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THE MEDIATING ROLE OF SELF-LEADERSHIP AND GROUP  
IDENTIFICATION IN THE RELATIONSHIP BETWEEN  
TRANSFORMATIONAL LEADERSHIP AND PERFORMANCE

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The Mediating Role of Self-Leadership and Group Identification in The Relationship  
Between Transformational Leadership and Performance

Dönüşümcü Liderlik ve Bireysel Performans Arasındaki İlişkide Öz-Liderlik ve  
Grupla Özdeşleşmenin Aracı Rolü

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*“Gnothi seauton”*

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## TABLE OF CONTENTS

ACKNOWLEDGMENTS .....	iii
TABLE OF CONTENTS.....	iv
LIST OF ABBREVIATIONS .....	vii
LIST OF FIGURES .....	viii
LIST OF TABLES .....	ix
ABSTRACT.....	x
ÖZET.....	xi
INTRODUCTION.....	1
CHAPTER 1 .....	6
1.1. LITERATURE REVIEW .....	6
1.1.1. Transformational Leadership .....	6
1.1.2. Self-Leadership.....	17
1.1.3. Social Identity .....	23
1.1.4. Performance.....	30
1.2. RELATIONSHIP BETWEEN CONCEPTS .....	35
1.2.1. The Relation Between TL and SL and Performance.....	35
1.2.2. The Relation Between TL and GI and Performance .....	39
1.3. PRESENT THESIS .....	43
CHAPTER 2 .....	45
METHODS .....	45
2.1. RESEARCH DESIGN .....	45
2.2. ESTIMATING THE SAMPLE SIZE .....	45

<b>2.3. MEASURES .....</b>	<b>46</b>
<b>2.4. SETTINGS.....</b>	<b>48</b>
<b>CHAPTER 3 .....</b>	<b>49</b>
<b>RESULTS .....</b>	<b>49</b>
<b>3.1. DESCRIPTIVE ANALYSIS .....</b>	<b>49</b>
<b>3.2. NORMAL DISTRIBUTION ASSUMPTION .....</b>	<b>58</b>
<b>3.3. RELIABILITY ANALYSIS.....</b>	<b>62</b>
<b>3.4. KMO (KAISER MAYER OLKIN)-BARTLETT TEST .....</b>	<b>64</b>
<b>3.5. FACTOR ANALYSIS.....</b>	<b>65</b>
<b>3.6. STRUCTURAL EQUATION MODELING (SEM) WITH AMOS .....</b>	<b>65</b>
<b>3.7. TESTING OF HYPOTHESES .....</b>	<b>68</b>
<b>3.7.1. Relationship between TL and performance .....</b>	<b>69</b>
<b>3.7.2. Relationship between TL and SI.....</b>	<b>71</b>
<b>3.7.3. Relationship between TL and GI.....</b>	<b>72</b>
<b>3.7.4. Relationship between Self leadership and performance .....</b>	<b>72</b>
<b>3.7.5. Relationship between GI and performance .....</b>	<b>72</b>
<b>3.7.6. Indirect Effect of Group Identification .....</b>	<b>73</b>
<b>3.7.7. Indirect effect of SL .....</b>	<b>74</b>
<b>3.7.8. Relationship between TL and performance through SL and GI.....</b>	<b>74</b>
<b>CHAPTER 4 .....</b>	<b>76</b>
<b>DISCUSSION .....</b>	<b>76</b>
<b>4.1. Practical/Organizational Implications .....</b>	<b>80</b>
<b>4.2. Strengths and Limitation of the Study .....</b>	<b>83</b>

4.3. Future Research .....	84
REFERENCES.....	85
APPENDIX .....	100
Appendix 1: Graphical Representation of Kurtosis And Skewness of Scales	100
Appendix 2: Pattern Matrix.....	101
Appendix 3: Post-Hoc Analysis.....	105
Appendix 4: Post-Hoc Analysis.....	106
Appendix 5: Post-Hoc Analysis.....	108
Appendix 6: Transformational Leadership Scale (Turkish).....	109
Appendix 7: Transformational Leadership Scale (English) .....	112
Appendix 8: Group Identification Scale (Turkish) .....	115
Appendix 9: Group Identification Scale (English).....	116
Appendix 10: Self-Leadership Scale (Turkish) .....	117
Appendix 11: Self-Leadership Scale (English) .....	120
Appendix 12: Individual Performance Scale (Turkish) .....	123
Appendix 13: Individual Performance Scale (English) .....	125
Appendix 14: Demographic Data Form (Turkish) .....	126
Appendix 15: Demographic Data Form (English) .....	127
Appendix 16: Informed Consent Form (Turkish) .....	128
Appendix 17: Informed Consent Form (English) .....	129
Appendix 18: Result of Evaluation by Ethics Committee .....	130

## **LIST OF ABBREVIATIONS**

<b>GI</b>	Group Identity
<b>IP</b>	Individual Performance
<b>SL</b>	Self Leadership
<b>SI</b>	Social Identity
<b>TL</b>	Transformational Leadership

## LIST OF FIGURES

Figure 1.1 Four Dimesion of Transformational Leadership .....	9
Figure 1.2 Theoretical Framework for Self-Leadership (Stewart et al., 2011).....	18
Figure 1.3 Continuum of Self-Leadership at Individual and Team Levels .....	19
Figure 1.4 Research Model of Present Thesis.....	44
Figure 3.1. Researh Model .....	66
Figure 3.2 AMOS Model Output with Standardized Beta Coefficients .....	67

## LIST OF TABLES

Table 3.1 Descriptive Statistics.....	49
Table 3.2. Age and Gender .....	51
Table 3.3. Sector and Job Type.....	53
Table 3.4 Levene Test for relationship between job level and self leadership .....	54
Table 3.5 ANOVA for relationship between job level and self leadership .....	55
Table 3.6 Levene Test for relationship between age and group identification .....	56
Table 3.7 ANOVA for relationship between age and group identification .....	56
Table 3.8 Levene Test relationship between current working time and GI.....	57
Table 3.9 ANOVA relationship between current working time and GI.....	57
Table 3.10. Normal Distribution Test with Shapiro-Wilk .....	59
Table 3.11 Normal Distribution Analysis with Skewness and Kurtosis.....	61
Table 3.12 Reliability Analysis for Scales of the Survey .....	63
Table 3.13. Bartlett's Test of Sphericity.....	65
Table 3.14 Standardized Coefficients .....	68
Table 3.15 Effects of TL,GI,SL on IP.....	70
Table 3.16 Effect of TL on SL.....	71
Table 3.17 Effect of TL on GI .....	72
Table 3.18. Total, Direct and Indirect Effects of TL on P .....	73
Table 3.19 Total Effect Model .....	74

## **ABSTRACT**

This study was carried out to analyze the role of self-leadership and identification with the group in the effect of the transformational leadership of managers on the perceived individual performance of the employees. A quantitative study of 403 people was conducted for this study. In the study, the transformational leadership scale, the group identification scale, the self-leadership scale, and the individual performance scale were shared with the white collars working under the top manager via an online form. The obtained data were analyzed with the SPSS program and PROCESS macro.

Within the scope of the research model in this study, it is seen that transformational leadership positively affects self-leadership and identification with the group. It was concluded that self-leadership and group identification had a significant and positive relationship with performance. However, transformational leadership could not have a direct effect on job performance. The literature studies showed that the relationship between transformational leadership and performance was positive, and negative relationships were found in a few studies. Transformational leadership significantly impacts job performance when it is interfered with by group identification and self-leadership. As a result of the analyzes made, it is seen that the highest effect occurs through identification with the group.

When previous studies were examined, no study was found that comparatively examined the effects of the concepts of self-leadership and identification with the group on the performance of transformational leadership. For this reason, this study will likely make significant contributions to organizational psychology and leadership studies. Since it is a study that examines the individual, the leader, and the group, it will contribute to human resources managers and professionals.

**Keywords:** Transformational Leadership, Self-Leadership, Social Identity, Group Identity, Individual Performance

## ÖZET

Bu çalışma, yöneticilerin dönüşümcü liderliklerinin çalışanların algıladıkları bireysel performanslarına yönelik etkisinde öz liderlik ve grupla özdeşleşme aracı rolü analiz edilmek amacıyla gerçekleştirilmiştir. Bu çalışma için 403 kişiden oluşan nicel bir çalışma yapılmıştır. Çalışmada dönüşümcü liderlik ölçeği, grupla özdeşleşme ölçeği, öz liderlik ölçeği ve bireysel performans ölçeği üst yöneticiye bağlı olarak çalışan beyaz yakalarla çevrimiçi form ile paylaşılmıştır. Elde edilen veriler SPSS programı ve PROCESS makrosu yazılımı ile analiz edilmiştir.

Bu çalışmadaki araştırma modeli kapsamında dönüşümcü liderliğin, öz liderlik ve grupla özdeşleşme üzerinde pozitif etkisi olduğu görülmektedir. Öz liderliğin ve grupla özdeşleşmenin performans üzerinde anlamlı ve pozitif bir ilişkisi olduğu sonucuna ulaşılmıştır. Ancak dönüşümcü liderlik, iş performansı üzerinde doğrudan bir etki sağlayamamıştır. Yapılan literatür çalışmalarında dönüşümcü liderlik ve performans arasındaki ilişkinin pozitif olduğu görülmüş, birkaç çalışma da negative yönlü ilişkiler tespit edilmiştir. Dönüşümcü liderliğe, grupla özdeşleşme ve öz liderlik tarafından müdahale edildiğinde ise iş performansı üzerinde oldukça önemli bir etki yaratmaktadır. Yapılan analizler sonucunda, en yüksek etkinin grupla özdeşleşme üzerinden oluştuğu görülmektedir.

Daha önce yapılan çalışmalar incelendiğinde, öz liderlik ve grupla özdeşleşme kavramlarının dönüşümcü liderliğin performans üzerinde olan etkisini karşılaştırmalı olarak inceleyen bir çalışmaya rastlanmamıştır. Bu sebeple bu çalışmanın, örgüt psikolojisi ve liderlik çalışmalarına önemli katkılar sunacağı öngörülmektedir. Bireyi, lideri, grubu inceleyen bir çalışma olması sebebiyle, insan kaynakları yöneticilerine ve profesyonellere katkı sağlanacağı düşünülmektedir.

**Anahtar Kelimeler:** Dönüşümcü Liderlik, Öz-Liderlik, Sosyal Kimlik, Grupla Özdeşleşme, Bireysel Performans

## INTRODUCTION

In changing world conditions, institutions are more important than ever to continue their existence. With these conditions, the increasing competition in business life becomes very challenging, especially in realizing individual and organizational goals. In this process, leadership approaches are critical to maintaining the employees' commitment, motivation, and continuity. Especially in the business world, with the increase in the place of digital processes and the inclusion of the Z generation in business life, classical management approaches had to change. In the leadership studies conducted in recent years, some additional leadership abilities should have been defined. These are emotional intelligence, social intelligence, systems thinking, and learning ability (Yukl G. , 2010). Studies conducted in this context show that it is easier for transformational leaders to adapt to these processes. In transformational leadership, leaders care about personal values and self-concepts, take them to higher needs and desires, and strive to improve their followers' performances (Gedik, 2020). When thinking about these influence processes, the literature leads to an important question: How much do individual and collective levels of influence matter?

The leaders who make the existence of the institutions sustainable should have the effect of overcoming all the difficulties that may come, making their employees/followers believe in this, and increasing all the factors that affect their performance. In recent years, many researchers have emphasized individually-based influences suggesting that effective leaders turn their employees into leaders. The most suitable leader for today's conditions is the one who leads others so that they can lead themselves. This leadership concept has taken place in the literature as super leadership (Manz & Sims, 1991). Before reaching the idea of super leadership, individuals need to lead themselves, that is, their self-management skills.

When the new generation's leadership characteristics are examined in the changing world conditions, it is stated that leadership starts with the individual. Employees who cannot connect with the institution, their team, and brand value have

a short existence in a company. In this context, when the types of leadership are examined, the concepts of leadership generally include that a person influences other people, that is, their followers, and makes an effort for them. Leadership is defined as the concept of influence. That is, a leader is someone who can influence another. However, this concept varies within today's needs (Manz & Sims, 1991). Studies conducted in recent years indicate that leadership is not only at the organizational level but also at the individual and group levels. Some studies also state that the individual level is the most crucial classification of leadership. (Lussier & Achua, 2010). In other words, the ability of an individual to influence herself/himself is called self-leadership. Studies show that individuals contribute to the effectiveness of organizations as their self-leadership characteristics develop (Markham & Markham, 1995).

In today's changing world, a critical leadership concept is an essential type of leadership. It is vital in organizational psychology/behavior literature. The studies show that self-leadership is necessary and individual performance is increased significantly. As seen in the study of Hauschildt et al., self-leadership is not only related to improving personal performance. It has also increased group performance (Hauschildt & Konradt, 2012). Therefore, leadership also changes direction from formal leader to manager to followers. In other words, leadership is shifting. It is not only the behaviors expected from the leader but also the behavior expected from everyone in the organization. Many positive relationships are observed in the studies, especially with self-leadership and performance (Konradt et al., 2009).

Another line of leadership emphasizes that leaders have an effect at the collective level. There is evidence of a strong correlation between personal and collective purpose and employees' desire and ability to engage in their work (Joly & Stauffer, 2022). All these needs have brought both the power of the individual to manage a person and the need to create a collective identity. Increasing teamwork in institutions has drawn more attention to examining group dynamics in the organizational context, and identifying individuals with work groups has become a study subject worth exploring.

Within the scope of this thesis study, the concept of identification with the group in social identity theory was used. On the one hand, the increase in individuals' individualism value orientations and the increasing importance of group work in businesses, on the other hand, prompt management science researchers to examine new group dynamics and antecedents using different samples in different organizational designs. An essential factor in the emergence of influential group work may be identifying individuals with their groups.

Understanding the relationship between transformational leadership, an effective leadership style in transformation processes, and social identity is essential because studies primarily focus on researching the psychological processes of transformational leadership in terms of intrinsic motivation and job characteristics. (Piccolo & Colquitt, 2006). The effectiveness of the leader is significant. In leadership studies conducted within the framework of social identity, it is not thought that leadership will change under environmental conditions but that individuals alter and transform according to their needs. Hence, their individuality is limited (Tsui & O'Reilly, 1989). Individuals also change individuals personality traits and the meaning of their behaviors in the intergroup relations that affect them (Reicher & Hopkins, 1996). In this context, the leader's influence is also very important.

It can be explained as a mutual influence process in the leadership and social identity relationship approach. This process determines the direction of the leaders at the point of being "we." The concept of "we" may differ regarding leaders and their followers. Thus, group members can identify the group that is unique to them. Group-oriented togetherness forms the basis of leadership (Haslam, 2004). Identifying with the group is related to how much the individual sees the leader as belonging to the group. In recent years, it has become an essential concept in leadership studies. Groups are social categories with which people identify themselves.

Transformational leadership; is a type of leadership that understands and influences the individual, group, and organization. Transformational leaders exhibit specific behavior, such as elevating their followers to a higher level of success,

achieving them to transcend their self-interest for collective well-being, focusing on their ability to facilitate individual growth, and improving their intellectual skills to fix problems in new ways (Bass & Avolio, 1993). Group identity has been expressed in studies conducted as a social identity system that reflect the characteristics of personal and collective identity orientations that underlie the different effects of transformational leadership effectiveness on performance (Herman & Warren, 2014).

In the study of Hogg et al. in 2005, it is stated that only some empirical studies have adopted the social identity approach to investigate the role of followers' identity orientations in the change process in organizations (Hogg & Vaughan, 1995). However, studies on social identity and leadership are increasing due to today's business world and changing leadership approaches. Along with these studies, concepts in the organizational literature such as self-efficacy, corporate culture, burnout, team climate, and turnover began to be examined.

Within the scope of the present thesis study it is aimed to make a comparison of individual and group implications. As stated above and in the literature studies in the following sections, the comparison of group identification and self-leadership approach in the effect of perceived transformational leadership approach on individual performance has yet to be studied. In this respect, the study will make significant contributions to the literature for studying the impact of transformational leadership at the individual and as well the collective level. Within the scope of this study, examining the effect of social identity and self-leadership on performance comparatively will make contributions to both the field of social psychology and transformational leadership studies. White-collar employees working under a manager were the target group. In this sample, it was aimed that white-collar managers evaluate their managers' transformational leadership characteristics and their performances with the variables of self-leadership and identification with the group. Studies have shown that transformational leadership significantly increases performance. However, examining its effect in line with the self-leadership and social identity approach is very important for the literature. This study, conducted on white collars affiliated with a top manager,

aims to contribute to the concept of transformational leadership in business life in Turkey in terms of social identity and self-leadership.

## **CHAPTER 1**

### **1.1. LITERATURE REVIEW**

#### **1.1.1. Transformational Leadership**

In today's business world, leadership is essential for employees to adapt to business processes, maintain their existence in the organization, and succeed in this process. So, according to Stogdill, there are approximately as many definitions of leadership as there are people who define leadership (Stogdill, 1974). In the 20th century, it took its place in the literature as a subject studied primarily in organizational behavior. The types of leadership created within the scope of these studies vary according to the organizations' cultures, goals, and situations. The studies that are done and continue to be done today in leadership were made according to the environmental conditions, the process of leadership, and the leader's characteristics, and revealed different leadership styles.

These are the main titles; Autocratic Leader, Laissez-faire Leader, Participatory or Democratic Leader, Charismatic Leadership, Transformational and Transactional Leadership. Influential leaders must combat these processes in today's corporate life in the changing global environment. Leadership style is the behavior model that groups the competencies of the leader. Leadership styles influence organizational approaches and performance (Yang, 2008). The concept of leadership has been one of the most talked about and researched topics for many years. It is known that the idea of leadership appeared in hieroglyphic writings in Egypt five thousand years ago, and then Aristotle and Plato wrote about leadership. In light of this information, leadership is a compelling social phenomenon and emerges in all societies regardless of geography, culture, and nation. The science of history is often formed by recording the lives of famous leaders (Howel & Castley, 2006).

It has always been curious how some of its leaders followed the masses and mobilized even ordinary people with great power. In the 20th century, leadership became the subject of scientific research. Research has conducted studies on the effectiveness of leaders. They sought to explore the characteristics, abilities, behaviors,

sources of power, and situational conditions that determine how a leader influences followers and group goals to be achieved (Yukl, 2019).

As stated in the introduction, Stogdill noted that there are almost as many definitions of leadership as people are trying to define it (Stogdill, 1974). Despite the differences in definitions of leadership, leadership can generally be considered "the process of influencing others to achieve goals." Influence refers to persuasion, authority, control, power, motivation, and inspiration (Gelatt, 2002). Although leaders are needed in many parts of life, leadership has a significant place in businesses, especially corporate life. Leaders influence followers in various ways to direct them toward organizational goals (Stoner & Freeman, 1989). The competitive structure of today's business world puts pressure on institutions to use their human resources more effectively.

Downton first created transformational leadership as a concept in the early 1970s. James MacGregor Burns, who created the concept of transformational leadership, is a scientist who studies important leaders in history. These leaders are people like Gandhi and Franklin D. Roosevelt. In Burns' important book on transformational leadership, he describes leaders as individuals who establish meaningful, highly motivated, and ethical relationships with their followers. (Burns, 1978).

In the concept of transformational leadership, the leader; is expressed as a development and transformation process in which leaders and followers interact. In this interaction, motivation levels and ethical values increase in every part. How do transformational leaders achieve this? Adopting an inspiring vision motivates followers to work on shared goals beyond their interests. For the transformational leader, the wants and needs of the leader's followers are essential. Leaders try to reveal the potential of their followers. Transformational leaders want their followers to be strong and have high moral standards, as well as themselves. In transformational leadership, it is adequate to motivate and encourage followers to believe that achieving more than their goals is possible (Bass & Riggo, 2006).

