

THE RELATIONSHIP BETWEEN MANAGERIAL LEADERSHIP ROLES AND LEADER EFFECTIVENESS WITHIN THE COMPETING VALUES FRAMEWORKS: THE CASE OF A FOUNDATION UNIVERSITY

*Ercan ERGUN (Orcid ID: 0000-0002-9168-7340)

*Elif SIMSEK¹ (Orcid ID: 0009-0004-9595-6482)

**Mürside OZGELDI (Orcid ID: 0000-0001-9545-4627)

*Eda YILDIRIM (Orcid ID:)

*Gebze Technical University, Turkey

**Maltepe University, Turkey

ABSTRACT

The purpose of this study is to examine the relationship between managerial roles and leader effectiveness. For this purpose, the relationship between the roles of "mentor, facilitator, monitor, coordinator, director, producer, broker and innovator" in Cameron and Quinn's Competing Values Framework (CVF) and leader effectiveness was tried to be revealed through academic administrators (rector, dean and department heads) in a foundation university. The study group of the research, which is a relational survey model, consists of 214 academics working in different units of the university. The leadership roles of the managerial were found to have a positive impact on leader effectiveness. The roles of innovator, producer, director, facilitator and mentor, coordinator and monitor were found to be effective on leaders and manager effectiveness.

Keywords: Competing Values Framework, Leadership Roles, Leader Effectiveness

INTRODUCTION

Organizations today face new challenges that require them to make effective decisions to solve complex problems. Such decisions are usually made by the top management of the organization, i.e. the top management. In this context, the concept of managerial role and leader effectiveness has been a topic of research interest. Many researchers have examined managerial role phenomenon and leader effectiveness both theoretically and empirically. Studies have defined and classified the types and nature of managerial work in terms of functions (Fayol, 1949), activities and behaviors (Behrendt, Matz, & Göritz, 2017), and roles (Waldman, Galvin, & Walumbwa, 2012). Leaders and managers have power and control to influence the goals of the organization. They face the responsibility to be more competent in leading and finding solutions. In the early 20th century, systematic research on leadership used an intensely leader-centered approach and focused on investigating certain universal behavioral styles and characteristics that make some leaders more effective than others (Day D. V., 2000; Lord, Zaccaro, Day, & Avolio, 2017). However, it can be said that the lack of such universal characteristics or behaviors leads leadership researchers to pay more attention to the situation or context in which leaders are in. Numerous leadership theories offer a wide range of explanations for how leadership influences follower motivation, thinking, behavior, and performance (Avolio, Reichard, Hannah, Walumbwa, & Chan, 2009). Fiedler (1978), for example, argues that leadership does not take place in a vacuum and that there must be a match between the characteristics of the leader and the situational factors (e.g. the task structure) in order to achieve better results for the group.

Leaders should be able to develop relationships with their employees according to their role and align the organization with the goals they have set to achieve better performance (Adıgüzel, 2018). The

¹ Corresponding author

Competitive Values Framework (CVF), which is useful in training and developing successful managers and leaders, helps managers to better understand both their organizations and themselves. Within the context of an organization's own structure or culture, managers at different levels must perform certain leadership tasks specific to that organization. It contributes more to the effectiveness or performance of the organization if managers at different levels primarily perform some leadership roles while managing employees. In these roles, the structure of the organization as well as the business environment in which it is located are related to these leadership roles or the roles to be performed by managers.

Organizational culture is vital to promote organizational strategies, visions, and goals. Therefore, the current organizational culture may need to change to promote organizational progress and success (Fikry, Adi, & Arie, 2020). Organizational effectiveness and managerial leadership help organizational members better understand the similarities and differences of managerial leadership roles at various hierarchy levels (Quinn & Rohrbaugh, 1981). Quinn and Rohrbaugh (1981, 1983), in their research considering different approaches to organizational effectiveness categorized as human relations model, internal process model, rational goals model open systems model found that organizational effectiveness evaluation criteria can be classified according to a set of competitive values (organizational focus, organizational structure, and organizational means and outcomes) as a result of multivariate analysis (Kurgun & Bağıran, 2013). Leaders in this complex, non-linear system must balance flexibility and control with internal and external focus (O'Neill, Vries, & Comiskey, 2021).

