Analysis of Leadership Styles in Institutions in the Context of Bolman and Deal's Four Framework: A Comparative Research on the Banking Sector

Assoc. Prof. Özlem Işık

ORCID ID: <https://orcid.org/0000-0002-1455-3154>

Erciyes University, Faculty of Communication, Department of Public Relations and Publicity, Kayseri – TURKEY

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Abstract

Leadership has always been a main topic that is examined throughout the history. Behavior of leaders has directly or indirectly effect on workers and behaviors of them; and workers behave according to this effect. Considering the conditions of increasing competitive environment, just as other businesses the banking sector needs powerful leaders who will keep them superior to the competitors and ensure survival in market conditions. The purpose of this study is to analyze leader types in corporates in particular to the banking sector. The data of this study, which uses survey model and quantitative method, are carried out via "Leadership Orientation Questionnaire (LOQ) Scale" developed by Bolman and Deal (1991) and adapted to Turkish by Dereli (2003). For this purpose, a literature review on the concept of leadership and on the theories of leadership takes place in the first chapter of the study. Then, leadership theories are analyzed including Bolman and Deal's "Four Framework Theory". Second part of the study also uses Bolman and Deal's theory to explore the perceptions of employees in private and state banks in Kayseri regarding the typologies of leadership that their institution is perceived to represent. Data is analyzed in accordance with the type of institution (state-private) and demographics.

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Bolman ve Deal'ın Dört Çerçeve Kuramı Bağlamında Kurumlardaki Liderlik Tiplerinin Analizi: Bankacılık Sektörü Üzerine Karşılaştırmalı Bir Araştırma

Doç. Dr. Özlem Işık

Erciyes Üniversitesi, İletişim Fakültesi, Halkla İlişkiler ve Tanıtım Bölümü, Kayseri – TÜRKİYE

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<http://dx.doi.org/10.29228/JASSS.49357>**Öz**

Liderlik, insanların bir arada oldukları ve yönetim işlevinin söz konusu olduğu her yerde varolan ve varolacak bir kavramdır. Kurum içinde liderlerin davranışları doğrudan yada dolaylı olarak çalışanları etkilemekte ve çalışan davranışları bu yönde şekillenmektedir. Artan rekabet ortamının şartları düşünüldüğünde diğer işletmeler gibi bankacılık sektörünün de kendisini rakiplerinden üstün tutacak ve piyasa koşullarında ayakta kalmasını sağlayacak güçlü liderlere ihtiyacı vardır. Bu araştırmanın amacı, bankacılık sektörü özelinde kurumlardaki liderlik tiplerini analiz etmektir. Tarama modeli ve nicel yöntemin kullanıldığı araştırmanın verileri, Bolman ve Deal (1991) tarafından geliştirilen ve Türkçeye uyarlaması Dereli (2003) tarafından yapılan "Leadership Orientation Questionnaire (LOQ) Ölçeği" aracılığıyla gerçekleştirilmiştir. Bu amaçla çalışmanın birinci bölümünde, liderlik kavramı ve liderlik teorileri üzerine literature taraması gerçekleştirilmiştir. Liderlik kavramı içinde; literatürde geçmişten bugüne liderlik tanımları sınıflandırılarak incelenmiş, liderlik ve yöneticilik kavramları arasındaki farka değinilmiş ve liderin özellikleri hakkında bilgi verilmeye çalışılmıştır. Liderlik teorileri kısmında ise; liderlik teorileri gelişim sırası ile ele alınmış; Bolman ve Deal tarafından geliştirilen "Dört Çerçeve Kuramı" detaylarıyla ele alınmaya çalışılmıştır. Çalışmanın ikinci bölümünde Kayseri ilinde faaliyet gösteren özel ve kamu banka çalışanlarının, kurum liderlerinin temsil ettikleri liderlik tiplerine ilişkin algıları, Bolman ve Deal'ın dört çerçeve modeli kapsamında ele alınmıştır. Veriler, çalışanların demografik özellikleri ve kurum yapısı (kamu-özel) bağlamında farklılaşma durumu ekseninde analiz edilmeye çalışılmıştır.

INTRODUCTION

The importance, scope and quality of the concept of leadership is changing today, where technology has developed and knowledge is rapidly spreading to every field. Even though very different meanings have been assigned in every field where leadership management function exists, it has always existed. Since Kavran is regarded as the driving force of societies, a lot of research are continued on this subject. Leadership and the need to be directed, one of the basic characteristics of individuals, plays a major role in making leadership such a vital issue within the organization. At this point, corporate leaders are advised not to rely on limited models that address only a part of organizational life, and to develop different approaches appropriate to their situations when faced with various problems regardless of their leadership style. In this context, leadership orientations, approaches and theories that will enable leaders to know under what conditions and what kind of practices they will achieve more efficient results come to the fore in the literature (Çelik, 2007). There are some opinions on the issues that leaders can learn from these theories. These are: (1) Trusting experience and facts is not enough by itself; because all factual data require interpretation. (2) Interpreting facts based on individual experience is fraught with limitations because this approach ignores the knowledge and experience of others. (3) The cost of judgment mistakes made while gaining experience is quite high in terms of both human and material resources (Şişman, 2004: 14).

In this study, the perceptions of private and public bank employees about the leadership behaviors of their managers will be evaluated within the scope of the leadership types developed by Bolman and Deal, structuralist, human resources, political and symbolic leadership types. The problematic of determining the extent to which bank managers carry leadership skills in the eyes of employees constituted the starting point of this study. Based on the assumption that the leadership perceptions of the managers will change according to the demographic characteristics of the bank employees and the type of organization they work for (private-public). Based on the demographic characteristics of the bank employees and the type of organization (private-public) they work for, it is assumed that leadership perceptions about their managers will change. Leadership perceptions about their managers will change. thus the concept of leadership is aimed to be reviewed in terms of the banking sector. Based on this purpose and assumption, in the first part of the study, a general evaluation was made on the concept of leadership; The concept is discussed in the context of domestic and foreign literature. In the second part of the study, information was given about Bolman and Deal, one of the important names of leadership literature, and 4 theories they developed regarding the concept of leadership were examined. In the third and last part of the study, a survey was carried out with private and public bank employees operating in Kayseri and an analysis of their leaders was tried to be made in the eyes of employees.

