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MAN 400

LEADERSHIP STYLES IN TRNC IN PRIVATE ORGANISATIONS

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NICOSIA

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INTRODUCTION

Leadership is very important when it comes to running the business as well as running a country. There are two different ideas. Some says that leaders are born but some says that leaders are made.I think that, if you have the desire and will power ,you can became an effective leader.Good leader develop through a never-ending process of self-study,education,training and experience.This guide will help you through that process.

To inspire your people into higher levels of team work, there are certain things you must be,know and do.These do not come naturally,but they are acquired through continual work and study.The best leaders are continually working and studying to improve their leadership skills.These are technical skills,human skills and conceptual skills. Now a day leadership is more important than past, because technology will change quickly and there are lost of competitors who wants to do your job. If you are a good leader and manager you must improve yourself to win this competition.

In order to be an effective manager one has to have capabilities being an effective leaders too. If as a manager one can be effective leader as well both organisation and employees will benefit from it. Effective in a voluntary way, when employees are productive and satisfied they will produce better quality products which will bring profits to the organisation.

In my paper I will try to find out what type of leadership style is in use in north cyprus.While preparing the paper I will concantrate on issues like concern for people and concern for production. In order to carry out my research I will make a questioner and will observe the managers in their own business place.

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I OWERVIENING THE NATURE OF LEADERSHIP IN ORGANIZATIONS

1.1The Nature of leadership

Leadership is a subject that has long exeited interest amoung people. The term connotes images of powerfull, dynamic individuals who command victorious armies, or shape the corse of nations. Leadership is the process of influencing and supporting others to work enthusiastically toward achieving objectives. It is the critical factors that hels an individual or a group identify their goals and then motivates and assists in achiving the stated goals. Whitout Leadership, an organization whould be only a confusion of people and machines. Leadership,then, is the catalyst that transforms potential into reality. The questions about leadership have no long been a subject of speculation, but scientific research on leadership did not begin until the twentieth century. The focus of much of the research has been on the determinants of leadership effectiveness. Social scientists have attempted to discover what traits, abilities, behaviour, sources of power, or aspects of a situation determine how well. A leader is able to influence followers and accomplish group objectives.

1.1.1 Leadership

The dictionary definition of a leader is that of are who leads or goes first. Clearly the leader does not always go first but a separate definition would develop out of idea of one who leads, ie, one who motivates. Thus it is very difficult to separate out theories and concept of Leadership and motivation. The leader to fulfil their role has to know how to motivate people and must seek ways to do this so as to maintain their role as leader. Leadership is the ability to get work done with and through others, while at the same time winning their confidence, respect, loyalty and willing coorperation. Leaders influence many aspects of work, they are the chief communicator of the group; affect motivation by their behaviour; and are responsible for the group's objectives being understood and achieved. In my own idea, leadership is getting people to follow their leader. The most skilled leaders ask themselves, "What can I say or do to get my followers to cause themselves to do what I need them to do?" The best leaders cause maximum followership. The art of causing followership is founded on a few deceptively simple principles. One of the most important of these

is that people do what their minds and emotions tell them to do, not necessarily what the leader says to do. A second principle is that the follower provides the motivation. No leader can motivate others. They can cause followers to motivate themselves.

1.1.2 Principals of leadership

There are 11 principles of leadership these are as followers.

-Know yourself and seek self-improvement. In order to know yourself, you have to understand your be, know and do, attributes. Seeking self-improvement means continually strengthening your attributes. This can be accomplished through reading, self-study, classes etc.

-Be technically proficient. As a leader, you must know your job and have a solid familiarity with your employees' jobs.

-Seek responsibility and take responsibility for your action. Search for ways to guide your organisation to new heights. And when things go wrong, they will sooner or later, do not blame others. Analyse the situation, take corrective action, and move on to the next challenge.

-Make sound and timely decision. Use good problem solving, decision making, and planning tools.

-Set the example. Be a good role model for you employees. They must not only hear what they are expected to do, but also see.

-Know your people and look out for their well-being. Know human nature and the importance of sincerely caring for your workers.

-Keep your people informed. Know how to communicate with your people, senior, and other key people within the organisation.

-Develop a sense of responsibility in your people. Develop good character traits within your people that will help them carry out their professional responsibilities.

-Ensure that tasks are understood, supervised, and accomplished. Communication is the key to this responsibility.

-Train your people as a team. Although many so called leaders call their organization, department, section, etc. a team; they are not really team. They are just a group of people doing their jobs.

-Use the full capabilities of your organisation. By developing a team spirit, you will be able to employ your organisation, department, section, etc. to its fullest capabilities.

1.2 Leadership Behaviour

Every leader need certain skills to be effective in their job and also they have characteristic to be a leaders.

1.2.1 Skills used by leaders

Leaders use different skills for diferent situation these are; Technical, Human, conceptual skills.

