

GLOCAL LEADERSHIP BEHAVIORS OF MANAGERS WORKING IN PRIVATE INSTITUTIONS

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Abstract: Glocalization is a holistic approach that balances global and local dimensions. As it affects organizations, glocal leadership has started to be discussed. The aim of this study is to reveal the perceptions of managers of private institutions about fulfilling glocal leadership behaviors, and investigate if there is a meaningful difference in terms of gender, age, seniority, and education level variables. This study is designed to be descriptive research using the Multidimensional Glocal Leadership Scale developed by Erçetin et. al (2011) to collect the data. The population of the research is a self-existing sample of 378 managers who work in private institutions. According to the findings, managers perceive they are fulfilling the glocal leadership behavior and its dimensions at middle level. There are some differences found for gender, age, seniority and education level variables.

Key words: global, local, glocal, glocal leadership

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Introduction

In this age, organizations try to exist in “a chaotic, complex and uncertain” environment. They adapt to this dynamic change according to some features they have (Neyişçi and Potas, 2012a), one of the most important is leaders’ behaviors (Neyişçi and Potas, 2012b). Erçetin et al. (2013) emphasize, there are many works about leadership which discuss the concept in terms of chaos. According to Erçetin et al. (2013) these two terms - leadership and chaos - are related because it is not possible to determine the time when an organization would move into a chaotic state, and which leadership process will arise, who will be the leader, or what consequences will arise. Because of this, the leadership styles used in a chaotic situation is worth discussing. Previously “quantum leadership” (Erçetin, 1999) and “narcissistic leadership” (Erçetin et al., 2014) have been discussed in this context. In this study, glocal leadership will be discussed as a kind of leadership style that would work when organizations experience chaotic, complex and uncertain circumstances both globally or locally.

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Globalization is a term which addresses common values about economic, ideological, cultural, technological and social dimensions that are spreading across the world by exceeding national level” (Aktan, 1998). In today’s world, globalization has a wider meaning depending on each field (Erçetin and Hamedoğlu, 2007).

Globalization is discussed in terms of both its positive and negative dimensions. While it can be an international combination of economic, social, and technological dimensions, it might also be evaluated as the source of conflict among different cultures, also. The positive dimension implies complex assimilation of different cultures with different backgrounds and the negative dimension pays attention to separation of different cultures sharply (Erçetin and Hamedoğlu, 2007).

Globalization positively and negatively affects nations multi-dimensionally at both individual and institutional levels. The national and global responsibilities of leaders, who are the determinants of this influence, have increased (Erçetin, 2007). Erçetin and Hamedoğlu (2007) described “having vision, global literacy, being national, shared leadership and ethics” as the roles of global leaders. When international literature is also reviewed, studies about roles, behaviors and duties of global leaders can be seen. According to Shah and Young (2009), due to globalization, managers require “global learning”. Simmonds and Tsui (2010) describe global leadership behaviors as “improved performance meritocracy, commitment to the organization’s mission, strategy and values, accountability, innovation management, social networks”.

In the literature, there are some critical definitions of globalization that were identified by the help of the term of localization. For example, according to Svensson (2001) creating a global strategy is a kind of utopia, and taking into account the local features, values and situation is the key factor of success. This means that “globalization can be successful only when it is balanced with local features” In the light of this, the other term that will be discussed is “localization”.

The term “local” is used for both describing a limited area in terms of geography and for the social-environmental process that produces a type of social relationship (Altınbaş, 2009). Localization means transferring duties, powers and resources from central management to local governments within “nation-states”. In addition to local governments, the “semi-autonomous institutions, voluntary organizations, professional associations and companies” also take a place in making decisions, planning and creating sources processes (Koçak, 2009). Localization mainly seems to create shared leadership models.

Though the two terms (globalization and localization) are discussed separately above, indeed they are nested. While globalization brings localization together, localization becomes a global reality (Aktan, 1998). Similarly Okur and Çakıcı (2007) stress the increasing importance of localization in the process of globalization. Because of these similarities, both terms need to be discussed together. This necessity creates a fuzzy term which is called “glocalization”.

Fuzzy set theory is based on the logic where the boundaries of sets are in [0,1] intervals as a matter of degree (Türkşen and Özkan, 2014). When we think with fuzzy logic we do not have to make certain choices like “yes” or “no”; instead it allows us to take into account average values and uncertain data (Şahin, 2008). Glocalization, is a term created by the combination of the words, globalization and localization (Sharma, 2013); created with fuzzy logic it allows both these terms to

be discussed at the same time. Like globalization, glocalization is also discussed in many areas like economy, social and cultural life etc. Some definitions will be given in terms of different fields below.

