



**Authentic Leadership on Widespread Organization**

As an authentic leader Provincial Gendarmerie Commander's impacts on creativity, organisational identification, leader-member exchange (LMX), and emergence of his staff's potential capabilities

Gürcan SERCAN

Thesis submitted as partial requirement for the conferral of

PhD in Management, specialization in Human Resources and Organisational Behaviour

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**April 2016**

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## **ABSTRACT**

As the world changes, the types of threats and obstacles or dangers are also changing. The security organisations have to adapt this situation by not only supporting themselves with new technologies but also developing their competencies. In Turkey, one of the most significant actors operating to ensure public security is Turkish Gendarmerie Organization. Considering this context, the main objective of this study is to contribute an understanding of a more adequate, effective and efficient model of leadership to the literature for such a widespread organization, which is supposed to adapt in new, unexpected and continuously transforming challenges that organization faces. In this manner, the role of the leader in a widespread organization is what this study calls attention to. This research draws an outline by asking several questions as “is there difference of the understanding and implementation of authentic leadership between the security sectors and the non-security ones?”, “*is authentic leadership applicable to Turkish Gendarmerie Organisation as it is adapted to the contexts in civilian sectors?*” and “how does authentic leadership have impact on improvement of the personnel?”.

The main standpoint of the research is to reveal if the authentic leadership model, a new leadership model developed in recent decades, is applicable and beneficial for Turkish Gendarmerie Organization. In order to examine this objective, authentic leadership model is analysed according to its basic dimensions; relational transparency, balanced processing of information, his/her ethical moral standards, and also the leader’s self-awareness in addition to other major leadership models have been utilized in such widespread organizations so far.

In this research both qualitative and quantitative methodological approaches are used in order to investigate the authentic leadership with these four dimensions abovementioned, and the notions of this models’ implementation. By utilizing the data obtained from the qualitative and quantitative methods, interrelated and interactive relationships of the followers and leader are aimed to be studied.

This research presents the empirical results of a survey determining the Authentic Leadership (with its concepts; Transparency, Ethical/Moral and Self-awareness) and its impacts on both leaders and followers investigating creativity, organisational identification, leader-member exchange (LMX) and emergence of potential capabilities. The sample used in the analysis (N=171) was taken from Turkish Gendarmerie Organisation members, both in active duty and retired. The results of the study indicate that Transparency is related with the perception of commanders regarding personnel's creativity (CPLP). Furthermore, with its all concepts, AL has a positive relationship with the role of leaders in stimulating follower's creativity (RLSFC). Moreover, the effects of the leader on subordinates' abilities (EAPLE) are related to Self-awareness. One of the important point is that Ethical/Moral concept of the AL determines the Organisational Identification (OI). The results also identify the positive relationship between LMX and the two concepts of AL, Ethical/Moral and Self-awareness. Overall this research gives a contribution for the Leadership literature and for the understanding of authentic leadership in widespread organizations.

**Keywords:** Leadership, authentic leadership, creativity, followers' capabilities, Leader-member exchange, organizational identification, Turkish Gendarmerie Organization

## RESUMO

À medida que o mundo muda, o tipo de ameaças e obstáculos também mudam. As organizações de segurança têm que se adaptar a esta situação apoiando-se não só nas novas tecnologias mas também desenvolvendo as suas competências. Na Turquia, um dos principais protagonistas a actuar para assegurar a segurança pública é a Organização da Gendarmaria Turca. Considerando este contexto, o principal objectivo deste estudo é o de contribuir para o entendimento de um modelo de liderança mais adequado, eficaz e eficiente para a leitura de uma organização tão vasta, que é suposto adaptar-se em novos e inesperados desafios, em contínua transformação, enfrentados pela organização. Desta forma, o papel de um líder numa vasta organização é o facto para qual o estudo chama a atenção. Esta pesquisa desenha um esquema ao colocar diversas questões como “existe diferença no entendimento e implementação de uma verdadeira liderança entre os sectores de segurança e os de não segurança?”, “*É a verdadeira liderança aplicável à Organização da Gendarmeria Turca tal como o é adaptada ao contexto dos sectores civis?*” e “como deve a verdadeira liderança ter impacto na melhoria do pessoal?”.

O principal ponto de vista da pesquisa é o de revelar se o modelo de verdadeira liderança, um novo modelo de liderança desenvolvido nas décadas recentes, é aplicável e benéfico para a Organização da Gendarmeria Turca. De forma a poder examinar este objectivo, o modelo de verdadeira liderança é analisado de acordo com as suas dimensões básicas; transparência relacional, processamento de informação equilibrado, os padrões morais e éticos deles/as, e também a auto-consciencialização do líder a juntar a outros modelos de liderança superior utilizados neste tipo de vastas organizações até ao momento.

Nesta pesquisa, tanto qualitativa como quantitativa, foram usadas abordagens metodológicas para investigar a verdadeira liderança com estas quatro dimensões acima mencionadas, e as noções de implementação destes modelos. A utilização dos dados obtidos através destes métodos qualitativos e quantitativos, tem como objectivo estudar as relações interrelacionais e interactivas entre os seguidores e líder.

Esta pesquisa apresenta os resultados empíricos de uma pesquisa que determina a Verdadeira Liderança (com os seus conceitos: Transparência, Ética/Moral e Auto-Consciencialização) e os seus impactos tanto no líderes como nos seguidores investigando a criatividade, a identificação

organizacional, o intercâmbio líder-membro (LMX) e a emergência de capacidades potenciais. A amostra utilizada na análise (N=171) foi retirada dos membros da Organização da Gendarmeria Turca, tanto os que estão em serviço activo como retirados. Os resultados do estudo indicam que a Transparência está relacionada com a percepção dos comandantes no que diz respeito à criatividade do pessoal (CPLP). Adicionalmente, com todos os seus conceitos, AL tem uma relação positiva com o papel dos líderes na estimulação da criatividade do pessoal (RLSFC). Mais ainda, os efeitos do líder nas capacidades dos subordinados (EAPLE) está relacionado com a Auto-Consciencialização. Um dos pontos importantes é que o conceito Ética/Moral do AL determina a Identificação Organizacional (OI).

Os resultados também identificam a relação positiva entre LMX e os dois conceitos de AL, Ética/Moral e Auto-Consciencialização. De uma forma geral, a pesquisa dá uma contribuição para a leitura da Liderança e para o entendimento da verdadeira liderança em organizações vastas.

**Palavras-Chave:** Liderança, verdadeira liderança, criatividade, capacidades dos seguidores, intercâmbio líder-membro, identificação organizacional, Organização da Gendarmeria Turca



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If your actions inspire others to  
dream more,  
learn more,  
do more  
and become more,  
you are a leader.

**John Quincy Adams**

## **CHAPTER 1 - RESEARCH ORIENTATION**

### **1.1. Introduction**

In recent decades, globalization and technological developments in the world have urged many organizations to take necessary security precautions and understand the insight of leadership, since political and social institutions -widespread organizations- of the system have been transforming and also challenging.

As long as the world have been insistently transforming to a global organism, organizations have also been changing from a local to a global structure meaning that they are more collaborative structures than competitive ones (Novelli & Taylor, 1993). Organizations had been flat and composed of compressed hierarchical structures, and in these organizations, key factor for sustaining the competitiveness is one's continuous effort (Çeri-Booms, 2010). By 1970s, hierarchical pattern of organizations had converted to more flexible horizontal structures that were not strictly dependent on an individual but emphasize on team members' decisions and opinions (Novelli & Taylor, 1993). This new model became necessary because the changing world creates more "ill structured" problems than ever before so these problems creating paradoxes and dilemmas necessitated a multi-logical point of view from multiple perspectives (Novelli & Taylor, 1993).

Therefore, it is commonly perceived that classical structure of the system, run by classical and hierarchical leadership models, was seen insufficient for addressing transformed requirements and preventing the potential threats. Organizations have realized the necessity of further concentration on managing unanticipated circumstances. In this new type of structure, the position of leader still exists but it is expected to evolve to a more effective form. This leader type will play a significant role to foster and ensure that the organization he administers is succeeding its duties and fulfilling its responsibilities required by the system. The institution –organization- covered in this thesis is going to be from a sector of public security. Especially, Turkish Gendarmerie Organization (might be typed as TGO), a law enforcement force with military status, will be covered. Thus, undoubtedly, activities of this organization and efficiency and effectiveness of these activities are crucial for public security because not only policemen but also gendarmerie is a key organ for security.

As it is abovementioned, world system has been developing and transforming so in such circumstances public security gains further importance and it is treated pre-eminently (Bailey & Dammert, 2006) by governments. Organizational success of Gendarmerie, which is vital organ for public security, is depended on administrative achievements and competence. However, classical hierarchical structure of military system can be regarded as stationary and impotent for needs of today's world since the extent and density of recent problems are not resolved by merely depending on an individual led, transactional leadership structure. Rather, high-quality leadership processes influenced and sourced from a wider base is needed (Novelli & Taylor, 1993).

In this study, role of leadership models and specifically authentic leadership will be applied in the organization of Turkish Gendarmerie. The focused subject, organization of the Gendarmerie, is intentionally chosen because although military forces are devoted to provide defence against potential external attacks and focus on external international conflicts, contemporary security challenges do not fit into one category. They are threatening both domestic and external security so new internal roles and tasks have emerged for military forces (Lutterbeck, 2013; Schnabel & Krupanski, 2012). Therefore, gendarmerie organization is benefited as a domestic law enforcement agency with military status. For Turkish case, significance of Gendarmerie can be more remarkable since national responsibility of Turkish Gendarmerie is approximately 92% of total territory in



which Gendarmerie provides public order and security for nearly 40% of the total population by merging military with law enforcement agency characteristics so it can be stated that Turkish Gendarmerie holds three main duties as judicial, administrative and military (Solak, 2012).

Since the Turkish Gendarmerie constituting almost 29% of total military force of Turkey with 210.000 personnel by 2010 statistics, it is one of the most significant organizations for Turkish society's safety (Lutterbeck, 2013, p.38). The area of responsibility of Turkish Gendarmerie is various; for example, public order, counterterrorism, border control, drug enforcement, law enforcement, crime investigation, support for major public events, building and personnel security, intelligence gathering, domestic catastrophe response, disaster relief, environmental protection, search and rescue, training, monitoring, miscellaneous maritime activities (Schnabel & Krupanski, 2012). Thus the performance, efficiency and success of this gendarmerie organization are vital so, undoubtedly, characteristic of the leadership role in this organization is crucial.

There is no consensual definition and broadly accepted model for leadership styles to be utilized at such military related, widespread organizations. Leadership models, implemented in this kind of tradition or hierarchically designed organizations can embrace charismatic and democratic leadership models. Bass and Riggio (2006) notify that the leadership model observed in military organizations is transformational leadership, because this model of leadership has much in common with charismatic leadership. Additionally, Gal (1985) strongly states that transformational leadership is needed for all levels of commitment, obedience and compliance, which are crucial factors for military organizations. On the other hand, critics see that transformational leadership is elitist and antidemocratic. As it is abovementioned, there is no single definition or application of leadership styles benefited in this sort of widespread organizations. An example from the USA may help to highlight this point: US Department of Army categorizes the leadership levels into three levels; direct, organizational, and strategic respectively, and each level concerns to the different level of organizations; for example, direct leadership addresses to a unit/task perspective, organizational leadership level is utilized at systems and processes perspective while the strategic leadership refers to the national, regional and global perspective (US Department of Army, 2006).

For Turkish Gendarmerie Organization, there is no single leadership model implemented at the TGO but it might be assumed that charismatic leadership is predominantly recognized according to

its military roles but democratic leadership is utilized for civil aspect of Turkish Gendarmerie Organization. Although the model of democratic leadership is rationally preferred, it is considered as inapplicable, ineffective and inefficient for Turkish Gendarmerie because it is enormously widespread organization functioning within the range of 92% of Turkey's territory, also these kinds of organizations serving for public security and peace are required to have rapid, rational and efficient decision making processes.

This research focuses on the authentic leadership model and its application at Turkish Gendarmerie Organization because it is supposed to be the most appropriate and beneficial model to meet the world's transforming system and addresses perpetually changing needs and threats that system creates. It is assumed that such a widespread organization, the TGO, can utilize the authentic leadership model since if the four dimensions of authentic leadership pioneered in researches of Ilies et al. (2005) and Avolio and Gardner (2005), and revised and reconstructed by Walumbwa et al. (2008); self-awareness, relational transparency, balanced processing of information, and ethical/moral perspective, are applied in each level of the organization, it is expected that the leader and his subordinates will be able to enhance their creativity, the leader will stimulate the emergence of his personnel's potential capabilities, the relation of leader-member exchange will be promoted, and organizational identification of members will be strengthened.

The authentic leadership constructs the basis of this research since the authenticity that the leader possesses is assumed to be the required element of the leadership position to make the leader capable of coping with the challenges that the new world brings. Our primary effort is to contribute for the theoretical framework in an effort to enhance efficiency and effectiveness of Turkish Gendarmerie Organization. This research aims to find out whether the authentic leadership will directly and indirectly helps the organization to overcome the ill-structured problems generated by the contemporary world. Authentic leaders will construct a leadership including transparency, self-awareness, self-regulated, unbiased evaluation and processing, high ethical concerns and moral standards, and high quality leader-member relationship that is supposed to result in direct benefits such as creativity and innovativeness; organizational identification, high quality leader member exchange, and emergence of personnel's' potential capabilities, besides indirect benefits of highly effective, efficient, productive system of Turkish Gendarmerie Organization which will be capable

of adapting new and transforming conditions and standing as a guarantor organization of public security.

In brief, in today's world, every nation has at least an armed organization to provide public security. However some of them have just one organization like police while others have two and more. According to the Turkish Gendarmerie Records, there are 68 countries having gendarmerie type organizations that also can be known as law enforcement agencies with military status in the world but not all of these countries name them gendarmerie, it can be called gendarmerie, Carabinieri (in Italy), or Guarda Nacional Republicana (in Portugal) etc. The security organizations, like police or Gendarmerie, play a central role not only in the public security but also in political life, so crucial for democratic systems. As it is mentioned above, main mission of those, which were appointed by the governments according to the nations' constitutions, is to ensure the safety and protect public against threats. However, the challenging problem is that the systems, actors, vehicles have been transforming in time as well as threats and problems so existing leadership applications may lead insufficiency and inefficiency. In such widespread military organizations, different types of leadership application are detected but charismatic, and transformational leadership, which have several features in common with charismatic leadership model, are predominantly acknowledged. As a high-rank leader, a 26 year-experienced staff colonel, of Turkish Gendarmerie Organization, main assumption is that authentic leaders can play a significant role to make this organization to meet the needs of today, and enhance its capabilities by making the application of several dimensions sure in order to foster creativity of other leaders and subordinates, emergence of veiled skills of subordinates, the Leader-member exchange, and leads organizational identification of all members. It is supposed that there is a positive relationship between these four dimensions and abovementioned four personal factors so the results of this research may be catalyst to make the TGO a well, efficiently governed organization. It is considered here that the transformational leadership model is insufficient for Turkish Gendarmerie Organization because transformational leadership model treat the ethic and moral as secondary values while authentic leadership model sees ethical and moral perspectives as basic, unexceptional, and indispensable factors (Çeri-Booms, 2010; Ilies et al. 2005). Additionally, as well as the high ethical standards, authentic leader put transparency and positivity to centre of its identity (Avolio et al., 2004). While transformational leaders focuses on change, authentic leaders emphasis on actions (Avolio & Gardner, 2005).

Eventually, authentic leadership model will be able to provide a well-designed and organized structure recruiting well-trained personnel and leaders. By implementing this model, it is expected that members of the TGO (including leaders and followers) will hold similar identity, capability, and performance because authentic leadership model is believed that leaders will be able to deliver their ‘‘DNA’’ and capabilities to his followers more efficiently.

## **1.2. Research Aims**

The fundamental question this research aims to answer is as follows:

Is authentic leadership thought as a useful concept for widespread organizations like gendarmerie and will it have positive outcomes for the individuals and indirectly for the organization?

With this research, application of authentic leadership in the organization, Turkish Gendarmerie Organization, will be explored and analysed. Moreover, this study aims to explain and highlight the impacts of authentic leadership on the creativity of the personnel serving in the organization, organizational identification, leader member exchange (LMX), and emergence of personnel’s potential capabilities.

## **1.3. Research Questions**

With the intent of achieving the abovementioned main objective of the research, three major research questions have been formulated. Obtaining data to answer these questions will allow us to acquire the main research objectives. Thus, the research questions of the dissertation are as follows:

- Does the understanding and implementation of authentic leadership concept for security sectors differ from its understanding and implementation for the non-security sectors?
- Is Turkish Gendarmerie Organization addressed by the authentic leadership model, as it is adapted to the contexts in civilian sectors of Turkey if the outcomes of study of Çeri-Booms in 2010 are considered?

- Furthermore, it will be examined whether the authentic leadership has a positive effect on the creativity of the personnel, the organizational identification, leader-member exchange (LMX), and emergence of the capabilities of the leader's personnel.

#### **1.4. Research Contribution**

The study introduces 6 unusual features:

- A. As far as known, this is one of the first studies exploring the impacts of authentic leadership in a widespread organization in security related institutions such as Gendarmerie.
- B. This study extends the research of Çeri-Booms (2010) about transactional and authentic leadership styles and explores suggestions on the role of authentic leadership for a Gendarmerie commander of province. The study of Çeri-Booms (2010) is named "an empirical study on transactional and authentic leaders: Exploring the mediating role of trust in leader on organizational identification." This study conducted with the civil workers in Turkey and suggested that further empirical researches should be done in order to distinguish the concept, authentic leadership, from other leadership styles and to broaden the literature regarding its implementations in other widespread organizations.
- C. In this study the authentic leadership questionnaire created by Gardner and his colleagues (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008) was tested for adaptation, reliability and validity (Tabak, Polat, Coşar, & Türköz, 2012). This questionnaire was never applied before in the security sector addressing the Gendarmerie with this sort of instrument.

Thus, this study will be one of the first conducted to clarify the relationship between authentic leadership and creativity, organizational identification, Leader-Member exchange (LMX) and emergence of personnel's abilities.

- D.** The results are expected to give some indications about authentic leadership dimensions and their relation with creativity, organizational identification, leader-member exchange (LMX) and emergence of potential capabilities of personnel of the leader.
  
- E.** When this study succeeds to achieve its goals by answering the research questions mentioned below, it would be considered as a noteworthy and useful piece for following studies in the future. Moreover, this research may assist more than 68 organizations -Law Enforcement Agencies with Military Status- all over the world.
  
- F.** Our main motivation is to explore how to apply Authentic Leadership in security services and to contribute for all countries that have similar organizations in order to provide better service for public order and security.

Moreover, this research can make a contribution to develop reliable and comprehensive reference about the perceptions on Authentic Leadership in security/military field by conducting very common questionnaire created by Gardner and his colleagues.

### **1.5. Research Design**

This study follows the strategy identifying the basic stages; literature review, generating instruments like e-mail interview and questionnaire, functionalizing the instruments by collecting data via interview and questionnaire, processing data by utilizing from several series of analysis such as qualitative, descriptive, factor analysis, and inferential (multiple regression analysis) statistics.

This model of research will shed light on the required qualifications for the leader of a widespread organization by obtaining the data from the members serving at the particular levels of the organization.

This study is not only utilizing from an interview but also conducting questionnaires in order to identify authentic leadership in Turkish Gendarmerie organization according to the information collected from members of this organization and empirical data.

In brief, this research will be tracking several stages; literature review and modelling, data collecting via interview and questionnaire, analysis, and also reporting respectively.

### **1.6. Thesis Structure**

As it is shown with Figure 1, this thesis consists of 6 chapters.

Chapter 1 will be covering a set of background information about the research field; moreover, significance of the subject and outcomes of the analysis are highlighted within this part according to the proposed research model.

Chapter 2 will be an overview of the existing literature on the study fields starting with the definitions of leadership, and then presenting chronological information regarding historical transformation of leadership concepts, and roles of these leadership models. This is followed by comprehensive research on authentic leadership, and influences of the leader over his staff's creativity, organizational identification, and impacts of this leadership model on leader-member exchange (LMX) and emergence of leader's followers' potential capabilities.

This chapter will also present the literature review, and be divided in three main sections. The first section will briefly discuss public security and security organizations, and major roles of Gendarmerie for the public security. In this part generic organization of Turkish Gendarmerie will be referred as an example, additionally structure and working system of Turkish Gendarmerie will be explained to show how it serves, protects and plays a substantial role in public security.

Chapter 3 will outline the methodology used in the research. Hypotheses of the study are also formed in this chapter.

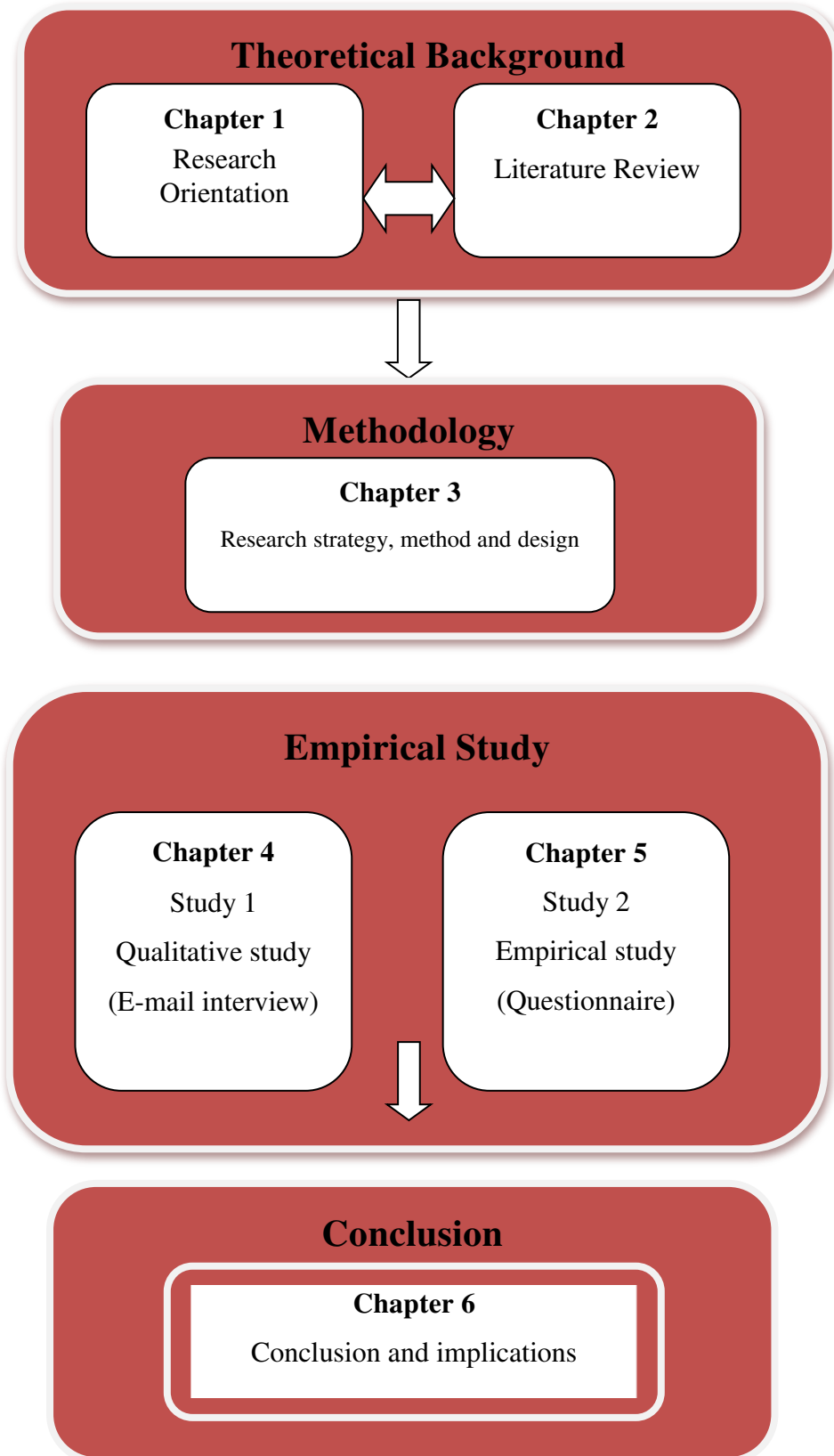
In chapter 4, e-mail interviews made with 25 junior and first grade military officers including lieutenants, captains, majors, lieutenant colonels, and colonels will be mentioned. The outcomes of these interviews will be broadened with developed questionnaire that will be taking place in chapter 5.

Chapter 5 introduces the results of the empirical data collected via the questionnaire. This chapter finalizes with comparing the proposed and modified model based on findings from questionnaire.

Finally, chapter 6 contains the concluding part with the limitations of the research and also some suggestions based on findings of this study for future researches.



**Figure 1:** Thesis Outline





## **CHAPTER 2 - LITERATURE REVIEW**

***“Problems cannot be solved by the same level of thinking that created them.”***  
**Albert Einstein**

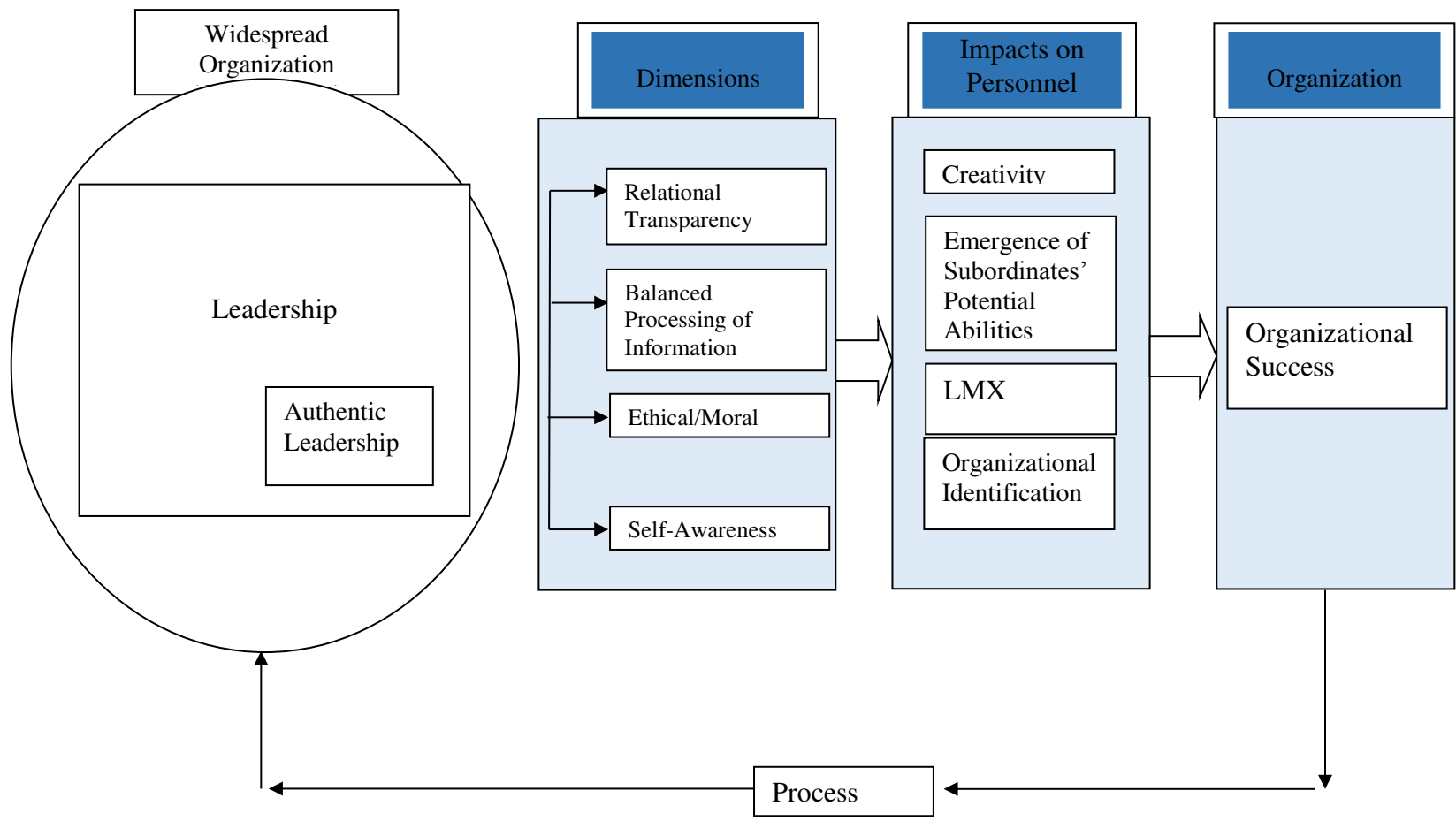
### **2.1. INTRODUCTION**

This chapter highlights the relevant literature on the fields of leadership models and our focus topic, authentic leadership. This thesis takes the widespread organizations into account, and specifically implementation of authentic leadership at Turkish Gendarmerie organization will constitute the backbone of the research.

Initially, origins, historical background and descriptions of leadership context, other predominant leadership models and eventually, authentic leadership will be mentioned. Not only definitions and historical understanding of leadership, but also significance and impacts of leaders over widespread organizations will be comprised. Since this study embraces particularly a gendarmerie organization, implementation of leadership models and authentic leadership for widespread organizations will be elaborated.

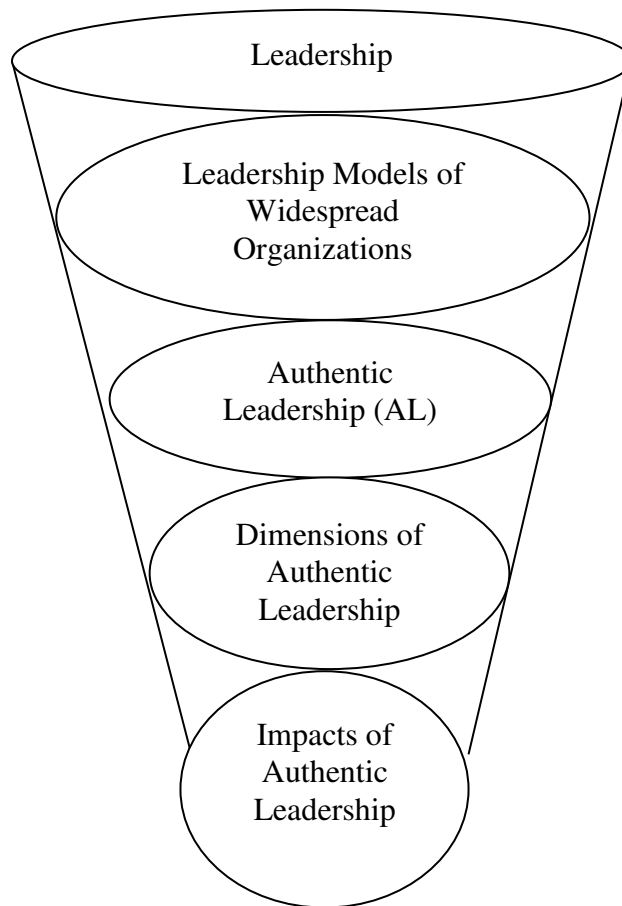
Various studies, using qualitative and quantitative researches, regarding the dimensions and impacts of leadership have been conducted by other scholars will be referred and analysed in following parts of thesis. Additionally, characteristics and distinctions between leadership models utilized for widespread organizations and specifically for military/security related organizations will be emphasized. In the Figure 2, conceptual framework is defined that research will be pointing out. In this model, it can be seen which dimensions are investigated and what kind of outcomes are expected. This model also shows that organizational success is the major goal of the organizational structure but all elements of the system should be contributing to this success in some extends. The authentic leader, major focus of this study is clarified in light of his/her four dimensions; relational transparency, balanced processing of information, his/her ethical moral standards, and also the leader’s self-awareness. From this starting point, four other factors expected to be the impacts of the authentic leadership will be studied through qualitative and quantitative methods.

**Figure 2:** The Conceptual Model of the Research



All of these leadership models will be analysed according to these leaders' behaviours, way of actions, and relationships with their followers and ethical/moral standards. For example, leaders' tendency to be transparent or not will be questioned in order to evaluate their interaction and exchange with the subordinates since transparency plays a crucial role to construct high quality, trustworthy, reciprocal and bilateral symbiotic relationship between the leader and his/her followers. The mode of relationship will also be investigated to find out if the relationship is hierarchical or horizontally designed. Furthermore, the type of the link that connects the members to the organization is significant; that is the type of commitment. In other words, all of these leadership models those of which were taken into account are analysed if the type of follower's commitment is to the leader, to the shared interests of the dyad or to the organization and organizational objectives. In addition, it is going to be questioned whether the traits and behaviours of the leaders are transferrable or teachable or not since the system based on an actor is more likely to collapse. For instance, although traits and behaviours of the transformational leaders might be relatively favourable with regards to transactional and charismatic leadership, these features are not easy to replicate or transfer to the followers so generating or finding a new transformational leader is expected to be hard for the organizations. Another aspect that is questioned in the literature is decision-making process of the organizations. It is acknowledged that one person led decision-making processes are not sustainable and insufficient in today's world, yet decisions developed with multiple participants are seen more productive and innovative enough to be compatible and competitive with the other organizations. At last, values, ethical and moral standards of the leaders are also investigated with respect to the leadership models since the ethical, moral standards and values are significant factors that affect the follower's satisfaction and organizational identity, and their trust and commitment to the organization (Avolio & Gardner, 2005; Kitapçı et al., 2005; Çeri-Booms, 2012; Northouse, 2013, Avolio et al. 2004).

**Figure 3:** Model for the Literature Review



*Source: Own compilation*

## **2.2. LEADERSHIP**

### **2.2.1. Historical Evolution of Leadership**

Essentially, debate for the concept of leadership has emerged by 1900s. Later on, definition of leadership has been changed and been reshaped by scholars. Ross (1991) defined how leadership has transformed in time since 1900s, and his analysis quoted by Northouse (2013) is briefly shown in Table 1 below. Domination and centralized power of a leader has transformed to a new form in which, values, morality, need of motivation, generation of a common goal, non-coercive attitudes became basic understanding.

**Table 1:** Leadership Defined

<b><u>Era</u></b>	<b><u>Content</u></b>
<b><i>1900-1920s</i></b>	Leadership as centralized power with domination
<b><i>1930s</i></b>	Leadership occurs as influence rather than domination
<b><i>1940s</i></b>	Directing group activities
<b><i>1950s</i></b>	<b>1.</b> Group Theory: actions of leaders in groups <b>2.</b> A relationship developing shared goal <b>3.</b> Leader focuses effectiveness
<b><i>1960s</i></b>	Leadership as a behaviour influencing others toward shared direction
<b><i>1970s</i></b>	Reciprocal process of mobilizing people with certain motives and values, and resources to realize goals held by both leader and follower
<b><i>1980s</i></b>	<b>1.</b> Non-coercive influence <b>2.</b> Based on a trait orientation <b>3.</b> Leadership as a transformational process enhancing motivation and morality
<b><i>21 century</i></b>	No common definition; considered as a complex concept

**Source:** Northouse, 2013 p.2-4

Additionally, Manning and Curtis (2003, p.9) have described how the nature of business culture and focus of leadership has changed in time. As it is shown in Table 1, hierarchy had been dominant business culture and leadership focused on command and control until 1950s. It can be stated these features have been seen in military organizations too, however hierarchical structure and leader and follower relationship based on command and control have been existed in military organizations since then while culture of private sectors has transformed perpetually.