AN OVERVIEW OF LEADER AND LEADERSHIP CONCEPT

The subject of leadership has been interesting for hundreds of years, from Greek philosophers such as Plato and Socrates to many management and leadership groups. It has been one of the important research topics in numerous field studies and conceptual studies, and many scientists have tried to embody the complexity of this global term. One of the problems with the term leadership is that, despite its popularity, it does not have a formal, standardized definition (Vroom and Jago, 2007: 17).

The concept of leadership is derived from the word 'Leader' in Anglo-Saxon origin, and the word leader means 'taking people on a journey and guiding them on the journey'. Leadership, on the other hand, was first defined in the Webster's American dictionary in 1828 as the status and conditions of the leader (Güçlü 2016). In Turkish, the word leadership means 'leadership, khan, glory, sultan (TDK,

www.tdk.com.tr). Leadership is a concept that can be analyzed and defined in different ways when taken from different perspectives. Concept is a subject of management science and has been tried to be analyzed from the psychological, sociological, political, military, philosophical and historical perspectives as well as the subject (Şişman, 2004: 1). Some of these definitions are given below.

- A leader is the person who encourages a group of people to behave in line with a specific purpose and that these people follow in order to achieve their personal and group goals, and act in accordance with his requests, orders and instructions (Koçel, 2010: 569).
- A leader is a person who has the power to influence a group or the people in the organization for a specific purpose (Baltaş, 2007: 32).
- A leader is a creative person who influences the behavior of the people as he wishes and guides them while performing this act of influence, enlightens, teaches, sees the foresight, gives orders and instructions, and senses the wishes and needs of the people he works with in time (Bakan, 2008: 14).
- Leadership is to persuade people to put aside their individual interests and to follow a general goal that is important for the well-being of a group (Lunenburg and Ornstein, 1996: 113).
- Leadership is the process of directing the activities of others to achieve personal or group goals under certain conditions (Kayalar and Özmutaf, 2008: 565).

Leadership definitions in the literature are generally; It focuses on the characteristics to possess and exhibit many of the admired personality traits, to direct people to the right goals, to be able to persuade people by influencing the people around them with their knowledge and abilities, to be able to affect people mentally, physically and emotionally by giving orders and sometimes by punishing them, with a high sense of justice, to effectively manage the main purpose, culture, strategy, identity and critical processes of the group or organization it manages, to establish a team (Erçetin, 2000: 12). Also in the definitions, it is predominant that leadership can be transferred from one leader to another and this procedure should be supported by a set of common ideas such as motivation and success. On the other hand, leadership leads to many desired outcomes at individual, group and organizational levels. It directs the organization towards more efficient and high performance outputs and it is an indicator of the competitive power of the enterprises in an intense competitive environment. The concept is also seen as a key phenomenon for sustainable organizational success and for companies to protect their assets. Similarly, an effective leader is a good listener; non-verbal communication is strong, perceptive, dignified, has values, creates vision-sets goals, good time management, can cope with stress, resolve conflicts, is reliable, powerful, impressive, approaches problems and people with empathy (Fritz etc. 1999: 5; Sperry, 2007: 2; Gül and Şahin, 2011: 239).

The increasing interest in the functions and importance of the leader is based on the fact that managers, who are open to teamwork, creative, sociable, energetic, productive, visionary, take their place in business life and their number is increasing. All these leadership functions are focused on the completion of individual, group or organizational goals (Gibson etc. 1991: 364). Therefore, the concept is a subject of management science and a concept related to business life, as well as a wide range of phenomena that can be analyzed from psychological, sociological, political, military, philosophical and historical perspectives.

The Features of Leader and Leadership

Although there are many opinions about the concepts of leader and leadership, nearly all leadership definitions and views defining the characteristics of leadership state that leadership includes the influence-power process (Vroom and Jago, 2007: 17). However, various opinions on the characteristics of leader and leadership have been included in the literature. For example, Stogdil (cited in Çelik, 2009: 8) listed the five basic characteristics that a real leader should have as follows:

- Capacity (intelligence, carefulness, originality and judgment)

- Success (education, knowledge and athletic skills)
- Responsibility (dependence, initiative, resistance, self-confidence and desire to be superior)
- Participation (effectiveness, sociability, cooperation, adaptation)
- Location (socio-economic position and popularity)

The new economic order requires organizations and, as a result, leaders to be able to respond quickly to changes in the environment, individuals and business systems. Today's leaders need to acknowledge that individuals carry their emotions, souls and social lives to the workplace and see all these as an opportunity for organizational change and development, and manage their human capital with an ethical and positive perspective. A similar classification was made by Serinkan (2008: 153). According to this classification, the basic characteristics that a leader should have are as follows.

- **Conflict Resolution:** People's views on various issues differ by nature and conflicts can arise when they articulate them. Conflict can be destructive or constructive depending on the way it is handled. It awakens respect and love around a person who resolves the incompatibilities and conflicts that arise by bringing the parties together on a common basis of agreement. The inability to deal with conflict in a constructive way or the tendency to escape and hide from it leads to a lack of respect and hostility in people.

- **Initiative:** The concept includes situations such as leaders making decisions and concentrating on a certain activity, starting a business that did not exist before or stopping an ongoing activity, or changing the direction and characteristics of the effort by themselves. Leaders can direct their audiences using their initiative. In some cases, if the leader chooses not to act, he still takes the initiative.

- **Research:** Provides access to data from collaborators or other sources of information and to learn facts about the subject. The quality of exploration depends on how deeply, how thoroughly one has made it. If a person does not care about this issue, the need for research may be overlooked. On the other hand, the standards of others may be high and may be curious and willing to learn as much about the topic as possible.

