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MASTER'S THESIS**

**THE RELATIONSHIP BETWEEN
TRANSFORMATIONAL LEADERSHIP STYLES AND
ORGANIZATIONAL CULTURE TYPES WITH
RESPECT TO GENDER DIFFERENCES IN PUBLIC
AND PRIVATE UNIVERSITIES**




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ÖZET

Yüksek Lisans Tezi

**Dönüşümcü Liderlik ve Örgüt Kültürü Arasındaki İlişkilerin Cinsiyet
Açısından Özel ve Devlet Üniversitelerinde İncelenmesi**

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Bu araştırmanın temel amacı, Türkiye’deki kamu ve özel üniversitelerde dönüşümcü liderlik ile kültür arasındaki ilişkilerin cinsiyete göre değişip değişmediğini ortaya çıkarmaktır. Bu amaçla lider olarak üniversitelerdeki İktisadi ve İdari Bilimler Fakültelerinin dekanları ele alınmıştır.

Çalışmanın örneklemini 128 tane kamu ve özel üniversiteden 372 akademisyen oluşturmaktadır. Yapılan araştırmalar arasında, kamu ve özel üniversitelerde dönüşümcü liderliğin örgüt kültürü üzerindeki etkisinin cinsiyete göre değişimini inceleyen başka bir çalışmaya rastlanılmadığından, bu araştırmanın literatüre önemli bir katkısı olacağı düşünülmektedir.

Örgüt kültürü, Rekabetçi Değerler Modeli ile ele alınmıştır. Kültür çeşitleri klan, adokrasi, hiyerarşi ve piyasa olarak incelenmeye çalışılmıştır. Liderlik ise, dönüşümcü ve etkileşimli liderlik türleri olarak sınıflandırılmıştır. Örgüt kültürü ve dönüşümcü liderlik ölçekleriyle hazırlanan anketler ile gerekli veriler elde edilmiştir. Elde edilen veriler arasındaki ilişkileri saptamak için korelasyon ve regresyon analizleri kullanılmıştır.

Yapılan analizlerin sonuçlarına göre, yalnızca dönüşümcü liderlik ile dört değişik kültür çeşidi arasında anlamlı bir ilişki bulunmuştur. Bununla birlikte, kadın ve erkek dekanların dönüşümcü liderlikleriyle örgüt kültürü üzerinde farklı etkileri olduğu sonucuna yalnızca klan kültüründe varılmıştır. Aynı şekilde, kamu ve özel üniversitelerde dönüşümcü liderliğin sadece klan kültürü üzerinde değişik etkileri olduğu gözlemlenmiştir. Üniversitenin türünün veya dekanların cinsiyetlerinin değişik olmasının diğer üç kültür çeşidi üzerinde bir etkisi bulunmamıştır.

Anahtar Kelimeler: Liderlik, Dönüşümcü Liderlik, Örgüt Kültürü, Kadın Dekanlar, Akademik Yönetim

ABSTRACT

Master's Thesis

**The Relationship Between Transformational Leadership Styles and
Organizational Culture Types with respect to Gender Differences in Public and
Private Universities**

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Business Administration Program

The main purpose of this study was to identify whether the relationship between transformational leadership style and organizational culture in Turkish universities varies according to gender and type of organization. Deans were selected as the leader figures since they undertake senior management in universities.

The sample of the study was composed of 372 academicians from 128 different public and private universities of Turkey. Among various researches, there was not any study which aimed to find the relationship between transformational leadership and organizational culture in Turkish universities differing with gender and type of organization. Thus, this study made an important contribution to the relevant literature.

Quantitative research methodology was utilized in this study. Organizational culture was processed with Competing Values Framework. Culture types were classified as clan, adhocracy, hierarchy and market. Leadership was defined with transformational and transactional leadership styles.

Organizational culture was measured using the Organizational Culture Assessment Instrument and the leadership style was determined by the MLQ 5X survey. Pearson's correlation, factor analysis and regression were used to determine relationship between the variables.

According to results of analyses, transformational leadership was found to have a significant relationship with four organizational culture types. On the other hand, transactional leadership was found to be insignificant in all culture types. However, the effects of transformational leadership traits of men and women deans on organizational culture were the same except clan culture. Lastly, public and private universities which are led with transformational leadership seemed to vary only with clan culture.

Key Words: Leadership, Transformational Leadership, Organizational Culture, Gender Differences, Women Deans, Turkish Universities.

**THE RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP
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TABLE OF CONTENTS

TEZ/PROJE ONAY SAYFASI.....	ii
DECLARATION.....	iii
ÖZET.....	iv
ABSTRACT.....	vi
CONTENTS.....	viii
LIST OF TABLES	xii
LIST OF FIGURES	xiv
LIST OF APPENDIX	xv
INTRODUCTION.....	1
Background of the Study	1
Purpose of the Study	3
Research Questions and Hypotheses.....	3

CHAPTER 1

A REVIEW OF THE LITERATURE

1.1. EVOLUTION OF LEADERSHIP THEORY.....	7
1.1.1. Trait Approach	7
1.1.2. Style / Behavioral Approach	9
1.1.3. Contingency Leadership Model	11
1.1.3.1. Fiedler Contingency Model.....	12
1.1.3.2. Hersey and Blanchard's Situational Leadership Model.....	13
1.1.3.3. Path-Goal Theory	14
1.1.4. Transformational Leadership	15
1.1.4.1. Components of Transactional Leadership.....	17
1.1.4.1.1. Contingent Reward.....	18

1.1.4.1.2. Management by Exception.....	18
1.1.4.1.3. Laissez-Faire Leadership	19
1.1.4.2. Components of Transformational Leadership.....	19
1.1.4.2.1. Idealized Influence	20
1.1.4.2.2. Inspirational Motivation.....	20
1.1.4.2.3. Intellectual Stimulation	21
1.1.4.2.4. Individualized Consideration	21
1.1.4.3. Transformational Leadership and Performance	22
1.1.4.4. The Need for Transformational Leadership	24
1.2. A REVIEW OF ORGANIZATIONAL CULTURE.....	26
1.2.1. The Definition of Culture.....	26
1.2.2. Changing Organizational Culture	28
1.2.3. Performance Scale and Competing Values Framework.....	29
1.2.4. The Four Major Culture Types	32
1.2.4.1. The Hierarchy Culture.....	32
1.2.4.2. The Market Culture	32
1.2.4.3. The Clan Culture	33
1.2.4.4. The Adhocracy Culture	34
1.3. GENDER ISSUES	35
1.3.1. Gender Differences in Worklife	35
1.3.2. Men and Women Characteristics	36
1.3.3. Obstacles to Career Development of Women.....	38
1.3.3.1. Glass Ceiling Phenomenon / Underrepresentation of Females.....	38
1.3.3.2. Gender Stereotype.....	40
1.3.3.3. Work-Life Balance / Role Conflict.....	42
1.3.4. Women in Academia	43
1.3.4.1. Historical Evolution of Women in Academic Life	43
1.3.4.2. Barriers to Success for Women Academicians	44
1.3.4.3. Women in Academic Administration.....	45

CHAPTER 2
THE RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP,
ORGANIZATIONAL CULTURE AND GENDER

2.1. LEADERSHIP AND ORGANIZATIONAL CULTURE	46
2.2. TRANSFORMATIONAL LEADERSHIP AND ORGANIZATIONAL CULTURE	49
2.3. TRANSFORMATIONAL LEADERSHIP OF MEN AND WOMEN	50
2.4. ORGANIZATIONAL CULTURE AND GENDER.....	52
2.5. HYPOTHESES DEVELOPMENT.....	53

CHAPTER 3
RESEARCH METHODOLOGY

3.1. INTRODUCTION	56
3.2. RESEARCH QUESTIONS AND HYPOTHESES	56
3.3. SAMPLE	63
3.4. RESEARCH INSTRUMENT	65
3.4.1. Leadership Style Questionnaire	66
3.4.1.1. Transactional Leadership Scale.....	67
3.4.1.2. Transformational Leadership Scale.....	67
3.4.2. Organizational Culture Questionnaire.....	68
3.5. LIMITATIONS	69

CHAPTER 4
DATA ANALYSIS

4.1. RESPONDENT'S PROFILE.....	71
4.2. RELIABILITY OF MEASUREMENT INSTRUMENT.....	72
4.3. VALIDITY OF THE SURVEY.....	74
4.4. CORRELATION ANALYSIS.....	75
4.5. HYPOTHESES TESTING	80

4.6. INTERVENING VARIABLE: GENDER OF DEAN	90
4.7. INTERVENING VARIABLE: TYPE OF UNIVERSITY	100
CONCLUSION AND RECOMMENDATIONS	110
Purpose of the Study	110
Summary of Major Findings	110
Discussion	112
Limitations of Research Design	114
Recommendations	115
Leadership Implications	115
Academic Implications.....	115
REFERENCES	117
APPENDIX	126

LIST OF TABLES

Table 1 Descriptive statistics of the demographic variables	71
Table 2 Reliability estimates for the measurement scales	73
Table 3 Correlation between dependent and independent variables	75
Table 4 Correlation between components of transformational leadership and culture.....	77
Table 5 Correlation between components of transactional leadership and culture....	79
Table 6 Clan Culture Leadership Traits Regression	81
Table 7 Adhocracy Culture Leadership Traits Regression	83
Table 8 Hierarchy Culture Leadership Traits Regression.....	86
Table 9 Market Culture Leadership Traits Regression	88
Table 10 The effect of gender of dean on clan culture	92
Table 11 The effect of gender of dean on clan culture for transactional leadership..	93
Table 12 The effect of gender of dean on adhocracy culture for transformational leadership	94
Table 13 The effect of gender of dean on adhocracy culture for transactional leadership	95
Table 14 The effect of gender of dean on hierarchy culture for transformational leadership	96
Table 15 The effect of gender of dean on hierarchy culture for transactional leadership	97
Table 16 The effect of gender of dean on market culture for transformational leadership	98
Table 17 The effect of gender of dean on market culture for transactional leadership	99
Table 18 The effect of type of university on clan culture for transformational leadership	101
Table 19 The effect of type of university on clan culture for transactional leadership	102
Table 20 The effect of type of university on adhocracy culture for transformational leadership	103

Table 21 The effect of type of university on adhocracy culture for transactional leadership	104
Table 22 The effect of type of university on hierarchy culture for transformational leadership	105
Table 23 The effect of type of university on hierarchy culture for transactional leadership	106
Table 24 The effect of type of university on market culture for transformational leadership	107
Table 25 The effect of type of university on market culture for transactional leadership	108

LIST OF FIGURES

Figure 1 Studies of Leadership Traits and Characteristics.....	8
Figure 2 The Competing Values Framework.....	31
Figure 3 Motives of Businesswomen and Businessmen.....	36
Figure 4 The Competing Values of Leadership, Effectiveness, and Organizational Theory	47
Figure 5 The relationship between variables	57

LIST OF APPENDIX

Appendix A: The survey of the study127
Appendix B : Front letters to academicians sent via e-mail.....131
Appendix C : The cover letter sent to deans via e-mail132

INTRODUCTION

Background of the Study

Leadership has been one of the most challenging concepts to study in the field of organizational behavior. The style of the leader is obviously influencing the behaviors and attitudes of followers. Although leaders are the main coordinator of followers, they should be able to act in response to the changing needs of leadership qualifications. Thus, there is a need for leaders who can stage revolutions by challenging the status quo to reach the best possible outcomes (Tichy and Cohen, 1997:9). Kotter (1999:31) believed that leadership is about coping with change.

The need for transformational leaders increases in rapidly changing organizational environments when there is instability in social and economic circumstances. Since this kind of leadership is stimulating motivation and innovation; it is highly preferable in constantly changing, highly competitive environments of today's organizations (Druskat, 1994: 99).

According to Yukl (2010: 294), transformational leaders make followers aware of the importance and value of their work and goodness of the organization. To make followers empowered with more responsibility; leaders develop their followers' skills and confidence. Moreover, leaders provide support and encouragement while facing obstacles and difficulties to maintain enthusiasm. As a result of this effort, followers feel trust and respect toward their leader, and they become motivated to do more than they were expected to perform.

As said by Schein (2004: 17); culture and leadership are two sides of the same coin in which leaders first create cultures when they create groups and organizations. Culture is a set of underlying assumptions, norms, and beliefs shared by members of a group. Once cultures exist, the criterion of ideal leadership is shaped by itself.

In the case of transformational leadership, culture has especially significant role since leaders will not be able to understand the exact needs of followers if they do not understand their values, norms, and beliefs (Ramachandran & Krishnan, 2009: 30).

Moreover; the probability of gender differences presence in leadership style remains an unanswered question, as it varies according to circumstances. Since academia is thought to be the most objective place for women, it might be easier to observe different approaches of women and men characteristics.

As said by Druskat (1994: 103), women may have distinct values which support the claim about they have a different style of leading compared to men. In general, transformational leadership is perceived to be 'feminine' since it values women characteristics such as connection, interpersonal relationship and collaboration (Kawatra & Krishnan, 2004: 1).

According to worldwide studies; although women students outnumber men, women still struggle to gain faculty and administrative positions. The control of educational institutions at all levels, especially of culturally powerful universities, is generally in the hands of men (Twombly, 1998: 368).

Administrative positions in the Turkish universities are often wanted by faculty members though it implies additional non-academic workloads. Especially high-level administrative positions, such as university president or faculty dean, not only provide individuals to exercise power in their organizations, but also they bring recognition and respectability on the local and national scale (Acar, 1991: 162).

Being a part of high level management of universities is not only prestigious but also offers power holders greater involvement in decision making and resource allocation within their institutions. However, nowadays the role of administrative positions in academia is changing on the behalf of women. The recognizable trend in the sector indicates that male professors are gradually abandoned their administrative

roles to their female colleagues (Özbilgin & Healy, 2000: 26- 27). This changing era in the academia seemed to be the best chance to observe leadership transformation.

Among various researches, there were not any study which aimed to find the relationship between transformational leadership and organizational culture in Turkish universities differing with gender and type of organization. Deans were selected to examine leadership traits of university management. Thus, this study is expected to make an important contribution to the relevant literature.

Purpose of the Study

Various authors have studied the differences between men and women leaders but few have been done on the impacts of the traits of a leader on the culture of an organization. The aim of the study is to identify whether the relationship between transformational leadership style and organizational culture in Turkish universities varies according to gender and type of organization.

However, all analysis can not be done at once so research will be prosecuted in three steps. Firstly, relationship between transformational leadership and organizational culture will be investigated. Later, a possible difference in the leadership styles of male and female deans as perceived by other academicians will be studied. And as a last step, the variance between organizational culture and public and private universities which are led with transformational leadership will be explored.

Research Questions and Hypotheses

Understanding which leadership styles are used in specific cultures will help organizations to determine which culture type is the most compatible with a determined leadership style (Schimmoeller, 2006:14). Thus, as a first step of research, the probable relationships should be discovered with the question below:

- 1) Is there any relationship between organizational culture and transformational leadership style in universities?

According to Carless (1998: 887) in view of the increased access women have to management positions, it is crucial to determine if there exist any gender differences in leadership behavior. So, the second main research question below will be studied:

- 2) Is there any significant difference between men and women deans regarding the effect of transformational leadership traits on organizational culture?

University culture and academia life require more flexibility and democratic environment than normal organizations to perform in the best way. With fewer academicians and more economic resources, private universities are thought to be advantageous. As an evidence to this assumption by Özbilgin & Healy (2000: 28), young female academics show interest in employment in the 'new' private university sector. In the end, the last main research question comes out of those assumptions below:

- 3) Is there any difference between public and private universities which are led with transformational leadership traits on organizational culture?

In accordance with the research questions, three main hypotheses could be constituted as listed below:

Hypothesis 1:

Ho: There is no significant relationship between transformational/transactional leadership style and clan, adhocracy, hierarchy and market organizational culture.

Ha: There is a significant relationship between transformational/transactional leadership style and clan, adhocracy, hierarchy and market organizational culture.

Hypothesis 2:

Ho: The effect of transformational leadership traits of men and women deans on organizational culture is same.

Ha: The effect of transformational leadership traits of men and women deans on organizational culture is different.

Hypothesis 3:

Ho: The effect of public and private universities which are led with transformational leadership traits on organizational culture is same.

Ha: The effect of public and private universities which are led with transformational leadership traits on organizational culture is different.

This study includes six chapters. Introduction defines the problem and it provides a background to the study as well as the research questions. Chapter I is the Review of the Literature; which discusses the literature about leadership styles based on historical background, explains organizational culture types based on Competing Values Framework. The chapter ends with declaration about differences between men and women from different perspectives and discusses about women in academic life. Chapter II aims to clarify possible intersection of gender, transformational leadership and organizational culture. Chapter III, Methodology gives details about the research design, instrument and the sample used. Chapter IV discusses the data analysis and the outcomes of hypotheses testing. Conclusion and Recommendations involve discussion, findings, limitations of the study and the recommendations for future research.

CHAPTER 1

A REVIEW OF THE LITERATURE

In the academia, manager versus leader topic had been very popular for a long time to find out the differences between them. A number of investigators have been careful to distinguish between manager and leader. Managing is associated with accomplishment of activities and directing daily routines; whereas leadership is associated with influencing others and creating vision for followers (Bennis and Nanus,1985:221; Stogdill,1948:64).

As Northouse (2010:13) asserts that management traditionally focuses on managerial activities like organizing, staffing, planning and controlling; whereas leadership give emphasis to general process of the organization. Managers aim to create order and stability but leadership is all about adaptation and beneficial change. Basic distinction could be summarized in the best way by Bennis and Nanus (1985:211) as: “Managers are people who do things right and leaders are people who do the right thing”.

Leadership issue is one of the most discussed topics among academicians in the last few decades. There are many different perspectives of every scholar about leadership which made them belong to different subgroups of beliefs. Although leadership is one of the most examined phenomena in social sciences as well as in business studies, the mystique of leadership has remained unharmed; none of the theories have fully explained the phenomenon (McCaffery, 2004:62). However, it is not a reason to stop digging the issue from different perspectives.

According to Kouzes (2003:xviii), although the ideas of the scholars are varying whether everyone can be a leader or not, they all agree on that leadership is a set of skills and abilities that people can master. Actually, one main question about leadership has created the various paths of the issue: “Are leaders born or made?”

This dilemma comes out of trait and process leadership definitions. According to the trait approach; only certain individuals can have some qualities of leadership which set them apart from non-leader people. So that, only some people have special, inborn talents which make them as born leaders. Furthermore, process viewpoint suggests that leadership comes out from the interactions between leaders and followers and makes leadership available to everyone. So that leadership can be learned due to the availability of observations of leaders Northouse (2010: 5).

Leadership has been defined in many ways but researchers and academicians still question the nature of leadership. Each of the various approaches to leadership complements to the other- no one theory describes the right or only way to become a good leader. Every single theory of leadership focuses on a different set of issues, but when they are taken together they provide a better understanding of how to become an effective leader (George & Jones, 2008:392).

Over the years there have been a number of theories addressing the understanding of leadership, including trait theory of leadership, great man theory, behavioral theory, situational theory, contingency theory, transactional and transformational leadership theory. Many of these theories have common elements that have been synthesized in a number of reviews focusing on effective leadership behaviors

1.1. EVOLUTION OF LEADERSHIP THEORY

1.1.1. Trait Approach

The trait approach was one of the first systematic attempts to study leadership. It actually emerged in the hope of selecting the right people to fill leadership roles by identifying the traits of the leaders (Robbins, 2006: 259). According to Northouse (2010:4), it justifies that certain individuals have special innate or inborn characteristics that make them leaders. This approach is generally known as “Great Man Theory” due to idealizing leaders so perfect in every senses.

In the early 20th century, trait approach was studied to determine what made some people known as great leaders. Researchers were aimed to identify the innate qualities and characteristics possessed by great social, political, and military leaders. The belief was people were born with these traits, and only the "great" people possessed them (Northouse, 2007:15). According to traits approach, a leader can simply direct his/her members for organizational goals with the help of his/her physical or psychological characteristics (Duygulu and Çıraklar, 2009:390).

Figure 1 Studies of Leadership Traits and Characteristics

Stogdill (1948)	Mann (1959)	Stogdill (1974)	Lord, DeVader, and Alliger (1986)	Kirkpatrick and Locke (1991)	Zaccaro, Kemp, and Bader (2004)
Intelligence	Intelligence	Achievement	Intelligence	Drive	Cognitive abilities
Alertness	Masculinity	Persistence	Masculinity	Motivation	Extroversion
Insight	Adjustment	Insight	Dominance	Integrity	Conscientiousness
Responsibility	Dominance	Initiative		Confidence	Emotional stability
Initiative	Extroversion	Self-confidence		Cognitive ability	Openness
Persistence	Conservatism	Responsibility		Task knowledge	Agreeableness
Self-confidence		Cooperativeness			Motivation
Sociability		Tolerance			Social intelligence
		Influence			Self-monitoring
		Sociability			Emotional intelligence
					Problem solving

Source: Northouse, 2007, p. 18.

Figure 1 provides a summary of the traits and characteristics that were found to be appropriate for the trait approach by various researchers. Figure 1 also shows how difficult is to select certain traits as the best definitive leadership traits.

The researchers are working on this approach for a long time; each of them had reached to different traits needed according to their surveys and studies. But, on the other hand, a generalization could be done according to some common traits which were at the center of the attention as major leadership traits are: intelligence, self-confidence, determination, integrity and sociability (Northouse,2010:19).

Leaders that possess the trait characteristics are associated with having several advantages. Firstly, the theory is attractive because it fits to the popular idea of leaders are special kind of people whose difference resides in the exceptional traits they possess. Secondly; since this approach is primary of all others, there is a tremendous amount of research supporting the validity and credibility of traits approach. Thirdly, by focusing exclusively on the leaders, a more effective assessment is made on the components attributed to the leadership process. And lastly; it provides some benchmarks for what we need to look for if we want to be leaders. So that, individuals can evaluate their own leadership attributes (Northouse, 2010: 25-26).

On the contrary, the criticisms of the traits approach to leadership are as varied and in-depth as the advantages. Although an enormous number of studies have been made over the past century; the approach has failed to restrict a definitive list of leadership traits. Moreover, trait approach has failed to take situations into account; a leader may not respond to every different situation with the same qualifications. Since this approach mainly focuses on the leader; the outcomes of leadership cannot easily observed on group members and their work. And lastly; the trait approach is not recommended for training and development of leaders because traits and mindsets of people are not amenable to change (Northouse, 2010: 27).

Actually, trait approach is not asking for many things, just looking at the requested qualifications. Organizations are specifying the characteristics which they want for themselves via personality assessment measures. And also the person can make his/her character analysis, see their strengths and weaknesses and feel how others in the organization perceive their behaviors (Northouse, 2010:25).

