

**Factors Associated with Motivation and Worry to Become a Leader:**

**Dysfunctional Parenting and Social Problem-Solving Skills**

by

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*To my advisors, for continuous growth opportunities, guidance, and patience.*

*To my husband, for his unconditional love and support.*

*To my family, for their infinite encouragement and trust.*

*To my friends, for their joy and faith.*

*To myself, for my consistency and achievements under challenging conditions.*

## **ABSTRACT**

Motivation and worry to become a leader may be influenced by early life experiences such as parenting. Individuals may observe and learn how to engage in leadership activities and behaviors from their parents in their early life. Social problem-solving skills may have a crucial role in this association, such that higher social problem-solving skills as one of the foremost coping strategies minimize the effect of negative incidents by increasing resilience (Eskin, 2012). The current study aimed firstly to examine the association between dysfunctional parenting and motivation and worry to become a leader that consists of 'Motivation to Lead' (MTL; Chan & Drasgow, 2001) and 'Worries About Leadership' (WAL; Ayman & Shelia, 2019). Also, this study intended to investigate the mediating role of social problem-solving skills in the association between dysfunctional parenting and MTL/WAL. This study is conducted as a correlational study in a cross-sectional design, including a 20-minute survey including demographic questions, social problem-solving inventory, and the scales of perceived parenting, worries about leadership, and motivation to lead. Overall, 320 participants completed the survey, and 170 participants fulfilled the necessary requirements and were evaluated as sample data. Obtained data is analyzed using SPSS. Multiple regression analysis was conducted, and the results showed that dysfunctional parenting is not a direct determinant of motivation and worry to become a leader. However, a significant impact of dysfunctional parenting on motivation and worry to become a leader is found through social problem-solving skills, such that dysfunctional parenting is significantly associated with social problem-solving skills, which are significantly related to motivation and worry to become a leader. Therefore, an indirect effect of dysfunctional parenting and a direct effect of social problem-solving skills have been revealed by this study.

*Keywords:* Dysfunctional parenting, social problem-solving, worries about leadership, motivation to lead

## ÖZET

Lider olmaya yönelik hissedilen motivasyon ve kaygı, ebeveynlik gibi erken yaşam deneyimlerinden etkilenebilir. Bireyler, erken yaşamlarında ebeveynlerinden liderlik faaliyetlerine ve davranışlarına nasıl dahil olacaklarını gözlemleyebilir ve öğrenebilirler. Sosyal sorun çözme becerileri bu ilişkide çok önemli bir role sahip olabilir. Önde gelen başa çıkma stratejilerinden biri olan sosyal sorun çözme becerileri yüksek olduğunda psikolojik dirençliliği artırarak olumsuz olayların birey üzerindeki etkisini azaltır (Eskin, 2012). Mevcut çalışma, ilk olarak disfonksiyonel ebeveynlik ile lider olmaya yönelik hissedilen motivasyon (Liderlik Etme Motivasyonu (MTL); Chan & Drasgow, 2001) ve kaygı (Lider Olma Kaygısı (WAL); Aycan & Shelia, 2019) arasındaki ilişkiyi araştırmayı amaçlamaktadır. Ayrıca, bu ilişkide sosyal sorun çözme becerilerinin aracı rolünü araştırmayı hedeflemektedir. Bu çalışmada demografik sorular, sosyal sorun çözme envanteri ve algılanan ebeveynlik, lider olma kaygısı ve liderlik etme motivasyonu ölçeklerini içeren 20 dakikalık bir anket kullanılmıştır. Toplamda 320 katılımcı anketi tamamlamış ve 170 katılımcı gerekli şartları yerine getirerek veri olarak değerlendirilmiştir. Elde edilen veriler SPSS kullanılarak analiz edilmiştir. Çoklu regresyon analizi, disfonksiyonel ebeveynliğin lider olmaya yönelik hissedilen motivasyon ve kaygı üzerinde doğrudan bir belirleyici olmadığını göstermiştir. Bununla birlikte, sosyal sorun çözme becerileri aracılığıyla disfonksiyonel ebeveynliğin lider olmaya yönelik hissedilen motivasyon ve kaygı üzerinde önemli bir etkisi olduğu bulunmuştur. Öyle ki, disfonksiyonel ebeveynlik, sosyal sorun çözme becerileri ile ve sosyal sorun çözme becerileri de lider olmaya yönelik hissedilen motivasyon ve kaygı ile önemli ölçüde ilişkili bulunmuştur. Sonuç olarak, disfonksiyonel ebeveynliğin dolaylı, sosyal sorun çözme becerilerinin ise doğrudan etkisi bu çalışma ile ortaya konulmuştur.

*Anahtar Kelime:* Disfonksiyonel ebeveynlik, sosyal sorun çözme, lider olma kaygısı, liderlik etme motivasyonu

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## **ABBREVIATIONS**

|      |                                   |
|------|-----------------------------------|
| DP   | Dysfunctional Parenting           |
| DP-M | Dysfunctional Parenting of Mother |
| DP-F | Dysfunctional Parenting of Father |
| MTL  | Motivation to Lead                |
| SPSS | Social Problem-Solving Skills     |
| WAL  | Worries about Leadership          |

## INTRODUCTION

Universal definition of leadership is “the ability of an individual to influence, motivate and enable others to contribute toward the effectiveness and success of the team/organization/nation of which they are members” (House et al., 2001, p. 494). The widespread belief in leadership is that it is a role that people aspire to and are happy to accept. Regardless of this popular belief, the literature on leadership development suggests this is not necessarily true (Epitropaki, 2018; Bhanugopan et al., 2017; DeRue & Ashford, 2010; Gentry et al., 2014). In a study conducted in 2014, participants were asked about their aspirations for leadership, and it was determined that most participants were far from being leaders (Torres, 2014). Although just 34% of the participants stated that they wanted to be a leader, those who did not want to be a leader expressed their concerns, such as disruption of work-life balance, working long hours, and not being able to fulfill their leadership role (Torres, 2014). Therefore, the following question occurs with this dilemma, what factors affect people's motivation and worry about being a leader? Before searching for an answer to this question, it is necessary to define the constructs of motivation to lead and worries about leadership.

### **1.1. Motivation and Worry to Become a Leader**

Chan and Drasgow (2001) propose that leader's or leader to be's aspire to accept leadership duties, responsibilities, and training; the intensity of effort put forth when leading; and persistence as a leader are influenced by the individual-differences construct called ‘Motivation to Lead’ (MTL). Chan and Drasgow (2001) argue that MTL may be affected by different factors and they came up with three factors underlying MTL: affective-identity MTL (i.e., those who are willing to take on leadership roles and believe they possess the necessary traits), social-normative MTL (i.e., those who have a great sense of duty or obligation), and noncalculative MTL (i.e., those who are not able to consider or foresee the

costs of being a leader). In addition, individual differences such as leadership self-efficacy, past leadership experiences, personality, and sociocultural values are proximal and distal antecedents of MTL, making MTL a dynamic construct since some of the antecedents are dynamic (Chan & Drasgow, 2001).

Aycan and Shelia (2019) came up with another construct by focusing on the emotional domain of being a leader decision which is called 'Worries About Leadership' (WAL); that is orthogonal to MTL and defined as the worries people have over potential adverse effects of taking a leadership role. Aycan and Shelia (2019) introduce three dimensions in the construct domain of WAL: worries about failure (i.e., threat to achieving the requirement for competence), worries about work-life imbalance (i.e., threat to the satisfaction of the desire for autonomy), and worries about harming others (i.e., threat to the achievement of the relatedness goal). Ultimately, MTL and WAL are two constructs that affect leadership development and emergence by influencing an individual's participation in leadership roles and activities via motivation and worry, respectively.

Why understanding the motivation and worry to become a leader is essential? To answer questions about who will be more drawn to leadership positions and if those who are motivated to seek leadership become more successful leaders, it is essential to understand the motivation and worry to become a leader (Badura et al., 2020). According to most researchers, knowing how to do something does not suffice to make an individual effective in managerial responsibilities; one must be motivated to lead to persevere in the leadership position despite the difficulties leaders confront in contemporary organizations (Guillen et al., 2015). Strong leadership motivation has been discovered to foresee upcoming career aspirations, the emergence of leadership, and future performance (Epitropaki, 2018; Felfe & Shyns, 2014; Lent & Brown, 2006).

For the purpose of creating effective developmental interventions, it is essential to examine how leadership motivation and its precursors develop so early in a person's life (Hoyland et al., 2021). According to Popper and Mayseless (2007), the motivation to lead has its origins in the developmental circumstances of childhood and is influenced by the process of comprehending expectancies from influential others like parents and teachers, socialization, and experiential learning from leaders. Research has shown that specific parenting approaches and strategies positively impact children's capacity for empathy, concern for the wellbeing of others, and motivation to serve others (Popper & Mayseless, 2007).

Individuals may display reluctance to lead when they believe their leadership abilities are inadequate (Epitropaki, 2018). Mumford, Todd, Higgs, and McIntosh (2017) listed nine essential leadership traits for dealing with leadership issues: problem formulation, constraint analysis, sense-making/visioning, cause/goal analysis, planning, innovative thinking, hypothesis testing, knowledge and understanding, and forecasting. They emphasized that the successful application of these cognitive abilities is a positive indicator of the metrics of leader problem-solving and overall leader performance (Mumford et al., 2017). Therefore, a lack of leadership skills may weaken the problem-solving abilities of potential leaders and increase the risk of reluctance to lead.

## **1.2. Leadership Development & Emergence**

Questions about leadership style, behavior, and effectiveness become pertinent only after a person assumes the role (Arvey et al., 2006). Accordingly, as an initial step, the questions of “who becomes a leader and why” are very important because identifying those who do not become leaders may reveal personal or environmental variables that reduce the potential pool of leaders (Barling & Weatherhead, 2016).

Epitropaki (2018) argues that the most significant proportion of previous research on leadership emergence focused on others' views of an individual's leadership potential, which helps to explain when and why group members confer leadership roles. Less leadership emergence studies deal with the issue of claiming leadership and provide insight into the determinants that motivate some people to look for leadership roles (Epitropaki, 2018). These determinants include biological variables and individual variations such as personality traits, gender, early life experiences, and socioeconomic position (Epitropaki, 2018; Murphy & Johnson, 2011; Barling & Weatherhead, 2016; Ensari et al., 2011; Li, Arvey, & Song, 2011; Strang & Kuhnert, 2009).

