

LEADERSHIP AND MANAGEMENT CURRENT STUDIES

Dr. Râ'na ÖZYURT KAPTANOĞLU

- MANAGEMENT
- LEADERSHIP AND MANAGEMENT
- ETHICAL LEADERSHIP AND INSTINCT OF SUCCESS
- LEADERSHIP AND ORGANIZATIONAL LEARNING



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To My Love Serkan KAPTANOĞLU

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CHAPTER 1

MANAGEMENT

INTRODUCTION

Management is a process and in this process, employees and all capital elements strive to achieve an organizational goal. This process aims for success for all organizations, whether it is for profit or not (Boone & Kutz, 2001). Management is defined as the process of achieving organizational goals with the help of values, employees, systems, capital, etc. Bringing a very different perspective to the concept of management, Maslow (Akt. Saruhan & Yıldız, 2009) has compared management to the water in the aquarium. Only aquatic fish can understand how important and critical water is when they come out of the water. In other words, according to the author, management value is a phenomenon that can only be fully understood in its absence.

Management is also accepted as art. Performed in human-oriented issues such as collecting information for problems, offering systematic solutions, communication, orientation and motivation, this art is also a science and can be successful as a result of the integration of these two understandings (Saruhan and Yıldız, 2009). Management as a science also refers to the use of a model or any strategy developed by mathematicians, analysts and physicists to use it in order to make scientific decisions with its quantitative results. In this context, models and measurable presentations presented by scientists create a rational

application and experimental environment by integrating them into social sciences. The most important and successful examples of management science applications are found in military administrations. (Daft, 2015).

Although management science can contain different disciplines, it can be said that it is predominantly a social science discipline. The most important of the business resources is the labor resource and it is closely related to the social environment of human communities with each other, their perceptions and behaviors related to hierarchy and authority. Management science is humane. In addition to all the necessary factors such as all physical infrastructure, results, technical criteria, etc., if the human factor is not taken into account, the situation will fail in the long term. In this context, the most important success factor in management science is the communication between the manager and the managed.

1.1.Managing

The Word Management has a French origin and comes from the Word “megea” and the meaning of it can be interpreted as the following “to manage a horse”, “to manage a horse through food” (Saruhan & Yıldız, 2009). The current use in our country is perceived as the authority holding the management and administration in some cases, and in some cases, all the activities required for the efficiency and effectiveness of an organization. (Robbins & Coulter, 2011).

Guillen (1994), who introduced a different approach to the concept of management, stated that two basic meanings can be attached to the concept of management. According to the author, management is both a technical task of the organization and a hierarchical authority system. In this context, the technical aspect of management is the collection of technical information to be applied for the practical situations of the organization, while the authority direction refers to the chain of command.

1.2. Management Science

Although management has been accepted as an art for many years, it is a systematic science and this aspect has been emphasized recently. When the literature is analyzed, there is not yet a common definition of “management science” accepted by the authorities. Management science, which can be described as a branch of science that examines the model, employees and operation of the business in a functional sense, is the discipline that examines how employees are, how they should be and how they can be in cooperation with the authority, power and chain of command in order to achieve the goals set in a wider expression. (Aydın, 2012).

Both the system and the contingency theory argue that the functioning of the institutions is shaped by its environment. The difference between the administration in the East and the West is the same reason. The key to successful management is the integrative role played by social and cultural coding in management, although

businesses and management have universal acceptance (Erdem & Kocabaş, 2004). In the evaluation of management science as a process, It can be defined as all activities aimed at the conscious and systematic application of the principles, concepts, models, theories and techniques of organizing, planning, coordination, execution and control functions in order to achieve the goals of a certain group of people in the most effective and minimal effort (Baransel, 1993). Management science has certain characteristic features. These features (Eren, 1993; Baransel, 1993);

Although the management is a branch of science, it does not express a universal certainty of the issues examined and in terms of the results achieved and offers general recommendations. Results may vary due to both changing parameters and cultural factors. In this context, experts should act objectively and distinguish between real and value judgments.

The approach of management science is rational. It aims to provide maximum benefit at the right place and time by using the available resources effectively. At the same time, management science has a dynamic structure. The beneficial results of the methods applied in enterprises are applied in other institutions and organizations, including the public, and are developed by providing gains from different perspectives. Management science, which has a rational and dynamic structure, also has a cumulative aspect. While every idea and achievement raised during the development process illuminates our

day, ideal new managerial methods and systems are discovered by synthesizing them with innovations developing every day.

Management science is a complex and detailed process, and this process comes with some limitations. The most important of these constraints is the lack of numerical data and the sources of confidential information. At this point, the manager should perform the art of management well and in a sense, be able to identify both problems and opportunities well and quickly. (Daft, 2015).

1.3. Manager

Managers are the artists of the management process. Individuals who undertake all the functions of the management and carry out activities and have the authority to make decisions are called managers (Doğan, 2012). It refers to a professional occupation that includes management as an art and science together. In the literature, there is no common definition accepted in the concept of manager similar to the concept of management. Management scientists address management in terms of the use of production tools, motivation and selection of organizational members, and the introduction of management activities. The concept of manager can also be defined as an individual who has the ability to do business through others and who performs this job as a profession (Koçel, 2011).

Regardless of the size or characteristics of the mesh, managers are held at certain levels. Executives performing these tasks must have the skills (human level of communication), technical (ability to use

knowledge and equipment related to any discipline), and conceptual (ability to be understood by the organization as a whole) in connection with the level of their task (Boone and Kurtz , 2013). Especially, knowing the characteristics of the employees by the managers and the behaviors of the manager accordingly affect the success and effectiveness positively (Baltaş, 2011).

Over the years, the supervisory role of managers has become a motivating resource role. It has become important for managers to motivate and guide employees (Baltaş, 2011). This situation caused the question of “manager or leader?” to come to the agenda in time. Although these two concepts are used interchangeably, they are not actually the same thing.

Not every manager has a leadership feature, but the common acceptance of academic publications is that the success of the managers increases depending on the leadership characteristics they have. These concepts have brought together the concepts of emotional intelligence, social intelligence, emotional ability, management ability, etc. in the literature and created new research areas. Today, successful managers are expected to have experience and knowledge, who value individual relations, have high intellectual capital, and have both formal and technical skills (Çelik & Şimşek, 2013).

Three distinctive features of managers with leadership qualities stand out. The first and most important of these features is empathy. A good manager should be able to put themselves in the shoes of others, and

their emotional intelligence should be high. Two other important features are that its awareness and impartiality should be at a noticable level.(Boone & Kurtz, 2013).

Although managers do not have to know everything, they should know how to manage well, their legal, technical and financial knowledge in this area should be sufficient. Just as an artist should have talents in his field, a good manager should have the skill and ability to manage. It should also be objective, fair, participatory, hardworking, determined and reliable, capable of representation, verbal / written communication and expression. The manager, who should protect the mission and vision, must have certain knowledge and experience (Aytürk, 2007).

1.4. Roles of Managers

Managers must have certain features and have some missions. These are briefly as follows (Mintzberk, 1989):

- Interpersonal roles:
 - Representing the organization formally,
 - Supporting and leading the organization,
 - Encouraging collaboration by ensuring organizational communication.
- Information Acquisition Roles:
 - Research and obtaining information,
 - Reporting and sharing information.
- Making Decisions Role:

- Taking responsibility and using initiative,
- Mediation and being solution oriented.

Professional managers do not have the luxury to do mistakes (Koçel, 2011). Today, this situation is even more important. Likewise, the concept of intellectual capital has come to the forefront today and management has been shaped in different dimensions. This renewal has revealed the need for managers to have knowledge as well as the ability to use this information effectively.

CONCLUSION

Management science relies heavily on practice, so it is based on the principles of achieving goals and problem solving in practice. Despite the efforts of classical sciences to understand the reality and ease the curiosity, the aim of management science is to provide more professional management in the field of management.

The high level of awareness among successful managers enables the manager to see his strengths and weaknesses comfortably. For example, managers who are flexible about being cautious but focused on innovation may succeed in strategic steps, while they may be relatively unsuccessful in details that may lead to minor problems in the organization (Baltaş, 2011).

Management simply came out of the pattern of simply being effective and efficient during the implementation of management functions, especially time management became important. Likewise, humanity has developed itself in every field day by day and the satisfaction

motivation communication of the five communities that constitute both internal and external customers has become more and more difficult (Baltaş, 2011; Aytürk, 2007). At the final point reached today, managers should frequently question the organization to achieve future goals, institutionalize change management in order to be a learning organization and have a flexible positioning in continuous development (Drucker, 2011).

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CHAPTER 2

LEADERSHIP AND MANAGEMENT RELATIONSHIP

INTRODUCTION

The success and future of organizations depends on the reflexes of the people and teams that form the organization in general. The levels of organizations are parallel to the individuals that form them. No matter how big organizations are introduced with polished and exaggerated adjectives, it is inevitable that they eventually fall to the level of the people who compose them. An organization formed by strong and effective people reveals an appropriate management approach and is managed in a way it deserves. A group of people who lack business ethics or have poor business ethics, are low in knowledge, and incompetent and they are generally managed by people with these qualifications.

Managers and leaders are products created by societies or organizations. Managers represent the functioning of the structure and organizations of the society and continue this process. However, leaders come to challenge the current situation and make a difference and claim a better future and become the pioneer of the wave of change. Leadership is the act of mobilizing and inspiring people. People without audiences are not considered leaders and are excluded (Barutçugil, 2014).

1. LEADERSHIP AND MANAGEMENT CONCEPTS

Although they seem to be close to each other in a sense, the concepts of management and leadership have different meanings and express different people. In this context, the characteristics that a leader should have are as follows (Akşit, 2010):

- **Vitality:** Real leaders infuse their environment with energy and vitality. This feature of the leader facilitates energy exchange with its followers.
- **Self-Confidence:** In order to gain the trust of other people, a self-confidence that is not aggressive and arrogant and does not expect appreciation from other people is very effective.
- **Sincerity:** The leader does not have difficulty in establishing relationships with people of different educational levels and social backgrounds. In addition, he never worries about status when dealing with beliefs. The effective leader has a modest personality, which does not give the impression that he is superior to his followers.
- **Consistent Personality:** A true leader does not have to have a perfect personality. The distinction of the leader person from other people is his consistent personality, which is a mixture of human weaknesses.
- **Common Sense:** The meaning of the leader is distinguishing the basic facts from the detailed and ordinary ones and being

able to realize the relationships between the whole and the parts.

- **Intelligence:** Intelligence is an important factor for leaders to use their interests and energies more economically, meaningfully and charismatically.
- **Understanding and Communication:** Leaders can use the communication factor as an effective motivation tool. The first condition for leaders to motivate their audience is to understand their audience's feelings and thoughts and give these back to them in written and verbal form.

It is as important as what qualities a leader should have, as well as what leadership is not. What is leadership? The answer to the question can be listed as follows (Bass and Riggio, 2006):

- Leadership is a process, not a position. It is not a standard position.
- It is not a privileged position.
- It is not a solo show.
- It is not looking for crimes amongst others.
- It is not creating a new culture or personality.
- It is not the whole set of inborn features.
- It is not to rule people.
- It is not being an indispensable person.

While the manager is the person who carries out the management activities, management means to harmonize all the activities,

practices, efficiency and successes of an organization and to employ the employees and reach the desired purpose. In this context, management is the name of the work of a manager, that is, the profession. Therefore, the qualifications and characteristics of the manager are the basic criteria for determining the management approach (Bass & Riggio, 2006).