Glocalization is a holistic approach that balances global and local dimensions (Chappelet, 2009). According to Khonder (2004) it is a term that decreases the concerns about the disappearance of differences caused by globalization. It “is a kind of term which tries to explain the relationship between the local culture of people who live in the same geography, that includes common beliefs, traditions and habits; and global cultural power based on universal basis” (Kalay, 2016).

Balancing global and local values is discussed as one of the most difficult sides of being a leader of an organization in a global environment (Kramer, 2005). In this instance, creating flexibility by taking into account the local values and combining the shared culture with foreign working environments becomes important (Higgs and Rowland, 2009). For this, glocal leadership behaviors are discussed. The literature on some of these behaviors is discussed below.

For glocal leadership, using glocal logic is important. It has three components: “thinking global” for sustaining the global standards; “thinking local” for noticing local and cultural differences; and “thinking both global and local at the same time” in situations that require it (Begley and Boyd, 2003).

Glocal leadership requires a “glocal strategy” to be created, which means people, firms etc. should think locally and should act locally. Similarly, a “global strategy” makes people, firms etc. think globally and act globally. But the new approach, the “glocal strategy” creates a different point, which makes people; firms etc. think globally and act locally (Dumistrescu and Vinerean, 2010). Krishnamurthy (2007) describes glocal leadership as future leadership and suggests leaders use holistic consciousness at a glocal level.

In summary, glocal leadership combines the global and local functions. It is an important feature for organizations to be successful in a global world yet with their own identity. Because of this, measuring and developing the level of glocal leadership for leaders has become important. Erçetin et al. (2011) developed a four-dimension scale to measure the behaviors of glocal leaders “possessing vision, managing social networks, global literacy, [and] local literacy”. With the help of this Multidimensional Glocal Leadership Scale, behaviors of leaders can be evaluated and things can be done when they would be decided to change their behaviors through glocal leadership.

The problem of this research is: “What is the extent to which glocal leadership behaviors are fulfilled, according to the perceptions of managers of private institutions?” The sub-problem relates to whether the above changes according to: gender, age, seniority and education level of managers.

Material and Methods

This study is designed as descriptive because it tries to reveal an existing situation as it is. According to Knupfer and McLellan (1996) descriptive research does not fit neatly into the definition of either quantitative or qualitative research methodologies, but instead it can utilize elements of both, often within the same study and tell what something is; descriptive research “is designed to provide a picture of a situation as it naturally happens” (Burns and Grove, 2003). For the

purpose of this study, descriptive research was used to obtain the perceptions of private institution managers about the extent to which they were fulfilling glocal leadership behaviors.

In this research, the Multidimensional Glocal Leadership Scale (Ercetin et al., 2011) is used to collect the data. There are 28 items in all with 7 items belonging to each aforementioned dimension. Points allocated are from 1 to 5. For all items, 5 show the highest level of fulfilling the behavior and 1 show the lowest. The total score shows the extent to which glocal leadership behaviors are fulfilled.

The population of the research is a self-existing sample of 378 managers who work in private institutions that have an international dimension. Features of the sample: 45% are men; 55% are women. 28% are 26-35; 37% are 36-45; 18% are 46-55; 17% are 56-65 year-old. 17% of the participants have worked for 0-10 years; 57% for 11-20 years and 26% for 21-30 years. 38% graduated from high school; 35% graduated with a license; 16% graduated with masters and 11% with a doctorate degree.

Collected data was entered into a computer and analyzed using SPSS. Descriptive statistics like average, mean average, standard deviation were calculated. Mean averages were evaluated according to level ranges: Very low; $1 \leq X < 1,8$, low; $1,81 \leq X < 2,6$, middle; $2,61 \leq X < 3,4$, high; $3,41 \leq X < 4,2$, very high; $4,21 \leq X < 5$

To understand whether data distribution is normal or not, the Kolmogorov Smirnov test is used. Because all variables are not distributed normally, non-parametric tests are used in this work. To compare the means of variables with 2 categories, the Mann Whitney-U test is used; for the variables with more than 2 categories, first the Kruskal Wallis test then the Mann Whitney-U test is applied. For all statistical analyzes the meaningfulness level is 0,05. When there are 6 pairs of comparisons, the Bonferroni Correction is made. In these situations the tolerance is 0,05/6.