Leadership development has been suggested as taking place throughout a person's entire life, from infancy through childhood, adolescence, and ultimately to adulthood (Day, 2000; Day et al., 2014; Liu et al., 2019; Riggio & Mumford, 2011). The extant literature shows that early life factors which affect leadership development have received relatively little consideration compared to the variables that influence adult leadership development (Avolio & Hannah, 2008; Gottfried et al., 2011; Murphy & Johnson, 2011; Strang & Kuhnert, 2009). Murphy and Johnson (2011) recommend a life span approach to leadership development such that the integration of early learning experiences is fundamental to the growth of the leader. Early developmental determinants such as genes, parenting styles, and childhood learning experiences promote enhanced self-regulation, leadership development, and leadership effectiveness (Murphy, 2012; Popper & Mayseless, 2007). Murphy (2012) also suggests that adolescence is the most crucial time for developing complex leadership skills and abilities. Parental influences and modeling are found as critical factors for adolescent's development as a leader and later adult leadership development (Zacharatos et al., 2000; Liu et al., 2019).

### **1.3. The Early Life Factors Affecting Leadership Development & Emergence**

#### **1.3.1. Cognitive Ability and Personality Traits**

Why is it essential to investigate the factors influencing leader emergence based on childhood or adolescence? Yeager and Callahan (2016) argue that individuals' leadership self-awareness arises from their own histories and challenging life experiences. Therefore, the exploration of early life determinants affecting leader emergence advances the understanding of leadership development (Yeager & Callahan, 2016). Research in the leadership literature reveals various early life factors that can affect leadership role occupancy. For instance, Daly et al. (2015) assert that a higher level of cognitive ability in childhood indicates a higher likelihood of occupying a leadership position. Additionally, personality traits (i.e., openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism) have been found to influence adult leadership potential (Guerin et al., 2011; Illies et al., 2004; Chan and Drasgow, 2001; Aycan & Shelia, 2019).

#### **1.3.2. Genetic and Environmental Factors**

Who occupies leadership positions debate (e.g., are leaders born or made) is similar to the nature-nurture discussion in psychology. The existing literature reveals that both genetic and environmental factors affect an individual's desire to be a leader (Liu et al., 2019). Twin studies reveal a link between a particular gene (i.e., rs4950) and holding a leadership position (De Neve et al., 2013), whereas they suggest that only about 24% to 30% of the variance in the occupancy of leadership roles can be explained by heritability while the vast majority of the variance is expected to be caused by environmental factors such as parental influences, work experience, and coping strategies (Arvey et al., 2006; Arvey et al., 2007; Avolio & Hannah, 2020; De Neve et al., 2013; Liu et al., 2019). Besides, Liu et al. (2019) propose that better social environments (such as having a supportive and welcoming family) may reduce the effects of heritability on leadership role occupancy, while worse social environments (like

having a low-income family or higher level of family conflict) may have the opposite influence. Eventually, environmental influences explain the majority of variance in leadership role occupancy; however, inheritance also has a significant effect.

### **1.3.3. Family Environment**

The family and parenting effects on leadership emergence and development are explored via different studies. Empirical evidence shows that parents can influence their children on how to view and behave toward leaders and leadership (Walker et al., 2020). In their summary of interviews with 36 leaders chosen for their effectiveness, Standford-Blair and Dickmann (2005) found several instances in which individuals mentioned their parents and other family members as having a significant impact on their emergence to leadership positions, their principles, and leadership styles. Keller (1999) points out a correlation between perceived parental traits and implicit leadership theories: "the qualities and behaviors that individuals associate with the term leader" (p. 589).

According to research on leadership emergence, the family environment has a crucial role in helping individuals develop the values and aspirations associated with leadership. Children of parents who built a supportive environment for decision-making, prosocial stimulations, acceptance (Bass, 1960), achievement demands, discipline, and parental warmth (Klonsky, 1983) have tremendous leadership potential. Leadership was more common among households with better-educated fathers and parents who were less overprotective, rejecting, and punishing (Bronfenbrenner, 1961). According to Avolio and Gibbons (1988), leaders who were considered to provide a higher transformational leadership style by their followers identified their parents as equally supportive and challenging. Transformational leadership is found to be positively associated with an authoritative parenting style (Kudo et al., 2012) and supportive, stimulating parenting practices (Oliver et al., 2011).



An explanation for how leaders emerge within the family context can be provided by a social learning framework (Bandura, 1977). Leaders and parents both play a significant role that involves directing, managing, supervising, and caring for those weaker than them and whose existence is highly reliant on them (Popper & Mayseless, 2003). Parents attempt to impact their children's attitudes toward leadership through role modeling (Popper & Mayseless, 2003) and the circumstances and behaviors they support in their children (Murphy & Johnson, 2011). Avolio and Hannah (2020) explore that top-rated leaders widely mentioned their parents as challenging and encouraging them as children to focus on responsibilities that were clearly out of their grasp. Zacharatos et al. (2000) posit that adolescents imitate parental transformational leadership traits while interacting with peers. Oskarsson et al. (2018) reveal that political candidacy is intergenerationally transmitted by finding a two times higher possibility of being a political candidate if the individual's parent has been a candidate before.

#### **1.4. Family Environment Effect on Individual Development**

A significant contextual component affecting young people's psychosocial and physical health trajectories is their family environment (Clark et al., 2002; Bronfenbrenner, 1979; Steinberg et al., 1994). Parenting styles, which have been extensively studied, are among the many socialization factors in the family environment (Fan & Zhang, 2014). Growing research indicates that various developmental outcomes within the home setting are associated with the quality of parenting behaviors and attitudes (Baumrind, 1991; Clark et al., 2002). According to Darling and Steinberg (1993), parenting styles are "a constellation of attitudes towards the child that are communicated to the child and that, taken together, create an emotional climate in which the parent's behaviors are expressed" (p. 488).

Some universal emotional needs must be fulfilled in childhood, such as secure attachment, autonomy, self-perception, and expression of emotions and demands (Young et

al., 2006). It is crucial to meet these requirements for the child to socialize and develop psychologically healthy and congruous (Kömürcü & Pekak, 2017).

#### **1.4.1. Parenting Effects on Worry**

Several studies stress the significance of perceived parental practices as risk factors for adolescent development (Wolfradt et al., 2001). Individual characteristics, including coping mechanisms, anxiety/worry, and psychopathological aspects, appear to have a crucial impact on this association (Hoffman et al., 1992; Endler & Parker, 1994). Research suggests that individuals who perceive their parents as rejecting, overprotecting, or controlling may be more likely to experience negative emotions such as worry and anxiety (Muris et al., 2000; Taşkın, 2021). Children who grow up with parents who are critical or dismissive of their emotions may develop a negative view of themselves and their ability to cope with stress and uncertainty, leading to increased worry and anxiety (Wolfradt et al., 2001). On the other hand, individuals who perceive their parents as warm, responsive, and supportive may develop greater resilience and more positive coping mechanisms, leading to lower levels of worry and anxiety (Wolfradt et al., 2001; Taşkın, 2021).

#### **1.4.2. Parenting Effects on Coping Strategies**

Several studies investigated the effects of different parenting practices on the coping strategies of children and adolescents. Coping strategies are the ways that individuals manage stress and adversity in their lives. Those who use effective coping strategies can better regulate their emotions, find solutions to problems, and cope with shifting circumstances (Eskin, 2012).

Research suggests that parenting practices that offer children and adolescents validation of their feelings, emotional support, and assistance in problem-solving may contribute to the development of effective coping strategies (Gaylord-Harden et al., 2013; Meesters & Muris, 2004; Shen et al., 2018; Gaylord-Harden, 2008; Taşkın, 2021). For

instance, encouraging children to express their feelings, teaching them problem-solving techniques, and providing support and comfort when they are having difficulties can help them develop appropriate coping strategies (Gaylord-Harden et al., 2013; Watson et al., 2014).

The development of healthy coping strategies can also be hindered by parenting practices that are harsh, critical, rejecting, or neglectful (Shen et al., 2018; Meesters & Muris, 2004). Children who face inconsistent or harsh parenting may struggle to regulate emotions and build effective coping mechanisms (Watson et al., 2014; Zarbakhsh et al., 2012). Furthermore, evidence demonstrates that overprotective parenting behaviors (i.e., protecting children from stressors or making decisions for them) can hinder the development of efficient coping mechanisms by preventing children from learning how to deal with difficulties, which in turn causes them to become more anxious and dependent (Taşkın, 2021).

### **1.5. Social Problem-Solving Skills**

Social problem-solving skills are used to deal with challenging circumstances in life; these skills are considered complex and goal-directed (D’Zurilla & Nezu, 1990; D’Zurilla & Nezu, 2010; Eskin, 2012). Problem orientation (i.e., functional or dysfunctional ways to understand and cope with the problem) and problem-solving style (i.e., impulsive-careless, avoidant or rational approaches to resolving problems) are the two components of social problem-solving skills (D’Zurilla & Nezu, 1990; D’Zurilla & Nezu, 2010).

Functional problem orientation is defined as positive problem orientation, and dysfunctional problem orientation is called negative problem orientation. Rational problem-solving style is related to the capacity to recognize the issue, come up with solutions, put those solutions into practice, and assess the results. Besides, those who have an impulsive-careless problem-solving style approach problems impulsively and carelessly, while those

who have an avoidant problem-solving style attempt to address issues through inactivity or postponement (D’Zurilla & Nezu, 1990; D’Zurilla & Nezu, 2010; Eskin, 2012).

In light of these, D’Zurilla and Nezu (1990; 2010) assert that people with social problem-solving deficiencies exhibit higher levels of negative problem orientation (e.g., viewing problems as a threat, becoming irritated when faced with a problem), as well as impulsive/careless (e.g., trying to solve problems in an impulsive hurry, not considering them thoroughly) or avoidant problem-solving styles (e.g., quietly waiting for the problems to be solved). However, their levels of rational problem-solving style (e.g., acknowledging the problems clearly and accurately when they emerge) and positive problem orientation (e.g., constructive reaction to problems) are lower.

Leaders need to communicate clearly and empathetically to convey their vision, mediate and resolve conflicts effectively to maintain productive working environment, make informed decisions to consider the wellbeing of the team, build strong relationships, adapt to new challenges and opportunities. Social problem-solving skills help leaders to understand the perspectives and concerns of others, to resolve conflicts and maintain a harmonious working environment, to gather diverse opinions and analyze different viewpoints, to connect with people on a deeper level and understand their needs, to quickly assess situations and adapt their strategies (Eskin, 2012; Guerin et al., 2011; Murphy, 2011).

Social problem-solving skills may empower emerging leaders to navigate the complexities of interpersonal relationships, communicate effectively, manage conflicts, and create a positive and productive work environment (Murphy, 2011). These skills not only contribute to successful leadership but also foster organizational growth and success (Guerin et al., 2011). Hence, social problem-solving skills may play a crucial role to be motivated and less worried about becoming a leader. It is expected that lower social problem-solving skills

increase worries about leadership and decrease the motivation to lead due to a lack of ability in decision-making.

### **1.6. Current Study**

Individuals' leadership potentials may be significantly influenced by their personal histories. Each person has a distinct personal history shaped by their experiences, culture, upbringing, education, and other variables. An individual's values, beliefs, attitudes, and coping behaviors can be formed by these experiences and inspirations, which can impact their leadership potential and style. Given that no two people will develop in the same way or at the same time, monitoring and displaying leadership development journeys can give insight into various forms or shapes of journeys (Day, 2011; Day & Sin, 2011).

