T.C.
YEDITEPE UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES

THE EFFECT OF AUTHENTIC LEADERSHIP ON ORGANIZATIONAL LEARNING

PROVIDING ORGANIZATION THE ABILITY TO ADAPT QUICKLY AND

CONVENIENTLY TO CHANGING CIRCUMSTANCES

BY

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ÖZET

21. Yüzyılın başından beri iş dünyası ve toplum genel olarak daha önce hiç olmadığı kadar hızla değişiyor. Yeni rekabet ortamının belirsizliği dinamik, kısa vadeli, belirsiz ve rekabetin doğal temellerinin yerini alıyor. Örgütler, tüm baskıların üstesinden gelmek zorunda kalıyor ve giderek daha karmaşık bir ortamda başarı yollarını bulmak zorunda kalıyorlar. Örgütsel öğrenme, değişen koşullara hızlı ve rahat uyum sağlamayı ve organizasyonun hayatta kalma şansını artırmayı kolaylaştıran önemli süreçlerden biridir. Liderlerin rekabet avantajı elde etmek için örgütsel öğrenmeyi teşvik etmeleri beklenmektedir. Örgütsel öğrenme ve dönüşüm, bir liderin olumlu davranışlarından etkilenir ve onlara olumlu tepkiler verir. Önceki araştırmalar örgütsel öğrenmenin farklı liderlik tarzlarıyla ilişkili olduğunu göstermektedir. Bununla birlikte, literatürde Örgütsel Öğrenme ve Otantik Liderlik tarzı arasında bulunmuş herhangi bir ilişki bulunmamaktadır. Bu çalışmanın amacı, Örgütsel Öğrenme ve Otantik Liderlik stili arasındaki ilişkinin anlaşılmasını sağlamaktır. Bu araştırma, Otantik Liderlik ile Örgütsel Öğrenme arasındaki ilişkiyi savunan ilk çalışma olmanın ayrıcalığını taşır; Bu nedenle bu alandaki ilgili literatüre önemli bir katkıda bulunmaktadır. Çalışma, bankacılık ve sigorta sektöründe faaliyet gösteren özel sektör kuruluşlarında yürütülmüştür. Araştırmanın örneklemini 200 beyaz yakalı çalışan oluşturmaktadır. Sonuçlar Otantik Liderlik'in Örgütsel Öğrenme üzerinde önemli derecede etkisi olduğunu göstermektedir.

Anahtar Kelimeler: Otantik Liderlik, Örgütsel Öğrenme

ABSTRACT

Since the beginning of the 21st century business world and society in general is changing rapidly as never before. The uncertainty of the new competitive environment is dynamic, short-term, uncertain and replacing the natural foundations of the competition. Organizations have to cope with all pressures and have to find their success path through the increasingly complex environment. Organizational learning is one of the crucial processes that facilitate to adapt quickly and conveniently to changing circumstances and enhance survival chance of the organization. Leaders are expected to encourage organizational learning to attain competitive advantage. Organizational learning and transformation affected by positive behaviors of a leader and leads to affirmative upward spirals on them. Previous research represent that organizational learning is associated with different kinds of leadership styles. However, in literature there is not any encountered relationship between Organizational Learning and Authentic Leadership style. The aim of this study is to provide an understanding of the relationship between organizational learning and authentic leadership style. This research bears the distinction of being the first study that argues the relationship between authentic leadership and organizational learning. Therefore it is an important contribution to the relevant literature in this area. Study was conducted in private sector organizations that operate in banking and insurance sector. The sample of the study is consisted of 200 white collar employees. The results indicated that authentic leadership has a significant influence on organizational learning.

Keywords: Authentic Leadership, Organizational Learning

ACKNOWLEDGEMENTS

TABLE LIST

Page Number

FIGURE LIST

Page Number

ABBREVIATIONS

AL	Authentic Leadership
ALQ	Authentic Leadership Questionnaire
FB	Feed-Back
FF	Feed-Forward
OL	Organizational Learning
OLQ	Organizational Learning Questionnaire
SLAM	Strategic Learning Assessment Map

TABLE OF CONTENTS

1.   INTRODUCTION

Since the beginning of the 21st century, business world and society in general is changing rapidly as never before. There are many drivers that have effect on change such as information revolution, globalization, increasingly rapid spread of new technologies and significance of transformation from products to services and from quantity to quality. The uncertainty of the new competitive environment is dynamic, short-term, uncertain and replacing the natural foundations of the competition. This challenging competition leads to a complicated and uncertain business environment that results sudden market transformations. Many successful companies were unable to keep up these rapid changes, or vice versa. There are such situations where buyers and suppliers can be either allies or competitors. This is a 'learn or die' war for organizations. Organizations have to cope with all of these pressures and have to find their success path through the increasingly complex environment (Burnes, 2009; Bontis, Crossan, & Hulland, 2002; Jones, 2010; Lakhani, 2005).

If organizations want to remain competitive they have to realize the need to acquire and make use of rising amounts of knowledge. The learning capacity of a company can be the only advantageous edge for competition in this ever-changing business environment. There are many academic articles that underline the importance of collective learning for organizations to attain sustainability for competitive edge. Organizational learning is one of the crucial processes that facilitate to adapt quickly and conveniently to changing circumstances and enhance survival chance of the organization. Additionally, organizational learning development promotes efficiency, accuracy, or profits. Many researchers agree that organizational learning is vital for organization's success. Strategically astute companies in the United States spend up to 65% of their budgets on organizational learning. This awareness pushed the organizational learning topic from academic papers through a trendy topic in business environment. As a result, there has been raising interest in organizational learning in the workplace (Burnes, 2009; Bontis, Crossan, & Hulland, 2002; Jones, 2010; Lakhani, 2005).

Today, organizational learning is considered among the strategic management scope and explained as a factor of competition (Noruzy, Dalfard, Azhdari, Nazari-Shirkouhi, &

Rezazadeh, 2013). Leaders are expected to encourage organizational learning to attain competitive advantage (Burnes, 2009). Attention of management investigators underlines the role of leader in organizational learning development recently (Berson, Da'as, & Waldman, 2015). Authentic Leadership is one of the popular contemporary leadership styles that has roots concentrating on affirmative thoughts such as hope, stamina, patience, optimism, welfare and the applicability of these attitudes to the organizations (Avolio, O.Walumbwa, & J.Weber, 2009). According to Frederickson organizational learning and transformation are affected by positive behaviors of a leader and leads to affirmative upward spirals on them (Avolio & Gardner, 2005). There are some studies emphasizing that leadership style promotes knowledge creation and transition leads to organizational learning development (Arago´n-Correa, Garcı´a-Morales, & Cordo´n-Pozo, 2007; Zagoršek, Dimovski, & Škerlavaj, 2009; Glessner, 2016).

1.1. The Purpose of the Study

There are many research about leadership theory, but a few of them is related to contemporary approaches. On the other hand, organizational learning is a trend topic in recent years. Previous research represent that organizational learning is associated with different kinds of leadership styles. However, in literature there is no study showing the relationship between organizational learning and authentic leadership style. With this in mind, the aim of this study is to provide an understanding of the relationship between organizational Learning and authentic Leadership style.

1.2. The Importance of the Study

A better understanding of these relationships will contribute to theory and provide more information with respect to the impact of authentic leadership on organizational learning. Understanding whether authentic leadership influences organizational learning in will also help to determine whether learning environments are important investments that contribute organization's success.

This research bears the distinction of being the first study that argues the relationship between authentic leadership and organizational learning. Therefore, it is an important contribution to the relevant literature in this area.

The findings of this study can be valuable for leaders to understand how the authentic leadership approach improves organizational learning culture and to find ways for promoting learning. Besides, this research can also be valuable for people who are studying or teaching organizational behavior and change management that cover authentic leadership style and organizational learning concepts in a compact way.

2. THEORETICAL FRAMEWORK

2.1. Leadership

Leader and leadership are under debate for ages, but social scientists started to work on the subject by the beginning of 20th century (Yukl, 2006). Although there are numerous studies on leadership so far, there is no mutual understanding regarding the definition of leadership concept in the literature. Bass (2008) quote that Stogdill (1974) put an end to the complicated matter as "There are almost as many different definitions of leadership as there are persons who have attempted to define the concept". Based on this quote, some of the definitions of leadership concept are as follows:

Stogdill (1950) defines leadership as "the process (act) of influencing the activities of an organized group in its efforts toward goal setting and goal achievement" (Bass, 2008). Similar to this definition, Hemphill & Coons (1957) defines the concept as "the behavior of an individual when he is directing the activities of a group toward a shared goal" (Yukl, 2006). The fact derived from these definitions is that when the subject matter is leadership process, there is an organized group and a shared goal.

Some of the scholars point out the term "influence" in their definitions. Tannenbaum, Weschler & Massarik (1961) defines leadership as "is interpersonal influence, exercised in a situation, and directed, through the communication process, toward the attainment of a specified goal or goals" (Bass, 2008). In the same way, Dion (1968) specifies leadership as "a relationship between one or more persons exercising influence (the leader) and one or more persons submitting to that influence (followers)" (Aydogdu & Asikgil, 2011). A different approach to the leadership is said by Hollander (1978) such as "Leadership is a process of influence between a leader and those who are followers" (Rost, 1991). Behavioral scientists Hersey & Blanchard (1984) described leadership as "the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation" (Kidd, 2009). Bass (1990) expanded the definition such as "is an interaction between two or more members of a group that often involves a structuring or restructuring of the situation and the perceptions and expectations of members. Leadership occurs when one group member modifies the motivation or competencies of others in the group. Any member of the group can exhibit some amount of leadership" (Spillane, 2006).

The last reference in this respect comes from Kouzes & Posner (1995) "Leadership is the art of mobilizing others to want to struggle for the shared aspirations" (Liu, 2010).

As it is understood from the above definitions, the concept of leadership is differentiated over time, some focused on the shared goal, some focused on the influence and some focused on interaction. These differences generated different theories in time.

Leaders are not the only focus in the leadership research area over the last 30 years. As well as the leaders, scholars handle the subject along with followers/employees, peers, directors, work environment, organizational context, organizational climate and individuals who have different characteristics, nations, backgrounds, etc. Leadership is no longer considered as a personality trait, so in very different models, it is being treated as mutual, interrelated, strategic, complicated and worldwide (Avolio, O.Walumbwa, & J.Weber, 2009).

Although many definitions were put forward about leadership, it is sometimes confused with management concept. In the following section, leadership and management concepts will be discussed and the differences between these two concepts will be defined.

2.1.1. Leadership vs. Management

The concept of leadership was the subject of debate in the management studies for a long time. Some scholars claimed that leaders and managers are different people; on the other hand, some others argue that, these two roles can be found in the same person. Leaders and managers have different characteristics. Managers are responsible about the daily activities of the organization to work in harmony, whereas leaders are expected to be anticipated about the future of the organization. Mintzberg (1973) pointed that leadership is one of the ten managerial roles. Leadership includes influence on followers, inspiring them and being visionary. On the other hand, management stands for directing and supporting (Yukl, 2006) (Nahavandi & Malekzadeh, 1999). Kotter (1990) introduced a table indicating the basic distinctions between Leadership and Management. The table is tabulated below.

Table 1. Differences between Leadership and Management

Activity	Management	Leadership
Creating an agenda	**Planning and budgeting.** Establishing detailed steps and timetables for achieving needed results; allocating the resources necessary to make those needed results happen	**Establishing direction.** Developing a vision of the future, often the distant future, and strategies for producing the changes needed to achieve that vision
Developing a human network for achieving the agenda	**Organizing and staffing.** Establishing some structure for accomplishing plan requirements, staffing that structure with individuals, delegating responsibility and authority for carrying out the plan, providing policies and procedures to help guide people, and creating methods or systems to monitor implementation	**Aligning people.** Communicating the direction by words and deeds to all those whose cooperation may be needed to influence the creation of teams and coalitions that understand the vision and strategies and accept their validity.
Executing plans	**Controlling and problem solving.** Monitoring results vs. plan in some detail, identifying deviations, and then planning and organizing to solve these problems	**Motivating and inspiring.** Energizing people to overcome major political, bureaucratic, and resource barriers to change by satisfying very basic, but often unfulfilled, human needs.
Outcomes	Produces a degree of predictability and order and has the potential to consistently produce major results expected by various stakeholders (e.g., for customers, always being on time; for stockholders, being on budget)	Produce change, often to a dramatic degree, and has the potential to produce extremely useful change (e.g., new products that customers want, new approaches to labor relations that make a firm more competitive)

Source: (Kotter, 1990)

After reviewing the differences between Leadership and Management briefly, alternative approaches to the leadership concept will be discussed in the following section.

2.1.2. Background of Leadership

Leader and leadership concepts can be analyzed in its historical development with the following four approaches (Maurik, 2001; Moorhead & Griffin, 1998) :

1. Trait Approach (Theory)
2. Behavioral Approach (Theory)
3. Contingency Approach (Theory)
4. Contemporary Approach (Theory)

Table 2.1 summarizes the major features and significant studies of leadership theories over time.

Table 2. Leadership Theories

Theory	Claims	Research in this area
Trait Approach (Theory) (1930s – 1940s)	The leader is born, not learned.	University of Western Ontario Stogdill
Behavioral Approach (Theory) (1940s – 1960s)	Some kind of behaviors differ effective leader from non-effective leaders	Ohio State University Studies University of Michigan Studies Blake & Mouton Managerial Grid
Contingency Approach (Theory) (1960s – 1980s)	Situational variables that have an impact of leader's effectiveness	Fred Fiedler's LPC Theory Path-goal Theory Hersey & Blanchard's Situational Theory
Contemporary Approach (Theory) (1990s -)	Continuing to work on new perspectives	Transactional Leadership Transformational Leadership Charismatic Leadership Servant Leadership Spiritual Leadership Visionary Leadership Authentic Leadership

Source: (Wu, Hsu and Cheng, 2002)

2.1.2.1. Trait Approach (Theory)

The earliest known theory in leadership literature is Trait Theory. Studies about this theory started at the beginning of 1930s and continued until 1940s. The main idea of the trait theory is "Great man" that means leader is born, not learned. People who are called as "leader" have some special characteristics that differ them from other people. These characteristics are; physical appearance, intelligence, endless energy, self-confidence, inspiration, serving as a model, power, etc. In those years, University of Western Ontario hosted some scientific studies on leadership genes (Yukl, 2006) (Kirkpatrick & Locke, 1991) (Maurik, 2001) (Moorhead & Griffin, 1998). Ralph Stogdill - the prominent scholar

of trait studies- worked on many research between 1904 and 1947 regarding the common characteristics of leaders that differ them from regular people (Saklofske & Zeidner, 1995). He found a set of common traits and skills about leaders that are indicated in the table below;

Table 3. Stogdill's Leader Traits and Skills

Traits	Skills
Adaptable to situations	Clever (intelligent)
Alert to social environment	Conceptually skilled
Ambitious, achievement oriented	Creative
Assertive	Diplomatic and tactful
Cooperative	Fluent in speaking
Decisive	Knowledgeable about the work
Dependable	Organized (administrative ability)
Dominant (power motivation)	Persuasive
Energetic (high activity level)	Socially skilled
Persistent	
Self-confident	
Tolerant of stress	
Willing to assume responsibility	

Source: (Yukl, 2006)

Despite Stogdill's and University of Western Ontario's studies, scholars noticed that having special attributes is not sufficient for efficient leading over the years. So, trait theory gave its place to the later theories.