1.2.1.1 Technical skills:

Technical skill refers to a person's knowledge and ability in any type of process or technique.Examples are the skills learned by accountants, engineers, word processing operators, and toolmakers.Technical skill is the distinguishing feature of job performance at the operating and professional levels,but as employees are promoted to leadership responsibilities, their skills become proportionately less important.As manager ,they increasingly depend on the technical skills of their subordinates and in many cases have never practiced some of the technical skills that they supervise.

1.2.1.2 Human skills:

Human skill is the ability to work effectively with people and to build teamwork.No leader at any organizational level escapes the requirement for effective human skill.It is a major part of leadership behavior and discussed throughout this book.

1.2.1.3 Conceptual skills:

Conceptual skill is the ability to think in terms of models ,frameworks ,and broad relationship,such as long-range plans. It becomes increasingly important in hihger manegarial jobs.Conceptual skill deals with ideas ,while human skill concerns people and technical skill involves things. As you go up the managerial hierachy conceptual skills become more important and technical skills become less important. This mean relations are needed at all levels.

Analysis of leadership skills helps to explain why outstanding department heads sometimes make poor vice presidents.They may not be using the proper mixture of skills required for the higher-level job ,particularly additional conceptual skill.

1.2.2 Characteristic of leaders

The six most important characteristics are high level of personal drive, The desire to lead, personal integrity, self-confidence, analytical ability/judgment, knowledge of the company/industry/technology and also charisma

1.2.3 Traits of effective leaders

A recent research on leadership traits suggests that some factors differentiate Leaders from non leaders. The six most important traits are Awareness, Focus, Creativity, integrity, Self-discipline, Perseverance.

-Awareness: Leaders are aware of the human influence. They are aware of their surroundings and quite capable of reacting to situations that arise. Being "connected" allows the leader to be reactive and proactive.

-Focus: Leaders are able to focus on their project at hand. This focus is utilised to manage a group of people or to move people into combat. In each situation, energies are channeled into a desired result. (How they perform these feats is another issue.)

-Creativity: Leaders are able to move time, resources, energy and ideas in methods others thought impossible or implausible. In any case, the ability to create opportunity distinguishes their methods from following the crowd.

- Integrity: Leaders have a "community" sense of right and wrong. Each culture and environment has a set of standards in which they believe. The leader not only mirrors their followers, in many cases the leader enhances a particular trait to a higher degree.

-self-discipline: Leaders have the one true trait that makes them start a project, task or idea. How many people have said that they have had "that" idea years ago, only to be purchasing another's invention? Self-discipline requires the maturity to do what is needed, not always what is desired in the present moment.

- Perseverance: Leaders have follow through. They are people who, without fail, should be counted on to complete a project. They have to set a schedule and complete whatever comes along.(even when facing obstacles.)

1.3 Leadership styles

Each person has a leadership style that they feel confortable with. These are Autocratic, Democratic, Free-Rain leaders.

1.3.1 Style autocratic

- Characteristics

-Tells others what to do

-Limits discussion on ideas and new ways of doing things

-Group does not experience feeding of teamwork

- When Effective

-Time is limited

-Individuals / Group lack skills and knowledge

-Group does not know about each other

- When Ineffective

-Developing a strong of team is the goal

-Some degree of skill / knowledge is in members

-Group wants an element of spontaneity in their work

1.3.2 style democratic

- Characteristics

-Involves group members in planning and carrying out activities

-Asks before tells

-Promote the sense of teamwork

- When effective

-Time s available

-group is motivated and / or a sense of team exists

- When Ineffective

-Group is unmotivated

-No skill / Knowledge is in members

-High degree of conflict present

1.3.3 style free-rain

- Characteristics

-Give little or no direction to group/ individual

-Opinion is effective only when requested

-A person does not seem to be in charge

- When Effective

-High degree of skill and motivation

-Sense of team exists

-Routine is familiar to participants

- When Ineffective

-Love sense of team/ interdependence

-Low degree of skill / Knowledge is in members

-Group experts to be told what to do

1.4 Positive and negative leaders

There are differences in the ways leaders approach people to motivate them if the approach emphasises rewards-economic or otherwise-the leader use positive leadership. Better employee education, greater demand for independence, and other factors have made satisfactory employee motivators more dependent on positive leadership.

If emphasis is placed on penalties, the leader is applying negative leadership, This approach can get acceptable performance in many situation but it has high human cost. Negative leaders act domineering and superior with people. To get work done, they hold over their personal such as penalties as less of job, reprimand in the presence of others, and a few days off without pay. They display authority in the false belief that it frightens everyone into productivity. They are bosses more than leaders.

II THEORIES OF LEADERSHIP

2.1 Fiedler's contingency model

An early ,but often controversial contingency model of leadership was developed by Fred Fiedler and his associates.This model builds upon the previous distinction between task and employee orientation, and suggests that the most appropriate leadership style depends on whether the overall situation is favorable,unfavorable,or in an intermediate stage of favorability to the leader.As the situation varies,leadership requirements also vary.