- **To be a party:** To be a party means to adopt an attitude, to fulfill opinions, thoughts and beliefs. A person may have strong beliefs, but they may consider revealing this risky. On the other hand, the individual may not take sides just because they have weak or no beliefs. Another may also adopt an opinion just to oppose someone or to prevail. Each person's way of putting forward what they believe is different, and this is a symptom of their leadership style. Leaders are not people who do not get involved in any business or take responsibility. Leaders have certain principles and views. As such, leaders take sides because they have business philosophies.

- **Decision Making:** Putting resources into practice is through decision making. Leader can take all decisions alone, transfer these responsibilities to one or more people or apply to teamwork.

- **Criticism:** There are several ways of evaluating the ways in which team members who want to achieve the goal solve problems. The key to this process is criticism. In other words, the leader who does not benefit from the way of working, feedback and criticism processes cannot go a long way. If criticism is done effectively, the way is opened to transform resources into measurable results (Nebus, 2006: 663; Goetballs etc. 2004: 124; Luthans, 2010: 111)

BOLMAN AND DEAL'S FOUR FRAME THEORY

Leadership is an important concept, especially since it enables the sharing of information, provides an atmosphere of trust, adaptation to culture, and the ability to take responsibility (Toylan and Semerciöz, 2012: 240). In most businesses, within the scope of international management, their managers must have the appropriate leadership type in order to overcome the different culture and value system (Byrne and Bradley, 2007: 168).

Developments and new concepts emerging in the field of management-organization and organizational behavior have also led to the emergence of new leadership types in the field of leadership. It is possible to gather the approaches to explain leadership under four main headings. These are traits approach

that focuses on the personal characteristics of the leader, the behavioral approach that focuses on the behavior of the leader, the situational approach that argues that leadership can change according to conditions and situations, and contemporary leadership approaches that have been emphasized in recent years.

Kippenberger (2002)'s chronological order of leadership is important in terms of reflecting the development process of the concept.

- The Big Man Theory until the mid 1900's
- 1900-1948 Properties Theory
- 1930s, Autocratic, Democratic and Laissez Faire Leadership Styles based on Levin's research
- 1945-1960s Behavioral Theories (Ohio, Michigan and Texas)
- 1957-1970's Contingency Theories
- 1967 - Contingency Theory to the Present
- 1970- Charismatic Leadership Until Present
- 1970- Team Leadership Until Today
- 1970- Servant Leadership Until Today
- 1978- Transformational Leadership until Today

As understood from the classification, traits theory marked the research on leadership in the 1940s. In these studies, it was thought that traits such as innate intelligence, ability to use language, and appearance were indispensable for leadership. Until the end of the 1940s and 1960s, the behavioral view prevailed and it was argued that leadership was a privilege that comes with one's behavior. In the following years, leadership movements that argue that the leader and subordinates should be in a relationship came to the fore.

With the rapidly changing relationships and technology, Bolman and Deal divided leadership into four categories in 1991, based on the fact that the characteristics that a leader should have in a single species are insufficient and that the leader must have more than one feature to adapt to change. As shown in Table 2, they are structuralist, human resources, political and symbolic leadership frameworks, respectively.

Table 2: Bolman and Deal's Four Frame Theory (Bolman and Deal, 1991)

According to Bolman and Deal (1991), our understanding of the structure and nature of organizations is the first condition for our understanding of the leadership process in organizations.

Bolman and Deal (2003), who used the four organizational paradigms in response to the four leadership paradigms, argued that human problems in organizations are multidimensional and that multiple leadership approaches are needed to understand these multidimensional human behaviors and to cope with the problems arising from these behaviors. Indicating that administration has structural, human resources, political and symbolic dimensions, Bolman and Deal (2003) argued that leaders' adoption of a multiple management approach that takes all these dimensions into account can prevent organizational failure. In this part of our study, the details of the Four Frame theory developed by Bolman and Deal (1991) will be examined.

Constructivist Approach

The structural (bureaucratic) model emerged from the bureaucratic approach developed by Max Weber. According to Weber, organizations are structures formed by formal social networks facilitating coordination and communication in order to achieve limited goals with a hierarchical structure (Weber, as cited in 1947: Aypay, 2006: 17).

Structural or bureaucratic organizations have some characteristics. These include factors such as promotion criteria, appointment of managers, a certain salary and payment to officials, recognition of the position - respect and job security. This model emphasizes formally established goals such as mission-vision. It is assumed that the organizations as a whole try to achieve the goals determined by the higher levels. It is assumed that hierarchical control, coordination, and communication lead organizations to achieve their goals (Birnbaum, 1988; Bolman and Deal, 2003; Bush, 1995). In such organizations, as in society, division of labor leads to division. Partitioning brings up specialization. Rules eliminate individuality and provide neutrality (Bolman and Deal, 2003; Bush, 1995). On the other hand, the weaknesses of bureaucratic organizations; they also have negative features that make them weak. One of them is that bureaucratic organizations attach much more importance to the inside of the organization than outside the organization. Therefore, using the bureaucratic model may not be a problem for organizations that do not have much interaction with the environment. For example, Hoy and Miskel (1982) suggest that the degrees of bureaucracy should be questioned instead of the question of whether there are bureaucratic approaches in education. In the bureaucratic approach, especially educational organizations are seen as machine-like systems. Such organizations try to implement the normative goals and ideologies created by the higher levels of educational institutions in educational organizations. Sometimes, in schools where bureaucratic model is dominant, education is affected negatively (Meyer and Rowan, 1977 cited in Aypay, 2002: 18). Because teachers and administrators deal with too much bureaucratic procedures, there is no time left for other activities. Schools can't focus too much on goals. Unspecified goals, ambiguous technologies, loose participation, non-coordinated activities, and loose structural elements can produce anarchic images, and these images are incompatible with factory metaphors (Bolman and Deal, 1991, 2003; Cohen and March, 1984; Hoy and Miskel, 1982). In summary, the "Structuralist Approach" constitutes one of the four important theoretical foundations within the management theory put forward by Bolman and Deal. The constructivist leader "Clarifies the organizational goals and tasks; arranges the building to establish healthy relationships with the environment; does not act wrong; it constantly tries, evaluates, changes. There is no rule that structuralist leaders will be authoritarian; develop a new structure suitable for the problem; Problem solving methods are not a chain of command. Those who work with a structural leader know their duties and responsibilities and their contributions to the organization (Bolman and Deal, 2003: 348-354).