**Table 2:** The Changing Character Effective Leadership

<b>Decade</b>	<b>Nature of Business Culture</b>	<b>Focus of Leadership</b>
Pre-1950	Hierarchy	Command and control
1950s	Organization	Supervision
1960s	Systems	Administration
1970s	Strategy	Management
1980s	Innovation	Entrepreneurship
1990s	Diversity	Team building
Post-2000	Community	Relationship management

*Source: Manning and Curtis, 2003, p.9*

In sum, definition of leadership within broad context, understanding of what or how a leader should act, and the responsibility that leaders pursue has been continuously changed in decades. Specifically, leadership in military organizations has been relatively stable than civil institutions but it does not mean that there is lack of awareness regarding incompetency and difficulties of traditional structure in military organizations. For instance, Kunter (2014) highlights that hierarchical structure and strict rules might have been obstacle for implementation of necessary transformation and developments that Turkish military required. Although transformational leadership has been detected in military organizations besides charismatic and democratic leadership models, this research presumes that a newly designed leadership model, authentic leadership, should be applied in order to keep the TGO contemporary and progressive.



### **2.2.2. Definition of Leadership**

As it has been already mentioned, there are various definitions for the context of leadership that have been created by different thinkers. Terry (1993) also admits the diversity in leadership studies, and almost all of them can be utilized. Therefore it should be noted that the major goal of this study is not addressing an alternative definition for leadership but trying to explain how authentic leadership model can be applied in Turkish Gendarmerie Organization for a better administration experience.

The leadership word is perceived like the words: *Love, Democracy, Peace* because these words are also defined asymmetrically. In 1994, a comprehensive definition agreed in Canada at the Globe Project, a global meeting in which 84 social scientists from 56 countries attended, is "*leadership is the ability to influence, motivate and enable others to contribute to the effectiveness and success of the organization of which they are members*" (Bass, 2009, p 23). On the other hand, at a conference on leadership in 1927, leadership was outlined as '*the ability to impress the will of the leader on those led and induce obedience, respect, loyalty, and cooperation*' (Moore, 1927, p 124). According to the TGO's structure and responsibilities, the leadership role necessitates accomplishing the duties determined by laws, seeking the public interests, and assuring the public security, thus the will of the leader is not a key factor or primary but the role of the leader has significance in terms of its responsibilities. In the TGO's case, followers and leaders have shared goals such as fulfilling the tasks and providing absolute public security, thus Seeman's (1960, p 53) definition, '*acts by persons which influence other persons in a shared direction,*' is more applicable for the TGO. In 1970's, collective actions and missions have gained more importance so leadership was considered as '*initiating and maintaining groups or organizations to accomplish group or organizational goals*' (Rost, 1991, p.59). In brief, leader is the one who interconnects the webs and builds the whole (Kellerman, 2004). How this whole will be functioning is the question. This study supposes that the function of this structure can be made more effective, efficient, sufficient and ethical by the role of the leader.

The instruments, ways, arguments or methods that a leader utilize are also various because there is no only way of leading a team or an organization. Some might use the violence and coercion as leading methods as Machiavelli suggests, others may apply the ethic and moral as directory (Machiavelli, 1998). Violence and coercion are usually identified with military organizations but

having the capability of using violence is not mean engaging in violence, on the contrary, holding the power enabling the use of force can be just a deterrent factor. Turkish Gendarmerie Organization is also an armed organization but its power is just exploited to ensure the public security and fulfil the duties within the public interest. Burns defines the leader as a ‘*power wielder*’ (1978, p.18). It is a fact that the TGO is holding a serious power so the leader administrating this organization has a crucial role to act within the laws, and has a responsibility to lead fruitful operations of the TGO.

Although the concept of ‘management’ was created by 19<sup>th</sup> century when the military was the dominant institution, managerial theories have been developed in civil organizations too, however not only civil institutions but also military organizations have an interest in better management strategies (Adair, 2012). It can be observed that the gap between military leadership and leadership in civil organizations has minimized because requirements of both of these organs have mutual goal, *success*. For example, a document published by US Army named FM 6-22 (p. viii) describes how an ideal Army leader should be:

*‘‘Has strong intellect, physical presence, professional competence, high moral character, and serves as a role model. An Army leader is able and willing to act decisively, within the intent and purpose of his superior leaders, and in the best interest of the organization. Army leaders recognize that organizations, built on mutual trust and confidence, successfully accomplish peacetime and wartime missions.’’*

There is no doubt that any organization would desire a leader having similar qualifications such as having professional competence, being able to act decisively, and ensuring mutual trust and confidence. However, there are some other leadership styles like transactional leadership model might consider ethical and moral norms as secondary and emphasises on the benefit, trading off and main goal while transformational leadership engages with morality and motivation primarily during the relationship of the leader and his follower (Northouse, 2013, p.186). In this study, a new leadership model for the TGO, authentic leadership, which puts ethical norms and values to its core, will be analysed in order to apply dimensions of authentic leadership that is expected to generate better results for creativity, leader- member exchange, organizational identification and emergence of leader’s followers’ potential capabilities.

As Bass and Riggio (2005) also highlight, leadership is not just the authority of people at the top; leadership can occur at all levels and by any individual meaning that leaders at the top should develop their leadership to those below them. Therefore, in the case of such a widespread organization, Turkish Gendarmerie Organization (TGO), it is supposed that the leader will be able to deliver his leadership to his followers more effectively and efficiently so this application will provide better solutions for all operations of the TGO.

### **2.2.3. Significance and Impact of Leadership**

In this part of thesis, how leadership plays a role and what the significances and effects of leadership position for organizations will be analysed. Debates over the impacts and significance of leadership has been lasting and new researches are frequently conducted regarding these subjects in the field of leadership, and the degree of effect of leadership have been tried to find out, yet eventually either minor or immense effect of leadership on the operations of organizations have been noticed (Çeri-Booms, 2010). O'Reilly et al. (2010) stated that there is an opinion claiming that provocative, assertive leaders in organizations do not play a distinct role in influencing groups and individuals to achieve organizational goals but this is not supported by the empirical evidence; on the contrary, leaders often have a substantial impact on performance. Researchers such as Hambrick (2009) and Nohria and Khurana (2010) have found that successful leaders have a positive effect on organization performance. Mullen (1965) points out that leaders aim to affect 4 goals: personal goals of the followers, personal goals of the leader, organizational goals, and group goals. Yet, Mullen stated that it is usually very hard to figure out how the leaders effective since there are variety of co-existing goals in the organizations. In a classic study Lieberson and O'Connor (1935) analysed 137 organizations from 13 industries between 1910s and 1930s and did not found significant leadership impacts on organizational outcomes. However, more recent research have confirmed those impacts. For instance Weiner and Mahoney (as cited in Ceri-Booms, 2010) discovered that leadership affects corporate performance, profit level, profitability, and stock prices of firms. Furthermore, the research of Smith et al. (1984) reveals that effective leaders have positive impact on even non-profit widespread organizations, churches, to experience greater giving, membership growth, property development than other churches did.

Kotter (2007) says that leadership is about change, thus as long as circumstances urge the system or structure of the organization to transform to fit into the new pattern, a good leader is required to drive the organization to the accurate destination. In the case of a widespread organization, both the supreme leader and leaders in all levels have significant effects for implementation of a decision or an action. On the other hand, individual performances of leaders at all level have a role in the overall outcome, yet differences of performances might balance the final results.

Charles A. O'Reilly (2010,p 105) highlights this point precisely:

*“Powerful senior leader may compensate for less effective leaders at lower levels. Alternatively, a less effective but highly aligned set of leaders across levels may successfully implement change. Or, an effective set of subordinate managers who do not support a strategic initiative may block change. Regardless of the effects of an individual leader, alignment or misalignment of leaders across hierarchical levels may enhance or detract from the successful implementation of a strategic initiative”.*

In brief, as Sanhueza (2011) also points out, there is no common point of view among studies addressing the effects of leadership on organizations since some believe that the role of leader has no impact on the results while others strongly insist on the positive effects of leaders for the success of the organizations. O'Reilly et al. (2010) underline that leadership effectiveness may be more visible when an organization changes its strategy. This is also applicable for the TGO's leadership performance because as it is abovementioned, transforming conditions of world system urges such widespread organization to take the all necessary measures against the unexpected, ‘ill-structured’, and transformed threads. As long as strategic responsibilities and duties were charged to the TGO by governments and the constitution, the leader and his subordinates will be holding a key role to accomplish the necessary actions.

### **2.3. LEADERSHIP MODELS IN WIDESPREAD ORGANIZATIONS**

In today's world, there might be hundreds thousands of organizations in diverse sizes. Some of them are public organizations funded and established by governments while some others are private or established by foundations. What is meant by *widespread* is clearly defined in the Random

House Unabridged Dictionary of American English (2015): “*distributed over a wide region, or occurring in many places or among many people or individuals*”. According to this conceptual approach this research takes widespread organizations into account and analyses various leadership styles are benefited in these organizations. For instance, United Nations, NATO, Greenpeace can be counted as universal widespread organizations. On the other hand, there are thousands of nation-wide organizations considered within same framework. In this thesis, a national armed organization of Turkey, Gendarmerie, is analysed according to the leadership models utilized to enhance the yield of the organization. Turkish Gendarmerie Organization is undoubtedly a widespread organization functioning within the range of % 92 of Turkey’s territory and serving public security for %40 of total population of Turkey. Since the operational qualification of this organization is crucial for the public security of Turkey, leadership style of the leaders is a significant determinant for the performance of the leaders. In following sections, different kinds of leadership models that have been studied in such widespread organizations will be mentioned to widen the researchers’ horizon regarding the field of study.

### **2.3.1. Democratic Leadership**

Democratic leadership concept might remind politics and political leadership, yet it is a leadership model that can be utilized by any sort of organization in terms of its principles and features. Even though Gastil (1994) claims that there is no clear and well-developed definition of the term, according to the conceptual framework of the democratic leadership, collective and equalitarian actions play strategic roles. It is emphasized that democratic leaders encourage group participation, discussion, and group decisions, and he/she tries to be one of the regular group members and distribute the total responsibility among all of the members (White & Lippitt, 1960; Gastil, 1994). Optimum involvement and participation of each member is sought in the group activities in order to determine objectives (Krech et al., 1962).

As Gastil (1994, p. 956) quoted the definition of Dahl (1989) and Fishkin (1991) for the term of democratic leadership:

*“Democratic leadership is behaviour that influences people in a manner consistent with and/or conducive to basic democratic principles and processes, such as self-determination, inclusiveness, equal participation, and deliberation”.*

In democratic structures, one of the basic requirements is constructive participation that is defining, analysing, and solving group problems through deliberation; on the other hand leaders are not held responsible for finding a solution to an existing problem, responsibility is distributed to all participants and members of the organization (Gastil, 1994). The democratic leader must be urging and demanding people to remind their collective responsibilities (Nagel, 1987). Besides broad participation, free discussion is also encouraged, and this is called facilitation (Sheeran, 1983).

Democratic administrations are usually associated with political or civil structures, yet on the other hand, it is a controversial issue to have democratic leadership model for military organizations. Undoubtedly, it is a comprehensive topic, and it is a bit interesting because involving certain dilemmas. Kresch et al. (1962, p. 435) claimed that democratic leaders must endeavour to prevent the emergence of hierarchies in which actors with special privilege and status differentials dominate. Democratic leaders should frequently check if existing power inequalities are necessary, and they should not be willing to encourage the concentration of power (Gastil, 1994).

Since this thesis accounts for leadership models in military, it is important to discuss if democratic leadership is applicable for such a military organization, the TGO. Undoubtedly, this study is analysing military organizations of democratic regimes but not military or dictatorial regimes in which democracy vanishes (Choi, 2007). It cannot be claimed that the TGO or any other military organization from anywhere of the world is led by a democratic leadership model but in democratic regimes, military organizations hold a democratic aspect because of supreme control of democratic structures.

What is meant by democratic control of armed forces is precisely explained by DCAF (2008, p.1):

*“Democratic control of armed forces refers to the norms and standards governing the relationship between the armed forces and society, whereby the armed forces are*

subordinated to democratically-elected authorities and subject to the oversight of the judiciary as well as the media and civil society organizations.’’

As it is abovementioned, democratic leadership model cannot be applicable for military organizations but democratic systems have superior democratic organs controlling military organizations. The inefficiency of democratic leadership model in military organizations is not mysterious. First of all, member satisfaction is important and nominations for leadership are frequently seen under democratic leadership (Bass, 1990). In a military organization, member satisfaction is secondary to achievements and success of the organization. As well as democratic systems, collective actions have also strategic role in military organizations, but all members do not play same role or they are not considered as equals because of the hierarchical structure of the military system. Collective action does not necessitate the collective responsibility, yet the leader holds the responsibility. Total responsibility is not distributed to all of the group members but the leader is responsible and takes on the liability. Furthermore, even though group participation, discussion or group decision might be sought in particular cases, leaders are not seen as equal to other members of the group. Other members can play role in decision-making process (equal participation is not sought or necessary) but the final decision is given by the leader(s). As Kresch et al. (1962, p. 435) claimed democratic organizations discourage the hierarchical structures and minimize the power inequalities but hierarchy, *chain of command*, is the major component of military organizations, and concentration of power and inequality is inevitable.

In conclusion, military organizations cannot implement a democratic leadership model, even though democratic leadership is thought as trigger of follower productivity, satisfaction, involvement, and commitment (Hackman & Johnson, 1996). Follower/leader relations are also other cause of this statement because followers in democratic systems do not blindly accept burdens given them by leaders; followers act and decide accountably but not obey the unquestioned orders; followers hold their autonomy; they possess the initiative to function as leaders and followers must be willing to work with or follow those who are leading (Gastil, 1994; Mathews, 1988). On the other hand, followers hold less initiative in a military organization; for example in TGO, chain of command works efficiently and each member in each level of organization plays different roles. Strategic significance of each of these roles might be distinctive but identical. As a high-rank leader, a 26 year-experienced staff colonel, of Turkish Gendarmerie Organization, accountability and

democratic control of the TGO is applicable; in addition to that some principles of democratic structures can be utilized for the TGO, however a new, contemporary, and a more efficient leadership model should be implemented. This research tries to figure it out if the authentic leadership is the one that will help the TGO to operate *better*: efficient, effective and successfully.

### **2.3.2. Charismatic Leadership**

Another type of leadership that observed in widespread organisations is charismatic leadership. As its name implies, charismatic leaders have charisma that helps the leader to influence his/her followers. Initial meaning of the term “*charisma*” is ‘*a gift*’ in Greek, and it has been frequently referred in politics and religion to adduce legitimacy to power (Choi, 2006, p.25).According to Weber (1968), it is an individual’s own quality addressing an exceptional power or quality that provides her/him to set apart from ordinary people thus legitimizes his/her exercise of influence.

Shamir et al. (1993) found that charismatic leadership was positively correlated with followers' performance and satisfaction. Hence, it can be said that a strong relationship is formed between the leader and his followers via this leadership model. Conger et al. (2000, p. 50) also claimed; ‘*followers of charismatic leaders could be distinguished by their greater reverence trust and satisfaction with their leader and by a sense of collective task and of heightened identity, perceived group performance, feelings empowerment.*’

Charismatic leaders are intensely aware of personality and charm, utilizing his persuasive speaking capability and body language; additionally they attract followers based on this principle rather than any form of external power or authority (Wherry, 2012). Conger and Kanungo (1998) describe five behavioural characteristics of charismatic leaders that specify a more transformational perspective: (a) vision and articulation; (b) sensitivity to the environment; (c) sensitivity to member needs; (d) personal risk taking; and (e) performing unconventional behaviour.

Even though charismatic leadership is defined as a separate category, leaders performing within the framework of other leadership models might have similar features of charismatic leaders or vice versa. There is no strict border among these leadership models whereas all of them have distinctive features. A leader becomes charismatic when he/she succeeds in changing his/her followers' attitudes to accept the encouraged vision (Conger & Kanungo, 1987).



Although a charismatic leader has promising qualifications, and be encouraged, it is hard to measure these features with scientific methods (Kunter, 2014). Moreover, researchers think that it is hard to define and functionalize charisma and to identify the variables that influence its development (Willner, 1984). Therefore, it might be said that, emergence of a charismatic leader is dependent on the fortune, because there is no such doctrine of becoming a charismatic leader, or drawing a route map is not applicable.

In brief, charismatic leadership model is considered as one of the most effective leadership models in widespread organizations (Conger & Kanungo, 1987; Shamir et al., 1993). A strategic research project report of U.S. claims that adopting a charismatic leadership style empowers the organization at all level so igniting the latent talent, ingenuity and creativity, thus a charismatic style may be the most effective, positive, and encompassing model that a military leader can possess (Weiss, 2006). However, charisma needs to be developed in future military leaders too. Taking charismatic leadership model into consideration for the TGO shows that charismatic leadership model is not sufficient to make the TGO meet rapidly transforming requirements of the system. Even though it is claimed that charismatic leadership is detected in military of Turkey, traditional structure is what this research considers as incompetent. For example, loyalty to a leader or strong commitment to the leader might harm the main structure of the organization when the leader retires or resigns so commitment to the institution's itself is required instead of commitment to a leader. Furthermore, threats or cases in today's world necessitate wisdom, strategic planning, and collective action while leaders and subordinates in each levels need to take the necessary measures. Therefore, not only one charismatic leader can be enough to lead the organization successfully but leadership models based on different key factors and taking further strategic actions to address the requirements of today's world. In other words, leadership must be functionalized even when the qualifications of a charismatic leader does not exists.

### **2.3.3. Transactional Leadership**

Transactional leadership model was firstly introduced by Burns in 1978, and he proposed that the leadership process occurs in one of two ways, either transactional or transformational. To begin with, in order to analyse the transactional leadership, definition of the term, '*transaction*', should be clarified. It literally means "exchange" thus; transactional leadership refers to the exchange

between leader and his followers (Paracha et al., 2012). Goodwin et al. (2001, p.759), additionally, define transactional leaders as “*those who focus on the motivation of followers through rewards or discipline, clarifying for their followers the kinds of rewards that should be expected for various behaviours*”. It is understood that transactional leadership is a sort of *trade off* that outlines the relationship between a leader and his followers; it exchanges the promises of rewards for better performance. It is highlighted that transactional leader demands commitment for the achievement of goals through a promise of rewards and recognizes the achievements; on the other hand, he holds taking corrective actions for inadequate performance (Burns, 1978; Bass, 1990). In brief, transactional leaders use reward and punishments to gain compliance from their followers (Odumeru & Ogbonna, 2013). It is believed that organizational rewards and punishments are efficient instruments to influence followers’ performance. Not only the leader’s interests but also followers’ expectations are satisfied in this process involving promises or commitments embedded by respect and trust (Kuhnert & Lewis, 1987).

Notwithstanding Bass (1999) claimed that organization’s output is detrimentally affected by the implementation of transactional leadership model, an analysis carried out by Afolabi and his colleagues gave evidence in favour of transactional leadership; observing it seems more effective when an organization tends to reach their primary aims and objectives (Afolabi et. al., 2008). Furthermore, Obiwuru et al., (2011) pointed out that transactional leadership has effects performance in the positive direction, and according to Janssen and Yperen (2004) this is because of increasing the follower’s job satisfaction. Scholars have focused on transactional leadership for many years and conducted many researches in numerous ways with different variables (Paracha et al., 2012). The research conducted by Howell and Merenda (1999) focuses on association between leader-member exchanges for transactional and transformational leadership in forecasting the performance and concluded that transactional leadership style is a positive predictor of follower’s performance; additionally it enhances the efficiency by assisting innovative job performance and leading job satisfaction (Janssen & Yperen, 2004). Hence, as Bass (1998) claimed, transactional leadership occurs when the leader’s incentive and control are depending on the adequacy of follower’s performance.

On the contrary, there are researches pointing out negative sides of transactional leadership, for example; Rejas and colleagues (2006) had indicated that transactional leadership model has a

negative impact on performance. Since transactional leadership model has analysed and compared with transformational leadership, its impacts and implementations are usually contrasted relatively to the other one. Its impacts on factors related to those such as operational performances, organizational performance, follower satisfaction, ethics, and productivity are determined by contrasting with transformational leadership. For instance, since transactional leaders arouse the extrinsic motivation of followers while transformational leaders increase followers' intrinsic motivation, thus transactional leaders stimulate creativity less than the transformational leaders do (Jung et al., 2003). Furthermore, transactional leadership has negative impact on stress; increases feelings of stress (Bass & Riggio, 2006). Transactional leaders do not to seek feedback from followers so they are not able to provide further development by improvements while transformational leaders are more likely to seek feedback and help followers for their development (Levy et al., 2002). On the other hand, transactional leadership is coercive in its promises, and use punishments and threats, which has opposite effects; lowers the self-esteem of followers who feel stressed, angry, subjugated, and victimized by the coercive leader (Bass & Riggio, 2005).

Transactional leadership model is one of the most utilized leadership models applied to military organizations (Bass et al., 2003, Yeakey, 2002). Although the studies, that emphasis on military organizations conducting operations in unstable environments, show that transactional leadership increases performance among soldiers, transformational leaders in military were evaluated as more effective, higher performers, more promotable than their transactional counterparts (Bass et al., 2003; Rubin et al, 2005). Even though it is considered as effective and performance enhancer model, it should not be stated that transactional leadership is one of the best applicable leadership models for military organizations since characteristics of this model cannot address all of the requirements of a military organization. First of all, as Odumeru and Ogbonna (2013) highlighted, transactional leaders are effective in getting specific tasks completed by managing each portion individually, and they motivate followers by appealing to their own self-interest; however, in a military organization, there might not exist enough instrument or resource to provide contingent rewards and incentives for each group or individual; on the other hand, there should be no need for this because members of a military organization should work with a sense of responsibility of their position/duty. Secondly, transactional leaders focus on task-oriented goals, and this approach is also utilized by military organizations but quality of processes followed in order to achieve these goals is significant at that point. In that sense, Burns (1978) draws attention for ethical framework in

leadership. This author points out that neither transactional nor transformational leadership sees ethics as a fundamental basis while transformational leadership deals with moral in some aspects (Terry, 1993). Thirdly, Munaf (2011, p. 93) says, “*transactional leadership is based on tentative support and subordinates are motivated through recognition or corrected through punishment in form of disciplinary action or negative feedback. When expected performance is achieved then subordinates are given promotion*”. On the other hand, Bass (2000) reported that subordinates are given contingent incentives, honour and promises in case of fulfilment of the tasks/duties of the organization. However, in TGO for example, rewarding the subordinates is not generated in each mission/task but successful/average/poor performances are recorded in members’ register and these records are taken into consideration in the case of decision processes of appointment and the promotion to the next rank or position.

Howell (1992) designed a table showing the likelihood of transactional (exchange) and transformational leadership emergence under different environmental and organizational condition, which was also analysed by Bass and Riggio (2006, p.85). According to this formulation, transactional leadership emerges or becomes effective in stable, standardized and individualistic environments and when the performance is defined well and extrinsic rewards were provided. However, in a military organization, like the TGO, unstable conditions are usual and collectivistic environment is a part of its fundamental. On the other hand, as it is comprehensively explained above, changing world necessitates the TGO to adapt a developing transformation in order to meet the new nature of the system, yet transactional leadership is highly effective in the traditional structure of the TGO, a mechanistic organization that is hierarchical, centralized authority having reactive processing and vertical communication. TGO needs to evolve through a more dispersed authority which utilize from the decentralized decision making process with a lessened vertical communication, however this new, transformed structure is not applicable for transactional leadership model according to Howell (1992) as in today’s world, the TGO will be assigning tasks that have complex and changing characteristics. Furthermore, Howell (1992) underlines that transactional leadership is poorly visible and ineffective when the leaders’ power and information is greater than follower, however in the TGO, the changing system still preserves the leaders’ power and advance position against his/her subordinates.

In sum, Hartog et al., (1997) describe the transactional leadership as an exchange process of implicit bargaining between the leader and the follower, which is based on their predetermined obligations (Antonakis et al., 2003). According to this relationship, incentives such as rewards like promotion and bonuses, or punishments are used either to encourage the success or control the possible failure with coercions (Paracha et. el., 2012). For instance, extra payments and career advancements are provided for well performance and while poor performances are punished (Bass, 1998). Transactional leaders motivate the followers with short-term and extrinsic instruments to achieve task-oriented goals, and because leaders focus on specific and individual performance instead of long term, intrinsic and collectivistic goals, organizational success and performance cannot be stable and efficient as expected. It is claimed that transactional leadership model has been utilized by military organizations because it is highly applicable in hierarchical, authoritarian, and centralized organizations within stable, standardized and individualistic environments; however, traditional structure of the TGO; for example, has unstable, changing and collectivistic environment of which is needed to be evolved to a more flexible, transformed, contemporary structure in order to address to today's new, unexpected and "ill-structured" threats of public security. Therefore, this research considers that transactional leadership is not a sufficient model to address contemporary needs of the TGO and has inefficient, inapplicable sides in comparison with the transformational and authentic leadership models. In following parts, this thesis will be dealing with these leadership models and analysing whether transformational or authentic leadership models meet expected requirements or not, and eventually it is supposed that application of authentic leadership might be the required model for such a widespread organization, the Turkish Gendarmerie Organization.

#### **2.3.4. Transformational Leadership**

Transformational leadership is one of the most utilized leadership models in widespread organizations, and in this part of thesis, it is supposed that comprehensive information and a broad analysis will be provided. This type of leadership was developed by 1970's in which the transformational leader "*transform followers to reach the vision s/he sets, and motivates them by inspiring, by making them question everything and look at the issues from new perspectives*". This concept remained to be very popular over the last 20 years (Çeri-Booms 2010, p.15). The term, transformational leadership, was first devised by Downton in 1973, and emergence of this significant concept in leadership studies led political sociologist James MacGregor Burns emphasis

on this field and create a study, titled Leadership (1978), which attempted to link the roles of leadership and followership (Northouse, 2013, p.186).

Basically, a transformational leader is described as an actor stimulating and inspiring his/her followers to achieve exceptional outcomes (Robbins & Coulter, 2007). As Odumeru and Ogbonna (2013) underlined that transformational leader cares and supports the needs of followers; and leaders assist followers to generate analytical solutions by figuring the chronic problems out and increasing the follower's awareness of issues, thus he can inspire and excite followers to strive for achieving collective goals. The transformational leader regards primary needs of objectives, values and morality while motivating his followers (Bass, 1985). Additionally, the leader not only encourages subordinates to focus on the shared goal but also takes the developmental requirements of his followers (Robbins, 1996). In this leadership model, the leader endeavour to lead positive change in his followers by which they have concern for each other's interests and they seek the group interests as a whole (Warrilow, 2012).

According to Bass and Avolio (1994) transformational leadership composed of four dimensions; *idealized influence*, *inspirational motivation*, *intellectual stimulation*, and *individualized consideration*. First of all, behaviours generating follower admiration, respect and trust are described as *idealized influence*. This dimension refers to the concern of the leaders on follower's needs, ethical and moral conduct, and it refers to a kind of risk sharing on leaders' part. Secondly, *inspirational motivation* involves behaviours articulating expectations clearly to highlight commitments for organizational goals, and enthusiasm and optimism are two main instruments to form the team spirit. Another dimension in which leaders ask for new ideas and creative solutions from their followers encourages new approaches to job performance called *intellectual stimulation*. The last dimension of transformational leadership is *individual consideration*. Within this dimension, leaders mind what his followers think and regard the follower's achievements and needs for improvements.

There are some empirical studies demonstrating effectiveness of leaders and followers' satisfaction with their leaders using transformational leadership model. Multifactor Leadership Questionnaire (MLQ) was conducted by Bass and Avolio (1994) based on subordinates' ratings. Additionally, Hinkin and Tracey (1994) pointed out that transformational leadership is considerably related to

other relevant outcomes variables, such as follower's perceptions of role clarity, mission clarity, and openness of communication. Empirical evidence presents that transformational leadership has a significant impact on level of productivity, subordinate satisfaction, creativity, attainments of the objectives and follower well-being (Eisenbeiß & Boerner, 2013). Zafra et al. (2008) pointed out that transformational leaders have high emotional intelligence and they emerge as leader during group cohesiveness, they also stimulate the morale, motivation, and morals of their followers. It is claimed that transformational leadership has been preferred because of its innovative, productive and supportive nature (Paracha et al., 2012). All in all, three mechanisms can be detected in transformational leadership; leaders give values to their subordinates, motivate their subordinates and persuade in mounting or varying followers' needs (Koh et al, 1995). Fairholm (Cited in Paracha et al., 2012, p. 57) suggested that this leadership model also emphasis on vision, culture, values, development, teamwork, and service.

Transformational leadership is strongly associated with military organizations and considered as a significant model in military, and a powerful source in military settings (Bass et al., 2003; Bass, 1985). Transformational leadership model plays a significant role in building commitment and motivation in a military organization (Bass & Riggio, 2006). For example, a commander's credibility refers to the inspiration, and the belief of his followers in his concern about them refers to the individualized consideration. These two are the dimensions in transformational leadership outlined by Bass and Avolio (1994) (Kalay, 1983). Although the opposite of this result is expected, the meta-analysis compared MLQ scores of leaders' shows that leaders in public sector (primarily in military) are more transformational than leaders in private sector (Bass & Riggio, 2006). According to the Gal (1987), transformational leadership is required to create the lifetime commitment, which is the central concept in military motivation that generates compliance through obedience. Especially in a well-run, small sized, elite military organization, members are highly committed, and performing extraordinarily and in these types of organizations, leadership is highly transformational such as the Navy Seals of the USA, and the British Strategic Air Systems (SAS) (Bass & Riggio, 2006).

For many scholars, transformational leadership is acknowledged as a significant, utilized model for military organizations; however, we expect that this model can be improved and replaced in order to develop a new leadership structure that addresses to all requirements of such a widespread

organization since transformational leadership, a leadership model used for decades, have some deficiencies in today's changed world.

Yukl (1999) identified several weak points of transformational leadership that will help to highlight why there is a need for a new model of leadership in military organizations, such as the TGO. Firstly, it is stated that transformational leadership has some vagueness on its impacts and processes. Yukl (1999) states that theories identifying transformational leadership are not clearly explaining the interaction between the model and its outcomes, besides a better description is needed, which obviously outlines the interaction between the each type of dimension and its effects on the organization. Secondly, some points refer to how the leadership model influence the group processes is not well defined. These group processes can be exemplified as utilizing personnel and resources; how interrelated group activities are coordinated; mutual trust and coordination among the members, and external coordination with other parts of the organization and outsiders. However, the influence of the transformational leader over followers' individually has explained, yet leader's influence on group or organizational processes have not. Yukl also underlined that transformational leadership theories would benefit from a more detailed description of leader influence on group and organizational processes. Thirdly, the theory does not obviously analyse how and in which condition the transformational leadership is unfavourable or harmful. There are several researches pointing out that this leadership model can have some negative effects on both followers and the organization. For instance, Stevens et al (1995) claimed that transformational leadership is biased in favour of top managements, owners and managers.

Although transformational leadership has been seen as the positive end of the continuum of leadership, clarified negative aspects will guide the researchers to find out how to improve this leadership model and develop new structures. Bass and Riggio (2006) believe that negative sides of transformational leadership emerge when the leadership become personalized rather than socialized. On the other hand, Tracey and Hinkin (1998) criticize that four dimensions of transformational leadership called Four I's, *idealized influence*, *inspirational motivation*, *intellectual stimulation*, and *individualized consideration*, are not obviously defined that is, the limits of these parameters are blurred so overlap each other. Additionally, MLQ results of some researches highlight that these Four I's are not distinct each other (Tejeda et al, 2001). Another criticism is that transformational leadership is a personal trait or personal propensity rather than a skill or behaviour that others can



learn (Bryman, 1992, p.100-102). If it is supposed as a trait, it should be recognized that changing people's traits via instruction should not be expected (Northouse, 2013). Furthermore, there is no research establishing a causal link between transformational leaders and changes in followers or organizations (Antonakis, 2012). Avolio (1999) claims that transformational leadership is an elitist model. It is suggested that transformational leadership is vulnerable model to be abused since it has a mission of changing people's values and visions but whether this new vision and transformed values are good and affirming or not is a vague point (Northouse, 2013). Thus, determination of the trend of the change is seen crucial for the organization and subunits that will implement those changes.

In sum, limitations of transformational leadership model highlight the necessity of a new model that will meet almost all requirements of the TGO, although authentic leadership has been defined as a key model for military organizations (Bass et al., 2003; Bass, 1985; Bass & Riggio, 2006). Since this research takes the TGO into account and it is the only organization we concern, following parts will be questioning if there is a model that fits to the TGO better. According to the data on transformational leadership we have discussed so far, it is obvious that there are significant weak points to be mentioned. Although, efficiency and effectiveness of this model in a well-run, small sized, elite military organization like the Navy Seals of the USA was underlined by Bass and Riggio (2006), this implication is impotent in the case of Turkish Gendarmerie Organization since it is a distinct example of widespread organizations. As it was already mentioned, the TGO corresponds to almost 29% of total military force of Turkey with 210.000 personnel, in the 2010 statistics, and serving for security of %40 of the total population in Turkey. Therefore, positive outcomes of transformational leadership in small-sized, Special Forces or squads are not expectable for the TGO. In addition to that, fundamental concerns for entire structure of the TGO such as group processes and coordination and trust building are not actually addressed by this leadership model. Although transformational leadership was recognized as biased in favour of top managements, owners and managers, a new model that would be biased in favour of the whole organizational interests and advantages are sought by the TGO (Stevens et al., 1995). Besides, dimensions of transformational leadership, known as Four I's, are not satisfactory for such a widespread organization yet further extents such as "being true to self and others", "making promises they can keep" and "establishing acceptable standards through clearly stated ethical conducts" (Ceri-Booms, 2010, pp. 63, 64) should be addressed. This aspect is also seen as another weak point of

transformational model unveils a need for a new model fulfilling these limitations. It should also be taken into account that skills of the leader are expected and necessitated to be transferred through his subordinates by the use of a leadership model, yet scopes of this leadership model and traits of transformational leader cannot be learned so cannot be transferred (Bryman, 1992, p.100-102; Northouse, 2013). Lastly, transformational leadership model can be fruitless for Turkish Gendarmerie Organization if researches have shown no causal link between transformational leaders and changes in followers or organizations (Antonakis, 2012).

All in all, transformational leadership model has remained to be very popular for more than 20 years. Moreover scholars argue, although transactional, charismatic and transformational theories of leadership theories have been implemented to military leadership, the application of the unification of the transactional and transformational theories is the most notable for military leadership (Bass, 1998; Bass et al., 2003). Besides these views, according to the analysis done so far, the need of a new leadership model can be recognized hence, being in search of a new leadership model is undoubtedly rational (Ceri-Booms, 2010, p.15) and this research accounts for the application of authentic leadership in the TGO. In following parts, the dimensions of authentic leadership will be examined and comprehensive literature review on this leadership model is going to be analysed, and eventually whether this model is applicable for the TGO or not will be observed and questioned.

### **2.3.5. Authentic Leadership**

Authentic leadership is classified as positive form of leadership like transformational leadership. It should be underlined that other leadership models are involved in authentic leadership with some mutual constituents but AL is distinguished from other leadership models with its prominent features. For instance, transformational leadership contributed with its features; confidence, optimism, cognitive flexibility, high moral character, authentic leaders' vision and articulation, and sensitivity to the environment were mutual aspects with charismatic leadership; additionally ethical leadership transfer its characteristics; consideration of ethical dimensions (Wherry, 2012). Authentic leadership was preferred to focus in this thesis but not transformational leadership because transformational model has been considered impotent to meet the requirements of the TGO that aims to prevent transforming threats and operate in optimum efficiency. Authentic leadership is thought as the favoured model since it is comparatively more '*mature*' leadership model satisfying

necessitated dimensions such as self-awareness, transparency, balanced processing, and ethical/moral perspectives. Besides, unlike transformational leaders, authentic leaders have deep sense of self, and they are capable of transferring their traits and behaviours to the followers, which enhance the overall productivity, creativity, capabilities, efficiency of members (Avolio & Gardner, 2005; Antonakis, 2012, 2008; Ceri-Booms, 2010).