2.1.1.1. Behavioral Approach (Theory)

Behavioral Theory became popular in the field from the late of 1940s until 1960s. After the failure of trait theory, scientists pay attention to the intervening variables of the leaders'

success (Yukl, 2006). Behavioral theory claims that some kind of behaviors differentiate effective leaders from non-leaders. Leading studies of this theory are; University of Michigan studies, Ohio State University studies and Blake & Mouton Managerial Grid (Moorhead & Griffin, 1998) (Yukl, 2006).

In **University of Michigan Leadership Studies**; it is indicated that leadership behaviour is a single dimension that has two opposite sides; job-centered and employee-centered. In job-centered behavior, leader gives attention to the achievement of work. On the other hand, in employee-centered behavior leader focuses to the development of effective work groups (Moorhead & Griffin, 1998).

In **Ohio State University Studies**; leadership has two different dimensions that are called as initiating-structure behavior and consideration behavior. Initiating-structure behavior concentrates on subordinates' roles; on the other hand, consideration behaviour concentrates on subordinates' feelings (Moorhead & Griffin, 1998).

Blake & Mouton introduced a model that is called "**Managerial Grid**" to the literature in 1964. In this model, leadership behavior demonstrated as task-oriented and people-oriented. To become more effective, the leader intends to include both types of behaviors (Yukl, 2006) (Moorhead & Griffin, 1998).

University of Michigan studies, Ohio State University studies and Blake & Mouton Managerial Grid behavioral theories carried leadership development one step further from narrow-minded early trait theory. However, this theory has some shortcomings to explain the complexity of leadership such as personal characteristics and situational factors (Nahavandi & Malekzadeh, 1999) .

2.1.1.2. Contingency Approach (Theory)

After the shortcomings of behavioral theory are noticed, researchers started to concentrate on contingency theories. The situational variables that have an impact on leader's effectiveness is the central idea of contingency theories. The three well-known contingency theories are; Fred Fiedler's LPC Theory, Path-Goal Theory and Hersey & Blanchard's Situational Theory (Moorhead & Griffin, 1998).

In **LPC (least-preferred coworker) Theory**, Fred Fiedler claims that the effectiveness of the leader depends on the situation. In other words, if a leader is successful in one situation, then, that does not mean s/he will be successful in another situation (Moorhead & Griffin, 1998).

The **Path-Goal Theory** argues that the effective leaders enlighten the followers' way to reach the goals. In this theory, leaders are expected to behave differently according to the situational variables such as followers' personalities and environmental factors (Moorhead & Griffin, 1998).

Hersey & Blanchard introduced a model in 1977 to the literature that is called "**Situational Leadership Theory**". In this model subordinate's maturity level settle the most acceptable combination of leader's task/relation behavior (Yukl, 2006).

Leadership literature was busy with contingency theories over the forty years. Then, scholars turn their attention to the new approaches to understand the leaders' role in rapidly changing business environments (Nahavandi & Malekzadeh, 1999).

2.1.1.3. Contemporary Approach (Theory)

Contemporary approaches are revealed in the post-1990 period and named as; "Transactional Leadership", "Transformational Leadership", "Charismatic Leadership", "Total Quality Management Leadership", "Symbiotic Leadership", "Inspirational Leadership", "Learning Leadership", "Servant Leadership", "Spiritual Leadership", "Super Leadership", "Visionary Leadership" and "Authentic Leadership" (Maurik, 2001). Some of these popular leadership styles are explained below briefly.

Transactional leadership is concerned with daily activities that are required for routine work processes establishment in the organization. In this kind of leadership style, followers are supposed to be directed, promoted or supported by the leader. In response to these behaviors; an increase in motivation and productivity is expected. In a stable job environment, transactional leadership can be effective, but, in challenging and changing environment, it can be insufficient in energizing people (Nahavandi & Malekzadeh, 1999).

Avolio et al. (2009) defined **transformational leadership** as "a kind of leadership attitude that transforms and gives inspiration to the followers to accomplish beyond expectations while passing over individualism for the benefit of the organization" (Avolio, O.Walumbwa, & J.Weber, 2009). Transformational leaders act in a charismatic way, energize initiative motivation, make sense of individualized behavior to followers. They inspire followers to discover their full potential compared to transactional leaders (Klenke, 2007).

In **Charismatic Leadership** model; leader is the role model and like a hero for the followers. Followers' perception is the key point in this kind of leadership style. Charisma, is an ability that is attributed to the leader on behalf of followers. Self-confidence, high level of energy and perfect communication skills are the main characteristics of charismatic leaders (Nahavandi & Malekzadeh, 1999).

Greenleaf – scholar brought in "**Servant Leadership**" to the literature- argues that serving others, is a necessity for leaders in new era. Followers want to be involved in decision-making processes and share power (Spears & Lawrence, 2002).

Visionary leadership, can be defined as creating a realistic, reliable and attractive future for the organization and the ability of the preparing the organization to this future. Visionary leader, expressing the desired aim, sharing it with employees and providing continuous change and innovation in a concrete way in the organizational culture (Yılmaz & Akdemir, 2005). Visionary leader is an entrepreneur who tries new approaches and catches new opportunities. Visionary leader creates new ideas and shows a significant amount of support to an idea or to the vision; is convincing. Can think outside of the accepted group norm when it is necessary. Visionary leader in literature, means, being strong enough to the employees without giving intimidation, having power without dominating employees, motivating employees, actuating mass groups with an idea (Bloch & Whiteley, 2003).

Authentic Leadership is one of the contemporary leadership models which is the most discussed topic in the recent years. Therefore within this study, authentic leadership will be under debate.

2.1.1. Authentic Leadership

Erickson (1995) addresses that authentic leadership has a background more than 90 years (Gardner, Avolio, Luthans, May, & Walumbwa, 2005). Although there are prior studies, authentic leadership (AL) attracted attention of scholars after the Inaugural Summits in Omaha, Nebraska that were hosted by Gallup Leadership Institute (GLI) of University of Nebraska-Lincoln in June 2004 and 2006 respectively. More than 80 scientific papers were represented and every aspect of authentic leadership is discussed in these events and outcomes were published in reputable journals such as The Leadership Quarterly (Gardner, Cogliser, Davis, & Dickens, 2011).

2.1.1.1. Positive Organizational Behavior

The roots of the Authentic Leadership Theory (ALT) are based on Positive Organizational Behavior aspect. Avolio et al. (2009) defined *positive organizational behavior* as a field that is concentrating the affirmative thoughts such as hope, stamina, patience, optimism, welfare and the applicability of these attitudes to the organizations. These characteristics find rooms in the AL foundation (Avolio, O.Walumbwa, & J.Weber, 2009). Before going through details of the theory, firstly, we will look at the meaning of Authenticity and Authentic Leadership terms.

2.1.1.2. Authenticity

The history of authenticity goes back to ancient Greek philosophy and is represented by Greek saying "Know Thyself" that was written in the Temple of Apollo at Delphi. In some other resources Harter (2002) makes a reference to the "To thine own self be true" statement of ancient Greek (Gardner, Avolio, Luthans, May, & Walumbwa, 2005). In terms of etymology authentic word refers to Greek word "authento" that means "to have full power". This means individual is the master of himself/herself. One of the early anchors on the subject is Socrates' self-inquiry approach. He claims that "The unexamined life is not worth living". Another remarkable focus is Aristotle's' self-realization concept that stands for the alignment of the soul and morality to implement well-being (Gardner, Cogliser, Davis, & Dickens, 2011). These ideologies inspired scholars while shaping the

self-awareness concept in authentic leadership studies which will be under debate in the following sections.

Harter (2002) explains authenticity as a person's experiences with their thoughts, passions, needs, wishes, preferences and beliefs seized by self-diagnosis process. As it is understood from this definition, an authentic person's inner thoughts and feelings are parallel with his/her behavior (Avolio & Gardner, 2005). Authentic behavior refers acting by values and preferences sincerely not for others or rewards or punishments. Erickson (2005) emphasizes that we cannot say a leader exactly authentic or not. He expresses the leader as more or less authentic (Gardner, Avolio, Luthans, May, & Walumbwa, 2005).

2.1.1.3.   Authentic Leadership Context

As authenticity means being honest to oneself, it refers to an individual perspective. When it comes to authentic leadership, the concept enlarges from individualism to collectivism as leadership includes relationships with all the stakeholders (Avolio & Gardner, 2005). Avolio, Luthans and Walumbwa (2004) interpreted authentic leadership from the positive psychology perspective and defined the concept as *"those who are deeply aware of how they think and behave and are perceived by others as being aware of their own and others' values/morale perspectives, knowledge, and strengths; aware of the context in which they operate; and who are confident, hopeful, optimistic, resilient, and of high moral character"* (Avolio & Gardner, 2005). Avolio, Walumbwa and Weber (2009) redefined the concept as a "perspective of transparent and moral behavior of a leader that stimulates to be open in knowledge sharing which is needed during decision making process while evaluating the data".

Luthans & Avolio (2003) were inspired from positive organizational behavior while developing authentic leadership theory. Furthermore, they were affected by transformational leadership theory and ethical standpoints (Gardner, Avolio, Luthans, May, & Walumbwa, 2005). Avolio and his colleagues see authentic leadership development as a "life's program". According to them, it is not a timely training program; on the contrary, it is an on-going lifelong process that includes self-awareness and transparency journey of both leaders and followers (Avolio & Gardner, 2005).

As authentic leadership attracted the attention of scholars, many models were introduced to the literature over time. Avolio et al. (2004) presented first theoretical model about authentic leadership. This model was affected by positive organizational behaviour and past leadership studies. Besides; self-identity concept was put forward in this theory. Follower outcomes such as, performance, motivation, turnover and absenteeism are also included in the theory. Gardner et al. (2005) asserted a new model that includes self-awareness and self-regulation concepts of both leader and follower. The self-awareness contains values, emotions, identity and goal in this model. Additionally, self-regulation covers internalized regulation, balanced processing, authentic behavior and relational transparency. In 2005, Ilies et al. contributed to the theory with a new model. In this model, scholars focused on leader/follower well-being such as self-esteem, self-efficacy and self-development. Eventually, Klenke presented a model in 2004, 2005 that associates authentic leadership with spiritual components such as self-transcendence, self-sacrifice etc. There are several "Self" concepts in authentic leadership literature. A summary of them are given in the table below based on the models (Klenke, 2007).

Table 4. Self-Concepts per Authentic Leadership Models

Facets of self	Gardner et al. (2005)	Avolio et al. (2004)	Ilies et al. (2005)	Klenke (2004)
Self-awareness	■			
Self-knowledge				
Self-regulation	■			
Self-esteem			■	
Self-efficacy			■	■
Self-motivation				■
Self-identity (personal identification)		■		
Self-development			■	
Self-transcendence				■
Self-sacrifice				■

Source: (Klenke, 2007)

2.1.2.4. Dimensions of Authentic Leadership

Kernis (2003) described Authentic Leadership with four dimensions such as *(1) self-awareness, (2) unbiased processing, (3) relational authenticity and (4) authentic behaviour/action*. In 2005, Illies et al. used the same terminology in their studies (Avolio & Gardner, 2005). In the same year, Gardner and his colleagues renamed *unbiased processing* to *balanced processing*. Besides, *behaviour/action* component is renamed to *internalized moral perspective.* Kernis and Goldman (2006) expressed four components as *(1) awareness, (2) unbiased processing, (3) relational orientation and (4) behaviour/action* (Gardner, Cogliser, Davis, & Dickens, 2011). Several scholars introduced discrete naming for the constructs of authentic leadership within the same period. As a result, there are generally accepted four dimensions of AL in the literature. These are *(1) self-awareness, (2) balanced processing, (3) relational transparency, and (4) ethical/moral conduct* (Avolio, Walumbwa, & Weber, 2009). Based on this previous research Walumbwa and his colleagues worked on these four dimensions and composed the Authentic Leadership Questionnaire (ALQ) to measure AL (Gardner, Cogliser, Davis, & Dickens, 2011).

The context of these dimensions is investigated below;

2.1.2.4.1. Self-awareness

Avolio and Gardner defined self-awareness with five components. These are values, identity, emotions, motives and goals of an individual (Klenke, 2007). Even there are pressures from external factors, self-aware individuals act by natural instincts. They can see their self objectively and can evaluate situations from a distance from themselves. Trying to realize what happens around them helps the attainment of self-awareness. Authentic leaders continually ask the question "Who am I?". As an authentic leader grows, self- awareness is shaped through positive role models that act reliably and transparently (e.g.., family, teachers etc.). This state also applies to authentic followers (Gardner, Avolio, Luthans, May, & Walumbwa, 2005; Klenke, 2007).

2.1.2.4.2. Balanced Processing

According to Avolio et al. (2009) balanced processing is described as looking from different point of views to the issues and interpreting all the related data objectively during decision making process (Avolio, Walumbwa, & Weber, 2009). An authentic leader doesn't make issues complicated, but senses complex issues easily and tries to find simple and direct solutions (May, Hodges, Chan, & Avolio, 2003). Authentic leaders are less ego-involved, so, they can evaluate relevant data objectively to reach the right perceptions about themselves and others (Gardner, Avolio, Luthans, May, & Walumbwa, 2005).

2.1.2.4.3. Rational Transparency

According to Kernis (2003) relational transparency can be defined as leader having unconditional trust and self-closure in his/her relationships. In this kind of leadership style, open communication is the key factor and this leads free exchange of knowledge in the organization (Luthans F. a., 2003). Authentic leaders build close relationships with others and this leads a trustworthy environment in the organization. This positive climate also encourages followers to act in the same manner. For authentic leadership development, sharing information unconditionally is very crucial and this can only be assured by transparency (Gardner, Avolio, Luthans, May, & Walumbwa, 2005). Authentic leaders don't hide their reasoning from stakeholders. They act transparent and always think about what is fair or at least how the issue might damage stakeholders (May, Hodges, Chan, & Avolio, 2003).

