

Near East University



Faculty of economic sciences

Department of Business Administration

Graduation project

Man 400

**Leadership styles adopted in banks of Turkish
Republic of North Cyprus**

Supervisor: Dr. Erdal Guryay

Submitted by: Dinara Abdullina

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Abstract

Organizations are facing major challenges, many of them resulting in restructuring, reengineering and downsizing. Work environment have become more complex and sophisticated. The need for leadership, has become more critical. Today's leaders are confronted with unpredictable challenges, which require a different degree of flexibility and leadership style. For managers to lead their workers most effectively, they need a style of leadership behavior that is tailored specifically to the employees' level of commitment.

Employee perceptions of leadership style are all that really matters to leaders. Employees do not respond solely to what leaders think and do and say but to what they perceive leaders are. Leadership is truly in the eyes of the beholders.

The aim of this research was to identify what type of leadership style used in banks of Turkish Republic of North Cyprus, and the workers' perceptions of their supervisors leadership style.

Type of research is descriptive. Study settings is field study. Unit of analysis is workers in banks of North Cyprus. Time horizon is one-shot study, questionnaires were distributed and collected within one month. Nonprobability sampling is applied, convenience sampling method were used. Two type of questionnaire were distributed to supervisors and workers.

Results of this study is that supervisors see themselves as democratic leaders. And workers perceive their supervisors as democratic leaders.

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INTRODUCTION

Problem

Organizations are facing major challenges, many of them resulting in restructuring, reengineering and downsizing. Work environments have become more complex and sophisticated. The need for leadership has become more critical. (Earle, 1996) Alan Deutschman (1993) Therefore, today's leaders are confronted with unpredictable challenges, which require a different degree of flexibility. For managers to lead their workers most effectively, they need a style of leadership behavior that is tailored specifically to the employees' level of commitment. (Niehouse, 1987).

In summary, now appears to be an ideal time to study the types of leadership used in commercial banks of North Cyprus.

So the main problem of this study is to learn which type of leadership is in use in banks of North Cyprus and how it affects the success of organization.

Aim of study

Aim of this research is to learn which types of leadership using the leaders of commercial banks in Turkish Republic of North Cyprus and how it affect the success of organization.

Importance of study

Commercial Banks of North Cyprus was not been studied before because of political situation, but most of Banks are just branches of banks of Turkey, but since it in different country different policies in use, different type of risk in this country, different economical situation and all of this factors affect the type of leadership which has to be

used to make Banks become more successful. Such research will be helpful for future, for banks which has been studied and for students who interested in development of banks stability and success in North Cyprus.

Coverage

In this research has been studied biggest commercial Banks in Lefkosa, other cities were not covered just because Lefkosa is the capital city of North Cyprus and it have all branches of Turkish Banks ,and banks in other cities become the branches of banks of Lefkoşa, so there is no big differences in operating style of other banks in other cities.

Methodology

Methods which were used in this research are:

First of all was made literature review of this topic you can see it in chapter 1 of this project.

Second method is questionnaire, two types of questionnaires were prepared, first type of questionnaires was given to executive managers of banks to understand which type of leadership they use, second type of questionnaires was given to employees of same bank to see their perception of type of leadership their manager is using.

Third method is statistical analyses: analyses were made on data which was collected through questionnaire method and gave the last statistical result.

Limitations

In this research time limitation is march-June. During those months questionnaires were given to banks studied, and results were analyzed. Questionnaires were given not to all workers of the banks, just supervisors, and their subordinates.

CHAPTER 1. THEORETICAL FRAMEWORK FOR LEADERSHIP.

1.1 Leadership

is the process of influencing and supporting others to work enthusiastically toward achieving objectives.(John W.Newstrom, Keith Davis,2002) The leadership process is similar in effect to that of secret chemical that turns a caterpillar into a butterfly with all the beauty that was the caterpillar's potential.

Leadership, then, is the catalyst that transforms potential into reality.

The way in which a leader uses power also establishes a types of style. Each style- autocratic, democratic, laissez-faire- has its benefits and limitations. A leader often uses all three styles over a period of time, but one style tends to be the dominant one.

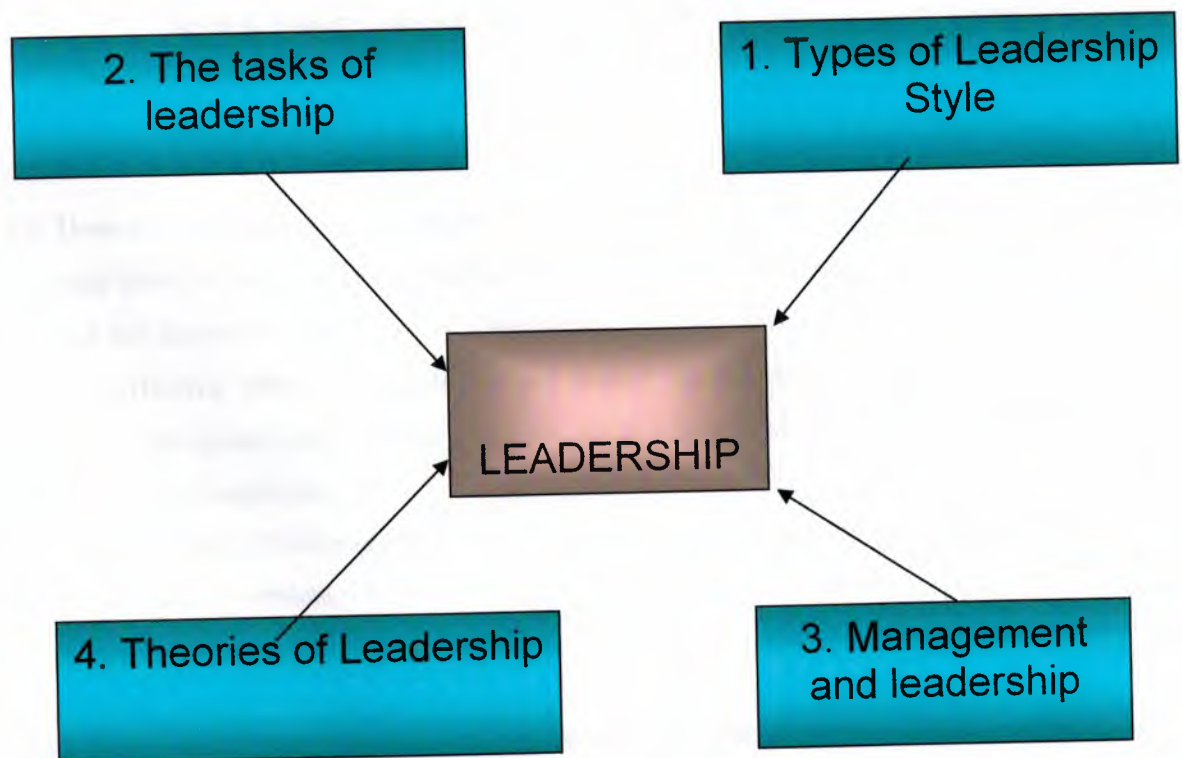


Figure 1.1.Schematic diagram of the theoretical framework.
Source: V.H. Vroom and P.W Yetton, *Leadership and Decision Making*, 1973.

1.2 Types of leadership style

1.2.1 Autocratic leaders centralize power and decision making in themselves. They structure the complete work situation for their employees, who are expected to do what they are told and not think for themselves. The leaders take full authority and assume full responsibility. Autocratic leadership typically is negative, based on threats and punishment, but it can appear to be positive, as demonstrated by the benevolent autocrat who chooses to give some rewards to employees. Some advantages of autocratic leadership are that it is often satisfying for the leader, permits quick decisions, allows the use of less competent subordinates, and provides security and structure for employees. The main disadvantage is that most employees dislike it, especially if it is extreme enough to create fear and frustration. Further, it seldom generates the strong organizational commitment among employees that leads to low turnover and absenteeism rates.

Source: Gregory G. Dess and Joseph C. Picken, *"Leadership in 21st Century,"* 2000.

Brent B. Allred, Charles C. Snow, and Raymond E. Miles, *"Characteristics of Leaders in 21st Century,"* 1996.

1.2.2 Democratic leaders delegate authority involve employees in decision making, and encourage both employee participation and unrestricted communication- all the time making it clear that the leader has the final say. Democratic leaders offer relatively little supervision and are most effective when the employee are highly skilled professionals. But this style has weaknesses: the group may be slow to arrive at decisions, and the leader may end up having little control over employees.

Source: Fred E. Fiedler and Martin m. Chemers, *Leadership and Effective Management,* Glenview, IL:Scott, Foresman, 1974.

1.2.3 Laissez-faire leader clearly decentralize authority. Participative decisions are not unilateral, as with the autocrat, because the use inputs from followers and participation by them. The leader and group are acting as a social unit. Employees are informed about conditions affecting their jobs and encourage expressing their ideas, making suggestions, and taking action.

The general trend is toward wider use of participative practices because they are consistent with the supportive and collegial models of organizational behavior. Because of its importance and increasingly widespread usage.

Source: E.A. Fleishman, *Leadership Climate and Supervisory Behavior*, Columbus, OH: Personal Research Board, Ohio State University Press, 1951.

1.3 Contingency approaches to leadership styles

The autocratic, democratic and laissez-faire leadership styles are not always the best styles to use. At times there are exceptions, and the prime need for leaders is to identify when to use a different style. A numbers of models have been developed that explain these exceptions, and they are called contingency approaches. These models state that the most appropriate style of leadership depends on an analysis of the nature of the situation facing the leader. Key factors in the situation need to be identified first. When combined with research evidence, these factors will indicate which style should be more effective. Four contingency models of this nature are briefly examined:

1.3.1 Fiedler's Contingency Model

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. If, 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 required to do the job.

Leader position power describe the organizational power that goes with the position the leader occupies.

In highly unstructured situations the leader's structure and control are seen as removing undesirable ambiguity and the anxiety that results from it, so a structured approach may be

preferred by employees. In situations where the task is highly routine and the leader has good relations with employees, they may perceive a task orientation as supportive to their job performance. The remaining broad middle ground requires better leader-member relations to be established, so a more considerate, employee-oriented leader is effective.

1.3.2 Hersey and Blanchard's Situational Leadership Model.

The situational leadership(or life-cycle) model developed by Paul Hersey and Kenneth Blanchard, suggested that the most important factor affecting the selection of a leader's style is the development (maturity) level of the subordinate.

Development level is the task-specific combination of an employee's task competence and motivation to perform (commitment). Managers assess development level by examining an employee's level of job knowledge, skill, and ability, as well as willingness to take responsibility and capacity to act independently. Employees typically (according to Theory Y assumptions) become better developed on the task as they receive appropriate guidance, gain job experience, and see the reward for cooperative behavior. Both the competence to perform a given task and the commitment to do so can vary among employees; 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 styles- telling, selling (coaching), participating (supporting), and delegating. These are matched with the progressive development levels of the employees, suggesting that a manager's leadership style should vary with situation. The model is simple and intuitively appealing and accents an important contingency factor that is sometimes overlooked. However, it ignores several other critical elements that determine leadership style, and it does not have widely accepted research base.

1.3.3 Vroom's Decision- Making Model

A useful decision-making model for selecting among various degrees of leadership style (autocratic to democratic) was developed by V.H. Vroom and others. They recognized that problem-solving situations differ, so they developed a structured approach for managers to examine the nature of those differences and to respond appropriately.

Problem Attributes: in this model, managers assess a current decision situation according to its problem attributes –especially the perceived importance of technical quality and employee acceptance.

Decision-quality dimensions include cost considerations and the availability of information and whether or not the problem is structured.

Employee-acceptance dimensions include the need for their commitment, their prior approval, the congruence of their goals with the organization's, and the likelihood of conflict among the employees. By carefully following this analysis in a structured decision-tree format, managers can identify and classify several unique kinds of problems.

Leadership Options

After the type of problems being faced is determined, guidelines are then offered to help managers select one of five approaches to use.

- Autocratic 1- leader individually solves the problems using the information already available.
- Autocratic 2- leader obtains data from subordinates and then decides.
- Consultative 1- leader explain problem to individual subordinates and obtains ideas from each before deciding.
- Consultative 2- leader meets with group of subordinates to share the problem and obtain inputs, and then decides.
- Group 2- leader shares problem with group and facilitates a discussion of alternatives and a reaching of group agreement on a solution.

