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SİYASET BİLİMİ VE ULUSLARARASI İLİŞKİLER ANABİLİMDALI**



**A STUDY OF LEADERSHIP IN URBANIZATION
PROCESS: A CASE STUDY AT THE ESENYURT
MUNICIPALITY**

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Istanbul, 2012

T. C.
ISTANBUL AYDIN UNIVERSITY
SOCIAL SCIENCES INSTITUTE
POLITICAL SCIENCES AND INTERNATIONAL RELATIONS

**A STUDY OF LEADERSHIP IN URBANIZATION
PROCESS: A CASE STUDY AT THE ESENYURT
MUNICIPALITY**

MASTER THESIS

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İstanbul, 2012



T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ

SOSYAL BİLİMLER ENSTİTÜSÜ
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ABSTRACT

A STUDY OF LEADERSHIP IN URBANIZATION PROCESS: A CASE STUDY AT THE ESENYURT MUNICIPALITY

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The purpose of this survey research is to identify if a mayor could be a leader too and if there is a relationship between local development and leadership. We make a survey among the colloquies and co-workers to examine if they see their mayor as a leader. We distribute 500 questionnaire and took back 300 of them. Only 213 of them are answered totally true. The questionnaire that we used is Blake and Mouton's Leadership self-evaluating assessment which is redesigned according to followers. Analysis are done through SPSS 20. Furthermore, an interview done with the Mayor to understand his leadership style. According to analysis, results are showing us that 171 people among 211 believe that Mayor is a leader. Beside this, there is no difference among women and men on acceptance of mayor as a leader. There is a positive relation between leadership and modernity. Furthermore, mayor seen as the biggest factor of local development and his leadership ability also has positive relation according to correlation analysis. We could explain leadership ability with variables as "giving value to other's limits, coaching, encourage decision making, while correcting errors, jeopardize relationships, timely completion of the project, importance of finishing the task, find out whether every detail is thought, like to analyze problems.

Keywords: Leadership, Governance, Local Development, Quantum Leadership, Municipal Leadership

ÖZ

Bu çalışmanın amacı belediye başkanının lider olarak kabul edilip edilmediği ve yerel gelişmişlik/modernite ile liderlik arasında bir ilişkinin var olup olmadığını analiz etmektir. Belediye çalışanları, Başkan danışmanları ve yardımcıları da dâhil olmak üzere 500 kişiye anket dağıtılmış, 300'ü geri gelmiştir. 213'ü doğru cevaplanan anketin soruları Blake ve Mouton Liderlik sitili testi revize edilerek hazırlanmıştır. Analizler SPSS20 ile yapılmıştır. Ayrıca Belediye Başkanı ile de mülakat yapılarak kendi liderlik sitili hakkında fikir edinilmiştir. Analizlere göre 211 çalışandan 171'i belediye başkanını lider olarak görmektedir. Bayan ve erkek çalışanlar arasında liderlik algılamasında bir fark görülmemiştir. Liderlik ve bölgenin kentsel imaj anlamında modernleşmesi pozitif ilişkide anlamlı bulunmuştur. Yerel kalkınmada belediye başkanı önemli bir faktör olarak görülürken, liderliği yerel kalkınmayla pozitif ilişkili çıkmıştır. Diğer tarafta liderlik yetkinliklerini belli başlı değişkenlerle açıklama mümkündür. Bunlar karar alma zamanı geldiğinde astlarını cesaretlendirme, diğer insanların sınırlarına değer verebilme, koçluk yapabilme ve hataları düzeltirken ilişkilere dikkat etme, görevin bitmesi ve her ayrıntının düşünüldüğünden emin olma, projenin zamanında bitmesi, problemleri analiz edebilme yeteneği gibi sıralanabilir.

Pante Rei!

Heraclites

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CHAPTER 1

INTRODUCTION

1.1. STATEMENT OF THE PROBLEM

“Are leaders born or made” is the biggest phenomenon that argued by social scientists. Some of them strongly believe that great men can only be born. Furthermore, they said history began with these great men. In my opinion, when we examine these great men we could easily see that they are not great accidently. Somehow, even in ancient times they educate themselves through practice and theories. A simple example that we could give about great men is that all of them know foreign languages at least more than two. Today developed scientific techniques proved that learning a foreign language makes new bridges between our brains lobes. Of course leadership ability not only lies on languages however I intend to say that leadership could be learned and should be learned to transform our society, world and life to reach better conditions.

Furthermore, there is an endless debate also on managing or leading or as in our case governance and leadership. To have a limitation we focus only on governance and leadership. Although governance plays an important role in public administration traditionally today’s chaotic world forced us to behave with leadership abilities because only these abilities could solve our “big” problems. For instance, to have better economic conditions governments enforce local development to obtain sustainable economy. Therefore we could say that our local leaders, “mayors” become important actors in this big picture. Their ability to create financial resources, their ability to unite the clashes in the society, their vision, their style as a result their leadership ability is becoming very important.

In our study, we try to examine that a mayor could be a leader too. We examine this through doing a survey on his/her followers and an interview with a mayor in action.

1.2. PURPOSE OF THE STUDY

Purpose of this study is to analyze the below hypothesis:

Ho1: The mayor is a leader.

Ha1: The mayor **is not** a leader.

Ho2: Acceptance of the mayor as a leader equal between men and women.

Ha2: Acceptance of the mayor as a leader **do not** equal between men and women.

Ho3: There will be a relation between education level and perception of leadership.

Ha3: There **will not** be a relation between education level and perception of leadership.

Ho4: There is a relation between statue and leadership.

Ha4: There is **no** relation between statue and leadership.

Ho5: There is a relation between modernity (local development) and leadership.

Ha5: There is **no** relation between modernity (local development) and leadership.

Ho6: There is a relation between mayor as a development factor and leadership.

Ha6: There is **no** relation between mayor as a development factor and leadership.

Ho7: 4 group of independent variables (Questions: 6, 12, 16, 1) explaining leadership based on people oriented questions will significantly explain leadership.

Ha7: 4 group of independent variables (Questions: 6, 12, 16, 1) explaining leadership based on people oriented questions **will not** significantly explain leadership.

Ho8: 4 group of independent variables (Questions: 5, 9, 17, 4) explaining leadership based on task oriented questions will significantly explain leadership.

Ha8: 4 group of independent variables (Questions: 5, 9, 17, 4) explaining leadership based on task oriented questions **will not** significantly explain leadership.

1.3. SIGNIFICANCE OF THE STUDY

This study can be referred as an in-depth analysis applied to a unique mayor and his followers. Blake and Mouton questionnaire is distributed to followers to measure above hypothesis. A statement is added to original questionnaire “Our Mayor is our leader” to analyze their perception of leadership. However Blake and Mouton’s questionnaire do not measure if the respondent accepted someone as a leader. Its aim is self-evaluating the leadership style but we prefer to use it because of its reliability. While mayor’s leadership ability and style is tested among his followers leadership effect on local development process is also approved with questions.

I focus on these questions because being a mayor is seen as a managerial ability mostly. Although managing is very important for the routine of an organization, leadership is needed to make a difference. Local development is a phenomenon that has lots of branches. Infrastructural and superstructure advances should be planned organize and applied to a region for total local development. While a Mayor is dealing with the drainage system, he should also see the economic opportunities to have a welfare society. Moreover, a mayor should also handle the important web of relationship among region to have a sustainable development. These are above management, governance and execution. Without leadership none of them could be succeeded.

CHAPTER 2

LITERATURE REVIEW

By identifying ourselves with the group,
we enjoy a sense of leadership and power
which as isolated individuals we cannot feel.

W.RUSSELL

2.1 POLITICAL PSYCHOLOGY

Leadership has always been an attractive subject for social sciences furthermore also for natural sciences. Psychology, politics, sociology, history even though neuro-medical scientists make lots of experiments on human brain in order to examine leadership and its biological features. However when we look for its roots, we could briefly claim that arguments on ‘virtue’ started the studies on leadership while giving *advice* at the ‘*Republic*’ in the political science literature.

Also Sun Tzu, in Art of War, embodied Taoist approach to war while giving advice to his followers, to the leaders. The art of war really an amazing book that analyses the act of leadership even in war conditions and tries to educate new commanders to be a good leaders. Sun Tzu as a contemporary writer of Plato does not glorify war but it details not tactics to promote it but strategies to avoid it. Here are some advices that I notice:

“The leader in any group is the one who learns from the wisdom of all involved”

“If the general is unable to control his impatience and orders his troops to swarm up the wall like ants, one-third of them will be killed without taking the city.

Benevolence and righteousness may be used to govern a state but cannot be used to administer an army. Expediency and flexibility are used in administering an army, but cannot be used in governing a state.

In recent times court officials have been used as Supervisors of the army and this is precisely what is wrong.

A sovereign of high character and intelligence must be able to know the right man, should place the responsibility on him, and expect results.

A wise general in his deliberations must consider both favorable and unfavorable factors. By taking into account the favorable factors, he makes his plan feasible; by taking into account the unfavorable factors, he may resolve the difficulties. (Grint, 1997, p.39)

We restrict our analysis with political leadership in order to be more fluent and concrete at the subject. Otherwise we could lose our way in many other aspects of leadership even in the childhood group analysis.

Numerous leadership studies have been done in politics that mostly try to explain the role of a leader at presidential level which analyze international and domestic affairs. Effect of a leadership on decision making process and great leaders are one of the most studied subjects at international relations field while presidents, prime ministers are the core of the national leadership analysis as in Turkey. In this study, our aim is to analyze a mayor in order to understand the effect of leadership style and behavior on municipal administration.

To understand and analyze leadership better we should be familiar with Political Psychology. Political Psychology, as a newly emerging field, deals with personality as an important determinant of political behavior. (Greenstein, 1971, p.5) This micro level analysis forced scientist to explain this composite structure in order to understand leadership. Some political scientists claim that individuals are randomly distributed in political roles therefore their impact is somewhat neutralized. This idea is empirically sounds good however doesn't give a concrete reason for not to study. Even leadership analysis shows us that people do not appear to be randomly distributed in political roles, though the patterns of their distribution appear to be

complex and exclusive. Furthermore, environment is the second thesis to criticize the relation between personality and politics. Although environment has lots of effects on behavior directly, politically important action is not reactive to immediate stimuli. (Greenstein, 1971, p.17)

‘The same heat that hardens the egg melts the butter’ is the best aphorism explaining the situation. Every human being has similar qualities also has unique ones. This uniqueness creates the personality. Political psychology dealing with personality inevitably deals with leadership. Systematic analysis on this issue occurred in three ways: *Single-Case analysis*, *Typological analysis* and *Aggregation analysis*. (Greenstein, 1971, p.21)

Single-case personality analysis, mapping leader’s uniqueness, give importance to specific leaders and their effects on events as Kemal Ataturk, Martin Luther and Stalin are just a few example among various studies.

Typological analysis, try to categorize and compare the psychology of political actors. Begins with the Plato and Machiavelli, contemporary political scientists try to explain political leadership. As a matter of fact *Authoritarianism* is the most significant explanation among this analysis.

Aggregation analysis owns its name from the logic behind the studies. Scientists give importance to political events if they have aggregate results for political institutions, processes and outcomes. Elections, post-World War outcomes are one of the main subject to this analysis. We can easily see aggregation effects of leaders on films, literature, advertisements and etc.

Simplest and most common definition of the leadership is that "organizing a group of people to achieve a common goal". Yes but what is the basic instinct for Hitler and his followers or a perfect example of Gandhi. What makes the difference? Is it come from cultural back ground, early childhood, parental figures or personality? This is a question that political psychology deals with and I am going to analyze it on later studies.

In today's rapidly changing world tailor made solutions are most common and preferable ones in every field. We can observe the reverse effect of globalization in to social life. Although technology and globalization are developing rapidly, people demand much more personalized services for their own sake. I think that's why also political psychology is gaining importance. Up to these days political science analyze the facts at macro level while political psychology studies at micro level, dealing with perceptions, cognitions, expectations and motivations of people. In our study, considering that this is not a psychology thesis, we are going to make our analysis with both macro and micro level. Our subject, analyzing a leadership fact at municipality level has not been studied often at least in Turkiye. While the study of electoral behavior, political socialization and citizen involvement in political affairs are most common subjects, political parties, leadership within the party and in governmental structures is not very far advanced as an interdisciplinary science. (Katz, 1973, p.204) So what is political leadership?

Before political leadership we should say a little about general characteristics of leaders:

- Leader is the one who influence others
- If there is a leader there must be followers
- They become visible mostly when there is a crisis or an immediate problem
- They have clear idea of what they are doing and why.

These fundamental qualifications make people special among others. Furthermore, Warren Bennis says that, leaders are people, who are able to express themselves fully. 'They also know what they want', he continues, 'why they want it, and how to communicate what they want to others, in order to gain their co-operation and support.' Lastly, 'they know how to achieve their goals' (Bennis, 1998, p. 3). But what is it that makes someone exceptional in this respect?

So what makes someone a political leader? What is the difference between an educational or religious leadership with political leadership? In my opinion, the

obvious difference is their aims. Educational or religious leaders give advice and try to visualize the 'true way'. They do not try to change the group goals to overthrow of existing system. The second fundamental difference is allocation of resources. Political leaders, to make politics, try to allocate scarcity resources according to their political conceptions. Thus, as they claim, bureaucrats applying existing rules and experts with superior knowledge could not be studied in political leadership arena. According to Katz, following the rules of the game in general does not require political leadership. To the extent that the leader formulates policies which energize and direct some group to achieve its objectives in competition or in conflict with other groups, he or she is a political leader. Furthermore, leader and his or her exchange relation with his followers also differs political leadership among others. Power seeking, aims to gain more influence on followers, make it possible to allocate more resources and courage people to follow him or her. (Katz, 1973, p. 205)

To sum up, we can briefly say that there are numerous definition of leadership (more than 350) to explain this complex structure. The leader is the one who makes things happen that would not happen otherwise. (McFarland, 1969, p.157) Also according to McFarland, in politics we could put away bureaucrats and experts as political leaders whom apply existing rules and superior knowledge. However, I am completely oppose to this idea even the appointed administrative governors of a district don't realize their leadership abilities. The way of applying existing rules, the way of governors' relationship with the group and the citizens simply show us the governors' leadership style at the first sight. On the other hand, although mayors are following the existing rules and having their authority from their superior position we shouldn't forget that at least in Turkiye as in many countries, Mayors are gaining this position through highly struggled elections. According to my idea, to be elected again a mayor should apply or use leadership qualities in his or her governance. In my opinion, our cultural understanding of a leader or leadership makes this confusion among today's leaders. Our historical back ground also makes our expectations higher about leadership. Arnold M. Ludwig point in his book, named King of the Mountains that he examine 1,941 20th century rulers and found that Ataturk takes the highest mark according to his Political Greatness Score. (Ludwig, 2002, P.379)

Under this great and marvelous shadow “leadership” tends to be thought only as a charismatic phenomenon. On the contrary, recent trend is that everyone could achieve a leadership quality with an effort and self-awareness.

New world, new order, new people demand this and need this. Supply and demand equilibrium in the society is changing rapidly and deeply. Not too long, just 15 years ago, a citizen demands a new road or solutions for water shortages while today a citizen asks for a new suitable pavements for wheelchairs, modern houses or new working fields for a better and upper life conditions. With the development in engineering methods, cities solve their infrastructural problems within a shorter time period than before. This makes municipalities to enlarge their area of interest among citizens and cities. Furthermore, this is also force them to think about and behave with new managerial skills. Development brings and demands new managing skills instead of rigid administration rules in local governing. Hence, this could only be achieved by leadership abilities.

As a result, a new type of a “Mayor” who can use initiative can give a vision and take radical decisions on behalf of his or her citizens and followers arise among rigid political administration. At this point leadership gains importance more than local authority. A mayor as a local administrator is the one who really knows the problems of the people that live in that district and the one who really can solve them. Without a vision, without a direction, without hope as Warren Bennis claims in his book “On Becoming a Leader”, followers in our case citizens, couldn’t find their way in this rapidly changing global world. Before analyzing our example we should look into leadership more detailed in theoretically.

2.2 DEFINITION OF A LEADER AND LEADERSHIP:

Longman Lexicon of Contemporary English dictionary (Longman Group, Essex, 1981) define leader 1. A person who guides or leads a group, movement, etc. 2. A person or thing that leads or is in advance of others.

According to the Collins English Dictionary (Harper Collins Publishers, 1998) leadership (n) is that 1. The position or function of a leader. 2. The period during which a person occupies the position of leader 3. a. the ability to lead. b. (as modifier): leadership qualities. 4. The leaders as a group of a party, union, etc.

This dictionary definition of leadership focuses on the position (singular or collective), tenure and ability of leaders. As such, it misses key points about the purpose and hallmarks of effective leadership.

The forward to the Drucker Foundation's "The Leader of the Future" sums up leadership: "The only definition of a leader is someone who has followers." To gain followers requires influence but doesn't exclude the lack of integrity in achieving this. Indeed, it can be argued that several of the world's greatest leaders have lacked integrity and have adopted values that would not be shared by many people today. (Drucker, 1996, p. 13)

In the 21 Irrefutable Laws of Leadership, John Maxwell sums up his definition of leadership as "leadership is influence - nothing more, nothing less." This moves beyond the position defining the leader, to looking at the ability of the leader to influence others - both those who would consider themselves followers, and those outside that circle. Indirectly, it also builds in leadership character, since without maintaining integrity and trustworthiness, the capability to influence will disappear. (Maxwell, 2007, p.22)

Warren Bennis' definition of leadership is focused much more on the individual capability of the leader: "Leadership is a function of knowing yourself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realize your own leadership potential." (Bennis, 2009, p.31)

According to Stephen R. Covey, The Seven Habits of Highly Effective People, the basic task of leadership is to increase the standard of living and the quality of life for all stakeholders.

A leader is "a person who influences a group of people towards the achievement of a goal". Is leadership a position of office or authority? Or, is leadership ability in the sense that he is a leader because he leads? We all may know or hear of people who are in positions of leadership but who are not providing leadership. A position of office is no guarantee of leadership but it helps in the sense that a leadership position usually commands a listening ear from its people and that is a good starting point for anyone who desires to be a leader.

