Cognitive Style Congruence between Managers and their Employees: Leader-Member Exchange and Communication Satisfaction in North Cyprus Banks

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Submitted to the
Institute of Graduate Studies and Research
in partial fulfillment of the requirements for the degree of

Doctor of Philosophy
in
Communication and Media Studies

Eastern Mediterranean University
June 2016
Gazimağusa, North Cyprus

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ABSTRACT

This study investigates whether cognitive style congruence of managers and employees on the analytic-intuitive dimension, influences the employees' organizational communication satisfaction. Analytic individuals like to process information systematically whereas intuitive individuals tend to take a more holistic approach. The Leader-Member Exchange (LMX) is defined as the quality of one-to-one relationship between managers and each of their employees. Employees who are in high quality LMX relationships with their manager may also have higher levels of communication satisfaction. Dyads who have similar cognitive styles may develop better LMX relationships and spend more time with their manager. Improved LMX, in turn, may lead to improved communication satisfaction. Thus, LMX quality may mediate the relationship between the cognitive styles congruence of manager-employee dyads on one hand, and employee communication satisfaction on the other.

In the current study, cognitive style was measured by the Cognitive Style Index (CSI) (Allinson, Armstrong, & Hayes, 2001), leader-member exchange was measured by the LMX7, (Graen & Uhl-Bien, 1995), and communication satisfaction was measured by the Communication Satisfaction Questionnaire (CSQ) (Downs & Hazen, 1977). Data were collected from a total of 229 respondents; consisting of managers and their employees, from three banks operating in North Cyprus. Useable data from 151 employees and 43 managers (total 194) were analyzed.

Results supported the similarity effect hypothesis indicating that cognitive style congruence increases employees' organizational communication satisfaction in

general compared to incongruent dyads. Furthermore, the response surface analysis also allowed us to see that the organizational communication satisfaction is higher when both manager and employee are intuitive compared to the situation when they are both analytic.

Direct path analysis results confirmed that LMX quality and employees' organizational communication satisfaction with their managers were related; though not significantly. Thus, LMX did not mediate the relationship between congruent cognitive style and communication satisfaction.

The results showed that the congruence between the cognitive styles of managers one hand and their employees on the other affect the communication satisfaction of the employees. Therefore, organizations should train the managers to understand the differences in cognitive styles. Managers should become aware of the impact of their cognitive style on their communication with their employees. Managers should accommodate for the cognitive style differences in their employees when assigning appropriate tasks in appropriate formats to each group member in their departments.

Keywords: Cognitive style, communication satisfaction, leader-member exchange, polynomial regression with surface analysis.

ÖZ

Bu çalışmanın ana amacı, yönetici ve çalışanların bilişsel biçim benzerliğinin veya farklılığının çalışanların iletişim doyumuna etkisini incelemektir. Bilişsel biçim genellikle bireylerin bilgiye yaklaşımını analitikten sezgisele uzanan bir boyutta inceler. Analitik bireyler bilgiyi sistematik bir şekilde inceler, öte yandan sezgisel bireyler daha bütünsel bir yaklaşım sergiler. Lider-Üye Etkileşimi (LÜE), yöneticinin her bir çalışanı ile oluşturmuş olduğu ilişkinin kalitesi ile ilgilidir. Yöneticisi ile olumlu bir LÜE seviyesi olan çalışanların da iletişim doyumunun da daha yüksek olması beklenmektedir. Bilişsel biçimleri benzer olan yönetici çalışan ikilileri bu benzerlik sayesinde daha fazla birlikte zaman geçirdiğinden, daha olumlu LÜE oluşturmaktadırlar ve bu LÜE de aralarındaki iletişimin daha olumlu olmasını sağlayacaktır. Yani LÜE düzeyi bilişsel biçim benzerliği ile çalışanların iletişim doyumu arasında aracılık etkisi yapacaktır.

Bu çalışmada, yöneticilerin ve çalışanların bilişsel biçimleri Bilişsel Biçim İndeksi (Allinson, Armstrong, & Hayes, 2001) ile ölçülmüş, çalışanların iletişim doyumu Örgütsel İletişim Doyumu Ölçeği (Downs & Hazen, 1977) ile ölçülmüş ve yönetici ve çalışan arasındaki ilişki kalitesi Lider-Üye Etkileşimi (LÜE7) ölçeği ile ölçülmüştür (Graen & Uhl-Bien, 1995). Toplam 229 yönetici ve çalışandan veri toplanmıştır ve 151 çalışan ile 43 yöneticiden elde edilen kullanılabilir anket verileri analiz edilmiştir. Çalışan ve yönetici anketleri ikili olarak eşleştirilerek analizlerde kullanılmıştır.

Araştırma sonuçları bilişsel-biçim benzeşmesi hipotezini desteklemiş, benzer bilişsel biçime sahip olan yönetici-çalışan ikilileri; farklı bilişsel biçime sahip olanlara göre daha yüksek iletişim doyumu göstermiştir. Buna ek olarak, iletişim doyumunun, yönetici ve çalışanın her ikisinin de sezgisel bilişsel-biçime sahip olmaları durumunda, yönetici ve çalışanın her ikisinin de analitik bilişsel biçime sahip olmaları durumuna göre daha fazla olduğunu göstermiştir.

Aracılık/arabuluculuk analizi sonuçlarına göre, çalışanların yöneticileri ile olan iletişimden duydukları doyum ile lider-üye etkileşim ilişkisi kalitesi arasında doğrudan bir ilişki olduğu doğrulanmıştır. Ancak, sonuçlar benzer bilişsel biçime sahip olma ve lider-üye etkileşim ilişkisi kalitesi arasında anlamlı bir ilişkinin olmadığını göstermiştir. Buradan hareketle, bilişsel-biçim benzerliği ile çalışanın iletişimden duyduğu doyum arasındaki ilişkiye, lider-üye etkileşim ilişkisi kalitesi aracılık/arabuluculuk yaptığı ile ilgili hipotezimiz destek bulmamıştır.

Çalışmamız yönetici ve çalışanların bilişsel biçimleri ve yönetici ile çalışan arasındaki ilişki kalitesi çalışanların iletişim doyumunu etkilediğini ortaya koymaktadır. Bunun için kurumlar yöneticilerini farklı bilişsel biçimlerin olabileceği ve bunların iletişim tercihlerini nasıl etkileyebileceği konusunda eğitmelidirler. Yöneticiler kendi bilişsel biçimlerinin çalışanları ile iletişimlerini nasıl etkilediğinin farkına varmalıdırlar. Yöneticilerin çalışanlarına görev dağılımı yaparken her çalışanın bilişsel biçimi ile uyumlu görevlere yönlendirmeleri daha verimli bir çalışma ortamı yaratacaktır.

Anahtar Kelimeler: Bilişsel biçim, iletişim doyumu, lider-üye etkileşimi, polinom cevap yüzey analizi.

DEDICATION

To my parents and family

ACKNOWLEDGMENT

from English to Turkish and checking equivalence of meaning and testing the instruments in a work setting. I would like to specially thank Asst. Prof. Dr. Mehmet İslamoğlu for his guidance and endless patience in reading my manuscript many times and providing very beneficial notes with his unique way of expressing his sense of humor. I want to thank my friend and office mate Mr. M. Zaigham Khan, who guided me in finding valuable theoretical journal articles and supported me to end this hard journey with success. Besides, a number of friends had always been around to support me morally. I would like to thank them all.

Finally, special words to those who deserve my deepest thanks and respects. First, my wife, Damla Ürer Erdil, for her love, courage and support. We have been through many big changes in our life, but we both never gave up despite difficulties to adapt to our new environment, we have always encouraged each other to keep on moving. Our children, Ela and Erzat, both have been a great source of strength. Second, I owe quite a lot to my parents who supported me all through my studies, both financially and morally with endless patience. Last, my deepest thanks go to my sisters, who were giving me support and encouragement as I progressed in my academic career.

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LIST OF ABBREVIATIONS

CSI   Cognitive Style Index

CSQ   Communication Satisfaction Questionnaire

LMX   Leader-Member Exchange Theory

LSQ   Learning Styles Questionnaire

TRNC   Turkish Republic of Northern Cyprus

VDL   Vertical-Dyad Linkage

Chapter 1

INTRODUCTION

Communication is a essential for organizations in being effective in their activities and in achieving their objectives. Sypher & Zorn, (1986, p.420) argue that, "in fact, without communication there is no organization". Studies in the literature revealed that, levels of stress, staff turnover, and absenteeism are reduced with improved communication (Angle & Perry, 1981; Steers, 1977).

Organizational communication is known as the circulation of work related information among members of an organization for processing. Contemporary studies on organizational communication have highlighted the significance of the linkage between the level of employee satisfaction with information flow and improved employee productivity and low employee turnover (Angle & Perry, 1981; Steers, 1977). When positive feedback is provided by managers to their employees, employees' job satisfaction and job commitment increase (Emmert & Taher, 1992). An employees' evaluation of communication in their work group is related with their manager's competence and willingness for sharing information with employees in that work group.

Various studies suggested that when there is improved communication between managers and employees, this results in decline in employee role ambiguity and increase in employee satisfaction with the employment situation. In this study, we

intended to investigate organizational communication satisfaction of employees taking into consideration their cognitive style similarity and quality of the relationship with their manager.

1.1 Background Information

Communication satisfaction has been a popular area of study among business and communication scholars because employees' communication satisfaction has been found to be positively related to many work outcomes such as job satisfaction, motivation, job performance, organizational commitment, decreased role ambiguity and identification (Blau, Cook, & Tatum, 2005; Goris, 2007; Gupta & Sharma, 2008a; Kropf, 1999; Lee & Jablin, 1995). Brunetto & Farr-Wharton (2004) observed a link between organizational effectiveness and level of communication satisfaction among managers and employees.

Organizational communication is necessary for carrying out work related activities (Weihrich & Koontz, 1993) and it is central to coordinating processes to transfer organizational inputs to outputs. Communication is related to how management facilitates, integrates and coordinates work processes (Church, 1994). Organizational communication requires that managers and employees interact in a variety of ways aiming to contribute to the overall success of achieving organizational goals (Smidts, Pruyn, & Van Riel, 2001). According to Corrado (1994), good internal organizational communication is essential for planned and focused on organizational outcomes.

Communication satisfaction "in most of the related studies has been considered as a one-dimensional construct" (Kandlousi, Ali, & Abdollahi, 2010, p.51) that is

employees are either satisfied or dissatisfied with the total communication environment in their organization. However, communication satisfaction has been shown to be a multidimensional construct (Downs & Hazen, 1977; Downs, 1990) and has been defined as an individual's satisfaction with various aspects of communication in their organization (also see Varona, 2002). Communication satisfaction has been described by Nakra, (2006, p.42), as a "person's satisfaction with information flow and relationship variables within an organization". Communication satisfaction as a multidimensional construct has been used to evaluate both individual communication satisfaction and total communication satisfaction in previous studies. Assessment of communication satisfaction in multidimensional definition includes the eight dimensions identified by Downs and Hazen, (1977) and are namely Horizontal Communication, Supervisory Communication, Media Quality, Organizational Perspective, Organizational Integration, Communication Climate, Personal Feedback, and Subordinate Communication. In the current study, this multidimensional definition of communication satisfaction is used to assess employees' organizational communication satisfaction (see page 94 for details).

Employees' communication satisfaction is also an important ingredient of the psychological contract and closely linked to whether employees feel valued by their managers and the organization as a whole (Ridder, 2004; Willemyns, Gallois, & Callan, 2003). Furthermore, employees identify their immediate supervisor as one of the most important of all informational sources (Bartoo & Sias, 2004) and a supervisor's willingness to share information determines the success of change efforts in organizations (Lewis, 2006). Employee perceptions about how much they

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are listened to and how much their managers respect their opinions determine their communication satisfaction which in turn influences their feelings of trust towards their organization (Zeffane, 2012).

Personal characteristics of the manager and the employees influence a manager's attitude towards communication and the employee's expectations in terms of communication modes and frequency. Managers and employees differ not only in terms of their cultural and educational backgrounds and life styles but also in terms of their personality types and cognitive styles. Many personality types exist among individuals, such as introvert-extravert, proactive-reactive, verbilizers-imagers to name a few. Jung, (1971) categorized people into primary types of psychological function and proposed two dichotomous pairs of cognitive functions, rational (judging: thinking & feeling) and irrational (perceiving: sensation & intuition). Individuals who are rational like step by step approaches to problem solving, like precision and are more rule dependent. On the other hand individuals who are irrational like to apply global orientation to problem solving, swift into decision making and are usually less rule dependent.

Cognitive style is defined as the way individuals prefer to organize information as well as their experiences (Messick, 1976). Cognitive styles are the individual differences in information processing style, which influence how we observe, reflect, solve problems and learn (Witkin, Moore, Goodenough, & Cox, 1977). "Cognitive styles are usually conceptualized as characteristic modes of perceiving, remembering, thinking, problem solving and decision making, reflecting information-processing regularities that develop in congenial ways around

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underlying personality trends" states   Messick, (1994, p.122). There are different terms used in literature to describe the extreme poles of of cognitive style such as field dependence-field independence (Witkin, Dyk, Fattuson, Goodenough, & Karp, 1962) and Allinson & Hayes, (1996), adopted the Intuitive-Analytic labels in order to distinguish two end points of their cognitive style index instrument (Armstrong et al., 2004, p.44) (see Chapter 2 for more terms used).

In this study in order to describe two different poles of processing information 'Analysis' and 'Intuition' labels are used. Analytic individuals like to process information systematically on the other hand intuitive individuals tend to take a more holistic approach. Analytic individuals make judgments based on mental reasoning, their attention is more on the details, prefer dealing with more structured problems and like precision. In contrast, intuitive individuals prefer to make instant decisions based on a gut feeling, they like to take a global perspective, which usually requires higher order thinking, such as comparisons and evaluations of the context in which information is shared, they will rely on random methods of investigation and they prefer dealing with less structured problems that require creativity. Two individuals having different cognitive styles may process information differently and take different actions even when they are in similar circumstances. Differences in cognitive style may affect level of communication satisfaction between the manager and each employee in the work group in a work setting.

Communication satisfaction between manager and employee may vary because of differences in cognitive style. In practice;

> we tend to assume unconsciously that other peoples' mind work on the same principles as our own. All too often, however, the people with whom we

interact do not reason as we reason, do not value the things we value, or are not interested in what interests us (Myers, McCaulley, Quenk, & Hammer, 1998, p.21).

The quality of the relationship between a manager and his/her employees is crucial for the overall organizational performance. Dansereau, Graen, & Haga, (1975) argue that managers in their role as leaders differentiate among employees in working groups; in other words, some members of the group receive more attention and support while others receive less attention and support. The Leader-Member Exchange (LMX) refers to the quality of the exchange relationship between the manager and each employee in the manager's work group. In terms of trust and respect, managers form relationships of varying quality with each of their employees. Some of these relationships will result in high-quality exchanges while others will result in low-quality exchanges (Bauer, Green, & Bauer, 1996; Erdogan & Enders, 2007). This often leads to formation of two groups within the working group: the in-group and the out-group. Selected employees (in-group members) are provided opportunities to make more contributions beyond their formal responsibilities whereas employees who are not selected by their manager (out-group members) are forced to perform more dull and routine tasks (Liden & Graen, 1980). If the manager as a leader creates an in-group and an out group separation among his/her employees in a work group, the manager will establish more effective communication with in-group members compared to out-group members. Dansereau et al., (1975) suggested that managers will form different managerial relationships with their employees because of limited resources at hand. In such situations, employees experiencing high quality Leader-Member Exchange (LMX) relationship will report more communication satisfaction with their managers compared to employees experiencing low quality Leader-Member Exchange relationship. Therefore, Leader-

Member Exchange relationship between manager-employee may mediate the relationship between congruent manager-employee cognitive style and employees' communication satisfaction.

There have been several studies investigating Cognitive Styles and the quality of Leader-Member Exchange (LMX) (Allinson, Armstrong, & Hayes, 2001; Dodson, 2006). Leader-Member Exchange (LMX) and Communication has also been investigated. (Kacmar, Witt, Zivnuska, & Gully, 2003). Additionally, there are studies recently conducted in Turkish setting, investigating the effects of organizational communication and personality traits on life satisfaction in a higher education institution (Şimşek, 2011) and a study emphasizing integrated marketing communications in the financial sector, specifically in Turkish pension funds, which demonstrates that effective internal organizational communication plays an important role in employee and organizational performance (Kaya & Cansel, 2011). However, there has not been any study looking at the relationships between cognitive style similarity (of the those communicating), quality of LMX and their level of communication satisfaction. Furthermore, the studies on cognitive style of individuals in dyadic relationships in the existing literature has been generally conducted in non-work settings such as among teachers and students (Dunn et al., 1990; Packer & Bain, 1978; Renninger & Snyder, 1983; Tanova, 2003a), supervisors-research students (Armstrong, Allinson, & Hayes, 2004). Thus, there is a need for research studies that look into these relationships in a work environment.

1.2 Motivation for the Study

Good communication between managers and employees benefit organizations. Johlke & Duhan (2000, p. 156) state, "regarding supervisor-employee interactions,

one of the most powerful and pervasive supervisory behaviors are the communication practices a supervisor uses with employees". People communicate according to communication experiences gained from their social or work life. Individuals who are in managerial positions use their unique communication experiences to derive lessons on how to communicate with their employees and employees use their unique communication experiences with their co-workers and with their managers. In a recent correlational study by Amabile & Kramer, (2011), the potential significance of communication becomes paramount when one also considers its impact upon workers in a work setting. Employees need information and failures within the communication system hamper motivation at work (Kazoleas & Wright, 2001). Thus, manager-employee communication satisfaction can play an important role in behavioral intentions, including intention to leave (Scott et al., 1999).

Differences in manager's attitude, behavior and tone of voice or emotion loaded to written formal statements as well as informal methods of communication, in communication interactions with their employees, can be due to manager's cognitive style. Communication may vary between a group consisting of manager and employees that have similar cognitive styles and other groups consisting of a manager and employees that have different cognitive styles. Referring to the assumption that two individuals having similar cognitive styles may understand and perceive each other better in their communication interactions, one may suggest that level of communication satisfaction gained from interaction of two individuals having similar cognitive styles will be more satisfying. On the other hand, two individuals having different cognitive styles may experience communication that is

less satisfying. The problem of poor quality and less satisfying communication between manager-employee dyads, may to some extent be related with cognitive styles (dyad means interaction of two individuals and refers to a manager and an employee in our study).

Successful assessment of organizational communication satisfaction requires evaluation of supervisory communication, horizontal communication, personal feedback and subordinate communication and for that reason, selected sample organization for the study should have a hierarchical structure and frequent communication interactions between employees and their immediate managers need to be present. Banks having hierarchical structures and highly interactive work groups are ideal settings for studies on communication satisfaction. For the current study empirical research was carried out among managers and employees from three well known banks; operating in Turkish Republic of Northern Cyprus (TRNC), namely Asbank, Türkiye İş Bankası, and Türk Bankası.

1.3 Aims and Research Questions (RQ) of the Study

The purpose of the study is to investigate whether cognitive style congruence among a manager and his/her employees on the analytic-intuitive dimension influence the employee communication satisfaction in a sample of bank employees and their managers. The current study aims to investigate manager and employee cognitive styles in four different combinations of manager-employee cognitive styles settings: first an analytic congruence setting where both manager and employee are analytical, second an intuitive congruence setting where both are intuitive, third an incongruence setting where an intuitive manager manages an analytic employee and fourth another incongruence setting where an analytic manager manages an intuitive

employee. Furthermore, we will investigate whether cognitive style congruence of managers and employees results in better quality Leader-Member Exchange (LMX) relationship. Moreover, the study will investigate whether employees who are in high-low quality LMX relationships with their managers will or will not have improved communication satisfaction. Additionally, study will investigate whether the high-low quality LMX relationship and tenure mediates the relationship between cognitive style congruence and employees' level of communication satisfaction with their managers.

The current study focused on banking sector as it is environment in which communication plays an important role in achieving work outcomes. Banks provide an ideal location for a study of communication satisfaction for several reasons. They provide a hierarchical structure, the work groups are clearly defined, and generally, managers and employees have to continually communicate with each other in order to be successful.

Following research questions will be investigated:

RQ1: Does the level of similarity between the employee's and manager's cognitive styles at either intuitive or analytic ends of the spectrum, improve communication satisfaction?

RQ2: Does it matter if dyads are congruent at the intuitive end or at the analytic end of the spectrum in terms of level of employee communication satisfaction?

RQ3: Does an intuitive manager improve communication satisfaction compared to an analytic manager?

RQ4: Does congruence of cognitive styles improve LMX relationships?

RQ5: Does high LMX improve communication satisfaction?

1.4 Significance of the Study

This study is significant from both practical and theoretical perspectives. The study is the first empirical research in literature investigating the relationship between cognitive style congruence and communication satisfaction within dyads. Results from this study may contribute to the existing literature, furthering our understanding of the relationship between cognitive style congruence and employees' communication satisfaction within groups in a work context. This study could help identify what communication mode and frequency individuals may prefer with respect to their cognitive style. Identification of managers themselves and their employees' cognitive styles will help managers to adjust communication mode and frequency in such a way that will best meet communication needs of their employees, making their employees more satisfied from communication interactions. Additionally, this research could assist managers to be aware of different cognitive styles in order to develop strategies to work with employees that will have different cognitive styles. This self-awareness will help empathize more with the other party and thus will aid overall communication satisfaction in a work group.

Study could also assist managers in reducing communication problems arising due to incongruent cognitive styles and may open new lines of communication and foster collaborative work relationships between manager and employees as well as among colleagues. This study adds new insight to the existing literature by investigating the relationship between cognitive styles of managers and employees and the impact this has on communication satisfaction of employees; analyzed with the mediating role of LMX and tenure. Moreover, the study can provide avenues to understand what

influence LMX and tenure may have, as two important mediators, on the relationship between congruent cognitive styles of managers and employees and communication satisfaction.

1.5 Assumptions of the Study

1- It is assumed that communication satisfaction questionnaires reflect structure of organizational communication at banks.

2- It is assumed that duration of the interaction of immediate manager and employees will be sufficient for formation of the status of leader-member exchange.

3- It is assumed that duration of interaction of immediate manager and employees will be adequate for evaluating how satisfied employees are with communication in general.

1.6 Limitations of the Study

1- Current study is limited to employees working at the banks where the samples were drawn. Managers who are responsible for managing a group of employees were included in the study, other higher ranking managers who did not directly manage a work group, were not included in the study.

2- The study is limited to organizational communication within the organization.

3- During data collection process, some positive or negative events might have influenced the participants' responses.

4- The study used a non-random, judgmental sampling, which may have resulted in some bias in the inclusion or exclusion of respondents.

1.7 Definition of Terms

1- <u>Communication Satisfaction:</u> Socio-emotional outcome resulting from communication interactions between individuals (Hecht, 1978)

2- <u>Cognitive Style:</u> "Consistent individual differences in preferred ways of organizing and processing information and experience" (Messick, 1976, p.5)

3- <u>Intuition:</u> Immediate judgment based on feeling and the adoption of a global perspective on detail (Allinson et al., 2001)

4- <u>Analytic:</u> Judgment based on mental reasoning and focus on detail (Allinson et al., 2001)

5- <u>Leader-Member Exchange (LMX) theory:</u> A relationship-based theory that suggests " that effective leadership processes occur when leaders and followers are able to develop mature leadership relationships (partnerships) and thus gain access to the many benefits these relationships bring" (Graen & Uhl-Bien, 1995, p.225)

6-<u>In-group:</u> Subordinates of a manager who have "high-quality exchanges" with their managers "characterized by a high degree of mutual trust, respect and obligation" (Graen & Uhl-Bien, 1995, p.227)

7- <u>Out-group:</u> Subordinates of a manager who have "low quality exchanges" with their managers "characterized by low trust, respect, and mutual obligation" (Graen & Uhl-Bien, 1995, p.227)

8- <u>Subordinate:</u> "Someone whose primary work activities for a group or organization are directed to and evaluated by the focal leader" (Yukl, 2002, p.8)

9- <u>Vertical-Dyad Linkage (VDL):</u> "A special case of role making, namely, that involving the functional interdependence between a person in a leader position and one in a follower position" (Graen & Cashman, 1975, p.143)

Chapter 2

LITERATURE REVIEW

This review of literature will briefly look at relevant management theories regarding the areas of communication, organizational communication, communication satisfaction, cognitive style and leader- member exchange theory. Theories and past studies relating to each topic will be discussed. The concepts of organizational communication satisfaction, cognitive style and leader-member exchange theory will be explored in depth.

2.1 From Classical to Human Relation Approach to Management

Classical management era which regarded employees as parts of a machine evolved as a result of the industrial revolution. During this era, new factories were being built and organizations started to grow, employing larger numbers of workers. As larger numbers of people moved from the rural areas to industrial production, a more scientific approach to management was required. Frederick Taylor introduced his principles of scientific management which advised managers to identify "the best way to get jobs done" (Pugh & Weber, 1971). He recommended selecting the right kind of employees, providing incentives to improve productivity, and to establish a clear division of work between managers who would be responsible for planning, organizing, leading and controlling and employees responsible for doing the actual work. As we can see in this system, communication was top-down and employee involvement and engagement was not issues of concern (Pugh & Weber, 1971).

During the classical era, Frank and Lillian Gilbreth; introduced time and motion studies which treated employee as if they were parts of a well-functioning machine. They measured every movement in order to introduce alterations to increase labor efficiency (George, 1972). And Henry Fayol's fourteen principles of management also was a product of the classical management era. Fayol's principles were: division of work, authority and responsibility, discipline, unity of command, unity of direction, subordination, fair pay, centralization, chain of command, order, fairness, low employee turnover, initiative and teamwork (Fayol, 1949). We see much emphasis on order and discipline but not much in understanding employee relationships, communication or social environment.

In the classical era of management, another influential name was Max Weber. He outlined his ideal type of organization, which is based on his definition of bureaucracy (Hall, 1962). He believed that in a well-functioning "ideal" organization, there should be a clear hierarchy of authority, clear division of work, clear rules, clear procedures (Hall, 1962). He argued that in organizations, personality and individuality is not important and the position in the hierarchy are important and he recommended that, people should be placed into positions based on their technical abilities (Hall, 1962). Overall in the scientific management approach or the classical management era that we have discussed above, the focus was on the design or the engineering of the work instead of communication or relationship between individuals.

The now famous Hawthorne experiments of Elton Mayo revealed interesting results that has led to the human relations era. In 1927, Elton Mayo was conducting

experiments in the Western Electric Company Hawthorne factory in Chicago. The goal was to measure if better lighting conditions would improve productivity (Dessler, 2001). In his experimental group of workers, he provided improved lighting conditions, to his control group employees, he did not change the lighting conditions. His expectation was in the experimental group; the productivity would be better. But the result revealed that both groups had increased their productivity compared to the productivity before the experiment. The improvement of the productivity was not because of lighting conditions but it was because the employees understood or realized that they were in an experiment. The fact that there was a special interest in their work had an influence on their group dynamics. The Hawthorne experiment led to the human relations movement in management (Dessler, 2001). Human relations approach regarded employees not as part of a machine but as people with unique needs and desires.

Douglas McGregor discussed Theory X and Y beliefs of managers. Theory X which believes employees do not want to work and have to be forced to work represents the mindset of the classical management era. However, theory Y which assumes that people naturally like to produce and be useful therefore they will want to work under favorable conditions represents the human relations era mindset (Deci, von Haller Gilmer, & Karn, 1971). Human relations require that we understand the human factor and motivate employees not only with pay but also by achievement of goals growth and development and self-actualization. If we consider Maslow's hierarchy of needs ranging from physiological, security, affiliation, self-esteem and self-actualization (Dessler, 2001), we see that the classical era focused on the lowest needs, such as physiological and security, but human relations era focused on the higher levels of

needs. In today's organizations, the manager needs to have a good understanding of employee motivation. The manager-employee relationship and the communication between them essential for motivation.

2.2 Introduction to Communication

Communication has been defined by Duncan & Moriarty, (1998), as a human activity that links people together creating relationships by enabling sense-making activities to develop, organize, and disseminate knowledge. Individuals relate to each other by means of communication (Sanford, Hunt, & Bracey, 1975). Galbraith, (1977, p.9) points out that "the function of communication, between the people who are to operate within it, is critical in that the resulting structure or design of choice (i.e., regarding effectiveness and efficiency in functioning) is both a direct reflection as well as a primary determinant of the necessary patterns of information exchange". According to Church, (1994, p.25), "communication is the primary means of information processing within the system, given the need for considerable interdependence and coordination among individuals and groups".

One possible approach in explaining communication is information theory. History of information theory can be traced back to Harold Lasswell's 5W's formula of a communication act, which are Who - says What - in Which channel - to Whom - with What effect (Lasswell, 1948). "Who" refers to the people who are communicating, "what" refers to the content of communication, "whom" refers to audience to whom people are communicating, "channels" refers to media and techniques used by individuals in order to transmit intended message and "effect" is the desired impact of communication on receiving end audience. Studies of information theory had started by asking questions about how an intended message

can get to its destination with a minimum alteration and errors. According to Wofford, Gerloff, & Cummins, (1977, p.15), "information theory is typically concerned with a systemic analysis of the problem of transmitting a mass of data in a distortion-free fashion to locations where it is needed".

The most popular communication models are the linear model and the convergence model. The linear model views communication as taking place between an active sender and a passive receiver, known as a one-way process (direction). Main components of linear communication model are source, message, channel, and a receiver. On the other hand, convergence model proposes communication is a two-way process that "participants in the communication process are simultaneously sending and receiving messages" (Kurland & Pelled, 2000, p.428).

Shannon & Weaver, (1949) have portrayed communication as a mechanistic system: one-way flow of communication. According to the communication model of Shannon & Weaver, (1949), there is information source that creates a message, then that message is turned into signal form (encoding), then it is sent via a transmitter and subsequently, the received message signal is decoded by the receiver and finally reaches the intended destination. Shannon and Weaver further highlighted the concept of noise; which refers to interruptions in their model that may cause messages to be affected by uncontrollable external factors, which cause misinterpretations of message, delays and conciliations.

Accuracy, understanding and interpretation of communication among people while exchanging information depend on a similarity of perception and judgment between

the parties. Awareness of the individual differences in social interactions especially in interpersonal relationships is important. Aziz, (2008) describes how written communication and non-verbal communication differ. The written communication is based on the written transmission of a message through use of symbols (language). Unlike verbal communication, it is solely dependent on the words and their interpretation however, non-verbal communication (body language) includes movements and posture of head, face, arms-hands, body, and legs as well as posture, clothing, hair, jewelry, and make-up. The non-verbal communication is a significant portion of overall communication, reported at 60% (Aziz, 2008). Body language, gestures, mimics, eye contact, voice tone, symbols, signs, and artifacts help improve understanding of the intended message while exchanging information with others. Effective use of language and body gestures in both verbal and nonverbal communication aids successful communication among individuals. In the interpretation of the non-verbal communication, the individual differences play an even more significant role due to the subjective nature of the body language.

Barnlund, (1970), proposed transactional communication model of communication where, individuals simultaneously engaging in the sending and receiving of messages. In such a model individuals are linked together through communication and engaged in transaction that is to say, communication is an ongoing and continually evolving process and that communicator(s) are sender-receivers, not a sender or a receiver. Two individuals may communicate multiple messages with multiple channels, and this is what most conversations are like. Furthermore, this model recognizes that communication affects not only those individuals in interaction but also those individuals nearby who witness the conversations, hearing

what is said and argued. According to Wood (2015), transactional model of communication makes it clear that communication occurs within systems that affect what and how individuals communicate and what meanings they create. According to Wood, (2015, p.18) "shared systems of both communicators (shared campus, town, workplace, religion, social groups, or culture) and the personal systems of each person (family, religious association, friends)" are the systems and contexts where communicators interact each other.

Observations regarding the dynamism of interpersonal communication and the multiple roles people assume during the communication process lends credibility to the transactional model of communication (Wood, 2015). While communicating with others, individuals refer to their own experiences, relationships and knowhow. Individuals may also learn when they experience communication with new people and as time goes by, this may accumulate and affect their communication. Each and every "communicator's field of experience, and the shared field of experience between communicators, change over time. As we encounter new people and have new experiences that broaden us, we change how we interact with others" (Wood, 2015, p.18). The longer the length of time spent with someone communicating, the better both parties get to know each other and the better the relationships built. This will, in turn, assist relationships to become more informal and intimate. Understanding and interpretation of communication between a manager and a new recruit could be different from that between a manager and an experienced employee. Communicators get to know others over time and this helps communicators to communicate better because, each will already know how to communicate, how to respond, and how to interpret subtle cues.

People interact with others at many different levels, including at personal levels, such as with family members, friends, or at impersonal levels such as with people that we do not know or people we interact in terms of formal roles they play such as police, managers and doctors. "Meanings may develop in two or more communicants simultaneously; messages, in the absence of either a source or receiver, may generate effects; meanings continue to flourish or deteriorate long after they are initiated" (Barnlund, 1970, p.50),(Also see Newman, 1959). Individuals will understand and interpret communication better if they share something in common. The focus should be what happens between people when they communicate, not where they are or how many are present (Wood, 2015). People are better at communication with each other when perceive and judge events and social environment in a similar way.

According to Jablin, (1979), two-way communication is essential to effective manager-employee relations. Westmyer et al., (1998, p.42) point out that, "people perceive oral communication to be the most effective and the most appropriate method for both giving and receiving communication need fulfillment". Manager's willingness to engage in communication interaction will not only help provide employees information and advice on how to tackle problems, but also create opportunities to actively consider and evaluate employee input. Hence, managers will be in a better position to respond to employee comments, and provide better feedback, which, in turn, will help improve communication among them.

Communication means interaction, exchanging information between a sender and a receiver. There are many alternative ways a message can be transmitted to its end user but what is important is to make sure that intended message can reach its target

clearly; without exposing any distortion in the process. Some may argue that, content and context in which information transmitted also play as important as it reaches its end user without any distortion.

2.3 Organizational Communication

Communication is the lifeblood of organizations. Organization must view communication as a "crucial component of its well-being" (Walther, 1988, p.80). Communication refers to the process whereby employees interact in a variety of ways and within different areas in their respective workplace aiming to contribute to achieving organizational goals (Smidts et al., 2001). According to Zhu, May, & Rosenfeld, (2004), communication is more than just giving information. It should also help reduce uncertainties. Communication plays a vital role in organizational successes and failures (Orpen, 1997).

