

LEADERSHIP EFFECTIVENESS OF HEADS OF DEPARTMENTS  
IN STATE UNIVERSITIES IN TURKEY FROM THE PERSPECTIVE OF  
LEADERSHIP ROLES

MELTEM AKBULUT

BOĞAZİÇİ UNIVERSITY

2011

LEADERSHIP EFFECTIVENESS OF HEADS OF DEPARTMENTS  
IN STATE UNIVERSITIES IN TURKEY FROM THE PERSPECTIVE OF  
LEADERSHIP ROLES

Thesis submitted to the  
Institute for Graduate Studies in the Social Sciences  
in partial fulfillment of the requirements for the degree of

Master of Arts  
in  
Educational Sciences

by  
Meltem Akbulut

Boğaziçi University

2011

## Thesis Abstract

Meltem Akbulut, “Leadership Effectiveness of Heads of Departments in State Universities in Turkey from the Perspective of Leadership Roles”

The purpose of the study is to investigate leadership effectiveness of leaders in state universities in Turkey from the perspective of leadership roles used to lead internal and external worlds of state universities, and the thesis defines leadership effectiveness as the utilization of multi roles to balance internal and external worlds of state universities in Turkey.

There is not a lot of research in higher education regarding leadership roles and their correlations to leadership effectiveness, thus this study seeks to gain an understanding of leadership roles commonly applied by heads of departments, relationships between leadership roles and leadership effectiveness and predictors of leadership effectiveness.

The population was drawn from seventy faculty members at one social science based faculty which consists of three departments at a state university in Turkey. Leadership effectiveness data was obtained using The Competing Values Managerial Behavior Instrument which was adapted for use with this sample and referred to in this study as the Leadership Effectiveness Survey.

Leadership roles were correlated to leadership effectiveness. Pearson correlation was used to examine relationships among leadership roles. The leadership roles positively correlated to each other. It was further used to analyze relationships between leadership roles and leadership effectiveness. Leadership roles positively correlated to leadership effectiveness. Multiple regression was conducted to determine whether leadership roles and gender were good predictors of leadership effectiveness. Leadership roles and gender were found to be good predictors of leadership effectiveness, and the most significant predictor of leadership effectiveness was the create leadership function which included motivator, visionary, and innovator leadership roles.

## Tez Özeti

Meltem Akbulut, “Türkiye’deki Devlet Üniversitelerindeki Bölüm

Başkanlarının Liderlik Rollerini Açısından Etkili Liderliği”

Bu tezin amacı, Türkiye’deki devlet üniversitelerindeki liderlerin üniversitelerin iç ve dış dünyalarının yönetilmesinde kullanılan liderlik rolleri açısından etkili liderliğini araştırmaktır. Bu tezde etkili liderlik, Türkiye’deki devlet üniversitelerinin iç ve dış dünyalarını dengelemek için birden fazla liderlik rolünün kullanılması olarak tanımlanmaktadır.

Liderlik rolleri ve bu liderlik rollerinin etkili liderlik ile olan ilişkisi hakkında yükseköğretim literatüründe çok az çalışma bulunmaktadır. Bu çalışma, bölüm başkanları tarafından yaygınlıkla kullanılan liderlik rollerini, bu liderlik rollerinin etkili liderlik ile olan ilişkisini ve etkili liderliğin prediktörlerini belirlemeyi hedeflemektedir.

Araştırma, sosyal bilimler alanındaki bir fakültenin üç bölümünde yetmiş öğretim elemanı ile Türkiye’deki bir devlet üniversitesinde gerçekleştirilmiştir. Bu çalışmanın datası, etkili liderlik kapsamında hazırlanan anketler ile toplanmıştır.

Çalışma sonucunda, liderlik rollerinin etkili liderlik ile ilişkili olduğu saptanmıştır. Liderlik rolleri arasındaki ilişkileri incelemek için Pearson korelasyon analizi yapılmıştır. Bu analiz sonucunda, liderlik rolleri arasında pozitif korelasyon bulunmuştur. Liderlik rolleri ve etkili liderlik arasındaki ilişkileri incelemek için de Pearson korelasyon analizi kullanılmıştır. Analiz sonuçları, liderlik rollerinin etkili liderliği pozitif bir şekilde etkilediğini ortaya çıkarmıştır. Liderlik rollerinin ve cinsiyetin etkili liderliğin iyi prediktörleri olup olmadığını belirlemek için çoklu regresyon analizi yapılmıştır. Analiz sonucunda, liderlik rollerinin ve cinsiyetin etkili liderliğin iyi prediktörleri olduğu belirlenmiştir. Yenilikçi, motive edici ve ileri görüşlü liderlik rollerini kapsayan yaratıcı liderlik kadranının etkili liderliğin en iyi prediktörü olduğu bulunmuştur.

## ACKNOWLEDGMENTS

I am honored and pleased to give a special thanks to my thesis advisor, Assist. Prof. Fatma Nevra Seggie. You have truly been a blessing to me since I started the master program at Boğaziçi University. Your words of encouragement, advice and continual support kept me motivated and focused through the winding and sometimes bumpy road of academic research. In addition, I would like to thank to my thesis committee, Dr. Bengü Börkan and Assist. Prof. Zeynep Hale Öner for constructive feedback and guidance. Thank you to Dr. Bengü Börkan for your guidance with statistics and for your assistance with analyzing the data.

Additionally, I would like to thank to my friends who have provided support, help, and encouragement to me. Thank you to Tülin Araz for helping me in the data collection. A special thanks to Yıldız Yıldırım and Bilge Palaz for your belief in me and for your kindness and willingness to always be there for me.

Deep thanks to my parents and brother, who have been sources of emotional, financial and practical support throughout this process and throughout my life. When life has seemed too overwhelming, you have inspired me to go on. I will forever be indebted to you.

I especially want to thank to my fiancé, Emrah Yıldırım, who has endured for three years of riding the educational rollercoaster of a master student with patience. When I was down, you always strengthened me with a smile and brightened my day. Thank you!

## CONTENTS

CHAPTER 1 : INTRODUCTION.....	1
Background.....	1
Statement of the Research Problem.....	4
Purpose of the Study.....	5
Research Questions.....	5
Significance of the Study.....	6
Definition of Terms.....	7
Assumptions of the Study.....	8
Limitations of the Study.....	8
CHAPTER 2 : LITERATURE REVIEW.....	9
Introduction.....	9
Macro-Drivers of the Change in Higher Education.....	9
Leadership Effectiveness in a Changed Environment.....	14
Leadership Roles in a Changed Environment.....	23
The Competing Values Framework.....	33
Higher Education and Management in Turkey.....	37
Summary.....	40
CHAPTER 3 : METHODOLOGY.....	42
Introduction.....	42
Research Perspective.....	43
Theoretical Framework.....	44
Research Questions.....	45
Research Design.....	46
Ethical Considerations.....	56
Summary.....	57
CHAPTER 4 : RESULTS.....	58
Introduction.....	58
Research Method Modification.....	59
Demographics.....	60
Statistical Analysis of Research Questions.....	64
Summary.....	74
CHAPTER 5 : CONCLUSION.....	78
Discussion and Implications.....	81
Recommendations for Future Research.....	89

APPENDICES.....	91
A.....	91
B.....	95
C.....	99
D.....	100
E.....	101
REFERENCES.....	102

## TABLES

1. Watson's Seven-S Organizational Framework.....	22
2. Leadership Roles in Higher Education Knowledge Processing.....	28
3. Five Types of Value Orientation.....	30
4. Psychometric Properties of Scale.....	60
5. Descriptive Statistics of Sample for the University.....	61
6. Descriptive Statistics of Gender for Sample.....	61
7. Descriptive Statistics of Age for Sample.....	62
8. Descriptive Statistics of Academic Title for Sample.....	62
9. Descriptive Statistics of Working Full Time or Part Time for Sample.....	63
10. Descriptive Statistics of Years of Experience.....	63
11. Head of Department Leadership Role Scores.....	65
12. Descriptive Statistics of Leadership Roles.....	66
13. Descriptive Statistics of Leadership Roles to Gender.....	68
14. Leadership Role Correlations.....	70
15. Leadership Role Correlations in terms of Gender.....	71
16. Leadership Correlations to Leadership Effectiveness.....	73
17. Multiple Regression Analysis Summary of Five Independent Variables (Four Leadership Functions and Gender) Predicting Leadership Effectiveness of Heads of Departments.....	74



## FIGURES

1. A conceptual model of leadership effectiveness and selection.....	17
2. A simple model of academic leadership.....	19
3. The elements of a strategically managed higher education institution.....	22
4. The leadership roles in the competing values framework.....	34
5. Dominate leadership roles.....	77

## ABBREVIATIONS

<i>Abbreviation</i>	<i>Definition</i>
$F$	Fisher's $F$ ratio
$M$	Mean (arithmetic average)
$Mdn$	Median
$N$	Number in a subsample
$N$	Total number in a sample
$P$	Probability
$R$	Pearson-product moment correlation
$SD$	Standard deviation
$R^2$	Multiple correlation squared
$T$	Computed value of $t$ test
$B$	Standardized multiple regression coefficient

## CHAPTER 1

### INTRODUCTION

#### Background

Historically, how leaders have successfully managed groups of people, organizations, and governments have been a topic of research and a large amount of literature dedicated to the leadership effectiveness in organizations have been defined in many ways because of our willingness to understand and improve leadership effectiveness (Bass, 1981).

In the previous studies on leadership effectiveness, the individual characteristics based on implicit leadership theories and leadership prototypes have been used to measure leadership effectiveness (Foti, Fraser, & Lord, 1982; Lord, Foti, & Philips, 1982; Lord, DeVader, & Alliger, 1986). According to this perspective, people are likely to form sets of beliefs concerning the characteristics that relate to leadership in a wide-range of situations. In other words, implicit theories are used to decide whether a person is an effective leader or not. Empirical studies have shown that there is a relationship between leadership effectiveness and individual characteristics such as intelligence, dominance, emotional intelligence, conscientiousness, emotional stability, and extraversion (Atwater, Dionne, Avolio, Camobreco, & Lau, 1999; Foti et al., 1982; Higgs & Aitken, 2003; Howard & Bray, 1988; Judge, Bono, Ilies, & Gerhardt, 2002; Palmer, Walls, Burgess, & Stough, 2001; Prati, Douglas, Ferris, Ammeter, & Buckley, 2003). In addition to the individual characteristics such as gender role, generalized self-efficacy, self-monitoring, emotional intelligence, conscientiousness, emotional stability and extraversion; self-

regulatory, self-motivational, empowering and transformational leadership skills and behaviors may also influence leadership effectiveness (Conger, 1999; Day, 2001; Manz & Sims, 2001). Several studies (Avolio & Locke, 2002; Choi & Mai-Dalton, 1999; De Cremer & van Knippenberg, 2002; De Cremer & van Knippenberg, 2004; Yorges, Weiss, & Strickland, 1999) specifically focused on self-sacrifice, and it is the one individual characteristic which has gained considerable attention in the last years.

Although the previous body of research has focused on individual characteristics, Vardiman, Houghton, and Jinkerson (2005) put forward that such a view to leadership effectiveness is incomplete, that is, individual characteristics have an effect on leadership effectiveness, yet “organizational context which is supportive, empowering, enabling and that attempts to remove barriers while focusing on leadership development” has also an effect on leadership effectiveness (p. 95).

As mentioned in the previous paragraphs, studies to measure leadership effectiveness have mainly based on individual characteristics of leaders both in the past and in the recent years by ignoring the inner and outer structure of universities. However, when changes in higher education system like mass higher education, substantive growth of knowledge, and information technology are taken into consideration, a new focus to leadership effectiveness has emerged, that is, in such a dynamic environment, leaders in universities stand at a way which necessitates to combine both the internal world and the external world to universities. More specifically, leadership effectiveness in congruent with the purpose of this thesis means “close and constant study of the external world (the rest of the university, and the economic and political context in which it sits) as well as the inner world (the

resources a leader control and staff with whom a leader works)” (Ramsden, 1998, p. 13). This means that although previous and some recent studies have focused on individual characteristics of leaders with respect to leadership effectiveness, a new perspective to leadership effectiveness which measures leaders’ effectiveness in universities according to how well they act both in the internal and the external contexts of the universities has resulted in a change in the measurement of leadership effectiveness.

There are several studies which have examined leadership effectiveness by focusing on how well leaders act both in internal and external worlds of universities (Bennett, 1991; Benoit & Graham, 2005; Bland, Center, Finstad, & Staples, 2005; Bolman & Deal, 1997; Bryman, 2007; Creswell, Wheeler, Seagren, Egly, & Beyer, 1990; Knight & Holen, 1985; McGregor, 1960; Taylor & Machado, 2006).

Among these studies, Bolman and Deal (1997) propose that leaders who use a multi-framed perspective to lead internal and external worlds of universities are more effective because “just as organizations have multiple realities, so must leaders have multiple roles/behaviors” to be effective (Taylor & Machado, 2006, p. 143). This is the point which highlights the focus of the present thesis since it concentrates on the leadership roles utilized by leaders in state universities in Turkey both in the internal and external worlds to measure leadership effectiveness and identifies leadership effectiveness as the use of multi roles to balance inner and outer worlds of state universities in Turkey.

There are several studies which examine leadership roles which have emerged in the past and in the recent years regarding leadership effectiveness (Adams, 1998; Ambrose, Huston, Norman, 2005; Bennett, 1991; Brown & Moshavi,

2002; Bryman, 2007; Creswell et al., 1990; Evans, 2001; Knight & Holen, 1985; Kouzes & Posner, 1993; Lindholm, 2003; Murry & Stauffacher, 2001; Trocchia & Andrus 2003; Snyder, McLaughlin, & Montgomery, 1991).

Yet, these studies on leadership roles which focus on leadership effectiveness in the internal and the external worlds of universities have examined this issue by concentrating on mostly one leadership role which makes a leader effective, that is, in almost each study only one effective leadership role has been proposed, and studies have not suggested explicitly the use of multi roles.

The literature which concentrates on a mixture of leadership roles from the perspective of leadership effectiveness is found in the studies of Bolman and Deal (1997), Bruno and Lay (2006), Martin and Marion (2005), and Neumann and Neumann (2000). Although these studies have focused on leader roles within leadership effectiveness framework to be utilized both in the internal world and the external world of universities, they have not specifically proposed a discrimination among leadership roles emerging either in internal world or external world. Therefore, different from these studies, the present thesis investigates leadership effectiveness of leaders in state universities in Turkey within leader roles and the competing values framework which is suggested by Quinn (1984) and is regarded as the only framework in the literature on leadership roles which specifically focuses on opposing roles and specifies that leadership effectiveness necessitates meeting and integrating of the competing roles (Zaccaro, 2001) is utilized.

#### Statement of the Research Problem

Leadership effectiveness is not fundamentally about the characteristics a leader has, but about what roles leaders use to lead both external (“the rest of the university, and

the economic and political context in which it sits”) and internal “(the resources a leader control and staff with whom a leader works”) worlds of the universities to be effective (Ramsden, 1998, p. 13). This would seem to be a simple way of researching leadership effectiveness, which might be expected to have gained considerable amount of empirical attention. In contrast, there are several studies addressing this issue although the changing leadership roles are one of the six broad themes for research which was approved by the Leadership Foundation for Higher Education (Middlehurst, Goreham, & Woodfield, 2009). There is a lot of research on what higher education leaders do, but not much research on what roles of a leader used in the internal and the external worlds of universities increase their leadership effectiveness.

#### Purpose of the Study

The purpose of the study is to investigate leadership effectiveness of leaders in state universities in Turkey from the perspective of leadership roles used to lead internal and external worlds of state universities, and the thesis defines leadership effectiveness as the use of multi roles to balance inner and outer worlds of state universities in Turkey. To this end, the competing values framework will be used to analyze leadership effectiveness and the leaders who perform multi roles simultaneously will be called effective leaders. Thus, in this thesis, an effective leader is described as a leader who combines both internal life and external world and uses multiple leadership roles to act effectively.

#### Research Questions

Research Question One: What are commonly applied leadership roles of heads of departments in state universities in Turkey?

Research Question Two: Is there a relationship among leadership roles?

Research Question Three: Are the leadership roles and gender good predictors of leadership effectiveness?

### Significance of the Study

The present thesis contributes to the literature significantly in several ways. First of all, there are many studies which concentrate on what a leader does; yet there is not much research which focuses on what roles a leader utilize to be effective within the university and beyond the university. Second of all, although there are studies on the use of multi roles to be effective both in the internal world and the external world of universities (Bolman & Deal, 1997; Bruno & Lay, 2006; Martin & Marion, 2005; Neumann & Neumann, 2000), they have not specifically suggested a discrimination among leadership roles emerging either in internal world or external world.

Therefore, different from these studies, the present thesis investigates leadership effectiveness of leaders in state universities in Turkey within leader roles by differentiating roles in the internal world and roles in the external world. Hence, since there is no such study in higher education literature and in Turkey, the current thesis explores a significant gap.

In addition, the competing values framework which is proposed by Quinn (1984) not in higher education area but in management area is used to measure leadership effectiveness since there is no study in higher education which has developed roles of leaders in the internal world and the external world separately.

This point also highlights another importance of this thesis by stressing also another gap in the literature: Higher education leaders and corporate world leaders are different. In the former the aim is to serve while in the latter the aim is to make



money. The former is service-oriented whereas the latter is mostly profit-oriented. Thus, the literature in higher education borrowed from business and management literature needs to be tested because the contexts are different. This means that the results of a study conducted in business and management area are not directly transferable to higher education area and the present thesis serves to this purpose by testing a framework developed in the business and management area.

Department heads may potentially use this research to boost their leadership effectiveness. Developing correlations between leadership roles and leadership effectiveness provides insight on how leaders can positively impact the departments they work for. This study provides crucial information to improve departments at the faculties in state universities in Turkey and positively impact thousands of faculty members who work with department heads.

#### Definition of Terms

The following definitions clarify the terminology used in this study:

**Leadership Roles:** As defined by Cameron, Quinn, DeGraff, and Thakor (2006) and Lawrence, Perk, and Quinn (2009), leadership roles fall into four categories; collaborate, create, control, and compete. These are further defined into twelve leadership roles which consist of (a) facilitator, (b) empathizer, (c) mentor, (d) innovator, (e) visionary, (f) motivator, (g) regulator, (h) monitor, (i) coordinator, (j) competitor, (k) driver, and (h) producer.

**Leadership Effectiveness:** It is defined as the use of multi roles to balance inner (“the resources a leader control and staff with whom a leader works”) and outer (“the rest of the university, and the economic and political context in which it sits”) worlds of state universities in Turkey (Ramsden, 1998, p. 13).

### Assumptions of the Study

It was assumed that no further interpretation for faculty members was needed to respond to the items on the survey. It was also assumed that faculty members understood the content of the instrument.

### Limitations of the Study

This study did not focus on all areas of leadership characteristics, hence, generalization of the study is limited to leadership characteristics which are measured through the use of Leadership Effectiveness Survey. In addition, the leadership roles in the opposite quadrants were found to be highly correlated to each other. This may imply that the leadership roles in the opposite quadrants measure the same thing and lack the discriminant validity. A larger sample may be needed to better understand whether these leadership roles discriminate between dissimilar constructs even though the survey used in this study had been tested for discriminant validity with a different sample by Lawrence et al. (2009) and had been found to have it. The results of this study are limited only to department heads and faculty members in a social science based faculty at the university under study.

## CHAPTER 2

### LITERATURE REVIEW

#### Introduction

This chapter contains a review of literature on the internal and the external worlds of universities, the leadership roles used, and the leadership effectiveness. First, the macro-drivers of the change in leadership effectiveness in higher education are explored; these are mass higher education, substantive knowledge growth, and information technology. Then, leadership effectiveness in a changed environment is presented. Later, the chapter presents the changed leadership roles used by leaders in universities to be effective leaders. After, the theoretical framework used in the study is presented. Finally, after presenting higher education and management in Turkey, the chapter is summarized.

#### Macro-Drivers of the Change in Higher Education

The heightened sensitivity of recent research about political-economic contexts of higher education (Clark, 1998; Currie & Nelson, 1998; Leslie & Slaughter, 1997; Levin, 2006; Marginson & Considine, 2000; Rhoades & Slaughter, 1997; Rhoades, 1998; Leslie, 1998; Slaughter & Rhoades, 2000; Scott, 2006) alerts us to the fact that “higher education is going through a revolution” (Ramsden, 1998, p.1). Among these changes are mass higher education, differentiation through substantive knowledge growth, and information technology (Ramsden, 1998).

#### Mass Higher Education

Today, one of the most fundamental challenges that face universities is the change from “an elite system of higher education, largely confined within national

boundaries, to a mass higher education system in a global business” (Ramsden, 1998, p. 13) to its universal access model (Kwiek, 2001). In other words, universities are removing the boundaries between higher education institutions and their external publics while at the same time trying to protect the traditions on-campus concerned with “academic inquiry, independence of thought, and rights and responsibilities of the faculty” (Hanna, 2003, p. 26). These external changes have an effect on the running of universities, the academic work of academicians and the work of academic leaders. Hence, this causes “what is on-campus and what is not to become less and less apparent” (Hanna, 2003, p. 26) and that means the borders between on-campus and out of campus have been eliminated by making what is on campus and out of campus closely integrated. Mass higher education also leads higher education leaders to struggle against “exorbitant tuition, tenure, unnecessary research, bloated bureaucracies, low admission and graduation standards, remediation, numerous existing programs, light teaching loads, lack of accountability, narrow-minded faculty unions and shared governance that leaves nobody in charge” (Carlin, 1999, A76). Such problems or the idea that such problems exists then result in gaps in higher education institutions to be solved by executives (Martin & Marion, 2005). To exemplify, boards of trustees and senior leaders are pressured to run higher education institutions like a business by making emphasis on profit/loss statements which are accepted as academically unpleasant in discussions about universities (Bok, 2003) as if money making/profit is the target of the institutions. University education has turned out to be a business (Ramsden, 1998), and the number of universities in Turkey has changed dramatically (Şenses, 2007). For instance, the number of state universities in Turkey raised eighty-seven in 2007 while it was nineteen in 1981. In

addition, in 1984 there was one private university, but now there are thirty private universities in Turkey (Şenses, 2007). Thus, the changes caused by mass higher education mean “larger class sizes, more diverse groups of students, and different student attitudes”, and this expansion has been followed by the emergence of new occupations by directing universities to earn their funds via performance but not via government support (Ramsden, 1998, p. 14). Thus, today the responsibilities of the state towards society is redefined and it is usually regarded as “a facilitator, a regulator, a partner, and a catalyst rather than as a direct provider of services to the public” (Kwiek, 2001, p. 29). As the World Bank publication *The State in a Changing World* (1997) states, “Choosing what to do and not to do is critical to the state”.