The purpose of this article is to examine the relationship between managerial roles (mentor, facilitator, monitor, coordinator, director, producer, broker and innovator) within the scope of the Competing Values model and leader effectiveness. For this purpose, Quinn's Competing Values Framework (CVF) was examined and the relationship between managerial roles in the model and leader effectiveness was tried to be revealed through academic administrators (rector, dean and department head) in a foundation university.

LITERATURE REVIEW

Theoretical and Conceptual Background

Managerial Roles within the Competing Values Model

The Competing Values Framework (CVF) has been defined and operationalized in different ways by some researchers (Quinn & Rohrbaugh, 1983) who developed it based on research to understand organizational effectiveness. The Competing Values Framework is the most widely used framework in the world for assessing organizational culture, and the model has been found to be very useful in many companies, both in clarifying the process of cultural change and in initiating a movement to improve managerial leadership (Cameron & Quinn, 2006). In his Competing Values Framework, Quinn and Cameron distinguishes two important dimensions across organizations. The first reflects the extent to which an organization has a control orientation. This dimension ranges from an emphasis on control to an emphasis on flexibility. The second dimension reflects the extent to which an organization focuses on its internal or external functioning.

The Competing Values Framework (CVF) gives a classification of four organizational cultures that illustrate how a company works, how employees collaborate and what the organizational values are. The first, the *adhocracy culture*, is extroverted and characterized by a high level of creativity and innovation orientation, and this type of organizational culture responds quickly to change (Zeb, et al., 2021). In this culture, managers and leaders are visionary, innovative, and risk-oriented. Therefore, leaders take on the *role of innovators*. Moreover, success means producing unique and original products and services (Igo & Skitmore, 2006).

Clan culture is characterized by flexibility and intrinsics (Zeb, et al., 2021). Core values include social equality, agreement, consideration, cooperation and fairness (Igo & Skitmore, 2006). Leaders act as counselors, facilitators and mentors. In this role, the leader should be helpful, considerate, responsive, accessible, open and fair, where managers and leaders are expected to be *mentor and facilitators* (O'Neill & Quinn, 1993).

Organizations with a *hierarchy culture* are those in which the formal structure is dominant and there is an established system (Öztürk & Hazar, 2020). In this culture where hierarchy is dominant, formal rules and

procedures are emphasized as control tools. Here, employees respect power and position, and this type of organization has clear rules, procedures and policies (Zeb, et al., 2021). The hierarchy culture type is one of the earliest and most widely adopted organizational culture types, especially in government organizations (Rukh & Qadeer, 2018). Here, leaders tend to adopt a formal approach, with the roles of *monitor and coordinator*, organizer (Igo & Skitmore, 2006).

In a *market culture* characterized by control and external focus, managers and leaders assume a hardworking, demanding, challenging and competitive role. They are expected to clarify expectations through processes such as planning and goal setting and to be decisive in defining problems, selecting alternatives, setting goals, defining roles and tasks, establishing rules and policies, evaluating performance and giving instructions (O'Neill & Quinn, 1993). The leader needs to complete the tasks at hand, motivate staff, set goals and objectives and clarify roles. *Producer and director roles* are necessary here (Vilkinas & Cartan, 2006). The main objectives of organizations with this culture are goal achievement, consistency and competitiveness (Zeb, et al., 2021).

Organizations need to complement coordination and internal integration with external adaptability, achieve a balanced combination of flexibility and stability, and blend top-down control with bottom-up participation (Yılmaz & Ergün, 2008). The CVF Model suggests that these seemingly contradictory approaches can occur simultaneously and in this way contributes to our understanding of managerial and organizational complexities (Quinn, Hildebrandt, Rogers, & Thompson, 1991). In this model, an effective leader is someone who is able to play eight leadership roles (innovator, facilitator, mentor, monitor, coordinator, producer, director, and broker) simultaneously, thus confronting paradox, contradiction, and complexity (Denison, Hooijberg, & Quinn, 1995). As one moves up the management hierarchy, the eight management roles are required to a greater extent (Paolillo, 1981). Although studies have contributed to the explanations of the concepts of leader effectiveness and managerial roles, there is a gap in studies that examine the direct relationship between the two concepts. In this study, Quinn's Competing Values Framework (1981, 1991) is used as a theoretical framework to examine the relationship between managerial roles and leader effectiveness.

