and approach for production.



Managerial Grid from R. Blake and J. Mouton, "Managerial Facades", Advanced Management Journal, July 1966, 31.

Figure: 2.3 A representation of the Grid (www.odportal.com)

2.3.6.1 Concern for people

Demonstrating concern for people means recognizing that the team is merely a tool for the production of work, but is also a group of human beings with a wide range of needs and expectations, some of which it is the leader's responsibility to address. Leaders who are concerned for their team will find out what the team members need and expect of them, and what they need out of their work and career, and work with team members to ensure those needs are met, in so far as they reasonably can. That may mean simply demonstrating interest in the individual as a human being, or offering honest feedback for someone striving to develop their skills, or supporting someone in their career aspirations, or any one of a hundred other things.

2.3.6.2 Concern for production

Demonstrating concern for the task means focusing attention and energy on getting the team's work done effectively and efficiently, to the highest standards with the least variance and the lowest cost. Leaders who are concerned for the task are goal driven and focus on results.

(www.ascott.demon.co.uk)

2.3.6.3 Managerial grid positions

1, 1 Improvised Managers

1, 9 Country Club Managers

9, 1 Authority – Obedience Managers

5, 5 Organization Manager

9, 9 Team Managers

1, 9 managers have been called country club management in that it concerns itself with positive encouragement but the avoidance of conflict. Work (or the task) is something people do, but they do it in work. Everyone (or the person) jollies and jokes along with one other and cannot criticise, in the hope that things get done as a result. Economic protectionism or cost – plus accountability lead to this relaxed, inefficient approach. Many religious organizations may be like this because a production concern is fellowship itself, but at times of decline more instrumental needs for recovery may come into play.

9, 1 task management is all about the rigour associated with high efficient output. There are orders to be given, received and obeyed, and schedules should not be missed. Mistakes lead to blame and correction, and if the employee is not up the task under this regime then another job is the only medium term outcome. There is a high degree of supervision and control, and creativity is only placed high within the hierarchy. Lower down people do not need to be creative and indeed to say anything different is insubordination. Whilst high output is achievable in the short term, much will be lost through an inevitable high labour turnover. Only the money paid will matter, as the rest of the work involvement is likely to be apathetic with no input.

1, 1 must be inept management because it neither shows much concern for production nor people. The fact is that there are such people around and many of them who have perhaps been overlooked by the organization in terms of career progression. People reciprocate. So these managers go in, do their jobs with a minimum of effort, wait for home time to come, and then leave. If responsibility is required, then it is avoided; if people need to be motivated, nothing much happens beyond the minimum of instructing. In terms of accountability, the workforce had its instructions and that was that.

5, 5 management is a kind of realistic medium without ambition. It is deemed as practical. It is also an outcome when production and people issues are seen as in conflict (as indeed are 9, 1 and 1, 9, but such an organization values both people and production matters and settles for 5, 5: it is always a 10 sum game). There is never too much jolly and humour – but some and never too much criticism – but some if really needed.

9, 9 Management then is when there is no zero sum game or crowing out, and when systems are in place, and management teams working, to get the best out of an organization in terms of commitment and human relations. Information must flow up and down the system, and everyone must feel valued. That value must be highly purposive, and directed into the objectives of the organization, and indeed where the valuing is gained. Managers must feel able to consult with each other without mini- empires developing in a spirit of co – operation to achieve the overall objectives.

Blake and Mouton themselves looked at intergroup conflict with nine approaches – win – lose power struggle, third party decision, stalemate until a so called face arbitration (something happens unplanned), one gives up, parties isolate, a façade of indifference, stressing common interests, compromise through bargaining towards accommodation, and positive resolution of difference through genuine effort. The last is the most promising and would be part of 9, 9 management. (www.change.freeuk.com)

1. No one style works best all the time. While many would agree that the 9,9 management styles are ideal, it would not work in a crisis. When a building needs to be evacuated, there is not always time to be sensitive to morale issues.

2. Working with people is half the battle. The Managerial Grid model validates that at least half of the manager's role to manage people. At times in the project management process, we find ourselves spending more time managing easier resources.

3. Don't just manage the measurable. Money, time, equipment costs and the like are easy resources to measure; they come with built in measurement. Human resources are more challenging to measure, and are more complex to understand and to allocate.

2.4 Situational Leadership Theories

Situational, or contingency, leadership theories start out with the assumption that appropriate behaviour depends on the circumstances at a given time. The prominent of these theories are House's Path-Goal Theory, Tannenbaum and Schmidt's leadership continuum, Fiedler's contingency leadership theory, Vroom and Yetton's normative theory, and Hersey and Blanchard's situational leadership theory.

2.4.1 House' Path-Goal Theory of Leadership

Robert House developed what he termed the path-goal theory of leadership, which is closely related to the expectancy theory of motivation. Path-goal theory is the proposition that managers can facilitate job performance by showing employees how their performance directly affects their receiving desired rewards. In other words, a manager's behaviour causes or contributes to employee satisfaction and acceptance of the manager if it increases goal attainment by employees. According to path-goal approach, effective job performance results if the manager clearly defines the job, provides training for the employee, assists the

employee in performing the job effectively, and rewards the employee for the effective performance. (Robert House, 1971).

The following four distinct leadership behaviours are associated with path-goal approach:

- *Directive leader* – the manager tells the subordinate what to do and when to do it (no employee participation in decision making).
- *Supportive leader* – the manager is friendly with employees and shows interest in them.
- *Participative leader* – the manager seeks suggestions and involves employees in decision making.
- *Achievement-oriented leader*- the manager establishes challenging goals and demonstrates confidence that employees can achieve them.

Following the path- goal theory, a manager may use all four of the behaviours in different situations. For instance, a manager may use directive behaviour toward a new employee and supportive behaviour toward an experienced one who is aware of goals to be attained.

2.4.2 Tannenbaum and Schmidt's Leadership Continuum

The leadership continuum, developed by Robert Tannenbaum and Warren H.Schmidt, is the graphical representation of a trade-off between manager's use of authority and the freedom that subordinates experience as the leadership styles varies from boss-centered to subordinate-centered. Tannenbaum and Schmidt described several factors they thought should influence a manager's choice of leadership style. They advocated a continuum of leadership behaviour,

based on the notion that the choice of an effective leadership style depends on the demands of the situation.

The boss-centered and employee-centered dimensions are similar to initiating structure and consideration, discussed earlier. Here are the factors Tannenbaum and Schmidt believed should determine the appropriate leadership style:

- *Characteristics of the manager* – background, education, experience, values, knowledge, objective, and expectations.
- *Characteristics of employee* – background, education, experience, values, knowledge, objective, and expectations.
- *Characteristics of the situation* – size, complexity, objectives, structure, and climate of the organization, as well as technology, time pressure, and nature of the work.