#### Substantive Knowledge Growth

“Higher education has expanded dramatically, both in its reach and in what it does” (Leslie, 1998, p. 653), and as a result of the mass education systems, a knowledge-based economy has been more important, and university research has been increased (Altbach, 2001). The differentiation of knowledge affects academic and outside labor markets and leads pressure for increased competitiveness among higher education institutions within and across national borders (Clark, 1998). Substantive growth has had two other impacts which are the pressure to increase the differentiation among and within institutions and the devaluation of the teaching since universities have become performance-based to be provided with funding (Ramsden, 1998). Boyer (1991) states that because of the strong pressure to do research on faculty members, the quality of teaching diminished. This means that massification of higher education institutions by resulting in putting emphasis on research has caused faculty members

who are devoted to teaching to be marginalized since teaching performance is not as valuable as research while the latter is both valued and funded.

### Information Technology

Another important change which results from external environment is information technology (IT). What matters is not actually the computer based-technology but the emergence of new ways of thinking, that is, “flexible learning which is a concept implying different relationship between institutions, staff and students”, so what is obvious is that it will bring new requirements on lecturers from the perspectives of teaching and learning (Ramsden, 1998). To illustrate, universities are not alone in offering key routes to qualifications, and they are not alone in creating and legitimating knowledge or developing and spreading ideas and technologies as the proliferation of think-tanks, consultancies, lobbying agencies and interest groups, supported by developments in communication and information technologies (Adelman, 2000). Since universities’ internal governance arrangements are closely linked to their core activities and their value-base as discussed above, it is unsurprising that this challenging external environment has led to questions about internal change and indeed, to broader questions about the whole shape and purpose of universities (Brennan, Fedrowitz, Huber, & Shah, 1999; Kwiek, 2001; Middlehurst, 2004; Yang, 2003). However, according to Zaho and Resh (2001) and Dionne, Yammarino, Atwater, and Spangler (2004), university administrators are being challenged to develop entirely new services because of the rapid and continuous change in computer and information technology. The impact of computer-based knowledge systems, including the internet, has profoundly affected higher education, and it is just the beginning of the information revolution. The use

of English as the international medium of communication in science and scholarship has been strengthened by the new technologies. While some have argued that the internet makes communication more democratic, it is also the case that knowledge is increasingly centralized and that the ownership and control of databases and other tools of the information age make a great difference (Altbach, 2001). The information age and knowledge society are terms used to describe this emerging civilization. Consequently, the university is the pivotal institution in the rapidly globalizing, postmodern environment since it produces as a research mission and transmits as teaching and public service missions (Bell, 1973; Kerr, 2001). Yet, one of the dangers is the commercialization of knowledge, influencing the teaching, research, and public service missions (Scott, 2006).

In addition to the changes occurring in higher education, there are also changes like “establishing interdisciplinary programs, redesigning and personalizing student support services, emphasizing connected and lifelong learning, investing in technologically competent faculty and building strategic alliances with others” (Hanna, 2003, p. 26, 27, 28). Besides, the growing power of leaders in academic institutions, the direction of universities towards entrepreneurialism and the idea of the service university, which targets to serve those who can pay for the services rather than the traditional ideal of public service, are all prevalent in many countries (Altbach, 2001).

The general conclusion from these changes occurring both in the inner world and the outer world of universities has been expressed in numerous recent educational policy reports, that is, there are tough times ahead of higher education institutions (Hanna, 2003; Hovey, 1999; Neumann, 1995). Budgets are going to be

tightened; government support, which is already small, is expected to get smaller due to other enormous social needs; and owing to expanding social dissatisfaction with the public sphere in general, “The (academic) profession’s golden age has come to an end” (Altbach, 1997 as cited in Kwiek, 2001, p. 28). Thus, the global direction of governments all over the world (Organisation for Economic Co-operation and Development [OECD], 1990, 1998; World Bank, 1994) is favoring lifelong learning for all and a near-universal participation in growingly market-oriented, financially independent higher education institutions. OECD publication, *Redefining Tertiary Education* (1998), highlights a fundamental shift and a new paradigm of tertiary education for all, besides a historic shift and a cultural change and states “it is an era of searching, questioning, and at times of profound uncertainty, of numerous reforms and essays in the renewal of tertiary education” (p. 3, 15, 20, 37).

#### Leadership Effectiveness in a Changed Environment

Changes in higher education institutions appear in different forms as exemplified above. Even if there is no financial tension, leaders in universities are worried about what will happen in the future. For instance, when there was no financial hardship in higher education (Blumenstyk, 1991; Cage, 1991; 1992; Jaschik, 1990, 1991; Lively, 1993a, 1993b; Mooney, 1992), top administrators were worried about that they would have difficulties in finances. In the meantime, the analysts drew attention to financial trouble (Grassmuck, 1990; Jaschik, 1990, Lively, 1993b; Wilson, 1990) and urged leaders to take precautions against the financial hardship (Jacobson, 1991; McMillen, 1992).



Given leaders continuous concern about tough times, the researchers have begun to give attention to what leadership effectiveness looks like in a changed economic environment (Neumann, 1995; Whetten, 1980).

### Leadership Effectiveness

Leadership effectiveness is a longer-term concept which means “a leader’s success in influencing followers toward achieving their objectives” (Vardiman et al., 2005), and it is viewed as the most significant advantage of a university in a “competitive and resource-hungry higher education system” (Ramsden, 1998, p. 4). In addition, Fincher (1996 as cited in Rosser, 2003) sheds light on the ambiguity of leadership effectiveness, and states that “Leadership effectiveness is a matter of perception”.

There have been many conducted studies on leadership effectiveness which examined the issue from different perspectives. In the previous studies on leadership effectiveness, the individual characteristics based on implicit leadership theories and leadership prototypes have been used to measure leadership effectiveness (Lord et al., 1982; Lord et al., 1986; Offerman, Kennedy, & Wirtz, 1994). According to this perspective, people are likely to form sets of beliefs concerning the characteristics that relate to leadership in a wide-range of situations (Foti et al., 1982; Lord et al., 1986; Lord, et al., 1982). In other words, implicit theories are used to decide whether a person is an effective leader or not. Empirical studies have shown that there is a relationship between leadership effectiveness and individual characteristics such as intelligence, dominance, emotional intelligence, conscientiousness, emotional stability, and extraversion (Atwater et al., 1999; Foti et al., 1982; Higgs & Aitken, 2003; Judge et al., 2002; Palmer et al., 2001; Prati et al., 2003).

In addition to the individual characteristics such as gender role, generalized self-efficacy, self-monitoring, emotional intelligence, conscientiousness, emotional stability, and extraversion; self-regulatory, self-motivational, empowering and transformational leadership skills and behaviors have been stated to influence leadership effectiveness (Conger, 1999; Day, 2001; Manz & Sims, 2001). Rosser (2003) also studied the effect of one of the individual characteristics on leadership effectiveness, which is gender. The study was carried out with 405 female and 451 male respondents from the faculty and the staff. The results indicate that female deans are perceived to be more effective than their male colleagues in terms of four dimensions of leadership effectiveness: “enhancing the quality of education, engaging in research community and professional endeavors, promoting and support institutional diversity within their units and managing personnel and resources fairly and effectively” (Rosser, 2003, p. 77). Additionally, another study which focused on the individual characteristics of a leader was conducted by De Cremer and van Knippenberg (2004). The study specifically focused on self-sacrifice and it is the one individual characteristic which has gained considerable attention in the last years (Avolio & Locke, 2002; Choi & Mai-Dalton, 1999; De Cremer & van Knippenberg, 2002; De Cremer & van Knippenberg, 2004; Yorges et al., 1999). Following these studies, several authors have found out that self-sacrifice leads a leader to be perceived as more effective compared to the leaders who do not display the characteristic, self-sacrifice, and this in turn results in an increase in the productivity, motivation and cooperation of the followers.

Although the previous body of research has focused on individual characteristics, Vardiman et al. (2005) put forward that such a view to leadership

effectiveness is incomplete, that is, individual characteristics have an effect on leadership effectiveness; yet “organizational context which is supportive, empowering, enabling and that attempts to remove barriers while focusing on leadership development” has also an effect on leadership effectiveness (p. 95). The model proposed by Vardiman et al. (2005) is presented in Figure 1.

<p>Quadrant II (Pushes/Resistant)</p> <p>High ES, Low ILC</p> <p>Pushed toward leadership role Finds leadership role difficult to fill Lacks important leadership characteristics P2a: Low Leadership Emergence P2b: Low Leadership Effectiveness</p>	<p>(Promotes/Relishes) Quadrant I</p> <p>High ES, High ILC</p> <p>Naturally assumes leadership role Easy to identify as a leader Fits leadership stereotype  P1a: High Leadership Emergence P1b: High Leadership Effectiveness Individual Leadership Characteristics (ILC)</p>
<p>Low</p> <p>Not encouraged toward leadership role Does not seek leadership opportunities Comfortable in current role P3a: Low Leadership Emergence P3b: Low Leadership Effectiveness</p> <p>(Passive/Refusal) Quadrant III</p> <p>Low ES, Low ILC</p>	<p>High</p> <p>Frustrated follower, “trouble maker” Seeks more leadership opportunities May seek leadership roles elsewhere P4a: Low Leadership Emergence P4b: High Leadership Effectiveness</p> <p>(Prevents/Requests) Quadrant IV</p> <p>Low ES, High ILC</p>

1. A contextual model of leadership effectiveness and selection (Vardiman et al., 2005)

The model suggests that two primary factors influence leadership effectiveness and selection: individual leadership characteristics and environmental support. Vardiman et al. (2005) states that a supportive environment, “an organizational culture that values and actively encourages the process of leadership development” also affects leadership effectiveness in important ways such as providing long-term organizational success, that is, such an organizational culture will prize leadership development and hold its members responsible for the development of others so that

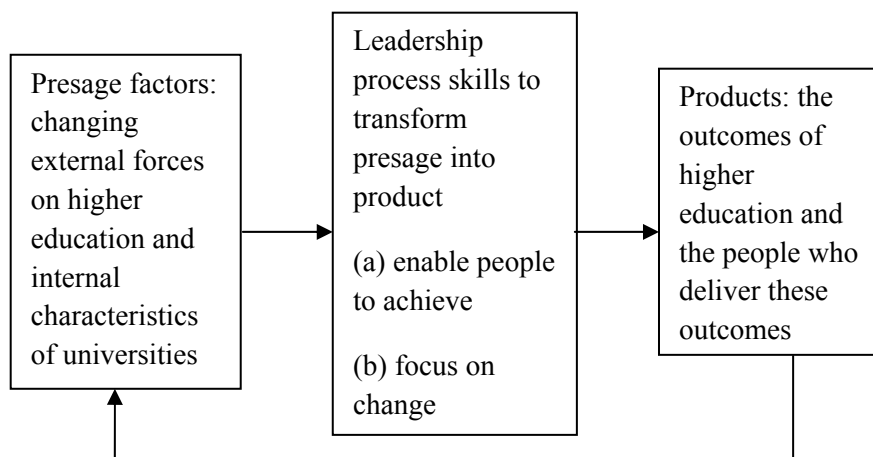
organizations may be better equipped to struggle against the challenges of today (p. 96).

Another point of view regarding leadership effectiveness is to use perceptions to determine whether a leader is effective or not. More specifically, perceptions about a leader is collected and used to evaluate a leader's performance in terms of leadership effectiveness. Yet, these studies may lead to high stakes about the evaluation of a leader since such studies may constitute decisions like promotion and dismissal of employees (Heck, Johnsrud, & Rosser, 2000).

Values have also been used to measure leadership effectiveness by the researchers in recent years (Bruno & Lay, 2006). Values are defined as “the constellation of likes, dislikes, viewpoints, shoulds, inner inclinations, rational and irrational judgments, prejudices, and association patterns that determine a person's view of the world” (Spranger, 1928). The importance of studying a value system is that it is used as the standard criterion for one's actions after it has been internalized either consciously or subconsciously; that's why, the study of values regarding leadership effectiveness is significantly important (Bruno & Lay, 2006).

As mentioned in the previous paragraphs, studies to measure leadership effectiveness have been mainly based on individual characteristics of leaders both in the past and in the recent years. However, when aforementioned changes in higher education system are taken into consideration, a new focus to leadership effectiveness has emerged, that is, in such a dynamic environment, leaders in universities stand at a way which necessitates them to combine both the world internal and the world external to universities. More specifically, leadership effectiveness in congruent with the purpose of this thesis includes “close and

constant study of the external world (the rest of the university, and the economic and political context in which it sits) as well as the inner world (the resources a leader controls and staff with whom a leader works)” (Ramsden, 1998, p. 13). This means that although previous and some recent studies have still focused on individual characteristics of leaders with respect to leadership effectiveness, a new perspective to leadership effectiveness which measures leaders’ effectiveness in universities according to how well they act both in the internal and the external contexts of their universities has resulted in a change in the measurement of leadership effectiveness. However, although leadership effectiveness has been examined from this perspective, the studies are surprisingly limited when continuingly occurrence of changes are considered as outlined in the first section. The below model is an example which demonstrates how leadership effectiveness is influenced by internal and external worlds.



## 2. A simple model of academic leadership (Ramsden, 1998)

This model outlines foremost inner and outer worlds of universities in the first component of the three-stage model. It demonstrates that an effective leader needs to provide necessary resources to both academic staff and personnel to enable them to

achieve. Secondly, a leader in a university to be effective needs to concentrate on change and innovation imposed by external forces so that higher quality products are achieved, and these products and people who are focused on change affect the internal and external presage factors in the system as shown with a feedback loop. Such circulation of the higher education system hence paves way to the effective leadership in universities. All in all, leaders need to focus on traditional academic values, but they also need to respond to new changes in the external world; leaders need to look forward to the future strategically, but they also need to focus on internal processes (Ramsden, 1998).

A study which combines both the internal and external worlds of universities was conducted by Knight and Holen (1985) to measure leadership effectiveness. According to this study, the criterion of leadership effectiveness was set as to be a leader who considers both the internal structure of the university to achieve a goal and the external structure of the university to achieve this goal. In that study, the effectiveness of 458 US department leaders was reported by their faculty members, and the authors found that leaders who scored high in both internal and external worlds of the universities in achieving the goals of the universities were regarded as more effective than the other leaders, that is, a leader who did not neglect the internal or the external world of the university was the effective leader. This study is supported by the findings of Creswell et al. (1990, p. 26) who defined the importance of chairs, the leaders, as “allocating resources of time, information, and assignments to encourage the vision” since developing a vision and sharing it with the staff allows the staff to know where the university is going and thus strengthens the internal world of the university in the sense that sharing the vision assists the staff in owning

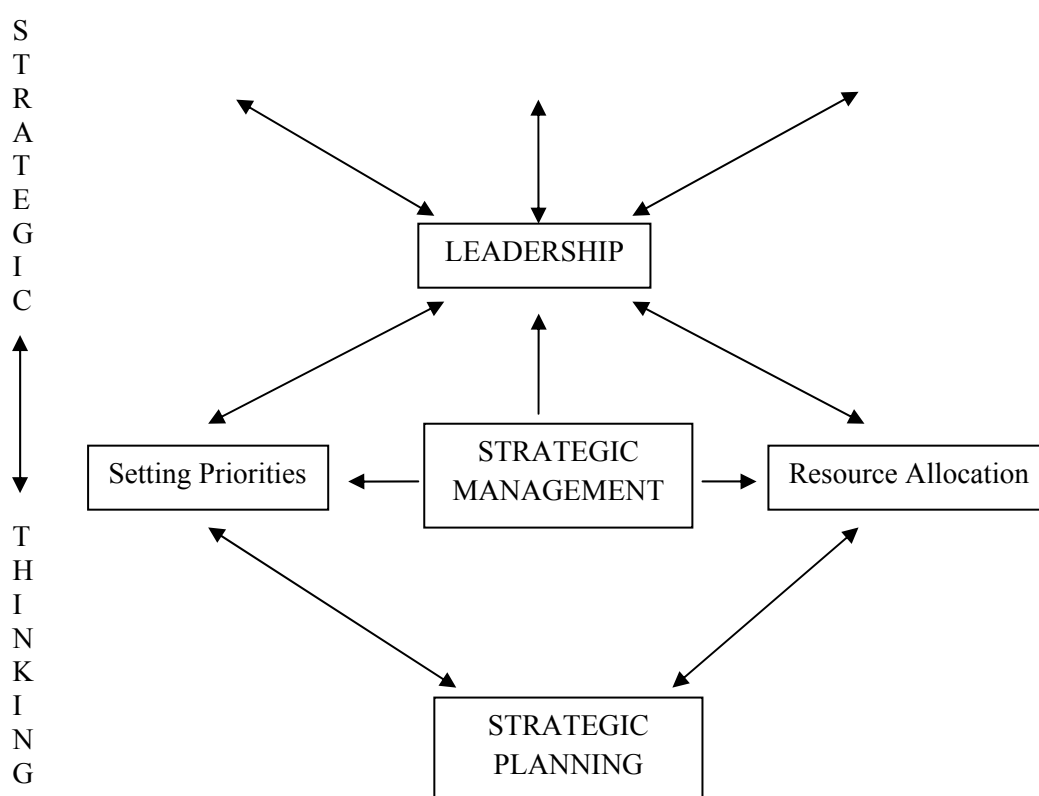
the vision of the leader. This also in turn leads to collective movement in the external world as the faculty owns the vision of the leader. Within this in mind, it is possible to say that effective leaders are ones who make their universities stand out among the others by enhancing their universities' profile and prestige within the university and beyond. As mentioned by Bryman (2007), these leaders are perceived to be proactive in actively taking part to promote their universities' profile and awareness of their needs and contributions. Creswell and Brown (1992 as cited in Bryman, 2007) pointed out advocacy which is "championing the cause of staff within and beyond the university" and stressed that advocacy was the most outstanding feature of the department chairs they examined. Likewise, external liaison which is defined as advancing the department by means of relationships with external constituencies was manifested as a crucial feature of leadership effectiveness in Benoit and Graham's (2005) investigation of department chairs. Bland et al. (2005) further found that the universities which had the most research-productive departments were the ones which had leaders who advocated the departments in the external world. Similarly, another study, in which the study was conducted with academic staff, emphasized the importance of a leader's advocating their departments both in the internal world and in the external world regarding leadership effectiveness. (Moses & Roe, 1990 as cited in Bryman, 2007)

As said before, a leader operates in a complex and dynamic environment and this in turn requires a leader to come into prominence by both focusing on the internal world and the external world of the university he/she acts. McGregor (1960) determined four main variables of the leadership relationship: (1) characteristics of the leader, (2) attitudes and needs of the followers, (3) the nature of the organization,

and (4) the social, economic and political environment. This internal/external focus is vital both for effective leadership and in turn effective institutional planning. Table 2 and Figure 3 present respectively the organizational framework and the elements of a strategically managed higher education institution.

1. Watson's Seven-S Organizational Framework (Watson, 1983 as cited in Taylor & Machado, 2006)

Management	Leadership
Strategy	Style
Structure	Staff
Systems	Skills
	Shared Goals



3. The elements of a strategically managed higher education institution (Taylor & Machado, 2006)

Bolman and Deal (1997) propose that leaders who use a multi-framed perspective are more effective because “just as organizations have multiple realities, so must leaders have multiple roles/behaviors” to be effective (Taylor and Machado, 2006, p. 143).



Bolman and Deal (1997) identify four perspectives or frames that can be used individually or in combination: structural frame, human resource frame, symbolic frame and political frame. Their findings propose that leadership effectiveness increases if leaders utilize multiple frames. This is the point which highlights the purpose of the present thesis since it focuses on the leadership roles utilized by leaders in state universities in Turkey both in the internal and the external worlds to measure leadership effectiveness and identifies leadership effectiveness as the use of multi roles to balance inner and outer worlds. To this end, next section will examine the leadership roles which have emerged in the past and in the recent years regarding leadership effectiveness.

#### Leadership Roles in a Changed Environment

This part of the literature review derives from the literature regarding leadership effectiveness in higher education. Since this thesis examines the leadership effectiveness with a focus on leadership roles/behaviors used in the inner and outer worlds of universities, the key directing the search for this part is what roles/behaviors to leadership are connected with leadership effectiveness in higher education. The concepts roles/behaviors are used interchangeably since most of the authors used them interchangeably in their studies. In other words, the concentration is on the kinds of leadership roles/behaviors that are determined in studies of higher education. This would seem to be a simple way of researching leadership effectiveness, which might be expected to have gained considerable amount of empirical attention. In contrast, there is surprisingly little empirical research addressing this issue although the changing leadership roles is one of the six broad themes for research which was approved by the Leadership Foundation for Higher

Education (Middlehurst, Goreham, & Woodfield, 2009). There is a lot of research on what higher education leaders do, but not much research on what roles/behaviors of a leader increases their leadership effectiveness. Gomes and Knowles (1999) put forward that even though heads have been appointed for decades, there is little research regarding exactly those leaders' contribution to departmental culture, collaborative atmosphere, and departmental performance. Harris, Martin, & Agnew (2004) state that while there are a few research studies which have examined leadership practices in higher education, there are only several studies on effectiveness or on the ways for increasing effectiveness, especially at the departmental level. Barge and Musambira (1992 as cited in Bryman, 2007) write:

Do chair-faculty relationships within academic institutions really make a difference for the department and the university?" While much of the leadership literature answers in the affirmative for nonacademic organizations, this question has not been empirically tested in colleges and universities. (p. 75)

Thus, it has been proposed that those several studies directly examine leadership effectiveness in universities, especially at the departmental level. This is in congruent with the literature search that was undertaken for the current thesis.