Leader Effectiveness

Researchers have conceptualized leadership as a dynamic social process, whereby the interactions of group members with each other can influence who emerges as a leader. Leadership is central to the success of any manager and executive of an organization (Kim & Shim, 2003). A successful leader is someone who can adapt flexibly to the differences between groups and changing situations (Khan, et al., 2015). Leadership can be defined as a process in which one person influences others to achieve group or organizational goals (Malik S. H., 2012). Leadership is generally defined as the ability to influence others. Leadership is the process of applying power and authority to enable people to work together and achieve common goals (Verkerk, 1990). It shows that leadership responsibilities can also be an important factor in individual performance (Day, Chen, & Sin, 2004). Leaders should be able to define missions (organizational or unit), as well as coordinate the activities of others and motivate them fulfill the requirements of the task (Duygulu & Çıraklar, 2009). Leader effectiveness is a function of various organizational conditions and certain personal and interpersonal behaviors (Adıgüzel & Sönmez Çakır, 2020).

In general, leaders' effective behaviors have a significant impact on their followers. Leadership effectiveness creates high levels of motivation and commitment for employees, elicits personal sacrifice, and is thought to inspire a desire to work with high performance (Lowe, Kroeck, & Sivasubramaniam, 1996). Leadership effectiveness is the ability to create a vision for the future of the organization, to keep organizational members focused on that vision, and to demonstrate their commitment to the organization (Conger, 1999). Thus, leader effectiveness refers to how successful a leader is in achieving set goals, leading their followers/group, and increasing the success of the organization, and is based on the leader's ability to have a positive impact on the individual and the organization. It refers to the leader's contribution to the achievement of organizational goals and organizational effectiveness.

EMPIRICAL REVIEW AND HYPOTHESIS DEVELOPMENT

All managers (general managers, deans, department heads, heads of state institutions, department chiefs, foremen, etc.), regardless of their level and field within the organization, are responsible for planning,

organizing, deciding, directing and controlling (Gökçe & Şahin, 2003). Therefore, managers and leaders must have certain roles in order to fulfill their duties successfully.

The fact that the behaviors and actions of managers and leaders are considered from different perspectives has revealed some limitations of the studies. According to some scholars (Stewart, 1989; Hales, 1986), attention should be paid not only to the content of management work but also to its effectiveness and the contribution of managers and leaders to the achievement of organizational goals. The development of this idea is reflected in a number of studies in the field of managerial effectiveness. Managerial effectiveness has been examined from different perspectives such as managerial roles and work behaviors (Metts, 2007; Bamel, Rangnekar, Stokes, & Rastogi, 2015). According to studies, senior leaders can communicate and reinforce goals for innovation (Burgelman & Sayles, 2015). The most important pressure for redefining role and the status of the manager comes from the top levels of the organization, because this is where organizational goals, many role and reward criteria requirements are defined (Inzerilli, 1978). Although there is agreement that managerial effectiveness depends on a wide range of personal, organizational, and environmental factors (Analoui, Ahmed, & Kakabadse, 2010), there are still challenges in trying to explain managerial effectiveness in terms of its measurability and comparability.