Followers show loyalty and respect towards the leader with their feelings of trust, admiration, and devotion and develop intrinsic motivation to do more than the leader expects from them. Transformational leadership is different from other leadership types in that it includes a process of change that will motivate the followers to fulfill the requirements to achieve the goals and comply with the organizational rules. One of the cornerstones of transformational leadership being an effective leadership style is that it encourages followers' desire to be successful and improve themselves.

Considering the work of Bass, Burns, and House in the mid-1980s, he evaluated transformational leadership in a broader framework. Transformational leadership emerged as a leadership style that organizations needed to cope with the uncertain and confusing environment caused by change and had an impact (Bass, 1985). Transformational leadership is a leadership approach aiming to positively develop and transform individuals in the organization. The leader is interested in the feelings, values, ethical understanding, and goals of their followers' and business lives. It tries to determine what needs its followers have, and by meeting these needs, it ensures that they feel valued and do not lack motivation. In this way, it aims to strengthen the level of commitment of the followers to the leader, the group, and the organization.

Transformational leaders give their followers the necessary incentives, support, and inspiration to be successful, become more robust, show high performance, have intrinsic and extrinsic motivation, and show improvement and progress. Bernard Bass further developed the Transformational Leadership theory in the following years. Bass argued that the leader's subjective influence could be measured on followers, including admiration, trust, and respect (Bass M, 1990). Studies have shown that transformational leadership is associated with many concepts and gives positive outputs for the organization and its followers.

All these efforts of the leader make a significant contribution to the development of the self-confidence of his followers and to transform themselves into leaders. There is a harmony and relationship between the thoughts, feelings, and behaviors of the transformational leader and the thoughts, feelings, and behaviors of

his followers (Bass & Avolio, 1993). Studies indicate that transformational leadership consists of four dimensions. These four dimensions are also expressed as the 4 Influence powers of transformational leadership, which enable the leader to exhibit an effective leadership style (Avolio, 2004). These are Idealized Influence, Inspirational Motivation, Individually Considerate, and Intellectually Stimulating.

**Figure 1.1 Four Dimension of Transformational Leadership**



#### **1.1.1.1. Idealized Influence (Charisma):**

In its most general terms, it describes the leader firmly positioned as a role model in the followers' minds and who influences their followers with leader behavior. In this positioning, it is necessary to mention the effect created by the charismatic character of the leader. According to Weber, charisma, a factor that a leader uses to influence followers, does not originate from a traditional or legal authority. Charisma is a unique trait that evokes change and transformation. Because of this connotation, in the transformational leadership style, the importance of the leader's charisma in influencing and transforming his followers is too great to be ignored. Leadership inherently includes charisma. As a result of the effect created by charisma, followers

tend to identify with their leaders and follow their leaders (Bass & Riggo, Leadership, 2006).

The charisma trait uniquely positions and idealizes the leader physically and spiritually. That is why, in the eyes of their followers, they are almost extraordinary, with magical powers and admirable features. In this way, the leader's ability to influence the leader's followers increase, and it becomes easier to transform and direct them. Because of their charismatic characteristics, the followers will be emotionally committed to their leader and want to stand by them. The leader works for success within the framework of the targeted goals by making their followers feel the confidence placed in them. Here, the leader creates charisma and inspiration in their followers by showing the image they expect and solidifying their reputation. The transformational leader can have a different effect from other people in both the private and business life of the employee. The transformational leader expresses the vision to his followers by arousing positive feelings such as respect, value, and pride through his actions. Being selfless and visionary while guiding is a role model for followers (Yavuz, 2009).

Thus, the leader is now reliable and respected. After that, the followers believe the leader is now very talented, patient, and determined. The power and authority provided by the charismatic feature to the leader continue to provide legitimacy as long as the leader is positioned as charismatic by the followers (Weber, 2005).

According to the "charisma" theory, which is the first of these four characteristics of the transformational leader and also discussed by House, the charismatic leader has three essential elements. These characteristics are high self-confidence, a high need for influence and dominance, and persuading their audience that their beliefs are true. Bass, who defends the view that the charismatic leader awakens a sense of enthusiasm and adventure in his followers, revealed that the characteristics of this leader, such as placing importance on a shared mission, dedicating the success achieved in the activities to the audience, and being an

interpreter of the hopes and desires of the audience are remarkable (Sipahi & Berber, 2002).

Transformational leaders are closely interested in their followers and work to ensure that their followers act in line with the vision and reveal their true potential. Transformational leaders become role models for their followers in the process. Followers adopt the transformational leader, whom they respect, devote, and admire both in their personal and organizational lives, as an example to them and their beliefs, behaviors, and values (Bass & Riggo, Leadership, 2006). The idealized impact dimension of transformational leadership expresses leadership with vision and mission. It creates leaders who have gained the respect and trust of their followers and have an effective individual identity in their eyes. Thus, they ensure that their followers adopt the vision and mission of the organization. As the followers see the efforts and successes of their leaders for the development of their organization and themselves, their feelings, faith, and trust toward them become more assertive (Avolio et al., 1991).

They trust that their leader has moral values and ethical standards of behavior and can make the right decisions at the right time. This trust also results in followers' deep respect and devotion to the leader. Followers devoted to their leader will show a superior performance by acting together with their leader in achieving the organizational mission, vision, goals, and objectives. Transformational leader favors explaining the corporate vision well to their followers so that leader can create a shared and idealized vision. Once their invention is well understood and adopted by the followers, the leader will realize their vision. Thus, their efforts and behaviors will be adopted and exhibited by the leader's followers. In short, transformational leader inspires their followers with a shared vision (Conger et al., 2000).

#### **1.1.1.2. Inspirational Motivation:**

Transformational leaders try to make it possible for their followers to make sense of their work and do it with enthusiasm by giving moral and inspiring speeches.

Activating the team spirit makes them feel optimistic, confident, and enthusiastic within the framework of the vision and encourages their followers to be willing to experience innovations. It motivates its followers to fulfill what is expected of them (Bass & Avolio 1993). Inspiration refers to a situation in which the transformational leaders in the organization explain their essential goals in simple ways and convey their expectations to their followers through symbols. Thus, transformational leaders can obtain a performance output from their followers above their current capacity.

The leader favors sharing the organization's vision and expects followers to know the importance of their vision and to do business by fulfilling the requirements of this importance. The expectation to act in line with the shared vision will cause the followers to become more attached to the organization and the leader. Therefore, shared vision and common values are essential for the transformational leadership style. The transformational leader imagines the future with followers and includes followers in this dream (Bass & Avolio, 1993). In this way, the loyalty of the followers, namely the employees, to the institution they are in increases.

The followers, who determine the organizational vision, make an effort to reflect on the requirements of this vision with the effect of their commitment to their leaders. Their belief that they will achieve more than their performance in this process is relatively high. For the inspiring motivation factor to influence the followers, the leader must have a positive point of view about the future and be forward-looking.

The transformational leader sets a mission, vision, and goal so that the followers who follow them will be impressed and inspired to reach them (Simola et al., 2010). The leader inspires by motivating his followers with his behavior. The leader's inspiration; Creating a team spirit, taking into account the opinions of his followers while determining forward-looking goals, and being an example by sticking to them closely inspires the followers (Erkuş & Günlü, 2008). Inspirational, motivational behavior is seen in transformational leaders who both motivate and inspire followers by giving meaning to and challenging their followers' work. These leaders, with their

inspiring motivational behavior traits, instill team spirit in their followers while showing them enthusiasm and optimism (Hemedoğlu & Evliyaoğlu, 2012).

In addition, the inspirational motivation dimension is also related to the charismatic effect we mentioned in the previous title. The power of the leader's charismatic influence also affects the impact of the leader's inspiring characteristics and behaviors on followers. In line with all these qualities, the transformational leader tries to make followers move away from mediocrity and be excited about the future (Bass & Avolio, 2000).

#### **1.1.1.3. Individually Considerate:**

The dimension of individualized or individualized considerate means that the transformational leader tries to understand the wishes and needs of each of her followers and to meet them as much as possible. It acts in a way that will enable them to raise their expectations for the future. By applying participatory management and sharing of authority, the transformational leader expects the followers to participate in the decisions taken, to express their ideas and suggestions, to take on more control and responsibility for the work they do, and thus to increase the experience they have gained (Bolat, 2008).

Individual consideration is a factor that emerges after the leader creates a good working environment for the people who follow them (Simola et al.,2010). Here, the transformational leader first learns the personal characteristics of their followers. After analyzing all his followers, s/he determines their differences and makes directions according to both skills and expectations of individuals. An individual with transformational leadership characteristics, acting as a coach or a consultant in the organization, shows the special attention individuals often need for employees to develop and achieve success. S/He knows how to listen to his employees and distributes tasks among them to their development skills. After distributing functions, it monitors what its employees are doing and helps them if needed (Hinkin & Tracey, 1999).

Individual Considerate aims to share existing problems by understanding others, dealing with each follower individually, and responding to their developing requests. For this situation, in leadership approaches, leadership is generally considered as providing power and control over the followers, while in the transformational leadership approach; It is handled as making the followers realize their management and leadership potential (Owen et al., 2007).

In short, transformational leader supports their participants in every direction. Transformational leaders strive to understand their followers' wishes and needs, talents, and potential. The leader empowers followers to realize their personal development and realize their potential. In this process, the leader also coaches them. A transformational leader enables followers to take on more responsibility by improving their self-confidence and considers this a necessity for the follower's development and progress to undertake his work more and fulfill it with high performance (Bass & Avolio, 1993).

The transformational leader needs to approach each employee by valuing them separately for transformational leadership to be an effective leadership style. Because each employee naturally differs from other employees in the organization in terms of personality, mood, wishes, and needs. It is crucial to evaluate the individual employees, to determine their desires, conditions, and abilities well, and to be positioned in the most productive positions within the organization (Avolio et al., 1991).

#### **1.1.1.4. Intellectual Stimulation:**

Another component of transformational leadership is the behavioral component of intellectual stimulation or mental stimulation. In this component, the transformational leader is the person who activates the minds of his followers and opens the way for the emergence of new ideas, that is, encourages creativity organizationally rather than continuing the activities of his followers with relatively outdated traditional methods. This part of transformational leadership contributes

significantly to followers' conceptualization, understanding, analysis, and solution of problems (Bolat & Seymen, 2003).

Transformational leaders want their followers to gain a new and broad perspective on many issues. Transformational leaders always encourage followers to learn new ways and methods of doing business, solving problems, and being creative. The intellectual stimulation behaviors of the transformational leader, the followers of the issues, conflicts, etc., in the organization's content. It makes them more effective and self-confident individuals in solving situations. Thus, followers display more innovative and transformation-oriented behaviors with their methods and strategies in recognizing and analyzing current conditions and solution processes (Bass & Avolio, 2000).

With the intellectual stimulation component, the leader supports the creative thinking of his followers. According to Bass, transformational leaders use the behavioral feature of intellectual stimulation (mental stimulation). By rewarding their followers' intelligence, reasoning, and careful problem-solving abilities, they encourage them to turn to entrepreneurial and productive thinking. In the intellectual stimulation dimension of the transformational leadership components, the leader provides the necessary environment for his subordinates and encourages them to be creative and innovative by constantly questioning them, redefining existing problems, and approaching events from a new perspective. Here, while the followers are encouraged to present unique views, care is taken to keep them from criticism and makes them question their awareness of the leader's values (Bass, 1990).

The transformational leader seeks solutions by intervening in organizational problems and conflicts in a logical framework. In these pursuits, instead of repeating what is known, the leader prefers to pursue innovations by taking risks. A transformational leader always adopts an inquiring attitude toward change and transformation. Therefore, the leader wants followers to think and act in a logical framework. It encourages its followers to increase their contribution to organizational processes, review their ways of doing business, and use innovative and effective

methods to solve problems that arise within the organization. As a result of these incentives of the transformational leader, the effect on the followers leads them to innovative searches and thus contributes to the transformation process. Within the intellectual incentive dimension framework, the leader offers followers the opportunity to develop and learn. The fact that they try to cope with problems and conflicts and seek solutions makes them strong members of the organization (Bass & Avolio, 2000).

Once an impressive vision has been established for employees within the organization, the leader must implement the change. However, this can be achieved with the mental stimulation that the leader will create for the employees. With this stimulation, the leader can create new goals for the employees and motivate them to review their old business processes. One of the tasks that the leader must do for the change to be carried out successfully is to make the shift attractive for them by stimulating the achievement and development needs of the employees. In this context, the leader's efforts to support, direct, and guide employees can facilitate this process. Leaders' guiding behavior is essential in realizing large-scale organizational transformation and forming self-managing teams. Today, some modern businesses are changing their organizational culture significantly and are carrying out an organizational transformation based on the team approach (Eisenbach et al., 1999).

These behaviors imply that the motivational basis of transformational leadership is changing how followers envision themselves (Shamir et al., 1993). The transformational leader, who seeks solutions by questioning assumptions and trying new methods to solve problems, conflicts, and crises, encourages followers to have an innovative perspective and exhibit creativity. Following and trying innovations by going beyond the ordinary develops employees in terms of both mental and physical skills. Openness to innovations and experiencing innovations are only sometimes effortless due to the risks and uncertainties they carry. It is a situation the transformational leader desires for his followers to show the courage to take on more responsibility by risking to endure these risks and uncertainties brought about by

innovation and change. It will be easier to show this courage for an employee his leader fully supports.

In short, transformational leaders question assumptions, reframe problems, do not hesitate to try new ways and methods, and encourage their followers to be innovative and creative.

### **1.1.2. Self-Leadership**

When we look at the development process of the concept of leadership, we see that it is researched first over individual characteristics and then depending on the situation. As mentioned before, the studies conducted in recent years give importance to non-leaders as much as leaders. It is emphasized that leadership is a learned behavior. The concept of self-leadership is the practice of understanding who a person is, identifying desired experiences, and consciously and planned-directing himself toward them. Self-leadership includes determining what one does, why, and how one does it.

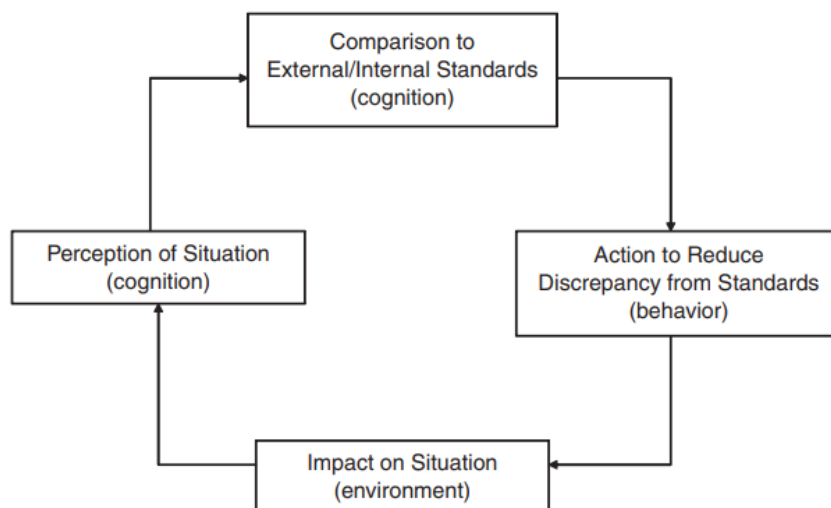
Manz first expressed the concept of self-leadership in his organizational management studies. He stated it as the self-impact approach in his further studies. (Manz, 1983). It is about turning one's naturally motivating tasks into performance and directing oneself to do things that need to be done but cannot be intrinsically motivated" (Manz, 1986). The theoretical basis of the concept of self-leadership is based on social learning theory and social cognition theory. In social learning theory, people assume that they learn through observation and cognition; It tries to explain how the individual can affect a person's cognition, motivation, and behavior. On the other hand, social cognition theory assumes that people constantly interact with their environment and thus states that the results of these behaviors are a source of information and motivation (Norris, 2008).

The concept of self-leadership is creating the motivation and direction needed to do something independently. This process begins to form a self-control mechanism for the individual's behavior; It continues with the individual's influencing and managing the person within the scope of cognitive and behavioral strategies. In this

respect, it is closely related to self-leadership, self-management, and regulation (Andressen et al., 2012).

Although an external force often determines behavior (e.g., the leader), the realization of the action depends on an internal source (Stewart, Courtright, & Manz, 2011). Faced with a particular situation, the person first tries to perceive and understand what conditions exist. Then person compares the current conditions with the conditions the person believes the person can do. The person decides and takes action. The person observes the effect of their decision (Houghton & Neck, 2002).

**Figure 1.2 Theoretical Framework for Self-Leadership (Stewart et al., 2011)**



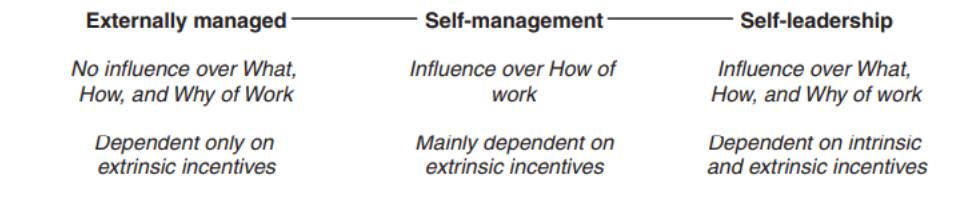
The early definition of self-leadership is based on three central theories: self-control, social-cognitive theory, and self-decision-making. Self-Control; It is synonymous with self-management and self-regulation and describes the iterative process of identifying the desired situation, comparing it to the current situation, and then taking action to close the gap between the two (Carver & Scheier, 1981). It should be noted that the terms self-leadership and self-direction are often used interchangeably in early studies in this field.

### 1.1.2.1. Self-Management and Self-Leadership

The effect of self-management thought is significant in the emergence of self-leadership. Self-leadership emerged with the emergence of the importance of self-directedness of individuals in the 1980s. Although both concepts have similar meanings, their institutional foundations are different. Self-management processes depend entirely on external rewards or incentives. All of the factors that maintain and conclude these processes are related to resources other than one's own. A positive behavior results in reward or avoidance of punishment.

The issue that separates the concept of self-leadership from self-management is that the behavior is based on an internal process, not an external one. One acts entirely on one's inherent values, not the incentive to reward and avoid punishment. The underlying condition of this behavior is the internalization of what, how, and why to do. Thus, the person completes that work with the person's instinct.

**Figure 1. 3 Continuum of Self-Leadership at Individual and Team Levels**



The figure above shows that the person's focus is a reward, not punishment. It is a person and the value person puts into the work. However, self-management is a necessary but only partially inclusive element of self-leadership as it refers to the management and execution of internally regulated tasks (i.e., handling how an action is done). In this case, the choice of task and the underlying reason for the selection are controlled externally. However, the concept of self-leadership means organizing a determined choice and advancing it by considering its causality according to the current

situation and conditions. Self-decision theory describes the reciprocity between human motivation and purposeful life. It emphasizes the role of intrinsically regulated and intrinsic motivation as the driving force behind self-leadership behaviors (Deci & Ryan, 1985).

However, the self-leadership theory is also associated with a few other theories. It refers to taking action in the light of the center of action determined by one's inner needs, especially in line with self-actualizing behaviors. This approach is also related to Maslow's hierarchy of needs. In addition, self-leadership is based on self-awareness and self-management, which, according to Goleman, constitute two of the four pillars of emotional intelligence (Goleman, 2005). Behavior-oriented strategies include self-perception for the individual to manage, use, and control this information effectively. This strategy contains encouraging and encouraging the behaviors that the individual enjoys to increase performance and controlling the individual's behavior to carry out the work that needs to be done against the behaviors that are not enjoyed.

