



REPUBLIC OF TURKİYE
ADANA ALPARSLAN TÜRKES SCIENCE AND TECHNOLOGY
UNIVERSITY

GRADUATE SCHOOL
BUSINESS ADMINISTRATION DEPARTMENT

THE EFFECT OF INCLUSIVE LEADERSHIP ON JOB ENGAGEMENT,
ORGANIZATIONAL TRUST AND INNOVATIVE BEHAVIOR IN
SEARCH AND RESCUE UNITS

MEHMET SEĞMENOĞLU
Ph.D.



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Ph.D.**

**SUPERVISOR
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ADANA 2025

DECLARATION OF CONFORMITY

In this thesis study, which was prepared following the thesis writing rules of Adana Alparslan Türkeş Science and Technology University Institute of Graduate School, I declare that I provide all the information, documents, evaluations and results in accordance with scientific ethics and moral codes without resorting to any means or assistance that would be contrary to scientific ethics and traditions. I also declare that I refer to all of the articles I used in this study with appropriate references and accept all moral and legal consequences if a situation is found contrary to my statement regarding my work.

01.07.2025

Mehmet SEĞMENOĞLU

ÖZET

ARAMA KURTARMA BİRİMLERİNDE KAPSAYICI LİDERLİĞİN İŞE ADANMIŞLIK, ÖRGÜTSEL GÜVEN VE YENİLİKÇİ DAVRANIŞ ÜZERİNDEKİ ETKİSİ

Mehmet SEĞMENOĞLU

İşletme Ana Bilim Dalı

Danışman: Doç. Dr. Esengül İPLİK

Temmuz 2025, 200 sayfa

Arama Kurtarma (AK), uluslararası kuruluşlar tarafından standartları belirlenen ve tehlike altında olan bireylere uyruklarına bakılmaksızın ücretsiz olarak sunulan bir hizmettir.

AK faaliyetleri felaketin büyüklüğüne göre bazen küçük alanlarda icra edilirken bazen de çok büyük alanlarda icra edilmektedir. Küçük alanlarda icra edilen faaliyetlerde birkaç AK birimi yeterli iken büyük alanlarda icra edilen faaliyetlerde ulusal ve hatta uluslararası birimler birlikte çalışmaktadır. Dolayısı ile AK faaliyetlerinde farklı örgütlerden gelen çalışanlar arasındaki eşgüdümün sağlanması, verilen görevlerin ve uygulanan prosedürlerin takibi için görevlendirilen birim liderinin son derece önemli olduğu değerlendirilmektedir. Bu bağlamda, bu çalışmada AK faaliyetlerinde farklı örgüt ve yapılardan gelen personel ve gönüllüler ile oluşturulan yeni birimlerin yönetilmesinde Kapsayıcı Liderlik, İşe Adanmışlık, Örgütsel Güven ve Yenilikçi Davranış kavramları arasındaki ilişki araştırılmıştır.

Çalışmada, öncelikle Kapsayıcı Liderlik, İşe Adanmışlık, Örgütsel Güven ve Yenilikçi Davranış kavramları hakkında detaylı bir literatür taraması yapılmış, ardından çalışmanın amacı ve araştırma modeli oluşturularak kavramlar arasında test edilmek istenen hipotezler kurulmuştur.

Çalışma kapsamında hazırlanan anketin geçerlilik ve güvenilirliğinin test edilmesi amacıyla öncelikle pilot çalışma yapılmasına karar verilmiştir. Veri toplama sürecinde kesitsel yöntemin kullanıldığı çalışmada basit rastgele örnekleme metodu uygulanmış ve gönüllülük esas alınmış olup googledocs üzerinden hazırlanan anket formu, gerekli izinler alındıktan,

sonra sosyal platformlar vasıtasıyla dağıtılmıştır. Pilot çalışma kapsamında ulaşılan 118 geçerli anketin analizi sonucunda tüm ölçeklerin Cronbach Alpha değerlerinin güvenilirlik tespitinde kabul gören .70 değerinin üzerinde olduğu (KL:.974; İA:.919; ÖG:.812; YD:.921) sonucuna ulaşılmış ve ölçeğin pilot uygulamada olduğu şekilde kullanılmasına karar verilmiştir.

Pilot çalışma ile aynı yöntem ve usullerde uygulanan ana çalışma sürecinde 386 geçerli ankete ulaşılmış olup, SPSS ve AMOS İstatistik Programları ile hipotezleri test etmek, aracılık ve seri aracılık etkilerini tespit etmek amacıyla Keşfedici Faktör Analizi, Doğrulayıcı Faktör Analizi, Korelasyon Analizi ve Hayes Process Makro analizleri yapılmıştır.

Değişkenler arasındaki ilişkilere bakıldığında araştırma modeli kapsamında kurulan tüm hipotezlerin desteklendiği, araştırma kapsamında oluşturulan modelin doğrulandığı görülmüş ve ayrıca Yenilikçi Davranış ve Örgütsel Güven'in Kapsayıcı Liderlik ile İşe Adanmışlık arasında ayrı ayrı ve seri aracılık etkilerinin olduğu tespit edilmiştir.

Anahtar Kelimeler: Arama Kurtarma (AK), Liderlik, Kapsayıcı Liderlik, İşe Adanmışlık, İşe Katılım, Tükenmişlik, Güven, Örgütsel Güven, Yenilikçi Davranış.

ABSTRACT

THE EFFECT OF INCLUSIVE LEADERSHIP ON JOB ENGAGEMENT, ORGANIZATIONAL TRUST AND INNOVATIVE BEHAVIOR IN SEARCH AND RESCUE UNITS

Mehmet SEĞMENOĞLU

Department of Business

Supervisor: Assoc. Prof. Dr. Esengül İPLİK

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Search and Rescue (SAR) is a service whose standards are set by international organizations and is offered free of charge to individuals in danger, regardless of their nationality.

SAR operations are sometimes conducted in small areas and sometimes in very large ones, depending on the magnitude of the disaster. While a few SAR units are sufficient for operations conducted in small areas, national and even international units work together in larger areas. Therefore, the unit leader assigned to ensure coordination among personnel from different organizations and to oversee assigned tasks and implemented procedures is considered extremely important in SAR operations. In this context, this study explores the relationship between the concepts of Inclusive Leadership, Job Engagement, Organizational Trust, and Innovative Behavior in the management of new units formed with personnel and volunteers from different organizations and structures.

In the study, firstly, a detailed literature review was conducted on the concepts of Inclusive Leadership, Job Engagement, Organizational Trust and Innovative Behavior, then the purpose of the study and the research model were created and the hypotheses to be tested between the concepts were established.

In order to test the validity and reliability of the survey prepared within the scope of the study, it was decided to conduct a pilot study. In the study where the cross-sectional method was used in the data collection process, simple random sampling method was applied and volunteering was taken as a basis, and the survey form prepared via googledocs was

distributed through social platforms after the necessary permissions were obtained. As a result of the analysis of 118 valid surveys obtained within the scope of the pilot study, it was concluded that the Cronbach's Alpha values of all scales were above the accepted value of .70 for determining reliability (IL: .974; JE: .919; OT: .812; IB: .921), and it was decided to use the scale as in the pilot study.

During the main study process, which employed the same methods and procedures as the pilot study, 386 valid surveys were reached, and Exploratory Factor Analysis, Confirmatory Factor Analysis, Correlation Analysis and Hayes Process Macro analyses were conducted with SPSS and AMOS Statistical Programs to test the hypotheses and to determine mediation and serial mediation effects.

When the relationships between the variables were examined, it was seen that all the hypotheses established within the scope of the research model were supported, the model developed within the research was verified and it was also determined that Innovative Behavior and Organizational Trust had separate and serial mediating effects between Inclusive Leadership and Job Engagement.

Keywords: Search and Rescue (SAR), Leadership, Inclusive Leadership, Job Engagement, Job Involvement, Burnout, Trust, Organizational Trust, Innovative Behavior.

DEDICATION

I would like to dedicate this thesis to my beloved wife and to my kids who supported me more than anyone in the world, without them I could not move one step ahead.

I also dedicate this thesis to those who can sacrifice their own lives for the sake of a life with the motto that "So Others May Live"...

