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**"SUPERVISION IN THE DIRECTING PROCESS AND**  
**TRAINING CONDITIONS IN SOME CASES OF NORTH**  
**CYRUS"**

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## **APPENDIX A**

## **APPENDIX B**

## **REFERENCES**

## ABSTRACT

I have told about Directing function of supervisors in my project. I have explained overall about this function and I illustrate some studies about training and the importance level of training in some companies in North Cyprus.

This project is consisting of six main topics; these are Teambuilding, Consensus-building, Selecting, Training, Leading and Motivating.

You will find out related tables and samples in AppendixA and interviews with nintyeight manegers of the companies in North cyprus.



## INTRODUCTION

My objective in this project is Directing. Managers at every level in the organization perform four basic functions-planning, organizing, directing and controlling-and they must be skillful in performing them if they are to accomplish their goals. Once plans have been formulated and an organization has been created and staffed, the task becomes that of directing people toward the achievement of organizational goals.

Directing is the accomplishment of organizational objectives by guiding and motivating subordinates. The directing function is particularly important at the supervisory level.

In one way or another, every new employee needs training. Each company has its own way of doing even routine procedures. To make sure that all new employees have a clear idea of the company's goals, policies, and procedures, most large firms and many small ones have well-defined orientation programs.

Many companies also devote considerable resources to training and retraining workers because worker competence has a direct effect on company profits. Training employees may take place at the work site or in a classroom.

My aim is to find out some statistics about "How much companies train their employees and in what levels, also is the budget for training enough for companies to achieve their objectives?"

I made some investigations to present them to my supervisors.

I have used some resources while writing my project and these are internet, books, interviews with ninety-eight managers.

I have not struggled with any term in my project because I have spent my time while working my lectures. Today, I think that I was lucky because of my lecturers. If they were not able to teach clearly I will face troubles in my project.

I have struggled with reaching Human Resources Managers of the companies, because they have not got Human Resources Department. So their general Managers helped me to reach some useful information for my project.

I will tell about Teambuilding, Consensus-building, Selecting, Training, Leading and Motivating in my project. but I will tell about Training mostly.

## **I. TEAMBUILDING**

Flexible networks of team-based structures are occurring within and between companies, as well as across national borders. Competitive arenas require quick decisions by knowledgeable employees who work close to the source of problems. Teams enable knowledge-based and innovative decision making. This collaboration is a revolution in the workplace.

A team is two or more employees who are organizationally empowered to establish their objectives, to make decisions about how to achieve those objectives, to undertake the tasks required to meet them, and to be individually and mutually accountable for their results. Empowerment is the delegation of authority to an individual or team and includes autonomy, trust and encouragement to make the decisions necessary to accomplish the job. Teambuilding is a method designed to help teams operate more effectively by improving internal communication and problem-solving skills.

([http://ollie.dcccd.edu/mgmt1374/book\\_contents/4directing/teambldg/teambldg.htm#trust](http://ollie.dcccd.edu/mgmt1374/book_contents/4directing/teambldg/teambldg.htm#trust))

### **1.1. Empowering Employees**

Individual achievement is an American ideal. In reality, supervisors must depend on cooperation from their employees, because without group support, the chance of achievement is slim. The best chance for winning group support is to let the forces within the group itself work toward a decision with minimum interference from the supervisor. Effective supervisors empower employees by giving them more decision making power and by seeking ideas from every worker. ([http://ollie.dcccd.edu/mgmt1374/book\\_contents/4directing/teambldg/teambldg.htm#trust](http://ollie.dcccd.edu/mgmt1374/book_contents/4directing/teambldg/teambldg.htm#trust))



## **1.2. Standard Operating Procedure**

It is evolved as tool and machinery manufacturers, located mainly on the East Coast, began shipping their products to the Midwest, the Far West, and overseas. In order to help those distant users of the complex industrial equipment learn to assemble the machinery and operate it, an operating manual was provided. However, many of today's problems can't always be answered by the standard operating procedure. Handling problems by merely following the rules in operating manual results in customer dissatisfaction and closed accounts. Employees deviate from standard operating procedure by being empowered to make on-the-spot decisions, within reason, to solve the problem.

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## **1.3. Participation**

Participation is getting group involvement to solve problems by sharing knowledge and information. The supervisor's expertise becomes less important as team members possess knowledge and skill. Power becomes the supervisor's ability to facilitate and communicate to and on behalf of the team. He or she is the liaison with external constituencies such as upper management, other internal teams, customers, and suppliers. The supervisor represents the team's interests, secures resources, clarifies expectations, gathers information, and shares what is learned with the team.

Empowering employees requires that supervisors are able to engender credibility and trust since many of the traditional control mechanisms used to monitor employees have been removed. Credible supervisors can be believed. They are honest, competent (expert power), and inspiring (referent power). Research demonstrates that employees who perceive their supervisors as having high credibility are more positive and attached to their work and

organizations. Trust is the belief in the integrity, character, and reliability of a supervisor.

Employees have to trust supervisors to treat them fairly, and supervisors have to trust workers to fulfill their responsibilities.

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#### **1.4.Team Development**

It is the supervisor's job to build and maintain an effective team. Successful supervisors realize that all groups go through development phases, but the most productive teams go through the phases quickly to reach the peak performance. Supervisors, as team leaders, share information, trust others, surrender authority, and understand when to intervene. They participate in setting objectives, defining roles, and managing processes, such as time, disagreements, and change.

Chris Argyris describes an effective team in his book, *Organization and Innovation*.

- Contributions made within the group are additive.
- The group moves forward as a unit; there is a sense of team spirit, high involvement.
- Decisions are made by consensus.
- Commitment to decisions by most members is strong.
- The group continually evaluates itself.
- The group is clear about its goals.
- Conflict is brought out into the open and dealt with.
- Alternative ways of thinking about solutions are generated.
- Leadership tends to go to the individual best qualified.
- Feelings are dealt with openly.

A group can achieve synergy (results greater than the sum of its parts) if its members become a team. A team begins as nothing more than a collection of individuals who have been brought together in a work situation. The process of uniting the group to form an effective team involves successfully completing four phases of development identified by B.W. Tuckman forming, storming, norming, and performing. (B.W. Tuckman, *Psychological Bulletin*, 1965, P 63, 384-399)

**Phase one** is an orientation, the forming of the team. Each person, in the process of getting acquainted with the other members, seeks his or her place in the group. The members must reach a common understanding of their objective, as well as agreement on basic operational ground rules, such as when to meet, attendance requirements, how decisions will be made, and so on.

- Do members understand the team's objectives?
- Have member's individual objectives been incorporated into the team's objectives?
- Do members feel the team's objectives are achievable and reflect their own personal objectives?

**Phase two** is characterized by interpersonal conflict, the storming of the team. Individuals begin to compete for attention and influence. Divergent interests surface as members begin asserting their ideas and viewpoints of the task, and their feelings about other members. The group must settle issues of how power and authority will be divided among members.

- What do members see as their responsibilities?
- What do members expect from other members?
- How is leadership being handled?
- Does duplication of effort exist?



In **phase three**, the group is becoming cohesive, the norming of the team. A sense of identity or "team spirit" is beginning to develop. Individuals become more sensitive to each other's needs, and are more willing to share ideas, information, and opinions. Task considerations start to override personal goals and concerns.

- What is the action plan for achieving the objectives?
- How are decisions made?
- How are problems solved?
- How are conflicts resolved?

**Phase four** is the interdependence of the group, the performing team. The group emerges as a team. Members now work well together and have a high degree of productive problem solving, since structural and interpersonal issues have been resolved. High creativity and intense loyalty of members to each other characterize a group at this stage. How do the members treat each other?

- Do members trust, support, and feel comfortable with each other?
- Do members look for ways to help each other?

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## **II. CONSENSUS BUILDING**

Americans value their independence. Yet, no one accomplishes much alone. Top performance demands the joint effort of many people, working together toward a common goal. When an individual works together with others, effectiveness grows, creating greater productivity for everyone involved. Together, employees can do more than the collective efforts of each individual working alone.

([http://ollie.dcccd.edu/mgmt1374/book\\_contents/4directing/consensus/consbldg.htm](http://ollie.dcccd.edu/mgmt1374/book_contents/4directing/consensus/consbldg.htm))

### **II.1.Group Decision Making**

A great deal of time is spent in meetings formulating problems, arriving at solutions, and determining the means for implementation. Thus, it is important to know when decisions should be made with groups, and when individuals should make them. If there is one individual who is an expert and can solve the problem, an individual should make the decision. Individual decisions can be made quickly, and responsibility can be clearly assigned.

However, if there isn't an expert, a group decision should be made. Groups can identify more alternatives than an individual. A group brings a diversity of experience and perspectives to a decision process that an individual acting alone cannot. If the people affected by a solution take part in its creation, they are likely to facilitate implementation and contribute to its success. Thus, group decisions are more accurate, creative, and readily accepted.

Yet, group decision making can be ineffective. The assigning of responsibility is clear in an individual decision. In a group process, individual responsibility is diluted. The



group decision takes more time than the individual decision. Members differ in rank, experience and knowledge, and a minority may dominate the group. Social pressures can create groupthink, which undermines critical thinking and harms the quality of the decision.

Groupthink is a term describing a type of thinking that leads to poor decisions. Irving Janis defines groupthink as a model of thinking that people engage in when they are deeply involved in a cohesive in-group, when the members' striving for unanimity override their motivation to realistically appraise alternative courses of action. Groupthink refers to a deterioration of mental efficiency, reality testing and moral judgment that results from in-group processes. (Irving Janis, *Victims of Groupthink*, Boston: Houghton Mifflin, 1972, p. 9)

## **II.2. Group Conflict**

Some conflict is necessary for a group to perform effectively. Conflict, the perceived incompatible differences that result in interference or opposition, is natural and inevitable in any group. During the course of performing its tasks, conflicts inevitably arise. The supervisor wants functional conflict to support group goals, rather than dysfunctional conflict, which prevents a group from achieving its goals. It is important to remember that not all conflict is dysfunctional. Supervisors might want to stimulate conflict to increase the group's performance or to address several questions (Are subordinates afraid to question you? Do subordinates always answer "Yes"? Are subordinates afraid to admit ignorance and uncertainties to you? Is there a lack of new ideas?)

The goal is to create an environment where conflict is healthy, regarding the methods for achieving goals. The supervisor manages group conflict by helping to identify the source of conflict and the issues and parties involved. He or she must stem the tide of disruptions and help generate options. Conflict can be stimulated by bringing in outsiders, restructuring the organization, appointing a devil's advocate, changing the organization's culture, and using communication. The supervisor must choose the conflict resolution tool that is best suited for the situation and the supervisor's ability to use a method.

Avoidance, or just withdrawing from suppressing conflict is preferred when the conflict is trivial, or emotions are running.

Accommodation, placing another's needs above one's own, is a viable option when the issue under dispute isn't more important to one group than another. This helps create harmony and build 'credits' for a later time when an issue may be more important.

Forcing, satisfying one's own needs at the expense of another's, works well when a quick resolution is needed, or when an unpopular action needs to be taken.

Compromise requires each party to give something of value. This strategy is best when there are equal parties involved such as labor management contract negotiations.

Collaboration, a win-win solution, occurs when all parties seek to satisfy their interests. It is possible when there are few time constraints, when the parties involved want a win-win solution, and when the issue is too important to compromise.

Collaboration is the preferred method for resolving conflict since the parties in the conflict can satisfy their own needs while simultaneously meeting the needs of the other members, a win-win solution. All members are viewed as people who can amplify each other's abilities. In other words, participants collaborate with others in the expectation that the benefits will outweigh the costs. This method works successfully if both parties are interested in resolving the conflict and the parties in conflict are able to communicate actively and easily.

([http://ollie.dcccd.edu/mgmt1374/book\\_contents/4directing/consensus/consbldg.htm](http://ollie.dcccd.edu/mgmt1374/book_contents/4directing/consensus/consbldg.htm))

### **II.3. Techniques for Improving Group Participation**

The use of participating groups is not the same as democratic decision-making -- one person with one vote and the majority rules. Voting tends to polarize the group's members into winners and losers. Having people feel like losers produces problems in decision implementation that are not present when consensus is reached. Consensus is a form of participative decision making in which the entire team is consulted and all members accept a decision, a win-win situation for the group.

Group participation depends on free association and social facilitation. Free association is a process of producing ideas in rapid succession with a minimum of inhibiting or restraining action. The supervisor presents the original stimulus word or idea to the group. The free association it produces stimulates a chain reaction of additional ideas. Social facilitation is a process in which the productivity of each individual is increased by the stimulation provided by other group members.



Increasingly, organizations are recognizing that collaborative relationships - those defined by mutual learning and shared creation - are at the core of innovation. Ideas are not just exchanged; they are jointly discussed, debated and created. There is no one best technique for improving group participation since situation and decision-makers differ greatly. The supervisor should choose the technique that best fits the situation and the group membership.