Behavior-oriented strategies; Individuals set goals for themselves, reward themselves with extraordinary things they enjoy doing when they reach the goals set, become aware of the mistakes they have made after some unsuccessful activities, manage this process for their benefit by observing themselves, some objects, and set about things that need to be remembered or done. It involves focusing attention by thinking of models as mnemonic stimuli (Manz & Sims, 1991). Developing employees' self-leadership skills offers significant potential for the problems created by contemporary organizations' dynamic, complex business systems. More importantly for this discussion, self-leadership; proposes reducing demands on appointed leaders and increasing effective control. Leaders can be achieved by implementing self-leadership strategies immediately and, perhaps most importantly, using the capacities of their employees to find their direction in doing their jobs in the long run (Özsoy, 2012).

According to Manz, self-management includes developing models and creating strategies so that behaviors that cause positive organizational change can be made more

quickly. There are specific strategies for self-leadership (Manz C.,1986). In understanding self-management, a bottom-up structure in which subordinates can also lead is at the forefront. Employees of this structure are like leaders, and leaders are like teachers. The essential task of the leader is to encourage the employees to lead themselves.

### **1.1.2.2.Self-Leadership: Cognitive and Behavioral Strategies**

Self-leadership is providing the orientation and motivation that people need for the behavior and performance desired from them by influencing themselves (Manz C.,1986). It consists of a set of behavioral and cognitive strategies that will contribute to one's self-leadership competency and thus positively shape individual performance outcomes (Houghton & Neck, 2002). These are Behavior-Oriented Strategies, Natural Reward Strategies, and Constructive Thinking Strategies.

#### **1.1.2.2.1. Behavior-Oriented Strategies**

In the self-leadership approach, behaviors that support the individual are created in order to increase self-awareness in the work that the individual does not enjoy doing but has to do. Instead of all negative behaviors that will create failure, behaviors that will create positive and successful results are encouraged (Doğan & Şahin, 2008).

The basis of behavior-oriented strategies is to try to increase the awareness of the individual toward his environment. As a result of certain behaviors expected to be done, the interaction of the individual with the background will increase, communication will gain continuity, and the level of self-awareness will increase. For this, the person will evaluate the work the leader has done and compare the results that person has reached to the goals person has set; he will engage in self-rewarding or self-punishment actions when necessary. In this way, a person will display a positive attitude toward the things he does not want to do.

Behavior orientation in self-leadership is possible with five stages. Self-observation is the action taken by the person to control and evaluate his/her behavior and to reveal the behaviors that increase his/her performance goal setting (self-goal setting): It is the development of one's standards for the work one does and setting another attainable goal. The basic idea here is that the person tries to push the person own for better performance. Self-reward is that in order to reinforce the person on the success achieved, the person pampers person own and gives the person some small gifts. Self-punishment is self-punishment when there is an undesirable or undesirable result. The purpose here is to see one's mistakes, learn from them and correct themselves. Setting self-reminders (self-cueing) takes small reminders about the work that the person will do and having some objects related to the person working with the person (Güney, 2021).

#### **1.1.2.2.2. Natural Reward Strategies**

In this strategy, the aim is to focus on the beautiful and enjoyable side of the job. It is used to create a performance-enhancing effect in the daily life and work-related behaviors of the employee and to develop the employee's competence and determination to work and succeed. At this point, the person believes that doing the job by focusing on the job itself is beautiful and vital. For this purpose, it always finds something enjoyable and valuable in the outputs obtained during the process or at the end of the work (Doğan & Şahin, 2008).

To evaluate the natural reward strategy in two sub-items. These are as follows: Task Focus on Natural Rewards is that task rewards define and develop parts of the task that the individual enjoys. Thus, the task becomes self-fulfilling. Focusing Thought on Natural Rewards means focusing on the pleasurable parts of the task rather than the negative aspects (Özsoy, 2012).

### **1.1.2.2.3. Constructive Thinking Pattern Strategies**

This thought model has been developed about mental models. Developing and creating important methods within a process is a personal habit. This sub-dimension means motivating oneself for positive results by daydreaming and talking to oneself in order to eliminate negative beliefs and predictions that cause negative effects on the individual. The important step here is to control one's own mind in a positive way. It is stated that this model, which includes thoughts and assumptions, mental description, and self-talk processes, has positive effects on performance (Manz C., 1986). These are identifying and modifying dysfunctional thoughts and assumptions, Positive self-talk, and Making mental descriptions (Güney, 2021). Based on constructive thinking strategies, there is a desire to deal with the different and positive aspects of the job or event by leaving the negativities created in the person's mind.

Implementing the strategies included in self-leadership behaviors will enable the individual to improve their awareness and motivation. Thus, the person will not accept the things presented to the person as sufficient in terms of doing a job, fulfilling a task, reaching a goal, or accomplishing an assignment, revealing his intention to exceed them, exploring other possibilities, and desire to achieve more. While doing all these, it will turn to its internal resources without needing an external element for motivation. People who understand the conditions and limits of their situation, question them in line with a certain logic, choose the path of change, and design what they can do and how they can do it are people with a sense of self-leadership.

### **1.1.3. Social Identity**

Social Identity Theory was put forward by Social psychologists Tajfel and Turner in the late 1970s and early 1980s to explain the psychological aspects of intergroup behavior and discriminatory behavior towards outsiders. Social Identity Theory is based on concepts such as social categorization, social comparison, social identity, and minimal group paradigm, which are interrelated and suggest that the

individual's perception of identity emerges in the process of relationship with one another (Demirtaş, 2003).

Social identity is the individual categorizing herself/himself in a social group and developing a sense of belonging to the group due to this categorization (Tajfel & Turner, 1986). One of the most basic features that distinguish individuals from others is their identities. However, in the social field, individuals benefit from broad social categories such as age, gender, cultural structure, and ethnicity when defining other individuals and themselves. One of the most basic features that distinguish individuals from others is their identities. However, in the social field, individuals benefit from broad social categories such as age, gender, cultural structure, and ethnicity when defining other individuals and themselves. Billig and Tajfel examined individuals' attitudes and behaviors toward others in many experimental studies, also known as minimal group paradigm studies (Billig & Tajfel, 1973).

As a result of comparing the group he/she is for with a different group, the individual gains knowledge about the structural relationship with the other group. For example, a person may see his group as more disadvantaged than the others and think this is unfair. As a result of social comparisons, individuals have an idea about intergroup relations. The intergroup attitudes formed from these evaluations pave the way for creating an individual's social identity (Turner & Reynolds, 2010). According to social identity theory, people; have many identities originating from the identities they express themselves and the groups they belong to. These identities form the emotional, cognitive, and motivational processes of the individual over time. It determines the self-worth and respect that constitutes these processes. (Tajfel, 1982). For this reason, in order to make people in a social group enthusiastic members, it is necessary to carry out studies that will increase their self-worth and respect (Tajfel & Turner, 1986).

In addition to social identity, the individual identity that distinguishes the individual from others can also affect the attitudes and behaviors of the individual. In some cases, an individual's social identity may be less influential on an individual's

preferences than an individual's identity. In such cases, individuals may gravitate toward different groups as their conditions permit (Tajfel, 1974).

In social relations, specific contexts make particular identities more visible. In cases where group identity is more prominent, the individual needs to identify herself/himself with group identity rather than individual identity, focusing on her/his similarity with group members. In the individual's identity, the social structure's sphere of influence expands. As social identity comes to the fore and narrows the field of individual identity, individuals move away from personalities and behave according to their social identities (Trepte & Loy, 2017).

#### **1.1.3.1.Social Categorization**

According to social identity theory, the individual's knowledge of belonging to a group creates meaningful and emotional bonds with the group. This makes the individual part of a group. In other words, social identity is a self-concept that means group membership. The concept of social identity emerges when a person represents the self-concept within a group. Self-concept is group membership rather than social pressure or in-group interpersonal relationships. This, in turn, is created by the uniformity of group behavior and the decisions taken together.

Tajfel defines social identity as a part of the self-concept, which is the individual's knowledge of his experiences in a social group and the emotional meaning of the value created by these experiences. The basic process that creates all these perceptions is the social categorization process. Social categorization is a cognitive process. The function of this cognitive process is to organize and structure the environment. This cognitive feature of the categorization process plays a critical role in the face of many stimuli from the individual's environment. This task is to group, classify and organize the stimuli according to specific characteristics and rules to enable the individual to perceive, make sense of, and effortlessly recognize the stimuli (Tajfel & Turner, 1986).

Another function of the categorization process is giving an identity to the individual. The categorization process has a procedure that can enable the individual to define himself/herself positively because the individual has to reveal his/her difference from others to provide himself/herself with a positive identity. The process that enables him to perceive and reveal this difference is the social structure that starts with the process of social categorization and continues with the process of social comparison, which, as mentioned before, enables him to be in a group he feels he belongs to and to show his difference with other groups.

In this way, a Person's attitude towards other groups will be in the direction of revealing the differences, which is how social identity theory explains social comparison between groups. Therefore, according to social identity theory, in-group and intergroup behaviors have an approach that develops depending on how individuals evaluate themselves. According to social identity theory, people's identities are shaped by the membership of the groups they belong in a meaningful way. Individuals are positively involved in the group and feel positive compared to outside groups (Dovidio et al. 1998). The identity formed in this way shows the characteristics that individuals acquire thanks to the social groups they belong to.

### **1.1.3.2.Social Comparison**

Festinger also influences the theories of Tajfel and Turner. According to Festinger's theory, human need to test the accuracy of our beliefs, thoughts, and abilities, satisfied through direct comparison. Social comparisons between groups should focus on establishing distinctions between one's group and others. In other words, the individual needs an identity that he values positively. This positive meaning also compares with other groups. As a result, intergroup behavior occurs. Thus, one's group will differentiate itself towards the positively valued extreme relative to other groups (Tajfel, 1974).

According to Festinger, man has the motive to compare his views and abilities with other people and evaluate himself accordingly. According to social identity theory, people want to evaluate themselves positively and want to hear from other people. Thus, their self-esteem rises. They are motivated to raise their self-esteem. How positively a person perceives their group determines how positive their social identity will be. As a result, individuals, influenced by their propensity to acquire a positive social identity, favorably compare their group with a comparison group that is equal to or slightly superior to them (Demirtaş, 2003).

This is the "social comparison" approach put forward by the Social Identity Theory with the influence of Festinger. This approach is slightly different from Festinger's social comparison approach. According to Festinger's Social Comparison Theory, it is said that we have a need to test the accuracy of our beliefs, thoughts, and abilities, and we make this need a way of comparison (Hogg & Vaughan, 1995). In his explanations of social comparison, he criticizes the view in Festinger's theory that social reality is not objective like physical reality. According to him, it cannot be argued that when making comparisons, people resort to social means only in the absence of physical means. Of course, physical events are more accessible to be sure of than social events. However, this should be separate from a theoretical distinction to show what is objective and subjective. The social identity approach learns all the information through social comparison. An individual's belief in himself and his views is a product of social identity (Demirtaş, 2003). With social comparison, people get to know themselves and their group. They gain confidence in the correctness and relevance of their beliefs. People are motivated to use social comparison to be sure of their perceptions of others and the world (Turner & Reynolds, 2010).

### **1.1.3.3.Group Identification**

The concept of identification with the group is defined as the sense of belonging and commitment to the group of which the individual is a member. Within this study,

the social identity perspective is examined within the scope of the group identification approach. They considered that social identity theory focuses on in-group similarities and intergroup differences, all the conditions related to who is among group members, who belong to which group or who feels close to which group, and where the formation in groups is accepted. The individual, including himself/herself can lead us to social identity theory. They were associated with the concept of identification. According to According to Ashforth and Mael, social identity is an individual's perception of belonging to a group classification (Mael & Ashforth, 1992).

Group identification is the relationship one establishes with other people and groups. In this relationship, the individual expects to establish and maintain a self-defining relationship. The individual adopts the learned behaviors in order to establish good relations with the people he loves and values in the group. People develop feelings of belonging to the group they identify with. Thus, they reduce the uncertainties they will experience in life. To achieve desired group-level results, groups want their members to identify with the work groups they are in. Identification, which has become increasingly important in the organizational behavior literature, has been chiefly examined at the organizational level and accepted as the desired bond of the individual with the organization (Çiçek & Zehir, 2019).

In this context, identification is the behavior they adopt to establish meaningful and secure relationships with other people. Tajfel created the concept of identification in his work to examine the behavior of the individual within the group. According to this theory, a social group is a group of individuals who have the same social category, feel similar feelings towards the group they belong to, and contain social consensus. As a result of the studies, the behavior of the individual outside a certain group will be different from the behavior in the group that constitutes the self-concept. This is because the self has two subcomponents. In other words, the individual has two identities. One is personal identity and the other is social identity. individual identity; It includes the psychological, mental and physical characteristics of the person. Social identity includes the characteristics of the group in which the individual belongs. In

short, social identity is formed by the individual's self-identification within a group. (Tajfel & Turner, 1986). Thus, groups are a collection of individuals who communicate with each other and share similar characteristics (norms, benefits) or share similar goals (Carmeli et al., 2006). The identification process consists of three components of attitude, cognitive, emotional, and behavioral (Kağıtçıbaşı, 2003). Identification is a process that plays a role in forming identity structures. Identity structures reveal behaviors shown in various positions. Therefore, identity assumes both the role of source and target for identification. In this context, identification is a process that shapes both the structure created by the individual and the group/organizational identity structures in which the member is located.

Identification is an attitudinal variable that emerges from social identity theory and is part of a group-level identity. As the level of identification increases, group members develop thoughts, feelings, and behaviors to reflect the group's identity in which their social identity is shaped (Çiçek & Zehir, 2019). The concept of identification is one of the basic facts that Social Identity Theory attaches importance to, as can be understood from the group criteria. In previous studies, they have been defined to be associated with positive attitudes among group members (Lott & Lott, 1961). According to this approach, the group is formed as a result of the interactions of interdependent group members. Thus, social structures and situations move away from concepts directly affecting identification (Lau, 1989).

When individuals begin to identify with the group, they often consider the perceived typical characteristics of the group as their own and begin to perceive each other as identical. Thus, they become homogenized and de-identified. When identification with the group occurs, group values are internalized, and even individuals enter the dissolution process. Individual characteristics become irrelevant when group members begin to see themselves as more or less an example of the group (Arkonaç, 1999).

The concept of social identity, which is also frequently studied in organizational behavior/psychology, has been examined especially within group member relations. In

this context, the concept of identification with the group has an important place. In recent years, organizational identification has also begun to be studied. Organizational identification and group identification with similar content positively affect the dynamics that occur in the decision-making process in groups, preventing or keeping conflict at an optimal level; It plays a role in displaying positive behavioral attitudes, such as seeing the group as more important than individual priorities (Cheney & Tompkins, 1987).

Individuals identify intending to reduce the uncertainty they will experience by developing their sense of belonging to their work group. Identification, which has become increasingly important in the organizational behavior literature, has mostly been examined at the organizational level and accepted as the desired bond of the individual with the organization. Identification is an attitudinal variable that emerges from social identity theory and is part of a group-level identity. As the level of identification increases, group members develop thoughts, feelings, and behaviors to reflect the group's identity in which their social identity is shaped (Ashforth & Mael, 1989).

#### **1.1.4. Performance**

It is increasingly difficult for companies to survive and compete in changing market conditions. Therefore, for an enterprise to compete effectively in today's market conditions, protect its future and stay in the long term, it inevitably performs better than the average performance of the industry it is in. Increasing organizational performance is closely related to the overall performance level of each employee. Because the sum of individual performances creates organizational performance, for this reason, it is necessary to focus on individual performance in order for the enterprise to achieve the desired performance level and to make it permanent.

Performance is the indicator of the enterprise's success; at the same time, it is one of the basic concepts managers consider in organizational decision-making processes. In the studies, performance is the degree to which individual or

organizational activities reach the goal based on predetermined criteria (Pugh, 1991). Performance is defined as the output and quality of products and services produced in a given period. It can also be expressed with the concepts of efficiency, effectiveness, and output in the literature. It is formed due to the interaction of an individual's skills, competencies, and motivation (Torrington & Hall, 1995).

When the concept of performance is considered in terms of enterprises, it is the amount of service produced in a specific period. At the same time, it is evaluated as the effectiveness and efficiency shown in reaching the goal regarding employees (Tutar & Altınöz, 2010). According to Akal, performance is complemented by quantitative or qualitative determination of its purpose and what is achieved resulting from a planned activity (Akal, 2002). Performance is expressed as achieving set goals; however, it is concerned with attaining the determined standards by the employees and how they will reach them (Armstrong & Baron, 2005). Performance, a multidimensional concept, is handled as an individual, team, and organizational performance. Within the scope of this study, examinations were made on individual performance. Performance is the result of organizational activities and the activity itself. It is characterized as actions and behaviors that can be measured according to the employee's contribution level to organizational activities and compliance with organizational goals (Uygur, 2007).

The performance of employees for organizational success is a concept that businesses focus on. For this reason, A company can only be as good as the performance of its employees (Benligiray, 2004). Employees' fulfillment of their duties and responsibilities by focusing on organizational goals and objectives depends on harmonizing personal and corporate goals. Accordingly, determining the employees' personal goals and directing them by observing these expectations will affect their performance. The employee's performance is shaped individually, organizationally, and within the scope of the leader's expectations.

#### **1.1.4.1. Individual Performance**

Employees at each level are involved in the business to perform a particular activity. There is a job description for the person. All of the responsibilities of a person with specific characteristics within the company are within his job description. The person involved in an enterprise collectively brings his physical and mental abilities, knowledge, and personality to the enterprise. With the help of these features and capabilities, a person has to succeed in the job given to them. As a result of the success above, the person receives his salary and rises to the upper levels of the person's position through the promotion system of the enterprise. It is possible to define individual success in the business as performing the work described for them, which is suitable for a person's characteristics and abilities, within acceptable limits (Erdoğan, 1999).

It is seen that individuals' performance levels significantly determine the work system's performance. In other words, individual successes form the basis for the enterprise's success, and failures form the basis for the loss of the enterprise. On the other hand, this close relationship reveals individual performance as an issue that business managers should emphasize.

The main condition for increasing performance in organizations is to work with individuals who have the ability to show high performance. The way to keep the performance of individuals high and to encourage this is to make them connect with the individual goals and the goals of the organization. The goal of the employees should be determined in a way that supports the goal of the organization and the goal of the department they are affiliated with. The employee should see himself(herself as a part of the whole. Thus, both the institution and the individual will develop and the level of organizational performance will increase (Barutçigil, 2002).

#### **1.1.4.2. Dimensions of Individual Performance**

Employee performance constitutes a multidimensional structure. The multidimensional employee performance approach has been examined in two dimensions. These; task and contextual performance. (Borman & Motowidlo, 1993).

##### **1.1.4.2.1. Task Performance**

It is the effectiveness of employees who directly contribute to the organization's primary activities or contribute to the organization by providing products or services to realize these essential activities. Task performance is the activities performed to fulfill, maintain or serve the organization's core activities or mission (Borman & Motowidlo, 1993). Task performance depends on the roles given, while contextual performance is explained as personal preference.

##### **1.1.4.2.2. Contextual Performance**

Contextual performance, unlike task (technical) performance, is helping or cooperating with others within the technical goals that regulate the organizational, social, and psychological environment that directly contributes to the technical objectives of the organization, maintains the administrative rules, supports and defends the organizational goals, voluntarily appear in the job description. These activities contribute to organizational effectiveness by shaping the tasks and processes of the employees in the corporate, social, and psychological context as over-role behaviors, such as fulfilling duties and responsibilities that are not included voluntarily.

Contextual performance is the activities that the employees perform voluntarily, apart from the standard dimensions of the job, and that bring the members of the organization together and ensure the successful fulfillment of the tasks (Borman & Motowidlo, 1993). The contextual performance focuses on personality traits, while task performance focuses on employee skills and competencies (Borman & Motowidlo, 1993). According to Borman and Motowidlo, helping and collaborating with other

group members falls within the scope of contextual performance. Thus, it reinforces the approach of identification with the group.

#### **1.1.4.3. Factors Affecting Performance**

Increasing employee performance is crucial for realizing organizational goals and objectives and for employees to adopt the shared vision. In order to achieve sustainable success in organizations, it is necessary to develop individual, team, and institutional performance. Although the increase in individual performance does not directly affect the organization's performance, the increase in the performance of the employees will improve the team and corporate performance (Özmutaf, 2007).