Fiedler shows that a leader's effectiveness is determined by the interaction of employee orientation with three additional variables that relate to the followers,the task and the organization .They are leader-member relations, task structure,and leader position power.Leader-member relations are determined by the manner in which the leader is accepted by the group.İf,for example, there is group friction with the leader ,rejection of the leader ,and reluctant compliance with orders,then leader-member relations are low. Task structure reflects the degree to which one specific way is requare to do the job. Leader position power describe the organizational power that goes with the position the leader occupies. Examples are power to hire and fire, status symbol and power to give raises and promotions.

The relationship among these variables are high and low employee orientations are shown on the vertical scale. Various combinations of the other three variables are shown on the horizontal scale, arranged from leader favorable conditions to leader-unfovorable conditions. Each do not on the chart represents the data form a specific research project. The chart clearly shows that the considerate, employee-orientated manager is most succesful in situations that have intermadiate favorableness to the leader (the middle of the chart). At the chart's extremes, which represent conditions either quite favoravble or quiet unfavorable to the leader, the structured, task-oriented leader seems to be more effective.

The conclusions of the fiedler model may be explained in the following manner. In highly unstructured situations the leader's structure and control are seen as removing undesirable ambiguity and the anexiety that results from it, and so structuredapproachmay be preferred. In stuation where the task is highly routine and the leader has good relations with the employeea, they may perceive a task orientation as supportive to their job performance (clearing the path). The remaining broad middle ground requires better leader-member relations to be established, and so a more considerate, employee-oriented leader is effective.

2.2 Hersey and blanchard situational leadership model

Another contingency approach, the situational leadership (or life cycle) model developed by hersey and blanchard, suggests that the most important factor affecting the sellection of a leader's style is the development (maturity) level of a subordinate. Development level is the task-specific combination of employeescompetence and motivation to perform (competence). Managers assess it by examining an employee's level of job knowledge, skills, and ability, as well as willingness to take responsibility and capacity to act indipendently. Employees typically (according to theory y assumtions) become better developed on a task as they receive appropriate guidance, gain job experience, and see the rewards for cooperative behavior. Both the competence to perform a given task and the commitment to do so can vary among employees, and therefore development levels demand different responses from leaders.

Hersey and Blanchard use a combination of guidance and supportive (also called task and relationship) orientations to create four major style-telling, selling (coaching), paticipating (supportive), and delegating. These are matched with the progressive development levels of the employees (see figure c), suggesting that a manager's leadership style should vary with the situation. The model is simple, intuitively appealing, and accent an important cantingency factor (the individual employee's capabilities on a specific task) that is sometimes overlooked. However,it ignores several other critical elements that determine leadership style, and it does not yet have a widely accepted research base. Despite these limitations, it has achieved considerable popularity and also awakened many managers to the idea of contingency approaches to leadership style.

2.3 Managerial grid

Robert R. Blake and Jane S. Mouton develop the managerial grid, which is quite popular among managers as a tool in identifying their styles. The grid is based on the Leadership styles dimensions of concern for people and concern for production, which essentially mirrors the dimensions of consideration and structure discussed above. The Grid clarifies, on two 9-points scale, how to dimensions are related. It also establishes a uniform language and framework for communication about appropriate leadership styles. The "1,9 leaders" are high in concern for people but so low in concern for production that output is typically low they are "country-club leaders" In sharp constant the "9,1 leaders are overly concerned with production to exclusion of their employees needs. The 9,1 tend to be authoritarian bosses. A 1,1 leaders does not place adequate emphasis on either dimension and would predictable fail like most free-rain leaders. A more desirable balance of the two dimensions is form "5,5" and "9,9" with the latter assumed by Blake and mouton to be the most effective style.

2.4 Path-Goal Model of leadership

Robert house and others have further developed a path-goal view of leadership initially presented bu Martin G. Evans, which is derived from the expectancy model of motivation. Path-Goal leadership states that the leader's job is to use structure, support, and rewards to create a work environment that helps employees reach the organization's goal. The two major roles involved are to create a goal orientation and to improve the path toward the goals so that they will be attained. Leaders identify employee needs, provide appropriate goals, and then connect goal accomplishment to rewards by clarifying expectancy and instrumentality relationships. Barriers to performance areremoved, and gıidence is provided to the employee. The expectancy result of the process include job satisfaction, acceptance of the leader, and greater motivation.These shoul pay off further in effective performance and goal attainment.

- Goal Setting; goals play a center role in the path-goal process. Goal setting is the establishment of target and objectives for successful performance, both long run and short run. It provides a measure of how well individuals and groups are meeting perfarmance standards.

The basic premise underlying goal setting is that human behavior is goal-directed. Group members need to feel that they have a worthwhile goal that can be reached with the resources and leadership available. Without goals,different member may go in different directions. This difficalty will continue as long as there is no common understanding of the goals involved.

- Path Improvement; the steps surrounding goals represent only half of the path-goal leadership process. Leaders also need to consider some contincecy factors and the range of leadership options open to them before deciding how to go about smoothing the path toward a goal. In particular, the need for two kind of support must be weighed.