Human Resources Model

When organizations are viewed from a human-centered perspective, it is seen that the objectives of the organization are to meet the needs of people. People are dependent on each other and

must be in harmony with each other. The needs of the people in the organization should be met and their job satisfaction should be provided. If this is done, efficiency will be obtained from the organization.

The human resources framework emphasizes the importance of relationships between individuals and organizations, and emphasizes that individuals and organizations need each other. The approach focuses on the needs of individuals in the organization and assumes that organizations that meet the basic needs of individuals will be more successful. Leaders who adopt the human resources approach attach importance to relationships and emotions in the organization, aim to lead members through open communication, empowerment, facilitation, placing the right people in the right positions and effective teamwork. While these leaders seek ways to bring about mutual harmony between the organization and the individual, At the same time, they draw an image that supports participation in decisions, is open to new ideas and has consistent applications (Bolman and Deal, 1991).

Unlike the structuralist approach, the human resources approach perceives the organization and human as an organic entity with their psychological and social needs to meet rather than seeing and operating them as a machine. In this style, the leader has the image of the person who provides support and strengthens. According to the human resource leader, the human being is the heart of the organization, authoritarian and insensitive managers can't be successful leaders. Leaders who adopt this style work to achieve the goals of the organization and its employees; supports and empowers its employees; believes and trusts its employees. Being accessible and supporting participation by sharing information is one of its main goals. In this approach, subordinates are empowered by providing openness, participation and autonomy; problems are solved together (Bolman ve Deal, 2003: 354-356).

In human resources or collegial model organizations, most employees assume that they have the right to participate in decisions. In particular, members of the organization agree on what the goals are in such organizations; Agreement on what the goals are, sets a direction and provides measurement and evaluation criteria for success as a source of legitimacy for the behavior of organization members (Bush, 1995).

The human resources model is focused on a common decision, joint management and shared responsibility in organizational policies and decisions. The reason for this is stated as the assumptions of this model are the assumptions most appropriate for the roles of the employees. So much so that the human resources model emphasizes participating in decisions, joint management, and taking joint responsibility in organizational policies and decisions. Therefore, it is accepted as the most valid model in explaining the organizational structures of institutions. In addition, in institutions where the human resources model is dominant (for example, universities), the level of participation of employees in corporate activities is also important (Aypay, 2006: 180).

Because the members of this model are assumed to be connected to the organization with very strong normative ties and it is assumed that participation in organizational activities is necessary. Normative participation is within the framework of some common values, but within the scope of this model, members also question corporate activities. If educational organizations expect teachers to participate in decisions, what should be the limit for this participation? This question is used to distinguish the pure human resources approach from the others. Will only a certain group of teachers participate in the decisions or will all teachers participate? (Bush, 1995). In summary, in the human resources model, the talents, opinions and energy of the employees are seen as the most important corporate resource. It is accepted that people have physical and social needs. A bond based on a weak relationship is formed between the people who cannot improve themselves in their institutions and can't strengthen their self-confidence and the institution. This weak bond harms both sides. In a weak bond, one side exploits the other, and in a strong relationship that is the opposite, both sides are

satisfied, profitable, and institutions work efficiently. Leaders who adopt this behavior attach importance to the wishes and needs of people and interpersonal relations (Bolman and Deal, 2013).

Political Approach

Political leadership theory developed by Bolman and Deal (2013) is an approach that sees institutions as a political arena where many people and their interests conflict. According to this theory, institutions are coalitions formed by different individuals and departments. This theory reveals that employees' values, preferences, beliefs and perceptions of reality are different and the source of these differences is the differences between people. Sharing of mostly limited resources, the use of power in this sharing, and conflicts are accepted as normal in this theory. While achieving institutional goals, decisions are determined through negotiations between representatives of different coalition groups.

The political leader represented by political theory is the profile of leaders who develop good relations with non-organizational groups and manage conflict. He/She knows and explains what He/She wants and what to buy; makes good use of balance of power, needs and interests; uses his strength carefully; doesn't give everyone what they want; prepares the necessary environment for groups to bargain (Bolman and Deal, 2003: 354-356).

On the other hand, political models focus on the goals of core units rather than organizational goals. For example, departments have different purposes in universities and colleges. These differences are clearly differentiated from other models that focus on organizational goals. According to scientists who study the political model, conflict and disagreement between groups make goals ambiguous and slippery, because alliances and resource allocation are constantly shifting (Bush, 1995). Hence, the struggle between individuals and groups in the political model is directed towards controlling scarce resources. The use of power is directly proportional to the amount of resources controlled in institutions (Bergquist, 1992).

The strength of the political approach lies in its ability to explain behavior at both individual and group levels. While other models often focus on the institutional or organizational level, they can't capture activities at the individual and group level. They also find it difficult to explain activities at the department level (Bacharach and Lawler, 1980). The weaknesses of political models arise from their over-focus on individual and group activities, ignoring organizational dimensions such as individual autonomy. Another disadvantage of political models is that they ignore the importance of values (Berger and Milem, 2000).

In the political model, organizational decision-making processes are also in a way a bargaining process. Individuals protect their interests because individual interests are the driving force of development. No individual or group has complete and eternal control of resources. Individuals can be members of different groups and come up with conflicts of interest, new alliances, bargains and agreements. At this point, an individual's gender, race, division, and career defines alternative coalitions and counter-coalitions that arise for the control of scarce resources. According to the model, the competition is healthy and shows organizational dynamics (Bergquist, 1992; Bolman and Deal, 2003; Pfeffer, 1997).