Brainstorming, developed by Alexander F. Osborn is one of the oldest and best-known techniques to use social facilitation to stimulate creative problem solving. The supervisor promotes an atmosphere conducive to free association and encourages freewheeling, uninhibited thinking. Brainstorming encourages unrestrained and spontaneous participation by group members. Quantity of ideas is important. Members are encouraged to generate alternatives without the threat of criticism. All responses are recorded for later discussion and analysis. (Alexander F. Osborn, New York: Charles Scribner's Sons, 1953),

In a team meeting, a supervisor can use the brainstorming process to encourage open, honest communication and the free flow of ideas many meetings are stifled by politics and unequal participation. Hours can be wasted without reaching firm decisions or creating bold new strategies. In 1958, a research study at Yale University showed that a group of individuals working alone collectively produced more unique ideas than they produced working together. Nominal group is a group of people working independently rather than interacting with each other. Nominal Group Technique (NGT) limits discussion among present, independently operating members who gather and are presented with a problem. They individually write down ideas. In turn, each member presents one idea to the group. Once all ideas are presented and recorded, a brief discussion clarifies issues. Then, each member

independently ranks the ideas. The idea with the highest ranking is the chosen solution. (Thomas J. Bouchard, "Whatever Happened to Brainstorming?" *Industry Week*, August 2, 1971)

Technology can be used to help reshape and revitalize the meeting process. Planning, facilitating collaboration and documentation are emphasized. The supervisor plans the meeting, prepares the agenda, facilitates the meeting itself and runs the software. At the conclusion of the meeting, the supervisor prints the meeting documentation that aids in follow-up.

NGT can be used in an electronic meeting, which is faster than a face to face meeting. The electronic meeting spurs creativity and increases productivity by allowing meeting participants to contribute equally and anonymously. Up to fifty people can participate by sitting in a horseshoe formation outfitted with computer terminals. Issues are presented and responses are typed. Individual comments and aggregate responses are posted on a projection screen.

The supervisor troubleshoots problems, provides assistance when requested, and asks probing questions to get the team to talk through problems. Delphi technique is a form of group decision-making in which members never meet face to face and equal participation is structured by the use of written questionnaires. A problem is identified and members are asked to anonymously provide their solutions through a carefully structured questionnaire. Each member receives a copy of the results and is again asked for solutions. This process continues until consensus is reached.

Synectics utilizes a carefully selected creativity team and an experienced leader whose task it is to structure situations that force participants to deviate from their usual modes of thinking. It focuses on the act of mentally taking things apart and



putting them back together as a means of furnishing new insights. The term *synectics* comes from the Greek word *synektikos*, which means "bringing forth together" or "bringing different things into unified connection." Synectic theory uses trigger mechanisms to catalyze new thoughts. One of these synectic triggers is empathizing, which involves putting yourself in place of the subject. In order to arrive at creative solutions, existing thought patterns are inverted, transposed, distorted, and modified by role-playing and fantasy exercises.

([http://ollie.dcccd.edu/mgmt1374/book\\_contents/4directing/consensus/consbldg.htm](http://ollie.dcccd.edu/mgmt1374/book_contents/4directing/consensus/consbldg.htm))

### **III. SELECTING**

Supervisors in all types of organizations are responsible for the human resources in their departments. Selecting competent, high-performing employees capable of sustaining their performance over the long run is a competitive advantage. The selection process consists of forecasting employment needs, recruiting candidates, interviewing applicants, and hiring employees.

External environmental forces affect the selection process. These external forces include labor unions, governmental laws. Labor unions represent workers and seek to protect members' interests through collective bargaining. A good labor-management relation is an important ingredient in contract negotiations. The government influences numerous decisions regarding hiring. Employers must ensure that equal opportunity exists for all job applicants and current employees. Many organizations have affirmative action programs to ensure upgrading and retention of protected groups such as women, minorities, and people with disabilities.

([http://ollie.dcccd.edu/mgmt1374/book\\_contents/4directing/selectg/select.htm](http://ollie.dcccd.edu/mgmt1374/book_contents/4directing/selectg/select.htm))

#### **III.1.Forecasting Employment Needs**

Planning assists in implementing strategy by translating the organization's goals into the workers needed to achieve them. The organization forecasts its human resource requirements in order to determine the number of employees to hire and the types of skills they will need. Forecasting employment needs includes current and future assessment.

The supervisor wants to make sure that the number of employees matches the workload. In the current assessment, supervisors take a human resource inventory to assess what talents and skills are currently resident in the organization, and conduct a job analysis to define the

tasks and the behaviors necessary to perform them. This helps determine whether there is a fit between who currently works for the firm and what it needs for its work to be performed successfully. Job analysis provides the information for a job description - a written description of job content, environment and conditions of employment, and job specification -- knowledge, skills and abilities needed to do the job effectively. Future assessment determines the firm's future human resource requirements by looking at the overall organizational goals derived from strategic planning. Assessing current capabilities and future needs reveal areas where the organization is overstaffed and estimates of human resource shortages. A program is developed to match these estimates with forecasts of future labor supply.

([http://ollie.dcccd.edu/mgmt1374/book\\_contents/4directing/selectg/select.htm](http://ollie.dcccd.edu/mgmt1374/book_contents/4directing/selectg/select.htm))

### **III.2. Recruiting Candidates**

The organization develops a pool of job candidates from which to select qualified employees. Information gathered through job analysis can guide recruitment to fill skill and personnel gaps. The local labor market, the type or level of position and the size of the organization determine which source is used to find potential job candidates. Recruitment efforts include running newspaper ads, contacting employment agencies, and visiting colleges. To create a more diverse workforce, supervisors can recruit from sources such as women's job networks, ethnic newspapers and urban job banks. Many organizations are turning the Internet to recruit a workforce. Benefits of online recruiting include reduced cost-per-hire, less time-to-fill, and a larger pool of quality candidates. Decruitment is a reduction in the organization's labor force through firing, layoffs, attrition, and early retirement, or maintaining employees through transfers, reduced workweeks or job sharing.

([http://ollie.dcccd.edu/mgmt1374/book\\_contents/4directing/selectg/select.htm](http://ollie.dcccd.edu/mgmt1374/book_contents/4directing/selectg/select.htm))



### **III.3.Interviewing Applicants**

Once supervisors identify a pool of candidates, they screen the applicants to ensure that the most appropriate candidate is hired. Any selection device used by a supervisor must be valid and reliable. Validity means that there is a proven relationship between the selection device and some relevant criteria to differentiate among applicants' job performance. Reliability means that the device(s) consistently measure the same thing over time.

A variety of valid and reliable selection devices are available for supervisors to make successful acceptance and rejection decisions. Job applications request personal biographical or historical information reflecting activities, skills and accomplishments. Cognitive ability tests measure intelligence, aptitude, ability and interest. Performance simulation tests are made up of actual work behaviors. For routine jobs, work sampling is appropriate. Applicants demonstrate that they have the necessary skills and abilities by actually doing tasks that model the job for which they are applying. Interviews are valid and reliable devices when they are structured, well organized, and ask candidates valid questions. Background investigations involve verification of application data and reference checks.

([http://ollie.dcccd.edu/mgmt1374/book\\_contents/4directing/selectg/select.htm](http://ollie.dcccd.edu/mgmt1374/book_contents/4directing/selectg/select.htm))

### **III.4.Employment Interviewing**

Selection interviews are used to obtain information and to elicit attitudes and feelings from an applicant. In a structured interview, the supervisor controls the course the interview follows as each question is asked.

**Step 1. Determine how applicants will be screened.** The interview is based exclusively on job duties and requirements that are critical to job performance. Use the job description to create a screening grid.

**Step 2. Determine questions and sample answers.** Make a written list of job-related questions to ask applicants. Again, use the job description to tailor the questions to the specific duties and qualifications of the job. Determine sample answers to your questions.

**Step 3. Develop a guide for the interview itself.** The interview guide or agenda should include four parts: the opening, questions and answers, job and company explanation, and closing.

**Part 1 - The Opening** - Establish rapport by welcoming and putting the applicant at ease. For example, after the introductions and handshake, say, "Have a seat. Would you like a cup of coffee? Did you have any trouble getting here today?"

**Part 2 - Questions and Answers** - Obtain information from the applicant using the questions on your list. Develop a rating point scale. Define the ratings.

**Part 3 - Job and Company Explanation** - Provide information to the applicant. Describe current and future job opportunities. Sell the positive features of the firm.

**Part 4 - Closing** - Respond to the applicant's questions. Clarify responses. Provide an opportunity for final applicant input. Explain what happens next.

**Step 4. Evaluate the Applicant.** Assess match between the technical qualifications and job requirements. Judge personal qualities such as leadership and team orientation. Make a recommendation. ([http://ollie.dcccd.edu/mgmt1374/book\\_contents/4directing/selectg/select.htm](http://ollie.dcccd.edu/mgmt1374/book_contents/4directing/selectg/select.htm))



#### IV. TRAINING

After employees are selected, they enter an orientation program to be formally introduced to their jobs. A job is a specific position an employee holds in an organization. The orientation program expands on information received by the employee during the selection process. Orientation is a program that introduces new employees to the organization as a whole, their work unit and co-workers, and their job duties. It helps to reduce initial anxiety over starting a new job by facilitating the outsider-insider transition. Orientation sets a tone for new employees' work by describing job-related expectations and reporting relationships. Employees are informed about benefits, policies, and procedures. Specific duties and responsibilities and performance evaluation are clarified. During orientation, the supervisor has the opportunity to resolve any unrealistic expectations held by the employee.

Formal orientation programs can include tours of facilities, discussions about the history of the organization, vision and mission, meeting with human resource representatives to discuss policy and compensation, and/or being assigned a mentor to introduce employees to processes and people. A successful orientation result is an employee transition where the new member feels comfortable and capable of performing well on the job.

A mentorship is a formal relationship between a newly hired employee and a veteran employee role model that provides support and encouragement to the new employee. Mentors serve as resources to new employees, helping them resolve personal problems and work-related issues and conflicts. A mentor helps employees become accustomed to the rules, norms, and expectations of the workplace and provides career insight and guidance based on personal career experience.

For relatively simple job, on-the-job training is most often used so workers can learn by doing. In this kind of training, the new employee actually performs the work under

the guidance of an experienced worker. The experienced worker, through advice and suggestions, teaches the new worker efficient methods for handling the job.

A variation of on-the-job training is apprenticeship training, which is used in jobs requiring long periods of training and high levels of skill, such as carpentry, welding, or plumbing. In apprenticeship training programs, the new worker serves as an assistant to a trained worker for a relatively long period.

In off-the-job training, employees can acquire the necessary skills at their own pace, without the pressures of the actual job environment. This prior training also minimizes the possibility of wasting materials and time on the job.

Classroom training programs use classroom techniques to teach employees difficult job requiring high levels of skill. The training may involve lectures, conferences, films and other audiovisual aids, programmed instruction, or special machines. Interactive video(IAV) is rapidly becoming one of the most popular methods for employee training.

Some companies establish a vestibule school, where workers are in structured on the operation of equipment similar to that used in their new jobs. Vestibule schools are the facsimiles of actual work areas: They duplicate the jobs and machinery found in the plant. New employees are trained in the proper methods of performing a particular job and have an opportunity to become accustomed to the work before actually entering the department. (Lois

E. Boone and David L. Kurtz, USA: 1976, The Dryden Press, 6<sup>th</sup> Ed. P. 306)



#### IV.1.Productivity

Organizations are concerned with productivity. Productivity is output per unit of input, usually expressed as a ratio. Measurement of productivity helps supervisors examine critical aspects of production. It is usually determined by a single-factor index, such as output per hour of labor or output per amount of capital invested, or a combined-factor index which integrates different inputs into one overall measure.

An important influence on productivity is the quality of the work force. A major investment necessary to productivity is training. In order to meet new challenges, even the best-educated employees need to increase and adapt their skills. *"Training is absolutely the fundamental point of getting more productivity. The only way you could really improve anybody, other than improving the method of how they do the work, is to train them"* says Gurminder Bedi, Director of Quality at Ford Motor Company.

Training refers to improving an employee's knowledge, skills, and attitudes so that he or she can do the job. All new employees (or current employees in new jobs) should be trained. Cross training prepares an employee for a job normally handled by someone else. Also, training is advisable when new processes, equipment or procedures are introduced into the workplace. If an employee has been off work for more than 30 days, training may be needed.

Training starts with an organization analysis. By focusing on strategy and examining sales forecasts and expected changes in production, distribution and support systems, employers can determine which skills will be needed and to what degree. A comparison with current skill levels is used to estimate staff and training needs. Task analysis identifies the elements of current or future tasks to be done. Personal needs analysis involves asking employees and managers, either in an interview or in a self-administered questionnaire, to analyze their

training needs. In general, agreement between managers and employees tends to be low, so it is important that both parties agree to decisions about the training of employees.