### Leadership Roles

Several authors have attempted to define leadership effectiveness specifically in terms of roles or behaviors. To start with, Adams (1998) and Evans (2001) write that the most important role of a leader to be effective is to allow academics to take part in key decisions because this stimulates communication among the members of the university.

Creswell et al. (1990) present mentorship as a discrete role of an effective leader. Mentorship refers to "acting as a model for research activities, sharing

knowledge and expertise about publishing and funding, and commenting on others' work" (Bryman, 2007, p. 701). Being a role model is also reported in Benoit and Graham's study (2005) as an important aspect of effective leadership.

Being considerate has taken part in Knight and Holen's research (1985) which indicates that leadership effectiveness increases if a leader owns consideration which means to have trust, warmth and mutual respect in relationships between leaders and followers. Yet, contrary evidence against this finding has been reported by Brown and Moshavi (2002) who found out that consideration was not related to all the effectiveness measures they relied on.

Treating academic staff fairly, that is, trusting staff and treating them fairly has been found as an important role/behavior of a leader by Ambrose et al. (2005), and the authors found that effective leadership entailed effective leaders treated staff fairly. The support to this study comes from Trocchia and Andrus's study (2003) who carried out a qualitative study with the most outstanding heads of departments in three Midwestern Universities. The heads of departments were identified as effective by academic officers with regard to unselfishness, fairness, honesty, mutual trust and respect (Mitchell, 1987 as cited in Bryman, 2007). Additionally, Moses and Roe (1990 as cited in Bryman, 2007) stated that departmental leaders who displayed fairness towards staff tended to be able to build and maintain morale. Regarding this point, being trustworthy and having personal integrity were other roles/behaviors of a leader to be effective (Kouzes & Posner, 1993). Also, Murry and Stauffacher (2001) examined the perceptions about what makes leaders effective in heads of departments in the USA and pointed out that two criteria of head of department effectiveness were trust and integrity: tries to promote trust and cooperation among

department members and exhibits integrity and ethical behavior in all dealings (Murry & Stauffacher, 2001) . Trocchia and Andrus (2003) have also found that effective leaders possess integrity, honesty and fairness.

Another role of an effective leader is defined as fostering a supportive work atmosphere. Gomes and Knowles's case study (1999) point out that an effective leader who carries out creating a supportive work atmosphere may transform their work environments. Trocchia and Andrus (2003) also state that being able to foster a supportive environment was an ability of effective leaders. Ambrose et al. (2005) stated that creating a supportive work environment or its absence led satisfaction or dissatisfaction among academic staff in a US university.

Another role of a leader is to provide feedback for staff, and Ambrose et al. (2005), Creswell et al. (1990), and Trocchia and Andrus (2003) all found out that leaders who were evaluating and providing feedback for staff were perceived as effective leaders.

Providing resources is also presented as an important role of an effective leader, that is, effective leaders are ones who make research a focus and a priority. For instance, Ambrose et al. (2005) suggests that the leaders who did not give attention to research were seen as less effective leaders. In Lindholm's study (2003) on academic staff at a US research university, effective leadership was perceived as providing and securing the resources that helped them to enhance the harmony between their needs and faculty. At a research university like this, the harmony was increased concerning "safeguarding their time for research and scholarly writing" (Lindholm, 2003). From the perspective of academic staff, effective leadership has to

do with empowering the conditions for them to realize their research interests and objectives.

Similarly, enhancing reputation tend to be especially important in departments and universities with strongly rooted research traditions and cultures for leadership effectiveness (Bryman, 2007). However, it should be emphasized that this role of effective leaders entered among leadership roles by meeting providing resources requisite. Bland et al. (2005) found out that the recruitment of well-known researchers was a key strategy of research-oriented department heads at the University of Minnesota. A US study highlights that recruiting outstanding researchers is a key in increasing research productivity at a research-productive university (Snyder et al., 1991).

Till this point, the studies on leadership roles which focus on leadership effectiveness have examined this issue by concentrating on mostly one leadership role which makes a leader effective, that is, in almost each study, only one effective leadership role has been proposed, and studies have not suggested explicitly the use of multiple roles. From now on, the literature which concentrates on a mixture of leadership roles will be examined from the perspective of leadership effectiveness.

Bolman and Deal (1997) suggest that the leaders who utilize multiple roles or multiple frames are more effective. They identify four frames leaders can use either individually or in combination, and leader roles are presented in these frames. The structural frame focuses on rationality, logic and analysis. The effective leader is *analyst* or *architect*; if not, the leader is *petty tyrant*. The human resource frame centers on empowerment and support, and the effective leader's role is *catalyst* or *servant* while the ineffective leader is *weakling* or *pushover*. The symbolic frame

embraces traditions, symbols, rituals and values to guide the institution. An effective leader is *prophet* or *poet* whereas the ineffective leader is *fanatic* or *tool*. As last, the political frame comes into prominence when competitiveness, financial resources, and rapid change are in question and the effective leader is *advocate* or *negotiator*, but ineffective leader is *con artist* or *thug*. As Ramsden (1998) states, leaders shape the environment but it also shapes leaders, thus it is important to embrace a multi-frame perspective to know what step to take in each situation to respond to changes simultaneously occurring both in inner and outer worlds of universities.

Martin and Marion (2005) examines higher education leadership roles in knowledge processing which is put forward by McElroy (2003) with the statement that today innovation is the top priority of organizations, and that is the challenge today's leaders need to take into consideration. The reality implicit in this observation of McElroy (2003) is that "today's organizations exist in a new knowledge era" (Martin & Marion, 2005), and in this new knowledge era, knowledge managing leadership is crucial to leadership. To this end, emerging leadership roles are environment manager, network manager, policy manager, crisis manager, knowledge gap identifier, and future leader preparation, and these roles are presented in Table 2.

## 2. Leadership Roles in Higher Education Knowledge Processing (Martin and Marion, 2005)

Environment manager	A leader's role is to break negative organizational behavior and to establish new methods of organizational problem solving. Before knowledge gaps can be resolved, the environment has to be transformed into one that enables knowledge processing. An essential leadership role is modeling this openness for other people in the organization.
---------------------	--

## 2. Continued

Network manager	Without the opportunity to examine knowledge gaps and establish networks to test and validate solutions, knowledge processing will break down. A leader role is to support the creation and application of networks to examine knowledge gaps and to identify and remove barriers to network development. The strength of organizational networks is much larger than individual relationships; it is a collusion of multiple roles and expertise bound together to strengthen the organization. This enables creative thinking and strengthens collaboration and knowledge-processing networks.
Policy manager	Clear policy gives the entire organization guidance in the knowledge-processing cycle, clarifying roles and empowering individual action. Policy gives employees direction and confidence in participating in the business processing of the organization. The leader role is to balance policy matters and redefine historic bureaucracy in order to encourage consistency and openness. Also, leadership controls the process of committing the organization to action. If this “power” to commit the organization is strictly controlled, the knowledge-processing environment is negatively impacted.
Crisis manager	Crisis can lead to an environment of learning. Patterns that emerged in this context are the application of power and control to solve immediate, short-term issues for the organization to move in a positive direction. Regardless of the processing of the knowledge gaps, a role of leadership is to ensure that organizational objectives are met. The leader must be one who challenges the statue quo in all levels of the operation.
Knowledge gap identifier	The ability to identify knowledge gaps is a critical leadership skill. Once a gap is identified, the leader analyzes the components of the knowledge gap to determine potential threats to organization. The leader must first grasp the impact of the gap on organizational mission. If the gap requires external expertise, the leadership role is to seek appropriate resources.
Future leader preparation	The leader role is to model the environment through careful selection of key team members and to establish quality membership programs to prepare future leaders. Future leaders must be trained to be especially sensitive to knowledge-processing behavior.

As outlined in Table 2, these roles indicate the changing roles of leaders in higher education institutions; however, although these roles include the leading of both the internal world and the external world of universities, Martin & Marion (2005) do not

apply these roles to measure leadership effectiveness as different from the purpose of this thesis.

Bruno and Lay (2006) examine the leadership effectiveness and the roles of leaders from the perspective of values, that is, “the constellation of likes, dislikes, viewpoints, shoulds, inner inclinations, rational and irrational judgments, prejudices, and association patterns that determine a person’s view of the world” (Spranger, 1928). This study was conducted in the management area but not in higher education area; since studies in higher education are limited to examine, some of the studies in management and business area are also used to investigate effective leadership roles. Bruno and Lay (2006) use value oriented leadership roles to measure leadership effectiveness of Brazilian executives which are defined by Spranger (1928) and developed by Guth and Tagiuri (1965). These roles are presented in Table 3.

### 3. Five Types of Value Orientation (Guth & Tagiuri, 1965 as cited in Bruno & Lay, 2006)

1.	The economic man is primarily oriented toward what is useful. He is interested in the practical aspects of the business world; in the manufacture, marketing, distribution and consumption of goods; in the use of economic resources; and in the accumulation of tangible wealth (protestant ethics). He is thoroughly “practical” and fits well the stereotype of the businessman.
2.	The theoretical man is primarily interested in the discovery of the truth, in the systematic ordering of his knowledge. In pursuing this goal he typically takes a “cognitive” approach, looking for identities and differences, with relative disregard for the beauty or utility of objects, seeking only to observe and to reason. His interests are empirical, critical, and rational.
3.	The political man is oriented toward power, not necessarily in politics, but in whatever area he works. Most leaders have a high power orientation. Competition play a large role during all his life. For most men, this value is uppermost, driving them to seek personal power, influence and recognition in a continuous basis.
4.	The aesthetic man finds his main interest in the artistic aspects of life, although he need not be a creative artist. He values form and harmony. He views experience in terms of grace, symmetry, or harmony. Lives the here and now with enthusiasm.
5.	The social man is primarily oriented toward the well-being of the people. His essential value is love of people- the altruistic or philanthropic aspect of love. The social man values people as ends, and tends to be kind, sympathetic, and selfish.



The results of the study demonstrated that Brazilian executives mostly use theoretical value oriented leadership roles. This is followed by economic, social, aesthetic and political value oriented leadership roles (Bruno & Lay, 2006). This study is also differs from the purpose of this thesis in that it takes values as its focus to determine leadership roles.

New leadership roles have also emerged owing to a recently merged type of leadership which is visionary leadership. Visionary leadership has received considerable attention by the researchers (Bryman, 2007; Creswell et al., 1990; Hanna, 2003; Neumann & Neumann, 2000; Stark, Briggs, & Rowland-Poplowski, 2002; Taylor & Machado, 2006; Trocchia & Andrus, 2003). Visionary leadership focuses on three aspects: vision, focus and implementation skills. Trocchia and Andrus (2003) found out that an effective leader's role is to possess a strategic vision for the department in their study with marketing departments in the USA. Creswell et al. (1990) found that effective leaders' role is to have a vision or a focus in their research with departmental leaders.

As noticed, none of the mentioned studies have focused on all the aspects of visionary leadership: vision, focus and implementation skills. Yet, taking these three into consideration, Neumann and Neumann (2000) has defined effective leadership roles with regard to visionary leadership, and the study of 279 higher education leaders has led to the emergence of eight leadership roles in descending order from most to least effective: integrator, net caster, focused visionary, focused performer, prioritiser, dreamer, implementer, and maintainer. The authors state that the truly visionary, strategic, and transformational leader is the integrator, and the integrator leader effectively integrates vision, focus, and implementation. Net caster is lack of

the necessary focus and sets the agenda in an undisciplined order. Focused visionary is able to see the big picture and concentrates on the priorities, yet is deficient in expertise to take an action to implement a change. Focused performers are the ones who lack vision but have the other components, focus, and implementation skills. Prioritisier lacks in both vision and implementation skills. Dreamer is the leader who possesses an undisciplined vision. Those who lack vision or focus but have implementation skills are implementer. Lastly, maintainer does not have vision, focus, or implementation skills. The results of the studies suggest support for the researchers' hierarchy of leadership roles. Thus, these findings might be helpful for the institutions who are in need of a leader. The mentioned effective leadership roles are also different from the aim of this thesis since they focus on effective leadership roles on the basis of visionary leadership.

As mentioned in this section of the literature review, from the past to the recent years many leadership roles have emerged although this topic has gained little attention. These studies have presented leadership roles from the perspective of leadership effectiveness and emphasized that “an effective leader must possess the uncanny ability to view situations and challenges from multiple and sometimes contradictory perspectives” (Taylor & Machado, 2006, p. 141). Although these studies have focused on leader roles within leadership effectiveness framework to be utilized both in the internal world and the external world of universities, they have not specifically proposed discrimination among leadership roles emerging either in internal world or external world. Therefore, different from these studies, the present thesis investigates leadership effectiveness of leaders in state universities in Turkey

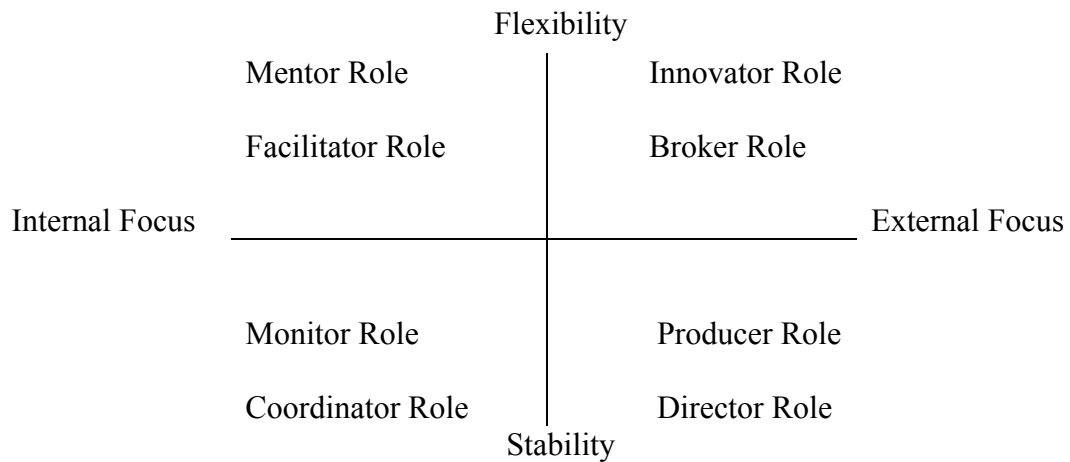
within leader roles and the competing values framework suggested by Quinn (1984) will be explored in the next section as the theoretical framework of this study.

### The Competing Values Framework

As explained in the previous section, several authors have attempted to define leadership effectiveness in terms of a mixture of roles. Since there is no study in higher education literature on leadership effectiveness with regard to leadership roles which specifically discriminates between the roles a leader use to lead the internal structure of universities and the roles a leader use to lead the external structure of universities, the competing values framework of Quinn (1984) which has been developed in management area is used to measure leadership effectiveness of leaders in state universities in Turkey, and also the literature review in this section is based on the studies in management area.

#### The Presentation of the Competing Values Framework

Quinn (1984) reviewed the literature on leadership roles (Bass, 1981; Mintzberg, 1975; Yukl, 1981 as cited in Yukl, 1989) and came up with eight leadership roles, incorporating the nineteen categories presented by Yukl (1981 as cited in Yukl, 1989). Quinn (1984) then reported these roles in the model of competing values developed by Quinn and Rohrbaugh (1983) for organizational effectiveness. The eight roles were presented in a circular pattern based on the two dimensions of stability versus flexibility and internal versus external focus. The eight roles are innovator, broker, producer, director, coordinator, monitor, facilitator, and mentor. The model is presented in Figure 4.



#### 4. The leadership roles in the competing values framework (Quinn, 1984)

However, this model has changed in time, and the new six roles have been added to the previous model: empathizer, regulator, visionary, motivator, competitor, and driver. The previous broker and director roles have dropped, and also the meaning of mentor, producer and innovator has been modified. After the model has been explained, the meanings of the roles will be explained in this section.

The model has been deeply explained by Lawrence et al. (2009). The model derived from an empirical analysis of organizational effectiveness criteria. The model is identified by two competing values which are Flexible versus Stable Structure and Internal versus External Focus. By combining these two competing values, four quadrants are defined. The four quadrants of the competing values framework may also be determined as representing a circular structure, “circumplex” (Denison, Hooijberg, & Quinn, 1995). The circumplex refers that each quadrant is separate from the others, but there is a spatial relationship with the quadrants, and they share the same dimensions. Rational goal model (planning, goal setting, and productivity) is in contrast with human resource model (cohesion, moral, training). Internal process model (information, management, stability, control) is in contrast

with open systems model (adaptation, growth). The model has been simplified by Cameron et al. (2006). The aim of this simplification was to enable four quadrants to work for all applications of the model from organizational levels to individual leadership levels. Thus, what was originally determined as rational goal model is now called compete quadrant, internal process is control, human resource is collaborate, and open systems is create.

The model proposes that the combination of competing values is best displayed by the performance of competing roles. However, the differences in the four quadrants are perceived to be mutually exclusive theoretical categories since such categories may result in the idea of either/or (Quinn, Spreitzer, & Hart, 1992). This either/or perspective leads to overlook “the inherently polar nature of organizational dynamics and contrasting leadership demands” (Quinn, Kahn, & Mandl, 1994 as cited in Lawrence et al., 2009, p. 88). To illustrate, Hemphill & Coons (1957) stated that collaborate and compete quadrants were uncorrelated; however, in a later research, it was reported that the two quadrants were correlated (Scriesheim, House, & Kerr, 1976 as cited in Lawrence et al., 2009). The same tendency to perceive quadrants as mutually exclusive emerged for create and control (Fry & Srivastva, 1992). However, in fact, the competing values framework draws attention to the fact that competing values in four quadrants can all be vital for organizations (Lawrence et al., 2009).

This model has several advantages to measure leadership effectiveness. The oppositions in the model’s quadrants present basic theoretical differences and manifest an integration of role literature (Zaccaro, 2001). As well as being theoretically sound, the quadrants in the framework have been empirically replicated

(Denison et al., 1995). The competing values framework is also the only framework in the literature on leadership roles which specifically focuses on opposing roles and states that leadership effectiveness necessitates meeting and integrating of the competing roles (Zaccaro, 2001). The approach thus overcomes the inclination to perceive leadership roles in an either/or perspective (Densten & Gray, 2001).

Research on the competing values framework supports the idea that leaders must be able to integrate leadership roles in order to meet the competing needs of the organization (Tsui, 1984). Weick (2003) also states that the leader who can combine opposing roles tends to possess greater adaptability and capacity in the system, yet one thing is not clear: “the degree to which behaviors from all quadrants need to be equally available”(Lawrence et al., 2009, p.89). When a leader is able to combine the models in the competing values framework, he or she is perceived to be balanced. On the other hand, if the leader neglects one or more quadrants, he or she is regarded to be unbalanced. Several studies have also pointed out that if leaders are able to balance competing roles, they are evaluated as highly effective (Bullis, 1992; Denison et al. 1995; Hart & Quinn, 1993; Hooijberg, 1996; Quinn et al. 1992).

The leadership roles in the competing values framework are outlined below (Lawrence et al., 2009).

Collaborate Leadership Function (Human Resource Model)

Facilitator Role: The facilitator encourages participation, teamwork and cohesiveness and also manages interpersonal conflict.

Empathizer Role: The empathizer shows concern for the staff.

Mentor Role: The mentor works on developing people.

#### Control Leadership Function (Internal Process Model)

Monitor: The monitor expects accuracy in work.

Coordinator: The coordinator maintains structure, schedules, organizes, and coordinates staff efforts; and controls projects.

Regulator: The regulator clarifies policies.

#### Create Leadership Function (Open Systems Model)

Innovator: The innovator initiates significant change.

Visionary: The visionary anticipates customer needs.

Motivator: The motivator inspires people to exceed expectations.

#### Compete Leadership Function (Rational Goal Model)

Producer: The producer models a hard work ethic.

Competitor: The competitor focuses on competition.

Driver: The driver emphasizes speed.

### Higher Education and Management in Turkey

Two of the primary purposes of higher education in Turkey is to educate students in accordance with Atatürk's modern and secular principles and to raise a generation that has all the qualities peculiar to Turkish culture and identity (T. C.

Yuksekogretim Kurulu, n.d.a). Currently, there are 102 state universities, sixty-two are private universities; as well as seven private Vocational Schools of Higher Education (T. C. Yuksekogretim Kurulu, n.d.b). The dominance of the state universities is prominent. However, the number of universities in Turkey has changed dramatically (Şenses, 2007). For example, the number of state universities in Turkey raised eighty-seven in 2007 while it was nineteen in 1981. In addition, there was one private university in 1984, but now there are sixty-two private

universities in Turkey (Şenses, 2007) because of the changes caused by mass higher education system.

Although Turkish higher education has many characteristics, within the scope of this study, the structure of Turkish higher education, the national level governance of Turkish higher education, the institutional governance and management, and the institutional management bodies will be studied.

