

LİDERLİK ÖZELLİKLERİ VE HEDEF BELİRLEME YETKİNLİĞİ İLİŞKİSİNE BİR BAKIŞ: TELEKOMÜNİKASYON SEKTÖRÜNDEN BİR UYGULAMA

Nihan YILDIRIM*, Hilal ELBAŞ**

Özet

Özellikle telekomünikasyon gibi ileri teknoloji sektörlerinde giderek artan rekabet, şirketleri örgütsel etkinliklerini artırmaya zorlamaktadır. Bu amaçla, şirketler rekabete uyum sağlayacak şekilde organizasyonel performanslarını yönetebilmelerini sağlayacak performans sistemleri kurmak, yönetsel yetkinliklerini iyileştirmek zorunda kalmakta; yöneticilerin liderlik karakteristiklerini anlamak ve geliştirmek yoluna gitmektedirler. Performans yönetiminde doğru ve etkin hedef belirleme yetkinliğine gereken önemin verilmesi, bir liderlik özelliği olarak incelenmesi ve araştırılmasına ihtiyaç duyulmaktadır. Bu bağlamda, bu araştırma, Türkiye'deki büyük bir telekomünikasyon şirketinde yapılan bir vaka analizi ile, orta seviye yöneticilerin liderlik özellikleri ile etkin yönetsel hedefler belirleme yetkinlikleri arasındaki ilişkiyi araştırmaktadır. İncelenen şirkette, orta düzey yöneticilerin hedef belirleme yetkinlikleri, şirket performans sisteminde tanımladıkları hedeflerinin çeşitli kriterlere göre şirket üst yönetimi ve insan kaynakları uzmanları tarafından değerlendirilerek puanlanmıştır. Daha sonra Bass ve Avolio'nun (1995) geliştirdiği Çok Faktörlü Liderlik Anketi (Multifactor Leadership Questionnaire) soru ifadeleri ile incelenen şirketin 360 derece performans değerlendirme sistemindeki yönetsel yetkinlikler seti karşılaştırılmış; her ikisinde de ortak olarak bulunan liderlik soruları/özellikleri tespit edilmiştir. Bu eşleştirme sonucunda, orta düzey yöneticilerin, şirketin performans değerlendirme sistemindeki puanlardan, liderlik özelliklerine dair performansları belirlenmiştir. İncelenen yöneticilerin, hedef belirleme performansları ile dönüşümsel liderlik özellikleri arasındaki ilişkiler korelasyon analizi ile araştırılmıştır. Araştırma sonuçlarına göre, orta düzey yöneticilerin çalışana rol ve sorumluluklarını açıkça bildirmek, çalışana gelişimleri için geri bildirim vermek ve çalışanlarını takım içinde yüksek motivasyonda tutmak gibi liderlik özellikleri ile etkin hedef belirleme performansları arasında pozitif bir ilişki bulunmuştur.

Anahtar Sözcükler: Liderlik, Performans Yönetim Sistemi, Hedef Belirleme, Telekomünikasyon Sektörü.

JEL Sınıflaması: L21, M12.

* Öğr. Gör. Dr., İstanbul Teknik Üniversitesi, İşletme Fakültesi, yildirimni@itu.edu.tr

** Bahçeşehir Üniversitesi, Sosyal Bilimler Enstitüsü, Yüksek Lisans Öğrencisi

RELATIONSHIP BETWEEN LEADERSHIP CHARACTERISTICS AND MANAGERIAL GOAL SETTING COMPETENCY: A CASE STUDY ON A TELECOMMUNICATION COMPANY

Abstract

Especially in high-tech industries like telecommunication, the nature of increased competition forces companies to improve their organizational effectiveness through establishing performance management systems, improving managerial competencies and utilizing leadership development. However, effectiveness and sustainability of performance management are dependent on the quality of goal setting in all levels of management. Therefore, relationships of goal setting as a critical management competency with leadership characteristics can provide insights on how to improve goal setting performance in an organization through leadership development. Within this conceptual framework, based on the theoretical background and using the findings of a case study in telecommunication industry, this study aims to explore the relationship between the leadership styles and goal setting performances of managers. At first, goal setting performance of middle level managers in the studied company is evaluated by executives and human resources experts. They considered the appropriateness and achievement level of the goals and objectives that the evaluated manager had identified and assigned to his/her subordinates within the 360 degree Performance Appraisal System before. Then, in order to find out the leadership characteristics of the studied middle level managers, the managerial competency set in the 360 degree performance appraisal system of the studied company is associated with the Multi-factor Leadership Questionnaire (MLQ) of Bass and Avolio (1995). By this way, the common statements in both questionnaires are defined. Based on the scores that the middle level managers received from the competencies that are common in 360 degree performance appraisal system and MLQ, the leadership characteristics of the studied managers are found out. By conducting a correlation test, we explored the relationships between the goal setting performances of middle level managers and their leadership characteristics. The findings from data analysis revealed that leadership characteristics like informing roles and responsibilities to the employees, giving feedback for the development of his/her employees and keeping his/her employees motivated in the team are positively correlated to goal setting performance of the middle level managers.

Keywords: Leadership, Performance Management, Goal Setting, Telecommunication Industry.

JEL Classification: L21, M1.2

1. Introduction

The nature of increased competition leads companies to improve their organizational effectiveness by establishing effective performance management systems to protect their competitive advantage. Managerial competencies and leadership characteristics of managers in an organization are required for organizational effec-

tiveness¹. Especially the companies that try to survive and grow in highly competitive high-tech industries like Telecommunication, are forced to establish systems that monitor and support leadership and managerial competences for managing organizational performance. Among these, performance management systems play the major role. However, effectiveness and sustainability of performance management systems are dependant on the quality and appropriateness of the criteria that they are based on. Performance management systems widely has two evaluation sets: business objective achievements and assessment of employees' competencies. In order to utilize performance management systems in improving organizational performance, goals and objectives that are evaluated within these systems have to be SMART (Specific, measurable, achievable, realistic and timely) and up-to-date. Improvement of organizational performance is dependant on the ability of effectively monitoring and determining the performance levels of employees and managers. Hence, effective goal setting occurs as the prior issue in success of the performance management systems. In this context, goal-setting competency stands where performance management and leadership theories intersect. Though research topics in performance management theory went beyond the basics like effective goal setting, practitioner organizations still face challenges in leadership development and building managerial competencies that enable them to effectively utilize performance management systems to leverage their organizational performance. Hence, there is still room for research that focus on case studies and practical implications on interrelations between the components of performance management. Within this conceptual framework, based on the theoretical background and findings from a case study in a telecommunication company in Turkey, this study aims to explore the relationship between the leadership characteristics and goal setting performance of managers.

The research aims to provide a better understanding on the type of leadership skills that middle level managers employ in goal setting. Managerial competencies of middle level managers of a major Telecommunication Company in Turkey are accompanied by Multifactor Leadership Questionnaire to determine which competencies are falling into a group of transformational, transactional or laissez-faire leadership. The data taken from 360 degree Performance Appraisal system of the company and appraisal system are used in the study. Selected transformational leadership related competencies from performance assessment competency set are matched with Multifactor Leadership Questionnaire of Bass and Avolio² that is used as a checklist in determining the transformational leadership characteristics of Telecommunication Company. Relationships between these competencies and goal setting performances of managers are explored.

The studied company has two systems that provided the data of the research. First one is 360 degree Performance Appraisal system that is used by the company to evaluate employees and managers for their business target achievements. Managers

¹ R. W. Moorhead ve G. Griffin, **Organizational Behaviour**, Houghton Mifflin Co.: Boston, 1986.

² B.M. Bass ve B. J. Avolio, **Improving Organizational Effectiveness through Transformational Leadership**, USA: Sage Publications Ltd., 1994.

are evaluated also for their managerial competencies. However, this system is still not mature, users in the company are still in the learning phase. Hence, a “Goal setting performance evaluation system” is used as a support system to monitor the goal/target setting competencies of the middle level managers. In this system, executives and human resources experts evaluate/score the middle level managers for the effectiveness goals and objectives that they had identified and assigned to their subordinates within the 360 degree Performance Appraisal system. As stated, the company’s 360 degree Performance Appraisal system includes a “managerial competencies set” for evaluating managers. Multi-factor Leadership Questionnaire (MLQ) of Bass & Avolio and the statements in managerial competency set are matched and the common statements in both questionnaires are defined. These common statements included the competencies that are related to leadership. Therefore, the scores of middle level managers for these competencies served us to understand the leadership styles and characteristics of the middle level managers in the company.

Common statements in this competency set is matched with the and the common statements in both questionnaires are defined. These common statements included the competencies that are related to leadership. Therefore, the scores of middle level managers for these competencies served us to understand the leadership styles and characteristics of the middle level managers in the company.

By conducting a correlation test for the “goal setting performance scores” and evaluation scores for the leadership related competencies of the middle level managers, we explored the relationships between the goal setting performances and their leadership characteristics.

In the second section, literature review for leadership, performance management system and the role of goal setting is presented. Third section includes the research methodology and findings of the study. In the fourth section, discussion and conclusion based on the findings of the study is presented together with the recommendations for further research.

2. Literature Review

An organization is defined as the group of people working together in order to achieve organizational goals. Top management defines the direction of the organization by defining the purpose, determining goals, formulating strategies to attain these goals³. As Clifford and Cavanagh⁴ stated: “Business success is far more than the science of managing scale and cutting costs. It is the art of leading people, nurturing them, and challenging the creativity so they will figure out what customers really need and want”. In this sense, setting targets, monitoring and assessing the achievements are critical processes for the success of the organization as these tasks guide organizations for higher levels of effectiveness. Performance evaluation (and management that covers all steps before and after the evaluation) systems that are based on the organi-

³ R.W. Steers and L.W. Porter, **Motivation and work behavior**, New York: McGraw-Hill, 1983

⁴ Jr D. K. Clifford and R. E. Cavanagh, **The winning performance**, USA: Bantam Books, 1985.

zational targets, goals and objectives are accepted as the major tools for managing the organization in alignment with its business strategies. It is not possible to structure a human resources management strategy that enables the effective implementation of business strategies without having comprehensive perspectives and achievable, guiding targets. Drucker⁵ pointed out the necessity of objectives in a business environment. On the other hand, leadership is very significant for an organization to achieve organizational effectiveness⁶. Clear stated goals enables leaders to get quicker results, improve their leadership attributes and become more effective leader⁷. Hence, understanding the basic theories of goal setting for performance management and leadership can provide insights for finding ways of improving organizational effectiveness and business success.