Thus, in essence, managers must be able to diagnose the situations confronting them and then choose a leadership style that will improve their chances of effectiveness. The most effective leaders are flexible enough to select a leadership style that fits their needs as well as the needs of their subordinates and the situation.

2.4.3 Fiedler's Contingency Leadership Theory

The contingency theory of leadership developed by Fred E. Fiedler has received considerable acceptance (Fred, 1967). Like all situational theories, Fiedler believes there is no single most effective style that is appropriate to every situation. The Fiedler framework involves eight situations and two leadership orientations. Three major elements are to determine whether a given situation is favourable to a leader:

- *Leader member relations* – the degree to which the leader feels accepted by subordinates. The atmosphere may be friendly or unfriendly, relaxed or tense, and threatening or supportive.
- *Task structure* – clearly defined objectives, decisions, and solutions to problems.
- *Position power of the leader* – the degree of influence over rewards and punishments, determined mainly by the official authority the leader has.

2.4.4 Vroom and Yetton's Normative Theory

Victor Vroom and Yetton finalized their normative theory of leadership and decisions making in 1973 (V.H. Vroom and P.W. Yetton). It attempts to show to what extent leaders should involve subordinates in decision making. Managers always have some freedom to make decisions that affect subordinates. According to Vroom and Yetton model, managers can choose one of five procedures for involving subordinates in decision making. The processes are on a continuum – from solving the problem alone, using available information, to delegating the problem-solving responsibility. A similar set of choice exists for group problems: The leader can make the decision alone, using available information: solve the problem with information or ideas from subordinates; or solve the problem together with subordinates.

Selecting the appropriate decision process involves assessing the characteristics of the particular problem. The main aim of using the correct one is to improve one or more of the following elements:

1. "The quality or rationality of the decision."
2. "The acceptance or commitment of the subordinates to execute the decision effectively."

3. "The amount of time required to make decision."

2.4.5 Hersey and Blanchard's Situational Leadership Theory

Paul Hersey and Kenneth Blanchard have developed a situational leadership theory that has attracted considerable attention. Hersey and Blanchard's theory is based on the notion that the most effective leadership style varies to the level of readiness of the followers and the demands of the situation. Their model uses two dimensions – task behaviour and relationship behaviour. These dimensions are similar to the classification used in the leadership models developed by the Ohio State researchers and in the Managerial Grid. Hersey and Blanchard argue that an effective leader is one who can both diagnose the demands of the situation and the level of readiness of the followers, and choose a leadership style that is appropriate. Their theory is based on the relationship of these factors:

1. The amount of task behaviour the leader exhibits (providing direction and emphasis on getting the job done).
2. The amount of relationship behaviour the leader provides (consideration of people and emotional support for them).
3. The level of task-relevant readiness followers exhibits toward the specific objective, task, or function that the leader wants accomplished.

The key concept of Hersey and Blanchard's leadership is the level of relevant readiness or the followers. *Readiness* is defined not as age or psychological stability but as the following:

- A desire for achievement – level of achievement motivation based on the need to set high but attainable objectives.

- The willingness and ability to accept responsibility.
- Education or experience and skills relevant to the particular task.

In the mid-1970s Paul Hersey and Ken Blanchard integrated several aspects of leader, group, and organizational behaviour into a single model.

In the figure below notice the many components of the model:

- Tuckman's four stages of team development show how a team may develop over time requiring different leadership styles at different stages (forming, storming, norming, performing)
- There are even other aspects (not shown) that include Likert's four organizational systems, and Lewin's three stages of organization change.

In general, the model is comprehensive, includes important dimensions and factors of behaviour, and emphasizes how leadership behaviour and style should change over time and situation.

A representation of the Hersey-Blanchard Situational Theory is provided in **Figure 2.4**

