

The Role of Managers' Influence Tactics on the Individual Performance of Employees in Sports Organizations

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Abstract

This research was conducted with the aim of determining the impact of managers' influence tactics on the individual performance of employees working in sports organizations. The sample group of the study consisted of 230 male and 88 female employees, who volunteered and were working in sports organizations in the year 2023. As a data collection instrument, a form containing questions related to participants' demographic information was used. The "Influence Behaviour Questionnaire-Target," developed by Yukl et al. (2008) and adapted into Turkish by Gözü (2012), and the individual performance scale developed by Schepers (2008) for employees holding managerial positions and employed in lower-level positions, and adapted into Turkish by Özpehlivan (2015), were employed. The gathered data were analysed using the SPSS 22 software package, and the significance level was set at 0.05. According to the test results for the normality distribution of the data, the independent samples t-test was utilized for the analysis of variables demonstrating normal distribution in the comparisons between pairs of independent variables, while ANOVA analysis was conducted for multiple comparisons. As a result, a significant difference was found in the variable of job status in individual performance; however, no significant differences were detected in the variables of gender and educational status. Regarding the influence tactics employed by managers, significant differences were observed in the variables of gender and educational background; nonetheless, no statistically significant difference was observed in the job status variable. A positive correlation was identified between influence tactics and job performance.

Keywords: Manager, Influence tactics, Job performance, Sports

Yöneticilerin Etkileme Taktiklerinin Spor Örgütlerinde Çalışan Personelin Bireysel Performansı Üzerindeki Rolü

Öz

Bu araştırma yöneticilerin etkileme taktiklerinin spor örgütlerinde çalışan personellerin bireysel performansı üzerindeki etkisini belirlemek amacı ile yapılmıştır. Araştırmanın örneklem grubunu, 2023 yılında spor örgütlerinde çalışan gönüllü 230 erkek ve 88 kadın personel oluşturmuştur. Veri toplama aracı olarak, katılımcıların demografik bilgilerine ilişkin soruların yer aldığı form, Yukl ve diğerleri (2008) tarafından geliştirilen ve Gözü (2012) tarafından Türkçeye uyarlanan "Çalışanlara Yönelik Etkilenen Davranış Ölçeği (ÇEDÖ)" (Influence Behavior Questionnaire-Target) ve Schepers (2008) tarafından yönetici sıfatı taşıyanlar ve alt kadrolarda istihdam edilen çalışanların bireysel performanslarını ölçmek amacıyla geliştirilen, ve Özpehlivan (2015) tarafından Türkçeye uyarlanan bireysel performans ölçeği kullanılmıştır. Elde edilen veriler SPSS 22 paket programı kullanılarak analiz edilmiş ve anlamlılık derecesi 0.05 olarak belirlenmiştir. Verilerin normallik dağılımları test sonuçlarına göre, normal dağılım gösteren verilerin analizlerinde bağımsız değişkenlerin ikili karşılaştırmaları için T testi, çoklu karşılaştırmaları için ise Anova analizi yapılmıştır. Sonuç olarak; bireysel performans da görev durumu değişkeninde anlamlı farklılık tespit edilirken; cinsiyet ve eğitim durumu değişkenlerinde anlamlı farklılık tespit edilmemiştir. Yöneticilerin kullandıkları etkileme taktiklerinde ise cinsiyet ve eğitim değişkenlerinde anlamlı farklılık tespit edilirken; görev durumu değişkeninde istatistiksel olarak anlamlı farklılık tespit edilmemiştir. Etkileme taktiği ile iş performansı arasında pozitif yönlü bir ilişkinin olduğu görülmüştür.

Anahtar kelimeler: Yönetici, Etkileme taktikleri, İş performansı, Spor

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INTRODUCTION

When referring to the management of an institution, it is also necessary to bring up the managers and employees of that institution. Managers need to organize and motivate their subordinates to achieve any goal or purpose. However, this may not be so easy at times. Therefore, managers need to resort to some influence tactics to motivate their subordinates and employees. By using these influence tactics, managers aim to increase the work performance of employees and thus to reach their goal and purpose in the fastest way. Thus, influence behaviours are an important element for managers.