Since the leadership models abovementioned are not fully suitable for TGO's distinctive structure, it is needed for TGO, to find another leadership model, in order to adapt the new situations of changing world. For example, charismatic leadership model might be considered as the most associated leadership model for military organizations, due to their hierarchical and disciplinary structure necessitating obedience to the leader. Scholars argue, although transactional, charismatic and transformational theories of leadership theories were implemented to military leadership, the application of the unification of the transactional and transformational theories is the most notable for military leadership (Bass, 1998; Bass et al., 2003). In that point, authentic leadership emerges as a new model combines and includes preferred sides of these models and regenerates further positive aspects of other leadership models, which encompasses the limitations and constructs a new structure on leadership concept. Therefore, this research accounts for the application of authentic leadership in the TGO holding military status. Authentic leadership model will be analysed in a new section comprehensively.

## **2.4. AUTHENTIC LEADERSHIP**

### **2.4.1. Historical Background of Authentic Leadership**

The world has been exposed to unexpected changes and these transformations resulted in new disturbances and threats. For example, the destruction on 9/11 has created fear and vagueness in the USA and its effects spread to majority of the world. (Northouse, 2013, p.253). Additionally, there have been also recorded many corporate ethical misconducts, such as corporate scandals at companies like WorldCom and Enron, which left unfavourable impressions about leaders and leadership (Toor & Ofori, 2008; Northouse, 2013). As transformational leadership was the major leadership model used in these organizations, the issues mentioned urged scholars to begin questioning the existing leadership styles and need for authentic leadership has emerged in society (Ceri-Booms, 2010; Northouse, 2013).

Some theorists studying on 'leadership' claim that the leadership can be learned so they endeavour to develop effective ways of guiding people to lead in groups. They believe that *anyone can acquire the ability to understand and master a situation if he or she has been educated in specific leadership skills and has learned how to match a selection of those skills to the appropriate situations* (Terry, 1993, p.21). This idea encouraged some researchers such as Bass and Steidlmeier (1999), Avolio and Gardner, (2005), and they are still in attempt to come up with another type of leadership style, "authentic leadership" in order to reach the accurate leadership model that can be implemented in widespread organizations. Authentic leadership is one of the latest findings of leadership research and it is about the authenticity of leaders and their leadership (Northouse, 2013, p.253). Several scholars developed the concept of authenticity which has historical roots in the literature (Terry, 1993). Authenticity has its roots in Greek philosophy meaning, *"to thine own self to be true"* (Avolio & Gardner, 2005), in other words *"being true to oneself"*. Additionally, Gardner and Schermerhorn (2004) define authenticity as *"being true to him/herself, saying what s/he really thinks and feeling and behaving accordingly"*. Webster's Third New International Unabridged Dictionary defines *authenticity* as *"fidelity, actuality and fact, compatibility with a certain source or origin, accordance with usage or tradition, a complete sincerity without feigning or hypocrisy"*. However, this dictionary definition does not reveal the entire philosophical complexity of this word. In sum, the term, authentic, is sourced from Greek literature that means one who accomplishes. Acting, engaging and participating in life address being authentic (Terry, 1993, p.107-108). Walumbwa et al. (2008) pointed out that *"the theory of authentic leadership has been emerging over the last several years from the intersection of the leadership, ethics, and positive organizational behaviour and scholarship literatures."*

#### **2.4.2. Definition of Authentic Leadership**

Although, authentic leadership seems easy to define, it is actually a complex process that is difficult to characterize since there is no single definition of authentic leadership accepted by scholars studying about leadership area. Chan (2005) focusses on the leader, and tries to find out its aspects within the leader. According to Northouse (2013), the leader's self-knowledge, self-regulation, and self-concept are the main components of authentic leadership to play a key role in a widespread organization. These leaders use the persuasion as fundamental path through their followers and this

method is identified as intrapersonal approach (Shamir & Eilam, 2005). This indicates a relation between leaders and followers, which addresses both leaders' efforts and the response of followers. Northouse (2013, p.254) highlights that “*authenticity emerges from the interactions between leaders and followers. It is a reciprocal process because leaders affect followers and followers affect leaders*”. There is a developmental perspective of authentic leadership exemplified by many scholars in their works such as Avolio and Gardner (2005), and Walumbwa, Avolio, Gardner, Wernsing, and Peterson (2008). In this standpoint, authentic leadership can be fostered in a leader since it is not identified as a fixed trait. The authentic leader possesses positive psychological virtues and strong ethics (Northouse, 2013 p.254).

Walumbwa et al. (2008, p.94) define that

*“Authentic leadership is a pattern of leader behaviour that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers fostering positive self-development.”*

These definitions give guiding ideas to understand what the authentic leadership is and how it could be identified.

Furthermore, authentic leadership is originated from the person's value standards, self-awareness and moral principles and these features provide insight about leaders' behaviours and can clarify how some leaders' success while others don't (Roberts, 2006). According to Harter (2005), psychological benefits of being authentic are having higher self-esteem, utilizing from more positive outcomes and more hope for the future. Authentic leadership exists when the leader generates authenticity that forms authentic relations with his subordinates. This leadership style emphasis on the natural *intrinsic* qualities of the leader which lead positive impact on followers' qualities through authentic interaction (Gardner et al., 2005a). All in all, Cassar and Buttigieg (2013) highlight the brief statement of Avolio and Gardner (2005, p.329) that gives us a precise basis: “*authentic leaders are anchored by their own deep sense of self*”.

Studies on leadership show that authentic leadership has significant impacts on followers and the leaders' subordinates. To begin with, Armstrong (2012) states that authentic leadership promoting employees' psychological capital and creativity. In this model, leaders act accordingly to their discourses, coherence is obviously observed between their actions and words (Bass & Steidlmeier, 1999). Gardner and his colleagues (2005a) claim that *authentic leaders are known as genuine leaders who are transparent and optimistic and who have integrity and high ethical standards, and create trust.*

In 2003, Bill George conducted a research composed of interviews with a diverse example of 125 successful leaders in order to analyse authentic leadership and observe its characteristics. George (2003) points out that they have genuine ambition to serve others, they have self-awareness, and they do not disregard their core values in leadership processes. Eventually, George found five basic characteristics: first of all, authentic leaders do know their goal; secondly, their tendency to do the right things is supported by their strong values; they establish credible relationship with others; they prove their self-discipline and behave within their values consistently; and lastly they strong passion about their mission. Çeri-Booms (2010) claims that authentic leaders pay attention to transparency in decision-making process, and they are confident, optimistic, hopeful, resilient people proving consistency between words and actions and underlines that authentic leaders do not hesitate to be transparent and be aware of their weak points.

As Tapara (2011) underlined, initial principles of authentic leadership were outlined by Luthans and Avolio (2003), which built on a positive leadership and a positive organizational environment. Self-awareness and self-regulated behaviours enhancing the leader follower relationship and aiming development of both the leader and the follower became the major standpoints of the theory. By referring this research further theories focusing authentic leadership were developed. Researches about authentic leadership conducted by Avolio and Gardner (2005); Gardner et al., (2005a) and Ilies et al. (2005) have pioneered the further studies of Walumbwa et al. (2008) that designed authentic leadership questionnaire (ALQ) by utilizing the theory-based conceptualizations (Avolio, 2007) to measure the validity. Undoubtedly, this study has not a unique framework but utilized from the former researches; it was inspired by the research of Ilies et al. (2005) and accordingly constructed the four-dimensions of authentic leadership. Ilies et al. (2005) outlined four constructs: *self-awareness, unbiased processing, authentic behaviour/acting and authentic relational*

*orientation*, and these four factors were reformed as *self-awareness*, *relational transparency*, *balanced processing*, and *internalized moral perspective* (Walumbwa et al., 2008).

Studies in the literature presented five distinct components on the authentic leadership framework: *self-awareness*, *relational transparency*, *balanced processing of information*, *internalized regulation*, and *positive moral perspective* (Avolio & Gardner, 2005; Gardner et. al., 2005a; Gardner et. al., 2005b). Since there is no distinct aspects and hard to identify each the concepts of “internalized regulation” and “positive moral perspective”, these were later combined to become “internalized moral perspective” (Walumbwa, et al., 2008). Avolio and Gardner (2005) clarified that the concept of *unbiased processing* was renamed to become *balanced processing* to reflect the research from cognitive psychology that humans are biased processors of information. In addition, *authentic relational orientation* was renamed *relational transparency* to reflect the meaning of the term: the open and transparent sharing of information between authentic leaders, followers and others close to them.

Briefly, following words of Wherry (2012, p.33) can be explanatory for the concepts abovementioned:

*“An authentic leader is a leader: who is willing to assess their personal values, along with acknowledging their weaknesses and strengths (self-awareness); who will behave in accordance with their values and beliefs (relational transparency); who is able to impartially analyse all relevant information before making a decision (balanced processing); and who is completely immersed in their core beliefs and values (internalized moral perspective).”*

### **2.4.3. Dimensions of Authentic Leadership**

The dimensions and elements of leadership models have been not distinctly identified because there are similarities or common points between each other, however fundamental pillars of the theory has been drawn for authentic leadership. Also the research by Çeri-Booms (2012) is encouraging as showing the validity of these dimensions in Turkey. The first dimension, self-awareness refers *to understanding of how one derives and makes meaning of the world*, one’s way of accomplishing the

tasks, and impacts of this process on the followers' reactions (Walumbwa et al., 2008, p.95). The second one, internalized moral perspective refers to the self-regulations guided by internal moral principles and values rather than collective, organizational, and social pressures. These actions lead to disclosed decision-making processes, and rational, consistent behaviours in terms of these internalized values (Avolio & Gardner, 2005). Armstrong (2012) also highlights that authentic leaders express strong conscience and conviction about what is right without regarding other's opinion. Third pillar of authentic leadership is known balanced processing of information, which is unbiased analysis of all relevant information carefully and thoroughly before making the final decision (Gardner et al., 2005). The fourth, last dimension of the theory is relational transparency that focuses on promoting trust through honest, transparent interrelation matured by openly sharing information and expression of one's true thoughts and feelings within respect, that is expressing the true meaning of the action or a discourse transparently (Kernis, 2003).

#### **2.4.3.1. Self-Awareness**

The first distinctive characteristic of authentic leadership is self-awareness (Armstrong, 2012). Even though authenticity is known as a relational concept, self-awareness, self-development and self-regulation are primary factors of authentic leadership. Authentic leadership necessitates not only being true to self but also transferring this from leaders to the subordinates through expression of their values and beliefs (Eagly, 2005, p. 460; Algera and Lips-Wiersma, 2012, p.119). Avolio and Gardner (2005, p. 324) define the self-awareness concept as being able to "*understand own talents, strengths, sense of purpose, core values, beliefs and desires.*" There are four basic factors that foster the development of authentic leaders: values, cognitions regarding identity, emotions and motives/goals (Gardner et al., 2005). Self-clarity, self-views and self-certainty are basics of self-awareness, and these elements lead members develop their own self-knowledge and shape their self-identity. All of these factors and elements will eventually help to create a person who essentially focuses on ensuring trustworthy, enhancing credibility and appreciated morally due to their words and actions (Çeri-Booms, 2010). These points are some of the distinctive features of authentic leaders because trustworthiness, fairness, accountability and respect for others are acknowledged as core personal identity images of these leaders (Gardner et al., 2005). Although these leaders consider themselves as positive role models, they are aware of their weaknesses but



they aim to compensate and address these shortcomings by establishing participative interrelation with followers (Çeri-Booms, 2010; Avolio & Gardner, 2005).

Kennis (2003) identifies self-awareness as a process in which individuals discover their strengths and weaknesses, and in this process, they can have the opportunity of observing their effect on others. Within this process, the individual express his/her core values, identity, emotions, motives, and goals intensely. If leaders are aware of themselves, know who they actually are and what their main purposes are, their decisions and actions will be more fruitful and effective (Gardner et al., 2005).

From other aspect, people are likely to regard leaders who possess greater self-awareness, acknowledged as more authentic (Northouse, 2013, p. 264). Unlike other leadership models, authentic leaders can transfer their qualifications, values and norms, ambitions and shortcomings to followers in a transparent way, and give them an opportunity to do likewise, and hereby these sharing lead to establish trust and intimacy relationship. Besides, on condition that such perceptions lead to high levels of harmony between the qualifications, values and norms, and ambitions of either party, the level of trust and intimacy may strengthen, and eventually intimate relationships can be anticipated to occur.

On the other hand, it is noteworthy that intimate, trusting and participative relationship mentioned-above may not evolve without having the characteristics of authenticity and the self-awareness, self-acceptance, and transparency (Avolio et al. 2004, p.811). According to the research the US army published in 2006, leaders are unable to form interconnection with their subordinates and considered as arrogant due to the lack self-awareness even if they are technically competent. Undoubtedly, this will lead to negative consequences such as ineffective sharing and negative working environment. On the contrary, military leaders are able to recognize the dissimilarities in their team or organization and notice the followers' reactions to his decisions, actions and image; therefore, this awareness enable him to obtain feedback from followers and they desire having this information in order to understand subordinates' perceptions and develop his self-perceptions accordingly. In addition to that, leaders can utilize others' experiences by sharing via verbal communication based on sincere advises and feedbacks. Therefore, self-awareness is one of the most significant factors that enable leaders to make precise assessments of changes in conditions

and his/her personal limits and capabilities to perform in that environment. Self-aware actors do not hesitate to change his/her actions, and way of thinking if the changing conditions require ‘‘updated or improved’’ ones. They try to find out how to functionalize new information to utilize in following settings (US Department of Army, 2006).

Self-awareness is acknowledged as one of the central pillars of authentic leadership that plays critical role in development of the authentic leader (Walumbwa, et al., 2008). A self-aware leader is more likely to be transparent with the people his interact with and those he leads, and his self-awareness is a key feature that enhances their moral high standards (Tapara, 2011). Some argue whether the level of a person’s self-awareness might be in increase and what plays the key role for its growth. They think that key experiences and critical incidents can be the simulative factors for people to discover their capabilities and limits, and become aware of them (McCall, 1998). Klenke (2007) also underlines that there might be certain changes in identity of a person due to the status or role changes in time, and these experiences are called as trigger experiences (Gardner et al., 2005a). Furthermore, whatever their specific form (sensational or subtle, positive or negative) or timing is, trigger events can emerge and become positive forces in developing leader self-awareness and stimulate positive growth and development (Avolio, 2005; Luthans & Avolio, 2003). Both negative (loss of a loved one, health or financial problems) and positive (promotions, significant relationships, mentoring) events can trigger a deep change in an individual’s self-identity and both types of the trigger can continue to shape the leader’s development (Lord & Brown, 2004; Gardner et al., 2005a).

It is discussed that authentic leadership possess its unique combination that separates itself from other leadership models; for instance, transformational and ethical leadership may focus on the moral component, they do not integrate self-awareness into their theories (Bass & Steidlmeier, 1999; Brown et al., 2005). Additionally, charismatic leaders are more likely to inspire followers to follow a vision; and if the charismatic leader becomes socialized, self-awareness and moral focus can emerge (Bass & Steidlmeier, 1999). It is shown that several studies have revealed the relationship between self-awareness and leadership performance, and these pointed out the impacts of self-awareness for promotion to leadership roles (Bass & Yammarino, 1991; Church, 1997). Meanwhile, Church (1997) also underlined the significance of satisfying level of self-awareness for leadership.

All in all, self-awareness is one of the most significant characteristic factors of authentic leadership. Self-awareness is seen as the critical element of an authentic leader, which refers to being true to self and others. Çeri-Booms (2010, p. 347) briefly defines;

*“They continually ask: “Who am I?” By looking inside of themselves, they gain clarity and concordance with respect to their core values, identity, emotions, motives and goals. They also focus on the followers’ attention on desired possible selves and make them ask the same question: “Who am I?” They also provide followers’ self-verification, which cause followers to seek out accurate feedback to facilitate personal growth and development.”*

Self-awareness enables leaders to be capable of transferring his/her discovered characteristics, values, and beliefs to his subordinates who are also leaders in sub levels of the organization so by this way, authenticity of the leader can spread through whole organization. Not only the leaders’ strong sides but also his weaknesses will be explored, recognized and shown transparently to form an intimate and trusting connection with his followers. Lastly, positive effects of self-awareness on effectiveness and efficiency of the organizational success is proven and admitted by researchers.

#### **2.4.3.2. Relational Transparency**

Relational transparency is being open and honest in presenting one’s real self to others. This attitude of a person is up to his tendency to share his/her core feelings, motives, and inclinations with others in an appropriate manner so being transparent can be described as self-regulatory (Kernis, 2003). Northouse (2013) defines relational transparency as an open communication and establishment of a real relationship, which includes sharing of both negative and positive aspects of an individual to others. Walumbwa et al. (2008) also highlight the authentic leaders’ tendency to share their values, goals and weaknesses in an open and transparent way. Transparent actors say, show and commit what exactly they mean, have and aim, but they do not try to manipulate the real self in attempt to impress others. This attitude provides trusted and credible relationship incorporating shared values between actors linked in a hierarchical structure (Ilies, et al., 2005; May, et al., 2003; Walumbwa, et al., 2008).

Walumbwa et al. (2005, p.95) provided a brief implication of analysis of Kernis (2003). It is highlighted that *relational transparency refers to presenting one's authentic self to others, in other words, it is openly sharing information and expressions of one's true thoughts and feelings while trying to minimize displays of inappropriate emotions.* According to May et al. (2003), there are three key approaches of leaders that are associated with relational transparency. First of all, the decision-making process in which authentic leaders share their information and their reasoning honestly is called relational transparency. Secondly, relational transparency is a definition referring the relationship in which authentic leaders sharing their personal information and expecting feedback. Thirdly, the approach of authentic leaders that reflects being open and likely to unveil their feelings.

Tapara (2011) highlights that the concept of relational transparency is opposite to the concept of impression management, which refers to the manipulation of perceptions of people in an attempt to impress others. Unlike both transformational and charismatic leaders, authentic leaders do not only use words to inspire or lead to transform others as charismatic leaders do as using "impression management" (Gardner & Avolio, 1998) but their words reflects exactly their character, attitude and thoughts, and that is a distinguishing aspect of the authentic leadership theory. Avolio and Gardner (2005) state, as a result of the authentic approach of the authentic leaders, followers also become authentic since their genuine attitude attracts others to achieve authenticity. We can utilize Gardner et al.'s (2005, p. 345) brief statement in order to understand what authenticity address to; "*authentic relationships are characterized by transparency, trust, openness, guidance towards worthy objects and an emphasis on follower development*".

According to the relational transparency, the leader presents his/her true interior in an attempt to seek openness and self-disclosure, which provides trust through the leader (Walumbwa et al., 2008). Authentic leader provides predictable and consistent climate through the process of relational transparency so clear cues provided to the followers about the leader's self-encourage followers to contribute to the creativity and innovation in the organization because they would have clear perception about in what extent the leader supports followers' ideas (Gardner et al., 2005). Thus, it is seen that followers more tend to share their ideas and contribute to the innovative, creative processes if they know that their leaders' reactions will be favourable, yet firstly they should clearly know how the leader reacts (Gumusluoglu & Ilsey, 2009). The leaders are able to encourage and

stimulate followers' creativity and innovativeness by providing honest and transparent environment, in other words by being an authentic leader (Amabile et al., 2004; Cerne & Skerlavaj, 2013).

In brief, relational transparency is an attitude that refers to being open and honest to others who could be able to observe both positive and negative aspects of their leaders. Thus, through becoming aware of the leaders' limits, values, principles, belief, way of understanding, and perspectives, followers are expected to present more participation, creativity, and innovativeness in the organization.

#### **2.4.3.3. Balanced Processing**

Balanced processing is the third of the four dimensions of authentic leadership. According to scholars, especially Walumbwa and his colleagues (2008) those factors are satisfyingly held by authentic leaders. Northouse (2013) describes balanced processing as a self-regulatory behaviour that refers to the unbiased approach through analysing information, and exploring others' opinions before making a decision. Balanced processing necessitates avoiding favouritism about certain issues, and the leader should highly demand for others' perspectives especially from those who disagree with him and must consider his opponents' opinions before making decisions and taking action.

Balanced processing is one of the key factors resulting to rich, various and ground breaking solutions in the organizations. Avolio and Wernsing (2008) mention that *if leaders aren't aware of the inherent biases in their own meaning-making processes, and that of their teams, they will not set up their organizations to benefit from the diversity and innovative solutions that come from adaptive conflict*. In other words, authentic leaders tend to utilize the diverse of opinions rather than ignoring, suppressing or isolating the opposite and disliked ones. On the other hand, biased approaches rooted in inherent cognitive perceptions, stereotyping, and prejudice, lead to maladaptive conflicts in decision-making processes in the organizations; therefore, people should be educated about their cognitive biases and beliefs without basis so they can become aware and begin to question their preconceptions, eventually they can learn how to cooperate with people having divergent perspectives (Avolio & Wending, 2008).

Northouse (2013) states that leaders with balanced processing are reasonable and objective in analysing other's viewpoints, and open about their own perspectives, so they can be described as authentic leaders. Although encountering with opposite perspectives can be challenging for the leader's ingrained and inherent position, different perspectives can also be helpful for improving and enriching the decision-making processes (Walumbwa, et al., 2008). In addition, Gardner et al. (2005b) describe balanced processing as the process of gathering information and understanding both positive and negative aspects of the self, which will stimulate the personal development.

Authentic leaders do not ignore, exaggerate or manipulate the external evaluations, and self-evaluations and criticisms that urge them to self-develop and improve in certain extent, yet they are not likely to engage in ego defence mechanisms and ignore personal deficiencies (Gardner et al. 2005b; Kernis, 2003). However, Walumbwa et al. (2008) state that leaders might ask for the opinions challenging their ingrained positions but not tolerate the opinions or information hindering the decision-making processes.

In sum, the third dimension of authentic leadership composed by researchers focused on leadership studies and eventually outlined by Walumbwa et al. (2008), is balanced processing. This is a sort of behaviour pattern based on unbiased approach of a leader necessitates avoiding favouritism about any points (Northouse, 2013). A leader with balanced processing should be prepared to confront with any disliked information or counter opinion because he/she should not be discriminating his followers according to their values, opinions, viewpoints or any other features; even these undesired opinions or information could be benefitted by the leader.

#### **2.4.3.4. Internalized Moral Perspective:**

The last key element constituting the authentic leadership is internalized moral perspective. According to Avolio et al., (2009), meaning of internalized moral perspective is *being guided by internal moral standards*, referring to a self-regulatory process in which individuals follow their moral standards and values to be guided while having total control over outside factors to affect or influence their behaviours (Northouse, 2013, p.264). These moral measures are unique to each actor and determine his/her behaviours, and being under pressure and stress by external pressures cannot change the individuals' attitude (Tapara, 2011). High moral standards of the leaders are undoubtedly expected to guide them to act within the legal, rational, and ethic framework. It is observed that

there was an absence of these kinds of features in leaders of corporations faced with scandals and financial collapses (Luthans & Avolio, 2003). Moral and ethical concerns are distinctive factors of authentic leadership model in comparison with other models. However, there is a risk that a leader (a charismatic leader for instance) might focus his own values seeking only his self-interests rather than pursuing interests of others, but an authentic leader will be acting in the best interests of others since they are aware of their leadership roles and guided by moral standards (May et al., 2003; Shamir & Eilam, 2005; Sparrowe, 2005).

Authentic leadership theory not only addresses the element of internalized moral perspective, which an ordinary leader should possess, but also raises the ethical standards that a true leader should follow. Ethics is universally described as a philosophy branch, which touches upon the questions of individual, organizational and communal issues (Terry, 1993, p.136). Burns (1978) outlines that leadership is a subset principle of power; at the same time, an ethical point of view is also fundamental to leadership, and therefore, leadership have to act in a way to meet human needs. However, this ethical stance brings another ethical problem and question of how a leader decide between an individual's need for a Mercedes and the other one's need for food and household. The answer of Burns is in accordance with Maslow's hierarchy of human needs, emphasising that the base of hierarchy is determined in line with psychological needs, meaning "*to safety needs, to the need for affection and belongingness, to the need for esteem, and to other needs higher in the pyramid or ladder. Once [one need is] alleviated, the next pressing need . . . becomes the priority*". Individuals are placed by leadership to forefront on the needs scale, but that does not purport leadership take persons to the top level because a leader should not be very close with the followers on the suggestion of Burns. Authenticity appears before ethics, or in another words, an ethical point of view is tied to an authentic notion. Hence, the noteworthy fact that unethical behaviours have been in the stage of extreme increase may be the danger sign of the rise in inauthenticity, illustrating the need for ethics as an implicit recognition, which in reality is expeditiously becoming explicit (Terry, 1993, p.135) To give an example, George (2003) clarified the importance of the requirement for leaders having an ethical stance towards their subordinates while working together in the direction of corporate objective by addressing the issue based on bad experience; even excellent companies are occasionally not able to overcome the pitfalls in ethical problems, instead they or their leaders choose not to get deeply involved. When the common failure of Firestone tires and Ford Explorer led to many people's deaths, either company' leaders seemed to accuse each other rather than mentioning the loss of human life (George, 2003, p.127). Furthermore, the US army

(2006) also highlights the significance of ethics in military based organizations. It is underlined that unethical attempts quickly destroy organizational morale and cohesion while undermining the trust and confidence essential to teamwork and mission accomplishment. In a military organization ethics (determines how a person should act) and values (the beliefs that a person has) are outlined to develop an organizational identity.

To conclude, according to this dimension, internalized moral perspective, the actors take moral and ethical standards as a reference point, and they do not let the external factors to change their attitude (Tapara, 2011). Authentic leaders distinctively have these features and they mind seeking others' best interests in comparison with other leadership models (May et al., 2003). It is stated that unethical behaviours will lead to the rise in inauthenticity and for such military organization those harm the organizational interconnection and solidarity. Especially for the TGO, the moral and ethical basis is strategically significant. The cultural codes of Turkish army is constructed and supported with moral framework originated from traditional and religious values, therefore, these aspects of authentic leadership are supposed to fit perfectly into such leadership organization.

#### **2.4.4. Impacts of Authentic Leadership**

The studies focusing the leadership concept and aiming to analyse the role of leaders in organizations should also be observing the outcomes of leadership implementations. This thesis has aimed to analyse how the leadership concept has determined in time and to what extent those has changed. Also significance and impacts of leadership both generally and specifically for democratic, charismatic, transactional, and transformational leadership models have been discussed. Eventually, authentic leadership concept has observed and analysed in detail according to its emergence, development, and dimensions. This research aims to find out development of authentic leadership in a widespread organization, Turkish Gendarmerie Organization, and its expected benefits on organization. In following parts of thesis, leadership impacts on followers and relationship with followers, namely, cognitive and affective impacts like creativity and organizational identification will be overseen by referencing the leadership studies, and the extent of influence of leadership implementations over these dynamics will be observed, and impressions of authentic leadership with these factors will be investigated. Those focus dynamics characterized



as creativity, organizational identification, leader-member exchange (LMX), and follower's potentials.

After the literature review it was clear that these variables would be of great relevance. It is also proven by previous studies that those four concepts were what all type of leaders are aimed to stimulate and enhance but not all of them accomplish the desired levels of creativity, organizational identification, LMX, and follower's empowerment. There are other factors aimed to be satisfied such as emotional commitment or trust in leader but it can be seen that these two and other side factors can be comprised by the four major dynamics. Besides, my 26 years of leadership experience of my service in Turkish Gendarmerie Organization enabled me to approve this framework as basic reference points of the research.

#### **2.4.4.1. Creativity**

Creativity is applied in this research to observe the relationship between the authentic leadership implementation and creativity of subordinates in the TGO. This factor was intentionally used in this research according to the experience gained during my service in this organization since the TGO is a wide spread organization in which members confront diverse challenging problems and they should be finding out their own solution in each challenge. If the relationship between this model and the creativity is observed as positive, significance of authentic leadership implementation in the TGO will be more obvious and necessary.

Before approaching the issue dealing with the impact of an authentic leader on creativity under widespread organizations, it may be appropriate to emphasize what indeed creativity means and how the term has been developed, and to determine to what extent it is measured. Since there have been many studies addressing genuine elements of creativity, examining solely the creativity without defining and questioning what sort of details underlies it, might negatively influence the quality of this research and lead to loose considerable credibility in persuasiveness level of this study, thus the origin and main understanding of the term, creativity should be explained from the outset.

Creativity is basically defined as the production of new and useful ideas concerning products, services, processes and procedures (Zhou & Shalley, 2003). Creativity is not limited to create something new but there are other forms of creativity like reshaping the existing one to form a more efficient, appropriate and effective one. We can give Fred Smith's Federal Express as an example who did not invent a new service of delivery but redesigned the delivery system by establishing a hub to sort and redistribute via air delivery the next day (Amabile, 1997).

Initially, Amabile (1988) proposed a theory-based and empirically supported componential analysis to clarify the personal and environmental factors facilitating or inhibit employee creativity. Afterwards, Shalley (1991) outlined the effects of productivity targets and creativity goals on creativity. It is declared that interactions of individual and organizational or environmental factors can lead significant influence on creativity (Woodman et al. 1993). In addition to that there have been scientific researches aiming to analyse creativity and various approaches applied in the study of creativity including psychoanalytic perspective, psychometric approach, cognitive and social-psychological, and latterly neurobiological efforts (Batey, 2012). In this research field, there have been diverse explanations for creativity aiming to address a 'new and useful' definition (Batey & Furnham, 2006; Mumford, 2003).

It is agreed upon that creativity may refer to people, processes, and products, and additionally, the relationships between creativity, intelligence, and personality have been examined (Rhodes, 1987; Batey & Furnham, 2006). Thus, there must be some stimulative factors in order to trigger creativity. Besides its individual emergence, creative processes have strategic milestones driven by external influences, and leadership might be one of those critical drivers. Zhou and Shalley (2003) also highlight that leadership and supervisory actions may play a significant role in the creative processes. It is pointed out by numerous studies that creativity is fostered by qualified interactions between followers and leaders. Those interactions can be exemplified as interrelations encouraging followers to contribute the decision making processes, and supervising followers to innovate and create the new, appropriate and better one by also providing their adequate resources (Andrews & Farris, 1967; Kimberly, 1981; Oldham & Cummings, 1996). Rego et al. (2008, p.17) outlines how organizations play role in fostering creativity by considering previous studies in the literature. He states that organizations (a) create appropriate conditions providing gratifying environments enabling interactions of people, (b) foster positive leader-follower relationships, (c) provide

opportunities enabling continuous learning and personal development, (d) ensure respectful and fair conditions, (e) promote work-family conciliation, and (f) make sure that people perform meaningful work.

On the other hand, significant effects of authentic leadership have been observed on creativity (Gardner et al., 2005). Authentic leadership concentrates on positive achievements and promotes employee trust in order to lead to emotional safety and innovative ideas (Avolio et al., 2004). Authentic leaders are expected to be more stimulative for creativity and innovativeness since they are capable of adapting the change and tolerant to uncertainty (Cerne & Skerlavaj, 2013). Authentic leadership is a both shared and transferrable acquisition so traits of an authentic leader can be transferred through his followers. For example, an authentic leader achieved the self-awareness and self-confidence, capable of observing and analysing his own fundamental values, feelings, identity, and motives or goals, and shares them with others or his values are perceived by team members, and eventually these processes foster the employees' (followers) creativity (Avolio & Gardner, 2005; Patterson, 1999; Barron and Harrington, 1981; Ilies et al., 2005). Additionally, it is stated that authentic leaders improve the followers' positive psychological capital, self-esteem, hope, trust, endurance, and optimism (Kernis, 2003; Avolio et al., 2004; Ilies et al., 2005; Gardner & Schermerhorn, 2004; Avolio & Gardner, 2005). Therefore it is expected that followers will be more hopeful, optimistic and confident and they would not hesitate to try new things often and to cause failure because they are more capable of overcoming obstacles (Cerne & Skerlavaj, 2013). The interaction between followers and the leader undoubtedly can provide a safe environment in which the followers will take initiative freely and can be open for inspiration, in other words followers perceive if their leaders are supportive of their novel and different ideas, and they become aware to what extent the leaders support for their new ideas. Furthermore, transparent decision making processes developed by an authentic leader can give a significant opportunity for the followers to observe the leader's true interior (true thoughts and feelings) and their matured and experienced viewpoints so followers is able to use these information to improve and formulize their knowledge and project and adapt to the organizational goals.

To sum up, Amabile (1997) underlines significance of intrinsic motivation for creative results in her research. Intrinsic motivation can be enhanced by the characteristics of the authentic leadership, and it may be admitted that a genuine authentic leader with its salient instruments, such as

understanding and meeting the needs of its followers' emotional expectations by regarding followers' development and their motivation is more likely to bring a positive effect on the creativity aspect of the work environment. Munshi et al. (2005) specify the roles of the leaders in regard to innovation: *"First, they are motivators – they inspire the people to transcend the ordinary, and innovate. Second, they are architects in administrative sense – designing an organisational environment that enables employees to be innovative."* Thus, capacity and possibility of creativity and innovativeness cannot be considered apart from the leaders' traits and characteristics. Authentic leadership is one of the most appropriate leadership styles triggering, stimulating, and fostering the followers' creativity since authentic leaders strongly tend to provide safe emotional and physical environments and encourage unconventional ideas (Avolio et al., 2004). Leaders should not only possess the authenticity but also share his/her traits with the followers by enhancing any kind of relevant and rational interactions through self-regulated and transparent processes. Lastly, it should be also highlighted that authentic leaders adopting balanced processing principle are believed to support any promising ideas with unbiased approach (without considering who proposed those) and this attitude will let people having problematic relations with the leader to propose new, ground-breaking ideas without feeling in doubt and stressed.

#### **2.4.4.2. Organizational Identification**

Employees or members of an organization should have a certain amount of connection, commitment or loyalty with their organization in order to perform their job or duty in satisfying levels. It is very important that organizational members have a high organizational identification (OI) which is defined as *"a specific form of social identification where the individual defines him or herself in terms of their membership in a particular organization"* and *"perceived oneness with an organization and the experience of the organization's successes and failures as one's own"* (Mael & Ashforth, 1992, p. 102-105). It is one of the most concerned results directly related to the leadership implementations. In other words, behaviours of the leaders may directly affect the level of organizational identification on their followers.

March and Simon proposed the first model of Organizational Identification (OI) in 1958 but it has been considered as one of the least experienced psychological states in the continuously transforming business world because of its inefficient and insufficient measurement methods and its

difficulty of determination (Riketta, 2005; Lane & Scott, 2007). Riketta and Van Dick (2005) point out that there have been different definitions of organizational identification in the literature and they refer to individuals' feeling about being a part of the organization, internalizing organizational values and /or feeling pride in his/her membership and an overlap between the employees' image of the organization and the self. A recent theory about organizational identification is mainly based on *Social Identity* and *Social Categorization Theory* focusing on the intergroup behaviours (Haslam, 2001). It is aimed to find out people's behaviours in groups and claim that the group activity in the workplace seriously affects the psychology of an individual, and individuals identify themselves by considering the group.

In the literature, it is seen that researches on OI focuses on various aspects of the concept. For instance, Riketta (2005) looks its impacts on organizational outcomes while Olkkonen and Lipponen (2006) focus on how leadership styles affect OI; additionally, Mignonac et al., (2006) look its moderating role in the organization whilst Mael and Ashforth (1995) prepared a study in respect of the effect of biographical characteristics of people on organizational identification.

Mael and Ashforth (2001) point out the benefits of the identification in a following study. According to this thesis;

*“Organizational identification enhance self-esteem by internalizing the successes and status of the object the person identifies him/herself with; provide transcending self by feeling one with other entities and by having genuine empathetic feelings for others and feeling a sense of interdependence with the fate of others; help finding meaning and purpose in life and feeling belongingness; raise aspirations” by being motivated to achieve more after realizing what others identify with, and are capable of doing. ”*

Furthermore, Kitapçı et al. (2005) claim that organizational identification increases employees' performance for the good of the organization but not their personal goals. Members of an organization with organizational identification tend to have strong motivations to internalize the organizational objectives and seek the accomplishment of these goals. Members with a high level of identification are unlikely to leave their tasks, yet more likely to accept extra roles, jobs, and responsibility (Riketta, 2005). In addition, trust factor should not be ignored since there are studies

pointing out the relationship between the trust in leader of an organization and organizational identification (Kitapçı et al., 2005; Çeri-Booms, 2012). Trust creates an environment that leads to more effective work performance (Clark & Payne, 1997). It is undoubtedly rational to suppose that an employee of a corporation or a member of an organization will be more likely to form organizational identification if he/she has trust in leader since in this case, the leader's commands or plans are expected to be considered as more applicable and rational by the followers.