2.1. Performance Management and Goal Setting

Moorhead and Griffin⁸ defined performance evaluation as a work behavior evaluation process through measurement, a comparison to already established standards by recording the performance by measures and communicating the results with the employee. There are 5 basic types of performance evaluation; global ranking, trait-based rating scales, critical incidents, behaviorally ranked anchored rating scales (BARS), effectiveness-based (objective) measures⁹. On the other hand, objective measures are notoriously deficient as criteria because they typically tap only a small proportion of an employees' and especially managers' job performance requirements¹⁰, hence the competency evaluation is inevitable for effective performance evaluation. In global ranking, managers evaluate overall estimate of subordinates' performance without considering major/indispensable job requirements. In trait-based rating scale, managers evaluate job performance of subordinates which is defined in dimensions that each dimension is clustered in different levels of job performance. In critical incidents, the illustrations of actual behaviors are used to determine evaluating rating. In behaviorally anchored rating scales, evaluation focuses on specific acts and behaviors while doing the job. The judgment of closest managers and employees develops behaviorally anchored rating scale where job-specific effective and ineffective behaviors are determined and employees are evaluated according to rating scale. In effectiveness-based measures, there is an emphasis on quantitative or objective measures such as time, cost, and sales. Management by objectives is one of the effectiveness-based measures¹¹.

⁵ P. F. Drucker, *The Practice of Management*. London: William Heinemann Ltd., 1977.

⁶ B.M. Bass and B. J. Avolio, (*ibid*).

⁷ D. Ulrich et al., **Result-based leadership**. Boston, Massachusetts: Harvard Business School Press, 1999.

⁸ R. W. Moorhead and G. Griffin, (*ibid*.)

⁹ R.M. Guion, **Personnel testing**. New York: McGraw-Hill, 1965.

¹⁰ R.M. Guion, *ibid*.

¹¹ A. D. Szilagyi Jr, **Management and Performance**.3rd Edition. Glenview: Scott, Foresman Co., 1988.

According to Drucker¹², organizations do not only adapt to economical and technological changes rapidly but also they have the responsibility of shaping the economic environment by pushing the economic limitations back on the organization's freedom of action. Drucker¹³ stated that "Objectives are needed in every area where performance and results directly and vitally affect the survival and prosperity of the business" and concluded that managing a business requires objectives. Manager's role in setting goals is very significant for an organization. Goals of each manager should be defined by the contribution he is supposed to make to the success of larger unit where he is a part. Therefore, each manager should be able to develop and set the objectives of his unit himself".

The goal setting theory assumes that behavior is a result of conscious goals and intentions, making the process of goal setting very crucial so as to influence the behavior of the people in the organization. Therefore, the theory challenges managers to develop a comprehensive understanding of the processes by which people set goals and then work to achieve them. According to the model, performance is mainly shaped by goal difficulty and goal specificity¹⁴. Goal difficulty means a goal being challenging and requiring effort to reach. The underlying concept is that if people work hard to reach the goal, then accordingly they will work harder to reach more difficult goals. However, goal difficulty should be kept at a reasonable level and be achievable. Goal specificity relates to the definition of the target for performance. The theory claims that goals should be set in quantitative terms such as cutting cost by 10 percent.

Derived from the motivational theory of goal setting, as described by Moorhead and Griffin¹⁵, Management by Objectives is "a system in which the manager and the employee collaborate in setting employee goals for the next planning period and assess the degree to which they were accomplished at the end of that period." Management by objective (MBO) system can be a very effective performance appraisal system which provides useful feedback for the employee development and performance improvement. However, the functionality of the system must strictly be tied to strategic planning process at the organizational level. According to Covey¹⁶, if a performance appraisal system is not properly working, the problem is the system not the people. There should be a strong commitment in performance appraisal system, organization's stated goals and importance of cascading these goals to employees at top management level¹⁷.

The way that the objectives are set is very significant for the effectiveness of goal setting. Measures of success and failure should be determined while setting the goals so that the achievements can be evaluated as tangible results. Therefore, accord-

¹² F. Drucker, *ibid.*

¹³ F. Drucker, *ibid.*

¹⁴ R. W. Moorhead and G. Griffin, *ibid.*

¹⁵ R. W. Moorhead and G. Griffin, *ibid.*

¹⁶ S. R. Covey, **The 7 habits of highly effective people**. New York: Fireside. 1989.

¹⁷ S.R. Covey, *ibid.*; R. W. Moorhead and G. Griffin, *ibid.*

ing to Drucker¹⁸, companies should work on defining key areas of what should be measured and by using which tools. The characteristic of an objective is studied by Paul Meyer¹⁹ after Peter Drucker and Meyer developed an acronym SMART which stands for being “Specific”, “Measurable”, “Attainable”, “Realistic” and “Time bound”. When setting objectives, these 5 criteria should be taken into account.

In MBO and other goal-based performance appraisal systems, goal setting process stands as the most critical step. The leader (supervisor) and the follower (subordinate) should collaborate and reach consensus when developing SMART objectives, defining the ways, the time and the resources that are needed for accomplishment. In certain periods, goals and results should also be reviewed, the progress should be discussed and problems that may hinder the attainment of the goal should be worked out. In the end of these reviews, if critical changes in external and internal environment of the organization occurred making the goal invalid anymore, goals may have to be modified.

It must also be noted that clear stated goals enables leaders to get quicker results, improve their leadership attributes and become more effective leader²⁰. At this point, interrelations between goal setting and leadership gains importance. “Leadership effect” on organizational practice of goal-based performance appraisal systems is also referred by many authors in the field²¹.

2.2. Leadership and Performance Management

When conceptualizing the leadership, it is important to make a clear distinction between leadership and management. Leadership and management are not identical terms. Management refers to the formal position power to influence people, while leadership refers to the social influence process²².

Beside establishing well-structured management systems, all managers or supervisors are expected to have and develop their leadership characteristics in the organizations. Because, if a strong management exists and there is no leadership in the company, then the company may become more bureaucratic, less original in its thinking, and over controlling; hence, the key point is to balance both leadership and management to some significant degree^{23 24}. Moorhead & Griffin²⁵ defines leader-

¹⁸ F. Drucker, *ibid.*

¹⁹ P. J. Meyer, “**What would you do if you knew you couldn’t fail? Creating S.M.A.R.T. Goals.” Attitude Is Everything: If You Want to Succeed Above and Beyond**, USA: Leading Edge Publishing Co, 2003.

²⁰ D. Ulrich et al., *ibid.*

²¹ R. W. Moorhead and G. Griffin, *ibid.*

²² R. W. Moorhead and G. Griffin, *ibid.*

²³ P. J. Kotter. **What leaders really do**. Boston, Massachusetts: Harvard Business School Press, 1999

²⁴ J. P. Kotter, *The leadership factor*, New York: The Free Press, 1988.

²⁵ R. W. Moorhead and G. Griffin, *ibid.*

ship as both a process and a property. In process side, leadership refers to the usage of non-coercive influence in order to direct and coordinate the activities of group members. In property side, leadership refers to the attribution of the characteristics who perceived as a leader. Since leadership has a powerful influence on individual or group behavior, its importance is noticed at organizational viewpoint.

Regarding performance, Drucker²⁶ stated that the leadership lifts one's vision to higher sights, the raising of a man's performance to a higher standard and the building of a man's personality beyond its normal limitations. According to Bass and Riggio²⁷ performance of units and organizations are positively affected by transformational leaders. An effective leader who is the role model for the followers and have consistent behaviors can build commitment to a group's or an organization's values, goals, or standards of behavior²⁸. Ulrich, Zenger and Smallwood²⁹ claimed that leaders who focused on desired-results should define what must be done to achieve these results as well and they defined four criteria for judging whether managers are indeed focused on achieving results:

- balanced - such results do not build success in one dimension by ignoring the other dimensions (employees, customers, investors, organization).
- Strategic – results are ultimately linked to the strategy and serve to the competitive advantage and outperformance of the organization.
- Lasting - there are no sacrifice on long-term goals for the achievement of short-term goals,
- Selfless – results support the whole enterprise and transcend the manager's personal gain.

2.3. Leadership Styles

The concept of leadership styles as transactional and transformational leadership was first studied by Burns³⁰. Bass and other researchers^{31 32 33} also investigated and contributed to the works of Burns. Burns' leadership definition suggests that subordinates always try to achieve certain goals which represent value and motivation³⁴.

²⁶ F. Drucker, *ibid.*

²⁷ B. M. Bass and R. Bass, **The Bass handbook of leadership: theory, research and managerial applications**, 4th Edition. New York: The Free Press, 2008

²⁸ B. M. Bass and R. E. Riggio, **Transformational leadership**, 2nd Edition. New Jersey: Lawrence Erlbaum Associates, Inc. 2006

²⁹ D. Ulrich et al., *ibid.*

³⁰ J. M. Burns, **Leadership**, New York: Harper & Row. 1978.

³¹ Bass, B. J. Avolio, **Improving Organizational Effectiveness through Transformational Leadership**, USA: Sage Publications Ltd., 1994.

