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TURKISH ADAPTATION OF THE IMPLICIT LEADERSHIP SCALE

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Turkish Adaptation of the Implicit Leadership Scale

Örtük Liderlik Ölçeği Türkçe Uyarlaması

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- 1) Implicit Leadership Theory
- 2) Leadership Prototype
- 3) Leadership Categorization Theory
- 4) Connectionist Approach
- 5) Scale Adaptation

ABSTRACT

Implicit Leadership Theories open a new path in the leadership studies as they emphasize the role of followers and their leadership schemas in the leadership process (Lord & Maher, 1991). The Implicit Leadership Scale of Offermann et al. (1994) is an outstanding measurement tool due to its validation procedure (Epitropaki & Martin, 2004) and as being base for other studies. With this study we aimed to adapt the new version of Offermann et al. (1994) Implicit Leadership Scale (Offermann & Coats, 2018) while we study the generalizability of ILTs for gender, age, tenure, experience and position and also to observe the potential impact of the culture. We realized the adaptation of the scale with two studies. In Study I Turkish version of the ILT scale is answered by white collar employees (N=505), and in Study II, undergraduate students (N= 436) answered the ILT scale and also the Turkish versions of Self-Construal Scale (Wasti & Erdil, 2007) and Agreeableness and Conscientiousness questions from NEO-FFI (Sunar, 1996). The study resulted with a four factor structure as: Prototype, Tyranny, Sensitivity, and Masculinity. The model fit has been mediocre and while significant differences have been found for gender, tenure and position, no significant differences were indicated for age, experience and seniority. The study also revealed significant relations for ILT factors and questionnaire items.

Keywords: Implicit Leadership Theory, Leadership Prototype, Leadership Categorization Theory, Connectionist Approach, Scale Adaptation

ÖZET

Örtük Liderlik Teorisi, yönetilenlerin liderlik sürecindeki yerine vurgu yaparak (Lord & Maher, 1991) liderlik çalışmalarına yeni bir yaklaşım getirmektedir. Bu konuda Offermann'ın (Offermann et al., 1994) Örtük Liderlik Ölçeği, hem geçerlilik çalışmaları hem de başka projelere temel teşkil etmesi açısından öne çıkmaktadır (Epitropaki & Martin, 2004). Bu çalışmayla amaçlanan Offermann'ın Örtük Liderlik Ölçeği'nin yeni versiyonunu (Offermann & Coats, 2018) Türkçeye uyarlarken aynı zamanda Örtük Liderlik Teorilerinin cinsiyet, yaş, görev süresi, deneyim ve pozisyona göre genellenebilirliğini ve kültürün bu süreçteki olası etkilerini gözlemlemektir. Ölçek uyarlaması iki çalışma ile gerçekleştirildi. Birinci çalışmada beyaz yaka çalışanlar (N= 505) Örtük Liderlik Ölçeğinin Türkçe versiyonunu cevapladılar, ikinci çalışmada ise üniversite öğrencileri (N= 436) bu ölçeğe ek olarak Benlik Kurgusu Ölçeğini (Wasti & Erdil, 2007) ve NEO-FFI Ölçeğinin (Sunar, 1996) Yumuşak Başlılık ve Sorumluluk bölümlerine ait soruları yanıtladılar. Çalışma sonucunda dört faktörlü bir ölçek yapısı oluştu ve cinsiyet, görev süresi ve pozisyonla ilgili gruplar arasında anlamlı farklılıklar gözlemlenirken, yaş, deneyim ve kıdem konusunda anlamlı farklılıklar ortaya çıkmadı. Ayrıca Örtük Liderlik Faktörleri ile anket unsurları arasında da anlamlı ilişkiler gözlemlendi.

Anahtar kelimeler: Örtük Liderlik, Liderlik Prototipi, Liderlik Kategorizasyon Teorisi, Bağlantıcı Yaklaşım, Ölçek Uyarlaması

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Abbreviations

ILT	Implicit Leadership Theories
IFT	Implicit Followership Theories
LMX	Leader Member Exchange
GLOBE	Global Leadership and Organizational Behavior Effectiveness
CLT	Culturally Endorsed Leadership Theories
SDI	Schein Descriptive Index
CLI	Campbell Leadership Indicator
SYMLOG	Systematic Multiple Level Observation of Groups
NEO-FFI	NEO Five Factor Index

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INTRODUCTION

There has been a significant increase in leadership studies in recent years (Dinh et al., 2014). Amongst these studies of leadership, while some focused on the effects of individual mechanisms such as perceptions, emotions and cognition some others were interested in contextual factors (Dinh et al., 2014). From a recent perspective leadership is accepted as a socially-constructed process between followers and leaders (Shondrick & Lord, 2010). This new approach emphasizes the importance of followers in the leadership emergence and their leadership schemas that play a role in the social perceptions (Lord & Maher, 1991). The mutual dynamic leadership construction process proposed in this manner between leader and subordinate leads us to Implicit Leadership Theories (ILT) that we define as cognitive structures or prototypes determining the characteristics of leaders (Lord, Foti, & De Vader, 1984). According to this social cognitive approach to leadership, during the leadership construction phase the biases people have while evaluating a leader is about the ILT and on the other hand the characteristics and traits attributed to followers are indicated as Implicit Followership Theories (IFT) (Junker & Van Dick 2014). The cognitive simplification that employees refer by using the available schemas to decide whether a person is a leader or not is caused by the cognitive capacity limits and this recognition based process is activated when the existing prototype fits with the observed leadership characteristics (Epitropaki et al., 2013). Therefore we observe the impact of ILTs on the leadership perceptions.

In the organizations ILTs have many additional impacts on the leadership processes besides the leadership perception. Amongst these domains we may cite the quality of leader member exchange (LMX), job satisfaction, organizational

commitment, well-being (Epitropaki & Martin, 2005), and bias in leader and follower evaluation (Hansbrough, Lord & Schyns, 2015). Since it is the prototypes held by followers and leaders about how a leader or a follower should be that frame the opinions of the leaders and followers (Ensari & Murphy, 2003; Martin & Epitropaki, 2001) it is important to be aware of the perceptions of both parties, in this interpretative process (Offermann, 2018).

In this study it was aimed to shed light on ILTs and contribute to ILT studies by adapting Offermann and Coats' (2018) ILT scale to Turkish. While adapting the scale we cross-validated the factor structure of Offermann and Coats' (2018) scale in Turkish sample and studied the generalizability of ILTs in the Turkish context.

In the literature due to their potential variability according to context change ILTs are observed in reference to their generalizability and stability in time (Epitropaki & Martin, 2004; Junker & Van Dick 2014). In our study we focused on the generalizability issue with regard to several constructs. Previous studies analyzed ILT's generalizability in terms of gender, age, experience, tenure, position and culture (Epitropaki & Martin, 2004, Offermann & Coats, 2018). In our study we investigated the generalizability of ILTs according to gender, age, seniority, experience, tenure, and position dimensions cited above and as we adapt the scale from another culture, we examined the structural validity, convergent validity and reliability of the scale.

CHAPTER 2

LITERATURE REVIEW

2.1 LEADERSHIP THEORIES

The literature about Leadership Theories consists of many different approaches about how to define a good leader. The evolution of those in time indicates that in the early stages they have started as innate characteristics that have evolved later to recognize the impact of behavior, situation and relationships between leaders and followers respectively. The related leadership theories such as: “Great Man” Theory (Carlyle, 1847) , Trait Theory, Behavioral Theories (Stogdill, 1963), Contingency Theory (Fiedler, 1978), Path-Goal Theory (House & Mitchell, 1974), Leader-Member Exchange Theory (Dansereau, Graen, & Haga, 1975) and Transformational Leadership Theory (Burns, 1978) are defined in this section. To distinguish them from ILTs, we mention them as explicit leadership theories. Different from explicit leadership theories, ILTs are implicit processes due to the fact that when the prototype of leadership is activated in the subordinate, he is not aware of this activation and the impact of it in his behaviors (Epitropaki et al., 2013). On the contrary, for explicit processes the subordinate is aware of the situation. Another way to point out the differences of implicit and explicit theories is that explicit theories focus on data and scientific observation, referring to explicitly observable items, but implicit processes are in the mind of people (Epitropaki et al., 2013).

2.1.1 “Great Man” Theory

“Great Man” Theory has emerged in 19th century by Thomas Carlyle (1847). This leadership theory emphasizes that great leaders are the people for whom the characteristics of leadership are innate qualities which make them eligible to lead. Thus according to this theory leaders are born and they are not made. With this attribute, the “Great Man” theory assumes leadership as a nature.

2.1.2 Trait Theory

Another leadership theory that is well-studied, Trait Theory focus on traits that fit better with leadership and according to this theory some personality or behavioral attributes influence leadership and its efficiency. The theory is studied broadly in the literature and Judge et al. (2002) in their meta-analysis they revealed that some traits such as: “emotional stability”, “extraversion”, “openness to experience” and “conscientiousness” were congruent with efficient leaders.

2.1.3 Behavioral Theories

Behavioral Theories are focused in the behaviors of the leader and not their personal attributes. And from these behaviors arise leadership styles such as participative or autocratic leadership. The outstanding studies about the impact of leader behavior on subordinates were realized by Ohio State Leadership Studies that have been started in 1945 (Stogdill, 1963). These studies resulted with the appearance of two facets of leadership as: “Consideration” and “Initiating structure” and scales developed to measure them.

2.1.4 Contingency Theory

Contingency Theory of Fiedler (1978) expands the previous theories by adding the importance of the situation. The theory highlights the importance of the situation that leader is working in, along with his personality. The attributes of the leader defined as “motivational structure” of the leader which is determined with “Least Preferred Coworker (LPC) Scale” that is formed by 18 opposed adjectives such as “friendly / unfriendly”. And the situational factors are collected in “situational control” feature that is formed by three attributes, which are: Leader-member relations, task structure and position power. The meta-analysis realized on the subject (Strube & Garcia, 1981; Peters et al., 1985) emphasizes that the leadership efficiency is related to the interaction of both LPC and situational control.

2.1.5 Path-Goal Theory

Path-Goal Theory assumes that job performance and job satisfaction of the subordinate are results of the interaction between factors related to the situation, attributes of the subordinate, and the style of the supervisor (House & Mitchell, 1974). Depending on the situation and the attributes of the subordinates, supervisor can choose one of four leadership styles which are: Supportive, directive, participative or achievement.

2.1.6 Leader-Member Exchange Theory

Leader-Member Exchange (LMX) Theory focuses on the relationship between supervisor and subordinate. According to this theory supervisors behave differently to each subordinate and there are two types of relationships between supervisors and subordinates as “cadre/in-group” and “hired-hands / out-group”

(Dansereau, F.J., Graen, G. and Haga, W.J. 1975). Subordinates who indicate positive LMX are graded higher for job performance and organizational citizenship (Vidyarthi et al., 2010). Since the relationship between supervisor and subordinate has an impact on the performance of the subordinate, the behavior of supervisor to the subordinate is a function and also a cause of his job performance (Bauer & Green, 1996).

2.1.7 Transformational Leadership Theory

The last explicit leadership theory that we cite is Transformational Leadership Theory. With this theory Burns (1978) states that "leaders and followers help each other to advance to a higher level of morale and motivation". This theory emphasizes main influences of the leader on subordinates, which are to inspire them to have higher goals and to fulfill them. Bass and Riggio (2006) indicated that transformational leadership has four elements that are: Idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The positive impact of transformational leadership in the organizations is mentioned by several studies, as an example Keller (2006) revealed the impact of transformational leadership on job performance.

The explicit leadership theories mentioned above, are still insufficient to explain the whole leadership processes for several reasons. First of all, for leadership measurement, the conventional tools are biased by the rater's preexisting leadership schemas (Eden & Leviatan, 1975). Similarly, still in the domain of measurement, as an inferential process, when the group's performance is known it has an impact on the leader's evaluation (Lord, 1985; Lord & Maher, 1991). In addition to this, the traditional leader centered approach assuming that leadership is

a stable process and leadership is depending only on leaders has changed to a dynamic process that can be completely understood with the involvement of the followers in the process (Alabdulhadi, Schyns & Staudigl, 2017). Thus the leadership processes can be completely understood with the study of ILTs. In the next part we review ILTs in the literature.

2.2 IMPLICIT LEADERSHIP THEORY

2.2.1 Implicit Theories of Personality

Implicit Leadership Theories literature date back to the studies of Eden and Leviatan (1975) about implicit theories of personality. Eden and Leviatan in their study found out that the factors resulting from the evaluation of a hypothetical situation about leadership were matching with prior independent evaluation of real leaders. Thus it is suggested that these evaluations were influenced by the ILTs of the raters who interpret the leaders according to the attributes that they already have formed about leadership.