Mael and Ashforth (1995) examine the organizational identification levels of the members, who freshly started working in that organization. They claim that level of OI can differ due to the occupations or the role of the employee; in other words, a new employee can have higher organizational identification level than a senior worker due to his/her profession or role in the organization. For instance, Çeri-Booms (2010) draws attention on the research of Mael and Ashforth (1995) conducted on newly joined members of the US army, and observed relatively high level of organizational identification. They suppose that there are three possible reasons of this outcome: strong organizational identity of the US army; such a career choice might require high OI in order to deal with cognitive dissonance members might experience; and likelihood of high expectations of new recruits as in many other organizations. So, they pointed out that high level of organizational identification does not necessarily require extended tenure, career success and satisfaction as an organizational member.

Çeri-Booms (2010) states that authentic leadership indirectly stimulates increase in organizational identification by fostering the process of self-discovery among followers if there is high level of congruence between their leaders and the followers who have high self-clarity. Additionally, Avolio and Gardner (2005) say that authentic leaders with high self-awareness can lead followers to discover the essence and bindings at work and by development of self-awareness and internalization of values, the follower's organizational identification is expected to rise. As long as authentic leader make his/her followers involved, aware and well-informed about his decision-making process transparently, and enable followers contribute to the decision making process by articulating their views, followers tend to identify themselves with their work and organization. In sum, the hypothesis of Çeri-Booms (2010, p.78) investigating the relationship between authentic leadership behaviours and organizational identification and claiming this is mediated by "trust in leader" should be highlighted.

To conclude, organizational identification of the members in any organization is affected by the leadership behaviours. This concept briefly defined by Mael and Ashforth (1992, p.105) as a specific form of social identification where the individual defines him or herself in terms of their membership in a particular organization. In this part, trust in leader also was defined since it is considered as a mediating factor between organizational identification and authentic leadership, and the trust is provided by authentic leaders via through traits and behaviours constituting the authenticity (Çeri-Booms, 2010; Avolio & Gardner, 2005). In this thesis, the reason behind addressing organizational identification is expectation that authentic leadership implementation in Turkish Gendarmerie organization will be leading to higher organizational identification of the followers. Thus, investigating this context in the literature gives us wider viewpoint for this research area.

#### **2.4.4.3. Leader Member Exchange (LMX)**

Leader Member Exchange (LMX) refers to a focus on the relationship between leader and follower. This concept focuses on the dimension of the relationship of leaders and followers within the framework of a trusting, self-directed, and mutually beneficial relationship (Graen & Uhl-Bien, 1995). The followers also can be either employees of a corporation or subordinates in a military organization. Major focus of this theory is how leaders develop different type of effective bilateral relationships of which characteristics have an effect on the outcomes of leader and member (Gerstner & Day 1997).

Dienesch and Liden (1986) revealed that LMX has a multidimensional pattern in which relationships can be developed in different ways but those are based on three changing amounts of “currencies of exchange”. These currencies of exchange refer to what each of these actors, leader and members contribute this relationship. Three currencies of exchange are categorized as behaviours related to the assigned tasks (*labelled contribution*), loyalty to each other (*labelled loyalty*), and simply liking one another (*labelled affect*). Dienesch and Liden (1986) also underline that an exchange might be based on one, two, or all three of these dimensions. According to the LMX, basic focus is quality and quantity of each member’s contribution in the shared goals of the leader and member dyad. Moreover, a good quality LMX relationship provided by both leader and

member results in loyalty. Liden and Maslyn (1998) claim that if any task necessitates independent judgment or responsibility, leader tend to assign them to loyal members. Thirdly, mutual liking plays a crucial role for the development of the relationship between leader and member dyad (Dienesch & Liden, 1986). In addition to these dimensions, Liden and Maslyn (1998) contributed to the fourth currency, “*professional respect*”. According to Burns and Otte (1999), LMX theory claims that the quality of a leader and member dyadic relationship are more fruitful organizational outcomes than the traits or behaviours of managers can lead.

Northouse (2010) says that LMX theory is taking attention on the significance of interaction and communication. It is stated that the leader and each individual develop unique relationships and exchanges, which is also classified as high-LMX relationship (in-group) or a low-LMX exchange (out-group). The relationship based on accomplishment of work tasks is defined as Low-LMX, and High-LMX can be described as fulfilling all of the exchanges abovementioned. Additionally, researchers found out various outcomes generated by LMX relationships. For example, Graen et al. (1982a) pointed out that less employee turnover, faster promotions and career progress over 25 years are observed with high quality leader-member exchanges, while Graen et al (1982b) highlight greater follower satisfaction, performance ratings and organizational commitment. Besides, extraordinary performance, member participation, and highly energetic members have been observed as results of high LMX relationship (Wayne & Green, 1993; Graen & Uhl-Bien, 1995).

In light of this theory, factors such as efficiency, trusteeship, and autonomy of the subordinates directly depend on the quality of the exchange and the relationship between a leader and member(s), and if those factors are satisfied, innovativeness of the subordinates is expected to enhance (Scott & Bruce, 1994). On the other hand, low quality relationships of a leader and member(s) refer to low amount of liking and trust, and as a result, lack of autonomy and discretion lead to failure in creativity since the quality of leader-member exchange between an employee and his or her supervisor would positively affect the subordinates’ innovativeness (Zhou & Shalley, 2003; Scott & Bruce, 1994). The approach of Graen and Uhl-Bien (1995) seems very positive and optimistic about this construct. They suggest that dyads with high quality exchange succeeded trust and respect should create further roles and responsibilities for subordinates. It is significant point that leaders might tend to act biased when they evaluate their subordinates, and this attitude leads disadvantageous outcomes for members having low-quality relationships with the leader since



supervisors might evaluate the behaviours of these subordinates negatively. On the contrary, the leaders can overestimate the actions and performances of the followers who have closer connections with the leaders (Liden & Maslyn, 1998). Overall the dimensions and level of quality of the LMX exchange are significant indicators for organizational coherence of the members and leaders. If all of this relationship have been succeeded, besides unbiased and balanced processing has met, organizational benefit can exceed the potential limits. Otherwise, if the close relationship of the dyad leads to unfair evaluation and harms the merit rating, organizational structure could be harmed seriously.

The basic focus of the present research is leadership context and its implementations in widespread organizations. Specifically, this thesis aims to find out the authentic leadership implementation in Turkish Gendarmerie Organization and test the possible outcomes of this new leadership model. In the literature of leadership studies, impacts of authentic leadership on LMX relationship have been revealed. For instance, Avolio and Gardner (2005) pointed out that authentic relationship enhances open and honest communication through intensely concerned shared values. Even, it should be stated that the more the authenticity of leaders the more LMX relationships could be formed. As the research of Lewis (2011) reveals, LMX mediates the relationship between the authenticity and leadership effectiveness, which is strongly correlated with the authenticity. Authentic leader is able to establish better and stronger relationships through direct interactions with their subordinates, and this is seen efficient and effective way of communication (Wherry, 2012). Rousseau (1995) takes attention to the psychological contract between leader and follower based on consistent, transparent interactions providing positive outcomes. It is based on the understanding assuming that through the agency of bilateral sharing and high quality exchanges, followers learn how to make decisions in time in accordance with the leader even in the leader's absence, based on the psychological contract of common understanding and responsibilities of the mutual parties (Wherry, 2012). Thus, it is expected that all of these actors become satisfied and mutual trust is strengthened so that this leads authentic leadership to be more explicit, and eventually overall benefit of the organization increases. Authentic leaders providing the trust at his/her followers are more likely to have greater job satisfaction, organizational commitment, professional behaviours, and job performance, contributing the sustainability and organizational effectiveness in total (Dirks & Ferrin, 2002).

In conclusion, in this part of thesis the LMX relationships focusing on the dimensions of the relationship of leaders and their followers have been analysed (Graen & Uhl-Bien, 1995). This theory aims to find out to what extent and how the relationship between the leader and member(s) are developed, and the outcomes of those diverse levels and types of relationships. In that point, it is significant whether the exchange of the leader or member dyad is low or high quality since the quality of the reciprocal interaction determines the organizational outcomes. Correspondingly, it is stated that as long as this relationship enhances the trust, reciprocal benefits and the satisfaction in this organizational structure, the transparency, moral standards and creativity have also developed, and thus authentic leadership becomes evident (Robins & Boldero, 2003). However, it should be clarified that authentic leadership does not emerge as a result of LMX relationship, but as long as the leader possesses authenticity and acts with the framework of authentic leadership model, the high quality LMX relationship of the leader and member(s) will become mature inevitable. On the contrary, inauthentic leadership such as a charismatic or transactional ones based on hierarchical, or unbalanced roles and relationships can cause incongruent, low quality LMX relationship that result in negative organizational outcomes.

#### **2.4.4.4. Emergence of Subordinates' Potential Capabilities**

There might exist hundreds or thousands of members in an organization, and they have been assigned different roles in its structure. The supervisor, manager or the director whatever it is called, plays the administrative role but besides, a leader holds the critical responsibilities to lead the organization during the change. Major role of a leader can be imagined as the steering role in a ship; in other words, a leader directs his/her organization to adapt the any possible or unexpected conditions in order to assure the survival. In this metaphor, directing the crew addresses a crucial responsibility of the leader since any kind of crisis or danger can occur under sail, and in some cases, the crew has to exceed the self-limits and over performance can be needed, so the leader is also the one who is responsible and entrusted to reveal the subordinates' potential capabilities to make the organization adapted to the new condition in overcoming the problems. In an organization, the human capital, talented and dedicated people are the organization's most valuable asset, and the capabilities of the members in an organization are the most significant source of core competencies of the organization (Yukl & Lepsinger, 2005).

In Turkish Gendarmerie Organization, none of the personnel is ordinary or unqualified; in other words, each member of this organization is believed to have significant and unique traits and qualifications. However, it has been noticed that these unique, significant qualifications and experiences of high-ranked personnel disappears when their leader changes since it is perceived that a new leader comes with a new courses of action. There is no doubt that these members have significant capabilities and qualifications, yet they hesitate to be confident and take initiative to exhibit their qualifications. In this research, we are aiming to point out if an authentic leader can emerge these covered capabilities of his/her followers.

Kelley (1992) takes attention on the etymological roots of the ‘*follower*’ in order to clarify the embedded meaning of the word. This word is originated from Old High German *follaziohan*, which meant to assist, help, succour, or minister to. On the other hand, Old High German root of “*leader*,” meaning to undergo, suffer or endure. Thus, the match of the meanings of those words addresses the symbiotic relationship between those actors. Although they have two different roles, they are defined as complementary, not competitive that underpins the organizational contribution. Kelley (1992) also underlines that, leaders and followers need each other to exist and have meaning. From this standing point, the impact of the leader’s traits and behaviours on the followers should be uncovered to find out the organizational benefits of this exchange. For instance, significant role the motivational factors play can be understood by referring a study of three thousand companies conducted by the University of Pennsylvania found that spending 10% of revenue on capital improvements boosted productivity by 3.9%, while a similar investment in human capital increased productivity by 8.5%, which is more than twice as much (Yukl & Lepsinger, 2005). Therefore, a basic inference can be made that focusing on the improvement of the working conditions of employees and implementing further programs, which develop the physical and psychological standards of the followers, may result in over performance and emergence of the followers’ potential capabilities.

On the purpose of discovery of potential capabilities of the followers, the leaders’ role becomes explicit. It is illustrated by academic studies that followers of authentic leaders fell more empowered psychologically to internalize their job and those people are more likely to identify themselves with their work (Ilies et al., 2005). Additionally, it is stated that authentic leadership enhances job satisfaction, performance and empowerment of the followers (Gardner et al., 2011;

Avolio et al., 2004; Chan et al., 2005; Ilies et al., 2005). Another outcome that authentic leadership triggers is the development of authentic followers, which means that as a result of the relationship developed by an authentic leader, followers obtain the behaviours and traits of their leaders and potentially become authentic leaders. Gardner et al. (2005a) also refer this outcome of the authentic leadership that creates authentic followers replicating authentic leader development, and the roles of authentic leaders as a key input for the development of authentic followers. Avolio and Gardner (2005) and Ilies et al. (2005) clarify that followers are modelling authentic behaviours and values of leaders so leader's positive impact trigger the transformation of followers. Since the values and authentic behaviours of the leaders are modelled across the organization, the authenticity of the organization becomes sustainable.

Furthermore, leaders not only play a passive role of modelling authentic behaviours but also provide opportunities to their subordinates for skill development and autonomy, and through high-quality relationships based on the principles of social exchange rather than economic exchange authentic leaders support self-determination of their followers, and elevate them (Ilies et al., 2005). Authentic leaders identify their subordinates' strong and weak points and guide and help their construct properly (Luthans & Avolio, 2003). Providing the autonomy, positive feedback and recognizing their viewpoints help followers to generate self-determination, thus they can much better discover their talents, improve their strengths and accomplish the tasks by advancing their capacities (Ilies et al., 2005; Gardner et al., 2005a). In addition to that giving the followers new opportunities and untightening the controls play significant roles for letting them become authentic leaders. The model of Gardner et al. (2005a, p. 347) called "*self-based model*" suggest that "*authentic leaders act as a positive role model to increase followers' self-awareness and self-regulation leading to follower development, and through exhibiting authentic behaviour leaders positively foster the development of associates until they become leaders themselves.*"

Gardner et al. (2005a, p. 352-364) outline the four factors that facilitate the follower empowerment to make them sufficiently motivated for orientation to work:

*"(a) Competence, an individual's belief in his or her capability to be effective, (b) impact, the extent to which an individual can influence strategic, operational, and administrative outcomes in a work environment, (c) meaning, the value of work goal or purpose, judged in*

*relation to an individual's own ideals or standard, and (d) self-determination, an individual's sense of having a choice in initiating and regulating actions.''*

Another way of leading the followers to discover their potentials is creating an organizational culture in which members are loyal and committed to achieving maximum productivity. Managers who develop inclusive work climate and are open to share information are considered as authentic leaders, providing higher levels of psychological empowerment. Authentic leaders tend to guide their subordinates to discover their true talents and enable them to use those talents and those sustainably contribute the individual and organizational performance (Gardner et al. 2005a). A leadership sample applied by Under Herb Kelleher, the former CEO of Southwest Airlines supports those theoretical statements. Kelleher claims if employees feel that their ideas are valued and they really make a difference, they will work harder for the organization. Kelleher highlights to hire motivated people and provide them opportunities to generate and implement their creative ideas in their jobs. Moreover, Kelleher draws attention on involving the followers in the decision-making processes (Yuki and Lepsinger, 2004). It is widely approved by scholars that a delegative participative leadership promotes creative and innovative performance, and because authentic leaders empower their followers, it is classified as one of the delegative-participative leadership styles (Mumford et al., 2002; Yammarino et al., 2008). Gardner et al., (2005a) state that *follower developmental process is an integral part of authentic leadership and through positive modelling and direct communications; authentic leaders can help followers achieve authenticity and self-concordant identities*. And eventually authentic leaders may enhance the followers' capabilities in taking risks and concentrating on productive ideas by becoming their behavioural role models, which could lead to emergence of effective and tangible outcomes from followers.

In sum, significance of the members in an organization urges the academics to pay specific attention to their limits and capabilities. Therefore, in leadership studies, the role of leaders for enhancing and fostering these two factors is investigated. Undoubtedly, some variables, making people call supervisors as leaders but not managers, are stimulant traits and organizational behaviours of these administrators. The leader is who leads and triggers the positive change. Within this framework the mission of a leader cannot exclude discovering of potential capabilities of his/her followers in an effort to enhance the benefits of the organization. Investing in the human capital and aiming to discover, reveal and stimulate the potential capabilities of followers will increase the organizational

benefits. In that point, significance of authentic leadership model has become obvious since it is academically highlighted that authentic leaders are more effective to empower their followers and enhance their job satisfaction, performance, creativity and innovativeness (Gardner et al., 2011; Avolio et al., 2004; Chan et al., 2005; Ilies et al., 2005; Mumford et al., 2002; Yammarino et al., 2008). Leaders having authenticity will transfer their traits and organizational behaviours to the followers, and consequently the followers will become authentic, resulting in self-aware, transparent, self-determined followers who will more tend to improve their capabilities.

## **CHAPTER 3 - PROPOSED MODEL OF THE STUDY AND HYPOTHESES**

“The first method for estimating the intelligence of a ruler

is to look at the men he has around him”

**Niccolo Machiavelli**

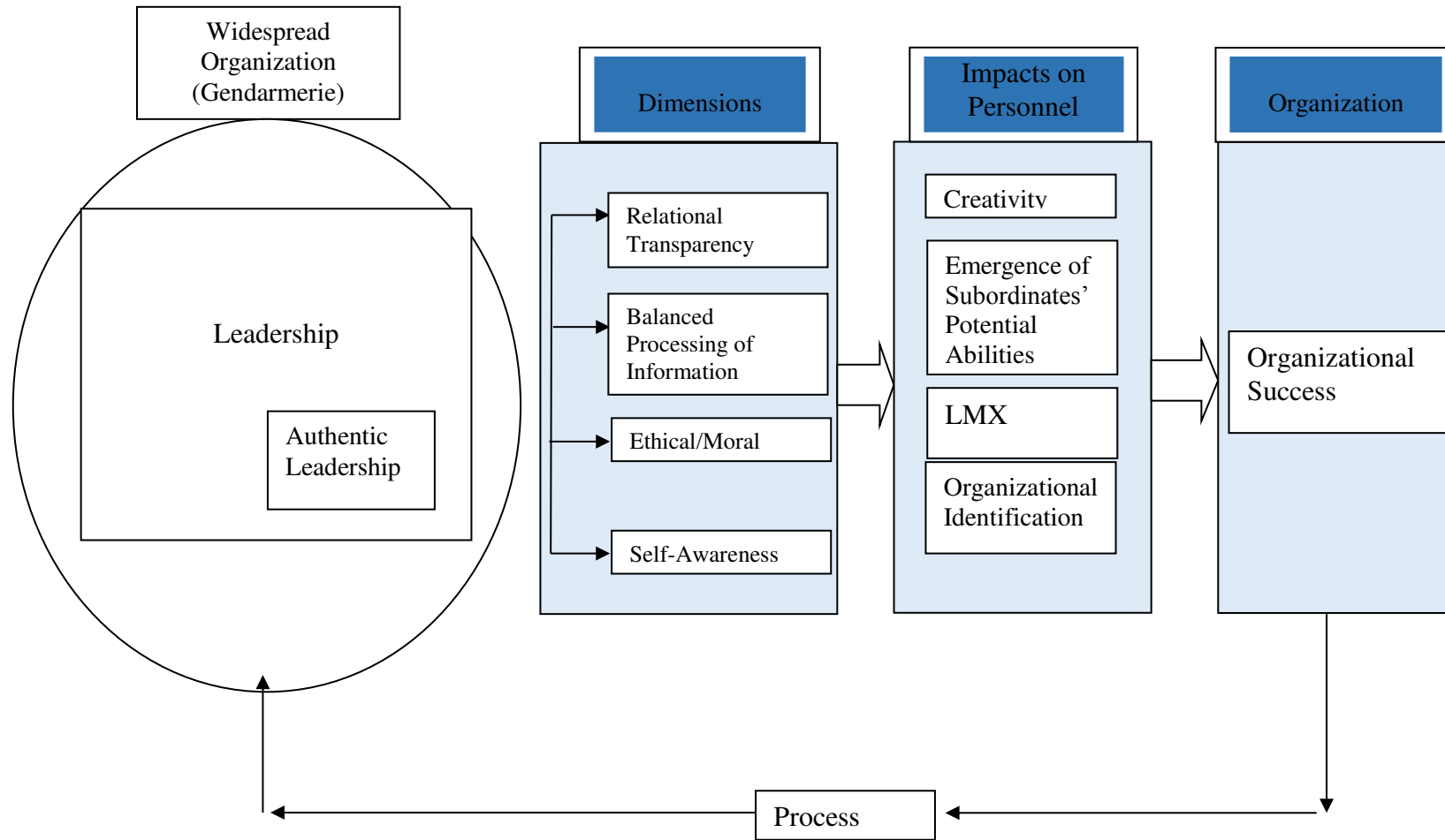
### **3.1. Introduction**

In previous chapters, theoretical discussions of the leadership concept and implementations of different leadership models used in widespread organizations were provided. Several types of leadership models; charismatic, democratic, transactional, transformational were overviewed, and besides, especially authentic leadership model was analysed in detail.

*“Research methodology is a path to find out solution of the research problem”* (Kothari, 2004). From this point of view, methodology of the research and research techniques should to be considered precisely. *“Research is a search for truth that begins with a question”* says Sheperis et al. (2010). Whether this statement is applicable for our research or not can be discussed because the truth is not a fact so it varies dependently to the persons or conditions. The main purpose of this research is not finding out the truth but discussing if the most reliable, efficient, effective and sustainable model for the TGO and other widespread organizations is authentic leadership model. All other models and consequences have been discussed to point out the favourable aspects of the authentic leadership and the reason behind the need of a new leadership model.

In this chapter of thesis, strategies and key methodological issues of the research are going to be clarified and defined in order to satisfy its objectives and underpin its reliability. This research aims to explain major aspects of the leadership subject with particular references to theoretical and practical issues involved in the literature. In light of this information and further empirical data collected by directly, a new leadership model, authentic leadership will be tested for Turkish Gendarmerie Organization, one of the most significant organizations for both internal and external security of Turkey.

**Figure 4:** Proposed Model of Research (The Conceptual Model of the Research)





### **3.2. Proposed Model of the Research**

This model (Figure 2) (also mentioned as conceptual model in previous sections) shows the contextual structure in which all four dimensions of Authentic Leadership have some connections with creativity, emergence of followers' abilities, organizational identification, and Leader-Member Exchange (LMX). Moreover, it exhibits that organizational success strongly depends on the factors specified within its framework.

In this conceptual model, it could be said that authentic leaders (AL) with four dimensions (Avolio & Gardner, 2005; Gardner et al., 2005) have an influence on their personnel. The final expectation is named as '*the organizational success*'. When the authentic leadership is applied with all of its four dimensions, it is formulated that personnel can develop their own self-awareness, balanced processing, moral and ethical standards, and learn to behave transparently since the leaders' traits and behavioural features will be replicated by the followers. Dependently, an authentic follower will be expected to be "*more*" creative, have "*higher*" quality relationship with his/her leader, develop "*higher*" organizational identification, and "*maximized and emerged*" capabilities. However, since the present research focuses on the impressions and the views of the participants, unfortunately this study is not adequate to test any sort of relationship between authentic leadership implementation in TGO and its overall organizational success because of lack of variable and information utilized in this research. In other words, a statement refers to the organizational success requires further inputs to generate relevant results.

### **3.3. Guiding Questions**

With the intent of achieving the main objectives of this research, seven major research questions have been formulated for guidance. Obtaining information to answer these questions will allow us to achieve the main research objective. Those questions are as follows:

- Is the authentic leadership concept perceived to be the same in security area, as it is defined in the general literature?

- Will authentic leadership in Turkish Gendarmerie differ from authentic leadership in Turkish civilian area (considering Çeri-Booms, 2010 results)?
- Will the authentic leadership have a positive influence on the creativity of the personnel?
- Will the authentic leadership have a positive influence on the organizational identification?
- Will the authentic leadership have a positive influence on Leader-member exchange (LMX)?
- Will the authentic leadership have a positive influence on emerging the abilities of the personnel?
- Should the authentic leadership be developed in security area?

### **3.4. Hypotheses**

This section of thesis is to reveal the hypothesis developed in this research and sought to be tested. The present study was designed to investigate the extent to which a relationship exists between each variable. Therefore, the data were analysed to test the following hypotheses:

The basic approach followed in this study is that of theory testing through empirical research. A set of testable hypotheses has been formulated on the basis of theoretical underpinnings. These hypotheses have been tested using interview and survey data and conclusions have been resulted.

**H1o:** Authentic Leadership has the same dimensions in civil and military/security area.

**H2o:** Authentic Leadership Is Positively Related To Creativity of Personnel From Leaders' Perspective (CPLP).

**H2a:** Transparency is positively related to CPLP

**H2b:** Ethical is positively related to CPLP.

**H2c:** Self-awareness is positively related to CPLP.

**H3o:** ALQ has a positive relationship with Role of Leader for Stimulating Followers' Creativity (RLSFC)

**H3a:** Transparency is positively related to RLSFC

**H3b:** Ethical is positively related to RLSFC

**H3c:** Self-awareness is positively related to RLSFC

**H4o:** Authentic Leadership is Positively Related to Emergence of Potential Capabilities of Personnel (with Leader's Effect) (EAPLE)

**H4a:** Transparency is positively related to EAPLE

**H4b:** Ethical is positively related to EAPLE

**H4c:** Self-awareness is positively related to EAPLE

**H5o:** ALQ has a positive relationship with Emergence of Personnel Capabilities from Followers' Perspective (EPCFP)

**H5a:** Transparency is positively related to EPCFP

**H5b:** Ethical is positively related to EPCFP

**H5c:** Self-Awareness is positively related to EPCFP

**H6o:** ALQ is Positively Related to Organizational Identification (OI).

**H6a:** Transparency is positively related to Organizational Identification.

**H6b:** Ethical is positively related to Organizational Identification.

**H6c:** Self-awareness is positively related to Organizational Identification.

**H7o:** Authentic Leadership is positively related to Leader-Member Exchange (LMX).

**H7a:** Transparency is positively related to LMX.

**H7b:** Ethical is positively related to LMX.

**H7c:** Self-Awareness is positively related to LMX.

### **3.5. Research Approach**

In research, the approach that a scholar generates significantly matters since his/her approach towards the subject determines the main skeleton of research. The steps followed, and the data sets utilized are what construct the research, besides the approach that enlightens the path through the information also determines the final work. In order to understand what the dimensions,

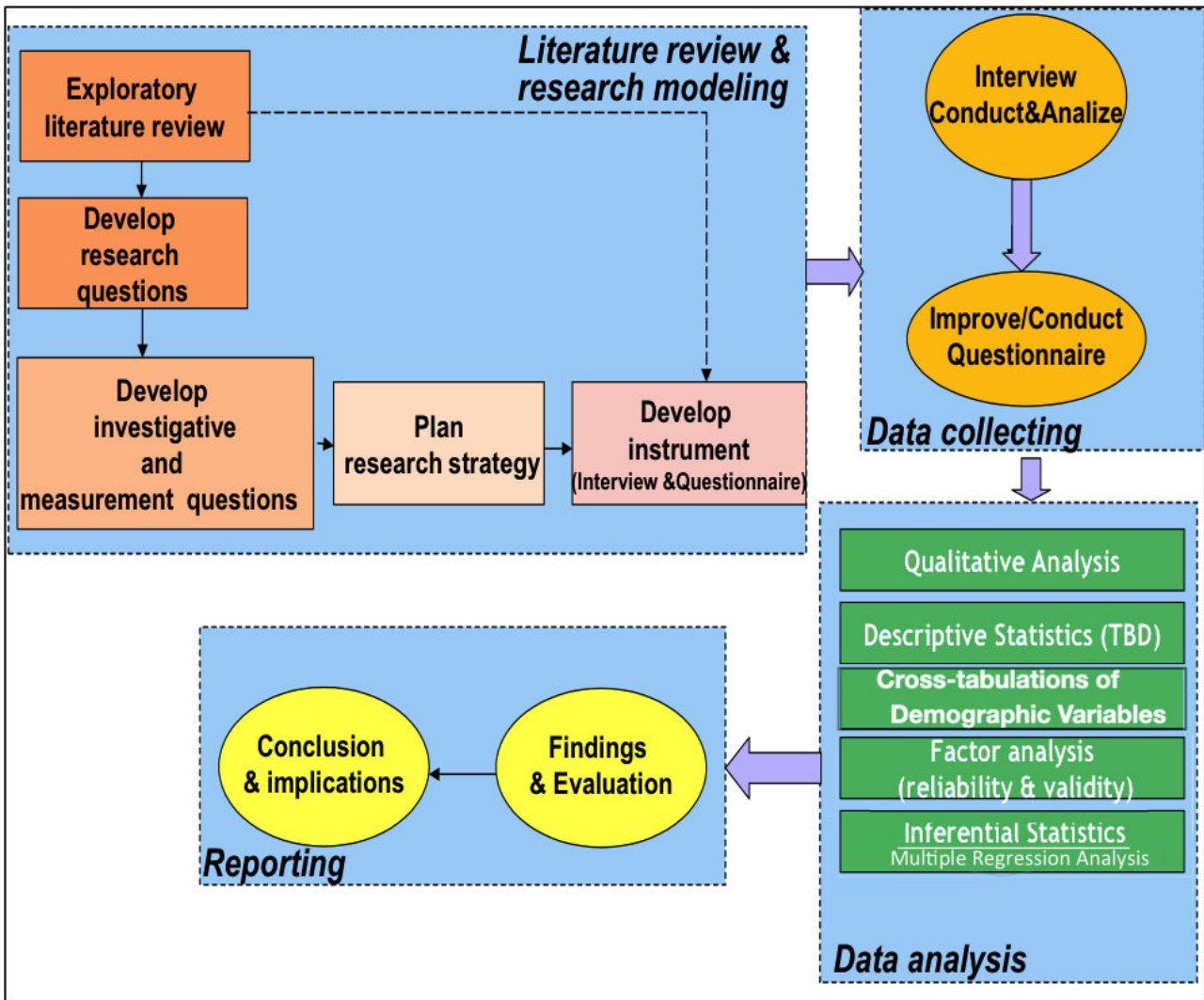
responsibilities, limits and capabilities of the leader and his/her followers are, researches focusing on the field of leadership have been investigated, and diversities and similarities of each model of leadership have been pointed out. Furthermore, we exploit multiple search techniques to identify prior empirical researches that examined the relationship between authentic leadership and its impacts on the creativity, organizational identification, leader-member exchange (LMX) and emergence of the capabilities of the followers.

This study employed a mixed method; combination of quantitative (i.e., questionnaire) and qualitative (i.e., e-mail interviews) methodologies. Mixed method is considered as a valuable model since *it can potentially capitalize on the respective strengths of quantitative and qualitative approaches* (Östlund et al., 2011). *The use of mixed methods can play an important role in the development of this perspective because results obtained from different methods have the potential to enrich our understanding of the problems and generate new insights regarding these issues* (Ketchen & Bergh, 2006, p. 39).

### **3.6. Research Phases Outline**

A research design presents the skeleton of the entire research structure. As it is seen on Figure 5, this outline demonstrates the process of defined stages of the research. The study begins with the precise research over the literature in an attempt to find out the answers of the designed questions via detailed investigation and measurement. The modelling has been finished with planning the research strategy and development of the interview and questionnaire structures. This research structure included both qualitative (e-mail interview) and quantitative (questionnaire) data collection techniques. Eventually, the collected data were analysed by using qualitative analysis, descriptive statistics, cross-tabulations of demographic variables, factor analysis, and inferential statistics. Finally, those findings are evaluated and concluded in the light of information obtained via primary and secondary data collection methods.

**Figure 5:** The Outline of Research Phases



*Own Compilation*

### 3.7. Secondary Data Collection Method for Literature Review

To begin with, traditional forms of library resources were used, as well as electronic resources/reference materials, as a way to enhance research skills. In order to investigate the researches on the field of leadership and construct the research, the computerized databases such as SAGE Journals, JSTOR, ProQuest, Google Scholar, Thesis Archives of many universities, etc. and digital libraries were searched using keywords such as leadership, leadership models; transactional, transformational, democratic, charismatic, and authentic leadership, followers' creativity, leader-

member relationship, impacts of leadership models, trust and transparency in an organization, ability and organizational identification, as well as search terms public security, public order and security organizations. Besides, we checked the national and international security organizations like Turkish Gendarmerie, and US military forces.

Secondly, the electronic search was supplemented by several leading academic journals, reports, and thesis such as *Administrative Science Quarterly*, *Organizational Dynamics*, *Journal of Vocational Behaviour*, *International Journal of Leadership Studies*, *Academy of Management Review*, and some reports and journals of security organizations, for instance FM 6-22 report of US Department of the Army, and Democratic Control of Armed Forces. Additionally, printed resources, books have been exploited such as *Leadership development in balance* of Avolio (2005), *High Fliers* of McCall (1988), and Northouse's valuable work, *Leadership: Theory and practice* (2013). (See Bibliography)

Lastly, in some points, we referred the dictionary definitions like Webster's Third New International Dictionary.

### **3.8. Reliability and Validity of the Research Methods**

Saunders et al. (2009, p.146) state that *reliability refers to the degree to which data collection method will yield consisting findings, similar observations would be made or conclusions reached by other researchers or there is a transparency in how sense was made from the raw data*. In other words reliability is the degree to which one may expect to find the same result if a measurement is repeated (Gaur & Gaur, 2009). The concern of measurement of a research has always been critical but its dimensions vary according to the type of the research. Stevens (1946) defines measurement as *the assignment of numerals to objects or events according to rules*. According to this definition, one may perceive measurement as necessarily objective, quantitative and statistically relevant; however, researchers who use quantitative research employ experimental methods and quantitative measures to test hypothetical generalizations (Golafshani, 2003; Hoepfl, 1997). In this research, the

data collected from the first hand have been analysed both objectively and scientifically by utilizing academically suggested methods.

Qualitative and quantitative are indeed separate methods and require different approaches to be tested in terms of their reliability and validity.





## **CHAPTER 4 - STUDY 1 – QUALITATIVE STUDY**

“The greatest leaders mobilize others by coalescing people around a shared vision.”

**Ken Blanchard**

### **4.1. Introduction**

This chapter will give the essential details in respect of the e-mail interviews study forming the qualitative part of this research. This e-mail interview was planned to apply on the personnel who currently work in Gendarmerie structure as leaders to clarify the clear understanding of leadership. In order to explore what they know about authentic leadership (AL) we wanted them to put 4 types of leaders in order from well-known to less one. By doing so, we expected to find out their awareness and knowledge about authentic leadership. The aim of interview is to explore and understand leaders (from the Gendarmerie structure) perspectives/views about authentic leadership in this specific context and also its possible outcomes on some specific factors mentioned earlier. Additionally, although online interviews run the risk relative to face-to-face interviews that the respondent is somewhat more likely to drop out of the exchange, people are trustable due to knowing each other (Bryman, 2008). Apart from this, another principal aim of this interview was related to the perception of authentic leadership and its potential outcomes on particular factors noted in literature review.

It is a fact that samples for qualitative studies are generally much smaller than those used in quantitative studies (Mason, 2010), and for this reason although qualitative study shows a clear difference from the quantitative one when required measurement items for those are considered, as mentioned earlier qualitative study may be one of the most spectacular points opening a door for conducting quantitative research, and will be help of reaching a more tangible outcome. In addition, the last part of this chapter presents the preliminary results of the pilot study and the methods used for data analysis.