The usefulness of Vroom's model rests on at least three key assumptions. First, it assumes that managers can accurately classify problems according to the criteria offered. Second, it assumes that managers are able and willing to adapt their leadership style to fit the

contingency conditions they face for each major decision. Third, it assumes that employees will accept the legitimacy of different styles being used for different problems, as well as the validity of the leader's classification of the situation at hand. If all these assumptions are valid, the model holds considerable promise for helping managers choose the appropriate leadership style.

1.4 The Tasks of Leadership

1.4.1 Be the Leader:

A leader is a symbol for the entire group. Serving as symbols, leaders are a representative of the group's collective identity. They embody the goals which the group is motivated toward, committed to, and finds shared values in. They speak for the group in their words and actions. As leaders, Coast Guard men and women, must symbolize and show commitment to our motto "Semper Paratus" and live our core values of honor, respect, and devotion to duty. Only then will we move others to willingly give more than they thought possible toward their collective and individual goals. The leader who serves as a symbol, displays the courage of his or her convictions, can move the group towards its common goals. Looking back to the first essay we are all familiar with the story of Signaller First Class Douglas Munro, who on the night of 27 September 1942, gave his life at Guadalcanal. Placing his landing craft in the direct line of enemy fire, he displayed the courage and supreme devotion to duty, necessary to allow his shipmates to complete the mission and achieve their goal. While we are not often called upon to serve in the fashion of Douglas Munro, we are frequently called upon to be a leader and symbol for the people who live and work with us. Whether it be the Chief on the buoy deck barking orders to the deck force or the boarding officer going about his or her job in the hot sun on the pitching deck of a fishing trawler, each person is a symbol and leader in their own way. They represent 200 years of honor, respect and devotion to duty. Individually and collectively they also provide motivation and drive towards excellence which tells us that: "Every job is a self-portrait of the person who did it. Autograph your work with excellence." Be a leader, drive towards excellence, be a symbol of honor, respect and devotion to duty!

1.4.2 Set Goals:

One of the greatest tasks facing today's leader is creating goals which belong to the group, both collectively and individually. Each person must understand and have a stake in the desired goal. Individually, the greatest "stake" is borne from ownership. Collective and individual ownership is a tremendous motivator toward great performance and goal attainment. We value what we own, and protect and nourish it through hard work, loyalty and dedication. Within ownership a critical element is responsibility. We cannot lose what we do not own, and we do not own something without being responsible for it. Instilling a sense of responsible ownership is an essential task for successful leadership. Leaders create expectations where ownership and attainment of a goal is personal to each individual. Failure to achieve any goal becomes a personal loss. James Belasco and Ralph Stayer in "The Flight of the Buffalo" tell us:

"Remember Eric Heyden? He won an unprecedented six gold medals in speed skating during the Winter Olympics several years ago. The key to his success? In his own words, "desire." It had to be his desire, a desire that welled up from deep inside himself. He practiced six hours a day. He bicycled twenty-five miles a day. He duck walked six miles a day...The gold medals Eric won were the result of his wanting to win and being responsible for his own performance."

Eric set his expectations high, knew he was alone, was totally responsible for the results, worked hard and got the job done.

1.4.3 Establish the Environment to Succeed:

Leaders must create the environment within which they and their group can succeed. They do this by sharing common values and goals, providing the resources necessary for goal attainment and empowering their people to do the job. Everyone must clearly know, understand "why" and be willing to accept responsibility for their roles. A leader who recognizes and acts on these needs creates an environment in which people become motivated toward goal attainment. This

motivation can yield great productivity and performance. John Gardner tells us in his book "On Leadership":

"...a leader must recognize the needs of the individuals, help the individuals see how those needs can be met, and give the group confidence that they can accomplish that result through their own efforts."

Yet, Gardner recognizes the desire to satisfy basic needs is not, in itself, sufficient to maximize or sustain motivation through periods where immediate and positive results are not possible. Leaders who understand this also recognize that they must help those who look for their leadership, move toward long term commitment and shared values.

"Commitment requires hard work in the heat of the day; it requires faithful exertion on behalf of chosen purposes and the enhancement of chosen values. In return it gives meaning to our lives and joint endeavors and lends dignity and continuity to living. Commitments motivate. Values motivate."

Remember the Chief on the deck of the buoy tender? Long hot days, sweat, dirt and still the Chief and crew continue to work tirelessly into the night. What keeps them going? Values, commitment to a goal, devotion to duty are all present and alive and exemplified in the Chief and the crew as they work. They are a team, with a leader, working towards the bottom line goal of "getting the job done."

1.4.4 Communicate:

Did you ever have someone talk "at" you and not "to" you? Were you confused and unsure what they wanted? Properly communicating information can be a challenge. For example, in the late 1950's Hallmark Cards faced a major corporate reorganization. After many months of discussion and planning, and as they neared a final decision, Hallmark's President Bob Stark realize

"The operating committee and I spent a lot of time trying to understand the questions. After that, our challenge was communications: How do you get thousands of people to understand what you are talking about? We had to go through a definition of terms...and go to great lengths to define the issues very clearly."

Hallmark Cards shows us that sometimes as leaders the first thing we overlook is the need to communicate. What is clear in purpose to one person is not necessarily clear or even relevant to another. Failed or ineffective communication is a land mine along the road to leadership.

Internal to the task of communication, coaching and teaching are critical elements. By continually raising performance expectations, through coaching and teaching new techniques and skills, we encourage teamwork and the development of personal skills, while discouraging complacency. Coaching and teaching instill the desire to learn and grow. From the athletic fields of America, we see an example of coaching

"He never yelled at me. He never poked his finger in my chest. He helped me learn how to block and tackle and catch a football, and be responsible and take pride in my actions. He coached me, not the scoreboard. In the process he helped me consistently play over my head, and win games."

Essential to coaching is taking the time to explain. Leaders must be teachers and teachers explain the "whys" and "hows." In today's workplace, everyone wants to know and understand. Providing explanations, where possible, increases confidence and competence, and moves everyone toward responsible ownership.

The glue that binds individuals together and enhances all the elements of communication is trust. An effective leader communicates and instills trust and confidence among individuals. Personally we do this by being steadfast, fair, and a person true to our word. We communicate and provide the opportunity, for each person to demonstrate they are individuals who are competent and confident in their abilities.

1.4.5 Keep Your Leadership Skills Current to the Task:

As leaders, we must strive to continually learn, and learn to be more effective. We must step outside the box and look "beyond the horizon of the current situation." Learning is a process that builds ownership and develops empowerment

"Tony Gwynn, one of the best batters in the National League, illustrates my point. He never misses an opportunity to practice batting. He videotapes himself and studies the replays to identify how he can improve. He constantly swings, studies, and swings some more, and has a lifetime batting average of .300. His star status is no accident. He earned it."

Like Tony Gwynn, we must have the courage to stand up and learn about ourselves and others, examine and reexamine our methods of leadership. Our learning process is constant. We must never become discouraged in our failures or too jubilant in our successes. For just as Tony Gwynn is one of the best in his chosen profession, he still fails 7 out of 10 times at bat. Never fail to recognize that we can always learn more.

Team skills, just like individual skills, must be continually updated and learning vigorously pursued. As the leadership team struggled and worked writing this essay, learning was the name of the game. New methods and procedures were developed and employed as we better learned the topic. In fact, even today, as you read this essay, the members of the leadership team continue with their learning, always looking to the future, communicating, setting goals and looking for ways to be better leaders.

Leadership, made up of many interrelated tasks, is ever-challenging and presents a moving target to those who aspire to lead. If we concentrate on a few simple tasks, we're going to score a "hit."

The five basic tasks of leadership are:

1. Be the Leader

- Serve as a symbol
- Display commitment to Honor, Respect and Devotion to Duty

- Motivate to excellence
- Display the courage of your convictions

2. Set Goals

- Practice responsible ownership
- Set expectations
- Reinforce the bottom line to "Get the job done"

3. Establish the Environment to Succeed

- Shared Values
- Empowerment
- Resources
- Team Play

4. Communicate

- Display clear purpose
- Coach/Teach/Explain
- Instill trust

5. Keep Your Leadership Skills Current to the Task

- Continually learn and examine your leadership skills
- Look to the future

1.5 Management and leadership

Leadership links closely with the idea of management, some would regard the two as synonymous. If you accept this premise, you can view leadership as being either: centralized or decentralized; broad or focused; decision-oriented or morale-centred; intrinsic or derived from some authority. But a more accurate claim is that there is a reciprocal relationship between leadership and management, that is, an effective manager must have leadership skills, and an effective leader must have management skills. Although even this claim is too strong according to many. The difference between leadership and management was clearly delineated by Abraham Zaleznik (1977). Leaders he said, are inspiring visionaries who are concerned about substance, while managers are planners who are concerned with process. The dichotomy between managers

and leaders was further explicated by Warren Bennis (1989). He draws twelve distinctions between the two groups:

- Managers administer ; leaders innovate,
- Managers ask how and when, leaders ask what and why,
- Managers focus on systems ; leaders focus on people,
- Managers do things right ; leaders do the right things,
- Managers maintain ; leaders develop,
- Managers rely on control ; leaders inspire trust,
- Managers have a short-term perspective ; leaders have a longer-term perspective,
- Managers accept the status-quo ; leaders challenge the status-quo,
- Managers have an eye on the bottom line ; leaders have an eye on the horizon,
- Managers imitate ; leaders originate,
- Managers are the classic good soldier ; leaders are their own person,
- Managers are a copy; leaders are original.

Paul Birch (1999) also sees a distinction between leadership and management. He says, that as a broad generalisation managers are concerned with tasks and leaders are concerned with people. This is not to say that leaders do not focus on the task. Indeed, one thing that characterises a great leader is that they achieve. The difference is that the leader realises that the achievement of the task is through the goodwill and support of others, while the manager may not.

This goodwill and support is generated by seeing people as people, not as another resource to be deployed in support of the task. The role of a manager is often to organise resources to get something done. People are one of these resources and many of the worst managers treat people as just another interchangeable item. The role of a leader is to cause others to follow a path you have laid or a vision you have created in order to achieve a task. Often the task is seen as subordinate to the vision. For instance, an organisation might have the overall task of generating profit, but a good leader will see profit as a by-product that flows from whatever aspect of their vision differentiates their company from the competition.

This is not to say that leadership is purely a business phenomenon. Most of us can think of an inspiring leader we have met in our lives who has nothing whatever to do with business. It might be a politician, it might be an officer in the armed forces, it might be a Scout or Guide leader, it might even have been a teacher or head teacher. Similarly, management is not a purely business phenomenon. Again, we can think of examples of people that we have met who fill the management niche in non-business organisations. In non-business organisations it should be easier to find an inspiring vision that is not money driven that will support true leadership. However, this is often not the case.

Differences in the mix of leadership and management can define various management styles. Some management styles tend to be relatively weak on leadership. Included in this group one could include participatory management, democratic management, and collaborative management styles. Other management styles, such as authoritarian management and top-down management depend more on a leader to provide direction. It should be mentioned, however, that just because an organization has no single leader giving it direction, does not mean it necessarily has weak leadership. In some cases group leadership (multiple leaders) can be effective. The advantage of a single leader is that decisions can be made quickly and decisively when needed. Group decision making is sometimes given the derisive label "committee-itis" because of the time required to make a decision. The advantage of group leadership is it can bring more expertise, experience, and perspectives to a process.

Patricia Pitcher (1994) has challenged this bifurcation into leaders and managers. She used a factor analysis technique on data collected over 8 years, and concluded that three types of leaders exist, each with very different psychological profiles. One group is imaginative, inspiring, visionary, entrepreneurial, intuitive, daring, and emotional. She calls these "artists". There are also "craftsmen". They are well balanced, steady, reasonable, sensible, predictable, and trustworthy. Finally there are "technocrats" who are cerebral, detail oriented, fastidious, uncompromising, and hard-headed. She speculates that no one profile is a preferred leadership style. She claims that if we want to build, we should find an "artist leader"; if we want to solidify our position we should find a "craftsman leader"; and if we have an ugly job that needs to get done (like downsizing) we should find a "technocratic leader". She claims that a balanced leader exhibiting all three sets of traits is extremely rare. She found none in her study.