1.1.2. Style / Behavioral Approach

Rather than only looking at the personal traits of leader, in later years, researchers focused on what leaders actually do- which is based on the specific behaviors performed by effective leaders (George & Jones, 2008:393). According to

Stogdill (1948:65), a person can not become a leader by only having some mixture of traits, but the personal characteristics of the leader need to be in relation with his/her followers' goals and characteristics. Between the late 1940s to mid 1960s, theories which are claiming that specific behaviors of leaders differentiate leaders from non-leaders came out (Robbins, 2006: 261). It has been believed that successful leaders use certain styles to supervise employees in order to achieve a goal.

Researchers wondered if something unique in the way that effective leaders behave or if it was possible to train people to be leaders. Thus, new theories were actually trying to reach “made” leaders rather than “born” ones.

Researchers at Ohio State University in the 1940s and 1950s were at the forefront of the leader behavior approach. The Ohio State researchers wanted to investigate how individuals acted when they were leading a group or organization. Leader behaviors which help individuals to achieve their multiple goals were listed in the beginning of the research but the list were relatively lengthy (George & Jones, 2008: 393).

The researchers finally composed a questionnaire consisting of 150 items and respective questions named the Leader Behavior Description Questionnaire (LBDQ) (Northouse, 2010: 70). The questionnaire was widely used in various settings (e.g. industrial, educational and military contexts) and the results showed that two certain clusters of behaviors were typical of leaders: consideration and initiation of structure (Mengel ; Marturano & Gosling, 2008: 11).

Consideration behavior draws attention to the relationship aspect of leadership behavior. According to George & Jones (2008: 394), a leader who engages in consideration shows followers that he or she cares about their welfare and is concerned about how they feel and what they think. Considerate leaders support their followers; include them in the decision making processes, building mutual trust and regard for their feelings. Whereas initiation structure behavior; focuses on the tasks to be accomplished (Robbins, 2006: 261). Assigning individual tasks to

followers, planning ahead, setting goals, deciding how the work should be performed, and pushing followers to get their tasks accomplished are a part of initiation structure (George & Jones, 2008: 394).

The University of Michigan Group focused on the impact of leaders' behaviours on the performance of small groups. Michigan studies reached two dimensions of leadership behaviour that they labelled *employee oriented* and *production oriented* (Northouse, 2010:71). Employee-oriented leaders emphasize interpersonal relations. They give special importance to their personal needs and value their individuality. Conversely, production-oriented leaders tend to call attention to the technical or task aspects of the job. Their subordinates are viewed as just a means of getting work accomplished (Robbins, 2006: 261).

Furthermore, a graphic portrayal of a two-dimensional view of leadership style was developed by Blake and Mouton. They proposed managerial grid which was based on the styles of 'concern for people' and 'concern for production' (Robbins, 2005:336). Although every study seemed to have different terms to define leadership; all of the studies were interrelated to each other and had the same logic.

Actually, behavioural approach broadened the leadership definition by including the leadership behaviors and what they do in various situations. The personal characteristics of the leaders were no longer the focus of the research (Northouse, 2010: 78). On the other hand, behavioral theory is paying no attention to the situational factors that influence success or failure. Therefore, finding appropriate and effective leadership behaviors can still be a challenge for further studies (Robbins, 2005:338).

1.1.3. Contingency Leadership Model

As research on leadership developed, the prediction of leadership success became a more complex issue than simply changing a few traits or preferable behaviors. Leaders' ability to act was affected by situational factors in the 1960s.

The studies showed that not all leaders can lead in every situation. So that researchers aimed to isolate critical situational factors that affected leadership effectiveness by building different contingency theories (Robbins, 2006: 263).

The trait and behavior approaches ignore how the situation within reach influences a leader's effectiveness. According to the theory; leader effectiveness is determined by both the personal characteristics of leaders and by the situations in which leaders find themselves (George & Jones, 2008: 397). Several approaches which have proven to be more successful than others on this aspect could be cited are: the Fiedler contingency model, Hersey and Blanchard's situational leadership theory and path-goal theory.

1.1.3.1. Fiedler Contingency Model

The first contingency model for leadership was developed by Fred Fiedler. Fiedler's theory light the way for two important leadership issues: (1) why, in a particular situation, some leaders will be more effective than other leaders although they have equally good credentials, and (2) why a particular leader may be effective in one situation but not in another (George & Jones, 2008: 397). According to the theory; once the proper match between the leader's style and the degree to which situation gives control to the leader is established, the effective group performance will be reached.

Fiedler created the least preferred co-worker (LPC) questionnaire to find out whether individuals were mainly interested in good personal relations with co-workers, and thus relationship oriented, or mainly interested in productivity, and thus task oriented. As said by Fiedler, individual's leadership style is fixed. Therefore, if a situation and its needed leadership do not fit each other; either the situation has to be modified or the leader must be replaced to achieve optimum effectiveness (Robbins, 2006: 263).

1.1.3.2. Hersey and Blanchard's Situational Leadership Model

As the name of the approach implies, situational leadership focuses on leadership in situations. The principle of the theory is that different situations demand different kinds of leadership. Effective leaders are those who can recognize what employees need in various circumstances and then adapt their own style to meet those needs (Northouse,2010: 90).

While all the situational variables (leader, follower(s), superior(s), associates, organization, job demands, and time) are important, the emphasis in situational leadership is on the behavior of a leader in relation to followers (Kouzes ; Hersey and Blanchard: 2003: 111).

Leadership style consists of the behavior pattern of a person who aims to influence others. This pattern includes both task (directive) behaviors and relationship (supportive) behaviors (Northouse, 2010: 91). Task behavior engages in spelling out duties and responsibilities of an individual or a group. Relationship behavior engages in two-way or multi-way communication which consists of listening, facilitating, and supportive behaviors (Kouzes; Hersey and Blanchard, 2003: 112).

The more that leaders can adapt their behaviors to the situation, the more effectiveness may come within. But, on the other hand situations are influenced by various conditions which are interactive and do not operate in isolation. We need to keep in mind that the relationship between leaders and followers is the crucial variable in the leadership situation (Kouzes; Hersey and Blanchard, 2003: 114).

Since there is no leadership without someone following, leaders should determine the task- specific outcomes the followers are to accomplish. The style a person should use with individuals and groups depends on the readiness level of the people the leader is attempting to influence. Readiness is defined as the extent to which a follower demonstrates *ability* and *willingness* to accomplish a specific task.

Ability is the knowledge, experience and skill brought to a particular task or activity. Willingness is the level of confidence, commitment, and motivation to accomplish a specific task (Kouzes; Hersey and Blanchard, 2003: 115).

Hersey and Blanchard identify four specific behaviors from highly directive to highly laissez-faire depending on follower's ability and willingness. If a follower is unable and unwilling, the leader needs to be highly directive by giving clear and specific directions. If a follower is unable and willing, the leader needs to display high task orientation to compensate for the follower's lack of ability, and high relationship orientation to 'sell' the task.

If the follower is able and unwilling, the leader needs to adopt a supportive and participative style. Finally, if the employee is both able and willing, the leader does not need to do much so a laissez- faire approach will work (Robbins, 2006: 264).

Actually this kind of leadership style had been well marketed and is highly recommended for training leaders within public and private sector organizations. But unfortunately there are very few academic research and dissertations have been published for supporting the leadership style.

1.1.3.3. Path- Goal Theory

Path- goal theory is a contingency model of leadership which is basically inspired by Ohio State leadership research on initiating structure and consideration and from the expectancy theory of motivation. The leader's job is to assist followers attain their goals and to provide the necessary direction and/ or support to ensure their individual goals are compatible with the organization goals (Robbins, 2006: 265). This theory actually shows how the behavior of a leader influences the satisfaction and performance of the subordinates. In other words, theory is based on creating a good bridge between leader and followers to benefit from win-win situation.

House identified four distinct types of leadership behavior that might be used in different situations to motivate individuals: directive, supportive, participative, and achievement- oriented. Directive leaders make their subordinates know what is expected from them by giving specific directions. Supportive leaders are friendly, approachable and concerned about his/ her subordinates. Participative leaders are asking thoughts of his / her subordinates' suggestions but still are the decision centers. And lastly, achievement- oriented leaders are setting challenging goals for followers and having confidence that they can attain those goals (Luthans, 2002: 587).

This theory looks alike Fiedler's contingency theory but with one distinction. House believed that these various styles can be used by the same leader in different situations: whereas according to Fiedler, a leader can act with only one leadership style (Luthans, 2002: 587).

1.1.4. Transformational Leadership

A late coming version of the situational leadership perspective is also known as the transactional-transformational approach. Actually each of them has its own separate identities to implement in different ways. The transactional approach is used in day-to-day, standard kinds of leadership actions. Thus, transactional leaders exhibit behaviors associated with constructive and corrective actions (Bass & Avolio, 2003: 6). According to this leadership style; if the follower understood what needs to be done and if the individual is sufficiently motivated to do the job; there is very little left for leader to do. If it happens in the opposite direction; the leader has to work on the performance requirements or find different ways to motivate his/ her followers.

And transformational leadership comes into action with the need for change. Leader starts to get more involved with the organization and its members by communicating with them, training or helping them to feel capable of performing in

higher levels. when more interaction occurs, the effect of transformational leadership becomes an invisible action (Harris & Hartman, 2002:245).

Actually, transformational leadership has become the most common application of leadership theory. Also, it is found to be the best-fitting model for effective leadership in today's world. Much of the reason is because the nature of leadership has changed drastically in years. The world has become more and more complex and fast paced. This requires individuals, groups, and organizations to continually change and adapt. Core values of transformational leadership are transformation and change (Bass & Riggio, 2006: 225).

The reason for choosing transformational style could be its emphasis on intrinsic motivation and on the positive development of followers which make it seem more appealing than transactional leadership.

Transformational leaders are not only responding the needs of followers as a guide in an uncertain environment, but also make them feel empowered and challenged (Bass & Riggio, 2006: xi). When followers feel that integrity, they tend to show exceptional performance with extraordinary commitment to their leaders. Thus, one of the strongest effects of transformational leadership seems to be on followers' attitudes and their commitment to the leader and the organization (Bass & Riggio, 2006: 32). According to some studies with firms; employees not only perform better when they believe their leaders are transformational, but also they are more satisfied with the company's performance appraisal system (Bass & Riggio, 2006: 127).

According to Bass & Riggio (2006:102), transformational leaders support the followers with the vision and empower them to take responsibility for achieving pieces of the vision. If needed, the leaders become teachers to make their followers reach their full potential.

Leadership is not just the territory of the people at the top, it can occur at all levels and by any individual. A good leader inspires others to act like a leader when it is needed (Bass & Riggio, 2006: 2). Transformational leadership at all levels in an organization should be encouraged because it may cause a big difference in the performance of followers if it is nurtured at any level, not just at the top level of leadership (Bass & Riggio, 2006: 127).

According to Burns (1978:4), transactional leaders are leading through exchanging one thing for another. Followers receive rewards from their leaders as an exchange for the fulfillment of the requirements that have been discussed in the organization (Bass & Riggio, 2006:4).

The main issue comes with caring the followers' feelings, because in time leaders just applied their demands without thinking their subordinates. Some of them used carrots for compliance or punished with stick for failure. But, in reality, leadership must deal with the follower's self-esteem to gain their true commitment and involvement. This is what transformational leaders add to transactional social exchange (Bass & Riggio, 2006:4).

Transformational leaders inspire their followers to commit to a shared vision and goals for their organization and challenge them to be innovative problem solvers. Moreover, leaders are those who stimulate and inspire followers for achieving successful outcomes while developing their leadership capacity. The development of followers occurs via coaching, mentoring, and unification of both challenge and support (Bass & Riggio, 2006:3).

1.1.4.1. Components of Transactional Leadership

Transactional leaders provide only sufficient confidence in followers and support them while completing their tasks. Although they recognize followers' needs and desires, those needs are fulfilled if followers show the expected performance (Winkler, 2010: 44).

1.1.4.1.1. Contingent Reward (CR)

This constructive transaction has been found to be motivating others to achieve higher performance. The leader creates an agreement with his/her follower about what needs to be done while promising actual rewards in exchange for the fulfillment of the assignment. When the reward is a material one like a bonus it is transactional. However, the contingent reward can be a transformational when the reward is psychological, such as praise. (Bass & Riggio, 2006:8). Transactional leaders clarify expectations, they express satisfaction and offer recognition to their followers when the goals are achieved (Bass & Avolio, 2003: 6).

1.1.4.1.2. Management by Exception (MBE)

Leaders may choose to make corrective transaction in active or passive way. In *active MBE*, leaders are actively monitoring mistakes and errors and later taking corrective actions (Bass & Riggio, 2006:8). The leader sets the standards for compliance, as well as what generates ineffective performances. This style of leadership implies closely monitoring for mistakes and errors to be able to punish their followers. Since the leader directs all of his/ her attention toward failures, the relationship between leader and follower is very formal (Bass & Avolio, 2003: 6).

Whereas, in *passive MBE* leader refrain from specifying agreements, clarifying expectations, setting goals and standards to be achieved by followers (Bass & Avolio, 2003: 6). Passive leaders interact less, provide little or no direction, and only intervene when things go wrong. When there are a large number of subordinates who report directly to the leaders, passive MBE would be required (Bass & Riggio, 2006:8).

1.1.4.1.3. Laissez-Faire Leadership

The leader is the most inactive one with his/her avoidance and absence in the organization. They exactly show no leadership and instead avoid getting involved when important issues are arisen (Bass & Avolio, 2003: 6). Laissez-faire represents a non-transaction; provides no encouragement but relies on disciplinary actions and punishment. Since necessary decisions are not made and actions are delayed; it can be assumed that responsibilities of leader is ignored (Bass & Riggio, 2006:9).

Laissez-faire leadership means that the autonomy of one's followers is obtained by default. The leader avoids providing direction and support and shows lack of caring for what the followers do. Moreover, to refrain from involvement with followers; they bury himself / herself in busywork, rejecting requests for help, and absenting themselves from the scene physically or mentally (Bass & Riggio, 2006: 193). Moreover, those leaders avoid taking stands on issues, do not emphasize results, refrain from intervening, and fail to perform follow-up. Characteristics of laissez-faire cause low productivity, lack of innovation, more conflict, and lack of cohesion among subordinates. As a consequence it is perceived as a sign of incompetence and ineffectiveness (Bass & Riggio, 2006: 207).

1.1.4.2. Components of Transformational Leadership

Transformational leaders do more with their followers than just completing simple agreements. They behave in different ways to achieve better results by implementing one or more of the four components of transformational leadership (Bass & Riggio, 2006:5).

In general terms, transformational leaders are individually considerate, but they intellectually stimulate and challenge followers. They are thoughtful and supportive, but they also inspire and serve as leadership patterns. But when it is necessary, like an emergency situation; when consultation is not possible,

transformational leader must be in charge and make necessary decisions (Bass & Riggio, 2006: 225).

1.1.4.2.1. Idealized Influence (II)

Transformational leaders might be seen as role models by their followers, thus they are admired, respected, and trusted. The leader has already earned the recognition since he/she considered followers' needs over his/her own needs (Bass & Avolio, 2003: 4). Followers believe that they have extraordinary capabilities, persistence and determination; so that they try to act like them. Hence, there are two facets of idealized influence: the leader's behaviors and the elements that are attributed to the leader by followers and colleagues. Leaders who have a great deal of idealized influence are willing to take risks and are consistent. Therefore they can be counted for doing the right thing by their followers (Bass & Riggio, 2006:6).

1.1.4.2.2. Inspirational Motivation (IM)

Transformational leaders motivate and inspire followers by providing meaning and challenge to their work. With enthusiasm and optimism, team spirit is reached. Leaders make followers a part of the shared vision which encourages them to be committed to the goals (Bass & Riggio, 2006:6). According to Bass & Avolio (2003: 4), when leaders express confidence that goals will be achieved, followers feel honoured and become more inclined for reaching success.

As Kouzes & Posner (2007:122) asserted, transformational leadership gets people to devote their energy into strategies. Inspirational Motivation occurs when people in the organization focus to raise one another to higher levels of motivation and morality. Thus, when people are feeling that they are a part of something which helps them to reach higher levels, a belonging feeling embraces them. That belonging feeling has a crucial role for survival when organizations experience turbulent situation.

1.1.4.2.3. Intellectual Stimulation (IS)

Transformational leaders are expecting that their followers would be innovative and creative by questioning statements, reframing problems, and approaching old situations in original ways (Bass & Avolio, 2003: 5). Followers would feel encouraged to try new concepts if they are not criticized when they have different ideas (Bass & Riggio, 2006:7).

Leaders could be intellectually stimulating to their followers if the leaders' own assignments give them flexibility to explore new opportunities, to diagnose organizational problems, and to generate solutions. On the other hand, if leaders are given assignments from a higher authority the leader spending large amounts of time solving small, immediate problems or tasks unrelated to the followers, there will be less action of transformational leadership (Bass & Riggio, 2006: 137).

1.1.4.2.4. Individualized Consideration (IC)

When transformational leaders are acting as a coach or mentor, followers can realize their needs for achievement and growth. If new learning opportunities are given with a supportive climate, followers or colleagues will feel themselves as a whole person rather than just being an employee. In this phase, a two-way communication is encouraged, and 'management by walking around' is practiced. The leader delegates tasks as a means of developing followers' leadership capacity (Bass & Riggio, 2006:7). With the help of new learning opportunities and a supportive climate to grow, followers can be developed to higher levels of potential (Bass & Avolio, 2003: 5).

While creating transformational leader, one of the steps to take would be to increase one's individualized consideration and at the same time reduce one's passive management by exception. Leaders believe that one's self development is consistent with increasing one's emphasis on developing followers to their full potential (Bass & Riggio, 2006: 153).

Empowerment which is a product of individualized consideration involves delegating important tasks and responsibilities to followers by a leader. To truly empower, the leader must take a hands-off approach once in a while. This passing of responsibility to followers also seems like laissez faire leadership (Bass & Riggio, 2006: 193). But in reality, the difference between them could be observed from leaders' performance and effectiveness. Truly empowered followers of a transformational leader typically perform better and have better personal development (Bass & Riggio, 2006: 194).

Leader empowerment of followers is thought to be a good thing. However, empowerment may have negative consequences when the followers' goals are out of conformity with the organization's goals. If leaders feel the probability of sabotage of organization, they take back their delegation of power from their followers (Bass & Riggio, 2006: 199). On the other hand, some leaders have problems about letting go. They seem to delegate the responsibility but at the same time holding back resources and remain as the center of power (Bass & Riggio, 2006: 201).

1.1.4.3. Transformational Leadership and Performance

Since social science studies are based on observations, reaching precise results from your researches is not simple. Although transformational leadership clearly affects the performance of work groups and organizations, the strongest effects could be seen on followers' attitudes and their commitment to the leader (Bass & Riggio, 2006: 32). However a good match is needed between the leader's attributes and the needs of the group to be led (Bass & Riggio, 2006: 177). Thus, the real positive effect will come to the organization with transformational leader.

Intentions to quit, job satisfaction, and organizational citizenship behaviors depend on the commitment of the followers. Transformational leaders influence followers' identification with the group or the organization. If the leader is able to make his/her followers feel as main components of the organization, the commitment to the leader would be strong (Bass & Riggio, 2006: 34). Also, as a result of

empowerment of followers with transformational leadership affected the team's collective sense of self-efficacy and caused an increase in the perceived group effectiveness (Bass & Riggio, 2006: 197).

Over the centuries, the performance of the followers was based on strict rewards and penalties as it was common with transactional leadership. Leaders were doubtful about performance of workers with the implementation of transformational leadership. According to Bass and Riggio (2006: 56) the reason of those doubts was a common misconception about brand new leadership style: A feel-good type of leadership can create happy followers but it does not affect group performance. But in reality, transformational leadership does indeed affect group performance, whether performance is measure subjectively or by objective means.

Actually, no matter where you put some people, they will emerge and succeed as leaders. According to observations, transformational leaders have more determination in their personality than transactional leaders regardless of the situation (Bass & Riggio, 2006: 177). However, performance of transformational leaders' followers has reached beyond expectations with respect to transactional leaders in time. What is often underestimated is how transformational leaders help followers to be better giver to the group effort by being more creative, more resistant to stress, more flexible and open to change.

Not only leaders but also followers have also changed in time. Especially, knowledge workers- informed, enlightened, and often knowing more than the leader about how to get the task done. Since followers are creating a diverse group, they have numerous needs. Moreover, as they are the future leaders, for reaching success, followers' leadership potential must be developed and realized. An adaptive type of leader who considerate each specific follower's needs and concerns would be the key point for success. So it is expected that their followers would become transformational leaders themselves one day (Bass & Riggio, 2006: 225).

The difference in followers' reactions to environmental factors such as stress could be the indicator of transformational leadership. Groups and organizations may experience stress when confronted with threats to their steady states of welfare (Bass & Riggio, 2006:58). Under crisis or uncertain conditions, transactional leaders, who are reactive and depend on old rules and regulations to maintain the existing system, are unlikely to help their followers.

Transactional leaders would feel confident when the environment is stable and predictable (Bass & Riggio, 2006: 87). Moreover, transactional leaders generally focus on short-term results and may be inclined to make hasty, poorly thought-out decisions.

On the other hand, transformational leaders are more likely to delay impulsive decisions and instead, they call for follower input while reconsidering proposals. Transformational leadership occurs when the environment is unstable, uncertain and turbulent (Bass & Riggio, 2006: 87). Intellectually stimulating leaders help their followers to create better ways to cope with conflict. Leaders who use individualized consideration may help to set up a social network of support to overcome the feelings of stress and burnout (Bass and Riggio, 2006:80).

Transformational leaders can use idealized influence to portray a leader who is not panicking. A leader who is concerned but calm, who is decisive but not impulsive, and who is clearly in charge can gain the confidence and trust of followers (Bass & Riggio, 2006:57).

1.1.4.4. The Need for Transformational Leadership

Transformational leadership is not an answer for every situation. Organizations which are acting in stable environments can survive with their one minute leaders for their day-to-day leadership. In those circumstances with stability, even active management by exception can be quite effective if the manager monitors

employee performance and takes corrective action if needed. Furthermore if rules and regulations are understood by employees, the need for leaders will be eliminated.

The role of the leader has changed with the new needs of time. Autocratic and authoritarian leaders, although still exist, are no longer the norm. Leaders are expected to listen to followers and be responsive to their needs and include them in decision making. Mentoring, coaching, empowering, developing, supporting, and caring are not only expected behaviors but also necessary for today's effective leader (Bass & Riggio, 2006: 225).

But when the organization is faced with a turbulent environment, a rigid organization structure or passive management by exception would be the kiss of death. To overcome that situation, transformational leadership needs to be encouraged at all levels in the organization.

Troubles which come with having an organic structure call for leaders with vision, confidence, and determination. These leaders have to move followers to assert themselves, to join enthusiastically in organizational efforts and shared responsibilities for achieving organizational goals. In this way, leaders are helping their followers to gain collective consciousness about what they are attempting to accomplish (Bass & Riggio, 2006: 137).

Problems, rapid changes and uncertainties call for a flexible organization with determined leaders who can inspire followers to participate in team efforts and share organizational goals. Shortly, charisma, attention to individualized development, and the ability and willingness to provide intellectual stimulation are critical steps to take for leaders whose organizations are faced with renewal and change (Bass & Riggio, 2006: 138).