Managers fulfill their duties within a certain group of people. The principal expectation from the managers is that they perform leadership and have leadership qualities due to the duties assigned to them and the particularity of these administrative duties, namely the duties. The manager is the person who directs himself and his team to the organizational goals, constantly thinking and making others think about finding a good solution to the problems that may arise, always fulfilling his duties in time, with a stance and value is accepted by everyone, knowing his group best and knows the group's works best, undertakes the failures and directs his success to his group. Apart from these, the other characteristics of the manager can be listed as follows (Bass and Avolio, 1996):

- It is the person who derives power from knowledge, talent and experience.
- It is the person who wishes to progress after being chosen and accepts progress as a rule for himself/herself.
- It is the person who shares his/her knowledge with the people around him/her and is proud of the rise of his employees.

- It is the person who behaves according to business ethics and principles.
- It is the person who collects ideas to explain who the owner of the idea is.
- It is the person who places the interests of the workplace above his/her own personal interests and sees serving the place where s/he works as a sublime duty.
- It is the person who can say no when necessary and can afford to be alone in the crowd until understood.

Some of the most important features that a manager should have are as follows (Bulut & Bakan, 2005; Akşit, 2010):

- It should have organizational capability.
- It should have sufficient technical knowledge.
- It should have a good thinking ability. It should have a broad understanding of thinking from a broader perspective.
- It should be able to understand human attitudes and behaviors among individuals and have the ability to motivate.
- It should be honest. It is imperative that their superiors and subordinates trust their attitudes and behaviors.
- It should be able to distinguish personal feelings from business problems.
- It must have reached a spiritual balance.
- It should be dynamic person.

- It must be willing to adapt to changes, to move forward and to do bigger things.
- It must be able to express his thoughts openly and clearly. Because even the brightest ideas imaginable are not considered as valuable unless they are communicated to the other party.
- It must be a good seller. It is up to the manager to sell an idea that is communicated to the other party, that is, to be convinced of the person who will make the decision.
- It should implement the management elements in the best way, that is, it should be planned, organizing, collaborative and directing while sticking to the rules of audit.
- It must have a close relationship with the workplace and delegate authority to the lower tier, i.e. the lower level management.
- It should instill the spirit of entrepreneurship to employees and assign their employees to activities appropriate to their abilities.
- It should raise good employees for the future.
- For the manager to be successful and to be taken into account by his subordinates, It must listen to his subordinates and show sensitivity to their views.
- It should generate new ideas for the future and share these ideas with its subordinates.
- It should see management as a responsibility, not a privilege and rank.

- It should be aware of her responsibility and should not hesitate to have strong colleagues and employees.

1.1. Similarities Between Leadership and Management

The common feature between these two concepts is that they strive to manage and guide individuals or groups in businesses to achieve pre-determined goals. It is prevalent that the manager must have leadership qualifications in order to be effective and successful in our period. Therefore, the concept of "leader manager", which is born from the combination of these two concepts, is now used.

In the time we are in, both corporate needs and environmental factors force managers to work in an activity field filled with much more asymmetrical components. Business, public, academic and private management units expect features and performance beyond the classic manager definitions. This expectation suggests that the characteristics of leadership that have been explored for thousands of years should also be present in the manager.

In other words, instead of focusing on the differences between the manager and the leader, it is considered that it is useful to think in the perspective of "Manager + Leader = Leader Manager" (Davies, 1994) who have internalized the distinctive and positive aspects of these two concepts.

According to Vroom and Jago (1988), the basic qualities that should be present in the "leader manager" are as follows:

- To merge or integrate,
- Being able to observe,
- To inquiry,
- To challenge, to give an attitude,
- To be analytical.

As can be seen, the concepts of leader and manager have been integrated with the concept of "leader manager". In order to make the organization work most rationally and efficiently, the manager must have leadership qualities as well as the qualities of a manager. You do not need to be a hero or a genius, that is, extraordinary talent and creative power to be a manager. Managers are people who know the contemporary management methods and principles, can apply these methods and principles in the face of new and special situations, have the knowledge and skills to use rewards and penalties for employees, are sensitive to organizational problems and produce scientific solutions to problems. The essential points to become a manager are hardworking, determined, tolerant, persistent, intelligent, goodwill and analytical skills. Since these features are also valid for a good leader, In this respect, the concepts of leader and manager are similar with each other (Bulut & Bakan, 2005).

1.2. Differences Between Leadership and Management

Although management and leadership are different in terms of concept, they are generally used interchangeably in everyday language. In the literature and business world, the concepts of leader

and manager are constantly confused. However, both these concepts and individuals with these qualities are quite different from each other. Leadership is the process of directing a person by influencing the behavior of others in order to achieve the group or personal goals and objectives under pre-determined conditions.

While the leader gains the power to influence the people through social interaction, the manager provides the same through formal ways. Therefore, the person who is in administrative position must be formally appointed to manage a group. The leader can also emerge either formally or informally. Therefore, a formal organizational structure or formal powers are not required for leadership. Therefore, while there are managers who cannot influence people despite having wide powers, there are leaders who lead large groups of people even though they have no authority (Aslan, 2013).

Leadership is a concept for the future and leaders are responsible for creating a vision within the organization and adopting it to their subordinates within the organization. In addition, the leader is the person who serves his own goals and purpose. Although the concept of management is a static concept, it is only about today and it is responsible for realizing the vision it has. The leader gets his power from his personal characteristics, while the manager gets that from formal structures such as laws and regulations (Yiğit, 2002).

Managers are the people who have been brought to their positions by others, who strive for the purposes determined for them, plan and

implement the works and control them. Leaders, on the other hand, are people who affect other people with their different characteristics and who can create a mission and vision in line with goals and objectives (Bass & Riggio, 2006).

Management requires coping with complex situations. In the event that large organizations emerge and lack effective and successful management with complex initiatives, there is a tendency to create chaos to the extent of their existence. Good and effective management brings a certain degree of order and consistency to product quality and profitability. The concept of leadership is the job of coping with change. One of the reasons why the concept of leadership has recently increased its importance is that the business world has become more active and competitive recently (Vroom & Jago, 1988).

Leadership can be seen in hierarchical structures as well as in relationships with informal structures. The most important factors that make the leader a leader are its followers, personal characteristics, and crisis resolution. The most determining criterion in leadership is the ability to establish a team that can achieve cultivated results, and to maintain the effectiveness of the team it has established. Managers, on the other hand, are people with personal control over other people and take their power from the hierarchy (Kara, 2014).

Managers are people who can accept power balances with their compromising sides and shifted towards solutions. Leaders, on the contrary, are people who affect rather than react, focus on the goal,

and shape and convert them rather than answer ideas. Leaders provide the opportunity to develop new approaches, and managers restrict freedom of choice (Adair, 2013).

The differences between leadership and management have been examined by many authors and different conclusions have been drawn. Some of these comparisons are as follows:

According to Kotter (2014), the differences between the leader and the manager can be listed as follows:

- While the manager is the administrator, the leader is innovator.
- The leader is the original, the manager is a repeater.
- The leader develops, the manager maintains.
- While the leader focuses on the individual, the manager focuses on the structure and the system.
- The leader trusts honesty and integrity, while the manager trusts supervision.
- The leader has a long-term perspective while a manager would have a short-term perspective.
- “Why and how” questions are important for the leader and “How and When” questions are important for the manager.
- The leader moves his eyes horizontally while the manager does the same at the bottom.
- While the leader can be himself, the manager is the command.
- Leaders have righteous thoughts but the managers have correct thoughts.

- The leader conflicts with the current situation while the manager accepts the situation.

Sarioğlu and Uğur (2014) listed the differences as follows:

- Leadership is the job of influencing people, that is, by pushing its subordinates to act, or to make them do their job, and management is the practice of career.
- Leadership is about determining goals, purpose and activities to be done (work), while management is about effectively carrying out activities that will lead to predefined goals.
- A formal organizational structure is not mandatory for leadership, a formal organizational structure is essential for management.
- The leader does not have a job description, the manager has a job description.
- While the tool used by the leader in influencing his followers is his attitudes and behaviors, his personal characteristics, his vision inspired onto others, inspiration and trust, the manager is the person given the authority and with the right to impose sanctions.
- Leadership is a business that dominates the art side, and management is a business that dominates the science side.
- The leader is the person who does the right job, the manager is the person who does the job correctly.

- Leadership is about the structure and dynamics of the external environment of the organization, while management is about the internal structure and dynamics of the organization.

According to Keçecioğlu (2003), an individual;

- If static, a manager, if dynamic, a leader.
- If he cares about events, manager, if he cares about ideas, leader.
- If it wants sharpness, manager, if it wants experience and knowledge, leader
- If giving tactics, the manager, if determining strategy, the leader.
- If doing reminders, manager, if wants to be understood, a leader.
- If with a narrow perspective, manager, if with a wider perspective, leader.
- If the approach is superficial, the manager, if the approach is deep, the leader.
- If answering questions, the manager, if asking questions, the leader.
- If passive, the manager, if active, the leader.
- If focused on a single goal, the manager, if specifying alternatives, the leader.
- If making short-term plans, the manager, if making long term plans, the leader.

- If passive, the manager, if active, the leader.
- If determined, the manager, if open to change, the leader.
- If the format is important, the manager, if the content is important, the leader.
- If task oriented, the manager, if life oriented, the leader.
- If mechanical, the manager, if experimental, the leader.
- If foresighted, the manager, if investigative, the leader.
- If directive, the manager, if encouraging, the leader.
- Strict and prescriptive, the manager, flexible and risk-taking, the leader.
- If supervisor, a manager, if synthesizer, a leader
- If closed, the manager, if open, the leader.

With the title "Are the Managers and Leaders different from each other?" published by Zaleznik in 1977, this article was reprinted in 1992. According to Zaleznik, it was not necessary to be a genius or a great hero to become a manager. However, a lot of persistence, diligence, realism, analytical skills and goodwill and tolerance were essential. Zaleznik opposes the view that institutions advocated by someone need both managers and leaders. Managers and leaders are quite different types of people. They are quite different from each other with their attitudes and behaviors, their personal CVs and their desire for work (Zaleznik, 1992).

"Are Managers and Leaders different?" In 1977, Zaleznik explains the distinction as "the leader is flexible, innovative, with a rich

imagination, visionary and bolder, and managers are doing the same job over and over again." Also, according to Zaleznik, a good leader must be a manager, but a manager cannot be a good leader. Zaleznik classified the differences between management and leadership in five groups as "personality differences, displaying targeted attitudes, business insights, relationships with others, self-awareness" (Zaleznik, 1977; 1992).

"Yöneticiler ve Liderler farklı mı?" sorusuna Zaleznik 1977'de *"lider esnektir, yenilikçidir, hayal gücü daha zengindir, vizyon sahibi ve daha cesurdur, yöneticiler ise, tekrar tekrar aynı işi yapandır, "* şeklinde ayrımı açıklamaktadır. Ayrıca Zaleznik'e göre iyi bir liderin yönetici olması gereklidir lakin bir yönetici kesin olarak iyi bir lider olamaz. Zaleznik yöneticilik ve liderlik arasındaki farklılıkları "kişilik farklılıkları, hedefe yönelik tavırlar sergileme, iş anlayışları, başkalarıyla ilişkiler, kendilik bilinci" şeklinde beş grupta sınıflandırmıştır (Zaleznik, 1977; 1992).

CONCLUSION

Today, there is a rapid reform in technology, workforce and the society in which we are involved with the effect of globalization. This rapid reform, in other words, to cope with change effectively and successfully requires being a good leader. This situation requires business managers who are in the global environment who authorize, plan and organize to be leaders also with the ability to make their dreams come true with their designs and become good leaders.