Katz & Kahn, (1978, p.428) define "communication as 'the exchange of information or transmission of meaning' and refer to, 'a full and free flow of information' as a healthy step forward in dealing with organizational problems". Apker, (2001), suggests that, individuals constantly create, shape and maintain their roles through communicative interactions with others in a social setting. Successful communication is often cited as a key factor that leads to positive employee work outcomes. Communication is an important input for organizations but will make the maximum contribution if content and the medium of the information transmitted reflects organizational values perceived by employees.

Organizational communication is the circulation of work related information among members of organization for processing. According to Church, (1994, p.19), "it is the

content, processes and people involved in the communication systems that ultimately contribute to organizational functioning". Weihrich & Koontz, (1993) defined organizational communication as downward, upward and crosswise flow of fast, accurate, and relevant information required for effective decision making which is carried out as part of managerial functions and activities. According to Aziz, (2008, p.16), "Organizational communication is a type of communication that takes place within organization or entity. Such kind of communication is a necessity for working life especially in accomplishing a specific task within organization or entity". Dumler & Skinner, (2005), expand on communicating entities by including external ones such as customers, suppliers, and competitors as well as internal ones such as team members, project groups, and functional departments.

Communication between managers and employees not only helps to inform but also to persuade, to promote goodwill, and to develop and maintain harmony, trust, and cooperation among members of organization (Hunt, Tourish, & Hargie, 2000). Schnake, (1990, p.37) states that, "superior-subordinate communication is very important to the organization's overall communication effectiveness". Employees are provided with large amount of information day in day out from a variety of sources at work. Coordinating the information dissemination in an organization is a critical activity at all management levels, including the immediate managers in manager-employee dyads. According to Thornton, (2001, p.25), "managers need to create an environment where employees have all the necessary information they need to accomplish their tasks where employees feel respected and valued and where communication is truly a priority". Turnbull, (2005, p.205) observed that "managers spend between 50% and 80% of their time communicating". Management

commitment, free flow of information and communication climate (good relationships between manager and employees) have positive effects on organizational communication.

Manager and employee communication has been "one of the popular areas of organizational communication research" (Dansereau & Markham, 1987, p.343). "Employees' perception of the organizational and communication climate has been found to be positively correlated with organizational commitment" (Guzley, 1992, p.379). The increasing interest in organizational communication has highlighted the need for research regarding manager-employee communication and managerial competence in providing necessary information for a successful completion of given job.

Payne, (2003) observed a relationship between managerial communication competence and employee job performance. Gupta & Sharma, (2008), stated that employees who have better communication as a result of good interpersonal interactions with their respective managers, also have improved organizational commitment, increased motivation, as well as job satisfaction. Furthermore, Bartoo & Sias, (2004) pointed out that the direct supervisors are critical sources of information for the employee and these supervisors can drive employee success by providing timely and sufficient information to the employee.

Clampitt & Downs, (1993, p.18) found that, "communication was perceived by employees' to have an 'above-average' impact on productivity". They noted that communication is important for improving employees' productivity and performance

and for improving organizational outcomes. In addition, several studies indicated that levels of stress, staff turnover, and absenteeism are all reduced with effective communication (Angle & Perry, 1981; Steers, 1977). Another research regarding part-time and full-time employees by Gray & Laidlaw, (2002, p.219) found out that "the greater the lengths of service with the company, the more satisfied full-time employees were with the information they received concerning the organization as a whole, their immediate work environment, and their performance". Research on organizational communication point out that, broadly speaking, organizational communication (information flow) is related to positive employee outcomes.

Studies investigating the relationship between communication and job satisfaction observed a positive relationship between internal communication practices in an organization and job satisfaction. Pincus, (1986), uncovered a significant relationship between communication and job satisfaction. In another research, positive correlation was found between organizational communication and job satisfaction (Chen, Silverthorne, & Hung, 2006). According to Johlke & Duhan, (2000), understanding communication within organizations is important because it plays an important role in accurate processing of information, in reducing misunderstandings, and in effective coordinating of actions.

Several research studies have confirmed a linkage between internal communication in organizations and positive employee work outcomes. Thus, "managers should therefore pay attention to the communication climate in their organization by providing their employees the opportunity to speak out, get involved, be listened to, and participate actively" (Smidts et al., 2001, p.20).

Mills, (2002, p.288) argue that "communication provides the means to turn a workplace into an integrated functional system that allows achievement of organizational goals and the means by which organizational members collaboratively create their organizational realities; that is, their experience of the world of work". Each individual communicates according to communication experiences gained from their social or work life. Managers use their communication experiences to communicate with their employees and employees use their unique communication experiences with their co-workers and managers. Essence of organizational success lies in effective organizational communication.

Earlier studies on the subject of organizational communication have shown that there is a positive relationship between satisfaction with information flow on one hand and productivity, low turnover and increased employee commitment on the other. Even though each organization has its own characteristics, principles and methods of utilizing communication needs of staff, in general all organizations follow and some unstructured methods for communication and these reflect and are shaped by organizational culture. According to Goldhaber & Barnett, (1988), an organization uses its unique shared symbol system in order to communicate their values, behavioral expectations, common experience, and self-image between its members. Face-to-face interactions, frequency of meetings, written memos, telephone calls, electronic mails and many others are part of organizational communication but what is important is accurate, timely and appropriate information exchange using the best possible communication channel in order to achieve maximum positive work outcomes.

2.4 An Overview of Studies on Organizational Communication

The most valuable asset an organization has is its employees. Successful organizations enhance employee engagement through effective communication and managers communication abilities are viewed as critically in driving such an engagement (Wiley, Kowske, & Herman, 2010). Kahn, (1992), identified communication as an underlying factor associated with employee engagement. In addition, MacLeod & Clarke, (2009) identified communication as a critical factor for enhancing performance through employee engagement and observed that good quality communication enhanced engagement and that employees needed clear communication from their immediate managers to understand how their own roles fit with their managers' vision. According to Welch, (2011, p.339), employee "engagement is influenced by internal communication, which is a critical organizational practice for conveying the values of the organization to all employees, and for involving them with the goals of the organization". When employees' expectations from communication practices match those of the organizations' this will, in turn, help reduce communication problems.

No matter what their status all employees should feel that they have a voice in matters that influence their work and that they should see how their work is connected to the organizational goals and objectives (Denison, Haaland, & Goelzer, 2004). The only way to build up good relationships with employees from top to bottom is to strengthen communication at work. It is essential for organizations to urge effective internal communication in organization at all levels, especially between employees and their immediate managers.

Communication in organizations depends on establishment of good relationships between managers and employees regarding sharing, distributing and evaluating of work related messages towards achieving organizational goals. Frone & Major, (1988) have operationalized communication in terms of perceived quality (i.e., timeliness, accuracy and usefulness) in their research and Shockley-Zalabak & Morley, (1989) sees communication as a cultural issue. Management contribution to free flow of information can make both sides (organizations' and members') expectations to meet at best. Shockley-Zalabak & Morley, (1989, p.486) tested and supported a model that:

> Individuals hold personal values, beliefs, and assumptions about ideal organizational life that continually contrast with their perceptions of organizational reality (organizational culture themes). The contrast between the ideal and the reality is related to organizational satisfaction and estimation of quality and overall effectiveness. Generally speaking, the closer the fit or congruence between individual's ideal organization and his or her perception of real organization, the more optimistic is the individual about all aspects of organizational life.

Schnake, (1990) observed that managers perceive themselves as good communicators, believing that they provide enough opportunities to employees in goal setting, give equal chance to employees to participate in work-related issues and provide on-time feedback. On the contrary, employees feel just the opposite; that managers are not very supportive in upward communication and do not provide sufficient feedback (Schnake, 1990). Beside, Sias, (2005) emphasizes the importance of employees being sufficiently and consistently informed by their immediate managers and observed that the quality of manager-employee communication was a predictor of job satisfaction. Employees need information and failures within the communication system hamper motivation at work (Kazoleas & Wright, 2001).

Communication mode and frequency may change depending on the types of problems encountered by the employees and the manager's competence in solving the particular problem. Manager's constructive approach and his/her willingness to share all the information needed to solve the problem at hand improve employee motivation and performance (Schnake, 1990). Manager's attitudes towards employee concerns and manager's openness to ideas coming from employees, were observed to enhance personal feedback (Brunetto & Farr-Wharton, 2004) and such feedback would make employees more willing to accomplish set goals and urge them to go beyond set tasks. According to Emmert & Taher, (1992) employees' job satisfaction and commitment increases when there is a positive feedback environment at work. Gamble & Kelliher, (1999) found that short daily briefings by supervisors just before the start of a working day help disseminate information and communicate internal issues and this motivate employees by giving them feedback on their performance.

According to a research carried out by Ashton, (1993, p.52) "a manufacturing company had achieved total quality management by ensuring all staff members were instantly kept in touch through the company's information exchange and team briefings, regular written materials, and bottom up channels". In another study Varona, (1996, p.29) observed that "for the Guatemalan employees the most influential communication practices on their commitment are those related to job requirements, departmental plans, personal news, and communication with coworkers".

Numerous studies have reported positive associations between an organization's communication quality and employee job satisfaction and performance (Berman &

Hellweg, 1989; Downs & Hazen, 1977; Harrison, 1985; O'Reilly & Anderson, 1980; Penley & Hawkins, 1985; Pincus, 1986). Others have identified a positive link between the flow of information within an organization and levels of absenteeism and productivity (Schweiger & Denisi, 1991). Furthermore, studies also confirmed that "appropriate and accurate information help enhance both performance and satisfaction at work" (Pettit, Goris, Vaught, & others, 1997, p.93).

Scholars have clearly emphasized the need for providing sufficient amount of information to employees by their immediate managers in accomplishing positive work outcomes and identified the importance of managerial competence in ensuring sufficient information dissemination to the employees. Additionally, level of satisfaction gained from communication practices between manager-employee play an important role in building better relationships, which help increase inner motivation at work. To conclude, there is no panacea for poor communication but there are many alternative methods to improve communication in organizations in general and in manager and employee dyads in particular.

2.5 Communication and Culture

Information exchange in organizations is organized and coordinated by several rules and regulations in order to control, organize and monitor information exchange and communication activities. Hierarchical role systems and formal and informal communication channels in an organization reflect the cultural context in which the organizational communication practices take place. Such reflections can manifests themselves in record keeping and data sharing (centralized or decentralized), frequency and structure of meetings, degree of employees' participation in decision making process, and even in the technological infrastructure which determines who

was access to which data. Shockley-Zalabak & Morley, (1989, p.494) observed that "the more the employees agreed with, and the more they perceived their organization as adhering to the organizational values (culture), the higher were their job satisfaction and morale". Shared national culture among employees belonging to a particular nation is usually reflected in the various ways they handle situations in their workplace. Each organization carries strong values and characteristics of its own culture such that even in organizations with a diverse labor force, national culture is still dominant. Usually, communication processes and practices in an organization are shaped by cultural heritage. Therefore, individuals in a society will communicate in line with cultural values that exists in their society and cultural values will be exchanged through messages to others. According to Shockley-Zalabak & Morley, (1989, p.485):

> cultural messages become the active concern and responsibility of managers and diverse organizational members. Both formal and informal in nature, cultural messages are exchanged in superior and subordinate interactions, in group meetings, in training programs, and in all forms of written communication. The shared realities generated from these exchanging become the operating reality of the organization.

As globalization brought about unprecedented change, organizations have also changed in term of labor force and culture. Carson, Carson, Roe, Birkenmeier, & Phillips, (1999) observed that employees were no longer committed to their organization as before because of mass layoffs and corporate restructuring that most organizations had to implement to compete in a global economy. In such a global economy, employees are increasingly encouraged to align themselves more with their own careers and less with employing institutions. Thus, managers need to be aware of such changes in the work force that has higher turnover rates and learn how

to communicate with varied people of diverse cultures and backgrounds. This makes effective communication in organizations more important than ever.

Personal characteristics "influence both a manager's attitude towards communication and also an employee's expectations in terms of communication modes and frequency. Managers and employees differ not only in terms of their cultural and educational backgrounds and life styles but also in terms of their personality types" (Erdil & Tanova, 2015, p.178).

Foa & Foa, (1974) investigated the mechanisms and functions of interpersonal behaviors and their development in social encounters and observed that, western cultures are more individualistic and their exchanges involve more universalistic resources such as money, tangible products and information. On the other hand, eastern cultures are more collectivist and their exchanges involve more particularistic resources such as affection, esteem and support.

Hall, (1976a, 1976b) point out that, social interactions of people are shaped by a common social culture and stressed that the social context of interactions is important in a culture. People in terms of their social relationships and interactions with others, are influenced by their cultural values. Hall, (1976), categorizes cultures as having high and low context characteristics primarily based on the communication approaches. He suggests that no culture is totally at one or the other end of the scale but some cultures demonstrate high context characteristics in general while others demonstrate low context characteristics. "High-context cultures focus on physical context or information internalized in the person during communication while less

emphasis is placed on the coded explicitly transmitted part of the message. Low-context cultures focus on explicitly coded messages" (Tanova & Nadiri, 2010, p.187). In high context cultures, "communication involves the relationship between the sender and the receiver. In such cultures, meaning is embedded in the context and the communicators rely less on the actual words and instead have to rely on subtle cues" (Erdil & Tanova, 2015, p.178). The Turkish culture, dominant in North Cyprus and is classified as a high-context culture (Bayraktaroğlu & Sifianou, 2001).

2.6 Internal Communication in Organizations

The employee perceptions about how much they are listened to and how much their managers respect their opinions determine their communication satisfaction which in turn influences their feelings of trust towards the organization (Zeffane, 2012). Furthermore, employees identify their immediate manager as one of the most important of all informational sources (Bartoo & Sias, 2004) and a manager's willingness to share information determines the success of change efforts in organizations (Lewis, 2006). According to Smidts et al., (2001), internal communication facilitates interactions between an organization and its employees, thus creating social relationships based on understanding, meaning and worth. In turn, this is observed to increase employee job satisfaction, productivity and drive positive employee attitudes and participation to work outcomes (Cropanzano & Mitchell, 2005). According to Corrado, (1994), good internal communication should be carefully planned from top down, supported in writing, made part of a manager's performance evaluation, and focused on organizational outcomes.

Information can be conceptualized as a resource of exchange. Social exchange theory suggests that work place relationships are viewed as an exchange relationship,

whereby resources are exchanged between individuals and groups (Cropanzano & Mitchell, 2005). An individual's cognitive style may play important role in translating information in exchange into positive or negative actions, in their interaction with others. Therefore, this study investigates how cognitive similarity will influence information as part of the exchange of communication between managers and employees.

When managers continually find ways to meet individual employee needs while persuading them to act in ways that are aligned with organizational objectives, employees are more motivated and satisfied (Kitchen & Daly, 2002). Ruck & Welch, (2012) suggested that organizations should focus on internal communication in order to keep employees satisfied and motivated. Communication in the organization allows employees to clarify their individual roles as well as understand the organizational goals and objectives (van Vuuren, de Jong, & Seydel, 2007; Verčič, Verčič, & Sriramesh, 2012; Welch & Jackson, 2007).

Both business and communication scholars regard internal communication as an important issue because it plays a vital role in forming positive attitudes among employees (Gray & Laidlaw, 2004), strong organizational identification (Ruck & Welch, 2012; Smidts et al., 2001), organizational commitment (Jo & Shim, 2005), and favourable communication behaviour (Kim & Rhee, 2011). These attitudes are associated with favourable work outcomes, including increased employee productivity, improved employee performance, organizational effectiveness, and employee engagement and commitment to the organization (Bovee & Thill, 2013; Welch, 2011). Welch, (2011) suggests that all of these outcomes, in turn, result in

decreased employee turnover, and higher employee job satisfaction, motivation and commitment.

Several definitions of internal communication in organizations exist. Welch & Jackson, (2007) define internal communication in organization as a process which occurs between organizational managers and employees. Carrière & Bourque, (2009, p.31) suggest that internal communication in organization is "the full spectrum of communication activities, both formal and informal, undertaken by an organization's members for the purpose of disseminating information to one or more audiences within the organization". On the other hand, Bovee & Thill, (2013), describe internal organizational communication as exchange of information and ideas within an organization. According to Mazzei, (2010, p.221) internal communication in organization is "the communication flow among people within the boundaries of an organization" and it is a two-way process. Although various definitions of internal communication exists in literature, they all agree that internal communication plays as key role in providing efficient flow of information to employees as well as managers in the organization.

Internal communication consists of different types of information (both formal and informal), some related with daily job-related activities, some others related with organizational issues, and others related with general and individual experiences, through the grapevine, in the organization. Employee information needs and resources are mostly bound by manager's ability to share work related information with them in accomplishing work related outcomes. One of the essential workplace relationships experienced by employees is the relationship they have with their

immediate managers (Sluss, Klimchak, & Holmes, 2008). Hence, employees see information provided by their managers as especially critical and valuable (Bartoo & Sias, 2004).

This study focuses on managerial communication within a group at work setting. Specifically, managerial communication refers to the communication interaction between manager and their employees. Managers must provide information about organizational goals, vision, and values as well as specific job and role related information to their employees making employees feel more valued and respected. This will, in turn, encourage employees to work harder in achieving positive work outcomes. When managers effectively communicate their vision, they win the confidence and trust of their employees, which, in turn, improves the level of manager-employee communication satisfaction (Pavitt, 1999). Sharbrough, Simmons, & Cantrill, (2006), report that motivational language used by a manager is related to how employees rate their competence and effectiveness as well as the job satisfaction of the employees. Managers need to build rapport with their employees and constantly evaluate employee inner motivation. When managers are competent in building rapport with their employees, employees become more committed to their tasks and engage more in social interactions with his\her manager (Heintzman, Leathers, Parrott, & Cairns, 1993).

Importance of internal communication in organizations is emphasized by different scholars from different points of view. Each scholar approaches the subject of communication and importance of internal communication from different perspectives and highlights the key role internal communication plays, especially

between manager and employees. Thus, a study on internal communication interactions between manager and employees' and employees' positive work outcomes would further contribute to this area.

2.6.1 Communication Frequency

Communication frequency is defined as the amount of contact between an organization and its employees (Farace, Monge, & Russell, 1977) . It is believed that, the greater the amount of communication with employees, the higher the benefits are within the work environment (Keller, 1994). Frequent communication from managers has been observed to be a key determinant of higher levels of job performance and job satisfaction (Keller, 1994; Kim & Umanath, 1992; Zeffane & Gul, 1993). On the other hand, some scholars believe that, excess communication may lead to organizational dysfunction. According to Ganster & Schaubroeck, (1991), when organizations and managers communicate too frequently, employees can become overwhelmed and experience communication overload. Roberts & O'Reilly, (1974, p.325) observed "a significant negative relationship between communication overload and job satisfaction". Maltz, (2000) argue that, the real picture is more complex. Managers can either communicate too frequently or not frequently enough, causing information overload or misunderstandings with their employees.

Kacmar et al., (2003) observed that manager-employee relationship is amplified by communication frequency (Kacmar et al., 2003). Employees who engage in frequent communication with their managers, because of manager's willingness to share information with an employee, will be more satisfied with their jobs. Therefore,

employees will be willing to contribute beyond their job descriptions to the work outcomes and this will enhance organizational effectiveness.

Westmyer, DiCioccio, & Rubin, (1998, p.27) point out that, "People interact with others to achieve interpersonal goals. However, reasons for communicating with others may differ depending upon the available, preferred, or chosen communication channel". In organizations, preferred channel can also be determined according to the task in question. If a task requires close supervision, communication frequency with an employee will be higher with more managerial input. On the other hand, if a task requires more structured methods to be followed, communication frequency is expected to be low and require less contribution from the manager.

2.6.2 Communication Mode

Communication is goal-oriented and people communicate for a reason. Schutz, (1966) believed that, people engage in communication interactions with others because they need inclusion, control, and affection. Communication mode simply refers to the channel used to transmit a message from the sender to the receiver (Johlke & Duhan, 2000). Stohl & Redding, (1987) suggests that, communication mode is best described by considering the level of formality: formal and informal modes of communication. Formal modes of communication are characterized as impersonal in nature and usually following organization's formal chain of command. In organizations, formal communication modes may involve written documents or structured meetings to communicate with employees. On the other hand, informal modes of communication channels are characterized as being more personalized in nature and flowing outside of formal chain of command. Alternatively, informal communication channels often involve verbal, face-to-face interactions and are

frequently used to help employees achieve individual objectives. They often include hand written notes, hall talk, text messages, the grapevine, one-to-one meetings, off-work meetings (frequently organized to assist social interactions and retain harmony among members in the group) and individualized coaching (Johlke & Duhan, 2000; Maltz, 2000). Patterns of use of formal and informal communication modes may influence employees' perceptions about their immediate manager as well as their organization (Karanges, Beatson, Johnston, & Lings, 2014).

Marrett, Hage, & Aiken, (1975) and Muchinsky, (1977) observed a positive link between managers use of informal communication and employee job satisfaction. Tushman & Nadler, (1978) emphasized the significance of face-to-face communication and stressed that face-to-face communication is the most effective communication mode to use because it allows recipient to have timely exchange of message, quick feedback and evaluation. Aziz, (2008, p.13) defines face-to-face as,

> a kind of communication that takes place between a sender and a receiver, without use of any means of communication, in the same environment and known as the oldest and the most effective type of communication. In face-to-face communication, individuals use both verbal and non-verbal communication in their interactions with others.

Informal communication, especially face-to face communication, allows managers to interact and cooperate with employees much more swiftly, clearly, and accurately in a work setting. This will in turn, contribute to positive work outcomes and will improve employee job performance.

Advanced communications technology has enabled disseminating messages at an accelerated speed through electronic channels such as telephone and e-mail.

However, face-to-face communication still remains superior to electronic modes of communication since use of gestures, body language, and an individual's emotional status during interaction help to communicate the full meaning much more accurately and clearly.

A manager need to have capabilities to develop a communication climate that allow frank and open communication. Managers should have the necessary qualities in communicating with others such as, ability to acknowledge differences in communication and interaction styles, ability to deal with conflicts, and ability to give and receive constructive feedback (Matveev & Nelson, 2004). As Westmyer et al., (1998, p.27) states, "communication competence may be achieved by choosing the most appropriate (i.e., socially acceptable) channel, and the one that will be effective (i.e., accomplish one's goal)". Employees need updated and sufficient amount of information, both formal and informal, from their managers at work, in order to avoid conflict and improve performance in accomplishing positive work outcomes.

Employees at work will be more motivated and productive if information provided to them is accurate, fast and on time. Such information provision is the manager's responsibility. It is very likely that poor communication will reduce employee job satisfaction and performance at work. Karanges et al., (2014, p.38) point out that effective communication occurs when "communication is perceived to be timely (current and received when needed), accurate (can be relied upon and is usually correct), adequate (enough is received to accomplish tasks), and complete (comprehensive and not lacking any significant information)". Managers need to be

aware of their own and others, information needs and requirements in order to improve communication satisfaction. Robbins, (1974) suggests poor communication causes interpersonal conflict between members of an organization. Additionally Thornton, (2001, p.24) state that without doubt "poor communication practices, in both interpersonal communication and formal programs, contribute to creating too many of the problems that increase employee turnover".

The managerial competence in communicating effectively is at the heart of organizational life and one of the most important skills a manager may possess. When one considers the importance of immediate direct managers to an organization, the significance of the communication between manager and employees grows. Hassan, (2011) observed that managers hold approximately 60% of an organization's management positions and directly supervise around 80% of the total workforce. As noted in a recent study carried out by Amabile & Kramer, (2011), the potential significance of communication becomes paramount when one also considers its impact on organizational members.

2.7 Communication Satisfaction

Communication satisfaction is a personal satisfaction obtained from communicating successfully with someone or the satisfaction derived from successfully being communicated with according to Thayer, (1969). Hecht, (1978), describes communication satisfaction as an socio-emotional outcome resulting from communication interactions between individuals. A few years later, Crino & White, (1981) defined communication satisfaction as an individual's satisfaction with various aspects of the communication inflow in his\her organization. A more recent definition of communication satisfaction is proposed by Nakra, (2006, p.42) who

views a "person's satisfaction with information flow and relationship variables within an organization and provides an operational means of determining managers' and employees' comprehensive perceptions of communication in their organizational contexts". When employees' level of communication satisfaction with their immediate manager is high, an employee becomes more productive and efficient; when it is low, an employee is likely to work unproductively and be less efficient. Additionally, outcomes of poor organizational communication results in reduced employee commitment, increased absenteeism, higher industrial unrest, increased turnover and reduced productivity (Hargie, Tourish, & Wilson, 2002). Therefore, employees' communication satisfaction plays an important role on how organization performs in general.

There are different viewpoints about whether the whole organization or only a small part of it should be observed. A proper way to reveal employees' evaluations of work place communication is to look into how satisfied they are with the communication they encounter with their immediate manager in a work setting. Investigation of employees' experiences of how timely, accurate, relevant and adequate the information received from direct managers will provide insights into understanding how satisfied employees are with communication at work.

In order to talk about communication satisfaction, one needs to identify several communication practices taking place between managers and employees. First, there is a two way information exchange between manager and employee. Second, information about the result of an exchange of information (feedback) need to be provided to an employee by their respective immediate manager. Third, sources of

information are important to assess the relevance of the information provided. Fourth, channels of communication used (verbal or written: telephone, meetings, e-mail, bulletin boards) to transmit information (message) to the members are important because, they convey symbolic messages themselves about the social interaction between the manager and the employee. Fifth, sending relevant and sufficient information on time minimizes conflict. And sixth, communication climate, the degree of employees' freedom of expressing their own ideas and opinions, that is whether employees are free to express themselves to their immediate managers about important issues regarding organization and their own personal matters or not. Thornton, (2001, p.25) point out that, "supervisors need to create an environment where employees have the necessary information they need to do their job, where they feel respected and valued and where communication is truly a priority".

Employees' communication satisfaction is regarded as an extremely important issue for both business and communication scholars because of the significant relationship between employees' level of communication satisfaction with their managers and positive work outcomes such as job performance, organizational commitment and job satisfaction (Blau et al., 2005). Manager-employee communication satisfaction refers to the perception employees have about how much their managers listen to them and respect their opinions (Zeffane, 2012). Communication satisfaction between manager and employees improves when employees are provided with necessary information that will help them complete required tasks and uphold organizational values. Therefore, if necessary information is made available to employees by their immediate manager, employees will be more comfortable and

motivated in accomplishing given tasks. Additionally, when employees are satisfied with the communication they have with their immediate manager, they are more likely to stay in the job and have greater job loyalty, organizational commitment, and self-identification (Lee & Jablin, 1995).

Employees' perceptions about organizational communication environment in their organization play an important role in performing assigned jobs. Positive communication climate strengthening good communication among organizational members but it also helps employees level of communication satisfaction to increase. Several researches have indicated that there is a positive relationship between level of satisfaction with information flow and productivity, low turnover and increased employee commitment (Angle & Perry, 1981; Clampitt & Downs, 1993; Hargie et al., 2002; Steers, 1977). Additionally, Varona, (1996) emphasize that the more satisfied employees are with communication in an organization the more committed they are to the organization. Managers who can effectively and clearly communicate their vision gain the trust of their employees, which subsequently improves the level of manager-employee communication satisfaction (Pavitt, 1999).

Research by Yammarino & Naughton, (1988) observed a positive relationship between amounts of time spent communicating and employees' work outcomes such as job satisfaction and hard work. Sias, (2005) emphasized how important it is for employees to receive consistent and adequate information from their managers and links the quality of manager-employee communication to the level of employee job satisfaction. When employees' level of satisfaction with organizational communication is high, an employee become more productive and efficient

according to Hargie, Tourish, & Wilson, (2002). Sharbrough, Simmons, & Cantrill, (2006), reveal a relationship between a manager's ability and willingness to use motivational language and their employee's job satisfaction. Carrière & Bourque, (2009) suggest that, employees' job satisfaction and degree of commitment to their job is closely linked with manager's willingness to communicate and share work related information with their employees. When employees receive necessary information to do their tasks, this can boost efficiency and productivity of employees and organization in general.

Recent research studies in manager-employee communication satisfaction also point out that communication satisfaction further influences corporate identity (Borgerson, Schroeder, Escudero Magnusson, & Magnusson, 2009), motivation (Kazoleas & Wright, 2001a), job satisfaction (Lamb & McKee, 2005; Madlock, 2008), perceived external prestige (Smidts et al., 2001), sense of community (Stein, 2006), and trust (Thomas, Zolin, & Hartman, 2009). Manager's communication competence along with their style of leadership influence employees' communication satisfaction according to Madlock, (2008).

Johlke & Duhan, (2001) in their research on sales managers and sales persons suggested that the quality of communication inflow is directly linked with level of communication satisfaction of a salesperson and communication satisfaction of a salesperson, in turn, positively affects his\her job satisfaction and job commitment. Goris, (2007) argued that subordinates reporting higher levels of communication satisfaction tend to be more satisfied with their employment situation. When employees are satisfied with communication, the more committed they become to

their organization (Varona, 1996). Therefore, these studies suggest that high-levels of communication satisfaction are associated with relatively high levels of job satisfaction.

Both earlier and more recent studies have pointed out the importance of communication and communication satisfaction in influencing both individual and organizational outcomes (Ruck & Welch, 2012), including positive employee attitudes (Welch & Jackson, 2007), organizational identification (Smidts et al., 2001), job satisfaction (Nikolić, Vukonjanski, Nedeljković, Hadžić, & Terek, 2013), and organizational effectiveness (Welch, 2011). Employees who had more successful communication experiences with their immediate manager were more motivated (Gupta & Sharma, 2008). When employees are more satisfied with the communication with their supervisor they are more productive and efficient.

2.8 Cognitive Style

Cognitive style is widely recognized as an important determinant of individual and organizational behavior in the psychology literature, playing vital roles in individual workplace actions as well as in organizational systems, processes and routines (Sadler-Smith & Badger, 1998).

The term 'style' can be understood to refer to an individual's difference in method or process (Rayner, 2000). In psychology, the term 'style' has been used to describe individual differences in psychological structures or observed behavior and attitudes linked with typical forms of functioning (Rayner, 2000). Thus, the term 'style' is related in this specific context to "various aspects of an individual's performance, including cognition, behavior, motivation, communication, learning, teaching, and

organizational behavior" (Rayner, 2000, p.116). Riding & Douglas, (1993), argue that cognitive style is relatively static and Messick (1976) proposed that its influence extends to almost all human activities that link cognition, including social and interpersonal relationships. Witkin et al., (1977, p.15) propose that "cognitive styles are concerned with the form rather than the content of activity". One's cognitive style is recognized as that individual's preferred and habitual approach to organizing, representing and processing information according to Streufert & Nogami (1989).

Cognitive style is defined as "consistent individual differences in preferred ways of organizing and processing information and experience" (Messick, 1976, p. 5). In other words, cognitive style refers to the information processing style of individuals and is usually seen as a dimension ranging from the analytic pole where individuals process information step-by-step to the intuitive pole where individuals process information in more holistic ways based on their feelings and wider perspectives. Witkin et al., (1977) proposed that cognitive style refers to the differences in perception, problem solving, learning, and building relationships. They also suggested that cognitive similarity will lead to better relationships and communication. Personal characteristics of employees are often overlooked when forming groups and teams. This can give rise to disagreements and misunderstandings partly originating from differences in cognitive styles.

Some people look at information more analytically, for example they look for logical connections and objective evidence, some others look at information more intuitively, processing information based on a gut feeling rather than deliberate

reasoning (Goldstein & Blackman, 1978). While cognitive style relates to generalized processing of information, Messick, (1984) suggests that one's cognitive style is intimately interwoven with affective, temperamental, and motivational structures as part of the total personality. Kubes, (1998) argued that cognitive style is almost wholly unaffected by the cultural variables which supports the notion that cognitive style is embedded in the personality of individuals.

Analytic individuals are careful to follow established procedures, prefer to make decisions using a sequential approach, and examine problems systematically (Allinson, Armstrong, & Hayes, 2001). Conversely, an intuitive person would not like to conform, prefer a much quicker approach to decision making, and utilize less structured methods of investigation which focuses less on sequence (Allinson et al., 2001). Cognitive style is often measured on a dimension ranging from intuitive to analytic which can be related to the automatic (System 1) and cognitive (System 2) loops (Sarmány-Schuller & Kuračka, 2012) Specifically, intuitive individuals have a global orientation to information processing and are influenced by the context in which the issue is taking place, prefer dealing with unstructured problems and analytic individuals prefer to process information using a step by step approach, focus on issues independently of their context, like precision and prefer structured problems (Armstrong, Cools, & Sadler-Smith, 2012). Recent studies on individuals' cognitive style highlight the significance and validity of this important construct in human relations.

Cognitive styles are related to the way that individuals interpret and approach the problems as well as how they learn and how they form their relationships with

others. Messick, (1994, p.122), states that, "cognitive styles are usually conceptualized as characteristic modes of perceiving, remembering, thinking, problem solving, and decision making, reflective of information-processing regularities that develop in congenial ways around underlying personality trends".

Witkin et al., (1977) define cognitive style as the individual variations in our patterns of problem solving, approaching new information, and even building relationships and suggests that those who have similar cognitive styles are more likely to have better relationships in terms of interaction and equivalent mode of communication, whereas conflict may be more common among those who have different styles" (Tullett, 1995, p.364), as style differences "yield differences in interests, values, and problem-solving techniques" (Armstrong, Allinson, & Hayes, 2004, p.45).

Cognitive style has been considered as having two end points that represent individual differences in preferred method and processes in solving problems, decision-making and organizing and processing information. Hayes & Allinson, (1994), identified 29 terms used to represent cognitive style dimensions on which it has been differentiated. The terms used to describe two different poles of cognitive style, throughout the literature, which Hayes & Allinson (1994), have also addressed, were as follows: *Levellers-Sharpeners* (Holzman & Klein, 1954), *Field dependence-Field independence* (Witkin et al., 1962), *Intuitive-Thinking* (Myers, 1962), *Reflective-Impulsive* (Kagan, 1965), *Converger-Diverger* (Hudson, 1968), *Serialist-Holist* (Pask & Scott, 1972), *Adaptor-Innovator* (Kirton, 1976), *Analysis-Wholist* (Riding, 1991).