2.1.2.4.4. Ethical/Moral Conduct

The last dimension of authentic leadership is ethical/moral component. Ethical behavior is under discussion in leadership studies in latter twentieth century, but it became popular especially after WorldCom Inc. and Enron Corp. scandals. Scholars started to argue the factors that affect ethical decision-making process and this gave inspiration to them while shaping the authentic leadership theory. Moral issues can be defined as matters that can damage or help other people. A leader is free about his/her actions, but must be aware of the results of his/her behavior over others. Core values and principles are main

determinants for authentic leaders while acting ethically. We cannot name them as "saints" that put the benefit of others always above themselves, but, in a more accurate way, we can say that they always prefer collaboration (win-win solution). Authentic leaders have the ability to be aware of their responsibility to the stakeholders. They pay attention to ethical issues and learn lessons from past experiences. Sometimes leaders act unethically as they have acceptable reasons such as saving their statue or career. Authentic leaders promote ethical behavior in the organization to shape a moral climate. Figure 2.1 represents the key points while developing the moral conduct of authentic leadership. As seen in the figure, moral component has three main themes; authentic decision-making process, authentic leadership development and authentic behaviour (May, Hodges, Chan, & Avolio, 2003).
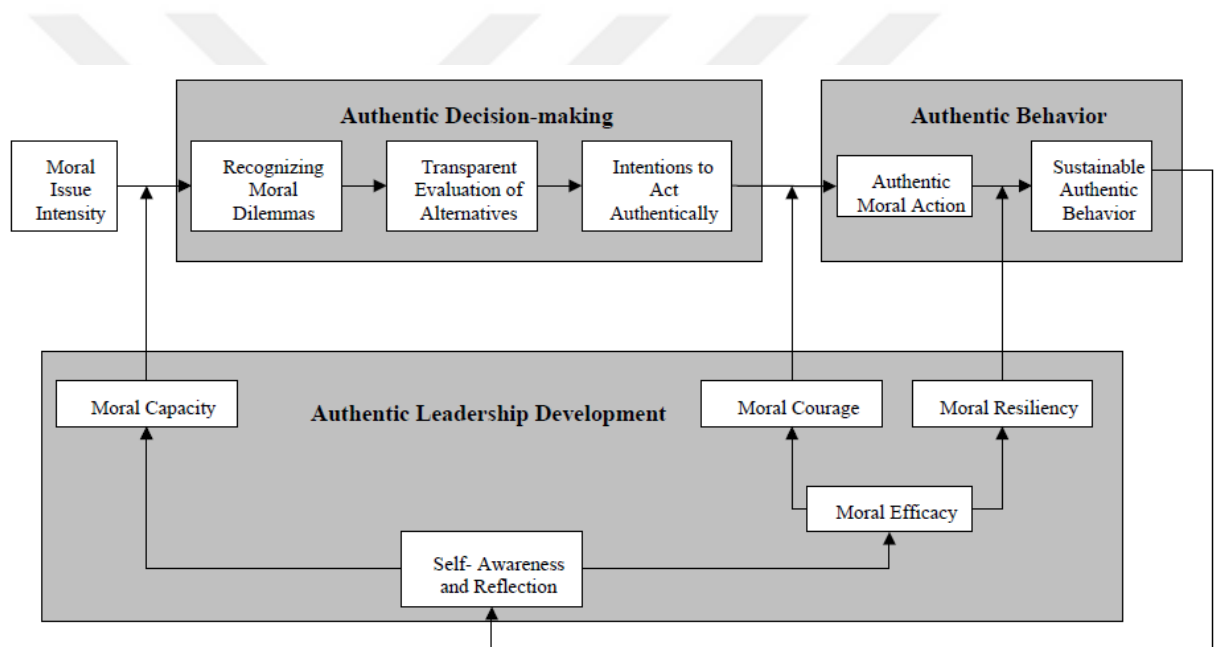
Figure 1. Moral Construct of Authentic leadership

(Source: May, Hodges, Chan, & Avolio, 2003)

2.1.2.5. The Impact of Authentic Leadership on Followers

Avolio et al. (2005) indicate that key components of authentic leadership such as self-awareness and moral behavior have an impact on followers. Moreover, these scholars use the term "leading by example" for authentic leaders because they argue that in authentic leadership; leader is a role model for the followers especially in transparent relations and ethical behavior. When the followers attain authentic behavior, they shift from I

(individual) perspective to we (collective) perspective (Gardner, Avolio, Luthans, May, & Walumbwa, 2005). During evaluation of information in an unbiased manner, authentic leaders develop a respectful and trustworthy contact with their followers. This positive climate results as well-being of followers (Avolio & Gardner, 2005). Gardner et al. (2005) see the authentic followership as essential piece of authentic leadership concept. They built a framework as shown below to explain the integrity of authentic leadership and authentic followership. As seen in the schema, self-awareness and self-regulation concepts of authentic followership is a reflection of authentic leadership. When we consider the positive modeling of authentic leadership over authentic followership, we observe that it leads to positive consequences such as, trust, engagement and workplace well-being. Authentic leaders help followers to find out their abilities, fit to the right job, and enrich their work and this leads engagement of followers. Moreover, another remarkable result is follower performance (veritable or sustainable) (Gardner, Avolio, Luthans, May, & Walumbwa, 2005).
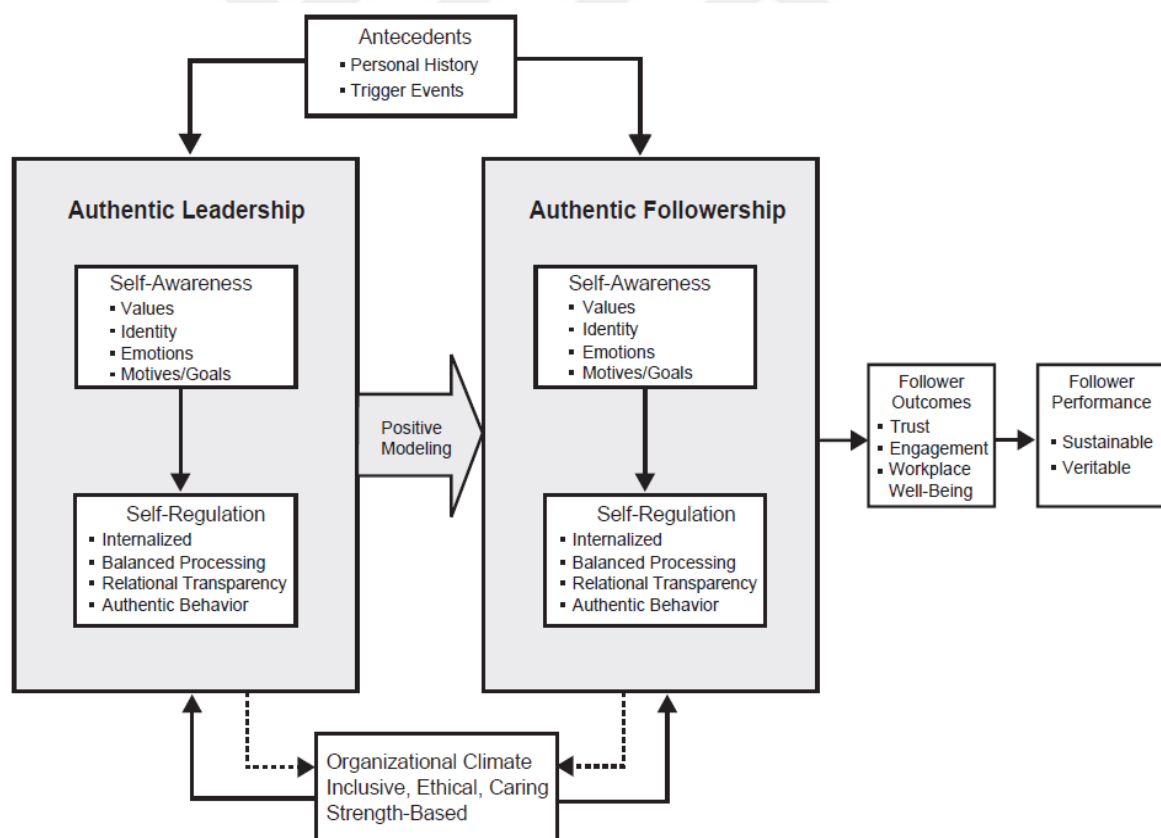
Figure 2. The conceptual framework for authentic leader and follower development (Source: Gardner, Avolio, Luthans, May, & Walumbwa, 2005).

2.1.2.6. The Comparison of Authentic Leadership and Other Positive Contemporary Leadership Styles

Authentic Leadership demonstrates overlap to some extend with other contemporary leadership styles such as; transformational, charismatic, servant and spiritual. Avolio et al. (2004) advocated that transparency, positivism and moral behaviour are the focal points in authentic leadership. Furthermore, awaking followers' self-awareness is the distinction of authentic leadership. Transformational leaders are described as optimistic, hopeful and development oriented like authentic leaders (Klenke, 2007). Leader and follower self-awareness/self-regulation and positive moral perspective are the focal components of authentic leadership theory. These concepts also have been the subject in transformational leadership studies in this or that way. With a further aspect, leader/follower authentic behavior and relational transparency concepts are discussed in transformational leadership, but authentic leadership emphasize these two constructs much more than transformational leadership. The most obvious difference between authentic leadership and transformational leadership is; in authentic leadership the leader does not try to transform the follower into a leader. Instead s/he tries to be a role model for the followers. Another difference is about charisma concept. Charisma (Idealized influence) is one of the root construct for transformational leadership style. However authentic leaders are not associated with the term charisma (Avolio & Gardner, 2005).

When we evaluate the authentic leadership and charismatic leadership together; remarkable differences stand out. First of all, self-awareness/self-regulation concepts of authentic leadership are missing in behavioral perspective of charismatic leadership. When we look at the subject from the self-concept based theory of charismatic leadership; as balanced processing, relational transparency and performance issues (veritable, sustained and beyond expectations) are key components for authentic leadership, on the other hand these are not under discussion in self-concept based theory of charismatic leadership. Another prominent difference is; in authentic leadership, leader affects followers as leading by example; such as acting in an ethical and trustworthy manner. However, in charismatic leadership, leader activates followers with rhetoric and enthusiasm to accomplish challenges (Avolio & Gardner, 2005). According to Bass & Steidlmeier, charismatic leaders have a dark side that they look like authentic, but in real they feed their narcissism by acting this way (Klenke, 2007).

In servant and spiritual leadership, leader self-awareness/self-regulation concepts are emphasized as in authentic leadership, but they were not supported by empirical studies. However, followers' self-awareness such as cognitions and emotions is missing in servant leadership. Besides, spiritual leadership literature included these topics in the theory. As leader self-awareness/self-regulation components, positive psychological capital and organizational context are out of concepts for servant leadership. On the other hand, authentic leaders' self-regulation component such as balanced processing, relational transparency and authentic behaviour is not articulated in spiritual leadership (Avolio & Gardner, 2005) (Klenke, 2007).

Avolio et al. (2005) prepared a practical table for the common features and differences between authentic leadership and other reputable contemporary leadership styles such as transformational, charismatic, servant, and spiritual leadership as shown below. According to this table; it is obvious that leader self-awareness is a common component in all of the positive leadership styles. However, positive psychological capital, followers' relational transparency and authentic behavior are discussed topics for all of these leadership styles in theory, but they were not supported by previous research too much (Avolio & Gardner, 2005).

Table 5. The benchmark of authentic leadership along with other popular contemporary leadership styles; transformational, charismatic, servant, and spiritual leadership

Components of authentic leadership development theory	TL	CL(B)	CL(SC)	SVT	SP
Positive psychological capital	○	○	○		○
Positive moral perspective	●	●	●	●	●
Leader self-awareness					
Values	●	●	●	●	●
Cognitions	●	●	●	●	●
Emotions	●	●	●	●	●
Leader self-regulation					
Internalized	●		●		●
Balanced processing	●				
Relational transparency	●				
Authentic behavior	○	○	○	●	
Leadership processes/behaviors					
Positive modeling	●	●	●	●	○
Personal and social identification	●	●	●	○	○
Emotional contagion					
Supporting self-determination	●	●	○	●	●
Positive social exchanges	●	○	○	○	○
Follower self-awareness					
Values	●		●	●	●
Cognitions	●		●		●
Emotions	●		●		●
Follower self-regulation					
Internalized	●	●	●	○	●
Balanced processing	●				
Relational transparency	○		○		
Authentic behavior	○		○		○
Follower development				●	●
Organizational context					
Uncertainty	●	●	●		
Inclusion	●				●
Ethical	●				
Positive, strengths-based				○	
Performance					
Veritable					
Sustained	●	●			
Beyond expectations	●	●			●

Note: ●—Focal Component.
○—Discussed.
Key: TL—Transformational Leadership Theory.
CL(B)—Behavioral Theory of Charismatic Leadership.
CL(SC)—Self-Concept Based Theory of Charismatic Leadership.
SVT—Servant Leadership Theory.
SP—Spiritual Leadership Theory.

Source: (Avolio and Gardner, 2005)

So far, Authentic Leadership was analyzed in this study, from now on organizational learning topic will be discussed in the following section.

2.2. Organizational Learning

Today's challenging competition leads to a complicated and uncertain business environment that results sudden market transformations. Many successful companies are unable to keep up these rapid changes, or vice versa. New born firms can raise big amount of capital in a short time. The learning capacity of a company can be the only advantageous edge for competition in this ever-changing business environment. According to Wick and Leon, this is a 'learn or die' war for organizations (Bontis, Crossan, & Hulland, 2002). Organizational learning is one of the crucial processes that facilitate adapting to changing circumstances and enhance survival chance of the organization (Jones, 2010).

Knowledge and learning concepts are frequently used interchangeably and sometimes this can create a confusin (Bontis, Crossan, & Hulland, 2002). Before going into details of organizational learning concept, firstly, learning and knowledge concepts will be mentioned in brief. Learning can be defined as change in the behaviour when absorbing knowledge that is related to our actions (Schwandt & Marquardt, 2000). According to Oxford dictionary, knowledge means facts, information, and skills acquired by a person through experience or education; the theoretical or practical understanding of a subject (Dictionaries, 2012).

The organizational learning can be defined as acquisition, interpretation, storage and implementation of new knowledge in order to advance organization's problem solving capacities. Organization can stay competitive in rapidly changing circumstances by organizational learning process. Organizational Learning development promotes efficiency, accuracy, or profits for organizations (Burnes, 2009).

Scholars are working on organizational learning topic for 45 years and attention to the subject increased exponentially in recent years. Table 2.6 shows different point of views to the issue over years (Bontis, Crossan, & Hulland, 2002).