The leadership perception may be formed through two different kinds of processes which are “recognition based”, where the stimuli is perceived according to categorization, and “inferential processes”, that is through events, outcomes like success or failure (Lord, Foti & De Vader 1984). The recognition-based processing uses schemas and prototypes and in inference-based process leader is recognized according to his behavior, the outcome and not in terms of the traits (Offermann & Coats, 2018). Implicit Leadership Theories make use of both categories and outcomes (Medvedeff & Lord, 2007).

2.2.2 Leadership Categorization Theory

Lord et al. (1982) contributed to implicit leadership studies by pointing out the leadership prototype concept in line with Categorization Theory of Rosch (1978). Lord et al. (1982) stated that, while evaluating the leader behavior a similar categorization process, as it is in categorization theory, is applied and this process is known as “Leadership Categorization”. According to this theory followers recognize a leader by comparing his attributes to the prototype that they have about how a leader should be (Schondrick et al., 2010). This process of pattern-matching reflects the basis of categorization process and while it ends up by grading someone as a leader it also allows pattern-completion that may lead to the assignment of some unobserved traits to that person (Schondrick et al., 2010). This pattern-completion that is potentially detrimental for the leader evaluation process and also prototypes have an impact on the ratings, although raters are not aware of this influence (Junker & Van Dick, 2014).

However, even the prototypes may distort the reality, the categorization is needed to help encoding stimuli and experiences, since the memory and attention capacity of humans are limited (Lord & Maher, 1991). Categories are cognitive structures that serve as a classification mean that provide guidance to perceivers (Rosch, 1978). According to Rosch (1978) the organization of the categories is realized in three levels: Superordinate, basic, and subordinate, and from bottom to higher levels, concepts get more abstract and at the bottom we have more specific classifications (Lord & Maher, 1991). Applied to Implicit Leadership Theories, ILTs are present in all the three levels. At the superordinate level we may decide if the person is a leader or not, at the basic level we mention the area of the leadership, such as business leader or political leader, and finally at the subordinate level we have more

details about this leader like a female business leader (Alabdulhadi, Schyns & Staudigl, 2017).

As mentioned earlier the second type of leadership perception, the inference based processes, is based on the attribution according to an event such as success or failure (Alabdulhadi, Schyns & Staudigl, 2017). Lord et al. (1984) indicated that the prototypical leader is perceived as the responsible for success in the organizations. Therefore, as inferential ratings are depending strongly on generalized schematic data (Schondrick et al., 2010), some events, results that may be caused by several different reasons besides the leadership efficiency, may have an impact on the evaluation of the leader. Thus, based on the generalized schematic information we observe the inference based impact of ILTs in those evaluations.

2.2.3 Prototypes and Traits

The leadership prototype proposed by Lord et al. (1984) leads ILT studies to the traits of the leader prototype. The leader prototype is defined as the cognitive structure composed by the attributes assigned to the leader by followers (Epitropaki et al., 2013). Accordingly a person is categorized as a leader to the degree which his characteristics fit with the leadership prototype of the subordinate (Epitropaki and Martin, 2005).

When we observe the traits defined by different studies we realize that there are similarities amongst those characteristics and some traits are cited in different studies (Lord et al., 1984; Offerman et al., 1994; Engle & Lord, 1997). As an example in Lord's (Lord et al., 1984) and Offermann's studies (Offermann et al., 1994) traits such as: "Charismatic, demanding, dedicated, goal oriented, intelligent, well-dressed, well-groomed, educated, manipulative, strong and understanding" are matching. In the

study of Engle and Lord (1997), traits from the previous study of Lord (1984) and Offermann et al. (1994) have been used.

The research about leadership attributes were first focused on single attributes, then complete sets of positive and negative attributes were defined by researchers (Junker & Van Dick, 2014). As an example consistency, attractiveness or masculinity were identified as single attributes for leadership (Junker & Van Dick, 2014), and later Offermann, Lynn R. & K. Kennedy, John & Wirtz, Philip (1994) defined 41 leadership attributes organized under 8 factors which are: “Sensitivity, Dedication, Charisma, Attractiveness, Strength, Intelligence, Tyranny and Masculinity”. In 2004 Epitropaki and Martin studied those traits defined by Offermann et al. in different employee groups with the objective to have a shorter scale and to study the generalizability and stability of those implicit leadership factors (Epitropaki & Martin, 2004). This attempt of Epitropaki and Martin has ended up with a six factor scale and they also put forward the generalizability of implicit leadership theories within different employee groups from different age, tenure, position, and gender and their stability for a one year period (Epitropaki & Martin, 2004).

The studies about leadership prototypes provided many leadership traits depending on the followers’ existing categories. Another parameter having an impact on implicit leadership theories is identified as culture due to the fact that ILTs are socially constructed features and they may show differences from one culture to another (Shondrick, Sara J., Dinh, Jessica, & Lord, Robert. 2010). Several studies were realized to uncover this impact of culture on ILTs and sometimes opposed results have been found. House et al. (1999) analyzed ILTs in 62 different cultures with The GLOBE (Global Leadership and Organizational Behavior Effectiveness) project and found out correspondences amongst cultures (House et al. 1999). They defined six

dimensions of leadership and two of them, which are: “Charismatic/ Value-Based” and “Team-Oriented” were globally applicable (House et al. 1999). A reason for this similarities may be the fact that in this study it was asked about ideal leaders and not typical ones (Shondrick et al., 2010). Another study on this subject is realized by Gerstner and Day (1994) in eight countries which are: “US, China, France, Germany, Honduras, India, Japan, and Taiwan”. They asked to participants from those countries to rate 59 leadership attributes about how well they define a business leader. Their results indicated significant differences about leadership prototypes depending on the culture (Gerstner & Day, 1994). And Broadbeck (2000) in his study about leadership prototypes in 22 European countries, gathered data from middle level managers through a 112 item questionnaire about leadership traits and behaviors. Results of Broadbeck’s study (2000) revealed that leadership prototypes were different in European and non-European cultures and different cultures were grouped under clusters according to their prototypes. These studies indicate that while some traits such as “Charismatic / Value-Based” (House et al. 1999) were cross culturally recognized, on the other hand as it is the case in the study of Broadbeck (2000), there were cultural differences for dimensions such as: “Team Integrator”, “Participation”, and “Administrative”. We may conclude that according to ILT studies in different cultures although there are similarities in some attributions we also witness differences from one culture to another.

2.2.4 Connectionist Approach

In line with the knowledge representations, there have been different approaches to ILTs such as: Symbolic, embodied and connectionist (Shondrick et al., 2010). In symbolic approach, the knowledge is acquired through abstract symbols and it is a stable type of leadership representation vis-à-vis different situations (Shondrick

et al., 2010). The embodied approach to ILTs emphasizes the leaders' impact on the biological mechanisms of the subordinates, as an example how the leader made the follower feel (Shondrick et al., 2010).

The variability of ILTs in terms of the impact of the context is in line with the connectionist approach which is an evolution within Leadership Categorization Theory (Tavares et al., 2018). According to Medvedeff and Lord (2007), two defects about categorization theory are: Being mostly cognitive and neglecting the impact of emotions and not being able to explain the dynamic and changing characteristics of leadership perceptions.

The connectionist model, unlike the symbolic approach that emphasizes a more stable process according to which leadership prototypes can change relatively slowly, it points out the variability of ILTs, explained by a structure similar to neuron networks that enables different leadership prototypes. It is these neuron-like networks that strengthen or weaken a pattern depending on the activation (Schondrick et al., 2010). This model enables both flexible and consistent leadership prototypes at the same time as it points out the fact that different leadership schemas are activated according to contextual agents such as gender, culture, leader attributes and also highlights the leadership prototypes (Lord et al., 2001). In this manner we explain both the generalizability and variability of ILTs due to context change.

2.3 DEVELOPMENT OF IMPLICIT LEADERSHIP THEORIES

When identifying the origins of implicit leadership theories most of the studies referred to categorization theory that explains development of prototypes according to early socialization process (Epitropaki et al., 2013), culture, experiences with leaders (Shondrick et al., 2010). Few exceptions to this approach are Keller (1999 & 2003)

who studied the impact of personality, parental traits and caregiver's influence through attachment style and Ehrhart (2012) who analyzed the impact of subordinate's self-concepts on the formation of implicit leadership theories.

According to Keller (1999) development of implicit leadership theories is influenced by social agents like previous relationships and even it goes back to the parents as first authority figures. Afterwards, with this cognitive model shaped in early childhood, followers interpret the relationship with their leader (Shondrick et al., 2010). Along with the early childhood experiences the personality of the follower also plays a role in the development of ILTs (Keller, 1999). The study of Keller (1999) reveals that people who define themselves as conscientious, open and agreeable tend to choose sensitive and compassionate leaders as their ideal leader instead of manipulative and domineering ones (Keller, 1999). We may assume that people choose leaders similar to themselves (Epitropaki et al., 2013). Keller (2003) also indicated that, subordinates attachment style, as a result of the effects of the caregiver, has an impact on implicit leadership theories.

Ehrhart (2012) analyzed the effects of subordinate's self-concept, that he studied as self-esteem and self-construal, and he found out that there were correlations between followers' self-construal and charisma, sensitivity and dedication dimensions of ILTs.

Recent studies have also emphasized the impact of affect on ILT. As an example stress may lead to antiprototypical traits, that are mostly negative characteristics such as authoritarian which are rated lower for the leader prototype of the raters (Epitropaki & Martin, 2004), and suppress the "Sensitivity" dimension. (Epitropaki et al., 2013).

2.4 IMPORTANCE OF IMPLICIT LEADERSHIP THEORIES

Although Implicit Leadership Theories' benefits for business context needs to be enriched with more empirical studies (Epitropaki & Martin, 2004) we already witness its importance through its effects on several constructs such as leadership evaluation bias (Hansbrough, Lord & Schyns, 2015), interpreting managerial behavior (Epitropaki & Martin, 2004), and influence on LMX quality (Engle & Lord, 1997).

Due to evaluation bias ILTs are important inputs of the leadership evaluation process. The explicit leadership scales are insufficient against evaluation bias and studies reveal that raters answer those questionnaires by using their ILTs (Shondrick et al., 2010).

The study of Engle and Lord (1997) indicated that the resemblances of leader and follower ILTs would give rise to better understanding between them and contribute to their relationship. It is also indicated that when there is a match between follower's ILT and the characteristics of the actual leader, it has a positive impact on LMX and also indirectly influences "job satisfaction", "commitment", "well-being", and "performance" (Epitropaki & Martin, 2005). Also Topakas (2011a) emphasized that ILT congruence has an impact on job satisfaction, task satisfaction, group satisfaction and well-being, through the mediation of LMX.

Thus, evaluation bias and organizational outcomes cited above put forward the ILTs in the organizations. However, still the number of studies conducted in organizational environment to uncover the impact of ILTs is relatively small (Epitropaki et al., 2013).

2.5 MEASUREMENT OF THE IMPLICIT LEADERSHIP

2.5.1 Global Context

A common measurement tool for implicit leadership theories still remains an unsolved issue since there is no unique and generally accepted scale to measure ILTs (Epitropaki & Martin, 2004). On the other hand widely accepted studies of implicit leadership scale development attempts go back to Lord et al.'s (1984) 59 item list of leadership attributes that was generated from a free-form narrative procedure with undergraduate students. In the study some attributes, such as “intelligent, honest and understanding” were found more in line with the leader image of the participants and they were accepted high in prototypicality (Lord et al., 1984). But some traits such as “happy and achiever” were accepted as neutral, while “authoritarian and dishonest” were rated low for the prototypicality (Lord et al., 1984).

The ILT scale of Offermann et al. (1994) was a further step in ILT measurement. This study that used both student and business professionals' data and pursued a particular validation procedure (Epitropaki & Martin, 2004) is a widely cited scale that has been used for research in ILTs (Offermann & Coats, 2018). Offerman et al.'s (1994) ILT scale consists of eight factors such as “Sensitivity, Dedication, Charisma, Attractiveness, Intelligence, and Strength” as prototypical dimensions and “Tyranny and Masculinity” as antiprototypical factors. Offermann et al. (1994) realized their study in four stages. In the first three stages they used student data to form a list of the attributes, to identify the structure of the scale and to verify the content validity. And in the fourth stage they applied the scale to a working sample.

Engle and Lord (1997) studied the impact of cognitive structures such as ILTs to liking and LMX by using a working sample. In their study they measured Implicit Leadership Theories with ten ILT traits such as “Intelligent, Cooperative, Enthusiastic,

Decisive, Sincere, Goal-oriented, Persuasive, Wise, Dedicated, and Motivated” that emerged from previous researches (Engle & Lord, 1997).