Multiple representations of cognitive styles in literature, by some authors are seen as sheer complexity of cognition (Zelniker, 1989) but some others claim that use of different terms in representation is not because of complexity, rather they are merely different conceptions of a superordinate dimension (Rayner & Riding, 1997), which is commonly labeled "analytic − intuitive" and which is associated with different functions performed by each hemisphere of human brain (Allinson & Hayes, 1996). In line with Trotter's (1986), work on left-brain and right-brain orientation, Wilson (1988) recognized different abilities (functions) associated with either the right side or rhe left side of the brain and added that those abilities (functions) reflects in the characteristic of many cognitive styles. Table 1 below shows Wilson's (1988) classification of styles according to the split-brain typology:

Table 1. Wilson's classification of styles according to the split-brain typology

Left Brain	Right Brain
Field independence	Field dependent
Reflective	Impulsive
Receptive/systematic	Preceptive/intuitive
Focuser	Scanner
Serialist	Holist
Converger	Diverger
Splitter	Lumper

Allinson & Hayes, (1996) adopted Intuitive-Analysis labels in order to distinguish two end points of their cognitive style index instrument, which they "believe genuinely taps the unitary superordinate dimensions of cognitive style hypothesized by many theorists" (Armstrong et al., 2004, p.44). This research study uses 'Analysis' and 'Intuition' labels in order to describe two different poles of processing information. 'Intuition' refers to immediate judgment based on feeling and the

adoption of a global perspective, and 'analysis', on the other hand, refers to the judgment based on mental reasoning and focus on detail (Allinson et al., 2001).

According to Allinson et al., (2001, p.203),

> intuitivists (right brain dominant) tend to be relatively nonconformist, prefer an open-ended approach to problem solving, rely on random methods of exploration, remember spatial images most easily and work best with ideas requiring overall assessment. Analysis (left brain dominant) tend to be more compliant, favor a structured approach to problem solving, depend on systematic method of investigation, recall verbal material most readily and are especially comfortable with ideas requiring step by step analysis.

Individual differences in information processing that are stable over time are labeled as cognitive style (Hayes & Allinson, 1994). Some people look at information more analytically, for example they look for logical connections and objective evidence, some others look at information more intuitively, processing information based on a gut feeling rather than deliberate reasoning. Helping individuals understand how their cognitive style may influence their behavior, how other people's cognitive styles may influence their own behavior, as well as how each may interpret other's behaviors can provide "basis for team building and individual and group counseling activities designed to foster better working relationships" (Hayes & Allinson, 1994, p.67).

According to Kirton, (1987), there is a link between cognitive style of individuals, organizational environment and career preferences. He suggests that, especially in highly bureaucratic organizations, focus is more on precision, reliability and efficiency. This pressures employees to have a tendency to follow structured methods at work and to be more systematic rule-based procedural and disciplined. Thus, employees will be more comfortable in performing requested tasks, especially

if they would like to have a step-by-step approach to completing assigned tasks. This, in Kirton's adoption-innovation qualities, represents attributes of a personality termed adaptor (analytic). When an employee who has an adaptor-analytic personality is "confronted with a problem , he/she will not see the problem as a stimulus to challenge or change the structure within which the problem is embedded. They seek a solution within the structure" (Hayes & Allinson, 1994 p.66). Other members of the organization, naturally, will rely on adaptors in searching for information and ways of doing things better, by engaging in more communication, in order to reduce risk of doing wrong and to have optimum positive outcome. When a few learn from the 'adaptors' majority, they will act like adopters too, thereby fitting into the organization and will be accepted easily by others (Hayes & Allinson, 1994). On the other hand, in an organization where the majority are 'innovative-holistic' employees and these employees will naturally act and perform differently in solving problems, they will reject traditional procedures, their solutions might not be seen as a desirable and will often not be accepted in a bureaucratic organizational environment (Hayes & Allinson, 1994).

Gordon, (1973), administrated a measure of bureaucratic orientation personality trait, Work Environment Preference Schedule (WEPS) to business and economics students, and observed that students who were higher in their analytic orientation and were also more at home with structured, ordered, systematic and relatively impersonal work environments. Such an outcome gives merit to cognitive style theory of individuals and their methods and preferences about how to approach a problem. The implications of such a correlation between cognitive style and Work

Environment Preference Schedule (WEPS) is interpreted by Allinson & Hayes, (1996, p.128), as;

> analysts will subscribe to the bureaucratic norm and thus prefer to follow specific guidelines, favour formal work relationships, value the security of organizational identification and be prepared to accept authority, while intuitivists will prefer freedom from rules and regulations, favour personalized relationships, avoid close commitment to the organization and be prepared to question authority.

In an earlier study carried out by Kirton, (1980), a link was observed between cognitive style of employees' and their preference about in which organizational department they would prefer to work. Kirton, (1980), suggested that, adaptors, who prefer dealing with more structured problems and focus on detail, would prefer to take part in departments which mainly deal with departmental problems most of the time, such as production and accounting and that innovators, on the other hand would prefer adaptation of global perspective, swift in decision making and prefer dealing with unstructured problems, and therefore prefer to take part in departments whose problems arise from outside their own departments, such as sales and advertising. Keller & Holland, (1978) found that, with respect to the functional department an employee is in, an employee might have a better chance to reach higher levels of organizational levels. For example, they found that, innovators in an research and development (R&D) establishment, have reached a higher organizational level, compared to adaptors, and they suggested that, this outcome may to some extent, is related to "the way innovators expressed their competencies more than it rewarded the way adopters typically expressed theirs" (Keller & Holland, 1978).

Research on cognitive styles further point out that cognitive style may influence team/group composition and dyad communication. According to Kirton, (1989,1980)

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cognitive style is embedded in the personality of individuals and since it influences all human activities, including social relationships, it can affect the way people relate to each other. Innovators (intuitivists) see their work environment highly complex and should deal with changing patterns at their work all the time, compare to adopters (analytic) but, adopters see this as a threat and regard innovators as abrasive and as disturbers of the peace (Kirton,1989,1980). "Misunderstandings can occur because innovators attack adaptor's theories and assumptions when they perceive a need to change their view or push them in a particular direction" (Hayes & Allinson, 1994. p.66). Such differences between innovators, who prefer less structured and untraditional methods and, adopters; who prefer structured and traditional methods, may affect work outcomes within a group. When a difference in "cognitive styles leads to conflict, the situation cannot be resolved by the individuals changing their cognitive styles" (Tullett, 1995, p.364). Moreover, a research investigating working styles of individuals observed that in a team composed of both innovators and adopters, working styles of innovators and adopters were very different (McHale & Flegg, 1985; McHale & Flegg, 1986). Additionally, large differences in cognitive style scores between an individual and a group can lead to difficulties in collaboration (Kirton, 1989).

Moreover, "cognitive styles have potentially profound implications for learning and the structuring of knowledge" (Messick, 1994, p.129). There is a shared and accepted view that, "people will learn much more effectively when the learning environment matches their cognitive style" (Hayes & Allinson, 1994, p.67). Ash, (1986) argue that, for business and industrial trainers, learning outcomes can be improved by reaching trainees more effectively by identifying trainees' learning styles and by

supporting them with appropriate instructional strategies. Several studies in educational psychology support the idea of matching the cognitive orientation of individuals and teaching instructions. Trout & Crawley, (1985, p.417) suggested that, "matching cognitive style with instructional strategies will improve educational outcomes". Hayes & Allinson, (1996), observed that matching the cognitive styles of trainers with the cognitive-style orientation of training programs enhances learning outcomes and that mismatching reduces them. Hayes & Allinson, (1996, p.65) believe that "matching learning style and learning activity can improve attitudes towards learning". Beside, Hudak (1985, p.402), argue that "when students are matched with their preferred instructional mode, achievement and satisfaction with learning will be enhanced". However, since educators or instructors at schools need to instruct intact learner/student groups, instructors' awareness about cognitive individual differences will enable them to develop instructional strategies to instruct learners that will have different cognitive styles, improving learning outcomes.

David Kolb, (1984) defined learning as "the process whereby knowledge is created through the transformation of experience" (p. 26) and he categorized individual learning modes/processes as a four-stage cycle that starts with Concrete Experience, passes on to Reflective Observation, then to Abstract Conceptualization and ends with Active Experimentation. A learning style "describes individual differences in learning based on the learner's preference for employing different phases of the learning cycle" (Kolb & Kolb, 2005,p.4). In line with individual preferences in learning (connecting it with earlier experiences), learning may start at any phase in the cycle. Kolb's experiential learning cycle leading to four basic learning styles:

Diverger, Assimilator, Converger, and Accommodator. Each of the four learning styles described below:

Divergers are individuals who have strong imaginative ability, able to look at issues from different perspectives; they are creative, people-oriented and emotional.

Assimilators are individuals who have abilities to create theoretical models, focusing upon validation of the ideas and like dealing with abstract ideas.

Convergers are individuals who have a strong practical orientation, swift in to quick conclusions. They are less emotional and would like to do things rather than dealing with people.

Accommodators are individuals who like to take risks, use trial and error, impatient and solve problems intuitively (Hawk & Shah, 2007; Tanova, 2000).

Allinson & Hayes (1996), tested the cognitive style construct with learning styles of students and conducted a correlation analysis with Learning Styles Questionnaire (LSQ) developed by Mumford & Honey (1982), to observe if there is a correlation with learning styles of individuals and cognitive style dimension. Results point out that students who perceives that they learn through immediate insight resulting from experience, had an action-intuitive cognitive orientation and students who perceives that they learn through reflection and reason had a analysis cognitive orientation.

Turban & Jones, (1988), argue that individuals who have similar perceptions and judgment communicate more and understand each other better and this, in turn, results in better working relationships. Consequently, such relationships become desirable, especially in working life between managers and employees, because it may, to some extent, influence employees' performance at work. Employees who

perceive themselves as similar in perceptions and judgment with their manager become better performers compared to employees who differ in their judgment and perceptions. Leadership and leadership styles may provide us further insight on how leader's style of management may influence manager-employee working relationships.

2.9 Leadership and Leadership Styles

Earlier studies of leadership have attempted to identify the traits or characteristics of effective leaders. The general assumption was that leadership is a trait that only certain people poses. Even today, when we talk about leadership, many people think of highly charismatic individuals, which poses very special traits. However, the search for common traits only resulted in some very general descriptions, such as drive, desire to lead, honesty and integrity, confidence, cognitive ability and business knowledge. The variety and diversity of traits that different leaders actually possess, have led researchers to seek other ways to understand leadership. Latter research focused on behaviors of leaders instead of their traits. Studies at Ohio State University identified "consideration" as one set of behaviors and "initiating structure" as another set of leadership behaviors (Stogdill & Coons, 1957; Stogdill, 1965). Others have identified "people-oriented" versus "task-oriented" leaders. University of Michigan studies, for example, identified two distinct leadership styles: "employee oriented" and "job centered" (Likert, 1961). As we can see, the behavioral approaches to leadership discussed leadership behaviors that focus on building relationships on the one hand and pushing the employees to be more productive on the other hand.

Organizations differ by management values, culture and practice which, in turn, shapes how employees are motivated, rewarded, and communicated. The widely known management models in literature are 1-autocratic, 2-custodial, 3-supportive and 4-collegial. Each model has its own managerial characteristics which distinguish one from the others. Autocratic model uses power to demand and employees must obey and follow rules; or else they are punished. It assumes that management knows best and believes that employees need to be directed, persuaded and pushed to follow management orders (Newstorm & Davis, 1993).

However, change in societal values made it necessary to look for alternative ways to manage people in organizations. Rule dependent and non-participative nature of autocratic management have led employees to feel insecure and frustrated and in search of better quality work life and job security. Custodial model of management offers employees job security to motivate them to work productively and to feel happy and cared for. However, even here we don't have strong motivation and employees are just passively cooperating with their organization. (Newstorm & Davis, 1993).

The supportive model believes, management consider employees as the most important assets of the organization, build high quality relationships with them, allow them to participate in decision making, and develop in them a drive to contribute to the organization. In such an environment employees will feel more valued and get more involved in the organization (Newstorm & Davis, 1993). As managers move away from autocratic management to custodial and supportive approaches, managerial practices around the world may bring organizations to a point where

employees will be regard as partners (Newstorm & Davis, 1993). This management model is termed Collegial and here employees are seen as joint contributors rather than workers.

2.10 Transformational and Transactional Leadership and Leader-Member Exchange (LMX)

There are extensive research undertaken in many different organizational contexts regarding leadership, leadership styles and leader-member exchange. Leadership has been observed to influence employee attitudes, efforts, in-role performance, and commitment to the organization (Nguni, Sleegers, & Denessen, 2006). Leadership studies assumes that the nature and the quality of the relationship between a leader and a follower is determined and shaped by leader's behavior to a protégé (Howell & Hall-Merenda, 1999).

Transformational leadership and their effects on motivating employees at work (Liu, 2007) are popular topics in contemporary leadership literature. Some scholar view transactional and transformational leadership as situated at the opposite ends of the leadership continuum (Bass & Avolio, 1994; Yammarino, 1993, Burns, 1978). Yet, some others believe that transactional leadership and transformational leadership are complimentary rather than being two distinct end points on a leadership continuum (Bass, 1985). More recent studies emphasized the mutual nature of the exchange between the manager and the employee and point out that transformational leadership would be ineffective in the total absence of a transactional relationship (Bass et al., 1990; Goodwin, Wofford, & Whittington, 2001).

According to Bass, (1997, p.132),"at an individual level of measurement, each individual leader has a profile of transactional and transformational scores that can be reliably and validly discriminated from the norms for his or her group". Transactional leadership and transformational leadership differ from each other and the difference is based on the leaders preference regarding how to "motivate followers and how to appeal to the followers' values and emotions"(Burns, 1978, p.147). Burns, (1978, p.147), explains the distinct difference between transactional and transformational leadership as follows:

> transactional leadership motivates followers by appealing to their self-interest and it is based on exchange relationship, whereby follower compliance is exchanged for expected rewards. Transactional leadership entails the exchange value of things with no mutual pursuit of higher order purpose or just enough to produce minimum organizational production. This form of leadership may produce an efficient and productive workplace but is limited compared to transformational leadership. In contrast to transactional leadership, transformational leadership entails raising the level of motivation of their followers beyond exchange values and thus achieving a higher level of performance and followers' self-actualization.

Transformational components of leadership suggested by (Bass, 1985, 1997; Nguni et al., 2006) are as follows:

Idealized Influence (Charisma): those leaders who are admired as role models by followers by having attractive visions. They emphasize importance of purpose; inspire enthusiasm and optimism to followers.

Inspirational Motivation: those leaders who articulate an appealing vision for the future, talk positively, encourage followers and point out what needs to be done to be consistent with that vision.

Intellectual Simulation: those leaders who criticize prior assumptions, traditions and beliefs and inspire and motivate followers to engage in new ways of doing things, encourage and create understanding of new ideas with reasons. Transformational

leaders point out problems with the current situation and offer new and better ideas to strengthen their own vision.

Individualized Consideration: those leaders who care about people as individuals, consider their individual needs, abilities and aspirations as well as how much mentoring, coaching or even teaching is needed. The amount of personal attention and personal advice link to follower's perceptions about leader's approach to solving problems and coaching orientation.

On the other hand, transactional components of leadership (carrot or a stick) suggested by (Bass, 1985, 1997; Nguni et al., 2006) are as follows:

Contingent Reward: performance-reward based approach to leadership to set goals by leader. Leader provides rewards to followers when performance goals are met.

Active Management by Exception: those leaders who like to closely monitor followers' actions and correct if deviation occurs. Impose rules to avoid mistakes.

Passive Management by Exception: those leaders who fail to intervene and take action to solve problems and are usually informed by others when problems become serious.

Laissez-faire leadership: those leaders who avoid accepting responsibilities, fail to make important decision, absent when there is a need for coaching and fail to follow up requests.

There are several research studies that have linked transformational leadership and Leader-Member Exchange theory (LMX) (Basu & Green, 1997; Deluga, 1992; Howell & Hall-Merenda, 1999) Deluga (1992) argued that it is transformational rather than transactional leaders who foster higher-quality relationships (LMX) with

individual members of a group. A leader's charisma and individualized consideration, combined with a transformational leadership, may to some extent, result in employees working better and beyond their formal job descriptions and this would help strengthen relational ties with the leader (Wang, Law, Hackett, Wang, & Chen, 2005). Howell & Hall-Merenda, (1999), observed that while investigating LMX, transformational leadership and three different types transactional leadership, all significantly influence LMX quality, it is the transformational leadership that exerts the most positive influence. Considering that a leader has a range of transactional and transformational motivation methods available for his use, in-group members will experience more transformational leadership behaviors from their managers and out-group members will experience more transactional leadership behaviors from their managers. Research linking the transactional - transformational leadership paradigm with culture observed that transactional leadership behaviors are more popular in individualistic cultures and transformational and high-quality LMX behaviours are more popular in collectivist cultures (Jung, Bass, & Sosik, 1995).

Liu, (2007, p.5), when addressing the intrinsic-extrinsic motivation, argued that "transactional leaders who use rewards to exchange for followers' compliance only develop followers' extrinsic motivations. Economic exchange can only externally motivate followers to the extent that specific behavior is directly rewarded and the amount of rewards is more than the cost of engaging in the behavior." On the other hand, transformational leaders who uses social exchange relationship to motivate followers, develop followers' intrinsic motivations (Cardona, 2000). Transformational leaders aim to motivate followers to focus on the larger collective cause rather than on self-interest (Wang et al., 2005). "Individuals who are

intrinsically motivated to fulfill a collective vision without expecting immediate personal and tangible gains may be inclined to contribute toward achieving the shared workplace goal in ways that their roles do not prescribe" (Wang et al., 2005, p.421).

"Leaders convey role expectations to their followers and provide tangible and intangible rewards to those who satisfy these expectations. Likewise, followers hold role expectations from their leaders, with respect to how they are to be treated" (Wang et al., 2005, p.421). Benabou & Tirole, (2003), treat incentives not only as monetary or extrinsic rewards but also as intrinsic incentives as well. The principal may use ego boosting where the manager may boost or protect the self-esteem of the employee. On the other hand, we also see that in many dyadic relationships there is the incidence of ego bashing where the manager "may criticize or downplay the achievements of the subordinate" (Bénabou & Tirole, 1999, p.3). Managers may not wish to make complementary comments to every employee because in such a situation they would lose credibility. Thus to increase the value of boosting as an incentive, they may feel that they need to practice adequate amount of bashing.

Leader-Member Exchange theory provides insights for understanding the quality of relationships between dyads, especially in work groups. Leader-member exchange theory is based on the assumption that each relationship which the manager builds with each of his/her employees differ from each other in quality. Employees who are in managers' in-group experience a more transformational leadership style compared to employees who are in managers' out-group and who experience a more transactional leadership style. On the other hand, a leader would probably be less

likely to use ego bashing with the employees in their in-groups compared to out-group employees and thus, this may lead to reports of increased communication satisfaction.

2.11 Leader-Member Exchange (LMX) Theory

There are many diverse theories and models regarding leadership and relationships between managers and employees. Some of them offer insights about effective leadership, some others offer insights about dyadic relationships between manager and employees. In this study, focus will be on the Leader-Member Exchange (LMX) theory and how it conceptualizes in-group/out-group status of employees. Such a distinction helps to explain the observed differences in a manager's relationships with employees in his/her work-team that is, if an employee is a part of the in-group, the work relationship between the manager and employee will be more trustworthy, reliable and strong, on the other hand, if an employee is part of the out-group of a manager, work relationship between them can be less trustworthy, reliable and strong. Brunetto & Farr-Wharton, (2004, p.582) stated that, "it is important to examine the level of satisfaction with the relationship between managers and employees because it is a major indicator of efficiency and organizational effectiveness".

Differences among the relationships a manager builds with his employees may be linked with differences in personality types. Myers & Myers (1980) suggested that the understanding of personality types is useful in human relations, specifically in dyads such as relationships between work colleagues and couples. According to Liden & Graen (1980), a managers will select a few employees with whom they think they can form better relationships and will support these employees more. The

reasons for selecting specific employees perhaps involve dyad members sharing common personality attributes, which in turn foster interaction between the manager and the employees.

One of the early studies on leadership is the Average Leadership Style (ALS) approach carried out by Dansereau et al., (1973). Their attempt was to find out best Average Leadership Style (ALS) by focusing on leaders themselves as a unit of study. The research was based on the assumption that managers behaved towards all group members essentially in the same manner and employees reacted to this treatment in essentially the same manner too (Dansereau et al., 1973). According to Burns & Otte, (1999), Average Leadership Style (ALS) suggests that managers behave in the same prescribed manner toward each group member and members of an organizational unit report to the same leader are homogenous in prescriptions, interpretations and reactions. On the other hand, Dansereau et al., (1975) argued that leaders actually form different supervisory relationships with each of their employees who report to the same manager. They pointed out that in-group employees, who are treated more favorably by their manager, were receiving more information, support, understanding and manager is more open to them. On the other hand, the out-group employees, who are treated less favorably by their manager, were receiving less information, support, understanding and manager is less open to them. This approach was originally known as Vertical Dyad Linkage (VDL) (Dansereau et al., 1973) but is now called Leader-Member Exchange Quality (Graen, Novak, & Sommerkamp, 1982). The LMX employees are divided into two: the in-group employees, where there is high trust and support, and the out-group employees, where there is low trust and support (Dienesch & Liden, 1986).

2.11.1 Leader-Member-Exchange and Manager-Employee Relationships

In mid 70's, "Vertical Dyad Linkage (VDL) theory was introduced, focusing on the dyadic relationships between a manager and each of his/her employees. Since then the theory has evolved into Leader-Member-Exchange (LMX) theory (Bauer & Green, 1996), a dyadic approach to understanding manager-employee working relationships. Dyad means interaction of two individuals and in the LMX theory context the two individuals refer to a manager and an employee. The quality of the exchange between the manager and the subordinate has significant consequences not only for the individuals but also for the organization (Allinson et al., 2001).

Bauer & Green, (1996), have suggested that dyadic relationships and work roles are developed or negotiated over time through a series of exchanges or interactions between a manager and an employee. Dansereau et al., (1973) investigating leadership and turnover among supervisors suggested that behaviors of leaders depend upon how leaders perceive their level of relationship with his/her particular members. According to Fairhurst, (1993, p.321), "leadership relationships develop because there is mutual trust, internalization of common goals, extra contractual behavior and rewards, and mutual influence and support".

Quality of the relationship between a leader and a member is subject to longevity of the interaction. The more time a member spent with a leader in a work place the more they get to know each other and usually the higher the quality of the relationship between them. Consequently, leaders form relationships of varying quality with different employees that is, some of these relationships will evolve into high-quality exchanges typified by high levels of mutual trust and respect, and others

will be of lower quality and based primarily on the formal employment contract (Bauer & Green, 1996; Erdogan & Enders, 2007). Likewise, development of a matured dyadic relationship between a manager and an employee results in higher degrees of mutual trust, common understanding and respect within the relationship, resulting employees to engage in more responsible activities than they otherwise would (Graen & Uhl-Bien, 1995). According to Graen & Uhl-Bien, (1995, p.232),

> leaders can count on the followers to provide them with partnership assistance when needed. For example, they may rely on a follower to take on extra position assignments without pay and/or provide honest, constructive criticism where others may feel intimidated. Likewise, followers may rely on the leaders for needed support, encouragement, and career investments. It is mutual trust, respect, and obligation toward each other which empowers and motivates both to expand beyond the formalized work contract and formalized work roles: to grow out of their prescribed jobs and develop a partnership based on mutual reciprocal influence.

Graen, Cashman, Ginsburg, & Schiemann, (1977, p.502) argued that "subordinate members of in-groups who develop leadership exchanges with their bosses have greater influence on their bosses and receive more latitude, support, and attention from their bosses than their colleagues who fail to develop leadership exchanges". Employees who are in low quality LMX relationships will have little freedom of expressing themselves and will have less support compared to employees who are in high quality LMX relationships and will be more enthusiastic to do things differently and more productively. When managers and employees engage in long term relationship, the information asymmetry between the manager and the employee will be lower leading to quality LMX according to Eisenhardt, (1989). Beside, managers who invoke high quality LMX relationship exchanges with some group members, may want those members to participate in tasks that requires more enthusiasm, rigor and innovativeness, rather than expecting those members to perform to their full potential with what is already structured (Tierney, Farmer, & Graen, 1999).

2.11.2 Leader-Member-Exchange (LMX) and In-group/Out-group Status

The Leader-Member Exchange (LMX) theory supports the notion that, some employees in a work group, i.e. some members that are considered in-group, receive more support from their immediate manager than the other, out-group employees in the same work group. According to Liden & Graen, (1980), managers will select a few employees which they think they can form better relationship with, and will support these so-called in-group members more. This distinction generated by the manager; forms the base for Leader-Member Exchange (LMX) theory. Kacmar et al., (2003), have argued that employees in a high-quality LMX relationship with their managers will communicate more frequently with their managers, causing quality of LMX relationship between manager and employee become stronger.

Allinson et al., (2001, p.202) argued that "leader exchanges with both in-group and out-group subordinates tend to become established quickly and then remain stable". Liden & Graen, (1980) in studying Vertical Dyad Linkage (VDL) among managers and foremen have found that, "members who have high quality exchange with their supervisors carry out tasks that go beyond the written job descriptions. These people have been selected by the supervisor because s/he feels that they can be trusted in dealing with responsibilities going beyond the formal employment contract" (p.464). In addition, Allinson et al., (2001) pointed out that, in-group members (the ones who gain more respect, trust from their supervisor) receive more time, support and care from their leader as compared to out-group members (the ones who have less attention, respect and trust). Out-group members receive less support and care and deal with more routine tasks and have a distant and formalized relationship with the manager. In a study conducted by Dansereau et al., (1973) on leadership and

turnover among leaders, it was observed that behaviors of leaders depended upon leader's relationships with his/her particular members, that is to say exhibited behavior of a leader will likely be more homogenous and consistent toward particular members than toward members in general.

Research on Leader-Member Exchange (LMX) and communication (Kacmar et al., 2003; Lee, 1997) observed that frequency of communication among dyads is associated with high-low quality of LMX relationship. According to Kacmar et al., (2003, p.765) "communication style between supervisors and subordinates has been found to differ in high and low-quality LMX relationships". In parallel, it was observed that the higher the LMX, the more cooperative the communication; the lower the LMX, the more competitive the communication as perceived by the members in their interactions with their peers within a work group (Lee, 1997). Level of leader-member exchange quality between manager and employees, is a determinant of exchange of resources. Since managers will have limited resources to share with their employees, allocation of resources to employees might not be fair in a work group. The most valuable resource employees seeking are communication, communication to achieve goals and work outcomes in a workplace. Managerial competence in communication with all employees regardless of whether an employee is in-group or out-group, is desirable and for a group synergy, manager should build good relationships with all group members.

Eisenhardt, (1989) argue that when manager and employee engage in a long-term relationship, it is likely that manager will learn about employee and so will be able to assess the behavior of employee as opposed to the outcomes. In line with LMX

theory, we would expect managers to spend more time with their employees who are part of the in-group. In these kinds of relationships, the manager will be in a better position to assess the behavior of the employee. However, when the manager does not spent much time with some of the employees, the information asymmetry between the manager and employees will be greater. In these situations, the manager will be likely to assess outcome rather than the behavior of the employee.

2.12 Hypothesis Development

According to the similarity-attraction paradigm, similar cognitive styles would lead to increased liking, and therefore to higher quality dyadic relationships (Byrne, 1971; Graen & Uhl-Bien, 1995; Myers & Myers, 1980). As cognitive styles influence how precisely people perceive, concentrate, and how they behave in working towards the achievement of set targets (Sarmany-Schuller & Simuth, 2006), we can expect that managers and employees who look at issues from a similar perspective would be able to communicate more effectively compared to those who are dissimilar.

Parties in a relationship have mutual positive attitudes when they share a similar cognitive style (Cooper & Miller, 1991), and they report not only higher satisfaction with the relationship (Cooper & Miller, 1991; Handley, 1982a), but also more effective interpersonal relations (Handley, 1982a). Turban & Jones, (1988), observed that when employees perceive their manager as having similar characteristics to themselves, they are more likely to feel more confidence and trust in the manager; and employees will be clearer about their roles.

Although studies in the person-environment fit literature have shown support to the idea that manager and employee congruence in personal characteristics lead to better

work outcomes (Kristof-Brown, Zimmerman, & Johnson, 2005), some other studies indicate the performance of dissimilar dyads may be better due to a complimentary fit. For example, in a study among managers and employees in an assisted living and healthcare organization, incongruence in control dimension (dominant vs. submissive) improved subordinate satisfaction (Glomb & Welsh, 2005). Another study among accounting students demonstrated that when individuals who pay attention to physical reality and focus on details (analytic) are placed in a dyad with those who pay attention to impressions and patterns (intuitive), they performed better in a complex decision task compared to homogeneous dyads (Cheng, Luckett, & Schulz, 2003). There are also some conflicting results in the literature on what happens when the direction of the incongruence is different. Some studies show that analytic managers are preferred even by intuitive followers (Armstrong et al., 2004) whereas others report that intuitive managers are more liked by analytic followers (Allinson et al., 2001).

There are some disagreements between earlier (Cooper & Miller, 1991; Handley, 1982b; Turban & Jones, 1988) and more recent (Allinson et al., 2001; Armstrong et al., 2004; Glomb & Welsh, 2005; Kristof-Brown et al., 2005) studies on whether similarity of cognitive style will lead to better communication satisfaction or whether a manager with a certain cognitive style will be preferred by all employees regardless of employee cognitive style match or mismatch, or whether a complimentary cognitive style where differences will improve the communication satisfaction, in the high context cultural environment that we conducted our study, we expect that similarity will lead to improved communication satisfaction. Therefore, we hypothesize that:

Hypothesis 1: The level of similarity between the employee and manager cognitive styles are at either intuitive or analytic ends of the spectrum will be related to higher communication satisfaction.

Managers and employees can be congruent at either a high analytic cognitive style dyad (analytic manager supervising analytic employee) or at a high intuitive cognitive style dyad (intuitive manager supervising intuitive employee). Intuitive employees seek out quick solutions to problems, and are swift in decision making, handling emergencies quickly even when there may be limited information, instead of looking for a certain sequence of tasks. Previous researchers have also speculated whether preference for intuition (as a cognitive style) would lead to less information search (Čavojová & Hanák, 2014). When "an intuitive employee teams up with an intuitive manager, their common understanding of how to react to their work environment and communication may encourage them to develop better communication" (Erdil & Tanova, 2015, p.180). So, we expect more communication and higher communication satisfaction between employees and managers who have intuitive cognitive styles.

Individuals who have analytic cognitive style become more rule and procedure dependent rather than going "out of the box" while handling assigned tasks. When an analytic employee teams up with an analytic manager, their common understanding of how to react to work environment and communication may encourage them to have less communication because both will follow what is already structured in order to accomplish assigned tasks. Such individuals may be more reluctant to ask for help, may not freely express their own opinions about certain issues, will not use any initiatives to tackle problems, and most importantly they may become withdrawn.

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Thus, we expect that communication satisfaction will be higher when both manager and employee are intuitive but comparatively lower when both manager and employee are analytic even though in both intuitive – intuitive and analytic – analytic dyads the communication satisfaction will be better compared to incongruent dyads,

Hypothesis 2: When both manager and employee are high in intuitive cognitive styles, the communication satisfaction is higher compared to the communication satisfaction when they are high in analytic cognitive styles or when they have incongruent cognitive styles.

We argued above that when both sides are intuitive cognitive style congruence may not result in the same outcomes as when both sides are analytic. Similarly we can expect that when the manager is intuitive and the employee is analytical, incongruence may lead to different outcomes than when the manager is analytical and the employee is intuitive. In other words, it is not just similarity or dissimilarity that influences the manager-employee relationships, but whether the side with higher status is analytical or intuitive.

Some studies observe that intuitive individuals are more likely to rise to managerial positions (Armstrong et al., 2012; Armstrong & Priola, 2001). This may be due to the fact that intuitive managers seem to be more readily accepted by both intuitive and analytic colleagues, however analytic managers may have more difficulty in being accepted especially by intuitive employees (Armstrong & Priola, 2001). An analytic manager (e.g. task oriented) will focus more on formal procedures and will not be likely to initiate more social-emotional acts towards his/her intuitive employees while communicating. So we believe that satisfaction gained from

communication interaction between analytic manager and intuitive employee will be low. On the other hand, when there is incongruence where manager is intuitive, the intuitive manager will be able to initiate social-emotional acts towards his/her analytic employees, and will be respected and liked by analytic as well as intuitive employees. Intuitive managers may balance formal procedure with constructive communication interactions through informal communication practices, thus satisfaction gained from communication interactions between intuitive manager and analytic employee is expected to be higher. A study carried out by Armstrong & Priola, (2001), demonstrated that when intuitive individuals are teamed up with analytical colleagues, they engage in better communication practices using both verbal and non-verbal communication, and thus analytic colleagues are satisfied with communication with intuitive colleagues. On the contrary, when analytic individuals are teamed up with intuitive individuals, analytic colleagues engage in more task oriented behaviors, more formal communication practices, obey procedures and may have over reliance on the explicit knowledge. We expect this to be valid and perhaps amplified in the way employees perceive the communication effectiveness of their managers, the intuitive employees are likely to be less tolerant toward analytic managers whereas analytic employees, although their first preference is an analytic manager, will be more tolerant towards an intuitive manager.

Thus, although as we have argued in hypothesis 1, the incongruent dyads are expected to have lower communication satisfaction compared to congruent dyads in general, we further expect that communication satisfaction will be higher when manager is intuitive and employee is analytic, and comparatively lower when manager is analytic and employee is intuitive.