ACKNOWLEDGEMENTS

I would like to express my endless gratitude to my valuable advisor Assoc. Prof. Dr. Esengül İPLİK, supported me in my study titled The Effect of Inclusive Leadership on Job Engagement, Organizational Trust and Innovative Behavior in Search and Rescue Units, encouraged me with her positive attitude enabled me to look at my study from different perspectives with her knowledge, shared her experiences and opinions at every step, made a great contribution to my work by supporting me at every stage, and whose student I will always be proud to be.

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Finally, I would like to express my endless gratitude to my family, who gave me support and strength in every aspect I needed during my thesis work, as they did in every stage of my life. I would like to thank Arif ÖZTÜRK, Niğde National Education Directorate History Teacher, who spared his precious and limited rest time from his busy work during the work process, filled out the pilot and main study surveys and ensured that they reached all search and rescue personnel and volunteers throughout Türkiye; all AFAD personnel, especially Muş Provincial Disaster and Emergency Director Ahmet DAŞDEMİR and Afyon Provincial Disaster and Emergency Director Atilla ALTINBULAK; all provincial and district Fire Departments; all UMKE personnel; all MEB AKUB personnel; all NGO volunteers; and the team leaders who allowed me to observe units formed by personnel and volunteers from different institutions and organizations within the scope of the study and shared their valuable experiences and thoughts with me while performing the tasks assigned to me during the February 6, 2023 earthquake in which I participated as a volunteer.

I respectfully commemorate those who lost their lives in the February 6, 2023 Earthquake and other disasters and express my gratitude to the SAR personnel and volunteers who risked their lives to save a life.

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NOMENCLATURE

SAR	: Search and Rescue
DEMP (AFAD)	: Disaster and Emergency Management Presidency
IL	: Inclusive Leadership
JE	: Job Engagement
OT	: Organizational Trust
IB	: Innovative Behavior
SPSS	: Statistical Package for the Social Sciences
EFA	: Exploratory Factor Analysis
CFA	: Confirmatory Factor Analysis
KMO	: Kaiser Mayer Olkin
NGOs	: Non-Governmental Organizations
SOP	: Standard Operation Procedures
LBDQ	: Leader Behavior Description Questionnaire
LMX	: Leader-Member Exchange
TLI (TDK)	: Turkish Language Institution
OI	: Organizational Inclusion
OTI	: Organizational Trust Inventory
ICAO	: The International Civil Aviation Organization
IMO	: The International Maritime Organization
UN	: The United Nations
AKUT	: Search and Rescue Association
NMRT (UMKE)	: The National Medical Rescue Team
CBRN	: Chemical, Biological, Radiological and Nuclear
INSARAG	: International Search and Rescue Advisory Group
MEB AKUB	: The Ministry of National Education Search and Rescue Unit
CI	: Confidence Interval
CHE (YÖK)	: Council of Higher Education (Yükseköğretim Kurulu Başkanlığı)

1. INTRODUCTION

Throughout the historical process, Türkiye has been exposed to many disasters due to meteorological, geological and human-induced effects. These disasters not only ended the lives of many citizens, but also had devastating effects on the economy. It is very difficult to take precautions against life-threatening natural disasters because early warning systems are not yet at an adequate level. For this reason, it is extremely important to raise people's awareness about disasters, to ensure that they are prepared, and to equip them to work within public and Non-Governmental Organizations (NGO's) in order to ensure post-disaster order as soon as possible. However, this is not as easy as it seems.

In addition to natural disasters, Türkiye, which is surrounded by seas on three sides, has to fulfill many obligations in case of accidents on all kinds of transportation and shipping vehicles. In order to fulfill these obligations, well-trained manpower, technological devices and Standard Operation Procedures (SOP) that have been exercised and practiced many times are required.

In this context, it is obvious that the existence of a unit with primary responsibility for the search, finding and rescue of people in danger is vital importance. In addition, it is seen that in disasters and accidents that affect a wide area, all national and even international SAR teams have to work together. Therefore, considering that each team participating in SAR activities uses their own SOP, it is vital to establish a higher authority to ensure communication and coordination between the teams. Because, regardless of the institution or country, the ability of the teams of personnel and volunteers participating in SAR activities to act as a single body determines the fine line between life and death for a disaster victim under the rubble.

1.1. The Problem

Elements such as communication, coordination and hierarchical structure among the teams participating in SAR activities are indispensable for successful work. For this reason, it is extremely important that a team with primary responsibility among the teams participating in SAR activities takes command and directs the other teams. It is obvious that it is extremely difficult to manage organizations with different corporate cultures and work areas, as well as staff and volunteers with different levels of knowledge, as a single team for the same purpose.

In this context, the main focus of the study is the question of how much the presence of a leader with an inclusive understanding that accepts all differences in ensuring that all teams act as a single body increases the chance of success. Other problems are the effect of Inclusive Leadership (IL) approach on Job Engagement (JE), Organizational Trust (OT) and Innovative Behavior (IB) concepts in SAR units, the relationships between JE, OT and IB and whether OT and IB have separate and serial mediation effects on the effect of IL on JE.

1.2. Sub-Problems

In Türkiye, the authority to intervene in disasters primarily belongs to AFAD. However, AFAD accredits other institutions and organizations by ensuring that they reach the educational standards it determines, and allows them to intervene in events under its own management. Therefore, especially in large-scale disaster situations, teams are formed from SAR personnel and volunteers from different institutions and organizations with different organizational cultures. In these teams, employees who do not fully know each other's competencies generally fall under the authority of an AFAD employee or, if not, another team leader. At this point, the person who will lead these people from different organizational cultures must analyze their differences, competencies, feelings and behaviors well, establish trust in himself and the team and the main organizations, dedicate themselves to working for the purpose of saving lives, and create a new way to use their creativity to problems that cannot be solved by existing methods. It is necessary to encourage them to find a method. Because SAR activities are difficult and complex, they also involve instantaneous events that have never been seen or thought before.

1.3. Research Aims and Objectives

In this research, the effect of IL on JE, OT and IB is investigated. The concept of IL, one of the concepts discussed within the scope of the research, is as the independent variable; JE, OT and IB are planned to be considered as dependent variables. In the research, the relationship of each dependent variable with the independent variable will be discussed separately, and it is assumed that IL has a positive effect on the dependent variables.

In addition, within the scope of the research, it is planned to examine the separate mediation effects and the joint serial mediation effects of IB and OT in the effect of IL on JE.

In this context, to list the reasons for these assumptions and the goals to be achieved:

When we look at the literature, IL is, in short, expressed as a style that respects diversity, difference and values among employees, then allows employees to participate in decisions, values their ideas and constantly encourages them, and:

- * It increases employees' motivation, performance and, in this context, their job engagement (Chen, et al., 2020, p.4),

- * They create a work environment where employees can express their opinions openly and are encouraged to learn from their mistakes when they make mistakes (Hirak, et al., 2012, p.114),

- * They offer cognitive resources to their employees to help them overcome the difficulties they face (Bakker et al., 2014, p.391),

- * It is found that they motivate their employees with the helpful resources they offer (Halbesleben et al., 2014, p.8).

In this context, the first aim of the study is to test the effect of IL style on the JE of new teams formed with personnel and volunteers from different organizations and structures in SAR activities.

Secondly, it is evaluated that inclusive leaders who approach their employees equally, value differences and allow them to express themselves openly, and lead all their employees by tolerating mistakes, increase their team's commitment to the organization (Wang et al., 2020, p.1105). Another factor that increases this commitment is employees' feelings of confidence that their needs will be met when they interact with their organizations, managers and colleagues, and that their expectations will not be disappointed. Because trust forms the basis of cooperation development in organizations.

In terms of OT, another criterion for increasing trust in the organization is that employees accept the leader at the level of "one of us" (Hollander, 2014, p.217). In this context, the second aim of the study is to investigate the effect of inclusive leaders who allow participation in decisions, value ideas, constantly encourage the team, show learning from mistakes and support the team in the formation of OT in new teams formed with personnel and volunteers from different organizations and structures in SAR activities.

It is evaluated that leaders who allow employees to express their own ideas and participate in decisions contribute to their development of their skills, increase their enthusiasm for

innovation, and taking more responsibility (Qi et al., p.5-6). Because leaders are considered the main agents of change in organizations and a strong element of the working environment. For this reason, it is considered that a leader who exhibits supportive behavior towards new ideas makes the work environment encouraging producing innovation. In this context, it is seen that IB will develop when the inclusive leader, who exhibits supportive behavior towards new ideas, also shows his accessibility to his employees (Javed et al., 2017, p.3).