Based on the study of Offermann et al. (1994), Epitropaki and Martin (2004) worked on the generalizability and stability of implicit leadership traits. In their study they did the cross-validation of the scale of Offermann and they shortened it. They used two working samples and this study, focused in organizations, resulted with a six factor and 21 item scale (Epitropaki & Martin, 2004). Epitropaki and Martin’s study (2004) revealed also stability of ILTs in a year period, from different working groups, age and positions.

The dynamic nature of ILTs makes them subject to potential change according to different cultures. House et al. (2004) with the GLOBE project that researched the effective leadership in 62 countries, indicated the concept of “Culturally Endorsed Leadership Theories” (CLTs). In this study six global leadership dimensions, such as: “Charismatic / Value-based, Team-oriented, Self-protective, Participative, Humane, and Autonomous” are defined and amongst the leadership traits: 21 were assumed positive, 8 negative and 35 traits were negative in some cultures while they were perceived positive in others, are generated (House et al., 2004).

Having seen the affect of the culture on ILTs, a special scale to measure ILTs in Chinese context is prepared (Ling, Chia & Fang, 2000). The scale prepared to reveal ILTs in Chinese context, “Chinese Implicit Leadership Theories Scale” has four factors which are: “Personal morality, Goal effectiveness, Interpersonal competency and Versatility” (Ling, Chia & Fang, 2000).

Besides these scales there have been other attempts to measure ILTs such as: “Schein Descriptive Index (SDI)” (Schein, 1973); the “Campbell Leadership Indicator (CLI)” (Campbell, 1991); the modification of the Systematic Multiple Level

Observation of Groups (SYMLOG; Nye & Forsyth, 1991); and the Leaders described as Worthy of Influence (Kenney et al., 1996), but except the Schein Descriptive Index, they had limited influence and psychometric features (Epitropaki et al., 2013).

Recently Offermann and Coats repeated Offermann et al.'s study of 1994 to evaluate the possible changes in the original ILT scale. Results of the study indicates that after 20 years, seven factors of the original study, which are: "Sensitivity, Dedication, Tyranny, Charisma, Strength, Masculinity, and Intelligence" were confirmed while a new factor, "Creativity" has emerged (Offerman & Coats, 2018). Also in this new study "Attractiveness" factor has become "Well-groomed" and some characteristics were grouped in a different way under the factors, such as: Bold being under "Strength" factor in 1994 (Offermann et al., 1994), has moved to "Charisma" factor in the new structure (Offerman & Coats, 2018). This new version of the implicit leadership theories scale of Offermann and Coats (2018) is the subject of our adaptation study.

2.5.2 Turkish Context

In Turkish context there have been some studies to uncover Turkish ILTs. The studies in this field mostly aim to reveal characteristics of leader prototype in Turkish context or to create a new Turkish Implicit Leadership Theories scale rather than adapting a global ILT scale. In this context Paşa's (2000) work aiming to define ideal leader, surveyed 143 people on their ILT schemas. The sample of the study consisted of working subjects who held managerial and non-managerial jobs in four companies. According to the study leadership prototype and the characteristics of the prototype were changing depending on the position whether it is managerial or non-managerial. In the study while managers put forward characteristics related to job and performance, such as wise, vision holder, proactive decision maker, employees holding non-

managerial positions emphasized also characteristics related to relationship such as being humanistic, being able to build good relationships (Paşa, 2000). Amongst 13 dimensions defined by each of manager and non-manager participant categories, managers named 41 traits for the leader, and non-managers defined 45 characteristics. Some of those traits were relationship related but some others were focused on the authority of the leader.

The study of Kabasakal and Bodur (2007) within the GLOBE project is another attempt to introduce implicit leadership theories in Turkish context. In this study qualitative method and in-depth interviews were used to obtain insights regarding Turkish culture and also a quantitative study is realized about leadership. The quantitative study aimed to uncover the preferred leadership characteristics with a 7 point Likert-type questionnaire addressing 112 leader behaviors and traits. The study resulted with 6 dimensions and 21 characteristics of leadership. The dimensions named in the study were: “Charismatic, team oriented, self-protective, participative, humane, and autonomous”. And according to this study the leader prototype of Turkey appears as “paternalistic” (Kabasakal & Bodur 2007). The paternalism that emerges as a leader behavior in developing countries incorporates autocratic and nutritious attitudes at the same time (Paşa, Kabasakal & Bodur 2001). Turkey’s paternalistic values is also highlighted by another study that groups Turkey with China, India and Pakistan differing from the other group consisting of Romania, Canada and USA having less paternalistic values (Kanungo & Aycan, 1997).

In the study of Türetgen and Cesur Implicit Leadership Theories are analyzed in Turkish context for business and political leaders (Türetgen & Cesur, 2010). The sample is composed by 278 working adults, 148 of whom answered the question about “How should be the characteristics of a business leader?” and 130 of whom answered

the question “How should be the characteristics of a political leader?”. The study revealed 183 categories and while some of them such as “the art of public speaking, hardworking, honest” were common for both types of leader, some others were more present in one category. As an example, democratic, patient and creative were traits cited more frequently for business leaders, but patriotic and honest were characteristics mentioned for political leaders. The study also revealed some differences in the answers according to age and gender. The example for the gender impact is, for business leaders women emphasized “openness to change” but men stressed “being disciplined” and for political leader while women highlighted “being well educated”, men pointed out “being trustworthy” and “being close to the public”. On the other hand, the age effect appeared as, for business leaders younger participants mentioned “to be tolerant”, “far-sighted”, and “intelligent” but older respondents pointed out “being democratic” and for political leaders, older participants highlighted more “being just”, “trustworthy”, and “attached to the family” (Türetgen & Cesur, 2010).

Berber and Rofcanin’s (2012) study that combines qualitative and quantitative methods aimed to develop an ILT Scale for Turkey. In the first phase of the study two focus groups were held to determine the traits that define the Implicit Leadership Theories and in the second phase those expressions were tested with a sample of 114 MBA students. The study issued 11 ILT items organized under 3 factors such as: “Friendliness, Competency and Team orientation” (Berber & Rofcanin 2012).

The study of Tabak, Kızıloğlu and Türköz (2013) was another scale development attempt for Turkish context. The study had three levels; in the first one the items’ validity is analyzed with 117 working adults, in the second one factor structure is studied with a mixed working and undergraduate sample of 384 people and in the third level the scale was tested with a sample of 694 people. The study is

concluded with 27 items and five ILT factors such as: “Personal morality, versatility, sensitivity, power and impressiveness” (Tabak, Kızılođlu & Türköz 2013).

Studies about ILTs in Turkish context revealed the characteristics of leadership prototypes in Turkish context (Berber & Rofcanin, 2012; Kabasakal & Bodur 2007; Paşa, 2000; Tabak, Kızılođlu, & Türköz, 2013; Türetgen & Cesur 2010). Amongst these studies only two of them, Berber and Rofcanin (2012) and Tabak, Kızılođlu, and Türköz (2013) were scale development attempts. But until the current study, scale adaptation to Turkish has not been realized. Therefore, this study which is a first, enriches the literature and enables the usage of a global scale for further ILT studies in Turkish context.

2.6 GENERALIZABILITY OF IMPLICIT LEADERSHIP THEORIES

The connectionist approach that regards ILTs as dynamic constructs that vary according to the changes in the context (Lord, Brown, & Harvey, 2001) make these variations possible for different groups and also for the same person (Epitropaki & Martin, 2004). Therefore generalizability becomes an issue for ILT studies. For generalizability of ILTs: Gender, having a managerial position or not, age, experience, tenure and culture are proposed as generalizability dimensions in the literature (Epitropaki & Martin, 2004). Although there are studies that highlight the stability and generalizability of ILTs (eg. Epitropaki and Martin, 2004) new research emphasizes that both generalizability and change are possible for ILT factors (Lord, Brown, & Harvey, 2001). This effect is explained by the connectionist approach that predicts an interactive process between leaders and followers. According to the connectionist approach the interactive two-way process between leaders and followers explain the change amongst different people’s perceptions (Lord et al., 2001). Epitropaki and

Martin (Epitropaki & Martin, 2004) studied the stability and generalizability of ILTs by using Offermann et al.'s scale (Offermann et al., 1994). This study indicated the generalizability of ILTs in different working samples for age and positions and also ILTs' stability for one year period (Offermann & Coats, 2018). Since the number of studies to uncover dynamic characteristic of ILTs is limited (Foti et al., 2017) in our study, while we adapt Offermann and Coats' new ILT scale to Turkish we also analyze these generalizability dimensions.

2.7 RESEARCH QUESTIONS

Factor structure of the ILT scales may change according to different samples, as it was the case for the study of Epitropaki and Martin (Epitropaki & Martin, 2004) who adapted a shorter scale of six factors from the eight factor scale of Offermann et al. (1994) and also with time, which was the case for the Offermann and Coats's scale (2018) where a new factor has been added to the original scale (Offermann et al., 1994). Therefore we expect a different factor structure for the Turkish version.

Q1: How will the adaptation to Turkish change the factor structure of ILT scale?

The effect of culture on ILTs is emphasized in different studies. Gersterner and Day (1994), in their study realized in 8 countries being "US, China, France, Germany, Honduras, India, Japan, and Taiwan", they found differences in people's evaluation of leadership attributes according to their culture. In GLOBE project's Turkey's phase, two important findings distinguished Turkey from the other countries, which were: In-group collectivism and power distance (Kabasakal & Bodur, 1998). In another study analyzing paternalism as a sociocultural context, Turkey was grouped with other paternalistic countries such as China, India and Pakistan, however Romania, Canada

and US emerged as less paternalistic countries (Kanungo and Aycan, 1997). Wasti (2003) in her study that she compared individualistic and collectivist cultures in regard to organizational commitment, found out that employees with individualistic culture define work related issues as principal reasons for commitment while employees from collectivist culture name satisfaction with supervisor as a more important factor than work and promotion.

About the culture's effect on ILTs we anticipate that there may be differences between the original scale and the Turkish version due to the impact of culture.

Q2: How will culture impact the factor structure of Turkish ILT scale?

Gender is another dimension for which generalizability of ILTs is analyzed. The perception of male and female managers by male and female subjects is studied by Deal and Stevenson (1998). This study uncovered the impact of the gender on the subject of the perception of female manager. Although men and women were in line with the attributes of a typical manager, without gender indication or for a male manager, they showed differences in how a female manager should be (Deal & Stevenson, 1998). Also the leader prototype attributes were different for male and female subjects. While male subjects were choosing aggressive, competitive traits for the leader prototype, female subjects were rating attributes of being helpful, sensitive to others' feelings (Deal & Stevenson, 1998).

Amongst our male and female respondents we expect differences in Implicit Leadership Theories.

Q3: How will respondents' gender will impact the ILTs?

Besides culture and gender, other dimensions of generalizability of ILTs are age, position, tenure and experience (Epitropaki & Martin, 2004). In the literature we have evidence for both generalizability and change. The leadership prototypes are

formed for the life with personal experiences and even the way of parenting has an influence on ILTs (Keller, 1999). As a consequence of connectionist approach to leader prototype, having different experiences may have an influence on implicit leadership theories of the followers (Brown & Lord 2001). In the same context we may presume that age and tenure have an impact on ILTs (Epitropaki & Martin, 2004). And the position of the follower, whether he has a managerial job or not affects his implicit leadership theories (Epitropaki & Martin, 2004). In a study realized in China differences have been found for leadership prototype depending on the authority degrees in different industries (Wong & Chan, 2010). The subject still needs investigation and to be enriched with new studies.

We anticipate that age, position, tenure, seniority, and experience of the follower may have an impact on ILTs.

Q4: How would ILTs change for young and older employees?

Q5: How does the position of the follower, whether it is managerial or not, impacts the ILT?

Q6: How would low and high tenure of the follower impacts the ILT?

Q7: How would low and high seniority of the follower impacts the ILT?

Q8: How does the years of experience of the follower impacts the ILT?

Results of the current study shed light to those questions in the related section.

CHAPTER 3

STUDY I

In Study I it was targeted to reveal the most appropriate factor structure of the Turkish ILT scale, to observe the impact of culture, and to evaluate the generalizability of the ILTs for gender, age, seniority, tenure, position and experience. To realize those objectives, Turkish version of the ILT scale is answered by a working sample (N=505) from different sectors and positions.

3.1 METHOD

3.1.1 Sample and Procedure

For Study I data is collected from white collar employees of different companies and organizations. Convenience sampling is used and in two months 617 participants took part in the survey. After the collection of the data it is cleaned up in several rounds according to different criteria. In the first round questionnaires who lack answers are erased. At the end, per participants up to four missing answers were accepted. In the second round another elimination is realized in reference to job status. Participants who are not actively working at the time of the survey, and few job categories that are not in our research scope are excluded. Finally the data cleaning is concluded with 505 participants' responses. The missing data per variable have been up to 1.2%. This was the case for two variables which are: Caring and Tough. For the rest of the variables the missing data have been between 0 - 1.2%. This ratio is a good level as it presents less than the acceptable 5% according to Schaffer (1999).