As a result, the "Political Approach" is the type of approach that draws the most attention to organizations among the multiple perspectives developed by Bolman and Deal, and makes organizations look like political arenas. Institutions reflecting this model are generally institutions with regional potential. In this model, organizational decision-making processes are in a way based on consensus and bargaining. Accordingly, individuals and groups struggle to control the limited resources available and to have power and protect their interests, and this struggle determines the behavior of the individual in organizations. According to the approach, although individual interests are seen as the driving force of development, no individual or group can maintain full and endless

control of resources.

Symbolic Leadership Model

Bolman and Deal's (2013) symbolic leadership model deals with meaning, beliefs and symbols in institutions; and that behind every event there is a meaning hidden; and it suggests that the same event can be interpreted by different people in different ways. According to the approach, it is difficult to interpret the events and processes that occur in institutions. If there is uncertainty in institutions, solutions can't be found by approaching these problems with analytical and logical thinking; People should use symbols to deal with such problems. The values and ceremonies that exist in the organization bring employees closer together, reduce concerns, strengthen communication and strengthen ties.

The symbolic approach focuses on how people make sense of the uncertain world they live in. At this point, the symbolic leader believes that the most important part of a leader's job is inspiration (giving people something they can believe in). People are excited and devoted to where there is a unique identity, where they feel their work really matters. Effective symbolic leaders are ambitious to make the organization unique in their field and pass on this ambition to others. These leaders use dramatic symbols to excite people and give them a sense of the organization's mission. These people produce slogans, tell stories, give prizes, appear in the most unexpected places, and rule by walking around. Organizations are assumed to be healthier and more productive if the symbolic approach works well within the organization. At this point, it is stated that there is a similarity between the symbolic approach and the bureaucratic model, but while the symbolic model follows the open system approach, the bureaucratic model follows the closed system approach. Also, While symbolic models guide individuals through symbols, rituals, other models do so using the organizational structure (Bush, 1995).

On the other hand, when we look at the strengths and weaknesses of the symbolic model, we come across a comparative picture. The main strength of the approach lies in its ability to focus on individuals and local variables. Symbolic models reflect the values and beliefs of organization members. Values and beliefs guide individual behavior. Thus, symbolic models shape non-formal aspects of organizational life. It is extremely important in revealing cultural norms and meanings. On the other hand, the weakness of the symbolic model is the assumption that there are no units working to achieve harmonious and coordinated same purpose within the institution. Loose systems refer to coordination between sub-units of organizations such as departments. According to the approach, institutions and sub-departments are characterized by segregation policies and interests (Aypay, 2006: 182). Another weakness of symbolic models can be understood when technical processes occur. These models neglect the rational aspects of organizational life. Additionally, problems can arise when some individuals don't share the same values. In addition, in this model, it is possible that leaders can change the organizational culture, and this situation is sometimes considered as the weak side of the approach. Although strong leaders can create strong cultures, changing organizational culture is both time-consuming and extremely difficult.

At this point, unlike Schein, Bolman and Deal (2003) argue that leaders can easily change cultures. However, at this point, they express that it would not be right to put too much emphasis on symbolic processes and that the process should be left to time. The reason is that institutions must both be pluralistic and at the same time have to protect the rights of the minority (Bush, 1995).

When organizations are evaluated symbolically, it is accepted that they have not only material, political, economic aspects, but also cognitive, cultural and social aspects. In other words, organizations have an abstract aspect besides their concrete aspect. If organization managers want to manage effectively, they have to consider this abstract aspect. What these incidents mean to people is more important than concrete events in organizations. The interpretation of these events varies from person to person. In other words, symbols interpret events, emphasize what is important, provide integration; It enables people to socialize and coalesce (Bolman and Deal, 2003; Bergquist, 1992; Birnbaum, 1988; Bolman and Deal, 2003).

In summary, the meaning worlds of individuals and the values and culture of the organization stand out in the symbolic framework. Here, meaning is the core of the symbols of belief. It drives behavior through

shared meaningful rules, agreements and understandings. Symbolic leaders increase commitment to the organization by creating excitement in their followers; They generate organizational loyalty by communicating a strong vision. Leaders who adopt symbolic analysis also support the development of organizational myths, ceremonies and other symbolic elements, while stimulating the imagination by generating new and exciting possibilities.

As a result, the "Four Frame Theory" developed by Bolman and Deal shows the ways of looking at all the problems faced by organizations from a multiple perspective. The structural dimension, the human resource dimension, the political dimension and the symbolic dimension are the synthesis of all relevant research and theories so far. Bolman and Deal (1991) state that managers who make use of multiple perspectives can be effective managers and leaders, stating that "instead of presenting the field of organizational theory as fragmented, we present it as pluralistic". The findings will be analyzed and tried to be presented in the context of the Four Frame Theory and demographic features.

METHODOLOGY

Subject and Purpose of the Research

The banking sector constitutes the backbone of the financial system in the functioning of the economy. There are many methods and practices banks use in achieving sustainability and competitive advantage. In these processes, the human factor emerges as the focal point. Considering the role of the top management of banks in affecting the strategies and objectives of banks, it has been recently discussed that the leadership characteristics of the top management will affect the performance of the employees and thus play a role in the success of the entire bank (Attar, 2004: 79).

In order to be successful in the knowledge economy, banks must be organizations that can balance opposing structures, processes and cultures under the same roof, manage short-term daily changes and long-term fundamental changes simultaneously, and adapt to changing environmental conditions. Therefore, the banking sector was included in the study, as it is a sector in which intangible capital is used extensively besides tangible capital, information and communication technologies are important, and in addition to being constantly innovative, approaches to protect existing customers have increased in recent years. From this point of view, in the context of Bolman and Deal's quaternary leadership framework, structuralist, human resources, political and symbolic leadership frameworks, what kind of leadership type the managers adopt as leaders in the banking sector and the differentiation of these leadership types in terms of demographic features and organizational structure (public- special) is aimed to analyze.

Limitations of the Research

The study includes the following limitations.

- Research results are limited to the opinions of the people who participated in the study.
- The research was carried out with private and public bank employees operating in Kayseri. Therefore, the results cannot be generalized to the entire banking sector.
- One of the limitations observed in terms of providing data to the study is that the participants try to answer the questionnaire during working hours and are afraid of people they see as leaders in the business environment.