1.6 Theories of leadership

1.6.1 Transformational and Transactional Leadership

According to Burns (1978), the leadership process can occur in one of two ways, either transformational or transactional. The transformational leadership concept was originally proposed by Burns (1978) and House (1977), and then expanded by Bass (1985 & 1990). Transformational leadership is defined in terms of the leader's effect on followers: they feel trust, admiration, loyalty, and respect toward the leader, and they are motivated to do more than they originally expected to do. (Yukl, 1997)

The characteristics of transformational leadership are:

- (1) Charisma: Charismatic leaders provide vision and a sense of mission, instill pride, and gain respect and trust. (Bass, 1990)
- (2) Idealized Influence: leaders behave as role models for their followers; they become admired, respected, and trusted. The leader's behavior is consistent rather than arbitrary, and the leader shares in any risks taken. The leader demonstrates high standards of ethical and moral conduct and avoids using power for personal gain. (Bass & Avolio, 1994)
- (3) Inspiration Motivation: Transformational leaders are inspiring and motivating in the eyes of their subordinates by providing meaning and challenge to their followers' work. They are able to energize employees' responses. (Yammarino, Spangler, & Bass, 1993; Bass & Avolio, 1994) They communicate high expectations, use symbols to focus efforts, and express important purposes in simple ways. (Bass, 1990)
- (4) Intellectual Stimulation: An intellectually stimulating leader arouses in subordinates an awareness of problems, recognition of their own beliefs and values, and an awareness of their own thoughts and imagination. (Yammarino, Spangler, & Bass, 1993) They promote intelligence, rationality, and careful problem solving. (Bass, 1990) The result is that followers are encouraged to try new approaches; their ideas are not criticized when they differ from the leader's ideas. (Bass & Avolio, 1994)
- (5) Individualized Consideration: The leader with individualized consideration will give

personal attention, treat each employee individually, and coach and advise him or her. (Bass, 1990) Such leaders provide continuous follow-up and feedback, and, perhaps more importantly, link an individual's current needs to the organization's mission, and elevate those needs when it is appropriate to do so. (Bass, 1985, 1990; Bass & Avolio, 1989)

According to Bass (1985; 1990), **transactional leadership** is characterized by two factors of contingent reward, management-by-exception, and laissez-faire. Transactional leadership motivates followers by appealing to their self-interest, whether it be subsidies, lucrative government contracts, campaign contributions, bonuses, or status. However, Howell and Avolio (1993) suggest both leader and follower reach an agreement concerning what the follower will receive for achieving the negotiated level of performance. Bass summarizes several different types of behavior inherent in transactional leadership (Bass, 1990, 1985; Yammarino, Spangler, & Bass, 1993):

- (1) Contingent Reward: These rewards are for good effort, good performance, and to recognize accomplishments.
- (2) Management by Exception (active): This behavior involves monitoring subordinates and correcting action, when necessary, to ensure that the work is carried out effectively. In other words, leaders watch and search for deviations from rules and standards.
- (3) Management by Exception (passive): This involves intervening only if standards are not met. The leader uses contingent punishments and other corrective action to respond to obvious deviations from acceptable performance standards.
- (4) Laissez-Faire: This behavior entails avoiding decision-making, and abdicating responsibilities.

CHAPTER 2. Findings of research.

In this chapter- results of study distributed in graphics and tables with full reports.

2.1 Methodology and findings

In this research questioners were given workers and supervisors to 17 banks these are:

Akfinans bank

Artam bank

Continental bank

Akdeniz Garanti bank

Iktisat bank

Merkez KOOP bank

Limasol bank

Rumeli bank

Şeker bank

Turk bank

Universal bank

Vakıflar bank

Viya bank

Yakin Doğu bank

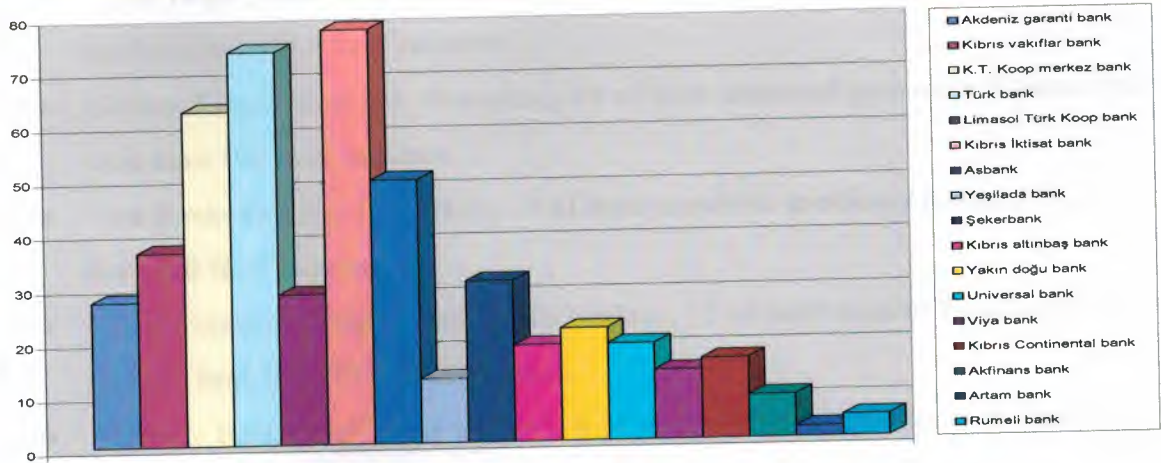
Yesilada bank

Nonprobability sampling methods were used in this research, first by region- Lefkosa has been chosen as area for research, convenience sampling method within banks of lefkosa has been used. Total in 17 banks and their branches 586 people work, response for questioners were 84% it means 493 person answered questioners. SPSS program have been used to calculate results.

Two different questioners were given to workers and their supervisors.

Table 1. Response of workers in banks.

	Number of workers	Number of respondents	Percentage of response	Percentage (100%)
Akdeniz garanti bank	36	27	75%	5.5
Kıbrıs Vakıflar bank	44	36	81,8%	7.3
K.T. Koop Merkez bank	72	62	86,1%	12.6
Türk bank	90	73	81,1%	14.8
Limasol Turk Koop bank	30	28	93,3%	5.7
Kıbrıs İktisat bank	95	77	81%	15.6
Asbank	52	49	94,2%	9.9
Yeşilada bank	12	12	100%	2.4
Şekerbank	36	30	83,3%	6.1
Kıbrıs Altınbaş bank	18	18	100%	3.7
Yakın Doğu bank	40	21	52,5%	4.3
Universal bank	18	18	100%	3.7
Viya bank	13	13	100%	2.6
Kıbrıs Continental bank	16	15	93,6%	3
Akfinans bank	8	8	100%	1.6
Artam bank	2	2	100%	0.4
Rumeli bank	4	4	100%	0.8
Total	586	493	84%	100 %



Graphic 1. Response of workers in banks.

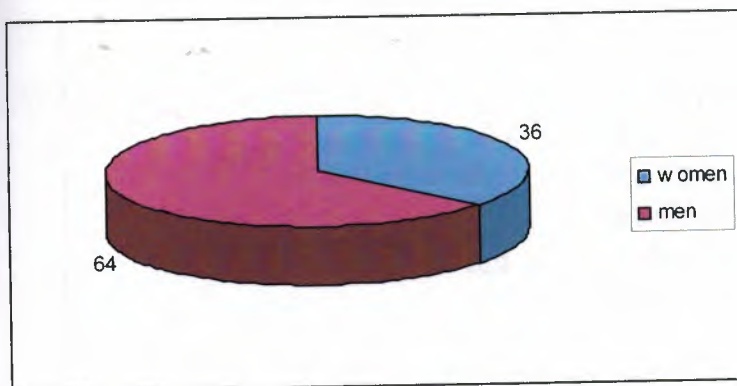
- Akdeniz garanti bank – total has 36 workers, 27 of them answered questioner it means that this bank have 75 % of response.
- Kıbrıs Vakıflar Bank- total have 44 workers, 36 of them answered questioner it means that this bank have 81.8% of response.
- K.T. KOOP merkez bank- total have 72 workers, 62 of them answered questioner, it means that this bank have 86.1% of response.
- Türk Bank- total have 90 workers, 73 of them answered questioner, it means that this bank have 81.1% of response.
- Limasol Türk Koop Bank- total has 30 workers, 28 of them answered questioner it means that this bank have 93.3 % of response.
- Kıbrıs İktisat bank- total has 95 workers, 77 of them answered questioner it means that this bank have 81 % of response.
- Asbank- total has 52 workers, 49 of them answered questioner it means that this bank have 94.2 % of response.
- Yeşilada Bank- total has 12 workers, 12 of them answered questioner it means that this bank have 100 % of response.
- Şekerbank- total has 36 workers, 30 of them answered questioner it means that this bank have 83.3 % of response.
- Kıbrıs Altınbaş Bank- total has 18 workers, 18 of them answered questioner it means that this bank have 100 % of response.
- Yakın Doğu Bank- total has 40 workers, 21 of them answered questioner it means that this bank have 52.5 % of response.
- Universal Bank -total has 18 workers, 18 of them answered questioner it means that this bank have 100 % of response.
- Viya Bank- total has 13 workers, 13 of them answered questioner it means that this bank have 100 % of response.
- Kıbrıs Continental bank- total has 16 workers, 15 of them answered questioner it means that this bank have 93.6 % of response.
- Akfinans Bank- total has 8 workers, 8 of them answered questioner it means that this bank have 100 % of response.

- Artam Bank -total has 2 workers, 2 of them answered questioner it means that this bank have 100 % of response.
- Rumeli bank- total has 4 workers, 4 of them answered questioner it means that this bank have 100 % of response.

Perception of workers

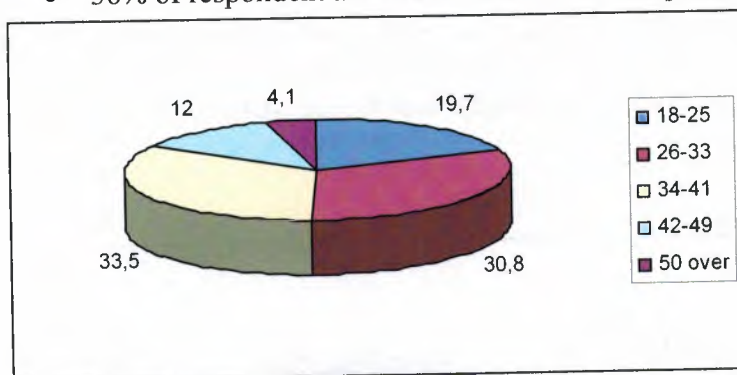
Table 2. Demographic structures of workers.

	number	percentage
<i>Gender</i>		
Women	177	36
Men	316	64
<i>Age</i>		
18-25	97	19.7
26-33	152	30.8
34-41	165	33.5
42-49	59	12
50 over	20	4.1
<i>Marital status</i>		
Single	131	26.6
Married	262	53.1
Divorced	100	20.3
<i>Education</i>		
Primary school	37	7.5
Elementary school	88	17.8
College	103	20.9
University	194	39.4
Master	45	9.1
PHD	26	5.3
<i>Language</i>		
English	194	39.4
German	80	16.2
Greek	69	14
Don't know any	112	22.7
Other	38	7.7



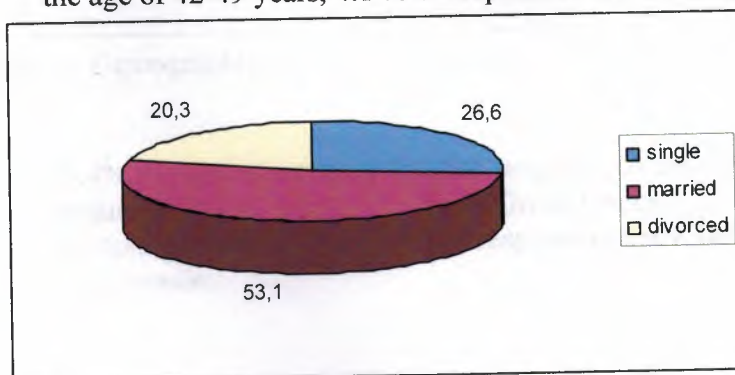
Graphic 2. Demographic data of workers.(%)

- 36% of respondent are women and 64% of respondent are men.