Although transformational leadership seems the best leadership method for the organization, it has some drawbacks on the leader's life too. According to Bass & Avolio (2006:236), the leader needs to put a great deal of energy and input into

his/her work while developing, challenging and motivating his/her followers. Being transformational requires more work than transactional ones which may end up leader burnout or may cause leader to go through work-family conflicts.

1.2. A REVIEW OF ORGANIZATIONAL CULTURE

The definition and evolution of organizational culture in time will be start of the chapter. The need for the culture change and obstacles that organizations confront will be evaluated afterwards. Explanation of performance scale and the Competing Values Framework used to interpret a wide variety of organizational phenomena has been processed. An assessment of organizational culture measurement used in approving culture types, followed by a review of the four major types of organizational culture will be executed. Furthermore, the review will conclude with various leadership attributes emerge from culture types. Last but not the least, the relationship between transformational leadership and organizational culture types will be discussed.

1.2.1. The Definition of Culture

Culture is a dynamic phenomenon which surrounds us and created by our interactions with others and shaped by a leadership behavior. Moreover, culture is a set of structures, routines, roles, and norms that guide and shape behavior of people in the organization (Schein, 2004:1).

Organizational culture is one of the biggest issues in academic research, in organizational theory as well as in management practice. In the last several decades, “culture” has been defined by managers and researchers to refer to practices which organizations develop around handling of people or ambiance of workplace (Schein, 2004:7).

Although all the researchers believe that “culture” exists, it is difficult to reach one explanation since every author has completely different ideas of what “it” is (Schein, 2004:10). According to Alvesson (2002:1), the cultural dimension is central in all aspects of organizational life. The way people in an organization think, feel, value and act are guided by ideas, meanings and beliefs of a cultural change are important parts of culture. Whereas Kunda (1992:8) asserts; culture is understood to be a system of common symbols and affective aspects of membership in an organization, whereby they are shaped and expressed over time. Davis (1984:1) argued that culture is the pattern of shared beliefs and values which give members of an association feeling, and the rules of behavior in the organization is provided.

In fact, the concept of culture is helping to explain all of the phenomena and to regulate it. If the dynamics of culture is understood, people in the organization would be less likely to be puzzled, irritated or anxious when unexpected things happen in their environment (Schein, 2004:10). On the whole, from my point of view, the culture of a group is best explained by Schein (2004:17) as it follows:

“A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think and feel in relation to those problems.”

Robbins (2002:233) listed several functions performed by culture within an organization. Culture has a boundary-defining role of an organization to create distinctions from others and conveys a sense of belonging for organization members. This commitment makes people feel less individualized and culture operates as a glue to hold the organization as a whole. The rules of the game is defined by culture, since controls many actions of an organization.

1.2.2. Changing Organizational Culture

Organizational culture is still keeping its mystery despite all various studies by researchers. It has been perceived in different ways through every decade. Before, as long as a culture of an organization is stable and strong, there was no threat on the horizon. But, in time the need for change has increased due to different reasons.

Change in organizations is pervasive due to the degree and rapidity of change in the external environment which is intolerant of the status quo. Such dramatic change in organizational survival and effectiveness is meaningful when considering the shift in the developed world from an industrial age economy to an information age economy (Cameron & Quinn, 1999:7).

However, with the changing needs of time; perception of culture has been altered again. Since 1990s, there is no organization which boasts about its constancy, sameness or status quo. Stability is interpreted more often as stagnation than steadiness; and organizations which are not in the business of change cannot remain the same for long and survive. At the present time the fear of staying the same as an organization takes the place of the frightening uncertainty (Cameron & Quinn, 1999:1).

Culture change in organizations is not an easy process; rather it is a complicated and demanding effort that may not be accomplished. Once culture has started to change, there need to be many alterations to be done in values and norms. Actually, culture change involves a break with the past whereas cultural continuity is obviously disrupted (Kimberly & Quinn; Kanter, 1984: 196). Thus, a good balance should be found between past and present, since culture cannot be taken apart wholly from its past. Culture has its roots set in the past, but it also needs to be regenerated with current trends.

Unpredictable continuous change need in organization makes it difficult for manager to stay current, to predict the future, and to maintain the constancy of direction. While the organizational change occurs in different ways (downsizing, TQM, reengineering etc.), leaders fail to care for the change of the culture. Although procedures and strategies are altered, the fundamental culture of the organization (such as the values, the ways of thinking, the managerial styles or approaches to problem solving) remains the same (Cameron & Quinn, 1999:9). For this reason, most of the planned organizational change efforts end with failure (Cameron & Quinn, 1999:1).

To sum up, change in culture is a necessity for organization with the needs of time comes within. Leaders should keep in mind that change is not happening all of a sudden, the process needs to encompass the whole frame of culture. Changed culture needs to be established on the roots of the initial values and norms, so that the change would be accomplished in the best way.

1.3.3. Performance Scale and Competing Values Framework

Organizational culture with company values, personal beliefs and vision is a key ingredient for the success. Every successful organization whether it is small or large, has developed a distinctive culture which can be identified by its employees (Cameron & Quinn, 1999:4).

Most organizational scholars recognize that organizational culture has a powerful effect on the performance and long-term effectiveness of organizations. Moreover, to understand how culture change can improve organizational performance, it is important to make clear what is and what isn't culture (Cameron & Quinn, 1999:6). Without culture change, there is little probability of improvement continuity in organizational performance (Cameron & Quinn, 1999:13).

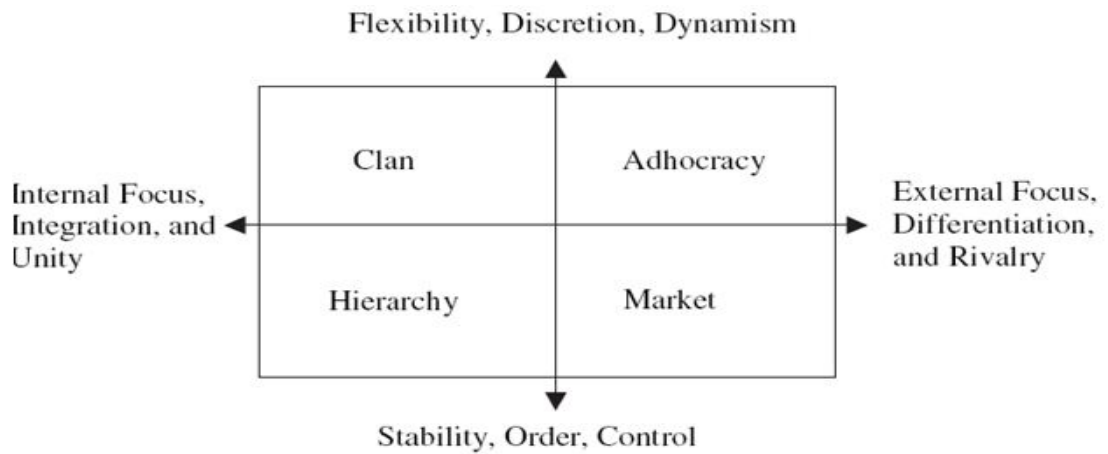
The Organizational Culture Assessment Instrument (OCAI) intends to help identify the organization's current culture. While completing this instrument, participants will be providing a picture of how their organization operates and the values that characterize it (Cameron & Quinn, 1999:19).

All of the studies establish a basis for introducing Cameron & Quinn's framework of the core dimensions of organizational culture. The OCAI is based on a theoretical model known as Competing Values Framework. Actually, this framework is one of the best scales to visualize the organizational culture by everyone (Cameron & Quinn, 1999:28).

Since organizational culture has a very large scope and every researcher adds a new dimension; diagnosing culture became a hard task. Though, creating a framework can narrow and focus the search for key cultural dimensions. No one can claim one framework is right and the other one is wrong since the most important thing for our studies is having empirical validity and reliability (Cameron & Quinn, 1999:29).

The Competing Value Framework will be the methodology used to diagnose and facilitate changes in the culture environments of the universities in this study. However, this framework is based on empirical evidence; represents the reality being described; and organizes most of the dimensions being proposed (Cameron & Quinn, 1999:29).

Figure 2 The Competing Values Framework



Source: Cameron & Quinn, 1999, p.32

Figure 2 illustrates two major dimensions of four main clusters named as: clan, adhocracy, hierarchy and market. The remarkable detail about this four core values is that they represent opposite or competing assumptions. Each dimension represents a core value that is opposite from the value on the other side-which is, flexibility versus stability, internal versus external.

According to the figure above; the upper left quadrant identifies values that emphasize an internal, organic focus, whereas the lower right quadrant has external control focus. Likewise, the upper right quadrant is found to be external and organic focused, whereas the lower left quadrant emphasizes internal, control values (Cameron & Quinn,1999: 31).

This framework is a great summary of all organizational culture and the names of the quadrants are coming from the scholarly literature. It also covers key management theories about organizational success, organizational quality, leadership roles and management skills. The dimensions and quadrants appear to be effective in explaining orientations, as well as the competing values that characterize human behavior (Cameron & Quinn,1999: 33).

1.2.4. The Four Major Culture Types

1.2.4.1. The Hierarchy Culture

As Cameron and Quinn (1999:33) asserted the oldest approach to organizational culture was created by Weber as bureaucracy during the 1800s. The main aim of the organizations was to produce efficiently goods and services for the society. In fact, Weber's bureaucracy or hierarchy was found to be the ideal form of organization until the 1960s, because it was promising stability, efficiency and consistency in products and services.

Since the environment was relatively stable; tasks were accomplished with integration, uniformity in products and services were achieved, and workers were under control. The keys to success were identified with clear lines of decision making authority, standardized rules and procedures, and control mechanisms (Cameron & Quinn, 1999: 34).

According to Cameron and Quinn (1999:34) as assessed in the OCAI; organizations with hierarchical culture are formalized and structured place to work. Procedures direct what people do to maintain a smooth-running organization. Effective leaders need to be good coordinators and organizers. Formal rules and policies are the glue of organization. And as mentioned before; the long term concerns of the organization are stability, predictability, and efficiency. Examples of organization within this culture type are large organizations and government agencies with large numbers of standardized procedures and multiple hierarchical levels.

1.2.4.2. The Market Culture

Another form of culture became popular in the late 1960s as organizations were faced with competitive challenges while entering into the industrial era. According to Cameron & Quinn (1999: 35), Ouchi and Williamson were the

founders of this idea and they proposed a new term named *transactional costs* as a new foundation for organizational effectiveness.

The concept of market culture is not about consumers or suppliers; instead it refers to a type of organization which functions as a market itself. It is focused on external environment instead of internal affairs. And, unlike a hierarchy where internal control is sustained via rules, specialized jobs, and centralized decisions; the market operates mainly through market mechanisms and mainly monetary exchange. Thus, the core values of market culture are competitiveness and productivity which can be achieved through external positioning and control (Cameron & Quinn, 1999: 35).

As Cameron & Quinn (1999:36) claimed that a market culture, as assessed in the OCAI is a result-oriented work environment. Organizational leaders are tough and demanding success with a focus on winning. The long term goals are built on competitive actions and achieving targets of the organization.

1.2.4.3. The Clan Culture

Clan name was given by Cameron & Quinn (1999:36) due to its similarity to a family-type organization with a friendly environment. Shared values and goals, participativeness and cohesion in the organization created an exceptional culture type. Instead of rules in hierarchy or the competition desire coming with market culture; clan culture created commitment via empowerment.

Before putting a distance between leaders and followers or having a rigid culture was the best solution for organizations. But in rapidly changing, turbulent environments make it difficult to plan future in uncertainty. Thus, the way to coordinate organizational activity is to make certain that all employees share the same values, beliefs and goals. The environment of clan culture gives importance to teamwork and employee development to facilitate their participation, commitment and loyalty (Cameron & Quinn, 1999: 37).

The clan culture, as assessed in the OCAI, is like an extended family where people share a lot of themselves. Leaders are found to be mentors, so the followers act in response by being committed and loyal. Success is being reached by showing concern for people and having harmony in the organization (Cameron & Quinn, 1999: 38).

1.2.4.4. The Adhocracy Culture

As the world shifted from Industrial Age to the Information Age, a fourth type of culture emerged. Adhocracy mainly refers to temporary, specialized, dynamic tasks in which people in the committee disband as soon as the mission is completed. A major goal of an adhocracy is to foster adaptability, flexibility, and creativity in the place of uncertainty, ambiguity and information overload are typical (Cameron & Quinn, 1999: 38).

The challenge coming with this culture is to produce innovative products and services and to adapt quickly to new opportunities. Adhocracies are not dealing with power authorities, instead power flows from individual to individual according to the situation. The core values of adhocracy culture are putting emphasis on individuality, risk taking and anticipating the future (Cameron & Quinn, 1999: 39).

In sum the adhocracy culture, according to Cameron and Quinn (1999: 40), as assessed in the OCAI; is characterized by a dynamic, entrepreneurial, and creative workplace. Leadership encourages change and challenges; due to having visionary, innovative and risk oriented leaders. The organization's long term focus is on rapid growth and acquiring new resources. After empowering team members to use their initiatives for accomplishing their tasks; success comes within producing unique products and services.

1.3. GENDER ISSUES

1.3.1. Gender Differences in Worklife

When we compare past and present, we can observe the huge change of women role in daily life. Although according to the media channels and good examples around us; women are still underrepresented in the work life in most of the sectors. The increasing number of the females in the work life is heartening but the percentage of women who can reach to the top is still so low.

To start with a general overview on the women workers; we need to go back to 60s and 70s to find the first evidence of a strong movement of women to work life. Actually after World War II, one salary was not enough for the families to survive therefore women got into business life due to facing troubling shortfalls in family income. But this prerequisite turned into pleasure in time because women who started earning money started to feel confident and strong. And this situation made men's lives even harder because they had new competitors in the work life.

The discrimination behaviors of employers in the past while hiring, developing and promoting women workers in the past and it is still preventing women's success (Kirchmeyer, 2002: 5). Although women became a part of the workforce for decades, men did not want to change the rules of "men" game written centuries ago. Women were expected to 'act like a man' or else, they would be dismissed. As McCracken (2000:160) declared top level managers tend to blame everyone except themselves even in 1990s. Women workers were seemed to be substitutes for men, thus their talents were undermined in the organization.

Men always admitted as the strongest part of an organization since they have been working in the organizations from the beginning. So women get assessed on their performance where men get evaluated on their potential (McCracken, 2000:163).

Before with the needs' of time, women started to act like a man to reach success in the work life. But the rules of the game have changed on the behalf of women with the prerequisites of our day. As said by Gvozdeva and Gerchikov (2002: 55), the new generation of leaders needs to know how to listen well to his or her employees, and also should motivate and encourage them. Thus, the new businesses should be less hierarchical, more flexible and mobile.

1.3.2. Men and Women Characteristics

In women' eyes as it can be seen from Figure 3 below, a successful career promises not only independence and self-sufficiency but also gives chance to experience self-realization and disclosure of their professional abilities. Due to gender stereotypes, women do not feel themselves eligible for being administrators and taking all responsibility on themselves. Instead they are more inclined to serve as "right-hand woman" and males are taking the charge of the organizations. But, in this way women are actually more attracted by the freedom of creativity and self-expression, and they perceive responsibility as an obstacle (Gvozdeva and Gerchikov, 2002: 58-59).

Figure 3 Motives of Businesswomen and Businessmen

Women's Motives	Men's Motives
Self-realization	Profit
Interesting, meaningful work	Independent decision making
Financial security, money	The desire to lead
Concern for associates	Career
Professional growth	Self-realization
Self-assertion	Self-assertion

Source: Gvozdeva and Gechikov, 2002, p.60

If a subordinate has to be disciplined, women generally employ moral and psychological persuasion rather than administrative measures. Women try to reach a peaceful outcome by putting themselves in the subordinate's shoes. As said by

Gvozdeva and Gerchikov (2002:63), since women managers are better at resolving conflicts than men, the organizations which are led by women are more likely to prevent future conflicts.

Although men were thought to be sufficient for everything an organization may need, male leaders lack feminine characteristics which would improve their leadership performance. The characteristics that women can add to organization are good communication, emotional management and a sense of community. Now, men are expected to acquire what are traditionally regarded as feminine values such as being more expressive and sympathetic (Höpfl and Matilal, 2007:199).

Making crucial decisions are generally expected from men; whereas women have the role of communication. Men are characterized by qualities that they themselves have developed; women by qualities with which they have been “endowed by nature” such as family, upbringing, and life which is regardless of any specific line of business (Gvozdeva and Gerchikov, 2002:66).

The society’ patriarchal motives have developed some theories which are weakening potential power of women. For instance; in order to have an executive role, a person must be more aggressive, competitive, more task oriented etc. but females always have the opposite qualities such as interpersonal relations, emotional, collaborative etc.

People tend to categorize behaviors as feminine or masculine. Women have to make a choice between them or making a special mixture for themselves to be respected and having a high position. Infact, the ones who can achieve leadership positions are acting according to their gender styles.

1.3.3. Obstacles to Career Development of Women

1.3.3.1. Glass Ceiling Phenomenon / Underrepresentation of Females

Although women started to appear in the workforce, the chance of being manager or leader has not been given enough. Women continue to be markedly underrepresented in leadership positions in organizations.

The main blockage reason of women from advancing to senior leadership roles is an invisible barrier called ‘glass ceiling’. That barrier is mainly comes from the historical social gender role expectation which women should be mothers and homemakers, not work-orientated careerists. Due to that inclination; women managers tend to receive greater scrutiny and criticism than men, and they tend to be evaluated less favorably, even when performing exactly the same leadership roles as men (Gönen, Hablemitoğlu and Özmete, 2004:23).

Besides social expectations, the habits of the workers also are confirming the need for men supervisors is more than female ones. According to Ryan and Haslam (2007:550), gender differentiation in the workplace is actually the evidence of people’s implicit theories about leadership and gender. Those theories arise from the perceived incompatibility between beliefs about what it means to be a good leader and what it means to be female (Eagly & Karau, 2002: 580).

Basically there are two beliefs which show the general idea of gender theories. One of them is “Think Manager-Think Male” and “Think Crisis-Think Female”. First belief definitely shows the reason why many men remain unconvinced about the effectiveness of women leaders. If a management position is seen to be intrinsically masculine, a male candidate will appear to be more qualified than a female one (Ryan and Haslam, 2007:551).

On the other hand, according to Think Crisis-Think Women theory; women's perceived suitability for senior positions is likely to increase under conditions of organizational crisis (Ryan and Haslam, 2007:554). Although this theory seems boastful for women, some potential drawbacks are threatening women's popularity and career path.

The tendency for women who break through the glass ceiling into the upper echelons of management to be placed in more precarious leadership positions than men which could be called as "glass cliffs" (Ryan and Haslam, 2007:563). The possibility of a glass cliff represents another barrier to the advancement of women into leadership positions, in addition to gender-based discrimination (Adams et al., 2009:1).

Since men generally tend to test women when the conditions are the worst that would mean double stress for women: showing themselves in the best way and especially when the company's situation is incredibly precarious. Women's competence needs to exceed men's to be recognized as a successful leader in the "man's world" of the organization (Ryan and Haslam, 2007:556).

Glass cliff positions hold a high level of danger for the leaders of the time; because companies which are experiencing bad performance are likely to attract negative publicity. In such cases, explanations for poor performance are more likely to focus on the individual abilities of those organizations' leaders rather than on situational factors which are mainly affecting organizational performance. Therefore, women should analyze future probabilities of their positions before accepting job proposals so that they might have longer career at the top levels of management (Ryan and Haslam, 2007:557).

1.3.3.2. Gender Stereotype

People in all cultures tend to visualize women connected to homes rather than offices. These social expectations created role ambiguity and made their lives even harder. Successful managers were found to be similar to men than to women on attributes such as leadership ability, self-confidence, objectivity, forcefulness, and ambition (Heilman et al., 1989:935).

A male manager who acts in a forceful or assertive way is perceived as behaving appropriately while displaying leadership; whereas a female leader who behaves in the same way would be considered unacceptably assertive (Ryan and Haslam, 2007:551; Schwartz, 1992:112). High power career women are notable for their negative qualities like implying an uncontrolled ambition for power and achievement (Heilman et al., 1989:941).

For women, behaviors associated with men are undesirable to observe in women's actions. Thus, the self-assertive and tough, achievement-oriented behaviors which men are so positively valued are typically prohibited for women (Heilman et al., 2004:416).

While women got into the workforce for having advantage in their lives, they experience disappointments. Since gender stereotypes about women appear to be deeply rooted, widely shared, and remarkably resistant to change; women do not have much to do about this dilemma (Heilman et al., 1989:939).

Women who do not want to be seen different from men are joining an agreement of silence and pretend as if everything is alright. But nobody can fix a problem that you avoid talking about on purpose (Schwartz, 1992:106).

Helping women's advancement is an imperative for organizations not only for their sake but also for companies' economy. Although many of the companies seem to be satisfied with women's presence in business, they act the opposite way. Some

policies are modified for women in a limited sense; but deep down, the men who run companies believe that women should not be a part of the real action. According to prejudiced people; men belong to business whereas women create problems. Managers should understand that women are not part of the problem in business, but a part of the solution.

Companies especially in private sector are looking for women with basic leadership traits like intelligence, energy and analytical ability due to their high standards. But after hiring them, women get weaker due to the steadiness of their positions (Schwartz, 1992:108). When capable but unappreciated subordinates have nothing in return for their effort, they start to cut back and feel like gender victims. When less talented men are on top of the talented women, companies should be ready to suffer from decreased productivity and inefficiency.

Another mistake of firms is; pushing workers to choose between company and family whereas people need both of them in their lives. Men and women require flexibility in order to be productive at work and to be active, responsible parents. Nurturing children and looking after elderly parents are generally seen to be 'women issues' but actually they are really business issues to be concerned (Schwartz, 1992:109).

Actually, the biggest obstacle to corporate change is the reluctance of leaders to see the need for it. Acknowledgement of maternity would be a huge step for companies to waste workers and all the investments for them. If a company does nothing when women leave their jobs for being mums, they cannot solve 'the baby circle' because the newcomer would probably want to do the same thing in the future. Also keeping a group of women at the senior levels will serve as role models and mentors to junior women as they rise in the organization (Schwartz, 1992:111). Companies should provide women who have already basic leadership traits with the special additional management skills and tools that are vital to excellent performance.

1.3.3.3. Work- Life Balance / Role Conflict

On the other hand, women have some obstacles that are waiting for them which could be classified as internal and external barriers. Internal ones are traditional civilization manner and deep-rooted expectations. For many centuries, women had lived their destiny according to a predetermined role which includes more responsibilities than men have. The consistently negative effects of the family variables suggest that marriage and children continue to present unique obstacles to women's success in management (Kirchmeyer, 2002:21).

Thinking with the traditional manner, women have to take care of their homes and families even they have to work as much as men do. After taking part in the line of work, women had to live a life with two-careers one time as work and family life. This double-career life pushed women to realize becoming "super woman". But of course this mission was not an easy path; it loaded so much stress on females to make everything all right.