Leaders provide both task and psychological support for their employees. They provide task support when they help assemble the resources, budgets, power, and other elements that are essential to get the job done. Equally important, they can remove enviromental constraints that sometimes inhibit the performance of the employee, exhibit upeard influence, and provide

recongnition contingent upon effective affort and performance. But psychological support is also needed. Leaders must stimulate people to want to do the job.

- Leadership Styles of Path Goal:

According to path-goal theory, the leader's roles are to help employees understand what to be done (goal) and how to do it (path). Further, leaders need to help employees see how achieving the goals will be beneficial to them and the organization. This should result in preceptions of high expectancy (Effort leading to goal achievement and hence to valued reward). Leaders, however to decide which style to use with each employee, and the path-goal model identifies four alternatives:

-Directive leadership: In which the leader focuses on clear task assignments, standards of successful performance, and work schedules.

-Supportive leadership: In which the leader demonstrate concern for employee well-being and their needs, while trying to create a pleasant work enviroment.

-Achievment-oriented leadership: In which the leader sets high expectations for employees, communicates confidence in their ability to achive challenging goals, and enthusiastically models the desired behavior.

-Participative leadership: In which the leader invites employees to provide input to decisions, and seriously seeks to use their suggestions as final decisions are made.

III ANALYSES OF LEADERSHIP STYLES IN TRNC IN ORGANISATIONS

3.1 Managerial Grid

The blake and mouton managerial grid uses two axis. "concern for people" is plotted using the vertical axis and "concern for production(task)" is along the horizontal axis. They both have a range of 1 to 9. The notion that just two dimensions can describe a managerial behaviour has the attraction of simplicity. These two dimensions can be drown as graph or grid as shown in figure managerial grid.

Most people would fall somewhere near the middle of the two axes. But, by going to the extremes, that is, people who score on the far end of the scales, we come up with four types of leaders: Authoritarian (9 an task, 1 on people), Team Leader (9 on task, 9 on people), Country Club (1 on task, 9 on people), and Impoverished (1 on task, 1 on people).

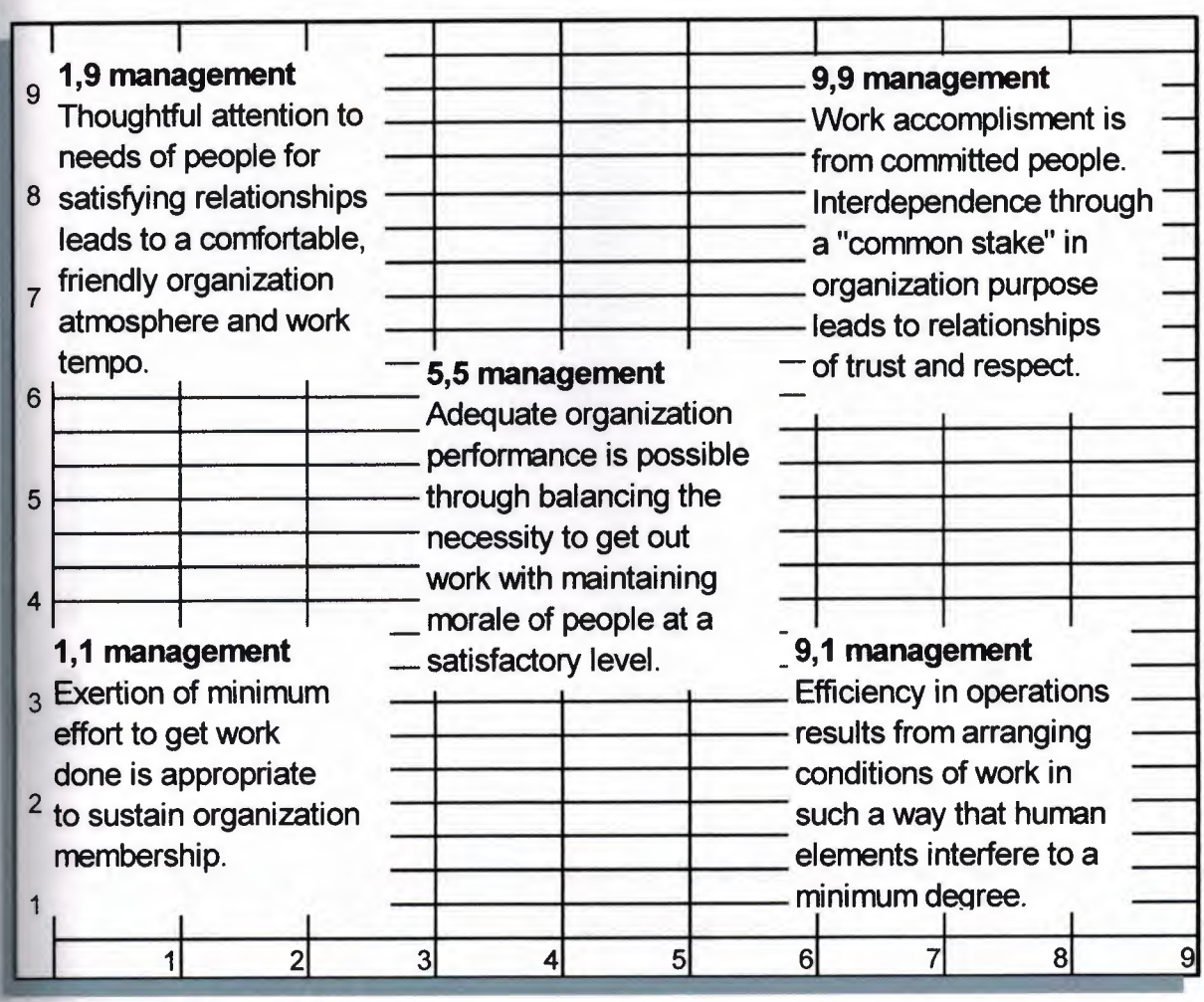
- Authoritarian Leader-high task, low relationship –9,1:people who get this rating are very much task oriented and are hard on their workers (autocratic). There is little or no allowance for coorperation or collaboration. Heavily task oriented people display these characteristics: they are very strong on schedules; they expect people to do what they are told without question or debate; when something goes wrong they tend to focus on who is to blame than concentrate on exactly what is wrong and how to prevent it; they are intolerant of what they see as dissent (it may just be someone's creativity) so it is difficult for their subordinates to contribute or develop.
- Team Leader- high task, high relationship-9,9: this type of leader leads by positive example. She endeavors to foster a team environment in which all team members can reach their highest potential, both as team members and as people. She encourages the team to reach team goals as effectively as possible, while also working tirelessly to strengthen the bonds among the various members. They form and lead the most productive teams.
- Country Club Leader-low task, high relationship-1,9: This leader uses predominantly reward power to maintain discipline and to encourage the team to accomplish its goals. Conversely, she is almost incapable of employing the more punitive coercive and legitimate powers. This inability result from the leaders' fear that using such powers could jeopardize her relationships with the team members.