In individuals' personal histories, which type of parenting is seen to boost an individual's potential for leadership? Functional or dysfunctional parenting? As mentioned above, functional parenting may increase leadership potential by offering an opportunity of observing a role model on necessary traits. Besides, children of dysfunctional parents may develop the skills significant for leadership since they have to handle their problems at an early age. For instance, a person who suffered difficulties while growing up may develop resilience, persistence, and empathy, making that person a more competent and supportive leader (Zacharatos et al., 2000). On the other hand, a person who has experienced trauma, overparenting, or a lack of support may have trouble with communication, trust, and self-confidence, which might limit the potential to lead (Liu et al., 2019).

The present study focuses on determining who is willing and reluctant to become a leader and why. Specifically, attention is on the issues of whether and how dysfunctional parenting practices and social problem-solving skills influence the motivation and worry about being a leader. Additionally, the mediating role of social problem-solving skills will be

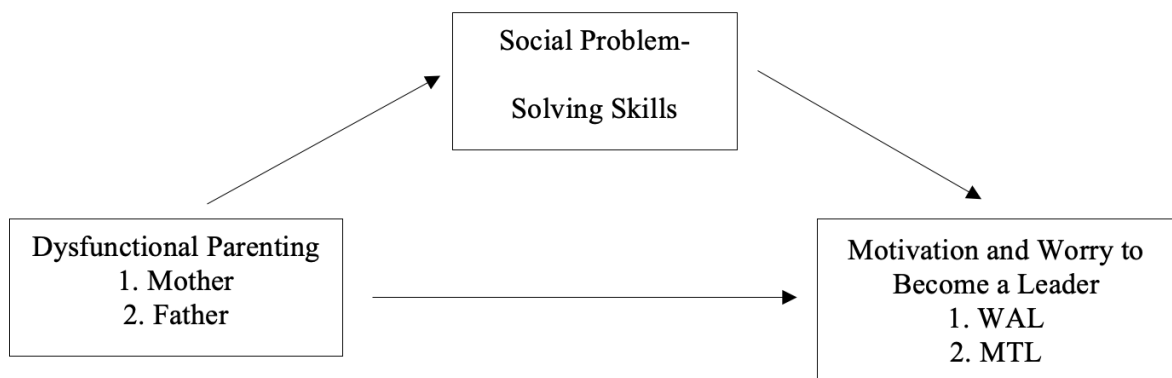
examined in the association between dysfunctional parenting and motivation and worry about being a leader. The mediation model is presented for this investigation in Figure 1.

We tested the following hypotheses:

1. Dysfunctional parenting will be negatively associated with motivation and positively associated with worry to become a leader.
  - 1.a. Dysfunctional parenting of mother will be negatively associated with MTL.
  - 1.b. Dysfunctional parenting of father will be negatively associated with MTL.
  - 1.c. Dysfunctional parenting of mother will be positively associated with WAL.
  - 1.d. Dysfunctional parenting of father will be positively associated with WAL.
2. Dysfunctional parenting will be negatively associated with social problem-solving skills.
  - 2.a. Dysfunctional parenting of mother will be negatively associated with social problem-solving skills.
  - 2.b. Dysfunctional parenting of father will be negatively associated with social problem-solving skills.
3. Social problem-solving skills will be positively associated with motivation and negatively associated with worry to become a leader.
  - 3.a. Social problem-solving skills will be positively associated with MTL.
  - 3.b. Social problem-solving skills will be negatively associated with WAL.
4. Social problem-solving skills will mediate the association between dysfunctional parenting and motivation and worry to become a leader.
  - 4.a. Social problem-solving skills mediate the association between dysfunctional parenting of mother and MTL.
  - 4.b. Social problem-solving skills mediate the association between dysfunctional parenting of father and MTL.

4.c. Social problem-solving skills mediate the association between dysfunctional parenting of mother and WAL.

4.d. Social problem-solving skills mediate the association between dysfunctional parenting of father and WAL.



**Figure 1.** *Hypothesized Model*

## METHOD

### 2. 1. Participants

Statistical power was estimated using the G\*Power software (Faul et al., 2007). For multiple regression analysis with one independent variable, one mediator, and two dependent variables; an expected medium effect size of 0.5;  $p < 0.05$ ; and a sufficient power of 0.80 (Cohen, 1992), the desired sample size was found for the current study is 158. Accordingly, the data is collected from a total of 320 participants. We excluded the participants who do not match the age requirements (i.e., ages between 20 and 50 years old were included) and who have no work experience. Additionally, we excluded the participants whose one of the parents is missing since we preferred to include both parents in the analysis not to have a missing parent as a confounding variable in this study. Therefore, 170 participants fulfilled the necessary requirements and were evaluated as sample data. The sample's demographic characteristics are presented in Table 1.

**Table 1.** Characteristics of the participants.

|                   | <i>N</i> | <i>Mean (SD) or Percentage</i> | <i>Min-Max</i> |
|-------------------|----------|--------------------------------|----------------|
| Age               | 170      | 29.5 (4.3)                     | 21-49          |
| Gender            |          |                                |                |
| Female            | 109      | 64.1%                          |                |
| Male              | 58       | 34.1%                          |                |
| Other             | 3        | 1.8%                           |                |
| Educational Level |          |                                |                |
| Primary School    | 1        | 0.6%                           |                |
| Secondary School  | 0        | 0%                             |                |
| High School       | 13       | 7.6%                           |                |
| Associate Degree  | 14       | 8.2%                           |                |
| Bachelor's Degree | 97       | 57.1%                          |                |
| Master's Degree   | 43       | 25.3%                          |                |



|                            |     |       |
|----------------------------|-----|-------|
| Doctor's Degree            | 2   | 1.2%  |
| Years of Work Experience   |     |       |
| 0-2 Years                  | 42  | 24.7% |
| 2-5 Years                  | 60  | 35.3% |
| 5-10 Years                 | 35  | 20.6% |
| 10-15 Years                | 17  | 10%   |
| More Than 15 Years         | 16  | 9.4%  |
| Leadership Experience      |     |       |
| Yes, in the past           | 102 | 60%   |
| Yes, still                 | 30  | 17.7% |
| Never                      | 38  | 22.3% |
| Current Employment Status  |     |       |
| Working                    | 136 | 80%   |
| Organizational Context     | 123 | 90.4% |
| Non-organizational Context | 13  | 9.6%  |
| Not Working                | 34  | 20%   |
| Promotion Opportunity      |     |       |
| Yes                        | 95  | 69.9% |
| No                         | 41  | 30.1% |

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*Note.* Promotion opportunity is estimated from the participants only who is actively working.

## 2. 2. Measures

### 2.2.1. Demographic Information

We collected demographic information, including participants' age, gender, education level, years of work experience, leadership experience (i.e., whether the participant currently has a leadership position or had before or never had), current employment status, and type of the job context (i.e., organizational vs. non-organizational), type of organizational context (hospital, school, non-profit organization, corporation, etc.), and promotion opportunity (i.e., whether the participant has promotion opportunity in the organization she/he works for) (see *Appendix B*).

### **2.2.2. Dysfunctional Parenting**

The Turkish version of the Young Parenting Inventory (Young, 1994) is used to collect data on dysfunctional parenting. The scale was developed by Young (1994) and adopted into Turkish by Soygüt, Çakır, and Karaosmanoğlu (2008). The scale assesses the perceived parenting behaviors and approaches that may lead to negative core beliefs. The scale has 72 items, each rated on a 6-point Likert-type scale, from 1 being “Completely untrue” to 6 being “Describes him/her perfectly.” Each item must be rated separately for the mother and father subscales (see *Appendix C*).

The scale includes ten factors: normative, belittling/criticizing, emotionally depriving, exploitative/abusive, overprotective/anxious, conditional/achievement-focused, overpermissive/boundless, pessimistic/worried, punitive, restricted/emotionally inhibited. The higher total scores demonstrate more dysfunctional parenting. The entire scale's internal consistency indicates strong internal reliability, which was .90 for the mother subscale and .92 for the father subscale.

### **2.2.3. Social Problem-Solving Skills**

The Turkish version of the Social Problem-Solving Inventory-Revised-Short Form (D’Zurilla et al., 2002) was used to collect data on social problem-solving skills. The scale was developed by D’Zurilla et al. (2002) and adopted into Turkish by Eskin and Aycan (2009). The inventory evaluates the individual’s cognitive, emotional, and behavioral mechanisms to identify and apply adaptive coping strategies in dealing with stressful circumstances and problems in daily life. The scale has 25 items, each rated on a 5-point Likert-type scale, from 0 being “Not at all true of me” to 4 being “Extremely true of me.”

The scale includes two constructs that are problem orientation (i.e., negative and positive problem orientation) and problem-solving styles (i.e., rational, impulsive/careless, and avoidant styles). Those five facets of the social problem-solving process are integrated

into five subscales and five items for each subscale (see *Appendix D*). According to the calculation criteria, the higher total scores indicate better social problem-solving skills.

The Social Problem-Solving Inventory's five-factor structure has been verified, and in addition to test-retest reliability, the internal consistency of the instrument was found to be robust across a variety of samples (D'Zurilla et al., 2002; Hawkins et al., 2009; Chu et al., 2018; Spence et al., 2002; Meydeu-Olivares et al., 1996). The psychometric qualities of the Turkish version have also been examined and found to be sufficiently valid and reliable (Eskin & Aycan, 2009). In this investigation, the entire scale's internal consistency was found to be .87, implying strong internal reliability.

#### **2.2.4. Worries about Leadership (WAL)**

The Turkish version of the Worries about Leadership Scale (Aycan & Shelia, 2019) was used to assess WAL. It is a 16-item questionnaire that uses a 5-point Likert-type scale with responses ranging from 1 being "to a very little extent" to 5 being "to a very large extent" to determine the individual's level of worry caused by a potential leadership position. The scale has three subdimensions: worries about failure, worries about work-life imbalance, and worries about harm.

The participants are requested to consider the possibility that they have been promoted to a managerial or leadership role at their present organization and provide an assessment of how each item causes worry (see *Appendix E*). The higher total scores demonstrate higher WAL. Cronbach's alpha coefficient of 0.92 indicates satisfactory internal consistency.

#### **2.2.5. Motivation to Lead (MTL)**

The Turkish version of the Motivation to Lead Scale (Chan & Drasgow, 2001) was used to evaluate MTL. The scale was developed by Chan and Drasgow (2001) and adopted

into Turkish by Polatcan and Cansoy (2020). The scale assesses the individual's level of motivation to lead and being a leader.

The scale includes three subdimensions that are affective- identity, social-normative, and non-calculative MTL (see *Appendix F*). Each dimension has 9 items, and the scale includes 27 items in total. Responses are measured on a 5-point Likert-type scale from 1 being "Strongly Disagree" to 5 being "Strongly Agree." The higher total scores indicate higher MTL. Cronbach's alpha coefficient of 0.95 was found which implies strong internal consistency.