A leader by its meaning is one who goes first and leads by example, so that others are motivated to follow him. This is a basic requirement. To be a leader, a person must have a deep-rooted commitment to the goal that he will strive to achieve it even if nobody follows him! (Covey, 1990, p. 217)

Furthermore, Stogdill took the definition more complex field that, Leadership is a phenomenon of organizations, not groups as such, and the organization defines and delimits the scope of the leadership. Leadership must be viewed from standpoint of influence on organizational activity, rather than on group members. (Stogdill, 1950, p.12)

Recently researchers focus on phenomenon called institutional leadership. Definition goes one step further that clarifies the distinction between organizations and institutions. According to Philip Selznick, Organization is a formal system of rules and objectives. Task, powers and procedures are set out according to some officially approved pattern. Designed like a technical instrument for mobilizing human energies and directing them toward set aims.

An institution on the other hand is more clearly a natural product of social needs and pressures responsive, adaptive organisms. Its history, the way it has been influenced by the social environment. So, Institutionalization is a process. Institutions whether conceived as groups or practices may be partly engineered but they have also a natural dimension. They are product of interaction and adaptation they become the

receptacles of group idealism they are less readily expendable. (Selznick, 1957, p. 18, 22)

To conclude, definitions of leadership depend on where you stand while you are examining the subject. In my opinion, the complexity of the leadership as a scientific phenomenon comes from this. Beside this Chester Barnard says that problem of analyzing leadership is in the analytic form itself. Analysis requires the division of phenomena into their smallest elements, when in leadership these elements are ‘not separate but closely interrelated, interdependent, and often overlapping and simultaneous’. (Chester, 1939, p.23)

2.3 SUMMARY OF THE LEADERSHIP THEORIES:

When we examine theories about leadership, we see that theories occur like a component of one another. A new theory doesn't ignore the older one. They systematically follow each other with the emerging understanding of society and psychological techniques.

We can briefly classify leadership theories as follows:

2.3.1 Great Man – Trait Theories:

“Leaders are born, it is an inherited quality” is a historical belief that firstly examined by Plato with asking the question of what are the qualities of a man as a leader. In his book, *The Republic*, Adeimantus asks Socrates about rulers and political troubles in their city. He claims that until the philosophers take in charge as a ruler than the troubles will end. However philosophers do not deal with this issue.

“I asked, especially if he happens to come from, a wealthy and noble family within a powerful state, and he also good looking and well built? Don't you think he'll be filled with unrealizable hopes, and will expect to be capable one day of managing the affairs not only of Greece, but of the non-Greece world as well? In these circumstances, won't he get ideas above his station and pull himself up with

affectation and baseless, senseless pride? What chance does this young man have of becoming a philosopher?

An insignificant person, however, never has any effect of any significance on any individual or society.” (Grint, 1997, p. 35)

Early 19th century historian Thomas Carlyle, who commented on the great men or heroes of the history, says that “the history of the world is but the biography of great men”. According to him, a leader is the one gifted with unique qualities that capture the imagination of the masses. (Carlyle, 1869, p. 17)

Beginning with the great man theory of leadership, and the increasing interest in understanding what leadership is, researchers focused on the leader - Who is a leader? What are the distinguishing characteristics of great and effective leaders? This gave rise to the early research efforts to think about the trait approach to leadership.

The trait theory states that leaders have certain innate traits that enable them to lead, such traits as assertiveness, dependability, persistence and adaptability it is convenient to list the elements that Ralph Stodgill (1974), the originator of the trait theory, determined:

Traits	Skills
<ul style="list-style-type: none"> • Adaptable to situations • Alert to social environment • Ambitious and achievement-orientated • Assertive • Cooperative • Decisive • Dependable • Dominant (desire to influence 	<ul style="list-style-type: none"> • Clever (intelligent) • Conceptually skilled • Creative • Diplomatic and tactful • Fluent in speaking • Knowledgeable about group task • Organized (administrative ability)

<p>others)</p> <ul style="list-style-type: none"> • Energetic (high activity level) • Persistent • Self-confident • Tolerant of stress • Willing to assume responsibility 	<ul style="list-style-type: none"> • Persuasive • Socially
<p>Source: http://www.leadership-central.com/trait-theory.html#ixzz1igvlarDz</p>	

The trait theory of leadership (1930s-1940s,) focused on analyzing mental, physical and social characteristic in order to gain more understanding of what is the characteristic or the combination of characteristics that are common among leaders.

A more recent study done by John Gardner studied a large number of North American organizations and leaders and came to the conclusion that there were some qualities or attributes that did appear to mean that a leader in one situation could lead in another. (Gardner, 1989, p.57)

These included:

- Physical vitality and stamina
- Intelligence and action-oriented judgment
- Eagerness to accept responsibility
- Task competence
- Understanding of followers and their needs
- Skill in dealing with people
- Need for achievement
- Capacity to motivate people
- Courage and resolution
- Trustworthiness
- Decisiveness

- Self-confidence
- Assertiveness
- Adaptability/flexibility

However researchers deny the outer world while they were studying trait theories. Outer world, in theoretical words situation is very important for leadership. Traits used in a class ought to be completely different than the traits used in governance. Afterwards, social scientists begin to study on Behavioral approach considering this reason.

Table 2.2: SWOT analysis of Trait Theory	
SWOT ANALYSIS OF TRAIT THEORY	
<p>STRENGTH</p> <ul style="list-style-type: none"> • Emotional Stability • Intellectual Strength • Ability to Admit Faults and Errors • Having Refined Interpersonal Skills and Relations 	<p>WEAKNESSES</p> <ul style="list-style-type: none"> • Group effect • Outer world • Morality
<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Solve problems practically • Ambitious even in worst • Help to identify potential leaders 	<p>THREATS</p> <ul style="list-style-type: none"> • Ethical troubles • Desires • Ego • Subjective

2.3.2 Behavioral Theories

This time 1940s and 1950s researchers began to examine the successful people's life and their behaviors while they are leading to a group or an organization. Also, with the evolutions in psychometrics researchers were able to measure the cause and effects relationship of specific human behaviors from leaders. From this point anyone with the right conditioning could have access to the once before elite club of

naturally gifted leaders. In other words, leaders are made not born. The main idea behind the theory is that leader could be a task oriented or people oriented. He or she gives importance to deadlines or relations. Powerful sub theories occur with this view:

- Role Theory
- Ohio State
- Michigan State
- Managerial Grid

2.3.2.1 Role Theory:

The essence of **Role theory** is to provide a model of behavior in a specific situation. A person assuming the character and activities of a person in a real situation will perform as if the situation were real. This is not unlike what actors do in a play. In fact, "play acting" often is used to describe role-playing. Role-playing became extant in sociological literature in the second decade of the 20th Century and evolved into behaviorism as has been represented by psychologists such as B.F. Skinner. Role theory has the following major components:

1. Some principle functions of role-playing are conflict resolution and discovering details of a manifested behavior or the nature of a role. For example, a social function may provoke a person to exhibit a certain type of behavior, but having the person act out specific activities may bring out minutiae that a general description of those activities might not. Another example of the efficacy of role-playing is that a mere description of an activity may not reveal details presented by acting out.
2. Role-playing helps elucidate social positions in education, economics, science and government, among many categories. Describing the activities of a teacher, for example, often cannot capture the details a teacher has to handle in an actual

activity.¹

B.F. Skinner is the father of Behavior Modification and developed the concept of positive reinforcement. **Positive reinforcement occurs when a positive stimulus is presented in response to a behavior**, increasing the likelihood of that behavior in the future. (Miltenberger, 2004) The following is an example of how positive reinforcement can be used in a business setting. Assume praise is a positive reinforcer for a particular employee. This employee does not show up to work on time every day. The manager of this employee decides to praise the employee for showing up on time every day the employee actually shows up to work on time. As a result, the employee comes to work on time more often because the employee likes to be praised. In this example, praise (i.e. stimulus) is a positive reinforcer for this employee because the employee arrives (i.e. behavior) to work on time more frequently after being praised for showing up to work on time.

2.3.2.2 Ohio State Leadership Studies:

The leadership styles approach emerged from the Ohio State University leadership studies that began in 1945. Some of the chief contributors to the study were Hemphill, Stogdill, Coons, Fleishman, Harris, and Burt. While this study was responsible for a variety of significant findings on leadership, perhaps the most important contribution was the isolation of “Consideration” and “Initiating Structure” as the basic dimensions of leadership behavior in formal organizations. These variables were identified as a result of a series of investigations that attempted to determine, through factor-analytic procedures, the smallest number of dimensions that adequately describe leader behavior as perceived by the leader and his subordinates.

Consideration may be defined as behaviors by means of which the leader establishes with his or her employees, two-way communication, mutual respect, and understanding. It includes behavior indicating trust and warmth between the supervisor and his or her group and emphasizes concern for group members’ needs.

¹ Source: <http://www.leadership-central.com/role-theory.html#ixzz1iqnWx4T9>

Initiating Structure may be defined as behaviors by means of which the leader defines or facilitates group interaction toward goal attainment. The leader does this by planning, scheduling, criticizing, initiating ideas, organizing the work, defining member roles, assigning tasks, and pushing for production.

It was during the early Ohio State studies that leadership was first plotted on two separate axes as opposed to being on a single continuum. (Warrick, 2004)

2.3.2.3 University of Michigan Leadership Studies

The University of Michigan followed in 1947 with an extensive study of leadership that resulted in many similar findings to the Ohio State studies. Kahn, Likert, Katz, Maccoby, and Morse were some of the original investigators. They investigated the relationship between supervisory behavior and employee productivity and satisfaction. The earliest study was conducted at the Prudential Life Insurance Company and the strategy was to use company accounting procedures to identify high producing and low-producing groups which were evidently equal in ability, background, etc. Then they would investigate the supervisory practices associated with the high and low producing groups. The University of Michigan group identified two styles of leaders- Employee-Centered and Production-Centered.

Employee-Centered supervisors spent more time in actual, supervisory activities; less time performing tasks similar to those performed by subordinates, used general rather than close supervision, took a personal interest in employees and their goals, and were less punishing when mistakes were made. Employees of employee-centered supervisors felt that their supervisor took a personal interest in them, let them know how they were doing on the job, and would support them.

Production-Centered supervisors spent less time in actual supervisory practices such as planning; more time performing tasks similar to those subordinates performed, used close supervision, and punished mistakes.

Employees of production-centered supervisors tended to feel as if they were treated only as instruments of production and responded with poor performance.

In the earlier studies, employee-centered and production-centered supervisors were treated as if they represented opposite ends of a single continuum. However, in later

studies it was discovered that these two dimensions were independent and could occur simultaneously. (Warrick, 2004)

2.3.2.4 Managerial Grid:

On the other hand, the **Managerial Grid Model**, founded by Dr. Robert R. Blake, Dr. Jane Srygley Mouton in 1964 was composed of five different leadership styles. These styles were a relation between a manager's concern for people, concern for production and his motivation. The motivation dimension really provides the underlying motive of the leader behind a successful leadership style. Thus the managerial grid model categorizes leaders into one of 81 possible categories. Later, two additional leadership styles were added as well as the element of resilience.



Figure 2.1: Managerial Grid Model²

² Source: <http://www.leadership-central.com/managerial-grid.html#ixzz1iqoiHw>

7 Key Behaviors Associated with the Managerial Grid Model

BEHAVIOR	DESCRIPTION
Initiative	Being at the forefront of action.
Inquiry	Seeking and testing information's to further one's own understanding.
Advocacy	Communicating your opinions and ideas with convictions.
Decision	Making Identifying possible options and consequences and acting on one.
Conflict	Resolution Confronting disagreements and reaching a resolution.
Critique	Using previous experience to anticipate how behaviors have an effect on actions.
Resilience	Understanding how problems influence the ability to move forward.

Table 2.3: Behavior analysis of Managerial Grid Model³

Table 2.4: SWOT analysis of Behavioral Leadership	
SWOT ANALYSIS OF BEHAVIORAL THEORIES	
<p>STRENGTH</p> <ul style="list-style-type: none"> • Quantifiable and reproducible • Can be documented • Measures your performance 	<p>WEAKNESSES</p> <ul style="list-style-type: none"> • Role playing couldn't be real time • Internal or external variables omitted • Work environment omitted
<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • May produce situations • Give examples for the future • Allows for self-analysis of leadership style • Used in today's organizations 	<p>THREATS</p> <ul style="list-style-type: none"> • Socio economic differences • Psychological dispositions

2.3.3 Situational Leadership Theories

³ Source: <http://www.leadership-central.com/managerial-grid.html#ixzz1iqoiHw>

- Contingency
- Style and Skill
- Path and Goal
- Vroom and Yetton
- Three dimensional - Reddin

2.3.3.1 The Contingency Approach

The contingency or situational approach to leadership suggests that different situations require different approaches to leadership. Although the contingency approach is just starting to emerge, Chester Barnard attempted to classify the variables found in management situations as early as 1938 in his classic book, *The Functions of the Executive*. The early leaders in researching and conceptualizing situational leadership have been Tasnenbaum and Schmidt with their “Choosing a Leadership Pattern” model, Reddin with his “3-D Management Style” model, Fiedler with his “Leadership Contingency” model, House with his “Path-Goal Theory of Leader Effectiveness,” Vroom and Yettons with their “Problem-Centered Approach to Leadership,” and Hersey and Blanchard with their “Life Cycle Theory of Leadership.”

Much of the confusion surrounding the contingency and styles theories can be resolved by understanding three important issues:

1. Understanding the difference between style and skills.
2. Recognizing the need for using a style that facilitates rather than inhibits the use of a wide variety of skills.
3. Recognizing the need for style consistency

2.3.3.2 Style and Skill

Style refers to the emphasis a person places on performance and people and the characteristics, attitudes, mannerisms, and personality of the leader. As Blake and Mouton suggested, if a leader continuously changed styles, employees would be

constantly confused in their attempts to predict and adjust to their leader's erratic behavior! (Blake and Mouton, 1964)

Skills refer to the specific techniques that a person uses to accomplish goals such as staffing, planning, organizing, controlling, communicating, evaluating performance, handling problems and conflicts, and managing time. Each style of leader tends to apply these skills in a unique way and emphasizes some skills more than others. For example, an autocratic leader tends to emphasize centralized planning, organizing, and controlling, and to apply these skills in an authoritative, impersonal way. Once we understand the difference between style and skills, it becomes clear that what an effective contingency leader changes is not his or her style, **but** rather the selection of **skills** and the way they are applied depending on the situation. Thus, an effective leader may change skills depending on the requirements of the situation and still maintain a consistent leadership style. A democratic leader, for example, does not have to suddenly turn into an autocratic person to use skills such as close supervision and tight controls if they are appropriate to the situation.

They identified two basic dimensions of leadership and they resulted in four basic **leadership styles** (see Figure 2.2) which in effect described an Autocratic Leader (High emphasis on performance and low emphasis on people), Laissez Faire Leader (low emphasis on performance and people), Human Relations Leader [low emphasis on performance and high emphasis on people), and Democratic Leader (high emphasis on performance and people).

(Warrick, 2004)

Leadership Styles can be identified by their style characteristics, an implicit leadership philosophy, and a set of management skills typical of each style. Leadership Style Characteristics describe the emphasis a leader places on performance and people. Leadership Philosophy describes an implicit leadership philosophy based primarily on a leader's assumptions about people and the role of a leader. A leader needs to be aware of these assumptions because they tend to be self-fulfilling prophecies. Management Skills include the management skills

characteristic of a particular style. It is important to be aware of these skills because any of them could be appropriate to a given situation.