### The Structure of Turkish Higher Education

Higher education in Turkey was reorganized with the Law on Higher Education in 1981 (Law No. 2547) and the system has gained a centralized structure, with all institutions tied to the Council of Higher Education (Yüksek Öğretim Kurumu, YÖK) (T. C. Yuksekogretim Kurulu, n.d.a). As a result of this movement, all institutions of higher education were formed into universities. The centralization of the system led to expansion of higher education throughout the country and also, access to higher education was centralized with a central university entrance exam. Students who gained access to higher education paid contribution fees at state universities, and non-profit organizations were allowed to establish private higher education institutions. Since then, the Council of Higher Education have controlled and supervised both public and private universities. Under the control of the state, the general mission of both public and private universities is to teach, research and provide public service.

### The National Level Governance of Turkish Higher Education

The Turkish higher education system has a centralized structure. With the enactment of the Law on Higher Education, the National Council of Higher Education was founded (YÖK). Attached to the National Council of Higher Education, the Higher



Education Supervisory board (YDK), the Student Selection and Placement Center (ÖSYM), and the Inter-University Board (ÜAK) were founded.

The National Council of Higher Education (YÖK) is an autonomous public body which has the authority and responsibility to administer the activities of all institutions of higher education. The Higher Education Supervisory board (YDK), the Student Selection and Placement Center (ÖSYM), and the Inter-University Board (ÜAK) are integrated into the National Council of Higher Education (YÖK). The Higher Education Supervisory board (YDK) supervise and control activities of higher education institutions; the Student Selection and Placement Center (ÖSYM) decide upon examination principles and prepare, administer, and evaluate the exams; the Inter-University Board (ÜAK) coordinate the higher education institutions (Mızıkacı, 2006).

#### The Institutional Governance and Management

The present organizational structure of the Turkish university is a top-to-bottom style of governance. The rector is appointed by the President of the Republic among candidates who hold the academic title of Professor in state universities and selected by the teaching faculty members of the university. The upper-level governance bodies within the university are the rector, the senate, and the university administrative board. Deans, faculty administrative boards, and unit directorates are the governing bodies at the unit level. The private universities are also governed by the rules stated in the Higher Education Law. Due to the highly centralized system of higher education, institutional autonomy for state universities is limited; yet, universities design their curricula, course contents, grading systems and degree requirements (Mızıkacı, 2006).

### The Institutional Management Bodies

The institutional management bodies in higher education system in Turkey are the rector, the senate, the university administrative board, the dean, the faculty board, the faculty administrative board, the department and the graduate schools (Mızıkacı, 2006). Yet, the scope of this study is the department. The department is a unit of a faculty or a school of higher education which offers academic programs and carries out research (Mızıkacı, 2006). It contains areas of science and art in a defined scope. A department operates directly under the faculty dean, and is administered by a head of the department. A head of the department is appointed by the dean for a three-year period from among professors. The current thesis studies leadership roles used heads of departments and the leadership effectiveness. The reason why departments are chosen as the focus to study is that even though heads have been appointed for decades, there is not much research regarding exactly those leaders' contribution to departmental culture, collaborative atmosphere, and departmental performance. (Gomes & Knowles, 1999). Also, Harris et al. (2004) state that while there are a few research studies which have examined leadership practices in higher education, studies on effectiveness or on the ways for increasing effectiveness are not much, especially at the departmental level.

### Summary

This chapter reviewed the literature on the internal and the external worlds of universities, the leadership roles used, and the leadership effectiveness. First, the macro-drivers of the change in leadership effectiveness in higher education were explored. Second, leadership effectiveness in a changed environment was presented. Third, the chapter presented the changed leadership roles used by leaders in

universities to be effective leaders. Next, the theoretical framework used in the study was presented. Finally, higher education and management in Turkey was studied.

## CHAPTER 3

### METHODOLOGY

#### Introduction

This study is designed to test the research questions on leadership effectiveness through the use of statistical analyses. To this end, this study uses quantitative approach, utilizing correlational design.

Leadership effectiveness is defined as the use of multi roles to balance inner and outer worlds of state universities in Turkey. Inner world of a university means “the resources a leader control and staff with whom a leader works” and outer world means “the rest of the university, and the economic and political context in which it sits” (Ramsden, 1998, p. 13). There is no such study in higher education literature on leadership effectiveness with regard to leadership roles which specifically makes a discrimination between the roles a leader use to lead the internal structure of universities and the roles a leader use to lead the external structure of universities. Thus, the problem is the lack of research that has examined relationships between leadership roles and leadership effectiveness.

The purpose of this correlational study is to investigate leadership effectiveness of leaders in state universities in Turkey from the perspective of leadership roles used to lead internal and external worlds of state universities, and the thesis identifies leadership effectiveness as the use of multi roles to balance inner and outer worlds of state universities in Turkey.

The foundation for the study is the competing values framework which has been developed in management area by Quinn (1984), and the leadership

effectiveness instrument based on the competing values framework was developed by Lawrence et al., (2009). The Completing values framework is based on the idea that leadership effectiveness necessitates the integration of competing roles, thus, the competing values framework was utilized to analyze the relationships between leadership roles and leadership effectiveness. This study looks at how the twelve leadership roles have been integrated into the competing values framework.

### Research Perspective

This study utilizes a quantitative approach employing a correlational design to reveal the relationships between leadership roles and leadership effectiveness. According to positivism, “working with an observable social reality and that the end product of such research can be law-like generalizations similar to those produced by the physical and natural scientists” (Remenyi et al., 1998 as cited in Saunders, Lewis, & Thornhill, 2003, p.83). In addition, Bryman and Bell (2003) states that “an epistemological position that advocates the application of the methods of the natural sciences to the study of social reality and beyond” is regarded as positivism (p. 16). Considering its principles, positivists take a stance toward a generalizing approach to describe the positivist stance of research, that is, they look for definite laws which can identify relationships and/or causality that apply all the time to a large number of people, phenomena, settings, and times (Saunders et al., 2003). Hence, it has been decided that the research perspective suitable for this thesis is positivism since the current thesis aims to investigate the relationships between leadership roles and leadership effectiveness in state universities in Turkey.

## Theoretical Framework

A survey design helps to provide a description of trends, attitudes, and opinions of a population of people (Creswell, 2003). The purpose of the survey study is to make generalizations from a sample population so that inferences can be drawn about leadership roles, and leadership effectiveness (Babbie, 2003). The survey data was collected to determine dominant leadership roles of faculty members, the relationship between leadership roles, and the relationship between leadership roles and leadership effectiveness. Inferences can be drawn from this information about leadership roles and leadership effectiveness. The survey design is the preferred type of data collection method due to time constraints. Surveys provide quicker data collection (Creswell, 2003). The surveys, which used the traditional pen and paper method, were conducted by visiting faculty members, and this provided a quick method of data collection from all participants. Although there are advantages of employing a survey method, several things can go wrong in a survey research like small response rates, inaccurate information given by participants, poorly written directions for completing the survey, and instruments that give biased information.

The theoretical framework under study, the competing values framework, has been operationalized and administered to thousands of individuals and has been tested for both reliability and validity (Lawrence et al., 2009). The framework is based on the two dimensions of stability versus flexibility and internal versus external focus, that is, the focus of services and structure of the organization. These two dimensions include four leadership functions: (a) collaborate, (b) create, (c) control, (d) compete (Cameron et al., 2006). For an organization to perform well, a leader must utilize different and sometimes conflicting leadership roles:

(a) facilitator, (b) empathizer, (c) mentor, (d) innovator, (e) visionary, (f) motivator, (g) regulator, (h) monitor, (i) coordinator, (j) competitor, (k) driver, and (h) producer.

Lawrence et al. (2009) developed and tested the Competing Values Framework Managerial Behavior Instrument and Effectiveness Measures. The results demonstrate that there is a relationship between high leadership role complexity and high effectiveness ratings. This study concentrated on leadership roles and leadership functions that are included in the competing values framework. In addition, the current study analyzed all complex leadership roles as they relate to the leadership effectiveness. The competing values framework enhances this study because the framework includes the paradoxical organizational demands that influence leadership and leadership effectiveness. The framework also provides an operational definition for twelve leadership roles in the four quadrants and puts forward a reliable and valid research instrument which measures these roles (Lawrence et al., 2009).

### Research Questions

The following research questions were studied:

Research Question-1: What are commonly applied leadership roles of heads of departments in state universities in Turkey?

Research Question-2: Is there a relationship among leadership roles?

Research Question-3: Are the leadership roles and gender good predictors of leadership effectiveness?

## Research Design

### Variables

The major variables used in this study are leadership roles and leadership effectiveness measures. The following includes the information on how these variables are defined and operationalized.

Cameron et al. (2006) operationalized leadership roles into four quadrants of different and sometimes conflicting roles by utilizing the competing values framework. These quadrants include (a) collaborate leadership function, (b) create leadership function, (c) control leadership function, (d) compete leadership function. Since each quadrant comprise three leadership roles, the leadership roles are then defined into twelve categories (Cameron et al., 2006). (a) Facilitator is defined as a process oriented person who encourages participation, teamwork and cohesiveness and also manages interpersonal conflict. (b) Mentor is a caring empathic person who works on developing people. (c) Empathizer is a leader who shows concern for the staff. (d) Monitor is a leader who expects accuracy in work and contributes to expertise. The leader's influence is on control of the staff's information. (e) Coordinator is a dependable and reliable person who maintains structure; schedules, organizes, and coordinates staff efforts; and controls projects. (f) Regulator is a technical expert who gives importance to details and clarifies policies. (g) Innovator is a creative leader who initiates change. (h) Visionary is a future oriented person who focuses on the needs of the staff and is aware of where the organization is going. (i) Motivator is a leader who inspires the staff to exceed their personal goals. (j) Producer is a work-focused person and models a hard work ethic. (k) Competitor is a decisive person who actively attempts to achieve goals and targets. The leader is



focused on competition, and the influence of the leader is based on overcoming the external environment. (I) Driver is a task-oriented person who emphasizes speed, expects getting work done quickly, and faster solutions to emerging problems.

Leadership roles were measured via a thirty six question survey which is administered on a five-point Likert scale (strongly disagree, disagree, neither disagree nor agree, agree, and strongly agree) developed by Lawrence et al. (2009)

Lawrence et al. (2009) states that if leaders are able to balance competing roles by using the leadership roles in the four quadrants, they are highly effective leaders. Leadership effectiveness were measured via an eight question survey that is administered on a five-point Likert type scale developed by Lawrence et al. (2009)

#### Population and Sample

This thesis aims to investigate leadership effectiveness of leaders in state universities in Turkey from the perspective of leadership roles used to lead internal and external worlds of state universities. Hence, the target population for this study was faculty members at state universities in Turkey. The accessible population was faculty members at one social science based faculty which includes three departments at a state university in Turkey. One of the nonprobability sampling methods which is convenience sampling was applied to choose the sample due to time constraints.

The departments represent a significant unit of analysis in universities because it is a key administrative unit for the allocation of resources and the main springboard for the arrangement of universities' main teaching and research activities (Bryman, 2007). That's why, heads of departments are placed at a critical point at universities as they stand at the three-way crossroads between the outer world to the university, and the people who constitute its senior management, and its academic

staff (Ramsden, 1998). Gomes and Knowles (1999) put forward that even though heads have been appointed for decades, there is little research regarding those leaders' contribution to departmental culture, collaborative atmosphere, and departmental performance. Harris et al. (2004) state that while there are a few research studies which have examined leadership practices in higher education, there is little research on effectiveness or on the ways for increasing effectiveness, especially at the departmental level. For the stated reasons, the thesis examined the relationship between leadership roles and leadership effectiveness at the departmental level.

There are three departments at the chosen faculty. The criterion to select a participant for the study from these three departments was to assure that the faculty members who participated in the study have been working with the head of the department for at least one year. Thus, a sample size of seventy participants was obtained.

Permission was secured from the university to conduct the study. Participation in the study was voluntary, and faculty members who participated in the study completed consent forms (Appendix E). For this study, demographic information was gathered on the sample to identify sex, age, academic title, full time/part time faculty members, experience at the university, and experience with the head of the department. This information presented descriptive data on the profile of the faculty members. Demographic information on gender was also used to reveal the relationships between leadership roles and leadership effectiveness in terms of gender, and it was further used to investigate whether gender was a good predictor of leadership effectiveness.

### Survey Instrument

The competing values framework survey was first developed by Quinn (1984), and the survey was used in many leadership studies (Denison et al. 1995; Hart & Quinn, 1993; Hoojberg & Choi, 2001).

The instrument has been updated by Lawrence et al. (2009) to measure leadership effectiveness based on the leadership roles in the Competing Values Framework. The Competing Values Framework originally included eight leadership roles, yet Lawrence et al. (2009) added four new roles to the Managerial Behavior Instrument to update the framework. The items in the Managerial Behavior Instrument are designed to reflect the particular practices which occur under each of the twelve leadership roles. These twelve leadership roles are also divided into four quadrants which are Collaborate, Control, Create, and Complete.

The instrument includes thirty six questions to measure leadership roles, which means that there are three questions under each role and eight questions to measure leadership effectiveness and eight questions to measure leadership effectiveness. This instrument is referred to in the thesis as the Leadership Effectiveness Survey (Appendix A, B). The survey also included a consent form and a cover letter (Appendix D). Permission was granted by Katherine Lawrence to use the instrument (Appendix C).

This instrument has been developed in management area and since the study was conducted in higher education area, the items and the questions were adapted to higher education to fulfill the purposes of the current thesis. First, the survey was translated into Turkish; that's why, to preserve conceptual equivalence of the survey, back-translation technique was used. First, the researcher translated the original

survey into Turkish, and then two different translators did the back-translation apart from each other. After the back-translation, the original and back-translated instruments were compared and points of divergence were noted. The translation was then adapted to the higher education field. Then, experts in the higher education field, the thesis advisor and the other committee members, recommended some changes on the survey. To illustrate, the survey item “insuring that company policies are known” is changed as “insuring that written or unwritten department policies are known”. Also, the word “corporate” is changed to “university”.

A pilot study is a pre-cursor to a full-size test, that’s why, a pilot study was conducted at another state university in Turkey to support the reliability of the survey instrument after changes had been made. The pilot test was utilized to determine (a) if the instructions on how to complete the survey were clear, (b) if the questions were appropriate for a study on leadership effectiveness, (c) if the cover letter encouraged participation, and (d) if there were any issues associated with the survey that would keep an individual from participating the survey. The reliability coefficient for the instrument was .980.

#### Data Collection Procedures

Data was collected using the Leadership Effectiveness Survey. Participants responded to the thirty six questions on a five-point Likert scale (strongly disagree, disagree, neither disagree nor agree, agree, and strongly agree) and could answer “eight” to indicate “don’t know” (do not have sufficient information). Participants responded to the last eight questions on a five-point Likert type scale and could also answer “eight” to indicate “don’t know”. The researcher visited the faculty members from three departments at the university, mentioned about the thesis, and delivered

the survey packet in a closed envelope to the faculty members who accepted to take part in the study on a hard copy form. The survey packet included (a) a cover letter, (b) a consent form, and (c) the Leadership Effectiveness Survey. The researcher made an appointment with each faculty member to take completed surveys back, and the completed surveys in closed envelopes were collected on the appointed days. Data from each survey was coded using a numerical code to identify each department and to keep track of the number of the completed surveys from each department, rather than using the department's name. The collected surveys were reviewed and checked for completion. No surveys were discarded because the responses showed that participants had a clear understanding of the directions in the instrument.

#### Data Analysis

This study makes use of a quantitative approach based on correlational design. Descriptive statistics, including the mean, median, and standard deviation, was utilized to analyze the research question one: "What are commonly applied leadership roles of heads of departments in state universities in Turkey?"

Pearson's correlation was used to analyze research question two: "Is there a relationship among leadership roles?" Both Pearson's correlation and multiple regression were used to analyze research question three: "Are the leadership roles and gender good predictors of leadership effectiveness?" Specific analyses related to the research questions are presented in Chapter Four.

#### Validity and Reliability

Validity is the extent to which a survey measures what it actually intends to measure (Cooper & Schindler, 2006). A research has legitimacy if it is proven to have

validity. There are different methods to evaluate validity like face validity, predictive validity, construct validity, discriminant validity and convergent validity.

According to Bryman (2004), an instrument has face validity if it seems to reflect the content of the concept in questions. For this study, after the researcher translated the original survey into Turkish, two different translators did the back-translation apart from each other. After the back-translation, the original and back-translated instruments were compared. Then, experts in the higher education field, the thesis advisor and the other committee members, were obtained. In addition, a pilot study was performed with thirty faculty members from a science based faculty at another state university in Turkey. The results of the pilot study was used to see if faculty members found the instrument to have face validity because on the face of it, the instrument appeared to measure leadership roles and leadership effectiveness. The reliability coefficient of the pilot study was .980, indicating that the instrument had face validity.

Predictive validity is concerned with whether a new instrument predicts something it should (Cooper & Schindler, 2006) while in construct validity, both the theory and survey is evaluated and a hypothesis is deduced from a theory (Bryman, 2004; Cooper & Schindler, 2006). Lawrence et al. (2009) describes how construct validity and predictive validity have been established for the Managerial Behavior Instrument. The sample used for construct validation and predictive validity (sample one) included mid- and senior-level managers from an international information services organization. The survey was administered to 539 managers prior to their participation in an executive education course. 528 of the respondents answered a seventy two question survey. 79% of the respondents were male, and 80% were

between thirty one and forty five years old. These managers were also evaluated by direct reports of subordinates, peers, internal customers, and supervisor using the same instrument. Each manager had an average of ten evaluators. In total, 1610 subordinates were surveyed and that produced an average of three subordinate evaluations per manager, but some respondents had as many as eleven subordinate evaluations. 66% of subordinates were male, and 25% were younger than 31 years old, and 64% were between forty five years old. 74% of 1599 peers were male, and 76% were between thirty six and forty five years old. Similarly, the number of peer evaluations were also as many as eleven, yet the mean of peer evaluations per manager was three. 71% of 806 internal customers were male, and 71% were between thirty one and forty five years old, and 58% of the managers had from one to three customer evaluations. 86% of 650 supervisors were male, and 77% were between thirty six and fifty years old. 60% of managers had one evaluation by a supervisor, but some had as many as four, and 12% had none. The sample for cross-validating the instrument (sample two) included participants entering an elite executive MBA course. These 123 respondents included large corporations, not-for-profits, and small entrepreneurial firms like manufacturing, pharmaceuticals, information technology, and consumer goods. 71% were male, and the mean of their ages was thirty eight. Approximately, 50% of the managers worked at a corporate headquarters and 28% in a division of a company.

A series of exploratory analyses to determine the most effective set of constructs to represent each quadrant of the competing values framework were used, and then it was confirmed that the constructs fit within the higher-order framework. For the exploratory analyses, the mean of the subordinate evaluations for each

respondent in sample one was used, and for the confirmatory analyses, the sample one respondents' self-evaluations and Sample two were used as a way of cross-validating the suitability of the final model (Lawrence et al., 2009).

For the predictive validity, the scores from the sample one participants and their evaluators were used. First, using these evaluators' ratings on the thirty six items, the consistency was tested across raters. Second, using the evaluations of managerial effectiveness, the ability of the instrument to predict effectiveness was tested. A factor analysis of the eight effectiveness items, using varimax rotation, leded a two-factor structure: overall performance and ability to lead change. Reliability coefficients for these scales were .87 (overall performance) and .76 (ability to lead change). Empirical scores for these two factors by averaging the corresponding items for each respondent were constructed using the grand mean, focus (internal/external focus), and structure(flexible/stable structure). Next, a random effects MANOVA model with overall performance and ability to lead change as dependent variables, and the competing values framework's mean, focus, and structure scores as independent variables were used. All of the independent variables were significant ( $p < .001$ ) on multivariate F-tests. The mean, focus, and structure scores had positive coefficients in the model for overall performance and ability to lead change. For overall performance, the standardized effect of the mean (.645) was much greater than the standardized effects for focus (.082) and structure (.052), and this stressed that no one quadrant was more essential. On the other hand, the three competing values framework focus scores had more similar magnitudes of effect on ability to lead change (.463, .300, and .169, respectively), showing that behaviors in the create quadrant were necessary for change. This analysis provides



predictive validity by indicating that two outcome measures, Overall performance and ability to lead change are in relation to the competing values framework measures. These tests of predictive validity demonstrate that there is a relationship between this instrument as a measure of multi-leadership roles and dependent measures of managerial effectiveness such as overall performance and the ability to lead change.

Convergent validity is the degree to which measures which should be related are interrelated in reality, and discriminant validity is the degree to which measures that should not be related are not interrelated in reality (Cooper & Schindler, 2006). The data in Lawrence et al.'s study (2009) supported convergent and discriminant validity of the instrument. Convergent validity necessitates items in the same quadrant of the competing values framework to have large, positive correlations, which they do because their loadings were within 90° of each other. Items in diagonally opposite quadrants have large, negative correlations, which are a strong demonstration of discriminant validity.

As indicated above, all the stated types of validity aim to determine if an instrument measures what it intends to measure, and the Managerial Behavior Instrument which is referred to as the Leadership Effectiveness Survey in this study was found to have face validity, predictive validity, convergent validity, and discriminant validity.

In pursuit of the reliability of the instrument, Lawrence et al. (2009) used Cronbach's alpha. Cronbach's alpha coefficients for leadership roles and leadership effectiveness exceeded .7 with three exceptions and these scores were .68, .69, and .69. Reliability was further tested by comparing participants' scores with peer rater

scores, Lawrence et al. (2009) found that the overall ability score was predictive of managerial performance based on the ratings of peers.

Although this survey was found to be both reliable and valid, it was tested in a different context, namely in the management area. However, in this study, survey was used in higher education context and that's why, a pilot study prior to the implementation of the Leadership Effectiveness Survey at the university under study was conducted with thirty faculty members at another state university in Turkey to test the reliability and the validity of the survey. The cronbach's alpha coefficient for the pilot study was .980.