##### **1.1.4.3.1. Managerial Factors**

Although raising individual performance is considered an effort to contribute to the vision of the business by improving the professional competencies of the individual, the effectiveness of management and leadership practices are the main determinants of individual performance (Özmutaf, 2007). The main managerial factors that affect employee performance; are leadership and management process, human resources practices, creating a mission and vision compatible with the enterprise's employees, organizational culture, communication, and motivation process. Mission and vision statements that directly affect employee performance should create a standard belief system, direct employees to organizational goals, and develop a sense of belonging in employees. It is accepted that employees' adoption of corporate values, mission, and vision positively affects performance (Balkaş Demir, 2020).

The practical communication skills, behavior, management style, and professional competencies of the leader play a decisive role in developing the relationship between the leader and the group members. The leader's behavior and employee performance are closely linked; Therefore, the leader's attitude toward the

wishes and expectations of the employees is of great importance in raising the employee's performance and in the positive/sustainable development of relations.

In the studies conducted, leadership reveals the relationship between leadership behaviors and employee performance and states that the most critical managerial factor affecting employee performance is leadership (Chang & Chiang, 2007).

#### **1.1.4.3.2. Individuals Factors**

Individual factors affecting employee performance stem from the individual's situation and characteristics. Individual factors are stated as socio-demographic characteristics (age, gender, marital status, education level), area of expertise and wage level (Özmutaf, 2007).

## **1.2. RELATIONSHIP BETWEEN CONCEPTS**

### **1.2.1. The Relation Between TL and SL and Performance**

The knowledge that transformational leadership is the most effective form of leadership within the scope of today's leadership competencies and needs is shared above. Considering that leadership can influence its followers, a person's ability to control and take action comes to a significant point, especially in a world where individuality is increasingly coming to the fore. In this context, examining the relationship between transformational leadership and self-leadership will be very important in leadership studies.

Transformational leadership encourages self-leadership for employees to think independently, develop ideas, and critically question results. (Bass, 1985). Both field studies and empirical studies reveal a positive relationship between self leadership and performance and the performance of individuals in teams. In addition, self-efficacy has been found to mediate the relationship between self-leadership, performance, and the perceived impact of personal effort (Konradt et al., 2009). In many studies, the transformational leadership approach of follower leadership has been investigated. But

in transformational leadership, the leader shares the vision with subordinates. It encourages you to follow it. Motivates to work with the team by going beyond individual interests (Bass M. , 1990).

In the study of these researchers, the mediating role of self-leadership in the relationship between transformational leadership and motivation and performance was examined. In this study, it was seen that self-leadership increased motivation. The institution where this study was conducted works online. Studies have also found that face-to-face leadership behaviors are more effective. According to this research, the effect of transformational leadership on self-leadership is lower. It shows that self-leadership mediates the relationship between transformational leadership and employee motivation. This study shows that while transformational leadership negatively affects self-leadership in the virtual environment, it increases the motivation of the individual compared to face-to-face working structures (Andressen et al., 2012).

In another study, the mediating effect of empowerment and the effects of self-leadership and transformational leadership on innovative behaviors were examined. The scope of this study includes employees. According to research, both types of leadership have been shown to increase creativity. Although self-leadership positively affects empowerment, the effect of self-leadership on creativity is much more effective than the empowerment tool effect. According to this research, while self-leadership directly affects creativity, it was seen that the effect of transformational leadership was lower. According to this research, although the level of empowerment is low, the creativity of individuals with high self-leadership will also be high (Lee, Lee, & Kim, 2007).

In another study, the stress management status of different leadership types and self-leaders were examined. In this study, transformational leadership, transactional leadership and laissez-faire leadership type were examined. According to the results of the study, if leaders have low self-leadership, that is, they cannot lead by themselves, their ability to manage stress and influence others decreases (Furtner et al., 2013).

In the study of Hauschildt et al., the self-leadership approach of the team members was examined. This study, which examines the effect of self-leadership on team performance, is important for the literature. According to this study, self-leadership not only increases individual performance but also increases group performance. Self-leadership encourages individuals to adapt within the team, their tendency to teamwork, their ability to adapt to changes, and to improve the team's processes. According to the study, situational factors did not affect performance. According to this study, if the self-leadership of the employees who do not fit in the team is high, the team performance also increases. Within this study, it is revealed that individual research is important in teamwork (Hauschildt & Konradt, 2012).

In another study on self-leadership, the mediation effect of job satisfaction and the effect of self-leadership on performance were examined. According to research, job satisfaction and self-leadership increase performance. According to this study, as long as the managers increase the self-leadership of their employees in the workplaces, the job satisfaction of the employees will increase. It is important to develop training programs to provide these competencies. In addition, it is important to design meaningful jobs for employees that will increase performance, the impact is not at a monetary level, an organizational culture should be created, and employees should be allowed to get to know themselves. (Politis, 2006).

As seen in the literature review, studies on self-leadership have gained momentum in recent years. In this study, a specific sample group consisting of project managers was used. In this study, the relationship between the mediation effect of self-leadership, the moderator effect of empowerment, transformational leadership and project success were examined. According to the study, the transformational leadership of the project manager and the self-leadership of the employee significantly affect project success. Self-leadership mediates the impact of transformational leadership on performance. Additionally, empowerment moderates self-leadership and project success. According to this study, managers should pay attention to the well-being of their employees. They should empower their employees. So viewers will take more

initiative. The resulting loss of time will be reduced. Project success will increase (Ahmad et al., 2022).

Another study, it is set out with the foresight that personal information management can have the power to activate transformational leadership, a leadership style built on the need to make sense of people's lives. From this point of view, determining the self-leadership of health professionals in Istanbul, determining the effect of self-leadership on transformational leadership, and investigating the partial intermediary role of personal information management in managers who shape the future has been an important study for the health sector, which is one of the sectors with strategic importance for the sustainability of human life. This research study determined that the self-leadership and transformational leadership perceptions of health managers working in public institutions are high and that personal knowledge management partially mediates the positive effect of self-leadership on transformational leadership. The data obtained from this study is essential in providing inferences as a source of information for the future education plans of managers who have the potential to show high performance at the management levels of health institutions. Therefore, positive reflections of self-leadership on transformational leadership through personal information management will also positively influence corporate culture, organizational climate, work motivation, and individual and organizational productivity (Eroğlu & Saracel, 2022).

Researchers indicates that self-leadership training could help increase employee compliance performance and job satisfaction during periods of organizational stability. It also shows that self-leadership training can serve as an HR management strategy. Their findings support Houghton and Yoho's contingency model. It also indicates that self-leadership can be important when developmental opportunities are scarce and temporal urgency is high (Marques-Quinteiro et al, 2018).

The work of Marques Quinteiro et al. contributes to the teamwork literature in several ways. First, this work adds theoretical refinements to self-leadership in teamwork. It shows that self-leadership is equivalent at the levels of analysis (i.e., at

the individual and team levels). It establishes an empirical link between self-leadership through team and team collective competence, thus demonstrating the importance of group cognitive regulation strategies in shaping attitudes towards group task competence. Finally, the results show that team thinking and self-leadership positively contribute to performance and vitality in work teams. This study shows that management teams will benefit from their organizations investing in developing self-leadership behaviors by educating their colleagues using team-centered, self-leadership strategies. This will positively impact the team and help increase team effectiveness in decision-making, which is positively related to motivational states (Marques Quinteiro & Curral, 2016).

In another study, self-efficacy and self-leadership directly and indirectly affected performance. Self-leadership strategies are to increase self-confidence and performance by influencing self-efficacy. In order to provide this in organizations, training programs can be developed. Constructive thinking patterns can be transferred, especially with trainings (Prussia et al., 1998).

### **1.2.2. The Relation Between TL and GI and Performance**

The concept of leadership has an essential place in the studies carried out in the field of Organizational Psychology / Behavior with the idea of Identification with the Group. In the literature studies conducted in this context, it is seen that the leader affects the group and group behaviors. In addition, it is associated with different concepts in this field.

According to the study of Steffens et al., when the leadership process is handled with the social identity approach, it can be stated that leadership is a process produced together with other group members. Therefore, the leader, who is a part of the group in intra-group and intergroup relations, has an active position within the group, which affects the intra-group and intergroup processes. One of the most fundamental pillars of leader evaluations is the leader's characteristic of being a group prototype. a prototype leader; embodies the features that distinguish their group from other groups,

represents what it means to be a member of a group, and sets an example for its members by making the group special (Steffens et al., 2014).

In their study, Hogg and Vaughen stated that the group identity shared by the leader and group members is essential, based on the knowledge that the leadership process is related to group identity. In addition, they stated that the leader's ability to create a group identity or be a group prototype is an important research question in which group members support a prototype leader more. Accordingly, in cases where group identification levels of group members are low, whether the leader is a group prototype makes a significant difference in evaluating leader effectiveness. In contrast, in cases where group identification levels are high, the prototype leader is considered a more effective leader (Hogg & Vaughan, 1995).

In another study, the behaviors of group leaders may be perceived differently by each group member depending on their level of identification with the group. In a study, group members with a low level of identification with the group did not react to the unfair behavior of the group leader. In contrast, group members with a high level of identification with the group, which highlighted their social identity rather than their identity, reacted that this behavior of the group leader damaged the prestige and reputation of the group (De Cremer & Van Vugt, 2002).

In the study of Örüçü and Teker, the group members with a high level of identification with the group react more seriously to the humiliating or discrediting behaviors of the group leader may also be related to the breaking of the trust of the group members in the group leader. It has been observed that there is a significant relationship between the organizational commitment of the employees and the leadership process in the organization and that the organization's leader has a positive effect on the employees' organizational commitment (Örüçü & Teker, 2014).

According to Kırkpınar and Işcan's study, leaders not only affect employees' identification with the group or organizational commitment but also affect the processes of employees, such as job satisfaction. This study conducted in the health

field found a relationship between the leader's behavior and the employee's job satisfaction (Kırkpınar & İşcan, 2018).

Knippenberg and Hogg's study proposed a theoretical framework for analyzing leadership effectiveness in organizations in the Social Identity Model of Organizational Leadership from the perspective of leaders as group members. According to this model, leaders who are members of a group explained the leader's effectiveness within the group. The purpose of leadership effectiveness analysis has developed on the fact that leaders only lead their followers in the leadership research done up to this time. However, the leader is a member of the group. This observation was ignored in the studies. For this reason, the leader's effectiveness as a group member was analyzed in this model. As a result of the study, a comprehensive and integrative theoretical framework has been developed to understand the leadership effectiveness of the group member leader. As a result of the study, leadership effectiveness was understood in terms of the moderating and mediating role of followers' self-perceptions, together with the integrative model (Knippenberg & Hogg, 2003).

According to the work of Hirst et al., it is shown that leaders, with their inspirational motivation feature, activate the creativity-motivating potential inherent in identification by conveying an image of team prototypicality. Field experiments show that transformational leadership (for example, inspirational motivation) can be developed. Additionally, he suggests that it may influence the degree to which leaders are perceived as the team's prototype to some extent. This indicates that organizations can increase their chances of reaping the creative potential in identifying by choosing transformational leaders who represent organizational identity. They can also increase leadership development programs that develop leaders' inspiring motivational skills and ability to communicate a team image. In this context, institutions must create programs that activate group members, even if creativity is not only dependent on the leader, even if this leader's approach is a transformational leader (Hirst et al., 2009).

In the study of Steven et al., the approach that the leader will be more effective when the leader creates a social identity in the group led by the leader has been

examined. According to the study, it was determined that if the leader creates a shared social identity, the performance and efforts of the group members will increase. It is possible for the leader to create a meaningful social identity in order to increase group performance with the concept of us. According to Fernando Torres, it is won as a team, if each player becomes a part of the team, the performance of individuals also increases. According to this study, in short, the task of the leader is to create social identity (Stevens, et al., 2019).

In the study of Slater et al., it was stated that Leaders' willingness and ability to mobilize group members to achieve collective goals would positively affect followers. Results from existing studies suggest that shared identity is fundamental to leaders' ability to mobilize group members. The results show that followers improve their task performance with increased group interaction resulting from shared identity with leaders. In short, when leaders share the meaning and beliefs of being a group member with their followers, they more easily mobilize their followers to achieve group goals. As a result, according to this study, leadership depends on the leader's capacity to create this shared identity, address this emotion, and develop it (Slater et al., 2019).

In the study of Tse and Chiu colleagues, they aimed to provide insight into how transformational leadership develops the motivational impact of behavior in organizations. The study examined the relationship between the mediating effects of individual identity orientations on the behavioral components of transformational leadership, creative behavior, and citizenship behaviors. According to the study's results, it was seen that transformational leadership affects individual and group citizenship behavior with the effect of identification with the group, according to individual differentiation. In addition to these results, it was seen that the individual-oriented transformational leader gave more meaningful results with the mediation effect of unique differentiation rather than identification with the group in influencing the creative behavior of followers. This study is essential in leadership research because identity orientations give different results depending on the usage area and situation (Tse & Chiu, 2014).

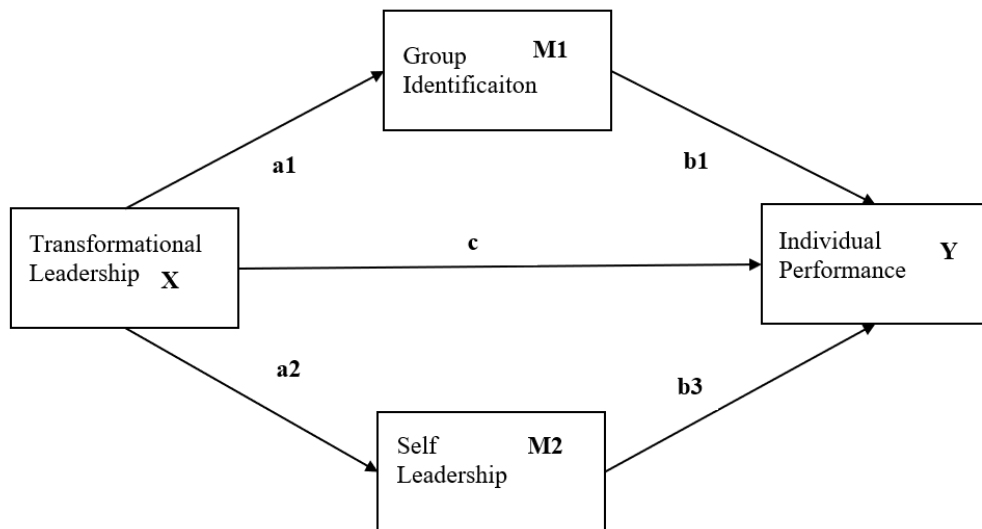
Another study shows that temporary organizational structures are more challenging than permanent organizational structures. Because in temporary organizational structures, teamwork becomes difficult. According to this research, transformational leaders are effective in forming social identity (Ding et al., 2017). This study developed a different perspective in organizational psychology by associating the concept of identification with the project and group identification, which is related to the social identity approach.

### **1.3. PRESENT THESIS**

Leadership definitions have been changing in recent years in leadership studies. The basis of this transformation is the changes in organizations trying to adapt to the complex environment. This change is seen both within the institution, in the environment that makes up the institution, and in individuals (Plowman, 2007). Within the scope of this study, both the leader, the individual and the level of identification of the person with the group will be examined. The most important result of the leadership studies carried out in the light of the social identity approach is that the leader cannot be separated from the social group leaders belongs to. The concept of the influence and effectiveness of the leader, which is often emphasized in transformational leadership, is very important. In the social identity approach, this effect is a mutual effect that occurs with the group that the leader is in. Working with the concept of leadership together with the social identity approach eliminates the inadequacy of examining the leader from the perspective of character and behavior (Tsui, 1984). In addition to these concepts, the concept of self-leadership is also seen in the studies that the leader significantly affects the effectiveness and increases the performance. It is seen that the individual's self-management style has significant effects on performance without the need for a leader. Leadership emerges as a result of individuals' attitudes towards conditions and situations; develops as a result of relationships between individuals; shared in the process. Thus, in every institution, it is foreseen that every employee has a leadership role suitable for leaders (Kimsey, 2017).

Within the scope of this current thesis study, 403 white-collar employees working under a manager were carried out. As seen in the literature review, a study comparing self-leadership and social identity approach has not been done before, and it will be important in leadership research to examine the perceived individual performance and its effect. Within the scope of this study, a mediation model was created. According to this model, a mediation model with TL as focal predictor, self leadership and SI as mediators, and performance as the outcome variable. It is predicted that all these effects will create a positive relationship. The following table shows the research model.

**Figure 1.4 Research Model of Present Thesis**



## **CHAPTER 2**

### **METHODS**

#### **2.1. RESEARCH DESIGN**

This study aims to fill a gap in measuring the mediating role of self-leadership and social identity in the relationship between transformational leadership and performance. In this part of the research, the analysis of the survey, which was created to test the real-life validity of the theoretical information described in the above sections, is included. The survey was created using a five-point Likert scale and includes four main indicators: transformational leadership, self-leadership, group identification, and individual performance. These four indicators are preferred to explore the mediating role of self-leadership and social identity approaches in the effect of perceived transformational leadership on performance.

Demographic information is collected as age, sex, and marital status. A total of 420 people, aged between 20 and 50, participated in the study. The working experiences of the participants in their actual sector and their total working experience information are also collected. The business sectors of the participants are collected as well. The sectors are classified as; automotive, IT, manufacturing, retail, service, healthcare, and others. The levels of the participants are collected as; junior specialist, specialist, senior specialist, supervisor, mid-level manager, top-level manager, and others. As seen in the demographic data, the author intended to reach various level professionals from various sectors to collect accurate data and propose a sufficient perspective on the questions of this research study.

#### **2.2. ESTIMATING THE SAMPLE SIZE**

In order to get a valuable and acceptable statistical result, the sample size should be defined carefully. According to the structure of various kinds of research studies, some methods are available for deciding the right sample size. The sample size is significant to provide the normal distribution assumption first and then perform parametric analyses perfectly.

Although there are various methods for calculating the sample size, the most reliable one is the method calculated with the following formula, which is based on the central limit theorem.

$$E = z_{\alpha/2} \cdot \sqrt{\frac{\hat{p} \cdot \hat{q}}{n}} \longrightarrow n = \frac{(z_{\alpha/2})^2 \cdot \hat{p} \cdot \hat{q}}{E^2}$$

$$\hat{p} = \hat{q} \longrightarrow \hat{p} = 0,5 \quad \hat{q} = 0,5$$

$$\alpha = 0,05 \longrightarrow \frac{\alpha}{2} = 0,025 \quad z_{\alpha/2} = 1,96$$

$$0,05 = 1,96 \cdot \sqrt{\frac{0,5 \times 0,5}{n}} \longrightarrow n = 385$$

While using the above formula, the worst scenario (the meaning of the worst scenario is the maximum number of participants) is assumed. In case of  $\hat{p} = \hat{q}$ , the result converges to the maximum, which is equal to a number of 385 participants. On the other hand, it is known that, in similar studies, some outliers occur once the survey is performed. By making this prediction and according to this information, in order to get accurate survey data, this survey is performed on 420 participants. The application resulted in 17 outliers who did not respond appropriately to the questions. As a result, 403 useful survey data was obtained from the participants, which is higher than the required 385 participants, and this sample size is statistically sufficient for this research study.

### 2.3. MEASURES

At the stage of constructing the scale, some points are vital. One of the essential points is deciding on the scale. Rather than trying to offer a new scale, this research study prefers to utilize the scales proved previously and worked well in the past.

Another point is the suitability of the items in the scale for understanding the participants. If the participants understand the questions correctly, this will increase the potential to collect the correct information. In order to ensure this point, the selected scales are evaluated carefully by the author and translated into Turkish. Four scales are utilized. These four scales are given below with their founders of them.