### **2.3. Procedure**

Before collecting data, IRB approval (Protocol Number: 2022.041.IRB3.013) was received from Koç University Institutional Review Board's Committee on Human Research. The Qualtrics link that contains the informed consent, demographic questions, and scales was distributed through social media and online communication platforms to reach out to the potential participants. In informed consent, we provided contact information for the researchers in case there were any inquiries about the study, in addition to the consent form outlining the details (see *Appendix A*). Participants were informed that they could terminate the study at any time. Participants who accepted the guidelines and gave consent digitally were able to continue to answer the demographic questions and fill out the questionnaires. Participants did not receive any compensation for their participation. Participating in this study took about 15-20 for each participant.

### **2.4. Statistical Analyses**

We used IBM SPSS version 28 to conduct all analyses. We started data analyses by running preliminary data analysis to demonstrate the sample's demographics and distribution of variables and check for the violation of the normality assumption. Secondly, we conducted a bivariate correlation analysis between the study variables: dysfunctional parenting, social

problem-solving skills, WAL, and MTL. Finally, we employed PROCESS Macro version 4.2 extended in SPSS (Hayes, 2022) and used Model 4 with 5000 bootstrapped samples and a 95% confidence interval to generate our hypotheses testing with multiple regression analysis.

## RESULTS

### 3.1. Preliminary Analyses

We conducted preliminary data analysis to examine the sample's demographics and to check if the distribution of scales violated the assumption of normality. The sample's demographic characteristics are presented in Table 1. The mean age of the participants was 29.5 ( $SD = 4.3$ ). 64.1% of the participants were female, 34.1% of the participants were male, and 1.8% of the participants indicated their gender as “Other.” Most of the participants have bachelor’s degrees (57.1%), and the rest majority have higher degrees (see *Table 1*). Additionally, kurtosis and skewness scores were expected to be within the range of -1.96 and +1.96. The data analysis demonstrated that all scales’ kurtosis and skewness scores are within the expected range (see *Table 2*). As a result, the data are distributed normally and could be used for further analyses.

**Table 2.** Descriptives of the scales.

| <i>Scale</i> | <i>Mean</i> | <i>SD</i> | <i>Range</i> | <i>Kurtosis</i> | <i>Skewness</i> |
|--------------|-------------|-----------|--------------|-----------------|-----------------|
| YPI-M        | 179.92      | 54.88     | 90-354       | -0.11           | 0.70            |
| YPI-F        | 183.41      | 54.53     | 94-361       | 0.15            | 0.70            |
| SPSI-R       | 91.88       | 14.75     | 46-117       | 0.23            | -0.62           |
| WALS         | 43.16       | 10.70     | 16-79        | 0.96            | 0.67            |
| MTLS         | 91.14       | 18.77     | 38-135       | 0.02            | -0.04           |

*Note.* YPI-M=Young Parenting Inventory - Mother Subscale; YPI-F=Young Parenting Inventory - Father Subscale; SPSI-R=Social Problem-Solving Inventory - Revised; WALS=Worries about Leadership Scale; MTLS=Motivation to Lead Scale

### 3.2. Bivariate Correlation Analyses

Pearson correlation coefficients were calculated to evaluate the bivariate associations between the study variables (see *Table 3*). All correlations were in the expected direction. Dysfunctional parenting scores of mother and father were negatively correlated with social problem-solving skills ( $r = -.36, p \leq .01$ ;  $r = -.28, p \leq .01$ ) and MTL ( $r = -.09, p > .05$ ;  $r = -.14, p > .05$ ), and positively correlated with WAL ( $r = .02, p > .05$ ;  $r = .02, p > .05$ ), scores meaning that higher dysfunctional parenting of mother and father are associated with lower social problem-solving skills, lower MTL, and higher WAL. Besides, social problem-solving skills scores were significantly and negatively correlated with WAL ( $r = -.23, p \leq .01$ ) and positively correlated with MTL ( $r = .46, p \leq .01$ ) scores which demonstrate that higher social problem-solving skills are associated with lower WAL and higher MTL.

**Table 3.** Pearson correlations between the study variables.

| Variable | 1      | 2      | 3      | 4    | 5 |
|----------|--------|--------|--------|------|---|
| 1. DP-M  | -      |        |        |      |   |
| 2. DP-F  | .66**  | -      |        |      |   |
| 3. SPSS  | -.36** | -.28** | -      |      |   |
| 4. WAL   | .02    | .02    | -.23** | -    |   |
| 5. MTL   | -.09   | -.14   | .46**  | 0.08 | - |

*Note.* DP-M= Dysfunctional Parenting of Mother; DP-F= Dysfunctional Parenting of Father; SPSS=Social Problem-Solving Skills; WAL=Worries about Leadership; MTL=Motivation to Lead

\*\* $p \leq .01$

An independent samples t-test (see *Table 4*) revealed that female participants ( $M = 188.26, SD = 57.56$ ) rated their mothers' dysfunctional parenting significantly higher than male participants ( $M = 161.47, SD = 44.09, t(165) = 3.09, p < .05$ ). Similarly, female participants ( $M = 188.63, SD = 58.83$ ) rated their father's dysfunctional parenting higher than

male participants ( $M = 172.17$ ,  $SD = 45.26$ ;  $t(165) = 1.86$ ,  $p = .08$ ). Additionally, male participants reported higher social problem-solving skills ( $M = 97.86$ ,  $SD = 12.72$ ), lower WAL ( $M = 40.76$ ,  $SD = 10.80$ ), and higher MTL ( $M = 99.93$ ,  $SD = 18.17$ ) than female participants ( $M = 88.86$ ,  $SD = 15.01$ ,  $t(165) = -3.89$ ,  $p = .18$ ;  $M = 44.34$ ,  $SD = 10.48$ ,  $t(165) = -2.08$ ,  $p = .85$ ;  $M = 86.59$ ,  $SD = 17.70$ ,  $t(165) = -4.60$ ,  $p = .97$ ; respectively).

**Table 4.** Independent samples t-test for comparing gender.

| <i>Variable</i> | <i>Gender</i> | <i>Mean</i> | <i>SD</i> | <i>df</i> | <i>t</i> | <i>p-value</i> |
|-----------------|---------------|-------------|-----------|-----------|----------|----------------|
| 1. DP-M         | Female        | 188.26      | 57.56     | 165       | 3.09     | .02            |
|                 | Male          | 161.47      | 44.09     |           |          |                |
| 2. DP-F         | Female        | 188.63      | 58.83     | 165       | 1.86     | .08            |
|                 | Male          | 172.17      | 45.26     |           |          |                |
| 3. SPSS         | Female        | 88.86       | 15.01     | 165       | -3.89    | .18            |
|                 | Male          | 97.86       | 12.72     |           |          |                |
| 4. WAL          | Female        | 44.34       | 10.48     | 165       | -2.08    | .85            |
|                 | Male          | 40.76       | 10.80     |           |          |                |
| 5. MTL          | Female        | 86.59       | 17.70     | 165       | -4.60    | .97            |
|                 | Male          | 99.93       | 18.17     |           |          |                |

*Note.* DP-M= Dysfunctional Parenting of Mother; DP-F= Dysfunctional Parenting of Father; SPSS=Social Problem-Solving Skills; WAL=Worries about Leadership; MTL=Motivation to Lead

### 3.3. Hypotheses Testing

The PROCESS Macro version 4.2 extended in SPSS (Hayes, 2022) was employed to test the hypotheses due to the fact that analyses of indirect and conditional indirect effects can be carried out utilizing its bootstrapping approach (Kisbu-Sakarya et al., 2014). We used Model 4 with 5000 bootstrapped samples and a 95% confidence interval to generate our hypotheses testing with multiple regression analysis. We created four different models and ran multiple regression analyses for each model separately to test all of our hypotheses.

### **3.3.1. Dysfunctional Parenting and Motivation and Worry to Become a Leader**

*Hypothesis 1* suggests that dysfunctional parenting is significantly negatively associated with motivation and positively associated with worry to become a leader. To test this hypothesis, we ran four different analyses. Results indicated that neither the mother's dysfunctional parenting ( $\beta = -.01, t = .89, p > .05$ ) nor the father's dysfunctional parenting ( $\beta = -.01, t = .57, p > .05$ ) were significantly associated with WAL (see *Table 5*). Similarly, the mother's ( $\beta = .03, t = 1.23, p > .05$ ) and father's dysfunctional parenting ( $\beta = -.01, t = -.15, p > .05$ ) did not significantly associated with MTL (see *Table 5*). Hence, the results did not support the hypotheses 1a, 1b, 1c, and 1d.

### **3.3.2. Dysfunctional Parenting and Social Problem-Solving Skills**

*Hypothesis 2* argues that dysfunctional parenting is significantly negatively associated with social problem-solving skills. To test this hypothesis, we ran four different analyses. Results revealed that both the mother's ( $\beta = -.10, t = -5.01, p < .01$ ) and father's dysfunctional parenting ( $\beta = -.08, t = -3.79, p < .01$ ) are significantly negatively associated with social problem-solving skills (see *Table 5*). Therefore, the results support the hypotheses 2a and 2b.

### **3.3.3. Social Problem-Solving Skills and Motivation and Worry to Become a Leader**

*Hypothesis 3* proposes that social problem-solving skills are significantly positively associated with motivation and negatively associated with worry to become a leader. To test this hypothesis, we ran four different analyses. Results showed that social problem-solving skills are significantly and negatively associated with WAL both when the mother's ( $\beta = -.18, t = 3.12, p < .01$ ) and father's dysfunctional parenting ( $\beta = -.17, t = 3.04, p < .01$ ) are in the model (see *Table 5*). Similarly, social problem-solving skills are significantly and positively associated with MTL both when the mother's ( $\beta = .62, t = 6.68, p < .01$ ) and father's



dysfunctional parenting ( $\beta = .58, t = 6.34, p < .01$ ) are in the model (see *Table 5*).

Consequently, hypotheses 3a and 3b are supported by the results.

### **3.3.4. Dysfunctional Parenting, Social Problem-Solving Skills, and Motivation and Worry to Become a Leader**

*Hypothesis 4* recommends that social problem-solving skills significantly mediate the association between dysfunctional parenting and motivation and worry to become a leader.

To test this hypothesis, we ran four different analyses. Multiple regression analyses (see *Table 5*) supported this hypothesis with the following results: (1) the mother's dysfunctional parenting significantly predicts social problem-solving skills ( $\beta = -.10, t = -5.01, p < .01$ ), and social problem-solving skills significantly predict WAL ( $\beta = -.18, t = 3.12, p < .01$ ) and MTL ( $\beta = .62, t = 6.68, p < .01$ ); (2) the father's dysfunctional parenting significantly predicts social problem-solving skills ( $\beta = -.08, t = -3.79, p < .01$ ), and social problem-solving skills significantly predict WAL ( $\beta = -.17, t = 3.04, p < .01$ ) and MTL ( $\beta = .58, t = 6.34, p < .01$ ). To conclude, the results support the hypotheses 4a, 4b, 4c, and 4d.