Moreover, for external barriers it can be listed as personal prejudice and organizational unfairness about gender discrimination. Since women managers are extremely new in business world, they have some difficulties in believing themselves due to having few role models to get inspiration. The balance should be found about authority level, span of control and attainability by workers. Injustice actions had been a usual behavior from masculine management on women.

Most organizations have been created by and for men are based on male experiences. Even though women have entered the workforce in droves in the past generation, and it is generally agreed that they had enormous value, organizational definitions of competence and leadership are still predicated on traits stereotypically associated with men: tough, aggressive, decisive. Men made women to blame themselves about organizational inequity and thought that solution to the problem can be found by fixing women. So even women started to believe that "they just don't fit in".

1.3.4. Women in Academia

This section will firstly focus on the historical evolution of women in academic science careers in Turkey. The obstacles that women faced in order to reach top management positions at universities have been interpreted. Afterwards, the effect of women deans' leadership styles on university culture will be examined.

1.3.4.1. Historical Evolution of Women in Academic Life

As a group, academic women represent an extremely small part of the female labor force in Turkey as it happens in anywhere else. Although, women's labor force participation in the society was low; the proportion of women has increased tremendously in the last fifty years (Acar, 1990:83).

The process of including women into labor force started with a series of reforms put into action by the newly established state of Turkish Republic under the leadership of Mustafa Kemal Atatürk. According to Cindoğlu & Toktaş (2002: 33), the Kemalist reforms started to direct the young Turkey towards westernization; a cultural revolution took place while turning a traditional society into a modern one.

Those reforms improved the social and political conditions of women in Turkish society. The state ideology was based on encouraging the involvement in higher education levels for the development of women (Acar, 1990:85; Özkanlı & Korkmaz, 2000:1). Women, in this modernization project, were not only set free from the traditional restrictions to education and work, but also started to take active roles in the society (Cindoğlu & Toktaş, 2002: 33).

Generally academic careers are thought to be safe and proper choices for graduate women in Turkey through time. As a replacement of male graduates, who are increasingly disinterested in academic careers, women started taking men's place in academic life (Özbilgin & Healy, 2004: 361).

Actually, women academicians are believed to be underrepresented in areas such as natural sciences, medicine and engineering in the scientific communities of western industrialized countries. Although Turkish women academicians' are expected to be focused on only in feminine fields such as humanities, fine and applied arts; they are also a part of masculine fields with remarkable participation rates. For instance, according to figures of 1990, 32% percent of the academic personnel are in natural sciences, 35% of those in medicine and health related fields, and 24% of those in engineering are females (Acar, 1990:84). The positivist republican state ideology is the reason of giving equal importance to social and natural sciences at the same time (Acar, 1990: 86).

1.3.4.2. Barriers to Success for Women Academicians

Although the entry of women academicians into the academic world is increasing in years, the promotion rate of women is changing slowly. At this point, women claim that they have problems with careers due to the presence of psychological, sociological, and institutional obstacles (Acar, 1990: 88).

To start with discrimination barrier; it is generally based on patriarchal values in society. But in science institutions discrimination is not encountered, instead women academicians are experiencing fair and equal treatment in the academic world (Acar, 1990: 89).

Unlike private and public sector working life, academia generally seems to be more democratic platform for women. Since everyone is only working for science, collaboration between genders is an expected behavior from academicians. Although Turkish women academicians have a high percentage among other European countries in the number of teaching staffs; women academic leaders are still so few. Worldwide, control of educational institutions at all levels, is typically in the hands of men. Twombly (1998:3) notes the disadvantages for academic women such as underrepresentation, gender differentials in rank and otherwise constraint careers.

The most important barrier that is affecting Turkish academic women is role conflict which becomes more dilemmatic as they are going through career improvements. The inability of women scientists to dissociate themselves from traditional family roles causes a huge barrier for their career advancement in academia (Acar, 1990: 89).

Some of the gendered academic careers are focused on the other responsibilities of women. The low representation of women in senior management of universities in Turkey is mostly due to increasing responsibilities of women in their daily lives. Many of the academic women are intentionally refusing to take academic responsibilities to fulfill their accepted and internalized traditional social roles (Özkanlı & White, 327).

1.3.4.3. Women in Academic Administration

The participation rate of women academicians have increased to 40% of the academic work life, but women are still underrepresented at assistant professor and full professor titles. In 2008, Turkish women comprise 34 % of assistant professors, 39 % of instructors and 59 % of language instructors. Despite the relatively high proportion of women in professorship in Turkey, women are not represented in senior management (Özkanlı & White, 2009: 326).

Administrative positions in Turkish universities are wanted because those positions are evaluated as center of power and considered to be prestigious. Particularly for women academicians, top level administrative positions such as faculty dean or head of department bring recognition and respectability at the local and national scale (Acar, 1990: 92).

Although the percentage of women in academic life is constantly increasing in years, the number of academic administrators is moving in a slow pace. As it will be processed in the coming sections, only 10% of universities have women deans. Thus, it shows that women still have a long way to go for top positions in their faculties.

CHAPTER 2
THE RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP,
ORGANIZATIONAL CULTURE AND GENDER

2.1. LEADERSHIP AND ORGANIZATIONAL CULTURE

Culture and leadership are interdependent and interact with each other in an organization. According to Schein (2004: 11), neither culture nor leadership can solely be understood by itself. In fact, the most important ability of leaders is to understand and work with the culture. If leadership is wanted to be distinguished from management; it can be argued that leaders create and change culture whereas managers just live within culture.

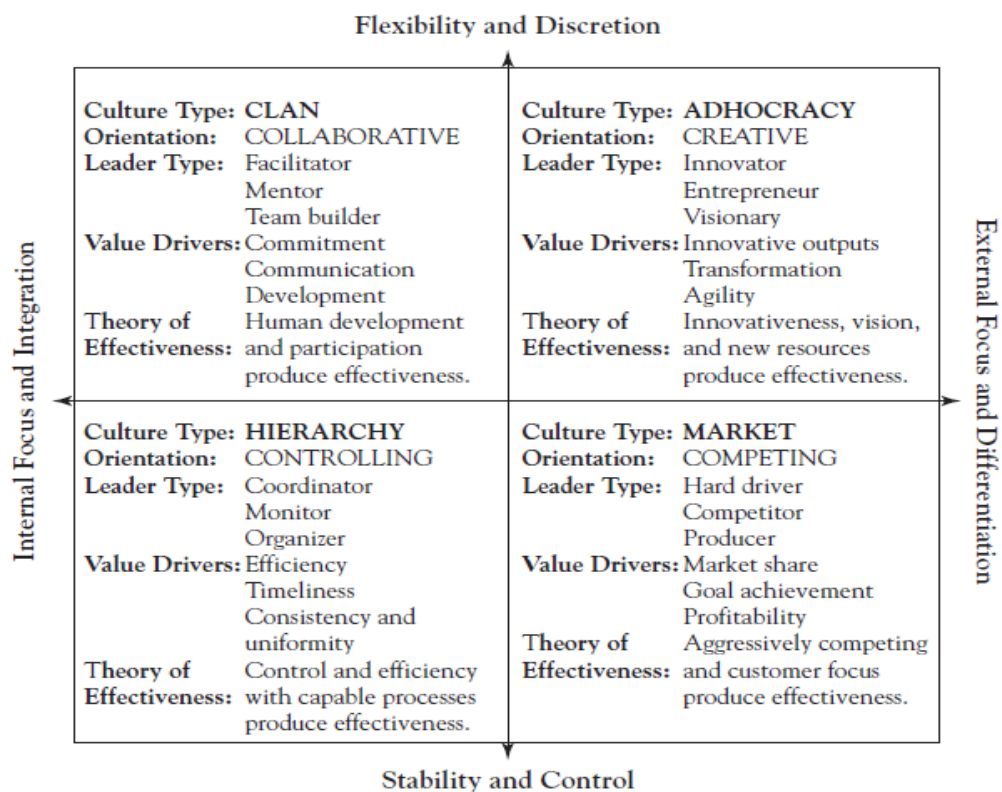
When old leadership styles were used, culture in the organization was fixed and against change. If an organization gives much importance to its initial culture; that habit may cause decline because of having its roots in the organization's past (Bass & Riggio, 2006: 99). But in today's world with new generation leaders, adaptation of change is a must while keeping the continuity of core ideals of an organization.

As said by Schein (2004: 17); culture and leadership are two sides of the same coin in which leaders first create cultures when they create groups and organizations. Once cultures exist, the criterion of ideal leadership is shaped by itself. But, when the elements of a culture become obsolete, it is leader's mission to analyze the situation of culture and manage culture evolution to help the group to survive in a changing environment.

An organizational culture affects its leadership as its leadership effects its culture. If an organization has a strong culture based on its values, it might be so hard for a leader to make it adaptive to the changing conditions. According to Kotter & Heskett (1992:44) only cultures that help organizations anticipate and adapt to change will be associated with superior performance over long periods of time.

Cameron & Quinn studies about culture discovered that most organizations develop a dominant cultural style according to its needs. So, there are four different expected leadership characteristics which are compatible with organizational culture types as summarized in a table below:.

Figure 4 The Competing Values of Leadership, Effectiveness, and Organizational Theory



Source: From Cameron & Quinn, 2006, p.46.

When an organization is dominated by the hierarchy culture; the leaders are found to be successful by their subordinates, peers, and superiors. Those leaders perform matching leadership style; which requires being good at organizing, controlling, monitoring, administering, coordinating and maintaining efficiency (Cameron & Quinn, 1999:42). The roles coming with hierarchy culture leadership are *monitor* and *coordinator*. The Monitor is technically expert and well informed. Documentation of tracks and information management are actively practiced. The

Coordinator is reliable about the maintenance of the work. Reaching stability via controlling is the key to success (Cameron & Quinn, 1999: 114).

Organizations dominated by market culture require leaders who enjoy competitions and aim at goal achievement. Such leaders are good at directing, producing results, negotiating, and motivating others (Cameron & Quinn, 1999:42). The roles coming with market culture leadership are *competitor* and *producer*. The Competitor is aggressive and decisive about reaching goals and targets. Winning is the dominant objectives, thus they are energized by competitive situations. The Producer is task-oriented and work-focused and want to get things done through hard work (Cameron & Quinn, 1999:114).

Moreover, if the organization is dominated by the clan culture, the effective leaders need to be parent-figures, team-builders, facilitators, nurturers, mentors and supporters (Cameron & Quinn, 1999: 42). The roles coming with clan culture leadership are *facilitator* and *mentor*. The facilitators are people and process oriented to reach consensus in the organization. They try to increase participation while involving people in decision making and problem solving. The Mentor is a caring and empathic person who tries to answer the needs of individuals. Mutual respect, trust and commitment are the cornerstones to be performed (Cameron & Quinn, 1999: 114).

Last of all, when the organization is governed by adhocracy culture, the effective leaders are expected to be entrepreneurial, visionary, innovative, creative, risk-oriented, and focused on the future (Cameron & Quinn, 1999:42). The roles coming with adhocracy culture leadership are *innovator* and *visionary*. The Innovator is creative and visualizes change for a better future. The Visionary leaders think future-oriented and emphasize possibilities as well as probabilities (Cameron & Quinn, 1999: 114).

2.2. TRANSFORMATIONAL LEADERSHIP AND ORGANIZATIONAL CULTURE

The role of transformational leader is inevitable in the current business needs, especially in the progress of organizations (Kawatra & Krishnan, 2004:3). According to Burns (1978:20), transformational leadership “occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality.”

Transformational leadership affects the culture of an organization while the followers are encouraged to question their own values, beliefs and expectations (Bass, 1985: 67). When the process is without formal controls, the creativity would be high. Thus, individuals might feel supported for growth and improvement.

Transformational leaders seemed to find the balance between old and present cultures. The adaptive firms led by transformational leaders who support assumptions such as people are trustworthy and purposeful; complex problems can be delegated to the lowest level possible or see mistakes as the basis of how to do a better job (Bass & Riggio, 2006: 102).

In the organizational transformational culture, there is a sense of purpose and a feeling of family where commitments are long term. Mutual interests are shared while believing in interdependence of leaders and followers (Bass & Riggion, 2006: 103).

Leaders serve as role models, mentors and coaches. They work to socialize new members into transformational organizational culture via sharing norms. The norms are adaptive and change with changes in the organization’s environment (Bass & Riggio, 2006: 104).

On the contrary; transactional organizational culture concentrates on explicit and implicit contractual relationships. Commitments remain short term and self-interest is emphasized (Bass & Riggio, 2006: 103). The leadership accepts no deviation from standard operating procedures. Innovation and risk taking are typically discouraged. It manages by exception and rewards followers on their correct application of the rules. Employees work generally independently; but if the organization gives people a task in which they can satisfy their self-interests, people work in cooperation. As a result of those situations, transactional organizations are less able to adapt to changed demands from their internal and external environments (Bass & Riggio, 2006: 102).

2.3. TRANSFORMATIONAL LEADERSHIP OF MEN AND WOMEN

Transformational leadership with its emphasis on creating vision, encourage individual development, and challenging traditional statements has become the most common used model of leadership in organization (Carless, 1998: 887).

Through the history, the vast majority of leaders have been men. But in time, with the changing needs of people, leadership found a different path for success. When elements of transformational leadership analyzed, researchers agreed that women might be more likely to engage in and be more effective than men in transformational leadership (Bass & Riggio, 2006: 112).

According to many investigations on women and their leadership styles, feminine leadership is seen to exist not only due to the difference in the sex of the leader but also due to the gender traits (Kawatra & Krishnan, 2004:2). Thus, they are expected to show different approaches to leadership. But do male and female leaders really differ from each other? It has become the central point of many studies.

According to researchers, it has been suggested that gender differences vary due to the gender congeniality. Gender congeniality is described as “the fit between gender roles and particular leadership roles” (Eagley,et al.,1995: 129). This term

shows individual's interest in a specific leadership role and appraisal of their competence to perform that role. For instance, organizations like military; leadership is defined with masculine terms rather than feminine. Thus, leadership positions would seem to be suitable for men. In other fields, such as education, leadership is described in more feminine ways and women leaders would be the most proper choice for that organizations (Carless, 1998: 891).

A generation ago; men were at the center with their masculine assets like ambition, competitiveness, and task orientation. To break the glass ceiling above them, women adapted male characteristics through training and socialization. Masculinity became a normal situation for women until the changing needs of people. Followers wanted to put something more into their work; they wanted to feel attached to their organization and leader. Thus, people chose to give more importance to relationship rather than putting tasks in the centre of organization. This time, more feminine features such as nurturing, consideration, and caring were adapted by leaders. It is easier for women to adapt themselves to transformational leadership than men because women are more relationship oriented. Necessities of successful leadership are changing over time thus a good balance between task and relationship orientation should be set by leaders.

Although the population of leaders and the way leaders lead have been changed, women still face glass ceiling when it comes to upper level positions. The flattening of organizational hierarchies, the empowerment of followers, and the growing emphasis on qualified leader-follower relations affected leadership style. To be effective in today's world, leaders need to be more transformational. According to growing evidence, women are found more inclined to showing transformational leadership behaviors (Bass & Riggio, 2006: 115).

For instance, the ability to inspirationally motivate followers is largely dependent on skill in emotional communication to convey emotional messages. Likewise, providing individualized consideration and being intellectually stimulating

would require good interpersonal skills, where women may have some advantages over men (Bass & Riggio, 2006: 112).

Moreover, women might be more advantageous due to stereotyped perceptions about how women leaders behave in general. Female leaders attempt to understand the needs of followers and then develop them to higher levels. Whereas male leaders are less conforming, more self-confident, and more likely to take risks (Bass & Riggio, 2006: 123). People should look for the real actions of leaders rather than getting lost between putting leaders in a stereotyped frames. Every gender has some specific strength, so that leaders need to find a gender balance in their actions.

To conclude the issue with Bass & Avolio (2006: 124), women as a group might be more likely than men to develop relationship-oriented behaviors which are crucial for implementing transformational leadership. Thus, women are more advantageous than men to keep up with modern requirements of leadership with their qualifications. On the other hand, women started to overcome the glass ceiling barriers and they started to reach the positions they deserved in time.

2.4. ORGANIZATIONAL CULTURE AND GENDER

Studies have shown that women and men differ in their behaviors and values when it comes to leadership issues. Since gender traits of the leader are varied, their influence on the culture of an organization would be different (Kawatra & Krishnan, 2004:3).

The results of Kawatra & Krishnan (2004:7) study asserted that feminine leadership creates team-oriented, collaborative, and people-oriented cultures. Since feminine leadership tends to support non-aggressive and non-competitive environment, it reduces the result-orientation of a culture. Feminine leaders are seemed to be less focused on the goal and they pay more attention to group processes or individual needs of their followers. Feminine traits of leaders create a visible change in the organizational structures from hierarchical to a flatter one. Finally,

rigid departments started to give importance to flexible project based teams which are based on team orientation and interpersonal skills.

As it can be understood from the sections of this chapter; the relationships between gender, organizational culture and transformational leadership have been processed in pairwise. The reason of choosing this research topic was due to this lack of integrated relationship since no studies have been come across before.

2.5. HYPOTHESES DEVELOPMENT

According to Lincoln (2010: 5), one culture is not necessarily better than the others. Actually, the proper culture for each organization depends on the organization's mission and strategy. For instance, some studies found a positive relationship between clan cultures and university settings. Thus, it is expected to find a significant relationship with clan culture for our study since it is mainly based on universities. The hypotheses will be about transformational leadership, organizational culture, gender differences and type of universities. To refrain from repetition, the introduction of hypothesis will be bodied on the four different cultures with all different variables.

The generic classification of clan organizational culture is thought to be highly compatible with the image of university. Internal relations among individuals might be expected from universities with clan culture (Smart & John, 1996:221). Hierarchy culture has a long history in the higher education organization with its emphasis on stability, control and predictability (Smart & John, 1996:222). Although some qualifications of hierarchy are needed for realizing the administrative activities of universities, it does not comply with egalitarian atmosphere of academic life. According to Smart & John (1996: 222) strong adhocracy cultures are effective in terms of student academic development, student educational satisfaction and community interaction. Thus, adhocracy culture might be preferable for universities. With an emphasis on competitive actions and achievements, market culture is not so common for universities. On the other hand, the adaptive planning strategy and

setting long term goals are making market culture easier to implement at universities (Smart & John, 1996: 222).

The relationship between transformational leadership and organizational culture types would be starting point of the studies. There are various thoughts about the most suitable culture for organizations like universities. Since we do not know the results from the beginning, every possibility should be considered. Thus, we hypothesize:

Hypothesis I:

Ho: There is no significant relationship between transformational/ transactional leadership style and clan, adhocracy, hierarchy and market organizational culture.

Ha: There is a significant relationship between transformational/ transactional leadership style and clan, adhocracy, hierarchy and market organizational culture.

Women transformational leaders are generally associated with clan culture since it is mainly based on human resource development. They can also be linked to adhocracy culture as the leader anticipates followers' needs and continuous improvement in the organization (Cameron & Quinn, 1999: 46).

On the other hand, hierarchy culture gives more importance to process of organizations. Similarly, market culture mainly aims to enhance competitiveness and external environment rather than focusing on employees. Those cultures are probably led by transactional leaders. Thus, there might be no significant relationship between transformational leadership and hierarchy culture or market culture (Cameron & Quinn, 1999: 46).

Gender characteristics are playing an important role in implementing leadership. There might be numerous assumptions about the best culture compatible with the gender of the leader. But, the research can not go any further unless the statement is tested. Thus, we hypothesize:

Hypothesis II:

Ho: The effect of transformational leadership traits of men and women deans on organizational culture is same.

Ha: The effect of transformational leadership traits of men and women deans on organizational culture is different.

Private universities are thought to have more independent environment for academicians, thus a significant positive relationship between clan and adhocracy culture and transformational leadership could be expected. Public universities are thought to have more stable environment for academicians, thus a significant relationship between hierarchy and market culture and transactional leadership could be expected.

Companies might be more flexible to adapt themselves to the different types of organizations. But, university culture and academia life require more flexibility and democratic environment to perform in the best way. With fewer academicians and more economic resources, private universities are thought to be more compatible with clan and adhocracy culture. To go further than assumptions, we hypothesize that:

Hypothesis III:

Ho: The effect of public and private universities which are led with transformational leadership traits on organizational culture is same.

Ha: The effect of public and private universities which are led with transformational leadership traits on organizational culture is different.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. INTRODUCTION

The aim of the study is to identify whether the relationship between transformational leadership style and organizational culture in Turkish universities varies according to gender and type of organization. This chapter discusses the research methodology and hypotheses used to answer the research questions from Chapter I. It describes the two survey instruments used, the Organizational Culture Assessment Instrument (OCAI) designed for the Competing Values Framework, and the MLQ 5X Multifactor Leadership Questionnaire. The sample and analysis are described as well as limitations of the study. The conceptual framework for the organizational culture model is the Competing Values Framework developed by Cameron and Quinn (1999). The leadership model defines transactional and transformational leadership as described by Bass (1985).

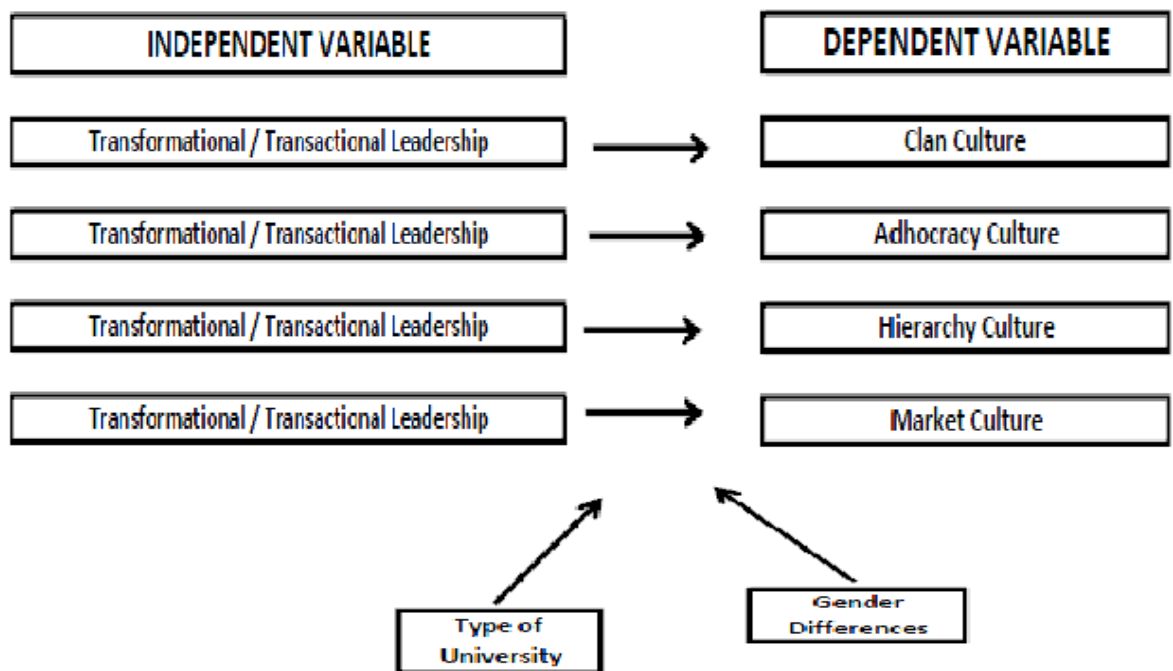
3.2. RESEARCH QUESTIONS AND HYPOTHESES

The aim of the study was to determine difference in the leadership styles of male and female deans as perceived by other academicians is being studied. Further, the study explored whether or not the leadership styles of deans are affected by a specific organizational culture type of the university. This research also adds to the existing body of knowledge by determining if gender differences in public and private university deans tend to foster specific styles of leadership.