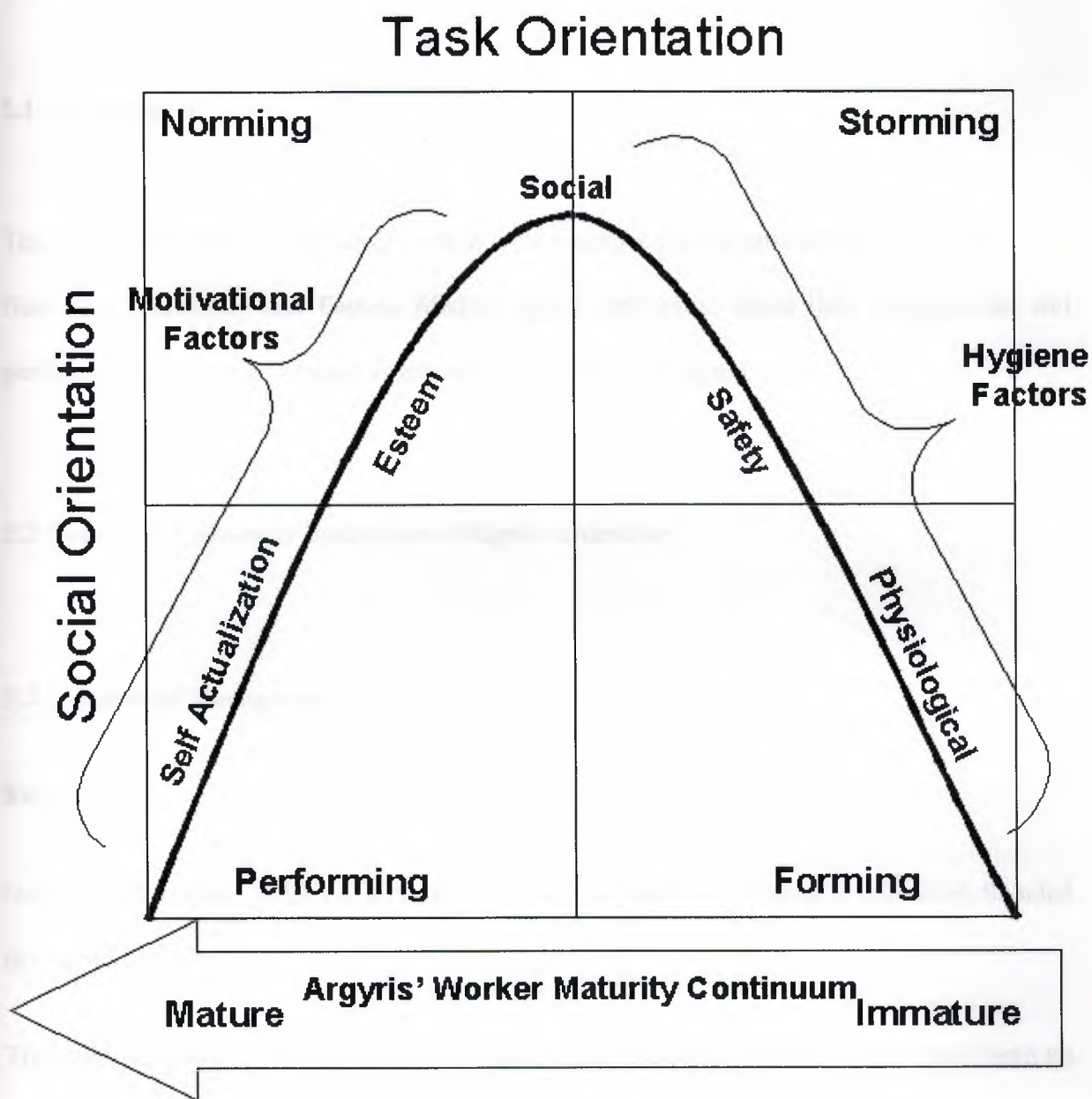


Figure: 2.4 A representation of the Hersey-Blanchard Situational Theory

(www.workstar.net)

SECTION 3

CONTEXTUAL FACTORS

3.1 Introduction

This section describes a brief profile about two important private universities in T.R.N.C Near East University and Eastern Mediterranean University, about their management and performance which are the most respected and trustful enterprises.

3.2 Near East University institution of higher education

3.2.1 Historical Background

Foundation:

Near East University (NEU) is a private international institution of higher education founded in Nicosia in 1988.

The main objective of this institution is to give students a sound education and bring them up as confident and responsible individuals with creative and inquisitive minds.

Near East University boasts continuous committed to its founding principles, restoring its strength and vigour with each passing year. The University tops the list of T.R.N.C most respected and trustful enterprises, while carving itself a place amount the biggest corporation's University.

University's Primary Management:

Today Near East University consists of a select student population from eighteen different countries; hence its international identity. NEU with its ample educational facilities and academically highly qualified staff from 12 different countries is the only institution of higher education in Nicosia the capital city of North Cyprus rendering quality education.

Towards establishing close ties between Near East University and other universities primarily in Turkey, the United States, England, Australia, Kazakstan and Azarbaijan protocol agreements have been undersigned and put into effect.

The medium of instruction at the Near East is English. Students with a good background of English may directly start from the degree program while those with little or no knowledge of English at all are exposed to a highly intensive English program in the English Preparatory School for duration of at least one academic year.

All newly enrolled students to the university have to take the English Proficiency and Placement Exam, which will help determine their English language aptitude. Currently, 28% of the students receiving education at the Near East are on scholarship, and the ratio of students on scholarship is expected to reach 50% by the year 2000. Students, upon request, can complete the Teacher Training Program offered by the Psychology Department to become teachers at secondary schools.

Near East University currently has 7 Faculties with 20 Departments and School of Physical Education and Sports and, School of Tourism and Hotel Management offering courses at undergraduate and graduate levels.

3.3 Eastern Mediterranean University institution of largest education

3.3.1 Historical Background

Foundation:

Established in 1979, Eastern Mediterranean University offers programs fully recognized by Council of Higher Education in Turkey. Having completed its physical infrastructure, the campus spreads over an area of 2200 acres.

University's Primary Management:

The University owns unprecedented campus facilities, and creates a multicultural environment with students coming from 68 countries and highly qualified faculty members from 35 different nations. There is a perfect harmony and dialog between the students and the faculty. Thanks to the modern understanding of education shared by all, students are trained as individuals thoroughly learned and endowed with excellent research skills, who can generate new knowledge, who are aware of and meticulous about environmental issues, who are creative, confident and ready to compete with the world youth. In addition to the in-door and out-door sport complexes, the variant of student clubs and the fully-equipped offices they own where all club activities are planned, and the on-campus dormitory facilities reflect the student oriented educational philosophy of Eastern Mediterranean University.

SECTION 4

RESEARCH METHODOLOGY

4.1 Introduction

This section describes the steps and methods that are to be used during the investigation of the proposed study.

4.2 Sampling

The type of sampling is: Judgment sampling which is nonprobability sampling. Judgement sampling involves the choice of subjects who are most advantageously placed or in the best position to provide the information required. The judgement sampling design is used when a limited number or category of people have the information that is sought.

This study use judgement sampling to obtain a number of completed questionnaires quickly and economically.

The purpose of the study is: Descriptive study. The goal of a descriptive study is to offer to the researcher a profile or to describe relevant aspects of the phenomena of interest from an individual, organizational, industry-oriented, or other perspective. Descriptive studies that present data in a meaningful form thus help to:

- understand the characteristics of a group in a given situation,
- think systematically about aspects in a given situation,
- offer ideas for further probe and research.

This research using descriptive study because trying to describe various approaches of leadership as well as their implications for managerial practice and to make a study to determine manager's degrees that they like working with people and tasks.

The main area of the study was conducted at two Universities in North Cyprus, Near East University and Eastern Mediterranean University the head of departments were conducted as managers.

The type of investigation is: Correlation study. When the researcher is interested in delineating the important variables associated with the problem, the study is called a Correlational study.

The type of investigation is correlation study because interested in delineating the important variables for each manager associated with the leader style in the work.

The extend of research interference in the study is: Minimal interference, because we use correlation study was conducted the natural environment of the Near East University and Eastern Mediterranean University the head of departments as managers.

The study setting is: Noncontrived setting, because using correlational study and on Near East University and Eastern Mediterranean University the head of departments are field study.

The unit of analysis is: The unit of analysis is individuals because the problem statement focuses on how to measure the manager's leadership styles in (NEU) and (EMU), then we are interested to find out what is the percentage of individuals managers leadership style level will be looking at the data gathered from each individual and treating each manager response as in individual data source.

The time horizon of the study is: the time horizon of the study is cross-sectional because this study can be done in which data are gathered, perhaps over a period to answer a research question.

4.3 Questionnaire and measurement Scale

There are two sections in questionnaire which are first section related to screening questions, and second section related to demographic questions.

To determine manager's degrees that they like working with people and tasks was determined by visiting managers when they were at work for request them to fill out specially designed

questionnaire which allow managers to reflect how they stand with respect to their concern for people and concern for production according to Managerial Grid from Robert R.Blake and Jane S. Mouton in Near East University and Eastern Mediterranean University.

4.4 Scale of Questions

In the first section the researcher use ordinal scale response to understand the manager's leadership style.

Ordinal scale question is a question that is used to rank the preferences or usage of various brands of a product by individuals and to rank order individuals, objects or events.

In the second section the researcher use determinant-choice question to understand demographic characteristics of managers.

Determine-choice question is a fixed-alternative question that requires a respondent to choose one, and only one, response from among multiple alternatives.