As mentioned above, the Competing Values Framework draws a general framework for organizational effectiveness, revealing the cultural characteristics of the organization, its responsiveness to its environment, and managerial leadership preferences. In this study, Quinn's Competing Values Framework (1981, 1991) was used as a theoretical framework to examine the relationship between managerial roles and leader effectiveness. Managerial leadership roles in the Competing Values Framework are as follows;

In the *innovator role*, a manager is expected to facilitate adaptation and change, to see the future, anticipate innovations, manage change, persuade followers and be creative (O'Neill & Quinn, 1993). Therefore, they should have the power and ability to persuade and influence. More specifically, the main goal of the innovative leader is to sustain organizational growth by supporting the organization's adaptability to the work environment, creativity, and the introduction of new ideas (Trivellas, Dekoulou, Polychroniou, & Tokakis, 2021). Innovators are often visionaries who facilitate adaptation and change (Melo, Silva, & Parreira, 2014).

The broker role is concerned with maintaining external cohesion and obtaining external resources, so the manager is expected to be intelligent, persuasive, effective and powerful, and appearance, image, and reputation are important because the manager is expected to meet with people outside the unit, represent the company and market its products or services, act as a liaison and spokesperson, and obtain resources (O'Neill & Quinn, 1993). The broker role represents behaviours that focus on the organization and support the maintenance of a flexible structure that can respond to change (Blackwell, 2004).

Expected behaviors in the *facilitator role* include intervening in interpersonal conflicts, using conflict reduction techniques that improve morale and cohesion, obtaining input and participation, and facilitating group problem solving. In other words, building cohesion and teamwork and managing interpersonal conflict are emphasized (O'Neill & Quinn, 1993). Competencies in the facilitator role can undertake managerial activities such as work teams, work planning and coordination activities (Noe, Hollenbeck, Gerhart, Wright, & Eligh, 2008).

In the role of a mentor, the leader should be helpful, considerate, responsive, approachable, open and fair, and the leader helps to develop skills, provides training opportunities and helps people to develop plans for their individual development (O'Neill & Quinn, 1993). Competencies in the counselor role require understanding oneself and others, communicating effectively, and developing employees (Govender & Parumasur, 2010). Mentoring relationships open avenues for mentors to develop their interpersonal skills and increase their sense of self-esteem and value to the organization (Noe, Hollenbeck, Gerhart, Wright, & Eligh, 2008). Developing and training people in communication tasks, which is a management competency and responsibility, is important for the counselor role (Joseph, Rajendran, Kamalanabhan, & Anantharaman, 1999; Vora, 2004).

Leaders in the *monitor role* know all the facts and details and are good at quantitative analysis, so behaviors in this role include paperwork, reviewing and responding to routine information, and inspecting and reviewing outputs and reports (O'Neill & Quinn, 1993). The management of key processes,

organizational growth and the management of that growth contribute to organizational success (Govender & Parumasur, 2010).

In the *Coordinator/Organizer role*, a manager is expected to maintain the structure and flow of the system, be reliable, and involve various forms of work facilitation, such as planning, organizing and coordinating staff efforts, handling crises, and dealing with technological issues (O'Neill & Quinn, 1993). Project management and monitoring skills are required in the role of coordinator, making it a suitable role for maintaining the organization (Belasen & Frank, 2007). Managing projects is a management role that requires effective leadership to focus on results and achieve goals (Loo, 1996). Moreover, complex goals can be achieved by integrating multifunctional inputs (raw materials, information, manpower, etc.) into a team relationship (Brown, 1999).

In the *producer role*, the leader is expected to be work-oriented and task-oriented and to have high energy, interest and personal motivation, while the manager is expected to accept responsibility, complete tasks and maintain high personal productivity (O'Neill & Quinn, 1993). Competencies in the productive role consist of working productively, managing time and stress while promoting a productive work environment (Govender & Parumasur, 2010). Managers value tasks, assignments, rules and organizations more than people (Malik & Azmat, 2019). Organizations have associated high productivity with superior performance. Managers in the role of producers are task-oriented, task-focused, and show high interest and personal motivation (Melo, Silva, & Parreira, 2014).

In a *director role*, a manager is expected to clarify expectations through processes such as goal setting and planning and to be a decisive person who identifies problems, selects alternatives, sets goals, defines roles and tasks, establishes policies and rules, performance evaluates and gives instructions (O'Neill & Quinn, 1993). This role involves setting the communication vision, goals and objectives, and organizing using vision and strategy (Govender & Parumasur, 2010).