The final participant profile that is formed accordingly consists of; 209 male, 41.6% of the total respondents and 293 female, 58.4% of the total respondents. The

age distribution of the participants was between 23 years and 74 years old, with a mean of 41 years (SD= 9.04). For education level participants were categorized as Master / PhD Degree, Bachelor’s Degree, High School and Secondary School. For the position, they were classified as Senior Executive, Middle Level Manager, Clerk and Other. And for experience, seniority and tenure respondents were classified as having 10 years and more years, 6 to 10 years, 1 to 5 years and less than 1 year. The demographic information of the participants is presented in Table 3.1.

Table 3.1
Demographic Information of the Participants

	%
Education Level	
Secondary school	0.4
High school	3.3
Bachelor’s degree	54.3
MA / PhD degree	42.1
Hierarchical Position	
Clerk	35.5
Middle Management	27.7
Executive	19.4
Other	17.4
Work Experience	
Less than 1 year	2.2
1-5 years	13.1
6-10 years	11.7
More than 10 years	73.0
Seniority	
Less than 1 year	13.3
1-5 years	33.8
6-10 years	18.9
More than 10 years	34.0

Tenure		
	Less than 1 year	10.9
	1-5 years	38.4
	6-10 years	19.3
	More than 10 years	31.4

The Turkish version of the scale is sent to the participants through e-mail and messages and both channels directed them to the Survey Monkey page of Study I with the appropriate link. The Ethics Committee Approval is obtained by Bilgi University Ethical Committee prior the data collection and each participant's consent is received through the Informed Consent Form before they participated to the study. The answers collected in the Survey Monkey database are transferred to SPSS and R programs for further analysis.

The sample size was targeted as 500 participants decided according to the common practice of the researchers about assigning between 2 to 20 respondents per item. And for this study that number was fixed to approximately to 10 participants per item since there are studies recommending that ratio and it is used by many researchers as a priori sample size.

3.1.2 Measures

ILT Scale of Offermann and Coats' (2018). Data collection for Study I, is realized with Turkish version of new ILT Scale of Offermann and Coats (2018). Before answering this questionnaire participants replied demographic questions such as: Age, gender, education level, working experience, position level, seniority, and tenure. The ILT Scale is a questionnaire with 46 items. This new version is prepared with the

revision of the first one released in 1994 (Offermann et al., 1994) with 8 factors and 41 items. Within the scale respondents answered 46 leadership traits on a 10-point Likert scale regarding how characteristic they find them for a leader. The scale consists of 9 factors such as: Sensitivity, Dedication, Tyranny, Charisma, Strength, Well-groomed, Masculinity, Intelligence and Creativity. There was no prior explanations for the traits rated, respondents filled in the questionnaire from the list provided in the scale, according to how characteristic they feel about them for a leader.

The Turkish version of the scale is prepared with a translation and back-translation process. For the translation of the scale from English to Turkish four different translators worked on questionnaire and the most appropriate words have been chosen with the help of native speaker professionals. The Turkish version of the scale prepared accordingly is sent to three different translators for back-translation process. At the end of this translation and back-translation phases, in which seven different translators were involved the final words have been chosen to generate Turkish version of the scale.

3.1.3 Statistical Analyses

Demographic data is studied by using descriptive and frequency analysis. The Exploratory Factor Analysis (EFA) is conducted to reveal the optimal factor structure of implicit leadership scale in Turkish context. The four factors appeared at the end of EFA are regrouped under two higher order factors. Reliability scores are calculated for each factor and for two higher order factors. Finally to analyze the generalizability we used independent sample t-tests for gender, age, position, seniority, experience, and tenure.

3.2 RESULTS

3.2.1 Exploratory Factor Analysis

An exploratory factor analysis is conducted with SPSS for the Turkish version of the implicit leadership scale. Missing values are managed with excluding cases list wise option, extraction method was principal component analysis and promax rotation method with Kaiser Normalization is performed for the analysis. Small coefficients below .40 are suppressed from the analysis and scree plot is demanded.

In the first phase of EFA, all 46 items are studied with eigenvalue 1 and above. This first phase ended up with eight factors that explained 63.92% of the total variance. According to scree plot four factors seem compatible with the data. In the second phase factor analysis is realized with four factors. This four factor structure explained 52.64% of the total variance. The pattern matrix showed double loading problem for four items, which are: Motivated, assertive, tough, and firm. These problematic items were removed in the next phase. In the third phase with the removal of four items, total variance explained has become 54.03%. There were no problematic items in pattern matrix but in structure matrix some items, such as: Charismatic, sociable, educated, and intellectual had double loading problem and, empathetic had triple loading problem. These items are removed in the next phase. However, some other items that had double loading in structure matrix are kept due to their strong loading in one factor and the meaningful presence with the other items of the factor. In this manner we decided to keep masculine that was grouped together with male and also kind and sensitive along with other items of sensitivity factor. In the fourth phase, after the removal of the items cited above, the total variance explained has become 55.85%. In

this last phase we decided to remove well-groomed that was double loading in structure matrix and it was also grouped with masculinity items where it was not truly compatible with the other items. After the removal of well-groomed, we finalized the factor structure with a percentage of total variance explained of 56.24%. Bartlett's test of sphericity, that tests the overall significance of all the correlations within the correlation matrix, was significant ($\chi^2(630) = 9466.38, p < 0.001$) and the Kaiser-Meyer-Olkin measure of sampling adequacy indicated that the strength of the relationships among variables was high ($KMO = .91$).

The final factor structure formed in this manner was composed by four factors and 36 items. The first factor that we named "Prototype" consists of 16 items which are: Focused, determined, dynamic, clever, handles stress, innovative, authoritative, strong, goal oriented, creative, courageous, intelligent, good decision maker, risky, dedicated, and bold. The second factor which we defined as "Tyranny" is formed by 8 items: Domineering, coercive, intimidating, commanding, demanding, power hungry, pushy, and controlling. The third factor emerged was "Sensitivity" and it has seven items: Compassionate, caring, selfless, friendly, sensitive, sympathetic, and kind. And the fourth factor is "Masculinity" which has 5 items: Tall, attractive, well-dressed, masculine, and male. The factor structure formed as a result of the EFA is presented in table 3.1.2 and the factors are named as follows: 1, Prototype; 2, Tyranny; 3, Sensitivity; 4, Masculinity.

Table 3.2*Summary of the Exploratory Factor Analysis*

	1	2	3	4
26- Dynamic	0.78			
11- Focused	0.76			
36- Clever	0.75			
12- Determined	0.75			
32- Strong	0.73			
35- Innovative	0.73			
30- Authoritative	0.71			
15- Handles stress	0.71			
34- Creative	0.70			
37- Courageous	0.68			
46- Intelligent	0.65			
14- Goal oriented	0.63			
13- Good decision maker	0.60			
27- Bold	0.60			
22- Risky	0.57			
10- Dedicated	0.55			
19- Domineering		0.85		
18- Intimidating		0.82		
20- Coercive		0.82		
28- Commanding		0.76		
21- Demanding		0.74		
23- Power hungry		0.73		
17- Pushy		0.67		
16- Controlling		0.48		
3- Compassionate			0.84	
1- Caring			0.84	
6- Selfless			0.81	
7- Friendly			0.79	
2- Sympathetic			0.68	
8- Sensitive			0.68	

4- Kind			0.56	
41- Tall				0.84
43- Attractive				0.77
42- Male				0.77
40- Masculine				0.74
39- Well-dressed				0.47
<hr/>				
Eigenvalues	8.55	6.16	3.77	1.77
% of Variance	23.74	17.10	10.48	4.91
<hr/>				
Rotation Sums of Squared Loadings	8.27	5.77	5.09	3.98

After defining four factors, we analyzed loadings of those to two higher order factors which are prototypical leadership and antiprototypical leadership in line with the literature (Lord et al., 1984, Epitropaki & Martin, 2004). The list of traits elaborated by Lord (1984) consists of 59 items and while some of them, that are positive characteristics, were defined as prototypical items, some others, which are negative items, were less prototypical (Lord, 1984). Therefore we grouped positive, prototypical factors such as: Prototype and sensitivity under “Prototypical Leadership” higher order factor and tyranny and masculinity factors under “Antiprototypical Leadership” higher order factor. Then we studied the reliability of all the factors including the two higher order factors that we defined above. The results indicated that all the factors had good reliability scores and the related Cronbach Alpha figures are as follows: Prototype, .92; Tyranny, .89; Sensitivity, .88; Masculinity, .82; Prototypical, .91; Anti-prototypical, .88. Means, standard deviations, reliabilities and intercorrelations for 4 factors and two higher order factors are indicated in Table 3.1.3.

Table 3.3

Means, Standard Deviations, Reliabilities, and Intercorrelations Among Four Factors and Two Higher Order Factors of Turkish ILT Scale (N=462)

	Mean	SD	1	2	3	4	5	6
Prototypical	8.12	1.00	(.91)					
Prototype	8.57	1.06	.88**	(.92)				
Sensitivity	7.11	1.62	.71**	.29**	(.88)			
Antiprototypical	4.58	1.68	0.02	0.08	-0.08	(.88)		
Tyranny	4.79	1.93	-0.04	0.08	-.21**	.90**	(.89)	
Masculinity	4.23	2.06	.10*	0.05	.13**	.77**	.42**	(.82)

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

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

c. Listwise N=462

Note. Reliability scores are communicated in parentheses

All reliability figures are high and correlation figures provide evidence about the factor structure including the higher order factors.

3.2.2 Generalizability of ILTs for Different Employee Groups

In line with our research questions about generalizability of ILTs, independent sample t-tests were conducted for six groups: Gender (women, $n= 293$ vs. men, $n= 209$), age (younger employees, $n= 123$ vs. older employees, $n= 81$), experience (experienced employees, $n= 367$ vs. less experienced employees, $n= 66$), seniority (high seniority employees, $n= 171$, low seniority employees, $n= 170$), tenure (employees with high tenure, $n= 158$, employees with low tenure, $n= 193$), and position (executives, $n= 97$, clerk= 177). In the dimensions cited above, groups formed according to the available data. For age, three groups are formed for younger (23 to 34 years old), middle age (35 to 49 years old) and older employees (50 to 74 years old) and the analysis for ILTs is realized between younger and older employees. And for

the other groups, we selected comparable ones from the preselected scales. For experience, seniority, and tenure the respondents chose from less than one year, from one to five years, from six to ten years and ten years and more. For position the available scale was: Clerk, middle management and executive. And for the education raters selected from the secondary school, high school, bachelor's degree and MA / PhD alternatives. Independent sample t-test analysis were conducted for four factors of Turkish sample and also two higher order factors. While conducting the analysis significance is estimated as smaller than .05 and effect size is communicated with Cohen's *d* (Cohen, 1988).

The results of the independent sample t-tests indicated no significant differences for age, experience, and seniority but there have been significant differences for gender, tenure and position. In gender; for prototype, masculinity, prototypical leadership and antiprototypical leadership dimensions; in tenure for sensitivity and prototypical leadership dimensions and in position for sensitivity dimension there were significant differences between groups.

When we compared women and men for the implicit leadership theories, independent t-test results are as follows. For Prototype dimension, we observed differences in the scores of women ($M= 8.75$, $SD= 0.986$) and men ($M= 8.29$, $SD= 1.156$); $t(483)= 4.75$, $p= 0.00$, $CI(95\%)= \text{Low } .27$, $\text{Upper}= .66$, $d= .43$. The effect size of this difference is medium to large. Prototype factor contains 16 items defining positive and typical aspects of leadership such as: Dynamic, focused, clever, determined, strong, innovative, authoritative, handles stress, creative, courageous, intelligent, goal oriented, good decision maker, bold, risky and dedicated. These results indicate that men rated these items higher than women.

For Masculinity dimension, we observed differences in the scores of women ($M= 3.95, SD= 2.008$) and men ($M= 4.51, SD= 2.009$); $t(492)= -3.08, p= 0.002$, CI (95%)= Low $-.93$, Upper= $-.21, d= .28$. The effect size of this difference is small to medium. Masculinity factor includes items related mostly with men. These are: Tall, attractive, male, masculine and well-dressed. When rating characteristics of a leader women tended to rate the masculinity items, less than men.

For Prototypical Leadership higher order factor, we observed differences in the scores of women ($M= 8.27, SD= 0.963$) and men ($M= 7.91, SD= 1.016$); $t(472)= 3.90, p= 0.000$, CI (95%)= Low $.18$, Upper= $.54, d= .36$. The effect size of this difference is medium to large. According to the results women rated the items of the Prototypical Leadership higher order factor more than men. This factor includes also Sensitivity factor alongside with Prototype factor. Although we haven't found significant difference for Sensitivity dimension for gender, in this higher factor we witness its presence.