Table 6. Organizational Learning Definitions over years

Author(s)	Definition
Argyris and Schön (1978)	Organizational learning is a process of detecting and correcting errors
Daft and Weick (1984)	Organizational learning is knowledge about the interrelationships between the organization's action and the environment
Fiol and Lyles (1985)	Organizational learning means the process of improving actions through better knowledge and understanding
Levitt and March (1988)	Organizations are seen as learning by encoding inferences from history into routines that guide behaviour
Stata (1989)	Organizational learning is the principal process by which innovation occurs. In fact, I would argue that the rate at which individuals and organizations learn may become the only sustainable competitive advantage, especially in knowledge-intensive industries
Senge (1990)	Learning organizations are organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspirations are set free and where people are continually learning how to learn together
Huber (1991)	An entity learns if, through its processing of information, the range of its potential behaviours is changed
Lee et al. (1992)	The organizational learning process is viewed as a cyclical one in which individuals' actions lead to organizational interactions with the environment. Environmental responses are interpreted by individuals who learn by updating their beliefs about cause-effect relationships
Meyer-Dohm (1992)	Organizational learning is the continuous testing and transforming of experience into shared knowledge that the organization accesses and uses to achieve its core purpose
Mills and Friesen (1992)	A learning organization sustains internal innovation with the immediate goals of improving quality, enhancing customer or supplier relationships, or more effectively executing business strategy, and the ultimate objective of sustaining profitability
Nadler et al. (1992)	Learning requires an environment in which the results of experiments are sought after, examined and disseminated throughout the organization
Garvin (1993)	A learning organization is an organization skilled in creating, acquiring and transferring knowledge, and at modifying its behaviour to reflect new knowledge and insights
Kim (1993)	Organizational learning is defined as increasing an organization capacity to take effective action
Levinthal and March (1993)	Organizational learning copes with the problem of balancing the competing goals of developing new knowledge and exploiting current competencies in the face of the dynamic tendencies to emphasize one or the other
Day (1994)	Organizational learning is comprised of the following processes: open-minded inquiry, informed interpretations and accessible memory
Crossan et al. (1995)	Learning is a process of change in cognition and behaviour, and it does not necessarily follow that these changes will directly enhance performance
Slater and Narver (1995)	At its most basic definition, organizational learning is the development of new knowledge or insights that have the potential to influence behaviour
Cavaleri and Fraron (1996)	Organizational learning is the purposeful creation of shared meanings derived from the common experiences of people in organizations
Marquardt (1996)	An organization which learns powerfully and collectively and is continually transforming itself to better collect, manage, and use knowledge for success
Miller (1996)	Learning is to be distinguished from decision making. The former increases organizational knowledge, the latter need not. Learning may in fact occur long before, or long after, action is taken
Schwandt and Marquardt (2000)	Organizational learning represents a complex interrelationship between people, their actions, symbols, and processes within the organization

Source: (Bontis, Crossan, and Hulland, 2002)

There is term confusion between organizational learning, intellectual capital and knowledge management. Intellectual capital refers knowledge stocks in the organization at instant. Handling this knowledge stocks and controlling its flow is the area of knowledge management. Organizational learning combines treatments with knowledge and ensure the understanding the flow of stocks. The stock-flow approach of organizational learning builds a bridge between the conceptualization of intellectual capital and knowledge management (Bontis, Crossan, & Hulland, 2002).

Organizational learning connects cognition and action. This feature differs it from the relevant area about knowledge management and intellectual capital. Knowledge management and intellectual capital, especially, focuses on cognition compared to organizational learning. Tough, all of the three concepts are agreed on how the knowledge is crucial for the organization's success (Crossan, Lane, & White, 1999).

Another confusion in the literature is between organizational learning and learning organization concepts. Organizational learning is a term that refers the particular activities that occur in an organization (Burnes, 2009). When an organization builds its structure, culture and strategy to improve and magnify its organizational learning potential as much as possible, then, it becomes to a learning organization (Jones, 2010). According to Argyris, organizational learning is conceptual and introduced by academics, on the other hand, learning organization is practice-based and used by practitioners and consultants. Even so, there is a simple connection between these two terms; a learning organization means an organization that is successful at organizational learning (Burnes, 2009).

Scholars noticed the strategic value of organizational learning in competitive business environment and as a consequence several frameworks introduced to the literature within the time. Organizational learning can be seen as accomplishing the strategic renewal of an organization. Strategic renewal is emphasized in a few of the theoretical background of organizational learning. Table 2.7 shows different point of views to the issue over years (Crossan, Lane, & White, 1999).

Table 7. Organizational Learning Frameworks over years

Source	Strategic Renewal Tension	Multilevel Framework	One Level Affects the Others	Process Linking Levels	Cognition/ Action Link
March & Olsen (1975)	Not considered	No group level	Not considered	Not considered	Yes
Daft & Weick (1984)	Not considered	Not considered	Not considered	Processes described but not a levels perspective	Learning is a change in behavior
Senge (1990)	Not considered	No organizational level	Not considered	Processes focus on individual and group - not a levels-related model	Yes
Huber (1991)	Not considered	Yes	Not considered	Processes within level but no model or processes to link levels	Cognition affects behaviors
March (1991)	Yes	No group level	Not considered	Not considered	Yes
Watkins & Marsick (1993)	Not considered	Yes	Not considered	Six action imperatives of the learning organization	Consistent with Senge's perspective
Nonaka & Takeuchi (1995)	Not considered	Recognized, but not a substantial part of the model	Some discussion of the link between individual and group	Focuses on processes that link individual and group - weak on link between group and organization	Knowledge focus

Source: (Crossan, Lane, and White, 1999)

After reviewing previous research on organizational learning Crossan et al. came up with a broad framework that is called 4I in 1999 (Bontis, Crossan, & Hulland, 2002). The details of 4I will be discussed in the following sections. In the next section, levels of OL will be represented.

2.2.1. Levels of Organizational Learning

When we talk about learning process, we generally mean individual learning. But there are levels of learning, such as; Individual, Group, Organizational and Interorganizational. (Jones, 2010) This study focuses on Organizational level of learning process.
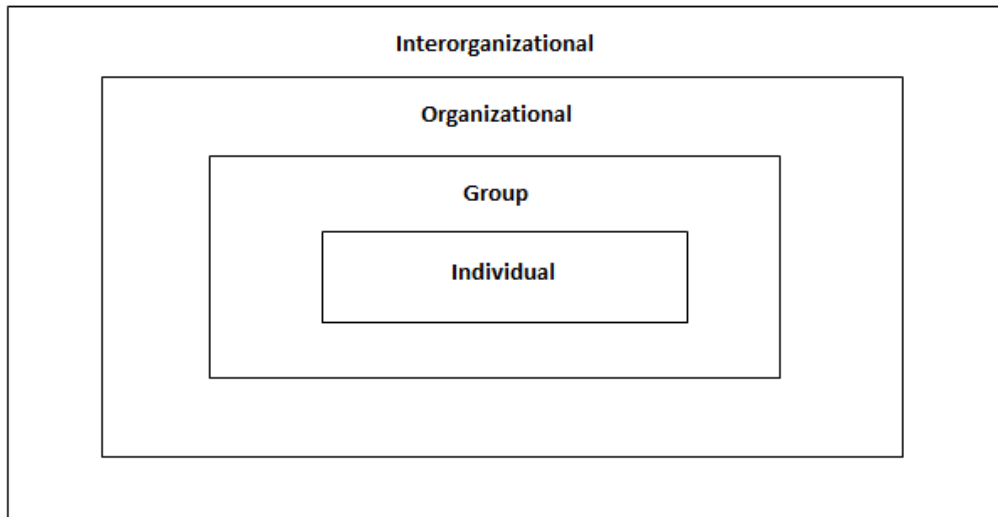
Figure 3. Levels of Organizational Learning

       (Source: Jones, 2010)

2.2.2. 4I Framework

According to Crossan et al. organizational learning is an unstable course for strategy renewal that happens at three levels in the organization. These levels are; individual, group and organizational. The 4I framework includes 4 key assumptions and these assumptions promote one main assertion (Crossan, Lane, & White, 1999);

Assumption 1: Organizational Learning includes contention between exploration

        (new learning) and exploitation (learning from past).

Assumption 2: Organizational Learning occurs in three levels such as; individual,

        group and organizational.

Assumption 3: There are four extensive types of processes that are related to

        Organizational Learning. These are: intuiting, interpreting, integrating, and institutionalizing shortly named as "4I".

Assumption 4: Knowledge affects action, or vice versa, actions affect knowledge.

Assertion: The 4I's are associated with feed-forward and feed-back flows across the levels

        (Crossan, Lane, & White, 1999).

Table 2.8 represents the key points behind the 4I Framework of that is suggested by Crossan et. al (1999) to the organizational learning literature.

Table 8. The 4I Framework

Level	Process	Inputs / outcomes
Individual	Intuiting	Experiences
		Images
		Metaphors
	Interpreting	Language
		Cognitive map
		Conversation / dialogue
Group	Integrating	Shared understandings
		Mutual adjustment
		Interactive systems
Organizational	Institutionalizing	Routines
		Diagnostic systems
		Rules and procedures

Source: (Crossan, Lane, and White, 1999)

As seen from the table above, the 4I framework includes 4 relevant (sub)processes; such as; intuiting, interpreting, integrating, and institutionalizing. These processes happen in three levels: individual, group, and organizational. The three learning levels represent the structure of the organizational learning where it occurs. The processes connect the levels to each other and form the key component of the 4I framework. Intuiting and interpreting processes happen at the individual level, secondly, interpreting and integrating processes happen at the group level, and finally, integrating and institutionalizing processes happen at the organizational level (Crossan, Lane, & White, 1999).

The 4I processes will be discussed in detail in the following section.

27

2.2.2.1.Intuiting

Intuition is the identification of contingency or pattern that the individual owns inside inherently, but is not aware of. It is the starting point of new learning. Intuition is assumed to be an individual process. It can occur at group level or organizational level, but the origin of it is always individuals. It is obvious that organizations do not intuit. It is a human characteristic, and because of this organizations do not have it. Intuiting can be influential on intuitive behaviors, but this influence affects other people when there an interaction occurs (Crossan, Lane, & White, 1999).

2.2.2.2.Interpreting

Interpreting can be defined as making explanations about ideas or insights to the one's self or to the other by actions or language. It is a social activity that enhances creating a common language and shared understanding. Interpreting is meaningful by simplifying and developing intuitive comprehension. This stage moves the process from the preverbal to the verbal and this leads language development. Language development that promotes interactional conversation environment can be seen as an interpretive process. Individual can possess individual insight and can develop an interpretive process such as internal conversation, but, to develop an influential interpretation, interaction with other individuals is more crucial. Interpreting process contains individual level and group level, but organizational level is out of the scope. Alike intuition, organizations do not interpret. When the interpreting process exceeds individual and expands to workgroup, then, integrating phase starts (Crossan, Lane, & White, 1999).

2.2.2.3.Integrating

When actions happen in a harmony within other group members the interpreting process gives its place to integrating process. Integrating process states a common understanding and needs group members' coordination. Dialogue and mutual action are vital for developing a common understanding. Storytelling is crucial in the learning process. If stories unfold, then it contributes to collective mind development. When the actions of the group members create effectiveness, then, these actions are repeated. At first, this

replication is surfaced by self-regulation. Consequently, group members can compose formal rules and procedures by these replications and embed them to the organization's system (Crossan, Lane, & White, 1999).

2.2.2.4.Institutionalizing

Institutionalizing process is emerged by the recurring actions. Tasks, actions and organizational mechanisms must be specified for recurring actions. This process composed by individuals and groups to embed learning to the organization, such as; systems, procedures, structures and strategy. Institutionalizing is assumed to be an organizational level process. Organizations are familiar with other social institutions. The formal rules and procedures are unique to the organization and affects individual's behaviors (Crossan, Lane, & White, 1999).

The 4I learning processes (intuiting, interpreting, integrating, and institutionalizing) occur across three levels (individual, group and organizational). In its natural flow, it is very difficult to identify where a process starts and where it ends. That's precisely, intuiting process happens at the individual level and institutionalizing process occurs at the organizational level. Tough, interpreting acts as a bridge between the individual and group levels and similarly, integrating acts as a bridge between the group and organizational levels (Bontis, Crossan, & Hulland, 2002).

The central emphasis of 4I framework is to see organizational learning as a dynamic process. According to this standpoint, learning arises through levels of the organization in the course of time and in addition to this, it produces conflict between feed-forward (new learning or exploration) and feed-back (learning from past or exploitation) (Bontis, Crossan, & Hulland, 2002). As seen in Figure 2.1 feed-forward flow moves new ideas and actions from individual level through group and organizational levels. Feed-back mechanism moves what learned from organizational level through group and individual levels. This movement affects people actions and thoughts. In this dynamic process, feed-forward and feed-back flow produce intensity (Crossan, Lane, & White, 1999).
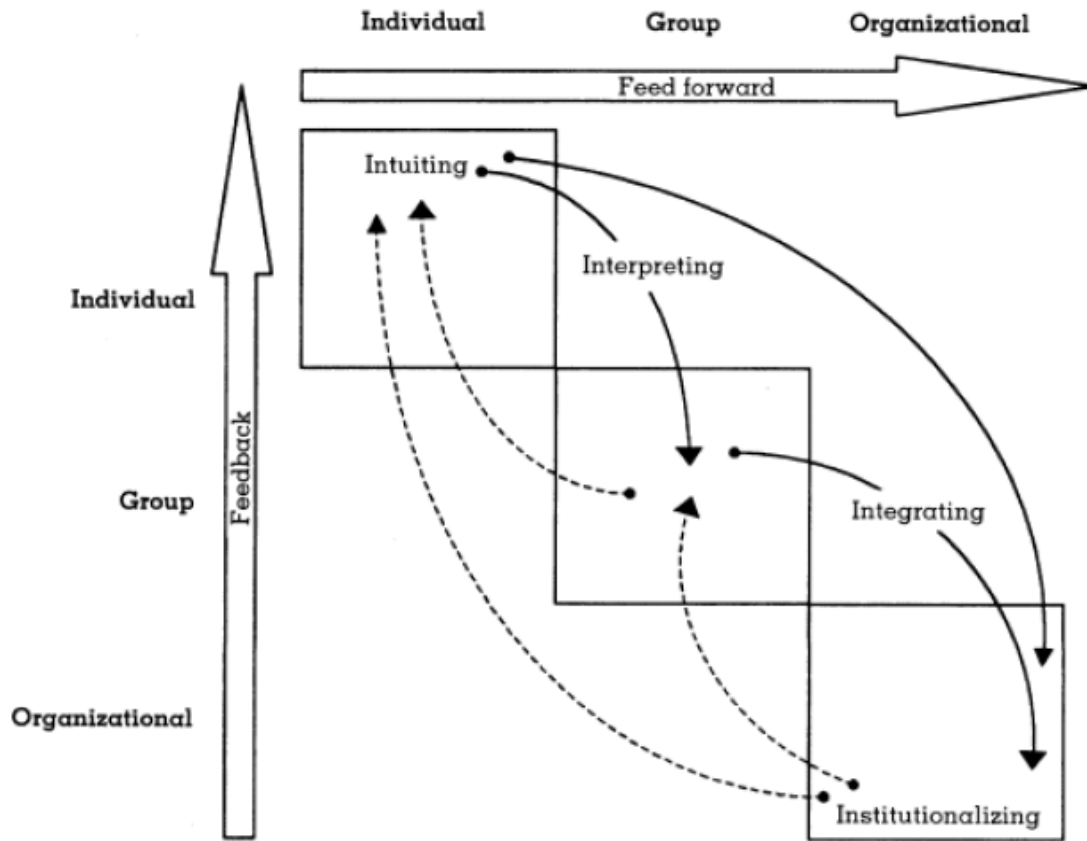
Figure 4. Organizational Learning as a Dynamic Process

(Source: Crossan, Lane, & White, 1999)

2.2.3. The SLAM Framework (Strategic Learning Assessment Map)

The Strategic Learning Assessment Map (SLAM) was proposed by Crossan & Hulland as a combination simplified version of 4I framework and dynamic processes in 1997. The relationship between levels of learning is the central point of their study. In SLAM, the intuiting and interpreting items of 4I framework were consolidated as "Individual Level", the Integrating item was named as "Group Level" and institutionalizing was named as "Organization Level" learning stocks. In addition to these three learning stocks, feed-forward and feedback flow mechanisms were added to the framework. The SLAM framework is represented in Table 2.9 below. According to this model, learning across levels can be supposed as flow and this shows that it is a dynamic process. Crossan & Hulland (1997) used three learning stocks: individual, group, organization and two learning flows: feed-forward and feedback constructs in SLAM. These five constructs will

be discussed in detail as the dimensions of Organizational Learning in the following section (Bontis, Crossan, & Hulland, 2002).