The Transformational Leadership scale, which was developed by Podsakoff in 1990 and translated into Turkish by İşcan in 2002 (İşcan, 2002), was utilized. This scale consists of 22 questions. The reliability and validity statistics were performed by Bozkır (Podsakoff et. al, 1996). The second scale is the Group Identification scale, which includes ten items and was developed by Kirchler, Palmonari, and Pombeni (1994) to measure the level of identification of individuals with their group. Hortaçsu carried out the Turkish adaptation of the scale. (Hortaçsu, 2000). Anderson and Prussia developed another scale in 1997, named as Self-Leadership Questionnaire (SLQ), and later confirmed by Houghton and Neck (2002); the Revised Self-Leadership Questionnaire (RSLQ) was used in Turkish. This scale consists of 29 questions (Tabak et.al, 2013). The last scale is; the Perceived Individual Performance scale. This scale was created by Borman and Motowidlo (1993) and Boffort and Hattrup (Boffort & Hattrup, 2003). It is adapted into Turkish by Karakurum. It consists of 11 items in total. Six statements on the scale measure task performance and five statements measure situational performance (Karakurum, 2005). Adapting a scale to another foreign language may cause various problems. Since the socio-cultural structure of the country where the scale was created, and the socio-cultural structure of the country where the scale was adapted are different, it is normal to have such problems. The originals of the statements that make up the scales are given in APPENDIX 6 to APPENDIX 10. For the factor analysis to be carried out smoothly, the 20th, 21st, and 22nd questions in the 'Transformational Leadership' scale, the 23rd-34th in the 'Group Identification' scale, and the 10th-17th in the 'Individual Performance' scale were removed. After the questions were removed, the 'Imagining Successful Performance by Setting a Goal for Oneself,' and 'Self Punishment' scales were deleted because no expressions were left.

One statement each remained on the 'Focusing Thought on Natural Rewards' and 'Visualizing Successful Performance' scales. As it was seen that these two scales, which were used at the beginning, did not give results consistent with the other findings of the questionnaire, it was decided to exclude them from the evaluation. The research used quantitative analysis based on numbers, data, and analytical observations.

Except for demographic information, only the options listed below are available for all the expressions that make up the survey.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

#### **2.4. SETTINGS**

The research used IBM SPSS version 25 for descriptive statistics, normal distribution analysis, reliability analysis, factor analysis, and ANOVA tests. For the analysis of hypotheses 1 through 4, 'The process macro for SPSS by Dr. Andrew F. Hayes' was used. For the structural equation modeling, SPSS AMOS software version 26 was used. Microsoft Excel software 2019 version was used to interpret all SPSS outputs in the research and to organize the tables.

**CHAPTER 3**  
**RESULTS**

**3.1. DESCRIPTIVE ANALYSIS**

Descriptive statistics are a type of summary statistics that quantitatively describe and summarize the variables in a data set. Descriptive statistics differ from inferential statistics in that it summarizes a sample rather than using data to gain various information about the population the dataset is thought to represent. Descriptive statistics of demographic data used in the survey are given in Table 3.1.

**Table 3.1 Descriptive Statistics**

	N	Mean	Std. Deviation	Variance	Skewness	Kurtosis
Age	403	2,80	1,541	2,375	,643	-,612
Gender	403	1,46	,499	,249	,175	-1,979
MaritalStatus	403	1,54	,586	,343	,539	-,642
JobID	403	3,10	1,530	2,342	,326	-1,059
Sector	403	3,10	1,699	2,886	,425	-,760
CurrentTime	403	2,30	1,069	1,142	,762	-,060
TotalTime	403	3,33	1,164	1,356	-,116	-1,094
Valid (listwise)	N 403					

In the survey conducted during the research, 17 people were found to have outliers. It was observed that these 17 people gave 5 or 1 answers to all questions or gave inconsistent answers without reading the questionnaire. For example; One participant, who saw his manager as an exemplary leader, stated that his leader did not value him and that his leader had no knowledge about the future. Due to such participants, it became difficult for the data to show a normal distribution. In order for the data to show normal distribution, these 17 individuals were excluded from the analysis. The 'JobID' tag represents the hierarchy of employees such as assistant specialist, specialist, senior specialist, first-level manager, mid-level manager, and top-level manager. The 'Sector' label represents the sectors in which the participants work, such as production, informatics, automotive, retail, service, health, and others. The 'CurrentTime' label represents the years the participants have worked at their current workplace. In contrast, the 'TotalTime' label represents the total time the participants spend in their work life.

Although descriptive statistics tables give general information about demographic variables, more meaningful and quality information about the data set can be obtained thanks to cross tables.

**Table 3.2. Age and Gender**

		<b>GENDER</b>			
		<b>Female</b>	<b>Male</b>	<b>Total</b>	
<b>AGE</b>	23-26 Age	Count	54	38	92
		% of Total	13,4%	9,4%	22,8%
	27-30 Age	Count	74	43	117
		% of Total	18,4%	10,7%	29,0%
	31-35 Age	Count	42	32	74
		% of Total	10,4%	7,9%	18,4%
	36-40 Age	Count	21	32	53
		% of Total	5,2%	7,9%	13,2%
	41-45 Age	Count	17	17	34
		% of Total	4,2%	4,2%	8,4%
	46 and above	Count	11	22	33
		% of Total	2,7%	5,5%	8,2%
<b>Total</b>	Count	219	184	403	
	% of Total	54,3%	45,7%	100,0%	

There are six different age groups, and 45.7% of the participants are male, while 54.3% are female. The group with the highest number of participants in women and men is the 27-30 age group. While the group with the lowest number of participants is

over the age of 46 in women, it is the age group of 41-45 in men. In the hierarchy of business life, while younger employees generally work in entry and mid-level positions, there is progress in the position of older employees. From this point of view, the weighted age group in the data set is almost in the middle part. In parallel with this information, the hierarchical structure also shows similarity.

**Table 3.3. Sector and Job Type**

		JobID						Total	
		Asst. Sp	Spclst	Sr. Spclst	First Lev Man	Mid Lev Man	Top Lev Man		
Sector	Manufacturing	Count	24	24	16	15	11	5	95
		% Total	6,0%	6,0%	4,0%	3,7%	2,7%	1,2%	23,6%
	Informatics	Count	11	16	13	12	11	5	68
		% Total	2,7%	4,0%	3,2%	3,0%	2,7%	1,2%	16,9%
	Automotive	Count	13	22	14	12	21	6	88
		% Total	3,2%	5,5%	3,5%	3,0%	5,2%	1,5%	21,8%
	Retail	Count	4	25	11	7	6	3	56
		% Total	1,0%	6,2%	2,7%	1,7%	1,5%	,7%	13,9%
	Service	Count	3	18	12	7	12	7	59
		% Total	,7%	4,5%	3,0%	1,7%	3,0%	1,7%	14,6%
	Health	Count	6	6	4	3	5	0	24
		% Total	1,5%	1,5%	1,0%	,7%	1,2%	0,0%	6,0%
	Other	Count	0	5	1	2	3	2	13
		% Total	0,0%	1,2%	,2%	,5%	,7%	,5%	3,2%
	Total	Count	61	116	71	58	69	28	403
		% Total	15,1%	28,8%	17,6%	14,4%	17,1%	6,9%	100,0%

Seven different sectors were defined for the sector part of the research, and six different positions were defined for the hierarchical structure of the research. Table 3.3 shows the distribution of hierarchical structure over occupational groups. 23.6% of the participants work in the manufacturing sector, and this employee group represents the largest group among the participants. The lowest number of employees, with a rate of 3.2%, is in the ‘other’ group. The six sectors, excluding the ‘other’ group, were considered quite efficient in interpreting the data, as they covered 96.8% of all participants. It was observed that as the participants' positions in the hierarchical structure increased, their number in the group decreased. For example, while there are 116 participants in the specialist position, there are 28 participants in the top-level manager position.

The existence of a significant relationship between job level and self leadership is one of the subjects that the research attaches importance to. Analysis of variance was performed to observe the existence of such a possible relationship.

**Table 3.4 Levene Test for relationship between job level and self leadership**

<b>Levene Statistic</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>
1,607	5	397	,157

ANOVA method is used to analyze an independent variable with more than two options and a dependent variable. In order to perform the ANOVA test, 2 prerequisites must be met. The first of these is the fulfillment of the normal distribution assumption that; This assumption has been proved in the above sections. The second assumption is the principle of homogeneous distribution of variances. Levene Statistic was applied to

test the homogeneity of the variances in Table 3.4. The P value was found to be 0.157 ( $P>0.05$ ) and it was seen that the data was homogeneous.

**Table 3.5 ANOVA for relationship between job level and self leadership**

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	4,983	5	,997	4,018	,001
Within Groups	98,473	397	,248		
Total	103,456	402			

Since the homogeneity assumption was also provided, the ANOVA test was performed and the results are presented in Table 3.5. Mean square reported as 0.997 for between groups and 0.248 for within groups. However, at %95 confidence interval, P value reported as 0.001 which is smaller than 0.05 ( $P<0.05$ ). This result shows that there is a difference between the groups. In order to see the difference between which groups, 'post-hoc' analysis was performed and the 'Scheffe' model was chosen as the method. When the analysis results in Appendix 3 were examined, it was seen that the 'Specialist' group and the 'Asst. Specialist' group differed significantly from the other groups.

The existence of a significant relationship between age and group identification is one of the subjects that the research attaches importance to. Analysis of variance was performed to observe the existence of such a possible relationship.

**Table 3.6 Levene Test for relationship between age and group identification**

<b>Levene Statistic</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>
1,695	5	397	,135

As mentioned before to show that the second condition is Levene Statistic was applied to test the homogeneity of the variances in Table 3.6. The P value was found to be 0.135 ( $P > 0.05$ ) and it was seen that the data was homogeneous.

**Table 3.7 ANOVA for relationship between age and group identification**

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	13,538	5	2,708	3,412	,005
Within Groups	315,040	397	,794		
Total	328,578	402			

Since the homogeneity assumption was also provided, the ANOVA test was performed and the results are presented in Table 3.7. Mean square reported as 2.708 for between groups and 0.794 for within groups. However, at %95 confidence interval, P value reported as 0.005 which is smaller than 0.05 ( $P < 0.05$ ). This result shows that there is a difference between the groups. In order to see the difference between which groups, 'post-hoc' analysis was performed and the 'Tukey' model was chosen as the method. When the analysis results in Appendix 4 were examined, it was seen that the '46 and above' group differed significantly from the other groups.

The existence of a significant relationship between current working time and group identification is one of the subjects that the research attaches importance to. Analysis of variance was performed to observe the existence of such a possible relationship.

**Table 3.8 Levene Test relationship between current working time and GI**

<b>Levene Statistic</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>
1,441	4	398	,220

As mentioned before to show that the second condition is Levene Statistic was applied to test the homogeneity of the variances in Table 3.8. The P value was found to be 0.220 ( $P > 0.05$ ) and it was seen that the data was homogeneous.

**Table 3.9 ANOVA relationship between current working time and GI**

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	12,518	4	3,130	3,941	,004
Within Groups	316,060	398	,794		
Total	328,578	402			

Since the homogeneity assumption was also provided, the ANOVA test was performed and the results are presented in Table 3.9. Mean square reported as 3.130 for between groups and 0.794 for within groups. However, at %95 confidence interval, P value reported as 0.004 which is smaller than 0.05 ( $P < 0.05$ ). This result shows that

there is a difference between the groups. In order to see the difference between which groups, 'post-hoc' analysis was performed and the 'Scheffe' model was chosen as the method. When the analysis results in Appendix 5 were examined, it was seen that the '16 and above' group differed significantly from the other groups.

### **3.2. NORMAL DISTRIBUTION ASSUMPTION**

Normality tests in statistics are a series of non-parametric statistical tests. The purpose of normality tests is to examine the conformity of a given data set to a normal distribution. Although a number of non-parametric tests have been developed, many statisticians in practice use notation comparisons that are less precise and require more subjective common sense and expertise. Normality tests are not only used in the direct analysis of sample data, but they are also widely used in econometric analyses to investigate whether the errors after estimating a single regression equation are normal.

The normality test was applied to the existing data; the test results are shown in Table 3.10. Since the sample size is above 30 participants, the results of the Shapiro-Wilk test were taken into account. As a result of the test, it is determined that the P values of all 16 scales are less than 0.05 ( $P < 0.05$ ). For that reason, although it was observed that the data is not normally distributed at first, the detailed descriptive table is effective in the final decision of normality.

**Table 3.10. Normal Distribution Test with Shapiro-Wilk**

	Shapiro-Wilk		
	Statistic	df	Sig.
Vision, Inspiration, and Providing an Appropriate Model	,935	403	,000
Fostering the Acceptance of Group Goals	,915	403	,000
Intellectual Stimulation	,953	403	,000
Providing Individualized Support	,947	403	,000
Visualizing Successful Performance	,918	403	,000
Self-Reward	,919	403	,000
Self-Talk	,891	403	,000
Evaluating Beliefs and Assumptions	,889	403	,000
Self-Observation	,913	403	,000
Self-Cueing	,837	403	,000
Task Performance	,902	403	,000
Contextual Performance	,899	403	,000
Transformational Leadership	,939	403	,000
Group Identification	,960	403	,000
Self-Leadership	,951	403	,000
Individual Performance	,922	403	,000

Although the normal distribution analysis is done with the Shapiro-Wilk test in the classical statistical approach, it is known that this test does not give realistic results

in survey data based on the Likert scale. Tabachnick and Fidell's approach to the normal distribution assumption is important at this point. According to them, if a scale's kurtosis and skewness values are between +1.5 and -1.5, this data is normally distributed (Tabachnick & Fidell, 2013). When the data in Table 5 are examined, it has been determined that the kurtosis and skewness values of all the scales that make up the survey are within the allowable range. In line with this information, it was accepted that the data set had a normal distribution. This paved the way for performing parametric analyzes in the following stages. See Appendix 1 for the Skewness and Kurtosis table.

**Table 3.11 Normal Distribution Analysis with Skewness and Kurtosis**

	Mean	Variance	Std. Deviation	Skewness	Kurtosis
Vision, Inspiration, and Providing an Appropriate Model	3,8283	,764	,87422	-,820	,106
Fostering the Acceptance of Group Goals	3,8546	,985	,99261	-,789	-,013
Intellectual Stimulation	3,4925	1,060	1,02938	-,455	-,590
Providing Individualized Support	3,5028	1,161	1,07752	-,469	-,536
Visualizing Successful Performance	4,3209	,345	,58745	-,869	,679
Self-Reward	3,9236	,791	,88924	-,694	,169
Self-Talk	4,1481	,610	,78118	-,997	,890
Evaluating Beliefs and Assumptions	4,3874	,314	,56019	-,802	,611
Self-Observation	4,3679	,288	,53666	-,728	,335
Self-Cueing	4,2816	,609	,78033	-1,041	,782
Task Performance	4,3656	,331	,57522	-,869	,043
Contextual Performance	4,0424	,718	,84730	-1,011	,763
Transformational Leadership	3,7298	,763	,87326	-,772	-,121
Group Identification	4,2571	,257	,50730	-,623	,312
Self-Leadership	3,7452	,817	,90408	-,638	-,256
Individual Performance	4,2581	,350	,59139	-,949	,517

### **3.3. RELIABILITY ANALYSIS**

Reliability analysis is a statistical analysis technique used to evaluate the scale's internal consistency over the correlations of scale items in survey studies. Within the scope of reliability analysis, many different approaches are used, such as the Cronbach Alpha coefficient and the Gutman coefficients technique. According to Cronbach's Alpha, for a scale to be considered reliable, its Alpha value must be at least 0.70 (Bland, 1997).

**Table 3.12 Reliability Analysis for Scales of the Survey**

<b>Scale</b>	<b>Cronbach's Alpha</b>	<b>Cronbach's Alpha Based on Standardized Item</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Number of Items</b>
Vision, Inspiration, and Providing an Appropriate Model	0,9250	0,9250	30,61	6,996	8
Fostering the Acceptance of Group Goals	0,9520	0,9530	19,27	4,963	5
Intellectual Stimulation	0,7760	0,7760	10,48	3,088	3
Providing Individualized Support	0,8950	0,8950	10,51	3,232	3
Visualizing Successful Performance	0,8350	0,8410	30,25	4,112	7
Self-Reward	0,8730	0,8730	11,77	2,667	3
Self-Talk	0,7990	0,8000	12,44	2,343	3
Evaluating Beliefs and Assumptions	0,6770	0,6760	13,16	1,68	3
Self-Observation	0,7080	0,7120	17,47	2,147	4
Self-Cueing	0,7280	0,7310	8,56	1,561	2
Task Performance	0,8580	0,8630	26,19	3,451	6
Contextual Performance	0,7800	0,7880	12,13	2,541	3
Transformational Leadership	0,9630	0,9640	70,87	16,594	19
Group Identification	0,9170	0,9190	93,66	11,165	22

Self-Leadership	0,9540	0,9530	37,45	9,041	10
Individual Performance	0,8660	0,8780	38,32	5,318	9

When the results in Table 6 are examined, it is seen that other scales have values greater than 0.7, except for one scale. It is seen that the Evaluating Beliefs and Assumptions scale has a value of 0.676, and this value is very close to 0.7. It was concluded that such a small difference would not impair reliability. In line with all this information, it has been understood that the scales constituting the whole of the research are reliable.

#### **3.4. KMO (KAISER MAYER OLKIN)-BARTLETT TEST**

The KMO test explains whether the sample is sufficient for analysis. KMO takes a value between 0 and 1. The closer it is to 1, the more suitable the sample for factor analysis. KMO value should be greater than 0.50

The Bartlett test decides whether the data matrix is the unit matrix and whether the correlation between the variables is sufficient. It tests the null hypothesis of "all correlation coefficients are zero ."KMO values closer to 1.0 are considered ideal, while values less than 0.5 are unacceptable. Most scholars have recently argued that a KMO of at least 0.80 is good enough for factor analysis to commence. As a result of the test, the KMO value was found to be 0.945. In addition, since Bartlett's Test result was  $P < 0.05$ , it was seen that the expressions were suitable for factor analysis, as given in Table 7.

**Table 3.13. Bartlett's Test of Sphericity**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,945
Bartlett's Test of Sphericity	Approx. Chi-Square	18622,727
	df	1770
	Sig.	0,000

### **3.5. FACTOR ANALYSIS**

Factor analysis gathers the variables that are highly correlated with each other. Thus, the number of variables is reduced, and advantages such as ease of visualization and interpretation of the analysis are provided. A factor; is a linear combination of variables. It cannot be observed directly, variables are observed, and factors emerge as a result of those variables. It is the reduction of a set of variables in terms of a small number of latent factors.

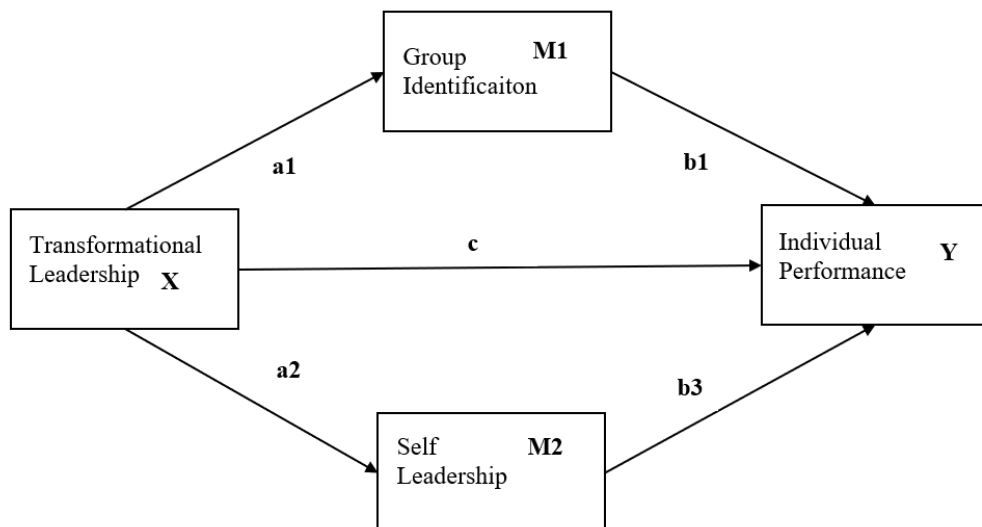
The maximum likelihood method was chosen for extraction, a fixed number of factors was chosen for extract type, and Oblimin with Kaiser Normalization was chosen for the rotation method, with converged in 9 iterations. All partitions with an 'Eigen' value above one are assigned as factors. According to the results in Appendix 2, all expressions were distributed over four factors as planned at the beginning of the research.