Hypothesis 3: When the manager is intuitive and the employee is analytic, the employee communication satisfaction is higher compared to settings where the manager is analytic and the employee is intuitive.
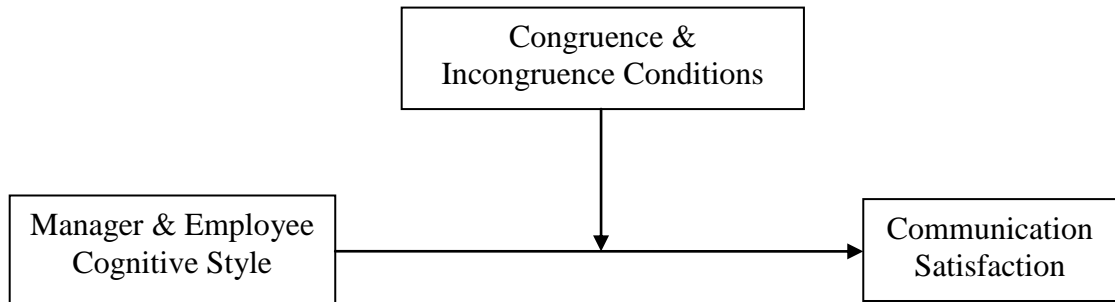
Figure 1. Conceptual model 1

Table 2. Summary of expected relationships (H1 to H3)

Condition	Congruence/Incongruence	Manager	Employee	Expected Communication Satisfaction	Hypothesis
1	Congruence	Intuitive	Intuitive	Highest	H1 & H2
2	Congruence	Analytic	Analytic	High but lower than condition 1	H1 & H2
3	Incongruence	Intuitive	Analytic	Low but higher than condition 4	H3
4	Incongruence	Analytic	Intuitive	Lowest	H3

Theoretical ground of LMX is based on 'dyadic relationships and work roles' among parties who are taking part in a relationship. Dansereau et al., (1973) suggested that behaviors of leaders depend upon how a leader perceives his/her level of relationship with his/her particular members. According to Fairhurst, (1993,p.321) "leadership relationships develop because there is mutual trust, internalization of common goals, extra contractual behavior and rewards, and mutual influence and support".

In line with LMX theory, we would expect to see better relationships to be built by managers who interact with employees whom they perceive as behaving, perceiving, and judging similarly in a given situation. In such a case, cognitive style similarity of

individuals may play a prominent role in having high-quality LMX relationship among dyads. Naturally, people who are alike each other may spent more time together, understand each other better, and may assess each other's behavior better, which might be a desirable setting when achieving progress at work. Therefore, we posit that:

Hypothesis 4: There is a positive relationship between congruent cognitive styles of manager and employee and high-quality Leader-Member Exchange (LMX) relationship between manager and employee.

Lee, (1997) suggests that the higher the LMX quality, the more cooperative the communication is and that the lower the LMX quality, less cooperative the communication is, as perceived by employees in their interactions with their peers within a work group. "Employees who are in high quality LMX relationships tend to communicate more with their managers as compared to employees who experience low quality LMX" (Ramos, 2003, p.33). Information shared in high-quality LMX is also found to be more frequent, personal, and less formal (Fairhurst & Chandler, 1989; Fairhurst, 1993; Krone, 1992; Scandura & Graen, 1984; Waldron, 1991). Employees who have high quality LMX relationships with their managers tend to be more comfortable expressing their ideas/views to their managers (Kassing, 2001). Kacmar et al., (2003, p.765) have argued that "the more frequently a subordinate in a high-quality LMX relationship communicates with his or her supervisor, the more reinforced the supervisor feels about the strong relationship that has been built". Therefore, high quality LMX relationship between manager and employee should improve the level of communication satisfaction among manager-employee dyads. Thus, we posit that:

Hypothesis 5: There is a positive relationship between high-quality Leader-Member Exchange (LMX) relationship and employees' level of communication satisfaction.
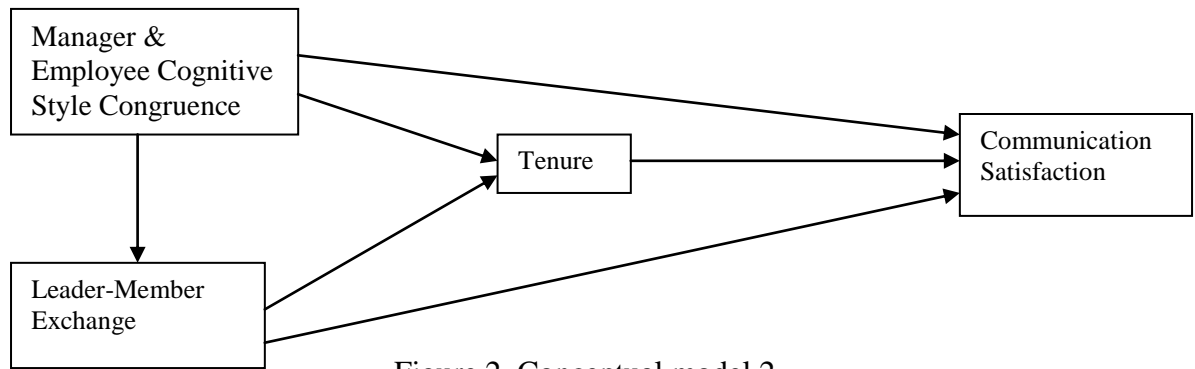
Figure 2. Conceptual model 2

Table 3. Summary of expected relationships (H4 & H5)

Condition	Congruence/ Incongruence	LMX	Communication Satisfaction	Hypothesis
1	Congruence	High		H4
2	Incongruence	Low		H4
3		High	High	H5
4		Low	Low	H5

In scholarly literature the word 'Tenure' has been used by some to refer to the number of years in the organization, yet some others use it to refer to the number of years spent with immediate managers in organization. (Eisenberger, Stinglhamber, Vandenberghe, Sucharski, & Rhoades, 2002). In our study, we have used the word 'tenure', to refer to number of years spent with immediate manager in an organization.

Given the sophisticated nature of the personal relationships, employees' willingness to actually take part in communication interaction with their immediate managers may depend on the extent to which employee perceive that their managers are open

to them and provide the support that is needed to preserve good relationships. Manager's supportive interaction may urge employees to have a greater sense of control over and understanding of the work roles in workplace. Malatesta, (1995) observed that when there is supervisory support provided by immediate managers, this in turn results in an increased extra-role performance exerted from employees. Thus, we may suggest that, the more manager and employee interact with each other, the more exchange of ideas and higher the communication satisfaction.

In organizations, forming good relationships between manager and employees may be linked to amount of time an employee spends interacting with his\her manager: the more the communication, the closer an employee feels to his\her manager. As years goes by, number of interactions between the manager and the employee increases, resulting both parties in a dyad to be able to determine whether both are using similar cognitive processes in judgment and processing information in solving work related problems. Thus, one would expect that there would be more common exchange experiences for both parties based on congruent cognitive processes used in information processing providing more space for better communication interaction to be present within dyad. When that happens, both manager and employee are more likely to evaluate their exchange relationship similarly, leading to greater communication satisfaction. Research by Yammarino & Naughton, (1988) state that when managers and employees interact more and communicate more, this, in turn, results in positive work outcomes as employees become more productive and their job satisfaction levels increase. According to Sin, Nahrgang, & Morgeson, (2009, p.1049), "the opportunity to engage in relationship exchanges is a direct function of the length of time the dyad has worked together".

Additionally, we will investigate the mediating effect of LMX and tenure on the relationship between congruent cognitive styles of manager and employee and employees' level of communication satisfaction to see how these two variables influence the level of employees' communication satisfaction with their immediate manager.

Table 4. Summary of expected mediation relationships.

Direct Relationship	Mediator
Manager & Employee Cognitive Style Congruence to Communication Satisfaction	LMX
Manager & Employee Cognitive Style Congruence to Communication Satisfaction	Tenure
Manager & Employee Cognitive Style Congruence to Communication Satisfaction	Tenure & LMX

This chapter has briefly laid down management theories, reviewed the literatures on communication, organizational communication, internal organizational communication, communication satisfaction, cognitive style, leadership and leader-member exchange. This review provided support for each of the current study's hypotheses related with organizational communication satisfaction, individuals' cognitive style similarity, and leader-member exchange theory.

There is much evidence in literature that supports the hypothesis that high level organizational communication satisfaction will lead to positive employee outcomes. High or low satisfaction levels are perhaps linked to the amount of interaction between a manager and an employee and they bring different dynamics to communication within a dyad. Here, it is the combination of both manager's and employee's contributions to communication that will generate positive work

outcomes such as job satisfaction. When employees receive all the necessary information to do their tasks, this can boost the efficiency and productivity of the employees and of the organization. When employees' level of communication satisfaction is high, an employee becomes more productive and efficient (Hargie et al., 2002). As stated earlier, individuals who carry similar characteristics may communicate better (and more) with each other. Therefore, we suggest that when a manager and an employee are congruent in their cognitive styles, this will lead to improved communication satisfaction as compared to a manager-employee dyad where both sides have incongruent cognitive styles. In high-context cultures, such as the Turkish culture, where the social context of interactions is much more important, cognitive style similarity may play an even more important role. In this current study, cognitive style similarity and difference will be investigated under four different settings in relation to organizational communication satisfaction between manager and employees.

Identification of factors that can determine the status of in-group/out-group and the building of good relationships with group members would increase managerial communication, thus helping to build high quality relationships with his/her employees. It is important to look into whether Leader-Member Exchange (LMX) and tenure; the amount of time spent with manager, mediate the relationship between congruent manager-employee cognitive styles and employees' communication satisfaction.

Chapter 3

METHODOLOGY

This chapter reviews the fundamental elements of this research study in seven sections; research methodology, research procedures, research design, population sampling data collection procedures, data analysis and control variables.

3.1 Research Methodology

In order to understand bank employees' level of communication satisfaction with respect to congruent and incongruent cognitive styles between managers and employees, descriptive, relational and comparative models were utilized in this study. Fig.1 and Fig.2 illustrates the conceptual models. To enable this, the present research study utilized quantitative research methodology.

In line with quantitative research methodology, bank managers and bank employees have received two separate sets of data collection instruments.

The questionnaire set for managers included the following:

An introductory letter (a signed letter from the investigator explaining the aim of the study to participants), Cognitive Style Index (CSI), and 6 demographic questions (see Appendix F).

The questionnaire set for employee included the following:

An introductory letter (a signed letter from the investigator explaining the aim of the study to participants), Cognitive Style Index (CSI), Leader-Member Exchange (LMX-7, employee version), Communication Satisfaction Questionnaire (CSQ) (total of 41 questions excluding Subordinate Communication (SubC) section) and 6 demographic questions (see Appendix G).

Descriptive statistics results (sample size, minimum and maximum scores, means and standard deviations) have been reported in Chapter 4.

In line with the comparative model, since demographic differences could also influence communication satisfaction, cognitive style and LMX, participants in different demographic groups were compared in terms of their communication satisfaction, cognitive style and LMX quality. Possible effects of demographic variables on communication satisfaction, LMX quality and cognitive style were tested using Analysis of Variance (ANOVA). We also run initial comparisons of groups that were congruent and incongruent in cognitive style and the communication satisfaction using ANOVA. Subsequently, in line with the relational model, correlations between the study variables were carried out to see how LMX quality may be related to communication satisfaction, and to cognitive style, in addition to control variables. More advanced regression analysis was carried out using path models. The investigation of cognitive styles of the members of the dyad and the employee communication satisfaction was carried out using polynomial regression with a surface analysis.

3.2 Research Procedures

This research study utilized quantitative research methodology and used self-report questionnaires for data collection. The independent variables were cognitive style congruence\incongruence, Leader-Member Exchange (LMX), and tenure. The dependent variable was employees' communication satisfaction level.

The research was conducted in two stages. First, congruent/incongruent cognitive styles of manager and employee and level of communication satisfaction was analyzed to see whether similarity or difference at intuitive and analytic ends of the dimensions results different levels of communication satisfaction between manager and employee.

Second stage of the study observed if the quality of Leader-Member Exchange (LMX) between manager and employee depends on whether an employee has a similar cognitive style orientation with their manager or not. Additionally, the study also investigated how the LMX relationship between manager and employee may mediate the relationship between congruent cognitive style of manager and employee dyad and the employee communication satisfaction.

3.3 Research Design

Our research design involved three levels of investigation. At the highest level there were three banks where the study was carried out. At the second level there were units within each bank. Each unit had one manager and a group of employees reporting to the manager. At the third level there were the individual employees. The communication satisfaction of the employee may be explained by the overall

organizational culture of each bank, by the dyadic relationship with the manager, and by the individual characteristics of the employee.

Our study design included the three different banks to control for the possible role of the bank level factors. In order to investigate the dyadic manager-employee relationships, our research design matched the data from each employee with the data from their manager. In our analysis, this dyadic relationship was investigated by the Polynomial regression with surface analysis to preserve the dyadic multilevel relationship. Our research design also analyzed the individual level factors such as the demographic factors like gender, age, and length of employment (see Fig. 3). We employed an explanatory quantitative correlational and cross sectional design, taking the multilevel nature of the data in institutions, units and individuals into consideration.
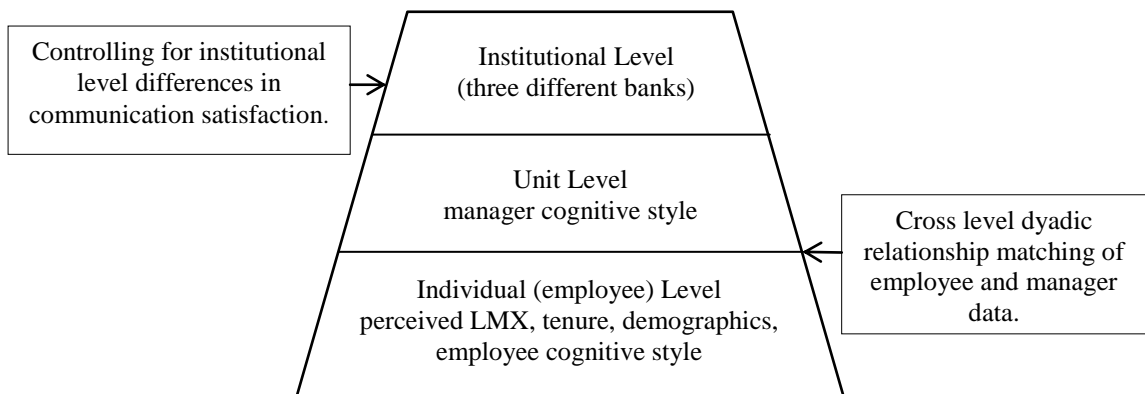
Figure 3. Research design for the study

3.4 Population

In every research, sample selection plays an important role and usually is a fraction of a population. Population represents every unit/element that exists in the universe for studying, however, beside it will be very costly and will take too much time to

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come up with actual conclusion, it also seems irrational. Population is defined as "a collection of all the elements we are studying and about which we are trying to draw conclusions" (Levin & Rubin, 1998, p.10). Being able to define population in a research study and deciding on a sample size are important qualifications for the validity of the research.

Banking has been an important sector in North Cyprus for a very long time. There are 22 banks operating in Turkish Republic of Northern Cyprus: three of these are state banks, twelve are private capital banks and seven are international banks. Total number of personnel employed in banks are 2,485 (Kuzey Kıbrıs Türk Cumhuriyeti, Merkez Bankası, Üç Aylık Bülten, 2011-IV). Many Turkish banks (included in international banks above) have opened new branches in North Cyprus and many local banks have increased their branches across the North. Total number of bank branches has increase from 189 to 196 in North Cyprus (Kuzey Kıbrıs Türk Cumhuriyeti, Merkez Bankası, Üç Aylık Bülten, 2011-IV). This growth has been fuelled partly by the growth in the construction sector. However, with the decline in the construction sector, the competition among banks is increasing. Many banks from Turkey have brought their knowhow and technology and the local banks have to match this. The local banks will have to invest in training and development for their staff and management. For this reason, this study is a timely one, since it investigates some of the possible influences on effective internal communication. Banks have hierarchical structures whose effective functioning depends critically on communication, and therefore provide an ideal location for a study of communication satisfaction.

3.5 Sampling

Defining population is important in any research and elements selected for the research study must be linked to that population (whole). Since, working with the population will be very costly and will take too much time, researchers study samples, which is a lot easier and rational. A sample is defined as a "collection of some but not all the elements of the population" according to Levin & Rubin, (1998, p.10).

There are two known approaches to sample selection from the population: nonrandom and random sampling (Levin & Rubin, 1998). In the current study, judgmental sampling, a non-random sampling method was used. judgmental sampling is defined as "selecting a sample from a population in which personal knowledge or expertise is used to identify the items from the population that are to be included in the sample" (Levin & Rubin, 1998, p.331). According to our research objectives, we needed an environment where there had to be frequent communication between managers and employees, where workgroups would be working with a direct line manager for extended periods of time, and where we could collect and match the data from managers and their employees. For these objectives, banks provided a suitable location because financial work groups are clearly defined and frequent communication occurs between managers and employees. We relied on judgmental sampling due to difficulties in obtaining permission to conduct a research study where data from managers and employees would be linked to each other. Banks as financial institutions are hesitant to allow researchers to access the employees and managers directly since they fear that important, private or strategic financial information may be reported that may violate security and privacy policies

of their institution. Due to data security reasons, some organizations are so risk averse that they will not allow any research to be conducted in their organizations. Research, state of being questioned, plays an important role in employees' perceptions about 'why research', 'why now'; 'for what reason' and employees may think that there are some renovations upcoming, feeling worried and wondering how results may influence his/her job motivation and productivity. Therefore, when selecting our final sample to study, researcher chose banks to be studied according to relative ease of access and fitness to the demands of the present study, following judgmental sampling approach.

The sample for the current study was chosen from the total number of personnel working for Asbank, Türkiye İş Bankası and Türk Bankası, operating in Turkish Republic of Northern Cyprus (TRNC) all three banks provide banking services to residents in different cities of TRNC through their branches. Total number of personnel in Asbank was 142, in Türkiye İş Bankası was 179 and in Türk Bankası was 225 (Kuzey Kıbrıs Türk Cumhuriyeti, Merkez Bankası, Üç Aylık Bülten, 2011-IV). In line with the hierarchical management system, individuals who were in supervisory positions were placed in the manager group and individuals in the workgroup reporting to that manager were placed in the employee group. In this study, a total of 229 surveys were distributed to managers and employees and 194 usable responses were analyzed.

3.6 Data Collection Procedures

Data was collected from three well known banks located in North Cyprus namely, Asbank, Türkiye İş Bankası and Türk Bankası. In order to conduct the current study, necessary permissions were obtained from all three banks. Detailed information

about measures used, pilot study, and main study were explained to the bank authorities.

3.6.1 Instruments

In this study, four different instruments were used: Cognitive Style Index (CSI), Communication Satisfaction Questionnaire (CSQ), Leader-Member Exchange (LMX) and a demographic questionnaire. Each of these instruments are described in the following section.

3.6.1.1 Cognitive Style Index (CSI)

A person's cognitive style is about his/her way of processing information. Some people look at information analytically, dividing information into small particles to solve a problem, some others look at information intuitively, trying to see the big picture based on their feelings and experiences; rather than reasoning, while solving problems. There are several instruments that have been used to measure an individual's cognitive style, including Body Adjustment Test (Witkin et al., 1962), the Myers-Briggs Type Indicator (MBTI) (Myers, 1962), Human Information Processing (HIP) (Torrance, Taggart, & Taggart, 1984), Personal Style Inventory (PSI) (Taggart & Taggart-Hausladen, 1993), Cognitive Style Analysis (Riding, 1991), Occupational Attributional Style Questionnaire (Furnham, Sadka, & Brewin, 1992), to name a few. The Body Adjustment Test examines orientation of field dependence-independence by having participants sit in a chair suspended within a specially constructed room and adjust themselves into an upright position. The Myers-Briggs Type Indicator (MBTI) is not suitable for larger sample size research due to the large number of questions ranging from 94 to 166 depending on the form and time required to administer it. Another instrument is the Human Information Processing (HIP) which assesses individuals preferences in rational-intuitive terms

and places individuals within a four-fold typology of information processing. Personal Style Inventory (PSI) (Taggart & Taggart-Hausladen, 1993) differentiates participants on six scales arranged in a spectrum from the most rational (analysis, planning and control) to the most intuitive (sharing, vision and insight). Similarly, Riding's Cognitive Style Analysis is a computer-presented test designed to measure two fundamental dimensions of cognitive style named holistic-analytic and verbal-imaginary. Lastly, Occupational Attributional Style Questionnaire assesses how a person makes causal attribution for outcomes in the work context.

Existing measures of cognitive style of individuals like for example, the Myers-Briggs Type Indicator (MBTI), Human Information Processing (HIP) and Personal Style Inventory (PSI) were too complicated and required great amount of time for completion, and were therefore not suitable to use in large sample size researches. There was a need to develop a more simplified and easy to administer version of cognitive style tests that was especially suited for large organizations. In response, Allinson & Hayes, (1996) developed the Cognitive Style Index (CSI) especially for use in organizational research (see Appendix C). The CSI is "more convenient to administer than other self-report surveys, and thus especially suited for large-scale organizational research involving managers and other professionals" (Kutschera, 2002, p.25).

In our research, the cognitive style Index (CSI) (Allinson & Hayes, 1996), a self-report questionnaire was administrated to all participants in the study. The questionnaire had a total of 38 items with responses ranging from true-uncertain-false, and scores of 2, 1 or 0 assigned to each response (Allinson & Hayes, 2000).

Examples of these items are as follows: "My understanding of a problem tends to come more from thorough analysis than flashes of insight", "When making a decision, I take my time and thoroughly consider all relevant factors". Total of responses to the 38 items indicates the cognitive style score. The more intuitive the respondent, the lower they score, the more analytical the respondents, the higher they score (with 76 being the theoretical maximum). Participants with a score equal to or above the median can be classified as having analytic style, while participants with scores below the median are considered as having intuitive style.

3.6.1.2 Communication Satisfaction Questionnaire (CSQ)

Organizations can work effectively if there is a successful communication link between managers and employees. In this study, in order to measure the level of communication satisfaction among managers and employees, a 46-item Communication Satisfaction Questionnaire (CSQ) developed by Downs & Hazen, (1977) was adapted (see Appendix E). The dimensions identified by Downs & Hazen, (1977) are namely: Horizontal Communication (HC), Supervisory Communication (SupC), Media Quality (MQ), Organizational Perspective (OP), Organizational Integration (OI), Communication Climate (CC), Personal Feedback (PF), Subordinate Communication (SubC). Since our study focused on employee communication satisfaction with their immediate manager, we excluded observations on perceptions of managers communication with their employees. Therefore, we extracted from our instrument the Subordinate Communication (SubC) satisfaction part of the original instrument for it measured the receptivity of employees to downward communication and their willingness and capability to send good information upward (Nakra, 2006). The dimensions of communication satisfaction questionnaire are further detailed below:

1- Horizontal Communication (HC) concerns co-workers' horizontal and informal communication and the level of accuracy of messages transmitted.

2-Supervisory Communication (SupC) refers to upward and downward communication with immediate managers including, manager's openness to ideas, listening to employees and paying attention to problems.

3-Media Quality (MC) reflects the perceptions employees have regarding organization's media, including meetings, written directives, and organizational publication.

4- Organizational Perspective (OP) reflects the information about overall functioning of the organization (e.g. information about the organizations financial standing, governing actions, organizational changes, over-all policies and changes).

5-Organizational Integration (OI) involves information that employees receive within their environment (e.g. departmental plans, requirements of their job, personal news).

6-Communication Climate (CC) reflects the level of satisfaction with personal and organizational issues such as whether the attitudes toward communication by employees are healthy or not, problem understanding, whether communication in an organization motivates and stimulates workers to reach goals or the opposite.

7-Personal Feedback (PF) has to do with how employees are being judged and how employees' performance is being appraised.

8-Subordinate Communication (SubC) refers to both upward and downward communication between manager and employee in terms of, responsiveness, employee's willingness to initiate upward communication (capability to send good information) to their managers, and communication overload, and it is required to be filled out only by those with supervisory responsibilities (Downs & Hazen, 1977; also see Nakra, 2006).

The Communication Satisfaction Questionnaire (CSQ) is "arguably the best measure of communication satisfaction in the organizational arena" (Clampitt & Downs, 1993, p.6). In parallel, the CSQ is considered the most comprehensive instrument that is been used frequently to assess the direction of information flows, the formal and informal channels of communication flow, relationship with various members of the organization and the forms of communication (Pincus, 1986). The usefulness of CSQ is "enhanced by being relatively easy to administer and respondents need to spend only a short time to complete the instrument" (Gray & Laidlaw, 2004, p.428). The questionnaire enables respondents to discuss their level of satisfaction with eight distinct dimensions on a 7-point Likert-type scale ranging from 1=Very Satisfied to

7 = Very Dissatisfied (the lower the score of CSQ, the more satisfied the participant about communication). Examples of items are as follows: "extent to which my supervisor listens and pay attention to me" and "extent to which my supervisor offers guidance for solving job related problems". In this study, employees used a 7-point scale to indicate their level of communication satisfaction. For the study, the original numbering scale were reversed, such that, the original scale ranged from 1, which represented very satisfied, to 7, which represented very dissatisfied, in our study, numbering scale were reversed indicating 1 for very dissatisfied, to 7 for very satisfied. The mean and standard deviation were calculated based on a 1-7 scale for each of the communication satisfaction items. Participants with a score equal to or above the median were classified as individuals that are satisfied with the communication in the work place, while participants with scores below the median were considered as individuals that are dissatisfied with the communication in the work place.

3.6.1.3 Leader-Member Exchange (LMX)

Leader-Member Exchange theory is based on 'dyadic relationships and work roles' among parties who are taking part in a relationship. Graen & Uhl-Bien, (1995) point out that, higher levels of interaction between dyads in such settings as doctor-patient, supervisor-student and manager-employee relationships, result in dyads building stronger relationships in terms of trust, respect and understanding. Bauer & Green, (1996) emphasize that dyadic relationships and work roles are developed or negotiated over time through a series of exchanges or interactions between a manager and an employee. Leader-Member Exchange (LMX-7) scale (Graen & Uhl-Bien, 1995; Liden & Graen, 1980; Scandura & Graen, 1984) (see Appendix D), was utilized in this study to measure the quality of the exchange relationship between

managers and employees. The LMX-7 is the most appropriate and recommended measure of LMX (Graen & Uhl-Bien, 1995) and has become the most widely used measure in recent years (Yukl, Gordon, & Taber, 2002, p.117). Communication scholars have used a 7-item version (LMX-7) of Leader-Member Exchange scale (Fairhurst & Chandler, 1989; Fairhurst, 1993) as a convenient tool to use in their research. This particular research instrument has two parallel forms: one for managers and other for employees.

Bhal & Ansari, (1996) criticized existing LMX measures, including the LMX-7, for lack of psychometric rigor in their development. There is, however, considerable literature using the 7-item LMX measure form (Green, Craven, Scott, & Gonzales, 2011; Scandura & Graen, 1984), with most users reporting high alphas such as .91 (Klein & Kim, 1998), .86 (Scandura & Schriesheim, 1994) and .90 (Wayne, Shore, & Linden, 1997). This corroborates Gerstner & Day's, (1997) findings in their meta-analysis of LMX literature. Across more than 30 studies using the LMX-7 to measure LMX reliability, the mean sample-weighted correlation was .89. However researchers of Leader-Member Exchange (LMX) have concerns about what LMX is and how it should be measured, Green et al., (2011, p.43) emphasizes that "the LMX-7 remains the most consistently used measure of Leader-Member Exchange".

Although LMX instrument have two parallel forms, one for managers and one for employees, only LMX instrument designed for employees was utilized in this study. Employees asked to respond the seven items on the LMX-7 instrument to evaluate their perceptions of their working relationships with their immediate manager in a work setting. The LMX-7 has a 5-point scale ranging from 1for the 'left-most'

answer to 5 for the 'right-most' answer (Graen & Uhl-Bien, 1995). All questions have five possible answers and the answers vary due to the nature of the questions asked. For example, the potential responses to the statement, "I have enough confidence in my leader that I would defend and justify his/her decision if he/she were not present to do so?" were: Strongly Disagree, Disagree, Neutral, Agree or Strongly Agree. On the other hand, the potential responses to the question, "How would you characterize your working relationship with your leader?" were: Extremely Ineffective, Worse Than Average, Average, Better Than Average, or Extremely Effective. As a result of the differences in the answer labels for each question, for data analysis purposes, the answers were converted to five-point Likert scale ranging from 1 for low or negative types of responses (e.g., "Rarely," "None," "Strongly Disagree," "Extremely Ineffective," etc.) to 5 for high or positive types of responses (e.g., "Very Often," "Very High," "Strongly Agree," "Extremely Effective"). Summated scores of LMX quality ranged from 7 to 35 and the mean of LMX ranged from 1 to 5, with higher scores indicating higher LMX quality.

Earlier studies have used the following guidelines: "Very High=30-35, High =25-29, Moderate=20-24, Low=15-19, and Very Low=7-14" (Northouse, 2010). Scores in upper ranges indicate stronger, higher quality LMX relationships (e.g., in-group members), whereas scores in lower ranges indicate poorer, lesser quality LMX relationships (e.g., out-group members). In the current study, a summated Likert-type scale was used to calculate a total score to determine in-group/out-group status. The mean and standard deviation was calculated using the total score obtained from adding up the seven LMX items based on a 1-5 scale. Participants (employees) LMX

scores were designated low (out-group) if they were ≤20 and in-group if they were >20.

3.6.1.4 Demographic Questions

In this study descriptive information about the participants were collected through a demographic questionnaire. The respondents were asked to provide their age, gender, level of education, tenure in the same organization, years of experience in the same sector, and tenure with the same manager (for managers, the question has been changed to how long have you been holding a supervisory position in the current organization).

3.6.1.5 Translation of the Instruments

The translations of questionnaires from English to Turkish were conducted following the procedure used in intercultural research. Questionnaires were translated into the local language using a back-to-back translation method (Brislin, 1986). First, the questionnaires were carefully translated from their original English versions into Turkish by the author of this study. Second, a back translation of the instruments from Turkish to English by a bilingual person was performed. Third, an independent expert reviewed both the original English and the back translated English versions to ensure equivalence of meaning.

3.6.1.6 Reliability of the Scales Used in the Current Study

Use of well-constructed instruments is crucial to data collection process (Hair, Black, Babin, Anderson, & Tatham, 2010). High levels of reliability and validity of the instruments are important for more accurate interpretations of data (Robson, 2011). In this study, constructs measured were cognitive styles of managers and employees, organizational communication satisfaction, employee communication satisfaction with his/her immediate manager, and the quality of manager-employee exchange

relationships. Well established methods and well-tested instruments with reliability and validity were used in the current study in order to minimize development errors. Reliability of the Cognitive Style Index (CSI) is good with test-retest correlations ranging from 0.78 to 0.90 and Cronbach alpha coefficients ranging from 0.86 to 0.92 (Allinson & Hayes, 1996; Armstrong, 1999; Armstrong & Priola, 2001). The Cronbach alpha in the current study was 0.73 for employees and 0.78 for managers. The reliability of the Communication Satisfaction Questionnaire (CSQ) (C. W. Downs & Hazen, 1977) with test-retest correlation was found to be .94 (Greenbaum, Clampitt, & Willihnganz, 1988). The Cronbach alpha in the current study is 0.93. Nocera & Kolb, (1998) reported that the internal reliability of the Leader-Member Exchange (LMX-7) as measured by Cronbach's alpha was .89 and in a more recent study by Zhou & Schriesheim, (2010), Cronbach alpha of the LMX-7 was found to be .85. The Cronbach alpha in the current study is 0.84.

3.6.2 Pilot Study

The data for the present study was collected through a self-report questionnaire. Before finalizing the questionnaire, a pilot study was conducted with four different financial organizations. The instruments were Cognitive Style Index (CSI), Communication Satisfaction Questionnaire (CSQ), Leader-Member Exchange (LMX-7) and the demographic characteristics survey. The instruments were packaged in two different set, one for manager and one for the employees. Communication Satisfaction Questionnaire (CSQ) and Leader-Member Exchange (LMX-7) instruments were excluded from the manager's set. Since our goal was to assess employees communication satisfaction and not managerial communication satisfaction, before distribution of questionnaires, questions numbered 42-46 in CSQ instrument were removed, since these questions assessed managers' satisfaction with

their subordinates' openness for downward communication and the subordinates' willingness and capability to send good information upward (Nakra, 2006). After receiving the necessary permissions from the institutions, the questionnaires were administrated during normal working hours to managers and employees. Groups of managers and employees were informed about the distribution of the questionnaires. The research instruments were distributed in open envelopes and after completion the respondents were asked to seal their envelope and return it to the researcher. A total of 4 managers and 21 employees participated in the pilot study. Pilot study results indicated that research instruments needed several minor changes. As a minor change, questions 24 and 28 in the CSQ instrument were edited by replacing the location of a word in the statements to make the statements more understandable without changing the main meaning. In the demographic characteristics instrument, question no. 3, which asked about educational background, had a new educational level, degree of doctorate, added to it. Additionally, a one-page written explanation of research and information about set of questionnaires was prepared and handed out together with questionnaires before the actual data collection.

3.6.3 Main Study

The questionnaires were updated and printed as two sets, one for the managers and the other for the employees. A letter, outlining a short description of the purpose of the study and information about questionnaires, was enclosed with each questionnaire set.

Based on the methodology followed during the pilot study, the same data collection procedure was applied in this study. Before actual data collection, the participants were provided information that the bank has approved of this study and that their

responses would be kept confidential and not shared with the management at the individual level. Only aggregate results would be provided in the publications and to the management of the bank without enabling identification of individuals.

The questionnaires were administrated to both the managers and the employees by visiting bank branches one by one during normal working hours. Managers and employee groups were identified with help of bank authorities and each employee matched with their respective immediate manager. The manager and employee questionnaire sets were assigned a unique code before putting them into envelopes, and this code was on the top of each questionnaire, in order to ensure confidentiality when matching the employee's questionnaire with their manager's questionnaire. A coding scale was developed which provided a city code, position held, and a number. For example, a city code 'Gir' used for city of Girne, 'Lef' for city of Lefkoşa in order to identify which city a bank branch was located. With the purpose of identifying a participant's position, letter 'A' was used for managers (Amir means manager in Turkish language) and letter 'M' was used for an employee (Memur means employee in Turkish language). Again, the managers and the employees in each bank branch were given identification code using simple numbering system (1, 2, 3…etc.). This helped us to keep track of both the number of manager-employees groups working at a specific branch as well as group sizes. "GirA1", "GirA1M01", "LefA2", "LefA2M03", "LefA3", "LefA3M05" are examples of codes used in the study with the purpose of matching the managers and the respective employees in a working group.