³² B. M. Bass & R. Bass, *ibid.*

³³ B. M. Bass & R. E. Riggio, *ibid.*

³⁴ J. M. Burns, *ibid.*

While, the transformational leadership affects employee performance and organizational performance positively by the aim of moving the performance beyond expectations; transactional leadership focuses on expected outcomes^{35 36}.

Transformational and transactional leaders are also different in the way they motivate their subordinates. In transactional leadership, leaders motivate followers to achieve goals by mutual exchange such as bonuses^{37 38}. According to Burns³⁹, transactional leadership is based on transactions between leaders and followers⁴⁰, hence the exchange of relationship between follower and leader aims to satisfy their own needs. Here, transaction is defined as “where follower’s needs are met if their performance is also the satisfactory level according to the leader”.

However, in transformational leadership; leaders do not offer tangible reward for acceptable outcomes. They focus on increasing morality and ethics of the subordinates by emphasizing the importance of the task completion for team/organization to achieve goals where the real purpose is allowing for the development and transformation of the subordinates^{41 42}.

Bass and Bass⁴³ suggested that transformational leadership builds on transactional leadership so that a leader can simultaneously display both transformational and transactional leadership styles.

2.3.1. Transactional leadership behaviors

Types of transactional behavior include contingent reward, active or passive management by exception:

- Contingent reward is constructive type of transaction. Leader and follower are agreed upon assigned task, the necessary actions to be taken and psychological or material reward upon the satisfactory completion of the task. Positive feedback, praise, and approval are psychological rewards. Raise in salary, an award, or citation for merit is material rewards⁴⁴. According to Silins⁴⁵, there are two aspects of contingent re-

³⁵ B. M. Bass and B. J. Avolio, **Full range leadership development: Manual for the multifactor leadership questionnaire**, CA: Mind Garden, 1997.

³⁶ B. A. Hayvard, Relationship between employee performance, leadership and emotional intelligence in a South African parastatal organization. Thesis for the master of commerce. Rhodes University, 2005.

³⁷ J. M. Burns, *ibid.*

³⁸ B. M. Bass & R. Bass, *ibid.*

³⁹ J. M. Burns, *ibid.*

⁴⁰ B. M. Bass & R. Bass, *ibid.*

⁴¹ J. M. Burns, *ibid.*

⁴² B. M. Bass & R. Bass, *ibid.*

⁴³ B. M. Bass & R. Bass, *ibid.*

⁴⁴ B. M. Bass & R. Bass, *ibid.*

⁴⁵ H.C. Silins, Effective leadership for school reform. **The Alberta Journal of Educational Research**, 38(4), 1992, pp. 317-334.

ward. If the reward is based on external material rewards such as raise in pay, then the type of leadership is transactional. However, if contingent reward is based on internal psychological process such as praise, then this type of leadership is likely to become transformational⁴⁶. Therefore, in that sense transactional side of leadership is explicit whereas transformational side of leadership is implicit⁴⁷. Although contingent reward is related to the leadership effectiveness, previous research found much more strong correlation of leadership effectiveness and transformational components⁴⁸.

Klimodki and Hayes^{49 50} found four specific behaviors of contingent leader behavior. First, contingent leaders are explicit in giving instructions. Second, contingent leaders make their subordinates involve in determining performance standards. Third, these types of leaders support their subordinates for outperformance. Fourth, they are always consistent toward their subordinates in their behavior.

- Management by Exception is less effective when compared to contingent reward or components of transactional leadership. There are two types of management by exception; active management by exception and passive management by exception. In active management by exception, leader actively engages with deviances from standards, mistakes and problems of follower assignments. If necessary, this type of leader also takes corrective actions⁵¹. Therefore, leaders pursuing active management by exception always predict potential problems and take actions against these problems. However, they do not interfere to the employee while predicting and taking actions. In passive management by exception, the leader passively waits for deviances, mistakes and problems of follower assignment to take a corrective action. When leader has large number of subordinates, it is better to practice passive management by exceptions⁵². The leader has the role of rescuer when needed⁵³.

2.3.2. Transformational Leadership Behaviors

According to Avolio and Bass⁵⁴, “prototype” of leadership is generally viewed as transformational leadership where transformational leaders are role model for subordinates. Transformational leadership theory includes 4 types of transformational

⁴⁶ B. M. Bass & R. Bass, *ibid*.

⁴⁷ V. L. Goodwin, J. C. Wofford, and J. L. Whittington, A theoretical and empirical extension to the transformational leadership construct, **Journal of Organizational Behavior**, 22(7), 2001, pp. 759–774.

⁴⁸ B. M. Bass & R. E. Riggio, *ibid*.

⁴⁹ R. J. Klimoski and N. J. Hayes, Leader Behavior and Subordinate Motivation, **Personnel Psychology**, 33, 1980, pp. 543–555.

⁵⁰ B. M. Bass & R. Bass, *ibid*.

⁵¹ B. M. Bass & R. E. Riggio, *ibid*.

⁵² B. M. Bass & R. E. Riggio, *ibid*.

⁵³ P. G. Northouse, **Leadership: Theory and Practice**, 3rd Edition, California: Sage, 2004.

⁵⁴ B. Avolio, B. Bass, **Transformational leadership, charisma and beyond**, in Hunt, J., Baliga, B., Dachlor, H. and Schriesheim, C. (Eds.), *Emerging Leadership Vistas*, Lexington, MA : Lexington Books, 1988.

behavior: inspirational motivation, intellectual stimulation, individualized consideration, idealized influence⁵⁵. According to Bass and Riggio⁵⁶, leaders showing idealized influence are role models for followers where followers respect, trust, and admire their leaders. There are two aspects of idealized influence; leaders behaviors itself and leaders' attributes in effect to followers. This type of leaders is consistent in their action and followers want to emulate them. Charismatic leaders are also fall in this category of leadership. Since the early 1980s, charismatic or transformational leadership concepts and theories have evolved rapidly⁵⁷. Although charismatic leaders are likely to be a transformational leader, transformational leaders are not always charismatic. As quoted by Tejada et al.⁵⁸, Trice and Beyer⁵⁹ summarizes Weber's 5 components of charismatic leaders as;

"1) a person with extraordinary gifts 2) a crisis 3) radical solution to the crisis 4) followers who are attracted to the exceptional person because they believe they are linked through him to transcend powers and 5) validation of the person's gifts and transcendence in repeated experiences of success."

While charismatic leaders are encouraging, inclusive, success-oriented, goal and team oriented, creative, adaptive, and energized, transformational leadership claims that employee identification with their leader and employees' and their leader's identification with the organization and its goals and values generates collective motivation⁶⁰.

By demonstrating inspirational motivation, leaders inspire their employees towards achievements which were seemed impossible⁶¹. Bass and Riggio⁶² stated that "Leaders get followers involved in envisioning attractive future states; they create clearly communicated expectations that followers want to meet and also demonstrated to goals and shared vision". According to Bass and Avolio⁶³, inspirational motivation plays a crucial role in envisioning the framework that organization can be operated. Inspirational leaders have an insight on what will be challenging to followers. They set challenging objectives and maintain a sense of mission to the followers and shows an attractive but realistic future to their employees. Bass and Bass⁶⁴ also stated that effective inspirational leaders shows "High levels of activity, coupled with strong

⁵⁵ B.M. Bass, B. J. Avolio, *ibid.*

⁵⁶ B. M. Bass & R. E. Riggio, *ibid.*

⁵⁷ M.J. Tejada, T. A. Scandura and R. Pillai, The MLQ Revisited: Psychometric Properties and Recommendations, **The Leadership Quarterly**, 12(2001), pp. 31-52.

⁵⁸ M.J. Tejada et al., *ibid.*

⁵⁹ H. M. Trice and J.M.Beyer, Cultural Leadership in Organizations, *Organization Science*, 2, 1986, pp. 149-169.

⁶⁰ B. M. Bass & R. Bass, *ibid.*

⁶¹ B.M. Bass, B. J. Avolio, *ibid.*

⁶² B. M. Bass & R. E. Riggio, *ibid.*

⁶³ B.M. Bass, B. J. Avolio, *ibid.*

⁶⁴ B. M. Bass & R. Bass, *ibid.*

self-confidence, determination, ego ideals and a sense of mission, we seen to lie behind the inspiring success of CEOs in turning around their organizations”.

Leaders demonstrating individualized consideration pay special attention the needs of subordinates for achievement and growth. They act as a coach or mentor where they assign tasks to develop their followers. Empowerment and delegation of responsibility are also observed⁶⁵. Self-worth of subordinates are reinforced in exchange of satisfactory performance. For individualized consideration, the knowledge, skills, and abilities of both the supervisor and the subordinate should be maintained⁶⁶.

Individualized managers are relation-oriented leaders where they express concern for others, try to reduce emotional conflicts, build harmonizing relations with others and regulate the participation⁶⁷. Relationships are built considering individual differences of each subordinate by such leaders⁶⁸.

Intellectual stimulation means that intellectual leaders make their employees always having awareness of organizational issues, putting new ideas front, seeking innovative and creative solutions to the problems⁶⁹. Interactive creative process is part of intellectually stimulating leaders. They encourage independence and autonomy of the subordinates and discourage habituated followership which is unquestioning trust and obedience⁷⁰. Possessing competence, knowledge, skill, ability, aptitude, and intelligence is different than being able to translate these qualities into action as intellectual stimulation of others. That’s why; intellectual stimulation is more than generating good ideas. Subordinates, who see their leader in engaging intellectual stimulating, view superior as highly effective and satisfying.

Leaders achieves to stimulate their followers intellectually uses one of these aspects; rational, existential, empirical, and ideological. First, ability, independence, and hard work emphasized by rationally oriented leaders^{71 72}. They promote their colleagues to use logic to deal with organizational problems. Second, leaders, encourage employees creates synthesis among various possible solutions in informal interaction with others and their common problems, are existentially oriented leaders. Third, leaders, promoting employees to find one best answer among great deal of information from externally generated data, are empirically oriented leaders. Fourth, idealist leaders encourage speedy decisions by using internally generated intuition.