Sample and Population

Among the researches on the concept of leadership, it is seen that there are very few and limited studies on the banking sector, which is one of the important sectors of today. For this reason, the banking sector has been discussed in our study. In this context, the research universe consists of the personnel working in various branches and various departments of private and public banks operating in Kayseri. Due

to the large number of branches within the scope of this definition and the problem of reaching the branches, the sample environment had to be selected more limited. Therefore, the participants were determined in line with the purposeful sampling method; branches were informed by phone and e-mail and information was given about our research. 158 people working in various branches and departments of public and private banks participated in our research. As a result of the application, 140 questionnaire returns were provided; 112 questionnaires could be analyzed.

Research Questions

The following research questions and hypotheses have been developed for the purposes of the research.

Research Question 1: What is the leadership perception of private bank employees (within the scope of leadership dimensions)?

Research Question 2: What is the leadership perception (within the scope of leadership dimensions) of public bank employees?

Research Question 3: Does the leadership perception of employees differ in line with the organizational structure (being private or public) and within the scope of leadership dimensions?

Research Question 4: In the context of demographic variables, does the leadership perception of employees differ within the scope of leadership dimensions?

Data Collection Tool and Data Analysis

Our research is a descriptive research conducted by Karasar (2007: 77) in the "scanning model" that tries to define a past or present situation, event, individuals or objects and as they are in their own conditions.

The data collection required for the research was carried out by the researcher. Necessary permissions were obtained from Erciyes University Ethics Committee for the implementation of the surveys; The application was carried out in January. Relevant questionnaires were distributed to the personnel in the sample in sealed envelopes in order not to be affected by each other and they were asked to answer them. In the study, the Leadership Orientation Scale was developed by Bolman and Deal (1991) and the "Leadership Orientation Questionnaire (LOQ)" scale, which was conducted by Dereli (2013), was used in our country. The scale includes a total of 32 items. The scale consists of 4 sub-dimensions, each of which has 2 dimensions in itself.

These are; Analytical and organized sub-dimensions in "Structural Leadership" dimension, supportive and participatory sub-dimensions in "Human Based Leadership" dimension, powerful and skillful sub-dimensions in "Political Leadership" dimension, inspirational and charismatic sub-dimensions in "Symbolic Leadership" dimension. Participants are evaluated on the frequency of exhibiting the behavior indicated by the statement in the scale in 5-point rating scale (Likert) type. In this study, the Cronbach Alpha coefficient of the scale was 0.91; Cronbach's alpha coefficients of the sub-dimensions were determined as 0.77 / 0.62 / 0.68 / 0.66.

The skewness coefficient in the normality test of the scale scores (skewness) is used. The fact that the scores obtained from a continuous variable remain within ± 1 limits of the skewness coefficient (skewness) used in the normal distribution feature can be interpreted as the scores do not show a significant deviation from the normal distribution (Büyüköztürk, 2011). Since the leadership orientation scores were normally distributed, the comparison of the scores according to the variables of gender, marital status and institutional type was used in two independent samples t test; One-way analysis of variance (ANOVA) test was used to compare age groups, education level, and unit variables. When a significant difference was seen in the ANOVA test, LSD post hoc test was used to determine which groups the difference was between. Pearson correlation test was used to determine the relationship between leadership orientation dimensions. Confidence interval in the analyzes was determined as 95% (significance level 0.05 $p < 0.05$).

RESULTS

1. Descriptive Findings

Table 1 shows the frequency and percentage distribution according to the demographic characteristics of the participants.

Table 1. Distribution of the Participants by Demographic Characteristics

Demographic Variable	Groups	n	%
Type of institution	Special	4	4
		5	0,2
	Public	6	5
Gender		7	9,8
	Female	4	4
		7	2,0
	Male	6	5
		5	8,0
Age groups (36,11±10,01)	30 years and below	4	3
		1	6,6
	31-40years old	4	3
		1	6,6
	41 years and older	3	2
		0	6,8
Marital status	Married	4	3
		3	8,4
	Single	4	4
		6	1,1
	Divorced	2	2
		3	0,5
Monthly income	3000TL and below	2	1
		0	7,9
	3001-4000TL	2	2
		3	0,5
	4001-5000TL	3	3
		4	0,4
	5001TL and above	3	3
		5	1,3
Education level	High school	2	2
		3	0,5
	University	7	6
		5	7,0
	Postgraduate	1	1
		4	2,5
Professional seniority	1-5 years	3	2
		0	6,8
	6-10 years	4	3
		1	6,6
	11 years and above	4	3
		1	6,6

40.2% of 112 bank employees participating in the study work in public banks and 59.8% in private banks. 42% of the participants are women and 58% are men. The average age of the participants

has been determined as 36.11 ± 10.01 and 36.6% of them are 30 years and younger, 36.6% are 31-40 years old, 26.8% are 41 years old and above. 38.4% of the participants are married, 41.1% are single and 20.5% are divorced. Monthly income of 17.9% of the participants is 3000 TL and below, 20.5% of them is 3001-4000 TL, 30.4% of them is 4001-5000 TL, 31.3% of them has a monthly income of 5001 TL and above.

20.5% of the participants were high school, 67% university, 12.5% graduate level. The service period of 26.8% of the participants in the profession is 1-5 years, 36.6% of them is 6-10 years, and the service period of 36.6% is 11 years and above.

In Table 2, descriptive statistics consisting of mean and standard deviation information of leadership orientation scores are given.

Table 2. Descriptive Statistics of Leadership Orientation Scores

Sub Dimension	i	a	S	kew
	1	x	S	ness
	.	.	S	
Structural Leadership	1	1	0	6
	(	3	9	7
Human Based Leadership	2	1	5	6
	5	2	6	
Political Leadership	2	0	6	4
	5	4	4	
Symbolic Leadership	0	9	6	2
	0	5	2	

When the scores in Table 2 are examined, the leadership orientations of the participants with the highest score are human-induced leadership (3.12 ± 0.56), structural leadership (3.09 ± 0.67), political leadership (3.04 ± 0.64), respectively. And it was determined that the leadership orientation with the lowest score was symbolic leadership (2.95 ± 0.62).