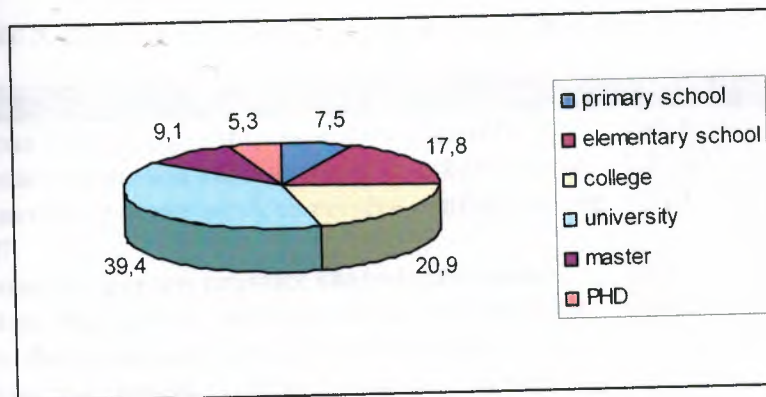
Graphic 3. Demographic data of workers.(%)

- 19.7% of respondent are in the age of 18-25years, 30.8% of respondent are in the age of 26-33 years, 33.5% of respondent are in the age of 34-41 years, 12% of respondent are in the age of 42-49 years, 4.1 % of respondent are in the age of 50 and over.



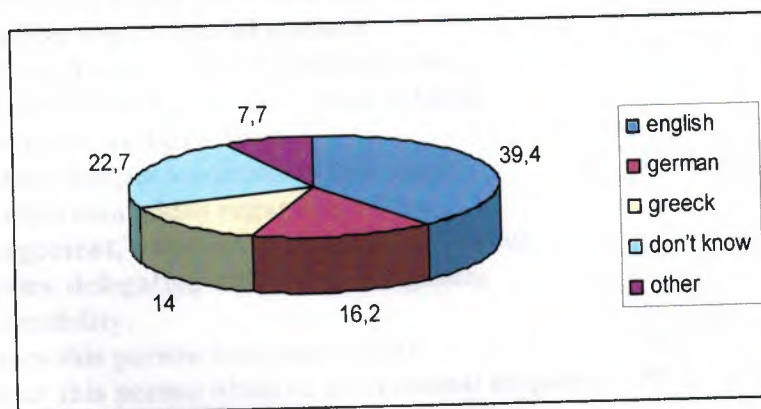
Graphic 4. Demographic data of workers.(%)

- 26.6% of respondent are single, 53.1% of respondent are married and 20.3% of respondent are divorced.



Graphic 5. Demographic data of workers.(%)

- 7.5% of respondent finished primary school, 17.8% of respondent finished elementary school, 20.9% of respondent finished college, 39.4% of respondent finished university, 9.1% of respondent have master degree and 5.3% of respondent have PHD degree.

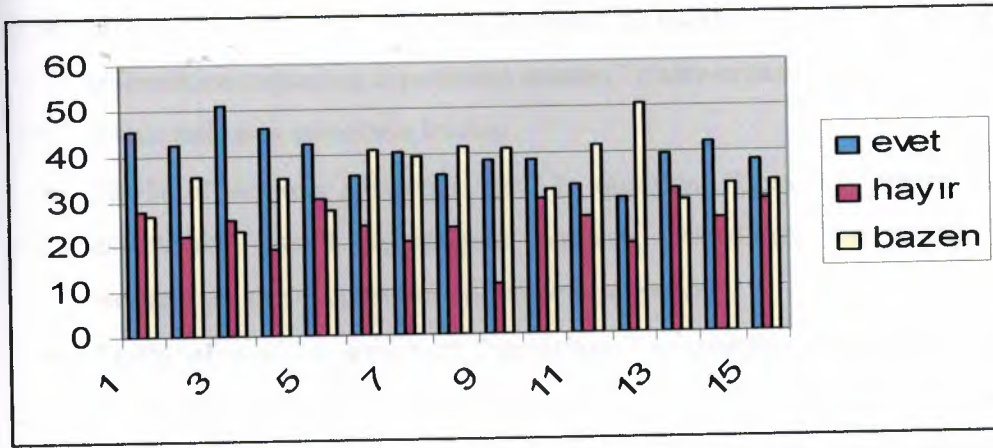


Graphic 6. Demographic data of workers.(%)

- 39.4% of respondent know English language, 16.2% of respondent know German language, 14% of respondent know Greek language, 22.7% of respondent don't know any foreign language and 7.7% of respondent know other foreign languages not listed in questionnaire.

Table 3. Worker's perception of supervisors leadership style

	Yes	No	Sometimes
1.Does this person communicate effectively	45.6	27.6	26.8
2.Does this person show interest in other's ideas	42.4	22.1	35.5
3.Does this person work to resolve conflict among staff	52.1	25.8	23.1
4.Does this person practice shared governance	46	19.1	34.9
5. Does this person find ways to reward staff for their dedicated services and achievements	42.2	30.2	27.6
6.Does this person expedite requests to provide support(materials, equipment, funds, etc.)	35.1	24.3	40.6
7. Does this person attend events featuring staff to give moral	40.4	20.5	39.1
8. Does this person act as advocate to obtain opportunities for staff, research, study, improved salaries, increased budget, extra service contracts, release time for creative activities work , etc.	35.1	23.5	41.4
9. Does this person provide reliable information regarding departmental matters	38.5	20.9	40.6
10. Does this person seek staff input in establishing useful departmental policies, procedures, and practices	38.5	29.6	31.9
11. Does this person demonstrate good organizational skills regarding office management, scheduling activities, ordering supplies, delegating authority, delegating responsibility.	33	25.6	41.4
12.Does this person treat staff fairly	29.6	19.9	50.5
13.Does this person observe professional etiquette in communication with staff	39.2	31.6	29.2
14.Is that style effective in motivating productivity of staff	41.8	25.4	32.8
15.Does this person give a reasonable amount of lead time to complete reports, prepare for events, etc.	37.7	29.2	33.1



Graphic 7. Worker's perception of leadership style of supervisors

- 45.6% of workers answered “yes” to question: “does this person communicate effectively” it shows that workers see their supervisor as democratic leader.
- 42.4% of workers answered “yes” to question: “does this person show interest in other's ideas” it shows that workers see their supervisor as democratic leader.
- 52.1% of workers answered “yes” to question: “does this person work to resolve conflict among staff” it shows that workers see their supervisor as democratic leader.
- 46% of workers answered “yes” to question: “does this person practice shared governance ” it shows that workers see their supervisor as democratic leader.
- 42.2% of workers answered “yes” to question: “does this person find ways to reward staff for their dedicated services and achievements” it shows that workers see their supervisor as democratic leader.
- 40.6% of workers answered “sometimes” to question: “does this person expedite requests to provide support(materials, equipment, funds, etc)” it shows that workers see their supervisor non democratic non autocratic leader.
- 40.4% of workers answered “yes” to question: “does this person attend events featuring staff to give moral” it shows that workers see their supervisor as democratic leader.
- 41.4% of workers answered “sometimes” to question: “does this person act as advocate to obtain opportunities for staff, research, study, improved salaries, increased budget, extra service contracts, release time for creative activities work, etc. ” it shows that workers see their supervisor non democratic non autocratic leader.

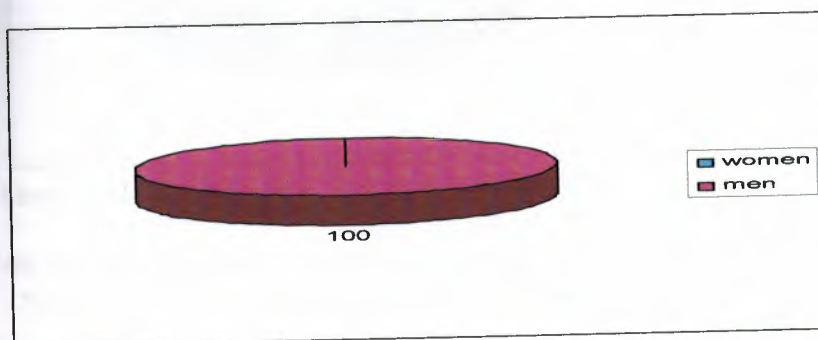
- 40.6% of workers answered “sometimes” to question: “does this person provide reliable information regarding department matters” it shows that workers see their supervisor non democratic non autocratic leader.
- 38.5% of workers answered “yes” to question: “does this person seek staff input in establishing useful departmental policies, procedures, and practices” it shows that workers see their supervisor as democratic leader.
- 41.4% of workers answered “sometimes” to question: “does this person demonstrate good organizational skills regarding activities, ordering supplies, delegating authority, delegating responsibilities” it shows that workers see their supervisor non democratic non autocratic leader.
- 50.5% of workers answered “sometimes” to question: “does this person treat staff fairly” it shows that workers see their supervisor non democratic non autocratic leader.
- 39.2% of workers answered “yes” to question: “does this person observe professional etiquette in communicating with staff” it shows that workers see their supervisor as democratic leader.
- 41.8% of workers answered “yes” to question: “is that style effective in motivating productivity of staff” it shows that workers see their supervisor as democratic leader and style they use is effective.
- 37.7% of workers answered “yes” to question: “does this person give reasonable amount of lead time to complete reports, prepare for events, etc” it shows that workers see their supervisor as democratic leader.

Supervisors

Table 4. Demographic structure of supervisors

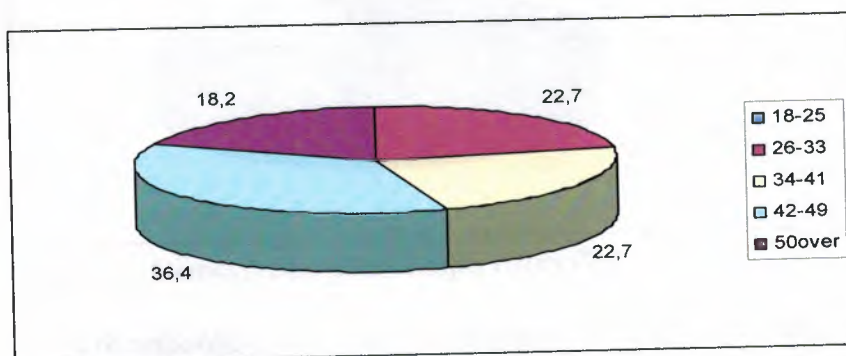
	number	percentage
Gender		
Women	-----	-----
Men	22	100
Age		
18-25	-----	-----
26-33	5	22.7
34-41	5	22.7
42-49	8	36.4
50 over	4	18.2
Marital status		
Single	2	9.1
Married	20	90.9
Divorced	-----	-----
Education		
Primary school	-----	-----
Elementary school	-----	-----
College	9	40.9
University	9	40.9
Master	4	18.2
PHD	-----	-----
Language		
English	17	77.3
German	-----	-----
Greek	-----	-----
Don't know any	4	18.2
Other	1	4.5
Status		
Director	9	40.9
Vice director	8	36.4
Branch director	5	22.7

Table 2.1 show the demographic data of supervisors which answered questioner. Total questioner were distributed to 22 person, 9 (40.9%) of them is directors, 8 (36.4%) vice directors, 5 (22.7%) branch directors. Demographic data distribution as follow:



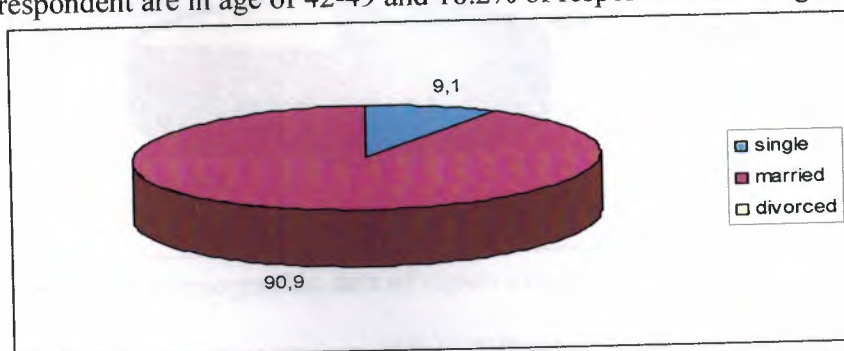
Graphic 8. Demographic data of supervisors (%)

100% of respondent is men.