It is evaluated that when individuals are under threat, they act more confidently and avoid risk-taking initiative, which is the basis of IB. For this reason, it is evaluated that when individuals do not feel psychologically safe, they develop a defensive orientation and do not exhibit innovative behavior (Carmeli et al., 2010, p.253). However, when individuals feel psychologically safe without fear of embarrassment, the likelihood of taking initiative, suggesting their ideas, and proactive behaviors and therefore innovative behaviors increases (Edmondson, 2004, p.266-267).

In this direction, the third aim of this study is to test the effects of inclusive leaders who give equal importance to each employee, tolerate errors, try to balance work efficiency with employee morale, encourage supportive team relationships, open expression of ideas and participation in decisions on innovative behavior in new teams formed with personnel and volunteers from different organizations and structures in search and rescue activities.

The fourth aim of the study is to test the relationship between levels of JE and OT in new teams formed with personnel and volunteers from different organizations and structures in SAR activities.

The fifth aim of the study is to test the relationship between the OT that team employees with high levels of JE receive from inclusive leaders in new teams formed with personnel and volunteers from different organizations and structures in SAR activities, and their development of new methods to overcome the problems they encounter.

The sixth aim of the study is to test whether individuals who are psychologically comfortable in new teams formed with personnel and volunteers from different organizations and structures in SAR activities and where the feeling of OT prevails, exhibit more IB.

The final aim of the study is to examine the separate mediation effects and the joint serial mediation effects of IB and OT on the effect of IL on JE.

1.4. The Significance of Study

SAR activities are considered as complex crisis management practices carried out in difficult conditions and uncertain situations. All kinds of ideas, knowledge and experience are needed to solve this crisis. In addition, it is required a lot of expertise for SAR activities. Therefore, it is considered very important that each individual in a team contributes to the decisions planned to be made, regardless of the tenure and the institution or organization they come from. In this context, it is considered appropriate to investigate the IL approach, which encourages the inclusion of all team members in discussions and decisions, clearly values different perspectives and supports the participatory process in making successful critical decisions in SAR activities and achieving the desired results.

Additionally, the relationship between IL, JE, OT and IB has been tested with many different sample groups in the literature. Therefore, the fact that these concepts will be tested in a sample group consisting of personnel and volunteers participating in SAR activities increases the importance of the study and is considered to contribute to the literature.

1.5. Limitations

Türkiye's territory has been exposed to many disasters due to meteorological, geological and human-induced effects. SAR personnel and volunteers from all over the country and the world had to work together to save many victims who were injured or trapped under the rubble due to these disasters. As a result of SAR activities, all these personnel and volunteers return to their cities and workplaces.

It is planned to primarily include AFAD personnel and, if allowed, volunteers within the scope of the study. However, a central application was not made because it was thought that the number of people who would participate in the study would not be sufficient, and because the study was intended to include all units participating in SAR activities. In this context, instead of a central application, NGO's and associations were tried to be reached via the internet and telephone, and units that were public institutions were tried to be reached by petitioning for permission to conduct a survey.

An application was made to the units that are public institutions, among the institutions included in the scope of the study, with a petition stating that a survey would be conducted to collect data. Although some of these petitions were given physically, they were sent via e-

mail because they were far away from some units. For these reasons, the biggest limitation encountered in the study was time, as it was waited until permission was obtained. In addition, although some units interviewed wanted to participate in the study, the necessary permissions could not be obtained from their senior management.

Another limitation of the study was the survey participation rate. Participation rate from units remained low within the desired timeline. For this reason, efforts were made to reach more units in different cities.



2. INCLUSIVE LEADERSHIP

2.1. Leadership Concept

Individuals who come together to form a team to achieve a specific goal and to act in the same direction in achieving goals need people who manage them. Because, although each individual has their own unique ability, working as a team has some difficulties. In order to overcome these difficulties, all individuals who make up the team must act jointly. Therefore, there is a need for a pioneer who can direct the team towards the desired goal motivates and encourages when necessary. This pioneer is described as a leader in the literature.

When the literature is examined, it is seen that there are many definitions made about the concept of leadership. Leadership can be defined as the process of directing the behavior of other individuals in a team or organization in the direction of achieving the goals of the team or organization and influencing their activities (George and Jones, 2012, p.339). In this context, it can be said that leadership is a process related to the activities and behaviors of the leader (Koçel, 2010, p.569). Because the leader is the person who has the ability to gain the respect of the followers, to make them groups oriented towards certain goals and targets, and to mobilize these groups and persuasion ability (Eren, 2012, p.435). When these definitions are evaluated in general, leadership can be defined as the process of an individual influencing, directing, organizing, motivating and encouraging other individuals, even if he does not have official authority, in achieving the goals of a particular team or organization.

Leadership is really essentially about the process of persuading and influencing. In this context, it is considered that the leader should have the power to influence his followers as well as his management skills. In addition to this power, in the face of different situations, when the followers need their leaders, a number of different characteristics of the leaders also gain importance. For this reason, it is considered that different situations and different needs lead to the emergence of different leadership theories (Ayhan, 2010, p. 6).

When the leadership theories are examined, in the first theories, it is seen that leaders are evaluated primarily according to their character traits. However, later studies revealed that leadership cannot be explained only by character traits. For this reason, the idea that the leader's behavior style towards work and people (behavioral theory) and the need for a

different leadership style under different conditions (contingency theory) have been added to the elements that make leaders stand out in the team or organization.

2.1.1. Trait Theory

The idea put forward by this theory is that some people are born with leadership traits. Therefore, the perception that one cannot be a leader, but be born is in the foreground (Navahandi, 2015, p.87). According to this theory, in addition to the physical characteristics that make the leader stand out, it is his personal characteristics such as creativity, frankness, honesty, eloquence and communication ability. Therefore, it is seen that the theory takes only the leader as a basis in the leadership process and ignores other variables. In this context, it is evaluated that the theory cannot produce a solution to the problem of how to be a good leader.

The trait theory, also known as the great men theory, attributed the leader's extraordinary achievements to his innate traits (Northouse, 2019 p.64). Because it was believed that the characteristics that make great people great people are innate. For this reason, studies have aimed to determine the innate characteristics of particularly successful politicians, soldiers and social pioneers. As a result, in this theory, it was believed that leaders were born with special qualities that allowed them to lead others. However, in the light of the information obtained as a result of the studies, it was concluded that although the traits affect the leadership ability and effectiveness to a certain extent, it cannot explain the leadership alone (Navahandi, 2015, p.87).

2.1.2. The Behavioral Theory

The basis of this theory is the thought that the theory of traits is not sufficient to explain the facts that make a leader a leader. According to this theory, leadership is not an innate trait. On the contrary, it is claimed that the leader develops himself/herself as a result of the behaviors he exhibits towards his job and the person in the face of the situations encountered. In this context, it is considered that the leader is successful thanks to the experience and knowledge gained during the working process.

In the development of this theory, applied research has contributed as much as theoretical studies. In behavioral theory-based studies, first of all, it has been tried to determine what the leader behaviors are that help their employees, team and the organization they work for (George and Jones, 2012, p.340). In this context, the most important difference made in

research has been to investigate what behaviors an effective leader exhibits instead of who will be an effective leader. Because, besides personality traits, behaviors are phenomena that can be easily observed, measured and learned through various methods (Navahandi, 2015, p.88). Many studies have been carried out within the scope of Behavioral Theory, and these studies are:

2.1.2.1. *The Ohio State University Leadership Studies*

These studies, which was started in 1945, investigated the leadership behaviors by considering approximately two thousand soldiers and civilian administrators, and focused especially on the factors of taking into “considering” and “initiative” (Koçel, 2010, p.578). The considering factor is that team members see their leader as representative of their own needs and desires, because it provides a friendly working environment with its leader team. The initiative factor, on the other hand, includes the instructions of the leader about the work done, the weight is related to the work and the subordinate-superior relations are determined. In this context, as a result of the study, it was concluded that as the leader's behavior of considering in his team increases, leaving the team and absenteeism decrease, and as the leader takes initiative, the performance of the group members increases (Koçel, 2010, p.579).

In the Ohio State University studies, more than 1800 leader behaviors were identified that would make employees happy (George and Jones, 2012, p.340) and led the development of the Leader Behavior Description Questionnaire (LBDQ), which is still used today (Navahandi, 2015, p.88).

