

**THE ROLE OF EMOTIONAL INTELLIGENCE ON EMPLOYEE
CREATIVITY THROUGH THE USE OF ORGANIZATIONAL CLIMATE
AND EMPLOYEE LEARNING ORIENTATION: A STUDY IN TURKISH
RETAIL SECTOR**




ESİN YÜCEL KARAMUSTAFA

DECEMBER, 2020

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RETAIL SECTOR**

BY

ESİN YÜCEL KARAMUSTAFA



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YEDITEPE UNIVERSITY

DECEMBER, 2020

PLAGIARISM

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Date : 18.12.2020

Name/Surname: Esin Yücel Karamustafa

Signature :

ABSTRACT

Emotional Intelligence (EQ) is now seen as essential for business survival and growth. Today, it is a known fact that most of the global companies use EQ measurement in pre-selection tests or interview processes in the recruitment process. The higher the EQ is, the higher the self-recognition the people have on their emotions and the relation between the thoughts and emotions. Higher EQ also enables people to better understand needs of the other individuals (Adebayo, Olayide and Saheed, 2012). On the other hand, creativity as a skill has become a crucial concept in today's modern business world. Emotions augment and support thinking that helps to evaluate multiple perspectives driving to creativity (Caruso and Salovey, 2004). Global modern business pays a significant attention on employee creativity (EC) for growth and sustainability. One of the most basic needs of organizations today is to have agile employees to adapt to rapid changes, in which creativity has become a mandatory skill for organizations.

In this study, the aim was examining the mediating role of organizational climate in the association between EQ and EC and the moderating role of employee learning orientation. The quantitative analyzes conducted in line with the purpose of the research were carried out with the participation of a total of 347 employees in global organizations operating in the retail sector in Istanbul. Various analyzes were applied to the obtained data in line with the purpose of the study. SPSS statistics program was performed during the analyses.

As a result of the analysis, it has been concluded as there was a positive and significant relationship between EQ and employee creativity, and the mediating role of organizational climate on this relationship was also partially significant. Besides, the impact of employee learning orientation's moderating role in the association between organizational climate and EC was not found to be significant. Among the EQ dimensions, self-management and relationship management and in addition, among the organizational climate dimensions, human relations and support, reward and hierarchy have been explained the higher variance of the dependent variable of EC. This study contributes to the relevant literature by making managerial suggestions on EQ, organizational climate, and employee creativity to the organizational behavior literature.

Keywords: *Emotional Intelligence, Employee Creativity, Organizational Climate, Employee Learning Orientation, Retail Sector*

ÖZET

Duygusal zeka, artık işletmelerin ayakta kalması ve büyümesi için temel bir beceri olarak görülmektedir. Günümüzde küresel şirketlerin çoğunun işe alım sürecinde ön seçim testlerinde veya mülakat süreçlerinde duygusal zeka ölçümünü kullandığı bilinen bir gerçektir. Duygusal zeka ne kadar yüksekse insanların duygu ve düşünceleri arasındaki ilişki konusunda da kendilerini tanımları o kadar kolaydır. Daha yüksek duygusal zeka, insanlara karşılarındaki bireylerin ihtiyaçlarını daha iyi anlama imkanı da sağlar (Adebayo, Olayide ve Saheed, 2012). Öte yandan, bir beceri olarak yaratıcılık, günümüzün modern iş dünyasında çok önemli bir kavram haline gelmiştir. Duygular, yaratıcılığı tetikleyen çoklu bakış açılarını değerlendirmeye yardımcı olan düşünmeyi güçlendirir ve destekler (Caruso ve Salovey, 2004). Küresel modern iş dünyası, büyüme ve sürdürülebilirlik için çalışanların yaratıcılığına büyük önem vermektedir. Günümüzde organizasyonların en temel ihtiyaçlarından biri, hızlı değişimlere uyum sağlamak için çevik çalışanlara sahip olmaktır, bunun içinde yaratıcılık, organizasyonlar için zorunlu bir beceri haline gelmiştir.

Bu doktora tez çalışması, duygusal zeka ile çalışan yaratıcılığı arasındaki ilişkide örgütsel iklimin aracılık rolü ile, çalışan öğrenme odaklılığının düzenleyici rolünü araştırma amacı taşımaktadır. Araştırmanın amacı doğrultusunda yapılan nicel analizler, İstanbul ilinde perakende sektöründe faaliyet gösteren global organizasyonlarda toplam 347 çalışanın katılımı ile gerçekleştirilmiştir. Elde edilen verilere çalışmanın amacı doğrultusunda çeşitli analizler uygulanmıştır. Analizler esnasında SPSS istatistik programı kullanılmıştır.

Yapılan analizler sonucunda algılanan duygusal zeka ile çalışan yaratıcılığı arasında pozitif ve anlamlı bir ilişki bulunurken, örgütsel iklimin bu ilişki üzerindeki aracılık rolünün de kısmı anlamlı olduğu görülmüştür. Öte yandan çalışan öğrenme odaklılığının, örgütsel iklim ile çalışan yaratıcılığı arasındaki ilişkide düzenleyici rolü etkisi anlamlı çıkmamıştır. Duygusal zeka boyutlarından kendini yönetme ve ilişki yönetimi ile örgütsel iklim boyutlarından insan ilişkileri ve destek, ödül ve hiyerarşi çalışan yaratıcılığındaki varyansın çoğunu açıklamaktadır. Bu çalışma örgütsel davranış literatürüne duygusal zeka, örgütsel iklim, ve çalışan yaratıcılığı konularında yönetsel önerilerde bulunarak ilgili yazına katkı sağlamaktadır.

Anahtar Kelimeler: *Duygusal Zeka, Çalışan Yaratıcılığı, Örgütsel İklim, Çalışan Öğrenme Odaklılığı, Perakende Sektörü*

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ABBREVIATIONS

EC	Employee Creativity
ECTOT	Employee Creativity_TOTAL
EQ	Emotional Intelligence
ELOTOT	Employee Learning Orientation_TOTAL
EQTOT	Emotional Intelligence_TOTAL
IQ	Intelligence Quotient
OC	Organizational Climate
OCTOT	Organizational Climate_TOTAL
WEF	World Economic Forum
WHO	World Health Organization
KMO	Keiser-Meyer-Olkin

1. INTRODUCTION

Employee creativity can be simply defined as a formation of different, unique, original, and beneficial ways of doing things or ideas (Amabile, 1996). When viewed from this aspect, employee creativity has a significant impact on the survival and the growth of the organizations that's why the qualification of the workforce that an organization has to be suitable for a creative environment (Amabile, 1996; Staw, 1984; Woodman, Sawyer, and Griffin, 1993). On the other hand, in order to cope with today's complex and uncertain environment, creative employees offer a crucial advantage to the organizations to give quick responses to environmental challenges. In order to have creative employees, research shows that organizational climate, the emotional intelligence of the employees, and the learning orientation of those employees have significant roles. As an instance, the creativity of employees is directly influenced by organizational climate and management practices, which are generally driven by managers' behaviors (Amabile, 1996).

Emotional intelligence, which is effective in many areas from workforce productivity to individual happiness, and considered by experts as the key to future professional success, can be defined as being smart with emotions with a very broad definition. In the hectic, busy life of the modern age, individuals find it quite difficult to express their emotions.

Organizational climate is a very broad concept which includes value systems, the common perception of the organizational policy, commitment to the organization, formal and informal procedures, the trust directed to the organization by the members; as a result it can be shortly defined as the way how the organization is managed (Kazemi et al., 2012). Based on some research, different results have been found between emotional intelligence and organizational climate. As per Mo'meni (2009), a positive relationship is found between these two concepts, but on the other hand, based on the study of Milhoan (2007) which is conducted to the faculty members of a university in order to examine the association between emotional intelligence of the members and its impact on organizational climate and a negative relationship has been found.

Additionally, many research presents the influence of organizational climate on employee's creativity. The suitable, supporting collaborative work, the trust of the employees against their organization, and many other dimensions of organizational climate have a significant impact on employee's creativity (Hong Yan, 2010; Coveney, 2008; Senekal, 2007).

The learning orientation is an internal mindset, which motivates an employee to improve his/her competencies (Dweck, 1986; Dweck and Leggett, 1988; VandeWalle, Brown, Cron, and Slocum, 1999); in another word, employees who are highly learning-oriented look for challenges, which enable them with learning opportunities (Ames and Archer, 1988). Research implies that a learning orientation enhances cross-cultural adjustment, which comprises the adoption of culturally new skills and behaviors (Gong and Fan, 2006).

In the related literature, there are specific numbers of research, which analyzes the relationship between emotional intelligence, employee creativity, and the role of organizational climate. (Hamidianpour, Esmaeilpour, Saadat Alizade, and Dorgoee, 2015; Jafri and Choden, 2016). However, there is not any study, which is conducted directly in the retail sector in Turkey within the scope of these concepts. Retail is one of the leading sectors in the Turkish economy. Substantial growth in both the Turkish economy and the population are the main two factors, which contribute to the growth of this sector in recent years. The main characteristics of the retail sector are its dynamism, younger generation workforce, and heterogeneous structure, and quick responses of customers. Due to this dynamism, rapidly changing environment, and easy switching potential among the competitors in this sector, employee creativity plays an important role to ensure a competitive benefit and sustainable performance of success to the organizations.

The main objectives of this study are:

1. To explore the nature of the association between the concepts of emotional intelligence, organizational climate, and employee creativity in the work environment in the selected global companies in the retail sector in Istanbul.
2. To study the moderator impact of employee learning orientation between the association of organizational climate and employee creativity.
3. To explore the mediating role of organizational climate between the relationship of emotional intelligence and employee creativity.

Research questions of the current study are listed as follows:

- 1.* Which dimensions of emotional intelligence explain the majority variance of the dependent variable of employee creativity?
- 2.* Which type of organizational climate explains the majority variance of the dependent variable of employee creativity?

2. LITERATURE REVIEW

2.1. Emotional Intelligence

2.1.1. The concept of intelligence

Many definitions of intelligence have been generated from past to present. However, there is no common definition of intelligence. Intelligence is an intangible concept and although a general definition cannot be generated, the common point of definitions is that intelligence is a kind of talent or ability. Intelligence definitions focus on skills such as perception, learning, thinking, adaptation, and rational behavior. In the 1920s, Thorndike described intelligence as the ability to react well. Sternberg defined intelligence as the ability to find the right environment for success and to choose the right environment and to create a balance between the necessary conditions to find and adapt to this environment (Keskin et al., 2013). Per Binet, intelligence is the capacity for good reasoning, good judgment, and self-criticism (Toker et al., 1968).

According to Mayer and his colleagues, intelligence is the ability to distinguish the similarities and differences between objects, evaluate their relations with each other and with the whole, and the ability to reason abstractly (Aslan, 2013). According to Dekart's definition, intelligence is the ability to distinguish right from wrong. Wechsler, on the other hand, defined intelligence as the sum of the individual's ability to behave purposefully, think rationally, and effectively cope with his/her environment (Salovey and Mayer, 1990).

Per Auguste Comte, intelligence is the situation that that living things adjust their behavior according to the circumstances (Toker et al., 1968). Based on Piaget's definition, intelligence is harmonious behaviors such as harmony with the environment, rationalizing or reorganizing thoughts and actions (Simsek, 2015). Morris and Maisto describe intelligence as the ability or abilities that involve learning and adaptation behaviors (Atkinson, 1991).

2.1.2. Intelligence theories

In the 20th century, Charles Edward Spearman, Edward Lee Thorndike, Joy Paul Guilford, Louis Leon Thurstone, Jean Piaget, and Raymond Bernard Cattell developed theories on intelligence. Spearman put forward the general intelligence theory and Thorndike, Guilford, and Thurstone opposed this theory and mentioned multiple intelligence factors instead of general intelligence (Toker et al., 1968). More recently, Robert J. Sternberg and Howard Gardner have taken different approaches to intelligence (Sternberg, 1982; Gardner, 1993).

In the research about intelligence; Spearman's Two-Factor Theory, Thorndike's Multiple Factor Theory, Guilford's Three-Dimensional Structure of Intellect Theory, Thurstone's Intelligence Theory (accepted as early intelligence theories); Gardner's Theory of Multiple Intelligence and Sternberg's Triarchic Theory of Intelligence (accepted as contemporary intelligence theories) can be shown as generally accepted theories of intelligence.

Early intelligence theories focus on cognitive skills such as perception capability and abstract thinking, and social skills such as the ability to adapt to the environment.

Four important early intelligence theories are explained as follows:

- ***Spearman's Two-Factor Theory***: At the beginning of the 20th century, it was dominated by the notion that intelligence consisted of only one factor, which was considered to be a general ability. Charles Spearman developed the two-factor theory in 1904 proposing that intellectual abilities are composed of two basic factors, which are general ability and specific ability (Spearman, 1927). Based on the theory, it has been argued that people with talent in one area often have talent in other areas as well. Intelligence is a combination of a general and several special abilities. In addition to the mental power of individuals, there are also special abilities that manifest themselves in different fields (Eroz, 2011).

- ***Thorndike's Multiple Factor Theory***: Thorndike wrote an article in 1909 and argued that it is not possible to mention just about general intelligence and that intelligence consists of separate and independent factors. Thorndike divided intelligence into three categories: abstract intelligence, social intelligence, and mechanical intelligence. Based on this theory, abstract intelligence is the ability to understand and use symbols in terms of numbers and words, while mechanical intelligence is the ability to understand and use various tools and machines. Social intelligence can be defined as the ability to understand people and establish successful relationships with them (Toker et al., 1968).

- ***Guilford's Three-Dimensional Structure of Intellect Theory:*** Each mental activity has three different aspects: content, mental operation, and product. These three dimensions are subdivided into themselves. Intelligence is made up of independent factors. An individual may not have the same ability in every mental activity process. A person who achieves superior success in a particular job may not be equally successful in another job. The content part includes auditory, visual, verbal, and behavioral dimensions. The mental operation part is related to the cognitive domain. It is divided into recall, information evaluation, convergent thinking (reducing possibilities and applying the most appropriate solution), divergent thinking (recalling possible solutions, or generating new solutions). In the section related to the product, there are systems, reasoning, classifications, units, and relations (Guilford, 1967).

- ***Thurstone's Intelligence Theory:*** Thurstone argued that intelligence consists of seven mental abilities and counted these seven abilities: spatial ability, speed of perception, numerical ability, verbal expression, memory, word fluency, and reasoning (logical thinking) (Toker et al., 1968):

Numerical ability: the ability to perform numerical operations accurately and quickly.

Verbal expression: the ability to see the relationships between words.

Spatial ability: the ability to consider the various states of an object in space to animate.

Word Fluency: the ability to speak as many words as possible in a given time.

Reasoning: the ability to find a rule or policy.

Memory: the ability to memorize as quickly as possible.

Speed of Perception: the ability to detect subtle differences between various shapes.

Two important contemporary intelligence theories are explained as follows;

- ***Sternberg's Triarchic Theory of Intelligence:*** Sternberg stated that intelligence has a structure that covers all human nature, therefore argued that IQ (Intelligence Quotient) score was not sufficient to describe intelligence (Tok and Sevinc, 2010). Accordingly, suggests that there are three basic types of intelligence. Analytical Intelligence; mentions mental processes emphasized in many theories of intelligence, such as learning new things, acquiring new knowledge, problem-solving, and the ability to perform a task effectively. Creative Intelligence is making innovations, using the information in an unusual way, and bringing new perspectives. Practical Intelligence is the ability to find good and practical solutions to problems (Morris and Maisto, 2005).

- *Gardner's Theory of Multiple Intelligence*: Like Thurstone, Gardner argues that intelligence is made up of independent abilities. Gardner counted the number of intelligence types as eight. These are logic-mathematics, linguistic, spatial, musical, body-kinesthetic (motor ability), interpersonal (social), intrapersonal, and nature-related intelligence (Morris and Maisto, 2005). According to multiple intelligence theory, all type of intelligence has equal value and none of are not more important than others. All normal individuals have these abilities to some extent, but they differ in the degree of abilities and the nature of the composition they form (Gardner, 2013).

2.1.3. Definition and importance of emotion

Emotion is described as structured feelings that come from within certain stimuli and lead to behavioral responses. If we have intense feelings for a person or something, it is due to our emotions. It is our emotions that direct our behavior and motivate or energize people (Akçay and Coruk, 2012). Emotions inform people about the events happening around them and influence the personal goals of an individual. Emotion includes different moods and feelings as a concept (Cakar and Arbak, 2004).

Emotion is a psychological or mental process that prepares an individual to react to any perceived situation. The basic universal emotions are surprise, happiness, anger, sadness, fear, and disgust (Goleman, 2003).

There are two main aims of emotions in our lives. The first is the source of energy to energize or motivate people, and; the second is the emergence of an evaluative function to manipulate the environment and meet the needs of an individual or to show appropriate behaviors to meet these needs. Emotions play a significant role in learning and decision-making processes. The bad feeling that is the result of a wrong decision ensures that the same mistakes cannot be repeated in the future, while a sense of satisfaction enables the experience to be reinforced (Epstein, 1998). Individuals, who are aware of their emotions, make their lives more meaningful with the power of their emotions. At the same time, emotions enable individuals to look at things from a different angle (Goleman, 2011).

Emotions provide several benefits to the organizations in direct, repetitive and impactful ways. In terms of direct benefit; emotions can have a direct impact on the important outcomes of organizations. Based on the repetitive benefits; it is observed that people who can control their emotions following their job roles and who are aware of the emotional communication required by their roles have a great impact on the long-term gains of their organizations. In terms of impactful benefits; the impressions and evaluations of the target group are very important in the long-term success of the organization (Rafaeli and Sutton, 1987).

Employees sometimes have the prejudice of seeing their managers as machines that are free of emotions. Similarly, managers who influence people and make decisions that have negative impacts for some people do not want to show their feelings. Both sides want decisions to be rational, impersonal, and controlled. But this is not a correct approach. Individuals are not computers; their feelings and emotions are their limitations in the decision-making process (Erdogan, 1996).

Heidegger argued that emotions are indispensable for sustaining human existence and adapting to the environment in which individuals belong. The emotions that help the individual to survive are described as basic emotions (Vaish, 2018). While the positive emotions that an individual feels enable him/her to make life easier and move more effectively; negative emotions are elements that threaten human life both mentally and physically (Ulvoas, 2017). Understanding of the importance of emotion in organizations has started to occur since the early 1990s.

Modern research reveals that emotions can serve as a source of information for individuals and that individuals can process this information and shows a difference in business life (Coccaro, Zagaja, Chen, and Jacobson, 2016). In today's business world, it is a crucial element for the success of organizations, to manage their feelings and emotions of others, to shape interpersonal relationships and this is considered as the main element of emotional intelligence (Meiselman, 2017).

2.1.4. Theories of emotion

Many theories have been developed to explain questions about why people have emotions and how they experience them. In this section, the most important emotion theories will be briefly mentioned.

- ***James-Lange Theory of Emotion:*** According to this theory, external stimuli in the environment lead to physiological changes in the body; the individual perceives these changes, and emotions occur after determining which emotion is experienced in the brain (James, 1884).

- ***Evolutionary Theory of Emotion:*** According to this theory, it is suggested that emotions evolve and exist because they have a function of adaptation in the evolutionary process. Darwin (1872) argued that emotions are adaptive and evolved because they enable humans and animals to survive and multiply. Emotions have evolved because it often facilitates adaptive responses to the problems and opportunities we face (Gross and Levenson, 1993).

- ***The Cannon-Bard Theory of Emotion:*** This theory is opposed to the notion that physiological stimuli emerge and emotions emerge after the reaction occurs. According to this theory, the emotion-triggering stimulus goes to the sympathetic nervous system and leads the body to be stimulated. “My heart started beating because I was scared” could be an example of this approach (Myers, 2004).

- ***Cognitive Appraisal Theory:*** According to this theory, for the development of emotion, there must be a triggering situation (internal or external) and a cognitive assessment should be made. After cognitive evaluation, arousal and emotion appear simultaneously. Behavioral reactions emerge as a result of the emotion (Lazarus, 1991).

- ***Two-Factor Theory of Emotion:*** This theory suggests that physiological stimulation occurs first, then one must identify the reason for such stimulation and only in this way, it would be possible for an individual to experience and label that specific emotion (Schachter and Singer, 1962).

2.1.5. The association between emotion and intelligence

The relationship between emotion and intelligence is a subject that has been discussed throughout human history. According to the conventional perspective, emotions are signs of weakness and create confusion. According to the modern view, it is possible to say that emotions encourage learning, creativity and innovation, motivate, accelerate reasoning, build trust and provide feedback (Ural, 2001). It is possible to classify these views as classical and modern approaches. Based on the classical approach, emotions harm people. Plato argued that emotions are inferior, non-directional, and should be driven by logic.

Golen described emotions as a disease of the human soul. When the renaissance period is taken into consideration; intelligence is substituted for goodness, emotions are for badness. Shortly, emotions were seen as primitive elements that should be controlled. In the modern approach, the dominance of intelligence on emotions is questioned. People have started to express their emotions by expressing their reactions to rationality (Cakar and Arbak, 2004). When the relationship between emotion and intelligence is analyzed sociologically, it is seen that emotional and rational processes are co-operating processes. In addition to being rational, people are emotional beings (Saraoglu, 2003).

2.1.6. Definition of emotional intelligence

According to the definition of Salovey and Mayer (1990); emotional intelligence is a sub-form of social intelligence, which is related to the ability of the individual to monitor the feelings and emotions of oneself and others, to distinguish between them and to use the information obtained from this process in his/her thoughts and behaviors. Likewise, Mayer and Salovey (1990) stated that emotional intelligence does not express only one feature or ability; they stated that it is a combination of numerous abilities that contribute to assessing and expressing the emotions of the individual oneself and others, helping to control the emotions of oneself and others, and enabling the use of emotions that reveal the motivation and success of the individual in his/her own life.

Emotional intelligence is defined as the ability of an individual to recognize and understand his/her own and other people's emotions and to manage their behaviors and relationships by using this awareness (Hendon, Powell, and Wimmer, 2017; Rode, Day, Ramaswami, and Howes, 2017). Based on the definition of Martinez; emotional intelligence is described as the individual's ability to cope with uncomprehended skills, abilities and environmental demands (Yuksel, 2006).

Afterward, by Daniel Goleman's (1995) favorite book "Emotional Intelligence: Why It Can Matter More Than IQ", the concept of emotional intelligence has received widespread attention as a research area from many fields such as organizational behavior, psychology, and human resource management over the past two decades.