Rapid technological change, invasion of junk bonds, formation of free markets, proliferation of international competition, and different demographic features of the workforce are among the factors affecting this change (Bass and Avolio, 1996). In this new situation where the repetition of what was done yesterday or doing it five percent better is no longer a success, more changes are required for organizations to survive, compete and continue their existence. More change requires more leadership (Kotter, 2014).

Leadership is expressed as determining direction, consulting to make an impact, appearance and effective work, while management is doing a given job, taking responsibility and continuing the assigned task (Bass & Avolio, 1996).

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CHAPTER 3

THE INSTINCT OF SUCCESS AND ETHICAL LEADERSHIP

INTRODUCTION

Rapid developments around hospitals with international competition, globalization and change in patient expectations push health institutions to use new methods and techniques. Moreover, it is very important for organizations in health institutions to work with leaders equipped with new and modern qualities. For this reason, it is important that health institutions wishing to achieve high success have a strong leader, and that the healthcare professionals are empowered and granted new authorisations. In today's world where there are rapid changes, the competitive environment and the need to fulfill the requirements of this environment, forces the enterprises to adapt to this environment with their practice. Ethical leadership understanding, which has been quite remarkable in leadership approaches in recent years, has been an interesting topic recently. For this reason, ethics is an important variable in the field of health management.

1. MOTIVES

1.1. Concept of Motives

Many scientific studies have been conducted on the concept of motives from past to present. After a long time of thinking about the concept of motives, many explanations have been made. While

motives provide a purposeful quality to the behaviors, the mentioned quality comes out of the behaviors again.

It has been revealed that most of the studies on motivation in the past are related to internal powers such as motive, instinct, willpower, impulse and individual characteristics (Kaya 2007). Approaches to life style in management are seen as responding to stimuli that occur with rewards. Advocates of contemporary cognitive theory argue that motivation is affected by one's thoughts, beliefs, and emotions on motive (Reeve et al., 2004).

To state the concept of motivation, it is stated as the transformation of action by determining the direction of the job and the order of priority in order to realize the purpose set by the people (Reeve et al., 2004). According to Pintrich, the concept of motivation has been defined as a process in which activities managed together with goals emerge and maintained. The motive apparent here appears as a process, not a product.

Along with the process, the concept of motive is also difficult to understand. Because it is difficult to observe directly. But it can be understood whether they are motivated by the chosen jobs, efforts and expressions (Pintrich, 1999). In order to better understand the concepts of motive and motivation, in order to support the explanation and prediction of motive theories, one should know the types of motive. If the reasons of the behavior of the people are revealed, it will help to change the behavior.

1.2. Types of Motives

Motive types are grouped as primary and secondary, stationary and continuous, external and internal. However, while only one motive can play an active role on the individual, at the same time they also have a mixed effect. These groups are briefly as follows (Şerif and Şerif 1996; Dörnyei, 2001):

- **Primary motives;** are biologically based motives. These motives appear in all living things, so it is universal. For example; it is defined as motives such as hunger, breathing, thirst, sexuality, etc.
- **Secondary motives;** this type of motive has both psychological and social origins. Your motives are realized by learning. For example; it is defined as motives such as the success motive, desires, targeting status to a certain status, etc.
- **Instincts;** are defined as motives that reveal sincere needs and desires (Şerif and Şerif 1996). Instinct aspires to achieve success, with the inner tendency felt to direct an individual's attention to a job or to coordinate it. Instinct occurs with self effort, along with the self-emerging need. It shows that people can convince their themselves, decide on their own, or naturally have instincts if individuals consider themselves sufficient on the subject to be motivated. They want to do the work to be motivated without the awards or pressures offered from the outside.

- ***External motives;*** emerge from some external factors. It plays an important role in the development of effects such as reward, punishment, pressure etc. External motives emerge as a result of impulses that develop environmentally. The external motive is defined as the motives by which the environmental impulses enter and motivate to achieve the success on the individual plans. According to many studies, it has been concluded that there is no instinct as a result of efforts to gain external motivation. Some studies have revealed that there is a negative connection between external motives and instinct.
- ***Situational motives;*** are defined as motives that appear under the influence of a particular situation and are temporary. In other words, while the situation is happening, it suddenly turns out to be the motives that arise in individuals.
- ***Continuous motives;*** are defined as long-lasting motives that occur under the influence of a permanent situation or event. These are the motives that appear in a certain process and are effective for a long time.

1.3. Motive Theories

In the development of motive theories, there has been a focus on motive studies. Motive theory, which is based on very old history, which was evaluated within the learning theories in the early 20th century, was accepted as a separate field of study in the 1930s (Dörnyei, 2001). Many approaches have been developed on

motivation. These can be listed as Behaviorist, Requirement, Expectation-Value, Humanistic and Social Learning (Baymur, 1994). When analyzed basically, there are systematic examinations on how motive theories are formed, on factors affecting motives and in which situations motivation behavior is observed (Pintrich, 1999).

Those who adopt the behavioral approach have tried to reveal the effect of motivation on learning by examining the observable and measurable behaviors of animals, and as a result, the data obtained, this data has been used on the learning behaviors of people (Özer, 2005). Advocates of the behavioral approach have developed concepts such as reinforcement, punishment and sampling to explain learning. According to the behavioral theory, the rewarding of students in schools, for example, their operations such as putting on ribbons, said that they had a motivating effect on learning. The basic understanding of the humanistic theory brought about motivation is “self-realization” in Maslow's terms, which is based on personal freedom, choice and self-decision making. Advocates of the humanistic approach advocate the importance of internal motivation. They also say that internal motivation has an impact on motives with its requirements (Woolfolk, 1993).

2. SUCCESS MOTIVE

2.1. Success Motive by Concept

The desire to be successful, to achieve its goal or even to be superior is called the need for success. The need for success consists of many

complex factors such as getting approval from experts, gaining respect by friends, gaining more, and seeing that one can take care of a job alone. These factors have been described as one of the main indicators of successful people's success recently (Ergene, 2011).

Motives can be influenced by many factors such as interest, competition or self-sufficiency, as well as needs. According to Atkinson (1964), there are three factors that motivate the individual and enable them to do something. These are:

- It is based on the need to succeed or not to fail as a result of the conflict between the expectation of success and the failure to achieve success.
- Successful, highly motivated individuals use complex cognitive strategies: they enjoy challenging tasks, whether they are "dreamy" optimists or "defensive" pessimists. As a result, even if it is disappointing, they dive in the middle of any event.
- Our impulses depend on how impressive or attractive the results are to the individual.

Along with the concept of success motive, it has been defined as the pursuit of perfection or efforts to reach perfection in accordance with the individual's understanding of perfection (Özdevecioğlu, 2013). The concept of success drive is actually an expectation-value theory. The motive for success has attracted attention with Murray's classification of requirements (Murray, 1967). Later, it was classified by Atkinson in a more systematic manner (Atkinson, 1964). It is

accepted that those who work on the differences of success motives have little or high success motives. All employees have a desire to be effective, in addition to the need for feeling safe in their work environment. Some employees may need to succeed. Understanding that s/he has accomplished and overcome a job is dominated by the view that it will be effective in motivating the person.

2.2. Factors Affecting Success Motives

It was stated that the motivation for success has two factors and these factors are the hope of success and the fear of failure. Some employees are motivated by the fear of failure, while others are motivated by the hope of success. Employees of both types can achieve success, but the degree of risk taking is different (Reeve et al., 2004).

According to Atkinson (1964), the tendency to success consists of the following items:

- The motivation of the employee for success depends on the strength of the need to succeed or avoid failure as a result of the conflict between the motivation of success and fear of failure.
- It uses mixed cognitive strategies in the situation of individuals with high motivation. It determines the strategy according to the situations it is in and enjoys difficult tasks.

- The tendency to achieve success is effective with the value it places on success.

Jackson et al. (1976), with the initiation of the multi-dimensional structure of the drive of success, led to the idea that the drive of success had six different components. These are as follows:

- Anxiety of perfection, this concept is defined as the desire of employees to achieve perfection.
- Competitiveness; this factor means that employees enjoy the competitive environment in the drive of success.
- Status according to peers; this concept was emphasized as earning the respect of one's friends.
- Success through independence; this factor is to do the job better in the tasks and environments rewarded by taking personal initiative.
- Gainfulness; this factor measures motivation reinforced or supported by financial rewards.
- Status, according to experts; this factor is related to the desire to receive approval and respect by experts.
- Uzmanlara göre statü; bu faktör ise uzmanlar tarafından onay alma ve uzmanlardan saygı görme isteği ile ilgilidir.

2.3. Place of Success Motive in Business Life

The motivation for success is the factor that enables people to strive to do better and plan perfection, as well as motivating them to achieve

their goals. Having the motivation of success of managers and employees in each step of the management levels will carry the institution to the future.

The motivation for success enables employees to set challenging goals for themselves. In addition, it emerges as a factor that constantly takes the employees seriously and enables them to be entrepreneurs. Individuals with a motivation for success use initiative to do more than what is expected of them. In addition, the motivation for success has a positive effect on taking the necessary precautions by realizing the possible problems they may encounter (Yeşil, 2016). Five criteria used by people with high motivation to evaluate their success is considered. These are as follows (Mc Clelland, 1987):

- Self transcendence; evaluate their success by evaluating whether their employees have made progress in their performance based on their past.
- Competition; is a comparison of successes between employees, along with performance evaluations.
- Result oriented; In return for the effort made, they evaluate the success of the employees with practical results, ie objective results.
- Entrepreneurship; they prove their success by achieving personal goals with a focus on success.
- innovation; It shows its success by trying the usefulness between the previous methods and the newly developed

method by enabling the use of new methods that no one has been able to do before.

Employees with a high motivation are constantly advancing their goals and increasing their limits and responsibilities. In the understanding of quality that is valuable for the institution, they make continuous improvement efforts on gaining the development of the institution in all phases including the production system (Mc Clelland, 1987).

It has been emphasized that employees with high success motivation have aggressive or entrepreneurial characteristics and these features bring innovations within the company, that is, with the motivation of success, the understanding of innovation is embedded within the organization (Uluköy & Demireli, 2014). The drive to success has been seen as an important determinant of the superior performance, efficiency and success of the business world. In terms of institutions, having high-motivation employees at every level has been deemed important for institutions. For this reason, they want to hire individuals with a high motives for success in recruitment. If an individual with a low motive for success is hired, it means poor performance, slower progress, less entrepreneurship, less ideas for new products and services.

2.4. Fear of Failure

The horror element is a type of message that aims to persuade people by fear, by focusing on negative things that can happen to people

when they do not comply with what is suggested or adopted. Today, fear is used with many different principles, such as ensuring the receipt of a good, creating persuasive messages for an idea, changing a movement in daily life, adopting an idea or drawing attention to social problems (Çobaner, 2013).

With the person's desire to succeed and the idea of not being successful, the person's motivation for success is quite high. If the hope of success is moderate and the fear of failure is high, the motivation of success is defined as medium, whereas the hope of success is low as well as the fear of failure is defined as high, the motivation of success is defined as low (Tarhan & Bacanlı, 2016). According to Atkinson (1964), the concept of success motive has defined motives as approaching success or avoiding failure. The motivation for success is stated as a result of the conflict between success and fear of failure. If the desire to stay away from being unsuccessful also with the desire of success is intense, initiative is taken by trying to be successful. If the desire to be afraid to fail is more than the desire to succeed, then the employee may hesitate to do the job (Woolfolk, 1993).