#### Ethical Considerations

The researcher has an ethical obligation to protect the privacy of the participants. To this end, the ethical issues and considerations for this study are as described below:

First, since confidentiality is important in any research project (McNiff, Lomax, & Whitehead, 1996), the researcher took every precaution to secure and maintain the anonymity of the faculty members. This was achieved through secure possession of all the completed surveys. The faculty members were not asked to write their names on the surveys. No one but only the researcher received the completed surveys from the faculty members. Moreover, the faculty members were ensured the confidentiality of their responses in the packet they received with the surveys. In addition, in order to ensure the confidentiality and anonymity of the faculty members' responses, the surveys were taken back in closed envelopes, and the completed surveys were coded using a numerical code to identify each department, rather than using the department's name.

Also, the participation in the study was voluntary and faculty members who accepted to take part in the study completed a consent form provided in the survey packet.

Since academic lecturers will evaluate their heads of departments' leadership effectiveness who are in leadership positions within their universities, it is therefore significant that their anonymity be protected. To that end, there will be no identifying codes on the surveys. Once the completed surveys will be received, they will be placed in the researcher's locked home file cabinet and will be destroyed 5 years after publication.

### Summary

The methodology was described for an investigation of the relationship between leadership roles used by department heads and leadership effectiveness of these department heads. Included in the description of the methodology were research perspective, theoretical framework, research design, and ethical issues.

## CHAPTER 4

### RESULTS

#### Introduction

This chapter will present the results from the competing values instrument survey identified as Leadership Effectiveness Survey that was utilized with faculty members at one social science based university which consists of three departments at a state university in Turkey. The survey was divided into three parts that consist of (a) demographic information, (b) beliefs about the leadership roles of heads of departments, (c) beliefs about the leadership effectiveness of heads of departments. As indicated in Chapter 3, the purpose of the study was to investigate heads of departments' leadership effectiveness in relation to the leadership roles used to lead internal and external worlds of universities and the present thesis identifies leadership effectiveness as the use of multi roles to balance inner and outer worlds of state universities in Turkey.

This chapter is organized in terms of the findings which address the three specific research questions. The research questions were stated as follows:

Research Question-1: What are commonly applied leadership roles of heads of departments in state universities in Turkey?

Research Question-2: Is there a relationship among leadership roles?

Research Question-3: Is there a relationship among leadership roles and leadership effectiveness?

The chapter first reports demographic data for the population under study. Second, the frequency analysis of twelve leadership roles is reported. Next, an

analysis of the relationship among leadership roles is reported. Finally, an analysis of the relationship among leadership roles and leadership effectiveness is reported. The chapter concludes with a summary.

## Research Method Modification

### Survey Instrument

The instrument which was developed using the competing values framework was translated into Turkish since it would be conducted in Turkey; that's why, to preserve conceptual equivalence of the instrument, back-translation technique was utilized. The researcher translated the original survey into Turkish, then, two different translators did the back-translation apart from each other. After the back-translation, the original and back-translated instruments were compared and points of divergence were noted. The translation was then corrected to more accurately reflect the wording in the original language, and then the wording of the survey was adapted to higher education field. After, higher education experts' opinions were obtained to establish the reliability on the usage of this instrument in the higher education field. The experts were the thesis advisor and the committee members. Changes to reflect the higher education field were suggested. For instance, in the survey, the survey item "providing tight project management" was changed as "providing informing and supporting project management". Another clarification was made in the survey that changed the word "unit" to "department". The original statement was "getting work done quicker in the unit". In the new version the statement is "getting administrative work done quicker in the department". The word "administrative" was added to the item to clarify the word "work". Changes were minor and will not impact the validity or reliability of the data collected in this study. Responses to the

survey were obtained by visiting faculty members at their offices. The participants filled out the survey by hand, and the researcher revisited them to collect the completed surveys.

A pilot study with thirty respondents at another state university in Turkey was conducted to support the reliability of the survey instrument after changes had been made. The cronbach's alpha was .980.

Cronbach's alpha was reanalyzed after the data was collected, and psychometric properties of the scale based on each leadership function each of which measured three leadership roles and was evaluated with nine questions on the survey were computed. According to this, cronbach's alpha is .935 for collaborate leadership function, .939 for create leadership function, .937 for control leadership function, .932 for compete leadership function.

#### 4. Psychometric Properties of Scale

Cronbach's Alpha Collaborate	Cronbach's Alpha Create	Cronbach's Alpha Control	Cronbach's Alpha Compete
.935	.939	.937	.932

#### Demographics

The demographic information for this thesis was obtained from seventy faculty members at the university under study. Seventy eight faculty members were visited, and seventy surveys were collected for this study. The surveys were coded using a numerical code in the data collection procedure to identify each department and to keep track of the number of the completed surveys from each department, rather than using the department's name. No surveys were discarded because the responses showed that participants had a clear understanding of the directions in the instrument.

Tables 5 through 10 are the demographics for the population of seventy participants to the survey instrument under study. Three departments participated in the study as listed in Table 5 with Department A having the highest number of respondents with thirty six (51.43%) of the respondents. Department B participated in the study with twenty two (31.14%) respondents and Department C participated in the study with twelve (17.43%) respondents. Thus, Department A had the most respondents with thirty six which made up the 51% of the sample.

#### 5. Descriptive Statistics of Sample for the University

Department	Number of Respondents	% Response Rate
Department A	36	51.43
Department B	22	31.14
Department C	12	17.43
Overall Response Rate	70	100.0

Referenced in Tables 6 through 10 are the descriptive statistics of the respondents with regard to gender, age, academic title, working full time or part time, years of experience at the university, and years of experience with the head of the department. As presented in Table 6, 44.3% of the respondents were female while 55.7% of the respondents were male.

#### 6. Descriptive Statistics of Gender for Sample

Gender	Number of Respondents	%
Female	31	44.3
Male	39	55.7

Ages of faculty members are disbursed over five categories as indicated in Table 7.

57% of faculty members are over the age of 41, and 43% are under the age of 41.

#### 7. Descriptive Statistics of Age for Sample

Age	Number of Respondents	%
26-30 years	2	2.9
31-35 years	17	24.3
36-40 years	11	15.7
41+ years	40	57.1

The academic title of faculty members is shown in Table 8. Assistant professors made up the 34.3% of the sample. Respectively, 31.4% of the respondents were professors, 18.6% of the respondents were associate professors, and 15.7 of the respondents were doctors.

#### 8. Descriptive Statistics of Academic Title for Sample

Academic Title	Number of Respondents	%
Professor	22	31.4
Associate Professor	13	18.6
Assistant Professor	24	34.3
Doctor	11	15.7

Whether faculty members who participated in this study work part time or full time is seen in Table 9. While 72.9% of faculty members work full time, 27.1% of faculty members work part time. The frequency of part time faculty members is quite lower



than full time faculty members since this study had the criterion of having worked with the present head of the department at least one year.

#### 9. Descriptive Statistics of Working Full Time or Part Time for Sample

Full time / Part time	Number of Respondents	%
Full time	51	72.9
Part time	19	27.1

The majority of faculty members have less than 11 years of experience at the university, as shown in Table 10. Faculty members with 5 or less years experience comprise 37% of the sample population. For many faculty members (63%), the head of the department is probably new to them as a department head. In contrast, 39% of faculty members have over 11 years of experience at the university, and 11.4% of these faculty members have over 11 years of experience with their current heads of departments. Further, 39% of faculty members who have over 11 years of experience at the university probably have a variety of head of department experience. Table 10 also shows that 37% of faculty members have less than 5 years of experience at the university. This would indicate that the university employs new faculty members very often. However, more data is needed to speculate on the reasons for the large number of new faculty members.

#### 10. Descriptive Statistics of Years of Experience

	Years at the university %	Years with Head of the Department %
1-5 years	37.1	62.9
6-10 years	24.3	25.7

#### 10. Continued

	Years at the university %	Years with Head of the Department %
11-15 years	7.1	7.1
16-20 years	8.6	4.3
21+ years	22.9	-

The data from Tables 5 to 10 presents a data profile of the seventy faculty members. A significant number of faculty members are over 41 years old. Most of the faculty members in the sample population are assistant professors and the majority of the faculty members in the sample work full time at the university. A significant number of the faculty members have less than eleven years of experience at the university and have less than five years of experience with their current heads of departments.

#### Statistical Analysis of Research Questions

The following section presents data regarding the research questions of the study. Each research question is presented along with the analyses of data. This information was obtained from participant responses to the Leadership Effectiveness Survey.

#### Research Question One

Research Question-1: What are commonly applied leadership roles of heads of departments in state universities in Turkey?

Leadership roles data was gathered from faculty members in three departments at the university under study. Dominate roles were dispersed among the collaborate, create, and compete leadership functions. The facilitator role is the most frequently utilized by heads of departments according to the faculty members with the  $M= 4.07$  and  $Mdn=$  of 4.33. The producer is the second highest used role, with

$M= 4.04$  and  $Mdn= 4.33$ , followed by the driver role with a  $M= 3.99$  and  $Mdn= 4.00$ . The innovator role was the fourth dominant role with  $M= 3.97$  and  $Mdn= 4.00$ , and the mentor role was the fifth dominant role with  $M= 3.91$  and  $Mdn= 4.00$ . The Control leadership function did not indicate dominant leadership roles. Roles that were reported with less significance are regulator with  $M= 3.55$  and  $Mdn= 3.66$ , the visionary with  $M= 3.62$  and  $Mdn= 4.00$ , and the empathizer with  $M= 3.71$  and  $Mdn= 4.00$ .

Table 11 demonstrates how each leadership role compares to one another and presents that the mean and medium statistics are similar and shows the mean scores of leadership roles are not skewed by extremely high or low leadership role scores.

#### 11. Head of Department Leadership Role Scores

Leadership Function	Collaborate			Create		
Roles	Facilitator	Mentor	Empathizer	Visionary	Innovator	Motivator
<i>M</i>	4.07	3.91	3.71	3.62	3.97	3.77
<i>Mdn</i>	4.33	4.00	4.00	4.00	4.00	4.00
<i>SD</i>	.901	.870	.887	.932	.914	.958
Minimum	1.33	1.67	1.67	1.00	1.33	1.33
Maximum	5.00	5.00	5.00	5.00	5.00	5.00

## 11. Continued

Leadership Function	Control			Compete		
Roles	Regulator	Monitor	Coordinator	Competitor	Producer	Driver
<i>M</i>	3.55	3.81	3.88	3.84	4.04	3.99
<i>Mdn</i>	3.66	4.00	4.00	4.00	4.33	4.00
<i>SD</i>	.918	.828	.862	.876	.990	.929
Minimum	1.00	1.67	1.33	1.00	1.67	1.33
Maximum	5.00	5.00	5.00	5.00	5.00	5.00

As evidenced in Table 11, the dominant leadership roles fall into three of four leadership functions discussed by Lawrence et al. (2009); the dominant leadership functions are collaborate, create, and compete. Table 12 presents how the twelve leadership roles are categorized into the four leadership functions. The Compete leadership function is the most utilized leadership function followed by the Collaborate leadership function. Utilization of leadership roles is evident in Table 12 with the weakest leadership role being in the compete leadership function.

## 12. Descriptive Statistics of Leadership Roles

Leadership Roles	Mean <i>M</i> =	Leadership Effectiveness Survey Items
Collaborate	3.90	
Facilitator	4.07	Being open to suggestions Employing participative decision making Maintaining an open climate for discussion
Mentor	3.91	Encouraging career development Seeing that everybody has a development plan Supporting people on career issues
Empathizer	3.71	Being aware of when department members are burning out Encouraging department members to have work/life balance Recognizing feelings

12. Continued

Leadership Roles	Mean <i>M</i> =	Leadership Effectiveness Survey Items
Create	3.79	
Visionary	3.62	Meeting with department members to discuss their needs Identifying the changing needs of the department members Anticipating what the department members will need in the future
Innovator	3.97	Initiating projects that will contribute to the field Improving existing programs/departments Taking entrepreneurial steps
Motivator	3.77	Encouraging department members to be creative Encouraging department members to try new things Getting department members to exceed their individual performance patterns
Control	3.75	
Regulator	3.55	Seeing that written or unwritten department policies are understood Insuring that written or unwritten department policies are known Making sure university regulations are known
Monitor	3.81	Emphasizing the need for accuracy in work efforts Expecting people to get the details of their work right Emphasizing accuracy in work efforts
Coordinator	3.88	Providing directive and supportive project management Supporting projects Closely managing projects
Compete	3.96	
Competitor	3.84	Emphasizing the need for competition between on campus and out of campus (other state universities and private universities) Developing a competitive focus against other state universities and private universities Outclassing the other state universities and private universities
Producer	4.04	Showing an appetite for hard work Modeling an intense work effort Demonstrating full exertion on the job
Driver	3.99	Getting administrative work done quicker in the department Producing faster outcomes in the department Providing fast responses to emerging issues

Descriptive statistics of dominant leadership role analysis in terms of gender is displayed in Table 13. From the data results in Table 13, it is seen that the means of male faculty members were higher than female faculty members in the producer, competitor, and driver leadership roles used by heads of departments under the compete leadership function, and lower than female faculty members in the other three aspects in which difference is maximized in the control leadership function. While female faculty members reported that their heads of departments utilize the monitor, coordinator, and the regulator leadership roles under the control leadership function with a  $M=$  of 3.88, male faculty members reported the same leadership function with a  $M=$  of 3.66.

### 13. Descriptive Statistics of Leadership Roles to Gender

Gender	Leadership Function	$M$	$SD$	$N$
Female	Collaborate	4.00	.800	31
	Create	3.85	.939	31
	Control	3.88	.727	31
	Compete	3.92	.876	31
Male	Collaborate	3.83	.800	39
	Create	3.74	.826	39
	Control	3.66	.816	39
	Compete	3.98	.758	39

### Research Question Two

Research Question-2: Is there a relationship among leadership roles?

To analyze research question two, pearson's correlation was computed to assess the relationship among twelve leadership roles. Before conducting this

analysis, mean scores were computed for each leadership function by computing the means of three leadership roles under each leadership function. Therefore, four columns of leadership functions which presented the means for leadership roles under each leadership function were available to assess the relationship among leadership roles. Then, Pearson's correlation was run between these four variables. The results are presented in Table 14. All four variables have a significant positive correlation. As would be expected from the analysis of research question one, all leadership roles are significantly and positively correlated with each other. The strongest correlation is between the create and the collaborate leadership functions ( $r = .888, N = 70, p = .000$ ). The second strongest correlation is between the create and the control leadership functions ( $r = .861, N = 70, p = .000$ ), followed by the correlation between the control and the collaborate leadership functions ( $r = .855, N = 70, p = .000$ ). The fourth strongest correlation is between the create and the compete leadership functions ( $r = .843, N = 70, p = .000$ ). It is interesting to see that each leadership function has its strongest correlation with the create leadership function. Thus, faculty members find the innovator, visionary, and motivator leadership roles under the create leadership function as highly correlated with the other nine leadership roles under the collaborate, control, and compete leadership functions. There is a strong relationship among leadership roles based on the responses from faculty members.

#### 14. Leadership Role Correlations

	Collaborate	Create	Control	Compete
Collaborate				
Create	.888*			
Control	.855*	.861*		
Compete	.777*	.843*	.733*	

\* $p < .01$

Pearson's correlation was utilized to provide a follow-up test of the data in terms of gender of the faculty members to assess the relationship among leadership roles.

Table 15 displays the results of Pearson's correlation that was used to analyze the relationship among leadership roles in terms of gender of the faculty members. In congruent with the results of the pearson's correlation among leadership roles without taking gender into consideration, each leadership function has its strongest correlation with the create leadership function. Comparing and contrasting the results of this analysis, all four variables have a significant positive correlation in terms of gender. The strongest correlation is between the create and the collaborate leadership functions ( $r = .893, n = 31, p = .000$ ;  $r = .887, n = 39, p = .000$ ). There are some differences among the results. For instance, for male faculty members, the second strongest correlation is between the create and control leadership functions ( $r = .881$ ) while for female faculty members, the second strongest correlation is between the create and compete leadership functions ( $r = .888$ ). The third strongest correlation with regard to gender is  $r = .855$  for female, and  $r = .856$  for male. The fourth



strongest correlation with regard to gender is  $r = .853$  for female and  $r = .805$  for male. The fifth strongest correlation with regard to gender is between the compete and collaborate leadership functions ( $r = .801, n = 31, p = .000; r = .773, n = 39, p = .000$ ). The last strongest correlation with regard to gender is between the control and compete leadership functions ( $r = .740, n = 31, p = .000; r = .766, n = 39, p = .000$ ).

#### 15. Leadership Role Correlations in terms of Gender

		Collaborate	Create	Control	Compete
Gender					
Female	Collaborate				
	Create	.893*			
	Control	.853*	.855*		
	Compete	.773*	.888*	.766*	
Male	Collaborate				
	Create	.887*			
	Control	.856*	.881*		
	Compete	.801*	.805*	.740*	

\*  $p < .01$

#### Research Question Three

Research Question-3: Are leadership roles and gender good predictors of leadership effectiveness?

In order to analyze research question three, the mean of each eight leadership effectiveness measures were computed for each faculty member. The eight

leadership effectiveness measures consist of (a) meeting of performance standards, (b) comparison to the head of the department to professional peers, (c) performance as a role model, (d) overall professional success, (e) overall effectiveness as a leader, (f) conceiving change efforts, (g) leading change, and (h) having impact (Lawrence et al., 2009).

After computing the mean of leadership effectiveness measures first pearson's correlation was utilized to assess the relationship between leadership roles and leadership effectiveness. All four leadership functions have been found to have a significant positive correlation with leadership effectiveness, that is, an increase in the utilization of these leadership functions by the heads of the departments increases their leadership effectiveness, too.

The strongest correlation is between the leadership effectiveness and the create leadership function which includes visionary, innovator, and motivator leadership roles as shown in Table 16 ( $r = .880, N = 70, p = .000$ ). This result would be expected considering that the create leadership function had the strongest correlation with each of the other three leadership functions. The second strongest correlation is between leadership effectiveness and the control leadership function ( $r = .830, N = 70, p = .000$ ). The compete and the collaborate leadership functions have the same correlation with leadership effectiveness ( $r = .813, N = 70, p = .000$ ).

Therefore, there is a relationship between leadership roles used by the heads of the departments and leadership effectiveness of the heads of the departments.

## 16. Leadership Role Correlations to Leadership Effectiveness

Leadership Functions	Leadership Effectiveness
Collaborate	.813*
Create	.880*
Control	.830*
Compete	.813*

\*  $p < .01$

Following this analysis, in order to understand whether each variable predicts leadership effectiveness of the heads of the departments, a multiple regression analysis was performed. The tested model included leadership effectiveness ratings, ratings of the four leadership functions, and gender. Thus, leadership effectiveness was the dependent variable while the five variables were independent variables. All variables were put into the model at the same time, using the “enter” method. Results for the model are displayed in Table 17. The table consists of b values, standard errors, beta weights, and t-values for the independent variables. The multiple regression model with five predictors was statistically significant, and produced  $R^2 = .797$ ,  $F(5,64) = 55.14$ ,  $p < .001$ . Together, five independent predictors accounted for almost 80% of the variance in the faculty members’ ratings of leadership effectiveness ( $R^2 = .797$ ). Since  $F(5,64) = 55.14$  is statistically significant, one or more of the independent variables is a significant predictor of leadership effectiveness of the heads of the departments. As reported in Table 17, each of the independent variables is positively and significantly correlated with the ratings of leadership effectiveness, indicating that the department heads who have higher scores on these variables tend to have higher leadership effectiveness.

The create leadership function which includes visionary, innovator and motivator leadership roles is the most significant predictor on ratings of leadership effectiveness of the heads of the departments by faculty members ( $t = 2.937, p < .001$ ). The second most significant predictor of leadership effectiveness is the control leadership function ( $t = 2.333, p < .001$ ). The third most significant predictor of leadership effectiveness is the compete leadership function ( $t = 2.299, p < .001$ ). Gender is the next significant predictor of leadership effectiveness ( $t = .101, p < .001$ ), and the collaborate leadership function is the last predictor of leadership effectiveness ( $t = .034, p < .001$ ). As seen in Table 17, five predictors of leadership effectiveness of the heads of the departments have significant positive regression weights, indicating the department heads with higher ratings on these variables are expected to have higher leadership effectiveness. These results are in line with the results of pearson's correlation displayed in Table 16. All in all, higher ratings on leadership roles strongly impact leadership effectiveness ratings of faculty members.

#### 17. Multiple Regression Analysis Summary of Five Independent Variables (Four Leadership Functions and Gender) Predicting Leadership Effectiveness of Department Heads

Variable	<i>B</i>	<i>S.E</i>	$\beta$	<i>T</i>
Collaborate	.005	.139	.004	.034*
Create	.437	.149	.442	2.937*
Control	.302	.129	.273	2.333*
Compete	.254	.110	.237	2.299*
Gender	.010	.097	.006	.101*

\* $p < .001$ .

#### Summary

This chapter reported the findings obtained from the modified version of the competing values instrument as applied to faculty members working at one social

science based faculty which includes three departments at state university in Turkey. The first part of the chapter stated the research questions and described the modification made to the survey instrument. The rest of the chapter analyzed the data in relation to the three research questions.

Research question one indicated that the department heads display dominant leadership roles. Dominant leadership roles consist of facilitator, producer, driver, innovator, and mentor. The dominant leadership roles fall into three of the four leadership functions as discussed by Lawrence et al. (2009). The leadership functions are collaborate, create, control, and compete. Each leadership function is represented by a quadrant which comprises of three leadership roles, as illustrated in Figure 5. Two of the top five leadership roles form the leadership function of collaborate. The leadership roles are facilitator and mentor. The other two of the top five leadership roles comprise the leadership function of compete. The roles are producer and driver. None of the top leadership roles were from the leadership function of control, and the average leadership roles score rated the control leadership function as the fourth highest function. The second dominant leadership role is the producer, and it is from the leadership function of compete. Also, the third dominant leadership role which is driver is from the leadership function of compete, too. The fourth dominant leadership role is innovator, and it comprise the leadership function of create. The fifth dominant leadership role is mentor, and it is from the leadership function of collaborate. Leadership roles indicated diversity of dominant leadership roles, which presents evidence for the utilization of a variety of leadership roles by the department heads as reported by the faculty members. The utilization of complex leadership

roles demonstrates capacity that paves the way for leaders to exceed in many leadership roles (Cameron et al., 2006; Denison et al., 1995).