Goleman (1998) defined emotional intelligence as the ability to mobilize him/herself, to continue his/her way despite the setbacks, to put him/herself in the shoes of others and to regulate his/her mood. Bar-on defines emotional intelligence as a series of personal, emotional, and social competences and skills that will help the individual to successfully cope with the pressure and demands from the individual's environment (Bar-on, 1997). According to Cooper and Sawaf (1998), it is also due to the emotions that stimulate the rising values of the individual, but also the shaping of his behavior and spreading outward to influence others.

2.1.7. Development of the concept of emotional intelligence

Philosophers, sociologists, educators, and scientists have carried out many studies on the importance of emotions in human life since Ancient Greek (Yaylaci, 2006). The concept of emotional intelligence including competencies such as being aware of the conditions under which an individual feels good or bad, knowing how to overcome negative emotions, converting these negative emotions to positive, and making healthy decisions by identifying emotionally strong and weak aspects well have been the subject of interest and study of many disciplines such as individual and organizational psychology, sociology, neuro-psychology, communication and business administration for a long time (Tuncer and Demiralp, 2016).

Emotional intelligence began to gain importance in the 19th century. Looking at the reasons for these studies, it can be demonstrated that IQ (Intelligence Quotient) cannot be the only criterion in evaluating success that human-centered approaches gain importance and the need for social sciences increases. With Thorndike's concept of social intelligence in the 1920s, it was seen that the foundations of emotional intelligence were laid (Bar-on, 2006).

In 1940, David Wechsler stated that the impacts of non-mental factors in intelligence behavior and argued that the definitions made without explaining these factors would be inadequate (Assanova and McGuire, 2009). In the 1950s, Maslow argued that individuals should be satisfied and informed to create a strong emotional structure. Howard Gardner's multiple intelligence theory in the 1983s revealed that traditional types of intelligence were inadequate in explaining mental skills. In the early 1990s, Mayer and Salovey's study on emotional intelligence has a significant contribution to this field. Between 1994 and 1997, the concept of emotional intelligence became very well known and the publication of Goleman's book "Emotional Intelligence" played an important role in this popularity (Mayer, Ciarrochi, and Forgas, 2011).

2.1.8. The importance of emotional intelligence

Studies on emotional intelligence reveal that individuals with high academic intelligence are not always the most successful people in both business and private lives (Yesilyaprak, 2001). The importance of emotional intelligence is increasing day by day, organizations are trying to increase their employees' emotional intelligence and the emphasis is placed on high the emotional intelligence of newly recruited employees (Herece and Sener, 2017). Emotional intelligence is related to the ability of an individual to manage their emotions, so individuals with high emotional intelligence can free themselves from the impacts of negative emotions, increase their positive emotions, and are expected to perform well (Wong and Law, 2002).

Especially in organizations focused on customer satisfaction, it is seen that organizations with high emotional intelligence are more successful. It is seen that those who perform well in organizations are more likely to have healthy and accurate communication with their colleagues and to have high emotional intelligence than those with high cognitive intelligence or technical skills (Cetinkaya and Alparslan, 2011). According to experts, academic intelligence is one of the factors that have an impact on the success of life at most 20% (Cooper and Sawaf, 1997; Goleman, 1995). According to Goleman (1995), cognitive intelligence is enough to get into a job, but emotional intelligence is needed to be successful and permanent in that job.

Emotional awareness concerning emotional intelligence is expected to influence stress and emotional experiences in the workplace, and to benefit social relationships in the workplace. At the same time, being aware of one's feelings helps to regulate stress and negative emotions. Thus, a person's job satisfaction increases and can perform better (Kafetsios and Zampetakis, 2008). It is seen that emotional intelligence might have an impact on many variables related to the organization such as performance, loyalty, and commitment, leadership (Arslan et al., 2013).

2.1.9. Emotional intelligence models

There are two main approaches to emotional intelligence models. The ability model approach is based on the sense of reasoning from emotions and the Mayer-Salovey model can be shown as an example (Mikolajczak and Bellegem, 2017). The second approach is called as mixed model with brighter claims and assertions for success; the Bar-on model, Cooper-Sawaf model, and Goleman model are examples of this approach. In the first stage, Mayer and Salovey model of emotional intelligence will be explained and afterward, the mixed models will be described as follows respectively;

- ***Mayer and Salovey Model of Emotional Intelligence:*** Mayer and Salovey's model of emotional intelligence consists of four dimensions, which are;

- ***Perceiving Emotions:*** shows the ability of the person to be aware of his/her feelings and to communicate them to other people (Gurbuz and Yuksel, 2008). The behaviors of individuals may vary according to their current emotional state. From this point of view, managers must perceive the emotional state of employees, especially in the working environment. Because the emotional state directly influences a person's behavior (Seger, Smith, Kinias, and Mackie, 2009).
- ***Reasoning with Emotions:*** recognizing dissimilar emotions and understanding the differences between them (Gurbuz and Yuksel, 2008). It is the ability to activate emotions to facilitate various cognitive activities, such as thinking and problem solving, using people's emotions. For instance, a happy mood can encourage creative and innovative thinking in employees who have to complete a difficult and tedious task that requires deductive reasoning and attention to detail in a short period of time (Maglajlic, Vida, Obadia, and Plank, 2016).
- ***Understanding Emotions:*** is the ability to understand transitions between dissimilar emotions and to identify new emotions (Gurbuz and Yuksel, 2008). An emotionally intelligent person is a master at understanding and responding to the nuances of social situations, using good reasoning skills and the ability to understand emotion to make reasonable decisions while maintaining good relationships with other individuals (Moran and Carter, 2016).

- ***Managing Emotions:*** is the ability to actively using emotions to direct behavior purification of unnecessary emotions (Gurbuz and Yuksel, 2008). This special ability allows the individual to determine how emotions can help her and to guide them in harmony with thought (Alici and Yilmaz, 2017). Individuals who manage their emotions well put their immediate needs on hold and follow more important goals. They are not captive to instant emotions and manage their tendencies by tolerating uncertainty. For these people, success is an inevitable outcome (Bradberry and Jean, 2017).

- ***Bar-On Model of Emotional Intelligence:*** The Bar-On model is a multifactorial series of interrelated emotional and social competencies, skills and facilitators that influence one's ability to recognize, understand and manage emotions, and to establish relationships with others.

Emotional intelligence is mainly addressed with its social aspect and focuses on the role of emotional intelligence in managing personal and interpersonal relationships (Bar-on, 2006). This model is a mixed model that integrates the perspectives of both emotional and social intelligence.

The Reuven Bar-on model (1997) consists of five dimensions, which are:

- ***Intrapersonal dimension:*** consists of the abilities to expressing self-esteem, awareness of feelings, independency, and self-actualization.

- **Interpersonal dimension:** consists of the abilities of social responsibilities, relations with people and empathy skills.
- **Adaptability:** abilities of problem-solving, subjective and objective awareness, and flexibility.
- **Stress Management:** abilities to control reactions and tolerating stress.
- **General Mood:** being happy and optimistic.

Bar-On (2006) revised the model in 2000 and collected these five dimensions into two groups as described below:

- **Basic Elements of Emotional and Social Intelligence:** composed of the abilities of self-esteem, awareness of emotions, self-expression, relationships with people, empathy, problem-solving, subjective and objective awareness, flexibility, ability to control responses, stress tolerance capabilities.
- **Important Factors that Activate Emotional and Social Intelligence:** composed of social responsibility, independency, self-actualization, happiness, and optimism.

- **Cooper-Sawaf Model of Emotional Intelligence:** This model examines emotional intelligence in the organizational environment and emphasizes the relationship between emotional intelligence and leadership. This model consists of four dimensions as described below (Cooper and Sawaf, 2000):

- **Emotional Literacy:** is based on *emotional honesty*, which listens to the inner reality and acting in harmony with it; *emotional energy*, which perceives the connection between its energy and emotions; *practical intuition*, which can perceive emotions practically and *emotional feedback*, which is the perception of the messages of emotions.
- **Emotional Fitness:** for this building block to be formed, one needs emotional self-esteem, the confidence circle, constructive discontent, flexibility, and renewal.
- **Emotional Depth:** means that one knows his/her potential and goals, and he/she devotes himself/herself, lives honesty, and exerts influence on people without authority.
- **Emotional Alchemy:** involves intellectual time change, sensing opportunities, creating the future, and intuitive flow, which means that human beings can visualize the past, future, and present in their brain according to their will.

- **David Goleman Model of Emotional Intelligence:** One of the major models of emotional intelligence is Goleman's (1995) EQ (emotional intelligence) performance model, which consists of skills and competencies that contribute to the performance of the employees in the business environment. There are four main capabilities under these skills and competencies, which are; self-awareness, self-management, relationship management, and social awareness as explained below:

- **Self-awareness:** can be defined as being aware of one's feelings and using those for a realistic assessment and decision-making.
- **Social-awareness:** this dimension of emotional intelligence can be defined as coping well with emotional distress, concentrating on goals without conscientiously delaying them.
- **Self-management:** this is the ability to manage one's own emotions and helps people in terms of motivating their inner emotions to continue their work without stopping.
- **Relationship Management:** this dimension of emotional intelligence can be defined as handling emotions in relationships well, being able to good at reviewing social situations and interacting with others and communicating with other people clearly and persuasively while resolving problems and creating strong relationships with other people.

2.2. Organizational Climate

2.2.1. Definition and importance of organizational climate

Each organization develops its personality over time. With this personality, they influence their environment and the members of the new organization. Personalities create a “climate” as a result of the interaction of work, organizational structure, and goals. Therefore, the climate is specific to the organization in which it occurs and influences the attitude of the employees within the organization (Donmez and Korkmaz, 2011). Organizational climate holds a fundamental role in supporting organizations’ success to achieve their goals. Organizational climate influences members' behavior and attitudes. Organizational climate is the result of the organization’s routine practices. The organizational climate could also be seen as the quality of the internal atmosphere in which its members live. It consists of behaviors and specific characteristics. Just as personality reflects people, the climate reflects the organization.

Schneider (1990) defined climate as "perceptions of the events, practices, and procedures, as well as the kind of behaviors, which get rewarded, supported, and expected in a particular organizational setting". In other words, we can define the organizational climate as the considerations, sensations, and perceptions of employees within the organization. Although culture and climate are sometimes used interchangeably in the related literature, culture is more about values, principles, and beliefs in an organization but the climate can be more observable directly in an organization (Ekvall, 1996).

As per McNabb and Sepic (1995), climate reflects the feelings and behaviors, attitudes, norms, power, and scope of the present values of individuals within an organization. According to Forehand and Gilmer (1964) climate; (a) identifies and separates the organization from other organizations; (b) continues for a certain period of time, and; (c) influences human behavior within the organization. Gregopoulos (1965) defined organizational climate as a uniform structure of human attitudes and behaviors that influence management activities and explain situations. According to Mullins (2002), organizational climate is an emotional interaction which is hard to determine in the organizational life.

Each different organization has its own climate, atmosphere, and characteristics. Organizational climate emerges with the impact of many environmental factors such as the climate of geographical regions. Besides, the ambiance surrounding the organization is shaped by the level of morale, the strength of employees' engagement, interest, and good-faith. The organizational climate is mainly based on the degree to which the members adopt the organization. The continuous set of qualities that are perceived by the employees, define the internal environment of the organization.

According to Litwin and Stringer (2011), the organizational climate can be defined as a set of quantitative characteristics of the working atmosphere. Forehand (1968) defined organizational climate as the sum of the characteristics that often distinguishes one organization from others, which are mostly continuous and influence the attitude and behavior of employees within the organization.

As per Moran and Volkwein (1992), the climate is a continuous feature of the organization and as a mechanism used to interpret workplace situations, reflecting current norms, values, and attitudes, shaping behaviors, including collective perceptions of members. They categorized the climate as structural, perceptual and interactive and stated that the structuring or organizing of the organizational climate is the most crucial determinant for the workplace climate. Perceptual climate includes the view that workplace climate is the consequence of individuals' experiences and workplace perceptions. The interactive model states that the workplace climate is determined as a result of group interaction and environmental interpretation.

The sub-dimensions of organizational climate is defined by Montes, Moreno and, Fernandez (2004) as *support* which can be defined as the existence of managers' support towards their subordinates in the organization; *cohesion* can be defined as cooperation and solidarity in the organization, *intrinsic recognition* can be defined as being rewarded and appreciated in the organization, *impartiality* can be defined as how employees perceive the objectiveness in their organization and the last sub-dimension of organizational climate which is *pressure* can be defined as the level of the workload of employees.

2.2.2. Development of the concept of organizational climate

Organizational climate has a long history in the field of industrial and organizational psychology. In the 1920s, as a part of the Human Relations movement, programs were established to protect good relations between employees and to create a positive working environment.

The concept of organizational climate was first seen in the literature by Lewin, Lippitt, and White (1939) with the concept of “social climates”. During this period, employees' perceptions of climate were discussed in the context of the prediction of important individual and organizational results and leadership issues. Besides, the importance of focusing on the variables in the social environment is emphasized to understand employees' behaviors and perception styles correctly (Gok, 2009).

Research on the impact of organizational climate on workers goes back to the Hawthorne studies (1924) by Elton Mayo at the Western electricity company. In these studies, the relationship between employee motivation, job satisfaction, performance, and productivity was tried to be determined. As a result of Hawthorne's research, it was found that if employees perceive organizational climate positively, it has a positive impact on their performance. These early studies hold as significant part in the evolution of the concept of climate (Tutar and Altinoz, 2010).

The definition of organizational climate was made by Argyris (1958) for the first time in an inclusive manner and Argyris used the concept of “organizational climate” to define the psychological structure of the organization. As per Argyris (1958), organizational climate is a concept that is related to formal organization policies, employee needs, values, and personality. This study is seen as the most realistic explanation of the relationship between climate and culture in organizational studies until the seventies (Tutar and Altinoz, 2010).

According to Kouzes and Posner (1997), the organizational climate discussions started on the following four basic assumptions. These assumptions are:

- In organizations that have a similar status, production can be significantly different.
- Productivity is often related to individual and group norms.
- Organizational climate increases or decreases motivation.
- Managers shape the organizational climate.

2.2.3. The dimensions of organizational climate

There are also different opinions on the organizational climate dimensions, which give personality to the organization, influence the members of the organization and are perceived differently by each of the members of the organization. The dimensions of organizational climate are how certain elements of organizations are measured. The organizational climate varies according to the individual characteristics of the employee, the organizational structure and the environment in which the organization operates. Organizations have to create a common organizational climate to meet the needs and requests of their employees.

As per the study of Litwin and Stringer (2011) which was conducted on the dimensions of organizational climate and the motivations of these dimensions in the members of the organization; eight dimensions of organizational climate have been identified. These are; organizational structure, adoption, intra-organizational conflicts, willingness to take responsibility, standards of doing business, solidarity, and friendship in the organization, rewards and punishments, and risk-taking.

Stringer (2001) developed the scale of organizational climate of Litwin and Stringer (1968) in his study called “Leadership and Organization climate” and it has shown that organizational climate can be measured with 6 dimensions and 24 items. These dimensions are; organizational structure, standards, responsibility, awareness, support, and commitment (Tuncay, 2013). The *organizational structure* reflects that employees in the organization are well organized and have clear definitions of their roles and responsibilities.

The high level of organizational structure climate perception in the organization depends on the well-defined duties and responsibilities of each employee in the organization. If the perception of organizational climate is low, there is uncertainty among the employees as they won't be sure in terms of who will perform which tasks and who has the authority to make official decisions. *Standards* are the pressure on the employee to improve business performance. This dimension is to make the employee proud if a high standard job is achieved. High standards in the organization enable employees to constantly look for new approaches to leverage their performances. The lower the business standards are, the lower the expectations will be for the performance.

Responsibility is that the employee feels that he/she can be the boss of his/her job and that there is no further check over the decisions he/she takes. The high sense of responsibility in the employee will encourage them to solve their own problems. The perception of positive recognition indicates that the recognition of the management will take place when she/he will do her/his job well and in return, there will be a reward mechanism. The *supportive climate* is the dominant feeling of trust and collaboration in the organization. *Commitment* reflects the employee's pride in being committed to the organization and the degree of commitment the organization feels towards its goals (Tuncay, 2013).

Schnieder et al. (1996) identified four climatic dimensions that have key importance for organizations which are based on Mc Gregor's classification of human behavior in X and Y theory. They defined these dimensions as “the nature of interpersonal relationships”, “the hierarchical structure of the work” and “the nature of the work”, “the focus of support and rewards”.

These dimensions are summarized below:

- *The nature of interpersonal relationships*: This organizational climate dimension focuses on whether the relationships within the organization take place within the framework of mutual sharing and trust, or whether they occur in mistrust and conflict.
- *The hierarchical structure of the work*: This climate dimension focuses on determining who makes decisions that influence work and the workplace.

- *The Nature of the Work:* In this organizational climate dimension, it tries to determine whether it is difficult or boring by the conditions it has. It determines whether the organization provides the required resources (tools, materials,) to the employees to complete the tasks.
- *The Focus of Support and Rewards:* In this organizational climate dimension, it is important to know and share the business objectives and standards of excellence with the employees in general. In this dimension, what is supported and rewarded in the organization is revealed.

Zammuto and Krackover (1991) classified the organizational climate in seven dimensions as follows:

- *Trust:* Having open, multi-faceted communication, sharing and a sincere atmosphere in the organization make employees feel safe. Otherwise, they feel an insecure working environment.
- *Conflict:* If there are constant conflict and polarization attitudes towards the aims and targets of the organization, it means that the organization has a conflicting climate. The presence of interpersonal cooperation in the organization and gathering around common goals reduces this level of conflict.

- *Morale*: The sincerity, willingness, high level of morale and self-confidence in the individuals in the organization constitute the spirit of unity. On the contrary, the insecurity and aimlessness of the employees in the organization lead to the disintegration of this soul.
- *Rewards*: The fair and objective distribution of rewards in the organization increases the happiness and motivation in the working environment and positively influences the organizational climate. Unfair and non-standard situations in the reward distribution system adversely have an impact on organizational climate.
- *Resistance to Change*: It is the situation where employees in the organization oppose the necessary change in the organization. When employees adopt the idea of making a difference in the organization, there will be low resistance to change under normal conditions and it will allow them to adapt to that change quickly.
- *Leader Credibility*: Trustable leaders make it easier for employees to approve decisions and attitudes in an organization. Trustable leaders ensure authority which is more easily accepted by employees.
- *Scapegoating*: Negative perception occurs in the organization as a result of the dominance of authoritarian management and pressure on the employees. This perception influences the organizational climate in a negative way. Authoritarian management style prevents employees from taking initiative and being creative.

There can be found many research in the local literature on the dimensioning of organizational climate similar to foreign literature. As soon as the literature is searched, it can be seen that Yahyagil (2004), Ertekin (1978), Bilir (2005), Yahyagil (2006), Bursalioglu (1991) and Kaya (2010) are generally accepted researchers among these classifications.

Ertekin (1978) collected the dimensions of organizational climate into three groups as individual, organizational and environmental characteristics. Individual characteristics are; satisfaction, promotion and advancement opportunities, importance and respect given to the person, inhibition, sense of trust, sensitivity to other members of the organization, risk-taking, friendly relations. Organizational characteristics are; organizational structure, organization policy, purpose and size of the organization, reward and wage policy, organizational conflict, incompatibility with the organization, very strict supervision and control, communication, leadership, decision making, organization development opportunities, organizational openness, and responsibility. Environmental characteristics are; restrictive and guiding environment, working conditions (boring, satisfying), administrative support, pressure, compliance, and criticizing management.

Bursalioglu (1991) defined the climate dimension of the organization as the product of relations between individuals and groups working in the organization and stated that four types of organizations will emerge to the climate dimension of the organization as stated follows:

- Efficient organization (High job satisfaction, high individual satisfaction)
- Inefficient organization (Low job satisfaction, low individual satisfaction)
- Business-oriented organization (High job satisfaction, low individual satisfaction)
- Individual-oriented organization (Low job satisfaction, high individual satisfaction).

Yahyagil (2004) has developed organizational climate dimensions and scale based on the study of Litwin ve Stringer's (1968) organizational climate dimensions and also on the studies of Schneider, Brief, and Guzzo (1996), Fey and Beamish (2001), Kirsh (2000), Jones and James (1979) who have important studies in the field of organizational climate. As the conclusion of the study, a scale with 10 dimensions and 20 items was formed. The dimensions are standards, support, nature of the work, interpersonal relationships, risk, communication, innovation, decision making, and group work. Yahyagil (2006) revised the scale used in his previous studies and reduced the number of items to 13. In this scale, the organizational climate is considered in 11 dimensions.

In the study, organizational climate dimensions were determined as support, standards, decision making, risk, communication, human relations, nature of work, hierarchy, rewarding, innovation, and freedom. In the scale, the human relations dimension is measured with two items considering mutual trust and team spirit.

Bilir (2005) conducted research on determining the organizational climate of the General Directorate of Youth and Sports and developed an organizational climate scale consisting of 48 items and 13 dimensions. In the study, organizational climate dimensions were determined as the commitment to the organization, teamwork, supportive climate, stress, human relations, negative interaction, job satisfaction, hierarchy, communication, bureaucratic climate, and innovative climate.

Kaya et al. (2010) carried a study on the Turkish banking sector, and as a result of a comprehensive literature review, the organizational climate in 6 dimensions was determined and adopted by the researchers. These dimensions are; management skills, balanced workload, the specificity of the task, co-operation with colleagues, coordination, ethics, and participation.

2.2.4. The types of organizational climate

Different organizational climate types are discussed from different perspectives. Organizational climate is the totality of internal features that distinguish organizations from each other. Each organization has a different organizational climate. In this research, the classification of the organizational climate types that are prominent in the literature is discussed.

2.2.4.1. The organizational climate classification of Halpin and Croft

Halpin and Croft, in their studies on organizational climate, evaluate organizational climate types in six groups as open climate, autonomous climate, controlled climate, familiar climate, paternal climate, and closed climate. The characteristics of these types are as follows (Halis and Ugurlu, 2008):

Open Climate: The open climate indicates the organizational situation in which members of the organization have a sense of unity. In such an organization, human relations are at the desired level. The management policy of the manager facilitates the performance of the employee. Managers are open to criticism and new ideas. Managers do not set personal rules and attach importance to the participation of employees in decisions. In an open climate, sincere relationships between employees increase job satisfaction. However, the job satisfaction of employees working in closed climate organizations is low (Gunduz, 2008).

Autonomous Climate: Autonomous climate and open climate are basically the same. However, there is an important point that separates the autonomous climate from the open climate. In contrast to the open climate in the autonomous climate, managers put a certain distance between them and the employees.

The most distinctive feature of this organizational climate is the great freedom of the manager to give employees the opportunity to find their own methods of cooperation and adaptation and to find ways to meet their social needs within the group. The aim is to meet social needs (Caglar, 2008).