2.1.2.2. *The University of Michigan Leadership Studies*

University of Michigan Leadership studies focus on behaviors required for effective leadership, as in Ohio State University Leadership studies. Relationships between concepts such as job satisfaction, absenteeism, motivation and productivity were investigated during the working process (Koçel, 2010, p.579). As a result of the research, two concepts emerged as “job-centered (task oriented) style (*task ability, initiative, work orientation*)” and “employee-centered (people oriented) style (*ability, taking into account the person, orientation towards the employee*)” (Demir et al., 2010, p.134).

While the concept of job-centered (task-oriented) leader means that the leader uses the punishment mechanism by observing whether the team is working according to the standard

action procedures with the power he receives from his seat; The concept of an employee-centered (people-oriented) leader is expressed as a leader who improves working conditions, supports the personal development of employees and delegates authority to them (Balaban, 2018, p.51). In this study, which argues that the leadership process can be explained in general terms, it is evaluated that the concept of personal leadership is more effective.

2.1.2.3. *Harvard University Leadership Studies*

Robert Bale observed the newly formed student groups at Harvard University using a detailed observation technique, and as a result of this observation, he determined three dimensions about leader behaviors: "activity level", "ability to achieve the task" and "degree of being liked by members". (Küçüközkan, 2015, p.96). Bale also emphasized that the amount of communication plays a decisive role in leadership (Bale, 1951, p.138-139).

In the communication process, in addition to the amount of communication among the group members, it is also extremely important to draw conclusions from the words used during the interview. Because inference includes all statements that cannot be observed immediately (Bale, 1951, p.184). Again, Bale divided the communication process into categories of "*affective*", "*conative*" and "*cognitive*" dimensions, stating that the leader is the person who put forward the best ideas and is most liked by the group (Zel, 2001, p.108).

In this categorization, Bale (1951, p.51-52) uses adaptive variations of behavior (*perception, apperception, memory and recall*) for the "cognitive" dimension; emotional and optional responses (*liking, disliking, approval, disapproval*) for the "affective" dimension; and finally the decision-making processes (*withdraw from, adapt to, change, or control the object*) for the "conative" dimension.

The most striking finding that distinguishes Harvard University studies from those of Ohio and Michigan Universities is the transformation of "work-oriented" and "human-oriented" behaviors into a behavioral dimension by two separate leaders (Küçüközkan, 2015, p.97). The basis of this finding is the idea that two different behaviors can be exhibited by two group members, not by one member.

2.1.2.4. *Blake and Mouton's Managerial (Leadership) Grid*

This study, in which leadership is turned into a matrix, emphasizes that two factors are important in achieving the goals of the organization in which the leaders work. These factors

are “*concern for production*” and “*concern for people*” (Northouse, 2019, p.140). These factors were also divided into nine sections to show their levels, and the matrix shown in Figure 2.1 was created.

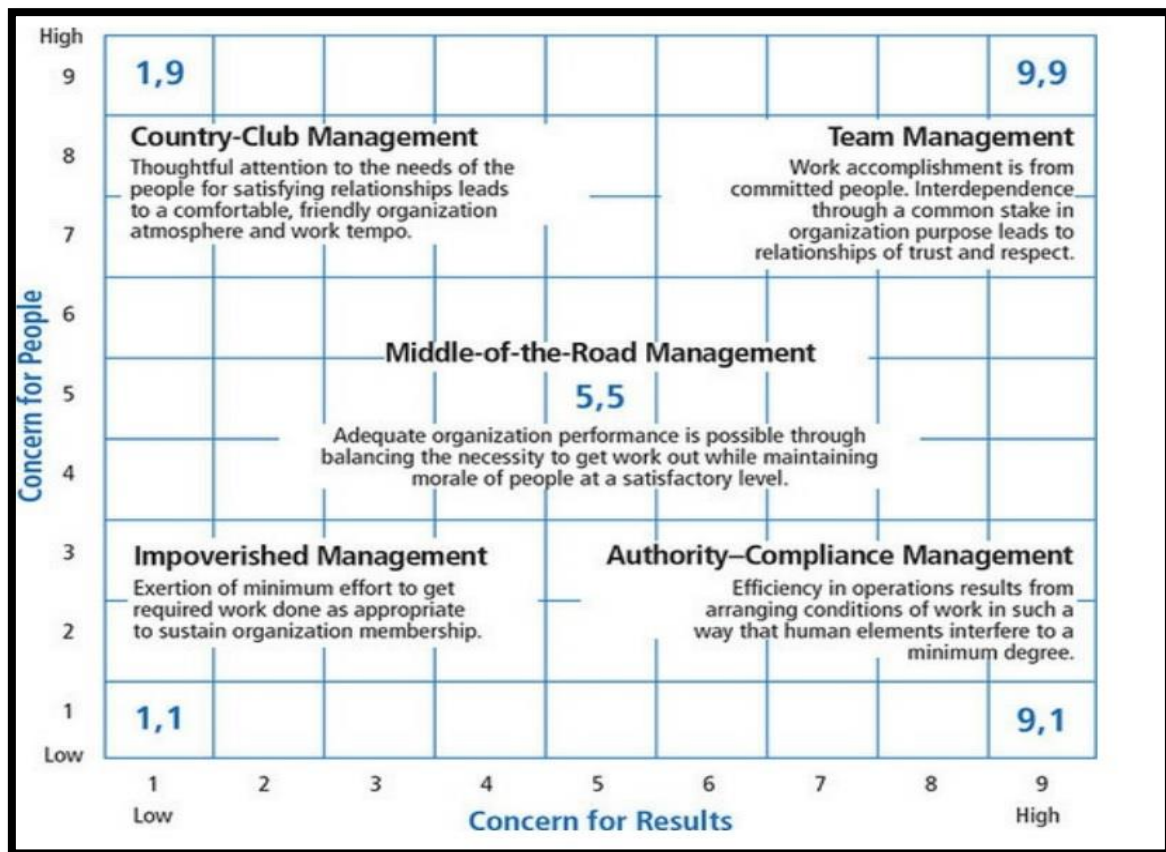


Figure 2.1. The Leadership Grid (Northouse, 2019, p.141).

This matrix, shown in Figure 2.1, serves as a guide for a manager to evaluate his employees and determine the leadership types they have. Because a leader who is aware of his/her own management style will more easily find the kind of feeling he/she makes in his/her employees and the methods to overcome difficulties in achieving results.

There are five different management styles in this matrix (Koçel, 2010, p.581). The conclusions drawn from these management styles are:

- * **1,1 Impoverished Management:** The manager on this scale does not care about his/her job or his/her employees. The task-oriented production done in this organization is not at a satisfactory level and conflicts are observed among the employees.
- * **1,9 Country Club :** The manager in this scale values the happiness of his/her subordinates (Koçel, 2010, p.581). Task-oriented production is not at a satisfactory level.

9,1 Authority – Compliance Management: While the manager in this scale gives importance to the job, he/she does not give importance to the people (Koçel, 2010, p.581). The leader focuses on the task and uses his/her authority for the efficiency he/she will achieve at the end of the business processes. In the management process in this scale, while giving importance to authority, obedience, subordinate and superior relations, creative ideas are put forward by both the leader and the employees.

*** 9,9 Team Management:** The managers in this scale provide the highest level of efficiency for the workplace by creating an environment of mutual trust and respect with its employees. This point in the matrix is the most difficult to reach, but when reached, it is the point that leads to organizational success.

*** 5,5 Middle of the Road Management:** The manager in this scale gives equal importance to both the job and the employees (Koçel, 2010, p.581). In this management scale, the manager does not like change, does not give importance to creativity, however; it is tolerant of mistakes and tries to balance work efficiency and employee morale.

2.1.2.5. *Theory X and Theory Y*

Douglas McGregor proposed the X and Y Theory in 1957, based on Maslow's Hierarchy of Needs. According to this approach, managers evaluate their employees according to their behavior. In this context, McGregor claimed that managers evaluate their employees in two different ways and gathered them under the name of X and Y behavior patterns.

Behaviors in Theory X, in general terms:

- * People are generally lazy; they do not enjoy working,
- * People tend to avoid work,
- * People do not want to take responsibility,
- * People first think about their own safety and interest,
- * People think about themselves before organizational goals,
- * People oppose change,
- * People lack practical intelligence.