Table 9. The SLAM (Strategic Learning Assessment Map) Framework

		Output		
		Individual	Group	Organization
Input	Individual	Individual-level learning stocks (II)	FF_{IG}	FF_{IO}
	Group	FF_{GI}	Group-level learning stocks (GG)	FF_{GO}
	Organization	FB_{OI}	FB_{OG}	Organizational-level learning stocks (OO)

Source: (Bontis, Crossan, and Hulland, 2002)

2.2.4. Dimensions of Organizational Learning

Several scholars introduced discrete names for the constructs of organizational learning within the time. There are different perspectives inspired by SLAM framework to approach organizational learning as a system and these perspectives made an integrative contribution to the literature (Bontis, Crossan, & Hulland, 2002).

In Strategic Learning Assessment Map (SLAM) OL has five dimensions such as three learning stocks (individual-level, group-level, and organization-level), and two learning flows (feed-forward and feed-back) (Crossan M. a., 1997).

2.2.4.1. Learning Stocks

Learning stocks include three levels; individual, group, and organization.

2.2.4.1.1. Individual-level learning stocks

According to American Society of Training and Development Association's (ASTD) analysis in US, organizations invest nearly $55.3 billion into training activities and most of this money goes to individual learning. HR departments try to employ and train most distinguished employees to increase the organization's intellectual capital to catch up the competitive advantage. Plott (1998) points out that organization which invest on workplace learning sorely take upper lines on Wall Street (Bontis, Crossan, & Hulland, 2002).

The individual learning dimension can be broadly defined in general as: individual competence, capability and motivation to take charge of required tasks. Intuiting and interpreting are the key processes for individual learning according to the SLAM theory. These processes need competencies (specific or generic) and motivation to accomplish the necessary tasks (Bontis, Crossan, & Hulland, 2002).

'Intuiting' is the phase of new comprehension development in the individual level. The function of tacit knowledge is identified by the process of intuiting. While it is essential to identify how new comprehension development through the process of intuiting, it is also essential to figure out how individuals take those unfamiliar insights and start to clarify them through the process of interpreting. During interpreting phase, individuals form conceptual maps regarding to different domains that they work in. These individual stocks such as; competencies and knowledge can be seen as one of the key points for organizational learning. Sometimes, individual competencies may not be transferable as they can be specific to a job context. In individual learning, there are some significant competencies such as; openness to unfavorable feedback, motivated for self-development and absorbing external information. Competence and capability is not sufficient for interpreting, also direction and motivation is needed. According to Watkins and Marsick (1993) capability, motivation and focus increase individual learning. To sum up, individual learning dimension is the combination of intuiting and interpreting. If the organization does not have the ability to keep up learning, then, new product development and individual learning investment can be a bottleneck for the organization. Tough, during

production phase, work-in-process inventory can be stockpiled and this is not a matter. On the other hand during learning phase, stockpiling can be a problem because individuals can quit the organization if they feel disappointed (Bontis, Crossan, & Hulland, 2002).

2.2.4.1.2. Group-level learning stocks

Groups create a synergy that enhances performance. The main idea behind this is whole is much more than the sum of its parts. If the employees find ways to accomplish their tasks much more effectively, then, this promotes organizational learning (Jones, 2010). According to Clynn et al. (1994), learning can be established only with continuous interactions between people in an organization. Daft and Huber (1987) consider learning among individuals as the necessity for interacting and distribution of information. Two well-known scholars in OL literature Stata (1989) and Senge (1990) put emphasis on shared images and mental models. Besides, Weick (1979) and Seely-Brown and Duguid (1991) treat learning as a ''social construction of reality'. Group learning includes the participation of individual interpretations to provide a shared understanding. In SLAM, Instead of "team learning" concept, "group learning" is preferred to stand for this dimension. Usually, in daily process, there is a group of individuals that build up a shared understanding rather than a team. According to Lsaacs (1993), dialogue is a major facet in integrating process. Group explores challenging issues from different point of views by dialogue. Ongoing communication leads to improvement of collective mind and common understanding. In brief, group learning is related with integrating process. It involves items such as, work group effectiveness, productive meeting management, resource allocation and dialogue comprehension. If an organization promotes group learning, then it can generate competitive advantage. For this reason, business performance increases in the case of group learning development (Bontis, Crossan, & Hulland, 2002).

2.2.4.1.3. Organization-level learning stocks

Over the years, many scholars mentioned about the necessity of organization-level learning such as; Fiol and Lyle (1985), Huber (1991) and Stata (1989) who have different perspectives regarding the issue. In general, two different main perspectives were accepted, these are; human and non-human perspectives. According to human perspective, organization is formed from collection of individuals. On the other hand, in non-human

point of view; the organization is composed of procedures, structures and systems. Crossan et al. (1999) have argued that the organization level means more than large scale common understanding. It indicates the transformation of common understanding to the new structures, procedures, processes and strategy. Moreover, the components of strategic alignment are associated with organizational level. Eventually, organizational learning depends on a competitive antecedent because it brings a competitive advantage. According to Crossan et al. (1999) organizational learning does not only mean individuals learn new things or organization gains capability for information processing or developing new products. Furthermore, it must be managed with strategic context. Organization level learning includes combining individual and group learning with the non-human parties of the organization such as; procedures, structures, systems and strategy. Huber (1999) entitled this kind of learning stock as "Organizational Memory". Organization-level knowledge is an intangible asset for the organization and leads to sustainability of the business performance. If a firm can increase organizational knowledge through top level then it may have a more productive system. Scholars who work on strategic management are now aware of aligning structure, systems and strategy with environment is crucial. Structure, systems and strategy are the key components for organizational-level learning stock (Bontis, Crossan, & Hulland, 2002).

2.2.4.2. Learning Flows

Learning flows in the SLAM include two levels; feed-forward – absorbing new learning (exploration) – and feed-back – usage of past learning (exploitation) – that means the movement of knowledge from one level to another (Vera, 2004) (Bontis, Crossan, & Hulland, 2002).

2.2.4.2.1. Feed-forward learning flows

In Table 9, the upper right three cells represent feed-forward learning flow from individual to group, individual to organization and group to organization. Feed-forward learning refers in what ways and conditions individual learning supports group and organization level learning such as systems, procedures, culture, etc. A recent argument for organizational learning is that; it can be an impediment if the organization does not have

the ability to keep up feed-forward flow such as from individual through group or from group through organization (Bontis, Crossan, & Hulland, 2002).

2.2.4.2.2. Feed-back learning flows

In Table 9, the lower left three cells represent feed-back learning flow from group to individual, organization to individual and organization to group. Feed-back learning refers in what ways and conditions organization level learning such as systems, procedures, culture, etc. supports group and individual level learning (Bontis, Crossan, & Hulland, 2002).

Two of the critical components of strategic renewal are feed-forward and feed-back learning flows. Renewal coordinates consistency and makes a difference at organization level. Organizational learning needs organizations to find out new paths as well as taking advantage of learning from past. Actually, learning that made a contribution to past success can be an obstacle for renewal and adaptation (Bontis, Crossan, & Hulland, 2002).

The management is responsible from the alignment of learning stocks and learning flows to achieve efficiency and effectiveness of learning systems in the organization. The incompatibility between the learning stocks and feed-forward flow means that the organization is not able to internalize learning. For instance, if feed-forward flow fall behind individual learning stock, then, individuals are not able to transfer their learning to the organization and this creates performance issues. Another example, group level learning stock may be in high levels, but organizational structures cannot have the sufficient and right communication channels among employees. Lastly, individual level learning stock may be in high levels, but, inadequacy of reward systems may lead to employee dissatisfaction. Briefly, any kind of incompatibility between learning stocks and learning flows at any level is a bottleneck for the organization and negatively affects business performance. When the organization decreases the incompatibility level between them, then performance increases (Bontis, Crossan, & Hulland, 2002).

So far, authentic leadership and organizational learning literature were analyzed in this study; from now on the relationship between authentic leadership and organizational learning will be discussed in the following section.

2.3. The Relationship between Authentic Leadership and Organizational Learning

The relationship between leadership and organizational learning has been subject to many researchers in organizational behavior literature. In this part of the study, some studies in the literature have taken place that have been subject to relational linkages between different leadership styles and organizational learning.

In the study of Noruzy, Dalfard, Azhdari, Nazari-Shirkouhi and Rezazadeh (2013) positive correlation has been found between transformational leadership and organizational learning in Iranian manufacturing firms that was published in International Journal of Advanced Manufacturing Technology journal. Similarly, in 2007 Aragon-Correa and his colleagues (2007) proved that transformational leadership style promotes knowledge creation and transition that leads to organizational learning development in their studies among 408 major companies from Spain operating in different sectors, such as; manufacturing, services, construction and farming. Moreover, Zagoršek, Dimovski and Škerlavaj's (2009) study showed that transformational leadership has a stronger effect on organizational learning rather than transactional leadership style. However, Çakmakyapan (2009) has found that transactional leadership style has a greater impact on organizational learning rather than transformational leadership style. In this study, the sample was employees of a congress organization that operates in service industry. Another study in the literature conducted by Lakhani (2005) found that visionary leadership is significantly related to organizational learning across three different countries; United States, Malaysia and India. The study consists of 206 employees from three different engineering organizations and the results showed that the three dimensions of visionary leadership style; (1) transactional behavior, (2) transformational behaviour and (3) transformational character have a positive association with organizational learning (Lakhani, 2005). Finally, a Northcentral University research affirmed a linkage between 8 competencies of servant leadership and organizational learning in socio-culture of a military unit in Arizona (Glessner, 2016).

These sample research so far proved that there is a relationship between leadership and organizational learning. However, there is not any encountered relationship between organizational learning and authentic leadership style in the related literature.

In light of the above studies, the following hypothesis is developed:

H1: There is a relationship between authentic leadership and organizational learning.

As a summary of the theoretical framework drown above, theoretical model of the study is presented below:

AUTHENTIC LEADERSHIP	←————————→	ORGANIZATIONAL LEARNING
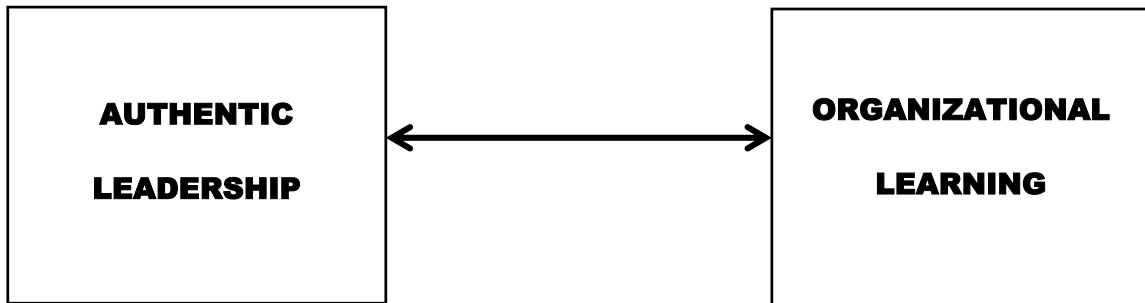
Figure 5. Theoretical model of the study

In the following section the details of the reseach methodology will be discussed.

3. METHODOLOGY

In this part of the study, sample, research design, procedure, measurement instruments and data analysis will be discussed.

3.1. Sample

This study focuses on employees working in private sector organizations that operate in banking and insurance sector in Turkey. Specific sector limitation was chosen in order to control the impact of industry on organizations. Sample is consisted of 200 (N=200) white collar employees working in these organizations. Participation to the study was voluntary and there is no other special criteria for attendants. Thus, convenience sampling was used for the data collection.

3.2. Research Design

A quantitative research method was used for this study. This study is explanatory and analytical. It is cross-sectional.

3.3. Procedure

The data was collected via questionnaires. The hard copy of the questionnaires was distributed to the participants and all of them collected back directly by the researcher. There is not any missing copy during collection phase. Data collection losted two months. 228 questionnaires were distributed in total and 200 of them were returned. Return rate is % 88.

3.4. Measurement Instruments

Questionnaire was used as the measuring instrument in this research. The questionnaire consists of a cover letter and 3 independent parts including measurement scales designed to evaluate the constructs of this study and some demographic data. There are some demographic questions in the first part to determine the profile of attendants. The second

part of the questionnaire represents authentic leadership scale and the third part represents organizational learning scale.

3.4.1. Authentic Leadership Questionnaire

In this study, Authentic Leadership Questionnaire (ALQ) developed by Gardner et al. (2005) was used as the survey instrument to measure the construct of Authentic Leadership. This survey instrument provided a quantitative assessment of self-awareness, balanced processing, relational transparency, and ethical/moral conduct of authentic leaders. The aggregate of the scores for these four dimensions yielded the measure of overall Authentic Leadership. A 6 point Likert scale was employed ranging from "strongly agree" (6) to "strongly disagree" (1).