## **4.2. Data Collection Method**

Computer technology has been improved last decades and created new opportunities for qualitative researchers by using interview method. As Opdenakker stated, e-mail interview has provided new opportunities for researchers using qualitative research for data collection (Opdenakker, 2006). The lack of a standard for conducting e-mail interviews is because of the length of an interview schedule, the characteristics of the target population, and the experiences of the researchers in conducting qualitative e-mail interviews (Meho, 2006). However, there are major advantages and disadvantages of personal interviews, despite the variations in interview-techniques. Kothari (2004, p 98) manifests some of the benefits of using interview in researches as *(a) more data and details can be acquired, (b) considerably flexible method for researcher, (c) appropriate for procuring personal information (d) models can be monitored more effectively (e) possible spontaneous reactions of respondent may be secured (f) misinterpretations due to the language differences regarding the questions can be prevented (g) This method can enable the interviewer to collect required information in respect of the personal characteristics and surroundings of the respondent.* On the other hand, there are some disadvantages presented below in relation to the conduct of interview (Kothari, 2004, p 99); *(a) it might be expensive when large and widespread geographical model is used, (b) there is a risk of bilateral bias (c) This method may not reach major respondents having a key role as vital executives or officials or individuals in high-income groups. (d) The researcher will need more time than any other methods if s/he works with a large sample.*

According to Meho (2006) the number of studies utilizing the qualitative methods have raised significantly in past two decades. Furthermore, it should be noticed that E-mail interviews cost considerably less to administer than telephone or face-to-face interviews, besides provides low transcribing costs. Meho (2006, p 1285) also highlights that “*researchers can invite participation of large or geographically dispersed samples of people by sending them e-mail messages individually or through Listservs, message boards, or discussion groups, rather than making long-distance telephone calls, using regular mail, or traveling to the location of participants*”.

Although it provides desirable benefits for researchers, as Gibson (2010) underlined, the target population should have sufficient knowledge and access of internet, and computers, besides

participants also need to feel comfortable writing their own accounts of their experiences. However, this process may take weeks or months on the contrary to face-to-face interviews. The participants/interviewees were dispersed this was the best strategy to get their perspectives

### **4.3. Sample Selection and Target Population**

In order to accomplish the goals of the research and to answer the research questions that guide the study, an exploratory strategy of inquiry, qualitative research method utilized for having an understanding of fundamental reasons and assessments stem from the study can provide essential ideas, which can be an origin of potential quantitative research. Some common qualitative data collection methods concentrate on individual or group interviews and observations. It should be bear in mind that the research methodology offered all detail; research instrumentation, required data and data collection methods below.

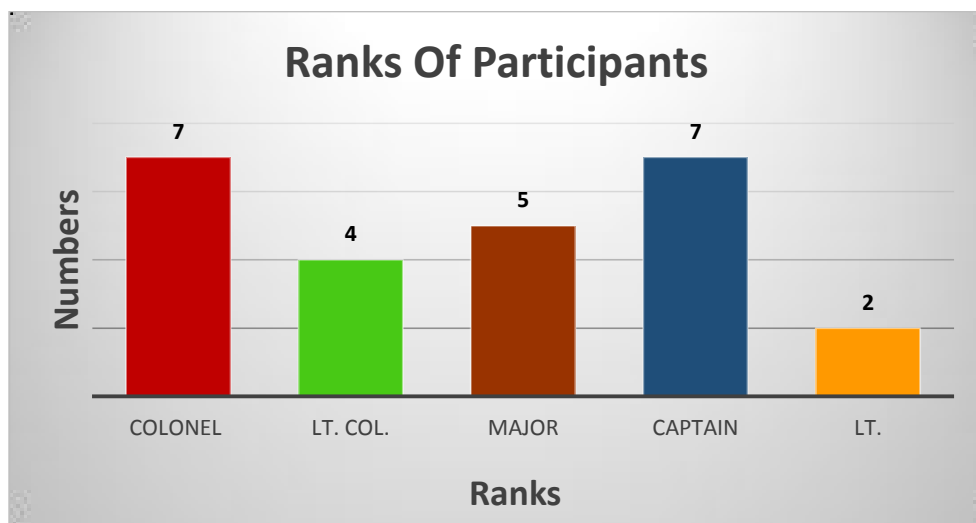
We developed the interview protocol. In the interview, 4 questions and 2 optional requests were asked to participants, which are relevant to their background as shown in APPENDIX A. And, the collected data was content analysed, categorized by using a combination of an inductive and deductive approach as it has been suggested by several authors (e.g., Fereday & Muir-Cochrane, 2006; Ghiglione & Matalon, 2005).

Interviews have been sent on 18 June 2013 to interviewees to conduct by e-mail. The data was started to collect from 20 June 2013 and finished on 19<sup>th</sup> of July. At least 15 participants were initially targeted and contacted 34 people but as a result, the e-mail interview carried out with 25 military personnel (73.6% replied) within this study procures the main data of qualitative research. All participants were male and they were working at different levels in the TGO with different ranks; 7 Colonel; 4 Lt. Colonel; 5 Major; 7 Captain, and 2 Lieutenant. Furthermore, it was intended to reach personnel who have leadership experience more than 5 years.

In brief, data were collected from June 2013 to July 2013 by sending the e-mail interview protocol to selected participants. It should be noted that in literature, the length of the data collection period depends on several factors, including but not limited to the number of participants in each study, the number of questions asked, the degree of commitment or motivation of the participants, the quantity

and quality of data gathered, the time both the participants and the interviewers can afford to spend on these interviews, and access to the internet when the questions were delivered (Meho, 2006). Therefore data collection period is assessed as sufficient enough for the purpose of study according to the literature.

#### 4.3.1. Sample Characterization



**Figure 6:** Ranks of Participants

As seen on the Figure 6, the participants of the interview serving at Turkish Gendarmerie are ranked as 7 Colonel; 4 Lt. Colonel; 5 Major; 7 Captain; and 2 Lieutenant, so 25 people participated in total.

Gender	Male = 25(Leaders)
Average Age	39.4 years
Rank	OF-1=2 OF-2 = 7 OF-3 = 5 OF-4 = 4 OF-5 = 7
Average Experience Year	17.6 years,
Average Experience Year as Commander	9.4 years,
Average of Leaders	28% (Participants have worked with totally 308 commanders but only 87 of them were identified as leader.)

**Table 3:** Features of Participants

As Table 3 demonstrates, all of 25 personnel participating the interview have a duty as commanders and leaders at Turkish Gendarmerie organization. Their average of age is 39.4 years, and average of job experience year is 17.6, and the average experience of those members in serving as commanders is 9.4 years. Participants were asked to clarify about how many commanders they were worked with in their careers and how many of them they would choose as their leaders. Consequently, participants' responses indicated that they have worked with totally 308 commanders, and considered 87 of them as leaders in other words; our participants consider 28% of their commanders as leaders. It might be said that this rate should not be underestimated and does not seem low, as debate in finding the ideal leadership traits and behaviours has still been lasting in literature, thus it is likely to be difficult for anyone to determine on a commander who whether or not reflects genuine leadership characteristics. More detailed interpretation will be made at the end of findings section.

**Table 4:** Average of Experience Years

<b>AVERAGE OF EXPERIENCE YEARS (YEARS BETWEEN)</b>	<b>THE NUMBER OF THE PARTICIPANTS</b>	<b>PERCENTAGE</b>
<b>25-29</b>	<b>1</b>	<b>4%</b>
<b>20-24</b>	<b>9</b>	<b>36%</b>
<b>15-19</b>	<b>8</b>	<b>32%</b>
<b>10-14</b>	<b>5</b>	<b>20%</b>
<b>5-9</b>	<b>2</b>	<b>8%</b>

Service year of participants in security area takes place on the table of experience, Table 4. As seen on the table, all of them are above 10 years except two lieutenants. The rest 23 participants have served in security area at least for 10 years and above. The proportion of the persons who have served more than 10 years in security area is equal to 92% within all the participants, clearly indicating that the interview utilised from the opinions of experienced crew.

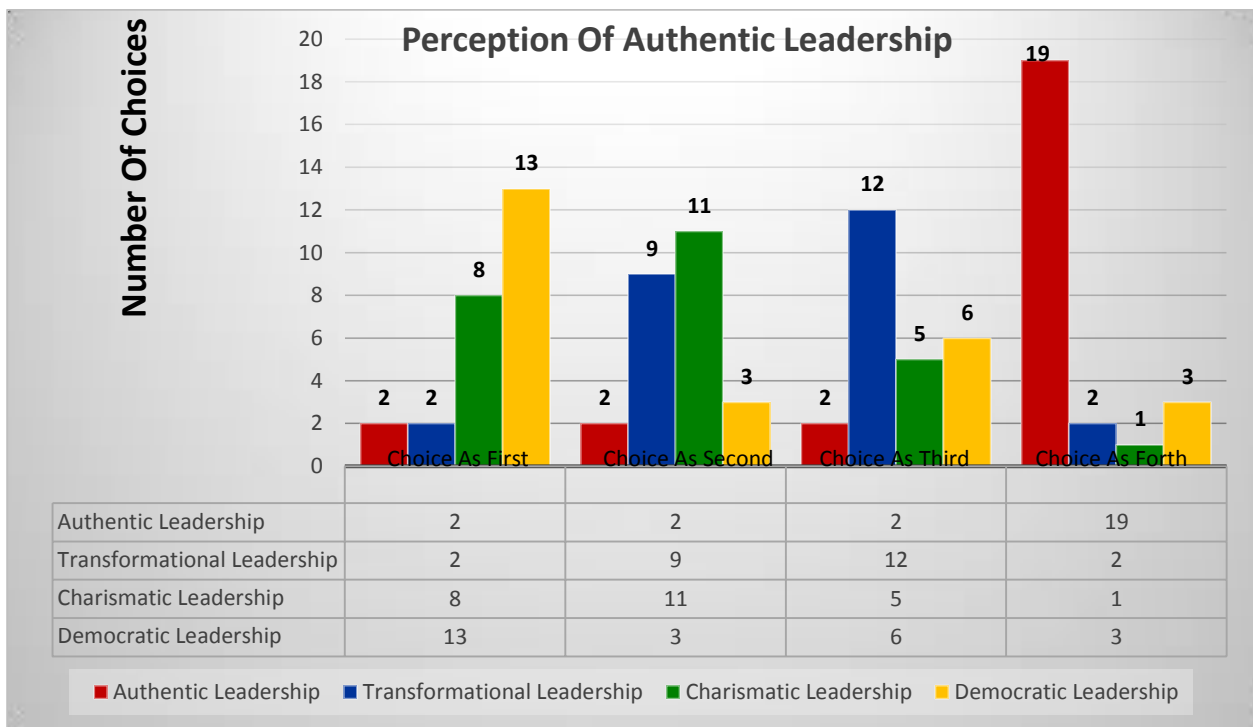
**Table 5:** Average of Experience Years as a Commander

<b>EXPERIENCE AS COMMANDER (YEARS BETWEEN)</b>	<b>THE NUMBER OF THE PARTICIPANTS</b>	<b>PERCENTAGE</b>
<b>15-19</b>	<b>5</b>	<b>20%</b>
<b>9-14</b>	<b>6</b>	<b>24%</b>
<b>5-9</b>	<b>12</b>	<b>48%</b>
<b>1-4</b>	<b>2</b>	<b>8%</b>

By looking into our participants' service years as commanders; it is found that 5 respondents have experience more than 15 years, 6 of them have served between 9-14 years, and 12 participants have worked between 5-9 years. It is seen that only 2 personnel have lower experience rate as 1-4 years as commanders. Therefore, it is clearly seen that 92% of participants hold more than 5 years of commander experience.

#### 4.4. Findings

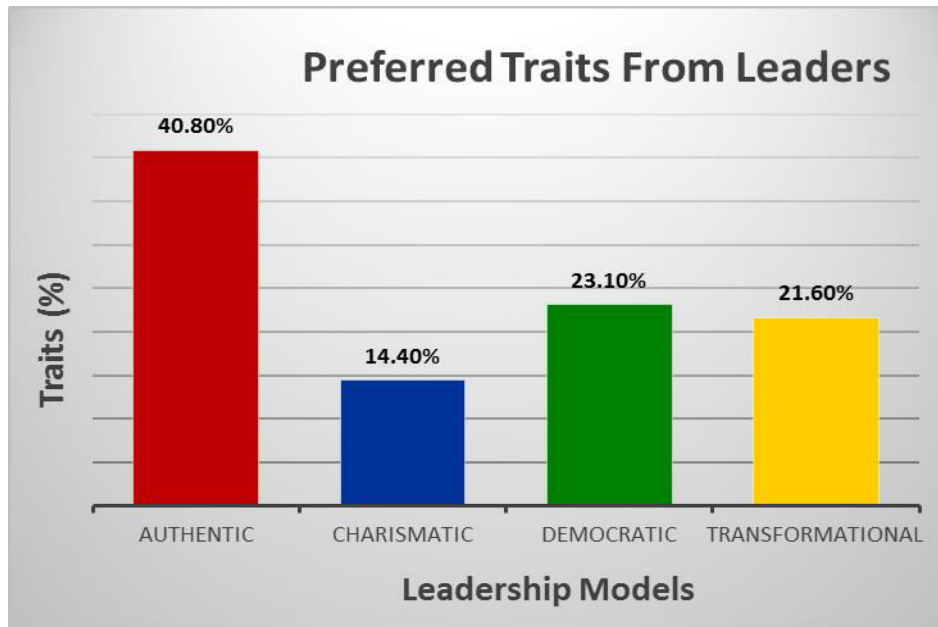
This section of the interview was designed to understand perceptions and awareness of participants regarding authentic leadership and other leadership models.



**Figure 7:** Authentic Leadership Perception

In this part of the interview, 19 respondents selected authentic leadership as the last choice, determining AL as the least ideal leadership model, whereas 2 respondents put authentic leadership as their first choices. Apart from this, our respondents are more likely to embrace democratic and charismatic leadership compared to transformational leadership, which seems to be tertiary. Nonetheless the most noteworthy point here is that the interviewees specify authentic leadership as the least preferred leadership model. In other words, 53% of all participants favoured the Democratic Leadership as the most preferred leadership model, and this is followed by Charismatic

Leadership by 32% whereas both Transformational and Authentic Leadership models were chosen by only 7.5% of the participants.



**Figure 8:** Participants' Expectations on the Traits of Leaders

There are two open questions (3<sup>rd</sup> and 4<sup>th</sup> ques.) in the interview; “When you look at yourself from your personnel side; you are a good leader or not a good leader, and why?”, and what is the main required skill of your ideal leader?” The answers of these questions were content analysed by using MaxQDA 11 Software, and all of the answers were processed and categorised in terms of basic features of the leadership models. For example, if an answer was related to the transactional leadership, it was counted within this group. Determining the categorization of which types of leadership models comprise the “traits that leaders should possess” were done by taking the help of another scholar as it is suggested in order to avoid biased determination. To illustrate, answers of the participants were predominantly stating to be a good leader, and participants require an ideal leader to be for example, collectivist, listener, problem solver, honest, navigator, consider his followers' opinions, and develop good communication. As a result, it was investigated what kind of leaders our participants are and examined the traits that a true leader should possess. Participants put 458 traits by explaining their opinions and thoughts. Thereafter, it was observed that 187 traits were relevant to authentic leadership, which equals to 40.8% of all the traits that were given. In addition, 106 traits that the respondents decided on are related to democratic leadership (23.1 %). It



is also noticed that the participants specified 99 and 66 traits for transformational (21.6 %) and charismatic leadership (14.4 %) respectively. In light of this information, the majority of traits that are sought for accurate leadership model are in relation to authentic leadership; however, when we asked from the respondents to put 4 types of leadership model from most ideal to the least ideal approach, authentic leadership was put as the last choice by the vast majority of participants. When individuals think about most appropriate leadership model and its required traits, they are likely to opt for the features of democratic and charismatic leadership models. However, as clearly seen, this case reflects an interesting dilemma due to the fact that despite our respondents are not likely to consider authentic leadership as a suitable leadership model. They, not surprisingly, found the desired traits expected from a leader in authentic leadership model, which means that our respondents do not have a good level of knowledge or have weak understanding in relation to authentic leadership concept.

#### **4.5. Reliability and Validity**

E-mail interviews do rely on participants having access to, and feeling confident using computers, on the other hand participants also feel comfortable writing their own accounts of their experiences (Gibson, 2010). The quantity of participants for the interviews can be addressed to represent the scope of the research. There are various arguments regarding the required size of the sample for interviews; for instance, Creswell (1998, p.64) suggests between five and 25 participants; Morse (1994, p.225) demands at least six; Bertaux (1981, p.35) claims that fifteen is the smallest acceptable sample. Additionally, Charmaz (2006, p.114) suggests that 25 participants are adequate for smaller projects; according to Ritchie et al. (2003, p.84) qualitative samples often "lie under 50". At the beginning of the research, the interview questions were sent to 34 people but only 25 participants accepted to make a contribution. This size of sample fits in to the reliability standards of the qualitative researches according to the literature. Furthermore, in terms of the validity of the e-mail interviews, McDaniel et al. (1994, p. 609-610) state that validity was the highest when:

- (a) *The interviewers used situational and job-related questions (interview content)*
- (b) *When the interview was highly structured and carried out by one person (interview execution).*

*(c) When job performance measures (rather than tenure) were the criteria for the validation study (validation criteria).*

#### **4.6. Discussion and Conclusion**

The primary focus of this chapter was to analyse the e-mail interviews according to four types of leadership models. As stated earlier, qualitative studies commonly include less data and critical knowledge than quantitative researches meaning that qualitative part of study cannot solely be sufficient in order to serve for the purpose of research.

However, it can readily be suggested based on this research since the results of e-mail interviews have provided respectable and perceptible information. The prejudice on authentic leadership model has been deduced because the interviewees put AL as less preferred leadership model compared to other ones although they simply pointed out the traits connected to authentic leadership for deciding upon the genuine leadership characteristics. For this reason, the interview outcomes have showed that substantial elements lying in authentic leadership notion should be explained to the target group in evaluating the findings with more quality. Moreover, when considering the data highlighted at Figure 7 and Figure 8, albeit not certain, it could be drawn another inference that the reason behind secondary and tertiary positions of transformational and authentic leaderships in the choices of participants is that they pay specific attention to worldwide known phenomenon terms like "charismatic" and "democratic" instead of looking for their real application under leadership models. However, as noted in the literature review, democratic leadership model is unlikely to seem suitable to military structure since this will create difficulties when superior commanders and subordinates relationship is taken into consideration within the hierarchical structure of military organizations. Apart from those aspects, this chapter also underlined some information on the advantages of e-mail interviews, which will be less costly, compared to face-to-face interview method and particularly gives more opportunity to the participants to think about the questions in depth as their answers were delivered via e-mail.

## **CHAPTER 5 - STUDY 2 – QUANTITATIVE STUDY**

“Curiosity is, in great and generous minds, the first passion and the last.”

**Samuel Johnson**

*(Works of Samuel Johnson)*

### **5.1. Introduction**

The purpose of this study was to explore the effects of the authentic leadership model on the development of the leader and the personnel. Chapter 5 demonstrates the methodology and results of the quantitative research. First, some frequencies and the cross-tabulations were investigated for characterizing the sample and socio-demographic variables. Later, factor analysis was applied to measure the validity and reliability of the scales. Last, regression analysis was applied to demonstrate the relationship between the authentic leadership and the impact of the leader on personnel.

### **5.2. Questionnaire**

The questionnaire consists of 71 questions, organized in eight sections (see Appendix B).

#### **5.2.1. Demographic Variables**

To begin with, there are 12 demographic questions regarding leaders and followers and some of variables here refer to active/retired, status, city, branch, rank (OF,NCO and Specialist), position, education, service year, age, experience years of participants.

### **5.2.2. Authentic Leadership Questionnaire (ALQ)**

There are 16 questions from the follower section of the Authentic Leadership Questionnaire (ALQ), which established the follower's perception on their immediate commanders' authentic leadership. The scales of this questionnaire were developed by Gardner and his colleagues in 2005 but the questionnaire was validated and refined by Walumbwa et al. (2008). It is composed of 4 components. First of them is self-awareness (SA) which refers to being able to "*understand of one's strengths and weaknesses and the multifaceted nature of the self*" and "*understand own talents, strengths, sense of purpose, core values, beliefs and desires*" (Avolio & Gardner, 2005, pp. 324; Kernis, 2003). Second dimension is Balanced Processing (BP) addressing to the unbiased evaluation, obtaining and interpretation of other's information and both negative and positive trigger events in the leader's life. An authentic leader with balanced processing is expected to neither exaggerate nor ignore the reality. Third factor tested by ALQ is Relational Transparency (RT) which points out the leaders' trust, openness and self-disclosure in his/her relationships with subordinates. At last, the Ethical/Moral (E/M) component demonstrates the moral and ethical standards of the leader in his/her own decisions and behaviours. Self-awareness and ethical/moral dimensions are each composed of 4 questions, relational transparency of 5 and balanced processing of 3. Thus, in total, there were 16 ALQ items of the Turkish version already validated (Çeri-Booms, 2012).

### **5.2.3. Criterion Variables**

To explore the perception of commanders regarding personnel's creativity (CPLP), a selection of 9 questions was adapted for leaders from the questionnaire developed by Zhou and George (2001) in the article of '*When Job Dissatisfaction Leads to Creativity*'. In order to explore the role of leaders in stimulating followers' creativity (RLSFC), a selection of 9 questions was adapted for personnel from the questionnaire created by Bentley (1999). Following 7 questions adapted from the questionnaire developed by Mael and Ashforth in 1992, to examine the perception of personnel

about organizational identification. Moreover, 6 questions were specified from the questionnaire developed by Scandura and Graen (1984), to analyse the perception of leader-member exchange theory (LMX). There are 6 questions to look at role of leaders adapted from the questionnaire developed by Gretchen M. Spreitzer, to test their effect on subordinates' abilities (EAPLE). Finally, 6 questions were utilized for examining emergence of followers' abilities from their own perception (EPCFP). The questions of this section come from the questionnaire developed by Gupta et al. (2013).

### **5.3. Reliability and Validity of the Measurement Instruments**

During conducting a survey for quantitative research, in order to minimize getting misleading responses, validity and reliability should be taken into consideration precisely (Saunders et al., 2009). Consistency of measurement (Bollen, 1989), or stability of measurement over a variety of conditions bringing the same results is defined as reliability (Nunnally, 1978), while validity is to focus on the meaningfulness of research elements. In brief, it might be said that the influence of the outcomes depends on these two factors.

In this part, general information regarding the need and explanation of validity and reliability instruments when conducting a comprehensive research will be presented. It should also already be stated clearly that validity and reliability tests of our survey questionnaire will be analysed in depth in later sections since all the analyses concerning quantitative data process will take place in a separate section with the intent of making the reader to have a better understanding of research results and to evaluate the data more exclusively.

#### **5.3.1. Validity**

According to Field, validity is an evidence that a study can draw accurate inferences in respect of the question it was intended to answer (Field, 2009). Saunders is of the opinion that if there is any suspect subjected to validity of questionnaire, there are no clear solutions in overcoming the

problems of measurement invalidity (Saunders et al., 2009). The relationship between the measure and the underlying trait is also shown through validity method (Gaur & Gaur, 2009)

Scandura and Williams (2000) proposed four types of validity:

1. Internal validity, concerns causality, which indeed mentions on the validity of the research itself.
2. External validity implies generalizing across times, settings, and individuals.
3. Construct Validity addresses how well a concept or measures are transformed and employed for which a test is designed. Construct validity can be verified by collecting evidence in six validity types as face validity, content validity, concurrent and predictive validity, and convergent and discriminant validity
4. Statistical Conclusion Validity is in relation to the ability to draw conclusion on the basis of statistical evidence of co-variation as well as prediction.

As can be understood, the quantitative part of this research particularly deals with the construct and statistical conclusion validity (through confirmatory factor analysis and the results will be explained in later sections).

### **5.3.2. Reliability**

Reliability is a concept that tests the strength of the questionnaire and is concerned with producing consistent findings under diverse conditions and different times (Saunders et al., 2009). In other words reliability is the degree to which one may anticipate to reach the same result if a measurement is performed again (Gaur & Gaur, 2009). More important to clarify is that reliability is not the function of the test itself; instead it deals with test scores yielded from an instrument (Thompson, 1999).

In order to ensure the reliability of this study, the questionnaire sent to the interviewees was employed to measure different, underlying constructs, and it should be enlighten that benefits from this data in some extent is more than personal opinion. The questionnaire is designed by considering

the theoretical part that enables other researchers to explore how the research is conducted. Furthermore, reliability test will be applied and Cronbach Alphas will be estimated after factor analyses.

#### **5.4. Sample**

The target population for this study is people who work in Turkish Gendarmerie Organization, in charge of security at different levels and units with different ranks and positions as leaders and subordinates/followers. There are three main groups that are targeted to work on. First part contains officers who graduate from Military Academy like their commanders/leaders, and they are mainly appointed as commandants. Second part consists of Non-commissioned officers (NCO) graduating from NCO school, which is equal to junior technical college. If some of them (10%) are successful in their terms, they can promote to officers. Third group completely includes full of specialized, if some of them (12-15%) achieves success in first 10 years of their terms, they may promote to NCOs and then officers.

The study used a convenient sampling methodology on the personnel of TGO (Security Organization with Military Status in Turkey). The survey was opened on 11 August 2013 by sending e-mail to 356 people but 72 of them responded to the mailed invitation within one week. Next month there were only 21 additional responses so that email invitations were resent to each of the 356 members of the sample population to flourish the response rate. After the email invitation stage was completed, 70 extra participants responded within one month. With last minute responses we achieved 171 participants.

Finally 171 responses (48%) out of 356 Gendarmerie personnel were gathered in total questionnaire, but 153 responses were fully completed. Thus, this data collection process resulted in 171 usable responses in total and it is over the minimum sample size specified as 153.

$$\text{Response rate} = \frac{\text{-----}}{356} \times 100 = \mathbf{48.0}$$

Nulty (2008) reports that the overall response rate for online surveys diverge from 20% to 47% with an average of 33%. Therefore, it can be said that the response rate of 48.0% within this research is found to be a high response rate, which is above the average in terms of online survey perspective and also very acceptable for this research. By the way, in the following section, the origin of the questions within questionnaire will be given respectively.

**Summary table for participants:**

	Participants			
	Officer	NCO	Specialist	TOTAL
ALQ	69	56	46	171
CPLP	69	-	-	69
RLSCP	-	56	46	102
EAPLE	69	-	-	69
EPCFP	-	56	46	102
LMX	69	56	46	171
OI	69	56	46	171

**5.4.1. Sample Characterization**

The first analysis with the data was done to find out the profile of the respondents. Table 6 presents these results.

**Table 6:** Demographic Features of Interview Participants

Age		
Variables	Frequencies	Percentage (%)
25-34	58	34.3
35-44	71	42.0
45-54	40	23.7
Commanding Experience		
Variables	Frequencies	Percentage (%)
1-4	14	14.1

Tenure		
Variables	Frequencies	Percentage (%)
1-4	9	5.3
5-9	31	18.1
10-14	42	24.6
15-19	28	16.4
20-24	44	25.7



5-9	43	43.4
10-14	26	26.3
15-19	11	11.1
>20	5	5.1
Position		
Variables	Frequencies	Percentage (%)
Commander	52	30.4
Staff duty	119	69.6

25-29	13	7.6
>30	4	2.3
Status		
Variables	Frequencies	Percentage (%)
Officer	69	40.4
NCO	56	32.7
Specialist	46	26.9

As shown on the tables (also see Appendix C), characteristic features of participants, such as residential address, education status, service year experience, age, ranks, commandship experience, status and information regarding retirement were examined. Accordingly, it can be clearly stated that 79, 5% of our participants, in other words great majority of them are active in service. It is also seen that while 40% of the participants are officers, 33% of them are NCOs and 27% of them are specialists. While the officers are considered as leaders, the others are considered as followers. Thus 69 participants answered the questionnaire for the leaders and 102 participants answered the one for the followers. Furthermore, if branches of officers are taken into consideration, it is seen that 59.4% of normal Gendarmerie officers represent the majority. The rest (40.6% of officer participants) work at Headquarters. If the positions of persons that responded the questionnaire are taken into account, 69.6% of them have staff duty, meaning the majority here is positioned in practice fields, having supportive roles. By the way, 30.4% of people are commanders.

If taking a look at our participants' educational status, more than 40% of them hold a bachelor's degree, 26% of them completed their post-education (master's degree) and 25% of personnel have an associate degree and only 7.6% of them are high-school graduates. Therefore, it can be said that educational level of the individuals involved in the questionnaire is quite considerable. (Considerable >50%; master's degree and above = 66%).

It is observed on the respondents' ranks information variable that 59.4% of officers are positioned between the major and colonel ranks, while 40.6% of officers are lieutenant and captains. These groups, respectively, can be called as senior management team and mid-level management team. It can be drawn an inference from our major-colonel group that the great majority here has an

experience in commandship and practice. The group info of NCOs is reflected on the demographic features table. 76.8% of our NCO respondents are sergeant majors and they have an experience in command and practice. The remaining 23.2% of NCOs are ranked between staff sergeant and master sergeant.

In the distribution of the personnel working as specialists, 56.5% of them work between 1 and 3 level. For this reason, it can be stated that most of our specialist respondents have a lesser experience. More than 25% of our participants have spent between 20 and 24 years in the exercise of their duties. 24.6% of them are active in service between 10 and 14 years, while 23.4% of them have tenure less than 10 years. 42 out of 99 participants responding the part of commandship experience have realised their duties more than 10 years as commanders.

### **5.5. Statistical Data Analysis**

Qualitative research has been a favoured strategy in social sciences; however, it is certainly not as permeated as quantitative research (Bryman & Cramer, 2001). Gaur and Gaur (2009) stressed that quantitative research contains collecting quantitative data based on precise measurement using structured, reliable, and validated data collection instruments or through archival data sources. Quantitative research could be categorised into two main groups, which depend on the methods of collecting data—experimental research and non-experimental research. The choice of statistical analysis depends on the nature of the research (Gaur & Gaur, 2009). Experimental research sets the psychological part of the research in which cause and effect relationship is discussed, whereas non-experimental research is often utilised in the aspects of sociology, political science, and management and commonly done with the assistance of a survey (Gaur & Gaur, 2009).

As clearly seen, this research represents non-experimental one. Within this chapter, all the statistical procedures were conducted and analysed using the SPSS version 21 and SPSS Analysis of Moment Structure (AMOS) version 21. Variables involved in the study are analysed in depth by using various statistical analysis methods. Sample size and data type within database have a prominent place in determining the analyses that will be used. In this research, ordinal scale from 1(strongly disagree) to 5(strongly agree) (there was also sixth option specified as 'I do not want to respond, and this was barely chosen by only few participants) and 5-point likert scale are utilized. It is noted

that scale variables are presented through standard deviation (SD), and nominal variables are shown by numbers and (%) percentage. Non-parametric methods were preferred in an attempt to measure the data in detail. The relationship between ALQ dimensions and study concepts are examined through multiple regression analysis. Correlation that should be significant among variables is provided as a test in order to apply multiple regression analysis by doing so the relation between variables was examined in more detail. We also used cross-tabulations table to reflect the relationship between demographic variables, and chi-square test is decided upon for this implementation.

With the intent of indicating the quality and strength among variables, which are founded meaningful by chi-square test, Cramer's V test is applied. Principal components analysis is carried out for the question variables of each of 4 different types of study concepts involved in the analyses, and eventually the factors subjected to these concepts are obtained. Besides, by applying confirmatory factor analysis on ALQ which is made up of 4 dimensions and 16 questions, goodness of fit of our study model is measured. Apart from this, reliability analysis is carried out on the question variables of other examined study concepts and on the ALQ model that is obtained after confirmatory factor analysis. Cronbach's Alpha value, from which is benefited in reliability analyses, can be .7 to .8 as an acceptable value. Lastly, in this research,  $p < 0.05$  significance value is used for the analysis of all variables.

### **5.5.1. Cross-Tabulations Analysis for Particular Demographic Variables**

Following sections demonstrate the relationships between some particular demographic variables revealed by the outcomes of our research for Turkish Gendarmerie Organization. These tables for cross-tabulations enable us to analyse relationship between demographic variables. They provide significant information regarding frequency and percentages of obtained results. This significance is determined by using Chi-Square Tests whether there is a relationship between those variables or not is disclosed. If any kind of relationship between these variables is found, the degree of this relationship will be tested by using Cramer's V test.

Variables, shown with tables in Appendix C, that have essential role in this research are taken into account and analysed.

Cross-tabulations provide the relationship among demographic variables to be examined in more detail and present information in respect of frequency number of obtained observations and their percentage distributions.

On the table (see Appendix C), education and status of questionnaire respondents are compared to each other. The scale on education is formed as high-school graduate, associate degree graduate, college graduate, and master's degree and above. Status is formed as officers, NCOs or specialists. Chi-square test in here will give necessary information about whether there is a relationship between variables, and if any kind of relationship is found, the level of that relationship will be explained.

The result of chi-square test of cross-tabulations of status and education level has found a meaningful relationship between these variables. The relation here is  $\chi^2(6) = 105.658$  and  $p < 0.05$ . Null hypothesis claiming that variables are independent are declined according to significance value of the test, sig. value = .000  $p < 0.05$ , indicating chi-square test is highly significant. Moreover, significance of the test is  $p < 0.05$  and,  $V = 0.56$  according to Cramer's V test, meaning there is a relationship between two variables and it is deduced that this meaningful relationship is at strong-level.

In cross-tabulations, first of all, if officers are taken into account, it is seen that there are 69 officers in total and only one of them has an associate degree, 25 of them hold Bachelor's degree and 43 of them completed master's degree. The percentage of these 43 persons between officers is 62.3%. Thus, it can be drawn an inference from here that the majority of officers have a master's degree (62.3%), 36.2% of the rest are graduates, whereas only 1.4% of them hold an associate degree, illustrating none of them is high-school graduate. In addition, 43 officers out of 45 personnel have master and above degrees, which means that the vast majority of the personnel doing master's degree are provided by the officers (95.6%). It seems explicit according to mid-level relationship between education and status variables that when the ranks of participants increase, their educational levels are also in rise.

There is a meaningful relationship between status and position variables;  $\chi^2(2) = 14.058$  and  $p < 0.05$ , test values show the existence of relationship. Null hypothesis asserting variables are independent is

refused. Chi-square test is significant according to  $p < 0.05$  value. If taking a look at Cramer's V test, we have reached that the relationship among variables are moderate,  $V = 0.29$  value. The existence of this positive relationship is meaningful according to Cramer's V test ( $p = 0.001 < 0.05$ ).

If characteristic examination of participants are done according to status and position, 26 out of 69 officers are categorised as commanders in chain of command. Hence, half of 52 respondents working as commanders are officers (50%). 42 out of 119 participants (35.3%) serving in headquarters are constituted by specialists. If it is considered that 46 participants in the questionnaire are specialists, it can be found that the great majority of the respondents have realised their duties at headquarters and only a few of them are in a commander position. The number of individuals who are NCOs as commanders is 22. According to the moderate relationship level between variables found in Cramer's Value test, rise in ranks at least has an influence over participants' position, meaning individuals carrying commandship duty are observed more than ones who realise staff duty.

Relationship between the variables of education and position should be examined in here. Firstly, if this relation is analysed according to the test statistics, chi-square test is significant,  $\chi^2(3) = 12.343$ ,  $p = 0.006 < 0.05$ . This outcome demonstrates a meaningful relationship between variables. Cramer's V test, 0.27, illustrates that there is a moderate relationship between variables. Therefore, education has an impact over participants' positions. According to this positive relation, 32 people having master's degree out of 35 serve in headquarters (71.1%). The remaining 28.9% of participants have a master's degree as well as they are in charge as commanders. Moreover, 40 out of 70 respondents who have Bachelor's degree are active in service of staff duty (57.1%).

The relationship between act-duty and age variables is shown on the table in Appendix C. There is a meaningful relationship between variables,  $\chi^2(2) = 71.152$ ,  $p < 0.05$  (chi-square is significant), Cramer V test 0.65, which indicates that there is a strong relationship between variables. Accordingly, when persons age, there is a rise in respondents' retirement intention. 27 retired individuals out of 35 are between the ages of 45-54(77.1%). Only 13 of the respondents within this age range are active in service, showing the percentage of these people over 134 respondents equals

to 9.7%, which is considered to be low. 64 people in charge out of 134 (approximately half of them) are between the ages of 35 to 44. By the way, only 1 person out of 35 retired personnel retired at the age range between 25 and 34.

There is not a meaningful relationship between the variables of branch and position, according to  $\chi^2(1)=3.227$ ,  $p=0.072>0.05$ . Therefore, whether officers serving at General Staff or Gendarmerie, and their commandership duty and staff duty are independent situations, this does not have an influence over each other.