According to the Theory X created within the framework of the above behavioral characteristics, managers must keep a person under pressure, supervise and discipline him/her with punishment when necessary in order to get him/her to do a job. Therefore, it is clear that the negative aspects of employees are evaluated with the Theory X. On the other hand, McGregor proposed the opposite Theory, Y, against the negative Theory X.

In general terms, the behaviors included in Theory Y are:

- * People do not get bored of working; on the contrary, they can see their job as a game when the necessary conditions are met,

- * People are not lazy, on the contrary, they are inclined to learn and perform their job better when the necessary conditions are met,

- * People do not run away from responsibility, on the contrary, they are prone to take responsibility for their work when the necessary conditions are met,

- * People do not think about themselves first, on the contrary, they tend to conform to the goals of the organization when the necessary conditions are met and the goals of the organization are clearly explained.

According to the Theory Y, created within the framework of the behavior characteristics above, managers should provide an environment where employees can develop themselves, explain the objectives of the organization clearly and accurately, and reward employees for the energy they spend.

2.1.2.6. Gary Yukl's Model of Leadership Behavior

Gary Yukl added the concept of participation to the concepts of work and human behavior in studies on leadership. Yukl has generally focused on job satisfaction and group performance relationships and has suggested the "Discriminant" and "Multiple-Linkage" models.

The Discrimination Model expresses the difference between the subordinate's expectation and the actual as a result of the leader's behavior. It is considered that the greater the difference between the expectation and the actual, the lower the job satisfaction will be.

In the Multiple Linkage Model proposed by Kim and Yukl (1995, pp. 361-362) based on theories of effective leadership behavior and effective groups, they found that leader

effectiveness is more closely related to subordinates' statements about leader behavior rather than the leader's own reports. In addition, in the Multiple Linkage Model, it is very important to take into account not only the evaluations of the leader himself/herself, his/her superiors and colleagues in the same hierarchical position, but also the evaluations of the subordinates (Kim and Yukl, 1995, p.373). As a result, it is evaluated that the Multiple Link Model expresses the effect of leader behavior on the effectiveness of a group, not an individual.

2.1.2.7. Rensis Likert's Management System: 4 Leadership Styles

As a result of his studies on more than two hundred managers, Rensis Likert stated that the most important resources in an organization's hands are "human" and "capital" and suggested that these should be used efficiently and effectively (Balaban, 2018 p.54). In addition, Likert developed Douglas McGregor's studies and aimed to find the differences between effective and ineffective managers. In this context, Likert gathered the behavior patterns of managers such as their relations with subordinates, their roles and participation in the organization under four groups and named each group as a "system". These are:

*** Exploitative/Authoritative Management Style:** In this management style, all decisions are made by the top management, and managers do not trust their subordinates.

*** Benevolent/Authoritative Management Style:** In this management style, managers have some trust in their subordinates. As a result of this limited trust, some daily or routine decisions are delegated to subordinates.

*** Consultative Management Style:** In this management style, managers have a large, if not hundred percent, trust in their subordinates. Thus, managers allow subordinates to take the decision in situations that are not very important.

*** Participative Management Style:** In this management model, managers have full confidence in their subordinates. Therefore, participation of subordinates in decisions is ensured at all levels.

2.1.3. Contingency Theory

Traits and Behavioral theories ignore the situation that the leader is in during his/her behavior. However, it should be known that being effective is determined by both the individual

characteristics of the individuals and the situations they are in (George and Jones, 2012, p.345).

As the name suggests, the contingency theory states that the leader's behavior is shaped by the situation he/she is in. Accordingly, the theory argues that different situations require different leadership behaviors, and that effective leaders should perform their behaviors as the situation requires, with a directive and a supportive dimension (Northouse, 2019, p.167). Namely, leadership behavior is shaped according to the situation and conditions of the leader, and it is evaluated that there is no standard leadership style. In this context, it is evaluated that the theory focuses on the relationship between the leader, employees and situations in the formation of leadership behavior and examines the group instead of the leader (Balaban, 2018, p.56).

Many studies have been conducted within the framework of the contingency theory, and the common point of them is that there is no single leadership style, and that the behavior of the leader will become task-centered or relationship-centered depending on the situation he/she is in. (Demir et al., 2010, p.134). Highlights of these studies are:

2.1.3.1. The Ohio State University Leadership Studies

Contingency theory suggests that the leader adapts his/her management style to provide the optimal in the face of the situations he/she encounters. Hensey and Blanchard's model also helps to understand optimal leadership at this point and classifies leadership styles according to the developmental status of employees.



Figure 2.2. Hensey and Blanchard's Theory of Leadership (The relationship between competence and commitment)

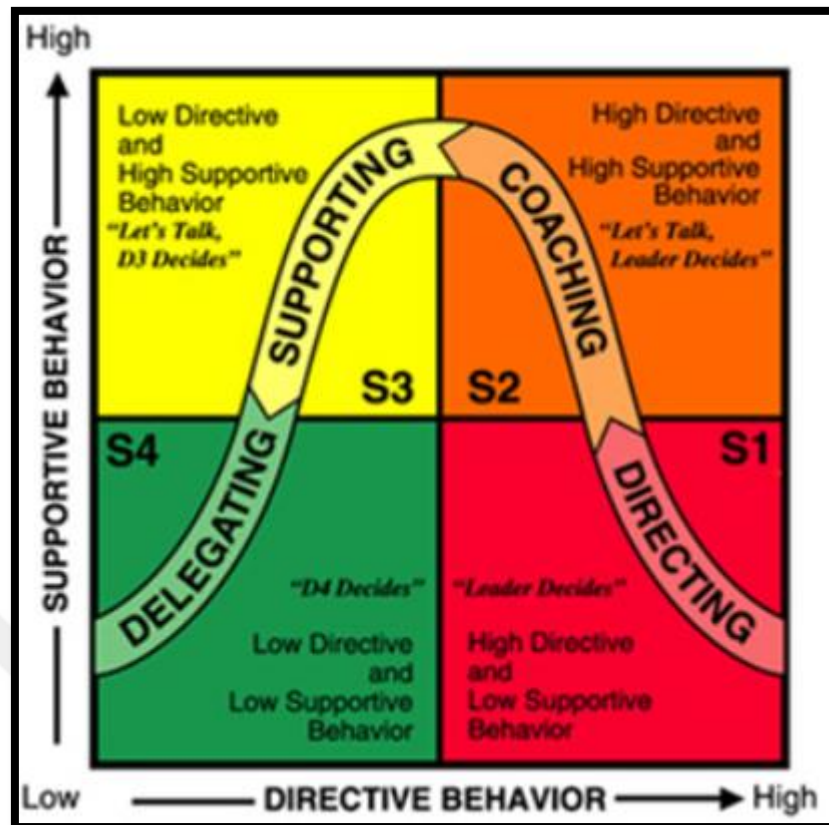


Figure 2.3. Hensey and Blanchard's Theory of Leadership (Relationship between Directive Behavior and Supportive Behavior).

The model shown in Figure 2.2 is the first step of employee development and considers the development stages as the employee's competence and commitment. Figure 2.3 deals with the directive and supportive behavior of the leader. In this context:

* **D1 – Enthusiastic Beginner:** In this stage, the employee shows high commitment to the institution and the work he/she does with the enthusiasm of starting a new job. The newly recruited employee needs directive leadership (S1) at this stage, and the leader implements a behavior that he/she decides to do.

* **D2 – Disillusioned Learner:** At this stage, due to the difficulties faced by the employee, whose skills are increasing with the experiences he/she has gained, there is a decrease in his/her commitment. Therefore, the employee needs coaching (S2), which will receive support along with the directive leadership behavior.

* **D3 – Capable but Cautious Performer:** In this phase, the employee has increased his/her competence a little more and he/she can participate in the decisions with the support of the leader (S3) instead of taking the decisions by the leader.

*** D4 – Self-Reliant Achiever:** In this stage, the employee now has a high level of competence, and the need for the leader's support and guidance (S4) has decreased.

In conclusion, Hensey and Blanchard argue that they expect different leadership behavior from subordinates with low ability, self-confidence, and education, and from subordinates with high ability, self-confidence, and education. In addition, as the maturity level of the employees increases, the authority that the leader will give to the employees will increase and when a certain level is reached, all the authorities will be transferred to the employees and the "personnel empowerment" dimension will be reached.