Results and discussion

In Table 1, the findings about “What is the extent to which glocal leadership behaviors are fulfilled, according to the perceptions of managers of private institutions?” problem can be seen.

Table 1. Level of Fulfilling the Glocal Leadership Behaviors According to Managers’ Perceptions

	Possessing Vision	Managing Social Networks	Global Literacy	Local Literacy	Total
N	378	378	378	378	378
\bar{x}	21,852	20,950	22,273	21,410	86,484
Number of Items	7	7	7	7	28
Mean Average	3,122	2,993	3,182	3,059	3,089

According to Table 1 managers fulfill the glocal leadership behavior and its dimensions at middle level. Managers have the highest perception of global literacy, and the lowest about managing social networks. According to these findings the participants use global trends while they are managing the process. Table 2 shows the findings about the effect of gender on the level of fulfilling glocal leadership behaviors.

Table 2. Level of Fulfilling the Glocal Leadership Behaviors According to Managers' Gender

	Gender	n	\bar{x}	Mean Average	s	Mann-Whitney U (Z)
Possessing Vision	Women	208	22,4375	3,205	4,37780	-1,546
	Men	170	21,1353	3,019	3,81982	
Managing Social Networks	Women	208	21,3606	3,052	4,45696	-1,902
	Men	170	20,4471	2,921	3,11517	
Global Literacy	Women	208	22,3750	3,196	3,34834	-1,419
	Men	170	22,1471	3,164	2,97656	
Local Literacy	Women	208	20,8894	2,984	2,96555	-3,029*
	Men	170	22,0471	3,150	3,82117	
Total	Women	208	87,0625	3,109	8,48078	-0,463
	Men	170	85,7765	3,063	6,10243	

* p<0,05/2

According to Table 2, managers' perceptions change for local literacy perceptions. This finding suggests that male managers carry out management activities with more consideration of local conditions than female managers. The study by Çakmaklı (2011) also finds that "male managers have higher perception about local literacy". As data for age do not distribute normal, the Kruskal Wallis test is applied to identify if the level of fulfilling glocal leadership behaviors changes according to age. This sub-problem and results can be seen in Table 3.

Table 3. Kruskal-Wallis Results for Age Variable

	Chi-Square Statistics	sd	p
Possessing Vision	34,299	3	0,000*
Managing Social Network	19,361	3	0,000*
Global Literacy	43,943	3	0,000*
Local Literacy	13,984	3	0,003*
Total	36,841	3	0,000*

*p<0,05

According to Table 3, perceptions about glocal leadership and its dimensions change according to age. To understand the source of difference, post-hoc tests are

applied. Results can be seen in Table 4. According to Table 4, there is a difference between 26-35 year-old managers and 36-45 and 46-55 year-old managers in terms of vision dimension. The members in the 26-35 year-old group perceive they are trying to be better at this. This might be due to younger groups trying to create and sustain their vision while older groups already have one.

For this dimension there is also a meaningful difference for the 36-45 and 56-65 age groups. For managing social networks, the 56-65 age group makes more efforts than the other age groups. For global literacy, the 36-45 age group's perceptions are that they try harder than other groups. For local literacy, those managers in the 26-35 age group perceive they are trying harder about this dimension than the other groups. In terms of general glocal leadership, the 26-35-year-old group does not try as hard to fulfill the glocal leadership behaviors when compared to the older groups.

Table 4. Level of Fulfilling the Glocal Leadership Behaviors According to Managers' Age

	Age	n	\bar{x}	Mean Difference	s	p	Difference Between Groups	Mann-Whitney U (Z)
Possessing Vision	26-35	104	19,942	2,849	3,350	0,000	26-35 and 36-45 26-35 and 46-55 36-45 and 56-65	-5,169 -4,496 -3,125
	36-45	138	23,145	3,306	4,350	0,000		
	46-55	69	22,623	3,232	3,410	0,002		
	56-65	67	21,358	3,051	4,590			
	Total	378	21,852	3,083	4,181			
Managing Social Network	26-35	104	20,798	2,971	3,409	0,002	26-35 and 56-65 36-45 and 56-65 46-55 and 56-65	-3,162 -3,938 -3,812
	36-45	138	21,377	3,054	4,260	0,000		
	46-55	69	21,986	3,141	4,729	0,000		
	56-65	67	19,239	2,748	2,230			
	Total	378	20,950	2,293	3,932			
Global Literacy	26-35	104	21,760	3,109	3,352	0,000	26-35 and 36-45 36-45 and 46-55 36-45 and 56-65	-4,728 -3,989 -5,689
	36-45	138	23,515	3,359	2,865	0,000		
	46-55	69	21,913	3,130	2,919	0,000		
	56-65	67	20,881	2,983	2,972			