In the study conducted by Tanaka and Yamauchi (2001), they measured the impact of the concepts of success motivation and fear of failure on the selected targets on 292 students and found a positive relationship between the goals that require domination and the motivation to avoid failure. According to the authors, it is seen that the targets that require doing better than others are triggered by the motive

to succeed and the motives to escape from failure, and those that require an effort to not do worse than others are activated by the motive to escape from failure. Fear of failure can direct success. Another important point is that efforts made for a career in a long time period can become an important factor in achieving success. While those who have high motivation for success prefer medium difficulty tasks, people with high fear of failure prefer easy tasks to them (Pehlivan, 2012).

3. ETHICS

Looking at the etymological origin of the concept of ethics, it is known that it comes from the Greek word "ethos". Ethos means "temper." It is the concept that emphasizes what values should be adopted and the responsibilities of individuals towards others (Aslan, 2013). In other words, ethics refers to the situation that restricts connections between norms and individuals and that individuals are responsible for other individuals. Therefore, when it is evaluated by acting in accordance with the principles of moral rules, it is thought that what arises is in accordance with ethical values (Kalshoven et al., 2011).

Many definitions have been made on the concept of ethics. When one group ethics is examined, the types of ethical standards that people have to comply with, another group ethic is a systematic explanation of how people behave rationally and their behavior limits (Kalshoven et al., 2011). The purpose of ethics has been shown as an effort to seek

ways to be mentally correct and to find a more peaceful life. The purpose of ethics refers to efforts made in organizations that provide justice with other people and to be a perfect society (Aslan 2013). At this point, ethics has two types of purposes. The first is to be a virtuous, honest person, and the other is to draw boundaries that limit and determine the lifestyle of the person (Sumner, 1996).

When analyzed from a broad perspective to the concept of ethics, it is a complex concept associated with morals, customs, traditions, cultural values as well as laws and norms. In other words, ethics is the stage of society adopting and creating living conditions suitable for human values. At the same time, moral rules must be applied at all times and under all circumstances (Yatkin, 2008).

3.1. Managerial Ethics

The concept of managerial ethics aims for people in the organization to make moral decisions. In other words, it is the effort of employees and managers to make good and bad discrimination at the point of decision and to choose the good one (Çevikbaş, 2006).

The concept of managerial ethics requires being fair, equal, realist and rational while making management decisions and respecting the followers in the group. Regarding the selection of appropriate behaviors by many people, the rules that determine how managers behave more accurately and ethically are the determinants of actions (Gökçe & Örselli, 2011).

3.2. Occupational Ethics

The concept of professional ethics is defined as a set of principles and rules that every person in a particular profession must follow (Yatkin, 2008). While ethics is more universal, morality is more behavioural. While moral rules are rules that are not written or socially placed in the mind, professional code of ethics is the written state of the restrictive rules of the profession (Çevikbaş, 2006).

Problems in occupational ethics are specific to that profession. It tries to answer the question of what can be done without spending value or minimum value for a given situation. Professional ethics need scientific and technical knowledge within each profession (Yarcan, 2007). His professional actions are in an attempt to answer a series of truths (Kayıkçı & Uygur, 2012).

Professional ethics is a set of standards that determine the individual wishes of the employees, who want to be guided positively by the behaviors related to the profession, and prevent them from disobeying the rules, regulate the goals of the employees in the profession, or eliminate the employees who go beyond the ethical standards (Çevikbaş, 2006).

In the modern world order, every profession has its own set of rules. Each profession has its own set of rules and norms. Professional ethics is the process of creating rules for the business environment, starting with the behavior of the employees in the workplace (Yarcan, 2007).

3.3. Organizational Ethics

When analyzing organizational ethics, when we first look at the concept of organization, the organization is defined as a structure consisting of people who have been planned and coordinated in order to achieve those goals (Kayıkçı & Uygur, 2012). In this context, the concept of ethics in the organization is a set of rules in where the changes within the employee's behaviour within formal structure is set and how to make an employee learn that kind of behaviour as a part of guarantee for the followers proving that they are taking the responsibility as set beforehand (Gökçe & Örselli, 2011). Another ethical variable of the research is leadership, and it is important to examine Leadership conceptually and theoretically.

4. LEADERSHIP

The concept of leadership is a concept that emerges with the existence of humanity. Between 300 and 400 BC, information about the concept of leadership was included in the views of Plato and Aristotle (Vroom and Jago, 1988).

The concept of leadership in the recent years is towards having a whole extent of mixed relationships. It is also part of a whole, when considered like team philosophy. In other words, the leader will influence the ideas and actions within the group and guide him/her towards the goals of the organization, and ensure that everyone fulfills the function in the team game by taking the support of his followers (Yiğit, 2002).

Main feature of a leader is that it is the person with distinguishing character compared to others. In other words, the leader is the person who sees the main picture rather than the pieces. It can be said that the leader has this ability to discover the points that are not seen by everyone in the market (Aslan 2013). The leader is the person who has emotional intelligence with the ability to reveal innovation and see innovations in terms of the market (Sarioğlu & Uğur, 2014).

The leader can be defined as the person who is influenced by the group members and takes into account their needs and develops a strategy in this context, collects their energies at some point by influencing the group members in these directions and channels them in the desired direction (Kotter, 2014). Thus, leadership is accepted as the art of influencing people's behavior in order to achieve certain goals as a process (Keçecioglu, 2003).

The leader is the person who has the ability to direct the society he/she is in, and gives energy to the group or society he/she is working with, thereby directing the group or the society in accordance with his/her expectations (Aslan, 2008). Based on this, the leader is defined as an individual who is guiding, pioneering, instructive and enlightening person, as well as a person who has emotional intelligence that can understand the needs and desires of his followers, and who creates solutions by intervening in the problems he sees instantly and taking point steps in understanding and solving the problems of the society. (Keçecioglu, 2003). In other words, leadership is defined as the art of directing followers according to pre-determined goals and objectives.

The ability to influence and direct his followers on leadership has emerged as an important feature (Adair, 2013).

Many definitions have been made in the literature on the leadership definitions given above. The common point of all definitions is defined as the ability and art of leaders to guide their followers (Erkutlu, 2014).

4.1. Leadership Approaches

It is possible to gather leadership-related approaches in five groups as the characteristic approach, behavioral approach, contingency approach, modern leadership approaches, alternative leadership approaches.

4.1.1. Features Approach

At the beginning of the views that dominated leadership in the previous periods of 1940, the view that leaders had a set of features came to the fore. For example, being intelligent, physical properties, energy of the leader, etc. are not regarded as the characteristics of people who can be leaders only, not everyone in the group or society (Erkutlu, 2014).

Leadership's approach to characteristics, with the phrase "One cannot be a leader, one is born a leader" in the sources of the ancient Roman and Greek period, has been accepted that leaders have some inherent characteristics (Çevik & Kozak, 2010). In "The Great Man Theory",

put forward by Thomas Carlyle in 1910, it should be accepted as a realist step in the approach of characteristics (Simonton, 1984).

Features such as self-confidence, well-being, general perspective, and coming from a high socio-economic environment are listed about the leadership characteristics determined in 5% of the research conducted on the characteristics of the leader (Erkutlu, 2014). In the past years, it has been claimed that leadership ability, handwriting, skull forms and CVs are understood, but no significant results have been obtained in the studies conducted (Çevik & Kozak, 2010).

Today, it maintains its current status in studies on leadership's characteristics approach. However, today's research focused on job-related features rather than the personality traits of leadership. These job-related features include subjects such as human relations ability, technical ability, and good speaking skill (Keçecioğlu, 2003). In addition, some scientists have argued that the leader should have emotional intelligence among the characteristics that he should have (Erkutlu, 2014).

4.1.2. Behavioral Approach

The behavioral approach is not based on the characteristics of a leader but it is more based on the understanding of how the leader treats his members, his followers, assuming these aspects reveal more about leadership. In other words, the leader has different behavior patterns than his followers and emerges as a result of these patterns (Kotter, 2014).

In the behavioral approach, it was emphasized which of the "people-oriented" and "work-oriented" behavior patterns were effective on leadership. With this understanding, the contingency approach has emerged only on the examination of the effects on leadership, and not including the process and followers in the process (Kara, 2013). Behavioral approach and the relationship of the leader with predefined activities with the subordinates and followers are discussed. The basic philosophy of this approach is the understanding that the leader-making behaviors have been determined effectively and successfully (Davies, 1994).

4.1.3. Contingency Approach

The contingency approach is the approach that suggests that there will not be only one leadership behavior under any circumstances. In other words, it is the situation where the leader chooses the leadership behavior or model that is suitable for his conditions by considering the situation and conditions foregoing (Kara, 2013).

In the contingency approach, an appropriate leadership model should be chosen by considering the organizational structure, follower structure and environmental conditions. Some theorists have argued that aces should use the "Participatory Leadership" model in cases such as participatory, well-educated, and organization dependent, otherwise it would be appropriate to apply the "Autocratic Leadership" style (Davies, 1994).

According to the contingency approach, the characteristics of the purpose put forward, the talent, skill and expectations of the group members, the status and characteristics of the organization, the experiences of the leaders and followers are adopted as the main variables affecting their leadership behavior. The success and effectiveness of the leader depends on his understanding of leadership around his situation (Yiğit, 2002).

4.1.4. Modern Leadership Approaches

When leadership is considered in the historical process, modern leadership approaches have been developed in the pursuit of Characteristics Theory, Behavioral Approach, Contingency Approach. In these modern management approaches, the strategy from leadership behavior has become an important one (Davies, 1994). While explaining the leadership approach for the future with Visionary Leadership and evaluating the conditions of the day and explaining it with Interactive Leadership for leadership that saves the day, leadership focused on change is theoretically accepted as Transformational Leadership (Kara, 2013).

4.1.5. Alternative Leadership Approaches

There are leadership traits approach, behavioral approach, contingency approach, modern leadership approaches, as well as leadership approaches with different views. These approaches have been seen among alternative leadership models (Erkutlu, 2014).

5. ETHICAL LEADERSHIP

With the effect of globalization, non-governmental organizations have emerged to meet the current needs of all parties. With the emergence of these non-governmental organizations, and the tendency towards democratization in the world, social responsibility trends in institutions have increased and the concepts of ethical behavior and ethical leadership have been questioned (Mayer et al., 2012).

Ethical behaviors and moral codes that have become a trend in recent years have been developed and implemented by many organizations and companies (Özdemir, 2003). While financial scandals in the development of ethical leadership trigger distrust to the leader, it has revealed the concept of ethical leader. For this reason, ethics, which increases the credibility of the leader, comes to the forefront. In the leadership definitions, it was emphasized that leaders should have ethical values (Brown & Trevino, 2006).

The concept of ethical leader is based on Bandura's Social Learning Theory. Ethical leadership is defined as a leadership approach based on making balanced and correct decisions, being honest, acting on principles, taking care of business (Yatkın, 2008). Ethical leadership is the normative processing of personal activities and follower-leader, leader-environment relations. In such a process there is bilateral communication and joint participation in making decisions. Ethical leadership means adopting the social responsibilities of the organization, while motivating ethical factors (Mayer et al., 2012).

Another point to be mentioned is the understanding that ethical leaders will emerge from the societies that act morally and apply moral codes. Because if people act ethically in a society, ethical thoughts and behaviors will form ethical organizations. These organizations will also produce ethical leaders (Brown and Trevino, 2006).

The basic understanding of ethical leadership; The ethical environment helps leadership, but also helps ethical behavior under its leadership. In addition, the leader is the most important person responsible for managing the organization with ethical principles (Özdemir, 2003). Since leaders are exemplary to their followers, they must act ethically and behave appropriately. They should support their followers to do the right things and direct them. Moral standards should be applied impartially to all followers equally (Mayer et al., 2012).