On average, a participant needed about 25-35 minutes to complete the questionnaire. Total number of voluntary participants were 194: Asbank, 112, Türkiye İş Bankası, 54 and Türk Bankası, 28.

3.7 Data Analysis

This study primarily collected quantitative data. The data analysis methods utilized were specific to the types of data collected. To begin with, participants' answers to instruments were entered into SPSS 16.0 (Statistical Program for Social Sciences) and several tests were utilized for testing the hypothesized relationships. Although a few open ended questions are provided in the Communication Satisfaction Questionnaire (CSQ), these were not used in the analysis.

In this research study, ANOVA test was used to compare the groups according to demographic characteristics to see if cognitive style, communication satisfaction or LMX differ by demographic groups. Furthermore, correlation was used to see how variables may be related to each other where changes in one would be linked to changes in the other. Polynomial regression with a surface analysis technique (Edwards, 2002; Jansen & Kristof-Brown, 2005; Zhang, Wang, & Shi, 2012) was used to measure how manager and employee cognitive styles influenced the communication satisfaction, and path analysis with M-Plus statistical package (Muthén & Muthén, 2010) was used to measure whether LMX and/or tenure mediated the relationship between the dependent variable (communication satisfaction) and the independent variables.

The polynomial regression with a surface analysis technique was chosen as an appropriate method of analysis in order to evaluate how communication satisfaction

would change in congruent and incongruent dyads taking into account congruence and incongruence at intuitive and analytic ends of the dimensions (Edwards, 2002; Jansen & Kristof-Brown, 2005; Zhang et al., 2012). Prior studies on cognitive style congruence have mostly used the difference score approach or the median split (Allinson et al., 2001; Armstrong et al., 2004; Armstrong, Allinson, & Hayes, 2002; Armstrong & Priola, 2001; Lin, Kao, & Chang, 2010; Vanderheyden & De Baets, 2015). The polynomial regression analysis approach used in the current study is a first in the analysis of cognitive styles and preserves the independent effect of each component measure (Shanock, Baran, & Gentry, 2010). Polynomial regression and surface analysis, which can be used to generate three-dimensional response surface plots, allowed us to analyze communication satisfaction in four major settings which would not be possible by using difference scores.

M-Plus statistical package (Muthén & Muthén, 2010) was used to conduct the path analysis as a third method of data analysis. We used the path analysis to examine the direct and indirect relationships among study variables. The path analysis allowed the use of a single model, instead of the use of numerous regression equations, to investigate mediation (Baron & Kenny, 1986). Baron & Kenny (1986) explained the difference between a moderator variable and a mediator variable as "mediators explain how external physical events take on internal psychological significance. Whereas moderator variables specify when certain effects will hold" (p.1176). They add that, mediators can point at how or why effects occur between independent and dependent variables in question. Baron & Kenny (1986) also explained how mediation effect could be illustrated by looking at results of three tests. First, when dependent variable regressed on the independent variable, statistically significant

result needs to be obtained. Secondly, when the mediator regressed on the independent variable, statistically significant result needs to be obtained. Finally, when the dependent variable regressed on both the mediator and independent variable, statistically significant result needs to be obtained and also should be smaller than result obtained in first test. When these three conditions are satisfied together, a researcher can able to believe that a mediator variable that influences the relationship between the dependent and independent variable exists.

Three different indirect path analyses were utilized in this study, in order to investigate the strength of the mediating role of LMX by itself, tenure by itself and both LMX and tenure together on the influence exerted by manager and employee cognitive style congruence on employees communication satisfaction. The first path involved manager and employee cognitive style congruence to communication satisfaction via LMX, the second path involved manager and employee cognitive style congruence to communication satisfaction via tenure and the third path involved manager and employee cognitive style congruence to communication satisfaction via LMX and tenure. For path analysis, model fit was evaluated with comparative fit index (CFI) and Tucker Lewis index (TLI), and with root mean square error of approximation (RMSEA). Suggested criteria for good model fit are CFI and TLI above 0.95 and RMSEA below 0.05 (Muthén & Muthén, 2010).

3.8 Control Variables

The relationships managers have with their employees in the dyads may also be influenced by similarities or divergence between managers and employees, along such demographic characteristics such as age, gender, education level (Zhang et al., 2012). Assuming that this could also influence communication satisfaction, and

taking into account that these demographic differences could also influence cognitive styles, we added gender similarity, age dissimilarity (in years), education level dissimilarity (difference between manager and employee education levels where education level was represented as 1, 2 and 3 for high school education, bachelor's degree and masters and above respectively) and tenure with the same manager as control factors in our regression equation in order to test for the possible effects that they may have.

In order to control for the possibility that the individual's cognitive style score deviates from their group's overall cognitive style score there by leading to lower levels of communication satisfaction, we entered the group mean cognitive style level into the regression with communication satisfaction as the dependent variable. Perhaps groups with higher CSI (Analytic) or lower CSI (Intuitive) may influence how the members perceive communication satisfaction. Additionally, we have calculated the difference of each individual cognitive style score from their respective group's mean CSI score. This would show how different the individual cognitive style score is from the rest of their group CSI score. We also entered this into the regression to see if this would influence the communication satisfaction.

For control variables measuring dissimilarity we calculated the absolute difference scores and for gender similarity we created a dummy variable (1 indicating "same gender" and 0 indicating "different gender"). In addition, we controlled for the length of time employee-manager dyads worked together to partial out the potential familiarity effect (Zhang et al., 2012).

Hierarchical multiple linear regression analysis was conducted on the data to see if there is a relationship with employees' level of communication satisfaction and six control variables; age, gender, education level, tenure in the same organization, tenure in the same sector, and number of years working with the same manager.

In summary, this research study uses a quantitative methodology of data collection and analysis. In quantitative methodology, questionnaires were used for data collection from three banks, 43 managers, and 151 employees. Each employee questionnaire was matched with their manager's data for subsequent analysis of dyads. Two different sets of questionnaires were distributed to managers and employees. Questionnaires were distributed by using judgmental sampling approach. This approach was deemed appropriate considering the difficulties of accessing participants in the financial sector and also considering that the goal of our study was not to generalize the findings to the banks in general but rather to investigate the manager-employee level relationships. Data obtained from instruments were entered into SPSS statistical software program for analysis. Additional analysis was also carried out using M-Plus software package. Results of the analysis are discussed in the next chapter.

Chapter 4

FINDINGS AND INTERPRETATIONS

This chapter lays down findings and interpretation of data analysis. In this current study, three data analysis methods were utilized. Data analysis of dependent and independent variables - cognitive style, organizational communication satisfaction and leader-member exchange – were analyzed and findings were reported, tabulated, represented by graphics and interpreted. Participants' demographic data was analyzed with each study variable and demographic similarities were controlled in testing the hypotheses.

4.1 Data Cleaning

Total of 229 participants' data were entered in to SPSS. Prior to analyzing participant data, data cleaning process took place. By looking at maximum and minimum scores in frequency tables, missing values were checked. Two criteria were followed for data cleaning: one, if the manager did not fully answer all cognitive style index instrument questions we eliminated their response and we also had to eliminate their whole department's responses. This was necessary because the manager's cognitive style has to be matched with all their department's respondents. Second, the employee surveys that had too many missing responses in Cognitive Style Index (CSI), Leader-Member Exchange (LMX) or Communication Satisfaction had to be eliminated. Using prior set data cleaning criteria, to ensure reliable research outcomes, total of 35 participants' data was eliminated. Later, total scores were calculated using manual score guides assigned for each measure: Cognitive Style

Index, Communication Satisfaction Questionnaire and Leader-Member Exchange (LMX-7).

4.2 Demographic Data

Frequency distribution of 194 participants' demographics according to their gender, age, tenure with same organization and tenure with same manager (employees) and tenure in managerial position (managers) from Asbank, Türkiye İş Bankası and Türk Bankası were calculated. Frequency distribution of participants with respect to three banks studied were 112 (%57.7) from Asbank (23 managers and 89 employees), 54 (%27.8) from Türkiye İş Bankası (16 managers and 38 employees) and 28 (%14.5) from Türk Bankası (4 managers and 24 employees).

Research sample included a total of 194 managers and employees. In the sample 131(%67.5) were women (14 left unmarked) and 45 (%23.1) were men (4 left unmarked). The number of employee respondents working for the same manager ranged from 3 to 10. Average group size was 4.13, median 4 and mode 3. Age distribution of employees, 24 (%15.9) was between 21-25 years, 50(%33.1) was between 26-30 years, 33(%21.9) was between 31-35 years, 14 (%9.3) was between 36-40 years, 6 (%4.0) was between 41-45 years, and 6 (%4.0) was between 46-59 years (18 left blank, %11.9). Age distribution of managers, 7 (%16.3) was between 25-35 years, 27 (%62.8) was between 36-45 years, 5 (%11.6) was between 46-56 years (4 left blank, %9.3).

Education level of employees were, 51(%37.5) high school graduate, 66 (%48.6) university graduate, and 19 (%13.9) had graduate degree (15 left unmarked). For

managers, 21 (%48.8) high school graduate, 13 (%30.2) university graduate, and 5 (%11.6) had graduate degree (4 left unmarked).

Participants' tenure with same organization ranged between 1 to 23, for employees and 1 to 28 for managers. When we look at Employees' tenure with same organization we see that, 98 (%64.9) was between 1 to 5 years, 11 (%7.3) was between 6 to 10 years, 10 (%6.6) was between 11 to 15 years and 14 (%9.3) was 16 years and more (18 left blank, %11.9). When we look at managers' tenure with same organization, we see that 11 (%25.6) was between 1 to 5 years, 4 (%9.3) was between 6 to 10 years, 8 (%18.6) was between 11 to 15 years and 20 (%46.5) was 16 and more years.

Employee tenure with same manager ranged between 1 to 17 years. When we look at employee tenure with same manager, we see that 45 (%29.8) was between 0 and 1, 25 (%16.6) was 2 years, 28 (%18.5) was 3 years,6 (%4.0) was 4 years, 8 (%5.3) was 5 years, 15 (%9.9) of them was between 6 to 10 years and 5 (%3.3) of them was between 11 to 17 years (19 left blank, %12.6).

Managers length of holding managerial position at work ranged between 1 to 20 years. Managers' duration of holding managerial position was 14 (%32.6) of them had been in a managerial position from 1 to 5 years, for 9 (%20.9) of them it was between 6 to 10 years, for 10 (%23.3) of them it was between 11 to 15 years and for 5 (%11.6) of them it was 16 and more (5 left blank, %11.6).

The large percentage of female employees (%66.8) and managers (%77) in the Turkish Cypriot banking sector was in line with previous studies (Karatepe, Yavas, Babakus, & Avci, 2006; Tanova, 2003b).

4.3 Descriptive Statistics

The following tables provide the descriptive statistics for each item in our instruments. These items were grouped to represent the variables operationalizing the constructs in our research model. Those variables were grouped into scales and subscales for example, some communication satisfaction items were grouped to form the subscale of organizational perspective, personal feedback, supervisory communication, communication climate, horizontal communication, media quality and organizational integration. Cognitive style items created the cognitive style scale and LMX items formed the LMX scale.

Table 5. Descriptive statistics of each item in the instruments.

Descriptive Statistics for Cognitive Style Index		Asbank (N:89)		Türkiye İş Bankası (N:38)		Türk Bankası (N:24)	
	(true=0, indifferent=1, false=2)	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
In my experience, rational thought is the only realistic basis for making decisions.	(true=2, indifferent=1, false=0)	1.72	0.62	1.87	0.34	1.79	0.51
To solve a problem, I have to study each part of it in detail.	(true=2, indifferent=1, false=0)	1.83	0.43	1.71	0.65	1.75	0.61
I am most effective when my work involves a clear sequence of tasks to be performed.	(true=2, indifferent=1, false=0)	1.72	0.62	1.74	0.60	1.58	0.78
I have difficulty working with people who 'dive in at the deep end' without considering the finer aspects of the problem.	(true=2, indifferent=1, false=0)	1.61	0.67	1.76	0.49	1.67	0.64
I am careful to follow rules and regulations at work.	(true=2, indifferent=1, false=0)	1.87	0.40	2.00	0.00	1.96	0.20
I avoid taking a course of action if the odds are against its success.	(true=2, indifferent=1, false=0)	1.69	0.60	1.55	0.65	1.54	0.72
I am inclined to scan through reports rather than read them in detail.	(true=0, indifferent=1, false=2)	1.40	0.85	1.39	0.89	1.13	0.95
My understanding of a problem tends to come more from thorough analysis than flashes of insight.	(true=2, indifferent=1, false=0)	1.42	0.74	1.26	0.83	1.50	0.72
I try to keep to a regular routine in my work	(true=2, indifferent=1, false=0)	1.46	0.81	1.68	0.66	1.46	0.83
The kind of work I like best is that which requires a logical, step-by-step approach.	(true=2, indifferent=1, false=0)	1.70	0.59	1.71	0.61	1.79	0.51
I rarely make 'off the top of the head' decisions.	(true=2, indifferent=1, false=0)	1.43	0.80	1.50	0.80	1.00	0.98
I prefer chaotic action to orderly inaction	(true=0, indifferent=1, false=2)	0.64	0.77	0.58	0.72	0.38	0.58
Given enough time, I would consider every situation from all angles	(true=2, indifferent=1, false=0)	1.76	0.56	1.71	0.65	1.50	0.78
To be successful in my work, I find that it is important to avoid hurting other people's feelings.	(true=0, indifferent=1, false=2)	1.75	0.55	1.76	0.54	1.38	0.71
The best way for me to understand a problem is to break it down into its constituent parts.	(true=2, indifferent=1, false=0)	1.81	0.50	1.95	0.23	1.71	0.55
I find that to adopt a careful, analytical approach to making decisions takes too long.	(true=0, indifferent=1, false=2)	1.02	0.85	0.84	0.86	1.00	0.78
I make most progress when I take calculated risks.	(true=0, indifferent=1, false=2)	0.76	0.77	0.76	0.79	0.67	0.82
I find that it is possible to be too organised when performing certain kinds of task.	(true=0, indifferent=1, false=2)	0.87	0.86	0.95	0.90	0.92	0.88
I always pay attention to detail before I reach a conclusion	(true=2, indifferent=1, false=0)	1.70	0.61	1.76	0.54	1.67	0.56
I make many of my decisions on the basis of intuition	(true=0, indifferent=1, false=2)	1.40	0.79	1.05	0.84	0.88	0.85
My philosophy is that it is better to be safe than risk being sorry.	(true=2, indifferent=1, false=0)	1.74	0.55	1.89	0.31	1.79	0.51
When making a decision, I take my time and thoroughly consider all relevant factors.	(true=2, indifferent=1, false=0)	1.64	0.61	1.71	0.52	1.54	0.72
I get on best with quiet, thoughtful people.	(true=2, indifferent=1, false=0)	0.84	0.84	0.71	0.87	1.17	0.76
I would rather that my life was unpredictable than that it followed a regular pattern.	(true=0, indifferent=1, false=2)	0.90	0.77	0.89	0.80	0.79	0.72
Most people regard me as a logical thinker.	(true=2, indifferent=1, false=0)	1.83	0.41	1.82	0.39	1.63	0.71
To fully understand the facts I need a good theory.	(true=2, indifferent=1, false=0)	1.44	0.77	1.24	0.85	1.25	0.85
I work best with people who are spontaneous.	(true=0, indifferent=1, false=2)	0.35	0.60	0.26	0.55	0.29	0.55
I find detailed, methodical work satisfying.	(true=2, indifferent=1, false=0)	1.40	0.73	1.39	0.75	1.33	0.87
My approach to solving a problem is to focus on one part at a time.	(true=2, indifferent=1, false=0)	1.65	0.60	1.66	0.63	1.67	0.64
I am constantly on the lookout for new experiences.	(true=0, indifferent=1, false=2)	0.47	0.72	0.42	0.72	0.46	0.72
In meetings, I have more to say than most.	(true=0, indifferent=1, false=2)	1.09	0.76	1.05	0.77	1.33	0.70
My 'gut feeling' is just as good a basis for decision making as careful analysis.	(true=0, indifferent=1, false=2)	0.91	0.75	0.84	0.79	1.00	0.83
I am the kind of person who casts caution to the wind.	(true=2, indifferent=1, false=0)	0.39	0.61	0.50	0.69	0.92	0.78
I make decisions and get on with things rather than analyse every last detail.	(true=0, indifferent=1, false=2)	0.72	0.80	0.68	0.81	0.92	0.88
I am always prepared to take a gamble.	(true=0, indifferent=1, false=2)	1.22	0.81	1.00	0.74	1.17	0.82
Formal plans are more of a hindrance than a help in my work.	(true=0, indifferent=1, false=2)	1.44	0.71	1.18	0.80	1.13	0.90
I am more at home with ideas rather than facts and figures.	(true=0, indifferent=1, false=2)	0.76	0.78	1.08	0.88	0.92	0.88
I find that 'too much analysis results in paralysis'.	(true=0, indifferent=1, false=2)	0.82	0.85	0.74	0.86	0.67	0.87

Descriptive Statistics for Communication Satisfaction Items		Asbank (N:89)		Türkiye İş Bankası (N:38)		Türk Bankası (N:24)	
		Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
How satisfied are you with your job?	(1- very dissatisfied - 7 very satisfied)	5.57	1.47	5.66	1.21	5.88	0.95
In the past 6 months, what has happened to your level of satisfaction?	(1-gone up, 2- stayed the same, 3-gone down)	2.00	0.64	1.95	0.52	2.13	0.61
Information about my progress in my job.	(1- very dissatisfied - 7 very satisfied)	5.71	1.25	5.66	1.26	4.92	1.56
Personnel news.	(1- very dissatisfied - 7 very satisfied)	5.06	1.18	4.95	1.29	4.21	1.59
Information about company policies and goals.	(1- very dissatisfied - 7 very satisfied)	5.43	1.17	4.97	1.30	4.83	1.43
Information about how my job compares with others.	(1- very dissatisfied - 7 very satisfied)	4.75	1.74	4.95	1.35	4.54	1.38
Information about how I am being judged.	(1- very dissatisfied - 7 very satisfied)	4.57	1.59	4.71	1.72	4.33	1.58
Recognition of my efforts.	(1- very dissatisfied - 7 very satisfied)	4.81	1.52	4.79	1.47	4.79	1.47
Information about departmental policies and goals.	(1- very dissatisfied - 7 very satisfied)	4.90	1.28	4.74	1.54	4.54	1.25
Information about the requirements of my job.	(1- very dissatisfied - 7 very satisfied)	5.33	1.13	5.34	1.17	5.00	1.22
Information about government action affecting my company.	(1- very dissatisfied - 7 very satisfied)	4.63	1.33	4.21	1.61	4.29	1.30
Information about changes in your organization.	(1- very dissatisfied - 7 very satisfied)	4.84	1.36	4.58	1.37	4.54	1.56
Reports on how problems in my job are being handled.	(1- very dissatisfied - 7 very satisfied)	4.39	1.42	4.37	1.65	4.13	1.65
Information about employee benefits and pay.	(1- very dissatisfied - 7 very satisfied)	4.26	1.91	4.05	1.72	4.04	1.68
Information about company profits and financial standing.	(1- very dissatisfied - 7 very satisfied)	5.15	1.31	5.24	1.24	4.71	1.46
Information about accomplishments and/or failures of the company.	(1- very dissatisfied - 7 very satisfied)	5.29	1.20	5.58	1.11	4.67	1.69
Extent to which superiors know and understand the problems faced by subordinates.	(1- very dissatisfied - 7 very satisfied)	5.04	1.64	5.00	1.32	4.71	1.60
Extent to which the company communication motivates and stimulates an enthusiasm for meeting its goals.	(1- very dissatisfied - 7 very satisfied)	4.63	1.47	5.05	1.11	4.38	1.53
Extent to which my supervisor listens and pays attention to me.	(1- very dissatisfied - 7 very satisfied)	5.28	1.58	5.58	1.20	5.33	1.37
Extent to which the people in my organization have great ability as communicators.	(1- very dissatisfied - 7 very satisfied)	4.76	1.66	5.16	1.26	4.96	1.23
Extent to which my supervisor offers guidance for solving job related problems.	(1- very dissatisfied - 7 very satisfied)	5.22	1.49	5.37	1.36	5.33	1.20
Extent to which the company's communication makes me identify with it or feel a vital part of it.	(1- very dissatisfied - 7 very satisfied)	5.16	1.41	4.76	1.40	4.83	1.52
Extent to which the company's publications are interesting and helpful.	(1- very dissatisfied - 7 very satisfied)	4.96	1.22	4.76	1.50	4.17	1.52
Extent to which my supervisor trusts me.	(1- very dissatisfied - 7 very satisfied)	5.55	1.52	5.66	1.24	5.54	1.10
Extent to which I receive on time the Information needed to do my job.	(1- very dissatisfied - 7 very satisfied)	5.21	1.38	5.34	1.40	5.13	1.39
Extent to which conflicts are handled appropriately through proper communication channels.	(1- very dissatisfied - 7 very satisfied)	4.66	1.58	4.92	1.42	4.50	1.47
Extent to which the grapevine is active in our organization.	(1- very dissatisfied - 7 very satisfied)	5.02	1.44	5.16	1.46	5.29	1.23
Extent to which my supervisor is open to ideas.	(1- very dissatisfied - 7 very satisfied)	5.44	1.43	5.47	1.27	5.79	0.78
Extent to which horizontal communication with other employees is accurate and free-flowing.	(1- very dissatisfied - 7 very satisfied)	4.82	1.44	4.84	1.35	4.75	1.70
Extent to which communication practices are adaptable to emergencies.	(1- very dissatisfied - 7 very satisfied)	4.99	1.39	4.95	1.21	5.54	0.98
Extent to which my work group is compatible.	(1- very dissatisfied - 7 very satisfied)	5.65	1.36	5.95	1.06	5.63	1.17
Extent to which our meetings are well organized.	(1- very dissatisfied - 7 very satisfied)	4.79	1.39	4.89	1.45	5.08	1.28
Extent to which the amount of supervision given me is about right.	(1- very dissatisfied - 7 very satisfied)	5.03	1.42	4.92	1.28	4.75	1.48
Extent to which written directives and reports are clear and concise.	(1- very dissatisfied - 7 very satisfied)	5.54	1.17	5.16	1.37	4.88	1.45
Extent to which the attitudes toward communication in the company are basically healthy.	(1- very dissatisfied - 7 very satisfied)	5.22	1.16	4.89	1.41	5.21	1.10
Extent to which informal communication is active and accurate.	(1- very dissatisfied - 7 very satisfied)	5.08	1.13	4.92	1.38	4.71	1.40
Extent to which the amount of communication in the company is about right.	(1- very dissatisfied - 7 very satisfied)	5.28	1.18	4.92	1.55	5.17	1.40
How would you rate your productivity in your job?	(1-very low, 2-low, 3-slightly lower than most, 4-average, 5-slightly higher than most, 6-high, 7-very high)	5.31	1.35	5.13	0.99	4.96	1.23
In the last 6 months, What has happened to your productivity?	(1-gone up, 2- stayed the same, 3-gone down)	1.39	0.49	1.47	0.51	1.58	0.72

Descriptive Statistics for Leader Member Exchange Items		Asbank (N:89)		Türkiye İş Bankası (N:38)		Türk Bankası (N:24)	
		Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Do you know where you stand with your leader......do you usually know how satisfied your leader is with what you do?	(1-rarely, 2-occasionally,3-sometimes. 4-fairly often.5-very often)	3.12	1.16	3.21	1.14	2.79	1.28
How well does your leader understand your job problems and needs?	(1-not a bit, 2-a little, 3-a fair amount, 4-quite a bit, 5-a great deal)	3.24	1.18	3.29	0.96	3.46	0.93
How well does your leader recognize your potential?	(1- not at all, 2-a little, 3-moderately, 4-mostly, 5-fully)	3.60	1.00	3.71	1.01	3.92	0.83
Regardless of how much formal authority he/she has built into his/her position, what are the chances that your leader would use his/her power to help you solve problems in your work?	(1-none, 2-small, 3-moderate, 4-high, 5-very high)	3.30	0.86	3.55	0.98	3.54	0.78
Again, regardless of the amount of formal authority your leader has, what are the chances that he/she would "bail you out," at his/her expense?	(1-none, 2-small, 3-moderate, 4-high, 5-very high)	2.98	1.02	3.34	1.02	3.50	0.93
I have enough confidence in my leader that I would defend and justify his/her decision if he/she were not present to do so?	(1- strongly disagree, 2-disagree, 3-neutral, 4-agree, 5-strongly agree)	3.58	1.03	3.82	0.90	3.50	1.14
How would you characterize your working relationship with your leader?	(1-extremly ineffective, 2- worst than average, 3- average, 4- better then average, 5-extremly effective)	3.85	0.91	4.03	0.79	3.67	0.76

4.4 Comparison of Organizational Communication Satisfaction: Asbank, Türkiye İş Bankası and Türk Bankası

In this section, in order to investigate whether there are significant differences between the banks that make up the sample in the current study, perceptions of employees in these banks about organizational communication satisfaction was compared. Employees communication satisfaction in three different banks studied were compared with seven dimensions of communication satisfaction questionnaire and total communication satisfaction scores. In table 6, means and standard deviations and sample size are reported.

Table 6. Descriptive statistics of employees' communication satisfaction with respect to communication satisfaction dimensions for three banks: Asbank, Türkiye İş Bankası and Türk Bankası.

	Asbank			Türkiye İş Bankası			Türk Bankası		
	Mean	Std. Dev.	N	Mean	Std. Dev.	N	Mean	Std. Dev.	N
Organizational Perspective	5.06	0.99	89	4.91	0.96	38	4.60	1.24	24
Personal Feedback	4.71	1.20	89	4.76	1.15	38	4.50	0.97	24
Supervisory Communication	5.30	1.22	89	5.40	0.96	38	5.35	0.84	24
Communication Climate	4.88	1.16	89	5.04	1.02	38	4.75	1.15	24
Horizontal Communication	5.11	1.03	89	5.16	0.93	38	5.18	1.00	24
Media Quality	5.15	0.97	89	4.92	1.19	38	4.90	1.14	24
Organizational Integration	5.04	0.85	89	4.94	0.94	38	4.54	0.92	24
Total communication satisfaction score	5.19	0.88	89	5.17	0.83	38	4.97	0.90	24

Since the three banks where the managers and employees were drawn from may have their unique organizational cultures, there may have been some differences between the data collected from the different banks. However, Table 6 demonstrates the means for communication satisfaction and its subscales do not differ across the three banks from which the data was collected (overall communication satisfaction – $F(2, 148) = 0.577$, p=ns; coppers – $F(2,148) = 1.907$, p=ns).

4.5 Communication Satisfaction

In this section, main dependent variable of the study, organizational communication and seven sub divisions are analyzed and findings and comments are reported. In Table 7, mean, standard deviation, minimum-maximum values regarding organizational communication satisfaction instrument have been provided.

Communication satisfaction is measured based on a scale ranging from 1 to 7, with 35 items. Total average score of 35 items points gives degree of organizational

communication satisfaction. In the current study, bank employees total average organizational communication satisfaction was measured M=5.15, Std. Dev.:0.87, meaning that, employees' organizational communication satisfaction are higher than theoretical average mean. The highest mean scores obtained among dimensions were supervisory communication (M=5.33, Std. Dev. =1.10), horizontal communication (M=5.13, Std. Dev. =1.00) and media quality (M=5.05, Std. Dev. = 1.06). In other words, employees reported higher in those three dimensions of communication satisfaction when evaluating their organizational communication. Lowest communication satisfaction scores reported by employees were the dimension related with personal feedback (M=4.69, Std. Dev. =1.15). Additionally, highest standard deviation score of personal feedback indicate that, employee perceptions about personal feedback highly differs.

Table 7. Descriptive statistics of employees' communication satisfaction.

Employee Communication Satisfaction	N	Min.	Max.	Mean	Std. Dev.
Organizational Perspective	151	1.00	7.00	4.95	1.03
Personal Feedback	151	1.20	7.00	4.69	1.15
Supervisory Communication	151	1.20	7.00	5.33	1.10
Communication Climate	151	1.00	7.00	4.90	1.12
Horizontal Communication	151	1.60	7.00	5.13	1.00
Media Quality	151	1.00	7.00	5.05	1.06
Organizational Integration	151	2.60	7.00	4.94	0.90
Total communication satisfaction score	151	1.68	7.21	5.15	0.87

Employees' perceptions about organizational communication satisfaction was analyzed with demographic study variables, where demographic study variables were independent and organizational communication satisfaction were used as dependent variable, to see how gender difference, education level, tenure with same organization and tenure with same manager may influence employees' organizational communication satisfaction. Since organizational communication satisfaction may

differ with respect to demographic variables of participants, descriptive statistics comparing demographic variables of participants and organizational communication satisfaction are provided in Table 8.

Table 8. Descriptive statistics of employees' organizational communication satisfaction with respect to participants' demographic data.

	Employees' organizational communication satisfaction	N	Min.	Max.	Mean	Std. Dev.
Gender	Male	36	1.68	6.74	5.32	0.88
	Female	101	2.53	6.41	5.09	0.86
Education level	High school graduate	51	3.29	6.38	5.26	0.70
	University graduate	66	1.68	6.74	5.25	0.84
	Graduate degree	19	2.53	6.06	4.65	1.08
Tenure with same organization	0-5 years	98	1.68	6.74	5.12	0.89
	6-10 years	11	3.74	6.24	5.06	0.91
	11-15 years	10	4.21	6.18	5.28	0.71
	16 and above years	32	3.12	7.21	5.21	0.86
Tenure with same manager	0-1 year	45	3.62	6.41	5.30	0.69
	1-2 years	25	1.68	6.74	5.26	0.98
	2-3 years	28	2.68	6.18	4.96	0.96
	3-4 years	6	2.53	6.06	4.87	1.23
	4-5 years	8	4.53	6.29	5.29	0.48
	6-10 years	15	3.74	6.24	5.21	0.91
	11 and above years	5	3.82	5.76	4.60	0.70

Employees' perceptions of organizational communication satisfaction results obtained with respect to gender were male (M=5.32, Std. Dev. = 0.88) and female (M= 5.09, Std. Dev. = 0.86). Since there is no significant difference between means obtained for both male and female participants, participants perceptions from organizational communication satisfaction did not differ significantly with gender [$F(1,135)=1.815$, p= .180].

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Employees' organizational communication satisfaction with respect to level of education (high school graduate, university graduate and graduate degree) were analyzed. Results obtained with respect to level of education were high school graduates (M=5.26, Std. Dev. = .71), university graduates (M= 5.25, Std. Dev. = .84) and graduate degree (M=4.65, Std. Dev. = 1.08). Participants who graduated from university or high school were equally satisfied from organizational communication. On the other hand, participants who have graduate degree (Master's or above) has the lowest mean from organizational communication satisfaction. In other words, when employees' level of education is better than his or her manager, organizational communication satisfaction is lower. This outcome is also statistically significant in our study [F(2,133)=4.26, p=.016].

Employees' organizational communication satisfaction did not significantly differ with respect to number of years working for the same organization. [F(3,147)=0.190, p=.903]. However, employees' organizational communication satisfaction was higher when tenure was between 11 to 15 (M=5.28, Std. Dev. = 0.71) and 16 and above (M=5.21, Std. Dev. = 0.86), compared to when tenure was between 0 to 5 (M=5.12, Std. Dev. = 0.89) and 6 to 10 (M=5.06, Std. Dev. = 0.912). Since all mean values are greater that theoretical mean, organizational communication satisfaction did not change with employees' number of years working with same organization.

On the other hand, when employees' organizational communication satisfaction was analyzed with number of years working with same manager, employees perceptions about organizational communication satisfaction did not significantly differ [F(6,125)=1.027, p=.411] again. Employees who were working 0 to 1 year, (M=5.30,

Std. Dev. = 0.69), 1 to 2 (M=5.26, Std. Dev. = 0.98), 2 to 3 (M=4.96, Std. Dev. = 0.96), 3 to 4 (M=4.87, Std. Dev. = 1.23), 4 to 5 (M=5.29, Std. Dev. = 0.48), 6 to 10, (M=5.21, Std. Dev. = 0.91), and 11 and above (M=4.60, Std. Dev. = 0.70) was reported. Thus, organizational communication satisfaction did not change significantly with employees' number of years working with same manager.

4.5.1 Organizational Perspective

Organizational perspective refers to the information about overall functioning of the organization, e.g. information about the organization's financial standing, governance, organizational changes, and overall policies. One way ANOVA test was conducted where demographic data were independent and organizational perspective dimension of the organizational communication satisfaction instrument was dependent variable. In order to be brief, only statistically significant results are reported next, insignificant results will not be reported.

In the analysis of organizational perspective with educational level a significant difference was observed [F(2,133)=2.948, p=.056]. Employees' who have high school diploma (M=4.99, Std. Dev.=0.93) and university undergraduate degree (M=5.06, Std. Dev.=0.94) has highest and similar organizational perspective mean scores. On the other hand, employees' who have graduate degree (M=4.43, Std. Dev.=1.40) has lowest organizational perspective mean score. Thus, less satisfaction with information provided about organizational perspective was observed among employees' who have graduate degree compared to employees who have high school diploma and university undergraduate degree.

4.5.2 Personal Feedback

Personal feedback refers to how employees are being judged and how employees' performance is being appraised. One-way ANOVA test was conducted where demographic data were used as independent variables and personal feedback dimension of the organizational communication satisfaction instrument was used as the dependent variable. In order to be brief, only statistically significant results are reported next, insignificant results will not be reported.

In the analysis of personal feedback with educational level a significant difference was observed [$F(2,133)=3.327$, $p=.039$]. Employees' who have high school diploma (M=4.82, Std. Dev.=1.10) and university undergraduate degree (M=4.76, Std. Dev.=1.19) has highest and similar personal feedback mean scores. On the other hand, employees' who have graduate degree (M=4.06, Std. Dev.=1.11) has lowest personal feedback score. Thus, less satisfaction with information provided about personal feedback was observed among employees' who have graduate degrees compared to employees who have high school diploma and university undergraduate degree.

4.5.3 Supervisory Communication

Supervisory communication refers to upward and downward communication with immediate managers including, manager's openness to ideas, listening and paying attention to problems. One way ANOVA test was conducted where demographic data were independent and supervisory communication dimension of the organizational communication satisfaction instrument was the dependent variable. Analysis of supervisory communication dimension of the organizational

communication satisfaction instrument with all demographic data of the study resulted in no significant differences.