Before the concept of influencing, the concept of influence should be examined. According to Turkish Language Association (TLA), influence is the “power or influence of a person or thing on another person or thing”. According to TLA, influencing is having an influence (TDK, 2022). When the literature is examined, it can be seen that many definitions of influencing have been made. Some of these definitions are: Influencing is an activity used to change the behaviour, attitudes or values of a person or group (Faeth, 2004). It is the act of intentionally or unintentionally influencing someone's attitude, perception, or behavior towards the other person (Akhtar & Mahmood, 2009).

In the concept of influencing, the path followed, and the method used in order to realize the targeted strategy for a purpose are in question (İspir, 2008). Influencing is the ability to change the thoughts, attitudes and behaviours of others without using or forcing the power resulting from one's position (Koşar, 2016). These definitions can be extended further. Based on these definitions above and the literature, we can define influencing as “preparing those who will do the job in a job to be done and enabling them to do this job in the best way possible”. While using influence tactics, sometimes managers do not use power and coercion resulting from their position, although they can sometimes use these. The main purpose here is to persuade employees and get them to take action.

Influencing, which is at the centre of the management process, is also a concept that forms the basis of leadership. Influencing involves a process in which various methods must be followed. It is quite usual to use various strategies and tactics in different conditions. Which strategy or approach is adopted may vary depending on the characteristics of the manager who influences or the individual who is influenced. Choosing the most appropriate influencing method is a fundamental requirement for success and this choice is situation dependent. Various factors are effective in this choice. These factors include the relationships between the characteristics of the people who affect or want to be affected and the nature of the targeted behaviour. Therefore, the strategies to be used for influencing may vary according to these factors (Aydın, 2010). These changing factors affect the performance of employees positively or negatively. For effective performance, it is necessary to fulfill employees' demands, support their requests, and implement their decisions (Steizel & Rimbau-Gilabert, 2013).

Performance is the degree to which a planned activity achieves its goal. While the word performance is the quantitative (quantity) ratio of the goods or services produced in a certain time period in terms of institutions and businesses, performance is the individual “efficiency” and “efficacy” level of reaching the goal in terms of individuals. In summary, performance is the degree by which goals and objectives can be implemented (Tutar & Altınöz, 2010). Job performance, on the other hand, is “the comparison of an individual’s qualifications and abilities with the valuation criteria of the business as a result of developing and organizing these qualifications and abilities in a work-related way” (Gümüştekin & Öztemiz, 2005). Employee performance is the output of the data obtained at the end of a certain time for a planned activity (Çınar & Yeşil, 2016).

Job performance directly or indirectly affects many disciplines or is affected by many disciplines. For example, in a study on organizational commitment, it was stated how organizational commitment can be increased and under which conditions organizational commitment will be high. It can be said that the main purpose here is to improve the organizational commitment of individuals and increase their job performance. The main purpose of many studies on organizational trust, organizational justice, organizational culture, job satisfaction, in-company communication etc. is related to increasing job performance. In this context, we can say that job performance forms the basis of studies related to management, psychological and sociological fields. Within the scope of this research, which is planned in the light of this information, the aim is to make a significant contribution to the literature with the possible results that can be obtained by investigating the effects of influence tactics used by managers working in sports organizations on the work performance of employees.

METHOD

Research Model

This study, which aimed to determine the relationship between the influencing behaviours of managers towards employees and the individual performances of employees in the sample of personnel working in sports organizations, was carried out within the scope of the correlational screening model. The main purpose of this model is to show the changes of two or more variables with each other (Büyüköztürk et al., 2016).

Research Group

Population of the study consists of personnel working in sports organizations, and the sample consists of 318 (230 men and 88 women) of these personnel, who were reached by simple random sampling method. While the survey was administered face-to-face to 132 personnel who agreed to participate in the study, it was administered online to 186 personnel. Demographic information about the participants is shown in Table 1.