⁶⁵ B. M. Bass & R. E. Riggio, *ibid.*

⁶⁶ B. M. Bass & R. Bass, *ibid.*

⁶⁷ G., Yukl, **Leadership in Organizations**, 3rd Edition, Englewoods Cliffs: New Jersey, Prentice Hall, 1994.

⁶⁸ B. M. Bass & R. Bass, *ibid.*

⁶⁹ B. M. Bass & R. E. Riggio, *ibid.*

⁷⁰ B. M. Bass & R. Bass, *ibid.*

⁷¹ B. M. Bass & R. Bass, *ibid.*

⁷² R. Quinn and R. Hall, *Environments, Organizations and Policymakers: Towards an integrated framework*, in Hall, R. and Quinn, R. (Eds.), **Organizational Theory and Public Policy**, Beverly Hills: Sage, 1983.

Another category of leadership that was suggested by Bass is Laissez-Faire which is also known as non-leadership. As opposed to transactional leadership, laissez-faire leader is non-transactional. This type of leaders is always absent when needed, avoid expressing their ideas on important issues, avoid responsibilities and making decisions⁷³.

2.4. MLQ- Multifactor Leadership Questionnaire – A Major Tool for Measuring Leadership

MLQ instrument was first developed by Bass in 1985 in order to determine the nature of the relationship between leadership styles and work unit effectiveness and job satisfaction. The questionnaire contains 45 statements that measure the key aspects of leadership behavior. Each statement represents one of the transactional, transformational or non-transactional leadership behaviors. MLQ uses a scale of 0 to 4 where 0 stands for a “not at all” rating while 4 stands for “frequently if not always” rating of the behavior⁷⁴.

Besides transformational, transactional and laissez-faire factors, Multifactor Leadership Questionnaire includes factors of extra effort, effectiveness and satisfaction. According to Bass & Avolio⁷⁵, leadership style is also affected by these factors and they are the outcomes of leadership. Each items in Multifactor Leadership Questionnaire fall into one category in the above explained leadership styles (i.e., transformational, transactional, laissez-faire) and three factors affect those leadership styles (i.e., extra effort, effectiveness and satisfaction). Rater booklet of MLQ and associated leadership styles/factors of Bass and Avolio⁷⁶ are included in the Appendix B. As proposed by Hayvard⁷⁷, the factor scores were calculated for each respondent by using the sum of the relevant questions. MLQ has also been tested on an international context. As quoted by Saeidinia et al. ⁷⁸, the relationship between transformational leadership and performance was observed in studies of managers and supervisors ^{79 80}⁸¹. Leader performance is supported by MLQ in variety of organizations and MLQ is

⁷³ B. M. Bass & R. E. Riggio, *ibid.*

⁷⁴ B. M. Bass & R. E. Riggio, *ibid.*

⁷⁵ B.M. Bass, B. J. Avolio, *ibid.*

⁷⁶ B.M. Bass, B. J. Avolio, *ibid.*

⁷⁷ B. A. Hayvard, *ibid.*

⁷⁸ M. Saeidinia, M. Salehi, K. B. Almasi, A. F. Nasab and A. Pourmirza, Affects of Similarity Model on Organizational Commitment Thesis, International Journal of Business and Social Science, 2 (24), Special Issue – December 2011.

⁷⁹ D. D. Davis, P. Guaw, J. Luo & C. J. Maahs, Need for continuous improvement, organization citizenship, transformational leadership, and service climate in a Chinese state enterprise. **Paper presented to Society for Organizational and Industrial Psychology**, St. Louis, MO, 1997.

⁸⁰ D. N. Den Hartog, **Inspirational leadership**. Academisch Profschrift, Free University of Amsterdam, Amsterdam, Holland, 1997.

⁸¹ D. Carnegie, Performance of North Sea offshore platform supervisors. Doctoral dissertation, Aberdeen University, Aberdeen, Scotland, 1995.

valid for all types of organizations⁸². (There exist three methods to determine the validity of a measurement scale: test-retest, internal consistency and alternative forms as stated by Hair et al.⁸³ that was cited in Canty⁸⁴. Results in test-retest study show that all components of transformational, transactional and non-transactional leaderships are reliable in measurements of MLQ as Bass and Avolio showed the validity of MLQ in the findings of their study in 1997⁸⁵.

2.5. MLQ and Goal Setting Competencies

According to Bass & Avolio⁸⁶, the leader must ensure that employees have a comprehensive understanding about the missions and goals that should be accomplished. They should also know how each member is linked to each other in order to achieve the common task assigned to them. If the team do not have the clear idea of the task and its purpose, then the leader should first clarify what to do for which purpose to all group members. In this context, MLQ has two clear statements that aim to explore the tendencies of leaders for “Contingent Reward”: “Discusses in specific terms who is responsible for achieving performance targets” (Statement 11 in Appendix A) and “Inspirational Motivation” as “Talks enthusiastically about what needs to be accomplished” (Statement 13 in Appendix A). This kind of leadership also serves to the development of the sense of purpose, which is critically important for the creation of target-oriented teams. MLQ explores this issue in statement 14 “Specifies the importance of having a strong sense of purpose”.

If the leader follows management by objectives, they have to held periodic discussions with their subordinates on the developments that may have impact on achievement of objectives. Leader and follower should review the past performance and set mutually acceptable objectives for the next period. Leaders demonstrating individualized consideration in an organization maintain followers to achieve their maximum potential in their careers⁸⁷. A transformational leader focuses on subordinate development by designing their jobs to enhance learning and enhancing creativity by individualized consideration as stated in MLQ statement as “Spends time teaching and coaching” (Statement 15 in Appendix A) Such leaders both pay attention to organizational requirements and also consider the needs and development areas of their subordinates when assigning the challenging tasks to them⁸⁸. Leaders also ensure that

⁸² B. M. Bass, B. J. Avolio, **Full range leadership development: Manual for the multifactor leadership questionnaire**, CA: Mind Garden, *ibid.*, 1997.

⁸³ J. E. Hair, R. E. Anderson, R. L. Tatham & W.C., Black **Multivariate data analysis**. (5th ed.), Upper Saddle River, NJ: Prentice-Hall, 1998.

⁸⁴ L. T. Canty, Conceptual assessment: Transformational, transactional and laissez-faire leadership styles and job performances of managers, Ph.D. Thesis, Capella University, 2005.

⁸⁵ B. A. Hayvard, *ibid.*

⁸⁶ B.M. Bass, B. J. Avolio, *ibid.*

⁸⁷ B. M. Bass & R. E. Riggio, *ibid.*

⁸⁸ B. M. Bass & R. E. Riggio, *ibid.*

the effectiveness of the feedback system is maintained. Successful leaders influence their followers and bring change by giving effective feedback⁸⁹ as defined as a factor in MLQ as “Helps me to develop my strengths” (Statement 31 in Appendix A).

According to Bass, when the leaders praise their followers verbally or reward them materially upon successful completion of assignments, contingent reward happens⁹⁰. Since the dynamics of leadership-followership is explained as a social exchange in transformational leadership, the benefits of both sides are important in task assignment and completion of task. Leader should enable followers to achieve a favorable outcome where follower believes the reward for successfully carried out assignment is fair. According to the study conducted by Podsakoff and Schriesheim⁹¹, subordinates are more satisfied with the contingent reward on their performance where positive association is found between contingent reward and follower’s cohesiveness, drive and productivity. MLQ statements that are directly related to that kind of contingent reward are “Provides me assistance in exchange of my efforts” (Statement 1 in Appendix A), “Expresses satisfaction when I meet expectations” (Statement 35 in Appendix A) and “Makes clear what one can expect to receive when performance goals are achieved” (Statement 16 in Appendix A).

Inspirational Motivation in transformational leadership is also included in MLQ questionnaire And also explores the outcome of this kind of leadership as triggering extra effort by statements like “Leads a group that is effective” (Statement 45), “Heightens my desire to succeed” (Statement 42) and “Increases my willingness to try harder” (Statement 44). According to the recent study, leader’s self efficacy affects follower’s self efficacy that’s how effective group performance is maintained⁹². Transformational leadership aims at developing collective sense of mission and increase group task performance as explored in two MLQ statements “18. Goes beyond self interest for the good of the group” and “34. Emphasizes the importance of having a collective sense of mission”. Hence, transformational leader make his subordinates to comprehend the values of the team effort and the importance of the team success to the organization⁹³. According to Burns⁹⁴, transformational leaders transform followers and organization accordingly. They help their subordinates to be more creative and innovative in the work environment. Bass⁹⁵ states that intellectually stimulating leaders are not bound with the current processes, solutions and conventions. They encourage subordinates to “think out of box” so that try to convince to use logic and

⁸⁹ B. M. Bass & R. Bass, *ibid.*

⁹⁰ B. M. Bass & R. Bass, *ibid.*

⁹¹ P.M. Podsakoff and C.A. Schriesheim, Field studies of French and Raven’s bases of power: critique, reanalysis, and suggestions for future research’, **Psychological Bulletin**, 97(3) 1985, pp. 387-411.

⁹² C. L. Hoyt, S. E. Murphy, S. K. Halverson, & C. B. Watson, Group leadership: Efficacy and effectiveness. **Group Dynamics, Theory, Research, and Practice**, 7, 2003, pp. 259–274.