For Antiprototypical Leadership higher order factor, we observed gender differences in the scores of women ($M= 4.39, SD= 1.738$) and men ($M= 4.69, SD= 1.531$); $t(462)= -2.04, p= 0.042$, CI (95%)= Low $-.59$, Upper= $-.01, d= .18$. The effect size of this difference is small to medium. This factor includes items from Masculinity and Tyranny factors. According to these results men rated the items of those factors, such as; domineering, coercive, or male higher than women.

For the tenure we compared two groups according to the years they had in the same position. The first group consists of the people having 1 to 5 years of tenure and the second one is formed with the people who have a tenure of more than 10 years. For Tenure in two dimensions that were: Sensitivity and Prototypical Leadership we

observed significant differences amongst these two groups. For Sensitivity dimension, we observed differences in the scores of the first group, having 1 to 5 years of tenure ($M= 6.96, SD= 1.609$) and the second group with more than 10 years of tenure ($M= 7.33, SD= 1.723$); $t(340)= -2.03, p= 0.043, CI(95\%)= \text{Low } -.72, \text{Upper}= -.01, d= .22$. The effect size of this difference is small to medium. These results indicate that employees with higher tenure rated items of Sensitivity factor, such as caring, friendly, or compassionate higher than the employees with lower tenure.

For Prototypical Leadership dimension, we observed differences in the scores of the first group, having 1 to 5 years of tenure ($M= 8.05, SD= 0.971$) and second group with more than 10 years of tenure ($M= 8.28, SD= 1.040$); $t(326)= -2.03, p= 0.043, CI(95\%)= \text{Low } -.45, \text{Upper}= -.01, d= .23$. The effect size of this difference is small to medium. These results indicate that employees with higher tenure rated items of Prototypical Leadership factor, where Prototype and Sensitivity factors' items are grouped higher than the employees with lower tenure.

We also had significant differences depending on the position of the employees based on whether they have a managerial position or not. The first group consists of people not having a managerial position. We named them as "Clerk". And the second group is formed with the people who held senior management positions. We defined them as "Executive". About the position the only significant dimension where those two groups were different from each other was Sensitivity. For Sensitivity we observed differences in the scores of the Clerk ($M= 7.24, SD= 1.677$) and the Executive ($M= 6.74, SD= 1.397$); $t(267)= 2.45, p= 0.015, CI(95\%)= \text{Low } .12, \text{Upper}= .87, d= .32$. The effect size of this difference is medium to large. According to these results, clerks rated Sensitivity factor items that are mostly related with interactions between people, higher than executives.

3.3 DISCUSSION

The analysis that we realized for Study I supplied the optimal factor structure for Turkish version of the Implicit Leadership Scale and revealed some findings about our research questions. First of all we realized that factor structure of the Turkish version of the scale is different compared to the original one. The original scale consists of nine factors and 46 items. In Turkish version we finalized the EFA with 36 items grouped and four factors. Having less factors and items may be an indicator of the impact of the culture on ILTs. In Turkish version, factors such as well-groomed, creativity, strength, charisma, intelligence or dedication didn't form independent factors. Instead, they were grouped together to form a structure with fewer factors. In this manner another example of factor structure with smaller number of factors is the study of Epitropaki and Martin (2004) which was an attempt to create a shorter version of the previous ILT scale of Offermann et al. (1994) having eight factors and 41 items, and which has been a successful attempt that was concluded with six factors and 21 items. The study of Epitropaki and Martin also emphasizes that shorter versions with less items and factor numbers may be suitable to define ILTs. Another difference of Turkish version compared to the original scale was about the organizations of the items under factors. In Turkish version the first factor, "Prototype" gathered 16 items that refer mainly positive characteristics about leadership. In the original scale the number of items per factor was less and there was even one factor, "Well-groomed" with two items.

We found similarities between Turkish version and the original scale in terms of factor organization and the items grouped under these factors. The second factor of the Turkish version, we named as "Tyranny" like the tyranny factor in the original scale, consists of 8 items that are identical with the scale of Offermann and Coats

(2018) with a slight difference. One item of Offermann's Tyranny factor, "Risky" has been grouped with "Prototype" in Turkish version and "Commanding" item that was a part of Strength factor of Offermann's scale, was assumed to be a part of Tyranny factor for Turkish sample. This difference may be explained by the touch of culture. As an output of the presence of "paternalistic leader" concept in Turkish context (Paşa, Kabasakal & Bodur 2001; Kanungo & Aycan, 1997; Kabasakal & Bodur 2007), for Turkish people the commanding leader may be perceived as a tyrannical leader, instead for Americans that could be an indicator of strength. And the "Risky" item which appears to be grouped under Tyranny factor for Americans, in Turkish context it is amongst positive leadership traits and it is under Prototype factor.

In the same manner, the other two factors of Turkish version, Sensitivity and Masculinity had well-marked resemblances. The third factor of Turkish version, Sensitivity consists of the same items as the original scale with one missing item, "Empathetic" that was eliminated during exploratory factor analysis due to double loading problem. And we named this third factor which is almost identical with the original scale, the same as Offermann and Coats' scale Sensitivity factor.

The fourth factor of Turkish version, "Masculinity" also does not present big differences from the original scale. In Turkish version, it is the combination of "Male" and "Well-groomed" factors of Offermann and Coats' scale with only one absent item which is well-groomed, that was eliminated during exploratory factor analysis. Thus in implicit leadership theories, as it was present in the first ILT scale of Offermann et al. (1994), in Epitropaki and Martin's study (2004) and the latest version of Offermann and Coat's version (2018), independent from cultural context, the Masculinity characteristics appeared also in Turkish context. As it was the case for sensitivity factor.

The generalizability of implicit leadership theories were assessed with group comparisons and the independent t-test analyses for six dimensions showed significant results only for gender, tenure and position. Similar to our results Epitropaki and Martin (2004) in their study about the previous implicit leadership scale of Offermann et al. (1994), found significant differences for gender and position. For gender the results of Epitropaki and Martin (2004) were about Sensitivity, Antiprototype and Tyranny factors. However our results about gender were significant for Prototype, Masculinity, Prototypical Leadership, and Antiprototypical Leadership. In the same manner Offermann and Coats (2018) found significant differences for gender in the post hoc analysis they realized for the new version of their implicit leadership scale. About the impact of gender on Implicit Leadership Theories, in Turkish context Türetgen and Cesur (2010) found differences between men and women about their answers to the question how a political leader or a business leader should be. For a business leader, while women were emphasizing to be “open to change”, men highlighted “being disciplined”.

Another dimension of generalizability where we found significant differences was position. In position we found significant differences for Sensitivity factor between employees having managerial positions or not. Epitropaki and Martin (2004) also found differences between managers and non-managers, for “Dynamism” dimension. According to that study managers’ dynamism results were higher than non-managers. In another study from Turkish context, Paşa (2010) also had findings about the impact of having a managerial or non-managerial position on the leadership prototype. In this study, similar to our findings about Sensitivity factor items highlighted by “Clerks”, while employees holding managerial positions emphasized characteristics such as: Job performance, vision holder, employees who have non-

managerial positions pointed out items related to relationships such as: Being humanistic, being able to build good relationships.

Our results indicated that employees with high tenure rated Sensitivity and Prototype items higher than employees with lower tenure. This result is in line with ILT's relation with tenure (Brown & Lord 2001; Epitropaki & Martin, 2004).

Findings of Study I provides us information for our research questions about factor structure, impact of culture, age, tenure, position, and experience mentioned in the section 2.6. According to these results, as an answer to our first question about factor structure, we found evidence that the Turkish version differed from the original scale in terms of number of items and factor organization. Besides these differences some similarities also have been observed between two scales' factor structure. Independent sample t-tests provided data for our questions about generalizability including the impact of gender, age, position, seniority, tenure and experience. The results of independent sample t-tests, revealed significant differences for gender, tenure, and position groups and did not indicate significant differences for age, seniority and experience ones. Based on these results we found evidence about generalizability of ILTs for age and experience, and stability of ILTs for gender, tenure and position.

CHAPTER 4

STUDY II

In Study II, our objective was to validate Turkish version of the scale by studying the model fit with Confirmatory Factor Analysis (CFA) and cross validate the scale with Turkish version of Self-construal scale (Wasti & Erdil, 2007) and Agreeableness and Conscientiousness questions from Turkish version of NEO-FFI scale (Sunar, 1996), in line with the previous findings in the literature about the relationships between ILT dimensions and self-construal and agreeableness and conscientiousness items of NEO-FFI (Keller, 1999; Ehrhart, 2012; Babyak, 2014). Turkish version of ILT scale, and the scales cited above are answered by undergraduate students (N= 436).

4.1 METHOD

4.1.1 Sample and Procedure

For Study II data is collected from 519 undergraduate university students from two universities in Istanbul. MEF University Law Department Students (N=25, 6% of the participants) and Istanbul Bilgi University Psychology Department students (N= 411, 94% of the participants) participated to the study. İstanbul Bilgi University students got extra credits for their participation. The study is announced during courses and the link of the study was shared with the web link on the online system of İstanbul Bilgi University (i.e., BlackBoard). The link directed participants to the related survey monkey page. The Ethics Committee Approval is taken by Bilgi University Ethical Committee before collecting the data and each participant gave consent through the Informed Consent Form before they participated to the study.

Missing values are cleaned and as it was the case for Study I, up to 4 missing answers per participant was accepted. The final data set consists of 436 participants with the following gender distribution: 345 women that is 79.1% of the total number, and 90 men, which is 20.6% of the data. The age distribution of the participants is between 18 and 52 years old ($M= 21.7$, $SD= 3.7$), while 94% of the participants are between 18 and 25 years old. About job experience 268 participants, 38.3% of total respondents, indicated that they had a previous job experience such as part-time or internship, and 167 people mentioned that they didn't have any prior job experience.

For Study II, participants first answered demographic questions such as: Age, gender and work experience, and then they filled out Turkish version of Implicit Leadership Scale (Offermann & Coats, 2018). And Study II participants also answered Turkish version of Self-construal scale (Wasti & Erdil, 2007) and Agreeableness and Conscientiousness questions from Turkish version of Neo-FFI scale (Sunar, 1996). Those scales are answered by Study II participants in addition to ILT scale for the convergent validity analysis. In the literature the positive relations between agreeableness personality trait and Sensitivity ILT dimension and conscientiousness personality trait and Dedication ILT dimension are revealed (Keller, 1999; Babyak, 2014). In the same manner the relation between independent self – construal and dedication ILT dimension is indicated (Ehrhart, 2012).

4.1.2 Measures

Self-Construal Scale (Singelis, 1994) is designed to measure individualism and collectivism at the individual level. It has 15 items to measure independent self-construal and 15 items for interdependent self-construal. The total of 30 items are selected on a 7-point Likert scale, from strongly disagree to strongly agree.

NEO-FFI Scale (Costa, & McCrae, 1992) is a 60-item questionnaire. The inventory yields five factor scores: Neuroticism, Extraversion, Openness to Experience, Agreeableness, and Conscientiousness. Items are rated on a 5-point Likert-type scale ranging from strongly disagree to strongly agree.

4.1.3 Statistical Analyses

CFA is applied to the data in R statistics program and several factor structures are analyzed such as: Null model; one factor model grouping all latent variables under one factor; two factors model composed by “Prototypical Leadership” and “Antiprototypical Leadership” dimensions; four factor model, suggested by the EFA that we realized with the working data in Study I, and to improve model fit a second version of four factors model with items having loadings greater than .60; and the nine factors model that is the original factor structure for Offermann’s scale. For nine factors model and four factors model higher order factors, “Prototypical Leadership” and “Antiprototypical Leadership” are also tested. We conducted CFA in both student data that we received from Study II and also the working data of Study I. In student data we had 436 participants that enabled 12 participant per item and in working data we had 505 participants that provided 14 respondents per item.

The model fit is evaluated with Confirmatory Factor Analysis according to chi-square (X^2), normed chi-square (X^2/df), the comparative fit index (CFI), the Tucker Lewis index (TLI), root mean square error of approximation (RMSEA) and its 90% confidence interval (90% CI), the standardized root mean square residual (SRMR), Akaike information criterion (AIC), and Bayes information criterion (BIC). For the results of CFA robust data are reported.