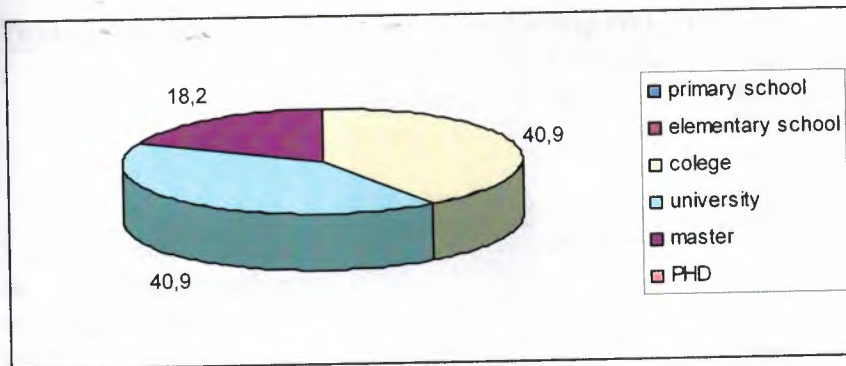
Graphic 9. Demographic data of supervisors (%)

22.7% of respondent are in age of 26-33, 22.7% of respondent are in age of 34-41, 36.4% of respondent are in age of 42-49 and 18.2% of respondent are in age of 50 and over.



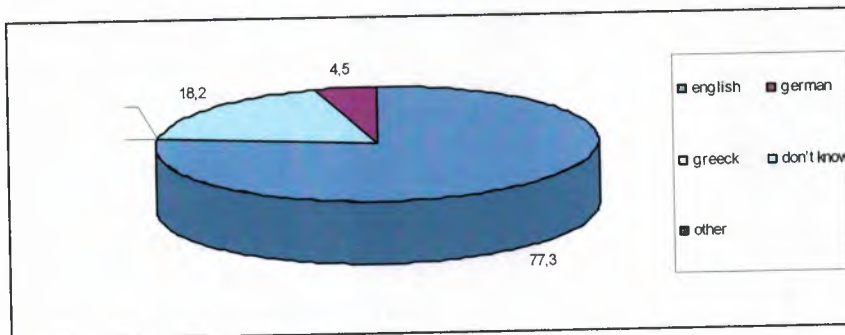
Graphic 10. Demographic data of supervisors (%)

90.9% of respondent are married and 9.1% of respondent are single.



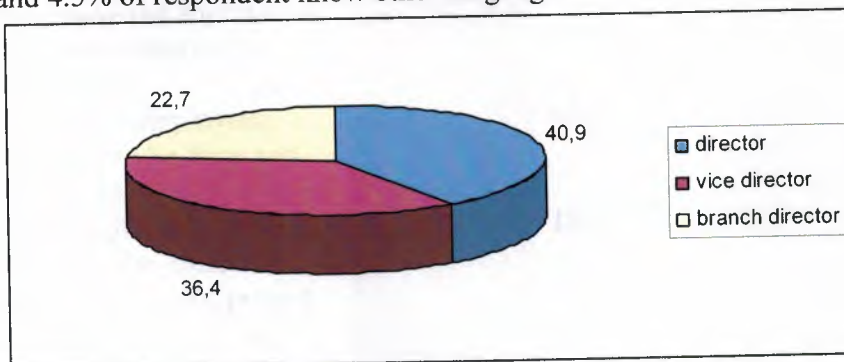
Graphic11. Demographic data of supervisors (%)

40.9% of respondent have college education, 40.9% of respondent have university education and 18,2% of respondent have master degree education.



Graphic12. Demographic data of supervisors (%)

77.3% of respondent know English language, 18.2% of respondent don't know any languages and 4.5% of respondent know other languages.



Graphic13. Demographic data of supervisors (%)

40.9% of respondent are in position of director, 36.4% of respondent are in position of vice director and 22.7% of respondent are in position of branch director.

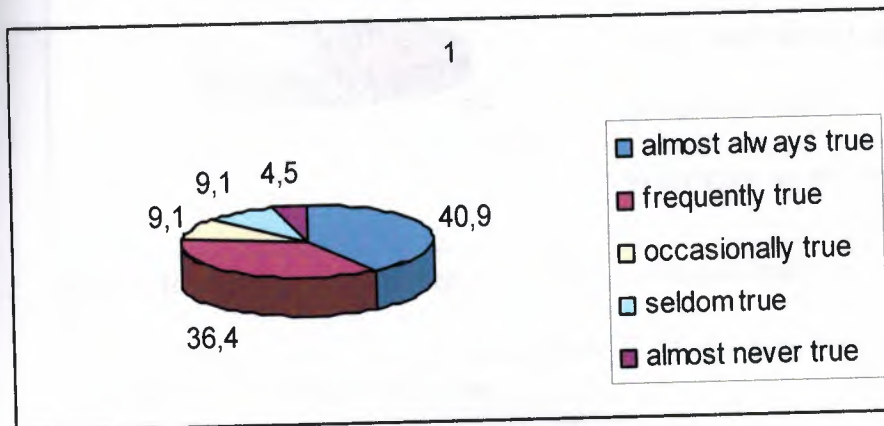
Table 5. Supervisors perception of leadership style they use.

	<i>Almost always true</i>	<i>Frequently true</i>	<i>Occasionally true</i>	<i>Seldom true</i>	<i>Almost Never true</i>
	(5)	(4)	(3)	(2)	(1)
1.I always retain the final decision making authority within my department or team	40.9	36.4	9.1	9.1	4.5
2.I always try to include one or more employees in determining what to do and how to do.However, I maintain the final decision making authority	31.8	18.2	22.7	27.3	-----
3.I and my employees always vote whenever a major decision has to be made.	9.1	50	9.1	22.7	9.1
4.I do not consider suggestions made by my employees as I do not have the time for them	4.5	13.6	27.3	40.9	13.6
5.I ask for employee ideas and input on upcoming plans and projects.	31.8	36.4	22.7	4.5	4.5
6.For a major decision to pass in my department, it must have the approval of each individual or the majority	9.1	9.1	27.3	40.9	13.6
7.I tell my employees what has to be done and how to do it.	22.7	63.6	-----	9.1	4.5
8.When things go wrong and I need to create a strategy to keep a project or process running on schedule, I call meeting to get my employee's advice	18.2	18.2	22.7	27.3	13.6
9.To get information out, I send it by e-mail,memos,or voice mail; very rarely is a meeting called. My employees are	27.3	22.7	18.2	27.3	4.5

then expected to act upon the information.					
10. When someone makes a mistake, I tell them not to ever do that again and make a note of it.	13.6	36.4	22.7	18.2	9.1
11. I want to create an environment where the employees take ownership of the project. I allow them to participate in the decision making process.	22.7	22.7	31.8	18.2	4.5
12. I allow my employees to determine what needs to be done and how to do it.	4.5	54.5	4.5	27.3	9.1
13. New hires are not allowed to make any decision unless it is approved by me first.	31.8	9.1	36.4	18.2	4.5
14. I ask employees for their vision of where they see their vision where appropriate.	9.1	27.3	40.9	18.2	4.5
15. My workers know more about their jobs than me, so I allow them to carry out the decisions to do their job.	13.6	22.7	18.2	36.4	9.1
16. When something goes wrong, I tell my employees that a procedure is not working correctly and I establish a new one.	13.6	40.9	9.1	22.7	13.6
17. I allow my employees to set priorities with my guidance.	31.8	22.7	13.6	18.2	13.6
18. I delegate tasks in order to implement a new procedure or process.	31.8	27.3	27.3	13.6	-----
19. I closely monitor my employees to ensure they are performing correctly.	18.2	27.3	31.8	13.6	9.1
20. When there are difference in role expectations, I work with	36.4	31.8	22.7	9.1	-----

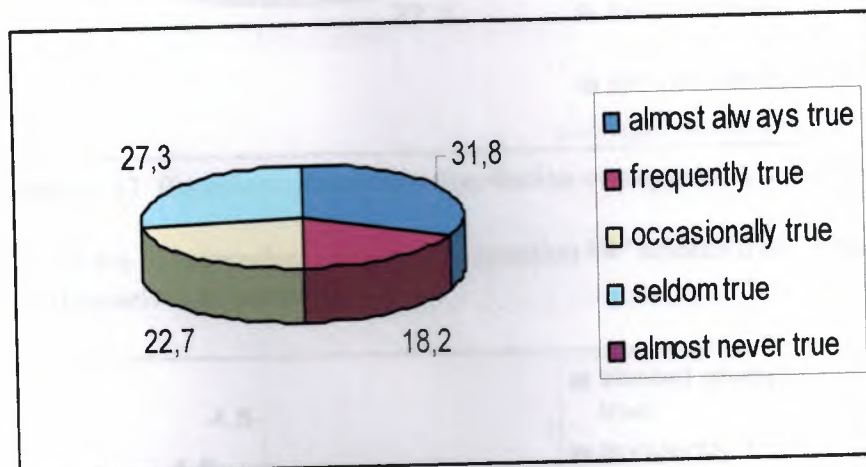
them to resolve the differences.					
21.each individual is responsible for defining their job.	22.7	31.8	18.2	13.6	13.6
22.I like the power that my leadership position holds over subordinates	18.2	18.2	22.7	27.3	13.6
23.I like to use my leadership power to help subordinates grow.	9.1	31.8	13.6	27.3	18.2
24.I like to share my leadership power with my subordinates.	18.2	36.4	9.1	27.3	9.1
25.Employees must be directed or threatened with punishment in order to get them to achieve the organizational objectives.	18.2	22.7	13.6	31.8	13.6
26.Employees will exercise self-direction if they are committed to the objective.	18.2	31.8	27.3	18.2	4.5
27.Employees have the right to determine their own organizational objectives.	4.5	36.4	31.8	22.7	4.5
28.Employees seek mainly security.	9.1	31.8	22.7	27.3	9.1
29.Employees know how to use creativity and ingenuity to solve organizational problems.	4.5	22.7	45.5	18.2	9.1
30.My employees can lead themselves just as well as I can.	-----	45.5	18.2	27.3	9.1

Table 5. show the supervisor's perception of leadership style they use. Following graphics explain in details the table above.



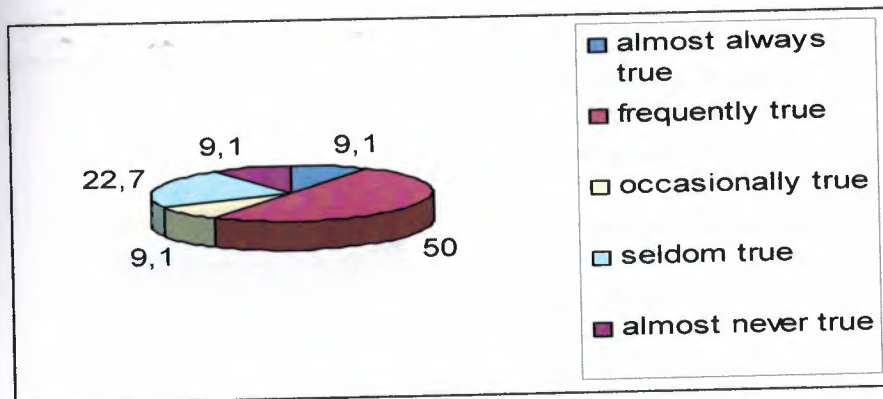
Graphic 14. Represent percentage distribution of respondent's answers for question # 1

- 40.9% of respondent answered to the question #1 "almost always true" it means that they see themselves as democratic leaders.