2.1.3.2. *Fiedler's Contingency Theory of Leadership*

According to Fiedler, leaders should motivate, direct and control their employees and lead them in reaching their goals (Balaban, 2018, p.57). In this context, there are three variables that affect the behavior of leaders in the leadership process (Koçel, 2010, p.585). These are:

*** Leader – Member Relations:** While in positive relations between leader and member there is mentioned a loved and trusted leader, in a negative relationship, the opposite happens. In this context, it is evaluated that this variable shows the degree of acceptance of the leader by the members during the relationship between the leader and the member.

*** Task Structure:** With this variable, it is expressed whether there is a predetermined, definite method in achieving the work targeted by the organization, whether the work is done continuously and whether the initiative is left to the employee who will do the work.

Although the work that is done continuously depends on the method that is designed in detail, the work that is not done continuously is usually left to the employees who will do the work. Because finding a solution for a job that cannot be clearly named and explained depends on the person working there at that moment. In this context, the works are divided into two as “structured” and “unstructured” works (Koçel, 2010, p.586):

*** Position Power:** What is meant to be expressed with this variable is the degree of reward and punishment authority that the manager receives from his position. While some managers have the power to give simple punishment and reward, some managers have powers up to the levels of promotion and dismissal. In this context, it is evaluated that the increase in the authority of the manager ensures that the current environment is more positive.

2.1.3.3. *House and Evans' Path-Goal Theory of Leadership*

Path-Goal Theory, which is based on the concept of motivation, deals with the expectation that a person will achieve certain results with certain behaviors and the value (valence) that the person gives to these results. Thus, the leader will increase their motivation by setting goals that will be considered important for the subordinates, and will enable their subordinates to find the way to the goal and to overcome the obstacles they encounter in this way. For this reason, it is considered that the leader undertakes the role of the way that leads the subordinates to their goals. In this context, House talks about four types of leader behavior (House, 1996, p.326-327).

*** Directive path-goal clarifying leader behavior:** In this form of behavior, the leader informs his/her subordinates what their duties are, how they are to be done, and the legislation they must comply with while performing their duties.

*** Supportive leader behavior:** In this form of behavior, the leader provides his/her subordinates with a supportive and comfortable environment where they can satisfy their needs and priorities.

*** Participative leader behavior:** In this form of behavior, the leader encourages subordinates to participate in decisions by taking their opinions.

*** Achievement oriented behavior:** In this type of behavior, the leader sets challenging goals in order to achieve high-level performance and make improvements in the work done, and in this direction instils self-confidence in his/her subordinates.

According to this theory, the degree of trust the followers have in their leaders should remove the obstacles that arise in achieving the goal or meet the deficiencies that arise. As a result, Path-Goal Theory is a task- and person-oriented dual supervisory behavior theory, as it deals with the influence of leaders on subordinates and the relationship in a formal structure (House, 1996, p.325).

2.1.3.4. *Vroom and Yetton's Participatory Leadership Model*

In this model, which was developed based on the leader's decision-making process, Vroom and Yetton tried to determine at what level a leadership style would be more effective in decision-making situations (Kılınç, 1989, p.83-84).

In the studies of Vroom and Yetton, on the one hand, it is discussed that the behavior of the leader is affected by his/her personal characteristics and the situation he/she is in, on the other hand, it is evaluated that the behavior of the leader is the determinant of organizational effectiveness. In this context, it is considered that it is imperative to consider the environment and situations in which the behavior takes place in the influence of the leader on the effectiveness of the organization in line with the behavior exhibited and the decisions made. Nevertheless, the leader should pay attention to the complexity of the subject, the amount of information available, and the relationship he/she establishes with his/her subordinates while determining his/her behavior for the decision to be made (İmamoğlu, 2019, p.17-18).

2.1.3.5. Reddin's Three Dimensions (3D) Leadership Model

This model, which was put forward by William J. Reddin, is extremely important in that it has the appearance of a bridge in the transition from behavioral leadership to situational leadership, and its cornerstone is "Managerial Effectiveness" (Ömürgönülşen and Sevim, 2005, p.91). In his study, Reddin (1974, p.10-12) states that Managerial Efficiency increases resources and creates options, “*a lifeline*” which says: “*Use resources productively, waste less, make work enjoyable and worthwhile*”. In his study, Reddin (1971) suggested that Managerial Effectiveness should be expressed not according to the input, but according to the output required by the position, and that the manager should be a person who aims the result rather than complying with the legislation (Ömürgönülşen and Sevim, 2005, p.92). Because effectiveness is a key element that helps a manager to execute and delegate complex initiatives effectively (Bamel et al., 2015, p.203).

Based on the dimensions of relationship and task orientation, especially in the Ohio State University studies, Reddin created a three-dimensional model by adding the four basic approaches first and then the Efficiency dimension, increasing the number of approaches to eight. The first four basic approaches:

*** Separated Management Style:** It is located in low relationship orientation and low task orientation dimensions. Although the human relations of the manager, who tends to maintain the management with written orders, are extremely weak, he/she tries to prevent problems from occurring among the employees.

* **Related Management Style:** High relationship orientation and low task orientation dimension. It is a management style that accepts subordinates as they are, tries to get to know them, and resolves emerging problems by consensus.

* **Dedicated Management Style:** Located in low relationship orientation and high task orientation dimension. These managers, who tend to establish authority over their subordinates, often tend to give verbal instructions. They tend to suppress the problems that arise with punishment.

* **Integrated Management Style:** High relationship orientation and high task orientation dimension. These managers, who tend to follow a participatory path in management, encourage communication and drawing conclusions by going down to the timeline of problems.

The eight approaches that emerge with the addition of the “effectiveness” dimensions are:

* **Ineffective Separated Leader (Deserter):** This type of leader avoids collaboration, creativity, communication and suggestion, preferring to comply with the legislation and not get involved in the conflicts that arise.

* **Effective Separated Leader (Bureaucrat):** This type of leader who is self-confident, obeys regulations and pays attention to detail is honest and egalitarian.

* **Ineffective Dedicated Leader (Autocrat):** These leaders, who do not believe in bottom-up communication, make decisions alone, and suppress conflicts that arise with a critical and threatening attitude.

* **Effective Dedicated Leader (Benevolent Autocrat):** This type of leader who is hardworking, enterprising and opposed to waste places importance on efficiency.

* **Ineffective Related Leader (Missionary):** This type of leader, who displays a kind and pleasant manner of making things easier, is afraid of disagreements and is not interested in results.

* **Effective Related Leader (Developer):** These types of leaders, who are inclined to listen, cooperate and support, contribute to the increase of motivation and development of employees.

*** Ineffective Integrated Leader (Compromiser):** These leaders, who do not fully implement the concepts of duty and relationship, are vulnerable to pressures that may come on them.

*** Effective Integrated (Executive):** This type of leaders who produce positive results from conflicts support creativity and participation.

2.1.3.6. Leader – Member Exchange (LMX) Theory

According to this theory, the leader establishes a relationship with a small group of followers mainly due to time constraints and it is argued that this small group, which is in contact with the leader from the first communication, has a high probability of obtaining certain privileges and credibility (Robbins and Judge, 2013, p.377). Because leaders draw the boundaries by rewarding the subordinates they want to be close to, pushing away or punishing the subordinates they do not want to be close to. It is evaluated that the leader uses factors such as demographic, gender, attitude, behavior, personality traits, proficiency levels and similar factors within this group that the leader wants to keep close to him/her (Robbins and Judge, 2013, p.378-379).

Dansereau et al. (1975, p.59) found in their study that contrary to the assumption that a leader treats all his/her subordinates equally, the leader treats each subordinate differently. In this context, with the LMX theory, it can be said that a leader establishes and interacts with each subordinate at different levels, and that this relationship and interaction will also be reflected in non-work life (Sürücü, 2021, p.259).

2.2. The Concept of Modern Leadership Approaches

New research in the field of management shows that leadership practices become inadequate over time and new theories are needed. Because the concept of leadership, likes other social elements, is influenced and renewed by the environment. In addition, globalization and increasing knowledge pave the way for the emergence of new leadership approaches. Each emerging approach focuses on dimensions that previous approaches did not address. For example, some approaches focus on the relationship between the leader and followers, while other approaches focus on the fact that the leader does not emerge randomly, but rather that every member of the group is a potential leader candidate.