Figure 2.2: Leadership Styles	
<p style="text-align: center;">Human Relations Leader</p> <p>Low emphasis on performance and a high emphasis on people. Assumes that “all” people are honest, trustworthy, self-motivated and want to be involved and that a participative, permissive, and supportive work environment will lead to happy workers that are productive workers, Relies on teamwork, human relations, participative decision-making, and good harmony and fellowship to get the job done.</p>	<p style="text-align: center;">Democratic Leader</p> <p>High emphasis on performance and people. Assumes that “most” people are honest, trustworthy, and will work hard to accomplish meaningful goals and challenging work. Strives for a well-organized and challenging work environment with clear objectives and responsibilities and gets the job done by motivating and managing individuals and groups to use their full potential in reaching organizational as well as their own personal objectives.</p>
<p style="text-align: center;">Laissez Faire Leader</p> <p>Low emphasis on performance and people. Assumes that people are unpredictable and uncontrollable and that a leader’s job is to do enough to get by, keep a low profile, stay out of trouble, and leave people alone as much as possible. Relies on abdicating to whoever will rise to the occasion to get the job done.</p>	<p style="text-align: center;">Autocratic Leader</p> <p>High emphasis on performance and a low emphasis on people. Assumes that people are lazy, irresponsible, and untrustworthy and that planning, organizing, controlling, and decision making should be accomplished by the leader with minimal involvement. Relies on authority, control, power, manipulation and hard work to get the job done.</p>

2.3.3.3 The Path and Goal Theory

The path-goal theory can be considered as a variant on Transactional Leadership Theory, where the leader clearly is directing activity and the only factor that varies is the manner in which this is done. There are some aspects of Contingency Theory, as well, where various means of application vary with the situation. The leader sees a path that needs to be tread, one leading to the accomplishment of a goal and she or he attempts to clear it and get the group members to tread on it. The leader may cajole command, reward or punish, get suggestions from the group, or sugar coat the tasks, if necessary, but it is clear that democracy is not the hallmark of this method.⁴

2.3.3.4 Vroom and Yetton's Decision Making Theory:

The Vroom-Yetton-Jago Decision-making Model of Leadership focuses upon decision making as how successful leadership emerges and progresses. The parameters shaping a decision are quality, commitment of group or organization members, and time restrictions. There are a number of leadership styles ranging from authoritarian to highly participatory. In 1988, Vroom and Jago created a mathematical expert system as a decision-making device in their work Leadership and Decision Making. This addition of Jago renamed the original theory to the theory, with its variants being Vroom-Yetton, Vroom-Jago, and Vroom-Yetton-Jago.⁵

2.3.3.5 Three Dimensional Leadership:

The 1-D Theories suggest one particular style is better than another; The 2-D Theories suggest that a variety of styles may be appropriate; The 3-D Theory shows how and when each style is effective, mentions Bill Reddin. Reddin's model was

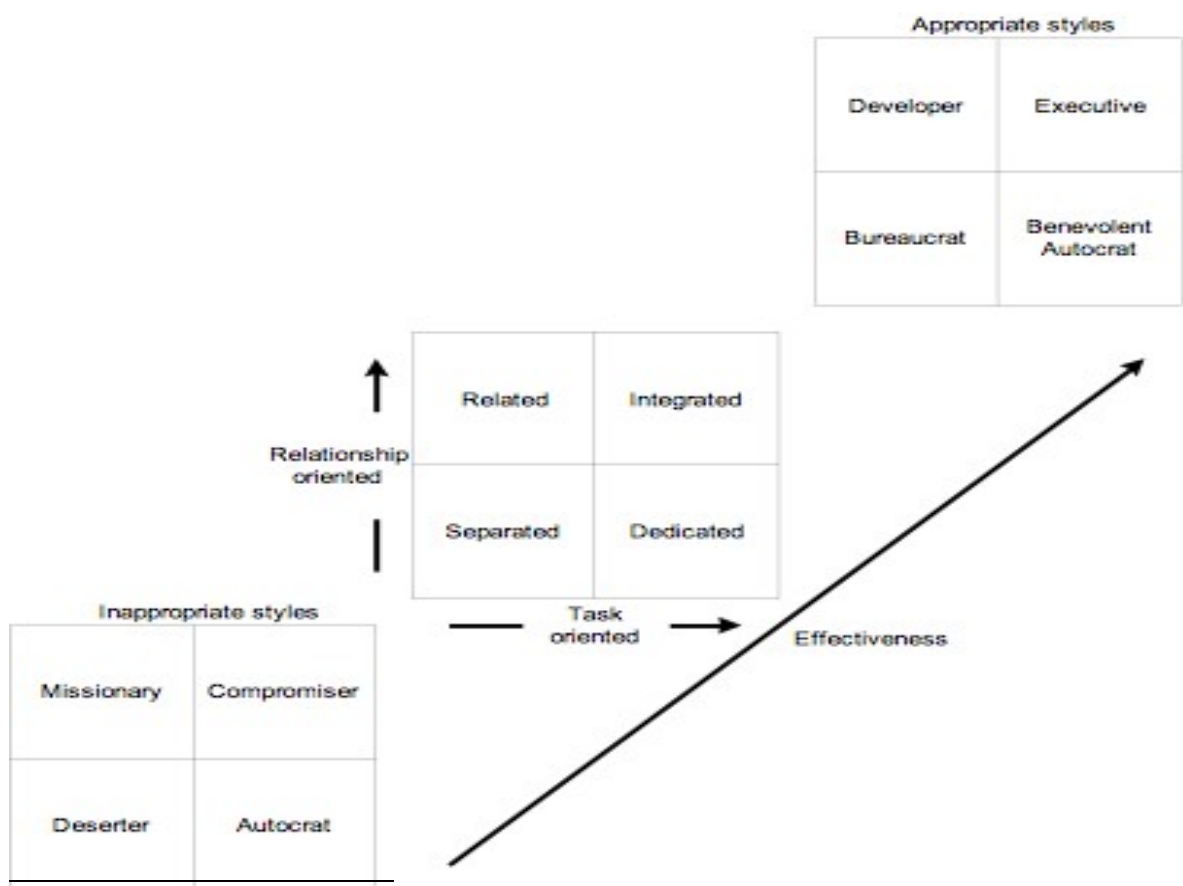
⁴ Source: <http://www.leadership-central.com/path-goal-theory.html#ixzz1jG5snnoR>

⁵ Source: <http://www.leadership-central.com/Vroom-Yetton-Jago-decision-making-model-of-leadership.html#ixzz1jG7sqJW8>

based on the two basic dimensions of leadership identified by the Ohio State studies. He called them Task-orientation and Relationships-orientation. However he introduced what he called a third dimension – Effectiveness. Effectiveness was what resulted when one used the right style of leadership for the particular situation. Reddin’s 3-D model was the idea that one could assess the situation and identify what behavior was most appropriate. His model relates the level of managerial effectiveness to the most appropriate use of each of these styles.

The appropriate use of the four basic management styles is the solution to managerial effectiveness. There is no one right management style, as depending upon the variable, any of the four basic styles can be successful if used appropriately.

Figure 2.3: Three Dimensional Leadership⁶



⁶ Source: www.wjreddin.co.uk

Table 2.5: SWOT analysis Situational Theories	
SWOT ANALYSIS OF SITUATIONAL THEORIES	
<p>STRENGTH</p> <ul style="list-style-type: none"> • Take account of unique circumstances • Motivate thinking about a particular aspect of a leader-led situation that needs more intense focus. 	<p>WEAKNESSES</p> <ul style="list-style-type: none"> • Identifying the aspects of a situation can be highly subjective and may not capture the reality of a leader-led situation.
<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Context and system dynamics are integral aspects of a leader-led situation. • Developing Simulation Techniques make theory easier to formulate solutions. 	<p>THREATS</p> <ul style="list-style-type: none"> • Variables is innumerable and quantification is almost impossible • Using software to decide for a leader may be dangerous for real life conditions.

2.3.4 Transactional Leadership

Transactional theories, also known as exchange theories of leadership, are characterized by a transaction made between the leader and the followers. In fact, the theory values a positive and mutually beneficial relationship. Punishment and reward motivate people and this underpins transactional leadership theories. There must be a well-defined hierarchy, where everyone knows who the leader is and who is following.

The subordinates need only to obey their leader; nothing more is required. Whether they can actually think that the task is irrelevant. In a laissez-faire economy, a person

seeking employment implies that the employee subordinates all rights to the leaders of the organization for which s/he is to work. A leader or manager points her or his finger and says "do it - no questions asked". The method is predicated upon behaviorism, the starkest of which is the Pavlovian response.

Furthermore, Abraham Maslow, among others has found that people have hierarchies of needs (physiological, safety, love, esteem and self-actualization) and the transactional leader takes advantage of these in presenting them as rewards to a following that does the leader's bidding. When a person is sycophantic, s/he will be rewarded. Maslow stated that self-actualization was the highest value and that this would make a transitionally-based leader's job even easier. (Maslow, 1954)

Table 2.6: SWOT analysis of Transactional theories	
SWOT ANALYSIS OF TRANSACTIONAL THEORIES	
<p>STRENGTH</p> <ul style="list-style-type: none"> • Feasible at time important tasks. • Short run to train leaders. • Simplicity of rules and defining human relationships. 	<p>WEAKNESSES</p> <ul style="list-style-type: none"> • It disregards emotions and social values. • It presumes people are always motivated by rewards and punishments. • It ignores altruism or will to power.
<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Takes advantage of well-known and tested ideas (Pavlov and Skinner for example) of human responses. 	<p>THREATS</p> <ul style="list-style-type: none"> • It does not bring out the best in people, but subjugates them. • Encourages destructive competition and in the long-run can impair an organization, especially from the inside. • An organization can become dependent upon one or a few leaders; if the leadership disappears, it will be more difficult to replace it.

2.3.5 Transformational Leadership

The Transformational Leadership theory states that this process is by which a person interacts with others and is able to create a solid relationship that results in a high percentage of trust, that will later result in an increase of motivation, both intrinsic and extrinsic, in both leaders and followers. In my opinion, transformational theory is the turning point for leadership theories. Researchers begin to understand the need of change with transformational theory. This inspire to the new paradigms in leadership theories.

First, transformational leaders „do the right thing“ (i.e., idealized influence) by modeling prosocial behaviors (Avolio, 1999; Simola, Barling, & Turner, in press; Turner, Barling, Epitropaki, Butcher, & Milner, 2002). Second, these leaders set high expectations (i.e., inspirational motivation) for performance and non-aggressive behaviors. Third, transformational leaders challenge followers to think differently, which would include raising questions as to whether aggressive behavior is appropriate (i.e., intellectual stimulation). Finally, these leaders are mindful of individual needs of others (i.e., individualized consideration). In sum, transformational leaders adopt a prosocial orientation toward in-group and out-group members. (Tucker Sean, 2009)

The essence of transformational theories is that leaders transform their followers through their inspirational nature and charismatic personalities. Rules and regulations are flexible, guided by group norms. These attributes provide a sense of belonging for the followers as they can easily identify with the leader and its purpose.

A test of the efficacy of transformational leadership theories could be how a group of island survivors fare. It is clear that if there is no cooperation, the chances of survival are greatly diminished. On the other hand, if the necessary tasks are of an urgent nature, there may be a need for a commanding person. William Golding's *Lord of the Flies* is an excellent scenario from which to draw lessons such as this.

Furthermore, Aristotle argued in his Politics that a society is strengthened with diversity in ideas and capabilities and as a result, democracy was a better form of authority.

Beside these, Game theory, as exemplified in the Prisoner's Dilemma, supports the view that cooperation produces more results than competition and that the strength of that cooperation is enhanced when people of diverse backgrounds and capabilities are encouraged to participate in achieving the common goals and to make decisions collectively. The simple truth is that if everyone is involved in decision-making, they will be more committed to working to achieve making the ideal goal a “reality”.

Table 2.7: SWOT analysis of Transformational Theories	
SWOT ANALYSIS OF TRANSFORMATIONAL THEORIES	
<p>STRENGTH</p> <ul style="list-style-type: none"> • Emphasizes the task and organizational integrity, • Bring harmony to a chaotic situation. 	<p>WEAKNESSES</p> <ul style="list-style-type: none"> • Seems less realistic, • Ability to act as individuals has been restricted.
<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Long-range goals • Educated followers are important 	<p>THREATS</p> <ul style="list-style-type: none"> • Over-dependence upon the leader • Followers have different personalities • Sometimes cooperation couldn't occur.

2.3.6 New Paradigms in Leadership

2.3.6.1 Quantum Leadership

New order brings new paradigms. Paradigm means model, theory, assumption or perception. More common sense paradigm is the way we “see” the world, not in terms of our visual sense of sight, but in terms of perceiving, understanding and interpreting. (Covey, 1990, p.32) when we look at history we can see great paradigms shift. For instance, according to Ptolemy the earth was the center of the universe. However Copernicus created a paradigm shift and says that the sun is the center of the universe. As a result, our assumptions change after that theory. With 2000s we can see a lot of paradigms flies over us through everywhere. Change has lots of cycles inside even the outside. So leadership theories also emerge and adapt itself to this changing situation. May be they are not powerful yet like a Great Man theory or Behavioral theories but they intend to explain what is going on in our social environment.

The most effective ones among new theories are Visional Leadership (Bennis & Nanus, 1985; Kouzes & Posner, 1987), Quantum Leadership (Erçetin, 2000), Distributed Leadership (Gronn, 2002), Servant Leadership (Greenleaf, 1991; Spears, 2004), Spiritual Leadership (Fry, 2003), Adaptive Leadership (Linsky & Heifetz, 2002), Complexity Leadership (Marion & Uhl-Bien, 2001; Uhl-Bien, Mrion &McKelvey, 2007)

In this paper I am not going to talk about the details of each of the paradigms except Quantum Leadership. In my opinion we could understand the future with Quantum Leadership more effectively. Newtonian way of thinking, using left brain, comes to close its era.

First of all we should understand the differences between the Newtonian and Quantum perspectives center on their general assumptions about nature. In the Newtonian perspective it is assumed that the laws of nature are knowable, events are predictable, and control is possible – even in social matters. The job of scientists is to reveal the organized simplicity that lies beneath nature’s apparent complexity such

that it can be controlled. In the quantum paradigm, in contrast, nature is seen as often being complex, chaotic and unpredictable, and beyond much control through direct human intervention. The job of scientists is to reveal ways of living with nature and capitalizing on its potentialities. According to Zohar (1997, p.9) the two sets of general beliefs that are now driving theories and research contrast in the following fundamental ways:

Table 2.8: Fundamental differences among Quantum and Newtonian belief	
Newtonian belief	Quantum/complexity belief
Absolute truth	Multiple possibilities
Absolute perspective	Contextualism
Uniformity	Pluralism, diversity
Certainty	Uncertainty, ambiguity
Simplicity	Complexity

We need to use both perspectives, because the Newtonian lens is appropriate for understanding some aspects of organizations while the quantum lens provides insights into other aspects. Both of them continuously created by interaction like particulars in the quantum world. Quantum and chaos theories are challenging our paradigms not only in theories but also, in all aspects of life. They aren't only challenging mechanical paradigm, they may be challenging the concept of paradigm, too.

Quantum leadership, with its more sensitive content, allows us to understand and to give meaning to the leadership. On the contrary, in mechanic leadership/Newtonian, every choice sometimes empowers and supports leadership theory, and sometimes these choices can be destructive, choices terminate each other. This point can be interpreted as a quantum gate. (Because in quantum theory, waves with same frequency empowers the light and in contrast, waves with opposite frequency terminate each other, weakening the light) At this gate, the choices weakening each other may support quantum leadership. This support may be small, but its level is not. The result of the small may be bigger. This is the "butterfly effect" of chaos theory. Seemingly unrelated and insignificant events and actions may cause bigger affects in the future by differing their changing pattern. According to chaos theory,

the relations in the world are so dynamic and so complex as to seem disordered. But, as a matter of fact, there is an order to the chaos, and it is impossible to determine and predict these relations because of the myriad factors involved. (Stillwell, 1996, 6-9) Here we are trying to explain that Newtonian leadership theory seemingly unrelated with quantum leadership may be the butterfly causing a tornado, -a true transformation-, in leadership theory. As a result, chaos theory helps us to understand, at least to think about quantum leadership in detail. (Papatya Gürcan, Alı Dulupçu Murat, Thinking Quantum Leadership For True Transformation: The Talisman Of “Not To Know” At the Threshold of New Leadership)

Table 2.9: Essential Differences between the Newtonian and Quantum Paradigms	
Newtonian	Quantum
Atomistic Focus on functional parts.	Holistic Focus on relationships, integration.
Determinate Assumes certainty & predictability. Emphasis on control.	Indeterminate Value in uncertainty & ambiguity. Requires trust, faith.
Reductive Whole is the sum of its parts. Parts exist independently. Parts are interchangeable. Co-ordination must be imposed.	Emergent, self-organizing Each part defined by relationships with other parts. Whole greater than sum of its parts. Order or patterning emerges spontaneously.
One or the other Selective/exclusionary – There is one truth, one best way. There is inescapable tension between the individual and the group.	Differences embraced Inclusive, synergistic. Individual and group are mutually defining in dialogue with experience.
Duplication Mirrors – Uniformity	Fractals Kaleidoscopes – Variations on themes
Actuality Focus is on “the here and now”, facts, actuality. Values are ignored.	Potentiality Focus is on creativity, thinking outside the box, exploring the unknown, the possible. Values are factored in.
Subject-object split The scientist is detached from the object of inquiry – the world is “out there”.	Participatory universe The scientist is “in the world” – both are mutually co-defined.

<p><i>Vacuum</i> Emptiness fills the space between objects of the universe; objects are all there is.</p>	<p><i>Field</i> Things/objects all exist (Latin for “to stand out from”) on the quantum vacuum – they are excitations on the vast pond of energy that provides the ultimate vision for the universe’s unfolding.</p>
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Leadership has been -still is- structured by mechanic assumptions: Certain, deterministic and predictable organization and individuals with hierarchical relations. Mechanical leader used his power in order to obtain the control on the organization. So we believe that leadership only belongs to the leader. That is to say, “if there isn’t leader, then there is no leadership”. The result determines the structure: “if leader is necessary for the leadership and for the organizations, then there must be leader”. By this way, learning and teaching about leadership process is avoided. The notion of “for leadership, a leader is necessity” depends upon mechanical ways and means. But, on the other hand, we know that processes produce results and ends in the organization and in the political life. These results, however, are temporary, not endless. And leader is the only one of the results of leadership, not the unique-ultimate one. As we mentioned before, in quantum world, the main point is not results, instead the **processes**. In order to understand quantum world, we have to destroy our (former) thinking base – the Newtonian based management science -, and construct a new thought. This new thought includes a paradox. We need outmoded thought of leadership, not its assumption to think with, but in order to have new leadership thought.

Further, quantum leadership may be conceptualized as having three primary dimensions that may be enacted through three sets of administrative strategies, as follows (Fairholm, 2004a, p. 372):

Table 2.10: Primary Dimensions of Quantum Leadership and the Related Strategies

Dimensions of quantum leadership	Leadership strategies
<ul style="list-style-type: none"> • Going with the “autopoietic flow” – the tendency to self-organize 	<ul style="list-style-type: none"> • Facilitating the free flow of information • Facilitating the development of feedback loops • Focusing on nourishing and sustaining relationships • Encouraging trust • Supporting fractal organization – individual members act independently, with their behavior bounded by shared vision and values
<ul style="list-style-type: none"> • Working with uncertainty and ambiguity 	<ul style="list-style-type: none"> • “Getting on the balcony” – striving to see day-to-day events in terms of the big picture, the “tides” in events • Supporting creativity, permitting consequent destruction • Supporting the view that change is centered in people, not “The Organization”
<ul style="list-style-type: none"> • Recognizing that fundamental imperatives flow from the quantum vacuum, celebrating visions and values 	<ul style="list-style-type: none"> • Emphasize the importance of values, helping to clarify values • Supporting belief in the plurality of values • Listen and watch for indicators of values • Articulate visions • Model values

Finally, also another useful perspective on quantum leadership is provided by Fairholm (1998) in his typology of leadership mindsets and styles. He proposes that over the last century five distinct ways of conceptualizing (and enacting) leadership have emerged:

1. Leadership as scientific management – Emphasis is placed on efficiency (the best ways) and effectiveness (productivity).
2. Leadership as excellence management – The focus is on systematically striving for improvements in the quality of the organization's people, processes, and products.
3. Leadership as values-displacement activities – Goal achievement is pursued through activities aimed at aligning members' values and visions with those of the organization.
4. Leadership as building a trust culture – The focus is on establishing and maintaining an ethos of trust, based on shared values and an ethic of respect and equal worth.
5. Whole-soul or spiritual leadership – The focus is on fostering members' continuous growth, improvement, self-awareness, and self-leadership by accommodating not only their professional selves but also their private selves; working with the spirit (the soul, the heart, or the character) of followers at the emotional, value, intellectual, and technical levels.