Table 1. Demographic information about the participants

Demographic information	Variable	f	%
Gender	Male	230	72.3
	Female	88	27.7
Educational Background	bachelor's degree	257	80.8
	postgraduate	61	19.2
Employment Status	coach	146	45.9
	Sports Training Specialist (STS)	91	28.6
	Other	81	25.5

When Table 1 is examined, it can be seen that most of the participants were men (72.3%) and undergraduates (80.8%). In terms of job status, almost half of the participants were trainers (45.9%).

Data Collection Tools

In the study, demographic information form created by the researchers, “Influence Behaviour Questionnaire” and “Individual Performance Scale” were used as data collection instruments.

Influenced Behaviour Questionnaire-Target (IBQ-T): The Influence Behaviour Questionnaire-Target, which consisted of 44 items and 11 sub-dimensions, and which was developed by Yukl et al., (2008) and adapted into Turkish by Gözü (2012) was used. Yukl et al., (2008) developed the scale in two types as influencer (manager) and influenced (target). The target version of the scale was used in this study. The reason for this is the assumption that those who are exposed to influencing behaviour can best describe the behaviour they are exposed to (İspir, 2008). The scale is prepared as a 5-point Likert scale with options as (1) I don't remember ever him using this tactic for me, (2) he rarely uses this tactic for me, (3) he uses this tactic for me from time to time, (4) he often uses this tactic for me, (5) he uses this tactic very often for me. Dimensions in the scale are Persuasion through reason (PTR), responsiveness (R), demanding incentive (DI), compliance with the rules (CR), informing (I), pressuring (P), cooperation (C), appreciation (A), negotiating (N), using personal intimacy (UPI), and forming coalitions with others (FCO). Internal consistency coefficient of the scale was calculated as .92 in the Turkish sample and as .83 in the US sample. In the present study, the internal consistency coefficient was calculated as .97.

Individual Performance Scale (IPS): The scale was developed by Schepers (2008) to measure the individual performance of managers and employees in subordinate positions and adapted by Özpehlivan (2015) in two sub-dimensions as basic performance (BP) (Items 1, 2, 3 and 4) and achievement performance (AP) (Items 5, 6, 7, 8 and 9). The scale consists of 9 items in a 5-Likert design (1=Totally disagree, 5=Totally agree). In the present study, Cronbach alpha internal consistency coefficient of the scale was calculated as .89.

Ethical Approval

Ethical approval was obtained for the study with the 06.06.2023 dated and 23/13 numbered decision of Bingöl University Health Sciences Scientific Research and Publication Ethics Committee.

Collection of Data

Within the scope of the study, the data were collected via face-to-face survey method and online with Google Form. The participants were informed about the content of the study and their voluntary participation consent was obtained, and the data of the study were obtained with the survey method.

Analysis of Data

Analyses were conducted by using the SPSS 22 package program. When the “Skewness” and “Kurtosis” coefficients were examined for normality distribution, it was seen that the coefficients were between "-1.5 and +1.5". Tabachnick et al., (2013) emphasized that the distribution is normal when the Skewness and Kurtosis values are between ± 1.50 . Histogram graphs were also used for the normality distribution of the data, and it was decided that the data were suitable for normal distribution. Statistically, descriptive statistics, t-test, one-way analysis of variance, Pearson correlation and regression analysis were preferred. Table 2 shows the distribution of scale scores and the values of Skewness and Kurtosis.