Ethical behaviors and attitudes of leaders will ensure the formation and institutionalization of business ethics. The ethical values of the leader and his followers will enable them to be shaped in the organizational culture. Thus, the concept of organizational ethics will be created (Yaman, 2010). Creating solutions to complex moral dilemmas in the organizational ethics workplace has also been defined as discipline and art, which apply ethical rules. Moving from the definition, the concepts of ethics and morality were used together (Brown & Trevino, 2006).

Although their moral and ethical concepts have many common features, they have a number of different features. While morality is mostly involved in the activities in the historical process, that is, it includes what happened, while ethics includes what is experienced as a philosophy (Özdemir, 2003). The concept of morality tries to raise public awareness of how to behave socially. The concept of ethics is equally related to morality, but all the problems are considered in a very general way, setting more standards and showing a universal quality (Yatkin, 2008).

5.1. Ethical Leadership Styles

According to the views, there are four different ethical leadership styles on ethical leadership that come to the forefront (Mayer et al., 2012):

Manipulator leadership style is the leadership style where power is used effectively but fraudulent and unnecessary use is avoided. Its emergence is based on the Machiavellian philosophy. This approach is based on accepting things that are not true for the sake of personal gain. In the manipulator leadership style, fraudulent use is avoided (Brown and Trevino, 2006).

Bureaucratic leadership style is ethical leadership style based on norms. It tries to decide this style based on rational rules and criteria (Ofori, 2009).

Professional leadership style is the ethical leadership style in which the view that the work should not be done with any unethical techniques based on the socially signed agreement between the organization managers and the organization representatives (Özdemir, 2003).

The transformational leadership style is based on the personalization of its ethical philosophy. It gives importance to empowering and authorizing employees (Yaman, 2010).

The leader, who acts ethically, will provide the establishment to the organization by applying the above ethical styles. Ethical behavior will ensure the establishment of trust in the organizational culture, and the trust environment in the organization will increase productivity (Aslan 2013). Failure to establish an environment of trust can cause employees to avoid innovations (Ofori, 2009).

Ethical leadership has an emotional aspect. It is not possible to clear the feelings of the leader in the ethical decision making process (Mayer et al., 2012). Many workers have examined the relationship between ethical leadership and emotional intelligence, and as a result of this review, it has been determined that the quality of moral decision is very sensitive to emotions. Therefore, it was observed that the leader was influenced by his feelings in the decision making process (Özdemir, 2003).

After all, being an ethical leader is about being an adult, being an adult is about getting the job done, it is also about carrying out transactions without the need of someone else's approval.

5.2. Dimensions of Ethical Leadership

Ethical leadership has three different dimensions. These are as follows (Ofori, 2009):

5.2.1. Servant Leadership

Regarding the dimension of leadership, it is necessary to define servant leadership first. Many definitions have been made on this subject. In general, cooperation is defined as a leadership model that takes into account the trust and employees, and also takes into account the ethical use of powers and responsibilities (Ofori, 2009). According to another definition, for common good, it is defined as the ability to influence people in doing business with enthusiasm towards the set goals (Yatkın, 2008).

It is expressed that the leader who wants to be emphasized in servant leadership comes to his followers and serves him in his leader. In other words, it was stated as a verb study to take the organization one step ahead of the incident before the leader followers (Özdemir, 2003).

Another important point in servant leadership is housekeeping philosophy. This philosophy is that the Leader serves the interests of

others before his own interests. In other words, the leader takes into consideration the interests of the organization before his own interest (Brown and Trevino, 2006).

5.2.2. Authentic Leadership

It emerges as another dimension of ethical leadership. The word authentic means reliable, credible, genuine. The word authentic is generally used in its original, sincere and sincere sense (Özdemir, 2003). Many definitions have been made on authentic leadership. As one of these definitions, authentic leadership constitutes the trust dimension of ethical leadership. According to this approach, one sees the welfare of his friends, family and society more important than himself (Tuna et al., 2012). According to another definition, authentic leadership is defined as self-awareness and sincerity. Besides, it is expected of these leaders to be transparent, reliable and honest about expectations, considering the needs of different stakeholders and having high moral capacity (Yatkin, 2008). The important element of authentic leadership requires reliability and high emotional intelligence (Özdemir, 2003).

5.2.3. Principle Oriented Leadership

It emerges as another dimension of ethical leadership, the principle-centered leadership dimension. Principle-oriented leadership is based on the fact that the individual does not violate the law even if he knows that he will not be punished (Ofori, 2009). Four factors related to principle-centered leadership have been identified. These factors

are: Security, Mind, Wisdom and Power. Security is the perception that it is valuable. Wisdom is the way of perceiving life. Power is that it can have a sense of service by focusing on the right principles (Özdemir, 2003). Therefore, principle-oriented leadership means that the person behaves in the direction of trust by determining the principles of his life by using his mind with the conviction that he is valuable (Tuna et al., 2012).

CONCLUSION

Whether conscious or unconscious, the motive appears as the power that enables the formation of behavior, ensures the continuity of the behavior and directs the behavior. At the same time, it is defined as the pattern of impulses that push individuals to engage in conscious and purposeful behaviors (Kaya 2007). The basis of the concept of motivation is the concept of motives. One of the most effective concepts in people's behavior is motivation. Motives have a dynamic structure, that is, when they reach the point of satisfaction, they set the ground for the formation of new motives with new needs (Baymur, 1994).

The concept of success motive is defined as the ones that cause people's efforts to reach the most ideal solutions. Here, the individual's desire to achieve success and the need for this success are also important (Reeve et al., 2004). The tendency of the people with success motives to overcome the problems experienced with the necessary desires and conscientious work regarding their goals as

experts is high. In addition to this, the motivation of success, being complete, and feelings of being successful come to the fore (Pehlivan, 2012).

Individuals who are motivated with the motive of success seek ways to do every job more quickly, with higher quality and with the least cost, thus increasing efficiency (Jackson et al., 1976). Individuals with a high motivation for success have a high level of motivation at the point of self-confidence, and they also add innovation to the methods and techniques used during the progression of the employees (Özer, 2005).

The concept of ethics, on the other hand, determines the limits of righteousness and inaccuracy in individuals' behaviors, which are not satisfied with analyzing today's values, but also evaluates past situations. It is also a discipline that enables people to determine their moral boundaries by considering their position in society. The history of the concept of ethics goes back to the history of society. In other words, with the existence of ethical people, this concept appears in many areas. For example, one of the important points in politics and management has been ethics. It is the concept that is taken into account not only by managers but also their moral structures in management (Hill, 1970).

Firms should follow the right personnel selection policy when choosing a leader, provide ethical leadership training on organizational conditions and employee behavior, and those who do

not act ethically should be punished by developing the right reward and penalty mechanism. Apart from this, it will contribute with the establishment of ethical leadership in organizational climate.

Higher-up managers should focus on the whole picture rather than focusing on small pieces, adopting attended management to their employees, giving them some homework, and understanding that there is an opportunity for managers.

Increasing the motivation for success in terms of management may reach the conclusion that the leader will facilitate his job. In the study carried out on the rock side, it has been concluded that efforts to increase the motivation of success will be easier to connect and manage the employees together (Kaya, 2007). An ethical climate should be tried to be created within the organization, and managers should adopt ethical approaches as a lifestyle within the organization, considering that their behavior will be a role model. Finally, employees should be made to feel that they have an ethical culture within the organization, and it should not be forgotten that ethical behaviors are transferred to all members of the organization starting from the managers.

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CHAPTER 4

LEADERSHIP AND ORGANIZATIONAL LEARNING

INTRODUCTION

The desire to learn has never ended until today and will not end after today. Individual's desire to discover pushes him to learn new information. As we learn, the correct information changes and the wrong ones are corrected. This situation is the same for organizations as it is for the people. Organizations take advantage of their experience with organizational learning, improve themselves in this respect and attain a effective self-renewing structure.

Continuous use of information in organizations is crucial for continuing organizational learning. In this respect, organizations need to change the traditional structure and access the information, process the information and evaluate the information, and configure it accordingly. There are several basic objectives in organizational learning. One of these is to enable organizations to resist developing changes and competition. An another aspect is that the innovations that occur with all these changes, and with them, making certain information obtainable and usable by different methods.

Managers and leaders need to create models for employees to learn and support the employees trying to learn these models. On the other hand, managers need to support requests due to their training and learning opportunities. In addition, all employees should be provided

with the opportunity to share information about future goals and plans and to reach the point that the organization wants to reach. In this respect, managers and leaders should strive to train employees and seek opportunities for continuous learning at the same time. In this context, organizational learning will be realized and organizational performance and efficiency will be maximized.

1. LEARNING

The concept of learning is often used in the wrong meanings. When talking about learning, first of all, information given in educational institutions comes to mind or programmed education is considered. Therefore, learning in the sense of getting more information is emphasized. However, experiences, emotions, verbal and non-verbal communication methods with other people are also learned. On the other hand, during learning, individuals learn self-perception, perception method and self. Even daily habits such as eating three or four times a day determined by the community culture are learned (Kaya, 2012).

Learning is a process in which the individual accumulates on the basis of intuition and cognitive results based on his / her environment, perceives new information and warnings, can see the similarities and differences between events and reflect them on his attitudes by analyzing them (Demirel, 1993).

Learning can be expressed as the stages that the individual undergoes because he can perceive his environment well and prepare himself for

the problems that he may encounter in the future (Packer & Goicoechea, 2000). In a different definition, learning is expressed as behavioral changes that occur as a result of the individual's life. In addition, learning is a process of change that does not include congenital behaviors, tendencies, growth and transient conditions that occur with different effects on the body (such as illness, fatigue, drug use, alcohol), but occurs only through interactions in the environment (Seymen & Bolat, 2002).

Fenwick (2006) defines learning as the accumulation of information shaped by organizing non-stationary continuity practices and a determined activity of a particular group. Learning refers to cognitive activities that take place according to the characteristics of the experiences that the person has learned by maturity (Korkmaz & Mahiroğlu, 2007).

According to Schunk (2009), individuals can learn motor, linguistic, cognitive and social abilities in different ways, although learning includes the acquisition and modification of skills, knowledge, belief, strategy, behavior and attitudes.

If a broad definition is required, learning is expressed as the knowledge gained from ideas, experience and practices shaping and changing the person's behavior, attitude, values and beliefs. As a result of learning, experience and knowledge accumulate and in addition to this, continuous changes occur in the person's attitudes and values

(Kaya, 2012). As a result, learning takes place at every moment of people's lives from past to present and forms an important part.

2. LEARNING THEORIES

The reasons for learning, the processes it undergoes, and the conditions under which it occurred and what results it has achieved are explained by learning theories. There is no mention of a single theory that explains all the dimensions and variables of the learning process. Because there are many people and organisms that differ from each other in all their features. Learning theories that explain the nature and results of learning are basically divided into two, objectively and subjectively. The main theories that follow this distinction and the classification of their sub-theories are shown in Figure 1 (Barut, 2014):

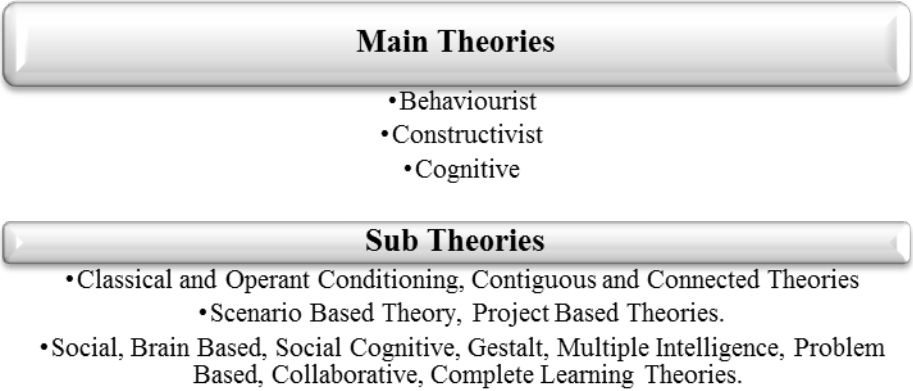


Figure 1. Main and Subclassification of Learning Theories

Source: Cyphers J. (2013) “Educational Theory Comparison & Analysis”, *Behaviorism & Information Processing Theory*, 1-12.