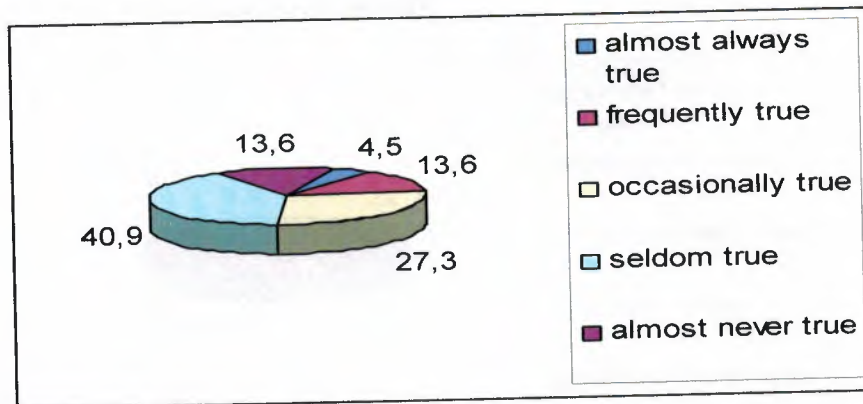
Graphic 15. Represent percentage distribution of respondent's answers for question # 2

- 31.8% of respondent answered to the question #2 "almost always true" it means that they see themselves as democratic leader.



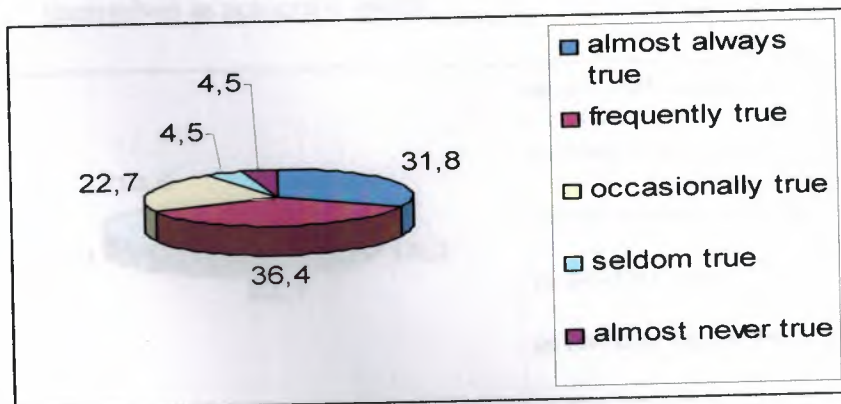
Graphic 16. Represent percentage distribution of respondent's answers for question # 3.

- 50% of respondent answered to question #3 "frequently true" it means that they see themselves as delegative leader.



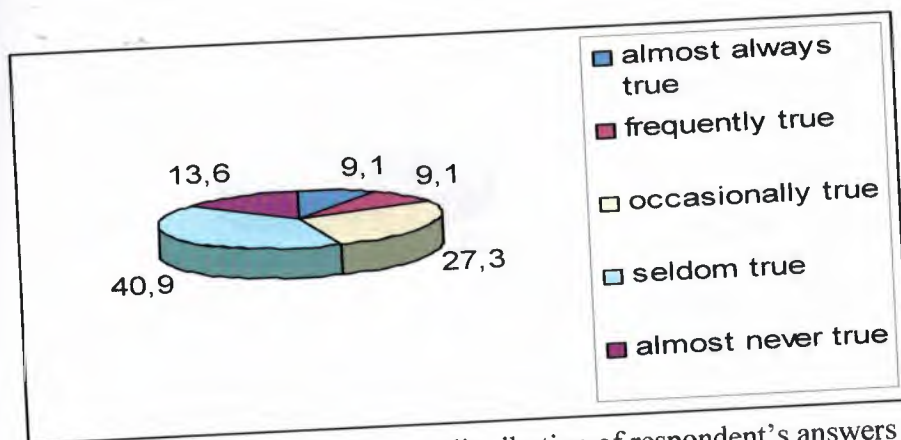
Graphic 17. Represent percentage distribution of respondent's answers for question # 4.

- 40.9% of respondent answered to question #4 "seldom true" it means that they don't see themselves as autocratic leader.



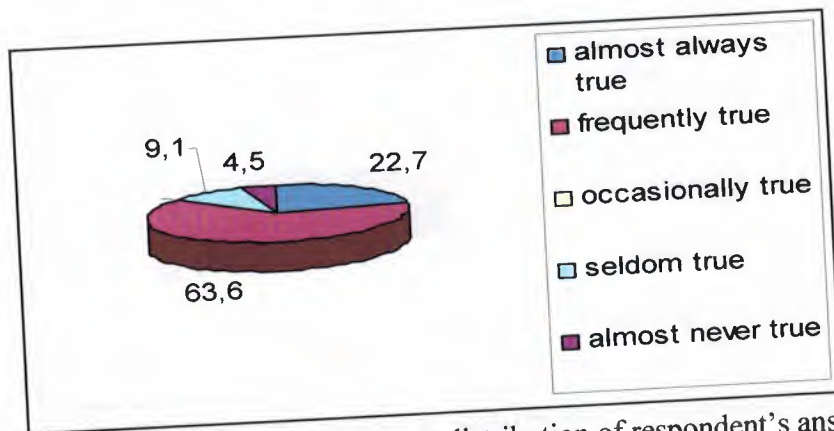
Graphic 18. Represent percentage distribution of respondent's answers for question # 5

- 36.7% of respondent answered to question #5 "frequently true" it means that they see themselves as democratic leader.



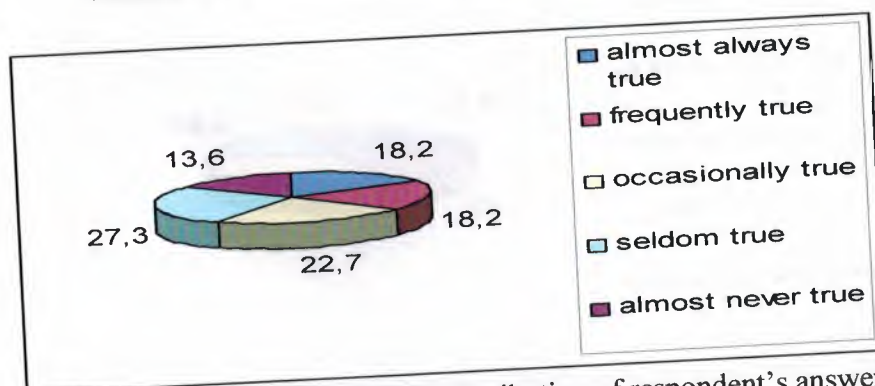
Graphic 19. Represent percentage distribution of respondent's answers for question # 6.

- 40.9% of respondent answered to question #6 "seldom true" it means that they see themselves as autocratic leader.



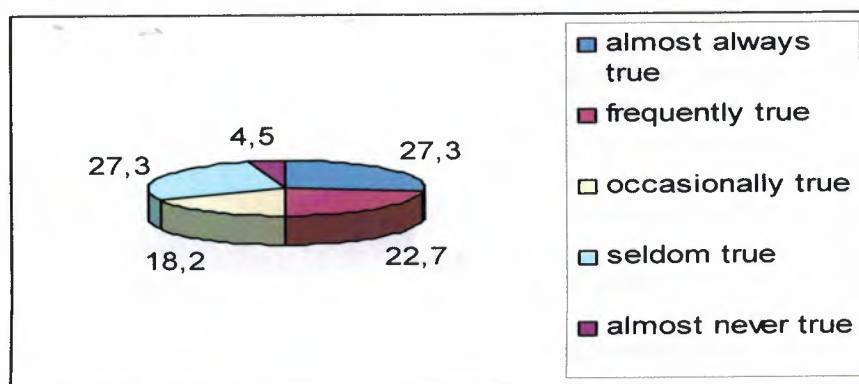
Graphic 20. Represent percentage distribution of respondent's answers for question # 7

- 63.6% of respondent answered to question #7 "frequently true" it means that they see themselves as autocratic leader.



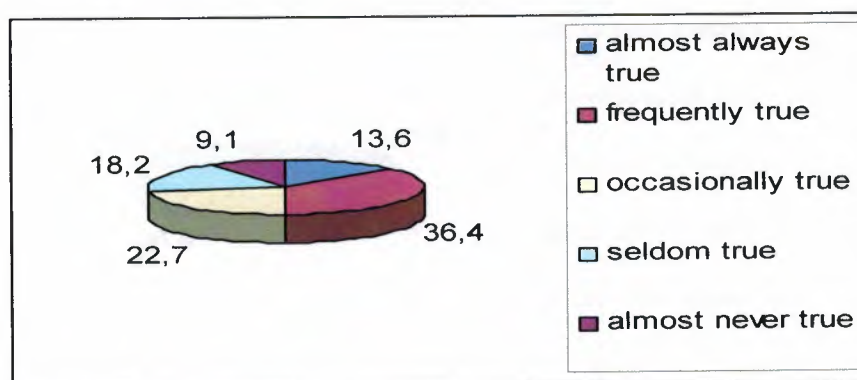
Graphic 21. Represent percentage distribution of respondent's answers for question # 8

- 27.3% of respondent answered to question #8 "seldom true" it means that they see themselves as autocratic leader.



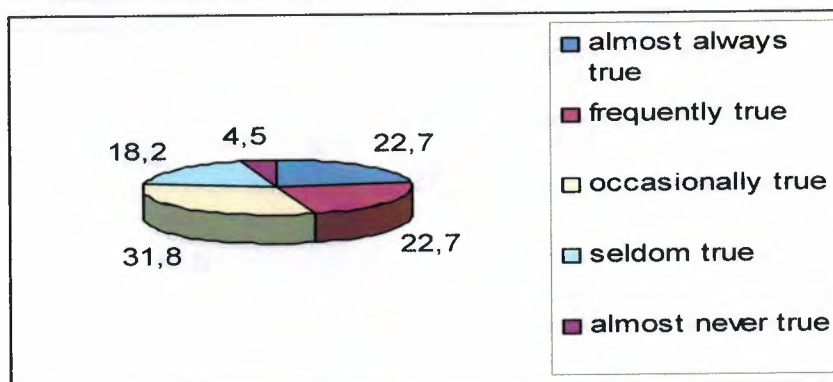
Graphic 22. Represent percentage distribution of respondent's answers for question # 9.

- 27.3% of respondent answered to question #9 "almost always true" and "seldom true" some of supervisors see them as autocratic leader and some of supervisors don't see themselves as autocratic leader.



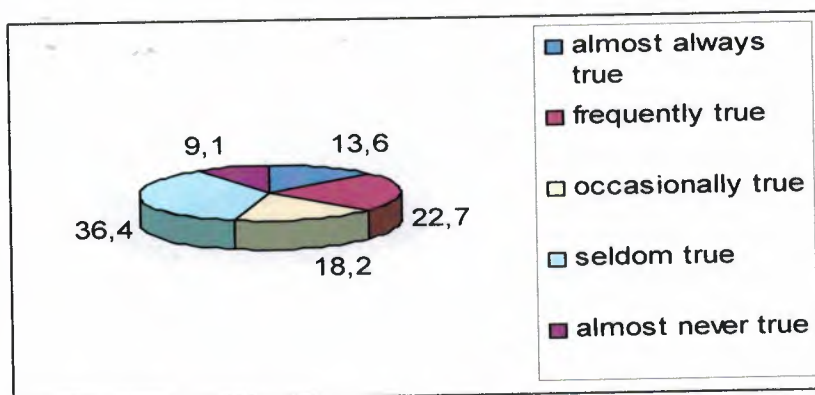
Graphic 23. Represent percentage distribution of respondent's answers for question #10

- 36.4% of respondent answered to question #10 "frequently true" it means that they see themselves as autocratic leader.



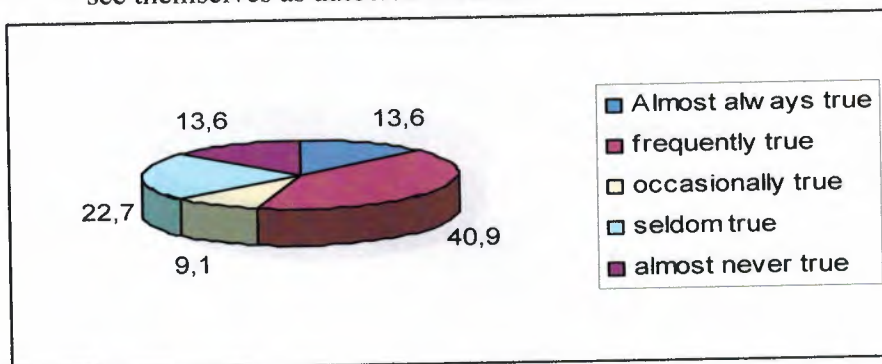
Graphic 24. Represent percentage distribution of respondent's answers for question #11

- 31.8% of respondent answered to question #11 "occasionally true" it means that they see themselves as non democratic non autocratic leader.