In line with the theoretical explanations, the hypotheses developed for the relationship between managerial roles in the Competing Values Model and leader effectiveness are given below.

H1: Leadership roles have a positive effect on leader effectiveness.

H1a: Innovative role has a positive effect on leader effectiveness.

H1b: Broker role has a positive effect on leader effectiveness

H1c: Facilitator and mentor roles have a positive effect on leader effectiveness.

H1d: Coordinator and monitor role has a positive effect on leader effectiveness.

H1e: Producer role has a positive effect on leader effectiveness.

H1f: Director role has a positive effect on leader effectiveness.

RESEARCH AND METHODOLOGY

Research Model and Sample

The purpose of this study is to investigate the impact of managers' leadership roles on leader effectiveness in the education sector. The model in Figure 1 was developed within the scope of the study. The research model of the research conducted for this purpose in line with the hypotheses given above is as shown in Figure 1.

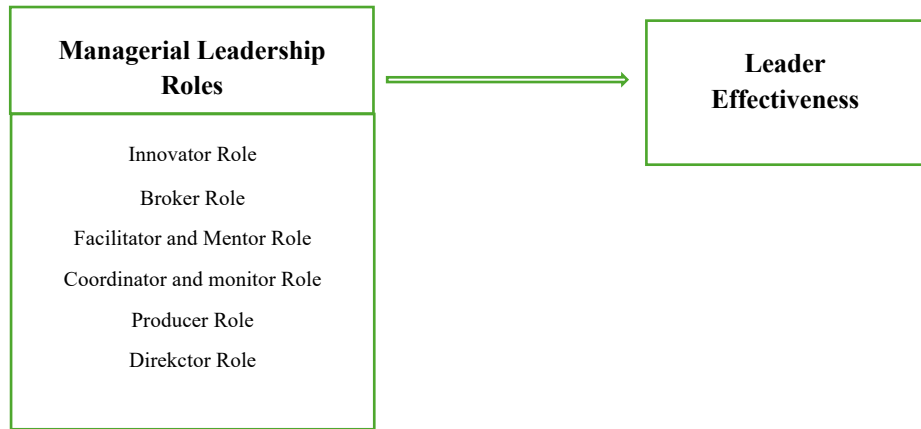


Figure 1: Research Model

This study was conducted with the participation of 214 academic staff at a foundation university in Istanbul in order to test the research model and the hypotheses put forward above.

DATA COLLECTION TOOLS

A questionnaire was used to collect research data. The questionnaire, consisting of demographic questions, leadership roles scales with 32 statements and leader effectiveness scales with 30 statements, was applied to all participants by face-to-face interview method.

A comprehensive literature review was conducted to develop the scales, and the reliability of the sources and their general acceptance in the international arena were taken into consideration in the literature review. The scales consisted of questions with statements consistent with the theoretical definitions of the variables whose validity and reliability have been confirmed in previous studies.

The leadership roles scale was developed by Quinn and reorganized by Blackwell (2004) and consists of 32 statements. The leader effectiveness scale was developed by the researcher by reviewing the relevant literature (Hooijberg & Choi, 2000; Yukl 2010; Avolio & Bass, 2017).

In addition to questions on demographic characteristics, the questionnaire comprises two main constructs. While the first construct aimed to define leadership roles, the second construct measured the relationship between the performance of these roles and the effectiveness of the leader. This relationship was examined based on Competing Values Framework (Quinn & Rohrbaugh, 1981; Quinn & Rohrbaugh, 1983; Quinn, Hildebrandt, Rogers, & Thompson, 1991).

In this study, 5' Likert Scale was used to answer the questionnaires. The evaluation options for the statements about managerial roles and leader effectiveness in the questionnaire are as follows: 1 - Strongly Disagree, 2 - Disagree, 3 -I'm undecided, 4 - Agree, 5 - Strongly Agree.

FINDINGS AND DISCUSSIONS

This study was conducted with 214 academic staff working in nine faculties and three colleges in a foundation university. The demographic characteristics of these academic staff who voluntarily participated in the research are given in Table 1.