3.4.2. Organizational Learning Questionnaire

The Organizational Learning Questionnaire (OLQ) was used to measure the construct of Organizational Learning in this study. The OLQ survey instrument provided a quantitative assessment of the learning stocks and learning flows. The aggregate of the scores for learning stocks and learning flows provided the measure of overall organizational learning. Participants were asked to respond to each item on 6 point Likert scale ranging from "strongly agree" (6) to "strongly disagree" (1). (Crossan M. a., 1997)

3.5. Data Analysis

The answers from the measurement instruments were analyzed by using statistical techniques. The IBM Statistical Program for Social Sciences (SPSS) for Windows version 23 was used in all data analysis.

Data analysis was performed in several stages. Firstly, factor analysis was executed on all items from both authentic leadership and organizational measures. Then, reliability analysis was applied to by using Cronbach Alpha. Finally, Pearson's Product Moment Correlation was calculated to demonstrate the correlations between the variables.

In order to see the relationship between Authentic Leadership factors and Organizational Learning factors, multiple regression analysis was used. The main reason to use this method is that, Multiple Regression Analysis shows the variance of explanation of independent variable over dependent variable. Finally, T-test and ANOVA were applied to find out if there were any differences for the two variables of the study according to gender and education level.

4. FINDINGS

This section of the study covers the profile of attendants, hypothesis-testing and supplementary data analysis.

4.1. Respondents' Profile

The surveyed audience was composed of 88 females and 112 males. 81 % of the attendants were between the ages of 26-45. 82 % of them had a bachelor's, 2.5 % had a high school and 15.5 % had a postgraduate degree. The attendants have a work experience between 1 and 33 years. 71 % of them had been working for 1-9 years. The sample has a 8 years tenure mean. The details of respondent's profile are demonstrated in Table 10.

Table 10. Descriptive Statistics of the Sample

Variable	N	Percentage	Mean	Standard Deviation	Range
Gender					
Male	112	56			
Female	88	44			
Age	200		34.01	7.50	22-57
Marital Status					
Married	106	53			
Single	94	47			
Education Level					
High School	5	2.5			
University	164	82			
Post Graduate	31	15.5			
Tenure	200		7.54	7.66	1-29
Total Experience	200		11.30	7.96	1-33

4.2. Reliability Analysis

Reliability analysis was performed for authentic leadership and organizational learning scales and all their subscales. Authentic Leadership scale has fairly high internal consistency that has .96 overall Cronbach's Alpha value and this value is mostly above the generally agreed sufficiency level of .70. This shows that the items of each concept are interrelated. Besides, all of the subscales of Authentic Leadership have remarkable Cronbach's alpha values one by one that are very above .70. On the other hand, Organizational Learning again has a high overall value as .97 and all of its subscales are higher than .70 and this means that the second scale is also reliable. The details of the reliability analysis were demonstrated in Table 11.

Table 11. Reliability Analysis of Authentic Leadership and Organizational Learning Scales and Subscales

Scale	Mean	Standard Deviation	Cronbach's Alpha
Authentic Leadership (overall)	4.328	.863	.96
Self-awareness	4.321	.967	.87
Balanced Processing	4.324	.914	.91
Rational Transparency	4.440	.992	.85
Ethical/Moral Conduct	4.254	.903	.88
Organizational Learning (overall)	3.921	.629	.97
Individual-level	3.871	.786	.92
Group-level	4.083	.692	.90
Organization-level	4.217	.779	.92
Feed-forward	3.760	.707	.89
Feed-back	3.673	.700	.86

4.3. Results of Factor Analysis for Authentic Leadership and Organizational Learning

Factor analysis that includes principal components solution with varimax rotation was applied to find the factor structures of authentic leadership and organizational learning scales. The items that have factor loading below .50 or loading to more than one factor was excluded from the analysis.

16 items of authentic leadership scale were entered into factor analysis. Kaiser-Meyer-Olkin (KMO) value was found as .946 and this value is mostly above the generally agreed sufficiency level of .60. This outcome demonstrated the homogeneous structure of the items and the result of Bartlett Test (.000, Chi-Square: 2629.911, df: .120) showed that the items were convenient for factor analysis.

Items 7 and 13 were left out of the analysis due to cross loadings. The remaining 14 variables were loaded on two factors explaining 68.961 % of the total variance.
As mentioned in the theoretical framework of this study, Authentic Leadership variable has four dimensions in the literature; these are *(1) self-awareness, (2) balanced processing, (3) relational transparency, and (4) ethical/moral conduct* (Avolio, Walumbwa, & Weber, 2009). In the study of Gündoğdu (2010), authentic leadership yielded two factors which were named as Self-awareness & Balanced Processing and Transparency & Authenticity. The resulting factors in this study were also named as Self-awareness & Balanced Processing and Transparency & Authenticity which is compatible with Gündoğdu's study. However, two items of Transparency & Authenticity dimension were listed under the Self-awareness & Balanced Processing dimension.

The Reliability Analysis was repeated for two factors of authentic leadership measure after the factor analysis. Both of the factors are highly reliable. The cronbach's alpha values are .94 for Self-awareness & Balanced Processing and .90 for Transparency & Authenticity respectively which is above the generally accepted score .70.

Table 12. Factor Analysis Results of Authentic Leadership Scale

Factor 1: Self-awareness & Balanced Processing % variance: 40.577	Factor Loadings
2. Knows when it is time to reevaluate his or her positions on important issues	.822
11. Listens carefully to different points of view before coming to conclusions	.798
6. Encourages everyone to speak their minds	.788
3. Shows he or she understands how specific actions impact others	.785
10. Analyzes relevant data before coming to a decision	.730
4. Instills pride in me for being associated with him/her	.702
1. Accurately describes how others view his or her capabilities	.694
12. Solicits views that challenge his or her deeply held positions	.693
5. Admits mistakes when they are made	.630

Factor 2: Transparency & Authenticity	% variance: 28.384	

14. Makes decisions based on his or her core values	.842
15. Asks you to take positions that support your core values	.819
16. Makes difficult decisions based on high standards of ethical conduct	.784
8. Displays emotions exactly in line with feelings	.674
9. Tells you the hard truth	.673

Kaiser-Meyer-Olkin Measure of Sampling Adequacy: .946
Bartlett's Test of Sphericity: .000   Chi-Square : 2629.911   df: .120

50 items of organizational learning measure were entered into factor analysis. Kaiser-Meyer-Olkin (KMO) value was found as .929 and this value is mostly above the generally accepted adequacy level of .60. This result demonstrated the homogeneous structure of the items and the result of Bartlett Test (.000, Chi-Square: 7013.984, df: .1225) showed that the items were convenient for factor analysis.

Items 8 and 10 from individual-level section, items 8 and 9 from organization-level section, items 4,5 and 8 from feed-forward section, items 1,2,3,4,5,6 and 10 from feed-back section were left out of the analysis due to cross loadings. The remaining 36 items were loaded on five factors explaining 61.927 % of the total variance.

The Reliability Analysis was repeated for five factors of Organizational Learning scale after factor analysis. All of the factors are highly reliable. The cronbach's alpha values are .91 for Individual-level Learning, .90 for Group-level Learning, .92 for Organization-level Learning, .88 for Feed-forward Learning and .75 for Feed-back Learning respectively which is above generally accepted score .70.

Table 13. Factor Analysis Results of Organizational Learning Scale

Factor 1: Individual-level Learning % variance: 15.133	Factor Loadings
2. Individuals are aware of the critical issues that affect their work.	.768
1. Individuals are current and knowledgeable about their work.	.759
5. Individuals feel confident in their work.	.701
3. Individuals feel a sense of accomplishment in what they do.	.640
6. Individuals feel a sense of pride in their work.	.628
4. Individuals generate many new insights.	.587
7. Individuals have a high level of energy at work.	.584
9. Individuals have a clear sense of direction in their work.	.566

Factor 2: Group-level Learning % variance: 14.006	
2. We share our successes within the group.	.727
4. Ideas arise in meetings that did not occur to any one individual.	.719
3. We share our failures within the group.	.661
10. Groups are prepared to rethink decision when presented with new information.	.658
9. Different points of view are encouraged in group work.	.646
6. Groups in the organization are adaptable.	.633
5. We have effective conflict resolution when working in groups.	.598
1. In meetings, we seek to understand everyone's point of view.	.587
7. Groups have a common understanding of departmental issues.	.522
8. Groups have the right people involved in addressing the issues.	.507

Factor 3: Organization-level Learning % variance: 13.957	
6. We have a realistic yet challenging vision for the organization.	.805
5. The organization's culture could be characterized as innovative.	.759
2. The organizational structure supports our strategic direction.	.755
1. We have a strategy that positions us well for the future.	.741
7. We have the necessary systems to implement our strategy.	.695
3. The organizational structure allows us to work effectively.	.648
4. Our operational procedures allow us to work efficiently.	.590
10. We have an organizational culture characterized by a high degree of trust.	.584

Factor 4: Feed-forward Learning % variance: 12.595	
9. The "left hand" of the organization knows what the "right hand" is doing.	.672
6. Individuals compile information for everyone to use.	.659
10. Results of the group are used to improve products, services and processes.	.639
1. Lessons learned by one group are actively shared with others.	.634
3. Groups propose innovative solutions to organizationwide issues.	.625
2. Individuals have input into the organization's strategy.	.602
7. Individuals challenge the assumptions of the group.	.562

Factor 5: Feed-back Learning   % variance: 6.237

8. Training is readily available when it is needed to improve knowledge and skills.   .694
7. Information systems make it easy for individuals to share information.   .667
9. Cross-training, job rotation and special assignments are used to develop
   a more flexible workforce.   .630

Kaiser-Meyer-Olkin Measure of Sampling Adequacy: .931
Bartlett's Test of Sphericity: .000   Chi-Square : 4773.178   df: .630

4.4. Correlation Analysis

Correlations related to independent variable and all factors of dependent variable were detailed in Table 14. In general, all significant correlations are ranging from .256(p<.01) to .763 (p<.01). Hypothesis 1 was tested using correlation analysis. Table 14 represents the results of the correlation analysis. Authentic leadership is significantly (p<.01) correlated with organizational learning. Hypothesis 1 stating that "there is a relationship between authentic leadership and organizational learning" is supported.

Table 14. Correlations between Authentic Leadership and Organizational Learning

	1 AF1	2 AF2	3 OF1	4 OF2	5 OF3	6 OF4	7 OF5
1	1						
2	.763**	1					
3	.413**	.444**	1				
4	.488**	.492**	.665**	1			
5	.482**	.482**	.627**	.635**	1		
6	.290**	.338**	.635**	.618**	.674**	1	
7	.256**	.320**	.447**	.421**	.516**	.607**	1

** Correlation is significant at the 0.01 level (2-tailed).
Variables are represented by the following symbols:
Authentic Leadership Factors; **AF1:** Self-awareness & Balanced Processing, **AF2:** Transparency &Authenticity
Organizational Learning Factors; **OF1:** Individual-level Learning, **OF2:** Group-level Learning,
OF3: Organization-level Learning , **OF4:** Feed-forward Learning , **OF5:** Feed-back Learning

4.4. Regression Analysis

Multiple regression analysis was used in order to analyze the contribution of authentic leadership on organizational learning. Results showed that self-awareness & balanced processing does not contribute to individual-learning. On the other hand, transparency &authenticity has positively and moderately (β=.309; p value=.002) contributes to individual-level learning dimension. Results are tabulated in Table 15.

Table 15. Multiple Regression of Authentic Leadership Factors and Individual-level Learning

Dependent Variable: Individual-level Learning

Independent Variables:	β	t value	p value
Self-awareness & Balanced Processing	.177	1.805	.073
Transparency & Authenticity	.309	3.158	.002

R= .459; **R² =** .210; **F value**= 26.224; **p value**= .000

Results of the multiple regression analysis between authentic leadership factors and the group level learning factor of organizational learning showed that both Self-awareness & Balanced Processing and Transparency & Authenticity positively and moderately (β=.270, .286; p value=.005, .003) contributes to group-level learning dimension. Results are shown in Table 16.

Table 16. Multiple Regression of Authentic Leadership Factors and Group-level Learning

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Dependent Variable: Group-level Learning

Independent Variables:	β	t value	p value
Self-awareness & Balanced Processing	.270	2.867	.005
Transparency & Authenticity	.286	3.042	.003

R= .522; **R²** = .272; **F value**= 36.815; **p value**= .000

Similarly Group-level Learning, both Self-awareness & Balanced Processing and Transparency & Authenticity positively and moderately (β=.273; p value=.004) contributes to organization-level learning dimension. Results are tabulated in Table 17.

Table 17. Multiple Regression of Authentic Leadership Factors and Organization-level Learning

---

Dependent Variable: Organization-level Learning

Independent Variables:	β	t value	p value
Self-awareness & Balanced Processing	.273	2.892	.004
Transparency & Authenticity	.273	2.888	.004

R= .513; **R²** = .263; **F value**= 35.215; **p value**= .000

Self-awareness & Balanced Processing does not contribute to feed-forward learning dimension of organizational learning, on the other hand, Transparency & Authenticity positively and moderately (β=.278; p value=.008) contributes to feed-forward learning dimension as tabulated in Table 18.

Table 18. Multiple Regression of Authentic Leadership Factors and Feed-forward
Learning

Dependent Variable: Feed-forward Learning

Independent Variables:	β	t value	p value
Self-awareness & Balanced Processing	.078	.753	.452
Transparency & Authenticity	.278	2.685	.008

R= .341; **R²** = .116; **F value**= 73.454; **p value**= .000

Similarly, Self-awareness & Balanced Processing factor of authentic leadership does not significantly contribute to feed-back learning, on the other hand, Transparency & Authenticity positively and moderately (β=.298; p value=.000) contribute to feed-back learning dimension as seen in Table 19.

Table 19. Multiple Regression of Authentic Leadership Factors and Feed-back Learning

Dependent Variable: Feed-back Learning

Independent Variables:	β	t value	p value
Self-awareness & Balanced Processing	.029	.278	.781
Transparency & Authenticity	.298	2.857	.005

R= .321; **R²** = .103; **F value**= 11.301; **p value**= .000

4.5. Results of T-Test and ANOVA

Independent sample T-test was applied to investigate whether there were differences between men and women with respect to the level of authentic leadership and organizational learning. No significant gender differences were found in terms of both factors of authentic leadership and 5 factors of organizational learning as shown in Table 20.