⁹³ B. M. Bass & R. E. Riggio, *ibid.*

⁹⁴ J. M. Burns, *ibid.*

⁹⁵ B. M. Bass & R. Bass, *ibid.*

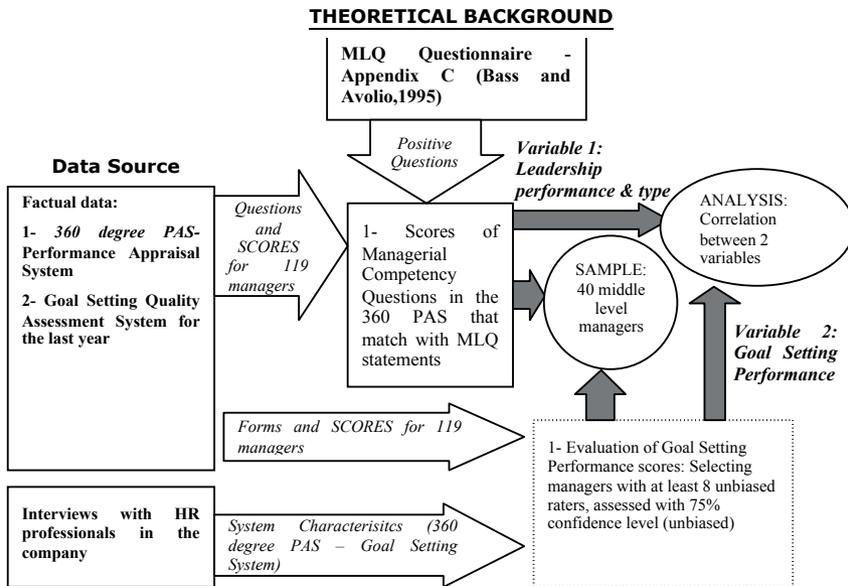
reason to overcome organizational issues. Intellectually stimulating leaders see themselves as part of an interactive creative process. Closely related MLQ statements to innovativeness of the leaders are “Seeks differing perspectives when solving problems” (statement 8) and “Suggests new ways of looking at how to complete assignments (Statement 32).

3. Research Methodology

3.1. Research Goal

As a single study, this paper aims to explore the relationships between goal setting performance and transformational leadership by analysing the results (scores) of performance evaluation for middle level managers in a major telecommunication company in Turkey within a given period (2011-2012) (Figure 1).

Figure 1: Case Study Process and Research Outline



Ultimate research goal is to provide a better understanding on the impact of leadership characteristics and hence leadership types on goal setting performance. By this aim, relationships between the performance scores for leadership-related managerial competencies and performance scores for effective goal setting are explored.

The managerial competencies that are evaluated in the company are matched with Multifactor Leadership Questionnaire to determine which competencies can be utilized for measuring leadership characteristics (transformational or transactional). In the light of the literature, we argue that leadership style increase the firm performance through the learning orientation and we mainly test the following hypothesis;

H1: There is a correlation between the leadership characteristics and goal setting performance of managers.

3.2. Research Method

Within a single case study in a major telecommunication company in Turkey, relationships between the goal setting competencies and leadership characteristics are explored by conducting in-depth interviews and using the past-period-data of the performance assessment systems of the company.

By using Pearson's Correlation test in SPSS 21, correlation coefficients for the managerial competency performance scores and goal-setting performance scores of the selected managers are calculated for 5% and 1% confidence levels.

Correlation is a measure of the relation between two or more variables. In this research; variables that we tested the relations between are:

- Variable 1: Performance Assessment Scores of Middle Level Managers for leadership-related managerial competencies:

The studied company does not have a structured "leadership assessment" system yet. However, there exists a 360 degree Performance Appraisal System that is actively being used for 2 years. Employees are assessed annually for their performance in meeting the business objectives that are assigned to them. Managers are assessed both for their achievements regarding the objectives that are given to them, and for their managerial competencies as well. Hence, 360 degree Performance Appraisal System includes a "Managerial Competencies Set" which is used in the assessment of the middle level managers for various management competencies.

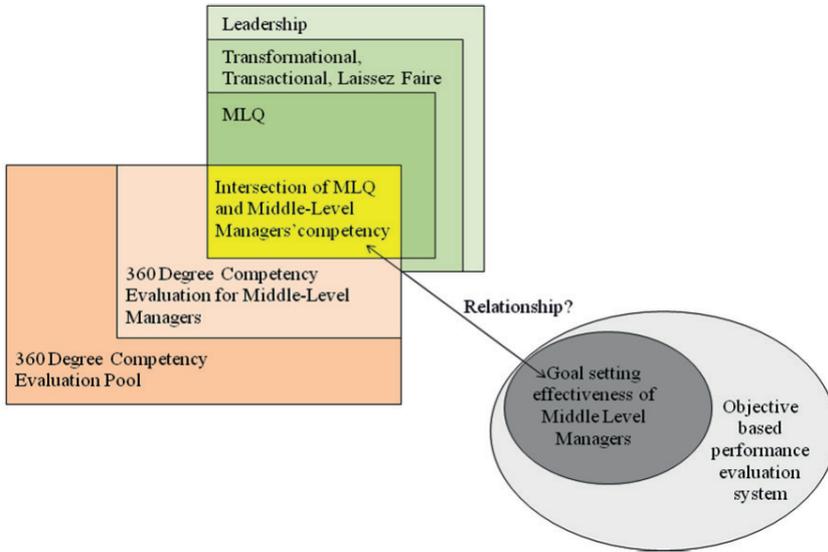
Therefore, from the competency set of the 360 degree Performance Appraisal System, we had to identify the competencies that is related to leadership characteristics belonging to different leadership styles. By this aim, common patterns of the Managerial Competencies Set of the company and Multifactor Leadership Questionnaire (MLQ) are explored. Statements that take place both in Managerial Competency Set of the company's 360 degree Performance Appraisal System and MLQ provided an interface between the company's performance system and leadership assessment literature. Performance Scores of Middle Level Managers in last year for these managerial competencies that intersect with MLQ statements are accepted as the "leadership scores" of these managers; and used as values of Variable 1 in the correlation analysis.

- Variable 2: Assessment Scores of Middle Level Managers for goal-setting quality:

There is also a separate, specific assessment system for the goal setting performance of the middle level managers in the company. Each manager is assessed (by scores) for their goal setting performance annually for 1 year. (Details of the system are presented in the following "Data Collection section.) Scores of the middle level managers for their goal setting performance in this system provided the values of Variable 2 to be used in correlation Analysis.

Summary of research design is shown in Figure 2.

Figure 2: Research Design



3.3. Data Collection

Beside collecting the “factual” data, we conducted interviews with the HR professionals, managers and also made on-site observations. For defining the problems that were associated with performance management system, in-depth interviews were made with the human resources professionals of the company. After 5 in-depth interviews, the goal setting process, its outputs and measures are documented.

Data is collected from “Performance Appraisal System” and “Goal Setting Performance Assessment System” and consists of the recorded performance last-year scores of the selected 40 middle level managers from a total of 119 managers who work in different units of the Head Office of the Telecommunication Company. Average year of employment of these middle level managers is 9 years.

The company has already established an auditing system for providing the accountability of the performance evaluation systems. The reliability of both assessment systems are ensured by the periodical and ad-hoc audits of Internal Control Department within the framework of the internal control system which complies with the Corporate Governance Principles of Capital Markets Board of Turkey.

i) 360 Degree Performance Appraisal System:

Performances of each employee and manager are assessed by their subordinates, peers, and supervisors. Self-evaluation and evaluations that are done by external stakeholders (like customers, suppliers are also available, but the scores of these assessments are excluded in the research. All participants are white collars and assessors in Performance Appraisal System.

There are 4 competency sets that are specifically designed for each hierarchical level in the company. We focused on the “Managerial Competences Set” that

includes 12 statements that aim to explore the different perspectives of managerial performance of the managers.

Two assumptions are used in selecting 40 managers whose scores will be used in the analysis:

- Reliable assessment is achieved with at least 8 raters including subordinates, peers, supervisors.

- 75% confidence level of the assessment should be achieved in order to be included in this analysis. Confidence level of the assessment comes from an algorithm working behind 360 degree Performance Appraisal System which excludes biased forms from the system and keeps unbiased forms in. Out of 119, there exist 40 middle level managers with at least 8 unbiased raters. Thus, these 40 middle level managers are selected as a sample.

ii) Goal setting Performance in Employee Performance Instrument:

The company’s goal setting performance appraisal system has three main phases; setting objectives, half year review, and year-end results.

Evaluation of the goal setting performances of middle level managers is done by HR department specialists based on the following measures:

- Updates and revisions of the objectives in the half-year review (Based on the data of performance appraisal system)

- Availability of results of objectives in year end evaluation.

Goals that are set by the middle level managers for the year 2011 is scored in a scale ranging from 0 to 100 for each criteria that are given in Table 1 with their weights. Total scores of managers is calculated by multiplying the weights of each criteria with the scores they received. After the analysis is completed on these three criteria discussed above, effective goal setting rate for each objective is generated accordingly as in Table 2.

Table 1. Goal Setting Performance Criteria

Criteria for effective Goal Setting	Explanation	% in Total Score
SMART	Being Specific, Measurable, Achievable, Realistic, Time bound.	30%
Strategic	Alignment to strategic priorities published from strategy department of the Telecommunication Company. It is expected from middle level managers to get the strategic priorities as an objective	35%
Suitability for employee	An objective could meet the two criteria however, it could be very easy to accomplish considering the employee position. Therefore, it is investigated whether or not each middle level manager sets objectives that challenges them.	35%
	Total	100%

By multiplying the scores of each manager with the weights given in the table above, final scores are ved criterias Overall goal setting effectiveness for each manager is found by taking the average of the objective scores in all three aspects explained. Minimum a score of 70 should be attained by a middle level manager to be assumed to be successful at goal setting.

Table 2. Goal Setting Performance Score Scales and Results

Goal Setting Performance Level	Goal setting Performance Score	Nr. Of Middle Level Managers
Effective	< 70	14
Ineffective	> 70	26
	Total	40

1.4 Relating the MLQ and Managerial Competency Set in 360 degree Appraisal System of the Company

As presented in Table 3 and Table 4, “Managerial Competencies Set” of Telecommunication Company is matched with the descriptive statements in the MLQ Rater Booklet in Appendix A, and the statements in the Competency Set which refer the same meaning with the MLQ Statements are identified. During this process, it is assumed that two MLQ statements could be matched with one competency in the company’s Performance Appraisal System, and two competencies in the company’s system could be matched with one MLQ statement.