The convergent validity of the scale is studied with Self- Construal Scale (Singelis, 1994) and Agreeableness and Conscientiousness dimensions of NEO-FFI (Costa & McCrae, 1992) through Pierson Correlation method. In the literature agreeableness personality trait has been related positively to sensitivity ILT dimension and negatively to tyranny ILT dimension (Keller, 1999). In the same study a positive relationship between conscientiousness personality trait and dedication ILT dimension (Keller, 1999) also revealed. Another study (Ehrhart, 2012) indicated a relationship between independent self-construal and dedication ILT dimension. In our study we analyzed the relationships of all our four factors with the questionnaire items and also the relationships of the questionnaire items of agreeableness, conscientiousness, independent self-construal and interdependent self-construal between each other. Additionally, to observe the relationship of “dedication” dimension with conscientiousness personality trait and independent self-construal, as indicated in the previous studies cited above, we created a Turkish dedication dimension according to items of dedication in the original scale and we investigated the relationships. Outcome of these analyses are communicated in the results section.

4.2 RESULTS

4.2.1 Confirmatory Factor Analysis

To evaluate the model fit CFA is conducted with several alternative models to student data (N= 436) and to working data (N=505). And we also present intercorrelations among latent variables, and factor loadings with chi-squares for both data.

We studied intercorrelations among latent factors to investigate potential correlation problems between latent variables and to observe the intercorrelations. The

data demonstrating intercorrelations among the latent factors for 4 factors 36 item scale is presented in table 4.1 for student sample and in table 4.2 for working sample. According to the latent factor correlations cut-off point of .85 (Kline, 1998), these results didn't signify any high correlations problem between latent variables. However correlations have been observed between latent variables for both student and working data presented in table 4.1 and table 4.2.

For student data, tyranny is positively correlated with prototype dimension, that presents typical leadership characteristics and that has 16 items. Again for student data, sensitivity dimension formed by relationship focused items such as caring, kind, is negatively correlated with tyranny dimension that highlights items such as coercive and intimidating. In the same data masculinity dimension was positively correlated with tyranny dimension. This relationship is in line with the study of Deal and Stevenson (1998) that highlights the choice of male respondents' aggressive, competitive traits, similar to tyranny items for the leadership prototype. Conveniently with the literature, in our factor structure masculinity and tyranny have been grouped together to form the higher order factor of "Antiprototypical Leadership".

Several correlations between latent variables are also observed in the working data. This time sensitivity dimension was correlated with prototype dimension. A reason for that can be the numerous items grouped under prototype dimension that lead correlations with sensitivity in working data and with tyranny in student data. Other than sensitivity, in working data, as it was the case for student data, we observed negative correlation between sensitivity and tyranny, and positive correlation between masculinity and tyranny.

Table 4.1

Student Sample (Study II) Intercorrelations Among Latent Factors for Turkish ILT Scale (N= 436)

Factors	1	2	3	4
Prototype	-			
Tyranny	0.18**	-		
Sensitivity	-0.06	-0.25**	-	
Masculinity	-0.01	0.52**	-0.10	-

** $p < .001$

Table 4.2

Working Sample (Study I) Intercorrelations Among Latent Factors for Turkish ILT Scale (N= 505)

Factors	1	2	3	4
Prototype	-			
Tyranny	-0.02	-		
Sensitivity	0.34**	-0.27**	-	
Masculinity	-0.04	0.47**	0.11	-

** $p < .001$

Standardized parameter estimates of factor loadings and R^2 for 4 factors 36 item scale is presented in table 4.3 for student sample and in table 4.4 for working sample. Items and their factor loadings in the factors are presented in the table. According to these figures, for student data, items with the highest loadings per factors are as follows: For prototype factor, determined, focused, and handles stress; for tyranny factor, domineering, coercive, and intimidating; for sensitivity factor, compassionate, caring, and sympathetic; and for masculinity factor, masculine, male, and tall. For working data top three items per factor present minor differences such as ranking of those items, except for prototype factor, instead of handles stress we have dynamic item and for sensitivity factor, sensitive in the place of sympathetic.

Table 4.3

Student Sample (Study II) Standardized Parameter Estimates of Factor Loadings and R²s for Turkish ILT Scale (N=436)

Questionnaire Items	1	2	3	4	R ²
1. Prototype					
Determined	0.83				0.69
Focused	0.78				0.62
Handles stress	0.78				0.61
Goal oriented	0.76				0.58
Dedicated	0.73				0.53
Authoritative	0.72				0.52
Good decision maker	0.71				0.50
Innovative	0.65				0.42
Dynamic	0.64				0.41
Clever	0.63				0.40
Courageous	0.63				0.40
Creative	0.63				0.40
Strong	0.56				0.31
Intelligent	0.54				0.29
Bold	0.53				0.29
Risky	0.52				0.27
2. Tyranny					
Domineering		0.92			0.84
Coercive		0.85			0.73
Intimidating		0.82			0.66
Pushy		0.68			0.46
Power hungry		0.67			0.45
Demanding		0.66			0.44
Commanding		0.55			0.30
Controlling		0.51			0.26
3. Sensitivity					
Compassionate			0.83		0.69
Caring			0.80		0.63
Sympathetic			0.76		0.58
Kind			0.68		0.46
Friendly			0.62		0.39
Sensitive			0.57		0.32
Selfless			0.50		0.25

4. Masculinity		
Masculine	0.85	0.72
Male	0.81	0.65
Tall	0.67	0.46
Attractive	0.56	0.31
Well-dressed	0.30	0.09

Note. All factor loadings are significant at $p < 0.001$

Table 4.4

Working Sample (Study I) Standardized Parameter Estimates of Factor Loadings and R²s for Turkish ILT Scale (N=505)

Questionnaire Items	1	2	3	4	R ²
1. Prototype					
Focused	0.76				0.57
Determined	0.74				0.55
Dynamic	0.74				0.55
Clever	0.73				0.53
Innovative	0.70				0.49
Courageous	0.69				0.47
Creative	0.67				0.45
Handles stress	0.67				0.45
Strong	0.66				0.43
Goal oriented	0.61				0.37
Authoritative	0.60				0.37
Good decision maker	0.60				0.36
Intelligent	0.60				0.36
Bold	0.59				0.35
Dedicated	0.58				0.34
Risky	0.54				0.29
2. Tyranny					
Domineering		0.85			0.73
Intimidating		0.84			0.71
Coercive		0.78			0.61
Commanding		0.78			0.60
Power hungry		0.71			0.51
Demanding		0.64			0.41
Pushy		0.62			0.38
Controlling		0.45			0.20

3. Sensitivity		
Compassionate	0.80	0.64
Caring	0.74	0.55
Sensitive	0.73	0.54
Sympathetic	0.72	0.52
Selfless	0.69	0.48
Kind	0.65	0.43
Friendly	0.62	0.39
4. Masculinity		
Tall	0.84	0.70
Masculine	0.79	0.63
Male	0.74	0.55
Attractive	0.71	0.51
Well-dressed	0.36	0.13

Note. All factor loadings are significant at $p < 0.001$

To evaluate the model fit CFA is realized for student data and working data, according to null model, one factor model, two factors model, four factors model with all items and also with items having loadings greater than .60 and nine factors model. Null model is the model for which covariances between latent variables are supposed to be zero. For one factor model, all items were grouped under one factor. Two factors model has been organized according to two higher order factors of “Prototypical Leadership” and “Antiprototypical Leadership”. Four factors model is formed with reference to the exploratory factor analysis in Study I that resulted with: Prototype, tyranny, sensitivity, and masculinity factors. Another version of this four factors model also is tested with keeping the same four factors and items with loadings higher than .60. And the last model was nine factors model that we constructed in line with nine factors of the original scale. Results of those alternative models are presented in Table 4.5. The model fit was evaluated through the following indicators; CFI ($\geq .95$), TLI ($\geq .95$), SRMR ($\leq .08$), RMSEA ($\leq .06$, and 90% CI $\leq .06$) (Hu and Bentler, 1999) and for normed X^2 (X^2/df) figures between 1 and 5 were accepted as within the appropriate

level of acceptance (Schumacker and Lomax, 1998). Our model indicates a mediocre fit (MacCallum et al., 1996) and we observe that amongst all alternative models, the four factors model with the items higher than .60 has the best fit results. To obtain this alternative four factors model, we excluded from student data four items of prototype which are: Strong, intelligent, bold and risky; two items of tyranny: Commanding and controlling; two items of sensitivity: Sensitive and selfless; and two items of masculinity: Attractive and well-dresses. And similarly we removed five items from working sample data which are: Bold, dedicated and risky from prototype factor; controlling from tyranny factor; and well-dressed from masculinity factor. This alternative four factors model is created as an additional structure to test the model fit.

Table 4.5
CFA Results and Alternative Factorial Models

	χ^2	df	χ^2/df	CFI	TLI	RMSEA	90% CI	SRMR	AIC	BIC
Student Sample										
Null model						0.18				
One factor	5621	594	9.46	0.38	0.35	0.14	0.140 - 0.148	0.18	61167	61225
Two factors	3871	593	6.53	0.61	0.58	0.12	0.111 - 0.119	0.14	59418	59709
Four factors	2444	588	4.16	0.79	0.77	0.09	0.081 - 0.089	0.10	58001	58312
Four Factors (>.60)	1149	293	3.92	0.87	0.86	0.08	0.075 - 0.087	0.08	41962	42194
Nine factors	3280	953	3.44	0.80	0.78	0.08	0.072 - 0.079	0.10	71435	71941
Working Sample										
Null model						0.18				
One factor	6281	594	10.57	0.37	0.34	0.14	0.139 - 0.146	0.18	66657	66955
Two factors	4299	593	7.25	0.60	0.57	0.11	0.111 - 0.118	0.14	64676	64978
Four factors	2528	588	4.30	0.79	0.78	0.08	0.078 - 0.086	0.10	62916	63239
Four Factors (>.60)	1850	428	4.32	0.83	0.82	0.08	0.078 - 0.086	0.09	54326	54608
Nine factors	3625	953	3.80	0.79	0.77	0.08	0.073-0.079	0.11	78837	79364

Note. CFI comparative fit index; TLI Tucker-Lewis index; RMSEA root mean square error of approximation; CI confidence interval; SRMR standardized root mean residual; AIC Akaike information criterion; BIC Bayesian information criterion. Robust values are reported

4.2.2 Correlation Analyses

Convergent validity of the Turkish version of the scale is analyzed through two previous studies that found relationship between personality traits and Implicit Leadership Theories (Keller, 1999; Ehrhart, 2012), and self- construal and Implicit Leadership Theories (Ehrhart, 2012). Within the scope of convergent validity analysis, in Study II we calculated correlations of the four factors with questionnaire items: Agreeableness, conscientiousness, independent self-construal and interdependent self-construal. And we also analyzed the correlations among agreeableness, conscientiousness, independent self-construal and interdependent self-construal questionnaire items. Results of these correlations are reported with the tables 4.6 and 4.7 respectively.

Table 4.6

Correlations for Turkish Factors and Questionnaire Items of Agreeableness, Conscientiousness, Independent Self-Construal, and Interdependent Self-Construal

Factors	Mean	SD	Agreeableness	Conscientiousness	Independent Self-Construal	Interdependent Self- Construal
Prototype	8.40	1.360	0.09	0.29**	0.23**	-0.00
Tyranny	4.84	2.077	-0.32**	0.03	0.18**	0.07
Sensitivity	7.45	1.693	0.24**	0.16*	0.13*	0.30**
Masculinity	4.06	2.014	-0.22*	0.05	0.14**	0.09

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

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

The correlations between four factors and questionnaire items reveal that, as mentioned in Keller's study (1999), agreeableness personality trait is negatively correlated with tyranny ILT dimension and it is positively correlated with sensitivity ILT dimension. Besides, we observed other correlations reported between our four

factors and questionnaire items. As it was the case for tyranny ILT dimension agreeableness personality trait is also negatively correlated with masculinity ILT dimension. We found out that conscientiousness personality trait is positively correlated with prototype and sensitivity ILT dimensions.

Other than personality traits there have been correlations between self-construal and ILT dimensions, presented in Table 4.6. While independent self-construal was positively correlated with all four factors, interdependent self-construal has been found correlated with sensitivity ILT dimension.

In Keller's (1999) and in Ehrhart's (2012) studies, dedication ILT dimension has been found correlated with conscientiousness personality trait and independent self-construal. As an additional analyze, to be able to observe this relationship we grouped dedication items in our study and verified these relationships previously found. In our data, as it was the case for Keller (1999) and Ehrhart (2012), we found that dedication ILT dimension was positively correlated with conscientiousness personality trait and independent self-construal.

We also revealed the relationship amongst questionnaire items and we found several correlations indicated in Table 4.7. One of the results indicated in this table was that conscientiousness personality trait is positively correlated with agreeableness personality trait and independent self-construal. And interdependent self-construal is positively correlated with agreeableness personality trait. This relationship between agreeableness and interdependent self-construal is also presented in another study that focused on personal differences on social learning and self-efficacy (Tams, 2008). In the light of these findings, we observe that in literature there is need for further studies to uncover the relationships between these constructs (Levinson et al., 2011).