**Table 5.** Multiple regression analysis for direct and indirect effects.

| <i>Variable</i> | $\beta$ | <i>SE</i> | <i>t</i> | <i>p</i> | <i>95% CI</i> | <i>df1, df2</i> | <i>F</i> | <i>R</i> <sup>2</sup> |
|-----------------|---------|-----------|----------|----------|---------------|-----------------|----------|-----------------------|
| <i>Model 1</i>  |         |           |          |          |               |                 |          |                       |
| Outcome: SPSS   |         |           |          |          |               | 1, 168          | 25.10    | .13                   |
| DP-M            | -.10    | .02       | -5.01    | .00      | [-.14, -.06]  |                 |          |                       |
| Outcome: WAL    |         |           |          |          |               | 2, 167          | 4.90     | .06                   |
| DP-M            | -.01    | .02       | .89      | .38      | [-.02, .04]   |                 |          |                       |
| SPSS            | -.18    | .06       | 3.12     | .00      | [.07, .30]    |                 |          |                       |
| <i>Model 2</i>  |         |           |          |          |               |                 |          |                       |
| Outcome: SPSS   |         |           |          |          |               | 1,168           | 14.39    | .08                   |
| DP-F            | -.08    | .02       | -3.79    | .00      | [-.12, -.04]  |                 |          |                       |
| Outcome: WAL    |         |           |          |          |               | 2, 167          | 4.66     | .05                   |
| DP-F            | -.01    | .02       | .57      | .57      | [-.02, .04]   |                 |          |                       |
| SPSS            | -.17    | .06       | 3.04     | .00      | [.06, .29]    |                 |          |                       |
| <i>Model 3</i>  |         |           |          |          |               |                 |          |                       |
| Outcome: SPSS   |         |           |          |          |               | 1, 168          | 25.10    | .13                   |
| DP-M            | -.10    | .02       | -5.01    | .00      | [-.14, -.06]  |                 |          |                       |
| Outcome: MTL    |         |           |          |          |               | 2, 167          | 23.07    | .22                   |
| DP-M            | .03     | .03       | 1.23     | .22      | [-.02, .08]   |                 |          |                       |
| SPSS            | .62     | .09       | 6.68     | .00      | [.44, .81]    |                 |          |                       |
| <i>Model 4</i>  |         |           |          |          |               |                 |          |                       |
| Outcome: SPSS   |         |           |          |          |               | 1,168           | 14.39    | .08                   |
| DP-F            | -.08    | .02       | -3.79    | .00      | [-.12, -.04]  |                 |          |                       |
| Outcome: MTL    |         |           |          |          |               | 2, 167          | 22.12    | .21                   |
| DP-F            | -.01    | .02       | -.15     | .88      | [-.05, .05]   |                 |          |                       |
| SPSS            | .58     | .09       | 6.34     | .00      | [.40, .76]    |                 |          |                       |

*Note.* DP-M= Dysfunctional Parenting of Mother; DP-F= Dysfunctional Parenting of Father; SPSS=Social Problem-Solving Skills; WAL=Worries about Leadership; MTL=Motivation to Lead

## DISCUSSION

The present study investigated the association between dysfunctional parenting and motivation and worry to become a leader, as well as the mediating role of social problem-solving skills in this relationship. To conceptualize and operationalize the motivation and worry to become a leader, we used two distinct constructs: MTL (Chan & Drasgow, 2001) and WAL (Aycan & Shelia, 2019). On the other hand, we examined dysfunctional parenting for each parent separately. Therefore, we investigated the relationship between dysfunctional parenting and motivation and worry to become a leader in four different models, such that we used MTL and WAL as dependent variables and evaluated the mother's and father's dysfunctional parenting distinctly as independent variables.

The first aim of the present study was to investigate the relationship between dysfunctional parenting and motivation and worry to become a leader. For this examination, we tested four different hypotheses. The results indicated that neither the mother's nor the father's dysfunctional parenting were significantly associated with WAL or MTL. Hence, there is no significant relationship found between dysfunctional parenting and motivation and worry to become a leader.

In light of these results, dysfunctional parenting may not be considered a direct determinant of motivation and worry to become a leader. While parenting experiences and upbringing can shape an individual's personality traits, attitudes, and values, they are some of the many factors that contribute to leadership development (Murphy, 2012; Popper & Mayseless, 2007). Leadership motivation and worry to become a leader are dynamic and context-dependent constructs. Different situations require different leadership abilities, and what may be effective in one setting may not work in another. Therefore, while parenting experiences can influence an individual's overall leadership development, they may not be the sole or primary determinant of motivation and worry to become a leader.

While parenting experiences may indirectly shape some of the traits and behaviors necessary for leadership development (Oliver et al., 2011; Avolio & Gibbons, 1988), it is important to note that the relationship between parenting styles and leadership development is complex and multifaceted (Zacharatos et al., 2000; Popper & Mayseless, 2003). Numerous other factors, such as educational opportunities, mentors, life experiences, and organizational factors, may also play crucial roles in the development of motivation and worry to become a leader (Chan & Drasgow, 2001; Aycan & Shelia, 2019; Popper & Mayseless, 2003; Murphy & Johnson, 2011).

Secondly, the present study aimed to evaluate the association between dysfunctional parenting and social problem-solving skills. For this investigation, we tested two different hypotheses. The results demonstrated that both the mother's and father's dysfunctional parenting are significantly negatively associated with social problem-solving skills. Therefore, a significant relationship has been found between dysfunctional parenting and social problem-solving skills.

Similar findings were revealed by earlier studies. Research suggests that parenting practices that provide validation of feelings, emotional support, and assistance in problem-solving may contribute to the development of effective coping strategies such as social problem-solving (Gaylord-Harden et al., 2013; Meesters & Muris, 2004; Shen et al., 2018; Gaylord-Harden, 2008; Taşkın, 2021). Besides, parenting practices that are harsh, critical, rejecting, or neglectful may prevent the development of healthy coping strategies (Shen et al., 2018; Meesters & Muris, 2004). Furthermore, evidence demonstrates that overprotective parenting behaviors may also prevent the development of efficient coping strategies (Taşkın, 2021).

The relationship between dysfunctional parenting and social problem-solving skills is bidirectional. An individual's social problem-solving skills can be influenced by

dysfunctional parenting but may also influence her/his perception of their parents' parenting. For example, an individual who struggles with social problem-solving may perceive their parents as less responsive or supportive, even if their actual parenting style is not like that.

Thirdly, the present study investigated the relationship between social problem-solving skills and motivation and worry to become a leader. For this evaluation, we tested two different hypotheses. The results revealed that social problem-solving skills are significantly and negatively associated with WAL and positively associated with MTL. Consequently, motivation and worry to become a leader are found to be significantly related to social problem-solving skills.

There may be several reasons why motivation and worry to become a leader are associated with social problem-solving skills. First of all, individuals with leadership motivation often have a strong orientation toward goal achievement and problem-solving, such that they are motivated to find solutions and overcome obstacles, which aligns with the problem-solving process (Epitropaki, 2018). Additionally, social problem-solving involves making decisions that consider multiple perspectives and potential outcomes. Leadership motivation often coincides with the ability to make sound decisions under uncertainty, taking into account the needs and interests of various stakeholders (Guillen et al., 2015). It is expected that lower social problem-solving skills increase worries about leadership and decrease the motivation to lead due to a lack of ability in decision-making.

Leadership motivation often stems from a desire to make a positive impact and influence others (Chan & Drasgow, 2001; Aycan & Shelia, 2019). Otherwise, worries about leadership rise and leadership motivation tails off. To effectively solve social problems, leaders must be able to persuade and mobilize others to contribute to the solution. This involves communication skills, negotiation abilities, and the capacity to build consensus among diverse individuals or groups. Hence, social problem-solving skills play a crucial role

in the need to influence and persuade others to be motivated and less worried about becoming a leader.

Finally, the present study intended to look for the mediating role of social problem-solving skills on the association between dysfunctional parenting and motivation and worry to become a leader. For this investigation, we tested four different hypotheses. The results indicated that both the mother's and father's dysfunctional parenting significantly predict the social problem-solving skills and the social problem-solving skills are significantly related to MTL and WAL. As a result, social problem-solving skills are found to have a mediator role in the relationship between dysfunctional parenting and motivation and worry to become a leader.

In this hypothetical model, it is proposed that dysfunctional parenting influences an individual's social problem-solving skills, which in turn influences their motivation and worry to become a leader. As mentioned above, research suggests that certain parenting practices can prevent the development of social problem-solving skills (Gaylord-Harden et al., 2013; Meesters & Muris, 2004; Shen et al., 2018). By restraining social problem-solving skills, dysfunctional parenting can indirectly impact an individual's leadership development. Social problem-solving skills are crucial for effective leadership because leaders must be able to analyze complex situations, make informed decisions, communicate their vision, and collaborate with others to achieve goals (Epitropaki, 2018). Individuals with stronger social problem-solving skills could be more likely to excel in leadership roles and have a greater potential for leadership development. These skills may allow individuals to navigate challenges, address conflicts, inspire and influence others, and make strategic decisions.

#### **4.1. Limitations and Future Directions**

There were some reliability and validity limitations in exploring the parenting experiences. First, recall bias could exist since participants were prompted to report on

something that happened a long time ago. Second, recall by the individual could be affected by their more recent experiences with their parents. Third, the memories of the participants may be impacted by adjustments currently in use, such as schemas. Finally, some of the participants may be employing various cognitive defense mechanisms, such as denial and idealization, to protect themselves from adverse experiences.

We generated the hypotheses on dysfunctional parenting for each parent separately. This may be a limitation because measuring the dysfunctional parenting of both parents in one variable could provide an advantage in investigating the overall perceived parental environment and functionality. For example, in an environment where the mother is functional and the father is dysfunctional, or vice versa, looking at an average parenting score and making inferences from the general parenting environment could be advantageous in investigating how the individual is affected by this situation. Therefore, it could be a better point of view to see an overall perceived parental environment and to categorize the perceived parenting based on functionality as follows: both parents are functional, both parents are dysfunctional, the mother is functional and the father is dysfunctional, the father is functional and the mother is dysfunctional. However, the parenting inventory used in this study did not make this possible. Nevertheless, it ensured each parent's individual effect and helped to demonstrate that each parent has a similar significance in association with the study variables. Future research may focus on the general perceived parental environment and functionality categorization.

Another limitation was that self-report measures were used throughout the whole data collection procedure, which could have resulted in self-report bias and the social desirability effect. In addition, the time that the data was collected should also be considered. The economic adversities due to political conditions, the high rate of unemployment, and low

levels of occupational health safety in the country the participants collected from might have affected the study results.