In Table 3, only the statements that are related to Transactional Leadership in Managerial Competency Set are matched with MLQ statements. On the other hand, Table 4 presents the Managerial Competencies in the 360 degree Performance Appraisal System of the Company that match with MLQ statements that are related to Transformational Leadership. In these tables, only positive statements from the MLQ Questionnaire in Appendix C are adapted.

Table 3. Managerial Competencies in the 360 degree Performance Appraisal System of the Company that match with MLQ statements related to Transactional Leadership

Q. Nr.	Managerial competencies in 360 degree appraisal system of the Company	Leadership Raw Factors in MLQ Scoring Key (Appendix B-Bass and Avolio, 1995)	Transactional Leadership Related MLQ – statements/questions (From Appendix A-Bass and Avolio, 1995)
30	Clearly inform roles and responsibilities to employees	Contingent Reward	11. Discusses in specific terms who is responsible for achieving performance targets
33	Explicitly appraise high performing employees	Contingent Reward	35. Expresses satisfaction when I meet expectations

**Source: Adapted from the Complete 360⁰ Performance Appraisal System Competency Set of the Company (Appendix C) and MLQ (Appendix A - Bass and Avolio,1995)*

4. Analysis and Findings

Following analyses are based on the data on the Performance Scores of 40 managers in 360 Degree Performance Appraisal System and Goal Setting Performance Instrument of the studied Telecommunication Company. Appendix C lists the Complete Competency set and descriptive statistics that for the Performance Scores of 40 Managers for these managerial competencies and for goal Setting. 26 of them are above 70% quality rate. That means, 26 middle level managers out of 40 set high quality objectives whereas the remaining 14 middle level managers set low quality objectives.

4.1. Correlation between Goal Setting Competency and Leadership Characteristics

Table 5 presents the SPSS output for all Pearson correlation testing results for Goal Setting Performance Scores and Leadership Related Competencies Scores (that are the intersections of MLQ and the Managerial Competency Set of the company).

Table 4. Managerial Competency Questions in the 360 degree Performance Appraisal System of the Company that match with MLQ statements that are related to Transformational Leadership

Q. Nr.	Managerial competencies in 360 degree appraisal system of the Company	Leadership Factors in MLQ Scoring Key (Appendix B- Bass and Avolio, 1995)	Transformational Leadership Related MLQ – statements/questions (From Appendix A-Bass and Avolio, 1995)
1	Open to employee suggestions for improving employees' jobs	Intellectual Stimulation	8. Seeks differing perspectives when solving problems 15. Spends time teaching and coaching 31. Helps me to develop my strengths
2	Help employees who have difficulty in change (education, feedback, coaching)	Individualized consideration	2. Re-examines critical assumptions to question whether they are appropriate 32. Suggests new ways of looking at how to complete assignments
3	Modify his/her behaviour according to the change	Intellectual Stimulation	2. Re-examines critical assumptions to question whether they are appropriate 25. Displays a sense of power and confidence
4	Take action to improve the work	Idealized Attributes	21. Acts in ways that builds my respect 25. Displays a sense of power and confidence
8	Open to feedback and criticism	Idealized Attributes	15. Spends time teaching and coaching 31. Helps me to develop my strengths
9	Express ideas in an open and honest way	Individualized consideration	15. Spends time teaching and coaching 31. Helps me to develop my strengths
10	Consistent in expression and acts	Individualized consideration	15. Spends time teaching and coaching 31. Helps me to develop my strengths
11	Encourage employees to take initiative	Individualized consideration	15. Spends time teaching and coaching 31. Helps me to develop my strengths
16	Get employees involved in decision making process	Individualized consideration	15. Spends time teaching and coaching 31. Helps me to develop my strengths
17	Propose decision with the reason behind his/her decision	Idealized Attributes	25. Displays a sense of power and confidence
18	Deepen and report the analysis regarding solutions to problems	Intellectual Stimulation	8. Seeks differing perspectives when solving problems 15. Spends time teaching and coaching
21	Make sure that employees have up-to-date knowledge on company's products	Individualized consideration	15. Spends time teaching and coaching 36. Expresses confidence that goals will be achieved
22	Make sure delivering high quality business results	Inspirational Motivation	15. Spends time teaching and coaching 31. Helps me to develop my strengths 15. Spends time teaching and coaching 31. Helps me to develop my strengths
25	Transfer knowledge and experience to his/her employees	Individualized consideration	15. Spends time teaching and coaching 31. Helps me to develop my strengths 15. Spends time teaching and coaching 31. Helps me to develop my strengths
26	Contribute the creation of learning environment for their employees	Individualized consideration	15. Spends time teaching and coaching 31. Helps me to look at problems from many different angles 15. Spends time teaching and coaching 31. Helps me to develop my strengths
28	Set objectives to his/her workers in order to improve them	Individualized consideration	15. Spends time teaching and coaching 31. Helps me to develop my strengths
32	Give feedbacks for the development of his/her employees	Individualized consideration	15. Spends time teaching and coaching 31. Helps me to develop my strengths 9. Talks optimistically about the future
34	Keep his/her employees motivated in the team	Inspirational Motivation	13. Talks enthusiastically about what needs to be accomplished 36. Expresses confidence that goals will be achieved
35	Own his/her team	Idealized Attributes	18. Goes beyond self interest for the good of the group 21. Acts in ways that builds my respect 25. Displays a sense of power and confidence

Table 5. Pearson Correlation Testing Results for Goal Setting Performance Scores and Leadership Related Competencies Scores

LEADERSHIP RELATED COMPETENCIES (Competencies that exist both in Competency Set of the 360 Degree Performance Appraisal System of the Company and MLQ Questionnaire)	Relationship with GOAL SETTING Performance Score	
	Pearson Correlation	Sig. (2-tailed)
1 Open to employee suggestions for improving employees' jobs	-0,038	0,815
2 Help employees who have difficulty in change (education, feedback, coaching)	-0,043	0,794
3 Modify his/her behaviour according to the change	-0,102	0,531
4 Take action to improve the work	-0,108	0,506
8 Open to feedback and criticism	-0,021	0,899
9 Express ideas in an open and honest way	0,045	0,783
10 Consistent in expression and acts	0,017	0,917
11 Encourage employees to take initiative	-0,087	0,595
16. Gets employees involved in decision making process	0,266	0,097
17 Propose decision with the reason behind his/her decision	-0,177	0,274
18 Deepen & report the analysis regarding solutions to problems	-0,059	0,718
21 Ensure that employees have up-to-date knowledge on products	0,018	0,911
22. Delivers high quality business results	-0,113	0,489
25. Transfers knowledge and experience to employees	0,132	0,416
26. Creates a learning environment employees	0,099	0,545
28. Sets objectives to employees for their improvement	0,193	0,234
30. Clearly inform roles & responsibilities to employees	,391*	0,013
32. Provides feedbacks for the development of employees	,346*	0,029
33. Explicitly appraises high performing employees	0,299	0,061
34. Keep his/her employees motivated in the team	,453**	0,003
35. Owns the team	0,224	0,165

*. Correlation is significant at the 0.05 level (2-tailed).** Correlation is significant at the 0.01 level (2-tailed).

There are 3 significant relationships between goal setting performance and leadership competencies;

- *Correlated Competency 1: "Clearly inform roles and responsibilities to employees"*

From Table 2, it is clear that there is a positive correlation between the competency measure (Nr.30) that is "Clearly informs roles and responsibilities to employees" and goal setting performance of the middle level managers ($r = 0.0391$, $p < 0.05$) which means the relationship is significant at the confidence level 0.05%. As stated in the literature reviews, leaders must ensure employees have a comprehensive understanding about the missions and goals that should be accomplished⁹⁶. MLQ also

⁹⁶ B.M. Bass and B. J. Avolio, *ibid.*

supports and classifies this idea under contingent reward of transactional leadership. According to Table 3, this competency is related to transactional leadership's "Contingent Reward" raw factor. Leader has an important role in clarification of objectives and what needs to be done to achieve the target of the employees. A leader without a specific goal set could not design that deployment at each employee level.

Finding of this research correlation testing, contributes to the validity of this principle. As stated in the literature review, setting goals is very crucial so as to influence the behavior of the people in the organization. Leaders who set specific and strategic unit goals and cascade them to his subordinates, actually define what is expected from subordinates and acceptable level of achievement of their subordinates. After both parties agreed on the assigned goal and leader specifies the scope, the way to accomplish the goal, subordinates' expectations.

- *Correlated Competency 2: "Give feedbacks for the development of his/her employees"*

Table 2 shows that there is a positive correlation between their performances for the competency Nr "32. Give feedbacks for the development of his/her employees" and the goal setting performance of the middle level managers ($r = 0.0346$, $p < 0.05$) which means that the relationship is significant at the confidence level 0.05%. As mentioned in the literature review, successful leaders influence their followers and bring change by giving effective feedbacks on for their development⁹⁷ and MLQ supports this idea as well. According to Table 2, this competency is related to MLQ statements of "Helps me to develop my strengths" and "Spends time in teaching and coaching" which both are classified within "Individualized Consideration" factor of transformational leadership. In this competency statement, the keyword that differentiates the leadership styles is not "giving feedback" but "for the development of employees". Giving feedback is also a characteristic of Transactional Leadership, but giving effective feedback that concerns the development is a transformational leadership pattern.