	Total	378	22,273	3,182	3,184			
Local Literacy	26-35	104	22,288	3,184	3,628	0,002	26-35 and 36-45	-3,173
	36-45	138	20,674	2,953	3,165			
	46-55	69	21,971	3,139	3,914			
	56-65	67	20,985	2,998	2,626			
	Total	378	21,410	3,059	3,422			
Total	26-35	104	84,789	3,028	7,135	0,001	26-35 and 36-45	-3,277 -2,711 -5,155 -5,168
	36-45	138	88,710	3,168	7,663	0,007	26-35 and 46-55	
	46-55	69	88,493	3,160	7,237	0,000	36-45 and 56-65	
	56-65	67	82,463	2,945	5,698	0,000	46-55 and 5665	
	Total	378	86,484	3,089	7,523			

As data for seniority does not have a normal distribution, the Kruskal Wallis test is applied to determine whether the level of fulfilling glocal leadership behaviors changes according to seniority. The sub-problem and results can be seen in Table5.

Table 5. Kruskal-Wallis Results for Seniority Variable

	Chi-Square Statistics	sd	p
Possessing Vision	11,977	2	0,003*
Managing Social Network	14,022	2	0,001*
Global Literacy	55,713	2	0,000*
Local Literacy	8,608	2	0,014*
Total	61,482	2	0,000*

*p<0,05

According to Table 5, perceptions about glocal leadership and its dimensions change in terms of seniority. To understand the source of the difference, the Mann-Whitney U test is applied. Results can be seen in Table 6.

According to Table 6, there is a significant difference for those with 0-10 years' seniority when compared to 11-20 and 21-30 years' with regard to perceptions about possessing vision, managing social networks and global literacy dimensions. Managers with more working years report that they try harder with regard to these dimensions. For local literacy, managers with 0-10 years and 11-20 years of seniority, differ from those with 21-30 years of seniority. All groups are different in terms of their perception of general glocal leadership behaviors. This made us consider whether glocal leadership skills might develop as a manager gets more experience.

Table 6. Level of Fulfilling the Glocal Leadership Behaviors According to Managers' Seniority

	Seniority	n	\bar{x}	Mean Difference	s	p	Difference Between Groups	Mann-Whitney U (Z)
Possessing Vision	0-10 years	64	20,578	2,940	2,940	0,002	0-10 and 11-20 0-10 and 21-30	-3,082 -3,350
	11-20 years	217	22,359	3,194	3,194	0,001		
	21-30 years	97	21,557	3,080	3,080			
	Total	378	21,852	3,083	3,083			
Managing Social Network	0-10 years	64	19,484	2,783	2,783	0,008	0-10 and 11-20 0-10 and 21-30	-2,668 -4,656
	11-20 years	217	20,959	2,994	2,994	0,000		
	21-30 years	97	21,897	3,128	3,128			
	Total	378	20,950	2,993	2,993			
Global Literacy	0-10 years	64	19,531	2,790	2,790	0,000	0-10 and 11-20 0-10 and 21-30	-6,825 -6,671
	11-20 years	217	22,622	3,232	3,232	0,000		
	21-30 years	97	23,299	3,328	3,328			
	Total	378	22,273	3,182	3,182			
Local Literacy	0-10 years	64	20,844	2,978	2,978	0,015 0,009	0-10 and 21-30 11-20 ve 21-30	-0,702 -2,441
	11-20 years	217	21,115	3,016	3,016			
	21-30 years	97	22,443	3,206	3,206			
	Total	378	21,410	3,059	3,059			
Total	0-10 years	64	80,438	2,873	2,873	0,000	0-10 and 11-20 0-10 and 21-30 11-20 and 21-30	-5,530 -7,624 -4,113
	11-20 years	217	87,055	3,109	3,109	0,000		
	21-30 years	97	89,196	3,186	3,186	0,000		
	Total	378	86,484	3,089	3,089			

As data for education does not have a normal distribution, the Kruskal Wallis test is applied to ascertain whether the level of fulfilling glocal leadership behaviors changes according to education level. The sub-problem and results can be seen in Table 7.