Controlled Climate: The main objective in this climate is to fulfill the task. It is not possible to act outside the rules set by the top management. For mutual personal relationships and friendships, morale is very low due to the lack of time and the need for unnecessary work (Cevik, 2010). The rules set by the manager can not be excluded by the employees (Ozdemir, 2006).

Familiar Climate: It is a climate type in which the manager tries to put all the employees together in a family atmosphere and has high satisfaction with social needs. Both employees and managers establish friendly relationships. The manager is extremely thoughtful. The manager tries to give the employees the image of being a happy family. Since friendly relations are established by employees and managers, the elimination of social needs is prioritized (Ozdemir, 2006).

Paternal Climate: In this climate type, the dimensions of morale, sincerity and job orientation are very low. Managers don't like working in collaboration with their team. The level of controlling employees and meeting their social needs by managers is low. The paternal climate is a type of climate with unsuccessful managers who want to unite and control employees who have low-morale (Cakir, 2009).

Closed Climate: In this climate type, the dimensions of moral, sincerity, work orientation, and understanding are very low. The friendship and friendly relations of the staff are not welcomed in this type of climate. Employees in organizations with this type of climate are not very thoughtful. There is a high level of conflict within the organization (Ozdemir, 2006).

2.2.4.2. The organizational climate classification of Wallach, Shadur and other Researchers

According to this classification, the organizational climate is categorized as bureaucratic, supportive, and innovative (Erol, 2014).

Bureaucratic Climate: Bureaucratic organizations are based on partitioning, communication mechanisms formulated with hierarchies and rigid processes. In organizations with a bureaucratic climate; authority and responsibility have definite lines, and things are structured. Bureaucratic climates are called hierarchical, orderly, prescriptive, power, and control based systems. The roles of all employees are defined and tasks are clearly defined. Organizations with a bureaucratic climate have a hierarchical structure and formal relationships based on orders and do not desire to make changes very often (Erol, 2014).

Supportive Climate: In supportive climates, there are shared values. Characteristics of the supportive climate include open relationships, friendship, cooperation, encouragement, socialization, personal freedom, and trust. The support of the management to its employees is at the center of organizational efforts. The supportive climate creates a climate of cooperation and openness in the workplace; the quality of teamwork and communication is very important in this type of organizational climate (Cerit, 2009). Subordinates and managers constitute both friendly relationships. The satisfaction of social needs is at the forefront. The manager tries to give the employees the image of being a happy family (Halis and Ugurlu, 2008).

Innovative Climate: Innovative climates can be defined as risk-taking, result-oriented, diligent, challenging, entrepreneurial, and effective. Innovative climates benefit from teamwork and communication in sharing decisions. It includes support for innovative climate ideas, open relationships, common responsibility and trust, challenge and motivation, commitment to the work and goals of the organization, freedom to seek information and initiative, ensuring pluralism in knowledge, experience and opinions, and openness in the exchange of ideas and opinions (Cerit, 2009).

2.2.4.3. The organizational climate classification of Quinn

In Quinn's Competing Values Model, organizational climate is associated with four models in organizational theory. These models are human relations, open systems, rational goals, and internal processes. The human relations model emphasizes inter-individual harmony, morale, and the development of human resources. In the open system model, flexibility, growth, and external support are emphasized. In the rational goal model, the emphasis is placed on planning, goal setting, efficiency, and effectiveness. The basic elements of the internal processes model are information processing, communication, stability, and control. These four models were developed as a means of determining the type of organizational climate (Caglar, 2008).

2.2.5. Factors influencing organizational climate

There are some factors that influence the organizational climate. These factors can be grouped under two headings as personal and organizational factors. Personal factors can be examined under three headings as personality, working time, and other personal factors. The reactions of the members within the organization belong to their perceptions, interpretations, and perspectives rather than the current situation. Therefore, it is expected that members with positive personality traits will have positive internal evaluations (Miller and Friesen, 1983).

According to a study conducted by Ostroff and Rothausen (1997), the participation of the members with increased working time to the activities in the organization was found to be higher and more collaborative. On the other hand, it was seen that the members with less working time had a greater tendency to act alone. Therefore, it can be said that there is a meaningful relationship between the members' time in the organization and their perceptions of the climate.

The organizational factors that influence the organizational climate can be examined under four headings as organizational structure, organizational culture, groups, management, and leadership. Organizational structure is divided into two as formal and non-formal. The formal organizational structure includes organizational charts, decision-making mechanisms, chain and command levels, and communication with each other. Non-formal organizational structure is the structure formed by the members of common interest as a result of the social relations of the members with each other (Aksoy, 2006).

The basic values and norms of the organization are formed by the integration of climate and culture (Moran and Volkwein, 1992). The harmony between the values of the members of the organization and the organizational culture is achieved through the organizational climate. An organizational culture adopted by employees leads to a positive and constructive organizational climate.

In the case of an organizational culture that is not adopted by the general members of the organization, a tiring and destructive climate with low motivation will dominate the organization (Barutcugil, 2004). The harmony of all these groups within the organization also positively influences the organizational climate (Aksoy, 2006).

Leaders at all levels of the organizational life cycle and in all processes within the organization, shape the organizational climate by determining organizational policies and practices (Wimbush and Shepard, 1994). Among the duties of executives; realizing the objectives of the organization, maintaining the organizational structure, and creating the appropriate climate can be counted. At this point, the leadership approaches of the managers influence the organizational climate, the morale, and motivation of the members and thus the productivity and success of the organization (Ensari, 1998).

2.2.6. Antecedents of organizational climate

Stringer (2001) stated that the concept has five major antecedents in the light of ongoing research on organizational climate and field experiences. In his study, he explained that these antecedents are leadership practices, organizational regulations, strategy, external environment, and historical power. He stated that three of these five variables (leadership practices, organizational regulations, and strategy) are controllable and the other two variables (external environment and historical power) are uncontrollable. These five main variables which are the antecedents of the organizational climate are as follows:

Leadership Applications: Research on organizational climate clearly shows that leadership practices are the most important determinants of organizational climate. In organizations, the group leader has a great influence on the personal expectations of the group members about the organization. Managers should frequently check the reward system, establish workplace working rules and organizational structure, ensure performance standards, and determine informal rules in the workplace.

Organizational Regulations: These regulations form the official aspect of the organization. These arrangements include job and task design, reward system, organizational policies and procedures, and physical placements of employees within the organization. These factors clearly show whether the workplace has a harmonious working environment for the employees in the organization.

Strategy: The strategy of an organization can have a profound impact on the organizational climate. In addition, the organizational strategy can determine how organizational employees feel about opportunities offered for success, rewards, barriers to success, and sources of satisfaction. An organization strategy that is not clearly stated has a negative impact on the organizational climate. Negative organizational structure and negative communication in management are measurable indicators of an unclear organizational strategy.

External Environment: The external environment, which is among the determinants of organizational climate, has an important role in the competition of the organization. Factors such as state laws, economic conditions, competitive industry forces, and changing technology put pressure on organizations and managers. All these external factors reveal that organizations must have different measurable organizational climate profiles.

Historical Power: The history of an organization has a strong impact on the organizational climate. Organization employees' expectations of future rewards, penalties, and organizational outcomes are often a reflection of events that they previously thought to have occurred in the organization.

2.2.7. Consequences of organizational climate

It can be said that the organizational climate has various consequences. In many studies, the results of the leadership styles in terms of three different climates have been observed. In the first climate; an authoritarian and bureaucratic feature prevails. In these climates, tasks are defined, rules, formal communication, and disciplinary rules are shared with the employees. In the second type; there is a friendly and democratic climate.

There are informal relations among employees, also good relations are established with cooperation in participating in decisions. The feeling towards team spirit is also satisfied within the organization. The third one is the creation of a different, and also superior climate environment; which prepares opportunities for innovation and creativity for the individual and the group. Individuals were motivated to achieve high production by rewarding. As a means of reward, systems such as higher wages, promotion, and appreciation are applied. As it can be understood from these research, it is observed that the individuals in the second climate environment are more satisfied than the other climate environments (Efil, 2002).

2.2.8. Distinguishing organizational climate from culture

Similar to the cultures of societies, organizations of people who have come together to achieve certain goals, especially profit, have cultures. Organizational culture is the subculture of the culture of the society. In other words, organizational culture can be regarded as a subset of general social culture (Vural and Coskun, 2007). Schein described the organizational climate as the visible face of organizational culture and stated it as the perception of culture. The differences between organizational climate and organizational culture can be defined as follows (Dogan, 2007):

- Common assumptions are the basis of organizational culture, however, common perceptions are essential in the organizational climate.
- Organizational culture is permanent and resistant to time, but the organizational climate is based on perception, visible, reflects the momentary situation, and can change more easily.
- Organizational climate is the visible state of organizational culture.

It is widely understood that culture consists of a set of fundamental values and belief systems that make sense to organizations (Wallace et al., 1999). While shared assumptions make up the culture of an organization, there is a distinction between these two, with the claim that the climate of an organization is essentially composed of shared perceptions (Ashforth, 1985).

Similarly, Moran and Volkwein (1992) stated that climate is composed of attitudes and values, but that culture exists as a collection of basic assumptions as well as attitudes and values. The organizational climate consists of the basic culture of the employees and the organization that is associated with each other. Climate is the reflection of the changing culture and characteristics of the people in the organization. Although it is ready to change more easily than culture, it is as established and effective as a culture. Organizational climate is the atmosphere of the organization and reflects the values, attitudes and behaviors and emotions of the employees, supportive environment in the organization, transparency, and autonomy (Erkmen, 2015).

If organizational culture is considered as the personality of an individual, the values and beliefs shared within an organization, such as the impact of personality on an individual's behavior, influence the movements, thoughts, and norms of behavior within the organization. The culture of an organization influences the way employees and managers deal with problems, relationships with customers, suppliers, and competitors (Oden, 1997). Organizational climate is seen as an expression of organizational culture depending on time (Sopow, 2006). Organizational climate tries to determine the environment that impacts the behavior of employees. In other words, it is related to the inference of employees from their environment (Reichers and Schneider, 1990).

Schneider et al. (2013) provided a clear summary of the differences between these two concepts by emphasizing that the organizational climate covers facts and experiences and is based on the reasons for the existence of shared values, common assumptions, and beliefs shared with individuals while reflecting employee behavior.

Yahyagil (2004) stated that the research findings which aims to examine the nature of the relationship between the concepts of organizational culture and organizational climate based on the perceptions of the employees. In other words, it points to the existence of a correlation between the basic cultural characteristics of the organizations and the climatic characteristics that are compatible with them, apart from the unique elements of the organizations themselves.

The determination of the harmony between these two concepts can provide significant benefits for the top management and human resources departments of organizations before the implementation of change strategies in enterprises and in terms of increasing productivity.

2.3. Employee Creativity

2.3.1. The concept and definition of creativity

Creativity, which has become an important part of organizational life today, plays an essential role in the development of original and effective ideas and methods for the employees and helps the development of the organization. To date, scholars from many different disciplines have expressed opinions about creativity and made different definitions. Creativity is defined as the production of new and useful ideas in any subject and the discovery, combination, and production of new ideas from existing ideas (Kanter, 1983).

Prince (1970) describes creativity as an extraordinary effort to produce something useful and new to humanity. Similarly, Cohen and Ambrose (1999) describe creativity as producing something new and rare in the world. Barker (1998) defines creativity as an activity that brings innovation and the ability to create new ideas; Levitt (2002) describes creativity as being very important and original ideas for most people. Boden (1990) emphasized that creativity is recognized as producing new, informative, beneficial, and useful ideas.

According to Tennyson and Breuer (2002) and Lee et al. (2002), creativity is traditionally a measure of socio-cognitive abilities and an intellectual process that brings new and appropriate solutions to an active problem. According to Fisher-Specht (1999), creativity is a lifelong process that can be revived and developed at any age, the key to a successful and adaptive personality, but also the formula for coping with dilemmas and challenges.

Holt (1975), describes creativity as; it expresses in the form of thinking that results in the introduction of new and useful ideas. According to Anderson and College (1992) creativity; the ability to develop new ideas through creating (developing a new idea), synthesizing (combining concepts), or making changes (changing/developing existing ideas). Certo (2000), on the other hand, expresses creativity as the ability to make useful associations to combine new ideas in unique ways.

According to Gardner (1993), creativity is the capacity to solve problems or produce products in a new but acceptable way in culture. One of the most accepted definitions of creativity belongs to Amabile. Amabile (1983) considers creativity as producing new, beneficial, and useful ideas in every field. Goodman (1995), creativity; is defined as the presentation of ideas in a way that turns into innovations for the solution of various problems. Similarly, as per Henry (2001), creativity; is a process that leads to solving a specific problem and producing new and useful results.

Three important features contribute to a better understanding of the concept of creativity. The first of these; creativity is a property of a product/service offered by an individual. The concept of creative product/service should be considered in a broad sense and can be explained as anything that people can examine and evaluate, including ideas and processes that are evaluated independently of the results they produce. The second important feature; that creativity is the personal judgment of individuals in a particular field concerning the authenticity and value of a product. The third feature is that creativity assessments are specific to the field and that these evaluations may change over time with the development of the field by continuing creative activities (Ford, 1996).

Having creative ideas in organizations increases the likelihood that other employees will develop their ideas of applying their ideas in their work and then transfer them to other individuals in the organization for their use and development. Organizations' adaptation to changing market conditions, respond to opportunities, so compete with their rivalries and grow, is related to the use and development of creative ideas (Nonaka, 1991).

2.3.2. Creativity process and creative thinking

The emergence of creative ideas occurs with the completion of a certain process (Yildirim, 2007). Basadur (2005), characterized this process as finding new connections named as "conceptualizing", and breaking the old connections as "generating". According to Basadur (2005), in the conceptualizing process, the unfamiliar and unknown is interpreted and is then transformed into the known.

On the contrary, in the generating process, the old links are removed and the existing known ones are changed to the interesting, new, unfamiliar position according to the current level of comprehension.

Creativity is a human-specific intellectual process to produce new ideas that can be useful in solving existing problems. Creativity is an intellectual activity process that involves being sensitive to problems, defining difficulties in the awareness of inadequacy and information deficiencies, searching for solutions, making predictions, testing hypotheses, and communicating results (Jalan and Kleiner, 1995). During this process, new relationships are established between events and phenomena without influencing the known relationships. Creativity includes intuitive behavior, risk-taking, flexibility, and innovation (Yildirim, 2007).

The first model of the creativity process was described by Graham Wallas. Wallas, in 1926, *The Art of Thought*; the process described within six stages which are as follows; **interest** (environmental screening through intuition/emotions or feelings), **preparation** (detailed planning in which thoughts focus on a problem and the extent to which it is explored), **incubation** (the problem is internalized in unconscious thought), **enlightenment** (thoughts develop through gleams and shimmers through intuition), **experiment** (careful examination or testing of the invention to see if it is true), **declaration** (seeing and accepting reactions by conducting market research on the product or data obtained (Kao, 1991).

Alex F. Osborn (1993), explains the creativity process; orientation (dealing with the problem), preparation (collecting relevant data), analysis (reviewing related data), idea creation (sorting the ideas), the incubation (internalization of information for clarification), synthesis (integrating parts), evaluation (interpreting the results).

Robert Fritz (1991), explained the creativity process which develops naturally as; - conception, - vision, - following current reality, - take action, - evaluation (adaptation, learning, adjustment), - building momentum (application of general results), - awareness until the next creative design. In general, the creativity process primarily involves the production of an imaginative idea for a particular subject, its analysis, evaluation, and implementation.

2.3.3. Individual and organizational creativity

When the studies on creativity are examined, creativity rises on the pillars of individual activities. However, since the most valuable resources of organizations are human and being managed by people, creativity is accepted as a talent for organizations and the concept of creativity has started to be considered in the organizational dimension (Bharadwaj and Menon, 2003). In this context, firstly, creativity will be evaluated on an individual level and then the concept of organizational creativity will be explained.

2.3.3.1. Individual creativity

Although creativity is thought to be an innate trait, an inspiring and uncontrollable force, it is an idea generation with processes that can be acquired later. The individual with creative thinking is the person who tries to reach the same goal in different ways (Cengiz et al., 2007). Openness to new experiences and curiosity allows a creative individual to see things that others do not. The individual who is open to new experiences can tolerate uncertainties. Creative individuals are adventurers. They like to explore. They do not like the rules imposed from the outside, they act with the dynamics of the internal orientations. Creative individuals had characteristics that enabled them to be durable and persistent. All of these features come together with a simplicity defined primarily by a commitment and loyalty to a single vision and work. Often, the only thing that matters to the creative individual is his work (Anderson, 2013). Individuals with creative thinking skills can show more freedom of thoughts and flexible behavior than others. Creative individuals are independent in both decisions and social values (Cavus, 2006).

Rawlinson (1995) states that every person can be creative, but in some individuals, creative abilities are forced to remain covered under another set of abilities. Creativity carries the personality structure, intellectual accumulation, perception of life, transference, and intuition which is dominated by individual freedom. In this context, creativity is the process in which an individual uses all his or her characteristics in the face of a problem and tries to produce a different way.

Drucker (1993), creativity; is related to the individual's internal structure and values, however, social, cultural, and environmental conditions also support or prevent creativity. He defined the information worker as the creative person of the 21st century. Woodman, Sawyer, and Griffin (1993) explained creativity at the individual level with the interaction of personality, abilities, cognitive style, knowledge, intrinsic motivation, social and environmental factors.

As per Amabile (1998), individual creativity consists of three factors which are expertise (knowledge of technique and process), creative thinking ability (a function of personality traits and working style, individual's approach to solving problems), intrinsic motivation (motivation can be intrinsic and extrinsic factors; intrinsic motivation triggered by the engagement of any passion or interest plays a greater role in creativity than extrinsic one).

When we look at the studies, we can say that the factors that nurture creativity at the individual level are personality, knowledge, and experience of the individual, motivation level, and social and environmental conditions. In terms of creativity, the factors that form the basis of individual creativity, as well as the competencies of creative individuals, have been investigated.

Barker (1998) listed these competencies as follows:

- Have the urge to simplify complexity,
- Trying to find patterns, connections, and similarities,
- Ability to search for problems,
- Mental interest in looking for different ways

- Willingness to take risks,
- To be able to approach objectively,
- Self-motivation.

Yavuzer (1994) stated that creative people withstand uncertainty, can propose different solutions for a problem, express their ideas clearly, and have the power to get rid of the pressure of society influencing them. Kao (1991) found that creative people are ambitious and determined, willing to take risks, are curious, original, selective, play a conciliatory role in opposing ideas, have a comfortable speaking ability, and are sensitive to problems.

2.3.3.2. Organizational creativity

Creativity, which has become an important part of organizational life, plays an essential role in the development of original and effective ideas and methods for the employees, and helps the development of the organization. In today's business life where competition is increasing in every field, resource scarcity is very important and qualified labor and equipment costs are constantly increasing, every creative act that leads to more efficient and effective business methods plays a very effective role in maintaining the existence and success of the organizations (Simsek, 1996).

Developing human resources activities in organizations and mobilizing the creativity of employees has become one of the most strategic issues in today's organizations. Today, organizational decisions at all levels should be based on both rapid and distinctive thinking and problem-solving (Balay, 2010).

Organizations need new services and processes, supported by creative ideas, to respond to changes in their environment in an effective manner. Applying creative ideas to life is the source of inventions and innovations (Oneren, 2008). Amabile (1988) states that organizational procedures and processes will lead to an organizational dimension by strengthening individual creativity. However, in order to develop creativity in organizations; Amabile stated that people should be employed in the right job, enough freedom should be given to the employees, the right distribution of the resources of the organization to the necessary places should be ensured, teams that support each other should be established, supportive and encouraging feedback to the employees by their leaders should be provided, and support from all levels within the organization should be given, especially the top management.

Mullins (2002) mentioned that creativity is important if it can provide innovative solutions that can be applied to organizational life. According to Cekmecelioglu (2005), organizational creativity is a valuable, useful, new product, service, idea, or process created by individuals working together in complex social systems.

Woodman et al. see organizational creativity as a process that consists of a combination of individual, group, and organizational characteristics and is influenced by each other (Gumussuyu, 2004). Organizational creativity requires going beyond the existing limits. These limits may be technological, social, informative, or physical. Just as individuals vary in their ability to transform their creative and innovative behaviors, organizations also differ in their ability to transform their members' capabilities into new products, processes, and services (Yildirim, 2007).

The prerequisites for a creative organization are primarily the presence of a creative leader and an environment that allows for the emergence of creativity. Working environments that allow creativity increase satisfaction, improve harmony, increase efficiency, intensifies identification with the organization, at the same time make it more positive to look at innovation, provides an environment for a better assessment of internal behavior, creates a synergy impact to improve the working environment. In order to foster creativity in organizations, members need to be encouraged to produce new ideas.

In order not to decrease creativity over time, it is necessary to evaluate and try out the thoughts, empower the employees, and allow them to make their own decisions within certain limits (Mumford, 2000).

2.3.4. The concept of employee creativity

Employee creativity is one of the main components of human capital that contains generating ideas, which are new and valuable. In other words, creativity means the creation of valuable and useful new ideas, ways of thinking, services, procedures, and processes by employees working together in a social system (Woodman, Sawyer, and Griffin, 1993).

Amabile (1983) offered the componential model of creativity that contains three factors, which are: task-specific knowledge, task motivation, and creative thinking style, which provide to employee creativity. This model, first argues that employees need to have all these three components in order to be creative and the second argument is, if we compare these three components within each other, the most important component of this model is suggested as task motivation.

The reason behind this suggestion is, having enough task motivation determines the actual potential of an employee in terms of creativity, in other words, they could easily engage in creative processes actually. On the other hand, task-specific knowledge and creative thinking style determine the capability of an employee in terms of doing creative jobs.

Unsworth (2001) mentioned four different types of creativity; *responsive creativity* refers that employees are extrinsically motivated to generate creative ideas and solutions that managers already identified against the problems, *expected creativity*, refers that employees are extrinsically motivated to generate creative ideas, and solutions that managers haven't identified yet and which are discovered by the employees against to the problems, *contributory creativity* refers that employees are intrinsically motivated to generate creative ideas, and solutions that managers already identified against to the problems and *proactive creativity* refer that employees are intrinsically motivated to generate creative ideas, and solutions that managers haven't identified yet and which are discovered by the employees against to the problems.