In applying quantum physics to human organizations, Wheatley (2005) says that individuals do not exist in any organization as independent entities. Each member in an organization is somehow connected to another through webs of relationships. These webs are undergoing constant changes requiring individuals to self-organize. Both Fullan (2001) and Wheatley (2006) state that there are patterns in self-organizing processes that leaders can learn if they are willing to observe and listen to each member of the organization. Fullan (2001) says that leaders can take their understanding of self-organizing processes one step further by carefully creating a

disturbance to a system that will elicit a particular order, or pattern of behavior. Thus the new paradigm in organizational leadership is that order and control are two separate concepts and that it is very possible to have order without having control (Wheatley, 2005).

The next logical step would be to apply the understanding of self-organizing processes to systems thinking. If webs of relationships are inevitable in an ever-changing culture, then a good leader is able to use those connections to share information and generate knowledge. This requires dialogue instead of discussion (Senge, 2006), and “looking for insights inside of messiness” (Wheatley, 2005, p. 208). Fullan (2001) refers to making sense of the messiness as *coherence making*. It is an ability to collect and synthesize information from all levels of the organization in order to form one vision. In making one coherent, shared vision, leaders no longer separate themselves from the rest of the organization. And, they are more likely to gain the commitment from the organizations members because everyone has taken part in creating the vision. They have done more than the right thing; they have done what is right as Bennis claims.

Finally, the practice field must be a place where it is “OK” to ask questions. Drucker in an address to the Drucker Foundation Advisory Board in 1993 said: “The leader of the past was a person who knew how to tell. The leader of the future will be a person who knows how to ask. Complexity of the problems that leaders faced today could only be solved by asking the right question. This is only possible if a leader able to analyze the conditions that s/he surrounded. That’s why Quantum way of thinking is very important because it helps us to understand the process even in chaos. An experiment done in quantum physics influenced me excessively. It was about photons shows their ability to behave like a particle or a wave under different conditions. To summarize, there is a linear surface as a detector and it has two holes on it. If one hole is open the photon comes toward to hole as a particle like a bullet one by one but if the two holes are open photons behave like a wave and cross two holes and occur a theme. Photons don’t know if one or two holes are open till the last instance. However they know how to behave even in the crashing point. This experiment shows us that every particle in the world has knowledge inside even a

photon to adapt new conditions. Today rapidly changing world forced leaders to behave like this photons with quantum way of thinking.

2.3.7 Local Governance and Leadership

When we talk about local leadership we intend to think about a governor, the governor of an administrative district, a mayor or a headman. Assigned or elected each of them applies existing rules without doubt. However, sometimes we could observe that under similar conditions there are some varieties among applications. I do not intend to say that they apply the existing rules with altering the conditions. So where is this difference come from? In my opinion basic reason behind this question is their leadership. Although governors and all mayors have their authority from their positions, they allocate this authority according to their leadership ability. That point some may say that regional differences also very important for the governing. However, we see that two authorities in the same region could act in different ways. We try to analyze this difference. And we named this “leadership”.

All local governance deals with political leadership. We use political leadership term not only for leaders coming from some political parties but also for leaders for public administration. In defining the broad boundaries of public leadership Morse, Buss, and Kinghorn (2007) note at least three types of public sectors. First there is political leadership involving legislators; elected executives such as presidents, governors, and mayors; and other various stakeholders in the political process. Second, there is organizational leadership, also known as bureaucratic or administrative leadership, primarily aimed at those leading and managing employees, programs, and organizations for the public good. Third, there is collaborative leadership, which focuses on leading in shared power world where citizens must have broad access and engagement, where more organizations must be included in policies and solutions, and where accountability is more broadly distributed. (Wart, 2011, P.457) The main point is that elected or assigned, both of them should identify their position equally to every aspect of society.

Culture of the society is also very important when analyzing local leadership. As Mart emphasize in his book that while there are many fundamental “eternal

verities” related to leadership that seem to defy culture and time, much of what is interesting about leadership is affected by context. When environmental shifts occur, social values tend to evolve, organizational structures adjust, preferred leader styles alter, and competency needs are affected. (Bass, 2008) For example in USA according to Mart demographics have shifted to a more multi-cultural and educated society. Communication is much more computer and technology mediated. Organizations are more team based, networked, globally connected, flatter, and purport to be more empowered and participative. The public at large citizens, consumers, and organizational members is much more cynical and distrusting. (Wart, 2011, p.463)

In our case, we try to make our analysis through Turkish culture. So what are our expectations about leadership? How we define this insoluble subject? When we look at our literature, we see that in Or Hun monuments our ancestors try to give advice to his followers (sons) and explain lots of details about leadership, of course within their century’s facts. Beside this we should mention Farabi (ALPHARABIUS, 900) and his two books El-Medinetül Fazıla (City with Virtue) and Es Siyaset-ül Medenniye (Civilized Politics). More professional monuments follows and we see Kutadgu Bilig (Yusuf Has Hacip, 1070), as we can translate knowledge of happiness or knowledge to be a good govern. In his book, he tries to explain issues according to Islamic rules. As in Republic this book also written as a conversation between four people. I do not want to give details in order to remain in the text but we should mention a few about Kutadgu Bilig. Most important thing about the writing is that the names of the characters. Kün-togdı, means sunrise, occupation king/sultan, symbolizes justice. Ay-toldı, means full moon, occupation minister, symbolize happiness. Ögdilmiş, means to be praised, occupation wise person, symbolize reason or knowledge. The last character is Odgurmiş, means awake, occupation dervish; symbolize fate, the end of life. These names are remarkable according to their symbols and how a culture looks through life. Also his contemporary Nizam al Mulk (the order of state), who builds first universities in the world and the prime minister of the Great Seljuk Empire, wrote a book called Siyasetname (The Book of Government) to give advices to the governors. These are our first monuments written about

leadership and have lots of followers as Rumi that will be examined as another subject of later studies.

A recent book can be translated as Management in Turkish Culture / winning global success with local values, written by Prof. Dr. Acar Baltas, state about a study done across 62 countries in four different steps named as Global Leadership and Organizational Behavior Effectiveness- GLOBE. In this study, Baltas summarized the characteristics of Turkish Leadership culture as follows:

- 1) Ensuring Collaboration: support participation, team membership is important; to be approved even by people without authority is important.
- 2) To persuade: leader is successful when persuading people toward a goal. Also know how to motivate with fringe benefits. Rewarding and punishments are done.
- 3) Curiosity for a position: leader accepts and takes advantage of the natural results and privileges of the leadership position.
- 4) To be autocratic: take decisions alone and waits other to obey. Ideas of subordinates are not important for him or her. To criticize in public is the punishment way that he or she uses.

However change also effect the society's cultures. With education and effect of globalization autocratic leadership may leave its place towards more democratic, participant, convincing leadership. To implement leadership without using power is an emerging phenomenon.

These findings are also parallel with Hofstede research. In his research Hofstede measures which value is important in a society's culture\ power and success or harmony and agreement. Turkey took 45 point when the world average is 50, which means Turkish society is a relationship oriented one. According to this study, if a leader wants to lead in Turkish culture and accept successful results he or she must be sensitive and genuine. (Baltas, 41)

2.3.7.1 Governance:

In order to understand the local or municipal leadership concept better we should look at the term of governance in detail. According to Cambridge Dictionary governance means the way in which an organization is managed at the highest level, and the systems for doing this. Oxford dictionary explains governance as the activity

of governing a country or controlling a company or an organization; the way in which a country is governed or a company or institution is controlled. In Turkish, governance translated as “yönetişim” however if we look its roots we see the words management/“yönetim” and communication/“iletişim” together. This sometimes forced us terminologically. While we use governance as public administration before, today we use governance as leadership. Rapid developments in paradigms also affect the meaning of the governance.

So what is the relation between leadership and governance or is there a relation between these two concepts. Recently many researchers also deal with these questions. An African writer Fidel Y. Tetteh explain this issue in his article as “Leadership represents the organization of people into manageable groups and influencing them to a specific direction for the purposes of harnessing available resources (spiritual, mental, and physical) for the general good of all. Leadership is not just an art of leading people towards a goal but governance (management, control, rule, etcetera.). The significance of any government is to enforce order wherever it is located and to establish positive institutions that regulate and direct the actions of persons as well as the management of other resources for the general good of all. But, the enforcement of these necessities requires authentic and divinely empowered leadership.” (Tetteh, newGanna, 2009)

It is clear that national policy and local government structures and culture have important impacts on how community leaders behave.

In my opinion, leadership and governance (not only public administration) become side by side if there is an institution to manage. A man or a woman could be the leader of his/her family or his/her own social network. If there is an organization or an institution needed to be leaded there must be governance too. Governance makes the system work and courage the attendants to act on behalf of governing. It gives chance to citizens who have different back rounds, to take active roles through their governing. Rivalry in public administration also takes the system from concept of public administration to governance. It emphasizes to administration systems and

their reconstruction period to be more effective and efficient in both private and public sector. (Stoker, 1998, p.18) To govern and governance have different meanings. To govern symbolize hierarchical and bureaucratic management style while the governance symbolize organizations, institutions, public agencies, individual actors and government to be hand in hand formally or informally to have effective governance in rapidly changing world. As a result, governance also needs leadership to be more effective and efficient.

In light of the emerging interest in researching governance and with a view of governance as the study of “coordination and collaboration”, as well as the potential benefits of “cooperation and competition”, these cases examine governance as a **product of institutional design that attempts to facilitate the benefits of coordination and collaboration in a political environment with intense competition among local governments for funding.** (Callahan, 2007)

In his article about governance of Los Angeles and Alameda Corridor project Richard Callahan point that three newly established public agencies built regional rail projects in Los Angeles County from 1978 to 2002. The Los Angeles County Transportation Commission, the Los Angeles Metropolitan Transportation Authority, and the Alameda Corridor Transportation Authority were experiments in regional governance. Conventional understanding of these agencies only partially explains their successes and failures. One path to improved understanding is to combine research on the politics of designing new public agencies with research on cooperation in collective action problems. What emerges is an untold story of American politics: the evolution of mechanisms that promote cooperation. Four findings emerge: (1) conflict is inevitable; (2) public agencies can succeed despite the problems of politics; (3) successful regional solutions are intensely local; and (4) cooperation emerges from supply side mechanisms that create new resources rather than reallocate existing resources. The limits of politics are neither random nor predestined — neither is the governance solution. (Callahan, 2007)

It might not be wrong to claim that the chaotic side of politics effects governance and leadership even in a developed country. The impact of political considerations on the

design of new public agencies is central to the framework that Terry Moe calls the *politics of structural choice*. Moe starts with the premise that public agencies are not designed to be efficient: “Because American politics is unavoidably a process of compromise, then, public agencies will tend to be structured in part by their enemies — who want them to fail”.

As institutional scholar Richard Scott has noted, these organizational designs are “rationally constructed edifices established by individuals seeking to promote or protect their interests”.

Conflict is built into regional agencies by political design. Conflict emerges as a dominant feature in each of the case studies. The interest groups vary in each of the cases, but conflict is ever-present. From the onset, each agency had significant conflict structured into it. Rather than resolving preexisting conflicts, the formation of these new agencies initially confronted increasing levels of conflict among competing interests. The legislative sponsor, Richard Katz (2000), and staff member Caprice Young (2001) both noted that the level of conflict in one of the new agencies — the MTA — ran much deeper than ever imagined. The evolution of mechanisms to resolve conflict varied among the agencies. The cases illustrate the results of unchecked conflict and the utility of mechanisms to resolve conflict. (Callahan, 2007)

As Callahan also emphasizes there is a need to explain the how and why of institutional change in local government.

Abramson, Breul, and Kamensky (2006) point out that in a world in which public sector expectations mandates, technology, structures, resources, workforce demographics, and norms are evolving, the challenges of management must also evolve in tandem. They identify six major trends that have direct or indirect effects on management unfortunately on leadership:

- a. change in the formal rules of government in order to allow more flexibility and customization of services
- b. the expanded use of performance measurement
- c. the increased emphasis on competition, choice and incentives
- d. the expectation of performance on demand

- e. the requirement for greater citizen engagement
- f. the greater use of networks and partnerships

Also in *Governance as Leadership* written by Richard P. Chait, William P. Ryan, and Barbara E. Taylor examine governance and leadership in case of nonprofit Board management. They found that three developments in the recent theory and practice of leadership had important implications for governance.

1. A virtuous circle of theory and practice

Why do leaders understand and practice leadership differently today than they might have 50 years ago? Partly because of a huge surge of interest in leadership that led to an abundance of new concepts and theories. Theorists and researchers in fields as varied as psychology, sociology, political science, and management all studied leaders and leadership. Leaders themselves joined in the sprawling debate about what makes for effective leadership. By studying leaders at work, the researchers developed new theories; the new theories, in turn, inspired new practice. This virtuous circle of theory and practice changed the field.

Governance is different. While there is urgent interest in the problems of Boards, and a growing demand for more accountability, there is very little governance theory. We don't think about or debate governing; we just do it. The literature aimed at Boards is mostly prescriptive, a series of dos and don'ts. It summarizes practices that are considered effective, clarifies the roles and responsibilities of Boards, and, in the process, reinforces both sound practical wisdom and less valuable conventional wisdom. In short, to get new governing practices, the field will need new governing concepts.

2. Multiple modes for complex organizations

Many practitioners and theorists have converged on a central insight into leadership: Effective leaders don't mobilize people and organizations because they see things in one way; they succeed because they see things in many different ways. They can look at a complex organization's most difficult problems from many vantage points, which, together, give them a better appreciation for their options. And in responding

to the challenges they face, they bring different mindsets to bear, and work in multiple modes.

Theorists and practitioners have identified a number of these modes, in which, for example, leaders act as politicians, icons, culture builders, coaches, enforcers, managers, bureaucrats, and so on.

In contrast, we tend to understand governance as a set of Board tasks rather than a series of governing modes or mindsets. For many Boards, governance is a series of routines: overseeing budgets, receiving audits, hearing reports, approving strategic plans, and so on. They might be multi taskers, but most Boards are not multimodal. We simply don't have ideas and language to think about the different mindsets that Boards should bring to different aspects of governing.

3. The power of framing

Many students of leadership have reached consensus on a second point: Leaders exercise their greatest power by framing the issues at hand. In many cases, organizations face not problems but, as Donald Schon puts it, "problematic situations," where it is clear something is wrong, but not exactly what. It's in deciding what the real problem is that leaders exercise their greatest power. Once the problem is framed, the options for solutions are set. More broadly, leaders influence their organizations by deciding what the organization should pay attention to and then providing ways of looking at it. While we are used to thinking of formal organizational processes - like mission setting, strategic planning, or program development - as the source of power in organizations, effective leaders understand that framing the issues drives all of these processes. This aspect of leadership - what we call generative thinking - raises profound questions for governance. If governance is all about setting organizational purposes and monitoring progress toward those purposes, then don't Boards need to be engaged in this work? This powerful work is associated with leadership, but can Boards really be governing if they do not participate in it? Those questions suggest a shift - toward governance as leadership. Richard P. Chait is a professor at the Harvard University Graduate School of Education and Board Source Board member. William P. Ryan is a research fellow at the Hauser Center for Nonprofit Organizations at Harvard and a consultant to

foundations and nonprofits. Barbara E. Taylor is a Washington, D.C.-based consultant. They are the authors of *Governance as Leadership: Reframing the Work of Nonprofit Boards* (Chait, Ryan, Taylor, 2004). They examine the relationship between governance and leadership in accordance with nonprofit organizations and their board management.

To conclude, the core of the classic public administration is the superiority of the state while now modern governance for and on behalf of the society. Society or people are the core point of this new understanding. The older one has rigid rules and obligations and control mechanisms while the new one has local accountability and face to face relations. One was more discreet about sharing the information with the public on the other hand new governance thinking share all. Classic public administration did the production by herself in other words create public value by herself while new governance courage the stakeholders to produce local values and make the rules and obligations more easier, cleaner and understandable. As a fact, municipalities and mayors become leaders of their regions on behalf of improvement and progress in every field of social institutions. Because of this complexity, we could not understand leadership without governance. They are hand in hand in successful institutions and organizations. There are numerous studies done about governance and will be done indeed that we try to summarize basic ideas about governance and leadership to analyze our main subject 'Municipal Leadership' better.

2.3.7.2 Municipal Leadership

“Man is a social animal” and “the core of the politics is power” are the first sentences that we learned in political science lectures. Still these sentences do not lose their importance. To survive our lives in better conditions we need people, communities, systems and institutional structures. An individual living on a mountain at least use the postal service, there is no way to run away from the social mechanisms. People like us, living in cities need some organizations and institutions to live like a civilized “social animal”. That’s why municipalities and mayors are very important

in our daily life. We shape our living wellbeing according to our community health, institutional structures and natural environment as shown in figure.



Figure 2.4: Personal well -being and its relation with our environment⁷

Pursuant to Articles 123 and 127 of the Constitution of the Republic of Turkey, local administration is an integral part of a unitary public administration system, which also comprises the central administration. The system operates under the overall direction and responsibility of the Council of Ministers, and in the framework of the Laws adopted by the Grand National Assembly and ratified (through signature and promulgation) by the President of the Republic.

Local administration consists of a number of public corporate entities established to meet the common local needs of the inhabitants of provinces, municipal districts and villages, which decision-making organs are elected, and which responsibilities, powers, basic structure and resources are determined by law.