MTL and WAL are affected by several proximal and distal antecedents, such as personality, sociocultural values, past leadership experience, leadership self-efficacy, and personal needs for competence, relatedness, and autonomy. However, the current study focused on dysfunctional parenting as a proximal antecedent and social problem-solving skills as a distal antecedent. Future research may focus on if and how dysfunctional parenting impacts the other possible distal antecedents.

#### **4.2. Suggestions for Clinical Practice**

The findings from the present study suggest several clinical implications. Dysfunctional parenting is found to have a significant effect on social problem-solving skills. Social problem-solving skills are behavioral strategies used to resolve an adverse circumstance or lessen its impacts on the individual. Therefore, they are used as a coping mechanism to enhance individual resilience. The significant association between dysfunctional parenting and social problem-solving skills suggests that dysfunctional parenting is effective on individual's social problem-solving skills as one of the forms of resilience. An intervention for parents to teach and enhance functional parenting practices may end up with a positive effect on individuals' social problem-solving skills and resiliency across adverse life events.

The present study revealed that dysfunctional parenting indirectly affects motivation and worry to become a leader. Social problem-solving skills are found to mediate this association. This indirect effect of dysfunctional parenting may be prevalent for other distal antecedents of MTL and WAL. Individuals are likely to develop a leadership image aligned with parent behaviors due to role modeling (Popper & Mayseless, 2003) within the context of social learning theory (Bandura, 1977). To minimize the parenting effect and make later life



experiences more powerful on motivation and worry to become a leader, an orientation and education program might be developed for potential leaders, including an inspiring leader as a role model based on social learning framework. In this way, distal antecedents of MTL and WAL (e.g., social problem-solving skills) might be exposed to a positive impact provided by an inspiring role model that could strengthen the motivation and decrease the worry about being a leader.

Social problem-solving skills are found to have a significant impact on motivation and worry to become a leader. Therefore, enhancing positive problem orientation (i.e., rational problem-solving style) and reducing negative problem orientation (i.e., avoidant and impulsive-careless problem-solving styles) could have a positive impact on motivation and worry to become a leader. As an intervention and prevention method to achieve this effect, Problem-Solving Therapy (PST) can be used. PST is a practice of psychological treatment that can be employed when someone has emotional issues due to experiencing the difficulties imposed by the problems they deal with on a daily basis. PST educates people on how to approach their problems and how to come up with recommendations and different strategies to address them (Eskin, 2012). Hence, PST seeks to address the emotional issues brought on by such problems and prevent the development of emotional and behavioral difficulties.

## **CONCLUSION**

The present study improved our understanding of the underlying connection between dysfunctional parenting and motivation and worry to become a leader, with social problem-solving skills playing a mediating role. The findings of this study emphasize that although leadership development unfolds continuously over the course of a person's life, the foundations of leadership are established earlier in life. Dysfunctional parenting is not found to be a direct determinant of motivation and worry to become a leader. However, a significant

impact of dysfunctional parenting on motivation and worry to become a leader is found through social problem-solving skills, such that dysfunctional parenting is significantly negatively associated with social problem-solving skills, which are significantly positively related to motivation and negatively related to worry to become a leader. Therefore, an indirect effect of dysfunctional parenting and a direct effect of social problem-solving skills on leadership development has been revealed by this study.



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## APPENDICES

### Appendix A.

#### INFORMED CONSENT

Koç Üniversitesi Klinik Psikoloji Yüksek Lisans Programı öğrencisi Nihan Çaldır tarafından yürütülen, Koç Üniversitesi Psikoloji Bölümü öğretim üyeleri Prof. Dr. Zeynep Aycan ve Prof. Dr. Mehmet Eskin danışmanlığında, Koç Üniversitesi Etik Kurulları'nın 2022.041.IRB3.013 sayılı onayı ile izin verilen, 'Problem Çözme Stilinin Algılanan Ebeveynlik ile Lider Olma Kaygıları/Motivasyonları Arasındaki İlişkideki Aracı Rolü' başlıklı araştırmaya katılımınız rica olunmaktadır.

Bu araştırmaya tamamen kendi iradenizle, herhangi bir zorlama veya mecburiyet olmadan gönüllü olarak katılımınız esastır. Lütfen aşağıdaki bilgileri okuyunuz ve katılmaya karar vermeden önce anlamadığınız herhangi bir husus varsa çekinmeden sorunuz.

Bu çalışmada, organizasyonel yapılarda çalışan bireylerin lider olma motivasyonları ve kaygıları ile algılanan ebeveyn yaklaşımları arasındaki ilişkiyi ve bu ilişkide sosyal problem çözme becerisinin nasıl bir rol oynadığını anlamaya çalışarak bu faktörlerin lider oluşumunu nasıl etkileyebileceğini bulmak hedeflenmektedir.

Bu çalışmaya gönüllü katılmak istemeniz halinde sizden yaklaşık 15-20 dakika sürmesini beklediğimiz bir çevrimiçi anket doldurmanızı bekliyoruz. Anket başında kimliğinizi açığa çıkarmayacak bir takım demografik bilgiler istenecektir örnek; yaş, cinsiyet, iş durumu vb. demografik bilgilerin tamamlanmasıyla beraber kapalı uçlu (çoktan seçmeli ya da derecelendirme ile cevaplama) olan birtakım sorular cevaplamanız beklenmektedir.

Çalışmamız, sizin için herhangi bir fiziksel veya psikolojik risk taşımamaktadır. Rahatsız hissetmeniz durumunda herhangi bir açıklama yapmanıza gerek olmaksızın, herhangi bir yaptırımla karşılaşmadan çalışmayı sonlandırabilirsiniz.

Çalışmamız, lider oluşumunun erken dönem ebeveynlik tecrübeleri ile ilişkisini derinlemesine anlamamıza ve bu ilişkide koruyucu olarak rol alabilecek etkenleri bulmamıza yardımcı olacaktır.

Anket sırasında verdiğiniz bilgiler, kimlik bilgilerinizle hiçbir koşulda eşleştirilmeyecektir. Sadece araştırma ekibi tarafından akademik amaçla kullanılacaktır. Verdiğiniz bilgiler, sadece araştırma ekibinin erişiminin olduğu şifreli bir veri tabanında saklanacaktır. Çalışma tamamlandıktan sonra bilgileriniz takip edilemeyecek bir şekilde yok edilecektir.

Bu araştırma ile ilgili herhangi bir sorunuz veya endişeniz varsa, lütfen iletişime geçiniz:

Nihan Çaldır

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Koç Üniversitesi

Yukarıda yapılan açıklamaları anladım. Sorularım tatmin olacağım şekilde yanıtlandı.

Dilediğim zaman ayrılma hakkım saklı kalmak koşulu ile bu çalışmaya katılmayı onaylıyorum.

☐ Evet

☐ Hayır

## Appendix B.

### DEMOGRAPHIC INFORMATION FORM

1. Yaşınız: \_\_\_\_\_

2. Cinsiyet:

- Kadın
- Erkek
- Diğer:

3. En son tamamladığınız eğitim seviyesi:

- İlkokul
- Ortaokul
- Lise
- Ön Lisans
- Lisans
- Yüksek Lisans
- Doktora

4. Toplam iş deneyiminiz:

- 0-2 yıl
- 2-5 yıl
- 5-10 yıl
- 10-15 yıl
- 15+ yıl

5. İş durumunuz:

- Çalışıyorum
- Çalışmıyorum

6. İş yerinizin yapısı:

- Çalıştığım yerde farklı liderlik/yöneticilik pozisyonları var.
- Çalıştığım yerde liderlik/yöneticilik pozisyonu yok.

7. Çalıştığınız kurum türü (Örn. hastane, okul, STK, kurumsal şirket, vb.): \_\_\_\_\_

8. Liderlik/yöneticilik pozisyonu tecrübeniz:

- Daha önce bir liderlik/yöneticilik pozisyonunda görev yapmadım.
- Daha önce bir liderlik/yöneticilik pozisyonunda görev yaptım.
- Şu anda bir liderlik/yöneticilik pozisyonunda görev yapıyorum.

9. Çalıştığınız kurumda terfi etme durumunuz:

- Çalıştığım kurumda terfi etme imkanım var.
- Çalıştığım kurumda terfi etme imkanım yok.

## Appendix C.

### YOUNG PARENTING INVENTORY

Aşağıda anne ve babanızı tarif etmekte kullanabileceğiniz tanımlamalar verilmiştir. Lütfen her tanımlamayı dikkatle okuyun ve ebeveynlerinize ne kadar uyduğuna karar verin. 1 ile 6 arasında, çocukluğunuz sırasında annenizi ve babanızı tanımlayan en yüksek dereceyi seçin. Eğer sizi anne veya babanız yerine başka insanlar büyüttü ise onları da aynı şekilde derecelendirin. Eğer anne veya babanızdan biri hiç olmadı ise o sütunu boş bırakın.

- |                            |                            |
|----------------------------|----------------------------|
| 1 - Tamamı ile yanlış      | 2 - Çoğunlukla yanlış      |
| 3 - Uyan tarafı daha fazla | 4 - Orta derecede doğru    |
| 5 - Çoğunlukla doğru       | 6 - Ona tamamı ile uyuyor. |

- |     | Anne  | Baba  |                                                             |
|-----|-------|-------|-------------------------------------------------------------|
| 1.  | _____ | _____ | Beni sevdi ve bana özel birisi gibi davrandı.               |
| 2.  | _____ | _____ | Bana vaktini ayırdı ve özen gösterdi.                       |
| 3.  | _____ | _____ | Bana yol gösterdi ve olumlu yönlendirdi.                    |
| 4.  | _____ | _____ | Beni dinledi, anladı ve duygularımızı karşılıklı paylaştık. |
| 5.  | _____ | _____ | Bana karşı sıcaktı ve fiziksel olarak şefkatliydi.          |
| 6.  | _____ | _____ | Ben çocukken öldü veya evi terk etti.                       |
| 7.  | _____ | _____ | Dengesizdi, ne yapacağı belli olmazdı veya alkolikti.       |
| 8.  | _____ | _____ | Kardeş(ler)imi bana tercih etti.                            |
| 9.  | _____ | _____ | Uzun süreler boyunca beni terk etti veya yalnız bıraktı.    |
| 10. | _____ | _____ | Bana yalan söyledi, beni kandırdı veya bana ihanet etti.    |
| 11. | _____ | _____ | Beni dövdü, duygusal veya cinsel olarak taciz etti.         |
| 12. | _____ | _____ | Beni kendi amaçları için kullandı.                          |
| 13. | _____ | _____ | İnsanların canını yakmaktan hoşlanırdı.                     |