In this context, MLQ statement Nr. 31 "Helps me to develop my strengths" includes providing feedback to employees not only on their performances but for their development,. By this way, leaders help employees to determine their improvement areas that will help them to create a road map for their actions like getting trained, practicing more or collaborating with others. Line-manager who uses a transformational leadership style gives employees support to develop their strengths, which has a positive influence on a strength based development approach. A transactional line-manager and a line-manager who use the laissez-faire leadership style do not give supportive feedback to employees and only give feedback when something goes wrong and will not support the employees^{98 99}. As well, MLQ statement Nr. 15 "Spends time in

⁹⁷ B. M. Bass & R. Bass, *ibid*

⁹⁸ Howell, J.M., & Avolio, B.J. Transformational Leadership, Transactional leadership, Locus of Control, and Support for Innovation: Key Predictors of Consolidated- Business-Unit Performance. **Journal of Applied Psychology**, 78(6), 1993, pp. 891-902.

⁹⁹ Jones, D.W. & Rudd, R.D. Transactional, Transformational, or Laissez-Faire Leadership:

teaching and coaching” is also related to providing feedbacks for the development. To recognise the personal strengths of others at work is among the tasks of coaching¹⁰⁰.

Helping employees to achieve their maximum potential is main concern of transformational leaders regarding their subordinates as literature review is also pointed out. This correlation testing result contributes to the validity of this principle. As stated in the literature review, leaders enable performance increases not only by assigning and specifying the goals clearly, but also by observing the employee regarding their achievements and giving feedback to them in order to increase their potential.

- Correlated Competency 3: “*Keep his/her employees motivated in the team*”

As can be seen from Table 2, there is a strong positive correlation between the competency “Keep his/her employees motivated in the team” and goal setting performance of the middle level managers ($r = 0.453$, $p < 0.01$) which means that the relationship is significant at the 0.01% confidence level. According to Table 2, this competency is matched with MLQ statements that are “9. Talks optimistically about the future”, “13. Talks enthusiastically about what needs to be accomplished” and “36. Expresses confidence that goals will be achieved” which all are classified within “Inspirational Motivation” factor of transformational leadership. According to Bass, transformational leader make his subordinates to comprehend the values of the team effort and the importance of the team success to the organization¹⁰¹.

5. Conclusion

Companies that are trying to survive and compete in rapidly changing, competitive markets like Telecommunication industry, are in need of continuously monitoring and measuring their their employees performance in order to improve their organizational performance. In this context, they establish advanced performance management systems in order to provide feedback on their organizational performance and to create their roadmaps in accordance¹⁰². However, there are several managerial and operational challenges that occur during the implementation of these performance management systems. One of the common challenges is the difficulty of effective and appropriate goal setting. Transactional and transformational leadership characteristics of the managers have the potential to influence the goal setting performance of the managers, and relatedly they can determine the ability of managers to manage the performance of the employees.

An assessment of College of Agriculture Academic Program Leaders (Deans) Leadership Styles. **Proceedings of the 2007 AAE Research Conference**, 34, 2007, pp.520-530.

¹⁰⁰ Grant, A.M. & Hartley, M. Developing the leader as coach: insights, strategies and tips for embedding coaching skills in the workplace, **Coaching: An International Journal of Theory, Research and Practice**, 6(2), 2013, pp. 102-115.

¹⁰¹ B. M. Bass & R. Bass, *ibid*.

¹⁰² D.A. Waldman, B. M. Bass & W.O. Einstein, Effort, performance, and transformational leadership in industrial and military settings. **Journal of Occupational Psychology**, 60: 1987, pp. 177-186.

Based on the theoretical back ground and the findings of a single case study in a telecommunication company in Turkey, we explored the relationships between the leadership characteristics and and goal setting performances of middle level managers. To determine the leadership characteristics of the studied middle level managers, the managerial competency set in the 360 degree performance appraisal system of the studied company is associated with the Multi-factor Leadership Questionnaire (MLQ). 23 out of a total 35 managerial competency statements in 360 degree appraisal system of the company are found to be common in both two questionnaires. Apart from this, goal setting performance of middle level managers in the studied company is determined based on the evaluations of executives and human resource department. Based on the scores of the middle level managers in goal setting performance evaluation system and in 360 performance appraisal system, correlation coefficients of goal setting performance and leadership characteristics are explored.

In total, 21 managerial competencies that are used in the competency set of company's 360 degree performance appraisal system were classified as being related to transformational leadership characteristics that are included in MLQ. Among these, two competencies are found to be correlated to goal setting competency for middle level managers in the company. The first one is "giving feedback for the development of his/her employees" that was found to be related to "Individual consideration" factor of the transactional leadership via matching MLQ statements. The other correlated competency with goal setting competency is "keeping his/her employees motivated in the team" which is related to "Inspirational Motivation" factor of transformational leadership also. The third competency that is correlated to goal setting competency is "Informing roles and responsibilities to the employees" which is related to "Contingent Reward" factor of the transactional leadership. Hence it is concluded that the managers who inform roles and responsibilities to the employees, give feedback for the development of employees and keep his/her employees motivated in the team, can set goals with higher quality and appropriateness. Although the goal setting performance is discussed within transactional leadership characteristics in theory, findings reveal that transformational leadership characteristics have the potential to influence the effectiveness of goal setting.

As the performance in goal setting is critical for the sustainability and effectiveness of the performance management systems, companies should consider and empower the transformational leadership characteristics of their managers and supervisors. Surely, managers and supervisors should clearly inform employees about the objectives and responsibilities, monitor their performance and provide feedbacks on their performance. In other words, it is still a valid assumption that some basic characteristics of transactional leadership are expected from managers and supervisors. As Drucker¹⁰³ mentioned "A manager, in the first place, sets objectives. He determines what the objective should be". However, this basic competency must be accompanied by transformational leadership characteristics. Managers and supervisors should also reflect their inspirational motivation to their subordinates, and should focus on the development of their team by showing individual consideration to each member.

¹⁰³ P. Drucker, *ibid.*

The success of performance management systems is highly dependant not only on their ability to provide feedbacks on the performance of the employees, but also on their contribution for creating a learning organization that can provide sustainable improvement on organizational performance. In this context, leadership development is a critical task for transforming managers and supervisors to leaders that can directly motivate and have influence on their subordinates for creating highly performing organizations. Hence, while designing performance management systems and leadership development programs, human resource professionals can utilize the findings of this case study. In further research, similar relationships between strategic objective setting competencies and leadership characteristics in executive levels can also be explored. Similar research on other Telcos can provide broader evidence on the leadership and goal setting performance of management in the industry.

References

- AVOLIO, B. - BASS, B. **Transformational leadership, charisma and beyond, in** Hunt, J., Baliga, B., Dachlor, H. and Schriesheim, C. (Eds.), *Emerging Leadership Vistas*, Lexington, MA Lexington Books, 1988.
- BASS, B. and AVOLIO, B. **Full range leadership development: Manual for the multifactor leadership questionnaire**, Redwood City, CA: Mind Garden, 1997.
- BASS, B. M. & RIGGIO, R. E., **Transformational leadership**, 2nd Edition. New Jersey: Lawrence Erlbaum Associates, Inc. 2006.
- BASS, B. M., and BASS, R. **The Bass handbook of leadership: theory, research and managerial applications**, 4th Edition. New York: The Free Press, 2008.
- BASS, B.M.- AVOLIO, B. J. **Improving Organizational Effectiveness through Transformational Leadership**, USA: Sage Publications Ltd., 1994.
- BURNS, J. M., *Leadership*, New York: Harper & Row. 1978.
- CANTY, L. T. “Conceptual assessment: Transformational, transactional and laissez-faire leadership styles and job performances of managers as perceived by their direct reports”, Ph.D. Thesis, Capella University, 2005.
- CARNEGIE, D. “Performance of North Sea offshore platform supervisors”. Doctoral dissertation, Aberdeen University, Aberdeen, Scotland, 1995.
- CLIFFORD, Jr D. K.- CAVANAGH, R. E. **The winning performance**, USA: Bantam Books, 1985.
- COVEY, S. R. **The 7 habits of highly effective people**, New York: Fireside. 1989.
- DAVIS, D. D. - GUAW, P.- LUO, J. - MAAHS, C. J. “Need for continuous improvement, organization citizenship, transformational leadership, and service climate in a Chinese state enterprise”. **Paper presented to Society for Organizational and Industrial Psychology**, St. Louis, MO, 1997.
- DEN HARTOG, D. N. “Inspirational leadership”, *Academisch Profschrift*, Free University of Amsterdam, Amsterdam, Holland, 1997.
- DRUCKER, P. F. **The Practice of Management**, London: William Heinemann Ltd., 1977.
- GOODWIN, V. L.- WOFFORD, J. C. - J WHITTINGTON,. L. “A theoretical and empirical extension to the transformational leadership construct”, **Journal of Organizational Behavior**, 22(7), 2001, pp.759–774,
- GRANT, A.M. and HARTLEY, M. “Developing the leader as coach: insights, strategies and tips for embedding coaching skills in the workplace”, **Coaching: An International Journal of Theory, Research and Practice**, 6(2), 2013, pp. 102-115.
- GUION, R.M. **Personnel testing**. New York: McGraw-Hill, 1965.