Table 2. The distribution of influenced behaviour and individual performance scale scores

Sub-dimensions (N=318)	Number of items	Mean	SD	Skewness	Kurtosis	Min.	Max.
BP	4	4.19	.63	-.853	.799	2.00	5.00
AP	5	4.25	.65	-.931	.596	2.20	5.00
IPS (Total)	9	4.22	.59	-1.054	1.412	2.11	5.00
PTR	4	3.03	1.07	-.214	-.769	1.00	5.00
R	4	2.66	1.10	.169	-.823	1.00	5.00
DI	4	2.92	1.06	-.041	-.537	1.00	5.00
CR	4	3.04	1.06	-.213	-.604	1.00	5.00
I	4	2.94	1.06	-.055	-.610	1.00	5.00
P	4	2.79	.92	.424	-.250	1.00	5.00
C	4	3.03	1.01	-.110	-.583	1.00	5.00
A	4	3.01	1.02	-.239	-.543	1.00	5.00
N	4	2.98	.97	-.166	-.325	1.00	5.00
UPI	4	2.58	.99	.159	-.443	1.00	5.00
FCO	4	2.58	.97	.245	-.384	1.00	5.00
IBQ-T (Total)	44	2.87	.77	-.009	.007	1.00	5.00

The score distribution of the measurement instruments used is shown in Table 2. According to the results in the table, the average values obtained by the participants from the individual performance scale were determined as (M= 4.22, SD= .59). When the second measurement instrument, Influence Behaviour Scale-Target, is examined, it can be seen that the values obtained are (M= 2.87, SD= .77).

FINDINGS

Table 3. Comparison of individual performance mean scores by the variable of gender

Sub-dimensions	Gender	N	Mean	SD	t	p
BP	Male	230	4.20	.65	.670	.503
	Female	88	4.15	.60		
AP	Male	230	4.27	.65	.848	.397
	Female	88	4.20	.67		
IPS (Total)	Male	230	4.24	.59	.841	.401
	Female	88	4.18	.59		

When Table 3 is examined, it can be seen that there is no statistically significant difference in the total score of the individual performance scale according to the gender variable of the participants, and in the mean scores of basic performance and achievement performance, which are the sub-dimensions ($p>0.05$).

Table 4. Comparison of mean Influenced Behaviour Questionnaire-Target scores by gender

Sub-dimensions	Gender	N	Mean	SD	t	p
PTR	Male	230	3.06	1.068	.754	.451
	Female	88	2.96	1.093		
R	Male	230	2.67	1.084	.392	.696
	Female	88	2.62	1.165		
DI	Male	230	2.97	1.048	1.413	.159
	Female	88	2.78	1.117		
CR	Male	230	3.06	1.028	.628	.530
	Female	88	2.98	1.151		
I	Male	230	2.95	1.053	.358	.721
	Female	88	2.91	1.103		
P	Male	230	2.83	.875	1.191	.235
	Female	88	2.69	1.036		
C	Male	230	3.06	1.000	.617	.538
	Female	88	2.98	1.028		
A	Male	230	3.10	1.020	2.330	.020*
	Female	88	2.80	.996		
N	Male	230	3.01	.974	.799	.425
	Female	88	2.91	.972		
UPI	Male	230	2.66	.976	2.508	.013
	Female	88	2.36	.996		
FCO	Male	230	2.64	.946	1.783	.075
	Female	88	2.43	1.032		
IBQ-T (Total)	Male	230	2.91	.763	1.507	.133
	Female	88	2.76	.807		

When Table 4 is examined, it can be seen that while there is a statistically significant difference in the participants' mean scores of appreciation sub-dimension in terms of the variable of gender ($p=.020$, $t= 2.330$), there is no statistically significant difference between Influenced Behaviour Questionnaire total score and other mean sub-dimension scores ($p>0.05$).

Table 5. Comparison of individual performance mean scores by educational status

Sub-dimensions	Educational Background	N	Mean	SD	t	p
BP	bachelor's degree	257	4.20	.63	.199	.842
	postgraduate	61	4.18	.65		
AP	bachelor's degree	257	4.26	.67	.308	.758
	postgraduate	61	4.22	.59		
IPS (Total)	bachelor's degree	257	4.23	.60	.284	.776
	postgraduate	61	4.20	.53		

When Table 5 is examined, it can be seen that there is no statistically significant difference in individual performance scale total score and basic performance and achievement performance mean scores of the participants in terms of educational status ($p>0.05$).