Table 7. Kruskal-Wallis Results for Education Variable

	Chi-Square Statistics	sd	p
Possessing Vision	80,264	3	0,000*
Managing Social Network	5,327	3	0,149
Global Literacy	43,599	3	0,000*
Local Literacy	16,181	3	0,001*
Total	65,722	3	0,000*

*p<0,05

According to Table 7 perceptions about glocal leadership and its dimensions change according to level of education. To understand the source of the difference, the Mann-Whitney U test is applied. The results can be seen in Table 8.

According to Table 8, managers who only graduated from high school are different from all other managers in terms of their perception of possessing vision. For the same dimension, managers with doctorates also differ from all other groups. Managers who graduated only from high school perceive the global literacy dimension differently from people who completed a license and those with a doctorate. Also, there is a difference between those with masters' degrees and those with licenses, while there is not for those with a doctorate. When the z value is investigated for high school graduates and those with masters degrees, although it is big, in terms of absolute value, there is no difference. Because of it is big "high school" level should be differentiate.

Table 8. Level of Fulfilling the Glocal Leadership Behaviors According to Managers' Education Level

	Education Level	n	\bar{x}	Mean Difference	s	p	Difference Between Groups	Mann-Whitney U (Z)
Possessing Vision	High School	142	20,120	2,874	4,040	0,000	High school-License	-8,045 -6,646 -2,941 -2,649 -2,984
	License	133	23,511	3,359	4,011	0,000	High school-Master	
	Master	60	23,317	3,331	3,427	0,003	High School-Doctorate	
	Doctorate	43	20,395	2,914	3,318	0,008	License-Doctorate	
	Total	378	21,852	3,122	4,182	0,003	Doctorate-Master-Doctorate	
Managing Social Network	High School	142	20,972	2,996	4,102			
	License	133	21,489	3,070	4,132			
	Master	60	20,467	2,924	3,661			

	Doctorate	43	19,884	2,841	2,727			
	Total	378	20,950	2,993	3,933			
Global Literacy	High School	142	21,092	3,013	3,180	0,000	High school-License	-6,108
	License	133	23,451	3,350	2,940	0,002	High School-Doctorate	-3,124
	Master	60	21,983	3,140	2,703	0,000	License-Master	-3,870
	Doctorate	43	22,930	3,276	3,158			
	Total	378	22,273	3,182	3,185			
Local Literacy	High School	142	20,535	2,934	2,885	0,008 0,000	High school-Master	-2,645
	License	133	21,571	3,082	3,283		High School-Doctorate	-3,482
	Master	60	21,850	3,121	4,008			
	Doctorate	43	23,186	3,312	3,813			
	Total	378	21,410	3,059	3,422			
Total	High School	142	82,718	2,954	7,355	0,000	High school-License	-7,469
	License	133	90,023	3,215	7,206	0,000	High school-Master	-5,531
	Master	60	87,617	3,129	3,636	0,000	High School-Doctorate	-3,639
	Doctorate	43	86,395	3,086	7,430			
	Total	378	86,484	3,089	7,523			

Similarly, though there is no difference in terms of perceptions for those with a masters degree and those with a doctorate, the doctorate should be differentiated. In this context they are separated into three groups: in terms of points as: high school, master and license, and doctorate, for global literacy.

For local literacy, the managers who graduated from high school are different from those with masters and doctorate degrees. When the z value for high school and license graduates is investigated, and compared, although it is big, no difference can be seen. Because the z value is big it should be differentiated from the high school level. Similarly, there is no difference in perceptions between those with a license or masters, and the absolute z value is small. In this circumstance, it is separated into two groups: high school and license-master-doctorate. The grouping is the same for perceptions about general glocal leadership.

Conclusion

Based on the findings reached results are as follows:

- Managers perceive they are fulfilling the glocal leadership behaviors and their dimensions at middle level. Managers have the highest perception in terms of global literacy, and the lowest perception in managing social networks. According to this finding, in-service education on managing social networks should be offered for managers.
- Local literacy is the only dimension in which perceptions differ according to gender. Male managers perceive they take into account local features more than

female managers. If this perception is the case then women managers can be supported about awareness of local topics.