Table 4.7

Correlations for Questionnaire Items of Agreeableness, Conscientiousness, Independent Self-Construal, and Interdependent Self-Construal

Questionnaire Items	1	2	3	4
Agreeableness	-			
Conscientiousness	0.22**	-		
Independent Self-Construal	-0.05	0.41**	-	
Interdependent Self-Construal	0.32**	0.09	0.07	-

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

4.3 DISCUSSION

In Study II we cross-validated Turkish version of implicit leadership scale with a confirmatory factor analysis (CFA) and we examined the convergent validity of the scale through previous findings about the correlations between ILT dimensions and questionnaire items.

For the CFA, we realized different models such as: Null model, one factor, two factors, four factors and nine factors for both student and working data and although our model fit has been mediocre, the proposed four factors model with items having loadings greater than .60 has been the best fitting model. The intercorrelations between latent variables didn't signify any correlation problems and we found significant correlations between latent variables that were consistent with the organization of higher order factors of prototypical leadership and antiprototypical leadership. In both student and working data, tyranny and masculinity that form together antiprototypical leadership were significantly correlated and for working data sensitivity and prototype,

that compose prototypical leadership, they were significantly correlated. In student data not the sensitivity but tyranny was significantly correlated with prototype. While tyranny was negatively correlated with prototype in working data, it was positively correlated with prototype in student data. And sensitivity that is positively correlated with prototype in working data, it is negatively correlated with prototype in student data.

For the convergent validity of the scale previous findings about ILT dimensions and questionnaire items were as follows: Positive correlation between agreeableness personality trait and sensitivity ILT dimension (Keller, 1999; Babyak, 2014); negative correlation between agreeableness and tyranny ILT dimension (Keller, 1999); positive correlation between dedication ILT dimension and independent self-construal (Ehrhart, 2012); positive correlation between dedication and conscientiousness personality trait (Keller, 1999).

While we analyzed relationships of ILT factors and questionnaire items, we repeated the findings of Keller (1999), Ehrhart (2012), and Babyak (2014) and we also had some additional findings. We found negative correlation between agreeableness personality trait and tyranny ILT dimension. Tyranny dimension is formed by aggressive items such as coercive, intimidating, and domineering. On the other hand, agreeableness is about being caring and gentle (Judge et al., 2002). Thus, the negative correlation between tyranny ILT dimension and agreeableness personality traits is a compatible result. We also found that agreeableness personality trait was positively correlated with conscientiousness personality trait and interdependent self-construal. Conscientiousness consists of achievement and dependability (Judge et al., 2002) and interdependent self-construal is about connectedness and relations (Singelis, 1994).

And in our study we reveal that agreeableness is positively correlated to conscientiousness and interdependent self-construal.

Another finding from our study was that conscientiousness personality trait is positively correlated with prototype and sensitivity ILT dimensions. This is a new finding between ILT dimensions and conscientiousness.

In addition to the findings cited above we found that independent self-construal was positively correlated to all of our four ILT factors and there is a positive correlation between interdependent self-construal and sensitivity ILT dimension. The sensitivity dimension is formed by relational items such as, kind, friendly, compassionate. Therefore the positive correlation between interdependent self-construal, which is also based on relations, is an inherent result.

Therefore the convergent validity that we assessed through Pearson correlations between Turkish scale factors and questionnaire items supported validity for the Turkish version. Previous findings of Keller (1999) and Babyak (2014) about the relationship between personality traits cited above and Ehrhart's (2012) findings about the relation between self-construal and ILT dimensions are supported.

CHAPTER 5

GENERAL DISCUSSION

5.1 KEY FINDINGS OF THE STUDY

This adaptation study is conducted in the parallel of previous studies related to the original scale (Offermann et al., 1994; Epitropaki & Martin, 2004; Offermann & Coats, 2018), following the EFA and CFA analyses, and model alternatives they tested. Although the studies for creation of the original scale (Offermann et al., 1994; Offermann & Coats, 2018) started with item generation, this study having the objective of scale adaptation, initiated with the translation of the original items. The item generation phase has also been the first step of the studies in Turkey (Paşa, 2000; Kabasakal & Bodur 2007; Türetgen & Cesur 2010; Berber & Rofcanin, 2012; Tabak, Kızıloğlu, & Türköz, 2013) . With this scale adaptation process this study has been a first in global and Turkish context.

The current study conducted with two different samples by using various statistical methods revealed several findings within the context of Study I and Study II. In Study I, with the exploratory factor analysis the factor structure of the Turkish version of the scale is determined as a four factors and 36 items structure.

The confirmatory factor analysis that we realized through different models provided evidence for our four factors model with items having loadings greater than .60 that had the best fit indices amongst all the studied models such as: Null model, one factor model, two factors model, four factors model and nine factors model.

The convergent validity of the Turkish version of the scale is validated with the correlation analysis that revealed not only evidence about the correlations presented in the previous studies but also new relationships. Findings of this study

provided evidence for the previous studies that uncover the relationships between personality traits and self-construal (Keller, 1999; Ehrhart, 2012; Babyak, 2014).

About the generalizability of ILTs, we found significant differences for gender, tenure and position. These findings, compatible with the literature emphasize the connectionist approach to ILTs that puts forward the flexible nature of ILTs depending on the context change (Lord et al., 2001). Gender marked a significant difference in prototype, masculinity, prototypical leadership and antiprototypical leadership. Tenure has been another construct where employees presented significant differences for sensitivity and prototype. And finally having a managerial position or not indicated significant differences for sensitivity dimension. On the other hand, for age and experience we found no significant difference between the groups, which supports the generalizability of ILTs for age and experience. Based on the results of our study we may conclude that, conveniently with the literature, ILTs demonstrate both stability and variability (Lord, Brown & Harvey, 2001).

The reduced factor structure compared to the original study that has nine factors, demonstrates differences and some similarities compared to the original scale. As an example of similarity, although prototype dimension having 16 item differs from the original scale where those items were grouped under six different factors, the other factors; sensitivity, tyranny and masculinity reflect conformities with the original scale. As it was the case for the original scale these factors are grouped under two higher order factors of antiprototypical leadership and prototypical leadership. As an output of the exploratory factor analysis, Turkish version include fewer items and factors which is in line with another study that shortened Offermann et al. (1994) ILT scale (Epitropaki & Martin, 2004). Epitropaki and Martin's (2004) study, focused on Offerman's previous scale (Offerman et al., 1994) that had eight factors and 41 items,

and shortened that scale to six factors and 21 items. In our study exploratory factor analysis was concluded with four factors and 36 items. However, in the new version of Offermann and Coats' scale (2018) we observe that compared to the previous scale, number of factors and items have been increased, from eight factors to nine and from 41 items to 46.

Apart from the number of factors and items, the organizations of some items under the factors present differences in Turkish version compared to the original scale. As an example, while commanding is an item of strength dimension in the original scale, in Turkish version it is under tyranny dimension. The similarities between the original scale (Offermann & Coats, 2018) and the Turkish version indicate that some dimensions from the original scale such as: Tyranny, sensitivity and masculinity are also valid in Turkish context. And on the other hand, the differences related to factor structure reveal the impacts of the adaptation to another language.

5.2 THEORETICAL AND PRACTICAL CONTRIBUTIONS

Current study had several theoretical and practical contributions. In the global context the current study is a first attempt to adapt Offermann and Coats' (2018) ILT Scale to another culture. In this manner it gives insight to researchers interested in this subject for further adaptation studies. And this study, focusing on the new version of the scale, with the revisions realized by the authors (Offermann & Coats, 2018) provides information about the field application of this updated version.

On the other hand, the findings of this study about the generalizability of ILTs and the significant and non-significant relationships between ILTs and personality traits and self-construal will contribute to the literature by giving support to previous findings and also opening new paths to explore.

Besides the theoretical contributions, study has also practical contributions. In Turkish context this is the first adaptation of a global scale to Turkish. Thus it will enable Turkish researchers to realize other studies on ILT subject through the Turkish version of ILT scale. The scale of Offermann et al. (1994) is a recognized scale in the literature and used by other researchers in this field (Epitropaki & Martin, 2004; Epitropaki & Martin, 2005; Keller, 1999; Ehrhart, 2012). And we believe that the revised version (Offerman & Coats, 2018) will be a preferred scale by the researchers. Therefore, this adaptation will be a valuable contribution for ILT studies in Turkish context.

5.3 LIMITATIONS AND SUGGESTIONS FOR THE FUTURE STUDIES

Although we reached a proper number of participants in this study (Study I, $N=505$; Study II, $N=436$) still for some groups for which we investigated the generalizability of ILTs we didn't have a sufficient representativeness. In our data, while we had a balanced distribution for gender and tenure, this was not the case for age and experience constructs. Our results indicate significant differences for gender, tenure and position and no significant differences for age and experience. Our data consists of mostly experienced people and as a result compared to the number of people with ten years and more experience ($n= 367$), the other group formed by people having one to five years of experience ($n=66$) was less representative. In the future the generalizability of ILTs for experience can be studied with a more representative data for both groups. In the same manner for the age, studies with more people from both young and old employees, and especially from the extremities in terms of age representativeness can be realized to reveal the potential impact of age on ILTs.

Another issue related to the data is the education distribution of the participants. Our data is composed mostly by people who have bachelor's degree ($n=267$) and MA / PhD degree ($n=207$). The part of the people who are high school graduated ($n=16$) and secondary school graduated ($n=2$) is exceptionally low. This distribution didn't allow us to study the impact of education on ILTs. For future studies the impact of education on ILT studies may be another research path for the generalizability of ILTs. In the literature the study realized to uncover Chinese ILTs (Ling, Chia & Fang, 2000) revealed that education level of the participants had a significant impact on all the factors of the Chinese ILT scale. Especially in collectivist cultures as China we may observe the impact of education on ILTs.

Other than the representativeness for some groups, another limitation of this study may be that the test-retest reliability is not conducted.

As mentioned by Hunt, Boal, and Sorenson (1990) individual differences such as personality traits have an impact on ILTs, together with previous experiences. With regard to the findings of this study, the constructs such as personality traits and self-construal that have an impact on ILTs can be analyzed with new inputs such as corporate culture and LMX in the future studies to better understand how and under which circumstances they have an influence on ILTs.

CONCLUSION

The current study is conducted to adapt ILT scale to Turkish and analyze the generalizability of ILTs for constructs such as gender, age, tenure, seniority, position and experience alongside with the investigation of the effects of culture.

In the literature researchers uncovered ILTs either by focusing on typical leader characteristics (e.g. Offermann et al., 1994; Epitropaki & Martin, 2004) or on ideal

leader prototype (Foti et al., 2012). These are different approaches (Junker & Van Dick, 2014) and we observe in in the world and in Turkish context both type of studies. The present study, in line with the original one, investigated the typical leader prototype by asking the characteristics of a leader and not the ideal leader. As a result we had ratings for positive and negative characteristics of a leader prototype.

Another issue about the ILT studies is about the characteristics determined to define leadership prototype. In the world and in the studies realized in Turkish context we found that several leadership traits were in common such as “trustworthy” (Lord et al., 1984; Ling, Chia, & Fang, 2000; House et al., 2004; Paşa, 2000; Türetgen & Cesur, 2010; Tabak, Kızılıoğlu & Türköz, 2013). And also most of the studies have positive and negative traits.

In our study we adapted Offerman and Coats’ (2018) items to Turkish and we believe that the Turkish version of the ILT scale will shed light to new studies of ILTs in Turkish context.

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APPENDICES



APPENDIX A

Informed Consent Form – Study I

Bilgilendirilmiş Onam Formu

Sayın Katılımcı,

Bu çalışma İstanbul Bilgi Üniversitesi Örgütsel Psikoloji Yüksek Lisans Programı'ndan Esra Erbil tarafından, Dr. Öğr. Üyesi Ümit Akırmak danışmanlığında, Lynn R. Offermann'ın Örtük Liderlik Ölçeği'nin Türkçe'ye uyarlanması amacıyla yürütülmektedir.

Bu araştırmada bir anket sunulmaktadır. Anketin uygulanması yaklaşık 10 dakika sürmektedir. Bu çalışma kapsamında verecek olduğunuz tüm bilgiler tamamen gizli kalacaktır. Çalışmanın hiçbir bölümünde isminiz veya kimliğinizi ortaya çıkaran herhangi bir soru bulunmamaktadır. Çalışmanın objektif olması ve elde edilecek sonuçların güvenilirliği bakımından uygulama süresinde içtenlikle duygu ve düşüncelerinizi yansıtacak yanıtlar vermeniz önemlidir. Çalışmaya katılım tamamiyle gönüllülük esasına dayanmaktadır.

Anket genel olarak kişisel rahatsızlık verecek sorular içermemektedir ancak, katılım sırasında herhangi bir nedenden ötürü kendinizi rahatsız hissederseniz, çalışmayı istediğiniz anda bırakmakta serbestsiniz. Verdiğiniz bilgiler gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir; elde edilecek bilgiler bilimsel yayımlarda kullanılabilir.