- Impoverished leaders- low task, low relationship-1,1. This person uses a "delegate and disappear" management style. Since he is not committed to either task accomplishment or maintenance; he essentially allows the team to do what ever it wishes and prefers to datach himself from the team process by allowing the team to suffer from a series of power struggles.

- Middle of the road- moderate production, moderate relationship. That person cares about both people and production with the moderate level. They are not concentre task only or people only.

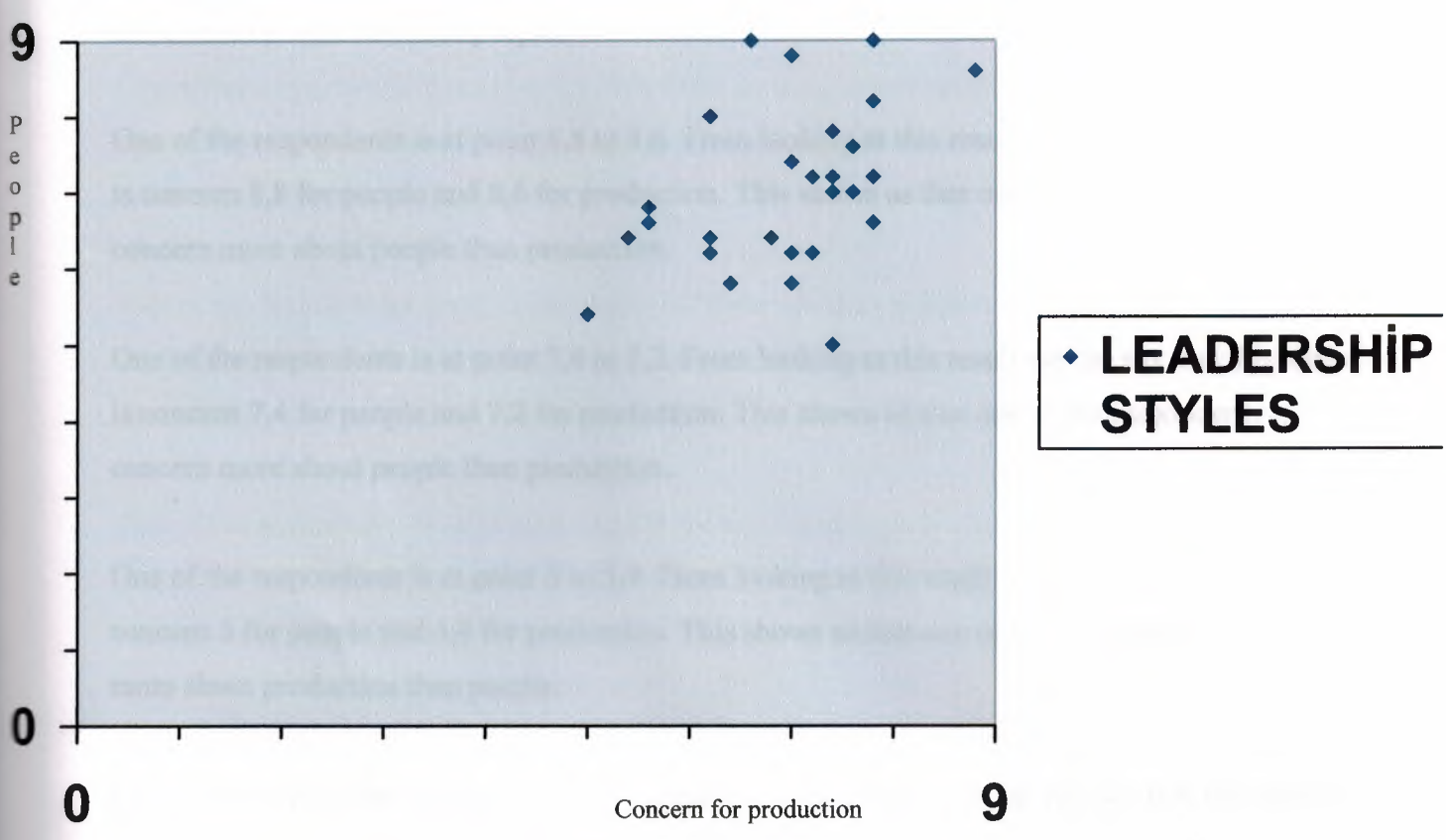
The most desirable place for a leader to be along the two axis at most time would be 9 on task and 9 on people, the Team Leader. However, do not entirely dismiss the other three. Certain situation might call for one of the other three to be used at times. For example, by playing the Impoverished Leader, you allow your team to gain self-reliance. Be an Authoritarian Leader to in still a sense of discipline in an unmotivated worker. By carefully studying the situation and the forces affecting it, you need to be in order to achieve the desired result.