Creativity is by nature an individual process. Creative group activities are facilitating/accelerating activities. It is recognized that everyone is creative and creativity can be improved. The creation process can be explained in six stages. These are (Malaga, 2000):

- Problem identification; clearly defines what needs to be solved. Random thinking can often be useful, but creative thinking can be improved by clearly identifying the problem.
- Data collection; is the stage of defining a framework for the problem and learning the details of the subject.
- Active thinking; once the problem is identified and information is collected, new ways of solving the problem are explored. This stage requires hard cognitive work in which many methods are applied.
- Incubation; in a sense, is the step of absorbing the collected information and/or activating the subconscious.
- Idea or discovery; it is the stage in which the invention is made or the solution is found.
- Evaluation and realization is the stage in which the applicability of the invention is discussed and the invention is practiced. Evaluation and realization is a courageous process.

Creative workers have conceptual clarity and can quickly produce a large number of ideas. They are original and produce unusual/unique thoughts. They consider thoughts according to their value, not their source. They are motivated to solve problems. They spend significant time analyzing the situation. They do not want to accept authority and would like to be flexible. They have the independence of the decision and see themselves differently, often going beyond the generally accepted ideas (Hicks and Gullet, 1981).

2.3.5. Factors influencing employee creativity

Creativity plays an important role in the sustainability of organizations in a global and rapidly increasing competitive environment. The first studies to examine the concept of employee creativity focused on the individual level. Personal traits have an impact on employee creativity in relation to the implementation of strategies to facilitate creative ideas in organizations (Shalley et al., 2004). It is stated that employees with creative personalities produce the most creative jobs in complex and challenging tasks, supported by management appropriately (Oldham and Cummings, 1996).

Another personality trait that influences employee creativity is being proactive.

Proactive personality traits can be associated with employees' use of their knowledge and experience to prevent the recurrence of unwanted situations (Gong et al., 2012).

Amabile and Mueller (2008) emphasized the impact of intrinsic motivation on employee creativity as well as personality, which is one of the individual characteristics. They argued that employees' interest in their jobs, motivation for the degree of difficulty in achieving success would result in their creativity reaching the highest level.

On the other hand, experience is one of the other important factors that influence employee creativity. The more recent information is, the easier it is to obtain new information and to make connections between ideas (Alencar, 2012). According to Amabile (1997), one of the most important factors influencing creativity is motivation. Motivation is divided into two, which are intrinsic and extrinsic. Intrinsic motivation is the type of motivation that results from an intense interest in the task; while extrinsic motivation is the type of motivation interrelated by the desire to achieve certain goals, such as obtaining a reward. In other words, extrinsic motivation is associated with the expected recognition, appreciation, competing with their peers, coercion by their superiors, or the promise of reward. From an intrinsic motivation point of view, individuals are motivated by themselves. There is no external control that regulates one's behavior. This type of motivation can be described as the experience of presenting one's own abilities (Dundar et al., 2007).

Intrinsic motivation tools are directly related to the nature of the work and stem from the content of the work. It includes factors of engaging and challenging work, independence at work, the importance of work for the employee, participation, responsibility, diversity, creativity, opportunities to use one's abilities and skills, satisfactory feedback on one's performance (Agca and Ertan, 2008).

In a study conducted in the U.S., the relationship between employees' intrinsic motivation and risk-taking attitudes and employee creativity was examined and it was found that intrinsic motivation was one of the main factors influencing employee creativity (Dewett, 2007). Jung et al. (2003) suggest that businesses will be continually strengthened when they are rewarded internally and externally, with the desire to encourage creative efforts of employees, to continue working.

There are also studies suggesting that external rewards positively influence internal motivation and employee creativity. In their study, Eisenberger and Shanock (2003) stated that the awards for the high performance of the employees increased their intrinsic motivation and thus their creativity.

Another factor, which influences the creativity level of employees, is the organizational working environment. The creative potential of the employees is related to the existence of the necessary conditions in the environment in which they work. Another key component of employee creativity is knowledge. The knowledge that provides resources for creativity derives from experience. Therefore, the experience of employees is the basis for their creativity (Amabile, 1996).

If creativity is important to the organization, management must encourage the generation of new ideas. Traditional and non-traditional means can be used for incentives. These tools consist of awards, innovation climate, employing innovative people, interacting with different ideas, and supporting innovators (Luecke, 2008). Additionally, the role of managers is important for the development of creativity in organizations. For example, it is known that a democratic and participatory understanding of management develops creativity and autocratic approaches and bureaucracy adversely influence creativity (Akin, 2010).



2.4. Employee Learning Orientation

2.4.1. Learning

Learning is by nature a concept that has come from its existence to the present day.

Human-being is a learning entity with learning ability. It is possible to distinguish

human beings from other beings by the superiority of this aspect (Akbaba, 2012).

Morris (2002) described learning as a process that results in a relatively permanent

change in behavior or potential behavior through experiences or repetitions. Learning

is the process of gaining new behaviors or changing the old behaviors as a result of

the interaction with the environment according to the maturation level of the

individual. Based on the definitions made, learning is a process and behavior that

emerges as a result of repetition and experiences. Continuity is required for learning.

The concept of learning is explained in different ways by scientists and academics.

There are many different ways of learning such as a transformation in the brain, an

internal process that provides behavioral change, a practical or personal exchange

related to the subject, and the resulting change in the structure, concept, point of view,

experience, and thinking models. These definitions include the elements needed for

the learning process (Baransel, 1993). Swiss psychologist Jean Piaget defined

learning as the cognitive activity that develops depending on the quality of the

individual's mature experience (Onal, 1995).

According to Donald Schön and Chris Argyris, learning can only be achieved by translating new knowledge into different behavior. The theorist David A. Kolb considered learning as a process by which experience is transformed into knowledge. The Irish philosopher Charles Handy stated that the process of seeking answers to the questions in his mind constitutes learning depending on the individual's sense of curiosity in relation to the definition of learning that the human's questioning structure emphasizes. Handy used the "Learning Circle" analogy to describe the learning process. The Irish philosopher stated that learning occurs as a result of continuous cycles in the learning circle where he states that it consists of four parts (Wren, 1994). In the first part of the circle, there are "Questions" that develop depending on the needs or problems.

Secondly, there is a need to seek answers to these questions or to generate ideas. Then, various "trials" and "tests" are performed to assess the accuracy of the answers or thoughts that arise. The results obtained are then subjected to reflection and evaluation until the correct solution is assured. Real learning is only possible after the end of this process. Like individual development, this process is at the heart of organizational success.

2.4.2. Learning theories

Many researchers and scientists who want to explain learning and how learning occurs have expressed their views from the past to the present and many theories have emerged from these views. Learning theories are considered as four main views. These are behavioral, cognitive, human-humanistic, and neurophysiological theories, respectively.

- ***Behavioral Theories:*** Behavioral theory continued to be effective until the 1970s. In general, the theory examines observable behaviors and aims to determine the impacts of these behaviors. During this detection, the conditions that lead to behavior or stimulate the organism (stimulus) and the behavior that occurs under these conditions (response) are emphasized (Acikgoz, 2006). The behavioral theory argues that environmental adaptation is of great importance and emphasizes less on the characteristics of the learner. Basically, there is an understanding of learning by doing. Reinforcement is an important element of learning. Recurrence has an important place in terms of acquiring skills and ensuring the permanence of the learned. Motivation is an important part of learning (Ozden, 1999).

- ***Cognitive Theories:*** In the cognitive approach, the cognitive processes of the individual such as thinking, perception, and remember are at the forefront (Cuceloglu, 1997). The cognitive approach argues that what is defined by behavioral theory as a change in behavior is an expression of learning taking place in the mind. Cognitive development is a concept that expresses the level of development of mental activities that enable an individual to perceive and learn the world around him/her.

Cognitive development is the process by which the individual's ways of understanding the world and the environment become more complex and effective in the process from birth to adulthood (Senemoglu, 1997).

- ***Humanistic (Affective) Theories:*** According to this approach, the human being has a positive potential as well as good individual characteristics with his/her birth. The approach advocates that individuals should take action towards self-actualization during their lives. This approach has an optimistic view of human nature and is basically shaped by the concept of self (Oktaylar, 2009). The humanistic understanding of theory argues that learning should give pleasure to the individual. The individual shows his / her learning tendency to satisfy or motivate his / her motives (Demir, 2010).

- ***Neurophysiological Theories:*** Based on this approach, learning activity is covered by the biological structure of the organism. The brain, which is capable of performing more than one job at the same time, is an organ that performs parallel operations. Therefore, using multiple sensory organs, such as television, show, computer, such as eye-to-ear tools should be included in the educational environment. Attention should be paid to the presence of rich stimulants in the learning environment. An individual's emotions play an important role in learning. During learning, the left part of the brain responsible for mathematical and verbal features and the right part, which is responsible for areas such as intuition, visuality, imagination, and creativity, operate in harmony as a whole. The brain should be considered as a whole within the context of the learning process and evaluated accordingly (Oktaylar, 2009).

2.4.3. Types of learning

Michael Marquardt (2011) mentioned three types of organizational learning.

Although each has different methods, they complement each other. The first type is learning by taking lessons from the past. Evaluating past actions and using them in a new learning process. This type can be applied to learning at any level (individual, team, or organization). Future actions can be changed or precautionary, considering past mistakes. The second type is named as anticipatory learning which is an ideal learning style when it is desired to minimize any errors that may occur beforehand.

It requires more creativity. The last and the third type is called as learning by experience. Learning by experience is based on working with real problems. With this learning style, more solid-based and more permanent learning can be realized. Experience in difficult conditions can be more effective. In this way, an individual or organization can react to the changes much faster.

2.4.4. Individual level learning

The individual is an important element for the continuation of all social structures.

With the increase in competition, it is seen that organizations give more importance to individuals who are considered as the starting point of information (Chan, Lim, and Kuan, 2003). The difference between ordinary organizations and successful ones is their learning capacity and speed. In order to achieve this difference, companies can only obtain with individuals who are the source of information.

Since the fact that organizations consist of individuals cannot be ignored, the success of the organizations will be through the individuals (Tolgay, 2010).

Learning at the individual level was defined by Kocel (2003) as the process of reaching the knowledge and intuitions that are around and accumulated with the help of cognitive and intuitive processes; by interpreting, perceiving, and also re-evaluating them, the behaviors are being exhibited according to the results by gaining experience. According to Rowley (1997), individual learning emerges largely through relationships that develop jointly between organization members and organization managers. Orientation should be created with learning motivation within the organization and these relationships should be encouraged and assimilated. For the learning to take place to the required extent, the individual must transfer the knowledge to the organization as well as the organization's knowledge to the individual. For this to be possible, two-way communication is needed (Lundberg, 1995). In organizations, learning takes place through individuals. With this, a process of interpretation and comprehension emerges outside of the organization which also has an impact on the environment. Organizations need these processes for successful strategies (Fiol and Lyles, 1985).

2.4.5. Organizational learning

Organization learning can be defined as being constantly improving the capacity of individuals to achieve the results they really want; putting forward new thoughts; in such organizations, people learn together in a continuous way (Senge, 1990).

According to Senge (2004), the learning organization is the place where people discover how they form their own realities and how they can change it.

As per McGill and Slocum (1993), organizational learning is a set of processes in which organizations become aware of the features and consequences of their experiences and develop mental models to understand these experiences. Learning is a challenge for individuals in the organization they encounter and investigate it throughout the organization. Individuals realize that there is a mismatch between the actual situation and the expected results and react to the mismatch with the thinking process and further action. This situation allows individuals to change the way they perceive organizational image or organizational events and they revise their reactions (Argyris and Schön, 1996).

Organizational learning is defined by Imamoglu (2012) as the process of developing skills and access to information that enables individuals working together to achieve a common goal within the organization to perform and grasp their tasks in the best possible way.

There are significant differences between organizational learning and individual learning, especially in terms of reaching wide areas of information and making common use of information. Information acquisition is realized through experiences such as the experiences of others or the information store owned by the organization (Garavan, 1997). In this case, learning organizations collect and store information from internal and external environments. Such organizations develop the ability to recognize the value of new information and internalize it and use it for commercial purposes. Therefore, organizational learning draws attention to the importance of knowledge development and the state of knowledge stored within the organization.

According to Dilworth (1996), organizational learning is not a developing idea, but it is a concept that has supported organizations in various issues within the scope of management in the historical process. Reynolds and Ablett (1998) stated that some definitions of organizational learning emphasize access, development, and dissemination of information. In addition, it was emphasized that individual learning was made more practical and easy and given importance to the transformation of behaviors that emerged as learning indicators.

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2.4.6. The importance of learning

In order to survive, living things must adapt to changes in their environment. All living things need to learn not to stay out of this adaptation process starting from their birth. Effective adaptation can only be achieved through learning (Senge, 2004).

Learning is a key element of the fundamental building block of changes and innovations in organizations. Organizations that have difficulties in learning face problems in conscious and planned changes. The learning need of individuals, which is the most effective factor of organizations, stems from the desire to meet the basic needs necessary for their survival. The learning needs of organizations arise from continuous and rapid changes in the environment of the organization. For this reason, organizations have to adapt to these changes both technologically and structurally while trying to achieve their strategic goals.

Braham (1998) stated that successful individuals and organizations will be the fastest and easiest learners in the future while emphasizing that the existing knowledge and experience will become useless over the years. Argyris (2001) states that a more productive and faster workforce is needed, and that lifelong learning organizations and individuals should be developed for this. According to Senge (2004), all the members of the organization can't follow this mind and it is impossible to think of the highest level in the organizations; besides, the organizations which will be superior to the others in the future will be the ones where the individuals have the power to evaluate the capacity and obligation status at all levels.

2.4.7. The concept of employee learning orientation

The learning orientation is an internal mindset, which motivates an employee to improve his or her competence (Dweck, 1986, 2000; Dweck and Leggett, 1988; VandeWalle, Brown, Cron, and Slocum, 1999); in another word, employees with a learning orientation look for challenges, which enable them with learning opportunities (Ames and Archer, 1988).

Lemon and Sahota (2004) indicated that learning has a significant role in providing that knowledge is continually renewed to ensure suitable work behavior to changes in an organization. Learning orientation is an individual's commitment developing one's expertise, competencies, abilities and skills by acquiring and giving relevant information to consumer requirements, market adjustments, and rivals' activities, in addition to the advancement of recent technologies to develop brand-new goods and services, which are better than the rivals (Dweck, 2000; Hurley and Hult, 1998).

Individuals with learning orientation are interested in issues such as increasing competencies, prioritizing learning, and understanding issues better. In general, learning-oriented employees focus on achieving competence (Pintrich and Schunk, 1996). At the same time, they make enough effort in their work, are determined to face challenging tasks, develop new skills and knowledge, and focus on work to gain competence. On the other hand, learning-oriented employees are interested in achievements and choose challenging activities (Dweck and Leggett, 1988).

As per Hurley and Hult (1998), a learning-oriented organizational culture has a trend to encourage the recognition of different and original ideas. Additionally, learning orientation is related to a desire for difficult tasks, thus people who have a high level of learning orientation will be more intrinsically motivated to look up for creative activities (Ellström et al., 2008).

Learning happens generally by organizational interaction with the environment. An individual with a strong learning orientation consistently looks for new ways to develop his/her knowledge and skills. Such individuals view new and challenging tasks as opportunities for learning new things. When they face an obstacle or get negative feedback from team members, they see this situation as a growing opportunity (Runhaar et al., 2016). Learning orientation improves connections with clients, as it supports organizations in providing better information transforming processes and competencies that are required to figure out the consumer wants (Boulding et al., 2005).

Especially, Bandura (1997) indicated that by force of deep task knowledge, individuals feel confident in their ability to carry out the tasks in an effective way and to consider the appropriateness of their knowledge. Employees who have improved task knowledge will be able to react to the objections, uncertainties better than their co-workers who are frightened of uncertainty or challenges in a working environment.

People who are highly learning-oriented likely to cope with difficulties and obstacles by spending extra energy to have different skills (VandeWalle et al., 2001). Besides, they are likely to deal with both negative and positive feedback in an effective way (Ellström, 2010) by trying to solve problems in a creative perspective and apply the actions needed to succeed (Dweck, 2000).

On the other hand, a learning orientation can increase cross-cultural adjustment that includes the acquisition of culturally new skills and behaviors (Gong and Fan, 2006), and these new skills and knowledge increases creativity in the work environment (Gardner, 1993; Hayes, 1989).

It is known that learning-oriented employees want to learn with the full material and desire to master the subject in the learning process (Pajares and Cheong, 2003). Learning orientation is defined as an individual's internalization of knowledge and is based on a personal desire to gain knowledge. Learning-oriented employees are expected to be more involved in learning activities and become more successful in the organization because they are interested and curious about learning and have high intrinsic motivation (Elliott, 1999). On the other hand, learning-oriented individuals see mistakes as an opportunity to learn and undertake challenging tasks even if they make mistakes (Akin, 2006).

3. ASSOCIATIONS BETWEEN KEY CONCEPTS

Leadership styles, the behaviors of management, human resource management programs, and other similar organization-related concepts all have a significant impact on organizational climate. On the other hand, several studies show that there is a relationship between emotional intelligence and below-emphasized concepts. Although there is not sufficient research that shows this relationship, still we can encounter different results in few studies.

Based on the research, which was conducted by Milhoan (2007) analyzes the emotional intelligence (EQ) of faculty members of a university, and its impact on organizational climate and found a negative relationship between these two concepts. On the other hand, as per the study of Mittal (2016), the result of the research shows that there is a positive and significant relationship between all the dimensions of organizational climate and emotional intelligence.

Based on another research which is conducted by Momeni (2009) among managers, it has been found a positive association between these two concepts, moreover expressed as; social awareness and self-awareness dimensions, which are dimensions of emotional intelligence have more impact on organizational climate, whereas credibility dimension of organizational climate is most impacted by managers' emotional intelligence.

Based on research, which was conducted, by Yilmaz, Fidan, and Yildiran (2014), it was found as government officials who have a high level of emotional intelligence exhibit positive behaviors, which has beneficial impacts on the features of the climate of an organization.

Supervisory and leadership, behavior, co-worker's behavior, job complexity, and social network can be classified as the characteristics of the organizational climate (OC). In many research, it has been found that there is a significant relationship between organizational climate and the creativity of the employees because those findings suggest that when employees perceive strong organizational support, this leads them to be more creative in their work environment (Chini, 2011; Moghimi and Subramaniam, 2013).

Amabile (1996) emphasized that employee creativity is directly influenced by organizational climate and other management practices, which are generally driven by managers' behaviors. Creative employees may generally generate valuable and useful new ideas or new ways of thinking.

As per the study of Isaksen et al. (2001), OC plays a significant role in helping creativity by supporting the creation, evaluation, and use of original products and services. Senakal (2007) investigated the impact of OC on creativity and concluded that OC has a positive association with creativity by supporting the generation of new ideas.

Moreover, Coveney (2008) examined the association between OC and creativity in a public library and emphasized that the majority of the dimensions of OC empower creativity and assist the progress of generating new ideas within the organization.

As a result of a study conducted by Cekmecelioglu (2006), it was found that an organizational climate that encourages the creativity of individuals has positive impacts on creativity. As a matter of fact, researchers usually focus on the individual in studies of creativity, so it can be said that there are few studies investigating the impacts of climate on creativity (Amabile et al., 1996; Cummings and Oldham, 1997; Cekmecelioglu, 2002).

In the modern business environment, employee creativity is the desired variable in terms of its contribution to the organization's competitive edge. In today's rapidly changing world, thinking out of the box can create dynamism for this competitiveness. Studies on EQ and employee creativity are very limited in the current literature. Emotions improve and assist thinking, thus enabling individuals to be able to consider multiple points of view towards an issue that can lead to creativity (Caruso and Salovey, 2004).

Based on the research, which is conducted by Caruso and Salovey (2004) and Stough and De Guara (2003), it has been found out that EQ ability has the potential to lead employee's creativity. In other words, these studies showed that employees with a high level of EQ show more creativity. The significant association between emotional intelligence and employee creativity has already existed in different studies with different aspects, but diversely how this relationship occurs in the retail sector will be analyzed in this study as an enriching purpose (Gupta and Bajaj, 2017; Carmeli, McKay, and Kaufman, 2014; Castro, Gomes, and de Sousa, 2012).

Salovey and Mayer (1997) argued that variety in emotional moods might lead to various mental functions and understanding; for instance one of a positive emotion, which is happiness, might result in creativity. On the other hand, as per Averill (2000), emotions may improve or extinguish creativity.

Emotional intelligence plays an important role not just to employees but also to leaders. Based on research, which is conducted, by Zhou and George (2003), it has been found out that the emotional intelligence of leaders has a significant impact on empowering and providing the awareness of the creativity of the followers in numerous ways. Leaders with a high level of emotional intelligence can use their empathic features to fully and accurately evaluate the idea and even contribute to its development, by their ability to analyze their own emotions and the emotions of others as well (Zhou-Oldham, 2001).

According to Tsai and Lee (2014), it is advantageous for the individual to direct his / her emotions properly and to use creative thinking more. Therefore, emotionally intelligent people can better understand their social environment and help them when and how to apply their behavior. In particular, individuals with a high level of emotional intelligence can use their assessment capacities to perceive others' emotions and predict potential emotional responses (Carmeli et al., 2013). Emotional intelligence enables an individual to increase and maintain his/her creativity. Emotion influences the number of positive thoughts by strengthening creativity through memory and thought (Costa et al., 2015).

Learning orientation of employees may also help to generate new skills and behaviors, especially in today's competitive environment, learning is more important ever than before because in a rapidly changing environment employees have to change, evolve and grow by the orientation of employees towards learning (Wang et al., 2010; Porter and Tansky, 1996) therefore in this research the moderator role of employee learning orientation will be analyzed on the relationship between organizational climate and employee creativity.

As the mentioned above research shows, there are limited studies related to these relationships in the existed literature, consequently, it is decided to make a more detailed contribution by the examination of the concepts which are emotional intelligence, organizational climate, employee creativity, and employee learning orientation.

4. METHODOLOGY

4.1. Sampling Procedure

The convenience sampling method was used to select respondents from the employees who are currently working in different ten large-scale global companies both at managerial and non-managerial positions in the retailing sector in Istanbul.

The respondents who participated in the questionnaire were all white-collar employees. No additional or special criterion was applied to respondents. 460 questionnaires were distributed and 365 questionnaires were returned as completed.

The response rate was 79 % but 18 questionnaires were eliminated due to inappropriate responses from the analysis. As a result, 347 questionnaires were used for data analysis.

4.2. Research Design

A quantitative research method was used for the study. The design of the study was explanatory (hypothesis testing) and correlational in nature. It was a cross-sectional study as well.

4.3. Research Variables

As mentioned in the literature review, the concepts of emotional intelligence, organizational climate, employee creativity, and employee learning orientation are the key research variables in this study.