14. \_\_\_\_ \_\_\_\_ Bir yerimi inciteceğim diye çok endişelenirdi.
15. \_\_\_\_ \_\_\_\_ Hasta olacağım diye çok endişelenirdi.
16. \_\_\_\_ \_\_\_\_ Evhamlı veya fobik/korkak bir insandı.
17. \_\_\_\_ \_\_\_\_ Beni aşırı korurdu.
18. \_\_\_\_ \_\_\_\_ Kendi kararlarıma veya yargılarıma güvenememe neden oldu
19. \_\_\_\_ \_\_\_\_ İşleri kendi başıma yapmama fırsat vermeden çoğu işimi o yaptı.
20. \_\_\_\_ \_\_\_\_ Bana hep daha çocukmuşum gibi davrandı.
21. \_\_\_\_ \_\_\_\_ Beni çok eleştirirdi.
22. \_\_\_\_ \_\_\_\_ Bana kendimi sevmeye layık olmayan veya dışlanmış bir gibi hissettirdi.
23. \_\_\_\_ \_\_\_\_ Bana hep bende yanlış bir şey varmış gibi davrandı.
24. \_\_\_\_ \_\_\_\_ Önemli konularda kendimden utanmama neden oldu.
25. \_\_\_\_ \_\_\_\_ Okulda başarılı olmam için gereken disiplini bana kazandırmadı.
26. \_\_\_\_ \_\_\_\_ Bana salakmışım veya beceriksizmişim gibi davrandı.
27. \_\_\_\_ \_\_\_\_ Başarılı olmamı gerçekten istemedi.
28. \_\_\_\_ \_\_\_\_ Hayatta başarısız olacağıma inandı.
29. \_\_\_\_ \_\_\_\_ Benim fikrim veya isteklerim önemsizmiş gibi davrandı.
30. \_\_\_\_ \_\_\_\_ Benim ihtiyaçlarımı gözetmeden kendisi ne isterse onu yaptı.
31. \_\_\_\_ \_\_\_\_ Hayatımı o kadar çok kontrol altında tuttu ki çok az seçme özgürlüğüm oldu.
32. \_\_\_\_ \_\_\_\_ Her şey onun kurallarına uymalıydı.
33. \_\_\_\_ \_\_\_\_ Aile için kendi isteklerini feda etti.
34. \_\_\_\_ \_\_\_\_ Günlük sorumluluklarının pek çoğunu yerine getiremiyordu ve ben her zaman kendi payıma düşenden fazlasını yapmak zorunda kaldım.
35. \_\_\_\_ \_\_\_\_ Hep mutsuzdu ; destek ve anlayış için hep bana dayandı.

36. \_\_\_\_ \_\_\_\_ Bana güçlü olduğumu ve diğer insanlara yardım etmem gerektiğini hissettirdi.
37. \_\_\_\_ \_\_\_\_ Kendisinden beklentisi hep çok yüksekti ve bunlar için kendini çok zorlardı.
38. \_\_\_\_ \_\_\_\_ Benden her zaman en iyisini yapmamı bekledi.
39. \_\_\_\_ \_\_\_\_ Pek çok alanda mükemmeliyetçiydi; ona göre her şey olması gerektiği gibi olmalıydı.
40. \_\_\_\_ \_\_\_\_ Yaptığım hiçbir şeyin yeterli olmadığını hissetmeme sebep oldu.
41. \_\_\_\_ \_\_\_\_ Neyin doğru neyin yanlış olduğu hakkında kesin ve katı kuralları vardı.
42. \_\_\_\_ \_\_\_\_ Eğer işler düzgün ve yeterince hızlı yapılmazsa sabırsızlanırdı.
43. \_\_\_\_ \_\_\_\_ İşlerin tam ve iyi olarak yapılmasına, eğlenme veya dinlenmekten daha fazla önem verdi.
44. \_\_\_\_ \_\_\_\_ Beni pek çok konuda şımarttı veya aşırı hoşgörülü davrandı.
45. \_\_\_\_ \_\_\_\_ Diğer insanlardan daha önemli ve daha iyi olduğumu hissettirdi.
46. \_\_\_\_ \_\_\_\_ Çok talepkardı; her şeyin onun istediği gibi olmasını isterdi.
47. \_\_\_\_ \_\_\_\_ Diğer insanlara karşı sorumluluklarımın olduğunu bana öğretmedi.
48. \_\_\_\_ \_\_\_\_ Bana çok az disiplin veya terbiye verdi.
49. \_\_\_\_ \_\_\_\_ Bana çok az kural koydu veya sorumluluk verdi.
50. \_\_\_\_ \_\_\_\_ Aşırı sinirlenmeme veya kontrolümü kaybetmeme izin verirdi.
51. \_\_\_\_ \_\_\_\_ Disiplinsiz bir insandı.
52. \_\_\_\_ \_\_\_\_ Birbirimizi çok iyi anlayacak kadar yakındık.
53. \_\_\_\_ \_\_\_\_ Ondan tam olarak ayrı bir birey olduğumu hissedemedim veya bireyselliğimi yeterince yaşayamadım.
54. \_\_\_\_ \_\_\_\_ Onun çok güçlü bir insan olmasından dolayı büyürken kendi yönümü belirleyemiyordum.



55. \_\_\_\_\_ İçimizden birinin uzağa gitmesi durumunda, birbirimizi üzebileceğimizi hissederdim.
56. \_\_\_\_\_ Ailemizin ekonomik sorunları ile ilgili çok endişeli idi.
57. \_\_\_\_\_ Küçük bir hata bile yapsam kötü sonuçların ortaya çıkacağını hissettirirdi.
58. \_\_\_\_\_ Kötümser bir bakışı açısı vardı, hep en kötüsünü beklerdi.
59. \_\_\_\_\_ Hayatın kötü yanları veya kötü giden şeyler üzerine odaklanırdı.
60. \_\_\_\_\_ Her şey onun kontrolü altında olmalıydı.
61. \_\_\_\_\_ Duygularını ifade etmekten rahatsız olurdu.
62. \_\_\_\_\_ Hep düzenli ve tertipliydi; değişiklik yerine bilineni tercih ederdi.
63. \_\_\_\_\_ Kızgınlığını çok nadir belli ederdi.
64. \_\_\_\_\_ Kapalı birisiydi; duygularını çok nadir açardı.
65. \_\_\_\_\_ Yanlış bir şey yaptığımda kızardı veya sert bir şekilde eleştirdiği olurdu.
66. \_\_\_\_\_ Yanlış bir şey yaptığımda beni cezalandırdığı olurdu.
67. \_\_\_\_\_ Yanlış yaptığımda bana aptal veya salak gibi kelimelerle hitap ettiği olurdu.
68. \_\_\_\_\_ İşler kötü gittiğinde başkalarını suçlardı.
69. \_\_\_\_\_ Sosyal statü ve görünümüne önem verirdi.
70. \_\_\_\_\_ Başarı ve rekabete çok önem verirdi.
71. \_\_\_\_\_ Başkalarının gözünde benim davranışlarımın onu ne duruma düşüreceği ile çok ilgiliydi.
72. \_\_\_\_\_ Başarılı olduğum zaman beni daha çok sever veya bana daha çok özen gösterirdi.

## Appendix D.

### SOCIAL PROBLEM-SOLVING INVENTORY - REVISED - SHORT FORM

Aşağıda, insanların günlük yaşamda sorunlarla karşılaştıkları zaman gösterebilecekleri bazı düşünce, duygu ve davranış biçimleri verilmektedir. Bu ankette geçen, “sorun” kelimesi ile yaşamınızda önemli bulduğunuz ve sizi çok rahatsız eden ama nasıl düzelteceğinizi bilmediğiniz durumlar kastedilmektedir. Sorun, sizin kendinizle (düşünceleriniz, duygularınız, davranışınız, sağlığınız veya görünümünüz ve benzeri), diğer insanlarla olan ilişkilerinizle (aile, arkadaş, öğretmen, veya patron ve benzeri) veya çevreniz ve sahip olduklarınızla (ev, araba, mülk, veya para ve benzeri) ilgili olabilir. Lütfen aşağıdaki her bir ifadeyi dikkatlice okuyunuz ve o ifadenin sizin için ne derece geçerli olduğuna karar veriniz. Burada verilebilecek cevapların doğrusu veya yanlışı yoktur. Sorunlarla karşılaştığınızda nasıl düşündüğünüzü, hissettiğinizi ve davrandığınızı hayal ediniz. Sizin için en geçerli cevabı yansıtan kutuyu işaretleyiniz. Her bir soruyu cevaplamaya çalışınız.

|                                                                                               | Benim için hiç doğru değil | Benim için birazcık doğru | Benim için kısmen doğru | Benim için çok doğru | Benim için tamamen doğru |
|-----------------------------------------------------------------------------------------------|----------------------------|---------------------------|-------------------------|----------------------|--------------------------|
| 1. Çözmem gereken önemli bir sorunum olduğunda, kendimi tehdit edilmiş ve korkmuş hissederim. |                            |                           |                         |                      |                          |
| 2. Karar verirken, bütün seçenekleri yeterince dikkatli bir şekilde değerlendirmem.           |                            |                           |                         |                      |                          |
| 3. Önemli bir karar almam gerektiği zaman kendimi gergin hissederim ve kendimden emin olamam. |                            |                           |                         |                      |                          |

|                                                                                                                                                      | Benim için hiç doğru değil | Benim için birazcık doğru | Benim için kısmen doğru | Benim için çok doğru | Benim için tamamen doğru |
|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|---------------------------|-------------------------|----------------------|--------------------------|
| 4. Bir sorunu çözmek için ilk baştaki çabalarım başarısız olduğunda, vazgeçmeyip kolayca pes etmezsem sonunda iyi bir çözüm bulacağımın farkındayım. |                            |                           |                         |                      |                          |
| 5. Bir sorunum olduğunda, çözülebileceğine inanırım.                                                                                                 |                            |                           |                         |                      |                          |
| 6. Kendim çözmeye çalışmadan önce, bir sorunun kendiliğinden çözülüp çözülmeyeceğini görmek için beklerim.                                           |                            |                           |                         |                      |                          |
| 7. Bir sorunu çözmede ilk çabalarım başarısız olduğu zaman çok fazla hayal kırıklığı yaşarım.                                                        |                            |                           |                         |                      |                          |
| 8. Zor bir sorunla karşılaştığımda, ne kadar çok çalışırsam çalışayım kendi başıma çözebileceğimden şüphe ederim.                                    |                            |                           |                         |                      |                          |
| 9. Hayatımda bir sorun ortaya çıktığında, çözmeye çalışmayı olabildiğince ertelerim.                                                                 |                            |                           |                         |                      |                          |
| 10. Sorunlarla uğraşmaktan kaçınmak için hayatımın akışını değiştiririm.                                                                             |                            |                           |                         |                      |                          |
| 11. Zor sorunlar beni üzer ve telaşlandırır.                                                                                                         |                            |                           |                         |                      |                          |
| 12. Vermem gereken bir karar olduğunda, her seçeneğin olumlu ve olumsuz sonuçlarını tahmin etmeye çalışırım.                                         |                            |                           |                         |                      |                          |