The Managerial Grid



3.2 Analyses of respondents

Managerial grid



One of the respondents is at point 5,6 to 6,8. From looking at this result we can say that this leader is concern 5,6 for people and 6,8 for production. This shows us that one of the respondents is concern more about production than people.

One of the respondents is at point 7,8 to 8,2. From looking at this result we can say that this leader is concern 7,8 for people and 8,2 for production. This shows us that one of the respondents is concern more about production than people.

One of the respondents is at point 7,2 to 6,2. From looking at this result we can say that this leader is concern 7,2 for people and 6,2 for production. This shows us that one of the respondents is concern more about people than production.

One of the respondents is at point 7 to 7,4. From looking at this result we can say that this leader is concern 7 for people and 7,4 for production. This shows us that one of the respondents is concern more about production than people.

One of the respondents is at point 8,8 to 8,6. From looking at this result we can say that this leader is concern 8,8 for people and 8,6 for production. This shows us that one of the respondents is concern more about people than production.

One of the respondents is at point 7,4 to 7,2. From looking at this result we can say that this leader is concern 7,4 for people and 7,2 for production. This shows us that one of the respondents is concern more about people than production.

One of the respondents is at point 5 to 5,4. From looking at this result we can say that this leader is concern 5 for people and 5,4 for production. This shows us that one of the respondents is concern more about production than people.

One of the respondents is at point 7,6 to 7. From looking at this result we can say that this leader is concern 7,6 for people and 7 for production. This shows us that one of the respondents is concern more about people than production.

One of the respondents is at point 7,8 to 9. From looking at this result we can say that this leader is concern 7,8 for people and 9 for production. This shows us that one of the respondents is concern more about production than people.

Two of the respondents are at point 7 to 8,8. From looking at this result we can say that this leader is concern 7 for people and 8,8 for production. This shows us that two of the respondents are concern more about production than people.

One of the respondents is at point 7 to 5,8. From looking at this result we can say that this leader is concern 7 for people and 5,8 for production. This shows us that one of the respondents is concern more about people than production.

One of the respondents is at point 6,6 to 9. From looking at this result we can say that this leader is concern 6,6 for people and 9 for production. This shows us that one of the respondents is concern more about production than people.

Two of the respondents are at point 5,4 to 6,4. From looking at this result we can say that this leader is concern 5,4 for people and 6,4 for production. This shows us that two of the respondents are concern more about production than people.

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One of the respondents is at point 6,8 to 6,4. From looking at this result we can say that this leader is concern 6,8 for people and 6,4 for production. This shows us that one of the respondents is concern more about people than production.

Two of the respondents are at point 7,4 to 7. From looking at this result we can say that this leader is concern 7,4 for people and 7 for production. This shows us that two of the respondents are concern more about people than production.

One of the respondents is at point 6,2 to 6,2. From looking at this result we can say that this leader is concern 6,8 for people and 6,4 for production. This shows us that one of the respondents is concern more about both people and production.