<i>Independent Variable:</i>	Emotional Intelligence <ul style="list-style-type: none"> - Self-awareness - Social-awareness - Self-management - Relationship management
<i>Dependent Variable:</i>	Employee Creativity
<i>Moderating Variable:</i>	Employee Learning Orientation
<i>Mediating Variable:</i>	Organizational Climate <ul style="list-style-type: none"> - Support, Reward, Hierarchy - Nature of Work, Innovation - Formalization - Human Relations - Risk, Decision-making

4.4. The Research Model

In the light of the explanations given in the literature review section, the below research model was proposed. Based on the model, emotional intelligence is independent; employee creativity is the dependent variable of the research model. The role of organizational climate is considered as a mediating variable and the employee learning orientation is considered as a moderating variable in this proposed research model.

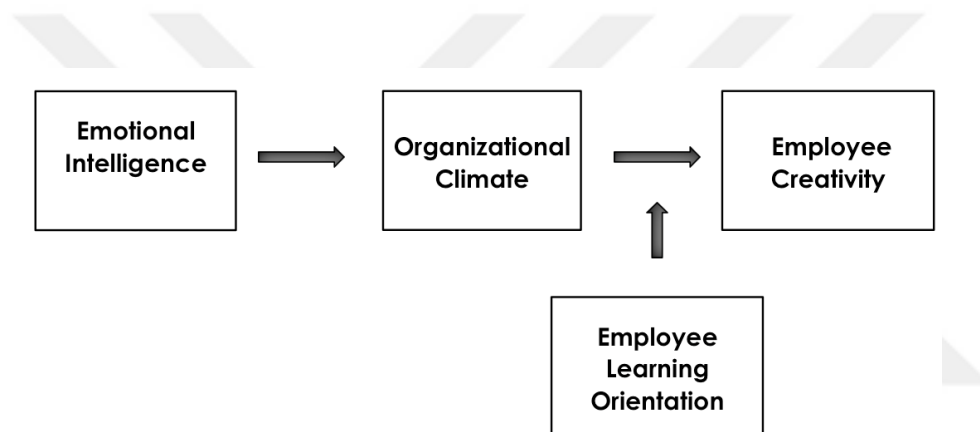


Figure 4.1 Research Model

4.5. Research Hypotheses

The following hypotheses are formulated based on the above-existed literature:

H₁: The emotional intelligence of employees has a significant and positive impact on the organizational climate.

H₂: Organizational climate has a positive and significant impact on employee's creativity.

H₃: Emotional intelligence positively and significantly influences employee creativity.

H₄: The relationship between emotional intelligence and employee creativity is mediated by organizational climate.

H₅: Employee learning orientation moderates the relationship between organizational climate and employee creativity.

4.6. Measurement Instruments

The data collection method was based on surveys. The questionnaire includes five parts. The first part consists of socio-demographic questions that would describe the features of the participants and the remaining four parts include the related scales for each key concept. The emotional intelligence scale has 17 items, the organizational climate scale has 13 items, the employee creativity scale has 11 questions and the employee learning orientation scale has 5 items. The measurement instruments for each concept are explained as follows in detail;

4.6.1. Socio-demographic questions

The first part consists of seven demographic questions to understand the characteristics of the respondents. It is aimed to get an idea about the employees, gender, age, education, work experience in the current firm, tenure, and the sector.

4.6.2. Emotional intelligence questionnaire

The shortest version of the Emotional Intelligence scale which was developed by Bar-on (1997) with 17 items, has four dimensions; namely self-awareness, social awareness, self-management, and relationship management. The Turkish version of this scale was adapted by Yıldırım (2012). This is a 5-point Likert Scale ranging from “strongly disagree (1) to “strongly agree” (5). Few selected items of the scale are as follows:

- I always know what makes me happy or not. (Item 3)
- I am sensitive to others’ feelings and emotions. (Item 7)
- I understand others’ feelings about me well. (Item 8)
- I have substantially enough ability to control my emotions. (Item 14)

4.6.3. Organizational climate questionnaire

Yahyagil’s (2006) Organizational Climate Scale, formed on the basis of Organizational Climate Questionnaire (Litwin and Stringer, 1968), and the study of Schneider, Brief and Guzzo (1996) as well as other leading scholars’ studies (Kirsh, 2000; Fey and Beamish, 2001; Jones and James, 1979) with 13 items. This is a 5-point Likert Scale ranging from “strongly disagree (1) to “strongly agree” (5). Few selected items of the scale are as follows:

- Employees are able to get support in some way when necessary while they are performing their tasks in my organization. (Item 1)
- The senior management requires all employees to participate in the decision-making process regarding their work. (Item 3)

- There is an over-regulation in the conduct of business activities in my organization. (Item 9)
- The organization I work is generally open to innovative ideas, technologies and practices. (Item 11)

4.6.4. Employee creativity questionnaire

Munoz and his colleagues (2008) developed the employee creativity scale, which consists of 11 questions with one dimension. This is a 5-point Likert Scale ranging from “strongly disagree (1) to “strongly agree” (5). Few selected items of the scale are as follows:

- I usually find new uses for existing methods or existing equipment. (Item 4)
- I suggest new and better ways to achieve goal or objectives. (Item 6)
- I develop ideas, methods, processes or products that are both original and especially useful to the organization. (Item 9)

4.6.5. Employee learning orientation questionnaire

Elliot and Church (1997) developed the employee learning orientation scale, which consists of 5 items. This is a 5-point Likert Scale ranging from “strongly disagree (1) to “strongly agree” (5).

- I want to learn as much as possible from my job. (Item 1)
- In my job, I prefer tasks that really challenge me so I can learn new things. (Item 5)

4.7. Data Analyses

The data were analyzed with statistical techniques via using the SPSS statistical package (Version 20.0). Reliability and factor analyses were conducted on all items for emotional intelligence, organizational climate, employee creativity, and employee learning orientation. All of these analyses were statistically significant and meaningful. After the mentioned analyses, regression and correlation analyses were conducted on all concepts.

4.8. Pilot Study

A pilot study was conducted before starting the main analyses between the dates of January – April 2019. 80 questionnaires were delivered to the employees who are currently working in different large-scale global companies both at managerial and non-managerial positions in the retailing sector in Istanbul. 65 questionnaires were returned as completed. The response rate was approximately 81%. All main statistical analyses such as reliability, factor analyses were performed and the result was found satisfactory for all of the concepts of the study.

Four factors of emotional intelligence, five factors of organizational climate, and one factor of employee learning orientation and employee creativity were found by the results of the factor analyses. Correlation and regression analyses were conducted for all concepts. As per the results of the pilot study, no item was extracted from the analysis.

The research findings of the pilot study showed that the employees' emotional intelligence has a positive impact on employees' creativity. The emotional intelligence of employees has a significant and positive impact on the organizational climate. Organizational climate has a positive and significant impact on employee's creativity. Organizational climate mediates the relationship between the employees' emotional intelligence and creativity. There was no moderating impact of employee learning orientation on the relationship between organizational climate and employee creativity.



5. RESEARCH FINDINGS

5.1. Respondent's Profile

In the first phase, the profiles of the respondents were analyzed as shown in Table 5.1. The findings showed that 50.4% of the respondents were female while 49.6% were male. The majority of the respondents (37.2%) were between the ages of 34-40 and 25.1% of them were between 29-33 years old. 42.7% of the respondents have a Bachelor's degree and 40.9% of them have a Master's degree. As per the total job experience results, the majority of the respondents (29.7%) have been working between 8-12 years and 26.2% of them were between 13-17 years. Based on the work experience in the current company, the majority of the respondents (39.2%) have been working between 3-7 years and 31.7% have been working for 2 or less than 2 years. 57.9% of the respondents have a managerial role and 42.1% of them did not have a managerial role. As per sector classification results, the majority of the participants (24.5%) have been working in the personal care sector and 23.9% have been working in the textile sector.

Table 5.1 Descriptive Statistics of the Demographic Variables (n=347)

Variables	Frequency	Percentage %
Gender		
Female	175	50.4
Male	172	49.6
Age Group		
24-28	65	18.7
29-33	87	25.1
34-40	129	37.2
41-50	50	14.4
51+	16	4.6
Education		
High School	43	12.4
Undergraduate	148	42.7
Graduate	142	40.9
Ph.D.	14	4.0
Tenure		
2 years and below	20	5.8
3-7 years	71	20.5
8-12 years	103	29.7
13-17 years	91	26.2
18-25 years	26	7.5
26 years and above	36	10.4
Work Experience in the Current Company		
2 years and below	110	31.7
3-7 years	136	39.2
8-12 years	46	13.3
13-17 years	33	9.5
18-25 years	14	4.0
26 years and above	8	2.3
Role		
Non-Managerial Role	146	42.1
Managerial Role	201	57.9
Sector		
Electronics	54	15.6
Personal Care	85	24.5
Textile	83	23.9
DIY and Home Improvement	65	18.7
Food and Beverage	60	17.3

5.2. Reliability of Measurement Instruments

The internal consistencies of the variables have been assessed and all reliability scores were found over the lower limit of 0.70 as shown in below Table 5.2. This shows that there is a high interrelation between all the items of each concept.

Table 5.2 Reliability Analyses of Measurement Instruments

Concepts	Cronbach's Alpha
Emotional Intelligence	0,872
Employee Creativity	0,899
Organizational Climate	0,752
Employee Learning Orientation	0,802

5.3. Factor Analyses

In order to identify the high level of interrelations among the sets of variables, the factor analysis is performed (Hair et al., 2006). The main aim is to see how many different dimensions the participants perceive in the concepts and to identify whether they perceive them in parallel with the literature. Before performing each factor test, the measure of sampling adequacy is calculated to identify whether the data is appropriate to apply the factor analysis or not (Sipahi et al., 2006). Keiser-Meyer-Olkin (KMO) and Bartlett's test of sphericity are representing this adequacy. KMO shows that the data used in the analysis is a homogenous collection of variables and that there are correlations between variables.

The minimum level of acceptability for KMO is defined to be 0.50. Bartlett's test provides the statistical significance that there are significant correlations among at least some of the variables (Hair et al, 2006). Thus, the value of p in the test should be lower than 0.05.

5.3.1. Emotional intelligence

In total, 17 items were included in the factor analysis for emotional intelligence and resulted in four factors as parallel in the theoretical framework. None of the items was extracted from the analysis. The first factor was related to items about self-awareness (Cronbach's Alpha: 0.825). The second factor was related to the items about relationship management (Cronbach's Alpha: 0.790). The third factor was related to the items about self-management (Cronbach's Alpha: 0.800). And finally, the fourth factor was related to the items about social-awareness (Cronbach's Alpha: 0.696). The below Scree Pilot chart "Figure 5.1" shows how many factors were loaded under the variable of emotional intelligence.

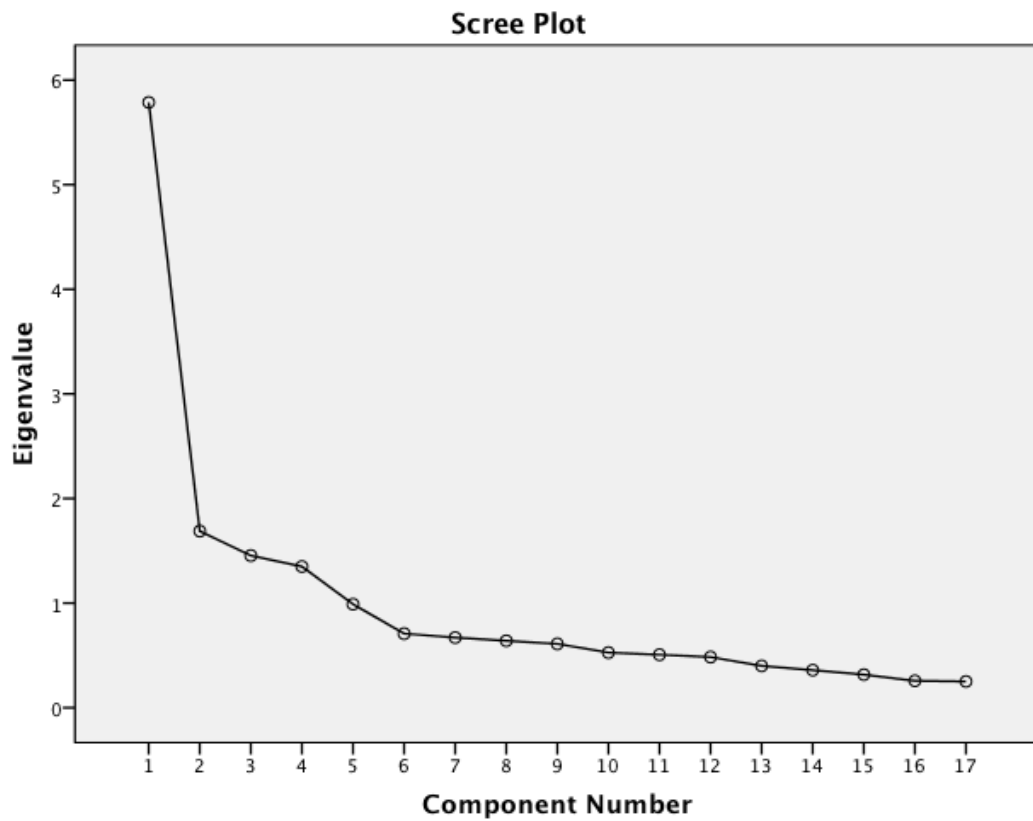


Figure 5.1 Scree Pilot Chart of Factor Analysis of Emotional Intelligence

The findings of the item loadings, explained variance of each factor, and internal consistencies are presented in below Table 5.3. Internal consistencies were found to be high enough to continue with further analyses. The four factors were explained 60,46 % of the total variance in emotional intelligence. As per the results, which are shown in below Table 5.4, the factor analysis results were satisfactory with 85.3%, KMO and significant Barlett's test value.

Table 5.3 Factor and Reliability Analyses Results of Emotional Intelligence Scale

Factor 1: Self-Awareness	%Var.: 16.558	Cronbach's Alpha: .825	Factor Loadings
2. I really understand how I feel.			.834
4. I understand my own feelings well.			.804
1. I'm aware of the cause of the precise emotions I feel most of the time.			.751
3. I always know what makes me happy or not.			.641
Factor 2: Relationship Management	%Var.: 15.807	Cronbach's Alpha: .790	Factor Loadings
16. I can control my emotions well.			.847
15. I can calm down quickly when I'm so angry.			.790
14. I have substantially enough ability to control my emotions.			.710
17. I also think and take into consideration of others perspectives.			.546
13. I can control the setbacks and handle the challenges in a rational way.			.512
Factor 3: Self-Management	%Var.: 15.384	Cronbach's Alpha: .800	Factor Loadings
12. I always want to encourage myself to do the best.			.823
11. I am a self-motivator.			.794
10. I always tell myself that I'm a talented person.			.672
9. I always set my own goals and try to do my best in order to achieve them.			.609
Factor 4: Social-Awareness	%Var.: 12.719	Cronbach's Alpha: .696	Factor Loadings
6. I observe others feelings well.			.779
5. I always understand my friend's feelings from their behaviors.			.758
7. I am sensitive to others feelings and emotions.			.628
8. I understand others' feelings about me well.			.582
Total Variance (%) : 60.468			

Table 5.4 KMO and Bartlett's Test for Emotional Intelligence

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	.853
Bartlett's Test of Sphericity	
Chi-Square	2247,095
Sig.	.000
df	136

5.3.2. Employee creativity

In total, 11 items were included in the analysis for the factor analysis of employee creativity. Uni-factor was found as parallel in the theoretical framework. None of the items was extracted from the study. The below Scree Pilot chart “Figure 5.2” shows the uni-factor loading under the variable of employee creativity.

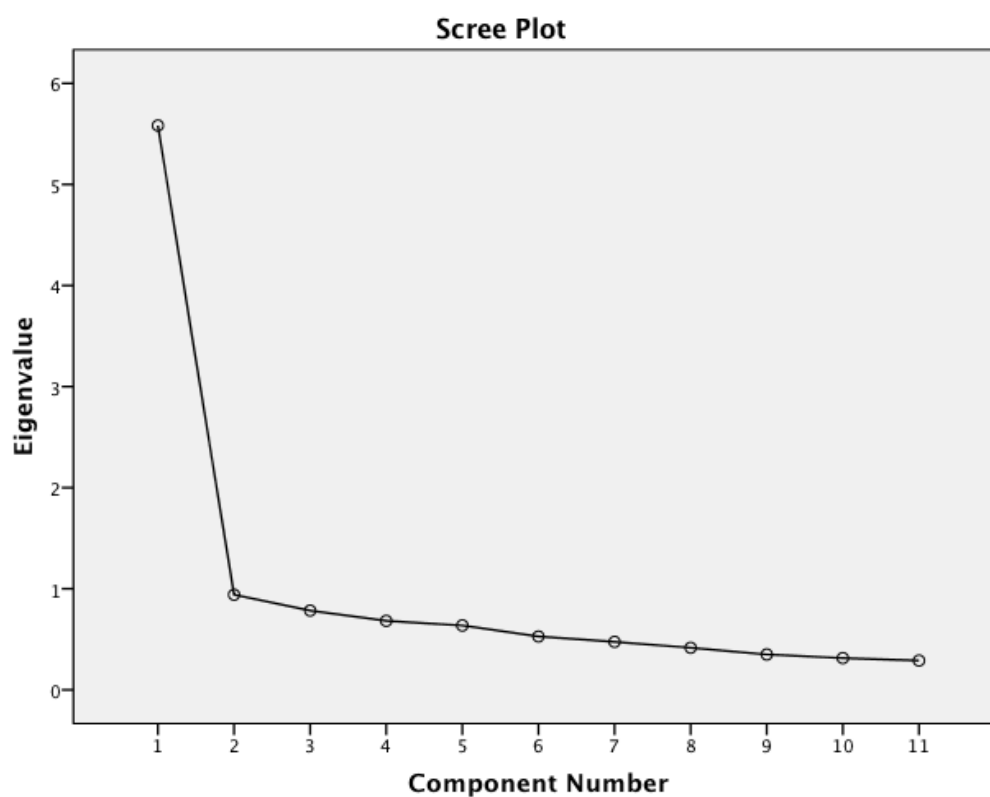


Figure 5.2 Scree Pilot Chart of Factor Analysis of Employee Creativity

As it is shown in Table 5.5, the findings of the item loadings, explained variance of the factor, and internal consistencies are presented. Internal consistency was found as .899, which was accepted as high enough to continue with further analyses. The uni-factor was explained 50,75 % of the total variance in employee creativity. As per the results, which are shown in Table 5.6, the factor analysis results were satisfactory with 91.3%, KMO and significant Barlett's test value.

Table 5.5 Factor and Reliability Analyses Results of Employee Creativity Scale

Factor 1: Creativity	%Var.: 50.754	Cronbach's Alpha: .899	Factor Loadings
9. I develop ideas, methods, processes or products that are both original and especially useful to the organization.			.805
4. I usually find new uses for existing methods or existing equipment.			.755
11. On the whole, the ideas I generate are relevant for organizational success.			.741
8. I use existing information or materials to develop ideas, methods, or products that are useful to the organization.			.725
5. I develop adequate plans and schedules for the implementation of new ideas.			.724
3. I investigate and secure funds needed to implement new ideas.			.718
10. Quiet frequently, the ideas I develop are implemented by the organization.			.712
6. I suggest new and better ways to achieve goal or objectives.			.694
7. I usually search out new technologies, processes, techniques and /or product ideas.			.682
2. I solve problems which has caused others difficulty.			.641
1. Among my colleagues and co-workers, I will be the first or nearly the first to try a new idea or method.			.621

Table 5.6 KMO and Bartlett's Test for Employee Creativity

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	.913
Bartlett's Test of Sphericity	
Chi-Square	1750,501
Sig.	.000
df	55

5.3.3. Organizational climate

In total, 13 items were included in the analysis for the factor analysis of organizational climate and resulted in five factors. None of the items was extracted from the analysis. The first factor was related to items about support, reward, and hierarchy (Cronbach's Alpha: 0.630). The second factor was related to the items about the nature of work and innovation (Cronbach's Alpha: 0.573). The third factor was related to the items about formalization (Cronbach's Alpha: 0.514). The fourth factor was related to the items about human relations (Cronbach's Alpha: 0.600).

And finally, the fifth factor was related to the items about risk and decision-making (Cronbach's Alpha: 0.490). The below Scree Pilot chart "Figure 5.3" shows how many factors were loaded under the variable of organizational climate.

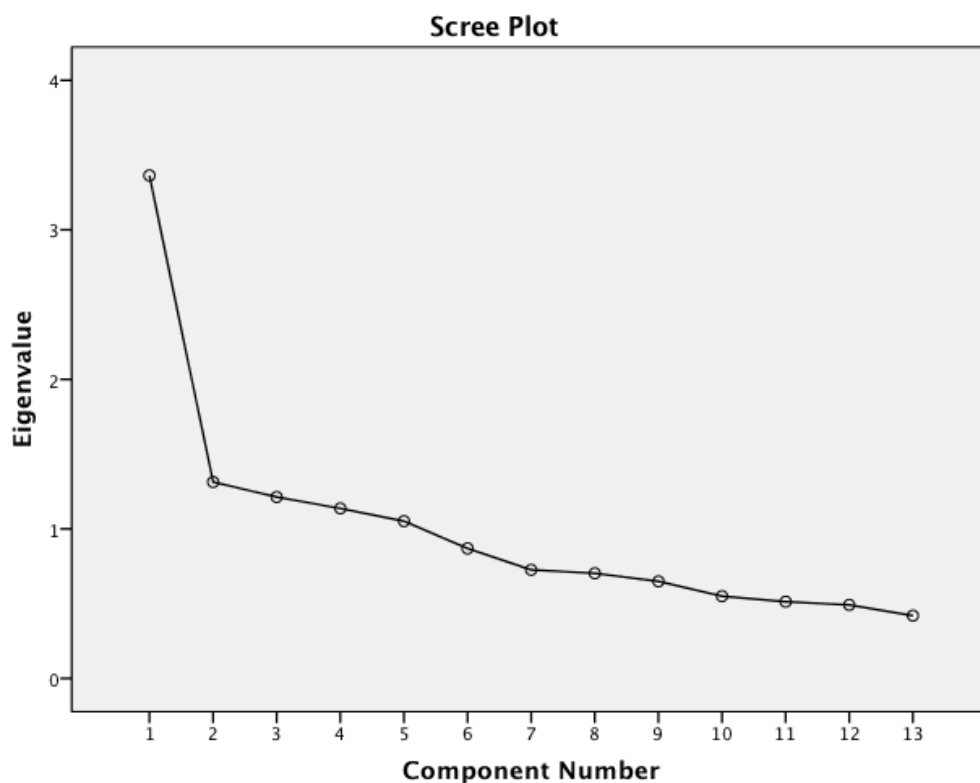


Figure 5.3 Scree Pilot Chart of Factor Analysis of Organizational Climate

The findings of the item loadings, explained variance of each factor, and internal consistencies are presented in below Table 5.7. The five factors were explained 62,14 % of the total variance in organizational climate. As per the results, which are shown in below Table 5.8, the factor analysis results were satisfactory with 76.4%, KMO and significant Barlett's test value.