<http://www.ergoweb.com/resources/reference/guidelines/fittingjob.cfm#Introduction>

#### **IV.2.Determinants of Performance**

Organizations invest in training programs to improve employees' performance. Training can either be for general awareness (for example, safety or sexual harassment) or for the specific job or task. Supervisors must understand the determinants of task performance in order to design job-related training. Effective supervisors can tell whether poor performance stems from a lack of ability by considering the difficulty of assigned tasks, the known ability of the employee, the extent to which the employee appears to be trying hard, and the degree to which the employee's performance improves over time. N. F. R. Maier in and E. E. Lawler, summarize the determinants of task performance as follows:

**Performance = Ability x Motivation (Effort)**

**Ability = Aptitude x Training x Resources**

**Motivation = Desire x Commitment**

(N. F. R. Maier, *Psychology in industrial organization*, 4th ed., Houghton Mifflin, 1973) (E. E. Lawler, III in *Motivation in work organizations*, Brooks/Cole, 1973)

The multiplication sign in these models signifies that all of the components are essential. **Performance** is the product of ability multiplied by motivation. **Ability** is the product of aptitude multiplied by training and resources. Aptitude refers to the skills and abilities an employee brings to the job. Training can enhance most inherent abilities and can improve employee performance. An assessment of ability should be made during the job-matching



process by screening applicants against the skill requirements of the job. Low ability is generally associated with very difficult tasks, overall low individual ability, evidence of strong effort, and lack of improvement over time. Employees must be given the technical and personnel resources to effectively perform assigned tasks. **Motivation** is represented by an employee's desire and commitment and is manifested as effort.

A remedy for a lack of ability is retraining. When accident rates go up, injuries become more severe, or performance drops, retraining may be required. **Retraining** involves providing additional education or job-related training. The main purpose of retraining is to overcome current limitations that are causing an employee to perform at less than the desired level.

#### **IV.3.Diversity Training**

Supervisors must understand, interact with, and motivate workers who are increasingly foreign-born, or retain a strong ethnic identity. They should acknowledge and respect cultural differences, interpret behavior correctly, explain expectations and use specific motivational techniques. **Cross-cultural training** prepares expatriate employees for global job assignments. **Expatriates** work in a nation other than their home country. This training includes cultural awareness and language instruction.

Effectiveness in a supervisory role is linked to one's ability to manage people who are different. Diversity training seeks to eliminate values, stereotypes, and managerial practices that inhibit employees' personal development and therefore allow employees to contribute to organizational goals regardless of their race, sexual orientation, religious orientation, and cultural background. Supervisors want to effectively utilize all the resources in the organization's labor pool. *"Diversity among individuals encompasses not only obvious*



*differences such as age, gender, race, and culture, but also more subtle dimensions such as work style, life-style, values, beliefs, physical characteristics, social and economic circumstances."* (<http://www.ergoweb.com/resources/reference/guidelines/fittingjob.cfm#Introduction>)

#### **IV.4.Training Program**

Training programs should align with organizational values, goals, and objectives in order to be successful. Supervisors develop an effective training program by assessing training needs and designing training programs to meet those needs. If a gap is found in what is needed and what employees can do, training fills in the gap.

(<http://www.ergoweb.com/resources/reference/guidelines/fittingjob.cfm#Introduction>)

#### **IV.5.Determine Training Needs**

Identify what the employee is expected to do. The primary source for this information will be the job analysis. Decide who needs training by asking the employees themselves. Identify what the employee already knows. The needs assessment helps to determine training content and objectives. (<http://www.ergoweb.com/resources/reference/guidelines/fittingjob.cfm#Introduction>)

##### **IV.5.1.Identify Objectives**

Once the employees' training needs have been identified, supervisors can prepare objectives for the training. Through planning, the supervisor determines an acceptable level of overall performance and specifies objectives. Employees must understand what is necessary in order to satisfy the supervisor's expectations. Objectives and expectations should be formulated collaboratively.

Instructional objectives, if clearly stated, tell employees what they should know, do, do differently or better, or stop doing. Having clearly defined objectives will enable the supervisor to evaluate whether they have been reached. Clear and measurable objectives should be thought out before the training begins. For an objective to be effective it should identify as precisely as possible what the employees will do to demonstrate that they have learned it, or that the objective has been reached. Objectives should also describe the important conditions under which the individual will demonstrate competence and define what constitutes acceptable performance. Using specific, action-oriented language, the training objectives should describe the desired knowledge, practice, or skill and its observable behavior. For example, rather than using the statement: "The employee will understand risk factors relating to lifting" as a training objective, it would be better to say: "The employee will demonstrate proper lifting procedures." Objectives are most effective when worded in sufficient detail that other qualified persons can recognize when the desired knowledge or behavior is exhibited. (<http://www.ergoweb.com/resources/reference/guidelines/fittingjob.cfm#Introduction>)

#### **IV.5.2.Choose Training Options, Methods, and Materials**

Training options include training on the job site, at a corporate training center, a college classroom, a hotel meeting room, or in various workshops, seminars, and professional conferences. When choosing training options, methods, and materials, consider the type of job, the learning capacity of the employee, and the duration of the task or job. Training methods include on-the-job training (OJT), job rotation, machine-based training (computer programmed instruction, videotape, simulation), vestibule training that simulates the work environment and uses the actual equipment and tools in a laboratory setting, role-playing, lecture, and demonstration. Materials include handouts, posters, operations manuals,

magazine articles, slides and photographs, film, instructional manuals, books, outlines and diagrams. (<http://www.ergoweb.com/resources/reference/guidelines/fittingjob.cfm#Introduction>)

#### **IV.5.3.Ensure Effective Training**

For training to be effective, employees should be convinced that it is important to them. Explain the goals of the training. Give training that is relevant to the workplace. Keep the training simple yet thorough. Summarize the main points and objectives of the training.

Employee involvement is essential in any training program. Supervisors can encourage participation. Establish a one-on-one relationship with all employees that participate in the training. Encourage discussion and questions by providing an open communication environment that encourages participation. Ask employees for their comments and suggestions on training issues. Repeat key points and ask employees to explain or restate what has been presented to reinforce the information as well to spot gaps in understanding. If the training is effective, employees will be able to demonstrate that they have the skill and knowledge to perform their tasks.

(<http://www.ergoweb.com/resources/reference/guidelines/fittingjob.cfm#Introduction>)

#### **IV.5.4.Conduct the Training Cycle**

The supervisor or delegated trainer must know the training subject matter in order to complete the training cycle. The steps in the training cycle are found below.



Give an oral and written overview of the training objective.  
Provide examples of the task.  
Allow employees to apply the training.  
Monitor employees.  
Evaluate employees' success rate.  
Retrain where improvement is desired.  
Review training objective.

See Appendix A for Table1-Training Cycle

**Give an oral and written overview of the training objective.** Provide examples of the task.  
Allow employees to apply the training. Monitor employees. Access employees' success rate.  
Retrain where improvement is desired. Review training objective.

I have made some investigations to find out the importance of training in North Cyprus in 98 companies. I made interviews with managers of the companies. I have asked these questions to them:

**Question1:** How much do you spend for training of your employees from your annual income?

**Question2:** At what level of your employees do you spend more for training?

**Question3:** Do you prefer to train your employees on-the-job or of-the-job?

You will found out the answers of these questions and the name index of the companies in Appendix B.

I have interviewed with ninety-eight companies and I have found out that companies were not spending great amounts of their annual income for training. Companies which are spending for training were not spending any percentage of their annual income.

They are generally training their employees on-the-job and they are training new entry level employees.

#### **IV.5.5. Evaluate Training**

For a training program to be successful, periodic evaluation of the training is necessary. Training should be re-evaluated whenever new equipment, tools or techniques are introduced into the workplace and whenever new employees join the company or employees are assigned to different jobs. Supervisors should evaluate the training to see if problem areas are developing, to determine what type of further training is needed, and when training should be given. Evaluations should consider the complexity of the job for which the training is conducted. For example, a highly complex job may require more frequent training. Also, the time that has elapsed since the last evaluation should be considered. Evaluation of training effectiveness should be conducted at least annually.

Involve employees in the evaluation. If employees are not using the training, there may be reasons. Those reasons must be addressed and incorporated into future training sessions. Supervisors can make formal evaluations to determine the effectiveness of the training. Measure whether the objectives of the training have been reached. Honest and thorough evaluations will supervisors to provide meaningful and productive training.

Evaluations should consider:

- The complexity of the job for which the training is given (highly complex jobs may require more frequent training).
- The time that has elapsed since the last evaluation (evaluation of training effectiveness should be done at least annually).

You should re-evaluate training whenever:

- New equipment, tools or techniques are introduced into the workplace.
- New employees join the company or employees are assigned to different jobs.
- The number of work-related musculoskeletal disorders in the workplace increases.

(<http://www.ergoweb.com/resources/reference/guidelines/fittingjob.cfm#Introduction>)

You can see an example of Training Evaluation Form in the Appendix A



## V. LEADING

An organization has the greatest chance of being successful when all of the employees work toward achieving its goals. Since leadership involves the exercise of influence by one person over others, the quality of leadership exhibited by supervisors is a critical determinant of organizational success. Thus, supervisors study leadership in order to influence the actions of employees toward the achievement of the goals of the organization.

Supervisors can learn about leadership through research. Leadership studies can be classified as trait, behavioral, contingency, and transformational. Earliest theories assumed that the primary source of leadership effectiveness lay in the personal traits of the leaders themselves. Yet, traits alone cannot explain leadership effectiveness. Thus, later research focused on what the leader actually did when dealing with employees. These behavioral theories of leadership sought to explain the relationship between what the leaders did and how the employees reacted, both emotionally and behaviorally. Yet, behavior can't always account for leadership in different situations. Thus, contingency theories of leadership studied leadership style in different environments. Transactional leaders, such as those identified in contingency theories, clarify role and task requirements for employees. Yet, contingency can't account for the inspiration and innovation that leaders need to compete in today's global marketplace. Newer transformational leadership studies have shown that leaders, who are charismatic and visionary, can inspire followers to transcend their own self-interest for the good of the organization.

([http://ollie.dcccd.edu/mgmt1374/book\\_contents/4directing/leading/lead.htm](http://ollie.dcccd.edu/mgmt1374/book_contents/4directing/leading/lead.htm))

### V.1.A Definition of Leadership

A traditional definition of leadership: **Leadership** is an interpersonal influence directed toward the achievement of a goal or goals.

Three important parts of this definition are the terms interpersonal, influence, and goal.

- *Interpersonal* means between persons. Thus, a leader has more than one person (group) to lead.
- *Influence* is the power to affect others.
- *Goal* is the end one strives to attain.

Basically, this traditional definition of leadership says that a leader influences more than one person toward a goal.

The definition of leadership used in this course follows. Leadership is a dynamic relationship based on mutual influence and common purpose between leaders and collaborators in which both are moved to higher levels of motivation and moral development as they affect real, intended change. (Kevin Freiberg and Jackie Freiberg, NUTS! Southwest Airlines' Crazy Recipe for Business and Personal Success, Bard Press, 1996, p. 298)

Three important parts of this definition are the terms relationship, mutual, and collaborators. *Relationship* is the connection between people. *Mutual* means shared in common. *Collaborators* cooperate or work together.

This definition of leadership says that the leader is influenced by the collaborators while they work together to achieve an important goal.

## V.2. Leadership versus Management

A leader can be a manager, but a manager is not necessarily a leader. The leader of the work group may emerge informally as the choice of the group. If a manager is able to influence people to achieve the goals of the organization, without using his or her formal authority to do so, then the manager is demonstrating leadership.

According to John P. Kotter, managers must know how to lead as well as manage. Without leading as well as managing, today's organizations face the threat of extinction. Management is the process of setting and achieving the goals of the organization through the functions of management: planning, organizing, directing (or leading), and controlling. A manager is hired by the organization and is given formal authority to direct the activity of others in fulfilling organization goals. Thus, leading is a major part of a manager's job. Yet a manager must also plan, organize, and control. Generally speaking, leadership deals with the interpersonal aspects of a manager's job, whereas planning, organizing, and controlling deal with the administrative aspects. Leadership deals with change, inspiration, motivation, and influence. Management deals more with carrying out the organization's goals and maintaining equilibrium. (John P. Kotter, *A Force for Change: How Leadership Differs From Management*, The Free Press, 1990)

The key point in differentiating between leadership and management is the idea that employees willingly follow leaders because they want to, not because they have to. Leaders may not possess the formal power to reward or sanction performance. However, employees give the leader power by complying with what he or she requests. On the other hand, managers may have to rely on formal authority to get employees to accomplish goals.