One of the respondents is at point 7,4 to 7,8. From looking at this result we can say that this leader is concern 7,4 for people and 7,8 for production. This shows us that one of the respondents is concern more about production than people.

One of the respondents is at point 7,6 to 7,6. From looking at this result we can say that this leader is concern 7,6 for people and 7,6 for production. This shows us that one of the respondents is concern more about both people and production.

One of the respondents is at point 6,2 to 8. From looking at this result we can say that this leader is concern 6,2 for people and 8 for production. This shows us that one of the respondents is concern more about production than people.

One of the respondents is at point 7,4 to 5. From looking at this result we can say that this leader is concern 5 for people and 7,4 for production. This shows us that one of the respondents is concern more about people than production.

One of the respondents is at point 6,2 to 6,4. From looking at this result we can say that this leader is concern 6,2 for people and 6,4 for production. This shows us that one of the respondents is concern more about production than people.

One of the respondents is at point 6,2 to 5,8. From looking at this result we can say that this leader is concern 6,2 for people and 5,8 for production. This shows us that one of the respondents is concern more about people than production.

One of the respondents is at point 7,8 to 6,6. From looking at this result we can say that this leader is concern 7,8 for people and 6,6 for production. This shows us that one of the respondents is concern more about people than production.

Two of the respondents are at point 7 to 6,2. From looking at this result we can say that this leader is concern 7 for people and 6,2 for production. This shows us that two of the respondents are concern more about people than production.

One of the respondents is at point 7,8 to 7,2. From looking at this result we can say that this leader is concern 7,8 for people and 7,2 for production. This shows us that one of the respondents is concern more about people than production.

One of the respondents is at point 7,2 to 7,2. From looking at this result we can say that this leader is concern 7,2 for people and 7,2 for production. This shows us that one of the respondents is concern more about both people and production.

Lastly I saw that the employees education level is the mixture of secondary school and university. All the managers are graduated in university. And they all said that there is economic block in Cyprus.

3.3 Calculation of managerial grid

With the sense of managerial grid I prepare eighteen questions. Nine questions is about "concern for people" and the other nine questions is about "concern for production. In appendix A I write that questions. Also I could not write these question orderly I just mix them up in order to analyse managers correctly. Then from the mangers I want to give a number to the question (1-5). These are as follows: 1 refers never, 2 refers in between of never and sometimes, 3 refers sometimes, 4 refers in between of sometimes and always, 5 refers always. I make answers 1-5 because it is easy to take average of these points.

For example if they give 5, 4, 3, 2, 4, 5, 3, 5, 2 for one of the nine questions I sum these numbers than multiply them with 0,20 then I find the place of that axis.

5+ 4+ 3+ 2+ 4+5+ 3+ 5+ 2 = 33*0,2 = 6,6 the place of that axis is 6,6

why do we multiply with 0,2? Because when you multiply with the biggest number of the answers you will get 1 and there are 9 question on both axis. Then you can find where you plot the point.

IV Limitations

I planed to make questioner with 50 managers and I went to 59 managers. But out of 59 only 34 managers gives me answers for my questioner and 25 of the managers could not gives me answers. Because they said that they have a meeting or they have a work to do. So I could not reach my aim because of some managers. Lastly my aim was make questioner with employees as well but time limitation as well as employees not willing to respond then I decided to make this survey with employees and managers in my master thesis.

V Conclusion

As I mentioned before I conducted my research to the leaders in the organisations in North Cyprus. Research was made to thirty five leaders aiming to find out their leadership styles. After the research I find out that leadership styles of the leaders in North Cyprus is the mixture of middle of the road and team leader. In my study I also find out the education level of employees and also looked at the current situation in North Cyprus. Because leadership style is best found by looking at the situation, leaders and the subordinates. Education level of subordinates are about eighty percent. According to my study education level of subordinates is at least secondary level. Educated workforce is always helpful for leaders to improve the level of organisations. So I can say that the educated workforce is another advantage to the Leaders in North Cyprus in performing their activities. As we all know it is easier to motivate theory y type of employees. According to the information that I gained from managers their employees are theory y type of employees which enable manager to be able to use the mixture of middle of the road leadership style and team leader. Managers can only apply the mixture of middle of the road and team leader styles only if they have capable employees. In the case of North Cyprus, it is the educated and self-motivated employees which leads to mixture of middle of the road leader and team leader styles.

Economic situation in North Cyprus is not very promising because of embargos imposed to the country. After joining the European Union with the special training courses both themselves and the leaders can improve themselves ready and reach the European standards. Situation in North Cyprus is not very promising because of the embargos imposed to the country. Embargos limits the leaders when it come to production and marketing their product. I can say that it will not be very hard for the organisations to adapt themselves to the European Union. Provided that European Union supports small, medium size enterprises to help them stand them on their own feet until they improve themselves to come to a level to compete with other businesses.

In the end I can say that the style used in Cyprus is the style which is preferred by the organisations in America and Europe which is called middle of the road and the team leader style.