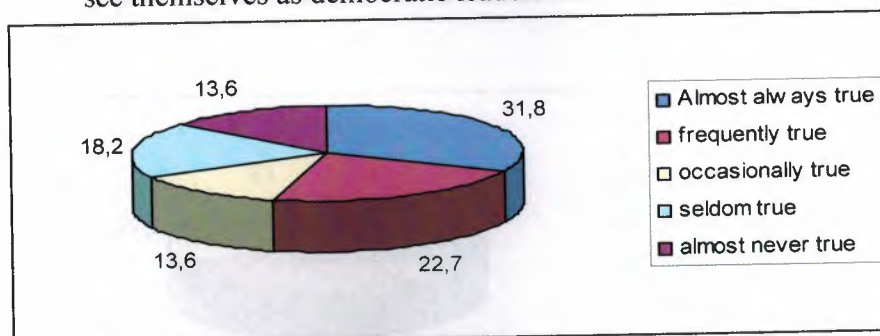
Graphic 28. Represent percentage distribution of respondent's answers for question #15

- 36.4% of respondent answered to question #15 "seldom true" it means that supervisors see themselves as autocratic leader.



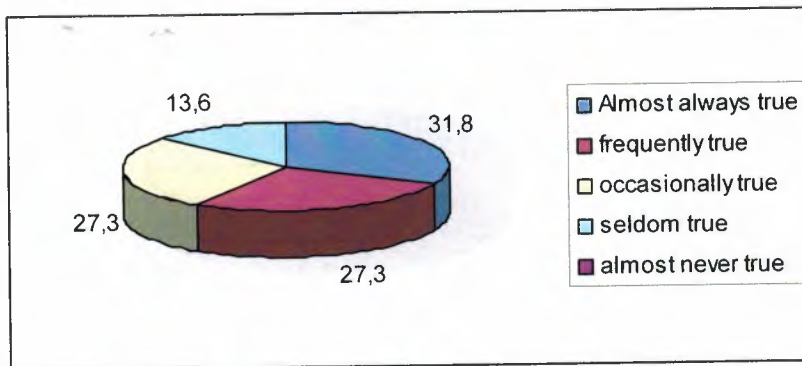
Graphic 29. Represent percentage distribution of respondent's answers for question #16

- 40.9% of respondent answered to question #16 "frequently true" it means that supervisors see themselves as democratic leader



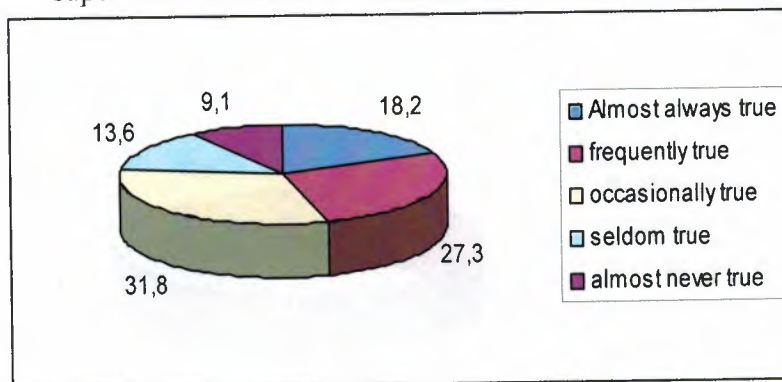
Graphic 30. Represent percentage distribution of respondent's answers for question # 17

- 31.8% of respondent answered for question # 17 "almost always true" it means that supervisors see themselves as democratic leader.



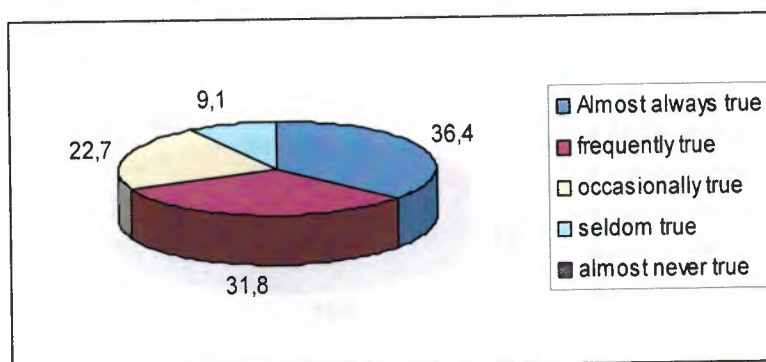
Graphic 31. Represent percentage distribution of respondent's answers for question # 18

- 31.8% of respondent answered for question #18 "almost always true" it means that supervisors see themselves as democratic leader.



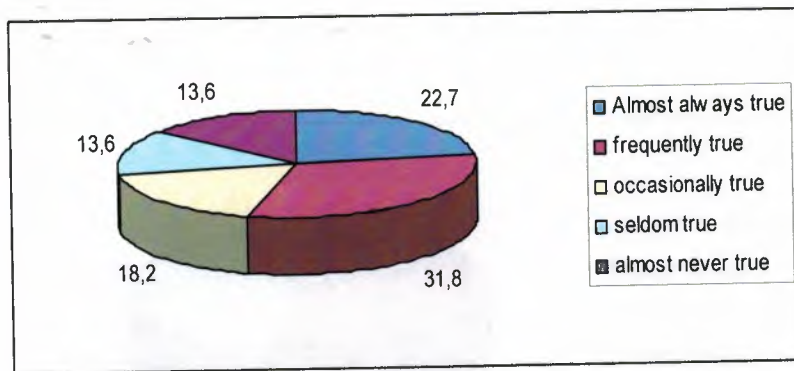
Graphic 32. Represent percentage distribution of respondent's answers for question # 19

- 31.8% of respondent answered for question of #19 "occasionally true" it means that supervisors see themselves as non democratic non autocratic leader.



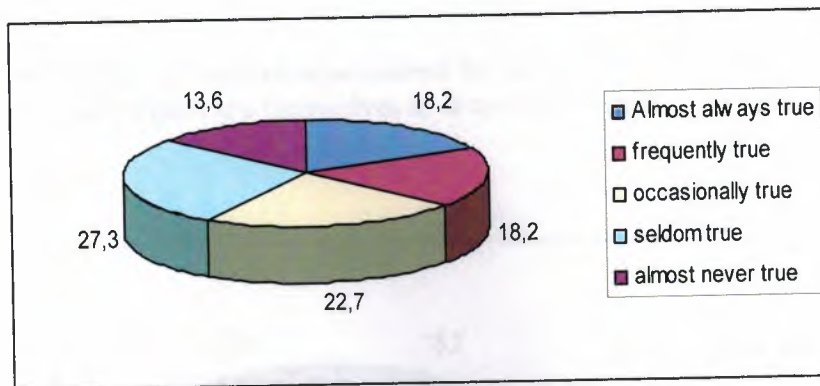
Graphic 33. Represent percentage distribution of respondent's answers for question # 20

- 36.4% of respondent answered for question #20 "almost always true" it means that supervisors see themselves as democratic leader.



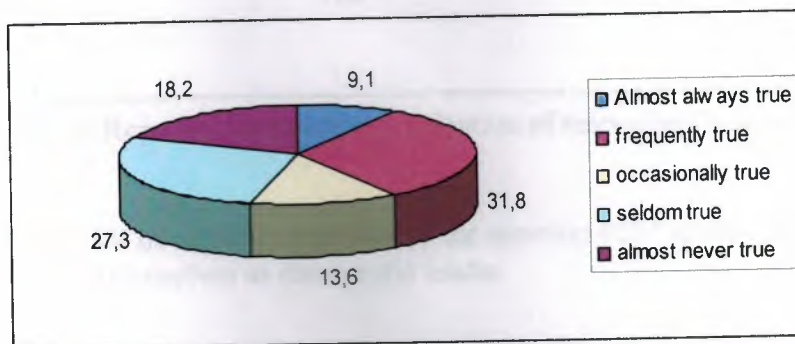
Graphic 34. Represent percentage distribution of respondent's answers for question # 21

- 31.8% of respondent answered for question #21 "frequently true" it means that supervisors see themselves as democratic leader.



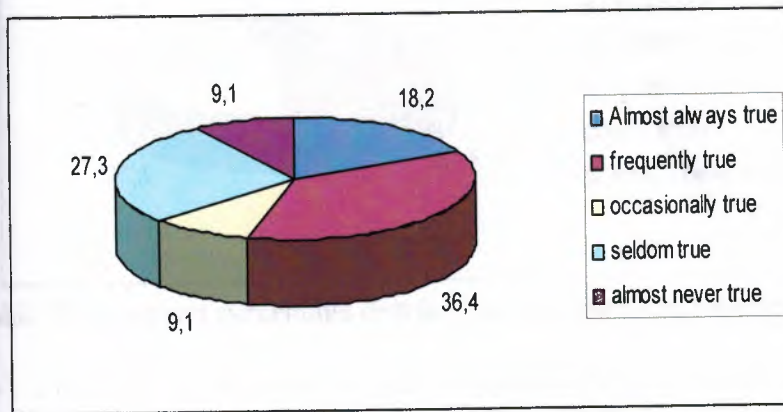
Graphic 35. Represent percentage distribution of respondent's answers for question # 22

- 27.3% of respondent answered for question #22 "seldom true" it means that supervisors see themselves as democratic leader.



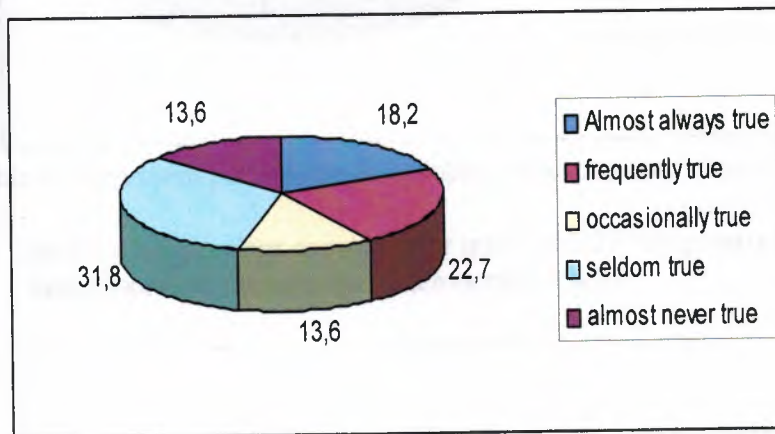
Graphic 36. Represent percentage distribution of respondent's answers for question # 23

- 31.8% of respondent answered for question #23 "frequently true" it means that supervisors see themselves as democratic leader.



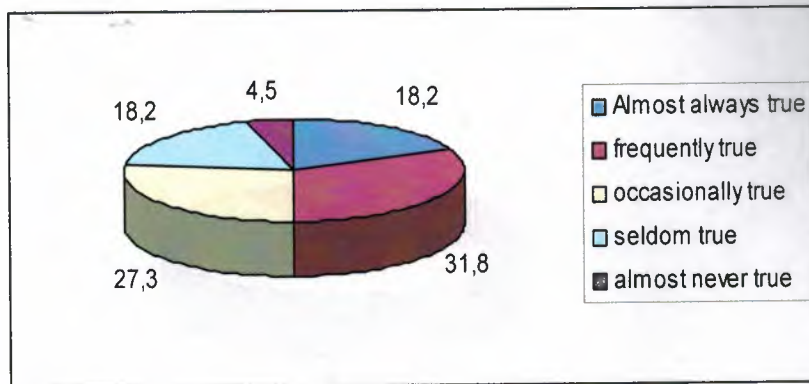
Graphic 37. Represent percentage distribution of respondent's answers for question # 24

- 36.4% of respondent answered for question #24 "frequently true" it means that supervisors see themselves as democratic leader.