### **V.3.Trait Theories**

In the 1920's and 1930's, leadership research focused on trying to identify the traits that differentiated leaders from non-leaders. These early leadership theories were content theories, focusing on "what" an effective leader is, not on 'how' to effectively lead. The trait approach to understanding leadership assumes that certain physical, social, and personal characteristics are inherent in leaders. Sets of traits and characteristics were identified to assist in selecting the right people to become leaders. Physical traits include being young to middle-aged, energetic, tall, and handsome. Social background traits include being educated at the "right" schools and being socially prominent or upwardly mobile. Social characteristics include being charismatic, charming, tactful, popular, cooperative, and diplomatic. Personality traits include being self-confident, adaptable, assertive, and emotionally stable. Task-related characteristics include being driven to excel, accepting of responsibility, having initiative, and being results-oriented.

Trait theories intended to identify traits to assist in selecting leaders since traits are related to leadership effectiveness in many situations. The trait approach to understanding leadership supports the use of tests and interviews in the selection of managers. The interviewer is typically attempting to match the traits and characteristics of the applicant to the position. For example, most interviewers attempt to evaluate how well the applicant can work with people.

Trait theory has not been able to identify a set of traits that will consistently distinguish leaders from followers. Trait theory posits key traits for successful leadership (drive, desire to lead, integrity, self-confidence, intelligence, and job-relevant knowledge) yet does not make a judgment as to whether these traits are inherent to individuals or whether they can be developed through training and education. No two leaders are alike. Furthermore, no leader possesses all of the traits. Comparing leaders in different situations suggests that the traits of

leaders depend on the situation. Thus, traits were de-emphasized to take into account situational conditions (contingency perspective).

([http://ollie.dcccd.edu/mgmt1374/book\\_contents/4directing/leading/lead.htm](http://ollie.dcccd.edu/mgmt1374/book_contents/4directing/leading/lead.htm))

### **V.3.1.Behavioral Theories**

The **behavioral** theorists identified determinants of leadership so that people could be trained to be leaders. They developed training programs to change managers' leadership behaviors and assumed that the best styles of leadership could be learned.

#### **V.3.1.1.Theory X and Theory Y**

Douglas McGregor described Theory X and Theory Y in his book, *The Human Side of Enterprise*. Theory X and Theory Y each represent different ways in which leaders view employees. Theory X managers believe that employees are motivated mainly by money, are lazy, uncooperative, and have poor work habits. Theory Y managers believe that subordinates work hard, are cooperative, and have positive attitudes.

**Theory X** is the traditional view of direction and control by managers.

1. The average human being has an inherent dislike of work and will avoid it if he or she can.
2. Because of this human characteristic of dislike of work, most people must be controlled, directed, and threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.
3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, wants security above all.

Theory X leads naturally to an emphasis on the tactics of control - to procedures and techniques for telling people what to do, for determining whether they are doing it, and for administering rewards and punishment. Theory X explains the consequences of a particular managerial strategy. Because its assumptions are so unnecessarily limiting, it prevents managers from seeing the possibilities inherent in other managerial strategies. As long as the assumptions of Theory X influence managerial strategy, organizations will fail to discover, let alone utilize, the potentialities of the average human being. (Rachman, Mescon, Bovée, Thill, Business Today, International Edition: 1976, McGraw-Hill Inc.)

**Theory Y** is the view that individual and organizational goals can be integrated.

1. The expenditures of physical and mental effort in work are as natural as play or rest.
2. External control and the threat of punishment are not the only means for bringing out effort toward organizational objectives.
3. Commitment to objectives is a function of the rewards associated with their achievement.
4. The average human being learns, under proper conditions, not only to accept but also to seek responsibility.
5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.
6. Under the condition of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

Theory Y's purpose is to encourage integration, to create a situation in which an employee can achieve his or her own goals best by directing his or her efforts toward the objectives of the organization. It is a deliberate attempt to link improvement in managerial competence with the satisfaction of higher-level ego and self-actualization needs. Theory Y leads to a preoccupation with the nature of relationships, with the creation of an environment which will



encourage commitment to organizational objectives and which will provide opportunities for the maximum exercise of initiative, ingenuity, and self-direction in achieving them.

#### **V.4. Studies Conducted at Universities**

##### **V.4.1. Ohio State and University of Michigan**

Studies conducted at the Ohio State University and the University of Michigan identified two leadership styles and two types of leader behaviors. The Ohio State study identified two leadership styles: *considerate* and *initiating* structure. The University of Michigan study classified leaders' behaviors as being production- or employee-centered. The primary concern of leaders with considerate and employee-centered style is the employee's welfare. The primary concern of leaders with initiating-structure and production-centered styles are achieving goals. Research findings on which dimension are most important for satisfaction and productivity are inconclusive. However, employee oriented leaders appear to be associated with high group productivity and job satisfaction.

([http://ollie.dcccd.edu/mgmt1374/book\\_contents/4directing/leading/lead.htm](http://ollie.dcccd.edu/mgmt1374/book_contents/4directing/leading/lead.htm))

##### **V.4.2. University of Iowa**

Another approach to leader behavior focused on identifying the best leadership styles. Work at the University of Iowa identified democratic (participation and delegation), autocratic (dictating and centralized) and laissez-faire styles (group freedom in decision making). Research findings were also inconclusive.

([http://ollie.dcccd.edu/mgmt1374/book\\_contents/4directing/leading/lead.htm](http://ollie.dcccd.edu/mgmt1374/book_contents/4directing/leading/lead.htm))

## **V.5. The Managerial Grid**

The dimensions identified at the University of Michigan provided the basis for the development of the managerial grid model developed by Robert Blake and Jane Mouton. It identifies five various leadership styles that represent different combinations of concern for people and concern for production. Managers who scored high on both these dimensions simultaneously (labeled team management) performed best.

([http://ollie.dcccd.edu/mgmt1374/book\\_contents/4directing/leading/lead.htm](http://ollie.dcccd.edu/mgmt1374/book_contents/4directing/leading/lead.htm))

## **V.6.Contingency Theories**

Successful leaders must be able to identify clues in an environment and adapt their leader behavior to meet the needs of their followers and of the particular situation. Even with good diagnostic skills, leaders may not be effective unless they can adapt their leadership style to meet the demands of their environment.

([http://ollie.dcccd.edu/mgmt1374/book\\_contents/4directing/leading/lead.htm](http://ollie.dcccd.edu/mgmt1374/book_contents/4directing/leading/lead.htm))

### **V.6.1.Fiedler's Contingency Model**

The realization that leadership effectiveness depends on the interaction of qualities of the leader with demands of the situation in which the leader functions, made the simplistic "one best way" approach of earlier eras obsolete.

Fred E. Fiedler's **contingency theory** postulates that there is no best way for managers to lead. Situations will create different leadership style requirements for a manager. The solution to a managerial situation is contingent on the factors that impinge on the situation. For example, in a highly reutilized (mechanistic) environment where repetitive tasks are the norm,

a certain leadership style may result in the best performance. The same leadership style may not work in a very dynamic environment. (Fred Fiedler, Leadership Theory and Research: Perspectives and Directions, Academic Press Inc., 1993)

Fiedler looked at three situations that could define the condition of a managerial task:

1. Leader member relations: How well do the manager and the employees get along?
2. The task structure: Is the job highly structured, fairly unstructured, or somewhere in between?
3. Position power: How much authority does the manager possess?

Managers were rated as to whether they were relationship oriented or task oriented. Task oriented managers tend to do better in situations that have good leader-member relationships, structured tasks, and either weak or strong position power. They do well when the task is unstructured but position power is strong. Also, they did well at the other end of the spectrum when the leader member relations were moderate to poor and the task was unstructured. Relationship oriented managers do better in all other situations. Thus, a given situation might call for a manager with a different style or a manager who could take on a different style for a different situation.

These environmental variables are combined in a weighted sum that is termed "Favorable" at one end and "unfavorable" at the other. Task oriented style is preferable at the clearly defined extremes of "favorable" and "unfavorable" environments, but relationship orientation excels in the middle ground. Managers could attempt to reshape the environment variables to match their style.

Another aspect of the contingency model theory is that the leader-member relations, task structure, and position power dictate a leader's situational control. Leader-member relations



are the amount of loyalty, dependability, and support that the leader receives from employees. It is a measure of how the manager perceives he or she and the group of employees is getting along together. In a favorable relationship the manager has a high task structure and is able to reward and or punish employees without any problems. In an unfavorable relationship the task is usually unstructured and the leader possesses limited authority. The spelling out in detail (favorable) of what is required of subordinates affects task structure.

Positioning power measures the amount of power or authority the manager perceives the organization has given him or her for the purpose of directing, rewarding, and punishing subordinates. Positioning power of managers depends on the taking away (favorable) or increasing (unfavorable) the decision-making power of employees.

The task-motivated style leader experiences pride and satisfaction in the task accomplishment for the organization, while the relationship-motivated style seeks to build interpersonal relations and extend extra help for the team development in the organization. There is no good or bad leadership style. Each person has his or her own preferences for leadership. Task-motivated leaders are at their best when the group performs successfully such as achieving a new sales record or outperforming the major competitor. Relationship-oriented leaders are at their best when greater customer satisfaction is gained and a positive company image is established.

([http://ollie.dcccd.edu/mgmt1374/book\\_contents/4directing/leading/lead.htm](http://ollie.dcccd.edu/mgmt1374/book_contents/4directing/leading/lead.htm))

### **V.6.2.Hersey-Blanchard Situational Leadership**

The Hersey-Blanchard Situational Leadership theory is based on the amount of direction (task behavior) and amount of socio-emotional support (relationship behavior) a leader must provide given the situation and the "level of maturity" of the followers. Task behavior is the extent to which the leader engages in spelling out the duties and responsibilities to an individual or group. This behavior includes telling people what to do, how to do it, when to do it, where to do it, and who's to do it. In task behavior the leader engages in one-way communication. Relationship behavior is the extent to which the leader engages in two-way or multi-way communications. This includes listening, facilitating, and supportive behaviors. In relationship behavior the leader engages in two-way communication by providing socio-emotional support. Maturity is the willingness and ability of a person to take responsibility for directing his or her own behavior. People tend to have varying degrees of maturity, depending on the specific task, function, or objective that a leader is attempting to accomplish through their efforts.

To determine the appropriate leadership style to use in a given situation, the leader must first determine the maturity level of the followers in relation to the specific task that the leader is attempting to accomplish through the effort of the followers. As the level of followers' maturity increases, the leader should begin to reduce his or her task behavior and increase relationship behavior until the followers reach a moderate level of maturity. As the followers begin to move into an above average level of maturity, the leader should decrease not only task behavior but also relationship behavior.

Once the maturity level is identified, the appropriate leadership style can be determined. The four leadership styles are telling, selling, participating, and delegating. High task/low relationship behavior (S1) is referred to as "telling." The leader provides clear instructions and

specific direction. Telling style is best matched with a low follower readiness level. High task/high relationship behavior (S2) is referred to as "selling." The leader encourages two-way communication and helps build confidence and motivation on the part of the employee, although the leader still has responsibility and controls decision making. Selling style is best matched with a moderate follower readiness level. High relationship/low task behavior (S3) is referred to as "participating." With this style, the leader and followers share decision making and no longer need or expect the relationship to be directive. Participating style is best matched with a moderate follower readiness level. Low relationship/low task behavior (S4) is labeled "delegating." This style is appropriate for leaders whose followers are ready to accomplish a particular task and are both competent and motivated to take full responsibility. Delegating style is best matched with a high follower readiness level.

([http://ollie.dcccd.edu/mgmt1374/book\\_contents/4directing/leading/lead.htm](http://ollie.dcccd.edu/mgmt1374/book_contents/4directing/leading/lead.htm))

### **V.6.3.House's Path-Goal Model**

The **path-goal** theory developed by Robert House is based on the expectancy theory of motivation. The manager's job is viewed as coaching or guiding workers to choose the best paths for reaching their goals. "Best" is judged by the accompanying achievement of organizational goals. It is based on the precepts of goal setting theory and argues that leaders will have to engage in different types of leadership behavior depending on the nature and demands of the particular situation. It's the leader's job to assist followers in attaining goals and to provide direction and support needed to ensure that their goals are compatible with the organizations.

A leader's behavior is acceptable to subordinates when viewed as a source of satisfaction and motivational when need satisfaction is contingent on performance, and the leader facilitates,



coaches and rewards effective performance. Path goal theory identifies achievement-oriented, directive, participative and supportive leadership styles. In achievement-oriented leadership, the leader sets challenging goals for followers, expects them to perform at their highest level, and shows confidence in their ability to meet this expectation. This style is appropriate when the follower suffers from a lack of job challenge. In directive leadership, the leader lets followers know what is expected of them and tells them how to perform their tasks. This style is appropriate when the follower has an ambiguous job. Participative leadership involves leaders consulting with followers and asking for their suggestions before making a decision. This style is appropriate when the follower is using improper procedures or is making poor decisions. In supportive leadership, the leader is friendly and approachable. He or she shows concern for followers' psychological well being. This style is appropriate when the followers lack confidence.