There is a statistically meaningful relationship between the variables of status and act duty. Chi-square test is significant according to  $\chi^2(2) = 18.434$ ,  $p < 0.05$  values. However, Cramer V test value 0.33 specifies that there is a moderate relationship between these variables. There is an interaction between respondents' retirement and their ranks. 60 out of 69 respondents participating the questionnaire are still active in service. 42 out of 46 specialists are also currently working and only 4 of them retired. The interesting point here is that 22 out of 35 individuals close to retirement, so 62.9% of them are composed of NCOs.

### **5.5.2. Factor Analysis**

There are two kinds of factor analysis, exploratory factor analysis (EFA) and confirmatory factor analysis (CFA), which are powerful statistical techniques. As Suhr (2006) described, these analysis could occur with the development of measurement instruments such as a satisfaction scale, and questionnaire. Shur (2006) states that some questions may not measure what we thought they should.

Exploratory factor analysis (EFA) could be described as orderly simplification of interrelated measures. EFA, traditionally, has been used to explore the possible underlying factor structure of a set of observed variables without imposing a preconceived structure on the outcome. EFA, corresponding to the former task, imposes no substantive constraints on the data; there is no restrictions on the pattern of relationships between observed and latent variables (Albright & Park, 2009).

Confirmatory factor analysis (CFA) is a statistical technique used to verify the factor structure of a set of observed variables. Researchers can test the hypothesis that a relationship between observed variables and their underlying latent constructs exists by using CFA. The researcher also uses knowledge of the theory, empirical research, or both, postulates the relationship pattern a priori and then tests the hypothesis statistically.

### 5.5.2.1. Exploratory Factor Analysis

The four criterion variables were tested using Principle Component Analysis method of Exploratory Factor Analysis and checked about their reliability. The main objective of using this method was unveiling the latent variables of these concepts.

**Table 7:** Factor Analysis

<b>Factor</b>	<b>Item Statement</b>	<b>Item Loading</b>	<b><math>\alpha</math></b>
<b>Creativity from leader's perspective</b>	Suggests new ways to achieve goals or objectives.	.87	0.96
	Comes up with new and practical ideas to improve performance.	.86	
	Suggests new ways to increase quality of service.	.90	
	Is a good source of creative ideas,	.88	
	Is not afraid to take risks.	.81	
	Exhibits creativity on the job when given the opportunity to.	.90	
	Develops adequate plans and schedules for the implementation of new ideas.	.90	
	Often has new and innovative ideas.	.91	
	Comes up with creative solutions to problems.	.89	

KMO & Barlett's tests-----0.95 & Sign.\*

\* Barlett's Test is highly significant

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All the item loadings of the statement related to factor are over 0,80,  $\alpha$  is 0,96 and KMO is 0,95 which the values are at excellent level to explain the factor.



<b>Factor</b>	<b>Item Statement</b>	<b>Item Loading</b>	<b><math>\alpha</math></b>
<b>Creativity with leader's effect</b>	I am encouraged to be as creative as possible.	.84	0.96
	Management allows flexibility on the job.	.85	
	Management is open to new ideas and change.	.91	
	My manager understands the problem that I handle in my job.	.86	
	Protects my creative ideas.	.84	
	Management takes credit for employees' ideas.	.90	
	My manager respects and trusts me.	.86	
	I am provided opportunities to learn and experience new things.	.92	
	I have time and resources to be creative.	.92	

**KMO & Barlett's tests-----0.92 & Sign.\***

\* Barlett's Test is highly significant

The values of item loading are greater than 0,80 which explains the factor well.

<b>Factor</b>	<b>Item Statement</b>	<b>Item Loading</b>	<b><math>\alpha</math></b>
<b>Leader's effect on abilities of personnel</b>	Allows me substantial freedom in making important decisions	.94	0.97
	Provides me decision-making autonomy	.94	
	Empowers me to resolve problems on my own	.92	
	Incorporates my suggestions into decisions	.92	
	Listens to my ideas seriously	.94	
	Gives me a chance to voice my opinions	.92	

**KMO & Barlett's tests-----0.90 & Sign.\***

\* Barlett's Test is highly significant

The values of item loading are greater than 0,92 which explains the factor well.

<b>Factor</b>	<b>Item Statement</b>	<b>Item Loading</b>	<b><math>\alpha</math></b>
<b>Follower capabilities from follower's perspective</b>	I am confident about my ability to do my job	.86	0.83
	I am self-assured about my capabilities to perform my work activities.	.84	
	I have mastered the skills necessary for my job	.84	
	I have significant autonomy in determining how I do my job.	.77	
	I can decide on my own how to go about doing my work	.79	
	I have considerable opportunity for independence and freedom in how I do my job	.74	

**KMO & Barlett's tests-----0.74 & Sign.\***

\* Barlett's Test is highly significant

The values of item loading are greater than 0,76 which explains the factor well.

<b>Factor</b>	<b>Item Statement</b>	<b>Item Loading</b>	<b><math>\alpha</math></b>
<b>Organizational Identification</b>	When someone praises my organization, it feels like a personal compliment.	.75	0.84
	When someone criticizes my organization, it feels like a personal insult.	.78	
	When I talk about my organization, I usually say "we" rather than "they"	.80	
	If a story in the media criticized my organization, I would feel embarrassed.	.51	
	My organization's successes are my successes.	.82	
	I am very interested in what others think about my organization.	.81	

**KMO & Barlett's tests-----0.81 & Sign.\***

\* Barlett's Test is highly significant

The values of item loading except the fourth statement are greater than 0,75 which explains the factor well.

<b>Factor</b>	<b>Item Statement</b>	<b>Item Loading</b>	<b><math>\alpha</math></b>
<b>Leader-Member-Exchange</b>	I usually know where I stand with my supervisor.	.43	0.86
	My supervisor understands my problems and needs.	.89	
	My supervisor recognizes my potential.	.78	
	My supervisor would use her/his power to help me solve problems in my work.	.74	
	My supervisor would "bail me out" at her/his expense if I needed them to.	.84	
	I have enough confidence in my supervisor that I would defend her/his decision if she/he were not present to do so.	.58	
	My working relationship with my immediate supervisor is extremely effective.	.88	

**KMO & Barlett's tests-----0.88 & Sign.\***

\* Barlett's Test is highly significant

The values of item loading except the first and sixth statements are greater than 0,80 which explains the factor well.

Criteria for KMO Value;

.5 and .7	Mediocre
.7 and .8	Good
.8 and .9	Great
above .9	Superb

(Field, 2009)

If KMO values are taken into account, it is realised that only one trait (EPCFP) of KMO value is lower than others, 0.73, meaning it is at a good level. KMO values of other entire traits are at excellent level (between 0.8 and 0.9 and >0.9). In this case, it can be said that the data is available for factor analysis. In order to acquire reliable factors, this finding reflects a positive situation. Moreover, the result of Bartlett's test is highly significant, and accordingly it is proved that there is

a specific degree of relationship between the variables (Field, 2009), which will be added to the analysis.

At the end of principal components analysis, one element was acquired from 3 study concepts as it is seen in the literature; nevertheless 2 factors are obtained from the question variables of a concept named *Emergence of Personnel Capabilities from Followers' Perspective*. Thus, the necessary adjustments for this concept were also made in order to modify it to usable in our analysis, so finally we had six variables from four concepts have gathered as expected (*see Table 13*). In the analysis that is intended to measure the reliability level of variables, alpha reliability coefficients of all the concepts are seen like  $\alpha > 0.7$ , and this situation concludes that entire study concepts hold a high degree of reliability. Lastly, there is no need for any argument (question variables) to be extracted from the test according to reliability analyses.

#### **5.5.2.2. Confirmatory Factor Analysis for ALQ**

As it is mentioned in Methodology section, the ALQ model includes 16 questions with four dimensions in the research. In order to measure the model fit, Confirmatory Factor Analysis (CFA) was applied. This test is utilized in order to identify and confirm the factor structure that is suitable for our strategy. However, it should be noticed that the questions 10, 11, and 12 in ALQ model could not be confirmed after the CFA. When those three questions were included, the basic criteria were not met, and the consistency of the model became weaker. Therefore, it is decided to omit those questions -related to dimension of Balance Processing- from ALQ model in order to satisfy the moderate criteria for testing and the consistency. Eventually, the model was run with rest of the questions (13 questions) and three dimensions (*without Balance Processing*), which will be analysed, and interpreted for the Confirmatory Factor Analysis.

According to Table 10 and Figure 8, the factors fit the model well, since factor loadings are high. The values of  $\alpha$  also show that the relationship between the factors and dimensions are highly reliable. In addition, the values in Table 11 support these results.

**Table 8:** Confirmatory Factor Analysis Results

<i>Factor</i>	<i>Item</i>	<i>Factor Loading</i>	<i>α</i>
<i>Transparency</i>	Says exactly what he or she means	0.76	0.86
	Admits mistakes when they are made	0.82	
	Encourages everyone to speak their mind	0.75	
	Tells you the hard truth	0.76	
	Displays emotions exactly in line with feelings	0.75	
<i>Ethical/ Moral</i>	Demonstrates beliefs that are consistent with action	0.84	0.88
	Makes decision on his or her core values	0.78	
	Asks you to take positions which support your core values	0.73	
	Makes difficult decisions based on high standards of ethical conduct	0.79	
<i>Self- awareness</i>	Seeks feedback to improve interaction with others	0.78	0.88
	Accurately describes how others view his or her capabilities	0.78	
	Knows when it is time to reevaluate his or her positions on important issues	0.89	
	Shows he or she understands how specific actions impact others	0.83	

**Table 9:** Goodness of Fit

<i>CMIN</i>	166.014
<i>Degrees of Freedom (DF)</i>	62
<i>CMIN/DF</i>	2.678
<i>CFI</i>	0.924
<i>RMSEA</i>	0.099

\***CMIN/DF** (Relative Chi Square Index); this value is obtained when chi-square is divided into degree of freedom.

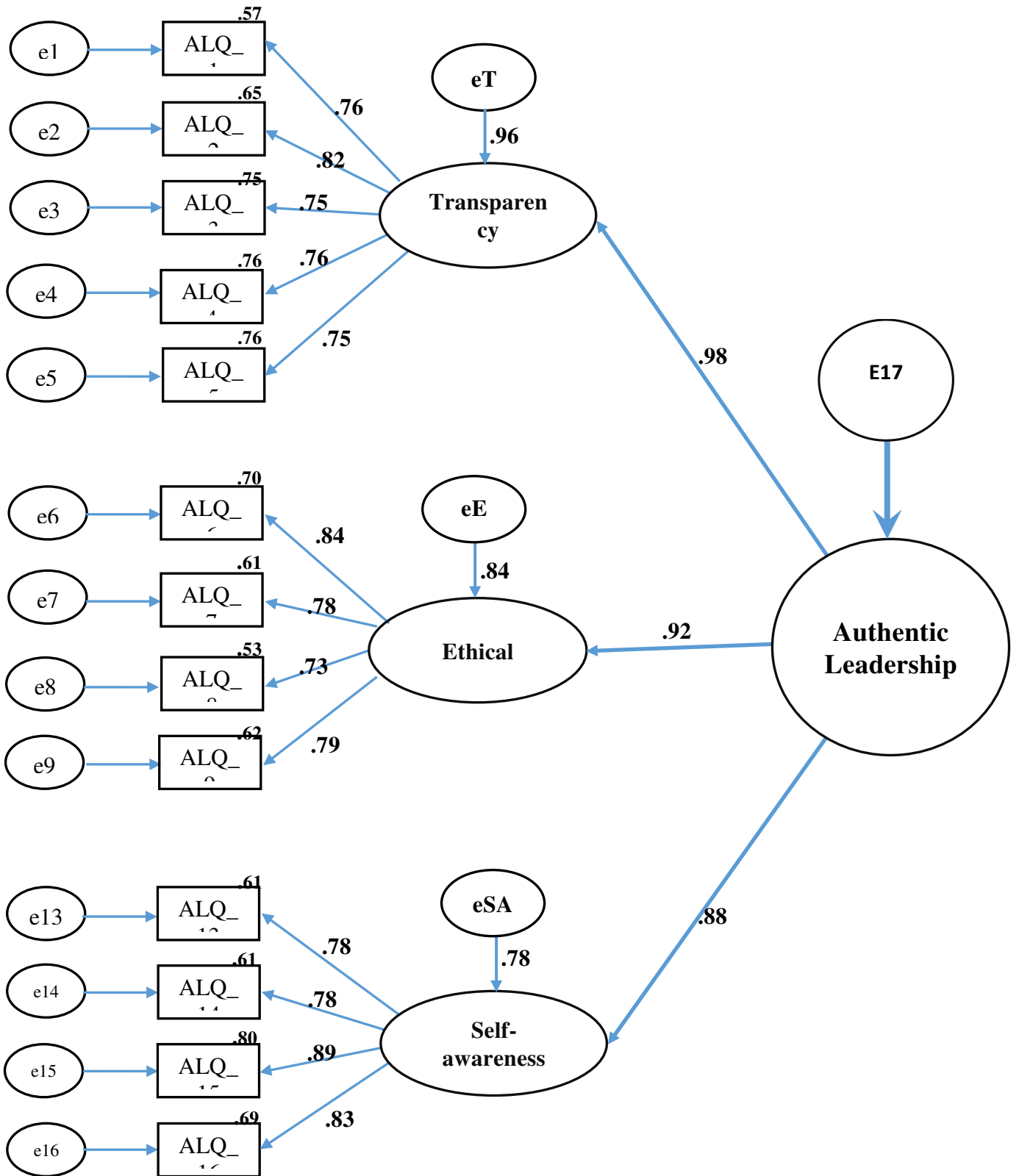
This value has been acquired by dividing Chi Square value to degrees of freedom. Some of related resources mentioned that the scale between 2.1 and 3.1 is the proper level, whereas some others claim this to be below 5. The CMIN/DF value of our model is 2.68 and this is acceptable figure due

to the criteria drawn by Hu and Bentler (1999). From this point of view, adequate fit (goodness of fit) of Chi Square demonstrates the perfect match in terms of sample size of our model.

\***CFI** (Comparative Fit Index);

CFI compares the harmony of accordance of current model with null hypothesis model that ignores the latent variables and their correlation. This value varies between 0 and 1, and as long as approaches to 1, it can be deduced that goodness of fit rises. Results of CFI value, 0.92 also refers the strong accordance of our model too (Hu & Bentler, 1999).

\***RMSEA** (Root Mean Square Error of Approximation); Having this value below 0.05 indicates the good fit of the model, but getting this value under 0.08 addresses the acceptable level. The final value of the model, 0.099 demonstrates the moderate accordance of the model, and being less than 0.1 is also acceptable according to Hu and Bentler (1999).



**Figure 9:** Model Diagram

### 5.5.2.3. Reliability of Dimensions of ALQ

As it is abovementioned, initially four dimensions and 16 questions were planned to use in this research according to the literature. However, after testing those with confirmatory factor analysis, 3 questions of a dimension (balance processing) were omitted. Eventually, our ALQ model generated by confirmatory factor analysis includes 13 items of three dimensions. This point were mentioned in previous section regarding factor analysis. Besides, this research has taken each items of the ALQ scales individually rather than general consideration of ALQ in order to obtain more consistent and reliable results.

**Table 10:** Reliability Test for the Dimensions of ALQ

<i>Factor</i>	<i>N of Items</i>	<i>Cronbach's Alpha</i>
Transparency	5	0.86
Moral/Ethical	4	0.88
Self-awareness	4	0.87

If reliability analysis test results applying for transparency factor are considered, item-total statistics and inter-item correlation tables carry an importance. Corrected item-total correlation columns on item-total statistics table demonstrate correlation relation between elements of factors and total score of the scale. Moreover, if existing questions on Cronbach's Alpha if item deleted column are excluded, information related to the new value of reliability coefficient of scale depending on transparency scale will appear. Accordingly, at first, item-total statistics table should be examined. Any of the question variables in transparency scale are not weakly related with the entire scale. In here, values are expected to be more than 0.3 (Field, 2009). Hereunder, all the question variables have a good correlation relationship with the entire scale. Apart from this, when alpha item deleted column is taken into consideration, none of the values on this column are more than general reliability value of the scale,  $\alpha = 0.86$ . Therefore, if any of the question variables placed on transparency factor is excluded from the test, reliability of transparency factor will not increase. The most necessary questions for the test are currently used and no need to exclude any of the questions from the test. In addition, it can be seen from inter-item correlation matrix that there is a good



relationship among question variables related to transparency variable. This situation is desired for the reliability of scale. As a last word, alpha reliability coefficient related to transparency factor is  $\alpha = 0.86$ , meaning reliability level of the factor is good and high.

If test results of reliability analysis for ethical/moral dimension are considered, it is explicitly seen that question variables in corrected item-total correlation columns on item-total statistics table are correlated with total score in ethical/moral scale. All of the values are more than 0.3, which is an anticipated situation. Once again, if the questions in Cronbach's Alpha's if item deleted column are deleted, there is no increase in the alpha value of the scale so that any question, which is considered to be deleted, does not increase the reliability of the scale. In this case, question variables reflecting ethical/moral dimension do possess desired criteria. Lastly, alpha value indicating reliability level of the scale is  $\alpha = 0.88$ , resulting in that ethical/moral dimension is good reliable (Cronbach, 1951).

According to the test results of reliability analysis of self-awareness dimension, corrected item-total correlation columns on item-total statistics table show that all the question variables are significantly correlated with the total scale. Moreover, removal of one of the questions does not lead alpha value (concerning reliability level) to increase. In this case, all of the questions are necessary for the test. Reliability level of self-awareness dimension,  $\alpha = 0.87$  in general, indicates that the dimension has a good and high degree of reliability.

#### **5.5.2.4. Reliability Tests for Variables Operationalization**

There are four study concepts addressed in this research; creativity, organizational identification, leader-member exchange, and emergence of potential abilities of personnel. However, six variables originated from these four concepts were analysed in the research. Two of the concepts; creativity and emergence of abilities were analysed not only by looking at followers' perception but also the role of leaders. In other words, according to the creativity of personnel, this research accounting for both perceptions of leaders on their personnel's creativity and the leaders' role for stimulating their followers' creativity. Additionally, in order to analyse emergence of potential capabilities of the followers, this research looks at the leaders' effect on emergence of their personnel's capabilities, and emergence of abilities of personnel from followers' perspective. Thus, it should be clarified that this research not only consider the leaders' impacts on followers' capabilities or creativity but also

followers' own perception about these points since they can be not only accepted as followers but also leaders in sub levels of the organization.

**Table 11:** Reliability Test for the Study Concepts

<i>Factor</i>	<i>N of Items</i>	<i>Cronbach's Alpha</i>
<b>CPLP</b>	9	0.96
<b>RLSFC</b>	9	0.96
<b>LMX</b>	7	0.86
<b>EAPLE</b>	6	0.97
<b>EPCFP</b>	6	0.83
<b>OI</b>	6	0.84

According to the test results of reliability analysis carried out for creativity of personnel from leaders' perspective variables (which is one of our study concepts), there is no need to exclude any of the questions from the test. It is perceived from inter-item correlation matrix that there is a meaningful (good) relationship among the questions. Further, according to item-total statistics table, any of the questions have a good degree of relationship with the total scale within this dimension. (It is expected to be more than 0.3) Apart from this, there are no question variables that increase the reliability of this dimension when they are deleted from the if\_item\_deleted column. General reliability level of creativity of personnel from leaders' perspective dimension  $\alpha = 0.96$ , and this value gives information about the dimension which is highly reliable.

Second variable based upon one of our study concepts, creativity is the variable of creativity of leaders from personnel's perspective. There is no problem seen on CREP question variables that are examined via reliability analysis. According to corrected item-total correlation information column, each question is correlated well with the total of variable and removal of any questions does not provide alpha value (which is considered general reliability level of dimension) to increase. Hence, CREP variable in general,  $\alpha = 0.96$ , holds a highly reliable question variable group.

If reliability analysis results for LMX variable is considered, it is seen that first and sixth questions involved in corrected item-total correlation column on item-total statistics table have a weak

relationship with the total of scale. Acceptable value here is relation value that is more than 0.3. This value for the first question and second question is 0.34 and 0.46 respectively so that it is sufficient to say that questions are connected to total of variable. If Cronbach's Alpha if item deleted column (placed on the same table) is taken into account, there is no problem, which can be observed on other questions. Removal of first and sixth questions from the test slightly leads reliability level of LMX variable to increase. Nonetheless, alpha value indicating reliability level of LMX variable,  $\alpha = 0.86$ , demonstrates a good and high level of reliability. Therefore, there is no need to exclude any of the questions from the test. Reliability level of LMX variable is already much more than the criteria known as 'if reliability level is more than  $\alpha = 0.7$ , reliability level of variable is acceptable' (Field, 2009; Cronbach, 1951).

According to the reliability analysis results of EAPLE study concept, all the question variables of this variable have a good degree of relationship with total of variable. Further, when one of the questions is deleted, this would not increase the reliability level of variable. It is observed from inter-item correlation matrix that question variables are correlated with each other at a good degree. Therefore, there is no need to exclude any of the questions from the test. Lastly, alpha value indicating general reliability level of variable,  $\alpha = 0.97$ , means that this variable is highly reliable.

According to reliability analysis results of EPCF concept, corrected item-total correlation column on item-total statistics table illustrates that all the question variables except the question sixth have a good degree of relationship with total of EPCF variable. Sixth question has more value, (0.35) than 0.3, which is the acceptable point. (Field, 2009) Thus, sixth question has a correlation relationship with EPCF like other questions even if it is weak. It is also seen from Cronbach's alpha if item deleted column placed in the same table that there is no problem among other questions except the sixth question. Lastly, general reliability level of EPCF,  $\alpha = 0.83$ , clarifies that the study concept has a good degree of reliability. It can be decided that the value of sixth question out of question variables does not act in a way that damages this high level of reliability and thus it is not necessary to exclude any of the questions variables involved in EABP from the test.

According to the test results of reliability analysis designed for our last study concept, ORI; it is observed that when the fourth question remained in the test with its initial state, there would be a great degree of decrease in the reliability level of ORI variable. This question is added to the test after revised, and new scores obtaining from this question are become sufficient for providing integrity of reliability. Each question variable has a good correlation relationship with entire ORI dimension, and once again, removal of any of the questions except the fourth question does not increase  $\alpha=0.841$  value, demonstrating reliability level is related to ORI. This value shows that ORI variable is highly reliable, meaning there is no need to exclude any of the questions from the test.

**5.5.2.5. Descriptive Statistics & Correlations for AL Instruments**

<b>Table 12:</b> Correlations for AL Instruments											
	Mean	Std. Deviation	1	2	3	4	5	6	7	8	9
1.Moral/Ethical	3.2365	1.07664									
2.Transparency	2.9856	1.02942	.766**								
3.Self-awareness	3.0366	1.03316	.717**	.817**							
4.Creativity (CPLP)	3.4654	1.04236	.190	.369**	.325**						
5.Creativity (RLSFC)	2.8484	1.08729	.710**	.746**	.715**	.					
6.Emergence (EAPLE)	3.2237	1.14008	.629**	.664**	.682**	.320**	.839**				
7.Emergence (EPCFP)	4.0138	.72850	.314**	.280**	.269**	.272*	.327**	.408**			
8.LMX	3.3626	.90586	.693**	.712**	.717**	.353**	.848**	.805**	.428**		
9.Organizational ID	3.2990	.82748	.366**	.308**	.308**	.286*	.322**	.317**	.189*	.312**	
** . Correlation is significant at the 0.01 level (2-tailed). * . Correlation is significant at the 0.05 level (2-tailed). b. Cannot be computed because at least one of the variables is constant.											

According to mean values on correlation table, ethical variable has the highest score within ALQ dimensions ( $\bar{x} = 3.24$ ), whereas transparency possesses the lowest score, ( $\bar{x} = 2.99$ ). Accordingly, ethical variable is the most preferred one in ALQ dimensions. It is also perceived that one of the study concepts; *Emergence of Personnel Capabilities from Followers' Perspective* variable has the highest score among all the concepts. The score of this variable is highly over the scale average point ( $\bar{x} = 4.01$ ). The reason behind this figure is a bit controversial. According to this figure, we might deduce that followers are so much confident and unlikely to think modest about their skills and abilities. Variable for *Role of Leaders for Stimulating Followers' Creativity* holds the lowest score ( $\bar{x} = 2.85$ ). Afterwards, when correlation section indicating the relationship between variables is considered, it is noticed that there is a high relationship among ALQ dimensions. However, the fact that these relationships do not exceed the value of 0.9 is to show that variables are not completely related to each other, and this does not bring a problem for multicollinearity. If the relationship between study concepts is taken into consideration, significant relationship between concepts can be observed. It is here noticed that EPCFP has a low degree of relationship with ALQ dimensions and other study concepts. Therefore, it can be said in this case that participants seem beware of their own potential abilities. It should be pointed out that leading and encouraging role of leaders in activating these abilities and making them functional should not be ignored. Another study concept having a high degree of score is variable for *Creativity of Personnel from Leaders' Perspective*, ( $\bar{x} = 3.47$ ). Moreover, it is observed that this variable has low degree of relationships with ALQ dimensions. The impact of ALQ dimensions on CPLP and other concepts will be examined in detail through multiple regression analyses.

### **5.5.3. Collinearity Test among dimensions of Authentic Leadership:**

Collinearity is the relationship, measured as the correlation, between two independent variables (Hair et al., 2006). Multicollinearity and singularity are problems with a correlation matrix that occur when variables are too highly correlated (Tabachnick & Fidell, 2012) and unstable (Bryman & Cramer, 2001). With multicollinearity, the variables are very highly correlated (say, .90 and above); with singularity, the variables are redundant; one of the variables is a combination of two or more of the other variables (Tabachnick & Fidell, 2012). Multicollinearity causes inflation in the

standard error of regression coefficients resulting in a reduction of their significance (Gaur & Gaur, 2009).

#### **5.5.4. Test of Hypothesis**

In an attempt to find out the relationship between three dimensions of ALQ and the study concepts, we used regression analysis method. Initially, the relationship between general ALQ dimensions and study concepts were tested by simple regression analysis that allows us to measure the effects of the independent variable on dependent variable. Then, multiple regression analysis was utilized to evaluate this interaction between ALQ dimensions and the study concepts in detail. This method is expected to reflect the determination of pure effects of ALQ dimensions on study concepts.

##### **5.5.4.1. The Similarity of Dimensions in Civil and Military/Security Area**

#### **H1o: Authentic Leadership Has the Same Dimensions in Civil and Military/Security Area.**

As it is seen in confirmatory factor analysis, ALQ scale consists of 13 items and 3 factors. In light of CFA analysis, this model can be considered to be sufficient in an attempt to measure the validity of this model in the use of military security field and its relationship with other ALQ dimensions. If other studies, which are akin to this research are taken into consideration, Tabak et al. (2012) in their research analysed factor analysis models by using 3 different types of samples. The test including 16 items, handled by Walumbwa and his colleagues (2008) is examined by Tabak et al. (2012) in 3 different stages. In order to confirm the model tested in the second stage, a greater number of samples are used in the third stage of the analysis, which reached that ALQ can be used in Turkey with its 16 items and 4 dimensions. If this result of the analysis indicating some differences compared to Çeri-Booms's (2010) analysis, which applied the ALQ in civil security field, there are also differences in factor outcomes. According to descriptive factor analysis results of Çeri-Booms (2010), 4 factors are identified in the ALQ model and alpha reliability coefficients of these factors are 0.87, 0.80, 0.86, and 0.65 respectively. (KMO value, 0.90 clarifies that the model is at a great degree for factor analysis) Apart from this, according to the ALQ scale implemented in military field, reliability coefficients of three dimensions are as follows; 0.86, 0.88, and 0.88 respectively. As seen, a sufficient degree of reliable dimensions are obtained due to the

fact that test criteria are in accordance with goodness of fit of model in both analyses, which are compared to each other. Thus, it can be understood from here that authentic leadership does not have the same dimensions in civil and military areas, and can form a scale in different numbers and features of dimensions. ALQ scale basically contains 4 dimensions, however it can transform into 3 dimensions in military areas. Accordingly, H1o hypothesis is refused.

The relationship between ALQ dimensions and Role of Leader for Stimulating Followers' Creativity (RLSFC) will be examined, and in the first place, the power of these dimensions' in the estimation of Creativity of Personnel from Leaders' Perspective (CPLP) variable will statistically be analysed.

#### **5.5.4.2. Relationship between ALQ and CPLP**

#### **H2o: Authentic Leadership Is Positively Related To Creativity of Personnel from Leaders' Perspective (CPLP)**

In the first place, ALQ will be tested as a predictor of creativity of the personnel. In order to reveal the effects of the factors, regardless of the model, on CPLP, simple regression is applied.

**Table 13:** Summary of Regression Analysis

*ALQ have positive relationship with Creativity of Personnel from Leader's Perspective (CPLP)*

	$\beta$	t	p
ALQ	.323	2.797	.007

F= 7.822, p< 0.05 , R<sup>2</sup>=0.10

According to the model summary table of Linear Regression Analysis results above, R<sup>2</sup> row shows that the ALQ variance just clarifies the 10% of the variance of Creativity of Personnel. The significance value of beta coefficient of ALQ at the table for Coefficients, p< 0.05, so this let us refuse the hypothesis Ho claiming lack of connection between variances, and equivalence of beta coefficient with O (zero). Therefore, there is a positive relationship between ALQ and CPLP at the level of significance (p<0.05) (ALQ has a positive and obvious role for figuring out CPLP). Another crucial value coming from the results is F ratio at ANOVA table, and significance value



referring significance level (F ratio shows developmental process in anticipation of the dependent variable). According to the ANOVA table, F ratio was seen reasonable at  $p < 0.05$ , and thus our model is statistically meaningful in that manner; the model that we exemplify variable of creativity of personnel with ALQ. Besides, in terms of Dublin-Watson statistics, residues are unrelated (It is expected that this value between 0 and 4 should be closer to 2 (Field, 2009). It is better to look at other tables and define them to enhance the quality of our test. We can claim that there is a relationship between two variables at correlation table (for  $p < 0.05$ ), but this correlation represents a weak relationship (for 0.32). F ratio is expected to be higher than 1; however, F ratio 7.82 was at the model, and according to  $p < 0.01$ , this value is significant. In conclusion, although the relationship between ALQ variable and creativity of personnel from leaders' perspective concept has been found positive, it should be said that this relationship and model are weak, and CPLP variable is affected by another variables that are not considered in this model.

- \*\* H2a: Transparency is positively related to CPLP**  
**H2b: Ethical is positively related to CPLP.**  
**H2c: Self-awareness is positively related to CPLP.**

Since the variation level explained by ALQ is low; Tolerance, VIF and eigenvalue coefficients are investigated whether there is any multicollinearity problem. Consequently, it is observed that both the Tolerance and VIF coefficients does not exceed the limit scores (0.1 and 10 respectively) (Hair et al., 2006). In addition to, there are no significant differences between eigenvalue scores of these factors (Min. = 8.41, Max. = 18.60).

**Table 14:** Summary of Simple Regression Analysis

	$\beta$	t	p
Transparency	0.369	3.249	0.002
$R^2=0.136, F=10.555, p=0.002 < 0.05$			
	$\beta$	t	p
Self-awareness	0.325	2.775	0.007
$R^2=0.106, F=7.699, p=0.007 < 0.05$			

Considering the results, CPLP is explained fairly well by Transparency ( $R^2 = 0.14$ ,  $F=10.555$ ,  $p=0.002<0.05$ ) and Self-awareness ( $R^2=0.11$ ,  $F=7.70$ ,  $p=0.007$ ). Thus it can be mentioned, Transparency and Self-awareness are positively related to CPLP ( $\beta=0.37$ ,  $\beta=0.33$ , respectively), when they are included model alone. However, the F-ratio shows that Moral/Ethical is not suitable to predict CPLP ( $F=2.52$ ,  $p=0.117>0.05$ ). Hence, H2a and H2c hypotheses are supported; however, H2b is declined.

#### **5.5.4.3. Relationship between ALQ and RLSFC**

#### **H3o: ALQ have positive relationship with Role of Leader for Stimulating Followers' Creativity (RLSFC)**

In table 15 it is presented the results of the regression that tested the H3o.

**Table 15:** Summary of Regression Analysis

---

*ALQ have positive relationship with Role of Leader for Stimulating Followers' Creativity (RLSFC)*

	$\beta$	t	p
ALQ	.806	12.416	.000

$F= 154.158$ ,  $p< .05$ ,  $R^2= .65$

---

According to the simple regression analysis results, which are applied in an attempt to estimate *Role of Leader for Stimulating Followers' Creativity* variable from ALQ variable, the relationship between ALQ and creativity of follower concept is statistically good. ALQ specifies 65% of the variance in RLSFC variable, which is considered important. F value on ANOVA table is significant ( $p<0.05$ ), confirming our model once ALQ is a significant predictor of RLSFC. Standardised beta coefficient of ALQ in this model 0.81, meaning this ratio is reasonable, as significance value of T test becomes significant ( $p<0.05$ ), and the relationship between ALQ and RLSFC variable is positive and strong. H2o is supported due to simple linear regression analysis. It will be examined in the next analysis that to what extent which ALQ dimensions describe this variation, and also which ALQ variable has a higher relationship with RLSFC variable.

- \*\* H3a: Transparency is positively related to RLSFC**  
**H3b: Ethical is positively related to RLSFC.**  
**H3c: Self-awareness is positively related to RLSFC.**

**Table 16:** Summary of Regression Analysis

***Transparency, Self-awareness and Ethical have positive relationship with Role of for Stimulating Followers' Creativity (RLSFC)***

	$\beta$	t	p
Transparency	0.362	3.168	0.002
Moral/Ethical	0.297	3.084	0.003
Self-awareness	0.235	2.158	0.034

$R^2=0.652$ ,  $F=49.987$ ,  $p=0.000<0.05$

With the intent of measuring the effect of authentic leadership dimensions on RLSFC concept, multiple regression analysis should be considered in the first place. According to the results, there is a statistically significant relationship between three dimensions of authentic leadership and RLSFC variable. Authentic leadership dimensions explain 65% of variance in criterion variable, named RLSFC variable. Moreover, according to the coefficient table, beta coefficient of all the ALQ dimensions seems significant ( $p<0.05$ ). If ALQ dimensions' impact on RLSFC concept is examined in detail, transparency variable, which has the highest standardised beta coefficient, has a positive and great influence over creativity of personnel variable ( $\beta =0.36$ ). There is also a positive and significant relationship between ethical variable and RLSFC variable ( $\beta =0.30$ ). Apart from this, self-awareness variable is positively in relation to RLSFC variable; nevertheless this relationship is weaker than the relationship among other ALQ dimensions and RLSFC variable. According to multiple regression analysis results, the hypothesis known as 'ALQ dimensions have a positive relationship with RLSFC dependent variable' are supported.

**5.5.4.4. Relationship between ALQ and EAPLE**

**H4o: Authentic Leadership is Positively Related to Emergence of Potential Capabilities of Personnel (with Leader’s Effect) (EAPLE)**

**Table 17:** Summary of Regression Analysis

*ALQ has positive relationship with Emergence of Abilities of Personnel with Leaders’ Effect (EAPLE)*

	$\beta$	t	p
ALQ	.719	12.423	.000

F= 154.324, p< 0.05, R<sup>2</sup>= 0.51

According to the simple regression analysis results, there is a positive and strong relationship between ALQ and EAPLE variables for leaders (R=0.72). ALQ variable can explain 51% of variance in EAPLE variables. In addition, F value on ANOVA table for p<0.05 is statistically significant and ALQ variable will play a good role in estimating the criterion variable. It can be observed from the coefficient table that beta coefficient of ALQ variable for p<0.05 is significant. In light of these outcomes, H3o hypothesis, which emphasises a positive relationship between ALQ variable and EAPLE variable, is supported. To conclude, the relationship between ALQ variable and EAPLE is examined from general perspective. In the next step, which ALQ dimension is significantly related to EAPLE variable, and if so, the degree of this relationship will be examined.