### **3.6. STRUCTURAL EQUATION MODELING (SEM) WITH AMOS**

The mediating or interfering effect has been used by many researchers working in the field of social sciences in recent years to analyze the mediating variables and analyzes the relationship between the independent variable and the dependent variable. This research focused on using the mediation effect in a structural model to obtain two-way explanation using these effects simultaneously. According to Bollen, discovering the mediator is the integration of mediating variables that can explain both effects simultaneously (Afthanorhan, Ahmad, & Safee, 2014).

Structural equation modeling is a statistical model that examines the relationship between one or more continuous or discrete independent variables and one or more continuous or discrete dependent variables. This model is also referred to by names such as 'path analysis, confirmatory factor analysis, and analysis of covariance structures in the literature. The most important feature of structural equation modeling is that it can answer multiple regression questions within the model (Ulman & Bentler, 2012).

**Figure 3.1. Research Model**



A structural equation model was created for the research, as shown in Figure 1, whereas 'a1' shows the effect of Transformational Leadership on Group Identification, 'a2' shows the effect of Transformational Leadership on Self-Leadership, 'c' shows the direct effect of Transformational Leadership on Individual Performance, 'b1' shows the indirect effect of Group Identification on Individual Performance and 'b2' shows the indirect effect of Self-Leadership on Individual Performance.

The main claim of the research is that the effect of ' Transformational Leadership' on ' Individual Performance' is mediated by ' Group Identification' and '

Self-Leadership' together. For the analysis to give accurate results, reliability analysis and factor analysis must be completed beforehand. As a matter of fact, these analyzes are included in sections 2.8 and 2.10.

**Figure 3.2 AMOS Model Output with Standardized Beta Coefficients**

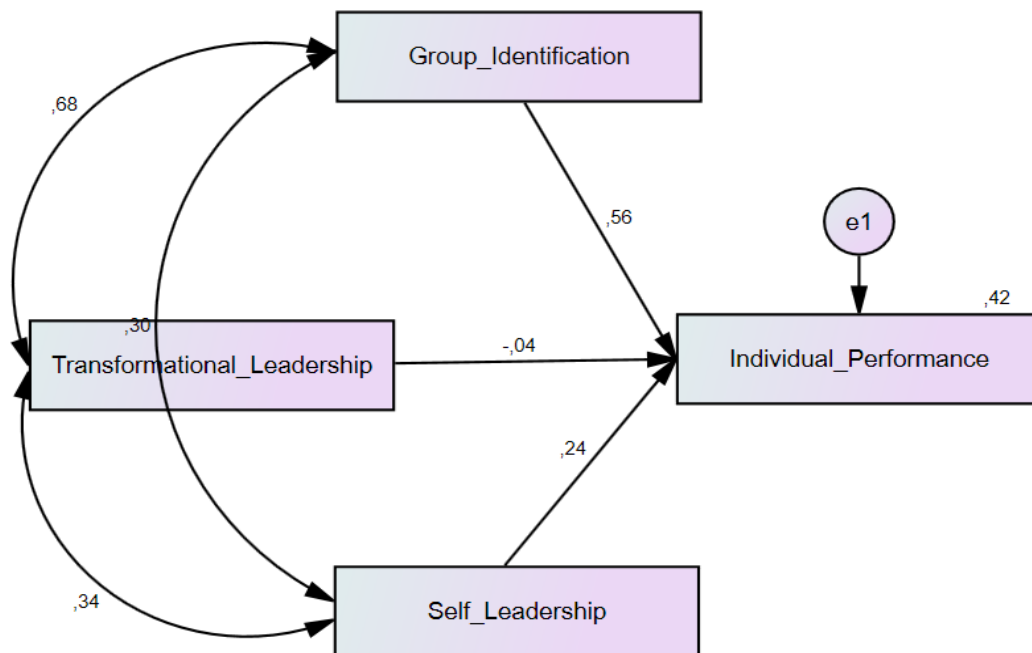


Figure 3.2 shows the results of the SEM analysis with AMOS, and the numbers shown in the figure are standardized coefficients. Standardized weights are the beta coefficients in a standard regression analysis context. Beta coefficients allow comparative judgments to be made about which effects in the model are larger and smaller. In other words, it is similar to interpreting the effects' size or magnitude in

terms of their absolute values. The results were significant as meeting the expectations of the research.

**Table 3.14 Standardized Coefficients**

		Estimate	SE.	CR.	P	Label
Individual_Performance	<--- Transformational_Leadership	-0,040	0,036	-0,681	0,496	
Individual_Performance	<--- Group_Identification	0,560	0,034	10,919	***	
Individual_Performance	<--- Self_Leadership	0,240	0,047	5,86	***	

While 'Transformational Leadership' has a negative direct effect on 'Individual Performance,' 'Group Identification' and 'Self-Leadership' have a positive indirect effect on 'Individual Performance.' Standardized Direct Effect of self leadership reported as 0.237 and group identification reported as 0.564.

As shown in Table 3.14, the effect of 'Transformational Leadership' on 'Individual Performance' was insignificant at the 95% confidence interval (P=0.496). In contrast, the effect of 'Group Identification' and 'Self-Leadership' on 'Individual Performance' was significant. As a result, the model has a total effect of 42% on 'Individual Performance' with mediating effect of 'Group Identification' and 'Self-Leadership' and a direct effect of 'Transformational Leadership'.

### 3.7. TESTING OF HYPOTHESES

The hypotheses established throughout this study were set up to fit the following template.  $H_0: p = p_0$  In this study, a total of 8 hypotheses will be tested in accordance with the formula given below.

$$z = \frac{\hat{p} - p_0}{\sqrt{\frac{p_0(1 - p_0)}{n}}}$$

The last parts of the research explained the theoretical relations of Transformational Leadership, Group Identification, Self-Leadership, and Individual Performance. Each of these titles is defined as a scale and represents the dependent variables of the research. The analysis will be examined in two parts the relationship of dependent variables with dependent variables (DV → DV) and the relationship of dependent variables with independent variables (DV → IV).

At this stage of the research, the analysis of the hypotheses specified in section 2.5 will be included. Again, it was observed that the data had a normal distribution, as previously explained in section 2.7. In this way, after this point, the parametric analysis will be continued. Since all variables are continuous, Model 4 (Hayes, 2013). was performed with the "SPSS Process" extension to test whether there is a mediating effect on Individual Performance, one of the dependent variables, "Self Leadership and Group Identification ."In the past years, when examining the mediation analysis results, interpretations were made by looking at the 'LLCI' and 'ULCI' values. Over time, this method has been found to be insufficient. Today, in the contemporary statistical approach, researchers now make decisions by looking at the 'BootLLCI' and 'BootULCI' values (Gürbüz, 2019).

As shown in Figure 3.1, Path a1 represents the effect of transformational leadership on group identification. Path a2 represents the effect of transformational leadership on self-leadership. Path C represents the direct effect of transformational leadership on individual performance. Path b1 represents the effect of group identification on individual performance. Path b2 represents the effect of self-leadership on individual performance.

### **3.7.1. Relationship between TL and performance**

H1: Transformational leadership and performance will be positively related.

**Table 3.15 Effects of TL,GI,SL on IP**

<b>Model Summary</b>							
	R	R-sq	MSE	F	df1	df2	P
	0,6503	0,4228	0,2034	97,4365	3,0000	399,0000	0,0000
<b>Model</b>							
	coeff	se	t	p	LLCI	ULCI	
Constant	1,7883	0,1943	9,2025	0,0000	1,4063	2,1703	
TL_Scale	-0,0242	0,0357	-0,6784	0,4979	-0,0943	0,0459	
GI_Scale	0,3691	0,0339	10,8786	0,0000	0,3024	0,4358	
SL_Scale	0,2766	0,0474	5,8384	0,0000	0,1835	0,3698	
<b>Standardized coefficients</b>							
	coeff	coeff					
TL_Scale		-0,0357					
GI_Scale		0,5642					
SL_Scale		0,2373					

As shown in table 3.15, TL is not a significant positive or negative predictor of IP since  $b = -0.0242$ ,  $s.e = 0.0357$ ,  $p > 0.05$  ( $p = 0.4979$ ). In addition, when Table 3.18 is examined, LLCI and ULCI for direct effect of TL on IP includes 0 (zero) – which they are reported as  $-0.0943 - 0.0459$ . Consequently, H1 hypothesis rejected. Transformational leadership has no positively relation with performance.

### 3.7.2. Relationship between TL and SI

H2: Transformational leadership and self leadership will be positively related.

**Table 3.16 Effect of TL on SL**

<b>Model Summary</b>							
	R	R-sq	MSE	F	df1	df2	P
	0,3404	0,1159	0,2281	52,5521	1,0000	401,0000	0,0000
<b>Model</b>							
	coeff	se	t	p	LLCI	ULCI	
Constant	3,5196	0,1045	33,6847	0,0000	3,3141	3,7250	
TL_Scale	0,1977	0,0273	7,2493	0,0000	0,1441	0,2514	
<b>Standardized coefficients</b>							
	coeff						
TL_Scale	0,3404						

As show in the table 3.16, TL is a significant positive predictor of SL ( $b=0.1977$ ,  $s.e=0.0273$ ,  $p<0.05$ ). Notice tahet the standardized regression coefficient for this path is 0.3404. In line with all this information H2 hypothesis accepted. Transformational leadership has a significant positively relationship with self leadership.

### 3.7.3. Relationship between TL and GI

H3: Transformational leadership and group identification will be positively related.

**Table 3.17 Effect of TL on GI**

<b>Model Summary</b>							
	R	R-sq	MSE	F	df1	df2	P
	0,6760	0,4570	0,4449	337,4952	1,0000	401,0000	0,0000
<b>Model</b>							
	coeff	se	t	p	LLCI	ULCI	
Constant	1,1348	0,1459	7,7762	0,0000	0,8479	1,4216	
TL	0,6999	0,0381	18,3710	0,0000	0,6250	0,7748	
<b>Standardized coefficients</b>							
	coeff						
TL	0,6760						

As shown in the table 3.17, TL is a significant positive predictor of GI ( $b=0.6999$ ,  $s.e=0.0381$ ,  $p<0.005$ ). This coefficient reflects the direct effect of TL on GI within the path model. Notice that the standardized path coefficient is also provided which is 0.676. In line with all this information H3 hypothesis accepted. Transformational leadership and group identification is positively related.

### 3.7.4. Relationship between Self leadership and performance

H4: Self leadership will be positively related with performance.

As shown in the table 3.15, SL is a significant positive predictor of IP since  $b=0.2766$ ,  $s.e=0.0474$ ,  $p<0.05$ . In line with all this information H4 hypothesis accepted. Self leadership is positively related with performance.

### 3.7.5. Relationship between GI and performance

H5: Group Identification will be positively related to performance.

As shown in the table 3.15, GI is a significant positive predictor of P since  $b=0.3691$ ,  $s.e=0.0339$ ,  $p<0.05$ . In line with all this information H5 hypothesis accepted. Group Identification is positively related to performance.

### 3.7.6. Indirect Effect of Group Identification

**Table 3.18. Total, Direct and Indirect Effects of TL on P**

<b>Model Summary</b>					
Effect	se	t	p	LLCI	ULCI
0,2888	0,0306	9,4424	0,0000	0,2287	0,3490
<b>Direct Effect of TL on P</b>					
Effect	se	t	p	LLCI	ULCI
-0,0242	0,0357	-0,6784	0,4979	-0,0943	0,0459
<b>Indirect Effect(s) of TL on P</b>					
Effect	BootSE	BootLLCI	BootULCI		
Total	0,3130	0,0311	0,2543	0,3758	
GI_Scale	0,2583	0,0303	0,2000	0,3200	
SL_Scale	0,0547	0,0129	0,0312	0,0817	
<b>Completely Standardized Indirect Effect(s) of TL on P:</b>					
Effect	BootSE	BootLLCI	BootULCI		
Total	0,4622	0,0395	0,3857	0,5385	
GI_Scale	0,3814	0,0400	0,3022	0,4606	
SL_Scale	0,0808	0,0187	0,0463	0,1191	

As shown in the table 3.18, the unstandardized indirect effect of TL on P via the GI was 0.2583 and statistically significant (given 0 does not fall within the confidence interval). This effect is referred to as specific indirect effect. In line with all this

information H6 hypothesis accepted. The indirect effect of group identification is significant.

### 3.7.7. Indirect effect of SL

H7: The indirect effect of self leadership will be significant.

As shown in the table 3.18, the unstandardized indirect effect of TL on IP via the SL was 0.0547 and statistically significant (given 0 does not fall within the confidence interval). This effect is also referred to as specific indirect effect. In line with all this information H6 hypothesis accepted. The indirect effect of self leadership is significant.

### 3.7.8. Relationship between TL and performance through SL and GI

As shown in the table 3.18, the total indirect effect is the sum of the two specific indirect effects; and this can also be tested. The total indirect effect is  $0.2583 + 0.0547 = 0.3130$ . The total indirect effect is statistically significant as 0 falls outside the confidence interval.

**Table 3.19 Total Effect Model**

<b>Model Summary</b>						
R	R-sq	MSE	F	df1	df2	P
0,4265	0,1819	0,2868	89,1585	1,0000	401,0000	0,0000
<b>Model</b>						
	coeff	se	t	p	LLCI	ULCI
Constant	3,1808	0,1172	27,1472	0,0000	2,9504	3,4111
TL_Scale	0,2888	0,0306	9,4424	0,0000	0,2287	0,3490
<b>Standardized coefficients</b>						
	coeff					
TL_Scale	0,4265					

According to the table 3.19, standardized beta coefficient for the total effect of the TL on P was reported as 0.4265

Table 9 represents the model summary whereas total effect is 0.4622, direct effect of Transformational Leadership on Individual Performance is 0.3007, indirect effect of Transformational Leadership on Individual Performance with Group Identification is 0.3814 and indirect effect of Transformational Leadership on Individual Performance with Self Leadership is 0.0808. Since, absolute value of boot lower limit confidence intervals and boot upper limit confidence intervals does not include zero, indirect effects are significant at %95. Also notice that, according to the table 13, standardized beta coefficient for the total effect of the TL on P was reported as 0.4265 In line with the values obtained as a result of this test, H8 hypothesis was accepted. It was seen that the model had a strong mediating effect, and, there is a partial mediation since direct effects in the presence of the mediator is significant.

## **CHAPTER 4**

### **DISCUSSION**

Understanding the complex structure of the workforce, and motivating employees in line with organizational goals despite many differences and difficulties, increases the need for effective leadership skills day by day. There is a need for leaders who see the future, have an open horizon, manage change successfully, analyze environmental changes well and adapt the organization to changes. In leadership theory, it is the leader's responsibility to fulfill the common tasks of individuals in groups and organizations, to ensure that they work in harmony as a team, and to fulfill the continuity of the institution by meeting the needs of each individual in this context. (Adair, 2002). In this period when the importance of the concept of leadership is increasing, transformational leadership has been chosen as the research topic for this study. According to the research, there is harmony between the thoughts, feelings, and behaviors of the transformational leader and the thoughts, feelings, and behaviors of the followers. This creates a leadership approach that does not separate the leader from the leader's followers. However, the identification of the leader and the followers with the group they belong to is very important in this dual relationship. Within the scope of this study, the concept of identification with the group was also examined in order to examine the effect of the leader on performance. The process of identification with the group occurs as a result of people associating themselves with the specific values of the social group to which they belong, and their identities shaped by their own values (Larson & Pepper, 2003).

Another subject explored in this thesis is the concept of self-leadership. Because the important point that should be taken as a criterion for the transformational leadership to be effective is that the employees gain the skills to overcome the negativities by acting without the leader's instructions. This situation requires employees to be a leader at the same time. It is very important for the followers to be leaders, to produce solutions when they are alone with a problem, and to develop new methods when traditional methods do not respond. (Avolio & Bass, 2004). This is

related to the concept of self-leadership. Self-leadership literature focuses more on performance improvements (Neck & Manz, 2013). In the literature reviews, the relationships between the transformational leadership characteristics of managers and performance were frequently examined. The approach that leader behavior should not be evaluated separately from the group of leaders and followers has been shown in Tsui's studies, and the social identity approach has also gained importance. Within the scope of this study, individual and group effectiveness are examined. A study examining the relationship between self-leadership concept and group identification approach between self-leadership and performance has not been found in the literature before (Tsui & O'Reilly, 1989). The aim of this study is to examine the concept of self-leadership and identification with the group in the relationship between the transformational leadership of employees' managers and their perceived individual performance.

Within the scope of this thesis, a questionnaire was sent to 403 white-collar employees working with the manager. The research was carried out through the links of the researcher without sector, or location breakdown. The first hypothesis examined in this study is that the relationship between transformational leadership and performance is positive. However, in this study, the relationship between transformational leadership and performance emerged as negative. Thus, this hypothesis is rejected. In the analysis part, the results are given in detail. In the studies of Yukl, Kondrat, and Bass, it is seen that transformational leadership positively affects performance. However, in this thesis study, a negative effect was detected.

Transformational leadership has become one of the indispensable managerial qualities in contemporary civilizations. As mentioned in the sections above, studies show a positive relationship between transformational leadership and individual performance. The fact that transformational leadership has not yet reached a sufficient level in Turkey is thought to be the reason why the effect is negative. In addition, as expected, it was observed that the scales of group identification and self-leadership had a very strong mediating effect on individual performance. However, in this study, the

relationship between transformational leadership and performance emerged as negative. Thus, this hypothesis is rejected. In the analysis part, the results are given in detail. In the studies of Yukl, Kondrat and Bass, it is seen that transformational leadership positively affects performance. However, in this thesis study, a negative effect was detected. In the literature review, a negative effect was observed in the study named job satisfaction and organizational commitment effect in the transformational leadership towards employee performance. (Eliyana & Muzakki, 2019). It can be said that this negative effect depends on the corporate culture and leadership attitudes.

Other hypothesis; The relationship between transformational leadership and self-leadership is positive. This hypothesis has been satisfied. In particular, it is seen in the literature reviews that the transformational leader affects the concept of self-leadership. With the individual attention and influence of the transformational leader, the self-management skills of the followers increase (Bass M. , 1990). The third hypothesis, transformational leadership, is positively associated with identification with the group. In the literature reviews, it is seen that there is a positive relationship between transformational leadership and social identity approach. The concept of identification with the group, used in this research, has also been examined as organizational identification in other studies. There is a positive effect between identification with the group and the organization and transformational leadership. (Knippenberg, 2003; Kırkpınar & İşcan, 2018; Hirst, 2009)

Another hypothesis is that the concepts of self-leadership and identification with the group are positively related to performance. This hypothesis was also accepted. In the literature review, this relationship was found to be positive. It can be found the detailed research in chapter 1.2 of the Thesis. In other hypotheses, the indirect effect of the concept of self-leadership and identification with the group on this model is significant. This hypothesis was also accepted in the research.