4.5 Reliability and Validity

This survey is a widely used and accepted training tool and it has not been formally checked for reliability and validity. Since Blake and Mouton have had a lot of feedback from various training classes, other trainers, and various academic sources, the instrument can comfortably be assumed to be accurate.

SECTION 5

STUDY AND ANALYSIS OF LEADERSHIP OF TWO IMPORTANT PRIVATE UNIVERSITIES IN T.R.N.C

5.1 Introduction

This section starts with description of the questionnaire used in determination of the manager's degree that they like working with people and tasks, further based on the questionnaire the leadership styles in two universities of T.R.N.C are analysed.

5.2 Leadership Questionnaire Instructions

The objective of this questionnaire was to determine the degree managers of two different universities like working with tasks and other people. Questionnaire was completed by managers (Deans of Faculties and Head of Departments) when they were at work. Designed questionnaire allowed managers to reflect how they stand with respect to their concern for people and concern for production according to Managerial Grid from Robert R. Blake and Jane S. Mouton.

Questionnaire included eighteen statements about leadership behaviours and six demographic questions. Half of the leadership behaviour statements focused on behaviours toward people and other rest of the statements focused on behaviour toward tasks. Instructions for the questionnaire developed by Blake and Mouton are given below:

1. Managers complete the 24 items in the questionnaire
2. Next, the answers transferred to the two respective columns provided in the scoring section (see Appendix A). Then score the totalled in each column and multiplied each total by 0.2.
3. The total score for the first column (People) is plotted on vertical axis while the total score for the second column (Tasks) is plotted on the horizontal axis of the graph. Finally, the lines intersection provides leadership dimension they normally operate out of: authoritarian, impoverished, team leader, country club.

Questionnaire	Answers for people	Answers for production
Questionnaire 1		
Questionnaire 2	7.5	4.5
Questionnaire 3	7.5	7.5
Questionnaire 4	7.5	7.5
Questionnaire 5	6.8	7.8
Questionnaire 6	7.4	8.2
Questionnaire 7	7.5	8
Questionnaire 8		
Questionnaire 9		
Questionnaire 10	7.5	8
Questionnaire 11	7.5	7.5
Questionnaire 12		
Questionnaire 13		
Questionnaire 14		
Questionnaire 15		
Questionnaire 16		
Questionnaire 17		
Questionnaire 18		
Questionnaire 19		
Questionnaire 20		
Questionnaire 21		
Questionnaire 22		
Questionnaire 23		
Questionnaire 24		

5.3 Analysis of Leadership in Near East University

As shown at each questionnaire result the degrees of managers appear as follows:

Fifteen questionnaire study results from Near East University are shown in the shape of table bellow.

Table: 5.1 Questionnaire results for (NEU)

15 Questionnaires	concern for people	concern for production
Questionnaire 1	7,2	7,6
Questionnaire 2	9	9
Questionnaire 3	7,8	8,2
Questionnaire 4	7,6	7,6
Questionnaire 5	6,8	7,8
Questionnaire 6	7,4	8,2
Questionnaire 7	7,6	8
Questionnaire 8	8,4	7
Questionnaire 9	8,4	7,8
Questionnaire 10	7,6	8
Questionnaire 11	8,4	7,4
Questionnaire 12	8,6	8,2
Questionnaire 13	6,2	6
Questionnaire 14	6,2	7,2
Questionnaire 15	6	7

This table shows us the degree that the managers of NEU like working with people and tasks. According to results there is a high degree of interest for both people and tasks and this refers to a high level of similarity in the leadership styles of the managers that they like working with people and tasks.

When the degrees transferred to the managerial grid below: we can see the similarity more clearly between concern for people and concern for production for the managers.

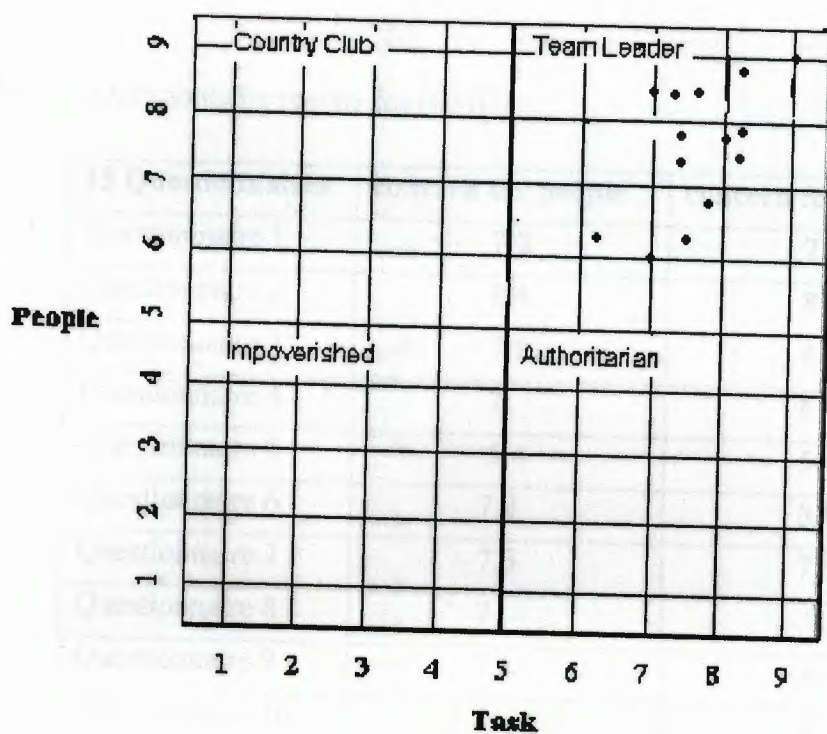


Figure: 5.1 A representation of the grid for Near East University

The managerial grid also shows us the leadership styles of managers of the Near East University. If we look at the grid although there are small differentiations on the managers' degrees for concern for people and concern for production we can see that all managers' leadership styles are team leader.

5.4 Analysis of Leadership in Eastern Mediterranean University

Fifteen questionnaire study results from Eastern Mediterranean University are also shown in the shape of table below.

Table: 5.2: Questionnaire results for (EMU)

15 Questionnaires	concern for people	concern for production
Questionnaire 1	7,8	7,2
Questionnaire 2	8,4	8,6
Questionnaire 3	7,8	8
Questionnaire 4	7	6
Questionnaire 5	5,4	5
Questionnaire 6	7,8	8,8
Questionnaire 7	7,6	7,6
Questionnaire 8	7	8,2
Questionnaire 9	7,4	6,6
Questionnaire 10	8	8
Questionnaire 11	8	8
Questionnaire 12	6,4	6,4
Questionnaire 13	6,8	7,6
Questionnaire 14	8	8,4
Questionnaire 15	8	8,8

This table shows us the degree that they like working with people and tasks, and according results there are high degrees for interesting both people and tasks.