These entities are, at present: Metropolitan Municipalities (16), Municipalities (3.225), Special Provincial Administrations (81) and Villages (about 35.000). With the approval of central administration (Governor or Council of Ministers), all these basic entities may also establish Unions for joint delivery of local services or other purposes. These Unions (more than 1.000) are also public entities which belong to the local administration system.

⁷ A Sustainable Globe Depends on Local Leadership, Nancy Southern , Larry Tackett, Saybrook University, 2010

In accordance with the Constitution, the central administration has the power of administrative trusteeship (tutelage) over the local administrations, in the framework of principles and procedures set forth by law, with the objective of ensuring the functioning of local services in conformity with the principle of the integral unity of the administration, securing uniform public service, safeguarding the public interest and meeting local needs in an appropriate manner.

UNDP has been studying on a project about the reformation of the Turkish Local Governments and all financed by the European Commission. This project has 5 estimated results:

1. Capacity of the elected representatives and professional managers and staff of local authorities strengthened
2. Capacity of Unions of Local Authorities (national and regional) for effective representation of the interests of local administrations strengthened
3. The capacity of city councils and other participatory mechanisms to foster democracy, transparency, accountability and citizens' involvement in local administration strengthened
4. Inter-municipal co-operations between Turkish local authorities and partnerships between Turkish and EU local authorities enhanced
5. Capacity of the Ministry of Interior strengthened⁸

In accordance with this project Turkish assembly made some new reforms with the standards and criteria laid down in the European Charter of Local Self-government.

Until recent legal reforms, Turkish local administrations were mainly responsible for a limited set of traditional local services such as town planning, urban infrastructure facilities such as water supply, sewage and waste water disposal, urban ways, geographic and information systems, urban traffic and transport services; hygiene and solid waste collection and disposal; policing, firefighting, emergency, rescue and ambulance services; cemeteries and funeral services; tree planting, parks and green areas.

⁸ **Source:** UNDP Local Administration Reform in Turkey / Phase 2

However, the steady and fast process of urbanization and of migration from rural to urban areas (more than 70 % of the total population lives in cities) has had a big impact in the coverage and quality of such basic services, as well as in the costs for their provision. Moreover, the new legislation adopted in the past years has expanded the scope of the responsibilities of local administrations in the provision of public services, as well as in the promotion of the social and economic development of the relevant communities.

With the 58th and 59th Governments (formed after the 2002 general election) that these reform intentions and efforts have started to materialize. From the outset, these two governments declared an intention to undertake a process of rationalization, modernization and decentralization of the system of public administration in the country, and, following up from this declaration, new legislation on local administrations was prepared and enacted in the years 2004-2005. This legislative “package” consisted of new Laws on:

- Municipalities
- Greater Municipalities
- Special Provincial Administrations
- Unions of Local Authorities

The implementation of all these new legal instruments poses huge challenges to local administrations (elected representatives and staff), their Unions, and to the central administration bodies responsible for local administration namely the Ministry of Interior, Governorships and District Governorships. Such challenges are particularly acute in what concerns full information and understanding of the changes introduced by the new legislation as well as in regards to the development of the institutional and professional capacities required for implementing an important number of the reforms approved by the Government and the Parliament, which includes strategic planning, multi-annual budgeting based on programs, introduction of standards and performance indicators for public services, establishment of effective internal control systems mostly based on ex-post audits, access to information and citizens’ participation in decision-making processes – through consultations and institutional

representation of civil society organizations, formulation and management of projects aimed at socio-economic development of the relevant communities. As a result mayors, deputy mayors, elected members of municipal councils and provincial assemblies, Secretaries General and other top managers of the local administrations and audit commissions are all affected with these regulations. High qualified and accredited training program for local administration managers, focusing in the development of skills and capacities required for leading changes in local administrations.

Eventually, the strengthening of participatory and inclusive decision-making at local level will require a decisive support to the effective establishment and regular operation of the newly introduced 'city councils'; as well as to a limited number of innovative projects and initiatives involving co-operation between local authorities and civil society, so as to create a bank of "best practices" which can be used as a reference for spreading and deepening citizens' participation in decision-making in all local administrations in Turkey.

As a result this project has natural consequences as leader mayors and leading municipalities. In our study we only focus on a leader mayor and examine an example. Leading municipalities, which can be examined under institutional leadership, will be our subject for further studies.

According to Banfield and Wilson a municipal corporation is a non-market organization that citizens' control through a city's democratically elected government. A municipal corporation has power over the land, natural resources, buildings, utilities, infrastructure, and those who live or work within its political boundaries. This corporation provides housekeeping services to a city's residents, such as the regulation of sanitary or physical conditions and public safety. The residents judge a municipal corporation's performance by assessing its contributions to their quality of life. (Banfield, Wilson, 1963)

Beside this as Lindblom pointed there are mutual adjustments taking place between Municipal Corporation and the private sector. Private sector creates economic values like production, job creation, and prices affect the residents' standard of living. On the other hand local elected officials may control business activities by withholding

inducements, eliminating contracts, and imposing new taxes, regulations, or zoning restrictions. (Lindblom, 1965) Of course these are information about the USA mayoral rules and obligations. There are lots of similarities and differences between the Turkish Municipal rules and obligations.

In his work about history's best and worst mayors, Melvin Holli (1999), drawing on the voluminous literature in the multi-disciplinary field of leadership studies, employs a personality test. Great mayors have a "task-oriented" personality that is "goal driven" and "pushes for concrete or material achievements." Political failures tend to be "relationship-oriented" leaders who cannot make tough decisions. Stripped of the leadership lingo, Holli's theory divides the world of mayors into driven, successful type-A personalities, and laid-back, less successful type-Bs. This is another subject of a survey that should have done for our mayors also in the future. (Holli, 1999)

Regime theory, the "dominant paradigm in the field of urban politics," (Mossberger and Stoker 2001, 812) focuses on the coalitions of private and public power that form to govern. Regime theory stands in opposition to over-determined theories arguing for the autonomy of urban politics. But in a classic "level of analysis" problem, it offers little guidance to understand mayoral leadership, since regime theory is interested in analyzing long-term patterns of collaboration between public and private sector leadership removed from voting behavior and partisan competition that are at the heart of mayoral politics. It might be deduced from regime theory that successful mayors rise on the strength of strong private-public collaborations, and conversely, unsuccessful mayors lack the muscle of powerful business groups behind them. Stone's urban classification system turns on the relationship of a mayor toward business, and for the most part, leaves it at that. Mayors heading up pro-business, pro-growth and caretaker regimes have an easier time of it than mayors representing progressive regimes rooted in the neighborhoods. But the more important point may be that the dominant paradigm, regime theory, argues that the "temporary coalitions" mayors form are not of theoretical importance compared to more stable coalitions of private interest groups that govern cities. Mayors are more or less along for the ride. (Flanagan, 2002)

There are variety of studies done about mayors and their leadership indeed they have to determine their political future and future of their cities. For Furman (1985), mayoral skill (particularly the ability of a mayor to identify windows of opportunity for change) plays out against the backdrop of a city's political structure and culture. A study of mayoral leadership in middle sized cities also stressed the importance of the fit between "the political –governing environment" and "mayoral leadership style" (Flanagan, 2002). However change is an inevitable pattern to ignore. Political environment, governing environment even the size of the cities could change rapidly in recent days. Although political and organizational constraints often leave relatively little room for maneuver for the mayors, still society needs leadership from these managers. (Moore, 63)

Beside this we should not forget that mayors faced with multi-dimensional problems. Demographic ordering as changing population, intergovernmental ordering as the political agenda of the state, and electoral ordering are the problems that a mayor should put in an order according to his/her "leadership project". This is also another subject for further studies.

Furthermore economic depression that world becomes faced today is also another big problem that mayors involved. However many years ago, in 1977, Cleveland city mayor Dennis Kucinich (1977-1979) point an alternative way called as "new urban populism". According to his ideas a "third way leadership" must be formed opposing to tired offerings of politics. This new political standpoint's focus idea is that "the basis of genuine reform is economic reform". However he as a mayor failed because of his leadership style. He struggled with every unit of institutions or organizations in the society and as a result has lots of opposition. His story labeled as a story of a progressive mayor disciplined by the market. (Flanagan, 2002)

Another failed mayor David Dinkins, first African-American mayor of New York City (1990-1993), said that "in the future, ours will be a smaller government....able to cope with rapid changes, but a stronger one, more creative, more productive and more responsive". (Flanagan, 2002)

As a result we could ask three questions:

1. If a mayor can be a leader too?

2. Is there a relationship between local development and mayoral leadership?
3. What kind of leadership skills needed for local development?

First of all we should explain the local development or urbanization process. Basic dimensions of local development could be count as economic, social inclusion, political participation and cultural pluralism.

The world is undergoing the largest wave of urban growth in history. In 2008, for the first time in history, more than half of the world's population will be living in towns and cities. By 2030 this number will swell to almost 5 billion, with urban growth concentrated in Africa and Asia. While mega-cities have captured much public attention, most of the new growth will occur in smaller towns and cities, which have fewer resources to respond to the magnitude of the change.

In principle, cities offer a more favorable setting for the resolution of social and environmental problems than rural areas. Cities generate jobs and income. With good governance, they can deliver education, health care and other services more efficiently than less densely settled areas simply because of their advantages of scale and proximity.

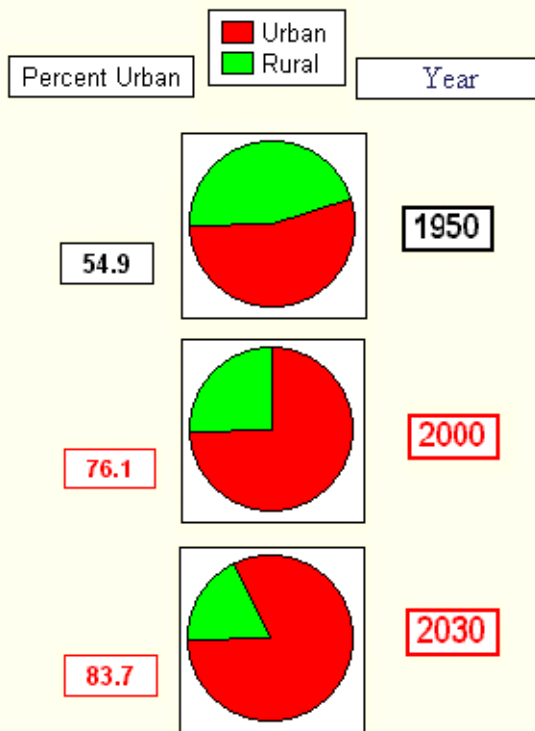
Cities also present opportunities for social mobilization and women's empowerment. And the density of urban life can relieve pressure on natural habitats and areas of biodiversity. The challenge for the next few decades is learning how to exploit the possibilities urbanization offers. The future of humanity depends on it.⁹

As a result, as we could predict from the pie charts below, inevitably we should turn our focus to cities for the healthy growth of our people and country. Even we should also deal with rural areas because with the effect of mass media, economic growth and globalization these areas are also going to need to be urbanized systematically.

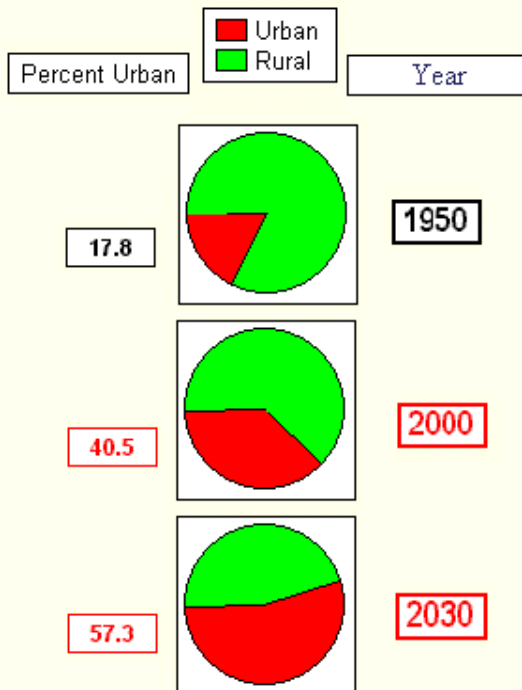
⁹ United Nations Population Fund-2007 State of World Population

Economic welfare of our country passes through this urbanization process. However recently, urbanization process not only means infrastructure or superstructure works; it deals with local development in every area of human life. With adaptation to European Union applications Turkey prepare and apply a National Program to catch this goal. This new legislation compatible with EU laws at the local level more transparent, participatory and grounded in human rights, while encouraging the public administration structure, opens new horizons in Turkey on behalf of local governance (COM, 2006).

More Developed Regions



Less Developed Regions



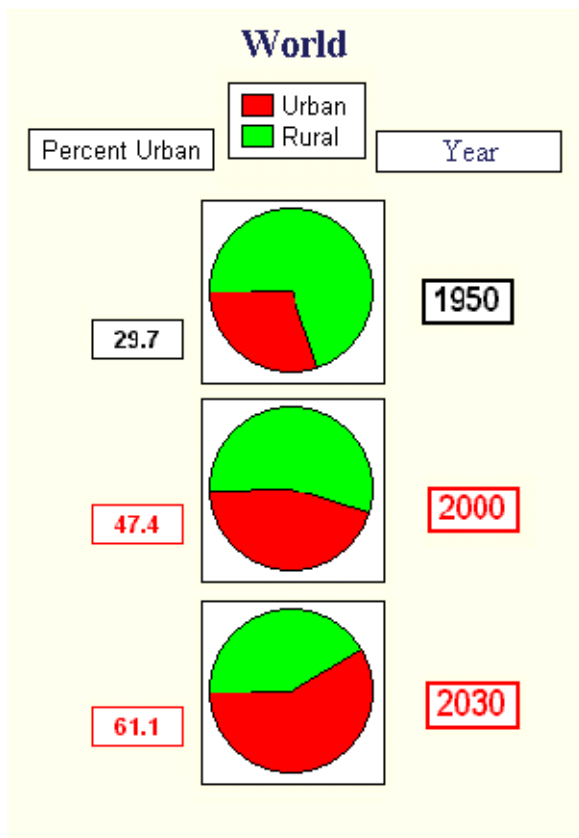


Figure 2.5: Urban and rural development predictions

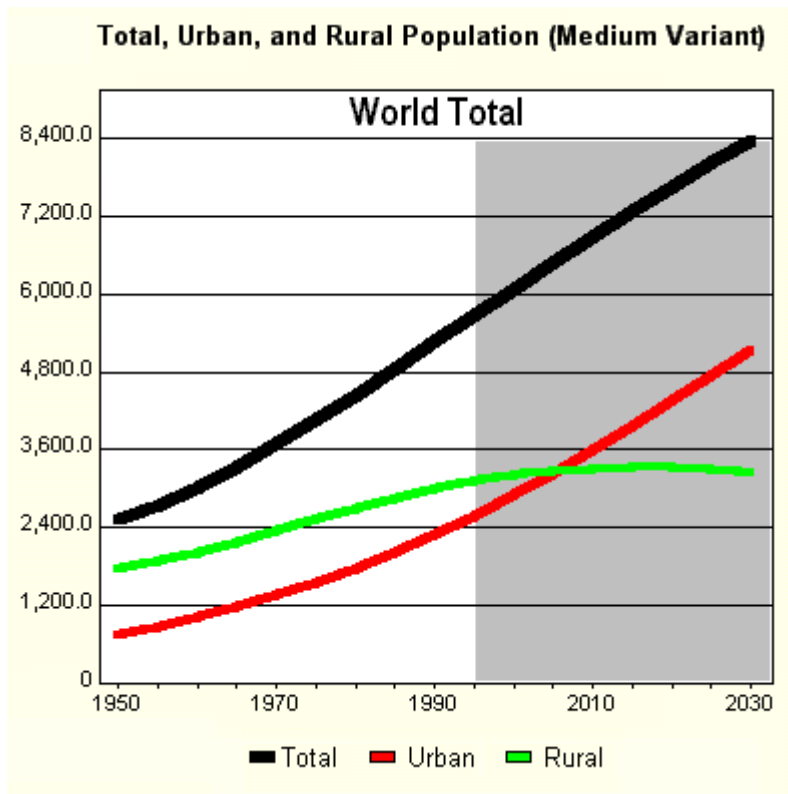


Figure 2.6: Total urban and rural population¹⁰

Local governments are strategic actors in the development process for a number of reasons.

First, the process of decentralization is a global phenomenon and regardless of whatever initial resistance to change they may have experienced, central governments are now immersed in the distribution of power, responsibilities, decision-making and budgets that must accompany such a process.

Secondly, moving away from the hegemony of central economies, local economies have come to be recognized as fully legitimate nodes of production that function as the core providers of wealth development.

Thirdly, local governance is where citizenship expresses itself. Recently promoted concepts of increasing “inclusion”, “participation” and “growing citizenship” will be tested first and most importantly at the local level.

¹⁰Source:

<http://www.faculty.fairfield.edu/faculty/hodgson/Courses/so11/population/urbanization>

And finally, local governments are the closest “state agency” to the people. Given their responsibility to provide basic public health and education services, they are under increasing pressure to deliver these necessities effectively and efficiently.

Capacity development, therefore, becomes a key strategy for local governments--one that can be approached in many different ways. Most approaches, however, include a major component of leadership development. Therefore we could say that leader mayors are one of the most important indicators in local development.

Leadership’s relationship to capacity development can be examined on three different levels: individual, organizational and societal.

At the individual level, initiatives usually focus on developing a range of abilities (interpersonal, communication, negotiation and analytical skills, for example) and core values.

At the organizational level, the focus is on coaching for institutional reform and change through improved approaches to doing business.

At the societal level, the emphasis is on bringing together the governing body and the community in an effort to change norms and processes in a way that furthers the common good. While this last level offers perhaps the most potential for sustainable, broad-based change, it is often the most difficult to reach and measure.

Up to now we answer the first two questions that we asked before;

1. If a mayor can be a leader too?
2. Is there a relationship between local development and mayoral leadership?
3. What kind of leadership style is needed for local development?