Hypothesis forming the research model, Relationship between transformational leadership and performance through self leadership and group identification. This hypothesis was accepted. It has been seen that the model has a strong mediating effect

and there is partial mediation because the direct effects are significant in the presence of the mediator. The part that distinguishes this thesis from other studies and will make an important contribution to the literature is the comparative examination of the effects of self-leadership and identification with the group. As a result of the analysis, it is seen that the mediation effect of identification with the group is higher than the mediation effect of self-leadership. According to standardized beta coefficients, the indirect effect of group identification on individual performance was 38%. In comparison, the effect of the self-leadership scale on individual performance was 8%. In this case, it is seen that the pluralistic approach is given more importance than the individualist approach in Turkey. Another point to be underlined is that while transformational leadership is inversely related to individual performance, it is positively associated with contextual performance and has a direct effect of 11%. Since the individual performance scale consists of contextual performance and task performance variables, the inverse relationship actually lies in task performance.

It is claimed that with transformational leadership behaviors, leaders motivate their followers to their level for higher performance (Bass, 1985). In addition to this study, performance; It was also examined for its two sub-dimensions as task and contextual performance. While there was no significant relationship on task performance, there was a significant relationship on contextual performance. In the literature review, it is seen that there are significant relationships between task performance and transformational leadership (Liao&Chuang, 2007; Mackenzie, Podsakoff & Rich, 2001). Since this study examines the social identity approach, it is very important to analyze the contextual performance. In other literature studies, it is stated that the positive relationship between transformational leadership and individual performance is related to the type of organizations, leader level and cultural approaches. In the literature studies, it has been determined that transformational leadership is in a stronger relationship with contextual performance rather than task performance. Accordingly, contextual performance becomes critical in achieving collective goals (Wang et al, 2011).

In addition to the hypotheses, it is thought that the studies we have done as a preliminary analysis will also make an important contribution. When effect of the position levels of the participants on individual performance was analyzing, it was seen that the employees at the beginner level (Assistant Specialist, Specialist) showed a higher effect and differed significantly from other groups. In line with the course of the research and as expected, it was seen that the young population was more enthusiastic. It is observed that this effect gradually decreases as the age of the employees or their positions increases. The effects of the age of the participants on the 'Group Identification' scale, it was seen that relatively older people were more inclined to group culture, just as expected. From a social point of view, it is known that people aged 46 and over are more adaptable, and the younger population is more enthusiastic and individualistic. Looking at the effect of working time spent in the current workplace on group identification, it has been revealed that those who spend the longest time at work in a way that overlaps with the whole of the work adopt the pluralistic approach more.

#### **4.1. Practical/Organizational Implications**

The concept of identification with the group examined within the scope of this study is based on the social identity approach, as stated in the literature review. Identity is our understanding of who we are and who other people are, and the mutual understanding of other people of themselves and of other people. The individual and the group have no meaning without one another. Identity covers both (Jenkins, 2016). According to social identity theory, change and possibilities affect and change the concept of identity. In this context, the concept of group identification gains more importance than ever before in the rapidly changing business world. Especially in recent years, it has been an important research topic in leadership studies. However, the effectiveness and efficiency of the individuals forming the group are also very important for organizations.

In the studies, it is seen that organizational culture, motivation, and development issues are very important for the Y and Z generations. It is very important for these generations to work as a team and in workplaces where their employees are valued. In addition, these generations attach great importance to education and personal development. In the study, it was concluded that the Y generation individuals expect to be warned by their managers in situations that do not comply with the standards in the first place among their expectations from the leader. Generation Z, on the other hand, expects the manager to create a vision according to the opportunities they may encounter in the future. In addition, individuals of both generations prefer to hear clearly from their managers what they will get when they do what needs to be done in their business life (Düzgün, 2020). As it will be seen in this study, it is very important to work as a team and to identify with the dry mile they work. In addition, it is very important for the leader to direct and create a vision.

Individuals who belong to a self-governing group tend to see their roles in the group as “a value that will contribute to the fulfillment of the group's main task” rather than associating it with a specific job. In the understanding of self-leadership, the approaches of both managers and employees are expected to be in the same direction. A manager who expects employees to be “their own leaders” needs to encourage them, get them involved in the process and ultimately help them set their own goals. Similarly, it is very important for employees to have a strong sense of responsibility, be willing to take initiative, and set their goals correctly (Manz, 1991). The concept of self-leadership is a learned process. Self-leadership is about all employees, not just managers.

Studies have shown that transformational leadership positively affects both self-leadership and identification with the group. This positive effect is also seen within the scope of the research model in this study. It is possible within the scope of the researches to say that leaders who adopt transformational leadership and idealized influence factor are more successful in encouraging and motivating their followers in order to ensure development and high-level performance (Avolio et.al,1991). However,

within the scope of this thesis, there was no positive effect of transformational leadership on performance. Within the scope of the study, it can be said that the leaders in Turkey do not have the transformational leadership competencies or there is no working environment where they can show these competencies to their teams. This is a very important issue. Considering the changing dynamics of the business world, it is seen that institutions should do important studies on this issue. The effect of the situation the leader is in is an important issue here. However, the spread of transformational leadership in Turkey is a very important issue. Today, the success criteria of institutions have taken precedence over their turnover and profitability. New targets; attracting talents (quality human resources) to the institution, keeping them in the institution, triggering their creativity and thus the development of the institution. At this point, cultural change is considered necessary, especially in institutions in Turkey. It is necessary to move from the power culture to the empowerment culture. This study shows that individuals, regardless of the leader, can improve their performance as long as they identify with their group and maintain their self-leadership skills. Therefore, they can acquire these gains in other institutions as well. In order not to lose the existing talent, it is very important that the cultural transformation starts with the top managers (Aycaan, 2021).

Within the scope of this study, the effect of the concept of identification with the team and group on the performance of the employees is quite high. For this reason, it is important for institutions to organize studies, investments, and organizations that will enable employees to identify with the group they belong to. According to this study, it is also very important to develop individuals' self-management skills. Along with this effect, an increase in the performance of the employees is predicted. According to scientists, who think that everyone has the potential to lead, there is no single definition, role, or behavior pattern of leadership. Leadership emerges as a result of the attitudes of individuals in the face of conditions, situations, or problems. It develops as a result of relationships between individuals. It is shared in the process. One of the leaderships approaches similar to self-leadership behavior is collaborative

leadership. According to this type of leadership, we actually all have the potential to be leaders. When the decision is made to take responsibility for what is happening around us, the knowledge and skills of the people around us are utilized. Thus, it is possible to act as a whole (Kimsey, 2017). This sharing culture also increases identification with the group. Thus, it increases performance. In order to strengthen the self-leadership competencies of the employees, training can be organized for them. In addition to this training, managers also need to support their development. Leaders must delegate their work. Employees should take more initiative. Therefore, leaders can have self-directed employees.

#### **4.2. Strengths and Limitation of the Study**

As with all research, this study also has limitations. First, the empirical study is cross-sectional. Therefore, longitudinal research can provide further insight into possible causation and facilitate a better understanding of the relationships discovered in the study. The data of this thesis study was created in 2022 with participants from more than one city and sector. There are no restrictions such as sector limit, age and seniority in the study. The research is limited to the results of the scales used. Participants with very different corporate cultures participated in the study. Thus, the responses to the questionnaires differ. The questionnaire was completed online so it is limited in terms of generalization. The differentiating aspect of this study compared to its counterparts is that it reflects the demographic and cultural structure of the geography where the research was conducted. Unlike similar studies, it found the relationship between transformational leadership, considered a cult, and individual performance, in the opposite direction. This study was conducted with a limited budget and participants. If it is done again with more participants throughout the country in the future, it will contribute much more to the literature. In addition, it aims to be a guide for future researchers who will work on this subject. In the relationship between transformational leadership and performance; has made an important contribution to the literature in terms of studying the individual and group approach. In terms of being

a study, especially for institutions in Turkey, it is foreseen to support human resources managers working in this field.

### **4.3. Future Research**

This study examined the effects of the concepts of individuality and group on the effect of the transformational leadership characteristics of managers on the performance of employees, with self-leadership and identification with the group. In future studies, the scales used may be changed. Instead of the concept of identification with the group, the concept of organizational identification can be studied. Instead of transformational leadership, studies can be conducted with leadership types such as collaborative leadership and transactional leadership. Studies can be carried out by taking the sample from a single sector or institution. In this study, only employees/followers reporting to a manager were included in the study. Therefore, future research may take a dual perspective to analyze the views of both managers and employees. Thus, transformational leadership characteristics and employee performances can be analyzed through the eyes of the leaders. The level of identification with the group and self-leadership of the people who are managers can affect the performance of the employees.

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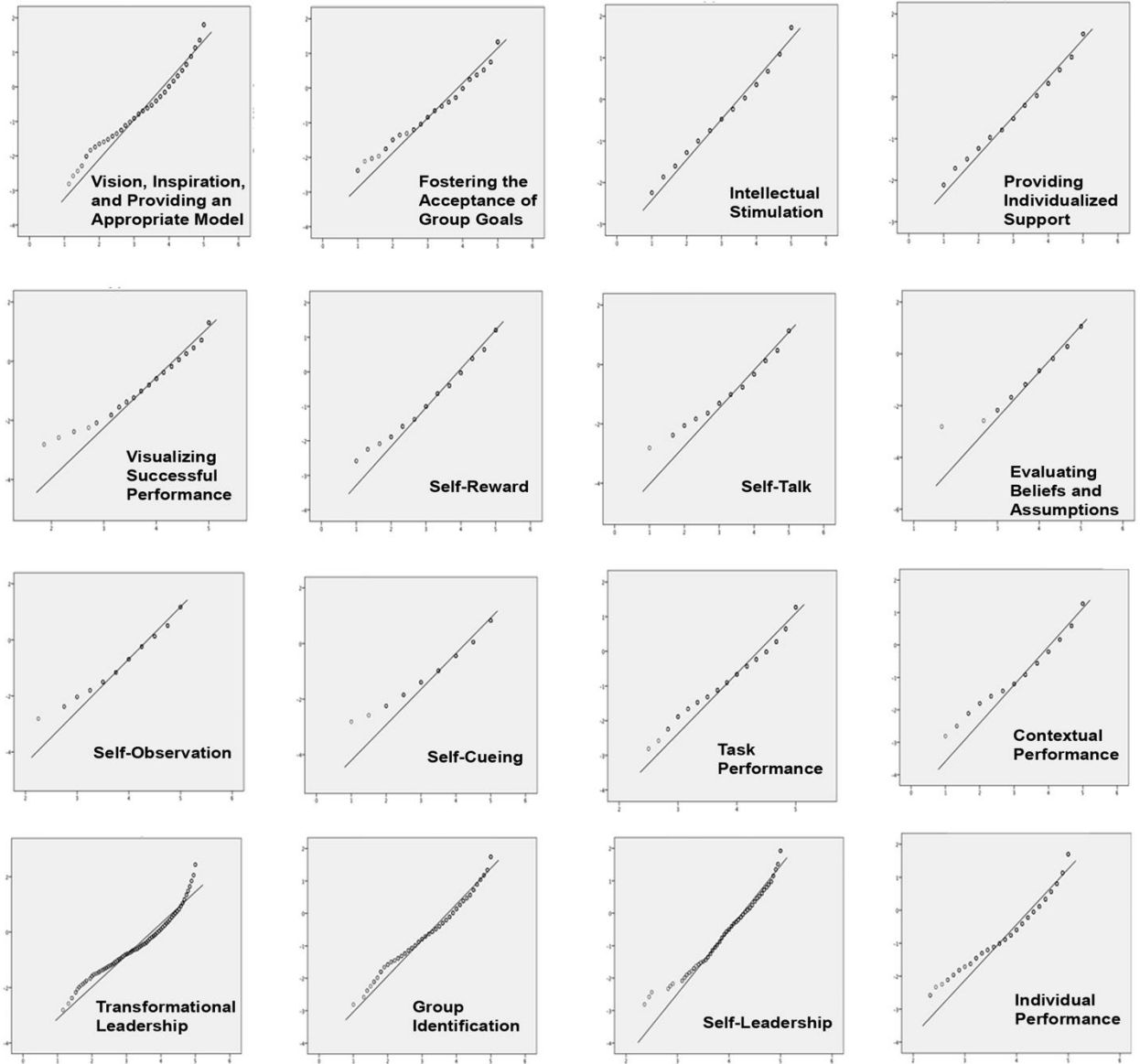
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## APPENDIX

### Appendix 1: Graphical Representation Of Kurtosis And Skewness Of Scales



## Appendix 2: Pattern Matrix

	Factor			
	1	2	3	4
S/he develops a team attitude and spirit among employees	.973			
S/he will not settle for the second best.	.960			
S/he treats me without considering my feelings	.874			
S/he is able to get others committed to his/her dream	.863			
S/he has stimulated me to rethink the way I do things.	.804			
S/he paints an interesting picture for the future of our group	.766			
S/he is always seeking new opportunities for the organization.	.765			
S/he shows us that he/she expects a lot from us.	.758			
S/he asks questions that prompt me to think.	.740			
S/he behaves in a manner thoughtful of my personal need	.729			
S/he insists on only the best performance.	.704			
S/he provides a good model for me to follow	.649			
S/he encourages employees to be team players	.633			
S/he fosters collaboration among work groups	.633			
S/he has a clear understanding of where we are going	.613			
S/he shows respect for my personal feelings	.598			
S/he leads by “doing” simple rather than by “telling”	.597			
S/he challenges me to think about old problems in new ways.	.592			
S/he inspires others with his/her plans for the future	.557			
Sometimes I find I’m talking to myself (out loud or in my head) to help me deal with difficult problems I face.		.745		

I tend to get down on myself in my mind when I have performed poorly.	.716		
When I do an assignment especially well, I like to treat myself to some thing or activity I especially enjoy.	.704		
I usually am aware of how well I'm doing as I perform an activity.	.676		
I make a point to keep track of how well I'm doing at work.	.671		
I use written notes to remind myself of what I need to accomplish.	.614		
I use concrete reminders (e.g., notes and lists) to help me focus on things I need to accomplish.	.598		
I sometimes openly express displeasure with myself when I have not done well.	.593		
I keep track of my progress on projects I'm working on.	.589		
When I do something well, I reward myself with a special event such as a good dinner, movie, shopping trip, etc.	.576		
I think about my own beliefs and assumptions whenever I encounter a difficult situation.	.569		
When I'm in difficult situations I will sometimes talk to myself (out loud or in my head) to help me get through it.	.568		
I tend to be tough on myself in my thinking when I have not done well on a task.	.566		
I work toward specific goals I have set for myself.	.550		
I think about and evaluate the beliefs and assumptions I hold.	.517		
I pay attention to how well I'm doing in my work.	.510		
Sometimes I picture in my mind a successful performance before I actually do a task.	.505		

I try to mentally evaluate the accuracy of my own beliefs about situations I am having problems with.	.505		
I think about the goals that I intend to achieve in the future.	.435		
I try to surround myself with objects and people that bring out my desirable behaviors.	.398		
I visualize myself successfully performing a task before I do it.	.388		
I use my imagination to picture myself performing well on important tasks.	.346		
I consider myself to be similar to my group		-.876	
I identify with my peer-group		-.841	
My group has the same interests as I have		-.827	
My life values correspond to the values of my group		-.823	
I feel close to my peer-group		-.822	
I consider myself a member of my peer-group		-.813	
My problems are also the problems of my group		-.778	
I am happy to have my peer-group		-.751	
My peer-group is very important to me		-.539	
My group accepts me as I am.		-.398	
Displays good written communication skills.			.670
Displays good oral communication skills			.664
Proficiently completes all duties central to the job			.647
Ensures that all items necessary to perform the job are present.			.645
Produces high quality work			.521
Takes on extra projects that are not formally part of the job			.407
Completes job duties in a timely manner			.393
Completes job duties with extra enthusiasm			.360

Volunteers to complete extra tasks.				.310
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### Appendix 3: Post-Hoc Analysis

JobID		Mean Difference	Sig.	95% Confidence Interval	
				Lower Bound	Upper Bound
Asst. Specialist	Specialist	.28500*	.024	.0216	.5484
	Sr. Specialist	.03465	.999	-.2561	.3254
	First Level Manager	.08310	.975	-.2224	.3886
	Mid-Level Manager	.12971	.821	-.1630	.4224
	Top-Level Manager	.00857	1.000	-.3716	.3888
Specialist	Asst. Specialist	-.28500*	.024	-.5484	-.0216
	Sr. Specialist	-.25035	.051	-.5013	.0006
	First Level Manager	-.20190	.276	-.4697	.0659
	Mid-Level Manager	-.15529	.521	-.4085	.0979
	Top-Level Manager	-.27643	.227	-.6271	.0743
Sr. Specialist	Asst. Specialist	-.03465	.999	-.3254	.2561
	Specialist	.25035	.051	-.0006	.5013
	First Level Manager	.04846	.998	-.2463	.3432
	Mid-Level Manager	.09506	.937	-.1865	.3766
	Top-Level Manager	-.02608	1.000	-.3978	.3456
First Level Manager	Asst. Specialist	-.08310	.975	-.3886	.2224
	Specialist	.20190	.276	-.0659	.4697
	Sr. Specialist	-.04846	.998	-.3432	.2463
	Mid-Level Manager	.04661	.998	-.2501	.3433
	Top-Level Manager	-.07453	.995	-.4578	.3087
	Asst. Specialist	-.12971	.821	-.4224	.1630
	Specialist	.15529	.521	-.0979	.4085

Mid-Level Manager	Sr. Specialist	-.09506	.937	-.3766	.1865
	First Level Manager	-.04661	.998	-.3433	.2501
	Top-Level Manager	-.12114	.947	-.4943	.2521
Top-Level Manager	Asst. Specialist	-.00857	1.000	-.3888	.3716
	Specialist	.27643	.227	-.0743	.6271
	Sr. Specialist	.02608	1.000	-.3456	.3978
	First Level Manager	.07453	.995	-.3087	.4578
	Mid-Level Manager	.12114	.947	-.2521	.4943

#### Appendix 4: Post-Hoc Analysis

Age	Mean Difference	Std. Error	Sig.	95% Confidence Interval		
				Lower Bound	Upper Bound	
23-26 Age	27-30 Age	-.08357	.12413	.985	-.4390	.2719
	31-35 Age	-.15535	.13910	.874	-.5537	.2430
	36-40 Age	-.43347	.15362	.056	-.8734	.0064
	41-45 Age	-.31560	.17879	.490	-.8276	.1964
	46 and above	-.58458*	.18076	.017	-1.1022	-.0670
27-30 Age	23-26 Age	.08357	.12413	.985	-.2719	.4390
	31-35 Age	-.07177	.13231	.994	-.4507	.3071
	36-40 Age	-.34990	.14750	.169	-.7723	.0725
	41-45 Age	-.23203	.17356	.764	-.7290	.2650
	46 and above	-.50101	.17558	.051	-1.0038	.0018
31-35 Age	23-26 Age	.15535	.13910	.874	-.2430	.5537
	27-30 Age	.07177	.13231	.994	-.3071	.4507
	36-40 Age	-.27812	.16030	.509	-.7372	.1809
	41-45 Age	-.16025	.18456	.954	-.6888	.3683

	46 and above	-.42924	.18647	.196	-.9632	.1048
36-40 Age	23-26 Age	.43347	.15362	.056	-.0064	.8734
	27-30 Age	.34990	.14750	.169	-.0725	.7723
	31-35 Age	.27812	.16030	.509	-.1809	.7372
	41-45 Age	.11787	.19574	.991	-.4427	.6784
	46 and above	-.15111	.19753	.973	-.7168	.4146
41-45 Age	23-26 Age	.31560	.17879	.490	-.1964	.8276
	27-30 Age	.23203	.17356	.764	-.2650	.7290
	31-35 Age	.16025	.18456	.954	-.3683	.6888
	36-40 Age	-.11787	.19574	.991	-.6784	.4427
	46 and above	-.26898	.21768	.819	-.8924	.3544
46 and above	23-26 Age	.58458*	.18076	.017	.0670	1.1022
	27-30 Age	.50101	.17558	.051	-.0018	1.0038
	31-35 Age	.42924	.18647	.196	-.1048	.9632
	36-40 Age	.15111	.19753	.973	-.4146	.7168
	41-45 Age	.26898	.21768	.819	-.3544	.8924

**Appendix 5: Post-Hoc Analysis**

CurrentTime		Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
0-1 Year	2-4 Year	-.08971	.11483	.962	-.4451	.2657
	5-7 Year	-.22697	.14441	.650	-.6739	.2200
	8-15 Year	-.41537	.15821	.144	-.9050	.0742
	16 and above	-.76333*	.24178	.043	-1.5116	-.0151
2-4 Year	0-1 Year	.08971	.11483	.962	-.2657	.4451
	5-7 Year	-.13726	.12804	.886	-.5335	.2590
	8-15 Year	-.32567	.14342	.274	-.7695	.1182
	16 and above	-.67363	.23237	.080	-1.3928	.0455
5-7 Year	0-1 Year	.22697	.14441	.650	-.2200	.6739
	2-4 Year	.13726	.12804	.886	-.2590	.5335
	8-15 Year	-.18840	.16804	.868	-.7085	.3316
	16 and above	-.53636	.24832	.325	-1.3049	.2321
8-15 Year	0-1 Year	.41537	.15821	.144	-.0742	.9050
	2-4 Year	.32567	.14342	.274	-.1182	.7695
	5-7 Year	.18840	.16804	.868	-.3316	.7085
	16 and above	-.34796	.25659	.765	-1.1420	.4461
16 and above	0-1 Year	.76333*	.24178	.043	.0151	1.5116
	2-4 Year	.67363	.23237	.080	-.0455	1.3928
	5-7 Year	.53636	.24832	.325	-.2321	1.3049
	8-15 Year	.34796	.25659	.765	-.4461	1.1420

## Appendix 6: Transformational Leadership Scale (Turkish)

### DÖNÜŞÜMCÜ LİDERLİK ÖLÇEĞİ

Son bir yılda içinde liderinizin davranış ve tutumlarına karşılaşma sıklığınızı aşağıda yer alan ifadenin size göre ne kadar uygun olduğunu 5’li ölçek üzerinden işaretleyiniz.