Path-Goal theory assumes that leaders are flexible and that they can change their style, as situations require. The theory proposes two contingency variables (environment and follower characteristics) that moderate the leader behavior-outcome relationship. Environment is outside the control of followers-task structure, authority system, and work group. Environmental factors determine the type of leader behavior required if follower outcomes are to be maximized. Follower characteristics are the locus of control, experience, and perceived ability. Personal characteristics of subordinates determine how the environment and leader are interpreted. Effective leaders clarify the path to help their followers achieve their goals and make the journey easier by reducing roadblocks and pitfalls. Research demonstrates that employee performance and satisfaction are positively influenced when the leader compensates for the shortcomings in either the employee or the work setting.

#### **V.6.4.Vroom, Yetton, Jago Leader-Participation Model**

The Vroom, Yetton, Jago leader-participation model relates leadership behavior and participation to decision making. The model provides a set of sequential rules to determine the form and amount of participative decision making in different situations. It is a decision tree, requiring yes and no answers incorporating contingencies about task structure and alternative styles.

The following contingency questions must be answered to determine the appropriate leadership style in the leader-participation model.

- Quality Requirement: How important is the technical quality of this decision?
- Commitment Requirement: How important is subordinate commitment to the decision?
- Leader's Information: Do you have sufficient information to make a high-quality decision?
- Problem Structure: Is the problem well structured?
- Commitment Probability: If you were to make the decision yourself, are you reasonably certain that your subordinates would be committed to the decision?
- Goal Congruence: Do subordinates share the organizational goals to be attained in solving this problem?
- Subordinate Conflict: Is conflict among subordinates over preferred solutions likely?
- Subordinate Information: Do subordinates have sufficient information to make a high-quality decision?

([http://ollie.dcccd.edu/mgmt1374/book\\_contents/4directing/leading/lead.htm](http://ollie.dcccd.edu/mgmt1374/book_contents/4directing/leading/lead.htm))

### **V.7. Transformational Leadership**

Transformational leadership blends the behavioral theories with a little dab of trait theories. Transactional leaders, such as those identified in contingency theories, guide followers in the direction of established goals by clarifying role and task requirements. However, transformational leaders, who are charismatic and visionary, can inspire followers to transcend their own self-interest for the good of the organization. Transformational leaders appeal to followers' ideals and moral values and inspire them to think about problems in new or different ways. Leader behaviors used to influence followers include vision, framing, and impression management. Vision is the ability of the leader to bind people together with an idea. Framing is the process whereby leaders define the purpose of their movement in highly meaningful terms. Impression management is a leader's attempt to control the impressions that others form about the leader by practicing behaviors that make the leader more attractive and appealing to others. Research indicates that transformational, as compared to transactional, leadership is more strongly correlated with lower turnover rates, higher productivity, and higher employee satisfaction.

A transformational leader instills feelings of confidence, admiration and commitment in the followers. He or she is charismatic, creating a special bond with followers, articulating a vision with which the followers identify and for which they are willing to work. Each follower is coached, advised, and delegated some authority. The transformational leader stimulates followers intellectually, arousing them to develop new ways to think about problems. The leader uses contingent rewards to positively reinforce performances that are consistent with the leader's wishes. Management is by exception. The leader takes initiative only when there are problems and is not actively involved when things are going well. The transformational leader commits people to action and converts followers into leaders.



Transformational leaders are relevant to today's workplace because they are flexible and innovative. While it is important to have leaders with the appropriate orientation defining tasks and managing interrelationships, it is even more important to have leaders who can bring organizations into futures they have not yet imagined. Transformational leadership is the essence of creating and sustaining competitive advantage.

([http://ollie.dcccd.edu/mgmt1374/book\\_contents/4directing/leading/lead.htm](http://ollie.dcccd.edu/mgmt1374/book_contents/4directing/leading/lead.htm))

## VI. MOTIVATING

Since motivation influences productivity, supervisors need to understand what motivates employees to reach peak performance. It is not an easy task to increase employee motivation because employees respond in different ways to their jobs and their organization's practices. **Motivation** is the set of processes that moves a person toward a goal. Thus, motivated behaviors are voluntary choices controlled by the individual employee. The supervisor (motivator) wants to influence the factors that motivate employees to higher levels of productivity.

Factors that affect work motivation include individual differences, job characteristics, and organizational practices. Individual differences are the personal needs, values, and attitudes, interests and abilities that people bring to their jobs. Job characteristics are the aspects of the position that determine its limitations and challenges. Organizational practices are the rules, human resources policies, managerial practices, and rewards systems of an organization. Supervisors must consider how these factors interact to affect employee job performance.

([http://ollie.dcccd.edu/mgmt1374/book\\_contents/4directing/motivatg/motivate.htm](http://ollie.dcccd.edu/mgmt1374/book_contents/4directing/motivatg/motivate.htm))

### VI.1.Simple Model of Motivation

The purpose of behavior is to satisfy needs. A **need** is anything that is required, desired, or useful. A **want** is a conscious recognition of a need. A need arises when there is a difference in self-concept (the way I see myself) and perception (the way I see the world around me). The presence of an active need is expressed as an inner state of tension from which the individual seeks relief.

## VI.2.Theories of Motivation

Many methods of employee motivation have been developed. The study of work motivation has focused on the motivator (supervisor) as well as the motivatee (employee). Motivation theories are important to supervisors attempting to be effective leaders. Two primary approaches to motivation are content and process.

The **content approach** to motivation focuses on the assumption that individuals are motivated by the desire to fulfill inner needs. Content theories focus on the needs that motivate people. ([http://ollie.dcccd.edu/mgmt1374/book\\_contents/4directing/motivatg/motivate.htm](http://ollie.dcccd.edu/mgmt1374/book_contents/4directing/motivatg/motivate.htm))

### VI.2.1.Maslow's Hierarchy of Needs

It identifies five levels of needs, which are best seen as a hierarchy with the most basic need emerging first and the most sophisticated need last. People move up the hierarchy one level at a time. Gratified needs lose their strength and the next level of needs is activated. As basic or lower-level needs are satisfied, higher-level needs become operative. A satisfied need is not a motivator.

The most powerful employee need the one that has not been satisfied

**Level I - Physiological needs** are the most basic human needs. They include food, water, and comfort.

The organization helps to satisfy employees' physiological needs by pay check.

**Level II - Safety needs** are the desires for security and stability, to feel safe from harm. The organization helps to satisfy employees' safety needs by benefits.

**Level III - Social needs** are the desires for affiliation. They include friendship and



belonging. The organization helps to satisfy employees' social needs through sports teams, parties, and celebrations.

The supervisor can help fulfill social needs by showing direct care and concern for employees.

**Level IV - Esteem needs** are the desires for self-respect and respect or recognition from others. The organization helps to satisfy employees' esteem needs by matching the skills and abilities of the employee to the job. The supervisor can help fulfill esteem needs by showing workers that their work is appreciated.

**Level V - Self-actualization needs** are the desires for self-fulfillment and the realization of the individual's full potential. The supervisor can help fulfill self-actualization needs by assigning tasks that challenge employees' minds while drawing on their aptitude and training. (Abraham Maslow, Motivation and Personality, New York: Harper and Row, 1954).

### **VI.2.2.Alderfer's ERG**

It identified three categories of needs. The most important contribution of the ERG model is the addition of the frustration-regression hypothesis, which holds that when individuals are frustrated in meeting higher level needs, the next lower level needs reemerge.

Existence needs are the desires for material and physical well being. These needs are satisfied with food, water, air, shelter, working conditions, pay, and fringe benefits.

Relatedness needs are the desires to establish and maintain interpersonal relationship. These needs are satisfied with relationships with family, friends,

supervisors, subordinates, and co-workers.

Growth needs are the desires to be creative, to make useful and productive contributions and to have opportunities for personal development.

[http://ollie.dcccd.edu/mgmt1374/book\\_contents/4directing/motivatg/motivate.htm](http://ollie.dcccd.edu/mgmt1374/book_contents/4directing/motivatg/motivate.htm)

### **VI.2.3. McClelland's Learned Need**

It divides motivation into needs for power, affiliation, and achievement.

**Achievement** motivated people thrive on pursuing and attaining goals. They like to be able to control the situations in which they are involved. They take moderate risks. They like to get immediate feedback on how they have done. They tend to be preoccupied with a task-orientation towards the job to be done.

**Power** motivated individuals see almost every situation as an opportunity to seize control or dominate others. They love to influence others. They like to change situations whether or not it is needed.

They are willing to assert themselves when a decision needs to be made.

**Affiliation** motivated people are usually friendly and like to socialize with others. This may distract them from their performance requirements. They will usually respond to an appeal for cooperation.

[http://ollie.dcccd.edu/mgmt1374/book\\_contents/4directing/motivatg/motivate.htm](http://ollie.dcccd.edu/mgmt1374/book_contents/4directing/motivatg/motivate.htm)

#### VI.2.4. Herzberg's Two-Factor Theory

It describes needs in terms of satisfaction and dissatisfaction. Frederick Herzberg examined motivation in the light of job content and context. Motivating employees is a two-step process. First provide hygiene factors and then motivators. One continuum ranges from no satisfaction to satisfaction. The other continuum ranges from dissatisfaction to no dissatisfaction. (Frederick Herzberg, *Work and the Nature of Man*, Crowell Publications, 1966)

Satisfaction comes from motivators that are intrinsic or job content, such as achievement, recognition, advancement, responsibility, the work itself, and growth possibilities. Herzberg uses the term **motivators** for job satisfiers since they involve job content and the satisfaction that results from them. Motivators are considered job turn-ons. They are necessary for substantial improvements in work performance and move the employee beyond satisfaction to superior performance. Motivators correspond to Maslow's higher-level needs of esteem and self-actualization.

Dissatisfaction occurs when the following hygiene factors, extrinsic or job context, are not present on the job: pay, status, job security, working conditions, company policy, peer relations, and supervision. Herzberg uses the term **hygiene** for these factors because they are preventive in nature. They will not produce motivation, but they can prevent motivation from occurring. Hygiene factors can be considered job stay-ons because they encourage an employee to stay on a job. Once these factors are provided, they do not necessarily promote motivation; but their absence can create employee dissatisfaction. Hygiene factors correspond to Maslow's physiological, safety, and social needs in that they are extrinsic, or peripheral, to the job. They are present in the work environment or job context.



Motivation comes from the employee's feelings of accomplishment or job content rather than from the environmental factors or job context. Motivators encourage an employee to strive to do his or her best. Job enrichment can be used to meet higher-level needs. To enrich a job, a supervisor can introduce new or more difficult tasks, assign individuals specialized tasks that enable them to become experts, or grant additional authority to employees.

You can see the Table2 in Appendix A

The **process approach** emphasizes how and why people choose certain behaviors in order to meet their personal goals. Process theories focus on external influences or behaviors that people choose to meet their needs. External influences are often readily accessible to supervisors.

([http://ollie.dcccd.edu/mgmt1374/book\\_contents/4directing/motivatg/motivate.htm](http://ollie.dcccd.edu/mgmt1374/book_contents/4directing/motivatg/motivate.htm))

### VI.2.5.Vroom's Expectancy Model

It suggests that people choose among alternative behaviors because they anticipate that particular behaviors will lead to one or more desired outcomes and that other behaviors will lead to undesirable outcomes. **Expectancy** is the belief that effort will lead to first-order outcomes, any work-related behavior that is the direct result of the effort an employee expends on a job.

**Equity** is the perception of fairness involved in rewards given. A fair or equitable situation is one in which people with similar inputs experience similar outcomes. Employees will compare their rewards with the rewards received by others for their

efforts. If employees perceive that an inequity exists, they are likely to withhold some of their contributions, either consciously or unconsciously, to bring a situation into better balance.

For example, if someone thinks he or she is not getting enough pay (output) for his or her work (input), he or she will try to get that pay increased or reduce the amount of work he or she is doing. On the other hand, when a worker thinks he or she is being paid too much for the work he or she is doing, he or she tends to increase the amount of work. Not only do workers compare their own inputs and outputs; they compare their input/output ratio with the input/output ratio of other workers. If one work team believes they are doing more work than a similar team for the same pay, their sense of fairness will be violated and they will tend to reduce the amount of work they are doing. It is a normal human inclination to want things to be fair.