The third question is also open to interpretation. Mostly Leadership development for local governance focuses on advancing both the leadership training of individuals and the institutional reform of organizations. It is the synergy between these two parallel actions that most contributes to successful outcomes. As an approach, working exclusively on individual training can breed highly dynamic, effective individuals; however, if these individuals are constrained by the environment of their organizations, they will likely accomplish relatively little. Working on the organizations as well helps to create a more fertile environment for both individual and collective action. Consequently, leadership development directed at both

individual leaders and organizations creates a combination of capacity that is more likely to be productive over the medium and long term.

In the world, UNDP Regional Project for Local Governance in Latin America promotes five key capacities for leadership perspective:

1. Strategic long term vision
2. Transformational leadership
3. Harmonious inter-sectorial relationships
4. Development of institutional capacities
5. Increased citizen participation.

UNDP also claims five functional capacities from the project management perspective.¹¹

1. Long term strategic vision
2. Capacity for policy formulation
3. Inter-sectorial relationships
4. Capacity for program or project implementation
5. Effective monitoring and evaluation.

Also according to the OECD (2001), leadership development today is an increasingly important issue across member states. A new type of local leadership is required in the face of globalization, decentralization, and intensive use of information technology. Policy coherence, negotiating and managing accountability in the midst of privatization, new public management, and other reforms, as well as growing expectations of transparency, adaptability, and flexibility, demand more systematic and sustained attention to the development of a different kind of leadership. As the

¹¹ UNDP Leadership Development Leading Transformations at the Local Level, a UNDP Capacity Development Resource, Capacity Development Group, Bureau for Development Policy United Nations Development Program, November 2006

classic command and control model of leadership loses credibility, authority comes into question, hierarchies are often flattened, and employee commitment rather than compliance becomes a high priority.

Leadership styles play an important role for both public and private organizations in using their resources effectively and efficiently. Municipalities have crucial functions in today's world where decentralization is more important than centralization. Mayors, who are top level managers of municipalities, play an important role on the efficiency and effectiveness of public services offered by local governments. (Yoruk Durmuş, Dundar Suleyman, Topcu Birol, 2011). According to their research, Turkish Mayors use democratic style while they are leading. They have done this study with 530 mayors from different regions and parties.

It has been observed that age, education level, duration in politics, experience in mayor's office, political party affiliation, and are determinants of mayors' leadership styles in Turkey. They used Leadership Style Scale of Donald Clark, 2008, in order to identify leadership styles.

Chapter 3

METHODOLOGY

This chapter explains the approach to organizing the research and the methods for collecting and analyzing data to address the following research questions within the limitations of the survey study, which are:

- 1) If a mayor can be a leader too?
- 2) Is there a relationship between local development and mayoral leadership?
- 3) What kind of leadership style is needed for local development?

3.1. DATA COLLECTION

Data collection was conducted by a questionnaire survey administered and collected by the researcher at the Esenyurt Municipality. Copy of questionnaire is included in Appendix A.

In questionnaire 1, we change the wording of Blake and Mouton Leadership Style scale to identify co-workers perception of leadership style of the elected Mayor. Blake and Mouton original text also attached to the Appendix A. That questionnaire do not include the statement “Mayor is a leader” that we attached to followers questionnaire.

Also two other statements are attached as Question 23: “During the last 8 years, Esenyurt has a strong image on behalf of modernity” and Question 24: “Mayor is the strongest factor behind this local development”.

Question 23 is asked to scale if the followers agree on the “local development” concept and question 24 is asked to identify if they see the mayor as a factor that effects this development. These two questions are away from Blake and Mouton’s questionnaire as a subject however we need to ask them to test our hypothesis.

“Questionnaire 1” used five-point Likert’s type response scales ranging from 1=strongly disagree to 5= strongly agree.

Beside these we have a demographic part to analyze respondent's gender, education level, form of employment, work place, statue, work time in the municipality, duration at the home address if they live in Esenyurt, migration, origin of migration. However relation between change (local development) and leadership might be needed further studies in order to measure change effectively in different times with the same sample group. For our recent study, we could only identify follower's perception of change in their region. Also this "change" phenomenon will be supported by a publishing that prepared by the municipality.

We made an interview with the Mayor and this interview also attached to the Appendix C. Questions asked in the interview taken from original Blake and Mouton's questionnaire and an another one Don Clark, Transformational Leadership Survey. In Blake and Mouton's, leadership style measured under 4 classification: Country Club, Impoverished, Authoritarian, and Team Leader. Don Clark's questionnaire is measuring leadership under 6 classification: Charisma, Social, Visioner, Transactional, Laissez-fairre, and Executive.

Written instructions were provided for each of the survey questions and subjects were informed about the purpose of the study by a cover letter attached to the questionnaire. Respondents were asked to anonymously complete the survey for immediate collection. Completion of the surveys takes approximately 15 minutes.

3.2. SAMPLE POPULATION

The study population is all the employees in the Esenyurt Municipality, Mayor and The Esenyurt Municipality had a total number of 950 employees. The questionnaires were distributed to 500 employees who were present in their offices at the time the survey was conducted. Subjects who did not wish to participate in the study were asked to return the blank survey to the researcher. The number of employees completed 300 and the answered is 213.

3.3. RELIABILITY and VALIDITY

According to Sekaran the reliability of a measure indicates the extent to which it is without bias (error free) and hence ensures consistent measurement across time and across the various items in the instruments. In other words, the reliability of a measure is an indication of the stability and consistency with which the instrument measures the concept and helps to assess the “goodness” of a measure. (Sekaran, 2003)

Validity should be examining within two concepts as internal validity and external validity. Internal validity refers to the confidence we place in the cause and effect relationship. In other words, it addresses the question “To what extent does the research design permit us to say that independent variable A causes a change in the dependent variable B?” (Sekarman, 2003, p. 149)

According to Cambell and Stanley (1966) delineated 9 primary threats to internal validity that often lie outside the experimenter’s ability to control. These are counted as Selection, history, maturation, repeated testing, instrumentation, regression toward the mean, mortality, experimenter bias, and selection maturation interaction. (Druckman, Green, Kuklinski, Lupia, 2011, p.30).

External validity refers to the ability of drawing general consequences from the survey. Field experiments have more external validity (the results are more generalizable to other similar organizational settings) but less internal validity.

In lab experiments we can be sure that variable X causes variable Y because we have been able to keep the other confounding exogenous variables under control. However lab setting does not represent the real world thus we couldn’t know that to what extent the lab findings represent the realities in the outside world. (Sekerman, 2003, p.150)

Although psychologists pay primary attention to issues associated with internal validity, political scientists tend to focus, almost exclusively, on problems associated with external validity. External validity can be examined in multiple ways, including measuring treatment effects in real world environments, exploring the diverse

contexts in which variables emerge, investigating the various populations it affects, and looking at the way basic phenomena might change in response to different situations. (Druckman, Green, Kuklinski, Lupia, 2011, p.35)

3.4. RESEARCH HYPOTHESES

The following hypotheses are formulated to address some of the research questions:

Ho1: The mayor is a leader.

Ha1: The mayor **is not** a leader.

Ho2: Acceptance of the mayor as a leader equal between men and women.

Ha2: Acceptance of the mayor as a leader **do not** equal between men and women.

Ho3: There will be a relation between education level and perception of leadership.

Ha3: There **will not** be a relation between education level and perception of leadership.

Ho4: There is a relation between statue and leadership.

Ha4: There is **no** relation between statue and leadership.

Ho5: There is a relation between modernity (local development) and leadership.

Ha5: There is **no** relation between modernity (local development) and leadership.

Ho6: There is a relation between mayor as a development factor and leadership.

Ha6: There is **no** relation between mayor as a development factor and leadership.

Ho7: 4 group of independent variables (Questions: 6, 12, 16, 1) explaining leadership based on people oriented questions will significantly explain leadership.

Ha7: 4 group of independent variables (Questions: 6, 12, 16, 1) explaining leadership based on people oriented questions **will not** significantly explain leadership.

Ho8: 4 group of independent variables (Questions: 5, 9, 17, 4) explaining leadership based on task oriented questions will significantly explain leadership.

Ha8: 4 group of independent variables (Questions: 5, 9, 17, 4) explaining leadership based on task oriented questions **will not** significantly explain leadership.

3.5. DATA ANALYSIS

Data analyses are done with Statistical Package for Social Sciences version 20 (SPSS20).

Statistical analyses used in this research are:

3.5.1 Frequency Analysis

This analysis was used to tabulate the respondents and present the data in a table format. Also create descriptive statistics information like mode, mean, median and standard deviation.

3.5.2 Pearson Correlation

Pearson Correlation was used to compare between two variables through interval scale. It used to measure the degree of the relationship between two variables in the range from 0 to 1.00. In this research, we want to see the relationship between statue and perception of leadership, modernity/local development and leadership, Mayor as a change factor and leadership.

3.5.3 Independent samples t-test

To study the difference in mean of one variable exists between two groups of sample that are independent, t-test is used. In this research, we used t-test to analyze the difference between female and male followers in the relationship of perception of leadership.

3.5.4 Cross Tabulation and Chi-square and Degrees of Freedom

We used cross tabulation and chi-square to know if there is a relationship between two nominal variables or whether they are independent of each other.

Chi-square statistics is associated with the degrees of freedom (df), which denotes whether or not a significant relationship exists between two nominal variables. Degrees of freedom are 1 less than the number of cells in the columns and rows. If there are four cells (two in a column and two in a row), then the degree of freedom would be $1[(2-1)*(2-1)]$.

In this study, we used cross tabulation to analyze the hypothesis if there is a relationship between the perception of leadership and education.

3.5.5. Regression Analysis

Linear Regression is used to estimate the coefficient of the linear equation involving one or more independent variables that best predict the value of the dependent variable. In our research, we use collinearity because we want to examine leadership under two dimensions as people oriented and task oriented.

CHAPTER 4

SURVEY RESULTS AND FINDINGS

4.1. SURVEY RESULTS AND PRESENTATION OF FINDINGS

Data has been analyzed by using SPSS 20 canned computer program. The number of distributed questionnaire is 500. 300 questionnaires have been returned and 213 of them are found acceptable for the analysis. In order to create a rather convenient atmosphere for the respondents the questionnaires have been distributed while the Mayor was having an excursion out of the Country.

A random sample of respondents has been selected from the municipal employees. Survey has been restricted to only one municipality (which is Esenyurt) in order to make in depth analysis whether the incumbent Mayor is a leader or just a manager. In that regard, Blake and Mouton's leadership questionnaire has been used however a slight revision is made in the original questionnaire.

Surveys demographic data are tabulated as shown in the table 4.1. As seen in Table 4-1, 44, 3 percent of the sample is female and 55, 7 percent of the sample is male. Migrated municipality employees from abroad is 6, 1 percent, migration from domestic is 93, 9 percent. Marmara and Thrace is 29, 6 percent, East and South –East region of Anatolia is 27, 8 percent, Black Sea is 21, 0 percent, Central Anatolia is 12, 3 percent, Mediterranean 4, 9 percent and Aegean 4,3 percent. People living in Esenyurt region is listed in years as 0-1 is 17.2 percent, 1-5 is 18,3 percent, 5-10 is 14.0 percent, 10-over is 50.5 percent. Inner circle of the Mayor is formed with 7 people working as an advisor and vice president.

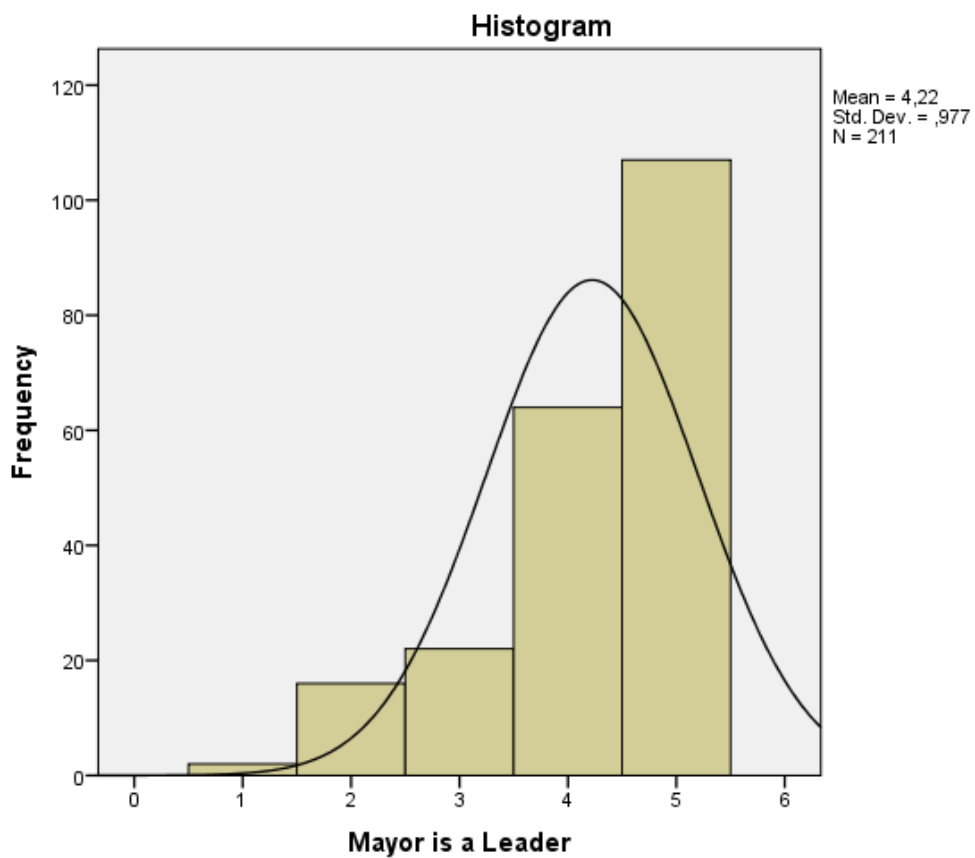
Table 4.1: Demographic Variables			
		Frequency	Per cent
Gender	Female	93	44.3
	Male	117	55.7
Age	Lower than 20	7	3.3
	20-29	89	42.0
	30-39	66	31.1
	40-49	42	19.8
	50 and over	8	3.8
Education Level	Primary School	16	7.5
	High School	72	33.8
	University (2 year)	26	12.2
	University	88	41.3
	Master Degree	10	4.7
	Doctorate	1	0.5
Statue	Vice President	2	1.0
	Presidential Advisor	5	2.6
	Manager	7	3.6
	Assistant Manager	2	1.0
	Chief	20	10.2
	Assistant Chief	4	2.0
	Officer	119	60.7
	Employee	16	8.2
	Call Center (white table)	21	10.7
Employment duration (year)	0-4	129	60.8
	5-9	58	27.4
	10-14	10	4.7
	15-19	4	1.9
	20-over	11	5.2
Work Place	office	148	70.5
	field	45	21.4
	both	17	8.1
Migration status	abroad	11	6.1
	domestic	169	93.9
Origin of Migration	East – South East	45	27.8
	Black Sea	34	21.0
	Central Anatolia	20	12.3
	Aegean	7	4.3
	Mediterranean	8	4.9
	Marmara&Thrace	48	29.6
Duration at the Same address (year, Esenyurt)	0-1	32	17.2
	1-5	34	18.3
	5-10	26	14.0
	10-over	94	50.5

4.2 Frequencies

Table 4.2: The mayor is a leader.

Mayor is a leader					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally Disagree	2	,9	,9	,9
	Disagree	16	7,5	7,6	8,5
	Uncertain	22	10,3	10,4	19,0
	Agree	64	30,0	30,3	49,3
	Totally Agree	107	50,2	50,7	100,0
	Total	211	99,1	100,0	
Missing	System	2	,9		
Total		213	100,0		

Figure 4.1: Histogram



Acceptance of the mayor as a leader among municipality percentages are resulted as follows: totally agree 50, 7 percent, agree 30, 3 percent, uncertain is 10, 4 percent, disagree 7, 6 percent, totally disagree 0, 9 percent. 107 of the respondents among 213, with the missing number 2, totally agree with the statement of “Mayor is a leader”.

Mode, the most repetitive value is 5. Median, the value that divide data into two part is 5, 00. Arithmetic mean is 4, 22. Arithmetic mean is important because of scale data.

Kurtosis is 0,690, means peakness point is greater than 0. Bell shaped curve explains that with 4, 22 mean value, Mayor is accepted as a leader among 211 answers.

4.3 T-Test

Table 4.3: Perception of the mayor as a leader equal between men and women.

Group Statistics					
	CINSIYET	N	Mean	Std. Deviation	Std. Error Mean
Leader	WOMAN	92	4,30	,923	,096
	MAN	116	4,21	,983	,091

Table 4.4: Independent Samples Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
luder	Equal variances assumed	,005	,944	,730	206	,466	,097	,134	-,166	,361
	Equal variances not assumed			,735	200,172	,463	,097	,133	-,164	,359

Independent Samples T-test is run to test the difference between men and women with respect to leadership. We use t-test with 95 per cent confidence interval of the

difference. We use t-test for the Ho2: Perception of the mayor as a leader equal between men and women. According to analysis $F = ,005$ and $sig. = ,944$ so $p > 0,05$. We could accept null hypothesis. As far as “Ha2” is concerned which means that perception of the Mayor as a leader differs according to the sexes the obtained value of two-tailed significance (which is, 0.463; so $p < 0,05$) has forced us to reject hypothesis. So, the male and female employee of the Municipality both perceives the Mayor as a leader.