4.5.4 Communication Climate

Communication climate refers to employee' evaluation of general communication within organization and related with level of communication satisfaction with personal and organizational issues and whether communication in an organization motivates and stimulates workers to reach goals. One way ANOVA test conducted where demographic data were independent and communication climate dimension of the organizational communication satisfaction instrument was dependent variable. Analysis of communication climate dimension of the organizational communication satisfaction instrument with all demographic data of the study resulted in no significant differences.

4.5.5 Horizontal Communication

Horizontal communication refers to co-workers' horizontal and informal communication and the level of accuracy of messages transmitted. One way ANOVA test was conducted where demographic data were independent and horizontal communication dimension of the organizational communication satisfaction instrument was the dependent variable. In order to be brief, only statistically significant results are reported next, insignificant results will not be reported.

In the analysis of horizontal communication with regard to educational level a significant difference was observed [$F(2,133)=2.906$, $p=.058$]. Employees' who have high school diploma (M=5.20, Std. Dev.=0.88) and university undergraduate degree (M=5.25, Std. Dev.=0.97) had highest and similar personal feedback mean points.

On the other hand, employees' who have graduate degree (M=4.66, Std. Dev.=1.11) has lowest horizontal communication mean point. Thus, there is lover levels of satisfaction with horizontal and informal communication observed among employees' who have graduate degree compared to employees who have high school degree and university degree.

4.5.6 Media Quality

Media quality refers to perceptions employees have regarding organization's media including meetings, written directives, and organizational publication. One way ANOVA test was conducted where demographic data were independent variables and media quality dimension of the organizational communication satisfaction instrument was the dependent variable.

In the analysis of media quality with educational level a significant difference was observed [$F(2,133)=6.061$, $p=.002$]. Employees who have high school diploma (M=5.25, Std. Dev.=0.81) and university graduate degree (M=5.17, Std. Dev.=0.88) has highest and similar media quality mean points. On the other hand, employees who have graduate degree (M=4.35, Std. Dev.=1.51) has lowest media quality mean point. Thus, employees who have graduate degree reported lower media quality perceptions, compared to employees who have high school diploma and university degree.

4.5.7 Organizational Integration

Organizational integration refers to satisfaction obtained from information about organizational politics, departmental plans, information about requirements of job and personal news. One way ANOVA test was conducted where demographic data

were independent variables and organizational integration dimension of the organizational communication satisfaction instrument was the dependent variable.

In the analysis of organizational integration with regard to gender differences a significant difference was observed [$F(1,135)=7.36$, $p=.008$]. Employees' perceptions of organizational integration results obtained with respect to gender were male (M=5.30, Std. Dev.= 0.73) and female (M= 4.85, Std. Dev.= 0.88). Thus, men in terms of information provided about departmental plans, requirements of job and personal news are more satisfied compared to female. This reveals that even though the number of females is higher in the banking sector; the females are still less integrated into the organization.

In Table 9, summary of the findings of descriptive statistics with respect to demographic data and organizational communication satisfaction reported.

Table 9. Summary of descriptive statistics with demographic data independent and organizational communication satisfactions dimensions dependent variable.

	Organizational Perspective	Personal Feedback	Supervisory Communication	Communication Climate	Horizontal Communication	Media Quality	Organizational Integration	Total Comm. Satis.
Gender	x	x	x	x	x	x	√	x
Education level	√	√	x	x	√	√	x	√
Tenure with same organization	x	x	x	x	x	x	x	x
Tenure with same manager	x	x	x	x	x	x	x	x

4.6 Comparing Cognitive Style and Demographic Study Variables

In this section, the cognitive style is analyzed according to the demographic variables and the findings are reported. Manager and employee cognitive styles are compared based on demographic study variables, where demographic study variables were

independent and cognitive style were the dependent variable, to see whether cognitive style differs with respect to gender difference, education level, tenure with same organization and tenure with same manager. In Table 10, mean, standard deviations provided.

Managers and employees were asked to respond to 38 items on the Cognitive Style Index (CSI) instrument to determine their information processing style. Both manager and employee mean scores in the CSI were higher than the theoretical mean of 38. The mean CSI for managers and employees were M=48.62, Std. Dev. =9.00 and M=48.72, Std. Dev. =7.84.

Table 10. Descriptive statistics of managers and employees cognitive style with respect to participants' demographic data.

	Cognitive style	N	Min.	Max.	Mean	Std. Dev.
Status	Manager	43	17.00	66.00	48.62	9.00
	Employee	151	16.00	66.00	48.72	7.84
Gender	Male	45	16.00	66.00	47.77	9.28
	Female	131	17.00	66.00	49.45	7.69
Education level	High school graduate	72	17.00	65.00	48.36	8.39
	University graduate	79	29.00	66.00	50.11	7.05
	Graduate degree	24	16.00	66.00	49.06	10.39
Tenure with same organization	0-5 years	109	16.00	66.00	49.40	7.56
	6-10 years	15	37.00	66.00	50.93	8.28
	11-15 years	18	36.00	65.00	48.83	7.52
	16 and above years	52	17.00	65.00	46.55	9.04
Tenure with same manager	0-1 year	49	36.00	66.00	49.95	7.33
	1-2 years	27	42.00	57.00	50.48	4.37
	2-3 years	31	34.00	66.00	47.70	7.75
	3-4 years	8	16.00	55.00	43.25	12.55
	4-5 years	11	38.00	66.00	50.27	8.25
	6-10 years	24	33.00	66.00	51.50	8.16
	11 and above years	19	17.00	62.00	49.04	11.58

Managers and employees' cognitive styles were compared to observe if there is a significant difference between cognitive style of managers and employees in the organization. The results show that there are no significant differences between the cognitive styles of managers and employees (managers M=48.62, Std. Dev.=9.00 and employees M=48.72, Std. Dev.=7.84, F(1,192)=0.005, p=.943).

Managers and employees' cognitive style and gender was investigated in order to observe if there is a significant difference between cognitive styles and gender. Little difference between means with respect to gender, men (M=47.7, Std. Dev.=9.28) and women (M=49.45, Std. Dev.=7.69) points that, there is no significant difference between cognitive styles and gender differences [F(1,174)=1.432, p=.233].

Education level may influence individuals' cognitive approaches to communication and problem solving in their life and this will in turn reflects to individual work environment. Thus, it is important to find out whether cognitive style differs with education level. Investigation of managers and employees education level with cognitive style resulted in the following means. High school diploma (M=48.36, Std. Dev.=8.39), university graduate (M=50.11, Std. Dev.=7.05) and graduate degree (M=49.06, Std. Dev.=10.39) and since mean values are similar, cognitive styles of participants did not differ significantly with education level [F(2,172)=1.241, p=.292]. In other words, there are no significant difference between cognitive style of managers and employees and level of education.

Managers' and employees' cognitive styles compared with number of years working for same organization and insignificant difference observed [F(3,190)=1.897, p=.132]. Thus, managers' and employees cognitive style, being more analytic or less

analytic, did not differ significantly with number of years working for same organization.

Managers' and employees' cognitive styles compared with number of years working with same manager and significant difference observed [F(6,162)=2.113, p=.054]. Thus, managers' and employees cognitive style, being more analytic or less analytic, differ significantly with number of years working with same manager, specifically with 2 to 3 years (M=4.70, Std. Dev.=7.75) and 3 to 4 years (M=43.25, Std. Dev.=12.55).

Managers and employees cognitive styles compared with demographic data of the study and only with number of years working with same manager, significant difference observed. Status, gender, education level and tenure with same organization, there was no significant difference reported.

4.7 Comparing Leader-Member Exchange (LMX) and Demographic Study Variables

In this section, Leader-Member Exchange (LMX) is analyzed. Employees' LMX quality was compared by the demographic study variables. Demographic study variables were used as independent variables and LMX was the dependent variable, to see whether LMX differs with respect to gender differences, education level, tenure with same organization and tenure with same manager. In Table 11, mean, standard deviations provided.

Employees were asked to respond the seven items on the LMX-7 instrument to evaluate their perceptions of their working relationships with their immediate

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manager in a work setting. The mean LMX for employees who perceive that they have low quality relationship with their manager (out-group) were M=16.77, Std. Dev.=2.50 and employees who perceive that they have high quality relationship with their manager (in-group) were M=25.70, Std. Dev.=3.49.

Table 11. Descriptive statistics of employees' Leader-Member Exchange (LMX) quality with respect to participants' demographic data

	Leader-Member Exchange	N	Min.	Max.	Mean	Std. Dev.
Gender	Male	36	15.00	33.00	24.69	4.19
	Female	101	11.00	33.00	24.13	4.99
Education level	High school graduate	51	11.00	33.00	23.80	4.96
	University graduate	66	12.00	33.00	24.98	4.77
	Graduate degree	19	13.00	29.00	23.42	4.20
Tenure with same organization	0-5 years	98	1.68	6.74	24.38	4.44
	6-10 years	11	3.74	6.24	23.45	4.98
	11-15 years	10	4.21	6.18	24.30	6.14
	16 and above years	32	3.12	7.21	23.40	5.38
Tenure with same manager	0-1 year	45	16.00	32.00	24.97	4.26
	1-2 years	25	15.00	31.00	23.20	4.71
	2-3 years	28	11.00	32.00	25.10	4.59
	3-4 years	6	13.00	29.00	23.66	5.78
	4-5 years	8	20.00	33.00	27.12	4.08
	6-10 years	15	11.00	33.00	23.13	6.45
	11 and above years	5	17.00	25.00	21.80	3.27

Employees' perceptions about high-low quality relationship with their managers with respect to gender investigated and insignificant difference between high-low quality LMX relationship and gender observed [$F_{(1, 135)}$=.356, p=.552].

Employees' perceptions about high-low quality relationship with their managers with respect to education level was investigated. Similar mean values obtained point out that, employees perceptions about high-low quality relationship with their managers

compared with level of education was not significantly different [F(2, 133)=1.275, p=.283].

Employees' perceptions about high-low quality relationship with their managers with respect to number of years working for same organization was investigated and no significant difference was observed [F(3,147)=0.411, p=.746]. Thus, employees' Leader-Member Exchange quality relationship, whether an employee is in manager's in-group or out-group, did not differ significantly with number of years working for the same organization.

Employees' perceptions about high-low quality relationship with their managers with respect to number of employees working with same manager was investigated and no significant difference was observed [F(6,125)=1.373, p=.230]. Thus, employees' Leader-Member Exchange (LMX) quality relationship, whether an employee is in manager's in-group or out-group, did not differ significantly with number of years working with same manager.

Employees' Leader-Member exchange (LMX) quality compared with demographic data of the study and there was no significant difference observed.

4.8 Comparing Cognitive Style, Communication Satisfaction, and Leader-Member Exchange

In this section, we compare study variables and report the findings. Descriptive statistics of relationships first, between cognitive style and organizational communication satisfaction, second, cognitive style and leader-member exchange

quality and lastly, leader-member exchange quality and communication satisfaction are reported.

4.8.1 Organizational Communication Satisfaction by Cognitive Style Similarity

Employees' perceptions of organizational communication satisfaction may to some extent be influenced by similarity of cognitive style of individuals as sender and receiver in the communication interaction, especially between manager-employee dyads. Managers and employees with similar and different cognitive styles are compared in terms of the organizational communication satisfaction to see whether congruent and incongruent cognitive styles of managers' and employees' results different levels of organizational communication satisfaction. Moreover, managers' and employees' cognitive styles on organizational communication satisfaction analyzed in four manager-employee settings to observe if there is a significant difference at four different manager and employee cognitive style settings: namely when both are analytic, when both are intuitive, when manager is analytic but employee is intuitive and when manager is intuitive but the employee is analytic.

Managers and employees' congruent and incongruent cognitive style and organizational communication satisfaction was investigated. High level communication satisfaction was found when manager and employee have congruent cognitive style (M=5.36, Std. Dev.=0.68) and communication satisfaction is lower when manager and employee have incongruent cognitive style (M=4.93, Std. Dev.=0.98). Thus, organizational communication satisfaction between managers and employees significantly differ with respect to congruent cognitive style and incongruent cognitive style [$F_{(1, 149)}=9.451$, p=.003]. In Table 12, mean, standard

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deviation, minimum-maximum scores regarding congruent/incongruent cognitive style of manager and employees and organizational communication reported.

Table 12. Descriptive statistics of congruent/incongruent cognitive style of manager and employee and communication satisfaction.

Cognitive Style& Communication Satisfaction	N	Min.	Max.	Mean	Std. Dev.
Congruent CS	76	4.12	7.21	5.36	0.68
Incongruent CS	75	1.68	6.18	4.93	0.98

Managers' and employees' congruent and incongruent cognitive style and seven organizational communication satisfaction dimensions have also been investigated; in order to see whether there is any significant different outcome present with any single or multiple dimensions. Results obtained from seven organizational communication satisfaction dimensions significantly differ with respect to congruent/incongruent cognitive style of managers and employees. Significant difference observed with media quality and organizational integration dimensions: $[F(1, 149)=8.302, p=.005, F(1,149)=8.231, p=.005]$.

In Table 13, mean, standard deviation, minimum-maximum values regarding seven organizational communication satisfaction dimensions and congruent and incongruent cognitive styles of managers and employees reported.

Table13. Descriptive statistics of congruent/incongruent cognitive style of manager and employees and seven organizational communication satisfaction dimensions.

	Congruent/ incongruent cognitive style and seven dimensions of communication satisfaction	N	Min.	Max.	Mean	Std. Dev.
Corporate Perspective	Congruent Cognitive style	76	1.80	7.00	5.13	0.90
	Incongruent cognitive style	75	1.00	6.20	4.77	1.13
Performance Feedback	Congruent Cognitive style	76	2.60	7.00	4.92	0.98
	Incongruent cognitive style	75	1.20	6.20	4.46	1.27
Supervisory Communication	Congruent Cognitive style	76	2.60	7.00	5.56	0.95
	Incongruent cognitive style	75	1.20	7.00	5.10	1.20
Communication Climate	Congruent Cognitive style	76	3.00	7.00	5.10	0.96
	Incongruent cognitive style	75	1.00	6.60	4.70	1.24
Horizontal Communication	Congruent Cognitive style	76	2.80	7.00	5.28	0.86
	Incongruent cognitive style	75	1.60	6.40	4.98	1.10
Media Quality	Congruent Cognitive style	76	2.40	7.00	5.30	0.82
	Incongruent cognitive style	75	1.00	6.80	4.81	1.21
Organizational Integration	Congruent Cognitive style	76	3.40	7.00	5.14	0.78
	Incongruent cognitive style	75	2.60	6.00	4.73	0.96

According to the results obtained, organizational communication satisfaction observed higher when an employees' cognitive style is aligned with manager's and lower when an employees' cognitive style is different with his/her manager in all seven dimensions. Comparison of organizational communication satisfaction

dimensions with congruent/incongruent cognitive style of manager and employee, employees reported less communication satisfaction with six dimensions except horizontal communication [F(1,149)=3.462, p=.063]. Thus, employees perceptions of information provided significantly differ when manager-employee having congruent cognitive style compared to manager-employee having incongruent cognitive style: Corporate perspective, [F(1,149)=4.736, p=.031], Personal feedback, [F(1, 149)=6.163, p=.014], Supervisory relationship, [F(1,149)=6.523, p=.012], Communication climate, [F(1,149)=5.057, p=.026], Media quality, [F(1,149)=8.302, p=.005], Organizational integration, [F(1,149)=8.231, p=.005].

Managers' and employees' cognitive styles in four manager-employee settings analyzed to observe if there is a significant difference between managers and employees' cognitive style on organizational communication satisfaction. Manager-employee cognitive style settings were as follows: analytic congruence between manager and employee, intuitive congruence between manager and employee, incongruence condition where an intuitive manager manages an analytic employee, and incongruence condition where an analytic manager manages an intuitive employee. In table 14, descriptive statistics of congruent/incongruent cognitive style on organizational communication satisfaction provided.

Table 14. Descriptive statistics of congruent/incongruent cognitive style on communication satisfaction: four settings.

Congruence and incongruence cognitive styles of managers & employees	N	Min.	Max.	Mean	Std. Dev.
Intuitive manager-Intuitive employee	32	4.12	4.24	5.46	0.70
Analytic manager-Analytic employee	44	4.12	7.21	5.22	0.64
Analytic manager-Intuitive employee	35	1.68	6.18	4.85	1.14
Intuitive manager-Analytic employee	40	3.12	6.18	5.00	0.83

Managers and employees' cognitive styles with seven communication satisfaction dimensions in four manager-employees settings was investigated, in order to observe whether there is a significant different communication satisfaction present with any single or multiple dimensions regarding congruent and incongruent cognitive style of manager and employees. In Table 15, mean, standard deviation, minimum-maximum values regarding seven organizational communication satisfaction dimensions and congruent and incongruent cognitive style of manager-employee under four different settings reported.

When four congruent/incongruent manager-employee cognitive style settings are compared, employees reported less communication satisfaction in a setting where analytic manager manages an intuitive employee. This outcome also differs significantly with corporate perspective [$F(3, 147)=2.926$, $p=.034$], media quality [$F(3, 147)=6.183$, $p=.001$] and organizational integration [$F(3, 147)=4.093$, $p=.008$]. Thus, employee perceptions of information provided regarding corporate perspective, media quality and organizational integration significantly differ when manager-employee having incongruent cognitive styles, especially where analytic manager managing an intuitive employee, compared to intuitive manager managing an analytic employee.

Table 15. Descriptive statistics of four different settings of congruent/incongruent cognitive style of managers' and employees' and seven communication satisfaction dimensions.

	Congruence and incongruence cognitive styles setting and seven dimensions of communication satisfaction	N	Min.	Max.	Mean	Std. Dev.
Corporate Perspective	Intuitive manager-Intuitive employee	32	3.40	7.00	5.31	0.78
	Analytic manager-Analytic employee	44	1.80	6.20	4.89	1.02
	Analytic manager-Intuitive employee	35	3.20	6.00	4.65	1.42
	Intuitive manager-Analytic employee	40	1.00	6.20	4.88	0.80
Performance Feedback	Intuitive manager-Intuitive employee	32	2.60	7.00	4.96	1.04
	Analytic manager-Analytic employee	44	3.00	6.20	4.87	0.90
	Analytic manager-Intuitive employee	35	1.20	6.20	4.44	1.23
	Intuitive manager-Analytic employee	40	1.60	6.00	4.49	1.33
Supervisory Communication	Intuitive manager-Intuitive employee	32	2.60	7.00	5.58	1.00
	Analytic manager-Analytic employee	44	3.60	7.00	5.53	0.89
	Analytic manager-Intuitive employee	35	1.60	6.60	5.09	1.17
	Intuitive manager-Analytic employee	40	1.20	7.00	5.13	1.24
Communication Climate	Intuitive manager-Intuitive employee	32	3.00	7.00	5.15	1.00
	Analytic manager-Analytic employee	44	3.20	6.00	5.05	0.91
	Analytic manager-Intuitive employee	35	1.00	6.60	4.68	1.42
	Intuitive manager-Analytic employee	40	2.00	6.00	4.72	1.07
Horizontal Communication	Intuitive manager-Intuitive employee	32	3.60	7.00	5.39	0.79
	Analytic manager-Analytic employee	44	2.80	6.40	5.15	0.94
	Analytic manager-Intuitive employee	35	1.60	6.40	4.97	1.18
	Intuitive manager-Analytic employee	40	1.80	6.20	5.00	1.05
Media Quality	Intuitive manager-Intuitive employee	32	3.80	7.00	5.45	0.73
	Analytic manager-Analytic employee	44	2.40	6.20	5.09	0.90
	Analytic manager-Intuitive employee	35	1.00	6.00	4.47	1.3
	Intuitive manager-Analytic employee	40	1.20	6.80	5.11	0.95
Organizational Integration	Intuitive manager-Intuitive employee	32	3.60	7.00	5.31	0.78
	Analytic manager-Analytic employee	44	3.40	6.00	4.92	0.72
	Analytic manager-Intuitive employee	35	2.60	6.00	4.69	1.01
	Intuitive manager-Analytic employee	40	2.60	6.00	4.78	0.94

Higher organizational communication satisfaction was observed when managers and employees are congruent at both intuitive and analytic styles compared to incongruent cognitive styles. Additionally, in the incongruent settings, better organizational communication satisfaction was observed when an intuitive manager manages an analytic employee compared to when an analytic manager manages an intuitive employee.

4.8.2 Relationship between Cognitive Style and Leader-Member Exchange

Employees' quality of relationship with their manager may to some extent be influenced by the cognitive styles of individuals in a relationship. Managers' and employees' cognitive styles were compared with employees' perceptions about the quality of Leader-Member Exchange (LMX) to see whether congruent and incongruent cognitive styles of managers' and employees' results high/low LMX relationship. Moreover, four manager-employee cognitive style settings were compared with LMX quality to observe if there is a significant difference with four different manager and employee cognitive style settings. Table 16, mean, standard deviation, minimum-maximum scores regarding congruent/incongruent cognitive style of manager and employees and LMX are reported.

Table 16. Descriptive statistics of congruent/incongruent cognitive style of manager and employees and LMX.

LMX and Cognitive Style	N	Min.	Max.	Mean	Std. Dev.
Congruent CS	76	17.00	33.00	25.17	4.24
Incongruent CS	75	11.00	32.00	23.02	5.07

Employees' perceptions about high-low quality relationship with their managers with respect to congruent and incongruent cognitive style are investigated. When employees' perceptions about high-low quality relationship with their managers are

compared with congruent and incongruent cognitive style of managers and employees, a significant difference was observed [F(1, 149)=7.947, p=.005]. Thus, employees' perception about the quality of relationship with his/her manager is related with similarity of cognitive style. When employees' cognitive style is congruent with his/her manager, high quality relationship with manager is observed compared to when employees' cognitive style is incongruent with his/her manager.

Employees' perceptions about high-low quality relationship with their managers with respect to four manager-employee cognitive style settings was analyzed to observe if there is a significant difference between managers and employees' cognitive style on LMX (see Table 17).

Table 17. Descriptive statistics of congruent/incongruent cognitive styles of managers and employees and LMX: four group settings

Congruence and incongruence cognitive styles of managers & employees with LMX	N	Min.	Max.	Mean	Std. Dev.
Intuitive manager-Intuitive employee	32	17.00	33.00	25.38	4.55
Analytic manager-Analytic employee	44	17.00	32.00	24.87	3.83
Analytic manager-Intuitive employee	35	11.00	32.00	22.94	4.96
Intuitive manager-Analytic employee	40	12.00	32.00	23.10	5.26

When four congruent/incongruent manager-employee cognitive style settings was compared with employees perceptions about the quality of relationship with their managers', employees' perceptions about the quality of relationship with their manager significantly differ when analytic manager manages an intuitive employee [F(3, 147)=2.698, p=.048] (see Table 17 for means).

Thus, employees' perception about the quality of relationship with his/her manager highly differs when manager and employee have incongruent cognitive styles, this outcome is statistically justified especially when analytic manager managing an intuitive employee.

4.8.3 Relationship between Leader-Member Exchange and Organizational Communication Satisfaction

High or low quality of relationship (LMX) between manager and employee may to some extent influence employees' organizational communication satisfaction. Employee's high/low LMX relationship was compared with employees' perceptions about organizational communication satisfaction to see whether high LMX quality results in higher organizational communication satisfaction. Moreover, employees' perceptions about high-low quality relationship and seven organizational communication satisfaction dimensions was investigated, in order to see if there is any significant different outcome present with any single or multiple dimensions.

Employees' perceptions about high-low quality relationship with their managers with respect to organizational communication satisfaction was investigated and a significant difference was observed (in-group: M=5.28, Std. Dev. =.77; out-group: M=4.53, Std. Dev. =1.03), [F(1, 149)=18.69, p=.000]. Thus, employees' perceptions about organizational communication satisfaction significantly differ based on whether an employee has high quality relationship (in-group) or an employee has low quality relationship (out-group) with his/her manager.

In Table 18, mean, standard deviation, minimum-maximum scores of employees' perceptions about high-low quality relationship with their manager are reported.

Table 18. Descriptive statistics of employees' perceptions of LMX relationships with their manager: in-group / out-group.

LMX	N	Min.	Max.	Mean	Std. Dev.
Out group	27	11	19	16.77	2.50
In group	124	20	33	25.70	3.49

Employees' perceptions about high-low quality relationship with their managers significantly differs [$F(1, 149)=158.2$, $p=.000$]. Thus, employees who perceived that they are having high quality relationship with their managers receive more support and care compared to employees who perceived that they are having low quality relationship with their managers, receive less support and care.

The comparison of organizational communication satisfaction dimensions with high/low quality relationship between managers and employees, the employees reported less communication satisfaction with five dimensions, excluding corporate perspective [$F(1,149)=0.043$, $p=.836$] and organizational integration [$F(1,149)=1.207$, $p=.274$] dimensions. Thus, organizational communication satisfaction on the dimensions significantly differ between employees who are managers' in-group compared to employees who are managers' out-group: Personal feedback, [$F(1, 149)=14.22$, $p=.000$], Supervisory relationship, [$F(1,149)=43.44$, $p=.000$], Communication climate, [$F(1,149)=22.38$, $p=.000$], Horizontal communication, [$F(1,149)=15.45$, $p=.000$] and Media quality, [$F(1,149)=12.69$, $p=.000$].

4.9 Hypothesis Testing and Findings: Using Polynomial Regression and Path Analysis

In this study, additionally, polynomial regression with response surface analysis and path analysis methods were utilized to examine relationships between study

variables. In testing hypothesis 1 to 3, polynomial regression and surface analysis method as a statistical tool used and for testing hypothesis 4-5 and for mediation analysis of several independent variables, path analysis with M-Plus statistical package (Muthén & Muthén, 2010) used as a statistical tool to examine direct and indirect relationships among study variables.

Table 19 shows the means and standard deviations of the study variables and the correlations among these variables. It is interesting to note that on average the cognitive style scores were higher compared to studies conducted in Western Europe and North America (See Allinson et al., 2001; Allinson & Hayes, 1996; Armstrong & Priola, 2001). Both manager and employee mean scores in the Cognitive Style Index (CSI) were higher than the theoretical mean of 38. The mean CSI for managers and employees were 48.62 and 48.72. There was no statistically significant difference between the groups t (194) = -0.072, (ns). Additionally we have investigated; if the individual's cognitive style score deviation from their group's overall cognitive style score would lead to lower levels of communication satisfaction. Studies report that, when an individual's cognitive style differs from the workgroup cognitive climate, there are more communication problems and other performance difficulties (Armstrong et al., 2012). However, we found no relationship between the level of deviation from group score and reported communication satisfaction (β= -0.012, ns).

The high cognitive style scores are consistent with other studies conducted in societies with high "Uncertainty Avoidance" cultural characteristics (Hofstede & Hofstede, 2001). In a study of Egyptian, UK and Hong Kong postgraduate and

professional development students, UK participants were less analytical compared to those from Egypt and Hong Kong (Savvas, El Kot, & Sadler-Smith, 2001). In uncertainty avoiding societies, there are many formal laws and formal or informal rules to prevent the uncertainties in the behaviour of people. There is low tolerance for ambiguity. The educational and bureaucratic systems in these cultures will reward analytic individuals and attempt to change intuitive types. Therefore, individuals from high uncertainty avoidance cultures will have incentives to be cautious and systematic in their approach to problems (Joy & Kolb, 2009).

Table 19. Means, standard deviations, correlations of study variables and reliabilities.

	Variables	M	SD	1	2	3	4	5	6	7	
1	Communication Satisfaction	5.18	0.87	(0.93)							
2	Age difference	10.43	5.61	0.05							
3	Same Gender	0.67	0.47	-0.02	-0.10						
4	Education Level Difference	0.69	0.62	-0.20*	-0.03	-0.06					
5	Tenure with the same manager	3.15	2.95	-0.05	-0.29**	-0.10	-0.12				
6	Employee Analytic Cognitive Style (E)	0.88	0.62	-0.03	0.00	0.11	0.02	-0.04	(0.73)		
7	Manager Analytic Cognitive Style (M)	0.88	0.53	0.12	-0.06	-0.24**	0.00	0.22**	0.06	(0.78)	
8	Leader-Member Exchange	26.60	3.77	0.47**	-0.06	-0.05	0.02	-0.04	0.05	0.01	(0.84)

n=151, Cronbach alpha coefficients are reported along the diagonal, Cognitive Style scores have been centered for the analysis. Mean and standard deviation scores for communication satisfaction questionnaire are based on 7-point scale, cognitive style 3-point and LMX are on a 5-point scale.

 * $p < 0.05$
** $p < 0.01$
Two tailed tests.

In testing hypotheses, we included four control variables that might be related to our dependent variable. In the current study, examination of the demographic control variables and tenure with same manager indicates that only education level difference was significantly related to communication satisfaction (β= -0.28, p< .005). Dyads with similar levels of education, reported higher communication satisfaction. Age difference, gender similarity and tenure with same manager, was not significantly significant to the dependent variable.

In Hypothesis 1, we predicted that congruence between employee and manager would positively influence employee communication satisfaction. To test this hypothesis, we regressed the dependent variable on the control variables; employee CSI (E), manager CSI (M), manager CSI squared (M2), employee CSI times manager CSI (ExM) and employee CSI squared (E2), using polynomial regressions. To reduce multicollinearity and facilitate interpretation of results, CSI values were scale-centered around the mean (Edwards, 2002; Jansen & Kristof-Brown, 2005; Shanock et al., 2010; Zhang et al., 2012). With communication satisfaction as the dependent variable, we can see from Table 20 the estimated coefficients as well as the slopes and curvatures along congruence and incongruence lines for the polynomial regressions.

Table 20. Cross-level polynomial regressions of congruent/incongruent cognitive style on communication satisfaction controlling for differences in age, gender, education, and group cognitive style.

Variables	Coefficients	Sig.
Constant	4.518	0.002**
Age Difference	0,003	0,822
Same Gender	-0,044	0,805
Education Level Difference	-0,282	0.031*
Tenure with the same manager	-0.012	0.682
Analytic Cognitive Style of the group	0.032	0.284
Individual's difference in Analytic Cognitive Style from their group average	-0.012	0.726
Employee Analytic Cognitive Style (E)	-0.641	0.054 *
Manager Analytic Cognitive Style (M)	-0.728	0.078
M^2	0.081	0.622
E×M	0.767	0.031 *
E^2	-0.101	0.65
Congruence (E=M) line		
Slope	-1.37	0.026*
Curvature	0.75	0.027*
Incongruence (E=-M) line		
Slope	0.09	0.841
Curvature	-0.79	0.169

N=151. Unstandardised regression coefficients are reported.
 * p < .05
** p < .01
Two tailed tests.

To facilitate interpretation of the results, a graph of the response surface analysis is depicted in Figure 4. Figure 4 shows the congruence line represented as a solid line (E=M) from the front corner (where E=M=-2) to the rear corner (where E=M=2), whereas incongruence line represented as a dashed line from the left corner (E=M=2) to the right corner (E=M=-2). The curvature along the congruence line curved downward – i.e. concave (E=M) and the curvature along incongruence line is an inverted U-shaped – i.e. convex (E=-M). This indicates that, congruence in both employee and manager with low CSI score (intuitive) and employee and manager with high CSI score (analytic) conditions improved communication satisfaction. We can see from Table 20 that the curvature is significant (curvature = 0.75, p<.05). The concave graph on the congruence surface line provides evidence for hypothesized congruence relationship. The curvature that curved downward – i.e. concave along

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the E=M line illustrates that communication satisfaction is higher when an employee's cognitive style is aligned with the manager's, and lateral movement from the congruence line (i.e., shift to its back or front) decreases communication satisfaction, thus supporting Hypothesis 1.
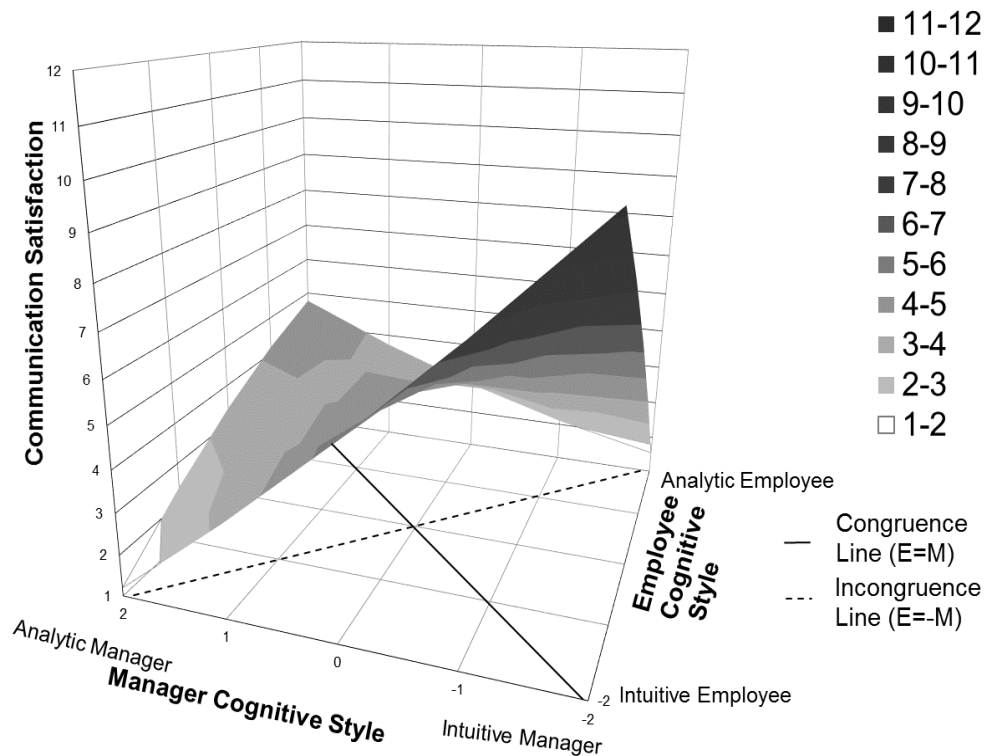
Figure 4. Cognitive style similarity effect and dissimilarity effect on manager and employee communication satisfaction

Hypothesis 2 was related to whether congruence in intuitive-intuitive or analytic-analytic results higher or lower communication satisfaction. The response surface analysis in Figure 4 illustrates communication satisfaction is greater at the front corner of the congruence line (congruence in intuitive cognitive style, where E=M=-2) than at the rear corner of the congruence line (congruence in analytic cognitive style, where E=M=2). Table 20 shows that the slope of the surface along the congruence line is negative and significant (-1.37, $p < .05$) thus supporting Hypothesis 2.