It is known that leaders have some important characteristics such as honesty, dignity, taking responsibility, making decisions (Doğan, 2007, p.34), having an ambition, being an expert in their areas of responsibility, empathizing, decisive and patience (Feyerherm and Rice, 2002, p.347) is a fact. However, an approach such that people who do not have these characteristics can never be leaders, does not reflect the truth. Because, although leadership requires specific features, the important thing is the desire that exists in the person. In this context, a person who aims to be a leader must first want to be a leader and then constantly seek ways to do so (Erer and Demirel, 2018, p.649).

Some of the modern leadership approaches are as follows:

2.2.1. Transactional Leadership Approach

According to this leadership approach, the leader is work-oriented and monitors and supervises the daily work to be done in achieving the determined goals. In this supervision process, the leader first goes to get to know the subordinates for an effective and productive work. The leader, who determines what the employees like and dislike, clearly reveals their duties, responsibilities and expectations from the employees by using the reward and punishment authority. In this context, four sub-dimensions of this transactional leadership approach are (Howell and Avolio, 1993, 893-895):

*** Contingent Rewards:** In this dimension, the reward to be obtained as a result of reaching the stated goal is clearly revealed. When the target is achieved, the promised reward is given to the employee. While this method ensures that the employee clings to his/her work, it also leaves the leader observing his/her employees closely.

*** Active Management by Exception:** While the leader observes /hisher employees, he/she only makes corrections when he/she sees deviations from the goal or daily activities.

*** Passive Management by Exception:** Its difference from active management is that it occurs by intervening after the deviation in cases where the leader cannot intervene immediately.

The disadvantage of this type of leadership is the fear that the employee will be punished if the desired level is not reached as a result of the work for which he/she will be rewarded. The employee may have to try reluctantly.

2.2.2. Transformational Leadership Approach

Transformational leadership is based on the fact that institutions and businesses follow the changes in their environment and apply these changes to their own structures in order to survive. Therefore, the positive aspects of a management approach that prefers change rather than resisting change are discussed.

Leadership is the process of influencing and motivating all employees to achieve group goals and creating a sense of doing business. When we look at the transformational leadership, it is evaluated that the motivation of the employees with newer methods in line with the desired goal and the positive effect of the individual development of the employees by supporting them are discussed.

Transformational leaders realize that change takes time. Therefore, they are very patient people individually. Transformational leaders can be defined as people who enable them to reach their vision by guiding and supporting their employees and who process this process by knot.

2.2.3. Charismatic Leadership Approach

When we look at the basis of the word charisma, it is seen that it comes from Ancient Greek and it is stated that it means “divine inspiration ability” and “divine gift” and is used even in holy books (Gül and Çöl, 2003, p.165). When we look at the literature, it is seen that the use of the term charisma as "charismatic authority" in the field of management started with Max Weber.

The word charismatic is defined as “*impressive*” in the dictionary of Turkish Language Institution (TLI), and “*a manager with extraordinary prestige and influence among the masses*” in the study of Yakut (2006, p.29). In this context, it is considered that charismatic leadership is closely related to respect and attractiveness and that leader identify very strongly with their employees and leave intense emotional impressions on them thanks to the charismatic power based on their personality (Çelik, 2013, p.5).

Charismatic leaders are people who are believed to be able to create miracles by having qualifications far above an ordinary person in the eyes of employees (Kocatürk, 2007, p.40). Thanks to this belief formed in the employees, charismatic leaders are the leaders who instill hopes for the future and the sense of daily mission to their employees, who inspire

confidence, respect and a heartfelt bond (Uyguç et al., 2000, p.591). In addition to this, charismatic leaders are the ones who drag large masses of people after them in times of crisis (Erdoğan, 2011, p.35).

2.2.4. Visionary Leadership Approach

According to this approach, the leader should follow the change and look to the future with new perspectives. Because the leader should be able to notice the technological, political, social and economic changes in the near and far environment of his/her own organization, be able to read what the future will bring, and convince his/her employees about his/her vision by rewarding the efforts for the future. Because a vision is never realized by order or compulsion.

The vision is the dream of the place to be reached in the future based on the current situation, and it is the process of catching this dream and sharing the same goal (Özdoğan, 2019 p.16). Visionary leaders are leaders who aim creativity, innovation and transformation in parallel with the changes in their environment. Because the transformation starts with determining a “vision” that creates value for the future and progresses with the leader's empathy with his/her employees (Erengil and Özbay, 2005, p.47-54).

2.2.5. Neocharismatic Leadership Approach

Neocharismatic leadership approach is mainly concerned with the change process and the transformation of employees by examining the characteristics and behavior patterns of the leader from the perspective of a charismatic and visionary perspective (Wingler, 2009, p.31).

2.2.6. Strategic Leadership Approach

The word strategy is used in various mind games and sports competitions, especially in military literature, to win on the battlefield. In this respect, strategy has been handled as making a plan and dispatching, leading and directing a unit within this plan. When it came to the 1960s and 1970s, it was seen that the leaders were ineffective, and studies were carried out especially on senior managers, and it was concluded that the demographic characteristics of senior managers such as age, education, experience, professional experience and the decisions they made also affected the performance of the organization (Uğurluoğlu and Çelik, 2009, p.124-125).

The strategic leadership approach, like the visionary leadership approach, is concerned with the future. As it is known, lower level managers in organizations are interested in short-term and routine jobs, while senior managers are interested in long-term jobs where decisions are made about where the organization wants to be in the future. In this context, it is seen that senior managers take the planning and decisions regarding the future and long-term goals of the organization. In addition, one of the success criteria of the organization is financial empowerment, and this success is usually attributed to the top manager in the organization. Because the person to whom strategic leadership is attributed is the person who is responsible for identifying the changes occurring in the environment of the organization, adapting the organization to this change, and creating strategies to reach the vision he has put forward (Uğurluoğlu and Çelik, 2009, p.128).

2.2.7. Servant Leadership Approach

The servant leadership approach was first embodied in Robert D. Greenleaf's article titled “*The Servant as Leader*”, inspired by a character in Herman Hesse's book “*Journey to the East*”. The inspired character in the story is actually the servant of the group. However, Greenleaf states in the following words that when the servant disappears, the group can do nothing because the servant is actually the leader of the group (Greenleaf, unpublished, p.2).

“...There he discovers that Leo, whom he had known first as servant, was in fact the titular head of the Order, its guiding spirit, a great and noble leader... But to me, this story clearly says that the great leader is seen as servant first, and that simple fact is the key to his greatness. Leo was actually the leader all of the time, but he was servant first because that was what he was, deep down inside...”

According to this approach in the context of the above anecdote, which basically argues that the leader is the servant of the group he/she is in, the features that distinguish the leader from the other members of the group are listening to others, being able to empathize, being aware of situations, persuading people, having foresight and being service-oriented (Bakan and Doğan, 2012, p.1-10). In addition to serving people, the servant leader is also a selfless, humble, reliable, visionary and supportive leader (Patterson, 2003, p.1-7). In short, the servant leader is an innovative and motivating leader who focuses primarily on the needs of the group, provides support for individuals to achieve their personal goals.

2.2.8. Psychodynamic Leadership Approach

Psychodynamic leadership approach is based on the idea that a leadership approach cannot be generalized for people who are not similar to each other and whose attitudes and behaviors cannot be predicted exactly. Because the experiences that make the individual an individual and the events that he/she takes as a touchstone in the formation of his/her personality structure lie. According to Zaleznik (2004), the formation of the personality structure is based on the family, and what the father is to the child, he is the leader to the employee. Therefore, in the psychodynamic leadership approach, both the leader and the employees are evaluated in terms of their personality traits, family life, psychological background, and motivating elements (Demirci ve Taslak, 2022, p.1339).

It is also an obvious fact that leadership approaches are generally concerned with the behavior of individuals in the group. In this context, individuals are not machines managed with pre-written commands, but each individual should be considered as an entity that finds different answers to the questions of what, how and why they do, and therefore needs to be handled individually (Akdemir and Özer, 2018, p.43-45). For this reason, it is not possible to talk about a generalized leadership model for individuals with different personalities.