(2) Collaborate  (1) Facilitator Empathizer (5) Mentor	(3) Create  (4) Innovator Visionary Motivator
(4) Control  Monitor Regulator Coordinator	(1) Compete  (3) Driver (2) Producer Competitor

#### 5. Dominate leadership roles

Research question two indicated significant correlations to support a relationship among leadership roles. The strongest correlation was between the create and the collaborate leadership functions. Each leadership function had its strongest correlation with the create leadership function. In addition, the data was tested in terms of gender of the faculty members to analyze the relationship among leadership roles. In line with the results of the above analysis, each leadership function had its strongest correlation with the create leadership function when gender of the faculty members were taken into consideration. Comparing and contrasting the results of this analysis, all four leadership functions had a significant positive correlation when correlated in terms of gender. The strongest correlation was between the create and the collaborate leadership functions in both female and male faculty members' ratings of their heads of departments.

Research question three analyzed the relationship among leadership roles and leadership effectiveness of the department heads. First, all four leadership functions

were found to have a significant positive correlation with leadership effectiveness, that is, an increase in the utilization of these leadership functions by the heads of the departments increases their leadership effectiveness, too. Second, the multiple regression model with five predictors (four leadership functions and gender) was found to be statistically significant. Each of the independent variables was positively and significantly correlated with the ratings of leadership effectiveness, indicating that the department heads who have higher scores on these variables tend to have higher leadership effectiveness. The create leadership function which includes visionary, innovator and motivator leadership roles was the most significant predictor on ratings of leadership effectiveness of the heads of the departments by faculty members. The second most significant predictor of leadership effectiveness was the control leadership function. The third most significant predictor of leadership effectiveness is the compete leadership function. Gender was the next significant predictor of leadership effectiveness, and the collaborate leadership function was the last predictor of leadership effectiveness. A more complete summary and a discussion of findings are presented in the next chapter.

## CHAPTER 5

### CONCLUSION

The issue of what leadership roles of heads of departments which are used to lead both the internal world and the external world of universities increase leadership effectiveness was explored as it relates to state universities in Turkey, specifically one state university in Turkey. This quantitative study undertaken with seventy faculty members from a social science based faculty at a state university was designed to develop a better understanding of leadership effectiveness and its relation to leadership roles. The specific purpose of the study was to investigate leadership effectiveness of leaders in state universities in Turkey from the perspective of leadership roles used to lead internal and external worlds of state universities, and the leadership effectiveness is defined as the use of multi roles to balance inner and outer worlds of state universities in Turkey. The leadership roles which were specifically studied in the study under the four leadership functions - collaborate, create, control, and compete – along with comparing these complex leadership roles to leadership effectiveness were facilitator, mentor, empathizer, visionary, innovator, motivator, regulator, monitor, coordinator, competitor, producer, and driver.

Since there is not much study in higher education literature on leadership effectiveness with regard to leadership roles which specifically discriminates between the roles a leader use to lead the internal structure of universities and the roles a leader use to lead the external structure of universities, the competing values framework of Lawrence et al. (2009) was utilized to measure leadership effectiveness of leaders in state universities in Turkey. Lawrence et al. (2009) state



that the framework is the only framework in the literature which is specifically designed in terms of opposing leadership roles and specifies that leadership effectiveness requires meeting and performing leadership roles. This framework integrates leadership roles to explain how a complex set of leadership roles influence leadership effectiveness (Hart and Quinn, 1993). The thesis studied the relationship between leadership roles and leadership effectiveness to consist of (a) collaborate leadership function of facilitator, mentor, and empathizer, (b) create leadership function of visionary, motivator, innovator, (c) control leadership function of regulator, monitor, and coordinator, (d) compete leadership function of competitor, producer, and driver. The framework provided baseline information for comparing leadership effectiveness to leadership roles.

Research question one which aimed to determine the commonly applied leadership roles among heads of departments at the university under study indicate that the department heads display dominant leadership roles and utilize a variety of leadership roles. The top five dominant leadership roles are facilitator, producer, driver, innovator, and mentor. The grouping of leadership roles into four leadership function areas presents that the compete leadership function is the most frequently used leadership function by the department heads and it is followed by the collaborate leadership function. The control leadership function is the least used leadership function. The descriptive analysis of leadership roles in terms of gender indicates that the most frequently used leadership function by the heads of the departments is collaborate (facilitator, empathizer, and mentor leadership roles) according to female faculty members while male faculty members see their heads of departments as using the compete leadership function (producer, driver, and

competitor leadership roles) most frequently. The difference between two groups is maximized in the control leadership function (regulator, monitor, and coordinator leadership roles), and the department heads utilize the control leadership function more according to female faculty members while it is the least used leadership function according to male faculty members. All in all, the leadership roles demonstrate diversity of dominant leadership roles and this presents evidence for the use of a variety of leadership roles by the department heads as reported by the faculty members.

Research question two targeted to determine the relationship between leadership roles. Based on the results, all leadership roles are correlated to each other. The strongest correlation is between the create and the collaborate leadership functions. Data was further tested in terms of gender of the faculty members to analyze the relationship among leadership roles. In congruent with the results of the above analysis, all four leadership functions have a significant positive correlation when correlated in terms of gender. The strongest correlation is between the create and the collaborate leadership functions in both female and male faculty members' ratings of their heads of departments.

Research question three searched the relationship between leadership roles and leadership effectiveness of the department heads. First, all four leadership functions are highly correlated to leadership effectiveness, that is, an increase in the utilization of these leadership functions by the heads of the departments increases their leadership effectiveness, too. Second, the four leadership functions and gender emerge as good predictors of leadership effectiveness of the department heads. The create leadership function which consists of visionary, innovator and motivator

leadership roles is the most significant predictor of leadership effectiveness. The second most significant predictor of leadership effectiveness is the control leadership function (monitor, regulator, and coordinator leadership roles). The third most significant predictor of leadership effectiveness is the compete leadership function (competitor, producer, and driver leadership roles). Gender is the next significant predictor of leadership effectiveness, and the collaborate leadership function (facilitator, mentor, and empathizer leadership roles) is the last predictor of leadership effectiveness.

### Discussion and Implications

The conclusions from the data adds to the body of literature on leadership effectiveness. Secondly, it provides valuable information to department heads and others interested in higher education who may wish to replicate this study to determine if the findings will be the same with a different population and setting.

Today, owing to the external changes like mass higher education, while universities are trying to protect the traditions on campus, they are removing the boundaries between higher education institutions and their external publics (Hanna, 2003). As expected, these external changes influences the running of universities, the academic work of academicians and the work of academic leaders. Therefore, this results in the elimination of the borders between on campus and out of campus by making what is on campus and out of campus closely integrated. The current study indicates that the department heads at the university seem to adapt themselves to this changed environment of higher education since the compete leadership function which includes competitor, driver, and producer roles is the mostly used leadership function among the department heads according to the faculty members. This further

implies that the department heads are likely to take what is beyond the university into consideration. However, having a competitive focus is not enough to balance the internal and the external worlds of universities according to Lawrence et al. (2009), Tsui (1984), Weick (2003), that is, what is on campus should also be taken into consideration. The finding that the collaborate leadership function which includes facilitator, mentor, and empathizer roles is the second mostly used leadership function shows that what is on campus appears to be also taken into consideration by the department heads. The development of human potential and engaging people in the work of the department are collaborative leadership skills that have made department heads successful in providing a safe and empowering setting for people because as Vardiman et al. (2005) put forward, “organizational context which is supportive, empowering, enabling and that attempts to remove barriers while focusing on leadership development” helps leaders to affect their followers (p. 95). A department head’s utilization of collaborative leadership function counteracts the negative impacts of changes in higher education because department heads who utilize collaborative leadership function promote self-motivation by inspiring a faculty member to take action to satisfy their needs (Lawrence et al, 2009). Thus, department heads at the university seem to provide a safe and empowering environment for faculty members to seek out opportunities to enhance their careers.

According to Cameron et al. (2006), having high scores in collaborate leadership function may lead a leader to score low in the compete leadership function, and the low scores of complete leadership function may be very detrimental to the development of organizations. However, department heads at the university were found to be high in both complete leadership function and collaborate

leadership function. A closing look at the leadership roles being identified in the compete leadership function demonstrates that department heads at the university scored high in both the producer role, reflecting the values of hard work and modeling an intense work effort and the driver role, reflecting the values of providing fast responses to emerging issues. Thus, department heads appear to show a strong work ethic and highly utilize the compete leadership function. Another closing look at the leadership roles being identified in the collaborate leadership function specifies that the department heads scored high in both the facilitator role, reflecting the values of employing participative decision making and being open to suggestions and the mentor role, reflecting the values of encouraging faculty members on career issues.

The regulator leadership role was rated as one of the highest leadership roles which is in the control leadership function. Higher education literature put forward the conflict between the needs of faculty members versus the need to control. What is next going to happen in departments in higher education is not predictable because of higher education's changing and dynamic environment and in such an environment, seeing that written or unwritten department policies are known and making sure that university regulations are known is important to ensure that on-campus traditions are not outclassed by out-of-campus changes. The results of this study indicate that although the control leadership function is the least utilized leadership function by the department heads, there is no maximized difference among the four leadership functions. This result puts forward that department heads at the university seem to make sure that what is on-campus is not neglected. This is also verified by the high correlation among the four leadership functions, indicating that department heads at

the university are likely to balance the internal and the external worlds of the university. Taken together, the evidence from this study suggests that department heads at the university can be said to be balanced leaders who employ the paradoxical nature of leadership roles (Bullis, 1992; Denison et al. 1995; Hart & Quinn, 1993; Hooijberg, 1996; Quinn et al. 1992). The high utilization of contrasting roles can be interpreted as a positive leadership quality (Quinn, 1984), and the integration of complex leadership roles may help us understand how leaders respond more effectively to varied situations.

Another implication of this study is the possibility that female and male faculty members see their department heads' utilization of contrasting leadership roles differently in some aspects. First of all, the results suggest that according to female faculty members, department heads at the university utilize the complex leadership roles more. Secondly, while female faculty members reported that their heads of departments utilize the facilitator, the mentor, and the empathizer leadership roles in the collaborate leadership function more, male faculty members reported that their heads of departments utilize the producer, the driver, and the competitor leadership roles in the compete leadership function more. It can be drawn from these results that while female faculty members see their heads of departments as more focused on the internal world of the university, male faculty members see their heads of departments as more focused on the external world of the university. Another finding that can support this result is that while female faculty members reported high utilization of the regulator, control, and monitor leadership roles in the control leadership function by their heads of departments, male faculty members reported less utilization of these roles by their heads of departments. It can also be speculated

that these differences among male and female faculty members may result from selective perception and/or the behavior of department heads towards faculty members.

Leadership effectiveness is seen as the most significant advantage of a university in a competitive and resource-hungry higher education system (Ramsden, 1998). The high correlation of leadership roles to leadership effectiveness indicates that high utilization of leadership roles increase leadership effectiveness. The results of this study indicate that department heads at the university can be said to be effective leaders because when a leader is able to balance the competing leadership roles in the competing values framework, they are regarded as effective leaders (Bullis, 1992; Denison et al. 1995; Hart & Quinn, 1993; Hooijberg, 1996; Quinn et al. 1992). According to Lawrence et al. (2009), no quadrant is more important than the other. However, they also suggest that the visionary, innovator, and motivator leadership roles in the create leadership function are needed to produce change. Then, another implication of this study is the possibility that department heads at the university are likely to produce change because the create leadership function has shown the strongest correlation with leadership effectiveness, and it is also the most significant predictor of leadership effectiveness. This finding is also supported by the result that the compete leadership function which is the other leadership function to produce change has indicated a strong correlation with leadership effectiveness, and it is also the third significant predictor of leadership effectiveness. However, these two leadership functions which focus on the external world of the university need to be combined with the other two leadership functions which focus on the internal world of the university. The results from the study suggest that both collaborate and

control leadership functions are correlated to leadership effectiveness and they are good predictors of leadership effectiveness. These results then lead to the implication that department heads at the university seem to take both the internal world and the external world of the university into consideration and that may be said to lead an increase in their leadership effectiveness.

The other implication of this study is the possibility that gender influences leadership effectiveness because it is the fourth good predictor of leadership effectiveness as would be expected when the aforementioned differences between female and male faculty members with respect to the utilization of leadership roles by department heads were taken into consideration. However, it does not lead to great differences between male faculty members and female faculty members since both groups appear to find their department heads effective.

One major implication from the results is the possibility of a connection between the leadership roles and servant leadership. Servant leadership which incorporates a greater emphasis upon teamwork and community represents a shift away from traditional autocratic and hierarchical leadership toward a collaboration oriented approach (Stone, Russell, & Patterson, 2004). Based on the results of the study, collaborate leadership function which consists of facilitator, mentor, and empathizer leadership roles was the second mostly used leadership function, and facilitator and mentor roles were the two of the top five commonly applied leadership roles. More specifically, facilitator role encourages contributing to opinions, participative decision making, and maintaining an open climate for discussion just like servant leaders rely on seeking consensus, involving others in decision-making, and creating a positive work environment. Moreover, mentor role involves a higher



concern for encouraging career development like servant leaders attempt to enhance the personal growth of people. In addition, empathizer role puts an emphasis on being aware of personal needs like servant leaders strive to empathize with people to understand their needs. Apart from these, servant leadership as an emerging approach to leadership over the top-down form of leadership can be said to reduce the emphasis on control in organizational settings, and the results of the study indicate that control which involves regulator, monitor, and coordinator roles was the least used leadership function. Thus, the distinctive characteristics of servant leaders lie first and foremost in their attempt to enhance collaboration in work environment, and it may be deduced that cases of servant leadership do exist in the university the study was undertaken.

Another major implication is that Turkish culture may have an effect on the results of the current study. The study investigated whether competing leadership roles influenced leadership effectiveness of department heads as reported by the faculty members. Turkey which serves as a bridge between East and West may be said to carry elements of modernity, tradition, and Islam. Hence, it can be deduced that Turkish culture places competing values on leaders by creating conflicting expectations from leaders. First of all, as a collectivist society (Hofstede, 1980), Turkish people value collaboration and team integration which pave the way for helping each other, telling ideas to each other openly, sharing information, and asking people's opinion to make decisions, and this can be said to provide an explanation for why leadership roles under collaborate leadership function were found to be the second mostly used leadership roles. Second of all, Turkish people value egalitarian distribution of authority and power (Kabasakal & Bodur, 2007), and

this can also be said to provide an explanation for why leadership roles under control leadership function were found to be the least used leadership roles. In addition, initiating change, providing a vision, and being successful in both national and international platforms against others are valued by Turkish people because these are likely to be regarded as the things what make people proud to be a Turk (Kabasakal & Bodur, 1980). Hence, this can also be said to provide an explanation for why leadership roles under create and compete leadership functions were found to be the third and the most used leadership roles respectively. As a result, it may be concluded that Turkish culture has an impact on the results of the study.

Taking everything into consideration, the current findings add to a growing body of literature on leadership effectiveness. Studies to measure leadership effectiveness have been mainly based on individual characteristics of leaders both in the past and in the recent years (Avolio & Locke, 2002; Conger, 1999; Day, 2001; De Cremer & van Knippenberg, 2002; De Cremer & van Knippenberg, 2004; Lord et al., 1982; Lord et al., 1986; Manz & Sims, 2001; Rosser, 2003). Although some other studies have focused on leadership roles within leadership effectiveness framework to be utilized both in the internal world and the external world of universities, they have not specifically proposed discrimination among leadership roles emerging either in internal world or external world (Benoit & Graham, 2005; Bolman & Deal, 1997; Bruno & Lay, 2006; Knight & Holen, 1985; Neumann and Neumann, 2000). However, when changes in higher education system are taken into consideration, a new focus to leadership effectiveness is necessary, that is, in such a dynamic environment, leaders in universities stand at a way which necessitates them to combine both the world internal and the world external to universities. Different

from these studies, this study enhance our understanding of leadership effectiveness by focusing on both the internal world and the world of universities.

#### Recommendations for Future Research

This study on leadership effectiveness of department heads and leadership roles utilized by department heads generate several topics for future research. The first topic is of gender issues. More research could concentrate on gender issues and leadership roles. This study revealed that the leadership roles used by department heads are different in terms of gender of faculty members.

A second area of study is to expand this research to other state universities in Turkey because that would be valuable to the body of knowledge for the leadership effectiveness of the department heads and the leadership roles used by the department heads. Such an expansion would enable a broader generalization of the findings and would provide essential data to better departments in state universities in Turkey.

Another area of study is to expand this research to private universities in Turkey. The expansion of this research would be valuable to see whether a difference exists between department heads at state universities and department heads at private universities and would enable to get a better picture of departments in Turkey. In addition, in such a study, state university culture and private university culture could be compared and contrasted to see whether control leadership function exists differently at these two cultures because it could be expected that control leadership function would be the least utilized leadership function among the four leadership functions at state universities while it would be the highest utilized leadership

function at private universities. Thus, such an expansion would improve departments in Turkey.

Moreover, expanding this research to other leadership positions in the higher education area in Turkey would add significantly to the Higher Education and Management in Turkey literature. This expansion would enable to enhance leadership training programs for all leadership positions and that would improve higher education in Turkey. Also, expanding this research to other leadership positions in higher education area in Turkey would enable to undertake a succession planning to develop a realistic view of management in higher education.

In conclusion, continual investigation of how leadership roles and leadership effectiveness correlate to each other is vital for the development of better department head leadership. Expansion of this research to other universities in the world will strengthen the leadership effectiveness of department heads.

## APPENDIX A – LEADERSHIP EFFECTIVENESS SURVEY

The current survey was prepared to investigate the leadership effectiveness of your head of department. There are three parts in the survey. The first part is the demographic information part and please, first answer these questions. There are 36 questions in the second part of the survey. The following 36 questions are administered with a 5-point Likert-type scale. Please, indicate by circling the most appropriate response to you. If you think you do not have much information about any of these questions, please circle “8”. The third part includes eight questions and they are administered with a 5-point Likert-type scale. Please, choose the best response to you. If you think you do not have much information about any of these questions, please write “8” next to the question.

### A. Demographic Information

Gender: Female ☐ Male ☐

Age: \_\_\_\_\_

Academic Title: \_\_\_\_\_

Department: \_\_\_\_\_

Full time ☐ Part time ☐

How long have you been working at the university? \_\_\_\_\_

How long have you been working with your current head of department? \_\_\_\_\_

### B. I would describe my head of department as being skilled in the following:

1	2	3	4	5	8
<hr/>					
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Do not have much information

1. Getting administrative work done quicker in the department	1	2	3	4	5	8
2. Insuring that written or unwritten department policies are understood	1	2	3	4	5	8
3. Maintaining an open climate for discussion	1	2	3	4	5	8
4. Encouraging lecturers to try new things	1	2	3	4	5	8

1	2	3	4	5	8
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Do not have much information
5. Developing a competitive focus towards other state universities and private universities	1	2	3	4	5 8
6. Making it legitimate to contribute opinions	1	2	3	4	5 8
7. Following projects closely	1	2	3	4	5 8
8. Getting department lecturers to exceed traditional performance patterns	1	2	3	4	5 8
9. Launching important new efforts	1	2	3	4	5 8
10. Improving current programs/department	1	2	3	4	5 8
11. Emphasizing accuracy in work efforts	1	2	3	4	5 8
12. Anticipating what the department lecturers will want next	1	2	3	4	5 8
13. Initiating bold projects which will contribute to the department	1	2	3	4	5 8
14. Meeting with department lecturers to discuss their academic needs	1	2	3	4	5 8
15. Employing participative decision making	1	2	3	4	5 8
16. Inspiring department lecturers to be creative	1	2	3	4	5 8
17. Showing an appetite for hard work	1	2	3	4	5 8
18. Encouraging department lecturers to have work/life balance	1	2	3	4	5 8
19. Providing directing and constructive project management	1	2	3	4	5 8
20. Seeing that written or unwritten department policies are Known	1	2	3	4	5 8
21. Providing fast responses to emerging issues	1	2	3	4	5 8
22. Supporting projects	1	2	3	4	5 8
23. Expecting people to get the details of their work right	1	2	3	4	5 8
24. Identifying the changing needs of the department lecturers	1	2	3	4	5 8
25. Demonstrating full exertion on the job	1	2	3	4	5 8

1	2	3	4	5	8
Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Do not have much information
26. Being aware of when department lecturers are burning out	1	2	3	4	5 8
27. Emphasizing the need for accuracy in work efforts	1	2	3	4	5 8
28. Recognizing feelings	1	2	3	4	5 8
29. Seeing that everyone has a personal development plan	1	2	3	4	5 8
30. Outclassing off-campus competitors (other state universities and private universities)	1	2	3	4	5 8
31. Encouraging career development	1	2	3	4	5 8
32. Modeling an intense work effort	1	2	3	4	5 8
33. Emphasizing the need to compete with other state universities and private universities	1	2	3	4	5 8
34. Coaching people on career issues	1	2	3	4	5 8
35. Providing faster department outcomes	1	2	3	4	5 8
36. Insuring that written or unwritten university regulations are known	1	2	3	4	5 8

C. Choose the response that reflects the following. If you think you do not have much information about any of these questions, please write “8” next to the question.