In this sense, learning has been examined at different times and in different situations, and as a result, new theories have emerged that make evaluations about different situations of learning action. Therefore, learning conditions are determined by the mentioned theories (Barut, 2014).

2.1. Behavioral Theories

According to behavioral theories, the creation of learning or demonstration of the desired behavior will occur with the reaction of the organism to external stimulants. According to this approach, behavior is learned and the theory is concerned with what the organism does, not with its thoughts. Therefore, in this learning, the situation of non-internal conditions becomes important in this theory. In this sense, the theory focuses more on the planning of learning environments, learning strategies and learning materials (Duman & Aybek, 2003).

In behaviorist theory, the reaction of the learners is objective and has a permanent feature. In this theory, the reaction of learners to a certain effect has the same or similar features. Thus, in this theory, learning takes place within a certain framework and based on the rules. According to the behavioral learning theory, learning takes place through "conditional reaction". How and at what level to use intensifiers is important in learning. Learning becomes inevitable when appropriate learning conditions are established and a good relationship is established between the stimulating response. The

general features of the theory are as follows (Türkçapar & Sargın, 2012):

1. The learning of other creatures is similar to the learning of humans. So it is the learning organism in learning.
2. It tries to explain human behavior through research on animals.
3. According to the theory, it is the environment that affects the human mind and therefore puts it in a certain form.
4. The theory focuses on concrete and measurable events in learning activities.
5. The rules of learning defines the relationships between the stimuli and the reaction.
6. In this theory, conditioning is inevitable for learning. Accordingly, in learning, the organism is conditioned by stimuli from the environment. As a result of this conditioning, learning does not occur in the dominance of the organism.
7. According to the behavioral theory, the change in the behavior of the organism is an indication that the organism's learning has taken place. Otherwise, learning does not happen.
8. In theory, learning is not difficult and complicated. The conditions for learning are always the same in simple and complex situations.

2.1.1. Classic Conditioning

Classical conditioning has been developed within an objective structure. Accordingly, the effect applied to the organism and the

objectivity of the reaction that occurs accordingly are in question. Establishing this type of conditioning based on experiment has enabled it to take an objective structure.

In his experiments on animals in 1900, Pavlov wanted to measure the amount of saliva they produce when dogs were given meat, and he developed a "surgical technique" to do this. In the surgical technique, drool drops are collected in a container, and the saliva started to flow down a tube in the next process for the purpose of preventing the drool from the mouths of the dogs. In this way, the saliva activated the air in the tube in the opposite direction, and the air allowed the colored liquid in a device measuring the heat to move in the opposite direction.

As a result, Pavlov measured the amount of secretion in each secretion punctually (Kranies and Kraines, 1995). In the first stage of the experiment, the dog was given meat and saliva was received through the mechanism from the dog. Then the dog was given a metronome sound, and then the dog was given meat and the dog reacted to the stimulus with saliva. This intensifier was repeated many times and as a result, the dog produced saliva when he heard a metronome sound without giving it any meat (Cyphers, 2013).

Completion of the classical conditioning phase is completed by providing conditional response after the organism provides conditional motivation. The following conditions are required for classical conditioning to occur (Türkçapar & Sargın, 2012):

1. An unconditional stimulus and unconditional reaction relationship should be provided.
2. The delivery of the unconditional stimulus after the conditional stimulus allows the two stimuli to merge.
3. The association of conditional stimulus and unconditional stimulus needs to be repeated.

The learning phases of classical conditioning are briefly as in Figure2:

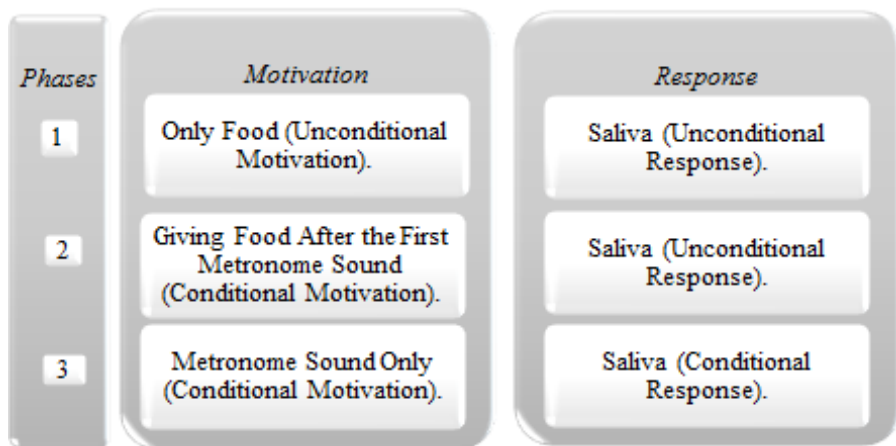


Figure 2. Classical Conditioning Learning Phase

Source: Cyphers J. (2013) “Educational Theory Comparison & Analysis”, *Behaviorism & Information Processing Theory*, 1-12.

2.1.2. Operant Conditioning

Operant conditioning manifests itself after punishment and rewarding as a result of the behavior of the organism. These awards and punishments cause the sustainability of the desired behavior to emerge (Skinner, 1953). For example, the mouse, which presses a button and then gets a delicious food, performs the same movement and is called

operant or action because the movement is voluntary. In operant conditioning, it is defined as a stimulant reinforcer that follows behavior and increases the likelihood that the behavior will produce positive results again by creating a positive result for the organism.

On the other hand, the stimulus that follows the behavior and reduces the possibility of repetition of the behavior that will produce results in which the organism does not want is defined as a punishment (Kaya, 2017). This situation is shown in Figure 3 below.

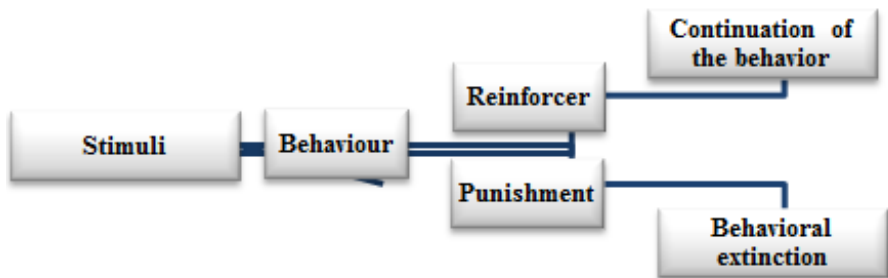


Figure 3. Operant Conditioning Process

Source: Kaya, A. (2017). “Edimsel (Operant) Koşullama”. Pegem Atıf İndeksi, p. 312-315.

The fact that there are positive and negative reinforcers in operant conditioning causes the desired behavior to be on the opposite side or simply stopping the undesired behavior. If reinforcers cause desired or undesirable behaviors, reinforcing stimulants are activated to ensure their sustainability.

The principles of operant conditioning are as follows:

1. In order to meet the need for learning, a reaction must be made.
2. Reinforcement ensures that the desired behavior can be realized or not realized. Reinforcement is divided into two. Positive reinforcement among them increases the likelihood of performing the desired behavior. Negative reinforcement reduces the likelihood of undesirable behavior.
3. If the desired behavior is desired to occur, this behavior should be fed with reinforcers.

It does not have an objective structure such as operant conditioning, classical conditioning. The behavior of the organism with stimulants can be guided by reinforcement and punishment.

2.1.3. Coupling Theory

The coupling theory is a theory closely related to operant conditioning. The basis of this theory is based on the results of Thorndike's (1911) experiment on animals. In this theory, when the organism encounters problems, it will generate reactions to solve the problem. These reactions, if they solve the problem, create an organism-stimulating reaction bond. Otherwise, this bond disappears.

After the experiment of Thorndike, he determined 3 basic principles. These are the law of influence, exercise and readiness. These concepts are as in Figure 4:

<i>Laws</i>	<i>Definitions</i>
•Influence	•Satisfaction of behavior and increased likelihood of behavior.
•Exercise	•The reaction bond appears repeatedly with the same stimulus and response.
•Readiness	•Individual's physiological readiness to learn knowledge and skills at any level

Figure 4. The Law of Connectivity Theory

Source: Şafak, P. (2014). Davranışçı Öğrenme Kuramı. Sevil Büyükalın Filiz (Ed.), Öğrenme Öğretme Kuram ve Yaklaşımları içinde (3 b. p. 27-39). Ankara: Pegem Akademi.

In summary, learning occurs gradually, rather than suddenly, since the problem solving time of learning in coupling theory decreases slowly as a result of periodic experiments. Therefore, in this theory, learning occurs through systematic steps. Motivation, on the other hand, is important only for the learner to evoke good emotions (Demirel, 2017).

2.1.4. Contiguous Theory

In particular, Guthrie (1971) brought the concept of contiguity in learning theory to the aforementioned theory. Contiguity theory is the combination of the short expression and the reactions exhibited to the stimulus. In the contiguity principle, one attempt is important. Because the first reaction to the stimulus constitutes the combination of the reactions formed and causes the same stimulus to give reaction

in the same way. Regarding the theory of contiguity, Guthrie, in his experiment with Horton, created a mechanism to place the cat in a box, allowing him to escape. In this sense, the cat found the method of escaping from the box and when the same cat was placed in the same box, the cat always used the same method to escape.

Guthrie (1971) argued that learning in real life will happen through one and the last time, not through repetition. In this sense, reinforcers and rewards are not very important in learning. What is important is that the organism's tendency to repeat what it is in the final situation in problem solving is (Baş, 2017). In the contiguity theory, when the learner encounters similar problems, thanks to the solution or solutions of the problems one has obtained before, one will react similarly to the solution of the previous problems. In this learning theory, learners classify problems and their solutions. In this regard, organizational strategies can be followed in this learning model. The important thing in this theory is to find the solution of the problem or problems and to place the solution in the individual memory of the learner (Erdamar, 2016).

2.2. Cognitive Theories

Knowledge is learned in cognitive learning theory. In cognitive theory, learning behavior is secondary to learning information. After knowledge is learned and internalized by the organization, the brain, mind, and memory shape and manage the organism's behavior (Duman & Ayberk, 2003). Cognitive learning is a mental process and

requires the intellectual and mental involvement of the organism. Advocates of cognitive learning theory explained learning with invisible abstract cognitive processes (Altun & Çolak, 2014).

According to Özden (2002), learning is a much more complicated process than the stimulating-response relationship. The individual gives a meaning to what is happening around it. The theory emphasizes that rather than the individual discovering more, it is necessary to interpret more through imagination and facts. Thus, with learning, the individual will try to recognize himself and begin to reinterpret the relationship between the world and the universe.

According to cognitive theories, learning is expressed as a meaning given to what is happening around the individual. It is argued that in order to understand the behavior of the individual, it is necessary to understand how one evaluates the situation encountered. Gestalt Psychology forms the basis of cognitive theory. In this theory, people perceive the events as a whole (Aldağ and Sezgin, 2003).