The dependent variable in this study is the type of specific organization culture measured by the Competing Values Framework; these include clan, adhocracy, hierarchy, and market cultures (Cameron & Quinn, 1999: 32). The independent variable is the style of leadership found in each specific organizational culture. Although those leadership styles include transformational and transactional leadership, the study specifically focuses on transformational.

Finally, the research model is based on the relationship between three variables: organizational culture, transformational leadership, gender of the dean. Rather than one dependent and one independent variable, the study covers two intervening variables. According to Sekaran (2002:94), intervening variable works as a function of the independent variable. It helps explaining the influence of the independent variable on the dependent variable. In this study gender of the dean and type of university will be intervening variables to analyze the issue from different perspectives. Figure 5 below illustrates the relationship between the variables:

Figure 5 The relationship between variables



When the research is done in details, more research questions should be created to be able to answer according to each organizational culture types. According to Competing Values Framework, there are four different culture types and the relationship between transformational leadership and organizational culture has been investigated. So, four sub-questions for each three main questions are added to the study as shown below:

1) Is there any relationship between organizational culture and transformational leadership style in universities?

Q1: Is there any relationship between clan culture and transformational leadership style as in universities?

Q2: Is there any relationship between adhocracy culture and transformational leadership style in universities?

Q3: Is there any relationship between hierarchy culture and transformational leadership style in universities?

Q4: Is there any relationship between market culture and transformational leadership style in universities?

2) Is there any significant difference between men and women deans regarding the effect of transformational leadership traits on organizational culture?

Q5: Is there any significant difference between men and women deans regarding the effect of transformational leadership traits on clan culture?

Q6: Is there any significant difference between men and women deans regarding the effect of transformational leadership traits on adhocracy culture?

Q7: Is there any significant difference between men and women deans regarding the effect of transformational leadership traits on hierarchy culture?

Q8: Is there any significant difference between men and women deans regarding the effect of transformational leadership traits on market culture?

3) Is there any difference between public and private universities which are led with transformational leadership traits on organizational culture?

Q9: Is there any difference between public and private universities which are led with transformational leadership traits on clan culture?

Q10: Is there any difference between public and private universities which are led with transformational leadership traits on adhocracy culture?

Q11: Is there any difference between public and private universities which are led with transformational leadership traits on hierarchy culture?

Q12: Is there any difference between public and private universities which are led with transformational leadership traits on market culture?

In accordance with the research questions, there are three main hypothesis have been set. But, there will be 20 hypotheses in total to be able to test the model for every dimension. Various assumptions are creating probable relationships between different variables, then hypotheses are set to test the reality of the statements.

Hypothesis I:

Ho: There is no significant relationship between transformational / transactional leadership style and clan, adhocracy, hierarchy and market organizational culture.

Ha: There is a significant relationship between transformational / transactional leadership style and clan, adhocracy, hierarchy and market organizational culture.

Hypothesis 1:

Ho: There is no significant relationship between transformational leadership style and clan organizational culture.

Ha: There is a significant relationship between transformational leadership style and clan organizational culture.

Hypothesis 2:

Ho: There is no significant relationship between transformational leadership style and adhocracy organizational culture.

Ha: There is a significant relationship between transformational leadership style and adhocracy organizational culture.

Hypothesis 3:

Ho: There is no significant relationship between transformational leadership style and hierarchy organizational culture.

Ha: There is a significant relationship between transformational leadership style and hierarchy organizational culture.

Hypothesis 4:

Ho: There is no significant relationship between transformational leadership style and market organizational culture.

Ha: There is a significant relationship between transformational leadership style and market organizational culture.

Hypothesis II:

Ho: The effect of transformational leadership traits of men and women deans on organizational culture is same.

Ha: The effect of transformational leadership traits of men and women deans on organizational culture is different.

Hypothesis 5:

Ho: The effect of transformational leadership traits of men and women deans on clan organizational culture is same.

Ha: The effect of transformational leadership traits of men and women deans on clan organizational culture is different.

Hypothesis 6:

Ho: The effect of transactional leadership traits of men and women deans on clan organizational culture is same.

Ha: The effect of transactional leadership traits of men and women deans on clan organizational culture is different.

Hypothesis 7:

Ho: The effect of transformational leadership traits of men and women deans on adhocracy organizational culture is same.

Ha: The effect of transformational leadership traits of men and women deans on adhocracy organizational culture is different.

Hypothesis 8:

Ho: The effect of transactional leadership traits of men and women deans on adhocracy organizational culture is same.

Ha: The effect of transactional leadership traits of men and women deans on adhocracy organizational culture is different.

Hypothesis 9:

Ho: The effect of transformational leadership traits of men and women deans on hierarchy organizational culture is same.

Ha: The effect of transformational leadership traits of men and women deans on hierarchy organizational culture is different.

Hypothesis 10:

Ho: The effect of transactional leadership traits of men and women deans on hierarchy organizational culture is same.

Ha: The effect of transactional leadership traits of men and women deans on hierarchy organizational culture is different.

Hypothesis 11:

Ho: The effect of transformational leadership traits of men and women deans on market organizational culture is same.

Ha: The effect of transformational leadership traits of men and women deans on market organizational culture is different.

Hypothesis 12:

Ho: The effect of transactional leadership traits of men and women deans on market organizational culture is same.

Ha: The effect of transactional leadership traits of men and women deans on market organizational culture is different.

Hypothesis III:

Ho: The effect of public and private universities which are led with transformational leadership traits on organizational culture is same.

Ha: The effect of public and private universities which are led with transformational leadership traits on organizational culture is different.

Hypothesis 13:

Ho: The effect of public and private universities which are led with transformational leadership traits on clan organizational culture is same.

Ha: The effect of public and private universities which are led with transformational leadership traits on clan organizational culture is different.

Hypothesis 14:

Ho: The effect of public and private universities which are led with transactional leadership traits on clan organizational culture is same.

Ha: The effect of public and private universities which are led with transactional leadership traits on clan organizational culture is different.

Hypothesis 15:

Ho: The effect of public and private universities which are led with transformational leadership traits on adhocracy organizational culture is same.

Ha: The effect of public and private universities which are led with transformational leadership traits on adhocracy organizational culture is different.

Hypothesis 16:

Ho: The effect of public and private universities which are led with transactional leadership traits on adhocracy organizational culture is same.

Ha: The effect of public and private universities which are led with transactional leadership traits on adhocracy organizational culture is different.

Hypothesis 17:

Ho: The effect of public and private universities which are led with transformational leadership traits on hierarchy organizational culture is same.

Ha: The effect of public and private universities which are led with transformational leadership traits on hierarchy organizational culture is different.

Hypothesis 18:

Ho: The effect of public and private universities which are led with transactional leadership traits on hierarchy organizational culture is same.

Ha: The effect of public and private universities which are led with transactional leadership traits on hierarchy organizational culture is different.

Hypothesis 19:

Ho: The effect of public and private universities which are led with transformational leadership traits on market organizational culture is same.

Ha: The effect of public and private universities which are led with transformational leadership traits on market organizational culture is different.

Hypothesis 20:

Ho: The effect of public and private universities which are led with transactional leadership traits on market organizational culture is same.

Ha: The effect of public and private universities which are led with transactional leadership traits on market organizational culture is different.

3.3. SAMPLE

Sampling procedure begins with deciding target population. The target population for this survey was academicians at Turkish private and public universities. But, since there are 128 universities, it would have been impossible to implement the survey to all faculties. Thus, Faculty of Business and Administrative Sciences academicians were picked out of the population.

At first, the full university name lists were downloaded from official webpage of The Council of Higher Education on 19/06/2010. According to that list, there were 94 public and 44 private universities in Turkey. After primary search about universities it was found that only 75 public and 30 private universities had the Faculty of Business and Administrative Sciences. Although there were more than 6000 academicians from 105 universities, only 5500 of the e-mail addresses were reached. The survey was distributed via sending personal e-mail to the chosen participants (Appendix A). Sampling data was collected from e-mail responses and time frame was between June 30- July 30 2010.

According to Sekaran (2002: 237) mail questionnaires have pros and cons for the research. A wide geographical area can be covered in some minutes via Internet. But on the other hand, the response rates are generally low. Thus, self-addressed e-mails with a cover letter were sent to the participants to increase survey response rate (Appendix B).

Quota sampling was chosen as the data collection method of this study. This method uses information about certain characteristics of the population to identify a sample; a predetermined number of responses would be obtained from respondents who have these “essential” characteristics (Chadwick, Bahr & Albrecht, 1984: 66). This procedure is a non-random stratified sampling procedure working on ‘quotas’ set by the researcher. The researcher sets a ‘quota’ of respondents to be chosen from a specific population group, by defining the basis of choice (gender, marital status, ethnicity, education, etc.) and by determining its size. Eventually, the choice of respondents is actually the researcher’s job (Sarantakos, 1998: 152).

According to the information gathered from YOK page, there were 11 universities which had women deans in their faculties. Accordingly, 11 out of 94 universities with male deans that had similar qualifications (size, type, history,...etc.) with the ones with female deans were chosen as the quota of the study. The survey was administered to the chosen academicians in 22 public and private universities of Turkey.

Moreover, deans of those faculties were also informed about the research via e-mail with the survey for getting permission to prosecute this research and get support from them. Each academician with varying academic titles received a copy of the survey in the electronic e-mail along with a cover letter entreating him or her to participate in the study (Appendix C).

The questionnaires were sent around 2450 academicians from 22 Turkish universities, but the response rate was lower than expected. Out of 2450 surveys requested, 372 responded yielding a 15 % response rate. Response rate of faculties with women deans were around 10,7 % since 63 out of 587 academicians have completed the survey. Meanwhile, universities with male deans answered the survey with 16,5 % response rate which was 309 out of 1863 academicians.

Although the number of answered surveys were low, the homogeneity of the study is much better than expected. Faculties with women deans are only 11 universities on the whole and each of them responded in different numbers. In conclusion, after all incomplete and inaccurate questionnaires eliminated, 372 questionnaires were found to be appropriate to be analyzed. Even though quota samples are nonrandom, if they are done systematically and required attention is paid to data collection, generalizable results might be reached (Chadwick, Bahr & Albrecht, 1984:67).

3.4. RESEARCH INSTRUMENT

The research methodology complemented the purpose of the study which seeks to verify the coexisting factors between transformational leadership style and organizational culture types. In this study, MLQ 5X was used to measure transformational leadership and OCAI for the assessment of the organizational culture values.

A regression analysis performed to determine if there was a significant statistical relationship between type of organizational culture and dominant leadership style. This analysis tested the hypotheses stated earlier to a level of significance of $p < .05$. Further, a correlation analysis was used to determine the relationship between variables, and the significance of the identified relationship. The demographics information includes the survey respondent's age, gender, marital status and their academic title.

As the original surveys are in English and our participants are Turkish, the translated versions of surveys were used. Also, those translated surveys have already been tried and found to have high reliability; thus taking the scales from various theses is the best possible action for this study.

Additionally, there were questions concerning the demographics and academic title of each participant. Moreover, since the surveys were mailed one by one to the participants; the information of academicians' university type (public/private) were acquired and added to the SPSS data sheet. Data analysis used SPSS Statistical software package 16.0.

3.4.1. Leadership Style Questionnaire

The design of this study was based on the utilization of the Multifactor Leadership Questionnaire. According to Mind Garden publication in 2010, MLQ has become the benchmark measure of Transformational Leadership with various revisions through the years by Bernard Bass who is known as the father of transformational leadership. As said by Bass & Avolio (2003: 8), the MLQ is especially the best researched measure of transformational leadership. It shows strong validity and reliability; thus many researchers are choosing this scale for their studies. Moreover, MLQ is valid across cultures and applicable to all types of organizations. There are vast numbers of theses, journal articles and independent studies validating MLQ as the best measurement tool of transformational leadership.

The survey instrument to determine leadership styles was the MLQ Form 5X from and the translated version of the questionnaire was acquired from a master thesis by Banu Tuna (2009: 152-153). The questionnaire consists of 36 descriptive items which require a response on 1-5 rating scale. Participants were asked to respond to each item on 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree).

The MLQ has two dimensions and measures the concepts of transactional and transformational leadership as explained below:

3.4.1.1. Transactional Leadership Scale

Transactional leadership is measured with 16 questions in the survey. It has four dimensions; contingent reward, management by exception active, management by exception passive and laissez-faire. The questions measuring transactional leadership scale are; 5, 6, 7, 8, 13, 14, 15, 16, 21, 22, 23, 25, 29, 30, 32, 33. And each dimension had been measured with 4 questions.

The items are grouped into subsections according to different transactional leadership scale dimensions as listed below:

- Contingent Reward: 5, 13, 21 and 29.
- Management by Exception Active: 6, 14, 22 and 30.
- Management by Exception Passive: 7, 15, 23 and 32.
- Laissez- Faire: 8, 16, 25 and 33.

3.4.1.2. Transformational Leadership Scale

Transformational leadership is measured with 20 questions in the survey. It is composed of idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. The questions measuring transformational relationship scale in the questionnaire are: 1, 2, 3, 4, 9, 10, 11, 12, 17, 18, 19, 20, 24, 26, 27, 28, 31, 34, 35, 36.

The items are grouped into subsections according to different transformational leadership scale dimensions as listed below:

- Idealized Influence: 1, 2, 10, 11, 19, 20, 28 and 31.
- Inspirational Motivation: 3, 12, 24 and 34.
- Intellectual Stimulation: 4, 17, 26 and 35.
- Individualized Consideration: 9, 18, 27 and 36.

3.4.2. Organizational Culture Questionnaire

The design of this study was based on the utilization of the Organizational Culture Assessment Instrument (OCAI) designed by Cameron and Quinn (1999). The Competing Values Framework is one of the most effective and extensively used models in the area of organizational culture research. When it is compared with other models and scales, the Competing Values Framework and its matched scale Organizational Culture Assessment Instrument (OCAI) have better validity and reliability (Yu & Wu, 2009: 37).

Competing Values Framework has fewer dimensions than other models and scales of organizational culture; but it is validated in cross cultural research and has broad implications. Moreover, the questionnaire of OCAI includes only 24 items thus it is very convenient for practical operations (Yu & Wu, 2009: 40). The Competing Values Framework is very functional while finding out the relationships between organizational culture and leadership styles. As a consequence, this scale has been used since it is a vital tool for our study.

The Organizational Culture Assessment Instrument (OCAI) which defines each responder's organizational culture and it has been acquired from a different master thesis by Fatih Çalışkan (2009: 69-70).

The original version of the survey was based on ranking the questions according to present and desired future situations. However, since it is time consuming and incompatible for analysis, the Likert scale was chosen and applied.

The questionnaire consists of 24 descriptive items which require a response on 1-5 rating scale. Participants were asked to respond to each item on 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree).

This questionnaire is measuring four different core values of organizational culture: Clan, Adhocracy, Hierarchy and Market. And each dimension had been measured with 6 questions.

- Clan Culture: The questions for measurement are 1,5,9,13,17 and 21.
- Adhocracy Culture: The questions for measurement are 2,6,10,14,18 and 22.
- Hierarchy Culture: The questions for measurement are 4,8,12,16,20 and 24.
- Market Culture: The questions for measurement are 1,7,11,15,19 and 23.

3.5. LIMITATIONS

Response rate was expected to be higher than the end result which could be the biggest limitation of this study. Since the number of the respondents from every university is unbalanced, the results may be insufficient to have a complete perspective of the organization. There may be only one academician who answered the survey from that organization and one response may not be accurate view of a whole organization. In the end, it could be said that the higher is the response rate the better homogeneity would be. Academicians would have felt more involved if the research method was interview rather than e-mail survey.

This chapter has discussed the research method and hypotheses that were used to answer the research questions. The two survey instruments used, MLQ 5X and the Organizational Culture Assessment Instrument (OCAI). The sample and analysis were described as well as limitations of the study.

CHAPTER 4

DATA ANALYSIS

This chapter interprets the study's results and an analysis of findings. The sample is summarized with descriptive statistics and response rates are reported. Tables summarize the testing of the hypotheses with inferential statistics. Conclusions are discussed and followed by a brief summary.

The answers from the questionnaire have been analyzed with statistical techniques. SPSS 16 program is used for the analysis. In order to fully represent the data analysis, the information was categorized and summarized by calculation using the mean. Without calculating the means of the question scores, our data would have been meaningless. Thus, for making further analysis in the best way, mean scores of question groups have been used.

Data analysis is conducted in several phases. The demographic questions and two additionally processed variables are examined with descriptive statistics with frequency analysis. Statistical analyses started with descriptive statistics in order to understand general characteristics of participants. Second, all scales and subscales are subjected to reliability analysis using Cronbach's Alpha. After these analyses, regression and correlation analysis are made. Finally, the model assessed through several multiple regression analyses for hypothesis testing.

4.1. RESPONDENT'S PROFILE

The first analysis with the data was done to find the profile of respondents.

Table 1 presents these results.

Table 1 Descriptive statistics of the demographic variables

Variables	Descriptive Statistics	Percentage (%)
Gender		
Female	142	38,2
Male	230	61,8
Age Group		
21-28	86	23,1
29-36	133	35,8
37-44	86	23,1
45-52	33	8,9
53+	34	9,1
Marital Status		
Married	208	55,9
Single	164	44,1
Academic Title		
Teaching Assistant	20	5,4
Research Assistant	162	43,5
Assistant Professor	106	28,5
Associate Professor	41	11
Professor	43	11,6
Type of University		
Public	284	76,3
Private	88	23,7
Gender of Dean		
Female	63	16,9
Male	309	83,1

As can be seen on the Table 1, the demographic questions in the survey have been analyzed according to descriptive statistics. Besides four demographic questions, two different variables have been processed in SPSS data file under the name of 'type of university' and 'gender of dean' to analyze our sample in the most effective way.

Descriptive statistics analysis shows the sample of the questionnaire. It is seen that the 372 academicians, 142 are female and 230 are male, with the percentages 38,2% and 61,8%. When the ages of the attendants are analyzed, it is seen that ages vary from 21 to over 53. The attendants are stated in five age groups. 23,1% of the attendants is in the 21-28 age group, 35,8% of the attendants is in the 29-36 age group, 23,1% of the attendants is in the 37-44 age group, 8,9% of the attendants is in the 45-52 age group and 9,1% of the attendants is scattered in the ages over 53. It is seen that 208 academicians or 55,9% of the participants are married and 164 academicians or 44,1% participants is single.

According to descriptive statistics analysis of academic title of the academicians; 20 participants 5,4% of the total are teaching assistant, 162 participants 42,5% of the total are research assistant, 106 participants 28,5% of the total are assistant professor, 41 participants 11% of the total are associate professor and lastly 43 participants with 11,6% of the total are professors.

Having two adding variables for demographics is necessary for analysis of the research, so that it has been processed one by one according to survey responses. According to our respondents profile, 284 participants or 76,3% of the sample are from public universities whereas 88 participants or 23,7% of the academicians are from private universities. And among those academicians' faculties; it is seen that 63 academicians or 16,9% of the sample has female dean and 309 academicians or 83,1% of the participants has male dean in their faculties.

4.2. RELIABILITY OF MEASUREMENT INSTRUMENT

Determining the reliability of measurements on a variable is one of the most important applications of correlation analysis. Reliability tests are needed for every measurement since it shows the consistency between questions of a survey and shows if the scale is sufficient to reflect the problem (Kalaycı 2009: 403).

One of the measures of reliability is internal consistency which applies to the consistency among the variables in a scale. To assess this consistency, Cronbach's alpha is used in this study. It shows if questions in the scale represent the whole in homogeneity. The more Cronbach Alpha is close to 1, the higher is the reliability of the scale (Kalaycı 2009: 405). Before proceeding with any further analysis, first the reliabilities of each scale are calculated. Although they were already tested by other researchers many times, it is needed to retest the reliabilities since the questions were translated from English to Turkish. Therefore, it was necessary to check its reliability again to assure the inter item consistency of each factor. Table 2 exhibits these results below:

Table 2 Reliability estimates for the measurement scales

Construct	Cronbach's Alpha
TRANSFORMATIONAL AND TRANSACTIONAL LEADERSHIP	0,902
TRANSFORMATIONAL LEADERSHIP	0,977
Idealized Influence	0,957
Inspirational Motivation	0,878
Intellectual Stimulation	0,902
Individual Consideration	0,878
TRANSACTIONAL LEADERSHIP	0,351
Contingent Reward	0,905
Management by Exception Active	0,172
Management by Exception Passive	0,705
Laissez Faire	0,850

As Table 2 illustrates, except transactional leadership, all the reliability scores of the study concepts are found above 0,70 and mostly above 0.90. This means that the items of each concept are interrelated. The reason that transactional leadership has a low reliability score (Cronbach's Alpha: 0,351) is due to the second dimension of transactional leadership "management by exception active" (Cronbach's Alpha:

0,172). Thus, the reliability of transactional leadership will be the Cronbach's Alpha score of the other and only one remaining dimension, "contingent reward" (0,905), which is higher than the required value of Cronbach's Alpha.

4.3. VALIDITY OF THE SURVEY

The latest version of the Multifactor Leadership Questionnaire (MLQ Form 5X) was completed by 3786 respondents in 14 different samples, ranging in size from 45 to 549 in US (Avolio et al.,1999: 441).

The current study differs from the prior research by using a larger and more heterogeneous sample to test the six factor model proposed by Bass. Respondents from 14 various samples were asked to evaluate their own leader using the latest version of MLQ. A newer MLQ was developed to deal with problems of earlier versions of the scale. The problems were including item wording, discriminant validity among certain leadership factors, and integration of behaviors and attributions in the same scale (Avolio et al.,1999: 442).

According to the creators of the survey scale, the problems were due to the type of analyses employed, restricted sampling, weak item/ scale construction, varying interpretations of transformational leadership components. Thus, the MLQ survey was modified not only to solve the problems but also to examine whether an upgraded version of the MLQ would create more stable and replicable factor structure (Avolio et al.,1999: 442).

4.4. CORRELATION ANALYSIS

Correlation analysis is being used to test the linear relationship between two variables and find out the direction and the degree of a relationship. Correlation coefficient (r) is the indication of relationship and it varies between -1 to +1. The more the relationship is close to +1, the stronger is the positive correlation (Kalaycı, 2009:115).