**\*\* H4a: Transparency is positively related to EAPLE**

**H4b: Ethical is positively related to EAPLE**

**H4c: Self-awareness is positively related to EAPLE**

**Table 18:** Summary of Regression Analysis.

*Self-awareness, Ethical and Transparency have positive relationship with EAPLE*

	$\beta$	t	p
Transparency	.180	1.599	.112
Moral/Ethical	.207	2.232	.027
Self-awareness	.388	3.675	.000

R<sup>2</sup>=0.510, F=48.300, p=0.000<0.05

The relationship among ALQ dimensions and EAPLE concepts has been analysed through multiple regression analysis. The results specify that ALQ dimensions have a significant relationship with EAPLE variable. F value for  $p < 0.05$  is significant and the model is valid. ALQ dimensions explain 51% of variance in EAPLE variable. If coefficient table is taken into account, self-awareness and ethical variable of ALQ dimensions are statistically and significantly (positive relationship) related to EAPLE variable. However, it is seen that coefficient of transparency variable it is not significant ( $p > 0.05$ ) and has no role in the explanation of dependent variable. Collinearity does not have any influence on this circumstance. According collinearity table, variance explanation ratios of ALQ dimensions are different. Outcomes show that the hypotheses indicating self-awareness and ethical variable has a positive relationship with EAPLE variable are supported. On the other hand, there is not sufficient evidence to support the hypothesis that states transparency variable is positively related to EAPLE variable. Because ALQ general dimension explains 51% of the EAPLE variable, so that self-awareness and ethical variables as ALQ dimensions considerably play a part on this situation. It can be said that transparency has no effective role on this issue.

#### 5.5.4.5. Relationship between ALQ and EPCFP

**H5o: ALQ have positive relationship with Emergence of Personnel Capabilities from Followers' Perspective (EPCFP)**

**Table 19:** Summary of Regression Analysis.

*ALQ have positive relationship with Emergence of Personnel Capabilities from Followers' Perspective (EPCFP)*

	$\beta$	t	p
ALQ	.315	3.986	.000

F= 15.890, p<0 .05, R<sup>2</sup>= 0.10

According to simple regression analysis, which is applied for estimating EPCFP variable from ALQ, there is a weak positive relationship between this pair. This statistically significant relationship shows that ALQ explains 10% of variance in EPCFP variable. Once again, low but statistically significant beta coefficient of ALQ in the model determines a positive relationship among variables. Despite H5o hypothesis claiming that there is a positive relationship between ALQ and EPCFP is supported, the model is considered weak and relationship force is low, showing that ALQ does not possess sufficient power to explain the dependent variable, emergence of personnel's capabilities from their own perspective.

#### **\*\* Relationship between ALQ dimensions and EPCFP**

**H5a: Transparency is positively related to EPCFP**

**H5b: Ethical is positively related to EPCFP**

**H5c: Self Awareness is positively related to EPCFP**

**Table 20:** Summary of Regression Analysis.

	$\beta$	t	p
<b>Transparency</b>	.053	.347	.729
<b>Moral/Ethical</b>	.202	1.599	.112
<b>Self-awareness</b>	.082	.574	.567

$R^2=0.097$ ,  $F=4.975$ ,  $p=0.003<0.05$

In previous analysis, we determined that there is a very low relationship between ALQ and EPCFP variable. Currently, the relationship between ALQ dimensions and this variable has been examined. According to the test results, the model, which is established to estimate one of ALQ dimensions, EPCFP variable, is meaningful. However,  $R^2$  value demonstrating the variance explained in this concept is only at the percentage of 10%. Hence, the model established for explaining EPCFP variable is considered to be weak. Adjusted  $R^2$  value determining the generalizability of the model is 7%. Data reveal a requirement that impact of other variables on the explanation of EPCFP variable should be investigated. Besides, according to coefficients table, it can be said that none of the ALQ variables' coefficients are significant, and these variables have no active role in the estimation of EPCFP. There is not enough evidence to support the H5 hypotheses that specify ALQ variables are positively related to EPCFP. To investigate whether there is any multicollinearity problem; Tolerance, VIF and eigenvalue coefficients are examined. Consequently, there is not enough evidence to support any multicollinearity problem.

#### 5.5.4.6. Relationship between ALQ and OI

**H6o: ALQ is Positively Related to Organizational Identification.**

**Table 21:** Summary of Regression Analysis.

*ALQ have positive relationship with Organizational Identification*

	$\beta$	t	p
ALQ	.368	4.834	.000

$F= 23.369$ ,  $p< 0.05$ ,  $R^2= 0.13$

When the relationship between ALQ variable and organizational identification is considered, there is a meaningful relationship between the variables ( $R^2=0.14$ ). The model that is established to

estimate organizational identification variable is meaningful. (F value,  $p < 0.05$  is meaningful) Furthermore, the coefficient of ALQ variable on the model for  $p < 0.05$  is meaningful. Accordingly, the hypothesis specifying ALQ has a positive relationship with organizational identification is supported. Nonetheless, according to the model summary table, it is observed that ALQ describes 13% of the variance of organizational identification. This ratio shows that the model is adequate. In an attempt to estimate organizational identification variable, other variables can be found except the effective ALQ and its components. To determine which ALQ component has a role in the positive (with weak ratio) relationship among ALQ and organizational identification, multiple regression analysis results should be analysed.

- \*\* **H6a: Transparency is positively related to Organizational Identification.**
- H6b: Ethical is positively related to Organizational Identification.**
- H6c: Self-awareness is positively related to Organizational Identification.**

**Table 22:** Summary of Regression Analysis.

***Ethical, Self-awareness and Transparency have positive relationship with Organizational Identification***

	$\beta$	t	p
Transparency	-.069	-.464	.643
Moral/Ethical	.320	2.593	.010
Self-awareness	.133	.954	.342

$R^2=0.138$ ,  $F=7.685$ ,  $p=0.00 < 0.05$

In light of test results, ethical variable carries an active role in the estimation of organizational identification concept, whereas self-awareness and transparency variables do not play a considerable role on this issue. Moreover, coefficient of ethical variable,  $p < 0.05$  significant, and beta coefficient of this variable in the model  $\beta=0.32$  demonstrate that it has a positive effect on organizational identification concept. The other ALQ dimensions' coefficients are founded insignificant due to the fact that these coefficients possess the degree of significance level at  $p > 0.05$ . Hence, the hypothesis indicating ethical variable has a positive relationship with organizational identification is supported. Apart from this, there is not sufficient evidence to emphasise that self-awareness and transparency variables have a positive relationship with organizational identification concept.



**5.5.4.7. Relationship between ALQ and LMX**

**H7o: Authentic Leadership is positively related to LMX.**

**Table 23:** Summary of Regression Analysis.

*ALQ have positive relationship with Leader-Member Exchange*

	$\beta$	t	p
ALQ	.770	14.914	.000

F= 222.417, p< 0.05, R<sup>2</sup>=0.59

Finally, the relationship between ALQ variable and LMX concept has been examined. According to the test results, there is a strong (and also positive) relationship between ALQ and LMX (R=0.770). ALQ variable also explains high degree (59%) of LMX concept. This ratio illustrates the strength of ALQ in explaining the LMX concept. Furthermore, F value (high degree) significant for p<0.05, and the model expecting ALQ to estimate LMX is meaningful and valid. On the coefficients table, ALQ coefficient is found significant, p<0.05 and coefficient value which is  $\beta =0.77$  specify that ALQ makes a great contribution on the LMX and the H5o hypothesis declaring there is a positive relationship between two variables are supported.

**\*\* H7a: Transparency is positively related to LMX.**

**H7b: Ethical is positively related to LMX.**

**H7c: Self Awareness is positively related to LMX.**

**Table 24:** Summary of Regression Analysis.

*Self-awareness, Ethical and Transparency have positive relationship with Leader-Member Exchange*

	$\beta$	t	p
Transparency	.199	1.970	.051
Moral/Ethical	.276	3.265	.001
Self-awareness	.356	3.762	.000

R<sup>2</sup>=0.584, F=69.231, p=0.00<0.05

According to test results, the model established for estimating LMX concept of ALQ components gains validity after significance value of  $F=69.23$  becomes significant. If coefficients table are taken a look at, both self-awareness and ethical variables have statistically meaningful coefficients for  $p<0.05$  significance value. However, same situation is invalid for transparency because the coefficient of this variable is not significant (although its coefficient is a near-miss). In light of these results, self-awareness and ethical variables play an active role in the estimation of LMX variable, whereas transparency variable has no considerable role during this stage. Apart from this, beta coefficient of self-awareness variable,  $\beta =0.36$  is higher than the beta coefficient of ethical variable,  $\beta =0.28$ . Accordingly, self-awareness variable plays a more active role than ethical variable in the estimation of LMX concept. While the hypotheses indicating self-awareness and ethical variables of ALQ dimension have a positive relationship with LMX are supported, there is no adequate evidence to emphasize that transparency is positively related to LMX. Despite the correlation between dimensions of ALQ and LMX is high (shows Table 12), there was no problem regarding multicollinearity ( $VIF<3.0$ ).

## 5.6. Summary of the Hypotheses Testing

Table 25 shows hypotheses supported and rejected after data analyses.

<b>Hypotheses</b>	<b>Relation</b>	<b>Finding</b>
<b>H1</b>	Authentic Leadership Has the Same Dimensions in Civil and Military/Security Area.	<b>Rejected</b>
<b>H2</b>	ALQ have positive relationship with Creativity of Personnel from Leader's Perspective (CPLP)	<b>Accepted</b>
<b>H2a</b>	Transparency is positively related to CPLP	<b>Accepted</b>
<b>H2b</b>	Ethical is positively related to CPLP	<b>Rejected</b>
<b>H2c</b>	Self-awareness is positively related to CPLP	<b>Accepted</b>
<b>H3</b>	ALQ have positive relationship with Role of Leader for Stimulating Followers' Creativity (RLSFC)	<b>Accepted</b>
<b>H3a</b>	Transparency is positively related to RLSFC	<b>Accepted</b>
<b>H3b</b>	Ethical is positively related to RLSFC	<b>Accepted</b>
<b>H3c</b>	Self-awareness is positively related to RLSFC	<b>Accepted</b>
<b>H4</b>	ALQ has positive relationship with Emergence of Abilities of Personnel with Leaders' Effect (EAPLE)	<b>Accepted</b>
<b>H4a</b>	Transparency is positively related to EAPLE	<b>Rejected</b>
<b>H4b</b>	Ethical is positively related to EAPLE	<b>Accepted</b>
<b>H4c</b>	Self-awareness is positively related to EAPLE	<b>Accepted</b>
<b>H5</b>	ALQ have positive relationship with Emergence of Personnel Capabilities from Followers' Perspective (EPCFP)	<b>Accepted</b>
<b>H5a</b>	Transparency is positively related to EPCFP	<b>Rejected</b>
<b>H5b</b>	Ethical is positively related to EPCFP	<b>Rejected</b>
<b>H5c</b>	Self-awareness is positively related to EPCFP	<b>Rejected</b>
<b>H6</b>	ALQ have positive relationship with Organizational Identification	<b>Accepted</b>
<b>H6a</b>	Transparency is positively related to Organizational Identification	<b>Rejected</b>
<b>H6b</b>	Ethical is positively related to Organizational Identification	<b>Accepted</b>
<b>H6c</b>	Self-awareness is positively related to Organizational Identification	<b>Rejected</b>
<b>H7</b>	ALQ have positive relationship with Leader-Member Exchange	<b>Accepted</b>
<b>H7a</b>	Transparency is positively related to LMX	<b>Rejected</b>
<b>H7b</b>	Ethical is positively related to LMX	<b>Accepted</b>
<b>H7c</b>	Self-awareness is positively related to LMX	<b>Accepted</b>

**Table 25:** Summary of hypotheses testing

## **5.7. Discussion**

In this section, the results and findings of the hypothesis of this study are evaluated. Relevancy between the findings obtained from analysis results and the objectives of the study and literature research will be discussed and a concrete final framework will be drawn.

The final state of the ALQ model formed by the collected samples from the military security field is obtained via confirmatory factor analysis. Due to the fact that the ALQ model gained in the end of analysis process represents the model of military field, the comparison between this structure and the ALQ model in civil area is evaluated in H1 hypothesis, which is based on the ALQ models in the studies of Tabak et al. (2012) and Çeri-Booms (2010).

As mentioned in the literature, the hypotheses examining the relationships between the main study argument, ALQ (and its dimensions) and four study concepts are assessed by regression analyses. Apart from this, the variables of four study concepts tested through this ALQ model is obtained by principal components analysis, which is one of the explanatory factor analysis types. Moreover, the comparisons about the characteristic features of respondents participated the questionnaire are gained by cross-tabulations that are placed in chi-square test. In addition to inferential statistics, descriptive statistics and correlation tables shed light on the characteristic features of participants as well as took a pre-look at the relationship among variables placed in the study.

There is a point it must be mentioned that some of Walumbwa papers are problematic since those studies were retracted from publication. However, Walumbwa research is much wider and has been supported by other researches and studies.

### **5.7.1. Study Results**

#### **5.7.1.1. Exploratory Factor Analysis for the Study Criterion variables**

As it was shown before, 6 variables are obtained in the factor analysis that is completed in an attempt to determine latent variables of four study concepts. KMO value (according to criteria) indicating the validity of concepts for factor analysis is at a perfect level. It is observed that only

one of the concept variables, KMO value of EPCFP is lower but better than others according to the criteria. Furthermore, in the analysis results, one factor is acquired from each concept variable, whereas two factors are obtained from only EPCFP concept variable - *Emergence of Personnel Capabilities from Follower's Perspective* (which has 6 items). Afterwards, the necessary requirements are made, and EPCFP concept variable is represented in the study with single factorial model. As a result of the analysis, 6 variables coming out from 4 study concepts are as follows; *Creativity of Personnel From Leader's Perspective (CPLP)*, *Role of Leader for Stimulating Followers' Creativity (RLSFC)*, *Emergence of Abilities of Personnel with Leaders' Effect (EAPLE)*, *Emergence of Personnel Capabilities from Followers' Perspective (EPCFP)*, *Organizational Identification (ORI)*, *Leader-Member Exchange (LMX)*.

#### **5.7.1.2. Confirmatory Factor Analysis for Authentic Leadership**

As stated in previous stages, the ALQ model accepted to be made up of 16-item and four dimensions in literature, is handled as a main study argument. Confirmatory factor analysis is applied on the questions for the reliability and validity of ALQ model. In first factor analysis, some values indicating the goodness of fit of model do not match with the criteria (The model fit results of first factor analysis: for  $p < 0.001$  Chi-square=346.194, CMIN/DF=3.394, CFI=0.850, RMSEA=0.119).

As mentioned before, CMIN/DF value acquired by dividing Chi Square value to degrees of freedom is expected to be less than 3. CFI value should be more than 0.9 for model fit, and RMSEA value should be at least less than 0.1 for acceptability of the model. The questions creating inconsistency in 16-item model were ALQ10, ALQ11, and ALQ12. Standardised regression weights for these questions are 0.374 for ALQ10, 0.511 for ALQ11, and 0.361 for ALQ12. Standardised regression weights table are a kind of factor scores for the questions, and these values are required to be significant. These values of the determined questions are insufficient for this model so that they are excluded from the model. 3 questions excluded from the model are about balanced processing variable of ALQ dimensions, and therefore this variable is excluded from the ALQ model consisting of 16-item and four dimensions. A new, revised and obtained ALQ model holds 13-item and three dimensions. In explanatory factor analysis made for the new model, it is found that the

model and questions are meaningful. The data obtained of new model after the second factor analysis result is for  $p < 0.001$ , Chi-Square=166.014, CMIN/DF=2.678, CFI=0.924, RMSEA=0.099, illustrating the new model becomes valid and is at an optimum level for the goodness of fit. Standardised regression scores of question variables in new model is significant and at a sufficient level. According to the analysis results, it seems applicable to measure the relationship between the ALQ model consisting of 13-item and three dimensions and other study concepts for military security area.

#### **5.7.1.3. Reliability Analyses for the ALQ and Study Concepts**

In the first reliability analysis made for Organizational Identification, Cronbach's Alpha value,  $\alpha=0.68$  indicating that the fourth question is one of the factors leading to decrease in this value. In the revision analysis and repeated reliability analysis made for the fourth question, Cronbach's Alpha value of Organizational Identification variable,  $\alpha=0.84$ , provides high degree of reliability for OI.

#### **5.7.1.4. Is the ALQ Model for Military Area Same with the ALQ Model for Civil Area?**

As specified in H1o hypothesis, whether or not the ALQ model for military area has the same dimensions with the ALQ model for civil area is examined. In order to make the comparison between these two security areas, the ALQ model of Çeri-Booms (2010) and Tabak et al. (2012) obtained for civil area is compared to the ALQ model which is acquired according to our analysis results. The results clearly indicate that the ALQ model for military area is different from the ALQ model for civil area when their dimensions are considered. Çeri-Booms (2010) and Tabak et al. (2012) obtained the ALQ model with four dimensions which has a valid and good degree of goodness of fit models in both studies. Tabak et al. (2012) determined that the ALQ model with four dimensions can be applied in Turkey with its four dimensions. The items of this dimension and balanced processing (which are excluded from the ALQ model of our study) are as follows: *Solicits views that challenge his or her deeply held positions, Analyses relevant data before coming to a*

*decision, and listens carefully to different points of view before coming to conclusions.* It can be thought that this quality of authentic leadership does not create a difference in military area. Under normal conditions, balanced processing has a prominent place in the qualifications of leader, but it does not have an active role in military field. It should also be bear in mind that balanced processing seems to be least developed construct of authentic leadership concept because even Gardner et al (2005) and Walumbwa's studies (2008) have some ambiguities in the definition of this dimension so that as Tapara (2011) suggested, this inconsistency should be clarified to have a clear understanding of the construct.

### **5.7.2. Findings of Regression Analysis Result**

It is intended to analyse the effect of implementation of authentic leadership on military area. In the first place, confirmatory factor analysis is applied on this study model consisting 16-item and four dimensions taken from the literature to measure the validity according to the target group. In the end of analysis, the ALQ structure having 13 item and three dimensions is obtained, and afterwards the impacts of ALQ model and its dimensions - relational transparency, ethical/moral perspective, self-awareness, and the impacts of four study concepts - creativity, organizational identification, leader-member exchange, and emergence of potential capabilities of personnel concepts on six variables obtained via principal components analysis are analysed by the help of hypotheses. The relationship between these variables is positive according to hypotheses.

The ALQ general variable, which is meaningful with study concepts and its dimensions, are put in order below according to the results.

#### **5.7.2.1. Relationship between the ALQ and CPLP**

The general variable of ALQ is positively and statistically meaningfully related to CPLP variable. On the other hand, according to the simple regression analysis results between these two, the power of ALQ in the estimation of CPLP is low. The established model is weak, and even the value of adjusted R Square showing the degree of generalizability of this model, has a low ratio as .09 (9%). Thus, ALQ variable could have affected 9% of the variance in CPLP. Accordingly, it can be said

that another variables can be more effective in the estimation of CPLP variable (ALQ has a positive but weak relationship with CPLP). The possible reason for this could be using small sample size for the analysis. Since the questions measuring CPLP were asked only commanders, the sample decreases to 69. Hence, it should be considered that small sample size could affect the result.

The result of H2 hypotheses, which pay specific attention to ALQ dimensions acting as effective on this weak and meaningful model, is examined:

Only one of the ALQ dimensions, transparency variable has a positive and meaningful relationship with CPLP. On the other hand, although ethical perspective variable has a meaningful relationship with CPLP, this relationship is in a negative interaction with CPLP. Apart from this, when self-awareness is tested together with ALQ dimensions, it does not have a meaningful relationship with CPLP. Hence, creativity of personnel from leaders' perspective is positively (but also weakly) affected by transparency quality of authentic leadership. It may also be deduced from here that other authentic leadership dimensions do not have a very active role in the emergence of this creativity or they might be in the shadow of transparency dimension. However, the increase of the value of the effect of Transparency by these two dimensions may be explained by mediation.

#### **5.7.2.2. Relationship between ALQ and RLSFC**

There is a strong and positive relationship between ALQ general variable and the role of leader for stimulating followers' creativity variable. According to the established model, ALQ can explain a great majority of variance (65%) in RLSFC. As shown in the model, ALQ and its dimensions make a positive contribution to the role of leader for stimulating followers' creativity. At this point, it can be drawn an inference that a leader possessing authentic leadership behaviours can take an active role in the stimulation of followers' creativity.

It is observed that three dimensions of authentic leadership are meaningful and effective for RLSFC. Transparency is the most influential one (having positive and strong relationship) according to the analyses. Ethical perspective follows transparency and makes a meaningful and positive contribution to RLSFC. On the other hand, notwithstanding self-awareness has a less



impact than other two dimensions; it is still meaningful for RLSFC. Creativity of followers reaches more meaningful level when their leaders enter into transparent connections with them. This means leaders, who achieved AL concepts and shares them, foster the creativity of the employees' (Avolio & Gardner, 2005). Besides, the issue of leaders paying attention to ethical values in decision-making process also carries an importance in the development of followers' creativity. Leadership tendency emphasising self-awareness once again will provide a positive effect on the development of followers' creativity, and thus these advantages underlined here may show that this model is a requirement for both leaders and followers. This findings support the studies of Patterson (1999) and Ilies et al. (2005).

On the other hand, the high relationship is a matter of question whether ALQ is different from RLSFC or not. The reason behind this strong relationship is that authentic leadership stimulates the creativity of employee not only directly, but also with the mediating effect of other variables or mechanisms (Pego, 2012).

### **5.7.2.3. Relationship between ALQ and EAPLE**

Authentic leadership positively and strongly affects the concept variable of emergence of abilities of personnel with leaders' effect. The authentic leadership role in the emergence of potential abilities has a prominent place. Further, authentic leadership explains 51% of variance in EAPLE. If the relationship between authentic leadership and EAPLE is handled by considering authentic leadership dimensions; self-awareness and ethical dimensions are strong predictors, and they have a positive impact on EAPLE. Self-awareness is more effective than ethical perspective variable for EAPLE. According to the findings, if a condition for the personnel to use his/her potential capabilities is desired to be provided, a leader (an authentic leader) should have indicated a high level of self-awareness characteristic as well as showing this attitude to his/her subordinates so that this behaviour can be a driving force in the revelation of potential capabilities of followers as claimed by Lee et al. (2010). The point of view here also was addressed in the literature review because some scholars (Bass & Yammarino, 1991; Church, 1997) pointed out that several studies shed light on the relationship between self-awareness and leadership performance, and self-awareness quality is needed for promotion to leadership roles, supporting self-awareness is a sort of

cornerstone in the demonstration of potential capabilities and thus may also transform followers into leaders if necessary. In addition, leaders focusing on ethical values in their behaviours towards subordinates could accelerate the revelation of potential abilities. On the other hand, transparency, one of the authentic leadership dimensions, does not possess a statistically meaningful relationship in the emergence of personnel's abilities with leader's effect. In here, it is found that transparency does not have a significant role on EAPLE, but this dimension might have fallen behind other authentic leadership features. Lastly, self-awareness is a better predictor than ethical perspective variable in the estimation of EAPLE (In the meantime, none of the dimensions has a positive relationship with EAPLE).

It can be said the same reason related to RLSFC is also possible explanation for the high level relationship between ALQ and EAPLE, as claimed by Lee et al. (2010). In addition to, it is confirmed that both creativity and potential capability of the employee is mediated by 'trust' acquired by authentic leadership model (Ceri-Booms, 2012).

#### **5.7.2.4. Relationship between ALQ and EPCFP**

ALQ has a positive but very weak relationship with emergence of personnel capabilities from followers' perception variable, and thus ALQ only explains 10% of the variance in EPCFP. The generalizability of established model has a low ratio (9%). That, authentic leadership dimension provides a weak but positive relationship between ALQ and EPCFP, is considered below.

None of the ALQ dimensions has a meaningful effect on the EPCFP variable. All the coefficients of dimensions are insignificant. The analysis results illustrate that when ALQ acts as a general variable, it makes only a little contribution to EPCFP. However, specifically there is no effective variable on EPCFP. In previous sections, the finding was found from descriptive statistic table about EPCFP variable that personnel are aware of their potential capabilities, and do not need any extra motivation to reveal these abilities. Regression analysis results also support this finding. Personnel's abilities are not in a considerable interaction with ALQ dimensions. In this case, the tendency underlining the emergence of personnel's capabilities is already revealed is a more noteworthy point (which should be considered) than the fact that authentic leadership and its

dimensions do not make a positive contribution to EPCFP. Therefore, the dimensions of ALQ have no significant relationship with EPCFP.

#### **5.7.2.5. Relationship between ALQ and Organizational Identification**

Authentic leadership has a positive but weak relationship with organizational identification variable. The model established for ALQ to estimate OI variable is meaningful and valid. ALQ can explain 13% of the variance in OI. The generalizability of the model is also 13%. This supports the claim that AL increases the commitment to organisation indirectly (Ceri-Booms, 2012; Avolio & Gardner, 2005). The ALQ dimensions playing a role in this weak relationship are considered below.

Only ethical perspective variable of ALQ dimensions makes a positive and weak contribution to organizational identification. Other two dimensions, transparency and self-awareness do not have a meaningful effect on OI. Accordingly, ethical variable plays an active role in the development of organizational identification of personnel. On the other hand, in general, behaviours and traits of authentic leaders do not place on a considerable point in the contribution to organizational identification. To conclude, only one dimension from ALQ, ethical perspective has a positive but weak relationship with OI. The possible reason for this result should be the high ethical/moral characteristic of the TGO. The leadership models out of ALQ should be studied on the future researches to determine how well their effects are on the OI concept. According to the analysis results, it is found that there may be other variables that affect OI concept and they should be investigated in more detail.

#### **5.7.2.6. Relationship between ALQ and Leader-Member Exchange**

Analysis results found that there is a strong and positive relationship between authentic leadership and leader-member exchange concept, meaning authentic leadership model has a significant role on the interaction between leaders and followers. Authentic leadership can explain 59% of the variance in LMX. Albeit high relationship between AL and LMX, they are not the same concept, since, while the ALQ is mostly about the attitudes of the leader, LMX is related to the relationship on both

leader and follower. Moreover, effectiveness depends on LMX, and thus, innovativeness of subordinates is enhanced (Scott & Bruce, 1994). In addition to, according to Dienesch and Liden (1986) quality LMX results trust. In light of these arguments, the result, showing high relationship between AL and LMX, supports the study of Lewis (2011), claims the effect between these concepts. In the practice of authentic leadership approach, the characteristics like mutual understanding, respect, unbiased attitude and sharing between authentic leaders and their followers gain value. Authentic leadership traits bring a positive and strong effect on the emergence and development of characteristics mentioned above. If which authentic leadership dimension is effective on these relationships is taken a look at, self-awareness variable is the most positive and strongest one affecting the LMX. Ethical perspective variable appears on the second place, and beta coefficient indicating the impact of transparency variable on LMX is statistically found as insignificant. According to these results, LMX is more positively supported by the quality of individuals' self-awareness. The level of the activities, such as activity interaction level between leaders and followers, and effective teamwork opportunities can be taken a step further and developed by the help of self-awareness trait. In addition, the issue of ethical values remaining at the forefront of these relationships will also provide a positive contribution to the development within this area.

It should be noted that despite the coefficient of transparency dimension is found insignificant on LMX, this dimension is yet to be thought as an important one having an impact on the LMX factor, and this issue is also handled in the additional study. Apart from this, self-awareness is a more influential variable than ethical perspective variable on LMX concept.

### **5.7.3. The Specificities of the Sample in This Study**

The relationship between some determined demographic variables is examined via cross-tabulations. By considering meaningfulness criteria of formed cross-tabulations, some characteristics, such as participants' status, educational status, and position, activity in service/retirement status, age, and branch are analysed in these comparisons. The significance of chi-square test showed that rank and educational status variables are not independent, instead they are correlated. Cramer's V value also demonstrated that there is a strong relationship between rank

and educational status. When military structure is taken into consideration, candidate officers encounter with more comprehensive educational levels. A soldier holding an officer status is in a position to take duty in the highest administrative level due to the fact that high qualifications are required for taking critical charge. As seen from our participants' educational status, 95.6% of the high-ranking military personnel having masters and above degrees are officers. It can be said that desired qualifications in military structure, like the self-improvement circumstances of candidate officers explain the results of cross-tabulations. The fact that educational status of NCOs is better than Gendarmerie specialists is originated from some differences that and NCOs are educated in schools related to their ranks (NCO vocational school), whereas specialists are contracted personnel or hold relatively lower criteria at the time they participate to a military organization.

It should be noted that shift between status can take place only when soldiers provide various criteria, such as passing required exams. In relation to this feature in military structure, high-ranking personnel like a NCO can become an officer if he/she can meet the requirements.

When status and position demographic variables are compared to each other, there is a meaningful and moderate relationship between them. The first instance observing from the table is that the majority of participants acting as commanders are officers, and NCOs follow them. The issue of officers being more qualified than other statutes according to their educational status can be connected to the fact that they are frequently tasked with behaving as commanders. Moreover, if organizational process is regarded, several subjects, such as officers reflect the decisions (which come from upper authorities) towards subordinates, the formation of union and order, and current problems handled by a high-ranking officer who possesses more areas of responsibility could support the circumstance that officers more readily undertake on a task than other statutes. On the other hand, there is not much difference seen in staff duty in respect of statutes. When educational status and positions of participants are compared to each other, these characteristics are meaningful and moderate. It is found that the acquired relationship is more important for commandership position rather than for staff duty. The educational levels of active officers in staff duty seem akin each other, whereas there is a marked difference between the educational levels of officers possessing commandership duties. If the fact that a high-ranking soldier is responsible for a great

deal of soldiers and have the authority of making a decision in critical circumstances concerning this responsibility, a commander holding a superior educational level is an anticipated case.

It is confirmed that there is a strong and meaningful relationship between the variables of active in service or retirement status and age. It is clearly seen that the great majority of the respondents under the age of 44 are active in service. If the numbers of all participants are taken into consideration, 79.6% of them are active in service, while the remaining 20.4% are retired personnel and most of them are over the age of 44.

There is no considerable relationship found between branch and position variables. The issue that the officers taking duty as commanders in General Staff or in upper authorities of Gendarmerie organization or coming from staff duty does not make a remarkable difference.

Finally, the comparison between participants' status and active in service or retirement status is made, and is found that there is a meaningful and moderate relationship between these two variables. The number of retired personnel is in increase, when their ranks are also in rise. The percentage of persons finalising their career as Gendarmerie specialists is low because they have an opportunity of being contracted personnel or changing their statuses if the required conditions are met. The highest number of retired personnel arises from NCOs. Meanwhile, NCOs constitute the lowest percentage of being active in service once again. Therefore, it can be drawn an inference from here that NCOs become retire in their earlier ages compared to officers.

## **CHAPTER 6 -CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS**

### **6.1. Conclusion**

The need for a “better” leadership model for widespread organizations required a new model that will meet most of the requirements and fill the gaps occurring during the significant, and vital operations. For the TGO, organizational efficiency and effectiveness are needed to be strengthened and improved by a new, promising leadership model since the TGO is a kind of “leader driven” organization in not only at the supreme level but also in each levels of the organizational structure. There are not several department leaders but the TGO is driven by hundreds/thousands of leaders performing in many levels, departments, teams, squads... etc.

In the light of these conditions, authentic leadership model, developed in recent decades, was proposed here as a “better” alternative for widespread organization, although four major models were detected that have been in use for decades; charismatic, democratic, transactional and transformational leadership models. This model does not only lead a more efficient, developed, effective and strongly interconnected structure for organizations but also enables the leaders to trigger their followers’ development since within an organization in which an authentic leader is active, followers become aware of their leader’s beneficial and superior skills and traits and replicate those for themselves. Thus, authentic leadership implementation generates authentic followers, who possess better capabilities, perform more efficiently, and think and act as if their leaders (Gardner et al., 2005a). As Avolio and Gardner (2005) and Ilies et al. (2005) underlined, followers imitate authentic behaviours and values of leaders so leader’s positive impacts trigger the transformation of followers. Since the values and authentic behaviours of the leaders are modelled across the organization, the authenticity of the organization becomes sustainable.

Furthermore, leaders not only play a passive role of modelling authentic behaviours but also provide opportunities to their subordinates for skill development and autonomy, and through high-quality relationships based on the principles of social exchange rather than economic exchange authentic leaders support self-determination of their followers, and elevate them (Ilies et al., 2005). Authentic leaders identify their subordinates’ strong and weak points and guide and help their

construct properly (Luthans & Avolio, 2003). Providing the autonomy, positive feedback and recognizing their viewpoints help followers to generate self-determination, thus they can much better discover their talents, improve their strengths and accomplish the tasks by advancing their capacities (Ilies et al., 2005; Gardner et al., 2005a). In addition to that giving the followers new opportunities and untightening the controls play significant roles for letting them become authentic leaders. The model of Gardner et al. (2005a, p.345) called ‘*self-based model*’ suggest that ‘*authentic leaders act as a positive role model to increase followers’ self-awareness and self-regulation leading to follower development, and through exhibiting authentic behaviour leaders positively foster the development of associates until they become leaders themselves.*’

In this research, whether authentic leadership for a widespread organization, Turkish Gendarmerie Organization is applicable or not was questioned, investigated and tested. Additionally, potential outcomes of this leadership implementation were revealed. However, initially a comprehensive research was made to find out leadership models utilized in such widespread organizations.

In this research, authentic leadership implementation aimed to be tested within the TGO by using a mixed model including a qualitative and a quantitative research.

According to results of the qualitative research, applied to determine the point of view and the level of knowledge of the participants, 28% of respondents choose his commander as a leader. In addition to, majority are not familiar with the concept of Authentic Leadership. However, the answers to the question asked to determine the attributes of a good leader, revealed 40% of the respondents see Authentic Leadership as an ideal model. To conclude, although Authentic Leadership is supported and desired, the members of TGO do not have a good level of knowledge or do have weak understanding about the concept.

Moreover, by the results of the qualitative research, the confirmatory factor analysis showed that three questions (ALQ10, ALQ11, and ALQ12) addressing balanced processing created inconsistency with our research. Therefore, the balanced processing dimension was omitted from the research even though the literature review revealed positive impact of balanced processing of a leader on creativity of personnel, organizational identification of subordinates and high quality



LMX relationship (Avolio et al., 2004; Liden & Maslyn, 1998; Graen & Uhl-Bien, 1995). Accordingly, 13 ALQ questions of three dimensions have been focused, and authentic leadership implementation aimed to be observed in the TGO. By referring each hypothesis of this research, all of those dimensions and their relationships with study concepts; creativity, emergence of followers' capabilities, OI, and LMX were analysed.

When we focused on creativity of personnel from leaders' perspective (CPLP), it is detected that only transparency has positively (but weakly) relationship with CPLP. On the other hand two other authentic leadership dimensions did not indicate a very active role in the emergence of this type of creativity or they might be in the shadow of transparency dimension. Other scale regarding creativity was the role of leader for stimulating followers' creativity (RLSFC) showed high degree of relationship with ALQ dimensions which means leader possessing three authentic leadership dimensions (*self-awareness, transparency, ethical/moral perspective*) can take an active role in the stimulation of followers' creativity. Transparency was the most influential one (having positive and strong relationship) according to the analyses. Ethical perspective follows transparency and makes a meaningful and positive contribution to RLSFC. On the other hand, notwithstanding self-awareness has a less impact than other two dimensions; it is still meaningful for RLSFC. When those variables are compared with the data obtained from the literature, those outputs were confirmed. For instance, as Gardner et al., 2005 acknowledged, transparency provides cues to the followers about the leader's self and ensures the trust between leader and subordinates, so followers are encouraged to contribute to the creativity and innovation in the organization (Amabile et al., 2004; Cerne & Skerlavaj, 2013). Additionally, the literature addressing self-awareness of leaders verifies and proves the significance of self-awareness for creativity of followers since scholars say that self-aware leaders are capable of observing and analysing own fundamental values, feelings, identity, and motives or goals, and share them with others or their values are perceived by team members, and eventually these processes foster the employees' (followers) creativity (Avolio & Gardner, 2005; Patterson, 1999; Barron & Harrington, 1981; Ilies et al., 2005). Unlike our analyses, the literature could not provide meaningful information highlighting the positive interaction between the self-awareness and creativity yet previous researches draw attention to interrelated status of transparency and self-awareness.