When the degrees transferred to the managerial grid below: we can see the similarity more clearly between concern for people and concern for production for managers.

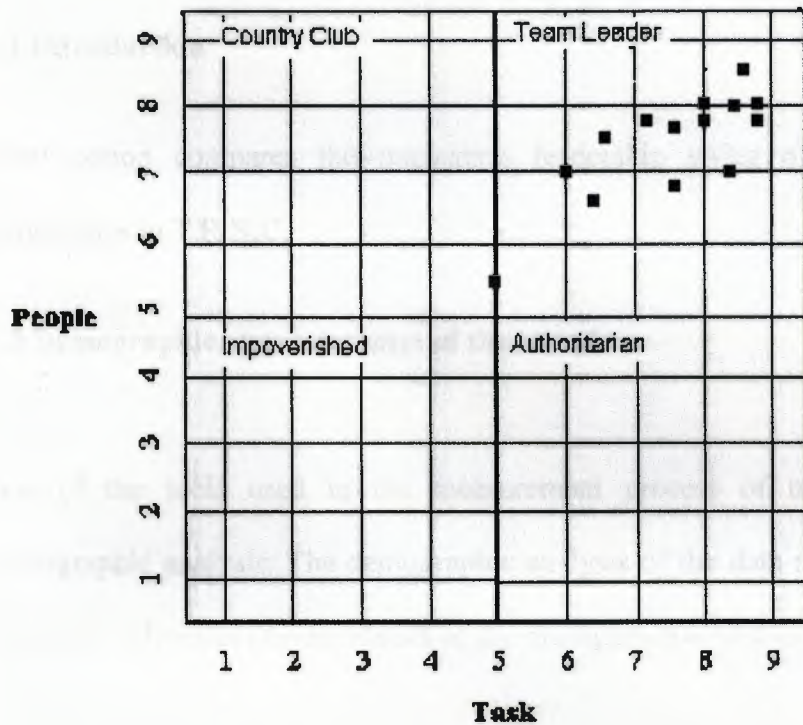


Figure: 5.2 A representation of the grid for Eastern Mediterranean University

The managerial grid shows us the leadership styles of managers of the Eastern Mediterranean University. If we look at the grid although there are small differentiations on the managers' degrees for concern for people and concern for production we can see that excluding one all managers' leadership styles are team leader.

SECTION 6

FINDINGS:

COMPARISON OF THE NEAR EAST UNIVERSITY AND EASTERN MEDITERRANEAN UNIVERSITY MANAGER LEADERSHIP STYLE

6.1 Introduction

This section compares the manager's leadership styles of the two important private universities in T.R.N.C.

6.2 Demographic characteristics of the sample

One of the tools used in the measurement process of manager's leadership style is demographic analysis. The demographic analysis of the data obtained, provides information about the individual characteristics of the managers involved in the sample.

When the demographic questions for the two universities are transferred to the diagram we can see the picture more clearly between these two universities for all managers. If we look at each questionnaire result we can see the degree of demographic analysis of all managers on the diagrams.

In the first diagram we can see the percentage of female and male individuals who are working as deans of faculties and head of departments. According to the results we can see that the percentage of males is more than females. (Figure: 6.1)

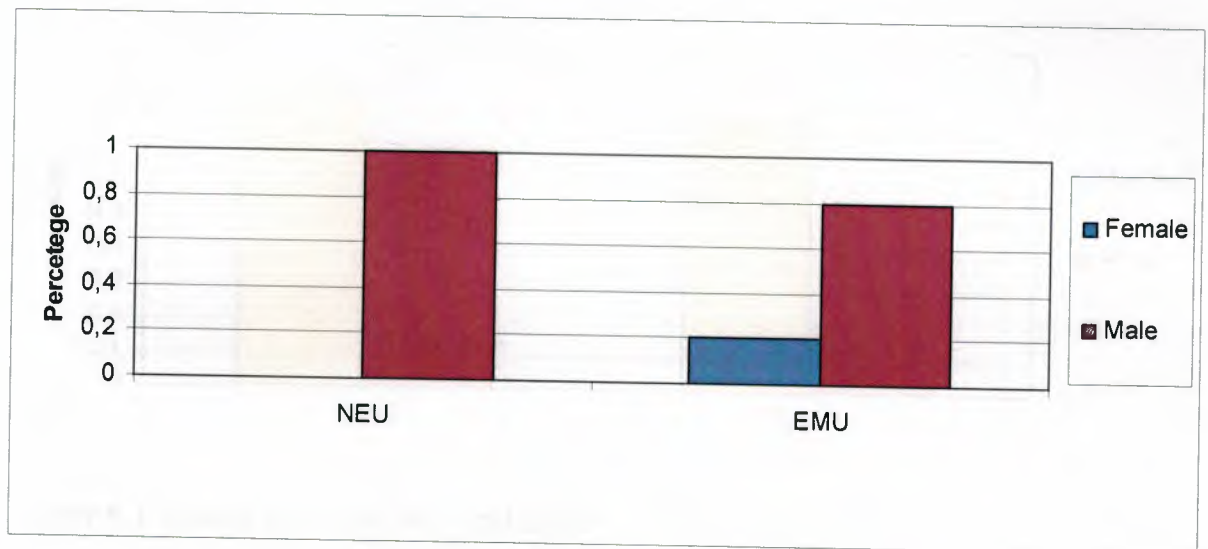


Figure 6.1: Gender distribution for NEU and EMU

According to the questionnaire results we can see on the second diagram the age distribution of the managers who are working in the two universities. As shown on the diagram in both universities, majority of the respondents are above 50 years of age. (Figure: 6.2)