Table 3 Correlation between dependent and independent variables

		Correlations^a					
		Tform	Tsact	Clan	Adhoc	Hier	Market
Tform	Pearson Correlation	1	-,087	,718**	,725**	,663**	,616**
	Sig. (2-tailed)		,096	,000	,000	,000	,000
Tsact	Pearson Correlation	-,087	1	-,068	-,073	-,066	-,013
	Sig. (2-tailed)	,096		,189	,159	,201	,798
Clan	Pearson Correlation	,718**	-,068	1	,877**	,778**	,747**
	Sig. (2-tailed)	,000	,189		,000	,000	,000
Adhoc	Pearson Correlation	,725**	-,073	,877**	1	,732**	,859**
	Sig. (2-tailed)	,000	,159	,000		,000	,000
Hier	Pearson Correlation	,663**	-,066	,778**	,732**	1	,762**
	Sig. (2-tailed)	,000	,201	,000	,000		,000
Market	Pearson Correlation	,616**	-,013	,747**	,859**	,762**	1
	Sig. (2-tailed)	,000	,798	,000	,000	,000	

** . Correlation is significant at the 0.01 level (2-tailed).

a. Listwise N=372

First correlation was based on the general relationship of dependent and independent variables. Thus, various culture and leadership types were chosen to test the relationship. According to the correlation table, transformational leadership is highly and positively correlated with different culture types.

Since all of the relationships are significant and correlation coefficient (r) is close to +1, it can be stated that a strong relationship exists between transformational leadership and culture. On the other hand; the value of transactional leadership is indicating a negative and insignificant relationship with other variables. The components of transformational and transactional leadership can be analyzed to see the relationship with culture in detail.

Moreover, the relationship between transformational leadership, clan and adhocracy culture is slightly more powerful than other culture types. This situation could be expected to happen due to the nature of culture-leadership specifications.

Table 4 Correlation between components of transformational leadership and culture

Correlations^a

		II	IM	IS	IC	Clan	Adhoc	Hier	Market
II	Pearson Correlation	1	,907**	,880**	,902**	,696**	,692**	,654**	,589**
	Sig. (2-tailed)		,000	,000	,000	,000	,000	,000	,000
IM	Pearson Correlation	,907**	1	,860**	,862**	,663**	,685**	,612**	,591**
	Sig. (2-tailed)	,000		,000	,000	,000	,000	,000	,000
IS	Pearson Correlation	,880**	,860**	1	,853**	,683**	,692**	,642**	,598**
	Sig. (2-tailed)	,000	,000		,000	,000	,000	,000	,000
IC	Pearson Correlation	,902**	,862**	,853**	1	,700**	,707**	,612**	,587**
	Sig. (2-tailed)	,000	,000	,000		,000	,000	,000	,000
Clan	Pearson Correlation	,696**	,663**	,683**	,700**	1	,877**	,778**	,747**
	Sig. (2-tailed)	,000	,000	,000	,000		,000	,000	,000
Adhoc	Pearson Correlation	,692**	,685**	,692**	,707**	,877**	1	,732**	,859**
	Sig. (2-tailed)	,000	,000	,000	,000	,000		,000	,000
Hier	Pearson Correlation	,654**	,612**	,642**	,612**	,778**	,732**	1	,762**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000		,000
Market	Pearson Correlation	,589**	,591**	,598**	,587**	,747**	,859**	,762**	1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	

** . Correlation is significant at the 0.01 level (2-tailed).

a. Listwise N=372

The results show a strong positive correlation with significance varying from +0.5 to 1 alpha values. The findings indicate that there is a high correlation between four different dimensions of transformational leadership and four subsections of organizational culture.

The analysis also indicated that Idealized Influence (II) .907, Inspirational Motivation (IM) .907, Intellectual Stimulation (IS) .880, and Individualized Consideration (IC) .902 have strong correlation respectively with a Sig. (2-tailed) value of .000 which is less than .05.

The analysis also indicated that Clan Culture .877, Adhocracy Culture .877, Hierarchy Culture .778, and Market Culture .859 have strong correlation respectively with a Sig. (2-tailed) value of .000 which is less than .05. As a final point, the analysis suggests that leaders that possess transformational leadership traits at universities adapts a strong clan and adhocracy culture as it has been stated in Table 4 above.

As the last part of the correlation analysis, the components of transactional leadership were correlated with subsections of organizational culture in Table 5 below. The analysis also indicated that Contingent Reward .697, Management by Exception Active (MBE-A) .207, Management by Exception Passive (MBE-P) .700, and Laissez Faire (.700) have varying correlation respectively with a Sig. (2-tailed) value of .000 which is less than .05.

The analysis also indicated that Clan Culture .877, Adhocracy Culture .877, Hierarchy Culture .778, and Market Culture .859 have strong correlation respectively with a Sig. (2-tailed) value of .000 which is less than .05. Although alpha values seem to be positive, general relationship between variables were negatively related.

Table 5 Correlation between components of transactional leadership and culture

Correlations^a

		CR	MBEA	MBEP	LF	Clan	Adhoc	Hier	Market
CR	Pearson Correlation	1	,203**	-,486**	-,690**	,678**	,697**	,626**	,588**
	Sig. (2-tailed)		,000	,000	,000	,000	,000	,000	,000
MBEA	Pearson Correlation	,203**	1	-,092	-,143**	,113*	,130*	,167**	,207**
	Sig. (2-tailed)	,000		,078	,006	,029	,012	,001	,000
MBEP	Pearson Correlation	-,486**	-,092	1	,700**	-,422**	-,426**	-,391**	-,325**
	Sig. (2-tailed)	,000	,078		,000	,000	,000	,000	,000
LF	Pearson Correlation	-,690**	-,143**	,700**	1	-,528**	-,560**	-,526**	-,488**
	Sig. (2-tailed)	,000	,006	,000		,000	,000	,000	,000
Clan	Pearson Correlation	,678**	,113*	-,422**	-,528**	1	,877**	,778**	,747**
	Sig. (2-tailed)	,000	,029	,000	,000		,000	,000	,000
Adhoc	Pearson Correlation	,697**	,130*	-,426**	-,560**	,877**	1	,732**	,859**
	Sig. (2-tailed)	,000	,012	,000	,000	,000		,000	,000
Hier	Pearson Correlation	,626**	,167**	-,391**	-,526**	,778**	,732**	1	,762**
	Sig. (2-tailed)	,000	,001	,000	,000	,000	,000		,000
Market	Pearson Correlation	,588**	,207**	-,325**	-,488**	,747**	,859**	,762**	1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

a. Listwise N=372

4.5. HYPOTHESES TESTING

The study tested hypotheses to determine if there is a relationship between transformational leadership style defined by Bass (1990) as the independent variable and the four types of culture defined by the Competing Values Framework (Cameron & Quinn, 1999) as the dependent variable.

Although leadership by Bass includes transformational and transactional leadership at the same time; this study specifically examines transformational leadership. Thus, most of the hypotheses are based on that leadership style. Each dependent culture types are correlated with transformational leadership as previously discussed. This regression analysis examined each relationship to measure the strength of the relationship with .05 level of significance using SPSS 16.

The hypotheses which were stated in Chapter I will be tested in the following section. Each hypothesis is re-stated to include a sub-hypothesis for each of the four styles of organizational culture. In this study; firstly the general relationship between dependent and independent variables have been investigated. Later, to have more detailed information, a second regression analysis was performed between subsections of transformational leadership and various organizational culture types.

A model obtained from a sample may not be the same as the population model; but the probability of likelihood is high (Field, 2005:171). In accordance with this mentality, generalizations about the population will be made over data analyses on the sample data.

Ho: There is no linear relationship between transformational/ transactional leadership traits and çşan, adhocracy, hierarchy and market organizational culture types.

Ha: There is a linear relationship between transformational/ transactional leadership traits and clan, adhocracy, hierarchy and market organizational culture types.

Hypothesis 1:

Ho: There is no significant relationship between transformational leadership style and clan organizational culture.

Ha: There is a significant relationship between transformational leadership style and clan organizational culture.

Table 6 Clan Culture Leadership Traits Regression

	B	t	sig.
(Constant)	.705	2.269	.024
Transformational	.665	19.744	.000
Transactional	-.016	-.168	.867

R= .718; R²= .516; Adj. R²= .513; F= 196.694; Sig.= .000

Model	B	β	t	sig.
(Constant)	.810		2.428	.016
Idealized Influence	.113	.132	1.147	.252
Inspirational Motivation	.029	.031	.322	.748
Intellectual Stimulation	.212	.228	2.565	.011
Individualized Consideration	.233	.268	2.838	.005
Contingent Reward	.119	.139	1.570	.117
Management by Exception Active	-.064	-.039	-.999	.318
Management by Exception Passive	-.104	-.094	-1.812	.071
Laissez Faire	.089	.098	1.485	.139

R= .730; R²= .533; Adj. R²= .522; F= 51.703; Sig.= .000

As illustrated in Table 6, transformational leadership traits are dependent on clan organizational culture type as defined by the Competing Values Framework and described by the significant (sig) value of .05. According to table; the regression model is found to be statistically meaningful since F value is significant (.000).

Moreover; R², correlation coefficient helps to explain the percentage of variation in the model. R² increase when more variables are added to the model, so adjusted R² should be used in those circumstances. Thus, the model with transformational leadership can explain around 52% of the variation in clan culture.

Since 48% of the variation cannot be explained, there must be other variables that have influence on the model.

T-tests are for measuring whether the predictor is making a significant contribution to the model. Model in general is significant as it can be observed from the first table above with .000 value of significance. But when it has been examined in details, questions which are testing transformational leadership are significant whereas transactional leadership is insignificant. This situation indicates that transactional leadership does not have a meaningful relationship with the clan culture.

Significant ($p < .05$) t-values also show the significance of each variable in the model; thus subsections of transformational and transactional leadership could be interpreted according to its t-values. Idealized influence (II), inspirational motivation (IM), contingent reward (CR), management by exception active (MBE-A), management by exception passive (MBE-P) and laissez-faire (LF) are insignificant variables of the model due to high significance values ($p > .05$). So, there is no relationship between clan culture and II, IM, CR, MBE-A, MBE-P and LF. On the other hand, intellectual stimulation (IS) individualized consideration (IC) have significant t values. Therefore, IS and IC have meaningful relationship with clan culture.

As Field (2005:192) mentioned, "B values" tell us to what degree each significant predictor affects the outcome when the effects of all other predictors are held constant. If the value of B is positive; a positive relationship between the predictor and the outcome exists. Since IS and IC are the significant predictors, their B values have been checked. And, it has been observed that, both of the B values show a positive linear relationship.

Finally, β values in the regression table stand for providing an insight into the importance of a predictor in the model. The most powerful and important independent variable in subsections is Individualized Consideration (.268) besides Intellectual Stimulation is coming after with .228 β value.

As a final point, the existence of a positive linear relationship between dependent and independent variable is obvious. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted that there is a significant relationship between transformational leadership and clan culture.

Hypothesis 2:

Ho: There is no significant relationship between transformational leadership style and adhocracy organizational culture.

Ha: There is a significant relationship between transformational leadership style and adhocracy organizational culture.

Table 7 Adhocracy Culture Leadership Traits Regression

	B	t	sig.
(Constant)	.639	1.957	.051
Transformational	.711	20.095	.000
Transactional	-.029	-.294	.769

R= .725; R²= .525; Adj. R²= .523; F= 203.995; Sig.=.000

Model	B	β	t	sig.
(Constant)	.890		2.554	.011
Idealized Influence	-.059	-.065	-.576	.565
Inspirational Motivation	.129	.131	1.383	.167
Intellectual Stimulation	.203	.206	2.354	.019
Individualized Consideration	.258	.280	3.016	.003
Contingent Reward	.188	.206	2.365	.019
Management by Exception Active	-.045	-.026	-.673	.501
Management by Exception Passive	-.087	-.075	-1.458	.146
Laissez Faire	.019	.020	.300	.764

R= .739; R²= .546; Adj. R²= .536; F= 54.618; Sig.= .000

As illustrated in Table 7, transformational leadership traits are dependent on adhocracy organizational culture type as defined by the Competing Values Framework and described by the significant (sig) value of .05. According to table; the regression model is found to be statistically meaningful since F value is significant (.000).

Moreover; R^2 , correlation coefficient helps to explain the percentage of variation in the model. R^2 increases when more variables are added to the model, so adjusted R^2 should be used in those circumstances. Thus, the model with transformational leadership can explain around 53% of the variation in clan culture. Since 47% of the variation cannot be explained, there must be other variables that have influence on the model.

T-tests are for measuring whether the predictor is making a significant contribution to the model. Model in general is significant as it can be observed from the first table above with .000 value of significance. But when it has been examined in details, questions which are testing transformational leadership are significant whereas transactional leadership is insignificant. This situation indicates that transactional leadership does not have a meaningful relationship with the adhocracy culture.

Significant ($p < .05$) t-values also show the significance of each variable in the model; thus subsections of transformational and transactional leadership could be interpreted according to its t-values. Idealized influence (II), inspirational motivation (IM), management by exception active (MBE-A), management by exception passive (MBE-P) and laissez-faire (LF) are insignificant variables of the model due to high significance values ($p > .05$). So, there is no relationship between adhocracy culture and II, IM, MBE-A, MBE-P and LF. On the other hand, intellectual stimulation (IS), individualized consideration (IC) and contingent reward (CR) have significant t values. Although transactional leadership in general is insignificant, contingent reward as one of its component is found to be significant among others. Therefore, IS, IC and CR have meaningful relationship with adhocracy culture.

As Field (2005:192) mentioned, “B values” tell us to what degree each significant predictor affects the outcome when the effects of all other predictors are held constant. If the value of B is positive; a positive relationship between the predictor and the outcome exists. Since IS, IC and CR are the significant predictors, their B values have been checked. And, it has been observed that, all of the B values show a positive linear relationship.

Finally, β values in the regression table stand for providing an insight into the importance of a predictor in the model. The most powerful and important independent variable in subsections is Individualized Consideration (.280), Intellectual Stimulation and and Contingent Reward are coming after with the same β value (.206).As a final point, the existence of a positive linear relationship between dependent and independent variable is obvious. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted that there is a significant relationship between transformational leadership and adhocracy culture.

Hypothesis 3:

Ho: There is no significant relationship between transformational leadership style and hierarchy organizational culture.

Ha: There is a significant relationship between transformational leadership style and hierarchy organizational culture.

Table 8 Hierarchy Culture Leadership Traits Regression

	B	t	sig.
(Constant)	1.305	4.438	.000
Transformational	.540	16.932	.000
Transactional	-.021	-.234	.815

R= .663; R²= .440; Adj. R²= .437; F= 144.801; Sig.=.000

Model	B	β	t	sig.
(Constant)	1.375		4.331	.000
Idealized Influence	.232	.307	2.469	.014
Inspirational Motivation	-.034	-.042	-.404	.686
Intellectual Stimulation	.202	.247	2571	.011
Individualized Consideration	.001	.001	.008	.994
Contingent Reward	.113	.149	1.558	.120
Management by Exception Active	.021	.014	.341	.734
Management by Exception Passive	-.013	-.014	-.242	.809
Laissez Faire	-.026	-.032	-.446	.656

R= .672; R²= .452; Adj. R²= .440; F= 37.423; Sig.= .000

As illustrated in Table 8, transformational leadership traits are dependent on hierarchy organizational culture type as defined by the Competing Values Framework and described by the significant (sig) value of .05. According to table; the regression model is found to be statistically meaningful since F value is significant (.000).

Moreover; R², correlation coefficient helps to explain the percentage of variation in the model. R² increase when more variables are added to the model, so adjusted R² should be used in those circumstances. Thus, the model with transformational leadership can explain around 44% of the variation in clan culture. Since 56% of the variation cannot be explained, there must be other variables that have influence on the model.

T-tests are for measuring whether the predictor is making a significant contribution to the model. Model in general is significant as it can be observed from the first table above with .000 value of significance. But when it has been examined in details, questions which are testing transformational leadership are significant whereas transactional leadership is insignificant. This situation indicates that transactional leadership does not have a meaningful relationship with the hierarchy culture.

Significant ($p < .05$) t-values also show the significance of each variable in the model; thus subsections of transformational leadership could be interpreted according to its t-values. Inspirational motivation (IM), individualized consideration (IC), contingent reward (CR), management by exception active (MBE-A), management by exception passive (MBE-P) and laissez-faire (LF) are insignificant variables of the model due to high significance values ($p > .05$). So, there is no relationship between hierarchy culture and IM, IC, CR, MBE-A, MBE-P and LF. On the other hand, idealized influence (II) and intellectual stimulation (IS) have significant t values. Therefore, II and IS have meaningful relationship with hierarchy culture.

As Field (2005:192) mentioned, “B values” tell us to what degree each significant predictor affects the outcome when the effects of all other predictors are held constant. If the value of B is positive; a positive relationship between the predictor and the outcome exists. Since II and IS are the significant predictors, their B values have been checked. And, it has been observed that, both of the B values show a positive linear relationship.

Finally, **B** values in the regression table stand for providing an insight into the importance of a predictor in the model. The most powerful and important independent variable in subsections is Idealized Influence (.307) besides Intellectual Stimulation is coming after with .247 **B** value.

As a final point, the existence of a positive linear relationship between dependent and independent variable is obvious. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted that there is a significant relationship between transformational leadership and hierarchy culture.

Hypothesis 4:

Ho: There is no significant relationship between transformational leadership style and market organizational culture.

Ha: There is a significant relationship between transformational leadership style and market organizational culture.

Table 9 Market Culture Leadership Traits Regression

	B	t	sig.
(Constant)	.892	2.769	.006
Transformational	.527	15.089	.000
Transactional	.097	.982	.327

R= .618; R²= .382; Adj. R²= .378; F= 113.892; Sig.=.000

Model	B	β	t	sig.
(Constant)	1.001		2.882	.004
Idealized Influence	-.010	-.013	-.098	.922
Inspirational Motivation	.107	.126	1.159	.247
Intellectual Stimulation	.157	.184	1.828	.068
Individualized Consideration	.129	.162	1.516	.130
Contingent Reward	.114	.145	1.447	.149
Management by Exception Active	.112	.074	1.668	.096
Management by Exception Passive	.028	.027	.463	.644
Laissez Faire	-.056	-.067	-.899	.369

R= .630; R²= .397; Adj. R²= .384; F= 29.911; Sig.=.000

As illustrated in Table 9, transformational leadership traits are dependent on market organizational culture type as defined by the Competing Values Framework and described by the significant (sig) value of .05. According to table; the regression model is found to be statistically meaningful since F value is significant (.000).

Moreover; R^2 , correlation coefficient helps to explain the percentage of variation in the model. R^2 increase when more variables are added to the model, so adjusted R^2 should be used in those circumstances. Thus, the model with transformational leadership can explain around 38% of the variation in clan culture. Since 62% of the variation cannot be explained, there must be other variables that have influence on the model.

T-tests are for measuring whether the predictor is making a significant contribution to the model. Model in general is significant as it can be observed from the first table above with .000 value of significance. But when it has been examined in details, questions which are testing transformational leadership are significant whereas transactional leadership is insignificant. This situation indicates that transactional leadership does not have a meaningful relationship with the market culture.

Significant ($p < .05$) t-values also show the significance of each variable in the model; thus subsections of transformational and transactional leadership could be interpreted according to its t-values. Unfortunately all of the components are insignificant variables of the model due to high significance values ($p > .05$). So, there is no relationship between subdivisions of transformational and transactional leadership with market culture.

As a final point, although there is no relationship between components and market culture; a positive linear relationship exists as a model between dependent and independent variables. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted that there is a significant relationship between transformational leadership and market culture.

In summary, a general relationship between dependent and independent variables have been tested via four hypotheses above. For making further analysis; intervening variables are added to the model. The forthcoming hypotheses will be helping to figure out the effect of independent variable on dependent variables from different perspectives like gender and university type.

4.6. INTERVENING VARIABLE: GENDER OF DEAN

Firstly, dummy variables need to be created to examine the group differences easily. A dummy variable is a variable for which all cases falling into a specific category assume the value of 1 and all cases not falling into that category assume a value of 0.

Thus, when we start creating dummies with gender differences, “Women would be 1 whereas men would be 0”. Later on, when dummies for type of universities are created; “Private universities could be 1 while public universities are 0.”

In statistical terms, the study seeks to answer questions via comparing two regressions. As Fox (2010:18) asserts the dummy regression model can be modified to reflect interactions. According to Gujarati (1995: 512), the multistep Chow test procedure by the use of dummy variables could be the best way to test the rest of the hypotheses. Interaction regressors can be constructed to create a combined model to test with regression. The following model accommodates different intercepts and slopes for women and men. Additionally, the second model will be standing for the other intervening variable as public and private studies.

Let us pool all observations together and estimate the following regression below:

$$Y_i = \beta_0 + \beta_1 \cdot D_i + \beta_2 \cdot X_i + \beta_3 \cdot (D_i \cdot X_i) + e_i$$

According to the model for gender differences; Y_i represents organizational culture and X_i stands for transformational or transactional leadership, where $D_i = 1$ for women deans and zero for men deans at universities. Thus, when 0 and 1 are put in the place of $+D_i$, new models for male and female deans would be like below:

$$\text{Gender} = \left\{ \begin{array}{l} 1, \text{ women} \\ 0, \text{ men} \end{array} \right\}$$

$$Y_i = \beta_0 + \beta_2 \cdot X_i + e_i \text{ (Male Deans)}$$

$$Y_i = \beta_0 + \beta_1 + (\beta_2 + \beta_3) \cdot X_i + e_i \text{ (Female Deans)}$$

According to Gujarati (1995: 512); β_1 is the differential intercept and β_3 is the differential slope coefficient. With the help of creating this model, running only a single regression is sufficient to reach many interpretations at once.

Thus, if the differential intercept coefficient β_1 is statistically insignificant; the hypothesis which asserts that two regressions have the same intercept will be accepted (Gujurati, 1995: 513). Likewise, if the differential slope coefficient β_3 is statistically insignificant but β_1 is significant, the hypothesis which asserts that the two regressions have the same slope can not be rejected.

For hypothesis testing, β_3 which is the coefficient of (dgen*tform) and (dgen*tsact) are the center point of interpretations. If the value of β_3 is significant, it means that men and women deans' transformational and transactional leadership traits are different on organizational culture. But, when β_3 is insignificant, it means that the effects of men on women deans' transformational and transactional leadership traits are same on organizational culture.

Moreover, dummy variable coefficient (β_1) might help to explain dominance of variables. If it is significant, B values of the predictors could be checked. When the B values are "+" for gender dummy, it means that women deans are more

dominant than men. On the other hand, if B values are “-” for gender dummy, it could be interpreted that men deans are the dominant.

Hypothesis 5:

Ho: The effect of transformational leadership traits of men and women deans on clan organizational culture is same.

Ha: The effect of transformational leadership traits of men and women deans on clan organizational culture is different.