In this research, the dimension, emergence of personnel's abilities was based on two pillars; emergence of abilities of personnel with leaders' effect (EAPLE) and emergence of personnel capabilities from followers' perception (EPCFP).

Authentic leadership positively and strongly affects the concept variable of emergence of abilities of personnel with leaders' effect. Self-awareness and ethical dimensions are strong estimators, and they have a positive impact on EAPLE. Self-awareness is more effective than ethical perspective variable for EAPLE. Even though either dimension has a positive relationship with EAPLE, self-awareness seen as a better predictor than ethical perspective variable in the estimation of EAPLE. On the other hand, transparency does not have a significant role and a statistically meaningful relationship with the emergence of personnel's abilities with leaders' effect. These findings highlighting strong role of self-awareness whilst transparency has no effect denote a dilemma since it can be stated accordingly to the literature that an authentic leader become self-aware and transfers his perceived traits and skills to his followers through being transparent. Furthermore, positive but very weak relationship between ALQ and emergence of personnel capabilities from followers' perception variable (EPCFP) was detected. All the coefficients of dimensions were found insignificant. With regards to perception of followers, none of the ALQ dimensions has a meaningful effect on the EPCFP variable. By looking deep into the answers given by participants (observing followers' perception), personnel are already aware of their capabilities and they require no further attempt to raise their awareness. The information obtained from the related literature unveils that leaders having authenticity will transfer their traits and organizational behaviours to their subordinates, and eventually the followers will become authentic, resulting in self-aware, transparent, self-determined followers who will more tend to improve their capabilities. As also Gardner et al. (2005a) pointed out, as long as authentic leaders (self-aware, transparent, and ethically matured) foster self-awareness of their followers, leaders will be helping to follower development. All in all, it is deduced that our research produced contradictory results for transparency dimension, even though satisfies the expectations for self-awareness and ethical perspective comparing to the literature review.

Organizational identification is another concept analysed in this research and it is found that authentic leadership has a positive but weak relationship with organizational identification variable.

Only ethical perspective variable of ALQ dimensions makes a positive and weak contribution to organizational identification. Other two dimensions, transparency and self-awareness do not have a meaningful effect on OI. Accordingly, ethical variable plays an active role in the development of organizational identification of personnel. On the other hand, in general, outcomes of the tests showed that behaviours and traits of authentic leaders do not play considerable role to enhance organizational identification. The significance of ethics was also pointed out within the literature by exemplifying the report from US Army (2006) stating that unethical attempts quickly destroy organizational morale and cohesion while undermining the trust and confidence essential to teamwork and mission accomplishment, besides it is emphasized that ethics and values are two basic pillars of development of organizational identity in a military organization. However, surprisingly self-awareness dimension was seen ineffective with regards to the OI, although Avolio and Gardner (2005) also highlighted the impact of self-awareness in discovery of the essence and bindings at work and in rise of organizational identification. It should also be mentioned that the study of Çeri-Booms (2010) underlined the indirect effect of authentic leadership. Çeri-Booms (2010) stated that authentic leader indirectly stimulates increase in organizational identification by fostering the process of self-discovery among followers if there is high level of congruence between their leaders and the followers who have high self-clarity. Studies denoted that if an authentic leader make his/her followers involved, aware and well-informed about his decision-making process transparently, and enable followers contribute to the decision making process by articulating their views, followers tendency to identify themselves with their work and organization increase.

Leader-member exchange was another concept accounted in this thesis. Results of the analysis showed that there is a strong and positive relationship between authentic leadership and leader-member exchange concept that is, authentic leadership model has a significant role on the exchange between leaders and followers. Specifically, self-awareness variable was seen as the most positive and strongest one affecting the LMX. Ethical perspective variable appears on the second place, but transparency was statistically found insignificant to affect LMX. Exchange like business interaction level between leaders and followers or effective teamwork opportunities are strongly affected by self-awareness of the parties, additionally, ethical values also keep its key position for a positive contribution to LMX relationship. On the contrary, transparency variable was found insignificant on LMX according to the findings. When we compare these findings with studies that we have

overviewed in the literature, it is seen that self-awareness positively affect LMX as Luthans and Avolio (2003) also stated, self-awareness enhancing the leader follower relationship. Additionally, ethical and moral perspectives lead to the high quality leader-member relationship and exchange based on trust. However, outputs of our research is not proven by the previous researches since it is stated that authentic relationship enhances open and honest communication through intensely concerned shared values between leader and members, and it was stated that the more the authenticity of leaders the more LMX relationships could be formed. The contradiction between the findings and the literature review was re-questioned and the diverse results urged us to handle this problematic by conducting an *Additional Study* developing different approach from transparency to LMX. This study was conducted by testing the relationship between the transparency and LMX by adding EAPLE variable into the inputs of multiple regression analysis, and observed that transparency, ethical perspective, and EAPLE variables are positively and strongly in relation to LMX concept variable. The objective of this additional work was to show a different perspective from which transparency variable has a meaningful influence over LMX.

In summary, after intense, precise and comprehensive research on the literature we decided to focus on the need of research regarding authentic leadership implementation in a widespread security organization, so aimed to apply and analyse authentic leadership in a law enforcement agency having military status, Turkish Gendarmerie Organization. Eventually, seven hypotheses focusing on diverse variables were developed and tested in this study. As a result, it can be deduced that authentic leadership implementation in the TGO would lead more productive, efficient and effective performance in this widespread organization, and the TGO could be more able to cope with unexpected, ill-structured, and transforming threats of today's world.

### **6.1. Limitations and Suggestions for Future Researches**

Some limitations of this study are noted within this section. To begin with, although our research was in an attempt to find out whether authentic leadership is applicable for widespread organizations, the analyses and results regarding this model cannot be generalised in the administration of all widespread organizations since this research primarily focused on the issue of the potential impact of authentic leadership implementation on some specific factors as well as

Gendarmerie organization. However, apart from our contributions, it might be assumed that further studies working on various organization structures within this scope will be able to lift the veil over authentic leadership concept. In addition, as previously mentioned, authentic leadership concept is an approach which is not comprehensively addressed in general literature, and have been recently discovered and understood. Examining the impact of dimensions of this recently rising leadership model on various study concepts involved in literature was also not effortless in the interpretation of findings. High degree of relationship between transparency and self-awareness variable of authentic leadership scale tested for military area might have prevented to measure more strongly the effect of authentic leadership scale on concepts. Moreover, using one questionnaire to measure all the concepts might cause method problem by the effect of the high correlations between ALQ and some concepts. It was also tried to find out perception of not only leaders but also followers. Due to this, there were some questions for leaders, some for followers and some for both. Additionally, it would be better to be able to make pairs of Leaders and Followers, each one answering about the other, this would avoid some desirability in the answering and maybe be more accurate measures. It was not assessed the Outcome previewed in the Theoretical Model-Organizational Success, since this research focuses on the relationship between concepts. Furthermore, it was not tested mediation and moderation models that could shed some light on the processes and conditions that explain these observed relations.

In light of the analysis and conclusion above, six recommendations are presented as follows. At first, the questions in respect of transparency and self-awareness dimensions of ALQ can be regulated in a method that is able to gain more independent and mid-level related variables from each other. Accordingly, this can lead researchers to provide more powerful ALQ scale. Besides, in conjunction with the culture of Turkish society, the impact of ethical perspective variable (which is considered effective in military field) on various aspects could be a subject of another study.

Secondly, the participants' opinions about the questionnaire questions led us to make a critique of those questions. Our participants have made a good point that some questions are based on a structure that focuses on only one of the commanders the participants have worked with so that the answers given may not reflect and completely compromise the respondents' experience of service years. This case could affect the quality of the study, and thus further researches within this area can

approach more various and comprehensive questionnaire questions. In addition, the questions regarding authentic leadership concept should be more explicit to the respondents because some preferred to evaluate a commander they have already been working with, instead of speaking of their first or last commanders during their period of working years. In brief, although questionnaire is criticized in some aspects, such as for having ambiguities, it indeed possesses fair and appropriate questions to a large extent as well as leading to produce considerable suggestions from subordinates to their commanders about how a true commander should behave to his / her subordinates, demonstrating an implementation of a new and more applicable leadership model, which intends to meet the needs of all the personnel levels of widespread organizations, can be advantageous in the management of these organizations.

Third of all, as said earlier in the literature review, balanced processing is one of the four basic dimensions of authentic leadership, referring to unbiased approach through analysing information by considering different perspectives by doing so it is asserted that leaders carrying balanced processing trait improve the quality of decision-making processes, which of those are likely to be critical and distinctive skills of a contemporary leader. However, surprisingly, confirmatory factor analysis results revealed an unexpected fact that if the questions (item) of 10, 11, and 12 in the ALQ, addressing balanced processing variable, are used in the model, required criteria for the model cannot be met, and thus this dimension is decided to extract from the ALQ, which eventually transforms from 16-item (with four dimensions) into 13-item (with three dimensions). Nonetheless, it is suggested that if balanced processing component is described and its questions of 10, 11 and 12 are revised in a clearer way (as noted earlier, there are some ambiguities in its definition), this may accelerate the development of authentic leadership concept and provide it to be widely recognised in the results of future researches. Moreover, another noteworthy point here is that the ALQ utilized within this study pays specific attention to military personnel respondents, and this case may be the essential reason for the removal of questions concerning balanced processing, since military structure is intensively surrounded by a high degree of hierarchical relationship (superior-subordinate relationship). Therefore, further researches should contribute for the issue of whether or not balanced processing is the genuine element of authentic leadership model, which is expected to apply on widespread organisations.

Fourthly, as it is mentioned in the first section of thesis, gendarmerie is not an organization inherent in Turkey. There are 68 countries located in various continents having gendarmerie type organizations that also can be known as law enforcement agencies with military status in the world. Our suggestion for scholars who will be aiming to focus on gendarmerie organization is to study continent-wise by also comparing leadership implementations of these organizations accordingly to different continents; Africa, North and South America, Europe and Asia.

Fifth, handling with the type of political regimes of the states having gendarmerie-like organizations would be such a distinctive reference for further researches. In future research if there are significant similarities or differences of leadership models used in gendarmerie organizations according to the regimes of these countries can be pointed out. Therefore, distinctive effects of the political regimes on leadership models used in widespread security organizations can be unveiled.

Lastly, as it can be seen in the Appendix section, some of survey questions in the quantitative research ask participants to answer by referring to his immediate commander (leader). However, answers referring single sample (only one person) might provide lack of information regarding the organization. Therefore, survey questions that will be used in future research are suggested to refer participant's overall experience according to his/her perceptions regarding people led him/her before.

In conclusion, the present research have shown that Authentic Leadership is very relevant in the military context showing that its outcomes maybe more diverse than the usually expected. Considering that this leadership characteristics have such a potential impact on the members of Turkish Gendarmerie Organization and indirectly the TGO's itself for better; more efficient, more effective, performance that providing sustainable successes in favour of public security.





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## APPENDIX

### APPENDIX A - INTERVIEW QUESTIONS

Dear Participant,

My name is Gürcan SERCAN and I am a PhD student in the Human Resource and Organization Behaviour Ph.D. Program at University Institute of Lisbon (ISCTE – IUL <http://www.iscte-iul.pt/en/home.aspx>). My supervisor, Dr. Silvia SÍLVA, and I are conducting a study, entitled “*Applications of authentic leadership on widespread organizations.*”

*As an example: As an authentic leader the provincial gendarmerie commander’s impacts on creativity, organizational identification, Leader-member exchange (LMX) and emerging the abilities of his personnel”.*

The study is expected to complete in 2015. We are interested in finding out what is your opinion about authentic leadership and its impacts on creativity, organizational identification and emerging the abilities of personnel. That is why your opinion and your thoughts on this subject are very important for us.

The research method that we will be using in this part of the study is called e-mail interview. We would like to get your permission for e-mail interview about your experiences, and would like you to fill out the 2 questions. Please write as much as you can (the more detailed responses are better for us). Besides, keep in mind that there are no correct or incorrect answers and not worry about misspellings or grammatical errors. All of your opinions are very important for us and it is quite natural that sometimes they will be different.

First, we would like to ask your permission to keep your response to this e-mail interview so that all of your answers will be fully registered. We want to reassure you that all of your comments will remain anonymous. Your names will not be directly linked with anything that you say.

Second, you can find the consent form below. Please read it and when you reply us we assume that you signed it.<sup>1</sup>

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<sup>1</sup>Participants in e-mail interview research are asked to take part in a study only after they provide their consent, which can be given to the researcher via an e-mail attachment, e-mailing back a signed form, or simply replying via e-mail affirmatively to an invitation to participate by stating in the message that the consent form was read and agreed to.

If you have any questions, do not hesitate to ask us. If you would like a copy of the study, please provide us with your address and we will send you a copy in the future. We appreciate you taking the time to respond our e-mail interview.

Here are the questions:

1. How many commanders did you work with in your career and how many of them would you choose as your leader?
2. Please put in order these types of leadership from most familiar.

Types of Leadership

Charismatic Leadership

Transformational Leadership

Democratic Leadership

Authentic Leadership

A.

B.

C.

D.

3. When you look at yourself from your personnel side;

You are a good leader.

Why? (Summary)

You are not a good leader.

Why? (Summary)

4. What is the main required skill of your ideal leader?

Please consider this information carefully before deciding whether to participate in this research.

**Consent for Participation in E-Mail Interview Research**

1. I volunteer to participate in a research project conducted by Gürcan SERCAN with the scientific coordination of Dr. Silvia SÍLVA from ISCTE – IUL.
2. I understand that the project is designed to gather information about the diversity perception and its impact on team effectiveness. I will be one of approximately 20 people being interviewed for this research.
3. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty.
4. I understand that the researcher will not identify me by name in any reports using information obtained from this e-mail interview, and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and institutions.
5. The nature and purpose of this research have been sufficiently explained and I agree to participate in this study.
6. I have been given a copy of this consent form.

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Signature & Date

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Printed Name

If you have questions or concerns about this research, please contact:

Gürcan SERCAN, [gsnnu@iscte.pt](mailto:gsnnu@iscte.pt), [gurcan\\_sercan@hotmail.com](mailto:gurcan_sercan@hotmail.com) or +351 919 88 51 52.

You may also contact the faculty member supervising this work:

Prof. Silvia SÍLVA, [silvia.silva@iscte.p](mailto:silvia.silva@iscte.p)



## **APPENDIX B - THE QUESTIONNAIRE**

Q31 Cevaplarınızla katkıda bulunacağınız bu çalışma, Instituto Universitario de Lisboa (ISCTE) İşletme Bölümü, İnsan Kaynakları ve Örgütsel Davranış Anabilim Dalı'nda doktora eğitimini almakta olan Gürcan SERCAN'ın doktora tezinin bir bölümü olan anket çalışmasıdır.

Çalışmanın genel konusu, Otantik liderliğin Personelin; Yaratıcılığı, Aidiyet Duygusu ve Yeteneklerinin ortaya çıkarılması üzerine etkilerinin ölçülmesidir. Çalışma için seçilen temel konular ve bunların birbiri ile olan ilişkileri açısından Türkiye'de önemli bir boşluğu dolduracağı değerlendirilmektedir. Bu çalışmaya değerli görüşlerinizle katkıda bulunduğunuz ve zaman ayırdığınız için çok teşekkür ederiz.

QID18 Durumunuz?

- Muvazzaf (1)
- Emekli (2)

QID8 Statünüz?

- Subay (38)
- Astsubay (39)
- Uzman J. (40)

QID17 Çalıştığınız/son görev yaptığınız İl?

- 01 Adana (1)
- 02 Adıyaman (2)
- 03 Afyon (3)
- 04 Ağrı (4)
- 05 Amasya (5)
- 06 Ankara (6)
- 07 Antalya (7)
- 08 Artvin (8)
- 09 Aydın (9)
- 10 Balıkesir (10)
- 11 Bilecik (11)
- 12 Bingöl (12)
- 13 Bitlis (13)
- 14 Bolu (14)
- 15 Burdur (15)
- 16 Bursa (16)
- 17 Çanakkale (17)
- 18 Çankırı (18)
- 19 Çorum (19)
- 20 Denizli (20)
- 21 Diyarbakır (21)
- 22 Edirne (22)
- 23 Elazığ (23)
- 24 Erzincan (24)
- 25 Erzurum (25)
- 26 Eskişehir (26)
- 27 Gaziantep (27)
- 28 Giresun (28)

- 29 Gümüşhane (29)
- 30 Hakkari (30)
- 31 Hatay (31)
- 32 Isparta (32)
- 33 İçel (Mersin) (33)
- 34 İstanbul (34)
- 35 İzmir (35)
- 36 Kars (36)
- 37 Kastamonu (37)
- 38 Kayseri (38)
- 39 Kırklareli (39)
- 40 Kırşehir (40)
- 41 Kocaeli (41)
- 42 Konya (42)
- 43 Kütahya (43)
- 44 Malatya (44)
- 45 Manisa (45)
- 46 K.maraş (46)
- 47 Mardin (47)
- 48 Muğla (48)
- 49 Muş (49)
- 50 Nevşehir (50)
- 51 Niğde (51)
- 52 Ordu (52)
- 53 Rize (53)
- 54 Sakarya (54)
- 55 Samsun (55)
- 56 Siirt (56)
- 57 Sinop (57)

- 58 Sivas (58)
- 59 Tekirdağ (59)
- 60 Tokat (60)
- 61 Trabzon (61)
- 62 Tunceli (62)
- 63 Şanlıurfa (63)
- 64 Uşak (64)
- 65 Van (65)
- 66 Yozgat (66)
- 67 Zonguldak (67)
- 68 Aksaray (68)
- 69 Bayburt (69)
- 70 Karaman (70)
- 71 Kırıkkale (71)
- 72 Batman (72)
- 73 Şırnak (73)
- 74 Bartın (74)
- 75 Ardahan (75)
- 76 Iğdır (76)
- 77 Yalova (77)
- 78 Karabük (78)
- 79 Kilis (79)
- 80 Osmaniye (80)
- 81 Düzce (81)



Answer If Statünüz? Subay Is Selected

Q20 Sınıfınız?

- J.Kurmay (1)
- Jandarma (2)
- Yardımcı Sınıf (3)

Answer If Statünüz? Subay Is Selected

QID6 Rütbeniz? Son Rütbeniz?

- Albay (1)
- Yarbay (2)
- Binbaşı (3)
- Yüzbaşı (4)
- Üsteğmen (5)
- Teğmen (6)

Q21 Göreviniz/Son Göreviniz?

- Komutanlık (1)
- Karargâh Görevi (2)
- Diğer (3)

QID5 Öğrenim Durumunuz?

- İ.Ö.O (1)
- Lise (2)
- Yüksekokul (3)
- Lisans (4)
- Yüksek Lisans (5)
- Doktora (6)

Answer If Statünüz? Astsubay Is Selected

QID12 Rütbeniz/En son Rütbeniz?

- Kd.Bçvş.-Bçvş. (1)
- Kd.Üçvş.-Üçvş. (2)
- Kd.Çvş.-Çvş. (3)

Answer If Statünüz? Uzman J. Is Selected

QID14 Rütbeniz? En son Rütbeniz?

- Uzm.J.VII-VIII Kad. (1)
- Uz.J.IV-VI Kad. (2)
- Uzm.J.I-III Kad.Çvş. (3)

QID2 Görev Süreniz (yıl)?

- 1-4 (1)
- 5-9 (2)
- 10-14 (3)
- 15-19 (4)
- 20-24 (5)
- 25-29 (6)
- 30 ve fazla (7)

QID3 Yaşınız?

- 18-24 (1)
- 25-34 (2)
- 35-44 (3)
- 45-54 (4)
- 55 ve Fazla (5)

Answer If Statünüz? Uzman J. Is Not Selected

QID19 Komutanlık Tecrübeniz (yıl)?

- 1-4 (1)
- 5-9 (2)
- 10-14 (3)
- 15-19 (4)
- 20 ve Fazla (5)



QID15 Lütfen aşağıdaki ifadeyi İlk Amirinizi düşünerek cevaplandırınız. (Emekliler için en son Çalıştığı Birinci Amiri)	Hiçbir Zaman (1)	Çok seyrek (2)	Ara sıra (3)	Sık (4)	Her zaman (5)	Cevaplamak istemiyorum (6)
Kastetmek istediğini açıkça söyler. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hata yaptığında bunu kabul eder. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Herkesi düşüncelerini dile getirmesi için cesaretlendirir. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bana söylenmesi zor olan gerçekleri söyler. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ortaya koyduğu duyguları gerçekte hissettiklerini yansıtır. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İfade ettiği inançları sergilediği davranışlarıyla tutarlıdır. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kendi öz değerlerine dayanan kararlar alır. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Çalışanlarının da kendi öz değerlerine dayanan tutumlar benimsemelerini bekler. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ahlaki değerlerinden ödün vermeden zorlu kararlar alır. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sıkı bir şekilde inandığı görüşlerinin sorgulanmasını istemez. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Karar vermeden önce ilgili bilgileri analiz eder. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Authentic Leadership on Widespread Organization

Sonuca varmadan önce farklı bakış açılarını dikkatle almaz. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diğerleriyle etkileşimini geliştirmek için geribildirim (feedback) almaya çalışır. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diğerlerinin onun kapasitesini nasıl değerlendirdiğini tam olarak bilir. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Önemli konulardaki tutumunu ne zaman tekrar gözden geçirmesi gerektiğini bilir. (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Belirli eylemlerin diğerleri üzerindeki etkisini anladığını gösterir. (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Answer If Statünüz? Subay Is Selected

*Authentic Leadership on Widespread Organization*

QID23 Lütfen Aşağıdaki İfadeyi En Yakından Tanıdığınız Bir Astınızı Düşünerek İşaretleyiniz.	Kesinlikle Katılmıyorum (1)	Katılmıyorum (2)	Ne katılıyorum ne Katılmıyorum (3)	katılıyorum (4)	Kesinlikle katılıyorum (5)	Cevaplamak İstemiyorum (6)
Hedef veya hedeflere ulaşmak için yeni yollar önerir. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performansını artırmak için yeni ve pratik fikirler ortaya koyar. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kalitesini artırmak için yeni yollar önerir. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yaratıcı fikirler için iyi bir kaynaktır. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Risk almaktan korkmaz. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fırsat verildiğinde işinde yaratıcılığını kullanır. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yeni fikirlerin uygulanması için yeterli plan ve programları geliştirir. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Genellikle yeni ve yenilikçi fikirleri vardır. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sorunlara yaratıcı çözümler bulur. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Answer If Statünüz? Subay Is Not Selected

QID24 Lütfen Aşağıdaki İfadeyi İlk Amirinizi Düşünerek İşaretleyiniz. (Emekliler için en son Çalıştığı Birinci Amiri)	Kesinlikle Katılmıyorum (1)	Katılmıyorum (2)	Ne katılıyorum ne Katılmıyorum (3)	katılıyorum (4)	Kesinlikle katılıyorum (5)	Cevaplamak İstemiyorum (6)
Yaratıcılık konusunda beni cesaretlendirir. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İş konusunda esneklik sağlar. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yeni fikirlere ve değişime açıktır. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Karşılaştığım sorunları nasıl çözdüğümü anlar. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yaratıcı düşüncüyü korur. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Çalışanların düşüncelerinden yararlanır. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bana güvenir ve saygı duyar. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bana yeni bilgiler elde etmek ve kendimi geliştirmek için fırsat verir. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yaratıcı olabilmek için yeterli kaynak ve zaman sağlar. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q22 Lütfen Aşağıdaki İfadeyi İlk Amirinizi Düşünerek İşaretleyiniz. (Emekliler için en son Çalıştığı Birinci Amiri)

	Kesinlikle Katılmıyorum (1)	Katılmıyorum (2)	Ne katılıyorum ne Katılmıyorum (3)	katılıyorum (4)	Kesinlikle katılıyorum (5)	Cevaplamak İstemiyorum (6)
Amirimle birlikte iken nerede duracağımı biliyorum. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amirim benim sorunlarımı ve ihtiyaçlarımı anlıyor. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amirim benim potansiyelimi bilir. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amirim benim işle ilgili karşılaştığım sorunları çözerken gücünü kullanır. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amirim kendisi zor durumu düşse de beni korur, kurtarır. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amirim olmadığı zaman onun gibi karar verip hareket edeceğime olan güvenim tamdır. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amirimle olan iş ilişkimiz son derece	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

etkilidir. (7)

Q25 Benim amirim...

	Kesinlikle Katılmıyorum (1)	Katılmıyorum (2)	Ne katılıyorum ne Katılmıyorum (3)	katılıyorum (4)	Kesinlikle katılıyorum (5)	Cevaplamak İstemiyorum (6)
Ben önemli kararları alırken bana inisiyatif verir. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kendi kendime karar vermede beni destekler. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bana sorunları çözmek için güç verir. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verdiği kararlar benim önerilerimi içerir. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Benim fikirlerimi ciddiyle dinler. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Düşüncelerimi dile getirme konusunda bana şans verir. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q24 İşiniz ve Siz.

	Kesinlikle Katılmıyorum (1)	Katılmıyorum (2)	Ne katılıyorum ne Katılmıyorum (3)	katılıyorum (4)	Kesinlikle katılıyorum (5)	Cevaplamak İstemiyorum (6)
İşimi yapmada yeteneklerim konusunda kendimden eminim. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İşimle ilgili görevleri yerine getirme konusunda kapasitemin farkındayım. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İşim için gerekli becerilere sahibim. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İşimi nasıl yapacağımı belirlemede ayrıcalığım var. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İşimi nasıl yapacağıma kendi kendime karar verebilirim. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İşimi nasıl yapacağımla ilgili makul fırsat ve özgürlüğe sahibim. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Kesinlikle Katılmıyorum (1)	Katılmıyorum (2)	Ne katılıyorum ne Katılmıyorum (3)	katılıyorum (4)	Kesinlikle katılıyorum (5)	Cevaplamak İstemiyorum (6)
Birisi çalıştığım kurumu eleştirdiğinde bunu kişisel bir hakaret olarak algılıyorum. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Başkalarının çalıştığım kurum hakkında ne düşündüğü beni çok ilgilendiriyor. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kurumdan bahsederken genelde "onlar" yerine "biz" diyorum. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medyada kurumuma yönelik bir eleştiri yapıldığında hiçbir rahatsızlık duymuyorum. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kurumumun başarısı benim başarımdır. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Birisi Kurumumu övdüğünde bunu kişisel bir iltifat olarak algılıyorum. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q23 İlave etmek istediđiniz diđer hususlar?



**APPENDIX C - TABLES**

**Table 26:** Demographic Variables

<b>City</b>			<b>Rank of NCO</b>		
<i>Variables</i>	<i>Frequencies</i>	<i>Percentage (%)</i>	<i>Variables</i>	<i>Frequencies</i>	<i>Percentage (%)</i>
Ankara	39	22.8	Sergeant Major- Command Sergeant Major	43	76.8
Istanbul	12	7	Master Sergeant- First Sergeant	11	19.6
Balıkesir	12	7	Staff Sergeant- Sergeant First Class	2	3.6
<b>Education</b>			<b>Branch</b>		
<i>Variables</i>	<i>Frequencies</i>	<i>Percentage (%)</i>	<i>Variables</i>	<i>Frequencies</i>	<i>Percentage (%)</i>
High School	13	7.6	General Staff	28	40.6
Associate Degree (< 4 years)	43	25.1	Gendarmerie	41	59.4
Bachelor Degree (4 years)	70	40.9			
Master degree	45	26.3	<b>Rank of Specialist</b>		
<b>Rank of Officer</b>			<i>Variables</i>	<i>Frequencies</i>	<i>Percentage (%)</i>
<i>Variables</i>	<i>Frequencies</i>	<i>Percentage (%)</i>	SVII-SVIII	6	13.0
Colonel	20	29.0	SIV-SVI	14	30.4
Lt. Colonel	14	20.3	SI-SIII	26	56.5
Major	7	10.1	<b>Active/Retired</b>		
Captain	17	24.6	<i>Variables</i>	<i>Frequencies</i>	<i>Percentage (%)</i>
Lieutenant	11	15.9	Active	136	79.5
			Retired	35	20.5

\*\* (Only the ones with significant Chi-Square results are exhibited)

**Table 27:** Cross-Tabulations for Variables of Status and Education



Status \* Education Cross-tabulation

		Education					Total
		High School	Associate Degree (< 4 years)	Bachelor Degree (4 years)	Master degree or above		
Status	Officer	Count	0	1	25	43	69
		% within Status	0.0%	1.4%	36.2%	62.3%	100.0%
		% within Education	0.0%	2.3%	35.7%	95.6%	40.4%
	NCO	Count	5	17	32	2	56
		% within Status	8.9%	30.4%	57.1%	3.6%	100.0%
		% within Education	38.5%	39.5%	45.7%	4.4%	32.7%
	Specialist	Count	8	25	13	0	46
		% within Status	17.4%	54.3%	28.3%	0.0%	100.0%
		% within Education	61.5%	58.1%	18.6%	0.0%	26.9%
Total	Count	13	43	70	45	171	
	% within Status	7.6%	25.1%	40.9%	26.3%	100.0%	
	% within Education	100.0%	100.0%	100.0%	100.0%	100.0%	

**Table 28:** Cross-Tabulations for Variables of Status and Position

Status \* Position Cross-tabulation

		Position		Total	
		Commander	Staff duty		
Status	Officer	Count	26	43	69
		% within Status	37.7%	62.3%	100.0%
		% within Education	50.0%	36.1%	40.4%
	NCO	Count	22	34	56
		% within Status	39.3%	60.7%	100.0%
		% within Education	42.3%	28.6%	32.7%
	Specialist	Count	4	42	46
		% within Status	8.7%	91.3%	100.0%
		% within Education	7.7%	35.3%	26.9%
Total	Count	52	119	171	
	% within Status	30.4%	69.6%	100.0%	
	% within Education	100.0%	100.0%	100.0%	

**Table 29:** Cross-Tabulations for Variables of Education and Position

Education \* Position Cross-tabulation

			Position		Total
			Commander	Staff duty	
Education	High School	Count	4	9	13
		% within Status	30.8%	69.2%	100.0%
		% within Education	7.7%	7.6%	7.6%
	Associate Degree (< 4 years)	Count	5	38	43
		% within Status	11.6%	88.4%	100.0%
		% within Education	9.6%	31.9%	25.1%
	Bachelor Degree (4 years)	Count	30	40	70
		% within Status	42.9%	57.1%	100.0%
		% within Education	57.7%	33.6%	40.9%
	Master degree or above	Count	13	32	45
		% within Status	28.9%	71.1%	100.0%
		% within Education	25.0%	26.9%	26.3%
Total		Count	52	119	171
		% within Status	30.4%	69.6%	100.0%
		% within Education	100.0%	100.0%	100.0%

**Table 30:** Cross-Tabulations for Variables of Act\_Duty and Age

Act\_Duty \* Age Cross-tabulation

			Age			Total
			25-34	35-44	45-54	
Act_Duty	Active duty	Count	57	64	13	134
		% within Status	42.5%	47.8%	9.7%	100.0%
		% within Education	98.3%	90.1%	32.5%	79.3%
	Retired	Count	1	7	27	35
		% within Status	2.9%	20.0%	77.1%	100.0%
		% within Education	1.7%	9.9%	67.5%	20.7%
Total		Count	58	71	40	169
		% within Status	34.3%	42.0%	23.7%	100.0%
		% within Education	100.0%	100.0%	100.0%	100.0%

**Table 31:** Cross-Tabulations for Variables of Branch and Position  
Branch \* Position Cross-tabulation

			Position		Total
			Commander	Staff duty	
Branch	General Staff	Count	7	21	28
		% within Status	25.0%	75.0%	100.0%
		% within Education	26.9%	48.8%	40.6%
	Gendarmerie	Count	19	22	41
		% within Status	46.3%	53.7%	100.0%
		% within Education	73.1%	51.2%	59.4%
Total		Count	26	43	69
		% within Status	37.7%	62.3%	100.0%
		% within Education	100.0%	100.0%	100.0%

**Table 32:** Cross-Tabulations for Variables of Status and Act\_Duty

			Act_Duty		Total
			Active duty	Retired	
Status	Officer	Count	60	9	69
		% within Status	87.0%	13.0%	100.0%
		% within Education	44.1%	25.7%	40.4%
	NCO	Count	34	22	56
		% within Status	60.7%	39.3%	100.0%
		% within Education	25.0%	62.9%	32.7%
	Specialist	Count	4200.0%	400.0%	4600.0%
		% within Status	91.3%	8.7%	100.0%
		% within Education	30.9%	11.4%	26.9%
Total		Count	136	35	171
		% within Status	79.5%	20.5%	100.0%
		% within Education	100.0%	100.0%	100.0%

**Table 33:** Crosstabulation of the respondents' Tenure and Active/Retired

	Tenure							Total
	1-4	5-9	10-14	15-19	20-24	25-29	>30	
Active duty	8	31	36	28	22	9	2	136
Retired	1	0	6	0	22	4	2	35
Total	9	31	42	28	44	13	4	171

**Table 34:** Cross tabulation of the respondents' Age and Active/Retired

	Age			Total
	25-34	35-44	45-54	
Active duty	57	64	13	134
Retired	1	7	27	35
Total	58	71	40	169

**Table 35:** Cross tabulation of the respondents' Commanding Experience and Active/Retired

	Commanding Experience					Total
	1-4	5-9	10-14	15-19	>20	
Active duty	14	39	20	8	2	83
Retired	0	4	6	3	3	16
Total	14	43	26	11	5	99

**Table 36:** Cross tabulation of the respondents' Status and Position

		Position		Total
		Commander	Staff duty	
Status	Officer	26	43	69
	NCO	22	34	56
	Specialist	4	42	46
Total		52	119	171

**Table 37:** Cross tabulation of the respondents' Status and Education

		Education					Total
		High School	Associate Degree (< 4 years)	Bachelor Degree (4 years)	Master degree	Doctors degree	
Status	Officer	0	1	25	39	4	69
	NCO	5	17	32	2	0	56
	Specialist	8	25	13	0	0	46
Total		13	43	70	41	4	171

**Table 38:** Cross tabulation of the respondents' Status and Tenure

Authentic Leadership on Widespread Organization

		Tenure						Total	
		1-4	5-9	10-14	15-19	20-24	25-29		>30
Status	Officer	7	11	13	14	17	5	2	69
	NCO	1	9	8	5	23	8	2	56
	Specialist	1	11	21	9	4	0	0	46
Total		9	31	42	28	44	13	4	171

**Table 39:** Cross tabulation of the respondents' Status and Age

		Age			Total
		25-34	35-44	45-54	
Status	Officer	23	28	17	68
	NCO	13	23	20	56
	Specialist	22	20	3	45
Total		58	71	40	169

**Table 40:** Cross tabulation of the respondents' Branch and Education

		Education				Total
		Associate Degree (< 4 years)	Bachelor Degree (4 years)	Master degree	Doctors degree	
Branch	General Staff	1	1	23	3	28
	Gendarmerie	0	24	16	1	41
Total		1	25	39	4	69

**Table 41:** Cross tabulation of the respondents' Branch and Tenure

		Tenure						Total	
		1-4	5-9	10-14	15-19	20-24	25-29		>30
Branch	General Staff	4	0	6	9	6	1	2	28
	Gendarmerie	3	11	7	5	11	4	0	41
Total		7	11	13	14	17	5	2	69

**Table 42:** Cross tabulation of the respondents' Branch and Age

		Age			Total
		25-34	35-44	45-54	
Branch	General Staff	4	15	8	27
	Gendarmerie	19	13	9	41
Total		23	28	17	68