4.4 Crosstabs

Table 4.5: Case Processing Summary

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Education * Statue	196	92,0%	17	8,0%	213	100,0%

Table 4.6: Cross table of Education*Statue

Education*Statue											
Count											
		STATU									Total
		Vice President	Presidential Advisor	Manager	Assistant Manager	Chief	Assistant Chief	Officer	Employee	Call Center	
Education	Primary	0	0	0	0	1	0	6	4	4	15
	High School	0	1	1	0	4	1	40	6	13	66
	University-2	0	1	1	0	2	0	16	4	1	25
	University-4	2	2	4	2	11	2	51	2	3	79
	Master Dgr.	0	0	1	0	2	1	6	0	0	10
	Doctorate	0	1	0	0	0	0	0	0	0	1
Total		2	5	7	2	20	4	119	16	21	196

Table 4.7: Chi-Square Tests

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	83,341 ^a	40	,000
Likelihood Ratio	53,827	40	,071
Linear-by-Linear Association	23,100	1	,000
N of Valid Cases	196		

a. 43 cells (79,6%) have expected count less than 5. The minimum expected count is, 01.

When we look at the education and statue cross tabulation of the municipality, we could see that among 196 people 1 of them has doctorate degree, 10 of them have master degree, 79 of them have university degree, 25 of them have 2 year university degree, 66 of them have high school degree and 15 of them primary school degree. Chi Square explains if variables are independent or dependent. Statue and education is independent from each other or vice versa. We have education levels of 6, and 9 statue degree as statue variable. So $(6-1) * (9-1) = 40$ degrees of freedom is 40. 43 cells (79,6%) have expected count less than 5. So we reject H_0 hypothesis which is statue and education is independent. Education and statue is dependent variables.

Cross tabulation of Gender and Statue

Table 4.8: Case Processing Summary

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
GENDER * STATUE	196	92,0%	17	8,0%	213	100,0%

Table 4.9: Crosstable of Gender * Statue

Gender * Statue											
Count											
		STATUE									Total
		Vice President	Presdntial Advisor	Manager	Assistant Manager	Chief	Assistant Chief	Officer	Employee	Call Center	
GENDER	Women	0	2	2	0	2	0	54	8	19	87
	Men	2	3	5	2	18	4	65	8	2	109
Total		2	5	7	2	20	4	119	16	21	196

Table 4.10: Chi-Square Tests

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	35,036 ^a	8	,000
Likelihood Ratio	41,790	8	,000
Linear-by-Linear Association	17,932	1	,000
N of Valid Cases	196		

a. 10 cells (55, 6%) have expected count less than 5. The minimum expected count is ,89.

When we look at the gender and statue cross tabulation of the municipality, we could see that there is 0 women vice-president, 2 president councilors and 2 women manager on the top level of management. White table, worked as their call center that dealing with problems have a woman manager, also works as a president’s councilor, 19 women and 2 men are working in that problem solving center.

Chi Square explains if variables are independent or dependent. Statue and gender is independent from each other or vice versa. We have male and female as a gender, 2,

and 9 statue degree as statue variable. So $(2-1) * (9-1) = 8$ degrees of freedom is 8. 10 cells (55, 6%) have expected count less than 5. So we reject Ho hypothesis which is statue and gender is independent. Gender and statue is dependent variables.

Cross tabulation of Education * Acceptance of Leadership

Table 4.11: Case Processing Summary

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Education * Leader	211	99,1%	2	0,9%	213	100,0%

Table 4.12: Education * Acceptance of Leadership

Education * Acceptance of Leadership							
Count							
		Leader					Total
		Totally disagree	disagree	uncertain	agree	Totally agree	
EDUCATION	Primary school	0	2	0	4	10	16
	High school	2	6	5	19	39	71
	University (2year)	0	2	4	5	14	25
	University	0	5	13	30	40	88
	Master Degree	0	1	0	6	3	10
	Doctorate	0	0	0	0	1	1
Total		2	16	22	64	107	211

We do not look at their chi-square analysis because one variable is ordinal and the other one is interval. We use tabulation to see the frequencies of two variables.

Cross tabulation of Statue and Acceptance of Leadership

Table 4.13: Case Processing Summary

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
STATUE * LEADER	195	91,5%	18	8,5%	213	100,0%

Table 4.14: Statue * Acceptance of Leadership

Statue * Acceptance of Leadership							
Count							
		leader					Total
		Totally disagree	Disagree	Uncertain	Agree	Totally agree	
STATUE	Vice President	0	0	0	0	2	2
	Presidential Advisor	0	0	0	0	5	5
	Manager	0	0	0	2	5	7
	Assistant Manager	0	0	0	1	1	2
	Chief	1	0	1	10	8	20
	Assistant Chief	0	0	1	0	3	4
	Officer	0	11	17	38	52	118
	Employee	0	1	2	5	8	16
	Call Center	0	0	0	2	19	21
Total		1	12	21	58	103	195

We do not look at their chi-square analysis because one variable is ordinal and the other one is interval. We use tabulation to see the frequencies of two variables.

4.5 Correlations

Ho5: There is a relation between modernity (local development) and leadership.

Table 4.15: Correlation of Modernity between 2004-2012 and Mayor is our leader statements

Correlations			
		Modernity	Our leader
Modernity	Pearson Correlation	1	,747**
	Sig. (2-tailed)		,000
	N	209	208
Our leader	Pearson Correlation	,747**	1
	Sig. (2-tailed)	,000	
	N	208	209

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

According to Pearson Correlation analysis we find that “modernity” and “our leader” variables have a positive and 0,747 value of relationship power. Sig=0,01 < α =0,05 so we could say that there is an important, positive relation between modernity and leadership.

Table 4.16: Ho6= There is a relation between mayor as a development factor and leadership.

Correlation of the biggest factor of development is the Mayor and Mayor is our leader statements

Correlations			
		Biggest factor	Our leader
Biggest factor	Pearson Correlation	1	,790**
	Sig. (2-tailed)		,000
	N	209	208
Our leader	Pearson Correlation	,790**	1
	Sig. (2-tailed)	,000	
	N	208	209

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

According to Pearson Correlation analysis we find that “during the development process the biggest factor is the Mayor” and “Mayor is our leader” variables have a

positive and 0,790 value of relationship power. Sig=0,01 < $\alpha=0,05$ so we could say that there is an important, positive relation between development factor and leadership.

4.6 Regression Model 1

Ho7: 4 group of independent variables (Questions: 6, 12, 16, 1) explaining leadership based on people oriented questions will significantly explain leadership.

Table 4.17: Variables entered

Variables Entered/Removed ^a			
Model	Variables Entered	Variables Removed	Method
1	while correcting errors, jeopardize relationships, encourage decision making, giving value to other's limits, coaching		Enter
a. Dependent Variable: liderdir			
b. All requested variables entered.			

Table 4.18: Regression Model 1 summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,809 ^a	,655	,648	,587
a. Predictors: (Constant), while correcting errors, jeopardize relationships, encourage decision making, giving value to other's limits, coaching				

Table 4.19: Coefficients table of Regression Model 1

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	,756	,189		4,005	,000		
	coaching	,256	,058	,283	4,428	,000	,440	2,273
	giving value to other's limits	,300	,055	,319	5,423	,000	,521	1,921
	encourage decision making	,199	,049	,232	4,041	,000	,547	1,827
	while correcting errors, jeopardize relationships	,127	,048	,141	2,670	,008	,648	1,544

a. Dependent Variable: leader

Table 4.20: Collinearity Diagnostics table of Regression Model 1

Collinearity Diagnostics ^a								
Model	Dimension	Eigenvalue	Condition Index	Variance Proportions				
				(Constant)	coaching	giving value to other's limits	encourage decision making	while correcting errors, jeopardize relationships
1	1	4,862	1,000	,00	,00	,00	,00	,00
	2	,046	10,271	,24	,07	,00	,42	,25
	3	,039	11,143	,63	,01	,00	,00	,62
	4	,030	12,635	,08	,16	,45	,43	,13
	5	,022	14,749	,04	,76	,54	,14	,00

a. Dependent Variable: leader

Model built according to stepwise regression analysis. As a result of the regression analysis, it is found that model for people oriented leadership is significant with F =

91,126 and $p = 0.000$. People oriented variables “giving value to other’s limits” has $\beta = .319$ $p = .000$, “coaching” has $\beta = .283$ $p = .000$, “encourage decision making” has $\beta = .232$ $p = .000$, “ while correcting errors, jeopardize relationships” has $\beta = .141$ $p = .008$,

Adjusted R square is $.648 > 0.50$ and R square is $.655$. So we could say that %65 of the variance has been significantly explained by the set of predictors. There is less than .001% chance of this not holding true.

4.7 Regression Model 2

Ho8: 4 group of independent variables (Questions: 5, 9, 17, 4) explaining leadership based on task oriented questions will significantly explain leadership.

Table 4.21: Variables entered

Variables Entered/Removed ^a			
Model	Variables Entered	Variables Removed	Method
1	importance of finishing the task, find out whether every detail is thought, like to analyze problems, timely completion of the project ^b		Enter
a. Dependent Variable: leader			
b. All requested variables entered.			

Table 4.22: Model summary of Regression Model 2

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.825 ^a	.680	.673	.559

a. Predictors: (Constant), importance of finishing the task, find out whether every detail is thought, like to analyze problems, timely completion of the project

Table 4.23: Coefficients table of Regression Model 2

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	,290	,197		1,475	,142		
	timely completion of the project	,343	,070	,326	4,914	,000	,365	2,740
	find out whether every detail is thought	,201	,062	,200	3,242	,001	,422	2,370
	like to analyze problems	,177	,058	,188	3,065	,002	,427	2,343
	importance of finishing the task	,227	,060	,235	3,791	,000	,420	2,381

a. Dependent Variable: leader

Table 4.24: Collinearity Diagnostics table of Regression Model 2

Collinearity Diagnostics ^a								
Model	Dimension	Eigenvalue	Condition Index	Variance Proportions				
				(Constant)	timely completion of the project	find out whether every detail is thought	like to analyze problems	importance of finishing the task
1	1	4,911	1,000	,00	,00	,00	,00	,00
	2	,034	12,021	,85	,00	,03	,15	,02
	3	,026	13,832	,04	,06	,14	,21	,49
	4	,017	17,075	,07	,05	,67	,63	,02
	5	,012	20,172	,03	,90	,16	,01	,47

a. Dependent Variable: leader

Model built according to stepwise regression analysis. As a result of the regression analysis, it is found that model for people oriented leadership is significant with $F = 105,673$ and $p = 0.000$. Task oriented variables “timely completion of the project” has $\beta = ,326$ $p = ,000$, “importance of finishing the task” has $\beta = ,235$ $p = ,000$, “find out whether every detail is thought” has $\beta = ,200$ $p = ,001$, “like to analyze problems” has $\beta = ,188$ $p = ,002$,

Adjusted R square is $,673 > 0.50$ and R square is, 680. So we could say that %68 of the variance has been significantly explained by the set of predictors. There is less than .001% chance of this not holding true.

CHAPTER 5

RECCOMENDATION AND CONCLUSION

This chapter summarizes the survey results and makes recommendations about future studies. Finally, it will end with a conclusion part.

5.1 SUMMARY

This study focuses on leadership concept among a municipal district and it's Mayor. We tested the leadership of Mayor and its relation with modernity and mayor as a factor of local development.

In our analysis, we found that employees 50,7 percent are totally agree that the mayor is a leader, 30,3 percent are agree. 10,4 percent are uncertain, 7,6 percent are disagree and 0,9 percent are totally disagree about the statement.

Acceptance of the mayor as a leader equal between men and women is accepted as null hypothesis with so $p > 0,05$.

Cross table of Education and Statue with 43 cells (79, 6%) count less than 5 show us that education and statue are dependent variables.

Cross table of gender and statue with 10 cells (55, 6%) have expected count less than 5. So we ignore H_0 hypothesis which is statue and gender is independent. Gender and statue are dependent variables.

Cross table of education and leadership shows us that totally agree and agree number of primary school degree is 14, high school degree is 58, university (2 year) is 19, university degree is 70, master degree is 9 and doctorate is 1. Uncertain numbers are primary school degree is 0, high school degree is 5, university (2 year) is 4, university degree is 13, master degree is 0 and doctorate is 0. Sum of totally disagree and disagree number of answers are primary school degree is 2, high school degree is

8, university (2 year) is 2, university degree is 5, master degree is 1 and doctorate is 0.

Cross table of acceptance of leadership shows us that Vice President are totally agree that mayor is a leader with result 2. Presidential Advisors are totally agreed with number 5. Managers are totally agreed and agree with sum of 7. Assistant Managers totally agree and agree with sum of 2. Chiefs are totally agreed and agree with sum of 18, uncertain 1 and totally disagree 1. Assistant Chiefs are totally agree and agree with sum of 3 and uncertain 1. Officers are totally agreed and agree with sum of 90, uncertain 17, disagree 11. Employees are totally agreed and agree with sum of 13, uncertain 2, disagree 1. Call Center (white table) totally agreed and agrees with sum of 21.

Correlation analysis of “There is a relation between modernity (local development) and leadership.” Shows us that there is a positive relation between leadership and local development with 0,747 values of relationship power.

Correlation analysis of “There is a relation between mayor as a development factor and leadership” has positive and 0,790 value of relationship power. So, we could claim that during the development process mayor plays an important role in the eyes of his followers.

Regression Model 1 explains leadership ability of the mayor on behalf of people oriented section of the questionnaire. According to variables of “giving value to other’s limits”, “coaching”, “encourage decision making” and “while correcting errors, jeopardize relationships” leadership significantly, %65 explained with the model.

Regression Model 2 explains leadership ability of the mayor on behalf of task oriented section of the questionnaire. According to variables of “timely completion of the project”, “importance of finishing the task”, “find out whether every detail is thought” and “ like to analyze problems” , leadership significantly, %68 explained with the model.

Also researcher evaluates the results according to Blake and Mouton's questionnaire with inner circle answers and Mayor's own answers. The Mayor is resulted as team leader who can able to behave as a task oriented and people oriented person.

Interview with the mayor also give us information about Mayors leadership style. According to Blake and Mouton's questionnaire, Mayor is measured as a **team leader** which means Mayor gives almost equal importance to people and the task. Moreover, according to Don Clark's questionnaire, Mayor got 12 full point from Social, 12 point from Visioner, and 11 point from Executive. However, this survey gives us an idea of what factors a leader uses the most and which factors uses the least. The highest scoring factors in the chart above are leader's strong leadership factors, while the lower scoring factors are weak ones. A leader should spend some time reflecting on you weak scores as normally most good leaders use a balanced approach.

Strength and Weakness Chart for Leadership Factors

Charisma (questions 1, 7, 13)	Total <u> 9 </u>
Social (questions 2, 8, 14)	Total <u> 12 </u>
Vision (questions 3, 9, 15)	Total <u> 12 </u>
Transactional (questions 4, 10, 16)	Total <u> 7 </u>
Laissez-Faire (questions 5, 11, 17)	Total <u> 6 </u>
Execution (questions 6, 12, 18)	Total <u> 11 </u>

5.2 RECOMMENDATIONS

We could make recommendations for future studies as this research should be made more detailed with the help of political psychology. With in-depth studies of political psychology we could prepare more detailed questionnaires in order to understand "Leaders" of local development. How they behave and what are their priorities among Turkish culture. We also should do further studies based on above issues to educate new leaders for development.

Based on research findings and input from respondents, we could say that leadership should explain to our mayors, governors, sub-governors and even the reeves on individual and institutional levels. Our state culture forbids these people to behave as leaders even they do not conscious about their leadership ability. These were observations that I collect from the Leadership School 2 made in Istanbul Aydın University, 2011 winter, with presidency of Prof. Dr. Firuz Demir Yaşamış. According to result of my study, I strongly believe that academic leadership schools should be opened for our future development. Hence, significant leadership abilities could and should be learned and expand among our managers to become leaders.

5.3 CONCLUSION

Scarcities of resources are challenging our world's future and sustainable economy offered as a solution to this problem. However, if people and states become conscious about their opportunities and priorities world will be a better place for our children. Concept of leadership is very important in this point. Because with ability to manage relationships, having a vision, knowledge of dealing with chaotic problems, managing information and managing knowledge, communication skills, time management, conflict management will make managers become leader agents for our future local development. Differences could be made among society with individual efforts. A well-known quotation "a man and sea stars at the beach", if we change something for one person, we have chance to do this for our society.

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APPENDIX

- A. SURVEY QUESTIONNAIRE
- B. BLAKE AND MOUTON'S QUESTIONNAIRE
- C. INTERVIEW WITH THE MAYOR
- D. JOURNAL OF MUNICIPALITY

İSTANBUL AYDIN
ÜNİVERSİTESİ
SOSYAL BİLİMLER
ENSTİTÜSÜ MASTER
TEZİ ÇALIŞMASI

ANKET

TEZ DANIŞMANI:

Prof. Dr. Firuz Demir YAŞAMIŞ

HAZIRLAYAN:

Yasemin SARICI AYTAN

Sayın İlgili,

Bu anket, İstanbul Aydın Üniversitesi Siyaset Bilimi ve Uluslararası İlişkiler Bölümünde sürdürülmekte olan bir yüksek lisans çalışmasının parçası olarak geliştirilmiştir.

Ankette, kimliğinizi ortaya çıkaracak ad, soyadı, ya da vb. bilgileri vermeniz istenmemektedir. Sorulara verdiğiniz kişisel cevaplarınız tamamen saklı tutulacaktır.

Lütfen ankette bulunan soruları verilen açıklamaları okuyarak cevaplayınız. Bütün soruları cevaplamak 15 dakikadan fazla zamanınızı almayacaktır.

Yardımlarınız için şimdiden teşekkür ederim.