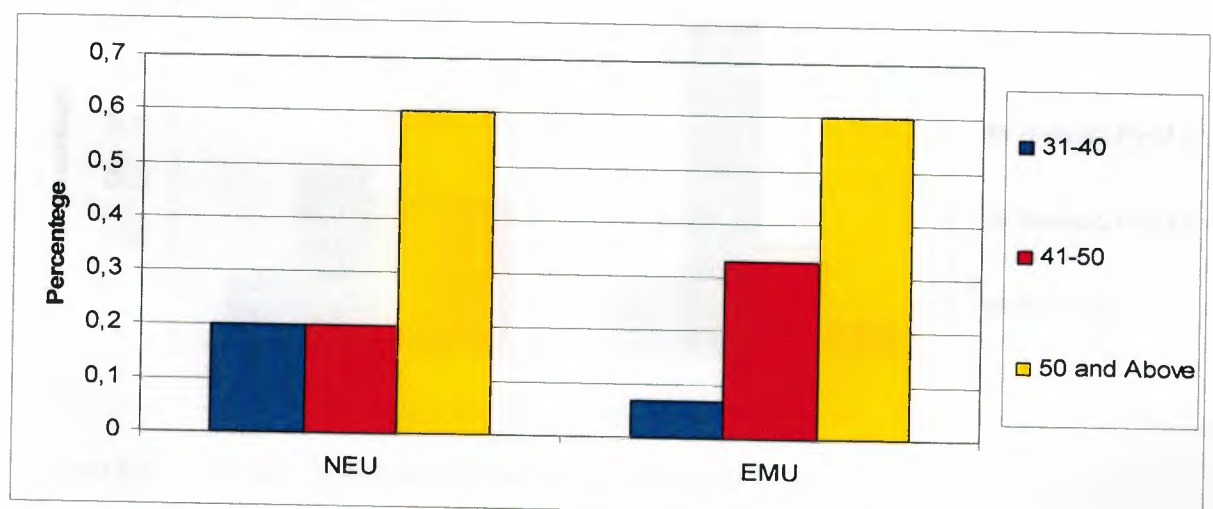


Figure 6.2: Age distribution for NEU and EMU

In the third diagram, we can see the marital status of the managers working in the two universities. According to the results of the two universities the diagram shows that the percentage of married managers is more than the single ones. (Figure: 6.3)

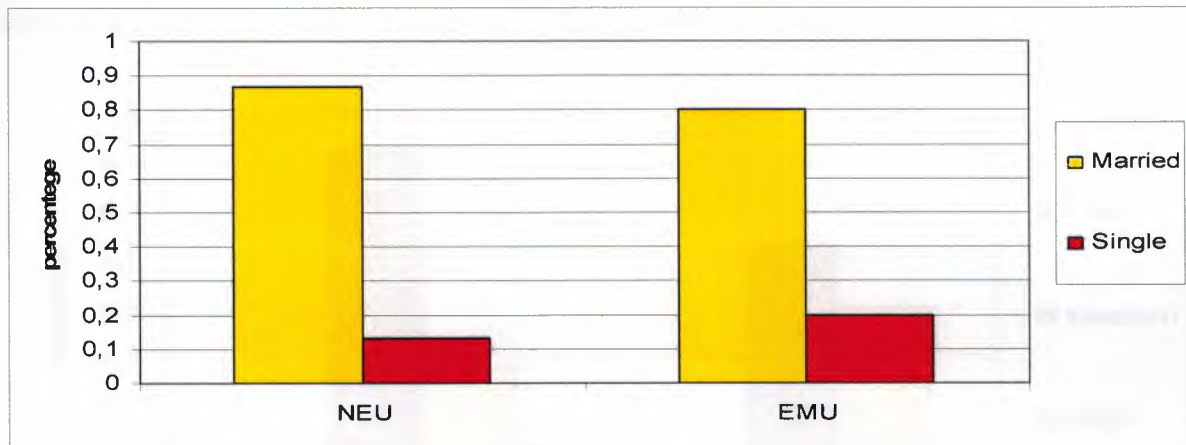


Figure 6.3: Marital status for NEU and EMU

In the fourth diagram according to the questionnaire results of the two universities the diagram shows the academic position of the managers and we can see that the percentage of Assist.Prof.Dr. in EMU is higher than the NEU, but we can see also that the percentage of the Dr.'s in both universities are the same. (Figure: 6.4)

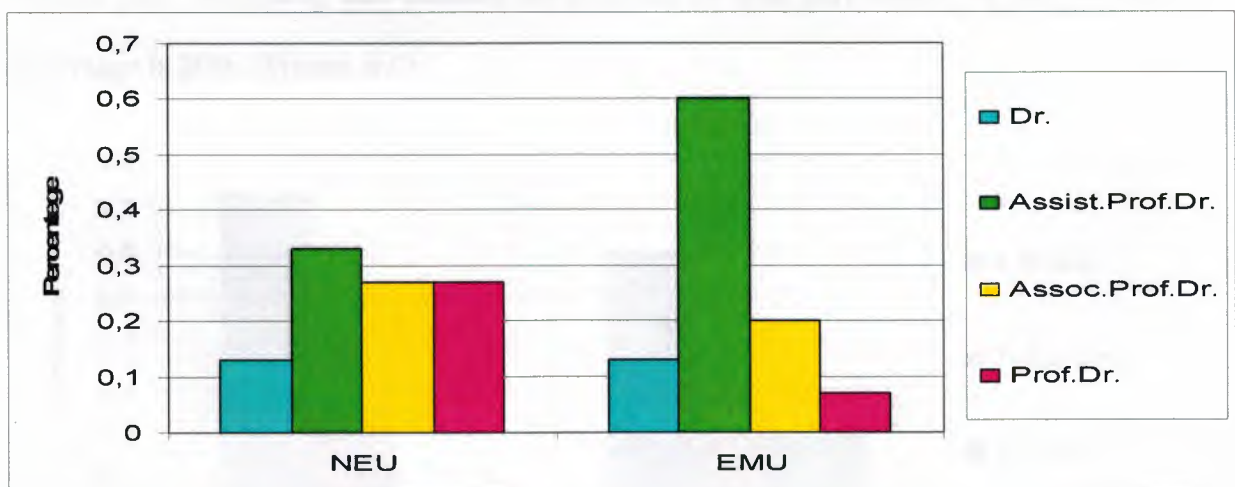


Figure 6.4: Academic position distribution for NEU and EMU

According to the questionnaire results the fifth diagram shows the average level of household income. And when we examine the diagram we can see that the percentage level for medium income for the NEU is 72%, and for the EMU is 52%, and the percentage level for high income for the NEU is 28%, and for the EMU it is 40%. (Figure: 6.5)