Table 20. Results of T-test (Gender)

Variable	Gender	N	Mean	Std. Deviation	p value
Self-awareness & Balanced Processing	Female	88	3.8447	.82075	.379
	Male	112	3.9464	.80095	
Transparency & Authenticity	Female	88	4.1477	.89468	.428
	Male	112	4.2536	.96646	
Individual-level Learning	Female	88	3.9702	.80408	.330
	Male	112	3.8627	.74679	
Group-level Learning	Female	88	4.0636	.70159	.727
	Male	112	4.0982	.68799	
Organization-level Learning	Female	88	4.1875	.82655	.411
	Male	112	4.0882	.86124	
Feed-forward Learning	Female	88	3.7240	.69844	.430
	Male	112	3.6378	.81445	
Feed-back Learning	Female	88	3.7235	.81841	.683
	Male	112	3.6726	,91148	

Similar to gender differences Independent sample T-test was applied to investigate whether there were marital status differences with respect to the level of authentic leadership and organizational learning. Both of the authentic leadership constructs (Self-awareness & Balanced Processing and Transparency & Authenticity) have significant difference between marital status groups; Married and Single. (p=.002 and .038). Married employees evaluate their leaders more authentic than single employees. Besides, when it comes to Organizational Learning variable there is a significant difference in feed-forward learning dimension between married and single employees. Single employees contribute to feed-forward learning more than married employees. The results of marital status differences are shown in Table 21.

Table 21. Results of T-test (Marital Status)

Variable	Marital Status	N	Mean	Std. Deviation	p value
Self-awareness & Balanced Processing	Married	106	4.0660	.72541	**.002**
	Single	94	3.7163	.86122	
Transparency & Authenticity	Married	106	4.3358	.94074	**.038**
	Single	94	4.0617	.91111	
Individual-level Learning	Married	106	3.9245	.77049	.778
	Single	94	3.8936	.77835	
Group-level Learning	Married	106	4.0745	.68216	.855
	Single	94	4.0926	.70745	
Organization-level Learning	Married	106	4.1179	.86273	.805
	Single	94	4.1476	.82996	
Feed-forward Learning	Married	106	3.5674	.71645	**.033**
	Single	94	3.7979	.80251	
Feed-back Learning	Married	106	3.6038	.84342	.116
	Single	94	3.7979	.89231	

One-Way ANOVA could not be used in order to test the differences age groups in terms of authentic leadership and organizational learning, because the sample size of some groups are less than adequate level. Besides, One-Way ANOVA is conducted to determine if there is a significant difference between educational levels and authentic leadership, organizational learning. The results show that individual-level learning and organization-level learning dimensions of organizational learning are significantly different for education level (p=.011 and p=.012 respectively). Employees who are high school graduates contribute to individual-level learning and organization-level learning more than employees who have bachelor's and master degrees. Table 22 represents the detailed numerical values of the ANOVA test for Education Level.

Table 22. Results of ANOVA (Education)

Variable	Education Level	N	Mean	Std. Deviation	P value
Self-awareness & Balanced Processing	High School	5	4.4889	.55333	.252
	Bachelor's	164	3.8801	.81306	
	Master	31	3.9211	.80696	
Transparency & Authenticity	High School	5	4.6400	.81731	.534
	Bachelor's	164	4.1841	.94147	
	Master	31	4.2581	.92404	
Individual-level Learning	High School	5	4.9000	.76750	**.011**
	Bachelor's	164	3.8666	.77404	
	Master	31	3.9798	.66700	
Group-level Learning	High School	5	4.5400	.68411	.202
	Bachelor's	164	4.0500	.67755	
	Master	31	4.1839	.75679	
Organization-level Learning	High School	5	5.2250	.76750	**.012**
	Bachelor's	164	4.0953	.84958	
	Master	31	4.1492	.73131	
Feed-forward Learning	High School	5	4.4000	.99180	.062
	Bachelor's	164	3.6341	.77961	
	Master	31	3.7788	.58302	
Feed-back Learning	High School	5	4.4667	.83666	.104
	Bachelor's	164	3.6565	.86469	
	Master	31	3.7742	.86661	

In the next step, the ANOVA Test was applied to work experience and the results indicated that there is no significant difference between work experience of employees with respect to authentic leadership and organizational learning. Results are tabulated in Table 23.

Table 23. Results of ANOVA (Work Experience)

Variable	Work Experience	N	Mean	Std. Deviation	P value
Self-awareness & Balanced Processing	1 - 4 years	61	3.7687	.82659	.301
	5 - 9 years	68	3.9739	.84142	
	10^+ years	71	3.9468	.75892	
Transparency & Authenticity	1 - 4 years	61	4.0098	.98619	.138
	5 - 9 years	68	4.2735	.95443	
	10^+ years	71	4.3127	.85372	
Individual-level Learning	1 - 4 years	61	3.8627	.81225	.518
	5 - 9 years	68	3.8640	.80973	
	10^+ years	71	3.9947	.70122	
Group-level Learning	1 - 4 years	61	4.0508	.72125	.859
	5 - 9 years	68	4.0765	.70798	
	10^+ years	71	4.1169	.65987	
Organization-level Learning	1 - 4 years	61	4.0287	.84699	.305
	5 - 9 years	68	4.1011	.87600	
	10^+ years	71	4.2500	.81147	
Feed-forward Learning	1 - 4 years	61	3.6464	.80077	.925
	5 - 9 years	68	3.6996	.84069	
	10^+ years	71	3.6781	.66029	
Feed-back Learning	1 - 4 years	61	3.6175	.87736	.707
	5 - 9 years	68	3.7255	.97044	
	10^+ years	71	3.7324	.76349	

Concerning tenure, there is a significant difference between tenure of employees with respect to organizational learning. Employees who work between 1-4 years in their organizations contribute to individual-learning, group-level learning, organization-level learning, feed-forward learning and feed-back learning more than employees who have more than 10 years of experience in the company.

Table 24. Results of ANOVA (Tenure)

Variable	Tenure (in years)	N	Mean	Std. Deviation	P value
Self-awareness & Balanced Processing	1 - 4	66	4.0219	.82659	.305
	5 - 9	66	3.8098	.84142	
	10+	68	3.8742	.75892	
Transparency & Authenticity	1 - 4	66	4.3273	.94308	.358
	5 - 9	66	4.0939	1.03313	
	10+	68	4.2000	.81844	
Individual-level Learning	1 - 4	66	4.1345	.85381	**.001**
	5 - 9	66	3.6477	.69921	
	10+	68	3.9467	.68680	
Group-level Learning	1 - 4	66	4.2545	.76985	**.021**
	5 - 9	66	3.9212	.63209	
	10+	68	4.0735	.63777	
Organization-level Learning	1 - 4	66	4.3277	.86790	**.001**
	5 - 9	66	3.8333	.77872	
	10+	68	4.2316	.81762	
Feed-forward Learning	1 - 4	66	3.8918	.86917	**.005**
	5 - 9	66	3.4589	.69287	
	10+	68	3.6765	.66852	
Feed-back Learning	1 - 4	66	3.8990	.95178	**.012**
	5 - 9	66	3.4545	.81364	
	10+	68	3.7304	.79229	

The findings of the study will be interpreted in the following section.

5.   DISCUSSION

Learning with the most general definition; refers to a permanent change in experience resulting in behavior. Learning as a cognitive and physical activity, enable obtain new knowledge and skills and shapes behavior through the acquired knowledge and skills (Schwandt & Marquardt, 2000). Learning is not a phenomenon that starts and ends at an instant, it is a dynamic process consisting of phases and continuing for life (Crossan, Lane, & White, 1999). Enterprises in the new economic environment; to adapt to change, to overcome uncertainty, to provide competitive advantage and to influence the environment should pay attention to learning. Learning provides systematic problem solving and recovery for organizations. Learning-oriented organizations differ from their competitors by developing methods to make unlimited use of knowledge. These organizations are the one that share their visions with their employees, view learning as an investment element, attach importance to creating, sharing and using information, questioning organizational norms, modifying and, when necessary, changing organizational performance, quality and customer satisfaction (Burnes, 2009). According to Burnes (2009) in order to survive or expand the business, organizational learning must be encouraged by leaders. At this point, leader's positive behaviors generate positive ascension on organizational learning. Authentic leadership style which is the independent variable of this study focuses on positive thoughts such as hope, stamina, patience, optimism, welfare and the applicability of these conducts to the business life (Avolio, O.Walumbwa, & J.Weber, 2009). In that respect, the positive influence of authentic leadership style on organizational learning stand for the basis of this study.

As mentioned in the theoretical framework of this study, the independent variable of the study which is authentic leadership has four dimensions in the literature; these are (1) self-awareness, (2) balanced processing, (3) relational transparency, and (4) ethical/moral conduct. However, authentic leadership yielded two factors in this study which were named as self-awareness & balanced processing and transparency & authenticity. This outcome is compatible with Gündoğdu (2010)'s study. Self-awareness & balanced processing factor refers to the values, identity, emotions, motives and goals of an individual as well as, interpreting all the related data objectively during decision making process free from bias. Transparency & authenticity factor represents that the leader has

unconditional trust and self-closure in his/her relationships and act in an ethical way in any case.

As a result of the factor analysis applied to the research data, it has been seen that the learning orientation is composed of five factors. These factors, in accordance with the views in the relevant literature, include three learning stocks (individual-level. group-level. and organization-level), and two learning flows (feed-forward and feed-back). Learning stocks refer to absorbing knowledge in different levels in the organization and while learning flows states for movement of knowledge from one level to another. Results of the factor analysis show that factor structures of both terms show similarity with the factor structure of the previous studies ((Bontis, Crossan, & Hulland, 2002; Crossan M. a., 1997; Vera, 2004).

In addition, results of correlation analysis showed that there is a significant and positive correlation between authentic leadership and organizational learning factors, namely three learning stocks: individual, group, organization and two learning flows: feed-forward and feed-back. Although, in literature there is no study showing the relationship between organizational learning and authentic leadership style, previous research represent that organizational learning is associated with different kinds of leadership styles. For instance, Noruzy, Dalfard, Azhdari, Nazari-Shirkouhi and Rezazadeh (2013) have conducted a study which revealed a strong correlation between transformational leadership and organizational learning. Similarly, Lakhani (2005) has found that visionary leadership is highly correlated with organizational learning.

Moreover, regression analysis was conducted to determine the effect of authentic leadership on organizational learning within the framework of reaching the main goal of the research. According to the results of regression analysis; leader's self-awareness and balanced processing behavior do not contribute to individual-level learning. On the other hand, it positively and moderately contributes to group-level and organization-level learning. This means that increase in the leader's values, identity, emotions, motives and goals also increases learning stocks in the organization except individuals. In addition, higher decision making free from bias increases improvement of collective mind and shared understanding in the organization. In other words, higher self-aware leaders increase interactions between people, procedures, structures, systems and strategy in the organization. The previous research conducted by Aragon-Correa and his colleagues

(2007) revealed similar findings concerning the leadership style promotes creating collective mind in the organization that leads to organizational learning development.

Another finding of regression analysis was concerning the learning flows; self-awareness & balanced processing does not contribute to feed-forward and feed-back learning. This means that if the leader has ability to assess any kind of situation objectively, then there is not a direct bearing on organizational members to retain and reuse of knowledge. In other words, higher or lower self-awareness and objectiveness of a leader has no effect on absorbing new learning and usage of past learning. On the other hand, transparency & authenticity factor of authentic leadership positively and moderately contributes to organizational learning. This means that increase in sharing information unconditionally also increases collecting, managing and using knowledge in the organization. In other words, higher trustworthy environment increases free exchange of knowledge in the organization. These findings were also supported by the literature. Several previous studies show that corresponding trust between followers and leaders generates affirmative upward spirals on collective processes of organizational learning (Lakhani, 2005; Zagoršek, Dimovski, & Škerlavaj, 2009; Glessner, 2016).

When the demographic variables were analyzed in terms of authentic leadership and organizational learning no gender difference has been found between men and women for both organizational learning and authentic leadership. On the other hand, regarding marital status; there is a significant difference between married and single employees in terms of authentic leadership. Married employees evaluate their leaders more authentic than single employees. Another difference about marital status was found in feed-forward learning flow dimension of organizational learning. Single employees contribute to feed-forward learning more than married employees. In terms of education level, there is a significant difference between employees with respect to two dimensions of organizational learning. Employees who are high school graduates contribute to individual-level learning and organization-level learning more than employees who have bachelor's and master degrees. This outcome may be interpreted as when education level is low; employees make more effort on Individual and Organization level Learning. If organizations view learning as an investment element, they can create distinction in organization's performance. Another finding is between tenure of employees with respect to organizational learning. Employees who work between 5-9 years in their organizations contribute to individual-learning, group-level learning, organization-level learning, feed-forward learning and feed-back

learning more than employees who have 1-4 years and more than 10 years of experience in the company. This conclusion may show that when the tenure increases employees become more ruthless in their opinions about their organization.

5.1. Limitations

The sample size was one of the limitations of this study. The target population is consisted of four organizations from banking and insurance sector with limited number of leaders. Sector and organization limitations have virtually eliminated the chance of making comparisons between different sectors, organizations and leaders. Besides, participation to the study was voluntary and sample consisted of some part of the staff especially knowledge workers (developers, analysts, specialists and consultants) who are volunteer to answer the questionnaire. These restrictions among target population made it difficult to generalize the findings.

Another limitation about the study is about the time horizon of the study. The study is cross-sectional and the data were collected at a single point in time. Longitudinal studies may provide more fruitful results.

Finally, there are numerous uncontrolled confounding variables in this study such as global economic issues, technological changes, national culture effects, employee satisfaction, etc. These circumstances may have delimited the relationship between authentic leadership and organizational learning factors.

5.2. Managerial Implications and Suggestions for Future Research

Understanding how organizational learning is crucial for organizations to catch-up competitiveness in this ever changing business environment. If the organizations want to remain competitive they must invest in increasing the competencies and capabilities of learning stocks and improving learning flow channels.

The results of this study revealed that authentic leadership style has a significantly positive effect on organizational learning. Under these findings; leaders should be informed about

the details about authentic leadership style. Moreover, training programs about this topic among leaders should be arranged by human resources departments.

Given the consequences of authentic leadership and organizational learning, and the importance of both of them in terms of their business, organizations need to look for ways to increase their learning orientation with strategies and the authenticity of their leaders in order to extend their lives and provide sustainable competitive advantage. In today's hyper-competitive environment, businesses can differentiate from their competitors and sustain their presence by developing new products, processes and ideas. Innovation is a phenomenon based on the creation, sharing and use of information about the market, products, processes and technology, or learning in other words. In addition, learning versatility enables information to be gathered from the organization, to connect the information to each other, and to allow the opportunity to see changes and occurrences around it. Business executives must get rid of the narrow view of learning as a cost and must put the concept of learning at the center of development, growth and living.