Bowditch and Buono note that while equity theory was originally concerned with differences in pay, it may be applied to other forms of tangible and intangible rewards in the workplace. That is, if any input is not balanced with some fair output, the motivation process will be difficult. Supervisors must manage the perception of fairness in the mind of each employee. If subordinates think they are not being treated fairly, it is difficult to motivate them. (Bowditch, James L. and Anthony F. Buono, A Primer on Organizational Behavior, 4th, John Wiley & Sons, 1997)

### **VI.3.Reinforcement**

It involves four types of consequence. Positive reinforcement creates a pleasant consequence by using rewards to increase the likelihood that a behavior will be repeated. Negative reinforcement occurs when a person engages in behavior to

avoid unpleasant consequences or to escape from existing unpleasant consequences. Punishment is an attempt to discourage a target behavior by the application of negative outcomes whenever it is possible. Extinction is the absence of any reinforcement, either positive or negative, following the occurrence of a target behavior. Employees have questions about their jobs. Can I do what management is asking me to do? If I do the job, will I be rewarded? Will the reward I receive be satisfactory to me?

Reinforcement is based primarily on the work of B.F. Skinner, a psychologist, who experimented with the theories of operant conditioning. Skinner's work shows that many behaviors can be controlled through the use of rewards. In fact, a person might be influenced to change his or her behavior by giving him or her rewards.

Employees who do an exceptionally good job on a particular project should be rewarded for that performance. It will motivate them to try to do an exceptional job on their next project. Employees must associate the reward with the behavior. In other words, the employee must know for what specifically he or she is being rewarded! The reward should come as quickly as possible after the behavior. The reward can be almost anything, but it must be something desired by the employee. Some of the most powerful rewards are **symbolic**; things that cost very little but mean a lot to the people who get them. Examples of symbolic rewards are things like plaques or certificates.

([http://ollie.dcccd.edu/mgmt1374/book\\_contents/4directing/motivatg/motivate.htm](http://ollie.dcccd.edu/mgmt1374/book_contents/4directing/motivatg/motivate.htm))



## VI.CONCLUSION

This paper has identified six major topics, these are: Teambuilding, Consensus Building, Selecting, Training, Leading and Motivating. Within these topics I made a further research in Training. The formation, growth and persistence of business firms is critically affected by the training process reviewed in this paper.

I prefer to use interview to complete my survey.

In my project I have examined only one function of the leaders, and I tried to find out some information about the subdivision of this function. It is training and the importance of training. I found out that every company even it is small or a large one uses training to achieve its goal. It is not important what companies produce or giving service to use training on their employees.

I have found out that every company needs to train their employees, especially the new ones. But they did not spend a lot of money to have trained employee. They are usually preferred to train their employees on-the-job. Because off-the-job training requires extra cost to the companies.

If companies need trained employees, they generally hire trained employees out of the company.

Companies do not budgeted training and they were only spending for equipment expenses while training employees on-the-job, because this kind of training do not require extra money.

Companies generally train their new-entry level employees.

Finally, the need for greater accomplishment can be done by training employees.

## VIII.RECOMMENDATIONS

As far as I concern that the training process affects the companies' accomplishment.

Every company needs to train their employees but some of them hire trained employees out of the company. Generally, companies prefer to train their employees on-the-job because of the cost of training. I think it is better to train own employees, because hiring new ones cost to company nearly the same. It is better for the business firms to use their upper level employees to train lower level ones.

In North Cyprus, business firms do not need to establish Human Resources Department. And their Chief Executive Managers deal with the functions of Human Resources Department. I think every company which has more than forty employees must establish a Human Resources Department. It will make every thing very simple.

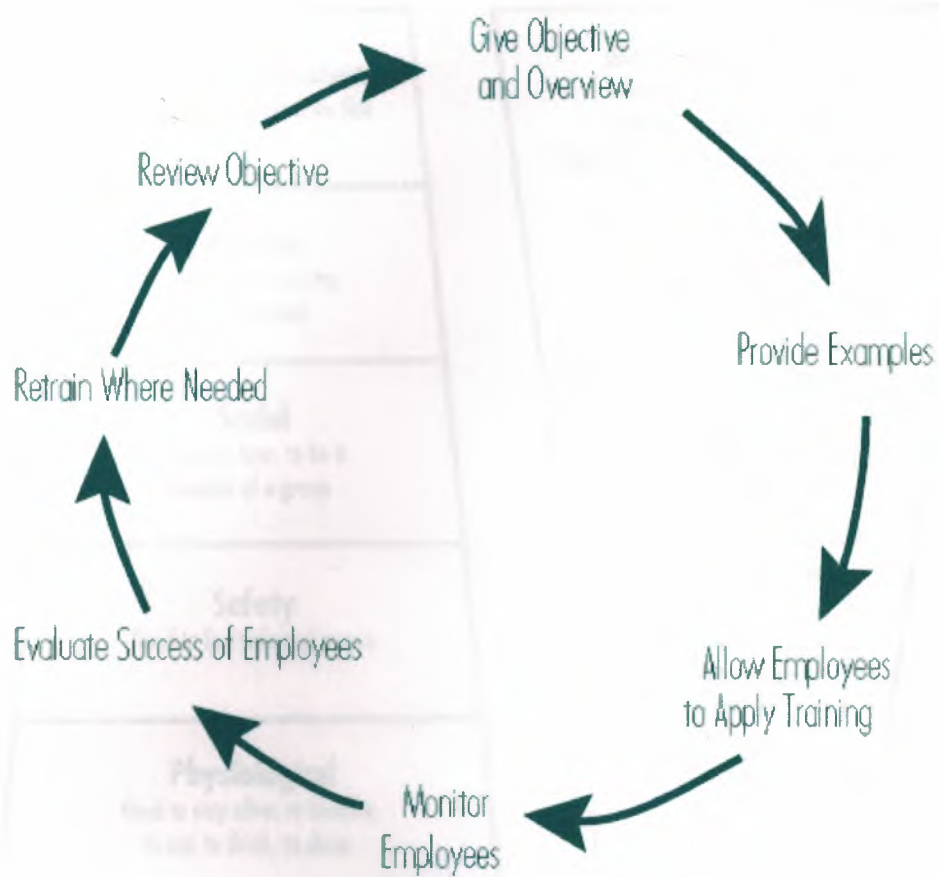
If you have look at my survey in Appendix B, you will see that I have got nearly the same answers from the companies.

# APPENDIX A

TABLE 1

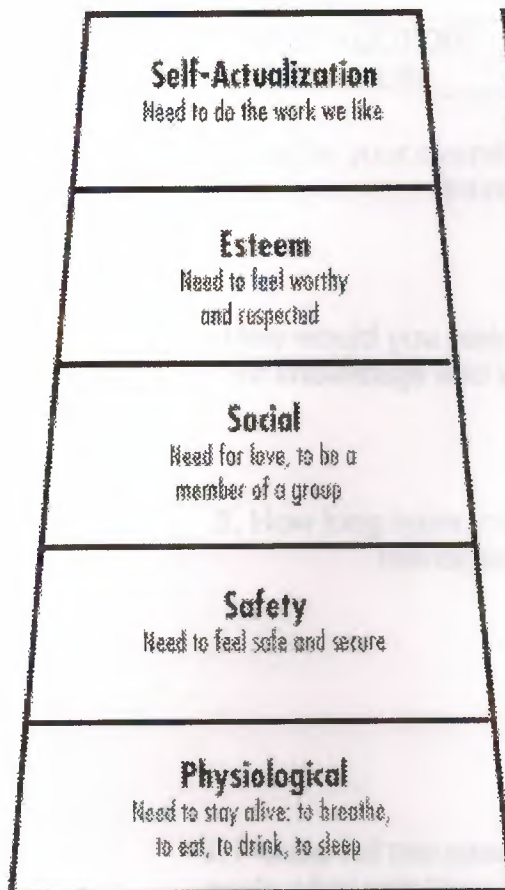


# Training Cycle



**TABLE 1**

## Maslow's Hierarchy of Needs



## Herzberg's Motivation Hygiene Theory

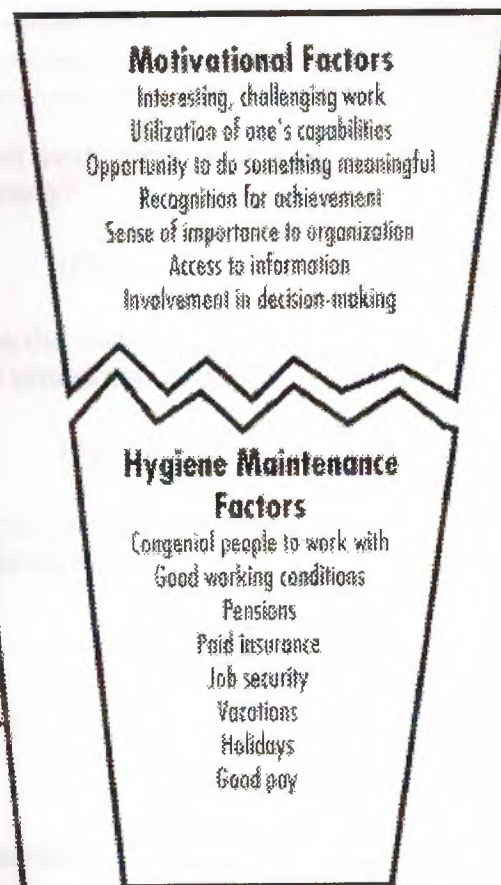


TABLE 2

# Sample: Training Evaluation Form

TRAINING: \_\_\_\_\_

DATE: \_\_\_\_\_

INSTRUCTOR: \_\_\_\_\_

LOCATION: \_\_\_\_\_

1. What is your overall evaluation of today's training?

(Poor) 1 2 3 4 5 6 7 8 9 10 (Excellent)

2. How would you rate the instructor in terms of knowledge and presentation style?

(Poor) 1 2 3 4 5 6 7 8 9 10 (Excellent)

3. How long have you been employed by this organization?

0-30 Days

30 Days to 4 months

5 months to 1 year

1-2 Years

Greater than 2 Years

4. Please list two examples of how you can apply what you have learned today to your job.

1.)

2.)

5. Was there enough opportunity for interaction and participation?

YES

NO

6. Was there enough variety of training materials?

YES

NO

7. Were the materials understandable?

YES

NO



8. Would you recommend this training to others?

YES

NO

9. How could your training experience have been improved?

10. What other training topics might help you to do your job better?

Source:([http://ollie.dcccd.edu/mgmt1374/book\\_contents/4directing/selectg/select.htm](http://ollie.dcccd.edu/mgmt1374/book_contents/4directing/selectg/select.htm))

APPENDIX

## APPENDIX B

## INTERVIEWS

**Question1:** How much do you spend for training of your employees from your annual income?

**Question2:** At what level of your employees do you spend more for training?

**Question3:** Do you prefer to train your employees on-the-job or of-the-job?

Companies that I have made interviews and answers of their managers:

### AKDENİZ YAYLI YATAKLARI

Tel: 225 32 27

Manager: Çelebi Türker

A1: I do not spend any percentage of my annual budget

A2: Generally, new-entry level employees need to be trained.

A3: On-the- job

(Çelebi Türker. Mng. Personal interview. Nicosia, MA. Jan 7 2004)

### AKYÖN TİCARET ŞTİ. LTD.

Tel: 2278566

Manager: Ahmet Yöntem

A1: I do not spend any percentage of my annual budget

A2: Only new-entry level employees need to be trained.

A3: On-the- job

(Ahmet Yöntem. Mng. Personal interview. Nicosia, MA. Jan 8 2004)



ALACA KUNDURA

Tel: 227 94 92

Manager: Mehmet Kaplan

A1: I spend %3 percentage of my annual budget for training.

A2: New-entry level employees

A3: Off-the- job

(Mehmet Kaplan. Mng. Personal interview. Nicosia, MA. Jan 8 2004)

ALAN COMPANY LTD.

Tel: 223 69 24

Manager: İhsan Öçalan

A1: I don't spend my annual budget for training.

A2: New-entry level employees

A3: On-the- job

(İhsan Öçalan. Mng. Personal interview. Nicosia, MA. Jan 8 2004)

ANKARA DÖŞEMECİLİK

Tel. 22715 76

Manager: Hidayet Sarı

A1: I don't spend my money for training; I use my labors to train new ones.

A2: New-entry level employees

A3: On-the- job

(Hidayet Sarı. Mng. Personal interview. Nicosia, MA. Jan 8 2004)

ARSEL LTD.

Tel: 228 81 48

Manager: Azmi Arsel

A1: I do not need to spend extra money to train.

A2: New-entry level employees

A3: On-the- job

(Azmi Arsel. Mng. Personal interview. Nicosia, MA. Jan 8 2004)

ARTESA TRD. CO. LTD.

Tel: 223 56 65

Manager: Ayşe Gürsesler

A1: Our job do not need to train.

A2: -

A3: -

(Ayşe Gürsesler. Mng. Personal interview. Nicosia, MA. Jan 8 2004)

ATAĞ AKÜ SANAYİ

Tel: 0542 852 73 81

Manager: Necdet Akdağ

A1: I do not spend any percentage of my annual budget

A2: Only new-entry level employees need to be trained.