Table 10 The effect of gender of dean on clan culture

Model	B	β	t	sig.
(Constant)	.769		5.697	.000
Gender of dean recode (dgen)	-.751	-.277	-2.045	.042
Transformational (tform)	.631	.681	17.394	.000
Dgen x Tform	.217	.318	2.308	.022

R= .723; R²= .523; Adj. R²= .520; F= 134.739; Sig.= .000

$$Y_i = \beta_0 + \beta_2 \cdot X_i + e_i \quad \text{Clan} = 0.769 + 0.631 * \text{tform} + e \text{ (Male Deans)}$$

$$Y_i = \beta_0 + \beta_1 + (\beta_2 + \beta_3) \cdot X_i + e_i \quad \text{Clan} = 0.018 + 0.848 * \text{tform} + e \text{ (Female Deans)}$$

The evaluation of the model starts with F-value, it is significant (.000) and the model is explaining the 52% of the variation. For hypothesis testing, β_3 which is the coefficient of (dgen*tform) is the center point of interpretations. Moreover, dummy variable coefficient (β_1) might help to explain dominance of variables. β_1 is significant (.042), B values of the predictors could be checked. Since the B value (-.751) is “-” for gender dummy, it could be interpreted that men deans are more dominant than female deans.

Since the value of β_3 is significant (.022), it could be said that men and women deans’ transformational leadership traits are different on clan organizational culture. Thus, null hypothesis is rejected and the alternative hypothesis is accepted.

Hypothesis 6:

Ho: The effect of transactional leadership traits of men and women deans on clan organizational culture is same.

Ha: The effect of transactional leadership traits of men and women deans on clan organizational culture is different.

Table 11 The effect of gender of dean on clan culture for transactional leadership

Model	B	β	T	sig.
(Constant)	3.501		8.156	.000
Gender of dean recode (dgen)	.398	.147	.370	.711
Transactional (tsact)	-.170	-.065	-1.156	.249
Dgen x Tsact	-.055	-.060	-.150	.881

R= .112; **R**²= .012; **Adj. R**²= .004; **F**= 1.545; **Sig.**= .203

$$Y_i = \beta_0 + \beta_2 \cdot X_i + e_i \quad \text{Clan} = 3.501 - 0.170 * \text{tsact} + e \text{ (Male Deans)}$$

$$Y_i = \beta_0 + \beta_1 + (\beta_2 + \beta_3) \cdot X_i + e_i \quad \text{Clan} = 3.899 - 0.225 * \text{tsact} + e \text{ (Female Deans)}$$

The evaluation of the model starts with F-value, it is insignificant (.203). For hypothesis testing, β_3 which is the coefficient of (dgen*tsact) is the center point of interpretations. Moreover, dummy variable coefficient (β_1) might help to explain dominance of variables. As it is insignificant (.711), B values of the predictors cannot be checked.

When both values which help to explain the model - β_1 (.711) and β_3 (.881) - are insignificant, it could be interpreted that the effects of men on women deans' transactional leadership traits are same on clan organizational culture. Therefore, null hypothesis is accepted and the alternative hypothesis is rejected.

Hypothesis 7:

Ho: The effect of transformational leadership traits of men and women deans on adhocracy organizational culture is same.

Ha: The effect of transformational leadership traits of men and women deans on adhocracy organizational culture is different.

Table 12 The effect of gender of dean on adhocracy culture for transformational leadership

Model	B	β	T	sig.
(Constant)	.595		4.186	.000
Gender of dean recode (dgen)	-.226	-.079	-.583	.560
Transformational (tform)	.692	.704	18.095	.000
Dgen x Tform	.101	.140	1.024	.307

R= .728; **R**²= .529; **Adj. R**²= .525; **F**= 137.918; **Sig.**= .000

$$Y_i = \beta_0 + \beta_2 \cdot X_i + e_i \quad \text{Adhocracy} = 0.595 + 0.692 * \text{tform} + e \text{ (Male Deans)}$$

$$Y_i = \beta_0 + \beta_1 + (\beta_2 + \beta_3) \cdot X_i + e_i \quad \text{Adhocracy} = 0,369 + 0.793 * \text{tform} + e \text{ (Female Deans)}$$

The evaluation of the model starts with F-value, it is significant (.000) and the model is explaining around 53% of the variation. For hypothesis testing, β_3 which is the coefficient of (dgen*tform) is the center point of interpretations. Moreover, dummy variable coefficient (β_1) might help to explain dominance of variables. As it is insignificant (.560), B values of the predictors cannot be checked.

When both values which help to explain the model - β_1 (.560) and β_3 (.307) - are insignificant, it could be interpreted that the effects of men on women deans' transformational leadership traits are same on adhocracy organizational culture. Therefore, null hypothesis is accepted and the alternative hypothesis is rejected.

Hypothesis 8:

Ho: The effect of transactional leadership traits of men and women deans on adhocracy organizational culture is same.

Ha: The effect of transactional leadership traits of men and women deans on adhocracy organizational culture is different.

Table 13 The effect of gender of dean on adhocracy culture for transactional leadership

Model	B	β	t	sig.
(Constant)	3.749		8.272	.000
Gender of dean recode (dgen)	-.340	-.118	-.299	.765
Transactional (tsact)	-.242	-.087	-1.554	.121
Dgen x Tsact	.235	-.239	.603	.547

R= .143; R²= .020; Adj. R²= .012; F= 2.544; Sig.= .056

$$Y_i = \beta_0 + \beta_2 \cdot X_i + e_i \quad \text{Adhocracy} = 3.749 - 0.242 * \text{tsact} + e \text{ (Male Deans)}$$

$$Y_i = \beta_0 + \beta_1 + (\beta_2 + \beta_3) \cdot X_i + e_i \quad \text{Adhocracy} = 3.409 - 0.007 * \text{tsact} + e \text{ (Female Deans)}$$

The evaluation of the model starts with F-value, it is insignificant (.056). For hypothesis testing, β_3 which is the coefficient of (dgen*tsact) is the center point of interpretations. Moreover, dummy variable coefficient (β_1) might help to explain dominance of variables. As it is insignificant (.765), B values of the predictors cannot be checked.

When both values which help to explain the model - β_1 (.765) and β_3 (.547) - are insignificant, it could be interpreted that the effects of men on women deans' transactional leadership traits are same on adhocracy organizational culture. Therefore, null hypothesis is accepted and the alternative hypothesis is rejected.

Hypothesis 9:

Ho: The effect of transformational leadership traits of men and women deans on hierarchy organizational culture is same.

Ha: The effect of transformational leadership traits of men and women deans on hierarchy organizational culture is different.

Table 14 The effect of gender of dean on hierarchy culture for transformational leadership

Model	B	β	T	sig.
(Constant)	1.294		10.079	.000
Gender of dean recode (dgen)	-.383	-.161	-1.094	.275
Transformational (tform)	.527	.646	15.242	.000
Dgen x Tform	.096	.160	1.073	.284

R= .664; **R**²= .441 ; **Adj. R**²= .437; **F**= 96.955; **Sig.**= .000

$$Y_i = \beta_0 + \beta_2 \cdot X_i + e_i \quad \text{Hierarchy} = 1.294 + 0.527 * \text{tform} + e \text{ (Male Deans)}$$

$$Y_i = \beta_0 + \beta_1 + (\beta_2 + \beta_3) \cdot X_i + e_i \quad \text{Hierarchy} = 0.911 + 0.623 * \text{tform} + e \text{ (Female Deans)}$$

The evaluation of the model starts with F-value, it is significant (.000) and the model is explaining around 44% of the variation. For hypothesis testing, β_3 which is the coefficient of (dgen*tform) is the center point of interpretations. Moreover, dummy variable coefficient (β_1) might help to explain dominance of variables. As it is insignificant (.275), B values of the predictors cannot be checked.

When both values which help to explain the model - β_1 (.275) and β_3 (.284) - are insignificant, it could be interpreted that the effects of men on women deans' transformational leadership traits are same on hierarchy organizational culture. Therefore, null hypothesis is accepted and the alternative hypothesis is rejected.

Hypothesis 10:

Ho: The effect of transactional leadership traits of men and women deans on hierarchy organizational culture is same.

Ha: The effect of transactional leadership traits of men and women deans on hierarchy organizational culture is different.

Table 15 The effect of gender of dean on hierarchy culture for transactional leadership

Model	B	β	T	sig.
(Constant)	3.678		9.726	.000
Gender of dean recode (dgen)	-.347	-.146	-.366	.714
Transactional (tsact)	-.179	-.078	-1.377	.169
Dgen x Tsact	.161	-.198	.496	.620

R= .087; R²= .008; Adj. R²= .000; F= ,937; Sig.= .423

$$Y_i = \beta_0 + \beta_2 \cdot X_i + e_i \quad \text{Hierarchy} = 3.678 - 0.179 * \text{tsact} + e \text{ (Male Deans)}$$

$$Y_i = \beta_0 + \beta_1 + (\beta_2 + \beta_3) \cdot X_i + e_i \quad \text{Hierarchy} = 3.331 - 0.526 * \text{tsact} + e \text{ (Female Deans)}$$

The evaluation of the model starts with F-value, it is insignificant (.423). For hypothesis testing, β_3 which is the coefficient of (dgen*tsact) is the center point of interpretations. Moreover, dummy variable coefficient (β_1) might help to explain dominance of variables. As it is insignificant (.714), B values of the predictors cannot be checked.

When both values which help to explain the model - β_1 (.714) and β_3 (.620) - are insignificant, it could be interpreted that the effects of men on women deans' transactional leadership traits are same on hierarchy organizational culture. Therefore, null hypothesis is accepted and the alternative hypothesis is rejected.

Hypothesis 11:

Ho: The effect of transformational leadership traits of men and women deans on market organizational culture is same.

Ha: The effect of transformational leadership traits of men and women deans on market organizational culture is different.

Table 16 The effect of gender of dean on market culture for transformational leadership

Model	B	β	t	sig.
(Constant)	1.184		8.430	.000
Gender of dean recode (dgen)	.085	.034	.223	.824
Transformational (tform)	.514	.605	13.614	.000
Dgen x Tform	.026	.042	.267	.790

R= .621; R²= .386 ; Adj. R²= .381; F= 76.991; Sig.= .000

$$Y_i = \beta_0 + \beta_2 \cdot X_i + e_i$$

$$\text{Market} = 1.184 + 0.514 * \text{tform} + e \text{ (Male Deans)}$$

$$Y_i = \beta_0 + \beta_1 + (\beta_2 + \beta_3) \cdot X_i + e_i$$

$$\text{Market} = 1.269 + 0.540 * \text{tform} + e \text{ (Female Deans)}$$

The evaluation of the model starts with F-value, it is significant (.000) and the model is explaining around 38% of the variation. For hypothesis testing, β_3 which is the coefficient of (dgen*tform) is the center point of interpretations. Moreover, dummy variable coefficient (β_1) might help to explain dominance of variables. As it is insignificant (.824), B values of the predictors cannot be checked.

When both values which help to explain the model - β_1 (.824) and β_3 (.790) - are insignificant, it could be interpreted that the effects of men on women deans' transformational leadership traits are same on hierarchy organizational culture. Therefore, null hypothesis is accepted and the alternative hypothesis is rejected.

Hypothesis 12:

Ho: The effect of transactional leadership traits of men and women deans on market organizational culture is same.

Ha: The effect of transactional leadership traits of men and women deans on market organizational culture is different.

Table 17 The effect of gender of dean on market culture for transactional leadership

Model	B	β	t	sig.
(Constant)	3.202		8,160	.000
Gender of dean recode (dgen)	-.287	-.116	-.292	.771
Transactional (tsact)	-.067	-.028	-.497	.620
Dgen x Tsact	.209	-.246	.620	.536

R= .132; R²= .018; Adj. R²= .010; F=2.187; Sig.= .089

$$Y_i = \beta_0 + \beta_2 \cdot X_i + e_i$$

Market = 3.202 – 0.067 * tsact + e (Male Deans)

$$Y_i = \beta_0 + \beta_1 + (\beta_2 + \beta_3) \cdot X_i + e_i$$

Market = 2,915 + 0.142 * tsact + e (Female Deans)

The evaluation of the model starts with F-value, it is insignificant (.089). For hypothesis testing, β_3 which is the coefficient of (dgen*tsact) is the center point of interpretations. Moreover, dummy variable coefficient (β_1) might help to explain dominance of variables. As it is insignificant (.771), B values of the predictors cannot be checked.

When both values which help to explain the model - β_1 (.771) and β_3 (.536) - are insignificant, it could be interpreted that the effects of men on women deans' transactional leadership traits are same on market organizational culture. Therefore, null hypothesis is accepted and the alternative hypothesis is rejected.

4.7. INTERVENING VARIABLE: TYPE OF UNIVERSITY

Let us pool all observations together and estimate the following regression below:

$$Y_i = \beta_0 + \beta_1 \cdot D_i + \beta_2 \cdot X_i + \beta_3 (D_i \cdot X_i) + e_i$$

According to the model for gender differences; Y_i represents organizational culture and X_i stands for transformational or transactional leadership, where $D_i = 1$ for private universities and zero for public universities. Thus, when 0 and 1 are put in the place of D_i , new models for public and private universities would be like below:

$$\text{Gender} = \left\{ \begin{array}{l} 1, \text{ private} \\ 0, \text{ public} \end{array} \right\}$$

$$Y_i = \beta_0 + \beta_2 \cdot X_i + e_i \text{ (Private Universities)}$$

$$Y_i = \beta_0 + \beta_1 + (\beta_2 + \beta_3) \cdot X_i + e_i \text{ (Public Universities)}$$

According to Gujarati (1995: 512); β_1 is the differential intercept and β_3 is the differential slope coefficient. With the help of creating this model, running only a single regression is sufficient to reach many interpretations at once.

Thus, if the differential intercept coefficient β_1 is statistically insignificant; the hypothesis which asserts that two regressions have the same intercept will be accepted (Gujarati, 1995: 513). Likewise, if the differential slope coefficient β_3 is statistically insignificant but β_1 is significant, the hypothesis which asserts that the two regressions have the same slope can not be rejected.

For hypothesis testing, β_3 which is the coefficient of (dtype*tform) and (dtype*tsact) are the center point of interpretations. If the value of β_3 is significant, it means that public and private universities which are led with transformational and

transactional leadership traits are different on organizational culture. But, when β_3 is insignificant, it means that the effects of public and private universities which are led with transformational and transactional leadership traits on clan organizational culture are same.

Moreover, dummy variable coefficient (β_1) might help to explain dominance of variables. If it is significant, B values of the predictors could be checked. When the B values are “+” for type of university dummy, it means that private universities are more dominant than public universities. On the other hand, if B values are “-” for gender dummy, it could be interpreted that public universities are the dominant ones.

Hypothesis 13:

Ho: The effect of public and private universities which are led with transformational leadership traits on clan organizational culture is same.

Ha: The effect of public and private universities which are led with transformational leadership traits on clan organizational culture is different.

Table 18 The effect of type of university on clan culture for transformational leadership

Model	B	β	t	sig.
(Constant)	.833		5.839	.000
Type of university recode (dtype)	-.760	-.318	-2.558	.011
Transformational (tform)	.619	.667	16.295	.000
Dtype x Tform	.205	.326	2.595	.010

R= .724; **R**²= .525; **Adj. R**²= .521; **F**= 135.436; **Sig.**= .000

$$Y_i = \beta_0 + \beta_2 \cdot X_i + e_i \quad \text{Clan} = 0.833 + 0.619 * \text{tform} + e \text{ (Private Universities)}$$

$$Y_i = \beta_0 + \beta_1 + (\beta_2 + \beta_3) \cdot X_i + e_i \quad \text{Clan} = 0.073 + 0.824 * \text{tform} + e \text{ (Public Universities)}$$

The evaluation of the model starts with F-value, it is significant (.000) and the model is explaining the 52% of the variation. For hypothesis testing, β_3 which is the coefficient of (dtype*tform) is the center point of interpretations. Moreover, dummy variable coefficient (β_1) might help to explain dominance of variables. β_1 is significant (.011), B values of the predictors could be checked. Since the B value (-.760) is “-” for type of university dummy, it could be interpreted that public universities are more dominant than private universities.

Since the value of β_3 is significant (.010), it could be said that public and private universities which are led with transformational leadership traits are different on clan organizational culture. Thus, null hypothesis is rejected and the alternative hypothesis is accepted.

Hypothesis 14:

Ho: The effect of public and private universities which are led with transactional leadership traits on clan organizational culture is same.

Ha: The effect of public and private universities which are led with transactional leadership traits on clan organizational culture is different.

Table 19 The effect of type of university on clan culture for transactional leadership

Model	B	β	t	sig.
(Constant)	3.186		7.110	.000
Type of university recode (dtype)	1.634	.684	1.744	.082
Transactional (tsact)	-.045	-.017	-.295	.768
Dtype x Tsact	-.570	-.701	-1.778	.076

R= .115; R²= .013; Adj. R²= .005; F= 1.639; Sig.= .180

$$Y_i = \beta_0 + \beta_2 \cdot X_i + e_i \quad \text{Clan} = 3.186 - 0.045 * \text{tsact} + e \text{ (Private Universities)}$$

$$Y_i = \beta_0 + \beta_1 + (\beta_2 + \beta_3) \cdot X_i + e_i \quad \text{Clan} = 4.820 - 0.615 * \text{tsact} + e \text{ (Public Universities)}$$

The evaluation of the model starts with F-value, it is insignificant (.180). For hypothesis testing, β_3 which is the coefficient of (dtype*tform) is the center point of interpretations. Moreover, dummy variable coefficient (β_1) might help to explain dominance of variables. As it is insignificant (.082), B values of the predictors cannot be checked.

When both values which help to explain the model - β_1 (.082) and β_3 (.076) - are insignificant, it could be interpreted that public and private universities which are led with transactional leadership traits are same on clan organizational culture. Therefore, null hypothesis is accepted and the alternative hypothesis is rejected.

Hypothesis 15:

Ho: The effect of public and private universities which are led with transformational leadership traits on adhocracy organizational culture is same.

Ha: The effect of public and private universities which are led with transformational leadership traits on adhocracy organizational culture is different.

Table 20 The effect of type of university on adhocracy culture for transformational leadership

Model	B	β	t	sig.
(Constant)	.630		4.179	.000
Type of university recode (dtype)	-.345	-.136	-1.099	.272
Transformational (tform)	.687	.669	17.115	.000
Dtype x Tform	.110	.165	1.315	.189

R= .726; R²= .528 ; Adj. R²= .524; F= 136.994; Sig.= .000

$$Y_i = \beta_0 + \beta_2 \cdot X_i + e_i \quad \text{Adhocracy} = 0.630 + 0.687 * \text{tform} + e \text{ (Private Universities)}$$

$$Y_i = \beta_0 + \beta_1 + (\beta_2 + \beta_3) \cdot X_i + e_i \quad \text{Adhocracy} = 0.285 + 0.797 * \text{tform} + e \text{ (Public Universities)}$$

The evaluation of the model starts with F-value, it is significant (.000) and the model is explaining around 52% of the variation. For hypothesis testing, β_3 which is the coefficient of (dtype*tform) is the center point of interpretations. Moreover, dummy variable coefficient (β_1) might help to explain dominance of variables. As it is insignificant (.272), B values of the predictors cannot be checked.

When both values which help to explain the model - β_1 (.272) and β_3 (.189) - are insignificant, it could be interpreted that public and private universities which are led with transformational leadership traits are same on adhocracy organizational culture. Therefore, null hypothesis is accepted and the alternative hypothesis is rejected.

Hypothesis 16:

Ho: The effect of public and private universities which are led with transactional leadership traits on adhocracy organizational culture is same.

Ha: The effect of public and private universities which are led with transactional leadership traits on adhocracy organizational culture is different.

Table 21 The effect of type of university on adhocracy culture for transactional leadership

Model	B	β	t	sig.
(Constant)	3.379		7.105	.000
Type of university recode (dtype)	1.383	.546	1.390	.165
Transactional (tsact)	-.098	-.035	-.599	.549
Dtype x Tsact	-.458	-.531	-1.347	.179

R= .103; R²= .011 Adj. R²= .003; F= 1.327; Sig.= .265

$$Y_i = \beta_0 + \beta_2 \cdot X_i + e_i \quad \text{Adhocracy} = 3.379 - 0.098 * \text{tsact} + e \text{ (Private Universities)}$$

$$Y_i = \beta_0 + \beta_1 + (\beta_2 + \beta_3) \cdot X_i + e_i \quad \text{Adhocracy} = 4.762 - 0.556 * \text{tsact} + e \text{ (Public Universities)}$$

The evaluation of the model starts with F-value, it is insignificant (.265). For hypothesis testing, β_3 which is the coefficient of (dtype*tform) is the center point of interpretations. Moreover, dummy variable coefficient (β_1) might help to explain dominance of variables. As it is insignificant (.165), B values of the predictors cannot be checked.

When both values which help to explain the model - β_1 (.165) and β_3 (.179) - are insignificant, it could be interpreted that public and private universities which are led with transactional leadership traits are same on adhocracy organizational culture. Therefore, null hypothesis is accepted and the alternative hypothesis is rejected.

Hypothesis 17:

Ho: The effect of public and private universities which are led with transformational leadership traits on hierarchy organizational culture is same.

Ha: The effect of public and private universities which are led with transformational leadership traits on hierarchy organizational culture is different.

Table 22 The effect of type of university on hierarchy culture for transformational leadership

Model	B	β	t	sig.
(Constant)	1.377		10.209	.000
Type of university recode (dtype)	-.584	-.278	-2.078	.038
Transformational (tform)	.513	.630	14.299	.000
Dtype x Tform	.116	.210	1.551	.122

R= .670; R²= .450; Adj. R²= .445; F= 100.173; Sig.= .000

$$Y_i = \beta_0 + \beta_2 \cdot X_i + e_i$$

$$\text{Hierarchy} = 1.377 + 0.513 \cdot \text{tform} + e \text{ (Private Universities)}$$

$$Y_i = \beta_0 + \beta_1 + (\beta_2 + \beta_3) \cdot X_i + e_i$$

$$\text{Hierarchy} = 0.793 + 0.629 \cdot \text{tform} + e \text{ (Public Universities)}$$

The evaluation of the model starts with F-value, it is significant (.000) and the model is explaining around 45% of the variation. For hypothesis testing, β_3 which is the coefficient of (dtype*tform) is the center point of interpretations. Moreover, dummy variable coefficient (β_1) might help to explain dominance of variables. β_1 is significant (.038), B values of the predictors could be checked. Since the B value (-.584) is “-” for type of university dummy, it could be interpreted that public universities are more dominant than private universities.

But, when β_3 is insignificant, it means that the effects of public and private universities which are led with transformational leadership traits on clan organizational culture are same on hierarchy organizational culture. Therefore, null hypothesis is accepted and the alternative hypothesis is rejected.

Hypothesis 18:

Ho: The effect of public and private universities which are led with transactional leadership traits on hierarchy organizational culture is same.