Table 1: Demographic Characteristics of Research Participants

	Demographic Characteristics	Number	Percentage
Gender	Male	84	40,0
	Female	126	60,0
Marital status	Married	135	64,3
	Single	75	34,7
Title	Research Assistant	43	21,5
	Teaching Assistant	31	15,5
	Asst. Prof. Dr	68	34,0
	Assoc. Prof.	17	8,5
	Professor	38	19,0
	Other (Specialist-lecturer)	3	1,5
Age	29 years and below	24	11,9
	30-39	71	35,1
	40-49	57	28,2
	50-59	23	11,4
	60 and above	27	13,4
Experience	0-5	59	29,2
	6-10	31	15,3
	11-15	25	12,4
	16-20	28	13,9
	21-25	14	6,9
	26 and above	45	22,3
Seniority	0-5	107	51,7
	6-10	60	29,0
	11-15	28	13,5
	16-20	10	4,8
	21-25	1	0,5
	26 and above	1	0,5

IBM SPSS 20 and Smart PLS 3 programs were used for data analysis. Before the validity and reliability analyses, missing data in the data set were examined in IBM SPSS 20 program. In the observation of outliers, it was determined that all values were in Likert 5-point structure. After the preliminary examination of the sample was completed, exploratory factor analysis was conducted in IBM SPSS 20 program. Then, the data were transferred to Smart PLS 2 program and validity and reliability analyses were performed with confirmatory factor analysis method.

As a result of the exploratory factor analysis, some of the statements were found to load under constructs other than the variables to which they belonged. For this reason, it was determined that the second statement of the facilitator role, "Our manager encourages participation in decisions", the first statement of the mediator role, "Our manager transfers the developments occurring at lower levels in the organization to higher levels", and the first statement of the coordinator role, "Our manager ensures continuity in daily work", should be removed from the leader roles scale. With the removal of these statements, a total of six factors were obtained. These are; F1: Facilitator-Mentor Role: Since Facilitator (Kol) and Mentor (Dan) roles are included in one factor, it is coded as Facilitator-Mentor Role factor (KoDa). F2: Innovator Role (Yen). F3: Broker Role (Ara). F4: Producer Role (Ure). F5: Director Role (Ida). F6: Coordinator-Observer Role: Coordinator (Koo) and Monitor (Goz) roles were similarly included under the same structure and coded as Coordinator-Monitor Role factor (KoGo) (KMO=0.881; $p < 0.05$; Variance: 82.633%). Accordingly, in the analyses conducted in the study, the facilitator and counselor roles among the managerial roles were handled as a single role called "Facilitator-Mentor

Role". In the same way, coordinator and observer roles were handled as a single role called "Coordinator-Observer Role".

Instead of 30 statements for Leader Effectiveness, we tried to determine fewer statements that would reflect the factor in the same way. Only one factor is formed with an eigenvalue = 1. As a result, 13 statements were identified that loaded above the factor loading of 0.870, which was seen as a breakdown, and Leader Effectiveness was analyzed with these statements (KMO=0.881; p<0.05; Variance: 79.011%). Confirmatory factor analysis results were tested with the bootstrap method with 5000 samples in the same software and as a result, factor loadings above 0.60 were obtained for all statements (t>2.57, p<0.01). AVE (AVE: Average Variance Extracted) values of the factors.

As shown in Table 2, the composite reliability (CR: Composite Reliability) values of all factor structures are greater than 0.70. In addition, Cronbach's alpha values are also greater than 0.70. This situation meets the conditions specified by Hair et al. (2014, p. 101). Therefore, the reliability of the scales is ensured.

Table 2: Factor Reliabilities and AVE Values

Factor	Composite Reliability	Cronbach's Alpha	AVE
Broker Role	0,9393	0,9031	0,7901
Director Role	0,9598	0,9441	0,8378
Facilitator-Mentor Role	0,9638	0,9561	0,7917
Coordinator-Monitor Role	0,9620	0,9539	0,7835
Leader Effectiveness	0,9800	0,9779	0,8565
Producer Role	0,9494	0,9289	0,8245
Innovator Role	0,9581	0,9416	0,8511

CR: Composite Reliability

Descriptive statistics of the variables in the study and correlation analysis were conducted to test the relationship between the variables subject to the study. The results of the correlation analysis are shown in Table 3.