The basis of cognitive learning theory is as follows:

1. Storing of Information
 - A. Sensory recordings
 - B. Functioning memory
 - C. Long-term memory
2. Cognitive process,
3. Implicit learning
4. Learning through concept

Information stores are also the steps of the information processing process. Cognitive process is the process that enables the transformation of information through intellectual activities and the transfer of information between stores. Attention emphasizes the internal processes that take place in the mind, such as repetition, coding and remembering. Implicit learning means that the learning takes place without the purpose of learning, there is no behavioral change immediately during and after learning, the learners do not consolidate but store their knowledge. Learning by Grasping is the learning that occurs when the most effective method for solution becomes easier as a result of collecting the components of the problems (Yüksel, 2014).

The known representatives and theories of Cognitive Theories are as follows:

- Sign Learning Theory (Tolman),
- Gestalt theory (Wertheimer, Köhler and Kofka)
- Social cognitive learning (Pandura)

According to Piaget (1964), the basis of cognitive development is the organism's ability to adapt to the environment. In order for the individual to adapt to the environment, Piaget needs to follow the “balance - imbalance - rebalance” process, which is the balancing process. The individual must be active and provide its own inner motivation itself. The most important aim of education is to gain creative thinking and critical thinking skills.

Vygotsky (1978) opposes Piaget's thought of cognitive development by creating a social theory of cognitive development. Vygotsky uses the concepts of internalization, nearest development, and supportive in explaining cognitive development. Piaget emphasizes maturity and heredity and also emphasizes social learning and collaboration.

Cognitive learning theory is a result of behavioral learning theory. In this theory, what is obtained by behavioral learning theory is understood, analyzed and interpreted by the learner. In addition, in cognitive theory, what is learned affects subsequent learning with the understanding of the information coming from behavioral theory by the learner and brain, mind, memory. According to cognitive learning theory, the fact that what is learned does not reflect on behavior does not mean that it is not learned. In this case, the learner may not be perceived by the outside environment except for one's self, since it does not show what has been learned cognitively in its behavior. Therefore, in this theory, the learner can keep its behavior under control through one's cognition structure.

2.2.1. Social Cognitive Learning Theory

Social cognitive learning theory bases learning on observations and behavior of other organisms. In this sense, imitation and observing others are important variables in learning (Bandura, 2001). Imitation learning is often used in "speaking" and "gender" roles. In such tactics, punishment, reward, appreciation and belittlement are important (Çakır, 2018).

In social cognitive learning theory, Bandura experimented with the name of Baby-Doll by dividing the children of half girls and half boys into three groups in order to prove that the importance of the observation factor affects and directs the observed observations. For each of the groups, following movies were shown: the film that beats the toy named Baby-Doll and rewards those who beat it to the first group, the film that beats the toy named Baby-Doll and punishes those who beat it to the second group, and the film that did not receive any reward or punishment for those who beat the toy Baby-Doll for the third group was shown. After the films were watched, the children were taken to the room where BabyDoll was located and the group that attacked the Baby-Doll was the first group and the group that attacked the least was the second group. The third group remained at a medium level in terms of aggression. This experiment has shown that reward can affect performance passively (Bussey and Bandura, 1999).

In social learning theory, indirectness is of great importance. In this sense, indirect experiences mean that learning processes are also indirect. Indirect experiences, which mean that a person's life affects the lives of other people, are categorized in four categories as indirect reinforcement, indirect punishment, indirect emotion and indirect motivation (Altun & Çolak, 2014).

The categories of these indirect experiences are as in Figure 5 below:

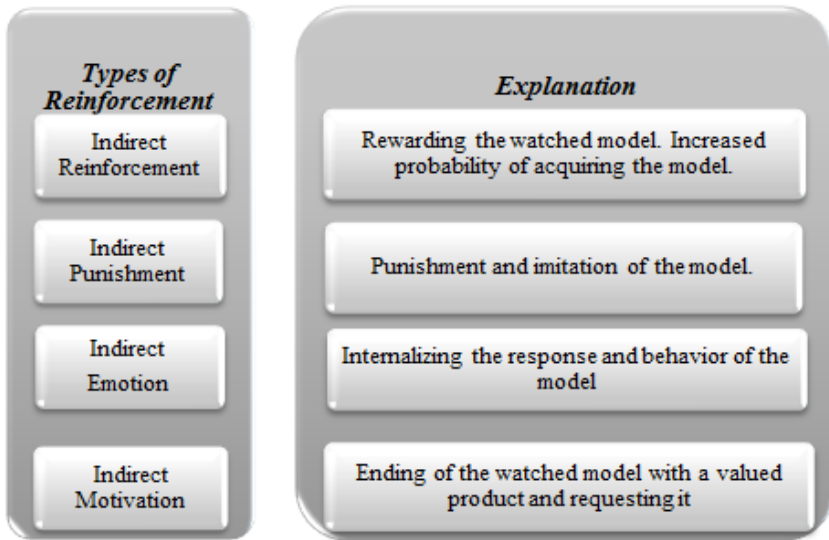


Figure 5. Categories of Indirect Experiences

Source: Korkmaz, İ. (2017). Öğrenme Kuramları ve Eğitime Yansımaları-Bitişiklik Kuramları ve Eğitime Yansımaları. (Chapter 2.2) Ed. Behçet Oral, Pegem Atıf İndeksi.

The categories of indirect experiences, which are also mentioned in the figure, are generally the model of the learner about the desired or unwanted results. Indirect reinforcement is that the learner prefers the method of the person whom he / she modeled to reach that result, since the desired result is found in another person. The indirect punishment is that the learner does not prefer the method of the person who takes the model in order not to reach the unwanted result because the result is in another person in order to avoid the unwanted result and to avoid the result in question. The indirect feeling is that the model followed by the learner adopts the emotional behaviors and responses of the model and shows the same behaviors and responses.

Finally, indirect motivation is to motivate the desired result by seeing the desired result in another person.

2.2.2. Gestalt Theory

The Gestalt theory explains that the whole is more than the sum of the parts that make up the whole. Therefore, using the parts alone does not make sense. The important thing is not the quality and quantity of the parts, instead, the parts form a sequence by connecting them with the cause-effect relationship between each other. In this sense, the sum of the parts acquires a holistic structure within the system. In theory, it is not the parts that make up the whole, but the meaningful whole formed by the parts. Because just focusing on the part may not constitute the whole meaning. The perception of the whole is based not only on the parts that make up the whole, but on the relationship between the parts (Altun & Çolak, 2014).

According to Gestalt theorists, learning depends on studies on perception. In this sense, perception plays an active role in learning the law. These perception laws are listed as follows (Altun & Çolak, 2014):

- Shape-Floor relationship
- Similarity-proximity
- Completion-continuity

Gestalt theorists examined learning by evaluating the perceptions of learners. Accordingly, learning is the management of perceptual

perspectives of learners. The paradigms created by the theory in the field of learning are as follows (Altun & Çolak, 2014):

- Insight learning
- Productive thinking
- Trace theory
- The perspective of forgetfulness

In this sense, the explanation of these paradigms is briefly as follows (Koffka, 2013):

Insight Learning: It was revealed by experimental studies by Köhler. In this experiment, Köhler put the monkey in the cage and placed 2 sticks in the cage, one short and the other long. The monkey understood that it could not reach the banana with the sticks and added the sticks to each other and reached the banana. The monkey realized the learning by evaluating the situation and problem and reviewing the variables. Köhler defined this situation as insight learning.

Trace Theory: Even if the brain activities cease, as a result of the activity, a trace remains in the human memory. In this sense, a connection is established between previously learned situations and situations to be learned later. This will make it easier to learn the next situations to be learned from.

Forgetfulness: The factors that make up forgetfulness are two types:

1. To forget due to failure to bring something back

2. To forget due to disruption within the trace system

Remembering is directly proportional to the quality of these symbols created to remember. In addition, these symbols and their qualities differ according to individuals. The more reminders these symbols provide for the individual, the better the recall.

Productive Thinking: Wertheimer (1959) mentioned two types of problems in his work "Productive Thinking".

1. It is a determinist and indelible type that is created by the individual himself, to understand the basis of the problem.
2. It is a type that is based on memorization and does not require a lot of relationship dimension between the available information, but is not used easily and in solving a lot of problems.

2.2.3. Brain Based Learning Theory

The founder of brain-based learning is Hebb. It is the study of the relationship between learning and the brain. As a result of the research, new bonds are formed as a result of the interaction of neurons and synapses in the brain. Thus, we can talk about a relationship between learning and brain cells and learning new situations. Accordingly, in order to love a car, a pencil or a flower, it is not necessary to have it with us, it is enough to think about it (Lisman, 1989: 9575). The functioning of the brain is important in brain-based learning. The brain creates consistent and valid learning

opportunities thanks to meaningful processes that it creates its own rules. They are formed as a result of the meaning, especially connections and emotions created by learning in the brain. If this meaning is created without ignoring the norms of the brain, the permanence of learning increases. Therefore, this theory makes learning efficient by establishing a relationship not only with what has been learned, but also with what has been learned before, with the help of the meaning formed as a result of learning (Stadler, 1993).

Demirel et al. (2002) state that, in brain-based learning, the brain should adopt the rules and include the organization of this rule for meaningful learning, that is, ensuring that the teaching process is structured according to these rules of operation.

The main goal in brain-based learning is to establish processes to make learning permanent and increase the significance of learning. These processes can be listed as "relieved alertness", "in-depth immersion" and "active processing". The explanations of these processes are briefly as follows (Çoban, 2014):

Relieved Alertness: If the learner finds himself in a comfortable and peaceful environment, learning becomes easier and more meaningful. Otherwise, if the student experiences a sense of fatigue and threat in the learning process, learning is suppressed, closed and the learner is affected negatively.

In-depth Immersion: When learners are left with what is learned, they concentrate on learning and embark on an exploratory journey. When

the learners look at the content of what is learned in a holistic structure and establish a connection between what is to be learned, they discover the content of what they have learned and activate their memory systems and perform learning.

Active Processing: The brains of the learners actively work in the learning process and concentrate on what is learned. In this process, the brain spends an energy in the name of learning, the information is internalized in a meaningful and conceptually compatible way and targeted studies increase. In this way, learners make sense of what they have learned, transfer it to long-term memory and consequently increase the permanence of learning.

Brain-based learning is a process that creates a set of rules that best form brain functions. These processes are as follows;

- Meaningfulness
- Patterned Learning
- Coding
- Processing

With the learning dimension, these processes contribute to the fact that learning is in a purposeful, emotional, enriched and meaningful structure, and in parallel, the creation, planning and implementation of a structure compatible with the work of the brain (Fenwick, 2006).

The main purpose of the brain-based learning theory is to establish a connection with meaningful information in an environment that the

student can enjoy, to accept the brain as a natural processor, to provide student-oriented education that is free from threats, where disciplinary information is used and all students are involved in the learning process (Duman, 2009).

In brain-based learning theory, the multitude of connections between information and their usefulness to work on learning objective are related to learning (Stadler, 1993). Learning the experiences that are related to the subjects learned and that are in life and reinforcing it with experiences contribute to the meaning of learning (Schunk, 2009).

Gagne (1984) advocates following up in the regulation of the learning process especially for students:

- To get attention,
- The behavior to be gained is felt at the beginning of the lesson,
- A connection is established by reminding the relevant pre-learning,
- Stimulant and appropriate tools are selected,
- The student is guided,
- The student's behavior is observed,
- Feedback is received,
- Evaluation is made and
- The behavior is repeated to ensure persistence.

Every comment made about learning and theories supports the necessity of a change in behavior in order for the learning action to take place. In order for learning to take place, both change in behavior must occur and this change must be long-term (Koffka, 2013). The fact that the individual is doing a behavior that was not done before and giving new meanings in the new situations where one is in, can be evaluated as gaining new knowledge and skills. Like all other forms of behavior, learning is based on a certain attitude. In order to display positive attitudes towards any phenomenon, event or object, a person is expected to adopt the case, event or object, devote time to them, and make sacrifices so that they do not disappear by hand (Packer & Goicoechea, 2000). Having an attitude towards learning starts the learning process. Different approaches have been introduced after the Classical Learning Theory and Brain Based Learning Theory. We can count these as constructivist approach and multiple intelligence theory. Later, learning appeared in views such as learning, thinking and critical thinking.