A3: On-the- job

(Necdet Akdağ. Mng. Personel interview. Nicosia, MA. Jan 7 2004)

BEYZİ LTD.

Tel: 225 55 10

Manager: Ümit Erhan

A1: Our job do not need to train.

A2: -

A3: -

(Ümit Erhan. Mng. Personel interview. Nicosia, MA. Jan 7 2004)

## BİMEL ENTERPRISES

Tel:223 70 60

Manager: Aziz Adadağ

A1: I spend %5 percentage of my annual budget for training.

A2: New-entry level employees

A3: On-the- job

(Aziz Adadağ. Mng. Personel interview. Nicosia, MA. Jan 7 2004)

## CEE LTD.

Tel: 227 43 43

Manager: İsmail Sayı

A1: I do not spend a percentage of my annual budget for training.

A2: New-entry level employees

A3: On-the- job

(İsmail Sayı. Mng. Personel interview. Nicosia, MA. Jan 7 2004)

## CAHİT NECİPOĞLU LTD.

Tel: 228 31 45

Manager: Gökhan Necipoğlu

A1: I do not spend a percentage of my annual budget for training.

A2: New-entry level employees

A3: On-the- job

(Gökhan Necipoğlu. Mng. Personel interview. Nicosia, MA. Jan 7 2004)

## CANER ARCA

Tel: 223 77 37

Manager: Caner Arca

A1: I spend %6 percentage of my annual budget for training.



A2: Upper level employees

A3: Off-the- job

(Caner Arca. Mng. Personel interview. Nicosia, MA. Jan 7 2004)

CEMRE LTD.

Tel: 228 08 72

Manager: Enerji Ateşin

A1: I spend %2 percentage of my annual budget for training.

A2: Upper level employees

A3: On-the- job

(Enerji Ateşin. Mng. Personel interview. Nicosia, MA. Jan 7 2004)

CROSSROADS LTD.

Tel: 223 58 70

Manager: Mehmet Birinci

A1: I don't spend any percentage of my annual budget for training.

A2: lower level employees

A3: On-the- job

(Mehmet Birinci. Mng. Personel interview. Nicosia, MA. Jan 8 2004)

ÇAĞ AKAR LTD.

Tel: 225 65 06

Manager: Mehmet Akar

A1: I don't spend any percentage of my annual budget for training.

A2: lower level employees

A3: On-the- job

(Mehmet Akar. Mng. Personel interview. Nicosia, MA. Jan 8 2004)

ÇELİKSAN CO. LTD.

Tel: 228 05 00

Manager: Savaş Çelik

A1: I spend %3 percentage of my annual budget for training.

A2: New entry level employees

A3: On-the- job

(Savaş Çelik. Mng. Personel interview. Nicosia, MA. Jan 7 2004)

DAREM TRADING LTD.

Tel. 223 53 89

Manager: M. Ünal Serdar

A1: I spend %1 percentage of my annual budget for training.

A2: New entry level employees

A3: On-the- job

(M. Ünal Serdar. Mng. Personel interview. Nicosia, MA. Jan 8 2004)

DENİZALP LTD.

Tel: 225 70 51

Manager: Kamber Denizalp

A1: I spend %5 percentage of my annual budget for training.

A2: New entry level employees

A3: On-the- job

(Kamber Denizalp. Mng. Personel interview. Nicosia, MA. Jan 8 2004)

DERSMEDIA BİLGİSAYAR MERKEZİ

Tel: 227 44 44

Manager: Osman Öster

A1: I spend only my time for training.

A2: New entry level employees

A3: On-the- job

(Osman Öster. Mng. Personel interview. Nicosia, MA. Jan 8 2004)

ELEKROKUR LTD.

Tel: 225 58 92

Manager: Derviş Tarımer

A1: I don't spend any percentage of my annual budget for training.

A2: lower level employees

A3: On-the- job

(Derviş Tarımer. Mng. Personel interview. Nicosia, MA. Jan 7 2004)

ERBİL GÜRDÜR

Tel: 227 82 52

Manager: Erbil gürdür

A1: I don't spend any percentage of my annual budget for training.

A2:New entry level employees

A3: On-the- job

(Erbil Gürdür. Mng. Personel interview. Nicosia, MA. Jan 8 2004)

EREL CO. LTD.

Tel: 223 60 03

Manager: Hasip Erel

A1: I don't spend any percentage of my annual budget for training.

A2:New entry level employees

A3: On-the- job

(Hasip Erel. Mng. Personel interview. Nicosia, MA. Jan 7 2004)



EVTEKS LTD.

Tel: 225 24 96

Manager: Cevahir Ulunay

A1: I spend %2 percentage of my annual budget for training.

A2: New entry level employees

A3: On-the- job

(Cevahir Ulunay. Mng. Personel interview. Nicosia, MA. Jan 8 2004)

FAB LTD.

Tel: 228 16 90

Manager: Semen Yaykur

A1: I do not spend for training.

A2: New entry level employees

A3: On-the- job

(Semen Yaykur. Mng. Personel interview. Nicosia, MA. Jan 8 2004)

GÜRHAN SOĞUTMA LTD.

Tel: 228 98 68

Manager: Muslu Akgüney

A1: I spend %2 percentage of my annual budget for training.

A2: Upper level employees

A3: On-the- job

(Muslu Akgüney. Mng. Personel interview. Nicosia, MA. Jan 7 2004)

HASEL LTD.

Tel: 225 26 21

Manager: Metin Soykan

A1: I do not spend for training.

A2: New entry level employees

A3: On-the- job

(Metin Soykan. Mng. Personel interview. Nicosia, MA. Jan 7 2004)

HİP COMPUTER LTD:

Tel: 228 36 86

Manager: Mustafa Varanoğulları

A1: I spend %2 percentage of my annual budget for training.

A2: Upper level employees

A3: On-the- job

(Mustfa Varanoğulları. Mng. Personel interview. Nicosia, MA. Jan 8 2004)

İLKAY M. GENÇ LTD.

Tel: 366 90 97

Manager: Mustafa genç

A1: I spend %2 percentage of my annual budget for training.

A2: Upper level employees

A3: On-the- job

(Mustafa Genç. Mng. Personel interview. Nicosia, MA. Jan 7 2004)

İSMAİL DİMİLİLER VE OĞULLARI LTD.

Tel: 225 41 36

Manager: İsmail Dimililer

A1: I do not spend for training.

A2: New entry level employees

A3: On-the- job

(İsmail Dimililer. Mng. Personel interview. Nicosia, MA. Jan 7 2004)

## İSTANBUL DEKORASYON

Tel: 225 44 94

Manager: İbrahim Coşkun

A1: I spend %3 percentage of my annual budget for training.

A2: Upper level employees

A3: On-the- job

(İbrahim Coşkun. Mng. Personel interview. Nicosia, MA. Jan 8 2004)

## İŞİL REKLAM LTD.

Tel:225 58 28

Manager: Zeki Taşcı

A1: I spend %2 percentage of my annual budget for training.

A2: Upper level employees

A3: On-the- job

(Zeki Taşcı. Mng. Personel interview. Nicosia, MA. Jan 7 2004)

## K. PARALIK METAL İŞLERİ LTD.

Tel: 225 29 88

Manager: Sibel Aktuna

A1: I do not spend a percentage of my annual budget for training.

A2: New-entry level employees

A3: On-the- job

(Sibel Aktuna. Mng. Personel interview. Nicosia, MA. Jan 7 2004)

## KIBRIS TÜRK TÜTÜN END. LTD. ŞTİ.

Tel: 227 34 03

Manager: Nusret Saltan

A1: I do not spend for training.



A2: New entry level employees

A3: On-the- job

(Nusret Saltan. Mng. Personel interview. Nicosia, MA. Jan 7 2004)

K. T. KOOPERATİF MERKEZ BANKASI LTD.

Tel: 227 17 48

Manager: Fehim Türkay

A1: I spend %5 percentage of my annual budget for training.

A2: Upper level employees

A3: On-the- job

(Fehim Türkay. Mng. Personel interview. Nicosia, MA. Jan 7 2004)

KARŞILI LTD.

Tel: 239 20 64

Manager: Fevzi Karşılı

A1: I do not spend a percentage of my annual budget for training.

A2: New-entry level employees

A3: On-the- job

(Fevzi Karşılı. Mng. Personel interview. Nicosia, MA. Jan 8 2004)

KIRCAL DEKOR

Tel: 227 74 89

Manager: İsmail Kırcal

A1: I do not spend a percentage of my annual budget for training.

A2: New-entry level employees

A3: On-the- job

(İsmail Kırcal. Mng. Personel interview. Nicosia, MA. Jan 7 2004)

KIYMET TRADING

Tel: 225 29 53

Manager: Metin Şadi

A1: I do not spend for training.

A2: New entry level employees

A3: On-the- job

(Metin Şadi. Mng. Personel interview. Nicosia, MA. Jan 8 2004)

KKTC RUMELİ TELEKOM A.Ş.

Tel: 600 06 00

Manager: Ersoy Taştekin

A1: We spend %5 percentage of my annual budget for training.

A2: Upper level employees

A3: On-the- job

(Ersoy Taştekin. Mng. Personel interview. Nicosia, MA. Jan 7 2004)

LAYNE BOWLER KIBRIS LTD.

Tel: 714 44 00

Manager: Özgün Faruk

A1: I do not spend for training.

A2: New entry level employees

A3: On-the- job

(Özgün Faruk. Mng. Personel interview. Nicosia, MA. Jan 8 2004)

LEMAN TİC. LTD.

Tel: 225 72 25

Manager: Şahsine Çağlı

A1: I do not spend for training.

A2: New entry level employees

A3: On-the- job

(Şahsine Çağlı. Mng. Personel interview. Nicosia, MA. Jan 7 2004)

LEVENT OTO TİC. LTD.

Tel. 223 45 43

Manager: Hakan Kılıç

A1: I do not spend for training.

A2: New entry level employees

A3: On-the- job

(Hakan Kılıç. Mng. Personel interview. Nicosia, MA. Jan 8 2004)

LUKSOR SANAYİ TİC. ŞTİ. LTD.

Tel: 233 53 30

Manager: Salih Kural

A1: I do not spend a percentage of my annual budget for training.

A2: New-entry level employees

A3: On-the- job

(Salih Kural. Mng. Personel interview. Nicosia, MA. Jan 7 2004)

LÜMEN TRADING CO. LTD.

Tel. 227 25 99

Manager: Ayşe Çaklı

A1: I do not spend a percentage of my annual budget for training.

A2: New-entry level employees

A3: On-the- job

(Ayşe Çaklı. Mng. Personel interview. Nicosia, MA. Jan 7 2004)

MAGIC MAMÜLLERİ LTD.

Tel. 225 51 50

Manager: Fadıl Rinter

A1: We do not spend a percentage of my annual budget for training.

A2: New-entry level employees

A3: On-the- job

(Fadıl Rinter. Mng. Personel interview. Nicosia, MA. Jan 8 2004)

MAHİR BİLGİSAYAR LTD.

Tel. 228 65 37

Manager: Mehmet Alptürk

A1: It spend %2 of my annual budget for training.

A2: New-entry level employees

A3: On-the- job

(Mehmet Alptürk. Mng. Personel interview. Nicosia, MA. Jan 7 2004)

MAJOR MUSIC CENTER LTD.

Tel. 227 92 13

Manager: Ögün Erkal

A1: I do not spend for training.

A2: New entry level employees

A3: On-the- job

(Ögün Erkal. Mng. Personel interview. Nicosia, MA. Jan 8 2004)

MEG COMPUTER

Tel: 227 31 66

Manager: Gürcan Topukcu

A1: I do not spend for training.

A2: New entry level employees

A3: On-the- job

(Gürcan Topukcu. Mng. Personel interview. Nicosia, MA. Jan 7 2004)



METİS LTD.

Tel:228 78 67

Manager: Mehmet İlker Özgü

A1: I do not spend for training.

A2: New entry level employees

A3: On-the- job

(Mehmet ilker Özgü. Mng. Personel interview. Nicosia, MA. Jan 8 2004)

MULTILINK LTD.

Tel: 227 75 10

Manager: Necati Özkan

A1: Our job requires skilled and trained people

A2: New entry level employees

A3: On-the- job

(Necati Özkan. Mng. Personel interview. Nicosia, MA. Jan 8 2004)

MUSTAFA HACI ALİ LTD.

Tel: 228 01 17

Manager: D. Ata Tahiroğlu

A1: I do not spend for training.

A2: New entry level employees

A3: On-the- job

(D. Ata Tahiroğlu . Mng. Personel interview. Nicosia, MA. Jan 7 2004)

MUSTAFA AROĞLU LTD.