- There are differences in terms of age for perceptions about glocal leadership and its dimensions. Those managers in the 26-35 year-old group perceive they try to be better about possessing vision when compared to older managers. The youngest group can be supported in creating an existing vision and they can be motivated to reach it. Seminars can be prepared to support young managers. For managing social networks, a difference is found between the 56-65 age and other age groups. It can be said that the oldest group perceive they make more efforts to manage social networks. It might make this easier by improving technological skills. For global literacy, the 36-45 age group's perceptions are different than other groups. They perceive they try harder than other groups to fulfill this dimension. For local literacy, the 26-35 age group is different when compared to other groups and they perceive they try harder about this dimension. In terms of general glocal leadership this group is different from the others in that older groups perceive they try harder to fulfill the glocal leadership behaviors.
- Glocal leadership perceptions change according to seniority. A significant difference is found in perceptions in the following dimensions: possessing vision, managing social networks and global literacy, for those with 0-10 years' seniority when compared to those with 11-20 and 21-30 years' seniority. Managers with more seniority perceive they try harder, with regard to these dimensions. This might show us that with experience, managers would be more likely to understand the importance of behaviors related to these dimensions and enable them to work longer. For local literacy, managers with 0-10 years of seniority and 11-20 years of seniority, differ from those with 21-30 years of seniority. All groups are different in terms of general glocal leadership behaviors, which may indicate that glocal leadership skills would develop with experience. Researchers can conduct some qualitative research with managers from different seniorities to understand the reasons for their different ideas.
- Glocal leadership perceptions change according to level of education. Managers who only graduated from high school are different from all other managers in terms of possessing vision. For the same dimension, managers with doctorates also think differently from all other groups. For the global literacy dimension, managers who only graduated from high school perceive differently from people who completed a license or doctorate. For local literacy, the same group differs from those with a masters or doctorate. For general glocal leadership there are differences between high school graduates and those with other education levels. In this circumstance, there are two groups, in terms of points: high school and license-master-doctorate.

All in all, we can say that glocal leadership behaviors of managers who work in public institutions vary according to gender, age, seniority and education level variables. Influence of each variables is actually interrelated with each other that's why effect of those variable quite blurred. From this perspective, this research has undeniable future research agenda implications rather than solely our case studies results. We can talk about two main implications for future research; firstly, as we mentioned above different results in behaviors of managers who work in public institutions and the glocal leadership behaviors of managers who work in public

and private sector opened a new discussion for researchers as a new concept in leadership. Secondly, if we interpret this research results in practice in different manners related with productivity such as how organizations can be designed efficiently and what are direct and indirect factors can be considered as a dimension for motivation of workers? So, results of this research bring up new hot topics for both scholars and practitioners.

In addition to these, some more suggestions can be made for researchers who are interested in this topic. Most of the studies done about the topic are based on a kind of self-evaluation of managers. New research can be designed to understand the perspective of workers about their managers' glocal leadership behaviors.

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GLOKALNE ZACHOWANIA MENADŻERÓW PRACUJĄCYCH W PRYWATNYCH INSTYTUCJACH

Streszczenie: Glokalizacja jest holistycznym podejściem, które równoważy wymiary globalne i lokalne. Ponieważ dotyczy organizacji, zaczęto dyskutować o globalnym przywództwie. Celem tego badania jest ujawnienie poglądów menedżerów prywatnych instytucji na temat globalnych zachowań przywódczych i zbadanie, czy istnieje istotna różnica pod względem płci, wieku, stażu pracy i poziomu wykształcenia. Badanie to ma charakter opisowy i wykorzystuje Wielowymiarową Skalę Przywództwa Glokalnego opracowaną przez Erçetina (2011). Populacja badania jest samodzielną próbą 378

menedżerów pracujących w instytucjach prywatnych. Zgodnie z ustaleniami, menedżerowie dostrzegają, że realizują globalne zachowanie przywódcze i jego wymiary na poziomie średnim. Istnieją pewne różnice dotyczące zmiennych pod względem płci, wieku, stażu pracy i poziomu wykształcenia.

Słowa kluczowe: globalne, lokalne, globalne, globalne przywództwo

在私人機構工作的管理人員的全球領導力行為

摘要: 全球本地化是一個整體的方法，平衡全球和地方的維度。由於影響到組織，全球領導力已經開始討論。本研究的目的是揭示私營機構管理者對實現全球化領導行為的看法，並調查在性別，年齡，年級和教育水平變量方面是否存在有意義的差異。這項研究旨在描述性研究使用由 Erçetin 等開發的多維全球領導力量表。al(2011) 收集數據。研究人員是在私營機構工作的 378 名管理人員的自存樣本。根據調查結果，管理者認為他們正在實現中等水平的全球領導行為及其維度。在性別，年齡，資歷和教育水平上存在一些差異。

關鍵詞: 全球性，地方性，全球性，全球性的領導