Ha: The effect of public and private universities which are led with transactional leadership traits on hierarchy organizational culture is different.

Table 23 The effect of type of university on hierarchy culture for transactional leadership

Model	B	β	t	sig.
(Constant)	3.453		8.769	.000
Type of university recode (dtype)	.678	.323	.823	.411
Transactional (tsact)	-.080	-.035	-.593	.553
Dtype x Tsact	-.290	-.406	-1.030	.304

R= .115; **R**²= .013 **Adj. R**²= .005; **F**= 1.653; **Sig.**= .177

$$Y_i = \beta_0 + \beta_2 \cdot X_i + e_i \quad \text{Hierarchy} = 3.453 - 0.080 * \text{tsact} + e \text{ (Private Universities)}$$

$$Y_i = \beta_0 + \beta_1 + (\beta_2 + \beta_3) \cdot X_i + e_i \quad \text{Hierarchy} = 4.131 - 0.370 * \text{tsact} + e \text{ (Public Universities)}$$

The evaluation of the model starts with F-value, it is insignificant (.177). For hypothesis testing, β_3 which is the coefficient of (dtype*tform) is the center point of interpretations. Moreover, dummy variable coefficient (β_1) might help to explain dominance of variables. As it is insignificant (.411), B values of the predictors cannot be checked.

When both values which help to explain the model - β_1 (.411) and β_3 (.304) - are insignificant, it could be interpreted that public and private universities which are led with transactional leadership traits are same on hierarchy organizational culture. Therefore, null hypothesis is accepted and the alternative hypothesis is rejected.

Hypothesis 19:

Ho: The effect of public and private universities which are led with transformational leadership traits on market organizational culture is same.

Ha: The effect of public and private universities which are led with transformational leadership traits on market organizational culture is different.

Table 24 The effect of type of university on market culture for transformational leadership

Model	B	β	T	sig.
(Constant)	1.233		8.269	.000
Type of university recode (dtype)	-.228	-.104	-.734	.463
Transformational (tform)	.509	.599	12.826	.000
Dtype x Tform	.063	.109	.761	.447

R= .617; R²= .381; Adj. R²= .376; F= 75.516; Sig.= .000

$$Y_i = \beta_0 + \beta_2 \cdot X_i + e_i$$

$$\text{Market} = 1,233 + 0.509 \cdot \text{tform} + e \text{ (Private Universities)}$$

$$Y_i = \beta_0 + \beta_1 + (\beta_2 + \beta_3) \cdot X_i + e_i$$

$$\text{Market} = 1.005 + 0.572 \cdot \text{tform} + e \text{ (Public Universities)}$$

The evaluation of the model starts with F-value, it is significant (.000) and the model is explaining around 38% of the variation. For hypothesis testing, β_3 which is the coefficient of (dtype*tform) is the center point of interpretations. Moreover, dummy variable coefficient (β_1) might help to explain dominance of variables. As it is insignificant (.463), B values of the predictors cannot be checked.

When both values which help to explain the model - β_1 (.463) and β_3 (.447) - are insignificant, it could be interpreted that public and private universities which are led with transformational leadership traits are same on clan organizational culture. Therefore, null hypothesis is accepted and the alternative hypothesis is rejected.

Hypothesis 20:

Ho: The effect of public and private universities which are led with transactional leadership traits on market organizational culture is same.

Ha: The effect of public and private universities which are led with transactional leadership traits on market organizational culture is different.

Table 25 The effect of type of university on market culture for transactional leadership

Model	B	β	T	sig.
(Constant)	2.981		7.219	.000
Type of university recode (dtype)	.753	.344	.872	.384
Transactional (tsact)	.028	.012	.200	.841
Dtype x Tsact	-.260	-.349	-.881	.379

R= .048; R²= .002 Adj. R²= -.006; F= 0,281; Sig.= .839

$$Y_i = \beta_0 + \beta_2 \cdot X_i + e_i \quad \text{Market} = 2.981 + 0.028 * \text{tsact} + e \text{ (Private Universities)}$$

$$Y_i = \beta_0 + \beta_1 + (\beta_2 + \beta_3) \cdot X_i + e_i \quad \text{Market} = 3.734 - 0.232 * \text{tsact} + e \text{ (Public Universities)}$$

The evaluation of the model starts with F-value, it is insignificant (.839). For hypothesis testing, β_3 which is the coefficient of (dtype*tform) is the center point of interpretations. Moreover, dummy variable coefficient (β_1) might help to explain dominance of variables. As it is insignificant (.384), B values of the predictors cannot be checked.

When both values which help to explain the model - β_1 (.384) and β_3 (.379) - are insignificant, it could be interpreted that public and private universities which are led with transactional leadership traits are same on market organizational culture. Therefore, null hypothesis is accepted and the alternative hypothesis is rejected.

CONCLUSION AND RECOMMENDATIONS

This chapter elaborates on the relationship between leadership styles and different organizational cultures by summarizing purpose, results and implications of the study. This study is focused on the development of a conceptual framework of leadership styles, organizational cultures and gender differences. Limitations of the research are discussed, as well as suggestions for future research.

Purpose of the Study

The aim of the study is to identify whether the relationship between transformational leadership style and organizational culture in Turkish universities varies according to gender and type of organization. In this study, possible relationships were converted into hypotheses and tested with statistical programs.

Summary of Major Findings

The survey of the study combined Multifactor Leadership Questionnaire (MLQ 5X) and the Organizational Culture Assessment Instrument (OCAI) with a demographic survey. It collected 372 responses of academicians from various universities describing the style of their deans and their organizational culture. Regression analysis measured the relationship between the independent variable of leadership and dependent variable of organizational culture.

The Competing Values Framework as defined by Cameron and Quinn (1999) described the organizational culture. Leadership styles were defined by Avolio and Bass (2006) as transformational and transactional. The research fulfills all of the major requirements that were identified in the analysis of the study.

The MLQ 5X developed by Bass and Avolio was used to define leadership traits as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The Competing Value Framework was implemented to

evaluate the organizational culture types. It was asserted by Cameron and Quinn that leadership is related to Clan, Adhocracy, Market and Hierarchy cultures. One of the most significant findings of this study was that transformational leadership traits are positively correlated with Clan .718, Adhocracy .725, Market .616 and Hierarchy .663.

Cameron and Quinn (2006) predicted behaviors of transformational leadership to be especially related to clan and adhocracy culture. For instance, if the organization is dominated by the clan culture, the effective leaders need to be parent-figures, team-builders, facilitators, nurturers, mentors and supporters (Cameron & Quinn, 1999: 42). The roles coming with clan culture leadership are *facilitator* and *mentor*. Moreover, when the organization is governed by adhocracy culture, the effective leaders are expected to be entrepreneurial, visionary, innovative, creative, risk-oriented, and focused on the future (Cameron & Quinn, 1999:42). The roles coming with adhocracy culture leadership are *innovator* and *visionary*. Although, the positive relationship was especially expected by clan and adhocracy culture, the results of analysis shows that transformational culture has a significant positive correlation for every type of the culture.

Later on, the analysis was made on hypotheses about the effect of gender of deans and type of universities. Dummy variables were created to examine group differences easily. Women deans are expected to perform transformational leadership on clan and adhocracy in the best way. But, only for the clan culture it was found that men and women deans' transformational leadership traits were different. The rest of the culture types show no difference related to gender of the dean.

When it comes to type of university hypotheses, the expectations from private university culture were more or less the same as gender of the dean. Since private universities seemed to have more flexible atmosphere, clan and adhocracy cultures were expected to be observed in a more significant way. In accordance with analyses results; the public and private universities which are with transformational leadership

traits show difference for clan culture. Type of the university showed no difference on transformational leadership for other organizational culture types.

Discussion

Leadership has become the topic to many researches and as a result of these researches leadership theories have been improved. As contemporary leadership models, transformational and transactional leadership styles are trying to explain the difference of leadership behaviors in organizations. One of the most important characteristics of contemporary leadership is related to the influence between leader and follower on the organizational culture. When workers are motivated and satisfied by their transformational leaders, they feel committed to their organization. This study also found that a relationship exists between organizational culture and transformational leadership.

Discussion will be executed over three main subtopics related to the aims of study:

- *Transformational Leadership and Organizational Culture*

Dissertation by Schimmoeller (2007) investigated the relationship between organizational culture and leadership style in an organization. Employees working full- time in various industries were chosen as the sample of study. Organizational Culture Assessment Instrument (OCAI) and Multifactor Leadership Questionnaire (MLQ 5X) were used as the survey instruments. A significant relationship between organizational culture and leadership were found. Transactional and transformational leadership were positively correlated with clan and adhocracy culture.

On the other hand, some researchers want to find out the impact of leadership and culture relationship on the performance of the organization. Öztop (2008)'s thesis could be a good example for this topic. 255 questionnaires were collected from manufacturing firms which have more than 50 employees in Turkey. Transactional

leadership was found to have a direct positive influence on both bureaucracy and market culture. On the other hand, transformational leadership had influence on adhocracy, clan and market culture. Transformational leadership and clan culture were found to have a positive effect on the qualitative performance of the firms.

According to the findings of this thesis; a positive relationship with transformational leadership and organizational culture types was found. Although, public universities are generally expected to have hierarchical or market culture; the results are totally different. Moreover, there were no significant relationship between culture types and transactional leadership. The studies under the subtopic for leadership and organizational culture integrate people from different backgrounds, countries or sectors into transformational leadership era.

- Gender of Leader and Organizational Culture

A study in 1990 by Young aimed to determine if the transformational, transactional, and non-leadership behaviors of academic deans differed based on the deans' gender. The MLQ Self-Rating Form was mailed to 375 deans from various universities. The results indicated that male and female deans did not differ significantly on their leadership behaviors.

Druskat (1994) made a study with 6359 subordinates of leaders in all-male and all-female religious orders of the Roman Catholic Church. Traditionally masculine organizations are generally thought to be less conducive to women's display of transformational leadership. After the studies with MLQ, subordinate ratings showed that both female and male leaders exhibit transformational than transactional leadership.

The first study by Young has common outcomes with our study since male and female deans did not differ on their leadership behaviors. Women were expected to show female characteristics in their leadership styles. However, except clan leadership style, there were no difference between the deans' gender. This situation

might take place since women are slowly getting used to senior management levels as newcomers.

On the other hand, an organization should have a specific leadership style. Thus, differentiating transactional from transformational leadership might be important for training, assessment and development (Avolio et. al, 1999: 459). Women should take advantage of their female characteristics for creating cultures led by transformational leadership.

- Type of Organization, Culture and Leadership

Feyza Türker (2007) studied the effect of organizational culture on the career development of women. The study consisted of 194 women who work in public institutions and data was gathered with survey method. Results were verifying the generalization that public institutions have hierarchy culture. Women workers were expected to comply with their traditional roles. Moreover, those public institutions were strictly managed by rules.

Public universities in our study were expected to be managed in line with hierarchy or market culture. However, except clan leadership style, there were no difference between types of universities.

Limitations of Research Design

Among various researches, there were no study encountered which aimed to find the relationship between transformational leadership and organizational culture in Turkish universities differing with gender and type of organization. Thus, there was scarcity of literature about data.

Secondly, for this research only the MLQ rater form for participants to rate their leaders were used; but the leader form to rate their own leadership was not included. If that leader form were used, the reliability of the ratings would have been

different but at the same time it would have consumed more resources for the research.

This study included academicians who are a part of Faculty of Business and Administrative Sciences in public and private universities. The candidates were selected for response and their willingness to participate was needed while protecting anonymity. The sample was very huge but the response rate was not that high as expected. Thus, the response group may not reflect all of the population. A method to improve sample and increase response rates would make the research more unbiased. Overall, the biggest limitation encountered was the low response rate of survey from participants.

Recommendations

Managerial Implications

For the professional business work environment, practicing transformational leadership is a complicated process since it has only around thirty years of background. Thus, managers should be aware of the importance of the relationship between leadership styles and organizational culture. In this circumstance, that possible relationship is affecting not only leaders but also followers as well.

Rather than continue traditional leadership traits, managers must be open to be educated about leadership styles. Workers from every division should be able to make a distinction between transformational and transactional leadership styles. But this can only happen with training programs which are executed organization-wide.

Implications for Future Research

The results of this study added insight to the relationship between culture, leadership, gender and type of universities. However, more studies need to be conducted to challenge the existing literature.

First of all, quota sampling method that was chosen for this study may have created some restrictions for the analysis. The sample size can be enlarged to eliminate those possible drawbacks in the future.

Secondly, since the response rate of survey is quite low, interview method seems to be a better choice to reach more results for the upcoming studies.

Thirdly, a study by Mimir (2008: 75-76) indicates that the performance of workers is affected by leadership styles of the leader. To go further than theory, the leader's reflection in the eye of the follower can be studied in real life organizations. Thus, additional research could be conducted to evaluate the effect of leaders on their followers' organizational performance.

Last but not the least; since women are recently taking place in senior management levels in organizations, this topic is promising change and development for researchers. Organizational culture needs a long and tough process to change in time, thus the research requires to be repeated periodically.

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APPENDIX

Appendix A: The survey of the study

Sayın Katılımcı,

Bu çalışma, Dokuz Eylül Üniversitesi Sosyal Bilimler Enstitüsü'nde yürütülmekte olan "dönüşümcü liderlik ve örgüt kültürü

arasındaki ilişkilerin cinsiyet açısından incelenmesi" konulu yüksek lisans tezi ile ilgilidir. Anketin tamamını cevaplamak yaklaşık 10-15

dakika sürmektedir. Sorularda yanlış veya doğru cevaplar bulunmamaktadır. Lütfen size uygun gelen cevabı işaretleyiniz.

Bize vereceğiniz cevaplar sadece ilgili yüksek lisans tezi dahilinde kullanılacak ve kimliğiniz kesinlikle gizli tutulacaktır. Çalışma

gönüllü katılım ile sürdürülmektedir. Bu nedenle katılımınız bizler için büyük önem taşımaktadır.

Çok değerli katılımınız için şimdiden teşekkür ederiz.

Prof. Dr. Ömür ÖZMEN

Başak TAMER

A) Aşağıdaki ifadeleri **FAKÜLTE DEKANINIZI** düşünerek cevaplayınız. Lütfen verilen ifadeleri dikkatlice okuyunuz ve en uygun gördüğünüz ifadeyi ölçek üzerine X işareti koyarak belirtiniz.

	Kesinlikle katılmıyorum	Kısmen Katılmıyorum	Kararsızım	Kısmen Katılıyorum	Kesinlikle Katılıyorum
1 Onunla çalışmak zevklidir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Önem verdiği değerleri, inançları bizimle paylaşır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Geleceğe olumlu bakar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Kritik varsayımların planlanana uygun olup olmadığını sürekli inceler.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Benim için konulan performans standartlarını tutturduğumda ne beklemem gerektiğini açıkça söyler.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Hatalarımız konusunda daima bizi uyarır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Sorunlar ciddiyet kazanıncaya kadar karışmaz.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Önemli bir sorun karşısında karışmaktan çekinir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Bana grubun herhangi bir üyesi olarak değil de bir birey olarak davranır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Grubun iyiliği için kendi önceliklerinden vazgeçer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Güçlü bir amaca sahip olmanın önemini belirtir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Hedeflerimize ulaşabileceğimize güvendiğini belli eder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 İçimdeki çabayı ve hevesi gördüğünde bana destek olur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Zamanını "söndürülecek yangınlar" arayarak geçirir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 Harekete geçmiş olması için işlerin kötüye gitmiş olması gerekir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 Gerektiğinde ortada yoktur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 Problemler karşısında farklı bakış açıları ortaya koyabilir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 Kendimi geliştirmeme beni yönlendirir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19 Davranışları ona saygı duymama neden olur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 Kararlarının ahlaki, etik sonuçlarını dikkate alır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21 Performans hedeflerimize ulaştığımızda uygun şekilde ödüllendirilmemizi sağlar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22 Yaptığım hataları asla unutmaz.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23 Mecbur kalmadıkça tedbir almanın gereksizliğine inanır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24 Ulaşmamız gereken hedefleri büyük bir şevkle anlatır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25 Karar vermekten kaçınır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26 İşimizi nasıl yaptığımıza farklı yönlerden bakmamızı önerir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27 Başkalarını yetiştirmek, onlara yeni bir şeyler öğretmek onun için önemlidir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28 Tavırları güç ve güven hissi verir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29 Yapılan iyi işi daima takdir eder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30 Hedefe ulaşmadaki başarısızlık asla gözünden kaçmaz.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31 Ortak bir misyona sahip olmanın önemini vurgular.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32 Harekete geçmesi için problemlerin kronikleşmesi gereklidir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33 Acil sorulara cevap vermeyi geciktirir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34 Gelecekle ilgili düşleriyle, bizleri peşinden sürükler.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35 Sorunlara çok farklı açılardan bakmamı sağlar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36 Her birimize farklı ihtiyaçları, yetenekleri olan bireyler olarak yaklaşır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B) Aşağıdaki ifadeleri **BAĞLI BULUNDUĞUNUZ FAKÜLTEYİ** düşünerek cevaplayınız. Lütfen verilen ifadeleri dikkatlice okuyunuz ve en uygun gördüğünüz ifadeyi ölçek üzerine X işareti koyarak belirtiniz.

	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katıyorum	Kesinlikle Katıyorum
1 Bu fakülte, çok özel bir yerdir. Genişletilmiş bir aile gibidir. Akademisyenler, birçok şeyi paylaşır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Bu fakülte, girişimciliğe açık, dinamik bir yerdir. Akademisyenler risk almaya gönüllüdür.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Bu fakülte, sonuç odaklıdır. Akademisyenler rekabetçi ve başarı odaklıdır. Esas istek işin yapılmasıdır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Bu fakülte, çok kontrollü ve planlı bir yerdir. Yazılı prosedürler genellikle akademisyenlerin neler yapması gerektiğini ortaya koyar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Bu fakültede dekanlık, genellikle akıl hocalığı yapma ve fırsatı sağlama şeklindedir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Bu fakültede dekanlık genellikle girişimciliği, yenilikçiliği veya risk almaya destekler.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Bu fakültede dekanlık genellikle sağduyuya hitap eden, girişken ve sonuç odaklıdır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Bu fakültede dekanlık, genellikle koordine eder, örgütler ve işlerin sorunsuz ve verimli bir şekilde yürütmesini sağlar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Bu fakültedeki yönetim tarzı; takım çalışması, ortak karar ve katılım kavramları ile tanımlanır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Bu fakültedeki yönetim tarzı; bireysel risk alma, yenilikçilik, özgürlük ve farklı olma kavramları ile tanımlanır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Bu fakültedeki yönetim tarzı; şiddetli rekabet, yüksek talep ve başarı kavramları ile tanımlanır..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Bu fakültedeki yönetim tarzı; akademisyenlerin güvenliği, uyum, önceden tahmin edilebilirlik ve ilişkilerde istikrar kavramları ile tanımlanır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 Bu fakülteyi bir arada tutan şey, bağlılık ve karşılıklı güvendir. Bu fakültede bağlılık en yüksektedir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Bu fakülteyi bir arada tutan şey, yenilik ve gelişmeye bağlılıktır. Bu fakültede en önde olmaya önem verilir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 Bu fakülteyi bir arada tutan şey, başarı ve hedefe ulaşmaktır. Girişkenlik ve kazanmak genel temalardır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 Bu fakülteyi bir arada tutan şey, yazılı kurallar ve politikalarıdır. Fakültenin sorunsuz bir şekilde devamı önemlidir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 Bu fakülte, insan gelişimine önem verir. Yüksek güven, açıklık ve katılımcılık süreklidir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 Bu fakülte, yeni kaynaklar elde etmeye ve farklı uğraş alanları bulmaya önem verir. Yeni şeyler denenmesine ve fırsat yaratılmasına değer verilir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 Bu fakülte, rekabetçi hareketlere ve başarıya önem verir. Zor hedeflere ulaşmak ilk sırada gelir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 Bu fakülte, kararlılığa ve sürekliliğe önem verir. Verimlilik, kontrol ve faaliyetlerin sorunsuz olması hedeflenir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21 Bu fakülte, başarıyı; insan kaynaklarının gelişimi, takım çalışması, akademisyen bağlılığı ve insana olan ilgiyi esas alarak tanımlar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22 Bu fakülte, başarıyı; en özel ve en yeni akademik çalışmalara sahip olmayı esas alarak tanımlar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23 Bu fakülte, başarıyı; rekabette kazanmayı esas alarak tanımlar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24 Bu fakülte, başarıyı; verimliliği esas alarak tanımlar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C) Demografik Sorular

1) Yaşınız

21-28	29-36	37-44	45-52	53+
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2) Cinsiyetiniz

Kadın

Erkek

3) Medeni Durumunuz

Evli

Bekar

4) Akademik Ünvanınız

Öğr. Gör	Arş. Gör.	Yrd. Doç.	Doç.	Prof.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix B : Front letters to academicians sent via e-mail

Sayın

Bu çalışma, Dokuz Eylül Üniversitesi Sosyal Bilimler Enstitüsü'nde yürütülmekte olan "*dönüşümcü liderlik ve örgüt kültürü arasındaki ilişkilerin cinsiyet açısından incelenmesi*" konulu yüksek lisans tezi ile ilgilidir. Anketin tamamını cevaplamak yaklaşık 10-15 dakika sürmektedir. Sorularda yanlış veya doğru cevaplar bulunmamaktadır. Lütfen size uygun gelen cevabı işaretleyiniz.

Bize vereceğiniz cevaplar sadece ilgili yüksek lisans tezi dahilinde kullanılacak ve kimliğiniz kesinlikle gizli tutulacaktır. Çalışma gönüllü katılım ile sürdürülmektedir. Bu nedenle katılımınız bizler için büyük önem taşımaktadır.

Çok değerli katılımınız için şimdiden teşekkür ederiz.

Prof. Dr. Ömür ÖZMEN

Başak TAMER

Appendix C : The cover letter sent to deans via e-mail

İyi günler ... hocam,

Ben Dokuz Eylül Üniversitesi'nde yüksek lisans yapan bir öğrenciyim. "***Dönüşümcü liderlik ve örgüt kültürü arasındaki ilişkilerin cinsiyet açısından incelenmesi***" konulu tezim üzerinde çalışmaktayım. Dekanlar arasında cinsiyet farkı olduğunda bunun fakülte kültürüne liderlik şekilleriyle bir etkisi olup olmadığını araştırıyorum, bu yüzden de sizin yönetiminizdeki akademisyenlere bir anket gönderdim. Sayın danışmanım Prof. Dr. Ömür Özmen ile kota yöntemiyle örneklem seçerken sizin üniversitenizi araştırmamıza ekledik, yüksek geridönüşüm olması için bana yardımcı olabilir misiniz?

İlişikteki dosyada anketim yer almaktadır, en azından çalışmamdan haberdar olduğunuzu ve desteklediğinizi diğer hocalara bildirirseniz, belki sizden bir işaret görünce benim araştırmamla daha fazla ilgileneceklerini ümit ediyorum.

Saygılarımla