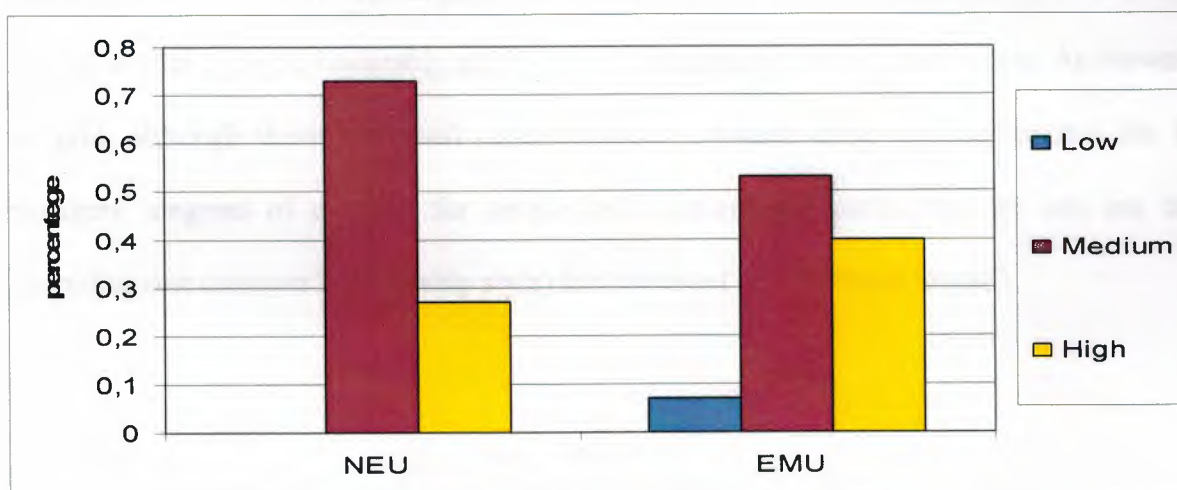


Figure 6.5: Household income at NEU and EMU

According to the questionnaire results we can see the nationality of all managers, and according these results when we examine the diagram we can see that the percentage of T.R.N.C. citizens is the highest one with 73% for the NEU, and for EMU it is 60%, and if we look for other nationality and examine the diagram for both universities we can see that the percentage is 20%. (Figure: 6.6)

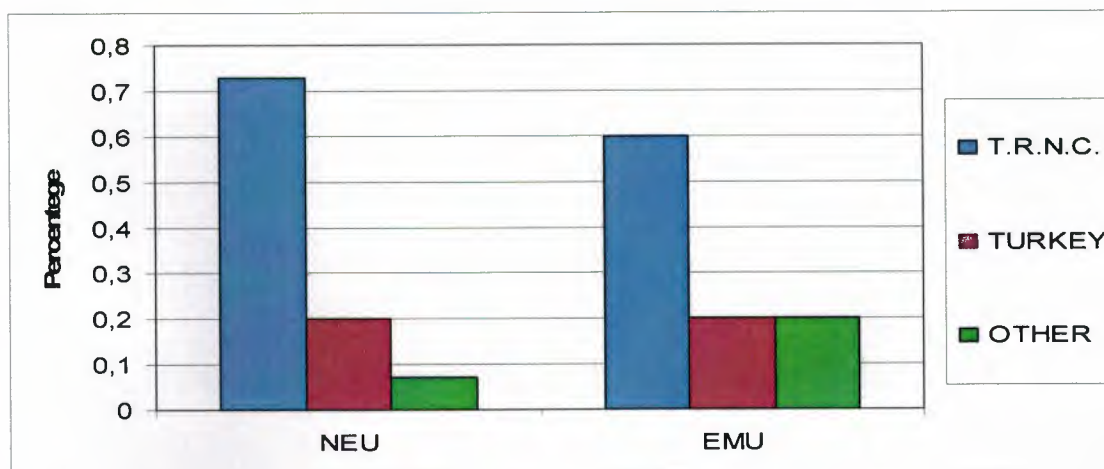


Figure 6.6: Nationality at NEU and EMU

6.3 Managers leadership style of Near East University and Eastern Mediterranean University

Managerial Grid of the two universities in T.R.N.C. shows that in Figure: 6.7 according to the results obtained, there are high degrees of concern for both people and tasks and there is high level of similarity in the leadership styles of the managers in the two universities. As shown at the grid, although there are small differentiations between these two universities for the managers' degrees of concern for people and concern for production we can see that (excluding one manager's leadership style) the dominant type is "team leader".

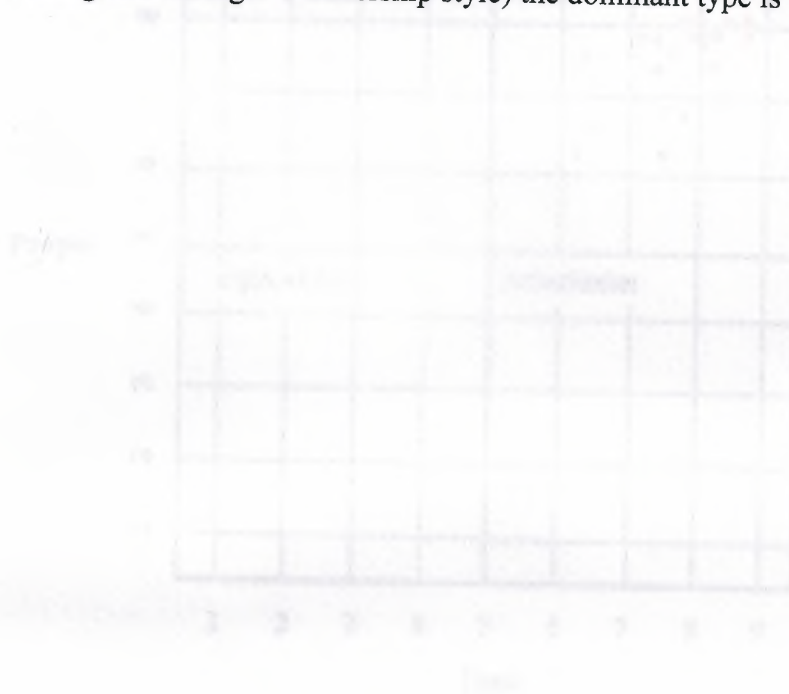


Figure-6.7 A representation of the data of the study of the leadership style of managers in Near East University and Eastern Mediterranean University.

As shown in the grid, although there are small differentiations between these two universities for the managers' degrees of concern for people and concern for production, we can see that (excluding one manager's leadership style) the dominant type is "team leader".

When the degrees for the two universities are transferred to the managerial grid we can see the picture more clearly between concern for people and concern for production for all managers. (Figure: 6.7).