1. I believe my head of department is meeting performance standards

- \_\_\_\_\_ below most standards
- \_\_\_\_\_ below some standards
- \_\_\_\_\_ meet standards
- \_\_\_\_\_ above some standards
- \_\_\_\_\_ above most standards

2. I believe in comparison to other professional peers, my head of department is

- \_\_\_\_\_ worse than peers
- \_\_\_\_\_ slightly worse than peers
- \_\_\_\_\_ same as peers
- \_\_\_\_\_ slightly better than peers
- \_\_\_\_\_ better than peers

3. I believe my head of department's performance as a role model is
- ☐ poor role model
  - ☐ below average role model
  - ☐ average role model
  - ☐ above average role model
  - ☐ excellent role model
4. I believe my head of department's overall effectiveness as a leader is a/an
- ☐ ineffective leader
  - ☐ somewhat ineffective leader
  - ☐ neutral leader
  - ☐ somewhat effective leader
  - ☐ effective leader
5. I believe my head of department's overall professional success is
- ☐ a professional failure
  - ☐ somewhat professional failure
  - ☐ neutral professional
  - ☐ somewhat professional success
  - ☐ a professional success
6. I believe my director's conceiving change efforts
- ☐ pursues small, incremental changes
  - ☐ pursues small changes
  - ☐ pursues medium changes
  - ☐ pursues large changes
  - ☐ pursues large, quantum changes
7. I believe my head of department's ability to lead change
- ☐ doesn't lead any direction
  - ☐ leads little direction
  - ☐ leads indecisively in new directions
  - ☐ leads in new directions
  - ☐ leads in bold new directions
8. I believe my head of department's impact is
- ☐ responsible for no change
  - ☐ responsible for little change
  - ☐ responsible for moderate change
  - ☐ responsible for change
  - ☐ responsible for profound change



## APPENDIX B – ETKİLİ LİDERLİK ANKETİ

Sayın Öğretim Elemanı,

Bu anket, bölüm başkanınızın etkili liderlik düzeyini belirlemek amacıyla hazırlanmıştır. Anket üç kısımdan oluşmaktadır. İlk kısım, demografik bilgi kısmıdır. Öncelikle lütfen bu kısmı doldurunuz. Bu kısımda, isminizi yazmanıza gerek yoktur. Anketin ikinci kısmında toplam 36 soru vardır. 36 sorunun, beşli likert ölçeği üzerinde değerlendirilmesi gerekmektedir. Lütfen size en uygun gelen cevabı yuvarlak içine alınız. Eğer aşağıdaki soruların herhangi biri hakkında bilginiz olmadığını düşünüyorsanız, lütfen “8” seçeneğini yuvarlak içine alınız. Anketin üçüncü kısmında, 8 soru vardır. Lütfen size en uygun gelen cevabı işaretleyiniz. Herhangi bir soru hakkında bilginiz olmadığını düşünüyorsanız sorunun yanına “8” yazabilirsiniz.

### A. Demografik Bilgiler

Cinsiyet: Kadın ☐ Erkek ☐

Yaş: \_\_\_\_\_

Akademik Unvan: \_\_\_\_\_

Çalışmakta olduğunuz bölüm: \_\_\_\_\_

Tam Zamanlı Çalışan ☐ Yarı Zamanlı Çalışan ☐

Kaç senedir şu anda çalışmakta olduğunuz üniversitede çalışıyorsunuz? \_\_\_\_\_

Bölüm başkanınızla kaç senedir bu üniversitede beraber çalışıyorsunuz? \_\_\_\_\_

### B. Bölüm Başkanımı aşağıdaki konularda etkili buluyorum:

1 2 3 4 5 8

Kesinlikle katılmıyorum Katılmıyorum Kararsızım Katılıyorum Kesinlikle katılıyorum Bilgim yok

1. Bölüm içinde yönetsel işlerin daha çabuk yapılmasını sağlama	1 2 3 4 5 8
2. Yazılı olan olmayan bölüm politikalarının anlaşıldığından emin olma	1 2 3 4 5 8
3. Tartışmaya uygun ortam sağlama	1 2 3 4 5 8
4. Öğretim elemanlarını yeni şeyler denemeye teşvik etme	1 2 3 4 5 8

1	2	3	4	5	8
Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum	Bilğim yok
5. Yerleşke dışındakilere (diğer vakıf üniversiteleri ve devlet üniversiteleri) karşı rekabetçi bir bakış açısı geliştirme				1	2 3 4 5 8
6. Öneriye açık olma				1	2 3 4 5 8
7. Projeleri yakından takip etme				1	2 3 4 5 8
8. Bölüm çalışanlarının bireysel performanslarının üstüne çıkmasını sağlama				1	2 3 4 5 8
9. Girişimci adımlar atma				1	2 3 4 5 8
10. Mevcut bölümleri/programları geliştirme				1	2 3 4 5 8
11. Çalışma ortamında işin titizlikle yapılması gerektiğini vurgulama				1	2 3 4 5 8
12. Öğretim elemanlarının gelecekte ortaya çıkabilecek akademik ihtiyaçlarını sezme				1	2 3 4 5 8
13. Alana katkı sağlayabilecek projeler başlatma				1	2 3 4 5 8
14. Akademik ihtiyaçlarını tartışmak için öğretim elemanlarıyla görüşme				1	2 3 4 5 8
15. Müşterek karar alma				1	2 3 4 5 8
16. Öğretim elemanlarını yaratıcı olmaya teşvik etme				1	2 3 4 5 8
17. Yoğun çalışmaya istekli olma				1	2 3 4 5 8
18. Öğretim elemanlarını iş/hayat dengesi kurmaya teşvik etme				1	2 3 4 5 8
19. Yönlendirici, yapıcı proje yönetimi sağlama				1	2 3 4 5 8
20. Yazılı olan olmayan bölüm politikalarının bilindiğinden emin olma				1	2 3 4 5 8
21. Gündemdeki meseleler ile ilgili daha hızlı çözümler üretme				1	2 3 4 5 8
22. Projeleri destekleme				1	2 3 4 5 8
23. Kişilerden işleri ile ilgili ayrıntıları doğru anlamalarını bekleme				1	2 3 4 5 8

1	2	3	4	5	8
Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum	Bilgin Yok
24. Öğretim elemanlarının değişen ihtiyaçlarını belirleme	1	2	3	4	5 8
25. Tüm gücüyle işine sarılma	1	2	3	4	5 8
26. Öğretim elemanlarının çok yorulduğu zamanları fark etme	1	2	3	4	5 8
27. Çalışma ortamında titiz davranmanın gerekliliğini vurgulama	1	2	3	4	5 8
28. Karşısındakini anlama	1	2	3	4	5 8
29. Herkesin bireysel bir gelişim planı olduğunu düşünme	1	2	3	4	5 8
30. Yerleşke dışındaki rakiplere (diğer vakıf üniversiteleri ve devlet üniversiteleri) üstünlük sağlama	1	2	3	4	5 8
31. Kariyer gelişimini teşvik etme	1	2	3	4	5 8
32. Yoğun çalışmaya örnek teşkil etme	1	2	3	4	5 8
33. Yerleşke içi ile yerleşke dışı (diğer vakıf üniversiteleri ve devlet üniversiteleri) arasında rekabetin gerekliliğini vurgulama	1	2	3	4	5 8
34. Kariyer ile ilgili konularda öğretim elemanlarına destek olma	1	2	3	4	5 8
35. Bölüm içindeki işlerin daha çabuk sonuca bağlanmasını sağlama	1	2	3	4	5 8
36. Yazılı olan olmayan üniversite yönetmeliğinin bilindiğinden emin olma	1	2	3	4	5 8

C. Lütfen size en uygun gelen cevabı işaretleyiniz. Herhangi bir soru hakkında bilginiz olmadığını düşünüyorsanız sorunun yanına “8” yazabilirsiniz.

1. Bölüm başkanının performansı, performans standartları açısından  
☐ birçok standardın altındadır.  
☐ bazı standartların altındadır.  
☐ ne birçok standardın üzerinde ne de birçok standardın altındadır.  
☐ bazı standartların üzerindedir.  
☐ birçok standardın üzerindedir.

2. Diğer bölüm başkanlarıyla karşılaştırıldığında, bölüm başkanının performansının  
\_\_\_\_\_ daha kötü olduğuna inanıyorum.  
\_\_\_\_\_ biraz daha kötü olduğuna inanıyorum.  
\_\_\_\_\_ diğer bölüm başkanlarıyla aynı olduğuna inanıyorum.  
\_\_\_\_\_ biraz daha iyi olduğuna inanıyorum.  
\_\_\_\_\_ daha iyi olduğuna inanıyorum.
3. Bölüm başkanının rol model olarak performansının,  
\_\_\_\_\_ zayıf olduğuna inanıyorum.  
\_\_\_\_\_ ortalamanın altında olduğuna inanıyorum.  
\_\_\_\_\_ ortalama olduğuna inanıyorum.  
\_\_\_\_\_ ortalamanın üzerinde olduğuna inanıyorum.  
\_\_\_\_\_ harika olduğuna inanıyorum.
4. Genel olarak lider özelliklerini değerlendirdiğimde, bölüm başkanının,  
\_\_\_\_\_ etkisiz bir lider olduğuna inanıyorum.  
\_\_\_\_\_ kısmen etkisiz bir lider olduğuna inanıyorum.  
\_\_\_\_\_ ne etkili ne de etkisiz bir lider olduğuna inanıyorum.  
\_\_\_\_\_ kısmen etkili bir lider olduğuna inanıyorum.  
\_\_\_\_\_ etkili bir lider olduğuna inanıyorum.
5. Bölüm başkanımı genel olarak değerlendirdiğimde, bir bölüm başkanı olarak  
\_\_\_\_\_ başarısız olduğuna inanıyorum.  
\_\_\_\_\_ kısmen başarısız olduğuna inanıyorum.  
\_\_\_\_\_ ne başarılı ne de başarısız olduğuna inanıyorum.  
\_\_\_\_\_ kısmen başarılı olduğuna inanıyorum.  
\_\_\_\_\_ başarılı olduğuna inanıyorum.
6. Bölüm başkanının değişim çabasının,  
\_\_\_\_\_ çok az olduğuna inanıyorum.  
\_\_\_\_\_ az olduğuna inanıyorum.  
\_\_\_\_\_ ne az ne de çok olduğuna inanıyorum.  
\_\_\_\_\_ çok olduğuna inanıyorum.  
\_\_\_\_\_ çok fazla olduğuna inanıyorum.
7. Bölüm başkanının,  
\_\_\_\_\_ değişikliklere yön vermediğine inanıyorum.  
\_\_\_\_\_ değişikliklere temkinli yaklaşarak biraz yön verdiğine inanıyorum.  
\_\_\_\_\_ değişikliklere yön vermede kararsız olduğuna inanıyorum.  
\_\_\_\_\_ değişikliklere yön verdiğine inanıyorum.  
\_\_\_\_\_ büyük çaplı değişikliklere yön verdiğine inanıyorum.
8. Bölüm başkanının,  
\_\_\_\_\_ değişiklikler üzerinde etkisi olmadığına inanıyorum.  
\_\_\_\_\_ değişiklikler üzerindeki etkisinin az olduğuna inanıyorum.  
\_\_\_\_\_ değişiklikler üzerindeki etkisinin ne çok ne de az olduğuna inanıyorum.  
\_\_\_\_\_ değişiklikler üzerinde etkisi olduğuna inanıyorum.  
\_\_\_\_\_ köklü değişiklikler üzerinde etkisi olduğuna inanıyorum.

## APPENDIX C – PERMISSION TO USE SURVEY

Hello Meltem,

You are welcome to use the instrument in our article, free of charge, for research purposes. The instrument does not exist as a special document. You can use the questions in your own format. I have attached a Microsoft Word document with the questions for your convenience. As described in the document, you should randomize the order of the questions so that the sets of questions for each quadrant are not grouped together. Some people outside the US have translated it into other languages, which you are welcome to do as well.

Feel free to contact me if you have additional questions.

Regards,  
Katherine Lawrence

## APPENDIX D – COVER LETTER

Türkiye Devlet Üniversitelerinde Etkili Liderlik

Sayın Öğretim Elemanı,

Boğaziçi Üniversitesi Yetişkin Eğitimi Bölümü’nde hazırlanan bu tezin amacı, Türkiye’de devlet üniversitelerinde çalışan bölüm başkanlarının etkili liderlik seviyelerini öğrenmektir. Bu çalışmada etkili liderlik, yerleşke içindeki hayatın ve yerleşke dışındaki hayatın bölüm başkanları tarafından dengeli bir biçimde yönetilmesi olarak tanımlanmaktadır. Tezimin evreni, Türkiye’de devlet üniversitelerinde çalışan öğretim elemanlarıdır. Öğretim elemanları, etkili liderlik konusunda bölüm başkanlarını değerlendireceklerdir.

Bir liderin ne yaptığı ile ilgili bugüne kadar birçok çalışma yapılmıştır; ancak etkili olmak için bir liderin yerleşke içinde ve/veya yerleşke dışında kullandığı rollere değinen çok az çalışma vardır. Ancak bu çalışmalar, yerleşke içinde ve yerleşke dışında kullanılan bu roller arasında herhangi bir ayırım yapmamaktadır. Diğer çalışmalardan farklı olarak bu tez, devlet üniversitelerinde çalışan liderlerin etkili liderlik seviyelerini, yerleşke içinde ve yerleşke dışında kullanılan roller arasında ayırım yaparak araştırmaktadır. Daha önce yüksek öğretim alanında hazırlanmış böyle bir çalışma yoktur. Bu nedenlerle, bu çalışmaya katılımınız önemlidir.

Bu çalışmaya katılımınız gönüllüdür. Çalışmanın sonuçları gizli tutulacak ve sadece tarafımdan kullanılacaktır. Ankette kimliğinizi ortaya çıkaracak herhangi bir kodlama yoktur. Anketler, sizlere tarafımdan ulaştırılacaktır. Gizliliğinizi sağlamak için, ankete isimlerinizi yazmanız beklenmemektedir. Tamamlanan anketler, tarafımdan teslim alınacaktır. Bu çalışmada toplanacak sonuçlar, yüksek lisans tezinde kullanılacaktır. Aynı zamanda, sadece tarafımdan olmak üzere, sonuçların makale hazırlanmasında ve konferans sunumlarında kullanılması planlanmaktadır.

Çalışmama katılmayı kabul etmeniz herhangi bir risk içermemektedir; çünkü bu anketler tarafımdan teslim alınacak ve “Etkili Liderlik” anketi üzerinde isminiz olmayacaktır. Anketi tamamlamak yaklaşık 10 dakikanızı alacaktır. Anketi bir hafta içerisinde tamamlamanız beklenmektedir. Bir hafta sonra, araştırmacı anketleri teslim alacaktır. Tamamlamamanız halinde, anketin tamamlanması için araştırmacı tarafından hatırlatma yapılacaktır. Bu çalışmaya katılımınız gönüllüdür; ancak katılımınız çalışmamda ilerlememi sağlayacaktır.

Anket ile ilgili herhangi bir sorunuz ya da yorumunuz olduğu takdirde, sizinle konuşmaktan mutluluk duyacağım. Aşağıdaki numaradan benimle iletişime geçebilirsiniz.

Bu çalışmaya ayırdığınız zamana, gösterdiğiniz ilgiye ve katılımınıza çok teşekkür ederim.

Saygılarımla,

Meltem AKBULUT  
Boğaziçi Üniversitesi  
Eğitim Fakültesi  
Yetişkin Eğitimi, Yüksek Lisans Programı  
0544 772 48 39  
meltem.akbulut@boun.edu.tr

## APPENDIX E – CONSENT FORM

Bu araştırma, Boğaziçi Üniversitesi Yetişkin Eğitimi Bölümü Yüksek Lisans Programı kapsamında Meltem Akbulut tarafından yürütülen bir tez çalışması için yapılmaktadır. Çalışmanın amacı, Türkiye’de devlet üniversitelerinde çalışan bölüm başkanlarının etkili liderlik seviyeleri hakkında öğretim elemanları aracılığıyla bilgi toplamaktır. Çalışmaya katılım tamamıyla gönüllülük temelinde olmalıdır. Ankette, sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak ve sadece araştırmacı tarafından değerlendirilecektir; elde edilecek bilgiler bilimsel yayımlarda kullanılacaktır. Ankete verilen cevaplar toplu olarak değerlendirilecektir. Bu nedenle anket üzerine isim yazmanıza gerek yoktur.

Soruları cevaplarken kendinizi rahatsız hissederseniz, anketi uygulayan kişiye, anketi tamamlamadığınızı söylemek yeterli olacaktır. Anket sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederim.

Çalışma hakkında daha fazla bilgi almak için;

Meltem Akbulut

Boğaziçi Üniversitesi, Eğitim Fakültesi

Yetişkin Eğitimi, MA

Tel: 544 772 48 39

E-posta: meltem.akbulut@boun.edu.tr

*Bu çalışmaya tamamen gönüllü olarak katılıyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. (Paraf attıktan sonra araştırmacıya geri veriniz).*

Tarih

----/----/----

## REFERENCES

- Adams, D. (1998). Examining the fabric of academic life: An analysis of three decades of research on the perceptions of Australian academics about their roles. *Higher Education*, 36, 421–435. Retrieved February 8, 2009, from Springer Link database.
- Adelman, C. (2000). *A parallel postsecondary universe: The certification system in information technology*. Office of Educational Research and Improvement, US Department of Education. Retrieved March 18, 2010, from <http://www2.ed.gov/pubs/ParallelUniverse/universe.pdf>
- Altbach, P.G. (2001). Academic freedom: International realities and challenges. *Higher Education*, 41 (1-2), 205–219. Retrieved March 12, 2010, from Springer Link database.
- Ambrose, S., Huston, T., & Norman, M. (2005). A qualitative method for assessing faculty satisfaction. *Research in Higher Education*, 46, 803–830. Retrieved December 1, 2009, from Springer Link database.
- Atwater, L.E., Dionne, S.D., Avolio, B., Camobreco, J.F., & Lau, A.W. (1999). A longitudinal study of the leadership development process: Individual differences predicting leader effectiveness, *Human Relations*, 52, 1543-62. Retrieved February 5, 2010, from Springer Link database.
- Avolio, B., & Locke, E. A. (2002). Contrasting different philosophies of leader motivation: Altruism versus egoism. *The Leadership Quarterly*, 13, 169–191. Retrieved November 20, 2009, from ScienceDirect database.
- Babbie, E. R. (2003). *Survey research methods*. Belmont, Calif: Wadsworth.
- Bass, B. M. (1981). *Bass and Stogdill's handbook of leadership: Theory, research, and managerial applications* (3rd ed.). New York: Free Press.
- Bell, D. (1973). *The coming of post-industrial society: A venture in social forecasting*. New York: Basic Books.
- Bennett, J. B. (1991). [Review of the book *Heads and chairs: Managing academic departments*]. *The Journal of Higher Education*, 62 (3), 353-355. Retrieved November 30, 2009, from JSTOR database.
- Benoit, P., & Graham, S. (2005) Leadership excellence: Constructing the role of department chair. *Academic Leadership: The Online Journal*, 3 (1). Retrieved November 26, 2009, from [http://www.academicleadership.org/article/print/LEADERSHIP\\_EXCELLENCE\\_CONSTRUCTING\\_THE\\_ROLE\\_OF\\_DEPARTMENT](http://www.academicleadership.org/article/print/LEADERSHIP_EXCELLENCE_CONSTRUCTING_THE_ROLE_OF_DEPARTMENT)



- Bland, C. J., Center, B. A., Finstad, K. R. R. & Staples, J. G. (2005) A theoretical, practical, predictive model of faculty and departmental research productivity, *Academic Medicine*, 80, 225–237. Retrieved November 26, 2009, from [http://journals.lww.com/academicmedicine/Abstract/2005/03000/A\\_Theoretical,\\_Practical,\\_Predictive\\_Model\\_of.6.aspx](http://journals.lww.com/academicmedicine/Abstract/2005/03000/A_Theoretical,_Practical,_Predictive_Model_of.6.aspx)
- Bluemenstyk, G. (1991). City budget cuts take another toll on the nation's urban institutions. *Chronicle of Higher Education*, 38 (15), 38. Retrieved January 3, 2010, from Academic Research Library (PROQUEST) database.
- Bok, D. (2003). *Universities in the marketplace: The commercialization of higher education*. Princeton, NJ: Princeton University Press.
- Bolman, L., & Deal, T. (1997). *Reframing Organizations: Artistry, choice and leadership*. San Francisco: Jossey-Bass.
- Boyer, E. L. (1991). Highlights of the Carneige Report: The scholarship of teaching from "Scholarship reconsidered: Priorities of the professoriate". *College Teaching*, 39 (1), 11-13. Retrieved March 8, 2010, from JSTOR database.
- Brennan, J., Fedrowitz, J., Huber, M., & Shah, T. (Eds.). (1999). *What Kind of University? International Perspectives on Knowledge, Participation and Governance*. Buckingham: Philadelphia, PA: Society for Research into Higher Education & Open University Press.
- Brown, F. W., & Moshavi, D. (2002) Herding academic cats: Faculty reactions to transformational and contingent reward leadership by department chairs. *Journal of Leadership Studies*, 8, 79–93. Retrieved December 1, 2009, from SAGE Journals database.
- Bruno, L. F. C., & Lay, E. G. E. (2006). Personal values and leadership effectiveness. *E-Leader*, Slovakia. Retrieved November 17, 2009, from [http://www.g-casa.com/download/Bruno\\_Personal\\_Values\\_Leadership.pdf](http://www.g-casa.com/download/Bruno_Personal_Values_Leadership.pdf)
- Bryman, A., & Bell, E. (2003). *Business research methods*. Oxford: Oxford University Press.
- Bryman, A. (2004). *Social research methods* (2nd ed.). Oxford: Oxford University Press.
- Bryman, A. (2007). Effective leadership in higher education: A literature review. *Studies in Higher Education*, 32 (6), 693-710. Retrieved February 5, 2009, from Taylor & Francis Online Journals (Informaworld) database.