	Hiçbir zaman	Çok nadir	Bazen	Çoğunlukla	Her zaman
İşletmenin gelecekteki durumuna ilişkin net bir fikre sahiptir.					
İşletme için daima yeni fırsatlar arar					
İşletmenin gelecekteki durumunu çalışanlara anlatmaya çalışır					
Başarıları ve amaçlara uymayı sembolleştirir					
Çalışanlara gelecekte ilgili planları hakkında ilham vermeye çalışır					
Çalışanların belirlenen amaçlara bağlılık duymalarını sağlar ve buna önem verir..					
Çalışanlara sözlerinden çok davranışları ile örnek olur.					

Benim için izlenecek, örnek alınacak bir liderdir.					
İşletme içi takım çalışmalarında işbirliğini sürekli hale getirir.					
Çalışanlarda takım düşüncesinin ve ruhunun oluşmasını sağlamaya çalışır					
Çalışanların, “takım oyuncusu” olmalarını sağlamaya çalışır.					
Çalışanları (grubu) aynı amaca dönük olarak çalışmaya sevk eder					
Örgüt amaçlarının oluşturulmasında çalışanların katılımını sağlar					
Beni düşünmeye sevk eden sorular sorar.					
İşleri gerçekleştirme biçimimi sürekli gözden geçirmem için beni uyarır.					
Beni, rutin sorunları, yeni bakış açısı ile çözmeye teşvik eder					
İşime ve kariyerime ilişkin beklentilerimi					

yükseltmemi sağlamaya çalışır.					
Benim kişisel ihtiyaçlarımı göz önüne alarak davranır					
Benim duygularımı dikkate alarak davranır					
Benim kişisel duygularıma saygı gösterir.					
Bizden çok şey beklediğini, bize açıkça söyler ve belli eder					
Faaliyetlerimizi değerlendirirken ikinci en iyiyi başarı olarak görmez					
Bizden her zaman en iyisini, daha iyisini yapmamızı bekler.					

**Appendix 7: Transformational Leadership Scale (English)**

**TRANSFORMATIONAL LEADERSHIP SCALE**

Please indicate the frequency of your encounter with your leader's behavior and attitudes in the last year, on a 5-point scale, to how appropriate the following statement is for you.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Has a clear understanding of where we are going.					
S/he is always seeking new opportunities for the organization.					
S/he has a clear understanding of where we are going					
Leads by example.					
S/he inspires other with his/her plans for the future					
S/he is able to get others committed to his/her dream					

S/he leads by “doing” simple rather than by “telling”					
S/he provides a good model for me to follow					
S/he paints an interesting picture for the future of our group					
S/he fosters collaboration among work groups					
S/he encourages employees to be team players					
S/he gets the group to work together for the same goal.					
S/he asks questions that prompt me to think.					
S/he develops a team attitude and spirit among employees					

S/he challenges me to think about old problems in new ways.					
S/he has ideas that have challenged me to reexamine some of basic assumptions about my work.					
S/he has stimulated me to rethink the way I do things.					
S/he behaves in a manner thoughtful of my personal need					
S/he treats me without considering my feelings					
S/he shows respect for my personal feelings					
S/he insists on only the best performance.					
S/he will not settle for the second best.					

S/he shows us that he/she expects a lot from us.					
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### Appendix 8: Group Identification Scale (Turkish)

#### GRUPLA ÖZDEŞLEŞME ÖLÇEĞİ

Kendi tutum ve davranışlarınızı düşünerek aşağıda yer alan ifadenin size göre ne kadar uygun olduğunu 5’li ölçek üzerinden işaretleyiniz.

	Hiçbir	Çok nadir	Bazen	Sık Sık	Her zaman
Topluluğumla özdeşleştiğimi düşünüyorum.					
Kendimi topluluğuma yakın hissederim					
Topluluğuma üye olduğum için mutluyum.					
Kendimi topluluğumun bir üyesi olarak görüyorum.					
Topluluğum benimle aynı ilgilere sahip.					
Yaşam değerlerim topluluğumun değerleri ile aynı doğrultudadır.					
Kendimi topluluğuma benzer olarak görüyorum.					
Topluluğumun bir üyesi olmak benim için önemlidir.					
Topluluğum ile aynı sorunları paylaşıyorum.					
Topluluğumun diğer üyeleri beni olduğum gibi kabul eder.					

**Appendix 9: Group Identification Scale (English)**

**GROUP IDENTIFICATION SCALE**

Below are statements that reflect the attitudes of individuals about their work. Mark how appropriate the expression in each item is for you on the scale of 6.

	<b>Never</b>	<b>Very Rare</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
My peer-group is very important to me					
I identify with my peer-group					
I feel close to my peer-group					
I am happy to have my peer-group					
I consider myself a member of my peer-group					
My group has the same interests as I have					
My life values correspond to the values of my group					
I consider myself to be similar to my group					
My problems are also the problems of my group					
My group accepts me as I am.					

## Appendix 10: Self-Leadership Scale (Turkish)

### ÖZ LİDERLİK ÖLÇEĞİ

Kendi tutum ve davranışlarınızı düşünerek aşağıda yer alan ifadenin size göre ne kadar uygun olduğunu 5’li ölçek üzerinden işaretleyiniz.

	Hiçbir	Çok nadir	Bazen	Sık Sık	Her zaman
Önemli işlerde, başarıyı üst düzeyde sergileyebilmek için hayal gücümü kullanırım.					
Karşılaştığım problemleri çözmeye çalışırken kimi zaman yüksek sesle, kimi zaman da içimden kendi kendime konuşarak durumu gözden geçirmeye çalışırım.					
Bir görevi başardığımda, özellikle zevk aldığım bir şeyleri yaparak kendimi ödüllendiririm.					
Zor bir durumla karşılaştığımda, kendi mantığıma başvurarak durumu değerlendiririm.					
Başarısız olduğum zamanlarda, kendimi yetersiz bulma eğilimindeyimdir.					
Mesleğimde ne kadar iyi olduğumu takip ederim.					
Neyi başarmam gerektiğini hatırlamak için notlar kullanırım.					
Bir işe başlamadan önce, kendimi o işi başarıyla tamamlamış gibi hayalimde canlandırırım.					
Zor koşullar altında çalışırken, kimi zaman kendi kendime konuştuğum olur (yüksek sesle veya zihnimden).					

Bir işi iyi yaptığımda, kendimi özel bir şekilde (iyi bir akşam yemeği, sinema, alışveriş, seyahat, vb.) ödüllendiririm.					
Sorun yaşadığım durumlar hakkındaki düşüncelerimin doğruluğunu zihnimde tartmaya çalışırım.					
Başarısız olduğum durumlarda kendime çok kızarım.					
Bir işi yaparken ne kadar iyi olduğumun farkındayım					
Çevremde heyecanımı ve tutkumu diri tutan, bana pozitif enerji veren insan ve nesnelere bulundurmaya çalışırım.					
Başarmam gereken işlere odaklanmamı sağlayacak, somut hatırlatıcılar kullanırım(notlar, listeler, vb.).					
Bir işi yapmadan önce, o işi başarıyla yaptığımı kafamda tasarlarım.					
Kendim için tespit ettiğim belirli hedefleri gerçekleştirmek için çalışırım.					
Zor durumlarla karşılaştığımda, o durumun üstesinden gelebilmek için kendi kendime sesli ya da sessiz konuşmalarla telkinler yaparım.					
Bir görevi başarıyla sonuçlandırdığımda, çoğunlukla kendimi sevdiğim bir şeyle ödüllendiririm.					
Biriyle anlaşmazlığım olduğunda, kendi düşünce ve fikirlerimi açıkça ifade eder, gerekirse o düşünce ve fikirleri doğruluğu açısından değerlendirebilirim					
Bir işte yeterince başarılı olamadığım zamanlarda kendimi suçlu hissederim.					
İşimi ne kadar iyi yaptığıma dikkat ederim.					
Karşılaştığım zorlukların üstesinden gelebildiğimi, özellikle gözümde canlandırırım.					
Gelecekte ulaşmak istediğim hedefleri düşünürüm.					

Fikirlerim ve inançlarım hakkında düşünür ve değerlendirmeler yaparım.					
Bir işi başaramadığım zaman, kendimle ilgili memnuniyetsizliğimi açık olarak ifade ederim.					
Üzerinde çalıştığım konuların hangi aşamasında olduğumu takip ederim.					
Kişisel başarımlar için özel hedefler belirlerim.					
İşlerin yapılması için kendime has yöntemlerim vardır.					

**Appendix 11: Self-Leadership Scale (English)**

**SELF LEADERSHIP SCALE**

Below are statements that reflect the attitudes of individuals about their work. Mark how appropriate the expression in each item is for you on the scale of 5.

	Not at all	Somewhat	A little	Mostly	Completely
I use my imagination to picture myself performing well on important tasks.					
I establish specific goals for my own performance.					
Sometimes I find I'm talking to myself (out loud or in my head) to help me deal with difficult problems I face.					
When I do an assignment especially well, I like to treat myself to some thing or activity I especially enjoy.					
I think about my own beliefs and assumptions whenever I encounter a difficult situation.					
I tend to get down on myself in my mind when I have performed poorly.					
I make a point to keep track of how well I'm doing at work (school).					
I focus my thinking on the pleasant rather than the unpleasant aspects of my job (school) activities.					
I use written notes to remind myself of what I need to accomplish.					
I visualize myself successfully performing a task before I do it.					

I consciously have goals in mind for my work efforts.					
Sometimes I talk to myself (out loud or in my head) to work through difficult situations.					
When I do something well, I reward myself with a special event such as a good dinner, movie, shopping trip, etc.					
I try to mentally evaluate the accuracy of my own beliefs about situations I am having problems with.					
I tend to be tough on myself in my thinking when I have not done well on a task.					
I usually am aware of how well I'm doing as I perform an activity.					
I try to surround myself with objects and people that bring out my desirable behaviors.					
I use concrete reminders (e.g., notes and lists) to help me focus on things I need to accomplish.					
Sometimes I picture in my mind a successful performance before I actually do a task.					
I work toward specific goals I have set for myself.					
When I'm in difficult situations I will sometimes talk to myself (out loud or in my head) to help me get through it.					
When I have successfully completed a task, I often reward myself with something I like.					
I feel guilt when I perform a task poorly.					
I pay attention to how well I'm doing in my work.					
When I have a choice, I try to do my work in ways that I enjoy rather than just trying to get it over with.					
I purposefully visualize myself overcoming the challenges I face.					

I think about the goals that I intend to achieve in the future.					
I think about and evaluate the beliefs and assumptions I hold.					
I sometimes openly express displeasure with myself when I have not done well.					
I keep track of my progress on projects I'm working on.					
I seek out activities in my work that I enjoy doing.					
I often mentally rehearse the way I plan to deal with a challenge before I actually face the challenge.					
I write specific goals for my own performance.					
I find my own favorite ways to get things done					

## Appendix 12: Individual Performance Scale (Turkish)

### BİREYSEL PERFORMANS ÖLÇEĞİ

Kendi tutum ve davranışlarınızı düşünerek aşağıda yer alan ifadenin size göre ne kadar uygun olduğunu 5’li ölçek üzerinden işaretleyiniz.

	Hiçbir zaman	Çok nadir	Bazen	Sık Sık	Her zaman
Yüksek kalitede iş ortaya koymaktayım.					
İşimin esasını oluşturan ana görevlerimi başarıyla yerine getirmekteyim.					
İşimi yaparken zamanı verimli bir şekilde kullanabilmekte ve iş planlarına bağlı kalmaktayım.					
İşi başarılı bir şekilde yapabilmek için gerekli teknik bilgiyi görevlerimi yerine getirirken etkili bir şekilde kullanabilmekteyim.					
Görevlerimi yerine getirirken sözlü iletişim becerisini etkili bir şekilde kullanabilmekteyim.					
Görevlerimi yerine getirirken yazılı iletişim becerisini etkili bir şekilde kullanabilmekteyim.					
Kendi işimin bir parçası olmayan işleri de yapmak için gönüllü oluyordum.					

Kendi işlerimi yaparken büyük bir heves ve gayret içerisindeyim.					
Gerektiğinde çalışma arkadaşlarıma yardım etmekte ve onlarla işbirliği içerisinde çalışmaktayım.					
Kurum kurallarını ve prosedürlerini onaylamakta ve bunlara uyum göstermekteyim.					
Kurum hedeflerini onaylamakta, desteklemekte ve savunmaktayım.					

**Appendix 13: Individual Performance Scale (English)**

**INDIVIDUAL PERFORMANCE SCALE**

Below are statements that reflect the attitudes of individuals about their work. Mark how appropriate the expression in each item is for you on the scale of 5.

	<b>Never</b>	<b>Very Rare</b>	<b>Sometimes</b>	<b>Mostly</b>	<b>Always</b>
Produces high quality work					
Proficiently completes all duties central to the job					
Completes job duties in a timely manner					
Ensures that all items necessary to perform the job are present.					
Makes few mistakes					
Prioritizes work schedule according to deadlines.					
Displays good written communication skills.					
Displays good oral communication skills					
Endorses organizational policies and procedures.					
Adheres to organizational values even when inconvenient.					
Displays respect for authority.					
Completes job duties according to procedures.					
Represents the organization favorably to outsiders.					
Volunteers to complete extra tasks.					
Takes on extra projects that are not formally part of the job					
Displays extra effort in the completion of tasks.					
Completes job duties with extra enthusiasm					

## Appendix 14: Demographic Data Form (Turkish)

### SOSYODEMOGRAFİK ÖZELLİKLER FORMU

1. Yaşınız
2. Cinsiyetiniz (1) Kadın (2) Erkek (3) Diğer
3. Medeni Durumunuz (1) Bekar (2) Evli (3) Boşanmış
4. İş yerindeki Mevcut pozisyonunuz  
(1) Uzman yardımcısı (2) Uzman (3) Kıdemli Uzman (4) İlk Kademe Yönetici (5) Orta Kademe Yönetici (6) Üst Kademe Yönetici (7) Diğer
5. Çalıştığınız sektör (1) Üretim (2) Bilişim (3) Otomotiv (4) Perakende (5) Hizmet (6) Sağlık (7) Diğer
6. Çalışmakta olduğunuz mevcut kurumunuzdaki çalışma süreniz.
7. İş yaşamınızdaki toplam deneyim süreniz.

**Appendix 15: Demographic Data Form (English)**

**SOCIODEMOGRAPHIC DATA FORM**

**1. Your age**

**2. Your Gender** (1) Female (2) Male (3) Others

**3. Your Marital Status** (1) Single (2) Married (3) Divorced

**4. Your Current Position at Work**

(1) Assistant Specialist (2) Specialist (3) Senior Specialist (4) First Level Manager (5) Middle Level Manager (6) Top Level Manager (7) Other

**5. Your industry** (1) Manufacturing (2) Informatics (3) Automotive (4) Retail (5) Service (6) Health (7) Other

**6. The length of time you have worked at your current institution.**

**7. Your total experience at work.**

## Appendix 16: Informed Consent Form (Turkish)

Değerli katılımcı,

Bu çalışmanın amacı, algılanan dönüşümcü liderlik ve performans arasındaki ilişkide, sosyal kimlik ve öz liderlik kavramlarının etkilerinin incelenmesidir. Çalışma, İstanbul Bilgi Üniversitesi Örgütsel Psikoloji öğrencisi Ece Arçak tarafından Yüksek Lisans Tezi kapsamında Dr. Gergely Czukor danışmanlığında yürütülmektedir.

Katılımcılardan, adı-soyadı ve iletişim bilgileri talep edilmemektedir. Çalışma kapsamında vereceğiniz tüm bilgiler gizli tutulacak ve sadece bilimsel amaçla kullanılacaktır. Anketten elde edilen veri tekil olarak kullanılmayacak, tüm katılımcılardan alınan cevaplar bir veri havuzunda bir araya getirilecek ve analizler bu toplam veri üzerinde yapılacaktır.

Araştırmada yer alan soruların katılımcılar açısından olumsuz etkileri olması beklenmemektedir. Araştırmaya katılımınız tamamen isteğe bağlıdır. Araştırmaya katılmanız halinde aşağıda yer alan ‘Yukarıdaki çalışmanın amacını ve içeriğini belirten bildiriye okudum, anladım ve araştırmaya katılmayı kabul ediyorum.’ kısmı açılacaktır. O kısma ‘Evet’ diyerek çalışmaya başlayabilirsiniz.

Anketten elde edilen veriler gizli tutulacak ve bilimsel araştırma için kullanılacaktır. Anketlere ayıracağınız zaman ve göstereceğiniz özenden dolayı şimdiden teşekkür ederim.

Ece Arçak

E-mail:

Danışman

Gergely Czukor

E-mail:

- Yukarıdaki çalışmanın amacını ve içeriğini belirten bildiriye okudum, anladım ve araştırmaya katılmayı kabul ediyorum

## **Appendix 17: Informed Consent Form (English)**

Dear Participant,

The aim of this study is to examine the effects of social identity and self-leadership concepts on the relationship between perceived transformational leadership and performance. The study is carried out by an organizational psychology student at Istanbul Bilgi University, within the scope of Master Thesis under the supervision of Dr. Gergely Czukor.

Name, surname and contact information are not requested from the participants. All the information you provide within the scope of the study will be kept confidential and will only be used for scientific purposes. The data obtained from the survey will not be used individually, the answers from all participants will be gathered in a data pool and the analyzes will be made on this total data.

The questions in the research are not expected to have negative effects on the participants. Your participation in the research is completely voluntary. If you participate in the research, the section "I have read and understood the statement stating the purpose and content of the above study and I agree to participate in the research" will be opened. You can start working by saying 'Yes' to that part.

The data obtained from the survey will be kept confidential and will be used for scientific research.

Thank you in advance for your time and attention to the surveys.

Ece Arçak

e-mail:

Supervisor

Gergely Czukor

E-mail:

- I have read and understood the statement stating the purpose and content of the above study and I agree to participate in the research.

## **Appendix 18: Result of Evaluation by Ethics Committee**

Ethics Board Approval is available in the printed version of this dissertation.