Yasemin Sarıcı Aytan

Anket

1. Lütfen cinsiyetinizi yuvarlak içine alınız:

- 1) K
- 2) E

2. Lütfen yaşınızı belirtiniz:

- 1) 20'den küçük
- 2) 20-29
- 3) 30-39
- 4) 40-49
- 5) 50 ve üstü

3. Lütfen eğitim durumunuzu işaretleyiniz:

- 1) Okur-yazar
- 2) İlköğretim
- 3) Lise
- 4) Yüksek Okul (2 yıllık)
- 5) Üniversite
- 6) Lisansüstü
- 7) Doktora

4. İstihdam biçiminiz

- 1) Memur
- 2) Sözleşmeli (657)
- 3) İşçi (1457 sayılı iş kanuna göre)
- 4) Geçici işçi
- 5) Kadrosu başka kurumda
- 6) Şirket aracılığıyla çalışan (outsourcing)

5. Çalışma Yeri

- 1) Ofis
- 2) Saha

6. Statü

- 1) Başkan Yrd.
- 2) Belediye Baş. Danışmanı
- 3) Başkan Yrd. Danışmanı
- 4) Müdür
- 5) Müdür Yrd.
- 6) Şef-Amir-Sürveyan
- 7) Şef-Amir- Sürveyan yardımcısı
- 8) Düz işçi/memur
- 9) Hizmetli

7. Esenyurt Belediyesi'ndeki hizmet süreniz

- 1) 0- 4 yıl
- 2) 5- 9 yıl
- 3) 10-14 yıl
- 4) 15- 19 yıl
- 5) 20 ve daha fazla yıl

8. Ne kadar zamandan beri Esenyurt'ta ikamet etmektesiniz? İşaretleyiniz.

- 1) 0- 1 yıl
- 2) 1- 5 yıl
- 3) 5- 10 yıl
- 4) 10 yıldan fazla

9. Esenyurt'a nereden göç ettiniz? Belirtiniz.

- 1) Yurt dışından
- 2) Yurt içinden

10. Esenyurt'a yurt içinden göç ettiyseniz hangi bölgeden

- 1) Doğu ve güneydoğu Anadolu
- 2) Karadeniz
- 3) İç Anadolu
- 4) Ege
- 5) Akdeniz
- 6) Marmara ve Trakya

Aşağıda liderin davranışları ile ilgili cümleler bulunmaktadır. Tabloya göre size en uygun gelen numaralandırmayı yazınız.

Hiç katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tümüyle katılıyorum
1	2	3	4	5

1. ___ Başkan karar alma zamanı geldiğinde bizleri cesaretlendirir;
2. ___ Başkan fikirlerimizi ve önerilerimizi uygulamaya çalışır.
3. ___ Başkan gerçek bir liderdir.
4. ___ Başkanımız için hiçbir şey bir amacı ya da görevi bitirmekten daha önemli değildir.
5. ___ Bir görevin ya da projenin zamanında tamamlanıp tamamlanmadığını sıkı sıkıya takip eder.
6. ___ Bizlere yeni görev ve süreçlerde koçluk yapmayı sever.

Hiç katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tümüyle katılıyorum
1	2	3	4	5

7. ___ Görev ne kadar zorsa başkanımız o kadar istekli olur.
8. ___ Bizleri işlerimizde yaratıcı olmamız için yüreklendirir.
9. ___ Zor bir görevin bitme aşamasında her ayrıntının hesaba katıldığından emin olmak ister.
10. ___ Aynı anda birçok zor görevi yürütmek Başkan için kolaydır.
11. ___ Liderlik, psikoloji ve eğitim konularında makaleler, kitaplar ve dergiler okumayı sever.
12. ___ Hataları düzeltirken ilişkileri tehlikeye atmaktan endişe duymaz.

Hiç katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tümüyle katılıyorum
1	2	3	4	5

13. ___ Zamanımı çok verimli kullanır.

14. ___ Karmaşık bir görevin ya da projenin detaylarını ve inceliklerini bizlere anlatmaktan zevk alır.

15. ___ Büyük projeleri küçük görevlere ayırarak yönetmek Başkanımız için doğal bir şeydir.

16. ___ Başkanımız için hiçbir şey iyi bir takım kurmaktan daha önemli olamaz.

17. ___ Problemleri analiz etmekten hoşlanır.

18. ___ Diğer insanların sınırlarına, haklarına değer verir.

Hiç katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tümüyle katılıyorum
1	2	3	4	5

19. ___ Performanslarımızı ve alışkanlıklarımızı geliştirmemiz için bizlere

danışmanlık yapmayı sever.

20. ___ Belediye başkanımız bizim liderimizdir.

21. ___ Kariyeriyle ilgili makale, dergi, kitap okumayı sever.

22. ___ Öğrendiği yeni uygulamaları işine aktarmaktan zevk alır.

23. ___ Son 8 yıl içinde Esenyurt'un kentsel imajı modernleşme yönünde önemli

derecede ilerlemiştir.

24. ___ Bu ilerlemede Belediye başkanı en etkili faktördür.

Teşekkür ederiz.

B. BLAKE AND MOUTON'S QUESTIONNAIRE

Leadership Questionnaire

Instructions

Objective: To determine the degree that a person likes working with tasks and other people.

Time: 45 Minutes

Instructions:

1. Have the learners complete the 18 items in the questionnaire section.
2. Next, have them transfer their answers to the two respective columns provided in the scoring section. Total the score in each column and multiply each total by 0.2. For example, in the first column (People), if the learner answered 5, 3, 4, 4, 3, 2, 5, 4, 3 then his or her final score is $= 33 \times 0.2 = 6.6$.
3. The total score for the first column (people) is plotted on vertical axis in the matrix section, while the total score for the second column (Task) is plotted on the horizontal axis. For a sample, see the example on page 5. Finally, have the learners intersect the lines to see in what leadership dimension they normally operate out of:
 - Authoritarian
 - Impoverished
 - Team Leader
 - Country Club

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Finding your Style

Below is a list of statements about leadership behavior. Read each one carefully, then, using the following scale, decide the extent to which it actually applies to you. For best results, answer as truthfully as possible.

	Never		Sometimes		Always
0	1	2	3	4	5

1. ___ I encourage my team to participate when it comes decision making time and I try to implement their ideas and suggestions.
2. ___ Nothing is more important than accomplishing a goal or task.
3. ___ I closely monitor the schedule to ensure a task or project will be completed in time.
4. ___ I enjoy coaching people on new tasks and procedures.
5. ___ The more challenging a task is, the more I enjoy it.
6. ___ I encourage my employees to be creative about their job.
7. ___ When seeing a complex task through to completion, I ensure that every detail is accounted for.
8. ___ I find it easy to carry out several complicated tasks at the same time.
9. ___ I enjoy reading articles, books, and journals about training, leadership, and psychology; and then putting what I have read into action.
10. ___ When correcting mistakes, I do not worry about jeopardizing relationships.
11. ___ I manage my time very efficiently.

12. ___ I enjoy explaining the intricacies and details of a complex task or project to my employees.
13. ___ Breaking large projects into small manageable tasks is second nature to me.
14. ___ Nothing is more important than building a great team.
15. ___ I enjoy analyzing problems.
16. ___ I honor other people's boundaries.
17. ___ Counseling my employees to improve their performance or behavior is second nature to me.
18. ___ I enjoy reading articles, books, and trade journals about my profession; and then implementing the new procedures I have learned.

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Scoring Section

After completing the questionnaire,
transfer your answers to the spaces below:

People

Question

1. _____

4. _____

6. _____

9. _____

10. _____

12. _____

14. _____

16. _____

17. _____

TOTAL _____

X 0.2 = _____

(multiple the Total by 0.2 to get your final
score)

Task

Question

2. _____

3. _____

5. _____

7. _____

8. _____

11. _____

13. _____

15. _____

18. _____

TOTAL _____

X 0.2 _____

(multiple the Total by 0.2 to get your final score)

C.TRANSFORMATIONAL LEADERSHIP SURVEY

Transformational Leadership Survey

Scale

1 = rarely 2 = sometimes 3 = often 4 = almost always

1. I go out of the way to make others feel good to be around me. 1 2 3 4
 2. I help others with their self-development. 1 2 3 4
 3. I help others to understand my visions through the use of images, stories, models. 1 2 3 4
 4. I ensure others get recognition and/or rewards when they reach their goals. 1 2 3 4
 5. I let others work in the manner that they want. 1 2 3 4
 6. I get things done. 1 2 3 4
 7. I have an ever expanding network of people who trust me. 1 2 3 4
 8. I provide challenges for my team members to help them grow. 1 2 3 4
 9. I use simple words to convey to others what we should or could be doing. 1 2 3 4
 10. I manage others by setting standards that we agree on. 1 2 3 4
 11. I rarely give direction or guidance to others. 1 2 3 4
 12. I consistently provide coaching and feedback so that my team members know how they are doing. 1 2 3 4
 13. People listen to my ideas and concerns not out of fear, but because of my skills, knowledge, and personality. 1 2 3 4
 14. I provide an empathic shoulder when others need help. 1 2 3 4
 15. I help others with new ways of looking at new and complex ideas or concepts. 1 2 3 4
 16. I ensure poor performers get unpunished 1 2 3 4
 17. As long as things are going smoothly I am satisfied. 1 2 3 4
 18. I closely monitor all projects that I am in charge of. 1 2 3 4
-

Scoring

This survey measures your leadership skills on six factors, Charisma, Social, Vision, Transactional, Laissez-Faire, and Execution. Each factor is measured by three questions as shown below. Your score is determined by adding your three scores together for each factor in the chart below. Note that the lowest score you can get for each factor is 3 and the highest score is 12.

Strength and Weakness Chart for Leadership Factors

Charisma (questions 1, 7, 13)	Total _____
Social (questions 2, 8, 14)	Total _____
Vision (questions 3, 9, 15)	Total _____
Transactional (questions 4, 10, 16)	Total _____
Laissez-Faire (questions 5, 11, 17)	Total _____
Execution (questions 6, 12, 18)	Total _____

As noted earlier, there are no correct answers. However, this survey gives you an idea of what factors you use the most and which factors you use the least. The highest scoring factors in the chart above are your strong leadership factors, while the lower scoring factors are your weak ones. You should spend some time reflecting on your weak scores as normally most good leaders use a balanced approach. Once you have identified possible ways to improve, take some action to ensure you carry through (execute).

Reliability and Validity

Since this survey is a learning tool used in training programs, such as leadership development, rather than a research tool, it has not been formally checked for reliability or validity. However, since I have received feedback from various sources and has been updated numerous times, I believe it to be a fairly accurate tool.

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D. INTERVIEW WITH THE MAYOR

SOHBET SORULARI:

Esenyurt 2004 yılından bu yana gözle görülür bir değişim geçirdi. Bu değişimin nasıl bir yönetim stiliyle ortaya çıktığını anlamak için bu çalışmayı yapıyorum.

1. Yanınızda çalışanların kendilerini iyi hissetmeleri sizin için önemli midir?

Bunun için kendi prensiplerinizden ödün verir misiniz?

Evet, çalışanların kendilerini iyi hissetmeleri benim için önemlidir. Fakat bunun için kendimden ödün vermem. Ancak yapılmakta olan iş ve hizmetin iyi sonucu vereceğini etkilerse ödün veririm.

2. Çalışanlarınızın kendilerini geliştirmeleri sizin için önemli midir? Ne

yönde geliştirmelerini istersiniz?

Evet önemlidir, çalışanların kendilerini her türlü olumlu yönde geliştirmelerini isterim. Özellikle çalışmakta olduğum müdürlüğün görev alanı içinde ihtisaslaşmasını isterim.

3. Çalışanlarınıza hedeflerinizi daha iyi anlatmak için örnekler, hikâyeler

anlatır mısınız?

Evet, Tarihden kişiler, geçmişte yaşadığım hatıralar ve duyduğum yaşam hikâyeleri ve örneklerini anlatırım.

4. Çalışanlarınızı sık sık takdir eder misiniz? Ödüllendirir misiniz? Nasıl?

Evet. 5393 sayılı Belediyeler Kanununun 49. maddesi üzere, performansı yüksek olan personel ödüllendirilir. Ayrıca özel izin ve özel gün hediyeyle ödüllendirebildiğim gibi bazen de seyahat ile ödüllendirebilirim.

5. Çalışanlarınızın istedikleri şekilde çalışmalarına izin verir misiniz?

Kurum kural ve iş disiplini etkilermeye evet.

6. Kendinizin bitirdiği işler var mı? Neler? Bir işi başından sonuna

yaptığınız oluyor mu?

Bütün işlerin karar mekanizması olarak karar verdikten sonra, işlem sonuçlanana kadar takip etmekteyim.

7. Etrafınızda her zaman yanınızda olduğuna inandığınız küçük bir ekibiniz

var mı?

Evet.

8. Bu ekibin sayısı aynı mı kalır yoksa değişiklik gösterir mi?

Bu sayı değişiklik gösterebilir.

9. Ekibin kendini geliştirmesi için zor durumlarla ilgilenmelerini, karşı

karşıya kalmalarını sağlar mısınız?

Evet.

10. Yapılmasını istediğiniz projeyi ya da konuyu daha iyi anlamaları için

basitleştirerek anlatır mısınız? Anlaşıldığından emin olmak sizin için ne

derece önemli?

Evet, anlaşılacak önemli çünkü bir işin doğru anlaşılması, o işin doğru yapılması demektir.

11. Yanınızda çalışanlarla hep beraber belirlediğiniz çalışma prensipleri var

mi? Herkes bu prensiplere uymak zorunda mıdır?

Prensiplerim vardır. Birim ile çalışanlar bu prensiplere uymak durumundadırlar. Ayrıca kamu kuruluşu olması için belli yasal kurallara riayet etmelerini takip ile sağlarım.

12. Çalışanlarınıza yön verir, rehberlik eder misiniz?

Evet

13. Bir proje yapılırken hangi aşamada olduğunu gün be gün takip eder

misiniz? Bunun için kullandığınız bir raporlama yöntemi var mı?

Evet, Projelerin sorumlu Başkan yardımcısı ve Birim müdüründen periyodik olarak bilgi almaktayım.

14. İnsanlar sizden çekindikleri için mi dediklerinizi yaparlar yoksa bilginize

ve kişiliğinize güvendikleri için mi sizi takip ederler? Sizce hangisi daha

ağır gelmektedir.

Bilgiye, tecrübeye ve kişiliğe güvendikleri için, ayrıca kamu kuruluşu olması sebebi ile mevcut yasal kurallara ve yasal maddelerden çıkarılan emirlere uymak zorunda

15. Çalışanlarınız ihtiyacı olduğunda ya da bir dertleri olduğunda bir aile üyesi

büyükleri gibi size gelirler mi? Onların dertleriyle dertlenir misiniz?

Evet, çalışanların sorunları ile yakından ilgilienirim.

Çalışanlar, özel sayılabilecek konularını bile bana açarlar ve care sorarlar.

16. Yanınızdakilerin karışık konulara ya da fikirlere farklı açılardan bakabilmeleri için onlara yardımcı olur musunuz?

Evet.

17. İşler kötü gittiğinde tutumunuz ne olur?

Durumun düzelmesi için kararlı olmak ve risk almada korkmamaları konusunda çalışanları motive etmek.

18. Sizin için stres normal bir şey mi? Her şey sorunsuzken mi

memnunsunuzdur yoksa her işte biraz sorun olur der misiniz?

Evet, yapmış olduğumuz görev her an bir stres içeriyor. Sorunsuz iş olmaz, her işte bir sorun vardır. Bu sorunun çözülmesi için sorumluluk alınması gerektiğine inanıyorum.

19. Bütün projeleri yakından takip eder misiniz? Yoksa bir kez görev

dağılımı yapınca artık sadece izler misiniz? Yani sonucu nasıl

beklersiniz?

Evet, her aşama kontrol ve müdahale ederim.

20. Karar alma zamanı beraber çalıştığınız takımını cesaretlendirir misiniz?

Evet.

21. Takımınızın fikirlerini ve önerilerini uygulamaya çalışır mısınız?

Ekiimin fikirlerine önem veririm ama son kararı kendim

22. Sizin için en önemli şey bir görevi bitirmek midir? verim.

Evet, istenilen sonucu yakalamak kaydı ile.

23. Bir görevin ya da projenin zamanında tamamlanıp tamamlanmadığını sık sık kontrol eder misiniz?

Evet her aşamada kontrol ederim.

24. İnsanlara yeni görev ve süreçlerde koçluk yapmayı sever misiniz?

Evet

25. Görevin zor olması size haz verir mi?

Evet, işin bitirilmesi sürecinin katlanmasını sağlar.

26. Çalışanlarınızı işlerinde yaratıcı olmaları için yüreklendirir misiniz?

Evet-

27. Zor bir projede ya da görevde her ayrıntının düşünülüp düşünülmediğini

bizzat kontrol eder misiniz?

Evet.

28. Aynı anda birçok görevi yürütmek sizin için kolay mıdır?

Evet.

29. Liderlik, psikoloji ve eğitim konularında makaleler, kitaplar ve dergiler

okumayı sever misiniz? Okuduklarınızı uygular mısınız?

Evet, hayatta karşılaştığından bazı ihtiyaçlarını uygularım.

30. Hataları düzeltirken ilişkiler sizin için önemli midir?

Hayır.

31. Zamanınızı verimli kullanmaya dikkat eder misiniz?

Evet, zaman benim için çok değerli.

32. Karmaşık bir projenin detaylarını çalışanlarınıza anlatmaktan zevk alır

mısınız?

Evet

33. Büyük projeleri küçük parçalara ayırarak yönetir misiniz? Bu sizin

alışkanlığınız mıdır? Projeyi bir bütün olarak yönetmek, parçalara ayırıp yönetmekten daha kolaydır. Küçük parçalara ayırırsanız çabuk bitirebilirsiniz ama asıl olan bir projeyi bütün yönetmektir.

34. Hiçbir şey iyi bir takım kurmaktan daha önemli olamaz der misiniz?

Evet, ama bazı işlerde takım çalışması faydadan çok zarar verir.

35. Problemleri analiz etmekten hoşlanır mısınız?

Evet.

36. Diğer insanların sınırlarına değer verir misiniz?

Evet.

37. Çalışanlarınızın performanslarını ve davranışlarını geliştirmeleri için onlara yol gösterip danışmanlık yapar mısınız?

Evet.

38. Kariyerinizle ilgili makale, dergi, kitap okur musunuz? Bu okuduklarınızı günlük rutine aktarır mısınız?

İmkânım oldukça okuyup, öğrenmeye fırsat gösteririm.
Öğrenmenin sonu yoktur. Tabii yeni öğrendiklerimizden
ve edindiğimiz tecrübelerimizden günlük rutine uyguluyoruz.