Çalışma hakkında daha fazla bilgi almak için Esra Erbil (e-posta: esraerbilc@hotmail.com) ile iletişim kurabilirsiniz.

Katılımınız için şimdiden teşekkür ederiz.

Size verilen anketlerdeki soruları doldurmanız araştırmacıya teslim etmeniz durumunda, uygulamayı istediğiniz zaman bırakabileceğinizi bildiğiniz, çalışmaya tamamen gönüllü olarak katıldığınız ve çalışmanın bilimsel amaçlı yayımlarda kullanılmasını kabul ettiğiniz varsayılacaktır.

APPENDIX B

Demographics – Study I

Demografik Form

* Lütfen (√) ile işaretleyiniz.

1. Cinsiyetiniz: Erkek Kadın
2. Yaşınız: _____
3. Eğitim durumunuz: İlköğretim Lise Üniversite Yüksek Lisans/
Doktora
4. Göreviniz: _____
5. Hiyerarşik konumunuz: Memur / Çalışan (Yönetim görevi yok) Orta
Kademe Yönetici Üst Düzey Yönetici
6. İş deneyiminiz: 1 yıldan az 1-5 yıl 6-10 yıl 10 yıldan fazla
7. Kaç yıldır mevcut şirketinizde çalışmaktasınız? 1 yıldan az 1-5 yıl 6-10
yıl 10 yıldan fazla
8. Kaç yıldır mevcut görevinizde çalışmaktasınız? 1 yıldan az 1-5 yıl 6-10
yıl 10 yıldan fazla

APPENDIX C

Implicit Leadership Scale – Study I & Study II

Offermann Örtük Liderlik Ölçeği (2018)

Talimatlar: Bu özelliklerin herbirinin bir lider için ne kadar tanımlayıcı olduğunu hissettiğinize göre notlayın

Algınızı değerlendirirken, 1 = " Kesinlikle tanımlayıcı değildir" ve 10 = "Son derece tanımlayıcıdır" olmak üzere, 1-10 arasında puan verin.

	1	2	3	4	5	6	7	8	9	10
1										
2										
3										
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12										
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14										
15										
16										
17										
18										

- 19 Baskıcı
- 20 Zorlayıcı
- 21 Talepkar
- 22 Risk alan
- 23 Güç tutkunu
- 24 Karizmatik
- 25 Sosyal
- 26 Dinamik
- 27 Gözüpek
- 28 Buyurgan
- 29 İddialı
- 30 Yetkili
- 31 Çetin
- 32 Güçlü
- 33 Sıkı
- 34 Yaratıcı
- 35 Yenilikçi
- 36 Akıllı
- 37 Cesur
- 38 Bakımlı
- 39 İyi giyimli
- 40 Erkeksi
- 41 Uzun boylu
- 42 Erkek
- 43 Çekici
- 44 Eğitilmiş
- 45 Entellektüel
- 46 Zeki

APPENDIX D

Informed Consent Form – Study II

Bilgilendirilmiş Onam Formu

Sayın Katılımcı,

Bu çalışma İstanbul Bilgi Üniversitesi Örgütsel Psikoloji Yüksek Lisans Programı'ndan Esra Erbil tarafından, Dr. Öğr. Üyesi Ümit Akırmak danışmanlığında Lynn R. Offermann'ın Örtük Liderlik Ölçeği'nin Türkçe'ye uyarlanması amacıyla yürütülmektedir.

Bu araştırmada üç aşamalı bir anket sunulmaktadır. Anketin uygulanması yaklaşık 20 dakika sürmektedir. Bu çalışma kapsamında verecek olduğunuz tüm bilgiler tamamen gizli kalacaktır. Çalışmanın hiçbir bölümünde isminiz veya kimliğinizi ortaya çıkaran herhangi bir soru bulunmamaktadır. Çalışmanın objektif olması ve elde edilecek sonuçların güvenilirliği bakımından uygulama süresinde içtenlikle duygu ve düşüncelerinizi yansıtacak yanıtlar vermeniz önemlidir. Çalışmaya katılım tamamiyle gönüllülük esasına dayanmaktadır.

Anket genel olarak kişisel rahatsızlık verecek sorular içermemektedir ancak, katılım sırasında herhangi bir nedenden ötürü kendinizi rahatsız hissederseniz, çalışmayı istediğiniz anda bırakmakta serbestsiniz. Verdiğiniz bilgiler gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir; elde edilecek bilgiler bilimsel yayımlarda kullanılabilir.

Çalışma hakkında daha fazla bilgi almak için Esra Erbil (e-posta: esraerbilc@hotmail.com) ile iletişim kurabilirsiniz.

Katılımınız için şimdiden teşekkür ederiz.

Size verilen anketlerdeki soruları doldurmanız araştırmacıya teslim etmeniz durumunda, uygulamayı istediğiniz zaman bırakabileceğinizi bildiğiniz, çalışmaya tamamen gönüllü olarak katıldığınız ve çalışmanın bilimsel amaçlı yayımlarda kullanılmasını kabul ettiğiniz varsayılacaktır.

APPENDIX E

Demographics – Study II

Demografik Form (Study II)

* Lütfen (√) ile işaretleyiniz.

1. Cinsiyetiniz: Erkek Kadın

2. Yaşınız: _____

3. Daha önce iş deneyiminiz oldu mu? (Yarı zamanlı, staj vb.) Evet Hayır

APPENDIX F

Self-Construal Scale - Study II

Benlik Kurgusu Ölçeği (SCS)

Bu sorular değişik durumlardaki çeşitli duygu ve davranışlarınızı ölçmektedir. Aşağıda birtakım ifadeler bulunmaktadır. Bu ifadeleri kendinizi düşünerek okuyunuz. Lütfen verilen ölçeği kullanarak katılım derecenizi en iyi ifade eden rakamı seçiniz.

1=Kesinlikle katılmıyorum

2=Katılmıyorum

3=Kısmen katılmıyorum

4=Ne katılıyorum ne katılmıyorum

5=Kısmen katılıyorum

6=Katılıyorum

7=Kesinlikle katılıyorum

1 2 3 4 5 6 7

1. Birçok yönden kendine özgü ve başkalarından farklı olmaktan hoşlanırım.
2. Benden yaşça epey büyük olsa bile biriyle tanıştıktan kısa süre sonra ona ilk ismiyle hitap etmekten çekinmem.
3. Grubun üyelerine hiç katılmasam bile tartışmadan kaçmırım
4. İlişkide bulunduğum otoritelere saygı duyarım.
5. Başkaları ne düşünürse düşünsün kendi bildiğimi okurum.
6. Kendileri hakkında alçakgönüllü olan insanlara saygı duyarım.
7. Bağımsız bir kişi olarak davranmanın benim için çok önemli olduğunu hissederim.
8. İçinde bulunduğum grubun menfaati için kişisel çıkarlarımı feda ederim.

9. Yanlış anlaşılmaktansa, doğrudan “hayır” demeyi tercih ederim.
10. Canlı bir hayal gücüm olması benim için önemlidir.
11. Eğitimim ve kariyerimle ilgili plan yaparken anne-babamın tavsiyelerini göz önünde bulundurmam gerekir.
12. Kaderimin çevremdekilerin kaderiyle örülü olduğunu düşünüyorum.
13. Yeni tanıştığım kişilerle muhatap olduğumda açık ve dobra olmayı tercih ederim.
14. Başkalarıyla işbirliği yaptığım zaman kendimi iyi hissederim.
15. Herkesin arasından seçilerek ödüllendirilmek veya övülmek konusunda rahatım
16. Kardeşim başarısız olsa kendimi sorumlu hissederim.
17. Çoğu zaman başkalarıyla ilişkilerimin kendi başarılarımdan daha önemli olduğunu hissederim.
18. Bir toplantı sırasında fikirlerimi beyan etmek benim için sorun değildir.
19. Otobüste yerimi amirime teklif ederdim.
20. Kiminle olursam olayım, aynı şekilde davranırım.
21. Benim mutluluğum çevremdekilerin mutluluğuna bağlıdır.
22. Sağlığımın iyi olmasına herşeyden çok değer veririm.
23. Mutlu olmasam bile eğer bir grubun bana ihtiyacı varsa grupta kalırım.
24. Başkalarını nasıl etkilerse etkilesin, kendim için en iyi olanı yapmaya çalışırım.
25. Kendi başımın çaresine bakabiliyor olmak benim için birincil kaygıdır.
26. Grup içinde verilen kararlara saygı göstermek benim için önemlidir.
27. Başkalarından bağımsız olarak bireysel kimliğim benim için çok önemlidir.
28. Grubum içindeki uyumu muhafaza etmek benim için önemlidir.

29. Evde ve işte aynı şekilde davranırım.

30. Kendim farklı şeyler yapmak istesem bile, genelde diğerlerinin yapmak istediklerine uyarım.



APPENDIX G

NEO-FFI - Study II

(Agreeableness and Conscientiousness dimensions)

0 : Hiç uygun değil

4: Çok uygun

0 1 2 3 4

1-Herkese karşı nazik olmaya çalışırım.

2-Eşyalarımı temiz ve düzenli tutarım.

3-Ailedekilerle ve arkadaşlarımla sık sık tartışırım.

4-İşleri zamanında yetiştirmek için kendimi oldukça iyi ayarlarım.

5-Bazı insanlar benim bencil ve egoist olduğumu düşünür.

6-Çok sistemli biri değilim.

7-Başkalarıyla yarışmaktansa, onlarla yardımlaşmayı tercih ederim.

8-Bana verilen tüm işleri sorumlu bir şekilde yerine getirmeye çabalarım.

9-Başkalarının davranışlarına şüpheyle bakar, art niyet ararım.

10-Belirli hedeflerim vardır ve bunlara ulaşmak için düzenli bir biçimde çalışırım.

11-İzin verdiğiniz takdirde, çoğu insanın sizi kullanacağına inanırım.

12-Çalışmaya başlayıncaya kadar epey zaman harcarım.

13-Tanıdığım insanların çoğu beni sever.

14-Amaçlarıma ulaşmak için çok çalışırım.

15-Bazı insanlar benim soğuk ve içten pazarlıklı biri olduğumu düşünürler.

- 16-Bir söz verdiđimde, bunu yerine getireceđime her zaman gvenilebilir.
- 17-Tutum ve tavırlarımda duygularıma yer vermem,gerçekçiyimdir.
- 18-Bazen, olmam gerektiđi kadar gvenilir biri olmayabiliyorum.
- 19-Genellikle dşnceli ve anlayıřlı biri olmaya alıřırım.
- 20-Her zaman eline aldıđı iři tamamlayan, retken bir insanımdır.
- 21-Eđer birinden hořlanmazsam, bunu ona belli ederim.
- 22-Kendimi bir trl dzene sokamıyormuřum gibi gelir.
- 23-Gerekirse, istediđimi elde etmek iin insanları kullanmaktan ekinmem.
- 24-Yaptıđım herřeyde mkemmeli yakalamaya abalarım.

APPENDIX H

Ethics Committee Approval Form

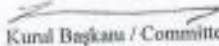
**ETİK KURUL DEĞERLENDİRME SONUCU/RESULT OF EVALUATION BY
THE ETHICS COMMITTEE**

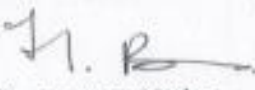
(Bu bölüm İstanbul Bilgi Üniversitesi İnsan Araştırmaları Etik Kurul tarafından
doldurulacaktır /This section to be completed by the Committee on Ethics in research
on Humans)


Başvuru Sahibi / Applicant: Esra Erbil
Proje Başlığı / Project Title: Turkish Adaptation of the Implicit Leadership Scale
Proje No. / Project Number: 2019-20024-03

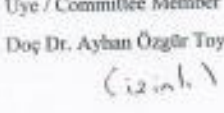
1.	Herhangi bir değişikliğe gerek yoktur / There is no need for revision	XX
2.	Ret/ Application Rejected Reddin gerekçesi / Reason for Rejection	


Değerlendirme Tarihi / Date of Evaluation: 7 Ocak 2019



Kural Başkanı / Committee Chair
Doç. Dr. İtir Erhart

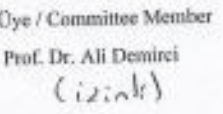

Üye / Committee Member
Prof. Dr. Hale Bolak


Üye / Committee Member
Prof. Dr. Koşay Akay


Üye / Committee Member
Doç. Dr. Ayhan Özgür Toy
(izink)


Üye / Committee Member
Prof. Dr. Aslı Tunç


Üye / Committee Member
Prof. Dr. Turgut Tarhanlı


Üye / Committee Member
Prof. Dr. Ali Demirci
(izink)