Although the incongruent dyads are expected to have lower communication satisfaction compared to congruent dyads in general, in Hypothesis 3 we expect that communication satisfaction will be relatively higher when manager is intuitive and employee is analytic (right corner in Figure 4) but relatively lower when manager is analytic and employee is intuitive (left corner in Figure 4). Positive slope along the incongruence E=-M line would provide evidence that intuitive managers were liked and accepted by analytic employees in their communication interactions, however, this outcome is not statistically significant (Slope= .09, p= .84). Therefore, Hypothesis 3 is not supported.

In this study, additionally, M-plus statistical method utilized to test direct affect of congruence effect of manager-employee to employees' level of communication satisfaction. Direct path analysis revealed that there is a significant relationship between congruent cognitive styles of manager-employee and employees' communication satisfaction (β =-0.159, p<.026). When manager-employee congruent in their cognitive styles, the level of employees' communication satisfaction improved. Although, we have a better analytical outcome derived from Polynomial regression and surface analysis utilized earlier, this specific relationship between congruent cognitive styles of manager and employee and employees' level of communication satisfaction again warranted through direct path analysis too.

The path analysis results showed that the proposed model had strong fit indices (CFI=1.00, TLI = 1.00) which implies that our model fits data very well. The value of RMSEA is 0.00, which also indicates a good model fit. (See Fig.5).
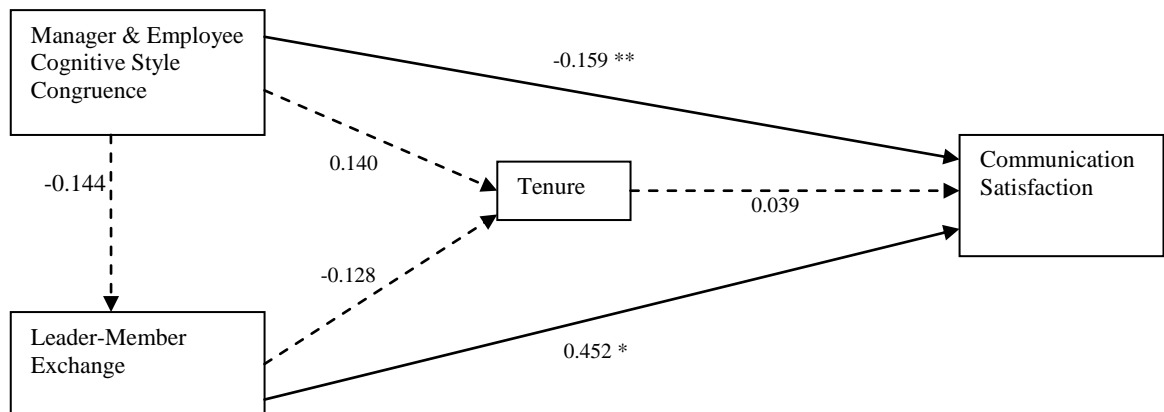
Figure 5. Measurement model

Note: Standardized coefficients are used. Solid lines indicate significant paths and dashed lines indicated non-significant paths.
CFI=1.00, TLI=1.00, RMSEA= 0.000. **p<.05; *p<0.01

Hypothesis 4 addressed the association between congruent cognitive styles of manager and employee and employee's Leader-Member Exchange (LMX) quality. Path analysis results revealed that, there is an insignificant relationship between congruent cognitive styles of manager and employee and relationship build among manager and employees; in terms of trust, liking and respect (β=-0.144, p=0.072) (see Fig. 5). LMX theory indicates that, because of limited amounts of social, personal and organizational resources (e.g. time, energy, role, and positional power) of managers, distribution of such resources depend on managers' judgments of selecting employees. Understanding, trust, respect and mutual support are factors that may affect a managers' judgment in a way that the manager may feel himself/herself more close to his/her employees. Manager and selected employees (in-group) engage in more information exchange and interact more when compared to other employees (out-group). In our study, path analysis results revealed insignificant relationship between high-low quality of manager-employee relationship and congruent cognitive styles of manager and employee.

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Hypothesis 5 addressed the positive relationship between employee's Leader-Member Exchange (LMX) quality and employees' level of communication satisfaction with their immediate managers. Results of path analysis revealed a significant relationship between LMX quality and employees' communication satisfaction with their managers (β =0.452, p<.001) (see Fig. 5). Therefore, Hypothesis 5 also supported. Our findings indicate that people who have worked with the same manager for long years tend to be more satisfied with communication. This can be due to, employee learning how to communicate with their manager as years go by, thus, help manager-employee to build better working relationship.

Communication satisfaction with in-group/out-group status (LMX) compared using t-test and point a significant relationship between these two variables (see Table 21).

Table 21. t-test comparing communication satisfaction with in-group/out-group status.

	N	Mean	Std. Dev.	t	p
"Out-group" employees	27	4.53	1.03	-4.324	**.001**
"In-group" employees	124	5.28	0.77		

The results show that LMX quality positively influences employees' perceptions of communication satisfaction with their immediate manager. As a result, building high quality LMX relationship with immediate manager appears to be positively related to how managers and employees build good and successful communication among themselves for information exchange.

4.10 Mediating Effect of Leader-Member Exchange and Tenure on the Relationship between Congruent Manager-Employee Cognitive Style and Employee Communication Satisfaction

Manager and employee relationship is expected to grow over a period of time through the process of role definition, some scholars argue that time spent working together is an important factor in the development of Leader-Member Exchange (LMX) (Graen & Uhl-Bien, 1995). LMX defined as a social exchange process between manager and employees in which, relationships develop on anticipation of deepening reciprocal trust and expectations of interacting obligations over time (Bhal & Ansari, 1996; Graen & Uhl-Bien, 1995). Some empirical research on LMX has acknowledged importance of tenure (i.e., duration of the dyad working together) and has used it as a control variable in assessing the relationship of LMX with other variables (Bhal & Ansari, 1996).

Research shows that LMX quality may mediate relationship between several conditions and work outcomes. For example Epitropaki & Martin, (1999) demonstrated that, employees who had spent considerably more or less time than their manager in the organization reported the worst work outcomes when they perceived LMX was of low quality, whereas when the quality of LMX was high, they reported the highest work attitudes and well-being.

In a study investigating the cognitive style similarity and psychological contract breach between manager and employee dyads suggested that, the relationship was mediated by LMX (Suazo, Turnley, & Mai-Dalton, 2008). Another study that measured how cognitive similarity relate to knowledge transfer in manager-employee

dyads, it was demonstrated that, when dyads had similar cognitive style; the knowledge transfer was much better if knowledge to be transmitted was tacit and required further common understanding. However, when the information to be shared was well structured and easy to transmit, the cognitive similarity did not provide a further advantage (Lin et al., 2010). When we consider that LMX will improve common understanding; we can also expect LMX to mediate the relationship between congruent cognitive styles of manager and employee and level of communication satisfaction. In other words, we can expect the relationship between congruent cognitive styles of manager and employee and communication satisfaction to vary among those who have strong or weak LMX relationships.

In order to clarify and strengthen our findings, we intended to look for possible mediating variables that we think might be related to employees' perceptions of communication satisfaction with their immediate manager. First, we add LMX, the quality of the relationship between manager and employee, as mediating variable to our model to see whether there is a mediating effect of LMX on the relationship between congruent cognitive styles of manager and employee and communication satisfaction. The observation of path from congruent cognitive styles of manager and employee and communication satisfaction via LMX was insignificant (β= -0.065, p=0.081) (see Table 22). Second, we add tenure, the length of time an employee spents with their immediate manager in a work setting, as mediating variable to our model to see whether there is a mediating effect of tenure on the relationship between congruent cognitive styles of manager and employee and communication satisfaction. The observation of path from congruent cognitive styles of manager and employee and communication satisfaction via tenure was insignificant (β=0.005,

p=0.607) (see Table 22). Third, we add tenure, the length of time an employee spent with their immediate manager in a work setting and LMX, the quality of the relationship between manager and employee, as mediating variable, to our model to see whether; there is a mediating effect of tenure and LMX on the relationship between congruent cognitive styles of manager and employee and communication satisfaction. The observation of path from congruent cognitive styles of manager and employee and communication satisfaction via tenure and LMX was again insignificant ($\beta=0.001$, p=0.624) (see Table 22).

Table 22. Mediation analysis

Direct Relationship	Mediator	β	2-tailed P-Value
Manager & Employee Cognitive Style Congruence to Communication Satisfaction	LMX	-0.065	0.081
Manager & Employee Cognitive Style Congruence to Communication Satisfaction	Tenure	0.005	0.607
Manager & Employee Cognitive Style Congruence to Communication Satisfaction	Tenure & LMX	0.001	0.624

In the current study, examination of the demographic control variables indicates that only education level difference was significantly related to communication satisfaction ($\beta= -0.20$, $p< .005$). Dyads with similar levels of education, reported higher communication satisfaction. This may be due to the employees who get postgraduate education may have higher expectations in terms of communication and they may be disappointed when these expectations are not met. Additionally, women perceptions about organizational integration dimension (information about work progress, departmental policies and salary adjustments) of organizational communication satisfaction significantly differ compared to men.

Polynomial regression and surface analysis results demonstrate the congruence effect on communication satisfaction, that is, when manager and employee are congruent in their cognitive styles, satisfaction from communication is improved: congruence increases employee communication satisfaction in general compared to incongruent dyads. On the other hand, although similarity effect hypothesis is supported, our research findings point out that, the communication satisfaction is higher when both manager and employee are intuitive compared to the situation when they are both analytic. Additionally, path analysis results demonstrated an insignificant relationship between congruent cognitive styles of manager and employee and LMX, but a significant positive relationship between LMX and communication satisfaction. Based on this finding, one can expect that, if high quality LMX relationship between manager and employee results in improved communication satisfaction, it might as well mediate the relationship between congruent manager-employee cognitive style and employees' communication satisfaction. Investigation of possible mediating effects of Leader-Member Exchange (LMX) quality resulted in a statistically insignificant relationship. Additionally, mediation analysis of tenure and combined influence of both LMX and tenure did not find a significant mediating effect of LMX and tenure on the relationship between congruent cognitive styles of manager and employee and employees' level of communication satisfaction.

Chapter 5

CONCLUSION, DISCUSSIONS
AND IMPLICATIONS

This chapter presents a short summary of the research study, discussion of the hypothesized relationships with research findings, comparison of earlier studieswith the current study's findings, implications of the research findings, contributions of the study, and recommendations for future studies.

5.1 Summary of the Study

The present study aimed to investigate how manager and employee cognitive style congruence and incongruence on the analytic-intuitive spectrum may influence the employee communication satisfaction in a work setting. The significance of the study is that the study not only investigate how similarity or dissimilarity influences communication satisfaction, but also demonstrates how similarity at the intuitive end or similarity at the analytic end of the spectrum had different influence on the employee communication satisfaction. Furthermore, the effects of two in-congruence settings between manager and employee dyads on communication satisfaction are compared. This study is significant since it adds new insight into the existing literature by investigating the relationship between cognitive styles of managers and employees and communication satisfaction by comparing manager-employee workgroups by matching employee and manager dyads. Additionally, the study adds new insights and understanding regarding whether 'the leader-member exchange

quality' and 'the tenure with manager' mediates the relationship between 'cognitive styles of manager and employee' and 'communication satisfaction'.

Managers and employees not only differ in terms of their cultural and educational backgrounds and life styles but they also differ in terms of their personality types and cognitive styles. According to Kubes, (1998), one's cognitive style is unaffected by the cultural variables and is embedded in his/her personality. Messick, (1976) argue that one's cognitive style may influence almost all human activities that link cognition, including social and interpersonal relationships. Therefore, cognitive style may, to some extent, be influential to communication satisfaction between manager-employee dyads. Knowing that intuitive individuals have a global orientation and analytic individuals prefer a step by step approach to information processing, understanding how cognitive style congruence or incongruence among dyads influence communication satisfaction becomes important. The Cognitive Style Index (CSI) (Allinson & Hayes, 1996), a self-report questionnaire designed to assess cognitive style of individuals on intuitive-analytic dimensions, was used in the current study. The CSI measure is known as a simple and easy to administer measure, especially suited for large organizational studies compared to other available measures in the literature, criticized as being cumbersome or time consuming to be used with large samples (Erdil & Tanova, 2015; Tanova, 2003a). Manager-employee dyads who have congruent cognitive styles may have better and improved communication satisfaction and improved communication satisfaction, in turn, may lead to positive work outcomes in organizations. Previous studies in differing organizations have linked communication satisfaction with job satisfaction (Pettit et al., 1997), productivity (Clampitt & Downs, 1993), job performance

(Pincus, 1986) and organizational commitment (Varona, 1996). Employees' perceptions of organizational communication satisfaction may be related with managerial competence and with a manager's willingness to engage in interaction with his/her employees. Apart from cognitive styles, high quality relationships between a managers and employees may also influence level of communication satisfaction between dyads. Therefore, quality of Leader-Member Exchange (LMX) relationship between manager-employee may to a certain degree influences communication satisfaction one perceives in a workplace. Mediation analysis was conducted to see how strongly LMX may mediate the relationship between congruent manager-employee cognitive styles and employees' communication satisfaction. Demographic variables were added into the research to compare and control demographic similarities.

In line with the quantitative research methodology, descriptive, relational, and comparative models were utilized in the current study. In order to conduct the study and to reach the research objectives, organizations with hierarchical structures and departmental groups, and frequent communication interaction between employees and their immediate managers were needed. For those reasons, banks were selected to conduct the study. Two local banks and one international bank participated in the study: Asbank, Türk Bankası and Türkiye İş Bankası. The comparison of the communication satisfaction between the banks did not reveal any significant differences, therefore it was deemed acceptable to pool the data from the three banks into one sample.

The Cognitive Style Index (CSI) (Allinson, Armstrong, & Hayes, 2001), the Leader-Member Exchange (LMX) status theory (Graen & Uhl-Bien, 1995), and the Communication Satisfaction Questionnaire (CSQ) (Downs & Hazen, (1977) instruments were utilized in the data collection process. Demographic questions were prepared for identifying the similarities and differences in gender, age, education, length of experience in the bank (tenure), length of experience with the same manager and length of experience in the banking sector.

Data were collected from a total of 229 managers and employees. After excluding unusable questionnaires, data for 151 employees and 43 managers (total 194) were analyzed. Employees' organizational communication satisfaction were measured in a total of 151 manager/employee dyads. Participants' answers to research instruments were entered into SPSS 16.0 (Statistical Program for Social Sciences) and several tests were carried out regarding the hypothesized relationships for the current study.

Three data analysis methods were utilized in the study: First, ANOVA test was used to compare the groups according to demographic characteristics, ANOVA test was further used to see how differences in cognitive styles between managers and their employees may be related to communication satisfaction and to LMX (how to being in the in-group or in the out group differs with communication satisfaction). Second, polynomial regression with a surface analysis technique was used in order to evaluate how communication satisfaction would change in congruent and in incongruent dyads, taking into account congruence and incongruence at intuitive and analytic ends of the dimensions (Edwards, 2002; Jansen & Kristof-Brown, 2005; Zhang et al., 2012).

Third, M-Plus statistical package (Muthén & Muthén, 2010) was used to conduct path analysis. In order to examine the direct and indirect relationships among study variables and to test for mediation.

5.2 Summary of the Hypothesized Relationships and Comparison with Former Studies.

When compared to the already existing studies in the literature, we see that a number of our hypotheses are in line with earlier findings, and yet some differ.

Hypothesis 1 addressed how organizational communication satisfaction is influenced when a manager and employees have congruent cognitive style either at the intuitive or analytic end of the spectrum. Organizational communication satisfaction was measured with the following seven subdimensions: organizational perspective, personal feedback, supervisory communication, communication climate, horizontal communication, media quality, organizational integration. The bank employees' total average organizational communication satisfaction was measured as M=5.15, Std. Dev.:0.87, meaning that, employees' organizational communication satisfaction were higher than theoretical average mean (range: 1 to 7). The highest mean scores observed among dimensions were supervisory communication, horizontal communication and media quality. Lowest communication satisfaction dimension reported by employees was the one related with personal feedback.

Observations of earlier studies in literature regarding organizational communication satisfaction was similar to our findings, such as Clampitt & Downs, (1993), investigated two companies operating in two different sectors- one savings and loan company and the other chair manufacturing company, Varona, (1996), investigated

three service companies in Guatemala (one school and two hospital), and Jones, (2006), who investigated how satisfied employees were in the State Court of Georgia, have observed higher levels of supervisory communication and lowest satisfaction with personal feedback.

In this research study, communication satisfaction was observed to be higher when an employee's cognitive style was aligned with the manager's. Our results demonstrated the congruence effect on communication satisfaction in a high context cultural study setting. High context cultures have a greater reliance on tacit knowledge instead of explicit knowledge in communication (Möller & Svahn, 2004). In a study of salespeople and their mentors, Lin et al., (2010) demonstrate that congruence leads to more effective knowledge transfer especially when the knowledge to be transferred is tacit. When "the knowledge to be transferred is explicit, the relationship between congruence and more effective knowledge transfer disappeared" (Erdil & Tanova, 2015, p.188). Our results are consistent with this as such that organizational communication satisfaction between managers and employees differ significantly with respect to both having congruent cognitive styles compared to both having incongruent cognitive styles.

Hypothesis 2 stated that organizational communication satisfaction between a manager and employee would be higher at intuitive end compared to the analytic end of the cognitive style spectrum. Compared to earlier studies, i.e. Cooper & Miller, (1991) and Handley, (1982), this study investigated how the similarity at the intuitive end and the similarity at the analytic end may have different influences on the employee communication satisfaction. In case when the congruence was at the

intuitive end, a setting where both the manager and the employee have intuitive cognitive styles, the effect observed was greater when compared to when the congruence was at the analytic end, where the manager and the employee both have analytic cognitive styles. Thus, "the congruence at the intuitive end of the spectrum, the effect was greater on the communication satisfaction" (Erdil & Tanova, 2015, p.188). This result fits in with the person-environment fit literature which provides support for the idea that congruence in personal characteristics leads to better work outcomes (Kristof-Brown et al., 2005). Although in Hypothesis 1 we suggested that congruent cognitive style of manager-employee will lead to better communication, and this outcome was what was observed, managers and employees in a workgroup can be congruent at either high analytic pole of the spectrum or at the high intuitive pole of the spectrum. This study is the first that addressed this issue and suggests manager and employee dyads in a workgroup if congruent at the intuitive pole of the spectrum, enjoy higher levels of organizational communication satisfaction compared to those that are congruent at the analytic pole of the spectrum.

As stated in Hypothesis 2, when a manager and employees congruent at intuitive end of the spectrum may not result the same communication satisfaction when manager and employee congruent at analytic end of the spectrum, in Hypothesis 3, similar to Hypothesis 2, we expected to see different levels of communication satisfaction at two different incongruence cognitive style settings between manager and employees. Our results demonstrate that the incongruence setting, where the manager was intuitive and the employee was analytic, dis not differ in communication satisfaction level from the incongruence setting where the manager was analytic and the employee was intuitive. Although contemporary management liersture often states

that competitive business environment requires more intuition and creativity from the workforce, the uncertainty avoidant (Hofstede & Hofstede, 2001) business and educational settings may be rewarding for the analytic individuals and this may be the reason why, contrary to our expectations in Hypothesis 3, analytic employees did not report higher communication satisfaction with intuitive managers.

Hypothesis 4 suggested that congruent cognitive styles of manager and employees may play a prominent role and may result in high-quality Leader-Member Exchange (LMX) within a work group (the employee's cognitive style when in line with the manager's; employee will be in managers' in-group). Past research studies that link individual personality types and LMX have found a positive relationship between LMX and personality type. Myers & Myers,(1980) suggested that understanding of an individual type is useful in human relations and this refers specifically to dyads such as work colleagues and couples. They proposed that two people that are alike in their perception or their judgment can build a good working relationship and further they suggest that when co-workers differ on both perception and judgment, they face problems. Gerstner & Day, (1997) suggests there is a significant relationship between LMX and satisfaction with supervision and Liden & Graen (1980) argue that quality of LMX influenced manager's perception of employee competence. Allinson, Armstrong & Hayes (2001, p.204) argue, "differences in cognitive style may fundamentally affect the nature of interpersonal relationships" and suggest a complimentary fit would be better especially assigning analytic employees with intuitive managers for high-quality LMX relationships.

Differences in information processing styles of employees', in terms of how individuals perceive, think, solve problems, learn and relate to others, may affect the quality of communication interaction as well as the quality of the relationships between the manager and the employee. In order to build high-quality relationships with employees, managers need to be aware of differing cognitive styles of individuals. As Dansereau et al., (1975) suggested, managers, because of limited resources at hand, will form different managerial supervision for each of their employees that report to the same manager. In such situations, one can expect that, when managers cognitive style is aligned with that of the employees, this results in high quality relationships compared to employees whose cognitive styles are different than their managers. The high-quality LMX relationship between manager and employee urge employee to engage in duties beyond their formal employment contract (Bauer & Green, 1996; Erdogan & Enders, 2007). Graen & Uhl-Bien, (1995) suggested that from time to time leaders may need to rely on employees (to take extra roles) and that there are times that employees may need to rely on their managers (for support and carrier investment). Employees who are in manager's in-group will experience more mutual understanding and support because both will empower and motivate each other and such a relationship may occur when both work together for some time, have common perceptions and judgments and have congruent cognitive styles. However, our results did not demonstrate the congruence effect on LMX quality. Thus, Hypotheses 4, was not supported. So, the relationship between LMX and congruence in cognitive styles of manager and employee may be more complicated than we assumed.

According to Hypothesis 5, when employees perceive that they have high-quality Leader-Member Exchange (LMX) with their immediate managers', they will also be satisfied with the level of organizational communication satisfaction. In the current study, a positive and significant relationship was observed to exist among bank employees in terms of the quality of manager-employee relationship and the corresponding level of organizational communication satisfaction. Thus, Hypothesis 5 is supported.

Earlier studies regarding the relationship between LMX and organizational communication satisfaction are in line with our findings. Mueller & Lee (2002) conducted research with four organizations operating in emergency financial assistance, medical treatment, and alike sectors, and observed that the higher the quality of LMX, the higher the level of communication satisfaction perceived by the employees. Ramos, (2003) conducted research in several entertainment industries, investigating the relationship between LMX, creativity, and organizational communication satisfaction. Employees who were satisfied with organizational communication in their organization also perceived that they have higher quality Leader-Member Exchange relationships compared to employees who perceived that they were dissatisfied with organizational communication in their organizations. Additionally, Ramos (2003) added that, "supervisory communication was the line of communication satisfaction most strongly related to an employee's level of satisfaction with the communication in the organization" (p.83). A recent study carried out by Abu Bakar, Dilbeck, & McCroskey, (2010), confirmed Ramos finding that LMX is significantly related to supervisory communication.

Kacmar et al., (2003) have argued that employees who are in manager's in-group experiencing high quality LMX relationship with their managers, have more opportunity to communicate more with him or her and thus, can further build even more stronger LMX relationships. Graen & Uhl-Bien, (1995) suggest that managers need to develop more high-quality relationships with each employee in their working group rather than select a few. Building high-quality relationships with employees in a work group requires recognition of individual needs and preferences. Recognition of needs and preferences of individuals requires close supervision and feedback from immediate managers. According to Ramos,(2003) employees who are in high quality LMX relationships with their managers reported that they communicated more with their managers as compared to employees who experienced low quality LMX relationships. In addition, employees in high-quality LMX relationships with their managers reported that they were more comfortable expressing their ideas/views to their managers (Kassing, 2001).

There exists a number of studies regarding mediating effect of LMX. Skinner et al., (2003), conducted a mediation analysis to see how LMX may mediate the relationship between leaders' empowerment behaviors and subordinates' feelings of empowerment. They observed a significant mediator effect of LMX on that relationship. Suazo, Turnley, & Mai-Dalton, (2008) investigated whether LMX mediates the relationship between cognitive style similarity and perceived psychological contract breach. They also concluded that LMX did mediate that relationship. Zhang, Wang, & Shi, (2012) conducted a mediation analysis to see whether LMX quality mediates the relationship between manager-employee congruence/incongruence in proactive personality and employees' job satisfaction

and observed that LMX quality between manager-employee partially mediates congruence/incongruence effect of proactive personality.

In order to clarify and strengthen our findings, possible mediating effect of LMX, tenure and LMX-tenure combined effect on the congruent cognitive styles of manager and employee dyads and employee communication satisfaction were analyzed. Mediation analysis results were insignificant for LMX and tenure and for their combined effect, showing that neither LMX nor tenure had a mediating effect on the relationship between congruent cognitive styles of manager and employee dyads and employee communication satisfaction. High quality relationships, in terms of latitude, support and concern among manager-employee relationships, do not have much of an influence on how satisfied an employee is from communication interactions with his/her manager. Similarly, tenure, length of time an employee spents with his/her manager, again do not promote higher levels of communication satisfaction between managers and employees.

5.3 Contributions of the Study

The present research has made an incremental contribution toward furthering our understanding of the relationship between cognitive style congruence between a manager and employee, and employee communication satisfaction within a group in a work setting. Findings of this research suggest congruent effect on the level of employee communication satisfaction. The present study helps further understanding the importance of LMX, the quality of the relationship between manager and employee, in improving communication satisfaction.

Our findings suggest that if managers themselves are not analytic this may prevent analytic employees from reaping the benefits that come with high communication satisfaction. Similarly, when managers are not intuitive, this may cause intuitive employees to have lower communication satisfaction. Therefore, it is critical that the

> members of a dyad be aware of both parties' cognitive styles in order to improve communication satisfaction and thus build more constructive relationships. This self-awareness will increase the ability to empathize with the other party and thus understand that there may be alternative ways of perceiving, processing and working with information (Erdil & Tanova, 2015, p.189).

Managers, in order to improve communication satisfaction with each member in their group, need to recognize employees' preferences, need to observe how an employee handles tasks and receive feedback from employees as to how they perceive information provided to them. Only then, managers can make adjustments for future interactions with each group member with respect to employees' cognitive style in handling tasks.

The author accepts that there are, potentially, many factors influencing the interrelationship of dyadic partners in a work context and that cognitive style is but one variable. According to Hackman & Wageman, (2007, p.45) "supervisors behaviour is shaped by multiple factors operating at different levels of analysis". Scholars, over the decades, have devoted considerable effort in order to identify dimensions that reliably summarize and describe manager behaviour and style and suggested that 'initiation of structure' and 'consideration' are most well-known (Hackman & Wageman, 2007). Assessing the impact of managers' behaviour on employees and on unit performance and the impact of employees' behaviour and

contextual conditions on manager behaviour itself, could be at least as important as the cognitive similarity.

5.4 Recommendations for Further Research

Several recommendations can provide avenues for future research. Our study setting, North Cyprus, carries cultural characteristics of Turkish people in their social life and attitudes. According to Hofstede & Hofstede (2001), Turkish culture to a greater extent, demonstrates collectivist and uncertainty avoidant characteristics, and this may limit the generalizability of the results. In such cultures, employees may place further emphasis on their interactions with their managers towards rapport building. Therefore, a stronger congruence effect may be present in this culture compared to cultures that are high in individualism and has high tolerance for ambiguity. Future studies may compare samples from both individualist and collectivist cultures to see if culture makes a difference in how cognitive style congruence and incongruence may influence communication satisfaction among dyads.

Second, in the current study number of women participants were higher compared to number of men. Although we have controlled for the role of gender similarity in our analysis, majority of participants being women in the study raise the likelihood that, since groups studied had more women participants, majority of manager-employee dyads analyzed were dyads that manager and employee were both women. Earlier research about information processing differences in gender reported that, males are largely guided by controlling tendencies 'stress assertiveness, self-efficiency and mastery' in their interactions with others whereas females are guided by communal concerns 'emphasizing interpersonal affiliation and harmonious relationships' in their interactions with others (Putrevu, 2001). Future research with more male

participants may address this limitation regarding gender differences in cognitive style, to strengthen the congruence effect of communication satisfaction in a dyad.

Not all social relationships such as, parent-child, teacher-student, patient-doctor and manager-employee, go as smooth as possible continuously. Instead, such relationships are sometimes exposed to disagreements, misunderstandings and misjudgment in stressful situations. As a result, employees' communications with their immediate managers have a chance to fluctuate over time. Future study should be conducted with longitudinal research designs in order to describe everyday routine and/or non-routine communication behaviors/interactions of manager and employees and analyze tenure, preferably with different organization or institutions, and its effect on interpersonal relationships and communication acts.

5.5 Recommendations for Improvement of Practice

There are several recommendations for improvement of practice derived from the study findings.

Managers need to be aware of differing cognitive styles of individuals and should know that there are different approaches to information processing. The reason behind many misunderstandings and poor communication between manager and employee dyads may be manager's lack of awareness about individual differences in cognitive styles.

Managers should not assume that all employees will share their preferred way of dealing with information (Kozhevnikov, 2007). Since managers generally do not have the opportunity of selecting employees who are congruent with their own

cognitive style and are assigned to manage intact work teams or groups (Zhang et al., 2012), they need to identify differing cognitive styles of individuals in their teams and make sure that they are able to accommodate the differences. Moreover, managers need to develop strategies to work with employees that will have different cognitive styles. For example, they can determine which tasks to assign to whom. Furthermore, they can adjust the way tasks will be performed based on different cognitive styles.

In work situations where information at hand requires methods of systematic examination and analytic information processing to reach a favorable outcome, it would be more appropriate to assign such tasks to employees who have analytic cognitive style rather than employees who have intuitive cognitive style. On the other hand, in situations where "information at hand requires more innovative and random methods of explorations in processing information, it would be more appropriate to assign such tasks to employees who have intuitive cognitive style" (Erdil & Tanova, 2015, p.190).

> when analytic managers are communicating with intuitive employees they should first build rapport and allow them greater initiative, autonomy and flexibility rather than restricting them to follow rigid and structured methods. On the other hand, when intuitive managers are leading analytic employees they should develop precise schedules and provide clear structured methods for their analytic employees and make use of these employees' strengths in systematic inquiry. Organizations should also provide training and self-development programs in order to facilitate this understanding and to develop synergies (Erdil & Tanova, 2015, p.190).

Many scholarly research suggest that similarity between the cognitive styles of manager and employees will lead to mutually beneficial and positive relationships to be build among them. However, since managers are made to work with intact work groups, managers should understand that there are differences in how people

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perceive, think and approach to problem solving with respect to differences in cognitive style of individuals. In this research, we do not suggest organizations to try to match managers and employees who have similar cognitive styles, we suggest that managers should empathize with members who have different cognitive style then theirs in their work group, to improve communication satisfaction and this, in turn, will improve employees' work outcomes.

When jobs were much more routine with narrow job descriptions and specialized, analytic cognitive style was seen as a more desired characteristic especially for employees but also for managers (Dane & Pratt, 2007). However, using intuition has become a desirable quality in today's rapidly changing business environment that requires more creativity in order to remain competitive (Hodgkinson, Langan-Fox, & Sadler-Smith, 2008; Eugene Sadler-Smith & Shefy, 2004). Yet, when "intuitive employees do use creativity, the personality incongruence effect identified in the current study may result in the analytic manager to interpret the employee's intuition as a manifestation that the employee is unable to analyze information systematically to reach the optimal solution" (Erdil & Tanova, 2015, p.188). Thus, it is critical that managers become aware of their own cognitive styles and how others' styles may differ (Kozhevnikov, 2007). They need to avoid their potential bias towards intuitive or analytic decision-making and behaviors.

Employees and potential employees should also become aware of the impact of individual differences such as cognitive style differences on behaviour, attitudes and relationships among individuals. They should try to emphasize with others that they are communicating with. By understanding the influence that differing traits may

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have on individual's communication preferences, employees can make sense of other's behaviors. Self-awareness is also considered a key to emotional intelligence (Robbins & Judge, 2003).

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APPENDICES

Appendix A. Letter Asking for Permission to Conduct the Research Study.

KKTC ASBANK LTD.
Genel Müdür

Sayın Taştan Altuner,

Hizmet sektöründe çalışanların verimli ve uyumlu çalışmasının kurumların başarısında önemli bir yeri olduğu hem akademik hemde uygulama çevrelerince kabul edilmektedir. DAÜ iletişim fakültesinde yürütmekte olduğum doktora çalışmasında amir ve memurların kişilik özellikleri benzer veya farklı olduğu durumlarda iletişim memnuniyetinin ne ölçüde etkilendiğini inceleyeceğim.

Ülkemiz bankacılık sektöründe iyi bir örnek olduğunu düşündüğüm bankanızda amir ve memurlara bir anket formu dağıtmak, topladığım verileri tezimde analiz ederek kullanmak ve ayrıca bir rapor halinde sizlerle paylaşmak istiyorum. Araştırmanın genel amacı ve yapısı aşağıda özetlediğim gibidir.

Günümüz kurumlarına bakılığında, kurumu oluşturan bireylerin kültürel, eğitsel ve yaşam tarzları arasında farklılıklar olduğu, bunun yanında şahısların kendilerinde diğerlerinden ayıran bazı karakteristik özellilkere sahip oldukları görülmektedir. Bu yüzden şahıslar ile iletişim kurarken bu değişken özelliklerin bilinmesi yararlıdır. İki farklı kişilik özelliğine sahip amir-memur arasındaki iletişim ile, iki aynı kişilik özelliğine sahip amir-memur arasındaki iletişim farklılıklar gösterebilir. Aynı kişisel özellikleri olan insanların kendi aralarında daha iyi iletişim kurup birbirlerini daha iyi anlayacağı varsayımından yola çıkarak bu şahıslar arasında kurulan iletişimden her iki tarafında memnun olacakları sonucu ortaya çıkabilir.

Bu çalışma amir kişilik özelliği ile memur kişilik özellikleri aynı olduğu zaman, amir-memur iletişim memnuniyetinin daha yüksek derecede olduğu hipotezini araştıracaktır.