Table 3: Descriptive Statistics and Correlation Analysis Results

	Variables	Mean	SD	1	2	3	4	5	6	7
1	Facilitator-Mentor Role	4,2000	0,8576	1						
2	Innovator Role	4,1580	0,8757	0,864**	1					
3	Broker Role	4,1853	0,8681	0,758**	0,821**	1				
4	Producer Role	4,1788	0,8445	0,804**	0,847**	0,846**	1			
5	Director Role	4,1132	0,8826	0,832**	0,825**	0,806**	0,854**	1		
6	Coordinator-Monitor Role	4,1577	0,8231	0,819**	0,841**	0,827**	0,874**	0,889**	1	
7	Leader Effectiveness	4,2405	0,8082	0,808**	0,818**	0,767**	0,811**	0,813**	0,818**	1

N=214** Correlation is significant at 0.01 level

SD= Standard Deviation, *p<0,05; **p<0,01

As can be seen in Table 3, there is a high level, positive and significant relationship between the managerial roles of the leader and leader effectiveness.

Table 4: Analysis Results on the Effect of Leader Roles and Leader Effectiveness

Independent Variables (Managerial Leadership Roles)						
Dependent Variable	Broker Role	Director Role	Facilitator-Mentor Role	Innovator Role	Coordinator-Monitor Role	Producer Role
Leader Effectiveness	0.058	0.157**	0.212**	0.191**	0.155**	0.161*
R ²	0.756					

* p<0.05 ** p<0.01

As can be seen from the table above, leadership roles have a strong effect on leader effectiveness ($\beta=0.870$; $p<0.01$; $t=54.824$; $R^2=0.756$; $F=330,351$).

The leader's Director Role ($\beta=0.157$; $p<0.01$; $t=6.270$), leader's Facilitator-Mentor Role ($\beta=0.212$; $p<0.01$; $t=7.340$), leader's Innovator Role ($\beta=0.191$; $p<0.01$; $t=4.840$), leader's Coordinator-Monitor Role ($\beta=0.155$; $p<0.01$; $t=4.650$) and leader's Producer Role ($\beta=0.161$; $p<0.05$; $t=4.450$) have a positive effect, while leader's Broker Role does not have a significant effect in the same direction. In this context, it can be said that a one-unit increase in all managerial roles except Broker Role of the leader will lead to an increase in leader effectiveness. In other words, leader effectiveness, Director role of the leader 0.157; Leader's Facilitator-Mentor Role 0.212; Leader's Innovator Role 0.191; The Leader's Coordinator-Monitor Role can be increased by 0.155 and the Leader's Producer Role can be increased by 0.161 units. Therefore, in line with these findings, hypotheses H1a, c, d, e, f are supported, while hypothesis H1b was not supported.

CONCLUSIONS

It can be said that leader effectiveness includes the leader's behaviors, the impact of these behaviors on the followers' behaviors, and the results they achieve. Indeed, it seems that researchers study leader effectiveness with different variables, mostly in terms of its effects on the individual, group or organization. For example, Yukl (2010) defines leader effectiveness indicators as (1) improving the performance of the team or organizational unit and facilitating the achievement of goals, (2) the attitude and perception of the followers towards the leader, (3) how the leader's contribution to the quality of group processes is perceived by the followers or outsiders, (4)) ranks the degree to which the person has a successful career as a leader.

In this study, which examined the relationship between the managerial roles of the leader in the Competing Values Framework and leader effectiveness, the influence of managerial roles performed by the leader on leader effectiveness was sought to reveal the influence of managerial roles performed by the leader on leader effectiveness and found that managerial roles account for 75% of leader effectiveness. In their respective writing, the ability to assume leadership roles is seen as an important determinant of leader effectiveness (Hooijberg and Choi, 2000; Yukl, 2010; Denison, et al., 1995; Cameron and Quinn, 2006; Govender and Parumasur, 2010).