|                                                                                                                                                   | Benim için hiç doğru değil | Benim için birazcık doğru | Benim için kısmen doğru | Benim için çok doğru | Benim için tamamen doğru |
|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|---------------------------|-------------------------|----------------------|--------------------------|
| 13. Hayatımda sorunlar ortaya çıktığında, mümkün olan en kısa süre içerisinde onları çözmek isterim.                                              |                            |                           |                         |                      |                          |
| 14. Bir sorunu çözmeye çalıştığımda, aklıma gelen ilk iyi fikirle hareket ederim.                                                                 |                            |                           |                         |                      |                          |
| 15. Zor bir sorunla karşılaştığımda, yeterince gayretli çalışırsam onu tek başıma çözebileceğime inanırım.                                        |                            |                           |                         |                      |                          |
| 16. Çözmem gereken bir sorun olduğunda, ilk yaptığım işlerden birisi sorun hakkında olabildiğince fazla bilgi toplamaktır.                        |                            |                           |                         |                      |                          |
| 17. Hayatımdaki sorunları çözmeyi, bıçak kemiğe dayanıncaya kadar ertelerim.                                                                      |                            |                           |                         |                      |                          |
| 18. Sorunlardan kaçmaya onları çözmekten daha fazla zaman harcıyorum.                                                                             |                            |                           |                         |                      |                          |
| 19. Bir sorunu çözmeye çalışmadan önce, tam olarak neye ulaşmak istediğimi bilebilmek için kendime bir hedef belirlerim.                          |                            |                           |                         |                      |                          |
| 20. Bir karar vermem gerektiği zaman, her bir seçeneğin olumlu ve olumsuz yönlerini düşünmek için zaman harcamam.                                 |                            |                           |                         |                      |                          |
| 21. Bir sorunu çözdüğümde, sorunla ilgili durumun olumlu yönde ne kadar değiştiğini olabildiğince dikkatli bir biçimde değerlendirmeye çalışırım. |                            |                           |                         |                      |                          |

|                                                                                                                                                 | Benim için hiç doğru değil | Benim için birazcık doğru | Benim için kısmen doğru | Benim için çok doğru | Benim için tamamen doğru |
|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|---------------------------|-------------------------|----------------------|--------------------------|
| 22. Bir sorunum olduğunda, sorunu olumlu yönde faydalanılabilecek bir fırsat olarak görmeye çalışırım.                                          |                            |                           |                         |                      |                          |
| 23. Bir sorunu çözmeye çalıştığımda, olabildiğince fazla çözüm seçeneği düşünmeye çalışırım; ta ki aklıma başka bir düşünce gelmeyinceye kadar. |                            |                           |                         |                      |                          |
| 24. Karar alırken, her seçeneğin sonuçlarını düşünmeden içimden gelen duygularla hareket ederim.                                                |                            |                           |                         |                      |                          |
| 25. Karar vermem söz konusu olduğunda çok fazla düşünmeden hareket ederim.                                                                      |                            |                           |                         |                      |                          |

## Appendix E.

### WORRIES ABOUT LEADERSHIP SCALE

Çalıştığınız kurumda yöneticilik/liderlik pozisyonuna gelmeniz söz konusu olsaydı, aşağıda maddelenen durumların sizde ne oranda kaygı yaratacağını belirtiniz (1= Çok büyük oranda, 5= çok düşük oranda).

|                                                                    | Çok büyük<br>oranda<br>kaygı<br>yaratır<br>1 | Büyük<br>oranda<br>kaygı<br>yaratır<br>2 | Orta<br>düzeyde<br>kaygı<br>yaratır<br>3 | Düşük<br>oranda<br>kaygı<br>yaratır<br>4 | Çok düşük<br>oranda<br>kaygı<br>yaratır<br>5 |
|--------------------------------------------------------------------|----------------------------------------------|------------------------------------------|------------------------------------------|------------------------------------------|----------------------------------------------|
| 1. Yaptığım hataların<br>eskiye oranla daha çok<br>dikkat çekmesi. |                                              |                                          |                                          |                                          |                                              |
| 2. Aileme yeteri kadar<br>zaman ayıramamak.                        |                                              |                                          |                                          |                                          |                                              |
| 3. Adil olamamak.                                                  |                                              |                                          |                                          |                                          |                                              |
| 4. Kendime ayırdığım<br>zamanın azalması.                          |                                              |                                          |                                          |                                          |                                              |
| 5. Daha fazla eleştiriye<br>maruz kalmak.                          |                                              |                                          |                                          |                                          |                                              |
| 6. İş-aile dengesini<br>kuramamak.                                 |                                              |                                          |                                          |                                          |                                              |

|                                                          |  |  |  |  |  |
|----------------------------------------------------------|--|--|--|--|--|
| 7. Başkalarına karşı kırıcı davranmak.                   |  |  |  |  |  |
| 8. Arkadaşıma yeteri kadar zaman ayıramamak.             |  |  |  |  |  |
| 9. Kendimi her zaman kanıtlamak zorunda olmak.           |  |  |  |  |  |
| 10. Eşimle/partnerimle sorunlar yaşamak.                 |  |  |  |  |  |
| 11. Acımasız ve katı bir insan olmak.                    |  |  |  |  |  |
| 12. İşten kaynaklı sağlık problemleri yaşamak.           |  |  |  |  |  |
| 13. Başarısız olursam kendime güvenimin sarsılması.      |  |  |  |  |  |
| 14. Aileme karşı görevlerimi yerine getirememek.         |  |  |  |  |  |
| 15. Başarısız olma durumunda herkese karşı mahcup olmak. |  |  |  |  |  |
| 16. Özel hayatımın yok olması.                           |  |  |  |  |  |

## Appendix F.

### MOTIVATION TO LEAD SCALE

Bir grup veya ekipte çalıştığınız tipik bir iş veya okul durumunu hayal edin; birisinin grup lideri olarak belirlenip belirlenmemesi gerektiği sorusu ortaya çıkar. Soruları cevaplarken, grupla çalışırken herkesin aynı seviyede eğitim, bilgi ve deneyime sahip olduğunu varsayın. Lütfen her bir ifadeyi dikkatlice okuyun ve aşağıdaki ölçeği kullanarak size en uygun cevabı seçin. Doğru ya da yanlış cevap yoktur. Lütfen dürüstçe ve içtenlikle cevap verin.

|                                                                            | Kesinlikle<br>Katılmıyorum<br>1 | Katılmıyorum<br>2 | Kararsızım<br>3 | Katılıyorum<br>4 | Kesinlikle<br>Katılıyorum<br>5 |
|----------------------------------------------------------------------------|---------------------------------|-------------------|-----------------|------------------|--------------------------------|
| 1. Doğuştan liderim.                                                       |                                 |                   |                 |                  |                                |
| 2. Bir grupla çalışırken grup üyesi olmaktansa lider olmayı tercih ederim. |                                 |                   |                 |                  |                                |
| 3. Çalıştığım çoğu grupta veya ekipte idareyi ele almak isterim.           |                                 |                   |                 |                  |                                |



|                                                                                                |  |  |  |  |  |
|------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 4. Başkalarına liderlik etme çabası içindeyim.                                                 |  |  |  |  |  |
| 5. Grup üyesi olmak yerine grubun lideri olduğumda bir gruba daha fazla katkıda bulunabilirim. |  |  |  |  |  |
| 6. Başkalarını idare etmeyi seven bir kişiyim.                                                 |  |  |  |  |  |
| 7. Çalıştığım gruplarda lider olmak isterim.                                                   |  |  |  |  |  |
| 8. Bir liderin peşinden gitmektense bir grubun liderliğini üstlenmeyi tercih ederim.           |  |  |  |  |  |

|                                                                                    |  |  |  |  |  |
|------------------------------------------------------------------------------------|--|--|--|--|--|
| 9. Bir grubun lideri olmak için oldukça istekliyim.                                |  |  |  |  |  |
| 10. Grup liderliğinden bir çıkarım olmasa bile grup liderliğini kabul ederim.      |  |  |  |  |  |
| 11. Bir gruba liderlik etmeyi kabul edersem hiçbir zaman özel menfaatler beklemem. |  |  |  |  |  |
| 12. Bir gruba liderlik etmeyi kabul edeceksem ne çıkarım olduğunu bilmek isterim.  |  |  |  |  |  |
| 13. Bana bir faydası olmasa                                                        |  |  |  |  |  |

|                                                                                                           |  |  |  |  |  |
|-----------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| bile liderlik etmek isterim.                                                                              |  |  |  |  |  |
| 14. Kendi sorunlarıma endişeleneceğim e , grup üyelerinin sorunlarına kendimden daha fazla endişelenirim. |  |  |  |  |  |
| 15. Liderlik rolünü kabul ettiğimde herhangi bir çıkar göremesem bile bu rolün gerekliliklerini yaparım.  |  |  |  |  |  |
| 16. Bir grubun liderliğini kabul edersem daha fazla ayrıcalık asla beklemem.                              |  |  |  |  |  |

|                                                                                                         |  |  |  |  |  |
|---------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 17. Liderlik rolünün faydaları veya özel ödülleri olmasa bile başkalarına liderlik etmeyi kabul ederim. |  |  |  |  |  |
| 18. Başkalarına liderlik etmek, zaman kaybı ve boşa çabadır.                                            |  |  |  |  |  |
| 19. Bana başkalarına liderlik etmek için her zaman gönüllü olmak gerektiği öğretildi.                   |  |  |  |  |  |
| 20. Benden başkalarına liderlik etmem istendiğinde bunun görevim                                        |  |  |  |  |  |

|                                                                                               |  |  |  |  |  |
|-----------------------------------------------------------------------------------------------|--|--|--|--|--|
| olduğunu<br>hissediyorum.                                                                     |  |  |  |  |  |
| 21. Başkalarına<br>liderlik etmenin<br>değeri öğretildi.                                      |  |  |  |  |  |
| 22. Benden<br>liderlik rolü<br>bekleniyorsa<br>liderliği<br>reddetmem.                        |  |  |  |  |  |
| 23. Başkaları<br>liderliğim için<br>onay vermese<br>bile liderlik<br>yapmayı kabul<br>ederim. |  |  |  |  |  |
| 24. Liderlik için<br>seçilmek bir<br>ayrıcalıktır.                                            |  |  |  |  |  |
| 25. Diğer üyeler<br>beni lider olarak<br>önerdiklerinde<br>bu teklifi kabul<br>ederim.        |  |  |  |  |  |

|                                                                                                                                |  |  |  |  |  |
|--------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 26. Başkalarının<br>benim lider<br>olmamı teklif<br>etmesini<br>beklemek yerine<br>liderlik için<br>gönüllü olurum.            |  |  |  |  |  |
| 27. İnsanların<br>kendilerinden<br>istendiğinde<br>liderlik rollerini<br>veya<br>pozisyonlarını<br>kabul etmeleri<br>uygundur. |  |  |  |  |  |