Bu çalışmada kullanılması planlanan anketler Downs and Hazen'in İletişim Memnuniyeti Anketi (Downs and Hazen, 1977), Lider-Üye arasındaki etkileşim derecesi anketi (Leader-Member Exchange, Graen and Uhl-Bien, 1995) ve Bilişsel Tarz Endeksi (Cognitive Style index, Allinson and Hayes, 1996) dir. Anketlerin tümü üçlü set olarak her bir şubede önceden belirlenen bir veya iki amir-memur grubuna elden verilerek uygulanması planlanmaktadır.

Araştırma sonuçları değerlendirildiğinde, kurumların amirler ve memurlar arasındaki iletişim ilişkilerinin güçlendirilmesi için yöneticilere bu konu ile ilgili ne tür eğitim programlarının yapılmasının faydalı olabileceği ortaya çıkacaktır. Bunun yanında personel ekipleri oluşturulurken aynı veya farklı kişilik özellikleri olan kişilerin ne şekilde çalışma ekibi oluşturmalarının kurum için daha faydalı olacağı belirlenebilecektir.

Proje ile ilgili daha detaylı bilgi almak için benimle e-mail veya telefon aracılığı ile temas kurabilirsiniz. Size uygun bir zamanda yüz yüze de size daha fazla bilgi verebilirim.

Saygılarımla,

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Cep.tel.: 0533 860 61 60
Ofis tel.: 0392 630 1406

Appendix B. Manager and Employee Invitation Letter.

Değerli katılımcı,

Bu çalışma Doğu Akdeniz Üniversitesi (DAÜ), İletişim Fakültesi Doktora tezim ile ilgili olup, hiçbir şekilde çalışmakta olduğunuz kurum ile ilgili bir bağlantısı bulunmamaktadır. Bu çalışmanın şubenizde gerçekleştirilmesi için gerekli izni Genel Müdür'ünüz ile yaptığım yazılı ve sözlü temaslarım sonucunda aldım ve banka şube amirlerinin bilgisi dahilindedir.

Size zarf içerisinde elden verdiğim anket forumlarını eksiksiz olarak doldurmanız, tamamlanmış anketinizi yine zarfın içerisine koyarak kapatmanız (veya zımbalamanız) ve anketöre (bana) teslim etmeniz, araştırmamın sonunda sağlıklı bir netice almam için önemlidir. Anketi oluşturan sorulara verdiğiniz cevapları kesinlikle gizli tutacağımdan, size uygun cevapları rahatça işaretleyebilirsiniz. Tezde veya ilgili araştırmalarda yer alacak anket sonuçları analizleri bankanızın, şubenizin ve sizin kimliğinizi belli etmeyecek şekilde olacaktır.

Size verdiğim anket forumlarını eksiksiz olarak dolduracağınız konusunda göstereceğiniz titizlikten dolayı sizlere şimdiden teşekkür eder, çalışmalarınızda başarılar dilerim.

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Appendix C. Cognitive Style Index Scale (In English)

COGNITIVE STYLE INDEX

People differ in the way they think about problems. Below are 38 statements designed to identify your own approach. If you believe that a statement is true about you, answer "T". If you believe that it is false about you, answer "F". If you are uncertain whether it is true or false, answer "?". This is not a test of your ability, and there are no right or wrong answers. Simply choose **the one** response which comes closest to your own opinion. Work quickly, giving your first reaction in each case, and make sure that you respond to every statement. Indicate your answer by completely filling in the appropriate oval opposite the statement:

	T	?	F
1. In my experience, rational thought is the only realistic basis for making decisions.	O	O	O
2. To solve a problem, I have to study each part of it in detail.	O	O	O
3. I am most effective when my work involves a clear sequence of tasks to be performed.	O	O	O
4. I have difficulty working with people who 'dive in at the deep end' without considering the finer aspects of the problem.	O	O	O
5. I am careful to follow rules and regulations at work.	O	O	O
6. I avoid taking a course of action if the odds are against its success.	O	O	O
7. I am inclined to scan through reports rather than read them in detail.	O	O	O
8. My understanding of a problem tends to come more from thorough analysis than flashes of insight.	O	O	O
9. I try to keep to a regular routine in my work.	O	O	O
10. The kind of work I like best is that which requires a logical, step-by-step approach.	O	O	O
11. I rarely make 'off the top of the head' decisions.	O	O	O
12. I prefer chaotic action to orderly inaction.	O	O	O
13. Given enough time, I would consider every situation from all angles.	O	O	O
14. To be successful in my work, I find that it is important to avoid hurting other people's feelings.	O	O	O
15. The best way for me to understand a problem is to break it down into its constituent parts.	O	O	O
16. I find that to adopt a careful, analytical approach to making decisions takes too long.	O	O	O
17. I make most progress when I take calculated risks.	O	O	O
18. I find that it is possible to be too organised when performing certain kinds of task.	O	O	O
19. I always pay attention to detail before I reach a conclusion.	O	O	O
20. I make many of my decisions on the basis of intuition.	O	O	O
21. My philosophy is that it is better to be safe than risk being sorry.	O	O	O
22. When making a decision, I take my time and thoroughly consider all relevant factors.	O	O	O
23. I get on best with quiet, thoughtful people.	O	O	O
24. I would rather that my life was unpredictable than that it followed a regular pattern.	O	O	O
25. Most people regard me as a logical thinker.	O	O	O
26. To fully understand the facts I need a good theory.	O	O	O
27. I work best with people who are spontaneous.	O	O	O
28. I find detailed, methodical work satisfying.	O	O	O
29. My approach to solving a problem is to focus on one part at a time.	O	O	O
30. I am constantly on the lookout for new experiences.	O	O	O
31. In meetings, I have more to say than most.	O	O	O
32. My 'gut feeling' is just as good a basis for decision making as careful analysis.	O	O	O
33. I am the kind of person who casts caution to the wind.	O	O	O
34. I make decisions and get on with things rather than analyse every last detail.	O	O	O
35. I am always prepared to take a gamble.	O	O	O
36. Formal plans are more of a hindrance than a help in my work.	O	O	O
37. I am more at home with ideas rather than facts and figures.	O	O	O
38. I find that 'too much analysis results in paralysis'.	O	O	O

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Appendix D. Leader-Member Exchange Scale (In English)

LMX 7

1- Do you know where you stand with your leader......do you usually know how satisfied your leader is with what you do? (Does your member usually know)

Rarely   Occasionally   Sometimes   Fairly Often   Very Often

2- How well does your leader understand your job problems and needs? (How well do you understand)

Not A Bit   A Little   A Fair Amount   Quite A Bit   A Great Deal

3- How well does your leader recognize your potential? (How well do you recognize)

Not At All   A Little   Moderately   Mostly   Fully

4- Regardless of how much formal authority he/she has built into his/her position, what are the chances that your leader would use his/her power to help you solve problems in your work? (What are the changes that you would)

None   Small   Moderate   High   Very High

5- Again, regardless of the amount of formal authority your leader has, what are the chances that he/she would "bail you out," at his/her expense? (What are the chances that you would)

None   Small   Moderate   High   Very High

6- I have enough confidence in my leader that I would defend and justify his/her decision if he/she were not present to do so? (Your member would)

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

7- How would you characterize your working relationship with your leader? (Your member)

Extremely   Worse That   Average   Better Than   Extremely
Ineffective   Average   Average   Effective

Appendix E. Communication Satisfaction Questionnaire (In English)

COMMUNICATION SATISFACTION SURVEY

INTRODUCTION. Most of us assume that the quality and amount of communication in our jobs contribute to both our job satisfaction and our productivity. Through this study we hope to find out how satisfactory our communication practices are and what suggestions you have for improving them. We appreciate your taking the time to complete the questionnaire. Hopefully, you should be able to complete it in 10-15 minutes.

> Your answers are completely confidential so be as frank as you wish. This is not a test – your opinion is the only right answer. <u>Do not sign your name</u>; we do not wish to know who you are. The answers will be combined into groups for reporting purposes.

1. How satisfied are you with your job?   (Check 1)

___1. Very dissatisfied

___2. Dissatisfied

___3. Somewhat dissatisfied

___4. Indifferent

___5. Somewhat satisfied

___6. Satisfied

___7. Very satisfied

2. In the past 6 months, what has happened to your level of satisfaction? (Check 1)

___1. Gone up

___2. Stayed the same

___3. Gone down

3. If the communication associated with your job could be changed in any way to make you more satisfied, please indicate how.
_____
_____
_____

A. Listed below are several kinds of information often associated with a person's job. Please indicate how satisfied you are with the <u>amount</u> and/or <u>quality</u> of each kind of information, by circling the appropriate number at the right.

	Very Satisfied	Satisfied	Slightly Satisfied	Indifferent	Slightly Dissatisfied	Dissatisfied	Very Dissatisfied
4. Information about my progress in my job.	1	2	3	4	5	6	7
5. Personnel news.	1	2	3	4	5	6	7
6. Information about company policies and goals.	1	2	3	4	5	6	7
7. Information about how my job compares with others.	1	2	3	4	5	6	7
8. Information about how I am being judged.	1	2	3	4	5	6	7
9. Recognition of my efforts.	1	2	3	4	5	6	7
10. Information about departmental policies and goals.	1	2	3	4	5	6	7
11. Information about the requirements of my job.	1	2	3	4	5	6	7
12. Information about government action affecting my company.	1	2	3	4	5	6	7
13. Information about changes in your organization.	1	2	3	4	5	6	7
14. Reports on how problems in my job are being handled.	1	2	3	4	5	6	7
15. Information about employee benefits and pay.	1	2	3	4	5	6	7
16. Information about company profits and financial standing.	1	2	3	4	5	6	7
17. Information about accomplishments and/or failures of the company.	1	2	3	4	5	6	7

B. Please indicate how satisfied you are with the following. (Circle the appropriate number at the right.)

	Very Satisfied	Satisfied	Slightly Satisfied	Indifferent	Slightly Dissatisfied	Dissatisfied	Very Dissatisfied
18. Extent to which superiors know and understand the problems faced by subordinates.	1	2	3	4	5	6	7
19. Extent to which the company communication motivates and stimulates an enthusiasm for meeting its goals.	1	2	3	4	5	6	7
20. Extent to which my supervisor listens and pays attention to me.	1	2	3	4	5	6	7
21. Extent to which the people in my organization have great ability as communicators	1	2	3	4	5	6	7
22. Extent to which my supervisor offers guidance for solving job related problems.	1	2	3	4	5	6	7
23. Extent to which the company's communication makes me identify with it or feel a vital part of it.	1	2	3	4	5	6	7
24. Extent to which the company's publications are interesting and helpful.	1	2	3	4	5	6	7
25. Extent to which my supervisor trusts me.	1	2	3	4	5	6	7
26. Extent to which I receive on time the Information needed to do my job.	1	2	3	4	5	6	7
27. Extent to which conflicts are handled appropriately through proper communication channels.	1	2	3	4	5	6	7
28. Extent to which the grapevine is active in our organization.	1	2	3	4	5	6	7
29. Extent to which my supervisor is open to ideas.	1	2	3	4	5	6	7
30. Extent to which horizontal communication with other employees is accurate and free-flowing.	1	2	3	4	5	6	7
31. Extent to which communication practices are adaptable to emergencies.	1	2	3	4	5	6	7
32. Extent to which my work group is compatible.	1	2	3	4	5	6	7

	Very Satisfied	Satisfied	Slightly Satisfied	Indifferent	Slightly Dissatisfied	Dissatisfied	Very Dissatisfied
33. Extent to which our meetings are well organized.	1	2	3	4	5	6	7
34. Extent to which the amount of supervision given me is about right.	1	2	3	4	5	6	7
35. Extent to which written directives and reports are clear and concise	1	2	3	4	5	6	7
36. Extent to which the attitudes toward communication in the company are basically healthy.	1	2	3	4	5	6	7
37. Extent to which informal communication is active and accurate.	1	2	3	4	5	6	7
38. Extent to which the amount of communication in the company is about right.	1	2	3	4	5	6	7

C. Please tell how you feel about your productivity on your job by answering the three questions below.

39. How would you rate your productivity in your job? (Check 1)
   ___1. Very low
   ___2. Low
   ___3. Slightly lower than most
   ___4. Average
   ___5. Slightly higher than most
   ___6. High
   ___7. Very high

40. In the last 6 months, what has happened to your productivity? (Check 1).

   ___1. Gone up
   ___2. Stayed the same
   ___3. Gone down

41. If the communication associated with your job could be changed in any way to make you more productive, please tell how.

_____
_____
_____

D. Answer the following only <u>if you are a manager or supervisor</u>. Then indicate your satisfaction with the following.

	Very Satisfied	Satisfied	Slightly Satisfied	Indifferent	Slightly Dissatisfied	Dissatisfied	Very Dissatisfied
42. Extent to which my subordinates are responsive to downward directive communication.	1	2	3	4	5	6	7
43. Extent to which my subordinates anticipate my needs for information.	1	2	3	4	5	6	7
44. Extent to which I <u>do</u> <u>not</u> have a communication overload.	1	2	3	4	5	6	7
45. Extent to which my subordinates are receptive to evaluation, suggestions, and criticisms.	1	2	3	4	5	6	7
46. Extent to which my subordinates feel responsible for initiating accurate upward communication.	1	2	3	4	5	6	7

Appendix F. Manager Set of Questionnaire (In Turkish)

Bilişsel Tarz Endeksi

Kendinizle ilgili olarak doğru olduğunu düşündüğünüz cümlelerde "D" sütununa, yanlış olduğunu düşündüğünüz cümlelerde "Y" sütununa, emin olmadıklarınızda ise "?" sütununa işaret koyunuz. Bu bir yetenek testi değildir ve doğru veya yanlış cevaplar yoktur. Fazla düşünmeden ilk aklınızdan geçen cevabı işaretleyin.

		D	?	Y
1.	Tecrübelerime göre, karar vermek için tek gerçekçi yöntem mantıklı düşüncedir.	0	0	0
2.	Bir sorunu çözebilmek için tüm parçalarını detaylı bir biçimde incelemem gerekir.	0	0	0
3.	Bir görev aldığımda, yapılması gereken işler sırasıyla belirtilmiş ise daha etkili çalışabilirim.	0	0	0
4.	Konunun inceliklerini düşünmeden soruna "balıklama dalan" kişilerle çalışmak benim için zordur.	0	0	0
5.	İş yerinde kurallara uymaya özen gösteririm.	0	0	0
6.	Başarısızlık ihtimali daha yüksek görünen bir yolu seçmem.	0	0	0
7.	Bir raporu okumak yerine genellikle önemli kısımlarına göz atarım.	0	0	0
8.	Sorunları sezgilerim sayesinde değil de derinliğine inceleme sayesinde anlayabilirim.	0	0	0
9.	Çalışma yöntemlerimin belirli bir kalıba uymasına özen gösteririm.	0	0	0
10.	Mantığa dayanan, adım adım yaklaşım gerektiren işlerden hoşlanırım.	0	0	0
11.	Genellikle "fazla düşünmeden, içime doğduğu şekilde" karar vermem.	0	0	0
12.	Düzensiz olup karar verebilmek, düzenli olup kararsız kalmaktan daha iyidir.	0	0	0
13.	Yeterli vaktim olursa olayları tüm yönlerine bakarak değerdiririm.	0	0	0
14.	Bana göre, işimde başarılı olabilmek için başkalarının duygularına saygılı olup onları incitmemek önemlidir.	0	0	0
15.	Benim için bir sorunu en iyi şekilde anlamak sorunu oluşturan parçaları belirlemekle başlar.	0	0	0
16.	Dikkatli ve analitik bir yaklaşımla karar vermenin fazla uzun zaman aldığını düşünüyorum.	0	0	0
17.	Riskleri göze aldığım zaman daha başarılı olurum.	0	0	0
18.	Bazı tür görevleri yerine getirirken gereğinden fazla düzenli olmaya çalışmanın yersiz olduğuna inanıyorum.	0	0	0
19.	Karara varmadan önce mutlaka detayları incelerim.	0	0	0
20.	Çoğu kararlarımı sezgilerime dayanarak veririm.	0	0	0
21.	Bence emniyet için gerekli olanları yapmak sonradan üzülme ihtimali olmasından daha iyidir.	0	0	0
22.	Karar vereceğimde tüm ilgili unsurları da değerlendirebilmek için gereken tüm zamanı kullanırım.	0	0	0
23.	En iyi anlaştığım kişiler sessiz ve düşünceli insanlardır.	0	0	0
24.	Hayatımın belirli kalıplara uyması yerine önceden tahmini mümkün olmamasını tercih ederim.	0	0	0
25.	Çoğu kişiler beni mantıklı düşünen birisi olarak görür.	0	0	0
26.	Gerçekleri tam olarak anlayabilmek için iyi bir teoriye ihtiyaç vardır.	0	0	0
27.	Çabuk düşünerek hareket eden kişilerle birlikte iyi çalışırım.	0	0	0
28.	Detaylı, metoda dayanan çalışma şekli beni daha çok tatmin eder.	0	0	0
29.	Bir sorunu çözmek için sorunu meydana getiren unsurları tek tek ele alırım.	0	0	0
30.	Devamlı yeni deneyimler arayışı içerisindeyim.	0	0	0
31.	Toplantılarda, genellikle başkalarından daha fazla söyleyecek şeyim vardır.	0	0	0
32.	Hislerim, karar vermek için detaylı bir inceleme kadar yeterli olabilir.	0	0	0
33.	Çok dikkatli birisiyim.	0	0	0
34.	Detaylara takılıp kalmak yerine, bir an önce karar verip yoluna devam eden bir kişiyim.	0	0	0
35.	Her an rizikoya girmeyi göze alabilirim. (zarara uğrama tehlikesi olsa dahi riski göze alabilirim.)	0	0	0
36.	Çalışırken takip edilmesi gereken planlar bana genelde engel olur.	0	0	0
37.	Rakam veya verilerden daha çok fikirlerle ilgili hususlar hoşuma gider.	0	0	0
38.	Çok fazla incelemenin genellikle daha fazla kararsızlığa yol açtığını düşünürüm.	0	0	0

Kişisel Özellikler

1. Yaşınız: _____

2. Cinsiyetiniz?   a- Erkek   b- Kadın

3. Eğitim durumunuz nedir?

a- Lise mezunu   b- Üniversite mezunu   c- Yüksek lisans (master)   d- Doktora

4. Ne kadar süredir aynı iş yerinde görev yapmaktasınız?_____yıldır.

5. Ne kadar süredir bu sektörde görev yapmaktasınız?_____yıldır.

6. Ne kadar süredir yönetici pozisyonunda görev yapmaktasınız?_____yıldır.

Appendix G. Employee Set of Questionnaire (In Turkish)

Giriş: Birçoğumuz iş ortamında iletişimin kalitesi ve miktarının, işten duyduğumuz memnuniyete ve üretkenliğe katkısı olduğunu düşünmekteyiz. Bu çalışma ile kurum içindeki iletişim uygulamalarından ne kadar memnun olduğunuzu ve çalışma gruplarında, farklı veya aynı karakterde olan Amir-Memur ikilisinin, Amir-Memur etkileşim düzeyine göre, kurdukları iş ilişkisinin kalitesinde (karşılıklı güven, saygı ve destek) farklılıklar olup olmadığını ve buna bağlı olarak, Amir-Memur ikilisi arasındaki iletişim memnuniyetinin derecesinde farlılıklar olup olmadığını bulmayı ümit ediyoruz.

Bu çalışmada dört farklı anket bulunmaktadır. Zaman ayırıp bu anketleri doldurduğunuz için teşekkür ederiz. Bu anketleri yaklaşık olarak 20-30 dakika tam olarak doldurabileceğinizi ümit ediyoruz. Bu anket yedi (7) sayfadan oluşmaktadır.

İletişim Memnuniyeti Anketi

Verilen cevaplar kesinlikle gizli tutulacağından size uygun cevapları rahatça işaretleyiniz. Bu bir test değildir- sizin düşünceniz tek doğru cevaptır. Lütfen isminizi belirtmeyin, sizin kim olduğunuzu öğrenmek araştırmanın amaçlarından biri değildir. Rapor hazırlama amacından dolayı cevaplar gruplar halinde birleştirilecektir.

1- Yaptığınız işten ne kadar memnunsunuz? (Sadece bir tanesini işaretleyiniz)
_____1.Hiç memnun değilim
_____2.Memnun değilim
_____3.Biraz memnun değilim
_____4.Kararsızım
_____5.Biraz memnunum
_____6.Memnunum
_____7.Çok memnunum

2- Geçtiğimiz 6 ay süresince, memnuniyet düzeyinizde değişiklik oldu mu? (Sadece bir tanesini işaretleyiniz)
_____1.Arttı
_____2.Aynı kaldı
_____3.Azaldı

3- Eğer işinizle ilgili iletişim uygulamaları sizin memnuniyetinizi arttıracak şekilde değiştirilebilseydi, bunun nasıl olmasını isterdiniz.
_____
_____
_____

A-Bir sahsın işi ile ilgili çeşitli bilgiler aşağıda listelenmiştir. Lütfen her bir bilgi türünün miktarı ve/veya kalitesinden duymuş olduğunuz memnuniyeti sağda belirtilmiş olan numaralardan birini daire içerisine alarak belirtiniz.

	Hiç Memnun Değilim	Memnun Değilim	Az Çok Memnun Değilim	Kararsızım	Az Çok Memnunum	Memnunum	Çok Memnunum
4- İşimde kat ettiğim ilerleme ile ilgili bilgiden.	1	2	3	4	5	6	7
5- Personel hakkındaki haberlerden.	1	2	3	4	5	6	7
6- Kurumun politikaları ve hedefleri ile ilgili bilgiden.	1	2	3	4	5	6	7
7- Yaptığım işin iş arkadaşlarımın yaptığı işlerle mukayesesi hakkındaki bilgiden.	1	2	3	4	5	6	7
8- Nasıl yargılandığım/değerlendirildiğim hakkında bilgiden.	1	2	3	4	5	6	7
9- Göstermiş olduğum çabanın tanınmasından.	1	2	3	4	5	6	7
10- Bölümsel politikalar ve amaçlar hakkındaki bilgiden.	1	2	3	4	5	6	7
11- İşim ile ilgili gereklilikler hakkındaki bilgiden.	1	2	3	4	5	6	7
12- Çalışmış olduğum kurumu etkileyen devlet politikaları hakkındaki bilgiden.	1	2	3	4	5	6	7
13- Kurumunuzda gerçekleşen değişiklikler hakkındaki bilgiden.	1	2	3	4	5	6	7
14- İşimde karşılaştığım problemlerin nasıl ele alındığı hakkındaki raporlardan.	1	2	3	4	5	6	7
15- Maaşlar ve ek haklar hakkındaki bilgiden.	1	2	3	4	5	6	7
16- Kurum kârlılığı ve finansal pozisyonu hakkındaki bilgiden.	1	2	3	4	5	6	7
17- Kurumun elde ettiği başarılar ve/veya başarısızlıklar hakkındaki bilgiden.	1	2	3	4	5	6	7

B- Lütfen aşağıda verilenlerle ilgili olarak ne derece memnun olduğunuzu belirtiniz. (Sağda verilmiş olan numaralardan size en uygun olanı daire içerisine alınız.)

	Hiç Memnun Değilim	Memnun Değilim	Az Çok Memnun Değilim	Kararsızım	Az Çok Memnunum	Memnunum	Çok Memnunum
18- Amirlerin, personellerinin karşılaştığı problemleri bilmesi ve anlamasından.	1	2	3	4	5	6	7
19- Kurumsal iletişim, kurumun hedeflerine ulaşması için motive etmesinden ve istekliliği sağlamasından.	1	2	3	4	5	6	7
20- Amirimin beni dinlemesi ve dikkate almasından.	1	2	3	4	5	6	7
21- Çalıştığım kurumda bulunan insanların çok iyi iletişim kurma kabiliyetlerinin olmasından.	1	2	3	4	5	6	7
22- Amirimin iş ile ilgili problemlerin çözümünde rehberlik yapma eğiliminde olması.	1	2	3	4	5	6	7
23- Kurumun iletişim uygulamaları, kendimi kurumla özdeşleştirmemi veya kendimi kurumun önemli bir parçası olarak hissetmemi sağlamasından.	1	2	3	4	5	6	7
24- Kurumun yayınlarının yardımcı ve ilgi çekici olmasından.	1	2	3	4	5	6	7
25- Amirimin bana olan güveninden.	1	2	3	4	5	6	7
26- İşimi yapabilmem için gerekeli olan bilginin zamanında elime ulaşmasından.	1	2	3	4	5	6	7
27- Kurumda meydana gelen anlaşmazlıkların uygun şekilde ele alınmasını sağlayan doğru iletişim kanallarının kullanılmasından.	1	2	3	4	5	6	7
28- Kurum içerisinde sohbetle haberleşme olmasından.	1	2	3	4	5	6	7
29- Amirimin gelen fikirlere açık olmasından.	1	2	3	4	5	6	7
30- Kurum içerisinde diğer bölümlerde görev yapan personel arasında, yatay iletişimin doğru ve akıcı olmasından.	1	2	3	4	5	6	7
31- İletişim uygulamalarının acil durumlara uygulanabilir olmasından.	1	2	3	4	5	6	7
32- Çalışma grubum ile uyum içinde çalışmaktan.	1	2	3	4	5	6	7

	Hiç Memnun Değilim	Memnun Değilim	Az Çok Memnun Değilim	Kararsızım	Az Çok Memnunum	Memnunum	Çok Memnunum
33- Toplantıların iyi şekilde organize edilmesinden.	1	2	3	4	5	6	7
34- Gözetim/denetim miktarının tam kararında olmasından.	1	2	3	4	5	6	7
35- Yazılı direktiflerin ve raporların açık ve anlaşılır olmasından.	1	2	3	4	5	6	7
36- Kurum içi iletişim uygulamalarına gösterilen tutumun genelde sağlıklı olmasından.	1	2	3	4	5	6	7
37- Resmi olmayan iletişim uygulamalarının aktif ve doğru olmasından.	1	2	3	4	5	6	7
38- Kurum içi iletişim uygulamalarının miktarının yeterli olmasından.	1	2	3	4	5	6	7

C- Lütfen aşağıda bulunan üç soruyu cevaplayarak, işinizde üretkenliğiniz hakkındaki hissettiklerinizi belirtiniz.

39- İşinizde kendi üretkenliğinizi nasıl derecelendirir siniz? (Sadece bir tanesini işaretleyiniz)

____1.Çok az
____2.Az
____3.Diğerlerine göre biraz az
____4.Orta
____5.Diğerlerine göre biraz fazla
____6.Yüksek
____7.Çok yüksek

40- Geçen altı ay içerisinde, üretkenliğinizde herhangi bir değişiklik oldu mu? (Sadece bir tanesini işaretleyiniz)

___1. Arttı
___2. Aynı kaldı
___3. Azaldı

41- Eğer işinizle ilgili iletişim uygulamaları sizin üretkenliğinizi arttıracak şekilde değiştirilebilseydi bunun nasıl olmasınıisterdiniz?_____
_____
_____

Bilişsel Tarz Endeksi

Kendinizle ilgili olarak doğru olduğunu düşündüğünüz cümlelerde "D" sütununa, yanlış olduğunu düşündüğünüz cümlelerde "Y" sütununa, emin olmadıklarınızda ise "?" sütununa işaret koyunuz. Bu bir yetenek testi değildir ve doğru veya yanlış cevaplar yoktur. Fazla düşünmeden ilk aklınızdan geçen cevabı işaretleyin.

	D	?	Y
1. Tecrübelerime göre, karar vermek için tek gerçekçi yöntem mantıklı düşüncedir.	O	O	O
2. Bir sorunu çözebilmek için tüm parçalarını detaylı bir biçimde incelemem gerekir.	O	O	O
3. Bir görev aldığımda, yapılması gereken işler sırasıyla belirtilmiş ise daha etkili çalışabilirim.	O	O	O
4. Konunun inceliklerini düşünmeden soruna "balıklama dalan" kişilerle çalışmak benim için zordur.	O	O	O
5. İş yerinde kurallara uymaya özen gösteririm.	O	O	O
6. Başarısızlık ihtimali daha yüksek görünen bir yolu seçmem.	O	O	O
7. Bir raporu okumak yerine genellikle önemli kısımlarına göz atarım.	O	O	O
8. Sorunları sezgilerim sayesinde değil de derinliğine inceleme sayesinde anlayabilirim.	O	O	O
9. Çalışma yöntemlerimin belirli bir kalıba uymasına özen gösteririm.	O	O	O
10. Mantığa dayanan, adım adım yaklaşım gerektiren işlerden hoşlanırım.	O	O	O
11. Genellikle "fazla düşünmeden, içime doğduğu şekilde" karar vermem.	O	O	O
12. Düzensiz olup karar verebilmek, düzenli olup kararsız kalmaktan daha iyidir.	O	O	O
13. Yeterli vaktim olursa olayları tüm yönlerine bakarak değerlendiririm.	O	O	O
14. Bana göre, işimde başarılı olabilmek için başkalarının duygularına saygılı olup onları incitmemek önemlidir.	O	O	O
15. Benim için bir sorunu en iyi şekilde anlamak sorunu oluşturan parçaları belirlemekle başlar.	O	O	O
16. Dikkatli ve analitik bir yaklaşımla karar vermenin fazla uzun zaman aldığını düşünüyorum.	O	O	O
17. Riskleri göze aldığım zaman daha başarılı olurum.	O	O	O
18. Bazı tür görevleri yerine getirirken gereğinden fazla düzenli olmaya çalışmanın yersiz olduğuna inanıyorum.	O	O	O
19. Karara varmadan önce mutlaka detayları incelerim.	O	O	O
20. Çoğu kararlarımı sezgilerime dayanarak veririm.	O	O	O
21. Bence emniyet için gerekli olanları yapmak sonradan üzülme ihtimali olmasından daha iyidir.	O	O	O
22. Karar vereceğimde tüm ilgili unsurları da değerlendirebilmek için gereken tüm zamanı kullanırım.	O	O	O
23. En iyi anlaştığım kişiler sessiz ve düşünceli insanlardır.	O	O	O
24. Hayatımın belirli kalıplara uyması yerine önceden tahmini mümkün olmamasını tercih ederim.	O	O	O
25. Çoğu kişiler beni mantıklı düşünen birisi olarak görür.	O	O	O
26. Gerçekleri tam olarak anlayabilmek için iyi bir teoriye ihtiyaç vardır.	O	O	O
27. Çabuk düşünerek hareket eden kişilerle birlikte iyi çalışırım.	O	O	O
28. Detaylı, metoda dayanan çalışma şekli beni daha çok tatmin eder.	O	O	O
29. Bir sorunu çözmek için sorunu meydana getiren unsurları tek tek ele alırım.	O	O	O
30. Devamlı yeni deneyimler arayışı içerisindeyim.	O	O	O
31. Toplantılarda, genellikle başkalarından daha fazla söyleyecek şeyim vardır.	O	O	O
32. Hislerim, karar vermek için detaylı bir inceleme kadar yeterli olabilir.	O	O	O
33. Çok dikkatli birisiyim.	O	O	O
34. Detaylara takılıp kalmak yerine, bir an önce karar verip yoluna devam eden bir kişiyim.	O	O	O
35. Her an rizikoya girmeyi göze alabilirim. (zarara uğrama tehlikesi olsa dahi riski göze alabilirim.)	O	O	O
36. Çalışırken takip edilmesi gereken planlar bana genelde engel olur.	O	O	O
37. Rakam veya verilerden daha çok fikirlerle ilgili hususlar hoşuma gider.	O	O	O
38. Çok fazla incelemenin genellikle daha fazla kararsızlığa yol açtığını düşünürüm.	O	O	O

Lider-Üye Etkileşimi (LÜE) Düzeyi Anketi

Bu anket `Memurların Bakış Açısından` Amir-Memur Etkileşim Düzeyini ölçmektedir. Lütfen size en uygun cevabı işaretleyiniz.

1- Amirinizle olan çalışma ilişkinizin hangi noktada olduğunu biliyor musunuz. ...... amirinizin, genelde sizin yapmış olduğunuz işten ne kadar memnun olduğunu biliyor musunuz?

   a-Nadiren Bilirim   b-Bazen Bilirim   c-Ara Sıra Bilirim
   d-Oldukça Sık Bilirim   e-Çok sık Bilirim

2- Amiriniz, işteki problemlerinizi veya ihtiyaçlarınızı ne kadar iyi anlar?

   a- Hiç Anlamaz   b-Biraz Anlar   c-Kabul Edilebilir Oranda Anlar
   d-Çoğunlukla Anlar   e-Tamamıyla Anlar

3- Amiriniz, sahip olduğunuz potansiyelin farkında mı?

   a-Hiç Farkında Değil   b-Az Farkındadır   c-Orta Düzeyde Farkındadır
   d-Çoğunlukla Farkındadır   e-Tamamıyla Farkındadır

4- Amirinizin, makamındaki resmi otoritesinin büyüklüğüne bakılmaksızın, sizin işinizdeki problemlerinizi çözmek amacıyla gücünü kullanması ihtimali nedir?

   a-Hiç   b-Az   c-Orta   d-Yüksek   e-Çok Yüksek

5- Amirinizin, makamındaki resmi otoritesinin büyüklüğüne bakılmaksızın, kendisini riske atarak sizi düştüğünüz zor durumdan kurtarma ihtimali nedir?

   a-Hiç   b-Az   c-Orta   d-Yüksek   e-Çok Yüksek

6- Amirime yeterince güvenirim. Kendisinin bulunmadığı ortamlarda bile onun almış olduğu kararları savunur ve onaylarım.

   a- Tamamen Katılmam   b-Katılmam   c-Nötr
   d-Katılırım   e-Tamamen Katılırım

7- Amirinizle olan çalışma ilişkinizi nasıl değerlendirirsiniz?

   a-Hiç Etkin Değil   b-Ortadan Daha Kötü   c-Orta
   d-Ortadan Daha İyi   e-Çok Etkin

Kişisel Özellikler

1. Yaşınız: _____

2. Cinsiyetiniz: a- Erkek   b- Kadın

3. Eğitim durumunuz nedir?

a- Lise mezunu   b- Üniversite mezunu   c- Yüksek lisans (master)   d- Doktora

4. Ne kadar süredir aynı iş yerinde görev yapmaktasınız?_____yıldır.

5. Ne kadar süredir bu sektörde görev yapmaktasınız? _____yıldır.

6. Ne kadar süredir aynı amir ile görev yapmaktasınız? _____yıldır.