Table 5.7 Factor and Reliability Analyses Results of Organizational Climate Scale

Factor 1: Support, Reward, Hierarchy %Var.: 15.771 Cronbach's Alpha: .630		Factor Loadings
1. Employees are able to get support in some way when necessary while they are performing their tasks in my organization.		.752
5. Employees can easily access to the information they want about the workflow in my organization.		.595
12. Employees have a freedom to plan and conduct their own jobs in my organization.		.592
10. In the reward mechanism, the performance of the employees is taken as the main criterion and evaluated in my organization.		.579
Factor 2: Nature of Work, Innovation %Var.: 13.197 Cronbach's Alpha: .573		Factor Loadings
13. The nature of the work usually requires the employees to be aggressive and sociable in my organization.		.739
11. The organization I work is generally open to innovative ideas, technologies and practices.		.728
7. In general, business activities are uniform and routine in my organization.		.659
Factor 3: Formalization %Var.: 11.877 Cronbach's Alpha: .514		Factor Loadings
9. There is an over-regulation in the conduct of business activities in my organization.		.791
2. Bureaucratic formalities are as low as possible in my organization.		.749
Factor 4: Human Relations %Var.: 11.071 Cronbach's Alpha: .600		Factor Loadings
8. It cannot be said that there is a team spirit among the employees in the execution of the works in my organization.		.897
6. There is a moderate relationship among employees based on mutual trust in my organization.		.699
Factor 5: Risk, Decision Making %Var.: 10.227 Cronbach's Alpha: .490		Factor Loadings
4. The organization I work for generally avoids taking risks while conducting business activities.		.864
3. The senior management requires all employees to participate in the decision-making process regarding their work.		.630
Total Variance (%): 62.143		

Table 5.8 KMO and Bartlett's Test for Organizational Climate

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	.764
Bartlett's Test of Sphericity	
Chi-Square	760,486
Sig.	.000
df	78

5.3.4. Employee learning orientation

In total, 5 items were included in the analysis for the factor analysis of employee learning orientation. Uni-factor was found as parallel in the theoretical framework. None of the items was extracted from the study. The below Scree Pilot chart "Figure 5.4" shows the uni-factor loading under the variable of employee learning orientation.

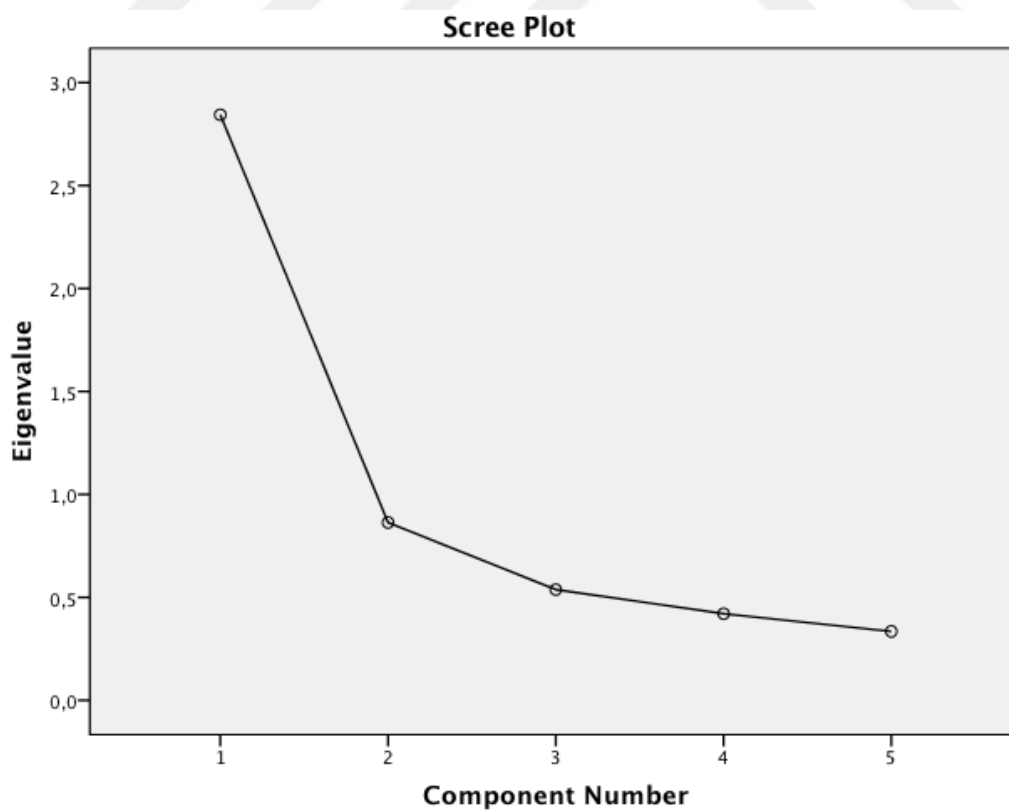


Figure 5.4 Scree Pilot Chart of Factor Analysis of Employee Learning Orientation

As it is shown in Table 5.9, the findings of the item loadings, explained variance of the factor, and internal consistencies are presented. Internal consistency was found as .802, which was accepted as high enough to continue with further analyses. The uni-factor was explained 56,87 % of the total variance in employee learning orientation. As per the results, which are shown in Table 5.10, the factor analysis results were satisfactory with 77.3%, KMO and significant Barlett's test value.

Table 5.9 Factor and Reliability Analyses Results of Employee Learning Orientation Scale

Factor 1: Learning Orientation %Var.: 56.870 Cronbach's Alpha: .802	Factor Loadings
1. I want to learn as much as possible from my job.	.826
4. In my job, I prefer tasks that arouse my curiosity, even if they are difficult to learn.	.761
5. In my job, I prefer tasks that really challenge me so I can learn new things.	.749
3. I desire to completely master my job.	.719
2. I hope to gain a broader and deeper knowledge of my job as continue in this position.	.711

Table 5.10 KMO and Bartlett's Test for Employee Learning Orientation

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	.773
Bartlett's Test of Sphericity	
Chi-Square	578,008
Sig.	.000
df	10

5.4. Mean Values and Correlation Analysis

5.4.1. Mean values

Mean values of each main variable were evaluated to find out how they were perceived and preferred by the employees who are currently working in different large-scale global companies both at managerial and non-managerial positions in the retailing sector. Based on the mean value analysis on emotional intelligence dimensions, self-awareness (mean = 4,2327) came into prominence, which is also parallel with the result of relevant factor analysis. As per the mean value analysis on organizational climate, the dimension of nature of work and innovation (mean = 4,0692) was calculated to be the highest among others (See Table 5.11).

Table 5.11 Mean Values of Emotional Intelligence, Employee Creativity, Organizational Climate, and Employee Learning Orientation

<i>Concept</i>	<i>Mean Values</i>
<i>Emotional Intelligence</i>	67,7378
Self-Awareness	4,2327
Relationship Management	3,8196
Self-Management	3,9438
Social-Awareness	3,9834
<i>Employee Creativity</i>	43,0346
<i>Organizational Climate</i>	51,0490
Support, Reward, Hierarchy	3,9784
Nature of Work, Innovation	4,0692
Formalization	3,7795
Human Relations	3,8746
Risk, Decision Making	3,8098
<i>Employee Learning Orientation</i>	22,2594

5.4.2. Correlation analysis

The correlation analysis was performed in order to find out the relationships between the variables. The correlation coefficient is a measure of linear association between two variables. The strength and the direction of the association between variables can be also analyzed by performing correlation analysis. Table 5.12 presents the correlation analysis between the variables of the research study.

Table 5.12 Correlation Analysis for all variables

	EQ_Total	EC_Total	ELO_Total	OC_Total
EQTOT Pearson Correlation	1	,443**	,284**	,379**
Sig. (2-tailed)		,000	,000	,000
N	347	347	347	347
ECTOT Pearson Correlation	,443**	1	385**	,352**
Sig. (2-tailed)	,000		,000	,000
N	347	347	347	347
ELOTOT Pearson Correlation	,284**	,385*	1	,259**
Sig. (2-tailed)	,000	,000		,000
N	347	347	347	347
OCTOT Pearson Correlation	,379**	,352**	,259**	1
Sig. (2-tailed)	,000	,000	,000	
N	347	347	347	347

**Correlation is significant at the .01 level (2-tailed).

* Correlation is significant at the .05 level (2-tailed).

Variables are represented: EQTOT (Emotional Intelligence), ECTOT (Employee Creativity), ELOTOT (Employee Learning Orientation), OCTOT (Organizational Climate)

The correlations related to all variables of the study are presented in above Table 5.12. Emotional intelligence is significantly correlated with the variables of employee creativity, organizational climate, and employee learning orientation at $r = .443$, $r = .379$, $r = .284$ respectively. Thus, H1 and H3 are supported. Employee creativity also has a positive and significant relationship with organizational climate, and employee learning orientation at $r = .352$, $r = .385$ respectively. Thus, H2 is supported. Finally, the Table 5.12 also shows a positive and significant relationship between employee learning orientation and organizational climate at $r = .259$.

5.5. Regression Analyses

In order to analyze the relationship between the variables and as well as the moderating and mediating impact of organizational climate and employee learning orientation, multiple regression analyses were conducted in the research. As per Baron and Kenny (1986), 3 conditions have to be met in order to mention the impact of mediation, which are:

- There has to be a significant relationship between the independent and the mediator variable.
- There has to be a significant relationship between the independent and the dependent variable.
- At the final step, when the mediator variable is involved in the analysis and if the relationship between the independent variable and the dependent variable is ended up as insignificant, it is accepted as there is a full mediation if the relationship is significant but the beta value is decreased than it is accepted as there is a partial mediation impact.

All the variables were centered before performing the regression analysis. The first regression analysis was performed between the independent variable of emotional intelligence and the dependent variable of employee creativity. The independent variable had a beta value of .443, t-test (9.185) at a high significance level as shown in Table 5.13.

Table 5.13 Results of Regression Analysis for the relationship between Emotional Intelligence and Employee Creativity

Dependent Variable: Employee Creativity_Centered

Independent Variables:	Beta	t value	p value
Emotional Intelligence_Centered	.443	9.185	.000

R=.443^a; **R**²=.197; **Adj. R**²: .194 ; **F value:** 84.372 ; **p value** = .000

In the second phase, the regression analysis was conducted between the independent variable of emotional intelligence and the mediator variable of organizational climate. As shown in Table 5.14, the beta value of the independent variable was found as .379, t-test value (7.609) with a high level of significance.

Table 5.14 Results of Regression Analysis for the relationship between Emotional Intelligence and Organizational Climate

Dependent Variable: Organizational Climate_Centered

Independent Variables:	Beta	t value	p value
Emotional Intelligence_Centered	.379	7.609	.000

R=.379^a; **R**²=.144; **Adj. R**²: .141; **F value:** 57.895; **p value** = .000

At the final stage, the regression analysis was performed on the two independent variables of emotional intelligence and organizational climate and the dependent variable of employee creativity. As shown in below Table 5.15, the findings were found as satisfactory as the beta value of emotional intelligence decreased from the value of .443 to the value of .362 with a significance level of .000. As explained at the beginning of this section, the findings obviously confirmed that there is a partial mediation, in other words; the independent variable of emotional intelligence has a stronger impact on the variable employee creativity through the mediator variable of organizational climate. Thus, H4 is supported.

Table 5.15 Results of Regression Analysis for the Mediating Role of Organizational Climate**Dependent Variable:** Employee Creativity_Centered

Independent Variables:	Beta	t value	p value	Zero-order
Emotional Intelligence_Centered	.362	7.104	.000	.443
Organizational Climate_Centered	.215	4.224	.000	.352

R=.486^a; **R**²=.236; **Adj. R**²: .232; **F value**: 53.166; **p value** = .000

The role of mediation has been also tested through Hayes's PROCESS Macro for SPSS. As findings are presented in Table 5.16, the beta value has been decreased from .443 to .362 when the mediator variable included in analysis and the p-value is .000, so it can be confirmed, as there is partial mediation impact of organizational climate between the relationship of emotional intelligence and employee creativity.

Table 5.16 Results of Hayes's Process Macro for the Mediating Role of Organizational Climate

OUTCOME VARIABLE:

OCTOT

Model Summary

	R	R-sq	MSE	F	df1	df2	p
	.3791	.1437	15.1706	57.8948	1.0000	345.0000	.0000

Model

	coeff	se	t	p	LLCI	ULCI
constant	36.6661	1.9018	19.2796	.0000	32.9255	40.4067
EQTOT	.2123	.0279	7.6089	.0000	.1574	.2672

Standardized coefficients

	coeff
EQTOT	.3791

Covariance matrix of regression parameter estimates:

	constant	EQTOT
constant	3.6169	-.0527
EQTOT	-.0527	.0008

OUTCOME VARIABLE:

ECTOT

Model Summary

	R	R-sq	MSE	F	df1	df2	p
	.4859	.2361	29.3418	53.1664	2.0000	344.0000	.0000

Model

	coeff	se	t	p	LLCI	ULCI
constant	6.7088	3.8121	1.7599	.0793	-.7892	14.2069
EQTOT	.2979	.0419	7.1037	.0000	.2154	.3804
OCTOT	.3163	.0749	4.2239	.0000	.1690	.4635

Standardized coefficients

	coeff
EQTOT	.3617
OCTOT	.2151

```

Covariance matrix of regression parameter estimates:
      constant      EQTOT      OCTOT
constant  14.5324    -.0584    -.2056
EQTOT     -.0584     .0018    -.0012
OCTOT     -.2056    -.0012     .0056

***** TOTAL EFFECT MODEL *****
OUTCOME VARIABLE:
  ECTOT

Model Summary
      R      R-sq      MSE      F      df1      df2      p
.4433   .1965   30.7742   84.3725   1.0000   345.0000   .0000

Model
      coeff      se      t      p      LLCI      ULCI
constant  18.3050   2.7087   6.7579   .0000   12.9774   23.6326
EQTOT     .3651    .0397   9.1854   .0000     .2869     .4433

Standardized coefficients
      coeff
EQTOT   .4433

Covariance matrix of regression parameter estimates:
      constant      EQTOT
constant  7.3369    -.1070
EQTOT     -.1070     .0016

```

Table 5.17 shows the results of the regression analysis for the impact of the moderator variable. As it can be seen in the table, p-value is found as .310, in other words; it is insignificant. Based on this finding, it can be mentioned as employee-learning orientation did not moderate the relationship between organizational climate and employee creativity. Thus, H5 was rejected.

Table 5.17 Results of Regression Analysis for the Moderating Role of Employee Learning Orientation

Dependent Variable: Employee Creativity_Centered

Independent Variables:	Beta	t value	p value	Zero-order
Organizational Climate_Centered	.291	5.471	.000	.352
Employee Learning Orientation_Centered	.306	6.093	.000	.385
Organizational Climate*ELO_Centered	-.052	-1.016	.310	.023

R=.468^a; **R**²=.219; **Adj. R**²: .212; **F value**: 32.035; **p value** = .000

As the moderator variable has been found as insignificant, it has been also tested through Hayes's PROCESS Macro for SPSS. As findings are presented in Table 5.18, the p-value of Interaction (Int_1) has been calculated as .310, thus the same insignificance result for moderator variable has been also confirmed by PROCESS macro.

Table 5.18 Results of Hayes's Process Macro for the Moderating Role of Employee Learning Orientation

OUTCOME VARIABLE:
ECTOT

Model Summary

	R	R-sq	MSE	F	df1	df2	p
	.4678	.2189	30.0920	32.0354	3.0000	343.0000	.0000

Model

	coeff	se	t	p	LLCI	ULCI
constant	-27.9206	34.2567	-.8150	.4156	-95.3003	39.4591
OCTOT	1.0862	.6810	1.5950	.1116	-.2533	2.4258
ELOTOT	2.2112	1.4711	1.5032	.1337	-.6822	5.1047
Int_1	-.0296	.0291	-1.0161	.3103	-.0869	.0277

Product terms key:
Int_1 : OCTOT x ELOTOT

Covariance matrix of regression parameter estimates:

	constant	OCTOT	ELOTOT	Int_1
constant	1173.5214	-23.2669	-50.0917	.9913
OCTOT	-23.2669	.4638	.9911	-.0197
ELOTOT	-50.0917	.9911	2.1641	-.0427
Int_1	.9913	-.0197	-.0427	.0008

Test(s) of highest order unconditional interaction(s):

	R2-chng	F	df1	df2	p
X*W	.0024	1.0324	1.0000	343.0000	.3103

As it is seen in below Table 5.19, the outcomes of the hypothesis are presented:

Table 5.19 Summary of Hypothesis Testing

		Outcome
H₁	The emotional intelligence of employees has a significant and positive impact on the organizational climate.	Accepted
H₂	Organizational climate has a positive and significant impact on employee's creativity.	Accepted
H₃	Emotional intelligence positively and significantly influences employee creativity.	Accepted
H₄	The relationship between emotional intelligence and employee creativity is mediated by organizational climate.	Partially Accepted
H₅	Employee learning orientation moderates the relationship between organizational climate and employee creativity.	Rejected

The association between demographic variables such as age, gender, education, tenure, roles in the organization, and the main variables of the research were analyzed by performing t and F (ANOVA) tests. For the gender, roles in the organization variables which was composed of two groups (males and females or managerial/non-managerial roles), Independent Samples T-test were run to examine the statistical significance of the difference between two sample means of the dependent variables. For the rest of the demographic variables, which are mentioned above, the ANOVA tests were performed; they are composed of more than two groups.

In the first stage, an independent samples t-test was performed to analyze whether gender creates any difference between the main concepts of the research. Except for organizational climate, no significant differences were identified. In terms of organizational climate, it has been found as; males attach more importance to organizational climate (mean value = 51,64) than female employees (mean value = 50,46) based on the scope of our respondents' participation (See Table 5.20).

Table 5.20 Independent Samples T-Test Results – Gender

		N	Mean	Std Dev.	t value	p value
Emotional Intelligence	Female	175	67,20	7,38	-1,334	.183
	Male	172	68,27	7,60		
Employee Creativity	Female	175	42,81	6,27	-,661	.509
	Male	172	43,25	6,09		
Organizational Climate	Female	175	50,46	3,88	-2,643	.009
	Male	172	51,64	4,43		

Secondly, independent samples t-tests were performed to analyze whether managerial/non-managerial roles create any difference among the main concepts of the research. Except for employee creativity, no significant differences were identified. In terms of employee creativity, it has been found as; the employees who have a managerial role (mean value = 44,20) attach more importance to creativity than non-managerial roles (mean value = 41,42) based on the scope of our respondents' participation (See Table 5.21).

Table 5.21 Independent Samples T-Test Results – Role

		N	Mean	Std. Dev.	t value	p value
Emotional Intelligence	Non-Managerial Role	146	66,91	7,62	-1,755	.871
	Managerial Role	201	68,33	7,37		
Employee Creativity	Non-Managerial Role	146	41,42	6,37	-4,236	.000
	Managerial Role	201	44,20	5,77		
Organizational Climate	Non-Managerial Role	146	51,06	3,95	,074	.620
	Managerial Role	201	51,03	4,38		

Additional analyses for demographic variables and main concepts of the research, ANOVA tests were performed for age, education, and tenure. At the first stage, a one-way ANOVA analysis was conducted to compare the impact of age groups on emotional intelligence. An analysis of variance showed that the impact of age groups on emotional intelligence was significant [$F(4, 342) = 2.76, p = 0.028$] (See Table 5.22). Post-Hoc comparison using the Scheffe Test indicated that the mean score for the age group 24-28 years ($\mu = 6,6663, \text{Std} = 2.0730$), the age group 29-33 years ($\mu = 6,0366, \text{Std} = 2.0206$), and the age group 34-40 years ($\mu = 5,6225, \text{Std} = 1.9688$) were significantly different than the age group 51 years and above (See Table 5.23).

These results suggested that there was a highly meaningful difference between the employees who were in the age group of 51 years and above (mean=73,31) than the age group of 24-28 (mean=66,64), 29-33 (mean=67,27), and 34-40 (mean=67,78). This shows that older employees pay more importance to emotionally intelligent than young employees based on our respondents.

Table 5.22 ANOVA Test Results – Emotional Intelligence and Age

<i>EQTOT</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
<i>Between Groups</i>	609,360	4	152,340	2,761	,028
<i>Within Groups</i>	18871,775	342	55,181		
<i>Total</i>	19481,135	346			

Table 5.23 Scheffe Results – Emotional Intelligence

<i>Age</i>		<i>Mean Difference</i>	<i>Std.Error</i>	<i>Sig.</i>
24-28 years	29-33 years	-, 6297	1,2178	.986
	34-40 years	-1,0437	1,1299	.888
	41-50 years	-1,6538	1,3973	.761
	51 years +	-6,6663	2,0730	.012
29-33 years	24-28 years	, 6297	1,2178	.986
	34-40 years	-, 4140	1,0305	.994
	41-50 years	-1,0241	1,3182	.937
	51 years +	-6,0366	2,0206	.025
34-40 years	24-28 years	1,0437	1,1299	.888
	29-33 years	, 4140	1,0305	.994
	41-50 years	-, 6100	1,2374	.988
	51 years +	-5,6225	1,9688	.037
41-50 years	24-28 years	1,6538	1,3973	.761
	29-33 years	1,0241	1,3182	.937
	34-40 years	, 6100	1,2374	.988
	51 years +	-5,0125	2,1336	.132
51 years +	24-28 years	6,6663	2,0730	.012
	29-33 years	6,0366	2,0206	.025
	34-40 years	5,6225	1,9688	.037
	41-50 years	5,0125	2,1336	.132

At the second stage, one-way ANOVA analysis was conducted to compare the impact of age groups on employee creativity. An analysis of variance showed that the impact of age groups on employee creativity was significant [F(4, 342) = 3.72, p = 0.006] (See Table 5.24). Post-Hoc comparison using the Scheffe Test indicated that the mean score for the age group 24-28 years ($\mu= 6,1951$, Std= 1.6980) was significantly different than the age group 51 years and above (See Table 5.25). These results suggested that there was a highly meaningful difference between the employees who were in the age group of 51 years and above (mean=47,68) than the age group of 24-28 (mean=41,29). This indicates that the mean of the employee creativity scored by older employees was higher than the scores of the employees who belong to the 24-28 age group.