Table 6. Comparison of mean Influenced Behaviour Questionnaire scores by educational status

Sub-dimensions	Educational Background	N	Mean	SD	t	P
PTR	bachelor's degree	257	3.11	1.08	2.581	.010
	postgraduate	61	2.71	.97		
R	bachelor's degree	257	2.69	1.13	.840	.402
	postgraduate	61	2.55	.98		
DI	bachelor's degree	257	2.98	1.08	1.919	.056
	postgraduate	61	2.68	.99		
CR	bachelor's degree	257	3.11	1.09	2.236	.026*
	postgraduate	61	2.77	.86		
I	bachelor's degree	257	3.01	1.08	2.455	.015*
	postgraduate	61	2.64	.91		
P	bachelor's degree	257	2.77	.93	-.728	.467
	postgraduate	61	2.87	.87		
C	bachelor's degree	257	3.11	1.02	2.919	.004*
	postgraduate	61	2.70	.87		
A	bachelor's degree	257	3.06	1.01	1.518	.130
	postgraduate	61	2.84	1.04		
N	bachelor's degree	257	3.03	.98	1.692	.092
	postgraduate	61	2.79	.92		
UPI	bachelor's degree	257	2.60	1.01	.702	.483
	postgraduate	61	2.50	.85		
FCO	bachelor's degree	257	2.60	1.01	.718	.473
	postgraduate	61	2.50	.83		
IBQ-T (Total)	bachelor's degree	257	2.91	.80	2.057	.040*
	postgraduate	61	2.69	.62		

When Table 6 is examined, while statistically significant difference was found between the participants' influenced behaviour scale total mean score ($p=.040$, $t=2.057$) and persuasion through reason ($p=.010$, $t=2.581$), compliance with the rules ($p=.026$, $t=2.236$), informing ($p=.015$, $t=2.455$) and cooperation ($p=.004$, $t=2.919$) mean scores in terms of their educational status, no statistically significant difference was found in other sub-dimension mean scores ($p>0.05$).

Table 7. Comparison of individual performance mean scores in terms of the job position in the institution

Sub-dimensions	Employment Status	N	Mean	SD	F	P
BP	Coach ^a	146	4.16	.70	.803	.449
	STS ^b	91	4.26	.58		
	Other ^c	81	4.17	.57		
AP	Coach ^a	146	4.27	.71	3.097	.047* c<b
	STS ^b	91	4.34	.55		
	Other ^c	81	4.10	.64		
IPS (Total)	Coach ^a	146	4.22	.66	1.921	.148
	STS ^b	91	4.30	.49		
	Other ^c	81	4.13	.55		

When Table 7 is examined, while statistically significant difference was found in the achievement performance ($p=.047$, $t=3.097$) sub-dimension of the participants in terms of their job position, no statistically significant difference was found in individual performance total score and basic performance sub-dimension score ($p>0.05$).

Table 8. Comparison of influenced behaviour questionnaire mean scores by the job position in the institution

Sub-dimensions	Mission	N	Mean	SD	F	P
PTR	Coach ^a	146	2.92	1.21	2.064	.129
	STS ^b	91	3.04	.93		
	Other ^c	81	3.22	.94		
R	Coach ^a	146	2.68	1.17	.050	.951
	STS ^b	91	2.66	.95		
	Other ^c	81	2.63	1.14		
DI	Coach ^a	146	2.95	1.21	.182	.834
	STS ^b	91	2.87	.89		
	Other ^c	81	2.92	.98		
CR	Coach ^a	146	2.95	1.17	1.853	.158
	STS ^b	91	3.01	.89		
	Other ^c	81	3.23	.99		
I	Coach ^a	146	2.91	1.18	.609	.544
	STS ^b	91	2.89	.89		
	Other ^c	81	3.05	1.01		
P	Coach ^a	146	2.77	.98	.087	.917
	STS ^b	91	2.81	.80		
	Other ^c	81	2.81	.94		
C	Coach ^a	146	2.96	1.11	1.706	.183
	STS ^b	91	2.99	.88		
	Other ^c	81	3.21	.92		
A	Coach ^a	146	2.94	1.14	.965	.382
	STS ^b	91	3.01	.82		
	Other ^c	81	3.14	.96		