2. Findings Regarding the Comparison of Leadership Orientation Scores According to Demographic Variables

Table 3 shows the results of the independent two-sample t test for the comparison of leadership orientation scores according to the type of institution.

Table 3. Comparison of Leadership Orientation Scores by Organization Type

Leadership Orientation	Type of Institution	n	Mean	SD	t	p
Structural Leadership	Special	5	,05	,70	0,48	,632
	Public	7	,11	,65		
Human Based Leadership	Special	5	,10	,58	0,28	1,776
	Public	7	,13	,56		
Political Leadership	Special	5	,01	,67	0,45	1,655
	Public	7	,06	,62		
Symbolic Leadership	Special	5	,94	,64	0,10	0,919
	Public	7	,95	,61		

When the leadership orientation scores were analyzed according to the type of institution served, it was concluded that the human resources framework ($p < 0,05$) in private banks and the political leadership framework ($p < 0,05$) in public banks were a significant difference.

Table 4 shows results of two independent samples t test for the comparison of leadership orientation scores according to the gender of the participants.

Table 4. Comparison of Leadership Orientation Scores by Gender

Leadership Orientation	Gender	n	Mean	SD	t	p
Structural Leadership	Female	7	,08	,66	0,08	,937
	Male	5	,09	,69		
Human Based Leadership	Female	7	,15	,56	,48	,628
	Male	5	,10	,57		
Political Leadership	Female	7	,10	,63	,91	,366
	Male	5	,99	,64		
Symbolic Leadership	Female	7	,99	,60	,66	,513
	Male	5	,91	,64		

When the leadership orientation scores were analyzed by gender, it was concluded that female employees differ significantly in the framework of symbolic leadership ($p < 0,05$) and male employees in the framework of political leadership ($p < 0,05$).

Table 5 includes the results of one-way analysis of variance (ANOVA) test for the comparison of the leadership orientation scores according to the age groups of the participants.

Table 5. Comparison of Leadership Orientation Scores by Age Groups

Leadership Orientation	Age	S	l	J
Structural Leadership	A-30 years and under	1	,13	,70
	B-31-40 years	1	,17	,63
	C-41 years and older	0	,92	,69
Human Based Leadership	A-30 years and under	1	,15	,58
	B-31-40 years	1	,18	,49
	C-41 years and older	0	,00	,63
Political Leadership	A-30 years and under	1	,04	,61
	B-31-40 years	1	,10	,60
	C-41 years and older	0	,95	,73
Symbolic Leadership	A-30 years and under	1	,97	,61
	B-31-40 years	1	,03	,60
	C-41 years and older	0	,80	,66

It was determined that the leadership orientation scores didn't differ significantly according to age groups ($p > 0.05$).

Table 6 includes the results of one-way analysis of variance (ANOVA) test for the comparison of leadership orientation scores according to the marital status of the participants.

Table 6. Comparison of Leadership Orientation Scores According to Marital Status

Leadership Orientation	Marital status	n	$\bar{X}$	S		
Structural Leadership	A-Married	4	3			
		3	,14	,71		
	B-Single	4	2			
		6	,95	,66	,93	,150
	C-Divorced	2	3			
		3	,27	,60		
Human Based Leadership	A-Married	4	3			
		3	,18	,58		
	B-Single	4	3			
		6	,06	,59	,45	,636
	C-Divorced	2	3			
		3	,13	,48		
Political Leadership	A-Married	4	3			
		3	,01	,61		
	B-Single	4	3			
		6	,05	,70	,08	,926
	C-Divorced	2	3			
		3	,07	,56		
Symbolic Leadership	A-Married	4	2			
		3	,89	,60		
	B-Single	4	2			
		6	,94	,65	,65	,522
	C-Divorced	2	3			
		3	,07	,61		

It was determined that the leadership orientation scores did not differ significantly according to marital status ($p > 0.05$).

Table 7 includes the results of one-way analysis of variance (ANOVA) test for the comparison of leadership orientation scores according to the monthly income of the participants.

Table 7. Comparison of Leadership Orientation Scores by Monthly Income

Leadership Orientation	Monthly Income		$\bar{X}$	S		
Structural Leadership	A-3000TL and below		3,			
		0	02	,75		
	B-3001-4000TL		3,			
		3	19	,71		
	C-4001-5000TL		2,		1,17	0,324
		4	94	,61		
	D-5001TL and above		3,			
		5	21	,66		
Human Based Leadership	A-3000TL and below		3,			
		0	10	,67		
	B-3001-4000TL		3,			
		3	15	,52		
	C-4001-5000TL		3,		,91	,438
		4	00	,52		
	D-5001TL and above		3,			
		5	23	,58		
Political Leadership	A-3000TL and below		2,			
		0	98	,77		
	B-3001-4000TL		3,			
		3	04	,56		
	C-4001-5000TL		2,		,27	,847
		4	99	,62		
	D-5001TL and above		3,			
		5	11	,64		
Symbolic Leadership	A-3000TL and below		2,			
		0	88	,71		
	B-3001-4000TL		2,			
		3	97	,60		
	C-4001-5000TL		2,		,25	,862
		4	91	,62		
	D-5001TL and above		3,			
		5	01	,60		

It was determined that the leadership orientation scores didn't differ significantly according to monthly income ($p > 0.05$).

Table 8 includes one-way analysis of variance (ANOVA) test results for the comparison of leadership orientation scores according to the educational level of the participants.