Table 5.24 ANOVA Test Results – Employee Creativity and Age

<i>ECTOT</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Between Groups	552,237	4	138,059	3,729	,006
Within Groups	12661,348	342	37,021		
Total	13213,585	346			

Table 5.25 Scheffe Results – Employee Creativity

	Total Tenure	Mean Difference	Std.Error	Sig.
24-28 years	29-33 years	-1,1513	,9975	.856
	34-40 years	-2,0735	,9255	.288
	41-50 years	-1,3676	1,1445	.839
	51 years +	-6,1951	1,6980	.011
29-33 years	24-28 years	1,1513	,9975	.856
	34-40 years	-,9222	,8441	.879
	41-50 years	-,2163	1,0798	1.000
	51 years +	-5,0438	1,6551	.057
34-40 years	24-28 years	2,0735	,9255	.288
	29-33years	,9222	,8441	.879
	41-50 years	,7058	1,0136	.975
	51 years +	-4,1216	1,6127	.165

41-50 years	24-28 years	1,3676	1,1445	.839
	29-33years	, 2163	1,0798	1.000
	34-40 years	-, 7058	1,0136	.975
	51 years +	-4,8275	1,7476	.109
51 years +	24-28 years	6,1951	1,6980	.011
	29-33 years	5,0438	1,6551	.057
	34-40 years	4,1216	1,6127	.165
	41-50 years	4,8275	1,7476	.109

In the third phase, one-way ANOVA analysis was conducted to compare the impact of educational backgrounds of the participants on employee creativity. An analysis of variance showed that the impact of educational levels on employee creativity was significant [$F(3, 343) = 4.41, p = 0.005$] (See Table 5.26). Post-Hoc comparison using the Scheffe Test indicated that the mean score for the respondents who have Ph.D. degree ($\mu = 6,0215, \text{Std} = 1.8740$) was significantly different than the employees who have High School degree (See Table 5.27).

This result was similar to the related literature review. For the other main concepts of the study (emotional intelligence and organizational climate), no significant differences were found in terms of the relationship between the educational backgrounds of the employees. The results indicated that the mean of the employee creativity scored by the employees who have Ph.D. degrees (mean=47,90) was higher than the scores of the employees who have High school (mean=41,90) education level.

Table 5.26 ANOVA Test Results – Employee Creativity and Education

ECTOT	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	491,314	3	163,771	4,415	,005
Within Groups	12722,271	343	37,091		
Total	13213,585	346			

Table 5.27 Scheffe Results – Employee Creativity

	Total Tenure	Mean Difference	Std.Error	Sig.
High School	Undergraduate	-1,6335	1,0550	.410
	Graduate	-, 4592	1,0600	.972
	Ph.D	-6,0215	1,8740	.008
Undergraduate	High School	1,6335	1,0550	.410
	Graduate	1,1743	, 7154	.357
	Ph.D	-4,3880	1,7029	.051
Graduate	High School	, 4592	1,0600	.973
	Undergraduate	-1,1743	, 7154	.357
	Ph.D	-4,5623	1,7060	.077
Ph.D.	High School	6,0215	1,8740	.008
	Undergraduate	4,3880	1,7029	.051
	Graduate	4,5623	1,7060	.077

At the fourth stage, one-way ANOVA analysis was conducted to compare the impact of tenure on emotional intelligence. An analysis of variance showed that the impact of age groups on emotional intelligence was significant [F(5, 341) = 2.57, p = 0.027] (See Table 5.28). Post-Hoc comparison using the Scheffe Test indicated that the mean score for the tenure 3-7 years ($\mu= 5,1345$, Std= 1.5180) was significantly different than the tenure 26 years and above group (See Table 5.29). These results suggested that there was a highly meaningful difference between the employees who have 26 years and above (mean=71,44) tenure than the group of 3-7 years (mean=66,30).

The results indicated that the mean of the emotional intelligence scored by the employees who have a tenure of 26 years and above was higher than the scores of the employees who have a tenure of 3-7 years.

Table 5.28 ANOVA Test Results – Emotional Intelligence and Tenure

<i>EQTOT</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
<i>Between Groups</i>	708,391	5	141,678	2,574	,027
<i>Within Groups</i>	18772,745	341	55,052		
<i>Total</i>	19481,135	346			

Table 5.29 Scheffe Results – Emotional Intelligence

	Total Tenure	Mean Difference	Std.Error	Sig.
2 years and below	3-7 years	1,1401	1,8782	.990
	8-12 years	-,0645	1,8130	1.000
	13-17 years	-,6489	1,8323	.999
	18-25 years	1,1038	2,2068	.996
	26 years and above	-3,9944	2,0692	.385
3-7 years	2 years and below	-1,1401	1,8782	.990
	8-12 years	-1,2047	1,1444	.900
	13-17 years	-1,7890	1,1748	.650
	18-25 years	-,0362	1,7008	1.000
	26 years and above	-5,1345	1,5180	.010
8-12 years	2 years and below	,0645	1,8130	1.000
	3-7 years	1,2047	1,1444	.900
	13-17 years	-,5843	1,0674	.994
	18-25 years	1,1684	1,6284	.980
	26 years and above	-3,9298	1,4365	.071
13-17 years	2 years and below	,6489	1,8323	.999
	3-7 years	1,7890	1,1748	.650
	8-12 years	,5843	1,0674	.994
	18-25 years	1,7527	1,6499	.896
	26 years and above	-3,3455	1,4608	.201
18-25 years	2 years and below	-1,1038	2,2068	.996
	3-7 years	,0362	1,7008	1.000
	8-12 years	-1,1684	1,6284	.980

	13-17 years	-1,7527	1,6499	.896
	26 years and above	-5,0982	1,9096	.084
26 years and above	2 years and below	3,9944	2,0692	.385
	3-7 years	5,1345	1,5180	.010
	8-12 years	3,9298	1,4365	.071
	13-17 years	3,3455	1,4608	.201
	18-25 years	5,0982	1,9096	.084

Finally, another one-way ANOVA analysis was conducted to compare the impact of tenure on employee creativity. An analysis of variance showed that the impact of age groups on employee creativity was significant [$F(5, 341) = 2.77, p = 0.018$] (See Table 5.30). Post-Hoc comparison using the Scheffe Test indicated that the mean score for the tenure 3-7 years ($\mu = 3,6799, \text{Std} = 1.2485$) was significantly different than the tenure 26 years and above group (See Table 5.31). These results suggested that there was a highly meaningful difference between the employees who have 26 years and above tenure than the group of 3-7 years. The results indicated that the mean of the employee creativity scored by the employees who have a tenure of 26 years and above (mean=45,72) was higher than the scores of the employees who have a tenure of 3-7 years (mean=42,04).

Table 5.30 ANOVA Test Results – Employee Creativity and Tenure

<i>ECTOT</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
<i>Between Groups</i>	516,028	5	103,206	2,772	, 018
<i>Within Groups</i>	12697,557	341	37,236		
<i>Total</i>	13213,585	346			

Table 5.31 Scheffe Results – Employee Creativity

	Total Tenure	Mean Difference	Std.Error	Sig.
2 years and below	3-7 years	-, 8922	1,5447	.992
	8-12 years	-1,7423	1,4910	.842
	13-17 years	-2,5972	1,5069	.517
	18-25 years	-, 2730	1,8149	1.000
	26 years and above	-4,5722	1,7018	.081
3-7 years	2 years and below	, 8922	1,5447	.992
	8-12 years	-, 8800	,9412	.937
	13-17 years	-1,7050	,9662	.490
	18-25 years	-, 6191	1,3987	.998
	26 years and above	-3,6799	1,2485	.040
8-12 years	2 years and below	1,7723	1,4910	.842
	3-7 years	, 8800	,9412	.937
	13-17 years	-, 8249	1,8779	.936
	18-25 years	1,4992	1,3392	.873
	26 years and above	-2,7998	1,1814	.170
13-17 years	2 years and below	2,5972	1,5069	.517
	3-7 years	1,7050	,9662	.490
	8-12 years	, 8249	,8779	.936
	18-25 years	2,3241	1,3569	.524
	26 years and above	-1,9749	1,2014	.570
18-25 years	2 years and below	, 2730	1,8149	1.000
	3-7 years	-, 6191	1,3987	.998
	8-12 years	-1,4992	1,3392	.873
	13-17 years	-2,3241	1,3569	.524
	26 years and above	-4,2991	1,5705	.071
26 years and above	2 years and below	4,5722	1,7018	.081
	3-7 years	3,6799	1,2485	.040
	8-12 years	2,7998	1,1814	.170
	13-17 years	1,9749	1,2014	.570
	18-25 years	4,2991	1,5705	.071

As per the analyses for the first and the second research questions, the below regression analyses were performed. Table 5.32 shows the results for the first research question as analyzing which dimension of emotional intelligence explains the majority variance of the dependent variable of employee creativity. It has been found as self-management and relationship management dimensions explain 25% and 23% of the variance of the dependent variable of employee creativity correspondingly.

Table 5.32 Results of Regression Analysis Research Question 1

Dependent Variable: Employee Creativity_Centered

Independent Variables:	Beta	t value	p value	Zero-order
Self-awareness	-.015	-.256	.798	.255
Relationship management	.231	4.087	.000	.380
Self-management	.256	4.302	.000	.397
Social-awareness	.107	1.983	.048	.274
R=.464^a; R²=.215; Adj. R²: .206; F value: 23.394; p value = .000				

Table 5.33 shows the results for the second research question as analyzing which type of organizational climate explains the majority variance of the dependent variable of employee creativity. It has been found as human relations and support, reward, and hierarchy dimensions explain 18% and 16% of the variance of the dependent variable of employee creativity correspondingly.

Table 5.33 Results of Regression Analysis Research Question 2

Dependent Variable: Employee Creativity_Centered

Independent Variables:	Beta	t value	p value	Zero-order
Support, Reward, Hierarchy	.160	2.680	.008	.284
Nature of Work, Innovation	.108	1.973	.049	.221
Formalization	.012	.223	.824	.151
Human Relations	.186	3.486	.001	.268
Risk, Decision Making	.076	1.368	.172	.202
R=.369^a; R²=.136; Adj. R²: .124 ; F value: 10.769 ; p value = .000				

6. DISCUSSION

In today's world where economic conditions are getting harder day-by-day, many organizations emphasize the importance of emotional intelligence, and they make efforts to bring the emotional intelligence levels of their employees to certain levels by organizing some training programs. With the training organized, employees are taught how to manage their emotions, effective communication skills are acquired and teamwork skills are developed. Emotional intelligence is seen as the heart of business life for organizations aiming to achieve permanent success as a result of the training provided. The management approach of our age does not only constitute an organizational structure that consists of employees with high IQ and advanced technical and mechanical skills.

On the other hand, another concept that gained importance along with emotional intelligence was employee creativity. As a result of the research conducted by the World Economic Forum (WEF) by meeting with the human resources managers in the leading companies of the world (the report titled "The Future of Jobs"), they determined 10 basic skills in the field of qualifications individuals should have in business life in 2020. According to this report, it was stated that creativity skills instead of management skills and emotional intelligence skills instead of quality control skills would gain importance (Bas, 2017). Based on this information, one of the main objectives of this study is to examine the concepts of emotional intelligence and employee creativity, which are predicted to be of great importance for organizations in the near future.

The retail industry offers a structure that is extremely lively, open to innovations, and in regular transformation. Companies are being tested by not only selling products to customers who come to their stores but by enabling them to experience them in creative ways such as shopping with augmented reality and customized products. Turkey continues to carry great potential for retailers with demographic advantage can be considered as almost unique. The strengths of the sector are the large market, rapid change, dynamic and high population of young workers. Due to this dynamism, rapidly changing environment, and easy switching potential among the competitors in this sector, employee creativity, and emotional intelligence play an important role to ensure a competitive benefit and sustainable performance of success to the organizations.

Emotional intelligence is defined as the ability of an individual to recognize and understand his/her own and other people's emotions and to manage their behaviors and relationships by using this awareness (Hendon, Powell, and Wimmer, 2017; Rode, Day, Ramaswami, and Howes, 2017). Managing emotions in the workplace are the focus of today's management developments. It is associated with the behavior of the employees and the emotional states they generate (Ashkanasy et al., 2002).

It has been demonstrated in research that emotional intelligence directly affects job success by influencing work-related outputs and interpersonal relationships (DayCarroll,2004). Employees with emotional intelligence can use emotions to facilitate the cognitive processes that underlie problem or opportunity identification.

Employee creativity is one of the main components of human capital that contains generating ideas, which are new and valuable. In other words, creativity means the creation of valuable and useful new ideas, ways of thinking, services, procedures, and processes by employees working together in a social system (Woodman, Sawyer, and Griffin, 1993). Creative workers have conceptual clarity and can quickly produce a large number of ideas. They are original and produce unusual/unique thoughts. They consider thoughts according to their value, not their source. They are motivated to solve problems. They spend significant time analyzing the situation. They do not want to accept authority and would like to be flexible. They have the independence of the decision and see themselves differently, often going beyond the generally accepted ideas (Hicks and Gullet, 1981).

Schneider (1990) defined climate as "perceptions of the events, practices, and procedures, as well as the kind of behaviors, which get rewarded, supported, and expected in a particular organizational setting". In other words, we can define the organizational climate as the considerations, sensations, and perceptions of employees within the organization. Each different organization has its own climate, atmosphere, and characteristics. Organizational climate emerges with the impact of many environmental factors such as the climate of geographical regions. Besides, the ambiance surrounding the organization is shaped by the level of morale, the strength of employees' engagement, interest, and good-faith. The organizational climate is mainly based on the degree to which the members adopt the organization. The continuous set of qualities that are perceived by the employees, define the internal environment of the organization.

The learning orientation is an internal mindset, which motivates an employee to improve his or her competence (Dweck, 1986, 2000; Dweck and Leggett, 1988; VandeWalle, Brown, Cron, and Slocum, 1999); in another word, employees with a learning orientation look for challenges, which enable them with learning opportunities (Ames and Archer, 1988). Learning orientation is an individual's commitment developing one's expertise, competencies, abilities, and skills by acquiring and giving relevant information to consumer requirements, market adjustments, and rivals' activities, in addition to the advancement of recent technologies to develop brand-new goods and services, which are better than the rivals (Dweck, 2000; Hurley and Hult, 1998).

The main purposes of this research were to explore the association between emotional intelligence and employee's creativity in the work environment. It is also aimed to figure out the relationship between the emotional intelligence of the employees and the organizational climate in the selected global companies in the retail sector in Istanbul. Additionally, it is also tried to examine the association between organizational climate and employee creativity in the workplace. Furthermore, the research tested the moderator impact of employee learning orientation between the association of organizational climate and employee creativity. Finally, it also aimed to explore the mediating role of organizational climate between the relationship of emotional intelligence and employee creativity.

Emotional intelligence yielded four factors and this finding was totally parallel with the related literature review. Five factors have been identified for the concept of organizational climate. Uni-dimension factor has been found for employee learning orientation and employee creativity as parallel to the related literature review.

The mean value of the dimension of self-awareness (mean=4,23) was quite higher than the other dimensions of emotional intelligence but consequently, it has been indicated, as the employees perceive themselves as emotionally intelligent. As per the mean value analysis on organizational climate, the dimension of nature of work and innovation (mean = 4,06) was calculated to be the highest among other dimensions of organizational climate. The total mean value of employee creativity has been calculated as 43,03, which shows that the members of the organizations perceive themselves as creative. Finally, the mean value of employee learning orientation is also calculated as 22,26, which indicates that the employees agree to be learning-oriented in the organization (See Table 5.11).

The findings of the correlation analysis indicated that the emotional intelligence of employees has a significant and positive impact on employee creativity. This shows that a higher level of emotional intelligence leads to a higher level of employee creativity. Based on the related literature, this finding was supported by much research.

In other words, the studies show that EQ influences the creativity and the creative performance of the employees significantly. Individuals with high EQ are generally more flexible, think differently; more prone to generate novel and functional ideas that are why being emotionally intelligent is likely to trigger creativity (Stough and De Guara, 2003; Mayer, Salovey, and Caruso, 2004; Zhou and George, 2003).

In this research, it has been identified as emotional intelligence was positively and significantly correlated with organizational climate. This shows that when the level of the emotional intelligence of the employees increases, their perception directed to the climate of the organization also increases. A study was conducted on managers by Momeni (2009) to analyze the relationship between EQ and organizational climate. The findings indicated that the higher a manager's EQ, the better that managers create an organizational climate. On the other hand, all dimensions of EQ were significantly associated with all dimensions of organizational climate in the mentioned study.

Surprisingly, based on research conducted at a University by Milhoan (2007), and the results indicated that the association between employee creativity and EQ was negative. As per the studies applied by Goleman, Boyatzis, and McKee (2001), they argued that employees who have a high level of EQ are more successful at creating a supportive organizational climate.

The association between organizational climate and employee creativity was also examined in this study. As per the findings, the organizational climate has a positive and significant impact on employee's creativity. Based on the research conducted by Hong Yan (2010) which was applied to small and medium enterprises, a significant and positive association between organizational climate and employee creativity has been found.

Another research was conducted on the public libraries in England by Coveney (2008) and the findings presented that organizational climate has an impact on creativity in this sector. Similarly, based on a study, which was applied in the technology-driven organizations in South Africa by Senekal (2007), a significant association between organizational climate and employee creativity has been presented. A positive organizational climate ensures a high level of commitment and motivation to employees and this leads to creativity (Hunter, Bedell, and Mumford, 2007; Oldham and Cummings, 1996).

In this study, the research findings indicated that organizational climate partially mediates the relationship between emotional intelligence and employee creativity. This finding surely may well be an issue for the managers to pay attention to climatical attributes of the organization as long as they want to support creativity. The moderator role of employee learning orientation on the relationship between EQ and employee creativity was also analyzed. However, based on the findings the moderating role of employee learning orientation on the relationship between EQ and employee creativity could not be found as significant.

As per the study conducted by Hamidianpour, Esmaeilpour, Saadat Alizadeh, and Dorgoe (2015), the findings indicated that organizational climate has a high impact on the creativity of the employees. This study indicates that there is a direct relationship between the EQ of the manager and the climate of the organization and the creativity of the employee in a positive way. The creativity of the employees is highly influenced by the organizational climate since the climate is a strong motivating factor. It is discussed how the organization's climate contributes to how employees' EQ can be used to showcase creativity and innovation. Moreover, regarding the accompanying goal of the research, the results reveal the fact that the organizational climate affects and interacts with the EQ-creativity relation. The findings of this research reveal that the impact of EQ on the creativity of the employee is also dependent on the organization's climate perception. In case that the climate of the organization is found to be encouraging, confiding, and cooperative and where control and collaboration are completed through contribution and authorization, where improvement of competence is supported and openly shared, EQ of the employees are used to find new ideas.

An independent sample t-test was performed to examine the respondent's perception of emotional intelligence, organizational climate, and employee creativity by gender. A meaningful difference has been only found between the mean values of organizational climate with gender. The findings for emotional intelligence and employee creativity were insignificant in terms of gender. In terms of organizational climate, it has been found as; males attach more importance to organizational climate (mean value = 51,64) than female employees (mean value = 50,46) based on the scope of our respondents' participation.

Another independent t-test was performed to examine the respondent's perception of emotional intelligence, organizational climate, and employee creativity by their role in the organization. Based on the results a meaningful difference has been identified between the mean values of employee creativity with managerial/non-managerial roles in the organization. In terms of employee creativity, it has been found as; the employees who have a managerial role (mean value = 44,20) attach more importance to creativity than non-managerial roles (mean value = 41,42) based on the scope of our respondents' participation. Managers have significant importance in shaping employees' creativity.

Managerial roles play a crucial task in designing the creative performance of the employees. Organizational expectations regarding employee creativity are communicated from top-level to the bottom line through the managerial roles. The way this communication is done highly affects the transformation of these expectations into desired creative work by an employee. By communicating to employees the expectation of being creative, the manager develops employee self-efficacy and creates a useful set to discuss creativity in the future where the employee may face difficulties in being creative (Tierney and Farmer, 2011). Creativity-oriented organizations and creative work are supported and influenced by managers with a self-made realization model, social cues, and signs regarding how they interpret the expectations of the organizations and react to the creativity of others (Tierney and Farmer, 2004). Encouraging or discouraging feedback can be provided to employees by their managers, holding the key points in the creative process and this is very influential for the employee's creativity especially if the self-efficacy level is high (Carmeli, Reiter-Palmon, and Ziv, 2010).

In terms of employee creativity, the mean score for the respondents who have Ph.D. degrees was significantly different than the employees who have High School degrees. In other words, the results indicated that the mean of the employee creativity scored by the employees who have Ph.D. degree (mean=47,90) was higher than the scores of the employees who have High school (mean=41,90) education level. The knowledge, skills, and understanding learned to sustain our lives in social life are called as education. Education is composed of social rules, beliefs, values, and social processes necessary for the individual to learn to live. When we look at the relationship between creativity and education, we come across many studies. In light of these studies, it appears that the level of creativity and education are parallel to a certain point (Yildiz, 2010).

Creative thinking potential exists in every individual and education is very important to develop this potential. Revealing and developing this skill is a time-consuming process. There are no specific rules; it takes both expertise and patience to discover creativity in the individual's original and meaningful interpretations. It has been observed that the higher the education level, the higher the creativity level of the individuals (Ozaskin and Bacanak, 2016). Based on research conducted by Gong, Huang, and Farh (2009) in the insurance sector, the educational background and the creativity of insurance agents were examined and the findings indicated that as the education level and the experience have been increased, the domain-relevant knowledge for creativity was impacted positively.

Only a significant difference has been found for the concepts of employee creativity, emotional intelligence, and the age of the participants. An analysis of variance showed that the impact of age groups on emotional intelligence was significant. The findings indicated that the mean score for the age group 24-28 years, 29-33 years, and 34-40 years were significantly different than the age group 51 years and above. These results suggested that there was a highly meaningful difference between the employees who were in the age group of 51 years and above (mean=73,31) than the age group of 24-28 (mean=66,64), 29-33 (mean=67,27), and 34-40 (mean=67,78). This shows that older employees pay more importance to emotional intelligence than the young employees based on our respondents. Similarly, as per the study of Fariselli, Ghini, and Freedman (2008), it has been presented, as while individuals get older, they are more able to explore their emotions, the depth of emotions, and develop an emotional vocabulary.

The same findings were found in the research of Blanchard-Fields (2007), it has been presented as older individuals have a much better realization of emotions. In other words, their self-awareness improves while they get older. Based on another research conducted by Stein and Book (2009), the findings showed that there was a strong and significant impact of age on the total EQ score of individuals. As per the findings, in the late forties or early fifties, individuals' EQ scores peak considerably.