On the other hand, the study found that all roles, with the exception of the broker role of the leader, of the leadership roles addressed such as *facilitator-mentor*, *coordinator-monitor*, *director*, *producer*, and *innovator roles*, had a positive effect on the individual effectiveness of the leader. Thus, all hypotheses were supported with the exception of the hypothesis about the influence of the broker role of the manager on the manager's effectiveness.

The content of the managerial leadership roles that academic managers must fulfill in order to be effective can be summarized as follows;

- The *innovator role* involves the leader facilitating change, promoting innovation, evaluating new ideas, persuading their audience, being creative and contributing to the development of the organization. Therefore, it is very important that the leader has the ability to influence and persuade.
- The *facilitator and mentor* role involves the leader interacting with employees, intervening in interpersonal disputes, managing conflicts, facilitating the work of the group, guiding them, etc. This role is very important for motivating and developing team members, facilitating their work.
- In the role of *coordinator and monitor*, it involves the leader monitoring changes, trends, opportunities in the environment, maintaining the structure and flow of the system, planning, organizing, coordinating the efforts of the group, facilitating cooperation between different departments or groups, etc. Thus, this role can help the leader to be prepared for future challenges, make strategic decisions, manage projects effectively, strengthen cooperation within the organization, maintain the organization, etc.
- The *producer role* includes the ability of the leader to contribute directly to the achievement of certain goals, to be task-oriented, to have energy and motivation, to fulfill responsibilities, to be productive, to create an efficient work environment, etc. This role can allow the leader to achieve tangible results by working with his team.

- The role of *director role* involves the leader managing daily operations within the organization, clarifying expectations through processes such as planning, goal setting, defining roles and tasks, generating policies, diagnosing problems, generating alternatives, etc. Effectively fulfilling the role of administrator ensures that business processes run in an orderly and efficient manner.

It can be said that these managerial roles require the leader to adopt a multifaceted approach. By acting in a balanced way between these roles, the leader can be more effective in achieving the goals of the organization. In other words, leaders who can fulfill a variety of leadership roles and diversify the application of leadership roles can be more effective. Leaders who can play more than one role are likely to be considered more competent and trustworthy leaders by their superiors and subordinates. On the other hand, it is worth noting that the impact of managerial roles on leader effectiveness may vary depending on the situations faced by the leader and the needs of the organization. The leader's ability to use these managerial roles flexibly according to the situation, to choose the appropriate roles for the situation, and to fulfill these roles in a balanced manner is crucial for successful leadership. For example, if daily operations need to be carried out in an orderly manner, the managerial role can help manage business processes effectively. In recognizing changes within and outside the organization, when cooperation between units in the organization is required, the leader's monitor and coordinator relay can contribute to the formation of future strategic decisions of the leader and to the successful execution of projects by increasing cooperation between units. The *monitor and coordinator role* of the leader can help the leader to shape future strategic decisions, increase cooperation between units and contribute to the successful execution of projects in cases such as the detection of internal and external changes in the organization and situations requiring collaboration between units in the organization. In cases such as motivation and performance problems among employees, the leader's role as a consultant can guide team members and help them to be motivated.

Undoubtedly, to be effective, the leader must have some skills to fulfill these leadership tasks as needed. For example, communication skills, problem-solving and decision-making skills, observation, strategic thinking, having a vision, being able to motivate and be motivated, team management, adaptability to change, honesty, trustworthiness, understanding of self and others, leading employees, conflict management, delegating authority, organizing the flow of information, planning, organizing, executing, coordinating and controlling, openness to learning, respect for differences, determination, awareness, and so on.

The prominent roles are facilitator and consultant. Within the framework of these roles, especially those who manage in the education sector can increase organizational performance by building teams, providing an effective communication environment, and creating an environment in which they can build strong relationships with their staff so that both they and their staff can work effectively and efficiently.

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