2.3. Constructivist Theories

In the constructivist view, the meanings of individual cognition are reconstructed between individuals in a sociological sense. Knowledge is connected with the actions of individuals and the experiences they have obtained as a result of these actions, which cannot be transferred with their presence from the outside world (Özden, 2002). In the constructivist approach, knowledge is stated rather than taught. This

approach also encourages the learner to research, think critically, solve problems and create new concepts to learn (Akpınar, 2010).

Constructivism emphasizes that information is not permanent and may vary depending on the situation. Information that is correct in a certain period may lose its accuracy after a certain time. In this sense, information is real, precise, not absolute, but feasible and valid (Altun & Çolak, 2014). According to the constructivist approach, there is no functioning mechanism for everyone in terms of learning. Learning is a phenomenon that individuals themselves configure. However, despite this subjectivity, this theory displays an objective attitude and reveals the general principles of learning. Constructivism theory does not have the accuracy and validity of information as a result, and constructivism theory argues that the quality of information is in motion. The validity of information is valid in this theory within a certain time period and situations. The validity of knowledge by learners is proportional to the learning experience of learners (Korkmaz, 2017).

The epistemology of the constructivist approach is not based on an objective reality, but on the creation of meanings by individuals (Akpınar, 2010). Therefore, in this theory, information is not objective but gains a relative structure and is costed to the person or persons. In this sense, in a constructivist approach, learning consists of the interpretation of the learner's experiences and what they have been through. This interpretation is structured individually and socially in a constructivist approach (Jonassen and RohrerMurphy, 1999).

The theory is examined in a few two subheadings: These are as follows:

2.3.1. Cognitive Constructivism

The basis of the theory comes from Piaget's learning theory (Koç & Demirel, 2002). The conceptualization of individuals' thoughts has been associated with constructivism activities. In this theory, learning takes place when learners see and solve the difference between their expectations and those in real life. In this case, they play a big role for learners to solve their experiences, differences and contradictions and to structure their own thoughts. In this sense, in this theory, the learner structures his own reality and thoughts in a completely subjective framework by associating the problems and contradictions he encounters with their own prior knowledge experience (Akpınar, 2010).

Piaget's learning theory includes two important concepts of balance and imbalance. These can be listed as absorption and regulation. Adsorption refers to the fact that the information does not contradict with the learner 's thought when an external information is obtained, internalized the information mentally and the information is placed in the mind of the learner. Regulation means that the information received from outside does not fit the mental structure of the learner and as a result, the mental structures are changed and restructured (Piaget, 1964).

2.3.2. Social Constructivism

In its theory, it is accepted that knowledge constitutes the intellectuality of the individual, and besides, it is mentioned that learning can be under the influence of the environment (Akyol & Fer, 2010). According to Vygotsky (1978), the basis of intellectual development is based on integration between people and culture rather than psychological processes. In this sense, culture is the source of cognitive processes. Conversely, the transformation of natural mental processes takes place through internalization. In social constructivism, the difficulties faced by individuals benefit the cognitive development of learners. The learning that the learners cannot do alone but through others is defined as the “near development area” (Akpınar, 2010).

According to Vygotsky (1978), the main points of this learning theory are listed below:

1. Social interaction is critical and information consists of two or more people interacting.
2. Self-regulation develops with the internalization of mental activities occurring in social interaction.
3. Thanks to cultural transitions such as language and symbol, human learning development is provided. Language is a very important tool. In this sense, language develops from social speech to personal speech, from personal speech to internal speech.

4. The Near Development Area is the difference between learners on their own and what they have learned with others. Interaction with the social environment enhances individual development.

In social constructivism theory, the social environment is the main tool for learners' learning. In addition, the learners compare the quality difference between what they have learned with the help of others and by learning on their own within the framework of proximity development in this social environment.

3. ORGANIZATIONAL LEARNING

With a general definition, organizational learning refers to the organization's learning skills and the time it takes to develop their experience (Seymen & Bolat, 2002). Today, the efforts of the people in the organization alone and the experiences and the efforts of the administrators are not sufficient for the success of the organizations in the environment where the competition takes place. Achieving success in today's competitive environment is possible by gaining experience and applying these experiences together with all the employees in the organization. Organizational learning was first and commonly used extensively in "The Fifth Discipline" published by Senge in 1990. Organizational learning implies that a business or organization can be a business that is consistently obtaining results from its activities, using these results due to its adaptation to changing environmental conditions, using it for the development of the employee, and

eventually becoming an organization which is developing, renewing itself and changing (Senge, 2013).

Today's researchers state that organizational learning is one of the important elements that create innovation and change in the organization and positively affects the performance of the organization (Gizir, 2008). Organizations are obliged to compile and apply the information compatible with the changing conditions, to be able to use it properly and to replace it with new information as the process progresses, due to the adaptation to increasing competition and change as a result of globalization. Learning organizations can reach their goals more quickly by adapting themselves to the changes that occur, and they can realize the changes they want to implement more easily (Kalkan, 2006).

3.1. Organizational Learning Process

Huber (1991) addresses the organizational learning process in four stages: “*obtaining information, sharing information, interpreting information and organizational memory*”.

Obtaining Information: Organizations obtain information from a wide variety of sources. Primarily, those working in the organization have innate knowledge of their experience, behavior and skills they bring to the organization (Kalkan, 2006). Therefore, information sources of organizations are divided into two as external information and internal information (Yıldırım, 2006);

- The process of obtaining information from internal resources or the process of creating information is the use of resources available in the organization but not used so far.
- Obtaining information from external sources is preferred if the information in the organization is not sufficient to create the necessary change in organizations. Those described as external information are customers, suppliers, technological developments and economic factors.

Sharing Information: Information must be disseminated and shared within the organization before it can be used at the organizational level. In organizations, the success of the distribution of information is very important. Therefore, the flow of information should not hesitate. In addition, in order to achieve a high level of sustainability, on-the-job experiences must be made available to the whole organization (Kalkan, 2006).

Internalization: The individual who receives the information looks at it from its own perspective and takes the parts that are of interest to perception selectivity, internalize them and embeds them in his memory. This is the individual part of the process, and in the organizational part, rather than individual selectivity, the interaction between the members of the organization and the common meanings they will establish come to the forefront (Özdevecioğlu & Biçkes, 2012).

Using/Storing: Unless configurable information that is produced and shared in organizations is used, it cannot benefit the organization. According to Nonaka and Takeuchi (1995), the use of information in the organization is based on four main purposes. These objectives are briefly as follows:

1. To be able to determine and perform work-related processes and methods.
2. Making better decisions and strengthening plans for the future.
3. To use in the stages of development, production and marketing of manufactured products.
4. Diversification of their types with the quality of service provided.

3.2. Organizational Learning Types

Organizational learning is examined under three sub-titles: single loop, double loop and triple loop learning (Argyris, 1995).

3.2.1. Single Loop

Single-loop learning is based on the principle of correcting and finding errors, finding solutions to the existing problems of the organization in accordance with the principles system, without changing the integrity of the rules in the organization (Tan, 2014). The measure of success in this learning is related to the individual's ability to perceive the error (Eren, 2015: 609). Since single-loop learning focuses solely on solving existing problems, different forms can be

expressed as "*low level learning*", "*adaptive learning*" and "*non-strategic learning*". Adaptive learning is the process of organizing the determined goals and rules within the framework of efficiency and determination of the environment and it is also the first stage on the road to the learning organization (Senge, 2013: 8).

3.2.2. Double Loop

In double-loop learning, when encountering a problem, first of all, not the solution of the problem but the errors are examined, that is, the basis of the problem. Examining the events is done with more depth, the source of the problem is examined by questioning. Double-loop learning is not just limited to behavioral adaptations, it is a process that makes changes in cognitive structures (Gizir, 2008). According to Senge (2013), there is a change in mentality at the basis of double-loop learning. For this reason, it can be expressed as "*reconstructive learning*". Bidirectional learning is about changing the knowledge base, expertise and routines of organizations.

Thus, problem solvers not only solve the problem in front of them, but also examine the causal factors associated with it. This type of learning is necessary for solving complex and unprogrammed situations and is effective in long-term issues rather than saving the day in instant events (Argyris, 1995). This type of learning not only follows current processes, but is directly linked to a radical change that involves major strategic changes (Tan, 2014).

3.2.3. Triple Loop

There is no consensus on meanings and concepts in triple-loop learning. From an organizational perspective, triple-loop learning is sometimes defined as the level of thinking and research, which are in collaboration and sometimes defined as expressing the aforementioned mechanisms, techniques and policies. In addition, triple-loop learning covers the main elements in the learning process and how learning will be accomplished (Gizir, 2008: 191).

4. LEADERSHIP AND ORGANIZATIONAL LEARNING

The technological developments and the increasing importance of knowledge in the globalizing world make leaders who know every subject impossible. No single person can handle all things. The manager who tries to do this starts to tire himself and damage his organization in this process. As a result, organizations become less hierarchical and more collaborative than ever before (Korkmaz, 2008).

The leader is a person who has been exposed to important challenges from the very beginning of his career, started to lead at a young age, took risks, and had the opportunity to learn from success and failures. This type of learning is essential to develop leadership skills and perspectives. It also teaches people about the difficulty of being a leader and the ability to produce change (Argyris, 1976).

Among the golden rules of making organizational learning systematic and being a learning organization, creating conditions that will ensure

the continuity of learning, empowering employees with the aim of a common vision, and being in contact with the environment of the organization can be listed (Kalkan, 2006).

The ability to manage learning reveals the necessity of the most appropriate leader for this job in the organization. Because, in learning organizations, leaders must consider learning as an important part of organizational culture. On the other hand, in these organizations, leaders must both manage and analyze the values shared by those working in the organization. The revival of organizational learning takes place by the effective and rapid handling of basic assumptions by leaders (Gürel et al., 2014).

CONCLUSION

Considering that acquiring and sharing information is of high importance, it is not possible to troubleshoot the information society with the mentality of the industrial society. For this reason, if the leader wants to make the knowledge and experience gained in the past valuable, he should be able to use the paradigms of today, and synthesize the values of today with the experiences of the past. In this context, the leader should restructure his business processes and address relationships and problems from a current perspective (Baltaş, 2005).

Learning capacities play an important role in achieving change and adaptation in organizations. As a matter of fact, if learning organizations can solve the problems caused by the change of the

environment, they will have an important advantage for the future. In learning organizations, it reaches the lower level of the learning organization. Learning in learning organizations first begins personally and reaches the entire organization over time. From this point of view, learning organizations as organizations of the future necessitates the reorganization of leaders' attitudes and behaviors in these organizations (Demirel, 1993).

Modern technology, communication and information society brings with it a different understanding of leadership and management. However, although the leader takes the lead in setting goals, he will not expect absolute obedience from his followers and will instill in his enthusiasm to do business in the interests of the organization, trusting his audience's abilities and predictions and sharing his authority and responsibility. In this respect, learning is an endless process for the leader. Searching for new ideas, following the developments in the environment and listening to all suggestions openly are the main factors of success (Fenwick, 2006). On the other hand, leadership requires a learning strategy. The lower, middle or upper tier, the owner of the authority or not, should induce their followers to challenge their followers, to embrace their values, but to adapt to different perspectives and to adopt new habits (Baltaş, 2005).

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