According to Kaufman, Johnson, and Liu (2008), it was mentioned that the positive association between age and EQ could be expressed by lifelong learning and also by cumulative knowledge. On the other hand, based on the related literature it has been mentioned as most types of intelligence could be developed in time and by practice.

In this respect, older individuals have more chance than young individuals to practice EQ during their lives (Hausknecht, Halpert, Di Paolo, and Gerrard, 2007). As per the research applied by Sliter, Chen, Withrow, and Sliter (2013) in service sector, it has been indicated that older service employees had a higher level of EQ when compared with younger workmates.

Based on the results of the ANOVA test for employee creativity and age, an analysis of variance showed that the impact of age groups on employee creativity was significant. The results indicated that the mean score for the age group 24-28 years was significantly different than the age group 51 years and above. These results suggested that there was a highly meaningful difference between the employees who were in the age group of 51 years and above (mean=47,68) than the age group of 24-28 (mean=41,29). This indicates that the mean of the employee creativity scored by older employees was higher than the scores of the employees who belong to the 24-28 age group. This finding could be explained, as creativity is a fundamental variable for organizations to gain an edge and thrive over their competitors. In this context, it seems that older employees are also well equipped to contribute to such potential. The higher your knowledge level, the more connections you can establish. There are quite a few studies in the relevant literature to support this finding.

According to Amabile (1998) and Weisberg (1999), in order to increase creativity in the workplace, putting attention to experience and accumulated knowledge is very important. They mentioned that while employees get older, due to their residual experience and knowledge, they could be more creative in terms of solving problems or making decisions. In other respects, in order to have the mentioned desirable environment, the conditions should have identified very clearly to enable older employees to share their knowledge and expertise for developing creative ideas in the organization (Binnewies, Ohly, and Niessen, 2008). According to Sosa, Vasconcelos, and Cardoso (2018), older employees store knowledge and experience and besides the essential self-confidence to improve creative ideas at work.

On the contrary, there are also research in the related literature suggesting the opposite of this finding. According to Finkelstein et al. (1995) and Rosen and Jerdee (1978), older employees are perceived and accepted as less effective or less creative at work. The main thought behind this argument could be when total working experience increases, the way of doing business might also become routine. These routines might be harmful to being creative at work because instead of thinking in a creative way, the older employees might prefer to solve the problems in a familiar or in a conventional way (Feltovich et al., 1997; Ford and Gioia, 2000; Gilson and Shalley, 2004).

An analysis of variance presented that the impact of tenure on emotional intelligence and employee creativity was significant. The findings indicated that the mean score for the tenure 3-7 years was significantly different than the tenure 26 years and above group. These results suggested that there was a highly meaningful difference between the employees who have 26 years and above (mean=71,44) tenure than the group of 3-7 years (mean=66,30). In other words, the results indicated that the mean of the emotional intelligence scored by the employees who have a tenure of 26 years and above was higher than the scores of the employees who have a tenure of 3-7 years. Similar findings were found in the related literature review. As per the study conducted by Wolfe and Kim (2013) in the United States in the hospitality sector, a positive and significant association was indicated between the EQ level of the employees and their tenure. In other words, it can be mentioned as, based on this study, EQ has a direct impact on the tenure of the employees. Similar findings have been indicated in the research of Lopes, Grewal, Kadis, Gall, and Salovey (2006), Salehi, Zadeh, Ghaderi, and Tabasi (2016) as tenure has a positive impact on EQ. The findings indicated that the mean score for the tenure 3-7 years was significantly different than the tenure 26 years and above group. These results suggested that there was a highly meaningful difference between the employees who have 26 years and above tenure than the group of 3-7 years. The results indicated that the mean of the employee creativity scored by the employees who have a tenure of 26 years and above (mean=45,72) was higher than the scores of the employees who have a tenure of 3-7 years (mean=42,04).

In the education sector, two research have been conducted and the findings supported our results. Based on the research of Musa (2017) it has been determined as classroom teachers with tenure of 21 years and above were more creative than the classroom teachers with tenure of 1-5 years. The second research was conducted by Sahin (2016) again in the education sector and the findings indicated that the school principals who have 11-15 years and 21 years and above tenure were more creative than others. On the other hand, Ng and Feldman (2010) determined a positive association between employee creativity and tenure, although the magnitude of this association was quite weak. This situation can be explained as the longer the working period in the same job and the less likely the employees might develop different perspectives.

As per the analyses for the first research question, a regression analysis was performed. The second research question was to analyze which dimension of emotional intelligence explains the majority variance of the dependent variable of employee creativity. It has been found as self-management and relationship management dimensions explain 25% and 23% of the variance of the dependent variable of employee creativity correspondingly.

Another regression analysis was conducted in order to analyze the second research question to examine which type of organizational climate explains the majority variance of the dependent variable of employee creativity. It has been found as human relations and support, reward, and hierarchy dimensions explain 18% and 16% of the variance of the dependent variable of employee creativity correspondingly.

6.1. Managerial Implications

Assuming EQ is considered as a crucial skill in the current condition of the world, leaders should behave the young employees as an essential human asset source.

Organizations, where creativity is important, should consider hiring people with having a proactive mindset and a high EQ. Organizations have the possibility to increase their benefits by leveraging individual performance and consequently organizational performance by training in order to improve employee creativity.

Another important finding of the research is indicating that organizations should pay more attention and effort to keep the older staff within the organization. The study advises organizations that there is a critical benefit to apply for an “age-friendly” program and create a more attractive environment for older staff (Ranzijn et al., 2006). Organizations can enhance strategies to build an age-friendly environment by better observing how colleagues of older employees interpreted them.

The managers should consider the activities that can increase the development of emotional intelligence levels of the employees and the initiatives for their implementation because as the emotional intelligence levels of the employees increase, their creativity levels also increase.

In organizations, an appropriate system can be developed to allow employees to express their thoughts and creativity regarding contributing to the organization. Thus, it can be ensured that organizations improve their performance with creative ideas.

Employees' creativity can be encouraged through organizational support to find new technologies, processes, techniques, or product ideas, and a new approach to problems can be brought.

Managers have the possibility to maintain a superior environment for employees to use their new ideas and encourage them to exhibit and try their innovative ideas with little progress in the climate of the organization. It is better to implement this action by benefiting from the new ideas of staff, inspiring them for planning further for such comments, and providing them sufficient opportunities to freely test and run these ideas.

The employees should be encouraged to learn as a team, to create change in line with business strategies, to develop new and original ideas and methods by their managers. In order to be successful at this point, they have to be able to reach the necessary technological infrastructure, systems, and resources to contribute to the creation of an organizational climate where innovation and creativity are supported.

The climate of the organization and the creativity of the employees are crucial records of today's business environment. Therefore, managers should take into consideration the correlation between the creativity of the employee and the climate of the organization to be able to provide a superior organizational climate, suitable for the occurrence of the creativity of employees.

In order to build up the required skills for emotional intelligence, it is recommended that organizations should strengthen the employees by organizing training programs that will help them acquire knowledge, skills, abilities, and behaviors related to the job, and give employees the opportunity to apply their knowledge and experience.

While completing the managerial implications, it is worth mentioning the Covid-19 impacts we encountered in 2020 as a global crisis. The Covid-19 epidemic, which started on December 31, 2019, in Wuhan, China and then was accepted as a pandemic by the World Health Organization (WHO) in March 2020. It is thought to have caused more than 55 million people to get sick and nearly 1 million people to die, globally by November 2020 (WHO, 2020). It spread rapidly all over the world and negatively affected every field of private and business life from health to education, economy to social life. Regardless of the sector, the majority of businesses experienced major problems during this pandemic period. It has been observed, as traditional management methods were insufficient in dealing with many of the problems, which are caused by pandemic.

As a result of rapid developments and changes in technologies, one of the biggest problem of organizations today, where businesses foreseeing the future are in a rapid transformation towards a digital organization, is to have managers and employees who will follow these rapid changes and adapt their structures and processes to this change. In particular, the Covid-19 pandemic, which has affected the world, has once again demonstrated how important it is for managers to be more dynamic.

In terms of being more dynamic, emotional intelligence skills play a significant role, because the individuals who are better at self-awareness, social-awareness, relationship management, and self-management are more adaptable to change processes. The organizational climate is also very important because the managers have to provide a suitable organizational climate for this kind of chaotic, rapidly changing, and dynamic environment.

In order to retain a qualified workforce; wage, career planning, morale, and motivation practices are extremely important, especially in this pandemic period, career-planning programs should be revised. A proactive approach should be followed by the managers to recognize the need for transforming the strategies, products, and provided services to be able to fulfill the unexpected demands and implement sustainable business processes. An important lesson related to Covid-19 is that conjuncture is highly complicated and it results in not only a shift in current business models but also the necessity to observe changes in the economic world, business world, and society. In order to ease the crisis created due to Covid-19, the management level needs foresight, new strategies, and re-designing the plans on several aspects.

6.2. Suggestions for Future Research

In this study, emotional intelligence and employee creativity are discussed in the retail sector. Besides, the mediating role of organizational climate on the creativity and EQ of employees was tried to be revealed. In future studies, different models can be created by including variables such as work engagement, self-efficacy, job autonomy, supervisor support, and leadership style. Additionally, this model could be conducted in different sectors or in different provinces. In other words, the relation between creativity and EQ can be explained by using different individual and organizational variables. Future studies can also investigate these variables as an explanatory mechanism.

The impact of educational background on employee creativity is indicated in the findings of this study. It was found in the difference tests that the employees with high school and Ph.D. education differ significantly in terms of creativity. Employees with a Ph.D. title attach more importance to creativity than high school graduates. In future studies, how educational background plays a role in terms of increasing creativity could be examined. The number of studies examining the impacts of emotional intelligence and its sub-dimensions on employee creativity can be increased with the studies conducted by researchers. The results of the study show that organizational climate has a partial mediating role between emotional intelligence and employee creativity. Future research can re-examine this mediating role of organizational climate through its antecedents and consequences.

The research is generally limited to retail employees from similar regions with similar cultural characteristics. Carrying out future studies in different cultures and countries will provide results that can present a new perspective to the literature. Also, making the same research model in different sectors will contribute to the literature. Based on our findings, both long-term tenured employees and elder employees have a higher level of emotional intelligence compared to young and short-term tenured employees. Thus, further studies could be conducted only for concentrating on the group of these elder employees in order to understand the basic causes behind their advanced skills. This research was conducted on respondents from the employees who are currently working in different large-scale global companies both at managerial and non-managerial positions in the retailing sector. Thus, further studies could conduct the same research model on different sizes of companies both in retail or other sectors as well.

6.3. Limitations

Since the research was conducted in a single sector, the results cover only the retail sector. Due to the time and space constraints in the study, the province of Istanbul was included in the study sample using the convenience sampling method. This is the main limitation of the study; thus the research results cannot be generalized.

This research is conducted without having control over the impacts of the main variables, and just within a limited time frame. Thus, conducting the same research in a different time frame might reveal different findings. In order to explain employee creativity in the working environment, there might be different variables that might have an impact on, therefore these different variables might limit the research.



7. SUPPLEMENTARY TABLES

7.1. One-Way ANOVA

Variable : Emotional Intelligence, Organizational Climate, Employee Creativity
Factor : Age

Table 7.1 Test of Homogeneity of Variances – Age

	Levene Statistics	df1	df2	Sig.
Emotional Intelligence	.921	4	342	.452
Organizational Climate	3.262	4	342	.012
Employee Creativity	1.437	4	342	.221

Table 7.2 ANOVA Test Results – Age

		<i>N</i>	<i>Mean</i>	<i>F Value</i>	<i>P Value</i>
Emotional Intelligence	24-28 years	65	66,64		
	29-33 years	87	67,27		
	34-40 years	129	67,68	2,761	,028
	41-50 years	50	68,30		
	51 years +	16	73,31		
Organizational Climate	24-28 years	65	50,93		
	29-33 years	87	50,86		
	34-40 years	129	50,40	3,349	,010
	41-50 years	50	52,66		
	51 years +	16	52,68		
Employee Creativity	24-28 years	65	41,49		
	29-33 years	87	42,64		
	34-40 years	129	43,56	3,729	,006
	41-50 years	50	42,86		
	51 years +	16	47,68		

7.2. One-Way ANOVA

Variable : Emotional Intelligence, Organizational Climate, Employee Creativity
Factor : Education

Table 7.3 Test of Homogeneity of Variances – Education

	Levene Statistics	df1	df2	Sig.
Emotional Intelligence	1.620	3	343	.184
Organizational Climate	2.499	3	343	.060
Employee Creativity	3.583	3	343	.014

Table 7.4 ANOVA Test Results – Education

		<i>N</i>	<i>Mean</i>	<i>F Value</i>	<i>P Value</i>
Emotional Intelligence	High School	43	66,93	1,462	,225
	Undergraduate	148	67,77		
	Graduate	142	67,56		
	Ph.D	14	71,73		
Organizational Climate	High School	43	50,88	,346	,792
	Undergraduate	148	51,21		
	Graduate	142	50,85		
	Ph.D	14	51,78		
Employee Creativity	High School	43	41,90	4,415	,005
	Undergraduate	148	43,54		
	Graduate	142	42,36		
	Ph.D	14	47,92		

7.3. One-Way ANOVA

Variable : Emotional Intelligence, Organizational Climate, Employee Creativity
Factor : Tenure

Table 7.5 Test of Homogeneity of Variances – Tenure

	Levene Statistics	df1	df2	Sig.
Emotional Intelligence	1.749	5	341	.123
Organizational Climate	2.168	5	341	.057
Employee Creativity	2.317	5	341	.043

Table 7.6 ANOVA Test Results – Tenure

		<i>N</i>	<i>Mean</i>	<i>F Value</i>	<i>P Value</i>
Emotional Intelligence	2 years and below	20	67,45	2,574	,027
	3-7 years	71	66,30		
	8-12 years	103	67,51		
	13-17 years	91	68,09		
	18-25 years	26	66,34		
	26 years and above	36	71,44		
Organizational Climate	2 years and below	20	50,70	1,924	,090
	3-7 years	71	50,26		
	8-12 years	103	51,47		
	13-17 years	91	50,50		
	18-25 years	26	52,34		
	26 years and above	36	52,00		
Employee Creativity	2 years and below	20	41,15	2,772	,018
	3-7 years	71	42,04		
	8-12 years	103	42,92		
	13-17 years	91	43,74		
	18-25 years	26	41,42		
	26 years and above	36	45,72		

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APPENDIX A.

Demographic Questions of the Questionnaire

Sayın Katılımcı,

Bu araştırma, iş yaşamınızdaki uygulamalara ilişkin bir çalışmadır. Bu amaç doğrultusunda hazırlanmış olan 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 | : | 18-23 () | |
| | | | 24-28 () | |
| | | | 29-33 () | |
| | | | 34-40 () | |
| | | | 41-50 () | |
| | | | 51 ve üstü () | |
| 3. | En son mezun olduğunuz eğitim kurumu | : | Lise () | |
| | | | Üniversite () | |
| | | | Yüksek Lisans () | |
| | | | Doktora () | |
| 4. | Kaç yıldır çalışma hayatındasınız? | : | 2 yıl ve altı () | |
| | | | 3-7 yıl () | |
| | | | 8-12 yıl () | |
| | | | 13-17 yıl () | |
| | | | 18-25 yıl () | |
| | | | 26 ve üstü () | |
| 5. | Şu anki işyerinizde kaç yıldır çalışıyorsunuz? | : | 2 yıl ve altı () | |
| | | | 3-7 yıl () | |
| | | | 8-12 yıl () | |
| | | | 13-17 yıl () | |
| | | | 18-25 yıl () | |
| | | | 26 ve üstü () | |
| 6. | Mevcut organizasyondaki rolünüz | : | Yönetici Rolü () | |
| | | | Yönetici Olmayan Rol () | |
| 7. | Çalıştığınız Sektör | : | Yiyecek ve İçecek () | |
| | | | Tekstil ve Giyim () | |
| | | | Elektronik () | |
| | | | Kişisel Bakım () | |
| | | | Yapı Market Ev Geliştirme () | |
| | | | Diğer () | |

APPENDIX B. Emotional Intelligence Questionnaire

<i>Aşağıda verilen ifadeleri dikkatlice okuyunuz ve bu ifadelerle ilgili görüşünüzü "Kesinlikle Katılıyorum" dan "Kesinlikle Katılmıyorum" a doğru uzanan değerlendirme aralığında cevap seçeneklerinden birine X işareti koyarak belirtiniz.</i>	<u>Kesinlikle Katılıyorum</u>	<u>Katılıyorum</u>	<u>Kararsızım</u>	<u>Katılmıyorum</u>	<u>Kesinlikle Katılmıyorum</u>
1. Çoğu zaman hissettiğim kesin duyguların sebebinin farkındayım.					
2. Ne hissettiğimi gerçekten anlarım.					
3. Daima beni neyin mutlu edip etmediğini anlarım.					
4. Sahip olduğum duyguları iyi anlıyorum.					
5. Daima arkadaşımın duygularını onun davranışlarından bilirim(anlarım).					
6. Başkalarının duygularını iyi gözlemlerim.					
7. Başkalarının duyguları ve hislerine karşı duyarlıyım(hassasım).					
8. İnsanların benim hakkımdaki duygularını iyi anlarım.					
9. Daima kendi amaçlarımı belirler ve onlara ulaşmak için en iyisini yapmaya çalışırım.					
10. Kendime daima yetenekli bir kişi olduğumu söylerim.					
11. Kendimi motive eden bir kişiyim.					
12. En iyisini yapmak için kendimi daima cesaretlendirmek isterim.					
13. Terslikleri kontrol edebilirim ve zorlukları rasyonel bir şekilde ele alabilirim.					
14. Duygularımı kontrol edecek yeteneğe büyük oranda sahibim.					
15. Çok kızgın olduğum zamanlarda çabucak sakinleşebilirim.					
16. Duygularımı iyi kontrol edebilirim.					
17. Başkalarının bakış açısını da düşünür ve dikkate alırım.					

APPENDIX C. Organizational Climate Questionnaire

<i>Aşağıda verilen ifadeleri dikkatlice okuyunuz ve bu ifadelerle ilgili görüşünüzü "Kesinlikle Katılıyorum" dan "Kesinlikle Katılmıyorum" a doğru uzanan değerlendirme aralığında cevap seçeneklerinden birine X işareti koyarak belirtiniz.</i>	<u>Kesinlikle Katılıyorum</u>	<u>Katılıyorum</u>	Kararsızım	<u>Katılmıyorum</u>	<u>Kesinlikle Katılmıyorum</u>
1. Çalışanlar kendi işlerini yaparken gerektiğinde, bir şekilde destek alabilmektedir.					
2. Bürokratik formaliteler mümkün olan en az düzeydedir.					
3. Üst yönetim, tüm çalışanların yaptıkları işle ilgili olarak karar alma sürecine katılmalarını istemektedir.					
4. Çalıştığım kurum, genelde iş faaliyetlerini sürdürürken risk almaktan kaçınmaktadır.					
5. Çalışanlar, iş akışına ilişkin olarak istedikleri bilgilere kolaylıkla ulaşabilmektedir.					
6. Çalışanlar arasında karşılıklı güvene dayalı, ılımlı bir ilişki vardır.					
7.Genel olarak, iş faaliyetleri tekdüze, rutin bir nitelik taşımaktadır.					
8.İşlerin yürütülmesinde, çalışanlar arasında bir takım ruhu olduğu söylenemez.					
9.İş faaliyetlerinin yürütülmesinde aşırı bir kurallaşma vardır.					
10. Ödüllendirme mekanizmasında, çalışanların performansı temel kriter olarak alınıp, değerlendirilmektedir.					
11. Çalıştığım kurum genelde, yenilikçi olan düşünce, teknoloji ve uygulamalara açıktır.					
12. Çalışanlar kendi işlerini planlamada ve yürütmede belli bir serbestliğe sahiptir.					
13. Yapılan işin niteliği (doğası), genelde çalışanların atak ve mücadeleci olmasını gerektirmektedir.					

APPENDIX D. Employee Creativity Questionnaire

<i>Aşağıda verilen ifadeleri dikkatlice okuyunuz ve bu ifadelerle ilgili görüşünüzü çalıştığımız kurumu göz önünde bulundurarak "Kesinlikle Katılıyorum" dan "Kesinlikle Katılmıyorum" a doğru uzanan değerlendirme aralığında cevap seçeneklerinden birine X işareti koyarak belirtiniz.</i>	<u>Kesinlikle Katılıyorum</u>	<u>Katılıyorum</u>	Kararsızım	<u>Katılmıyorum</u>	<u>Kesinlikle Katılmıyorum</u>
1. Çalışma arkadaşlarım arasında yeni bir fikir veya yöntemi deneyen ilk kişi ya da kişilerden biri ben olurum.					
2. Çalışma arkadaşlarım için büyük güçlük yaratan problemleri ben çözerim.					
3. Yeni fikirleri hayata geçirmek için gerekli mali kaynakları araştırır ve temin ederim.					
4. Mevcut yöntem ya da araçlar için, genellikle yeni kullanım alanları bulurum.					
5.Yeni fikirlerin hayata geçirilmesine yönelik plan ve programlar geliştiririm.					
6. Amaçlara ulaşmaya yönelik yeni ve daha iyi fikir/yöntemler öneririm.					

7. Genellikle yeni ürün geliştirmeye yönelik fikirler, yeni teknolojiler, süreçler ve/veya teknikler araştırırım.					
8. İşletme için yararlı olan fikir, yöntem ya da ürünleri oluşturmak/geliştirmek üzere mevcut bilgi veya araçları kullanırım.					
9. Orijinal ve işletme için yararlı olan fikir, yöntem, süreç veya ürünler geliştiririm.					
10. Geliştirdiğim fikirler işletmemizde genellikle uygulamaya geçirilir.					
11. Genel olarak, ürettiğim fikirler işletmenin başarısına katkıda bulunur.					

APPENDIX E. Employee Learning Orientation Questionnaire

<i>Aşağıda verilen ifadeleri dikkatlice okuyunuz ve bu ifadelerle ilgili görüşünüzü "Kesinlikle Katılmıyorum" dan "Kesinlikle Katılıyorum" a doğru uzanan değerlendirme aralığında cevap seçeneklerinden birine X işareti koyarak belirtiniz.</i>	Kesinlikle Katılmıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
şimde mümkün olduğunca çok şey öğrenmek istiyorum.					
Bu pozisyonda devam ettikçe işim hakkında daha geniş ve derin bir bilgi edinmeyi umuyorum.					
şimde tamamen ustalaşmak istiyorum.					
şimde, öğrenmesi zor olsa bile merakımı uyandıran görevleri tercih ederim.					
şimde, beni gerçekten zorlayan görevleri tercih ederim, böylece yeni şeyler öğrenebilirim.					