Table 8. Comparison of Leadership Orientation Scores by Education Level

Leadership Orientation	Education Level		$\bar{x}$	S		
Structural Leadership	A-High School	3	83	2, ,66		
	B-University	5	13	3, ,67	,53	,084
	C-Graduate	4	30	3, ,60		
Human Based Leadership	A-High School	3	97	2, ,65		
	B-University	5	13	3, ,54	,75	,179
	C-Graduate	4	33	3, ,50		
Political Leadership	A-High School	3	93	2, ,80		
	B-University	5	03	3, ,60	,01	,366
	C-Graduate	4	24	3, ,52		
Symbolic Leadership	A-High School	3	80	2, ,72		
	B-University	5	96	2, ,60	,25	,290
	C-Graduate	4	13	3, ,54		

It was determined that the leadership orientation scores didn't differ significantly according to the education level ($p > 0.05$).

Table 9 includes results of one-way analysis of variance (ANOVA) test for the comparison of leadership orientation scores according to the professional seniority of the participants.

Table 9. Comparison of Leadership Orientation Scores by Professional Seniority

Variable	Professional seniority	$\bar{X}$	n	SS	F	J
Structural Leadership	A-1-5years	0	,23	,68	,18	,312
	B-6-10 years	1	,98	,67		
	C-11 years and above	1	,09	,67		
Human Originated Leadership	A-1-5years	0	,23	,59	,97	,384
	B-6-10 years	1	,04	,52		
	C-11 years and above	1	,12	,58		
Political Leadership	A-1-5years	0	,14	,63	,89	,411
	B-6-10 years	1	,94	,61		
	C-11 years and above	1	,06	,67		
Symbolic Leadership	A-1-5years	0	,03	,64	,45	,638
	B-6-10 years	1	,89	,58		
	C-11 years and above	1	,95	,65		

It was determined that the leadership orientation scores didn't differ significantly according to professional seniority ($p > 0.05$).

In line with the results of this analysis, the research question developed within the scope of the study is answered.

3. Findings Regarding the Relationship Between Leadership Orientation Scores

The Pearson correlation analysis results regarding the relationship between leadership orientation scores are included in Table 10.

Table 10. The Correlation Analysis Results of the Relationship Between Leadership Orientation Scores

Leadership Orientation			
1-Structural Leadership	,89**	,70**	,63**
2-Human Based Leadership		,81**	,64**
3-Political Leadership			,87**
4-Symbolic Leadership			

* $p < 0,05$ ** $p < 0,01$

A positive and significant correlation were determined between the scores of structural leadership orientation and human-induced leadership ($r = 0.89$; $p < 0.05$), the scores of political leadership ($r = 0.70$; $p < 0.05$) and symbolic leadership ($r = 0.63$; $p < 0.05$).

A positive and significant relationship were determined between human-induced leadership scores and political leadership ($r = 0.81$; $p < 0.05$) and symbolic leadership ($r = 0.64$; $p < 0.05$) scores.

A positive and significant relationship were determined between political leadership scores and symbolic leadership ($r = 0.87$; $p < 0.05$) scores.

In line with the results of this analysis, the research question developed within the scope of the study is answered.

CONCLUSION AND EVALUATION

With the increasing global competition in recent years, the way for banks and financial institutions to offer competitive products and services in world markets is to ensure that the quality of the customer demands and expectations is at the lowest level, the level of customer satisfaction is high and the human resources, which is an effective input, are the most effective. must be managed in a way, all employees must be adopted. It is necessary to apply a leadership style that they embrace and respond to the needs of the organization.

When the literature is examined, there are various types of leadership. These may vary depending on the leader's authority in decision making, source and personality. On the other hand, most leadership types can show similar characteristics with each other. In this study, leadership types are discussed in the context of Bolmer and Deal's four frame theory. Aiming to develop a new perspective on leadership based on four main organizational paradigms that dominate the field of business and management, Bolman and Deal (1991) developed different and unique assumptions for each approach towards the organization and human behavior within the organization. Understanding these assumptions provides important clues for managers and leaders regarding organizational behavior. In the four frame models of Bolman and Deal (1991); structural framework, organizational and planning dimension; human resources framework, employee dimension of the organization; political framework, power dynamics, conflict and reconciliation strategies; The symbolic framework represents perspectives on organizational culture that add purpose and meaning to the work. According to Bolman and Deal (2003), effective leaders are leaders who can effectively use more than one frame. Based on the statement of Hampten and Turner (1992: 167) "if there is no mental model, facts are not organized", Bolman and Deal (2003), who consider frames as mental models, argue that frames will help leaders to analyze the events they encounter. According to Bolman and Deal (2003), the correctness of leaders' decisions; It is directly related to the knowledge they have, the mental maps and how well they know how to use them.

The literature review and field research we conducted within the scope of the study show the results, the sharp distinction between who the leaders and managers are and what they actually do is actually a misconception. That is to say, leadership is neither a better nor a substitute for management, nor can management replace leadership. It is clear that organizations need to involve and support both sides in order to survive in today's turbulent and complex business environment. Managers encourage stability, leaders insist on change. Leadership with poor management or vice versa carries a risk for the organization. Adequate mix of managerial and leader characteristics is required to keep the organization in balance. Therefore, in the literature, we need not only studies based on theory integration, but also studies that enable us to investigate the relationship between managerial behavior and the individuals and groups affected by it by using new methods.

On the other hand, as emphasized by Pfeffer (1997), empirical studies comparing these models

in the literature and revealing their strengths and weaknesses are few. It is necessary to contribute to the literature in this field by basing the theoretical roots on more solid foundations and establishing cause and effect relationships. For this reason, data-based (quantitative or qualitative) studies are more needed. As Bolman and Deal (2013: 19) stated, trying to obtain a homogeneous image of a particular theory free from other theories in organizations is nothing but restricting the organization and the leader. Because, although every theoretical tradition or theory contributes to organizations, it also has blind spots.

As a result, the new economy requires organizations and leaders to be able to respond quickly to changes in the environment, individuals and business systems. These changes, which form the basis of increasing competition, have ensured that the individual / employee is at the heart of this new paradigm. In the information age, Human Capital emerges as the most important strategic difference that distinguishes an organization from others. For overall organizational performance and effectiveness, leaders need to acquire, develop and retain the knowledge they own, and therefore develop them in different ways by focusing on individuals who have this knowledge.

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