Table 8 (Continued). Comparison of influenced behaviour questionnaire mean scores by the job position in the institution

Sub-dimensions	Mission	N	Mean	SD	F	P
N	Coach ^a	146	2.88	1.09	1.518	.221
	STS ^b	91	3.10	.78		
	Other ^c	81	3.03	.92		
UPI	Coach ^a	146	2.53	1.03	1.259	.285
	STS ^b	91	2.72	.82		
	Other ^c	81	2.51	1.07		
FCO	Coach ^a	146	2.51	1.05	1.617	.200
	STS ^b	91	2.74	.76		
	Other ^c	81	2.55	1.01		
IBQ-T (Total)	Coach ^a	146	2.82	.90	.654	.521
	STS ^b	91	2.89	.59		
	Other ^c	81	2.94	.71		

When Table 8 is examined, it can be seen that there is no statistically significant difference between the participants' influenced behaviour total scores and all sub-dimension scores ($p > 0.05$).

Table 9. Correlation between influenced behaviour and individual performance total scores

	Individual Performance	
	r	.270**
Influenced Behaviour Questionnaire	p	.000
	n	318

Table 9 shows the correlation analysis between influenced behaviour and individual performance total scores of the participants. A positive low significant correlation was found between the participants' influenced behaviour questionnaire total scores and their individual performance total scores ($r = .270$, $p < 0.01$).

Table 10. Regression analysis of influenced behaviour and individual performance total scores

Influenced Behaviour Questionnaire	β^1	β^2	Std. Error	t	P
Individual Performance	.270	.207	.041	4.990	.000**
$R = .270$, $R^2 = .073$, $Adj.R^2 = .070$, $F = 24.90$, $p = .000$					

When Table 10 is examined, it can be seen that influenced behaviour scores show a significant correlation with individual performance scores ($R = .270$, $R^2 = .073$, $p < 0.001$). Individual performance was found as ($t = 4.990$, $p = .000$) when the t test results for the significance of regression coefficients were examined. It can be seen that influenced behaviour scores predict individual performance and explain 7% of total variance ($F = 24.90$, $p < 0.001$).

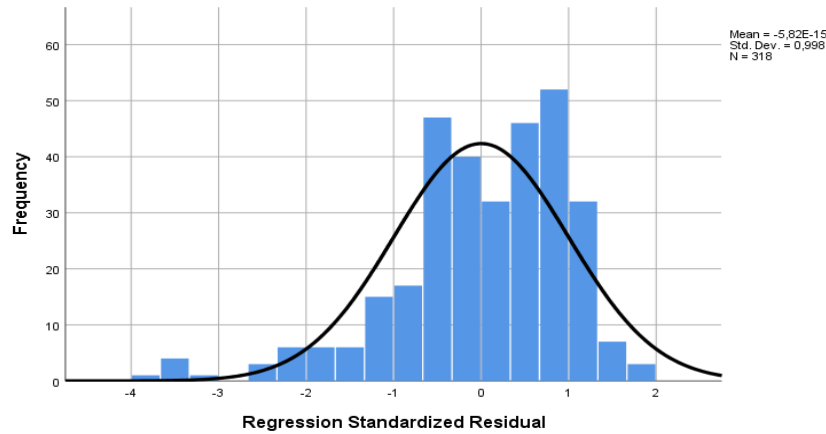


Figure 1. Regression analysis histogram graph

DISCUSSION AND CONCLUSION

The tactics that managers use to influence employees in organizations can affect the performance of employees positively (Castro et al., 2003). Therefore, managers can resort to some ways of influencing employees in order to increase their performance when needed. Thus, the relationship between the influencing tactics used by managers and job performance is discussed in the study, in addition to comparing job performance levels of sports organizations personnel and the influencing tactics used by managers according to some variables. According to the obtained data, this part of the study will focus on the effect of influencing tactics of managers on job performance.