- Bullis, R. C. (1992). *The impact of leader behavioral complexity on organizational performance*. (Doctoral Dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. AAT 9226298)
- Cage, M. C. (1991). Public college employees pay the price for states' political disputes. *Chronicle of Higher Education*, 37 (45), 17-18. Retrieved January 3, 2010, from Academic Research Library (PROQUEST) database.
- Cage, M. C. (1992). Mid-year budget cuts reported by public colleges in 22 states. *Chronicle of Higher Education*, 38 (23), 30. Retrieved January 3, 2010, from Academic Research Library (PROQUEST) database.
- Carlin, J. (1999), "Restoring sanity to an academic world gone mad", *The Chronicle of Higher Education*, 46 (11), p. A76. Retrieved from March 10, 2010, from Academic Research Library (PROQUEST) database.
- Clark, B. R. (1998) *Creating entrepreneurial universities: Organizational pathways of transformation*. New York: Elsevier.
- Cameron, K. S., Quinn, R., DeGraff, J., & Thakor, A. V. (2006). *Competing values leadership: Creating value in organizations*. London: Edward Elgar.
- Choi, Y., & Mai-Dalton, R. R. (1999). The model of followers' responses to self-sacrificial leadership: An empirical test. *The Leadership Quarterly*, 10, 397–421. Retrieved November 20, 2009, from ScienceDirect database.
- Conger, J.A. (1999). Charismatic and transformational leadership in organizations: An insider's perspective on these developing streams of research. *Leadership Quarterly*, 10, 145-170. Retrieved October 18, 2009, from Science Direct database.
- Cooper, D. R., & Schindler, P. S. (2006). *Business research methods* (9th ed.). Boston: McGraw-Hill Irwin.
- Creswell, J. W., Wheeler, D. W., Seagren, A. T., Egly, N. J., & Beyer, K. D. (1990). *The academic chairperson's handbook*. Lincoln, NE: University of Nebraska Press. Retrieved from <http://books.google.com/>
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed approaches* (2nd ed.). Thousand Oaks, Calif: Sage.
- Currie, J., & Newson, J. (Eds.). (1998). *Universities and globalization*. Thousand Oaks, Calif: Sage.

- Day, D.V. (2001). Leadership development: A review in context. *Leadership Quarterly*, 11, 581-613. Retrieved October 18, 2009, from ScienceDirect database.
- De Cremer, D., & van Knippenberg, D. (2002). How do leaders promote cooperation? The effects of charisma and procedural fairness. *Journal of Applied Psychology*, 87, 858–866. Retrieved November 20, 2009, from <http://arno.uvt.nl/show.cgi?fid=44071>
- De Cremer, D., & van Knippenberg, D. (2004). Leader self-sacrifice and leadership effectiveness: The moderating role of leader self-confidence. *Organizational Behavior and Human Decision Processes*, 95 (2), 140–155. Retrieved November 20, 2009, from ScienceDirect database.
- Denison, D.R., Hooijberg, R., & Quinn, R.E. (1995). Paradox and performance: Toward a theory of behavioral complexity in managerial leadership. *Organization Science*, 6 (5), 524-540. Retrieved October 15, 2009, from SAGE Journals database.
- Densten, I. L., & Gray, J. H. (2001). The links between followership and the experiential learning model: Followership coming of age. *Journal of Leadership Studies*, 8 (1), 69–76. Retrieved October 15, 2009, from JSTOR database.
- Dionne, S.D., Yammarino, F.J., Atwater, L., & Spangler, W.D. (2004). Transformational leadership and team performance. *Journal of Organizational Change Management*, 17 (2), 177-193. Retrieved March 20, 2010, from Emerald database.
- Evans, L. (2001). Delving into morale, job satisfaction and motivation among educational professionals: Re-examining the leadership dimension. *Educational Management and Administration*, 29, 291–304. Retrieved December 1, 2009, from SAGE Journals database
- Foti, R. J., Fraser, S. L., & Lord, R. G. (1982). Effects of leadership labels and prototypes on perceptions of political leaders. *Journal of Applied Psychology*, 67, 326-333. Retrieved October 15, 2010, from ScienceDirect database.
- Fry, R. E., & Srivastva, S. (1992). Introduction: Continuity and change in organizational life. In S. Srivastva & R.E. Fry (Eds.), *Executive and organizational continuity: Managing the paradoxes of stability and change* (pp. 1–24). San Francisco: Jossey-Bass.

- Gomes, R., & Knowles, P. A. (1999). Marketing department leadership: An analysis of a team transformation, *Journal of Marketing Education*, 21, 164–174. Retrieved February 5, 2010, from SAGE Journals database.
- Grassmuck, K. (1990). Clouded economy prompts colleges to weigh changes. *Chronicle of Higher Education*, 36 (20), 1, 28, 30. Retrieved January 3, 2010, from Academic Research Library (PROQUEST) database.
- Guth, W. T., & Tagiuri, R. (1965). Personal Values and Corporate Strategies. *Harvard Business Review*, September – October, 126.
- Hanna, D. E. (2003). Building a leadership vision: Eleven Strategic Challenges for higher education. *EDUCAUSE review*, 38 (4), 25-34. Retrieved from March 10, 2010, <http://net.educause.edu/ir/library/pdf/ERM0341.pdf>
- Harris, J., Martin, B. N., & Agnew, W. (2004, November). The characteristics, behaviors, and training of effective educational/leadership chairs. In D. C. Thompson., & F. E. Crampton (Eds.), *The changing face(s) of educational leadership: UCEA at the crossroads*. Paper presented at the conference of the University Council for Educational Administration, Kansas City, Missouri. Retrieved November 5, 2010, from <http://www.ucea.org/storage/convention/convention2004/proceedings/04ucea11.pdf>
- Hart, S.L., & Quinn, R.E. (1993). Roles executives play: CEOs, behavioral complexity, and firm performance. *Human Relations*, 46 (5), 543-574. Retrieved October 15, 2009, from SAGE Journals database.
- Heck, R. H., Johnsrud, L. K., & Rosser, V. J. (2000). Administrative effectiveness in higher education: Improving assessment procedures. *Research in Higher Education*, 41(6), 663-684. Retrieved January 20, 2010, from Springer Link database.
- Hemphill, J. K., & Coons, A. E. (1957). Development of the leader behavior description questionnaire. In R. M. Stogdill & A.E. Coons (Eds.), *Leader behavior: Its description and measurement* (pp. 6-38). Columbus, OH: Bureau of Business Research, Ohio State University.
- Higgs, M., & Aitken, P. (2003). An exploration of the relationship between emotional intelligence and leadership potential. *Journal of Managerial Psychology*, 18, 814-824. Retrieved October 16, 2009, from Emerald database.
- Hofstede, G. (1980). *Culture's consequences: International differences in work-related values*. Beverly Hills, CA: Sage.

- Hooijberg, R. (1996). A multidirectional approach toward leadership: An extension of the concept of behavioral complexity. *Human Relations*, 49 (7), 917–947. Retrieved October 15, 2009, from SAGE Journals database.
- Hooijberg, R., & Choi, J. (2001). The impact of organizational characteristics on leadership effectiveness: An examination of leadership in a private and public sector organization. *Administration & Society*, 33 (4), 403–432. Retrieved October 17, 2009, from SAGE Journals database.
- Hovey, H. A. (1999). *State spending for higher education in the next decade: The battle to sustain current support*. Washington, DC: The National Center for Public Policy and Higher Education. Retrieved March 8, 2010, from EbscoHOST database.
- Jacobson, R. L. (1991). Academic leaders predict major changes for higher education in recession's wake. *Chronicle of Higher Education*, 38 (13), 1, 35, 36. Retrieved January 3, 2010, from Academic Research Library (PROQUEST) database.
- Jaschik, S. (1990). States spending \$40.8-billion on colleges this year; growth rate at a 30-year low. *Chronicle of Higher Education*, 37 (8), 1. Retrieved January 3, 2010, from Academic Research Library (PROQUEST) database.
- Judge, T.A., Bono, J.E., Ilies, R., & Gerhardt, M.W. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology*, 87, 765-780. Retrieved October 18, 2009, from PsycNet database.
- Kabasakal, H., & Bodur, M. (2007). Leadership and culture in Turkey. In J. S. Chhokar, F. C. Brodbeck, & R.J. House (Eds.), *Culture and leadership across the world: The GLOBE book of in-depth studies of 25 societies* (pp. 835-874). Columbus, OH: Bureau of Business Research, Ohio State University.
- Kerr, C. (1995). *The uses of the university* (5th ed.). Cambridge, MA: Harvard University Press.
- Knight, W. H. & Holen, M. C. (1985) Leadership and the perceived effectiveness of department chairpersons, *Journal of Higher Education*, 56, 677–690. Retrieved November 25, 2009, from JSTOR database.
- Kouzes, J. M., & Posner, B. Z. (1993). *Credibility: How leaders gain and lose it, why people demand it*. San Francisco: Jossey-Bass.
- Kwiek, M. (2001). Globalization and higher education. *Higher Education in Europe*, 26 (1), 27-38. Retrieved from March 15, 2010, from <http://cpp.amu.edu.pl/pdf/Kwiek1.pdf>

- Lawrence, K. A., Lenk, P., & Quinn, R. E. (2009). Behavioral complexity in leadership: The psychometric properties of a new instrument to measure behavioral repertoire. *The Leadership Quarterly*, 20, 87-102. Retrieved October 15, 2009, from ScienceDirect database.
- Leslie, L., & Slaughter, S. (1997). The development and current status of market mechanisms in United States postsecondary education. *Higher Education Policy*, 10, 239-252. Retrieved March 8, 2010, from <http://www.palgrave-journals.com/hep/journal/v10/n3/abs/8380087a.html>
- Leslie, D. W. (1998). Redefining tenure: Tradition versus the new political economy of higher education. *American Behavioral Scientist*, 42 (5), 652-679. Retrieved March 8, 2010, from SAGE Journals database.
- Levin, J. (2006). *Faculty work: Tensions between educational and economic values*. The Journal of Higher Education, 77 (1), 62-88. Retrieved March 8, 2010, from JSTOR database.
- Lindholm, J. A. (2003) Perceived organizational fit: Nurturing the minds, hearts, and personal ambitions of university faculty, *Review of Higher Education*, 27, 125-149.
- Lively, K. (1993a). Governors of Montana and Oregon call on colleges to merge or cut programs. *Chronicle of Higher Education*, 39 (19), 22-23. Retrieved January 3, 2010, from Academic Research Library (PROQUEST) database.
- Lively, K. (1993b). State colleges grapple with tough decisions on how to downsize. *Chronicle of Higher Education*, 39 (22), 23, 28. Retrieved January 3, 2010, from Academic Research Library (PROQUEST) database.
- Lord, R. G., Foti, R. J., & Philips, J. S. (1982). A theory of leadership categorization. In H. G. Hunt, U. Sekaran, & C. Schriesheim (Eds.), *Leadership: Beyond establishment views*. Carbondale: Southern Illinois University Press.
- Lord, R. G., DeVader, C. L., & Alliger, G. M. (1986). A meta-analysis of the relationship between personality traits and leadership perceptions: An application of validity generalization procedures. *Journal of Applied Psychology*, 71, 402-410. Retrieved October 15, 2009, from ScienceDirect database.
- Manz, C.C., & Sims, H.P. Jr (2001). *New Super Leadership: Leading others to lead themselves*. San Francisco: Berrett-Koehler Publishers. Retrieved from <http://books.google.com/>
- Marginson S., & Considine, M. (2000). *The enterprise university: Power, governance and reinvention in Australia*. New York: Cambridge University Press. Retrieved from <http://books.google.com/>



- Martin, J. S., & Marion, R. (2005). Higher education leadership roles in knowledge processing. *The Learning Organization*, 12 (2), 140-151. Retrieved November 17, 2009, from Emerald database.
- McElroy, M. (2003). *The New Knowledge Management: Complexity, Learning and Sustainable Innovation*. KMCI Press/Butterworth-Heinemann.
- McGregor, D. (1960). *The Human Side of Enterprise*. New York: McGraw-Hill.
- McMillen, L. (1992). College endowments gained modest 7.2% in 1990-1991 as recession cured earnings for 2nd year in row. *Chronicle of Higher Education*, 38 (23), 31-32. Retrieved January 3, 2010, from Academic Research Library (PROQUEST) database.
- McNiff, J., Lomax, P., & Whitehead, J. (1996). *You and your action research project*. New York: Routledge.
- Mızıkcı, F. (2006). *Monographs on higher education: Higher education in Turkey*. P. J. Wells (Ed.). UNESCO-CEPES: Bucharest. Retrieved November 15, 2010, from <http://www.cepes.ro/publications/pdf/turkey.pdf>
- Middlehurst, R. (2004). Changing internal governance: A discussion of leadership roles and management structures in UK universities. *Higher Education Quarterly*, 58 (4), 258-279. Retrieved March 15, 2010, from <http://matematicas.reduaz.mx/mat01/DES/pr/a7.pdf>
- Middlehurst, R., Goreham, H., & Woodfield, S. (2009). Why research leadership in higher education? Exploring contributions from the UK's Leadership foundation for higher education. *Leadership*, 5 (3), 311-329. Retrieved from December 5, 2010, from SAGE Journals database.
- Mintzberg, H. (1975). The manager's job: Folklore and fact. In H. Levinson (Ed.), *Designing and managing your career* (pp. 6-38). Boston: Harvard Business School Press. Retrieved from <http://books.google.com/>
- Mooney, C. J. (1992). Death of a campus. *Chronicle of Higher Education*, 38 (42), 13-16. Retrieved January 3, 2010, from Academic Research Library (PROQUEST) database.
- Murry, J. W. J. & Stauffacher, K. B. (2001). Department chair effectiveness: What skills and behaviors do deans, chairs, and faculty in research universities perceive as important? *Arkansas Educational Research & Policy Studies Journal*, 1, 62-75.

- Neumann, A. (1995). On the Making of Hard Times and Good Times: The Social Construction of Resource Stress. *The Journal of Higher Education*, 66 (1), 3-31. Retrieved January 2, 2010, from JSTOR database.
- Neumann, Y. & Neumann, E. (2000). The President and the College Bottom Line: The Role of Strategic Leadership Styles. *Library Consortium Management: An International Journal*, 2 (3/4), 97–108. Retrieved February 26, 2009, from Emerald database.
- Offerman, L.R., Kennedy, J.K. Jr, & Wirtz, P.W. (1994). Implicit leadership theories: Content, structure, and generalizability [Abstract]. *Leadership Quarterly*, 5, 43-58. Retrieved October 18, 2009, from ScienceDirect database.
- Organisation for Economic Co-operation and Development. (1990). *Financing Higher Education: Current Patterns*. Paris: Oecd.
- Organisation for Economic Co-operation and Development. (1998). *Redefining Tertiary Education*. Paris: Oecd.
- Palmer, B., Walls, M., Burgess, Z., & Stough, C. (2001). Emotional intelligence and effective leadership. *Australian Journal of Psychology*, 55, 140-155. Retrieved October 18, 2009, from Emerald database.
- Prati, L.M., Douglas, C., Ferris, G.R., Ammeter, A.P., Buckley, M.R. (2003). Emotional intelligence, leadership effectiveness, and team outcomes [Abstract]. *International Journal of Organizational Analysis*, 11, 21-41. Retrieved October 18, 2009, from Emerald database.
- Quinn, R.E., & Rohrbaugh, J. (1983). A spatial model of effectiveness criteria: Towards a competing values approach to organizational analysis. *Management Science*, 29, 363-377. Retrieved October 15, 2009, from JSTOR database.
- Quinn, R. E. (1984). Applying the competing values approach to leadership: Toward an integrative framework. In J. G. Hunt, D. M. Hosking, C. A. Schriesheim, & R. Stewart (Eds.), *Leaders and managers: International perspectives on managerial behavior and leadership* (pp. 10–27). New York: Pergamon Press.
- Quinn, R. E. (1988). *Beyond rational management: Mastering the paradoxes and competing demands of high performance*. San Fransisco: Jossey-Bass.



- Quinn, R. E., Spreitzer, G. M., & Hart, S. L. (1992). Challenging the assumptions of bipolarity: Interpenetration and managerial effectiveness. In S. Srivastva & R.E. Fry (Eds.), *Executive and organizational continuity: Managing the paradoxes of stability and change* (pp. 222-252). San Francisco: Jossey-Bass.
- Ramsden, P. (1998). *Learning to lead in higher education*. New York: Routledge. Retrieved from EBRARY database.
- Rhoades, G., & Slaughter, S. (1997). Academic capitalism, managed professionals, and supply-side higher education. *Social Text* 51, 15 (2), 9-38. Retrieved March 8, 2010, from JSTOR database.
- Rhoades, G. (1998). *Managed professionals: Unionized faculty and restructuring academic labor*. Albany: State University of New York Press. Retrieved from <http://books.google.com/>
- Rosser, V. J. (2003). Faculty and staff members' perceptions of effective leadership: Are there differences between women and men leaders? *Equity & Excellence in Education*, 36 (1), 71-81. Retrieved January 25, 2010, from <http://matematicas.reduaz.mx/mat01/DES/pr/a18.pdf>
- Saunders, M., Lewis, P., & Thornhill, A. (2002). *Research methods for business students* (3rd ed.). London: Prentice Hall.
- Scott, J. C. (2006). The mission of the university: Medieval to postmodern transformations. *The Journal of Higher Education*, 77 (1), 1-39. Retrieved March 8, 2010, from JSTOR database.
- Slaughter, S., & Rhoades, G. (2000). The neo-liberal university. *New Labor Forum*, 6, 73-79. Retrieved March 8, 2010, from JSTOR database.
- Snyder, J. K., McLaughlin, G. W. & Montgomery, J. R. (1991). Factors contributing to research excellence. *Research in Higher Education*, 32, 45-58. Retrieved December 2, 2009, from JSTOR database.
- Spranger, E. (1928). *Types of men*. Halle: Germany: Max Niemeyer Verlag.
- Stark, J. S., Briggs, C. L., & Rowland-Poplowski, J. (2002) Curriculum leadership roles of chairpersons in continuously planning departments, *Research in Higher Education*, 43, 329-356. Retrieved October 20, 2009, from Springer Link database.
- Stone, A. G., Russell, R. F., & Patterson, K. (2004). Transformational versus servant leadership: A difference in leader focus. *The Leadership & Organization Development Journal*, 25 (4), 349-361. Retrieved March 30, 2011, from Emerald database.

- Şenses, F. (2007). Uluslararası gelişmeler ışığında Türkiye yükseköğretim sistemi: Temel eğilimler, sorunlar, çelişkiler ve öneriler. *METU-ERC Working Papers*, 7 (5), 1-32. Retrieved March 10, 2010, from <http://www.erc.metu.edu.tr/menu/series07/0705.pdf>
- Taylor, J. S., & Machado, M. L. (2006). Higher education leadership and management: From conflict to interdependence through strategic planning. *Tertiary Education and Management*, 12, 137–160. Retrieved February 8, 2010, from Springer Link database.
- T. C. Yükseköğretim Kurulu. (n.d.a). The law on higher education. Retrieved November 15, 2010, from <http://www.yok.gov.tr/content/view/435/183/lang,tr/>
- T. C. Yükseköğretim Kurulu. (n.d.b). The law on higher education. Retrieved November 15, 2010, from <http://www.yok.gov.tr/content/view/900/222/lang,tr/>
- Trocchia, P. J., & Andrus, D. M. (2003) Perceived characteristics and abilities of an effective marketing department head, *Journal of Marketing Education*, 25, 5–15. Retrieved December 1, 2009, from SAGE Journals database.
- Tsui, A. S. (1984). A role set analysis of managerial reputation. *Organizational Behavior and Human Performance* [Abstract], 34, 64–96. Retrieved November 18, 2009, from ScienceDirect database.
- Vardiman, P. D., Houghton, J. D., & Jinkerson, D. L. (2005). Environmental leadership development: Toward a contextual model of leader selection and effectiveness. *The Leadership & Organization Development Journal*, 27 (2), 93-105. Retrieved February 25, 2010, from Emerald database.
- Yang, R. (2003). Globalization and higher education development: A critical analysis. *International Review of Education*, 49 (3-4), 269–291. Retrieved March 21, 2010, from Springer Link database.
- Yorges, S. L., Weiss, H. M., & Strickland, O. J. (1999). The effect of leader outcomes on influence, attributions, and perceptions of charisma. *Journal of Applied Psychology*, 84, 428–436. Retrieved October 15, 2009, from PsycNet database.
- Yukl, G. (1989). *Leadership in organizations* (2nd ed.). Englewood Cliffs, N. J. : Prentice Hall.
- Weick, K. E. (2003). Positive organizing and organizational tragedy. In K. S. Cameron, J. E. Dutton, & R. E. Quinn (Eds.), *Positive organizational scholarship: Foundations of a new discipline*. San Francisco: Berrett-Koehler Publishers (pp. 66–80). Retrieved from <http://books.google.com/>

- Whetten, D. A. (1980). Organizational decline: A neglected topic in organizational science. *The Academy of Management Review*, 5 (4), 577-588. Retrieved January 10, 2010, from JSTOR database.
- Wilson, R. (1990). College recruiting gimmicks get more lavish as competition for new freshman heats up. *Chronicle of Higher Education*, 36 (25), 1, 34. Retrieved January 3, 2010, from Academic Research Library (PROQUEST) database.
- World Bank. (1994). *Higher Education: The Lessons of Experience*. Washington, DC: World Bank.
- Zaccaro, S. J. (2001). *The nature of executive leadership: A conceptual and empirical analysis of success*. Washington, D.C. : American Psychological Association.
- Zaho, J.L., & Resh, V.H. (2001). Internet publishing and the transformation of knowledge processes. *Communications of the ACM*, 44 (12), 103-109. Retrieved March 20, 2010, from ACM Digital Library database.