VI Recommendations

In TRNC we can say that education level in general is very high. Managers of the organisations, which I surveyed they agree with this idea. I will recommend that if the educated workforce is used at the right position this is to say that right employee should be assigned to right job. In this way leaders can use their employees knowledge in the best way.

-Continues training of employees as an other important factor.

-Diverting students in the areas where the Northern Cyprus needs more workforce.

-Giving more incentives to motivate employees.

-Increasing quality of the goods and services.

If organisations in North Cyprus could improve issues I believe that leadership style will move towards to 9,9 (Team leader) which is known as the best and ideal leadership style. In this way leaders can use their employees full capacity and can increase their productivity and quality.

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APPENDIX A

Questioner

1_____I encourage my to participate when it comes decision making time and I try to implement their ideas and suggestions.

2_____Nothing is more important than accomplishing a goal or task.

3_____I closely monitor the schedule to ensure a task or project will be completed in time.

4_____I enjoy coaching people on new task and procedures.

5_____The more challenging task is, the more I enjoy it.

6_____I encourage my employees to be creative about their job.

7_____When seeing a complex task through to completion, I ensure that every detail is accounted for.

8_____I find it easy to carry out several complicated tasks at the same time.

9_____I enjoy reading articles, books, and journals about training, Leadership, and psychology; and then putting what I have read into action.

10_____When correcting mistakes, I do not worry about jeopardizing relationships.

11_____I manage my team very efficiently.

12_____I enjoy explaining the intricacies and details of a complex task or project to my employees.

13_____Breaking large projects into small manageable tasks is second nature to me.

14_____Nothing is more important than building a great team.

15_____I enjoy analysing problems.

16_____I honor others people boundaries.

17_____Councelling my employees to improve their performance or behaviour is second nature to me.

18_____I enjoy reading articles, books, and trade journals about my profession; and then implementing the new procedures I have learned.

Note: What can you say about your employees educations?

-Primary school -primary and secondary school

-secondary school -secondary and university -university

What is your education level?

-High school -University

Does your country have economic block if yes does this block effects your company?

Q1-yes -No

Q2-Yes -No

APPENDIX B

Questioner

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1- Kuru Paspas : Sentetis maddeden yapılan kuru silme paspası ile yüzeydeki döküntü ve tozların süpürülerek temizlenmesidir. Özellikle geniş alanların temizliğinde çok pratiktir.
2- Nemli / Islak Paspas : Nemli veya ıslak silme paspası pamuk - sentetik karışımı maddeden yapıldığı için toz ve kirleri emme özelliğine sahiptir. Nem ve sudan etkilenmeyen yüzeylerin temizliğinde kullanır. Islak paspas, çift kovalı döner presli paspas arabası kullanılarak yapılır.

* Paspas yapılacak yüzeydeki çöp ve döküntüler temizlendikten sonra, alan genişse bölümlere ayrılır.
* Paspas yapmaya kapıya en uzak noktadan, duvar ve zeminin birleştiği yerden başlanmalıdır.
* Paspaslama (8) hareketi ile yapılır.
* Paspas arabasının kovalarına yeterli miktarda su doldurulur. Kovalardan birine uygun temizlik maddesi koyarak solisyon hazırlanır.

d- Cilalama : Yüzeyin cinsine uygun cila maddesinin yüzeye yayılması ve koruyucu bir tabaka oluşturması için yapılan işlemdir. Cila yüzeyi koruduğu için tozlanma, kirlenme ve lekelenmeyi de geciktirir. Yüzeye parlak bir görünüm verir.

e- Parlatma : Cilalı yüzeyin parlaması için yapılan ovma ve silme işlemine denir.

f- Ovma : Kir ve lekelerin aşındırılarak temizlenmesine denir. Fırça, tel, ped gibi araçlarla yüzey üzerine bastırılarak kir ve leke aşındırılır. Aşındırılan kir ve leke tekrar yüzeye yapışmadan temizlenmelidir. Yüzeyin çizilmemesine dikkat edilmelidir.

g- Silme : Nemli bir bez ile yüzeydeki kirin temizlenmesidir. Nemli toz almadan sadece kirli ve lekeli yerlerin nemli bir bez yardımıyla silinmesi işlemidir.

ğ- Yıkama : Yüzeyin bol su ve temizlik maddesi ile temizlenmesi işlemine yıkama denir. Sudan zarar görmeyen tüm yüzeylerin temizliğinde kullanılan bir yöntemdir.

h- Durulama : Yüzeyin kullanılan temizlik maddesinden arındırılması için bol su ile yıkanmasına durulama denir.

ı- Kuru Temizleme : Yüzeyin ıslak veya nemli olmayan özel temizlik maddesi ile temizlenmesine kuru temizleme denir.

i- Şampuanlama : Şampuan kullanılarak yapılan temizlik işlemidir.

j- Sprey ile Temizlik : Lekelerin sprey şeklindeki ilaçlarla temizlenmesi işlemidir.