Despite the limitations of this study, the significance of two interrelated variables; organizational learning and authentic leadership, shed light on managers by providing clues about their benefits in terms of organization's success. Using the results reached in this study; organizations may get benefit while developing strategy, policy and particularly human resources applications. It is one of the most important contributions of this study that helps leaders direct their actions to facilitate learning in organizations. The findings of this research study help leaders determine specific approaches to encourage learning because organizational learning is becoming a critical issue for organization after competition has intensified. Leadership depends on the complexity of the global business environment, the continuity of the organization, and the ability of authentic leaders to make the organization learn more quickly. The results of this research are helping leaders to have in-depth knowledge of the complex roles of them and seeking guidance with authentic leadership in the organizational learning process.

This quantitative research do not cover cultural implications as survey was applied in one country; Turkey. As the nature of the organizational learning, there might be differences among different national cultures in context of learning flows. For instance, in Anglo-Saxon culture, open communication is encouraged rather than French partners. Similarly, Japanese workers need frequent dialogue with their associates because of their analytical

skills weakness. It is obvious that, incremental interaction in cultural characteristics promotes organizational learning environment. In terms of leadership style; Japanese leaders communicate openly with their co-workers as a reason of uncertainty avoidance which leads knowledge creation in the organization. This characteristic diversifies Japanese from other national cultures. (Bontis N. C., 2002). For future research, national culture effect on the relationship between authentic leadership and organizational learning may be investigated. In addition to culture, enlarging model with different moderating or mediating variables such as climate, organization's structure or trust may be important in terms of adding richness and depth to the subject. On the other hand, other than authentic leadership style, relationship between various different leadership (spiritual, servant, paternalistic, etc.) styles and organizational learning could be subject to future studies.

In this study, all data were collected with the help of a questionnaire, using quantitative research methodology and this technique is limited in the meaning of sample and scale. It may be useful to conduct research using different measurement methods, such as interviews on a more diverse sample in subsequent studies. Future research may model the organizational learning and authentic leadership using a group that also involves non-knowledge workers along knowledge-workers. Another suggestion about the methodology for future studies might be using mixed methods; particularly, interviews with the key people in the organization or focus group techniques to triangulate the survey responses that are insufficient to address complicated issues in leadership and organizational learning.

APPENDICES

APPENDIX 1. QUESTIONNAIRE

Sayın Katılımcı.

Bu araştırma. iş yaşamınızdaki uygulamalara ilişkin bir çalışmadır. Bu amaçla hazırlanmış olan bu anket formunda sizden istediğimiz. soruları kendi fikirlerinizi ve yaklaşımlarınızı dikkate alarak doldurmanızdır.

Bize vereceğiniz cevaplar sadece ilgili bilimsel araştırma dahilinde kullanılacak ve kimliğiniz kesinlikle gizli tutulacaktır. Cevaplarınızın gizli tutulacağına dair bize olan güveninizi sağlamak için sizden isminizi veya kimliğinizi açığa çıkartacak herhangi bir işareti anket formu üzerine yazmamanızı önemle hatırlatırız.

Bu araştırmaya vereceğiniz katkı için şimdiden teşekkür ederiz.

1. Cinsiyetiniz :   Kadın ( )   Erkek ( )
2. Yaşınız :   _____
3. Medeni Durumunuz :   Evli ( )   Bekar ( )
4. En son mezun olduğunuz eğitim kurumu :

          İlk Öğretim   ( )

          Lise   ( )

          Üniversite   ( )

          Yüksek Lisans   ( )

5. Kaç yıldır çalışma hayatındasınız?   _____
6. Şu anki işyerinizde kaç yıldır çalışıyorsunuz?   _____
7. Çalıştığınız pozisyon?   _____

I. BÖLÜM

Lütfen her bir ifadeyi dikkatlice okuyunuz ve isyerinizde direkt bağlı bulundugunuz üstünüzü (müdür / amir) düsünerek. bu ifadelere ne derecekatıldığınıza ilişkin görüşünüzü "Tamamen katılıyorum" dan "Kesinlikle katılmıyorum" a doğru uzanan ölçek üzerinde belirtiniz.	Tamamen Katılıyorum	Oldukça Katılıyorum	Katılıyorum	Pek fazla Katılmıyorum	Katılmıyorum	Kesinlikle Katılmıyorum
1. Yöneticim/amirim iş arkadaşlarının. personelin ve diğer yöneticilerin onun yeteneklerini nasıl değerlendirdiklerini tam olarak bilir.						
2. Önemli meselelerdeki görüşlerini ne zaman tekrar gözden geçirmesi gerektiğini bilir.						
3. Belirli eylemlerinin diğerlerini nasıl etkilediğinin farkında olduğunu gösterir.						
4. Sıkı bir şekilde inandığı görüşlerinin sorgulanmasından sakınca görmez.						
5. Hatalarını kabul eder.						
6. Düşüncelerini dile getirmesi için herkesi cesaretlendirir.						
7. Kastetmek istediğini açıkça söyler.						
8. Ortaya koyduğu duygular gerçekten hissettikleriyle birebir uyumludur.						
9. Saf. katıksız gerçeği söyler.						
10. Karar vermeden önce ilgili bilgileri analiz eder.						
11. Sonuca varmadan önce farklı bakış açılarını dikkate alır.						
12. Diğerleriyle etkileşimimi geliştirmek için geribildirim talep eder.						
13. İfade ettiği inançlar. sergilediği davranışlarla tutarlıdır.						
14. Kendi öz değerlerine dayanan kararlar alır.						
15. Çalışanlarımın da kendi öz değerlerine dayanan tutum ve duruş sergilemelerini ister.						
16. Yüksek ahlakî değerlere dayanan çetin kararlar alır.						

II. BÖLÜM

Aşağıdaki ifadeler çalıştığınız kuruluştaki çalışanlar ile sizin ilgili algı ve gözlemlerinizi değerlendirmeye yöneliktir. Lütfen her bir ifadeyi dikkatlice okuyunuz ve bu ifadelere ne derece katıldığınıza ilişkin görüşünüzü "Tamamen katılıyorum" dan "Kesinlikle katılmıyorum" a doğru uzanan ölçek üzerinde belirtiniz.	Tamamen Katılıyorum	Oldukça Katılıyorum	Katılıyorum	Pek fazla Katılmıyorum	Katılmıyorum	Kesinlikle Katılmıyorum
1. Kuruluşumuzda çalışanlar işleriyle ilgili konularda güncel ve yeterli bilgiye sahiptir.						
2. Kuruluşumuzda çalışanlar işlerini etkileyebilecek kritik konuların farkındadır.						
3. Kuruluşumuzda çalışanlar yaptıkları işten dolayı başarı hissi duyarlar.						
4. Kuruluşumuzda çalışanlar birçok yeni fikirler üretirler.						
5. Kuruluşumuzda çalışanlar yaptıkları işlerde özgüven duyarlar.						
6. Kuruluşumuzda çalışanlar yaptıkları işten gurur duyarlar.						
7. Kuruluşumuzda çalışanlar yüksek bir enerjiyle çalışırlar.						
8. Kuruluşumuzda çalışanlar yaptıkları işle beraber gelişim gösterirler.						
9. Kuruluşumuzda çalışanlar kuruluşun amaçları konusunda tam bir fikir sahibidirler.						
10. Kuruluşumuzda çalışanlar geleneksel düşünce sistemlerinin dışına çıkarak olaylara yeni ve farklı açılardan bakabilmektedirler.						

III. BÖLÜM

Aşağıdaki ifadeler çalıştığınız kuruluştaki ekiplerle (yakın çalıştığınız takım. grup. ekip. bölüm ve departmanlar) ile ilgili sizin algı ve gözlemlerinizi değerlendirmeye yöneliktir. Lütfen her bir ifadeyi dikkatlice okuyunuz ve bu ifadelere ne derece katıldığınıza ilişkin görüşünüzü "Tamamen katılıyorum" dan "Kesinlikle katılmıyorum" a doğru uzanan ölçek üzerinde belirtiniz.	Tamamen Katılıyorum	Oldukça Katılıyorum	Katılıyorum	Pek fazla Katılmıyorum	Katılmıyorum	Kesinlikle Katılmıyorum
1. Toplantılarda tüm katılımcıların bakış açılarını anlamaya çalışırız.						
2. Başarılarımızı ekibimizle paylaşırız.						
3. Başarısızlıklarımızı ekibimizle paylaşırız.						
4. Toplantılarımızda bireysel düzeyde üretilemeyen fikirler ortaya çıkabilmektedir.						
5. Ekip çalışmalarımızda etkin bir çatışma yönetimi gerçekleşir.						
6. Kuruluşumuzda ekipler değişikliklere uyum sağlarlar.						
7. Ekiplerde departmanı ilgilendiren konulara karşı ortak bir anlayış mevcuttur.						
8. Ekiplerde ekibin sorumlu olduğu konularda bilgili elemanlar çalışır.						
9. Ekip çalışmalarımızda değişik görüşlerin ortaya atılması cesaretlendirilmektedir.						
10. Ekipler yeni bilgilerle karşılaştıklarında önceki kararlarını gözden geçirmeye hazırdır.						

IV. BÖLÜM

Aşağıdaki ifadeler çalıştığınız kuruluşun kurumsal yapısı. kültürü. vizyonu ve stratejik hedefleriyle ilgili sizin algı ve gözlemlerinizi değerlendirmeye yöneliktir. *Lütfen her bir ifadeyi dikkatlice okuyunuz ve bu ifadelere ne derece katıldığınıza ilişkin görüşünüzü "Tamamen katılıyorum" dan "Kesinlikle katılmıyorum" a doğru uzanan ölçek üzerinde belirtiniz.*	Tamamen Katılıyorum	Oldukça Katılıyorum	Katılıyorum	Pek fazla Katılmıyorum	Katılmıyorum	Kesinlikle Katılmıyorum
1. Kuruluşumuzun gelecekte iyi bir şekilde konumlanmasını sağlayacak bir strateji izlenmektedir.						
2. Kurumsal yapımız gelecek stratejilerimizi desteklemektedir.						
3. Kurumsal yapımız bizlerin etkin olarak çalışmasını sağlamaktadır.						
4. Kuruluşumuzdaki çalışma prosedürlerimiz bizlerin verimli bir şekilde çalışmasını sağlamaktadır.						
5. Kurum kültürümüz "yenilikçi" olarak nitelendirilebilir.						
6. Gerçekçi fakat iddialı bir vizyona sahibiz.						
7. Kuruluşumuzda stratejilerimizi hayata geçirmek için gerekli sistem ve altyapı kurulmuştur.						
8. Kurumsal sistemlerimiz önemli bilgiler içermektedir.						
9. Kuruluşumuzda yazılı bilgiler ve veri tabanlarımız güncel bilgileri içerir.						
10. Kurum kültürümüzde yüksek güven duygusu önemli bir yer tutmaktadır.						

Aşağıdaki ifadeler çalıştığınız kuruluşta bireylerin ve ekiplerin kuruluşun bütününe yaptıkları etki ve katkılarla ilgili sizin algı ve gözlemlerinizi değerlendirmeye yöneliktir. Lütfen her bir ifadeyi dikkatlice okuyunuz ve bu ifadelere ne derece katıldığınıza ilişkin görüşünüzü "Tamamen katılıyorum" dan "Kesinlikle katılmıyorum" a doğru uzanan ölçek üzerinde belirtiniz.	Tamamen Katılıyorum	Oldukça Katılıyorum	Katılıyorum	Pek fazla Katılmıyorum	Katılmıyorum	Kesinlikle Katılmıyorum
1. Kuruluşumuzda ekiplerden biri tarafından öğrenilen yeni bilgiler diğerleriyle aktif olarak paylaşılır.						
2. Çalışanlarımız bireysel olarak kuruluşumuzun stratejisine katkıda bulunurlar.						
3. Kuruluşumuzda ekipler kurumun genelini ilgilendiren konularda yenilikçi çözümler üretirler.						
4. Ekiplerimiz tarafından üretilen öneriler kurum tarafından kabul görmektedir.						
5. Kuruluşumuzda bizler "tekerleği yeniden keşfetmeyiz".						
6. Kuruluşumuzda çalışanlar tüm çalışanların kullanabilmesi için bilgi toplamaktadırlar.						
7. Kuruluşumuzda bireyler grubun alışılagelmiş uygulama ve varsayımlarına karşı çıkabilirler.						
8. Kuruluşumuz. çalışanlarının zeka ve bilgi birikimlerinden yararlanır.						
9. Kuruluşumuzda herkes ne olup bittiğini bilir.						
10. Kuruluşumuzda grup içi çalışmaların sonuçları şirketimizin ürün. hizmet. ve süreçlerinin iyileştirilmesinde kullanılmaktadır.						

VI. BÖLÜM

Aşağıdaki ifadeler çalıştığınız kuruluştaki sistem ve prosedürlerin sizi ve ekibinizi nasıl etkilediği konusundaki algı ve gözlemlerinizi değerlendirmeye yöneliktir. Lütfen her bir ifadeyi dikkatlice okuyunuz ve bu ifadelere ne derece katıldığınıza ilişkin görüşünüzü "Tamamen katılıyorum" dan "Kesinlikle katılmıyorum" a doğru uzanan ölçek üzerinde belirtiniz.	Tamamen Katılıyorum	Oldukça Katılıyorum	Katılıyorum	Pek fazla Katılmıyorum	Katılmıyorum	Kesinlikle Katılmıyorum
1. Kuruluşumuzun genel politika ve prosedürleri çalışanlarının işlerini kolaylaştırıcı niteliktedir.						
2. Kuruluşumuzda ödül sistemi çalışanların ekip olarak katkısını taktir edebilmektedir.						
3. Kuruluşumuzda ekip kararları bireyler tarafından desteklenmektedir.						
4. Şirket kararları işletmenin bütününe duyurulmaktadır.						
5. İşe alım uygulamalarımız en iyi adayları şirketimize çekmemize olanak sağlamaktadır.						
6. Kuruluşumuzda bilgi dosyaları ve veri tabanları işimizi başarı ile yapmak için gerekli bilgileri sağlamaktadır.						
7. Kuruluşumuzun bilgi sistemleri çalışanların bilgilerini paylaşmalarını kolaylaştırmaktadır.						
8. Kuruluşumuzda çalışanların bilgi ve yeteneklerinin geliştirilmesi için gerekli eğitime kolayca ulaşılabilmektedir.						
9. Daha esnek bir işgücü yaratılabilmesi için kuruluşumuzda bölümlerarası eğitim. rotasyon. ve özel projeler kullanılmaktadır.						
10. Kuruluşumuzda geleceğe dair kararlar alırken. geçmişi gözönünde bulundurmayız.						

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