According to the results of the research, when we examine the comparison of the individual performance and manager influence tactics of the participants in terms of the gender variable, it can be seen that individual performance does not differ between male and female participants. The results of the study conducted by Tükel (2018) support this finding. It was found that the mean scores of male participants were higher than those of female participants in appreciating behaviour. It can be said that managers' appreciative behaviour affects male participants more. Contrary to the results of our study, Koçak (2022) stated in his study with teachers that appreciating, one of the main influence tactics, did not differ in terms of gender. It can be said that the reason why the study indicates the opposite of the literature finding is due to the different organizational culture structures of the participants in the studies.

According to another result, it was concluded that while individual performance levels of employees did not differ according to their educational status, undergraduates showed higher behaviour than post-graduates in terms of persuasion through reason, compliance with the rules, informing, cooperation and influenced behaviour, which are among the influencing tactics of managers. The fact that graduates perceive some influence tactics used by managers lower than undergraduates can be attributed to the fact that their career goals and motivations are different.

When the literature is examined, Barbuto et al., (2007) concluded that education creates consistent differences in the behaviors of leaders in their interactions with subordinates. Tükel (2018) stated that there is no relationship between the education level and the components of influence tactics. This result does not support the finding of our study. We can say that some components of influencing tactics affect employees, especially undergraduates, who are more affected by these tactics.

According to the results of the study, when the job position in the institution, which is another variable, is examined, it can be seen that at the individual performance level, sportive education specialists have higher success performance than youth and sports personnel other than trainers and sportive education specialists. This situation can be interpreted as the fact that sports training experts work directly in their field of expertise, while increasing their success performance, it may negatively affect the performance of other employees. In addition, it was found that managers' influencing tactics did not differ according to the task situations. When the literature was examined, no findings were encountered according to the task status. From this point of view, this finding will be a reference for literature in future studies conducted with the personnel working in sports organizations.

Another important finding of the study is the relationship between the influence tactics used by the managers of sports organization employees and the individual performances of the employees. As a result of the study, it was found that there is a low level of positive relationship between influenced behaviour and individual performance. When the literature is examined, it can be seen that there are studies that overlap with our research results.

Lee et al., (2017) have stated that influence tactics have a positive impact on job performance. In a study conducted on white-collar employees, Yurttaş (2019) also stated that there is a positive relationship between influencing tactics and job performance. Çalı and İraz (2022) stated that the influence tactics applied by managers working in the tourism sector have a positive effect on job performance. In addition, according to the results of the applied regression analysis, it was found that influencing behaviours towards employees predicted individual performance. In a study investigating the relationship between the perceived influence tactics of youth and sports club managers and their job performance, Tükel (2018) stated that as sports managers' perceptions of influencing tactics increased, their perceptions of work performance also increased. The results of this study, which overlaps with our field-based study, also support us. In addition, according to Dohlen (2012), the purpose of using influence tactics is the intention to change the skills, behaviours, attitudes and performances of the target audience. In the context of daily life and job skills, there is an impact on the stakeholders of the organization in a sudden environment. Within the context of daily life and job skills, there is an influence of the organization on the stakeholders in a sudden environment. In business life, the direct or indirect effect of managers on their subordinates and the influence of lower-level employees on their superiors will affect their productivity in a positive or negative way.

As a conclusion, it has been found that there are many studies indicating that the influencing tactics used by managers increase the performance of employees. Employees are somehow under the influence of managers, and this affects business processes. However, it is a clear fact that there is a need for guiding studies for managers to use appropriate influence tactics in different situations and for various purposes. The influence tactics used may vary depending on the gender and educational status of the manager and the managed individuals, as well as depending on the types of organizations and the cultural structures of countries. For this reason, further research will contribute to the field by comparing different types of organizations, different cultures or comparing them from the perspective of managers.

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Ethical Approval

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