Tel: 227 31 15

Manager: Mustafa Aroğlu

A1: I do not spend for training.

A2: New entry level employees

A3: On-the- job

(Mustafa Aroğlu . Mng. Personel interview. Nicosia, MA. Jan 7 2004)

MUSTAFA UZUNSAF TİC LTD.

Tel.232 41 20

Manager: Mustafa Uzunsaf

A1: We do not spend a percentage of my annual budget for training.

A2: New-entry level employees

A3: On-the- job

(Mustafa Uzunsaf. Mng. Personel interview. Nicosia, MA. Jan 7 2004)

NALCI TARIM

Tel: 227 85 36

Manager: Süleyman Nalci

A1: I do not spend for training.

A2: New entry level employees

A3: On-the- job

(Süleyman Nalci. Mng. Personel interview. Nicosia, MA. Jan 8 2004)

NAZO COLLECTION

Tel. 228 70 16

Manager: Nazife Gencer

A1: I do not spend for training.

A2: New entry level employees

A3: On-the- job

(Nazife Gencer. Mng. Personel interview. Nicosia, MA. Jan 8 2004)

NIPPON AUTOS LTD.

Tel: 225 36 68

Manager : Fatih Sine

A1: I spend %2 percentage of my annual budget for training.

A2: New entry level employees

A3: On-the- job

(Fatih Sine. Mng. Personel interview. Nicosia, MA. Jan 7 2004)

OKYAY İSMAİL SADIKOĞLU

Tel: 228 84 38

Manager: Okyay İ. Sadıkoğlu

A1: I spend %5 percentage of my annual budget for training.

A2: New entry level employees

A3: On-the- job

(Okyay İ. Sadıkoğlu. Mng. Personel interview. Nicosia, MA. Jan 7 2004)

OLGUN AKSARAY OĞULLARI LTD.

Tel: 223 43 83

Manager: Mehmet Kofalı

A1: I do not spend for training.

A2: New entry level employees

A3: On-the- job

(Mehmet Kofalı. Mng. Personel interview. Nicosia, MA. Jan 8 2004)

ONUR EL SANATLARI CO.

Tel: 0533 863 54 38

Manager: Metin Karsak

A1: I do not spend a percentage of my annual budget for training.

A2: New-entry level employees

A3: On-the- job

(Metin Karsak. Mng. Personel interview. Nicosia, MA. Jan 7 2004)

ORMEY TRADING LTD.

Tel: 225 46 83

Manager: Ümit Öztürk

A1: I do not spend a percentage of my annual budget for training.

A2: New-entry level employees

A3: On-the- job

(Ümit Öztürk. Mng. Personel interview. Nicosia, MA. Jan 8 2004)

OZY İTHALAT İHRACAT LTD.

Tel: 228 13 10

Manager: Selçuk ismail

A1: I do not spend a percentage of my annual budget for training.

A2: New-entry level employees

A3: On-the- job

(Selçuk İsmail. Mng. Personel interview. Nicosia, MA. Jan 7 2004)

ÖGELER CO. LTD.

Tel: 223 74 84

Manager: Azmi Öge

A1: I spend %2 percentage of my annual budget for training.

A2: New entry level employees

A3: On-the- job

(Azmi Öge. Mng. Personel interview. Nicosia, MA. Jan 7 2004)

ÖZER GÜVENLİK

Tel:228 57 80

Manager: Ediz Özer

A1: I spend %3 percentage of my annual budget for training.



A2: New entry level employees

A3: On-the- job

(Ediz Özer. Mng. Personel interview. Nicosia, MA. Jan 7 2004)

ÖZOK LTD.

Tel:225 35 39

Manager: Tamer Cesur

A1: I do not spend a percentage of my annual budget for training.

A2: New-entry level employees

A3: On-the- job

(Tamer Cesur.Mng. Personal interview. Nicosia, MA. Jan 7 2004)

ÖZYÜKSEL MÖBLE LTD.

Tel: 228 33 76

Manager: Muzaffer Yüksel

A1: I do not spend for training.

A2: New entry level employees

A3: On-the- job

(Muzaffer Yüksel. Mng. Personel interview. Nicosia, MA. Jan 7 2004)

RALLY CENTER

Tel: 227 84 46

Manager: Salih Çeliker

A1: I do not spend for training.

A2: New entry level employees

A3: On-the- job

(Salih Çeliker. Mng. Personel interview. Nicosia, MA. Jan 7 2004)

SAPMAZ MÖBLE LTD.

Tel: 225 71 46

Manager: Orhan Sapmaz

A1: I do not spend a percentage of my annual budget for training.

A2: New-entry level employees

A3: On-the- job

(Orhan Sapmaz.Mng. Personal interview. Nicosia, MA. Jan 7 2004)

SARAÇOĞLU

Tel: 225 34 42

Manager: Şen Saraçoğlu

A1: I do not spend for training.

A2: New entry level employees

A3: On-the- job

(Şen Saraçoğlu. Mng. Personal interview. Nicosia, MA. Jan 7 2004)

SEMA CO LTD.

Tel: 366 43 76

Manager: Saniye Özbaş

A1: I spend %2 percentage of my annual budget for training.

A2: New entry level employees

A3: On-the- job

(Saniye Özbaş. Mng. Personal interview. Nicosia, MA. Jan 7 2004)

SHEVKETOGLU DOMESTIC LTD.

Tel: 228 14 16

Manager: Mustafa Şevketoğlu

A1: I spend %5 percentage of my annual budget for training.

A2: New entry level employees

A3: On-the- job

(Mustafa Şevketoğlu. Mng. Personal interview. Nicosia, MA. Jan 7 2004)

## SUPER COMPUTERS

Tel: 228 67 36

Manager: Mehmet Necatigil

A1: I spend %5 percentage of my annual budget for training.

A2: Upper level employees

A3: On-the- job

(Mehmet Necatigil. Mng. Personal interview. Nicosia, MA. Jan 7 2004)

## ŞAHİN KABA KLİMA ŞTİ. LTD.

Tel: 227 29 34

Manager: Şahin Kaba

A1: I do not spend for training.

A2: New entry level employees

A3: On-the- job

(Şahin Kaba. Mng. Personal interview. Nicosia, MA. Jan 7 2004)

## ŞAHİNSOY TRADING LTD.

Tel: 223 50 90

Manager: Yılmaz Şahinsoy

A1: I do not spend for training.

A2: New entry level employees

A3: On-the- job

(Yılmaz Şahinsoy. Mng. Personal interview. Nicosia, MA. Jan 7 2004)

## ŞEVKET HANÇERLİ TİC ŞTİ.

Tel:223 48 56

Manager: Mustafa Hançerli

A1: I do not spend for training.

A2: New entry level employees

A3: On-the- job

(Mustafa Hançerli. Mng. Personal interview. Nicosia, MA. Jan 7 2004)

T. ALKÖLLÜ İÇKİ VE ŞARAP END. LTD.

Tel: 366 49 81

Manager: Haluk Türkmen

A1: I spend %2 percentage of my annual budget for training.

A2: Upper level employees

A3: On-the- job

( Haluk Türkmen. Mng. Personal interview. Nicosia, MA. Jan 7 2004)

TAHİR HOCANIN VE OĞULLARI LTD.

Tel: 223 71 91

Manager: Osman Hoca'nın

A1: I do not spend for training.

A2: New entry level employees

A3: On-the- job

(Osman Hoca'nın. Mng. Personal interview. Nicosia, MA. Jan 7 2004)

TEK SER LTD.

Tel: 228 20 06

Manager: Kutlay Erk

A1: I do not spend for training.

A2: New entry level employees

A3: On-the- job

(Kutlay Erk. Mng. Personal interview. Nicosia, MA. Jan 8 2004)

TENTEN GIDA MAMÜLLERİ LTD.

Tel: 228 44 01



Manager: Salih Tunar

A1: I do not spend for training.

A2: New entry level employees

A3: On-the- job

(Salih Tunar. Mng. Personal interview. Nicosia, MA. Jan 7 2004)

THE PHONE STORE LTD.

Tel:227 28 28

Manager: Namık Doygun

A1: I do not spend a percentage of my annual budget for training.

A2: New-entry level employees

A3: On-the- job

(Namık Doygun.Mng. Personal interview. Nicosia, MA. Jan 7 2004)

TUĞCA LTD.

Tel: 225 60 79

Manager: Mehmet Tuğcan

TURSAN TURİZM

Tel: 228 32 98

Manager: Ali Ahmet Özkan

A1: I do not spend a percentage of my annual budget for training.

A2: New-entry level employees

A3: On-the- job

(Ali Ahmet Özkan.Mng. Personal interview. Nicosia, MA. Jan 7 2004)

UMPA LTD.

Tel: 227 86 65

Manager: Bayram Özel

A1: We do not spend a percentage of my annual budget for training.

A2: New-entry level employees

A3: On-the- job

(Bayram Özel.Mng. Personal interview. Nicosia, MA. Jan 7 2004)

UNICOM TIC. LTD.

Tel: 227 63 53

Manager: Ferhat Temizyürek

UYGAR AND BROTHER

Tel: 228 82 67

Manager: Metin Yalçın

A1: I do not spend a percentage of my annual budget for training.

A2: New-entry level employees

A3: On-the- job

(Metin Yalçın.Mng. Personal interview. Nicosia, MA. Jan 7 2004)

VELİ KARDEŞLER LTD.

Tel: 228 66 85

Manager: Veli Esendağlı

A1: I do not spend a percentage of my annual budget for training.

A2: New-entry level employees

A3: On-the- job

(Veli Esendağlı.Mng. Personal interview. Nicosia, MA. Jan 8 2004)

YAKINDOĞU BANK

Tel: 227 40 92

Manager: Evrim Hınçal

A1: We do not spend a percentage of my annual budget for training.

A2: New-entry level employees

A3: On-the- job

(Evrin Hınçal.Mng. Personal interview. Nicosia, MA. Jan 8 2004)

YARİM LTD.

Tel: 228 77 19

Manager: Tekin Köse

A1: We do not spend a percentage of my annual budget for training.

A2: New-entry level employees

A3: On-the- job

(Tekin Köse.Mng. Personal interview. Nicosia, MA. Jan 8 2004)

YUSUF ÇOCUK LTD.

Tel: 225 28 76

Manager: Oktay Çocuk

A1: I do not spend a percentage of my annual budget for training.

A2: New-entry level employees

A3: On-the- job

(Oktay Çocuk.Mng. Personal interview. Nicosia, MA. Jan 8 2004)

YUSUF PARALİK CO. LTD.

Tel: 225 33 80

Manager: Yüksel Paralik

A1: We do not spend a percentage of my annual budget for training.

A2: New-entry level employees

A3: On-the- job

(Yüksel Paralik.Mng. Personal interview. Nicosia, MA. Jan 8 2004)

YÜCEL KÖSEOĞLU TİC.

Tel: 223 64 35

Manager: Yücel Köseoğlu

A1: I do not spend for training.

A2: New entry level employees

A3: On-the- job

(Yücel Köseoğlu. Mng. Personal interview. Nicosia, MA. Jan 7 2004)

AKTAŞLILAR MÖBLE LTD.

Tel: 225 27 08

Manager: Mustafa Aktaşlılar

A1: I do not spend for training.

A2: New entry level employees

A3: On-the- job

(Mustafa Aktaşlılar. Mng. Personel interview. Nicosia, MA. Jan 8 2004)

EN-TAM TİC. LTD.

Tel.366 72 49

Manager: Erbay Elcil

A1: I do not spend for training.

A2: New entry level employees

A3: On-the- job

(Erbay Elcil. Mng. Personel interview. Nicosia, MA. Jan 8 2004)

KOÇAK VE OĞULLARI TİC:LTD.

Tel: 223 30 24

Manager: Mustafa Koçak

A1: We do not spend a percentage of my annual budget for training.

A2: New-entry level employees



A3: On-the- job

(Mustafa Koçak. Personal interview. Nicosia, MA. Jan 7 2004)

MURAT ELEKTRONIK

Tel: 228 84 15

Manager: Murat Arar

A1: I do not spend a percentage of my annual budget for training.

A2: New-entry level employees

A3: On-the- job

(Murat Arar. Personal interview. Nicosia, MA. Jan 7 2004)

ÖZERK CO. LTD.

Tel: 228 57 80

Manager: Kadri Fellahoğlu

A1: I do not spend a percentage of my annual budget for training.

A2: New-entry level employees

A3: On-the- job

(Kadri Fellahoğlu. Personal interview. Nicosia, MA. Jan 7 2004)

YILDIZ MÖBLE

Tel: 225 45 12

Manager: Uğur Yıldız

A1: I spend %2 percentage of my annual budget for training.

A2: Upper level employees

A3: On-the- job

(Uğur Yıldız. Mng. Personal interview. Nicosia, MA. Jan 7 2004)

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