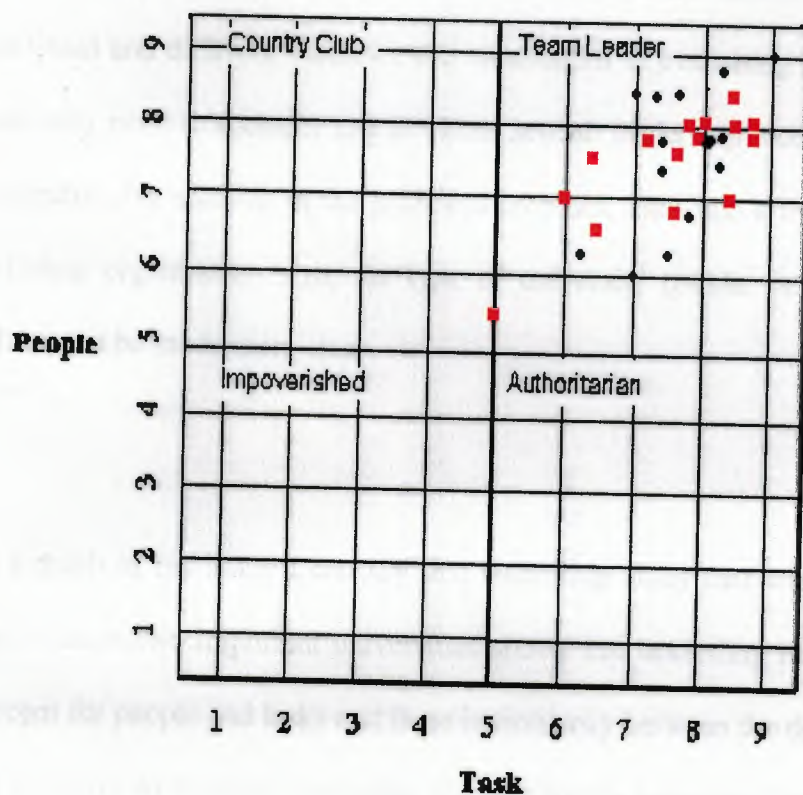


Figure: 6.7 A representation of the grid for Near East University and Eastern Mediterranean University.

As shown at the grid although there are small differentiations between these two universities on the managers' degrees of concern for people and concern for production, also there is one manager whose leadership style is between the team leader and country club.

The theory developed by Blake and Mouton is just one of the too many other theories developed by other researchers about leadership styles. Other theories are described in literature review section.

This study has used Blake and Mouton's "Managerial Grid" as the basis for evaluation of the leadership styles at the two universities. Numerous other theories of leadership propose some additional and different variables and dimensions in evaluating styles. Future research on the issue may need to consider and combine several leadership models in order to obtain a more comprehensive analysis of the proposed problem. Thus, the effects of other crucial variables, including organization size, the type of university (public or private), and organizational culture can be made more clear.

As a result of my study I can say that leadership study that was made by using managerial grid of these two important universities shows that according results there is high degree of concern for people and tasks and there is similarity between the degrees of managers that they like working with people and tasks. In other words managers' interests for their subordinates and production are in the balance.

SECTION 7

CONCLUSIONS

7.1 Conclusion of the project study

Leadership is important for every organization. It is one of major determinants of organizational success. Because, leadership is an action that increases members' participations and efforts toward achievement of organizations' goals. And a person who generates this action called leader in the organization. Therefore, leader can be the manager member of organization and another thing that can be understood from here, leadership is not a position it is only total of actions of manager or any other member in the organization. These actions are behaviours toward subordinates for increase their efforts to achieve organization goals efficiently.

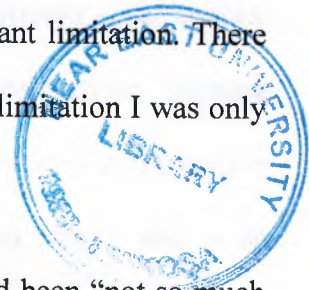
Leadership study that was made by using managerial grid of the two important universities in T.R.N.C. revealed that there are high degrees of concern for both people and tasks and there is a similarity among the degrees of managers that they like working with people and tasks. In other words managers' interests for their subordinates and production are in the balance.

As a result of my study it was concluded that with one exception the academic "managers" at both universities are team leaders in T.R.N.C, which is one of the ideal leadership style widely used by managers all over the world.

7.2 Limitations of the project study

This project has some limits and prepared for graduation project (MAN 400). The study is undertaken for only one semester, making time one of the most important limitation. There was not enough time to make a more detailed research. Because of time limitation I was only able to find out what managers think about their leadership styles.

Another problem that has been faced was that, some of the managers had been “not so much motivated “in filling the questionnaires, either because they worried about their positions.



7.3 Recommendations for future study

According to results all managers have the optimum leadership styles on average. Therefore managers should be able to modify their behaviours according to different situations by protecting their styles. The important point is the maintenance of their styles, because managers not only need to identify their current behavioural model but also must keep it flexible and current. Managers need to read, to reflect, to interact with others, and to be receptive to challenges to their colleagues.

But also the importance is the maintenance of their styles, because their back-up styles are not known. The back-up style is the one managers tend to use when their normal styles does not get results. Managers tend to be more autocratic and concerned with production when their primary style is unsuccessful.

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Northwest Leadership <http://www.nwleadership.com>

The Managerial Grid <http://www.ascott.demon.co.uk>

Leadership <http://www.workstar.net/library/grid htm>

Managerial Grid <http://www.change.freeuk.com>

Appendix A (Leadership Style Survey)

The purpose of this research is to measure managers leadership styles. Your opinion counts. All your answers will be confidential and used only for analysis. Please take a moment to complete the two page survey. Thank you very much for your co-operation.

PART A: Please indicate your degree of agreement – disagreement with each the following statements via the scale provided below.

- | | never | | sometimes | | always | |
|--|-------|---|-----------|---|--------|---|
| | 0 | 1 | 2 | 3 | 4 | 5 |
1. _____ I encourage my team to participate when it comes decision making time and I try to implement their ideas and suggestions.
 2. _____ Nothing is more important than accomplishing a goal or task.
 3. _____ I closely monitor the schedule to ensure a task or project will be completed in time.
 4. _____ I enjoy coaching people on new task and procedures.
 5. _____ The more challenging a task is, the more I enjoy it.
 6. _____ I encourage my employees to be creative about their job.
 7. _____ When seeing a complex task through to completion, I ensure that every detail is accounted for.
 8. _____ I find it easy to carry out several complicated tasks at the same time.
 9. _____ I enjoy reading articles, books, and journals about training, leadership, and psychology; and then putting what I have read into action.
 10. _____ When correcting mistakes, I do not worry about jeopardizing relationships.
 11. _____ I manage my time very efficiently.
 12. _____ I enjoy explaining the intricacies and details of a complex task or project to my employees.
 13. _____ Breaking large projects into small manageable tasks is second nature to me.
 14. _____ Nothing is more important than building a great team.

15. ____ I enjoy analyzing problems.
16. ____ I honor other people's boundaries.
17. ____ Counseling my employees to improve their performance or behavior is second nature to me.
18. ____ I enjoy reading articles, books, and trade journals about my profession; and then implementing the new procedures I have learned.

PART B:

1. I am a ☐ Female ☐ Male
2. My age is.....
3. My marital status is..... ☐ Single ☐ Married
4. My academic position is..... ☐ Dr. ☐ Assist.Prof.Dr. ☐ Assoc.Prof.D ☐ Prof.Dr.
5. Taking into consideration T.R.N.C's average level of household income, my monthly household income is:
☐ Low ☐ Medium ☐ High
6. My nationality is..... ☐ T.R.N.C ☐ Turkey ☐ Other (Please Specify :...)

Thanks again for participating in this survey.