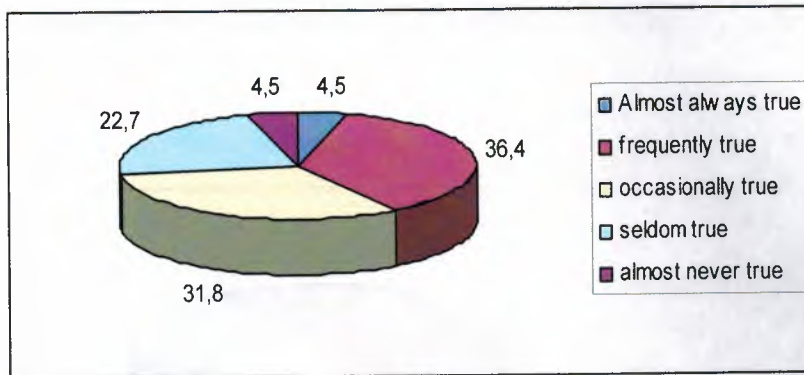
Graphic 38. Represent percentage distribution of respondent's answers for question # 25

- 31.8% of respondent answered for question #25 "seldom true" it means that supervisors see themselves as democratic leader.



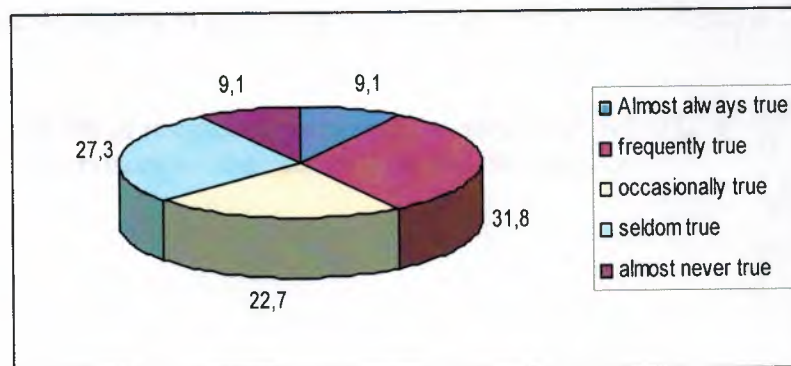
Graphic 39. Represent percentage distribution of respondent's answers for question # 26

- 31.8% of respondent answered for question #26 "frequently true" it means that supervisors see themselves as democratic leader.



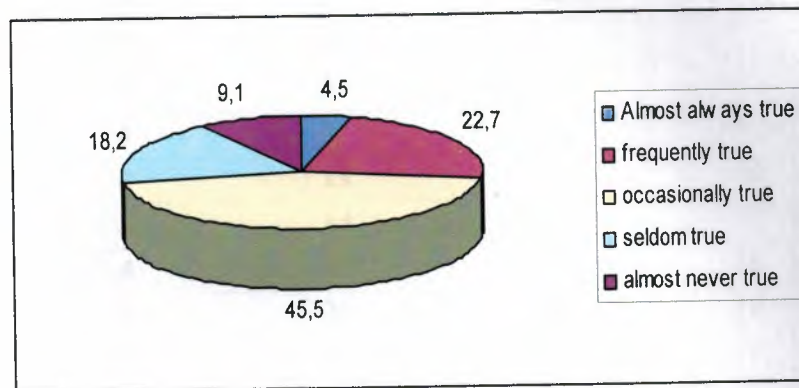
Graphic 40. Represent percentage distribution of respondent's answers for question # 27

- 36.4% of respondent answered for question #27 "frequently true" it means that supervisors see themselves as democratic leader.



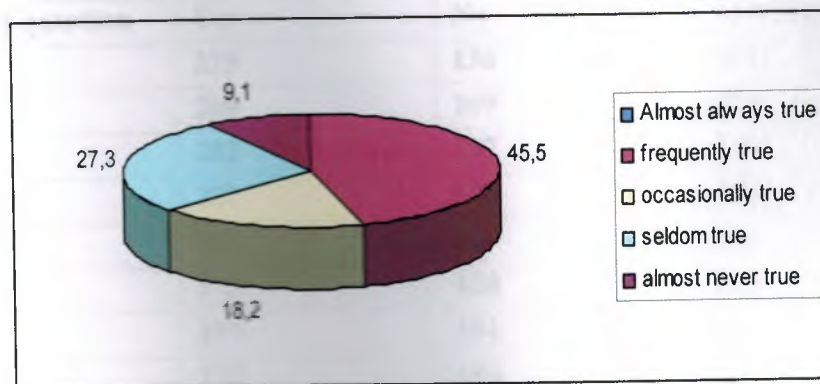
Graphic 41. Represent percentage distribution of respondent's answers for question # 28

- 31.8% of respondent answered for question #28 "frequently true" it means that supervisors see themselves as democratic leader.



Graphic 42. Represent percentage distribution of respondent's answers for question # 29

- 45.5% of respondent answered for question #29 "occasionally true" it means that supervisors see themselves as non democratic non autocratic leader.



Graphic 43. Represent percentage distribution of respondent's answers for question # 30

- 45.5% of respondent answered for question # 30 "frequently true" it means that supervisors see themselves as democratic leader.

Table 6. Supervisors questioners results

Item	Score	item	score	item	Score
1	5	2	5	3	4
4	2	5	4	6	2
7	4	8	2	9	5
10	4	11	3	12	4
13	3	14	3	15	2
16	4	17	5	18	5
19	3	20	5	21	4
22	2	23	4	24	2
25	2	26	4	27	4
28	4	29	3	30	4
TOTAL	33	TOTAL	38	TOTAL	36
	Autocratic style		Democratic style		Delegative style

Table 7. Workers questioners results

No. of question	Yes	No	Sometimes
1	225	136	132
2	209	109	175
3	252	127	114
4	227	94	172
5	208	149	136
6	173	120	200
7	199	101	193
8	173	116	204
9	190	103	200
10	190	146	157
11	163	126	204
12	146	98	249
13	193	156	144
14	206	125	162
15	186	144	163
TOTAL	2940	1850	2650
	Democratic style	Autocratic style	Non autocratic non democratic style

Finally in Tables 6. and 7. summary of all research findings. And as you can see in table 6. which is supervisors perception of leadership style they use, by using specially prepared table and calculating scores we can see that highest number is 38 so it means that most of supervisors in banks of North Cyprus use Democratic leadership style. Second number is 36 it means that some supervisors see themselves as delegative leaders and third number the smallest one is 33 it means that other supervisors see themselves as autocratic leaders.

In table 7. which is worker's perception of supervisor's leadership style, summarized results of questioner given to workers, by calculating total number of worker's response to categorized answer's table we can see that the highest number is 2940 and it means that this that workers perceive their supervisors as democratic leader. Also in this table we can see that second number is 2650 this mean that some workers don't have clear perception of their supervisor's leadership style. And third number the smallest one is 1850 it means that other workers perceive their supervisor as autocratic leaders.

Conclusion

This research is aimed at identifying the leadership style adopted in banks of Turkish Republic of North Cyprus. The result of study indicate that 35.5 % of supervisors see themselves as democratic leader, 33.6 % of supervisors see themselves as delegative leaders and 30.8 % of supervisors see themselves as autocratic leader.

Different questioner were distributed to workers to see their perception of their supervisor's leadership style, results are 39.5 % of respondent see their supervisors as democratic leader, 24.9 % of respondent see their supervisors as autocratic leader and 35.6 % of respondent don't have clear perception of their supervisor's leadership style.

In this research 493 questioner were distributed to supervisors and workers of banks. Two different type of questioner were used to indicate the leadership style adopted in banks of North Cyprus. Total in 17 banks which were studied works 583 people and 493 of them fulfilled the questioner, this means that research is finished with 84 % of response.

Limitations of this study is that nonprobability sampling methods were used, first from all cities of North Cyprus where all banks are located, leftkosa were chosen as the easiest town to reach, after convenience sampling were used. Some branches of Turkish banks didn't give the permission to distribute questioner so only 17 bank left for study.

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Appendix A

Questionnaire for workers.

1. Does this person communicate effectively
Yes _____ No _____ Sometimes _____
2. Does this person show interest in other's ideas
Yes _____ No _____ Sometimes _____
3. Does this person work to resolve conflict among staff
Yes _____ No _____ Sometimes _____
4. Does this person practice shared governance
5. Does this person find ways to reward staff for their dedicated services and achievements
Yes _____ No _____ Sometimes _____
6. Does this person expedite requests to provide support materials, equipment, funds, etc.)
Yes _____ No _____ Sometimes _____
7. Does this person attend events featuring staff to give moral
Yes _____ No _____ Sometimes _____
8. Does this person act as advocate to obtain opportunities for staff, research, study, improved salaries, increased budget, extra service contracts, release time for creative activities work, etc.
Yes _____ No _____ Sometimes _____
9. Does this person provide reliable information regarding departmental matters
Yes _____ No _____ Sometimes _____
10. Does this person seek staff input in establishing useful departmental policies, procedures, and practices
Yes _____ No _____ Sometimes _____
11. Does this person demonstrate good organizational skills regarding office management, scheduling activities, ordering supplies, delegating authority, delegating responsibility.
Yes _____ No _____ Sometimes _____
12. Does this person treat staff fairly
Yes _____ No _____ Sometimes _____
13. Does this person observe professional etiquette in communication with staff
Yes _____ No _____ Sometimes _____
14. Is that style effective in motivating productivity of staff
Yes _____ No _____ Sometimes _____
15. Does this person give a reasonable amount of lead time to complete reports, prepare for events, etc.
Yes _____ No _____ Sometimes _____

Questioner for leaders.

	<i>Almost always true</i>	<i>Frequently true</i>	<i>Occasionally true</i>	<i>Seldom true</i>	<i>Almost Never true</i>
	(5)	(4)	(3)	(2)	(1)
1.I always retain the final decision making authority within my department or team	5	4	3	2	1
2.I always try to include one or more employees in determining what to do and how to do.However, I maintain the final decision making authority	5	4	3	2	1
3.I and my employees always vote whenever a major decision has to be made.	5	4	3	2	1
4.I do not consider suggestions made by my employees as I do not have the time for them	5	4	3	2	1
5.I ask for employee ideas and input on upcoming plans and projects.	5	4	3	2	1
6.For a major decision to pass in my department, it must have the approval of each individual or the majority	5	4	3	2	1
7.I tell my employees what has to be done and how to do it.	5	4	3	2	1
8.When things go wrong and I need to create a strategy to keep a project or process running on schedule, I call meeting to get my employee's advice	5	4	3	2	1
9.To get information out, I send it by e-mail,memos,or voice mail; very rarely is a meeting called. My employees are then expected to act upon the information.	5	4	3	2	1
10.When someone makes a mistake, I tell them not to ever do that again and make a note of it.	5	4	3	2	1



11.I want to create an environment where the employees take ownership of the project. I allow them to participate in the decision making process.

5

4

3

2

1

12.I allow my employees to determine what needs to be done and how to do it.

5

4

3

2

1

13.New hires are not allowed to make any decision unless it is approved by me first.

5

4

3

2

1

14.I ask employees for their vision of where they see their vision where appropriate.

5

4

3

2

1

15.My workers know more about their jobs than me, so I allow them to carry out the decisions to do their job.

5

4

3

2

1

16.When something goes wrong, I tell my employees that a procedure is not working correctly and I establish a new one.

5

4

3

2

1

17.I allow my employees to set priorities with my guidance.

5

4

3

2

1

18.I delegate tasks in order to implement a new procedure or process.

5

4

3

2

1

19. I closely monitor my employees to ensure they are performing correctly.

5

4

3

2

1

20.When there are difference in role expectations, I work with them to resolve the differences.

5

4

3

2

1

21.each individual is responsible for defining their job.

5

4

3

2

1

22.I like the power that my leadership position holds over subordinates

5

4

3

2

1

23.I like to use my leadership power to help subordinates grow.

5

4

3

2

1

24.I like to share my leadership power with my subordinates.

5

4

3

2

1

25.Employees must be directed or threatened with punishment in order to get them to achieve the organizational objectives.

5

4

3

2

1

26.Employees will exercise self-direction if they are committed to the objective.

5

4

3

2

1

27. Employees have the right to determine their own organizational objectives.	5	4	3	2	1
28. Employees seek mainly security.	5	4	3	2	1
29. Employees know how to use creativity and ingenuity to solve organizational problems.	5	4	3	2	1
30. My employees can lead themselves just as well as I can.	5	4	3	2	1