-
- HAIR, J. E., ANDERSON, R. E. , TATHAM R. L. and BLACK W.C. **Multivariate data analysis**. (5th ed.), Upper Saddle River, NJ: Prentice-Hall, 1998.
- HAYVARD, B. A. “Relationship between employee performance, leadership and emotional intelligence in a South African parastatal organization”, Thesis for the master of commerce degree, Rhodes University, 2005.
- HOWELL, J.M. and AVOLIO, B.J. “Transformational Leadership, Transactional leadership, Locus of Control, and Support for Innovation: Key Predictors of Consolidated- Business-Unit Performance”, **Journal of Applied Psychology**, 78(6), 1993, pp. 891-902.
- HOYT, C. L., MURPHY, S. E., HALVERSON, S. K. and WATSON, C. B. “Group leadership: Efficacy and effectiveness”, **Group Dynamics, Theory, Research, and Practice**, 7, 2003, pp. 259–274.
- JONES, D.W. and RUDD, R.D. “Transactional, Transformational, or Laissez-Faire Leadership: An assessment of College of Agriculture Academic Program Leaders (Deans) Leadership Styles”, **Proceedings of the 2007 AAE Research Conference**, 34, 2007, pp. 520
- KLIMOSKI, R. J. - HAYES, N. J. “Leader Behavior and Subordinate Motivation”, **Personnel Psychology**, 33, 1980, pp. 543–555.
- KOTTER, J. P. **The leadership factor**, New York: The Free Press, 1988.
- KOTTER, P. J. **What leaders really do**, Boston, Massachusetts: Harvard Business School Press, 1999.
- LOCKE, E. A. Ve LATHAM G. P. **A theory of goal setting & task performance**. Englewood Cliffs, NJ, US: Prentice-Hall, Inc., 1999.
- MEYER, P. J. **What would you do if you knew you couldn’t fail? Creating S.M.A.R.T. Goals.” Attitude Is Everything: If You Want to Succeed Above and Beyond**, USA: The Leading Edge Publishing Co, 2003.
- MOORHEAD, R. W.- GRIFFIN, G.- **Organizational Behaviour**, Houghton Mifflin Co., Boston, 1986.
- NORTHOUSE, P. G. **Leadership: Theory and Practice**, 3rd Edition. California: Sage, 2004.
- PODSAKOFF, P.M. and SCHRIESHEIM, C.A. “Field studies of French and Raven’s bases of power: critique, reanalysis, and suggestions for future research”, **Psychological Bulletin**, 97(3), 1985, pp. 387-411.
- QUINN, R.- HALL, R. Environments, “Organizations and Policymakers: Towards an integrated framework”, in Hall, R. and Quinn, R. (Eds.), **Organizational Theory and Public Policy**, Beverly Hills: Sage, 1983.
- SAEIDINIA, M.- SALEHI, - ALMASI, M. K.-NASAB B. A. F-, POURMIRZA, A. “Affects of Similarity Model on Organizational Commitment Thesis”, **International Journal of Business and Social Science**, 2 (24), Special Issue – December 2011.

- SILINS, H.C. “Effective leadership for school reform”. **The Alberta Journal of Educational Research**, 38(4), 1992, pp.317-334.
- STEERS, R.W.- PORTER, L.W. **Motivation and work behavior**, New York: McGraw-Hill, 1983.
- SZILAGYI Jr, A. D. **Management and Performance**, 3rd Edition. Glenview: Scott, Foresman and Company, 1988.
- TEJEDA, M.J.- SCANDURA, T.A.- PILLAI, R. “The MLQ Revisited: Psychometric Properties and Recommendations”, **The Leadership Quarterly**, 12, 2001, pp. 31-52.
- TRICE, H. M.-BEYER, J.M. “Cultural Leadership in Organizations”, **Organization Science**, 2, 1986, pp.149-169.
- ULRICH, D. and ZENGER, Z. - SMALLWOOD, N. **Result-based leadership**, Boston, Massachusetts: Harvard Business School Press, 1999.
- WALDMAN, D.A., BASS, B. M. and EINSTEIN, W.O. “Effort, performance, and transformational leadership in industrial and military settings”, **Journal of Occupational Psychology**, 60, 1987, pp.177-186.
- YUKL, G. **Leadership in Organizations**, 3rd Edition, Englewoods Cliffs: New Jersey, Prentice Hall, 1994.

Appendix A: MLQ Rater Questionnaire (Form 5x)

<p>Multifactor Leadership Questionnaire Rater Booklet (MLQM) by Bernard M. Bass & Bruce J. Avolio DIRECTIONS: This questionnaire is to describe the leadership style of your manager/supervisor. Describe the leadership style as you perceive it. Please answer all items below by entering in the block a number from the rating scale that best reflects your perception. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank. Please answer this questionnaire anonymously.</p> <p><i>0 = Not at all, 1 = Once in a while, 2 = Sometimes, 3 = Fairly Often, 4 = Frequently if not always</i></p>		
THE PERSON I AM RATING...		
1. Provides me with assistance in exchange for my efforts		
2. Re-examines critical assumptions to question whether they are appropriate		
3. Fails to interfere until problems become serious		
4. Focuses attention on irregularities, mistakes, exceptions, and deviations from standards		
5. Avoids getting involved when important issues arise		
6. Talks about their most important values and beliefs		
7. Is absent when needed		
8. Seeks differing perspectives when solving problems		
9. Talks optimistically about the future		
10. Instills pride in me for being associated with him/her		
11. Discusses in specific terms who is responsible for achieving performance targets		
12. Waits for things to go wrong before taking action		
13. Talks enthusiastically about what needs to be accomplished		
14. Specifies the importance of having a strong sense of purpose		
15. Spends time teaching and coaching		
16. Makes clear what one can expect to receive when performance goals are achieved		
17. Shows that he/she is a firm believer in 'if it ain't broke, don't fix it.'		
18. Goes beyond self-interest for the good of the group		
19. Treats me as an individual rather than just as a member of a group		
20. Demonstrates that problems must become chronic before taking action		
21. Acts in ways that builds my respect		
22. Concentrates his/her full attention on dealing with mistakes, complaints, and failures		
23. Considers the moral and ethical consequences of decisions		
24. Keeps track of all mistakes		
25. Displays a sense of power and confidence		
26. Articulates a compelling vision of the future		
27. Directs my attention toward failures to meet standards		
28. Avoids making decisions		
29. Considers me as having different needs, abilities, and aspirations from others		
30. Gets me to look at problems from many different angles		
31. Helps me to develop my strengths		
32. Suggests new ways of looking at how to complete assignments		
33. Delays responding to urgent questions		

34. Emphasizes the importance of having a collective sense of mission		
35. Expresses satisfaction when I meet expectations		
36. Expresses confidence that goals will be achieved		
37. Is effective in meeting my job-related needs		
38. Uses methods of leadership that are satisfying		
39. Gets me to do more than I expected to do		
40. Is effective in representing me to higher authority		
41. Works with me in a satisfactory way		
42. Heightens my desire to succeed		
43. Is effective in meeting organizational requirements		
44. Increases my willingness to try harder		

Copyright©1996 Bernard M.Bass and Burce J. Avolio. (Source: Bass and Avolio [38])

Appendix B: MLQ Scoring Key (Q#: Question number)

Leadership Factors	Raw Factors	Q#	Q#	Q#	Q#
Transformational	Idealized Attributes	10	18	21	25
Transformational	Idealized Behaviours	6	14	23	34
Transformational	Inspirational Motivation	9	13	26	36
Transformational	Intellectual Stimulation	2	8	30	32
Transformational	Individualized consideration	15	19	29	31
Transactional	Contingent Reward	1	11	16	35
Transactional	Management-by-exception (active)	4	22	24	27
Transactional	Management-by-exception (passive)	3	12	17	20
Non transactional	Laissez-Faire	5	7	28	33
Outcome 1	Extra effort	39	42	44	45
Outcome 2	Effectiveness	37	40	43	
Outcome 3	Satisfaction	38	41		

Source: Hayvard [25], Bass and Avolio [38]

Appendix C: Complete Competency Set of Telecommunication Company incl. Descriptive Statistics for Performance Scores of 40 Managers in 360 Degree Appraisal System and Goal Setting Performance Evaluation

	COMPETENCIES	Mean	Std. Deviation	Nr
	<i>SETTING OBJECTIVE (Evaluated in Goal Setting Performance Instrument)</i>	75,50	16,835	40
1	Open to employee suggestions for improving employees' jobs	2,9160	0,21909	40
2	Help employees who have difficulty in change (education, feedback, coaching)	2,6698	0,27417	40
3	Modify his/her behaviour according to the change	2,7963	0,25413	40
4	Take action to improve the work	2,9340	0,23692	40
5	Fair to the people around	2,8008	0,28509	40
6	Show respect to people around	3,0723	0,30105	40
7	Accept both success and failure	2,7783	0,28284	40
8	Open to feedback and criticism	2,6693	0,31106	40
9	Express ideas in an open and honest way	2,9445	0,23067	40
10	Consistent in expression and acts	2,8385	0,22854	40
11	Encourage employees to take initiative	2,7943	0,37025	40
12	take an action himself/ herself to come up with a solution	2,8773	0,22684	40
13	Take action on opportunities and threats	2,7588	0,25827	40
14	Make decisions to be implemented under his/her authority	2,9708	0,14442	40
15	Expedite decision making process under time pressure	2,8835	0,25902	40
16	Get employees involved in decision making process	2,8413	0,34549	40
17	Propose decision with the reason behind his/her decision	2,7875	0,26137	40
18	Deepen and report the analysis regarding solutions to problems	2,6898	0,26815	40
19	Provide timely decisions under his/her authority	2,8553	0,26603	40
20	Share suggestions regarding issues outside his/her authority with top management and strives to get decisions	2,8278	0,23829	40
21	Ensure that employees have up-to-date knowledge on products	2,6525	0,27771	40
22	Make sure delivering high quality business results	2,9295	0,21329	40
23	Cooperate with other units to improve his/her teams' service	2,9640	0,25034	40
24	Have up-to-date knowledge on company's product/service	2,8058	0,30917	40
25	Transfer knowledge and experience to his/her employees	2,8270	0,35032	40
26	Contribute the creation of learning environment for employees	2,8155	0,26017	40
27	Use acquired information in business processes	2,9008	0,15700	40
28	Set objectives to his/her workers in order to improve them	2,6245	0,30512	40
29	improve knowledge on technology and sector dynamics	2,8843	0,35071	40
30	Clearly inform roles and responsibilities to employees	2,6750	0,36383	40
31	Evaluate employees objectively	2,6948	0,31296	40
32	Give feedbacks for the development of his/her employees	2,6390	0,38077	40
33	Explicitly appraise high performing employees	2,8210	0,35057	40
34	Keep his/her employees motivated in the team	2,5355	0,38482	40
35	Own his/her team	2,9175	0,31162	40