Since it is not possible to talk about a generalized leadership model for individuals with different personality traits, the Psychodynamic leadership approach focuses primarily on personality. Because, instead of classifying the behaviors as good or bad, analyzing the people and putting the right personality in the right position as a result of this analysis will determine the behavior of the leader (Akdemir and Özer, 2018, p.46). In this context, leaders who can empathize, support their employees rather than criticize them, and do not put pressure on individuals to change, offer their employees a peaceful and safe organizational environment (Akdemir and Özer, 2018, p.48).

2.2.9. Psychodynamic Leadership Approach

According to the Symbolic Leadership approach, leadership is invisible and the basis of leadership is individuals' trying to make sense of the events they experience in a concrete way such as communication, actions, speeches, mottos, brands, emblems, objects and works. In addition, metaphors are also effective in making sense. Because metaphors are used to understand the organization and to offer new perspectives to abstract concepts (Sakin, unpublished, p.9).

In symbolic leadership, the most important thing for the leader to do is communication, and communication is perceived as symbolic interaction and it creates important results for leaders and employees (Vickrey, 1995, p.315). In addition, the role of the institutional history of the organization is very important in terms of symbolic leadership, as it provides explanatory information on how meanings are constructed (Masiki, 2011, p.90).

2.3. The Concept of Inclusion Leadership and Theoretical Development

When we look at the literature, it is evaluated that the majority of leadership research focuses on the relations between the leader and the employees. The reason for this is the thought that this relationship is an important factor in making the leader's influence felt during the study. For this reason, leadership research has generally focused on the qualities, behaviors, cognitive abilities and personality traits of the leader (Okçu and Deviren, 2020 p.181).

When we look at the traditional leadership approaches, it is seen that while the hierarchical structure is given importance, the feelings, thoughts, perspectives, suggestions and willingness of the employees to participate in the decisions are not valued (Şentürk, 2019 p.50). In this context, it is evaluated that employees are only asked to achieve success. Because managers and leaders at the top level do not allow their employees to participate in the decision-making process in order to maintain the power of their position.

On the contrary, in the concept of Inclusive Leadership, which was initially examined in the field of Western education, it is adopted to educate groups consisting of different races and abilities in an inclusive manner (Fang et al., 2019, p.2). When the literature is examined, it is seen that the concept of inclusive leadership was first examined under the name of “leader inclusiveness” in the study of Nembhard and Edmondson (2006). Nembhard and Edmondson (2006, p.947) stated that leader behaviors affect the work environment and learning orientations of employees and expressed the concept of “leader inclusiveness” as the process of including other employees in the decision-making process. In this context, it is evaluated that each individual within the organization has an important place in achieving the organization's goal. In addition, it is evaluated that employees will reveal their potential and abilities more by first identifying the needs of all individuals, preventing exclusion and discrimination and encouraging all individuals to participate in decisions under equal conditions.

In order to implement an inclusive leadership approach within an organization, an inclusive organizational culture must first be created. Therefore, it is considered appropriate to begin the theoretical development of the Inclusive Leadership approach by first explaining the concept of inclusion.

2.3.1. The Concept of Inclusion

Thanks to developing technology and accelerating globalization, technological advances deeply affect the management process as well as the structures of businesses. Because when we consider that companies and holdings invest not only in one country but also in other countries that provide easier access to raw materials, markets, cheap labor, advanced technology, energy, etc., we see that people with different cultures come together. In addition, we see that senior managers are selected from the company's home country, while department managers and employees who facilitate access to the target country, such as marketing, are selected from the citizens of the country where production is made. For businesses, it is possible for these people with different cultures, different experiences, different education levels and different mindsets to come together for the same common purpose with a management approach that encompasses all.

In businesses that carry out research and development activities other than production and market targets, it is possible for scientists from different countries of the world to come together in a single facility for the same common purpose with a management approach that encompasses all.

In addition, ensuring that students from different countries can receive education in the same class in educational institutions or integrating people who enter countries as legal refugees into society is possible with a comprehensive management approach.

In the examples given above, in summary, it is tried to show the importance of addressing the different needs of people with different perspectives, different mindsets and different cultures in the same environment so that they can walk together towards the targeted direction. It is evaluated that it is possible for these people who are in the same environment but have different desires and characteristics to work effectively with a management style that covers all, and this concept is addressed as inclusion in the literature.

In today's world, where borders are removed, many countries or companies cooperate technologically to produce a product, and educational institutions are opened to all students, the concept of inclusion, which is becoming more and more important every day, is becoming a part of daily life. Because, people with different perspectives, different thought structures and different cultures can live together and work effectively and efficiently only if they feel like they are part of the environment they are in. In this context, it is evaluated that the concept of inclusion can be mentioned in environments where differences are embraced instead of isolated, all perspectives and ideas are respected, each individual is made to feel special, each individual contributes to the group, and each individual is encouraged to participate in decisions as a part of the group.

When inclusion is considered from the perspective of the team member, the dimensions of acceptance, belonging and inclusion come to the fore. From the team leader's point of view, it is evaluated that in order to increase these feelings in the employee trying to be a part of the team, their contributions should be valued, their work should be appreciated and it should be stated that their individual talents are noticed (Şentürk, 2019, p.47).

The concept of inclusion, which is explained with its characteristics above, is evaluated to be valid for organizational structures where voluntary participation is provided, apart from the areas of work and education where it was previously addressed. Because in such organizational structures, individuals who feel that they are part of the group in the implementation of plans determined within the framework of common goals are observed to devote themselves more to their duties. This is possible by including all individuals who constitute the group in the process of producing solutions to the problems that arise. In this context, it is concluded that inclusion involves creating a work environment where individuals fully participate, feel safe and are valued despite their different social identities (Ferdman et al., 2010 p.10). Similarly, Shoe et al. (2011,p.7) defined inclusion as “*the degree to which an employee perceives that he or she is an esteemed member of the work group through experiencing treatment that satisfies his or her needs for belongingness and uniqueness.*”

Kuknor and Bhattacharya (2020, p.773) defined inclusion as “*the power which any organization may derive from integrating heterogeneous groups of people and nurturing them so that they fit together.*” Within the framework of this definition, it is evaluated that it is important to create an inclusive environment in units formed by bringing together different organizations and institutions during SAR activities.

In this context, in this study, it was planned to examine the effects of creating an environment where all opinions are respected and each individual's participation in decisions is encouraged by the individuals who will take the lead in SAR units formed by bringing together people from different organizations and institutions within the framework of inclusion.

2.3.2. Inclusion Culture and Leadership

People tend to act together with other people and thus form groups in order to facilitate the path to their goals that they cannot achieve alone. However, the probability of individuals in the group to always act on the same level is very low. Therefore, organizing irregular groups of people and arranging them to act for a specific purpose is possible thanks to a leader. This leader, in general, is someone who can influence every individual that makes up the group.

The most important factor that moves the organizations in line with the determined goals and makes them successful is the leader. Because the leader is the person who clearly reveals the desired goal to be achieved, draws the path towards this goal, provides a healthy communication between the group members and most importantly establishes an environment of trust. It is called leadership when the leader mobilizes people for a specific purpose, thanks to his competence and experience. In this context, it is possible to define leadership as the process that emerges with the existence of the triple of group, target and leader, interacts between the power elements of the leader and the group members and influences them by communicating with the group members (Milne, 2018, p.5-7).

One of the most basic features of leadership is to create an organizational culture that ensures competition among individuals on equal terms. In this organizational culture, the most fundamental factor to ensure equality should be merit and competence; culture, gender, race, physical and mental conditions should not be a selection factor. In the organizational culture created in this way, it is considered that each individual will feel the feeling of being accepted into the organization and that his/her belonging will increase.

Belonging makes employees feel safe both physically and psychologically. Trust, on the other hand, increases the idea that the employee is not excluded and will not be excluded by the organization he/she is in. In this context, it would not be surprising that an organizational culture that ensures the belonging of employees and offers them an environment of trust creates teams that say “we, not me”. Because it is expected that an organizational culture

where everyone in the team is listened to, differences are seen as a value and which encourages participation in decisions will provide effective and definite results to the problems encountered.

Leaders, one of the main features of which is to create an organizational culture, have to think about their own competencies first and then the obstacles that change will bring when they want to create a culture that includes everyone. These barriers are identified by revealing the first seen and then the invisible differences among the employees. Lighthart (2017), in a survey conducted with 2167 senior executives, asked about the current perception of diversity and inclusion and reached the findings in Figure 2.4 and that only forty percent of managers have a plan to measure inclusion.

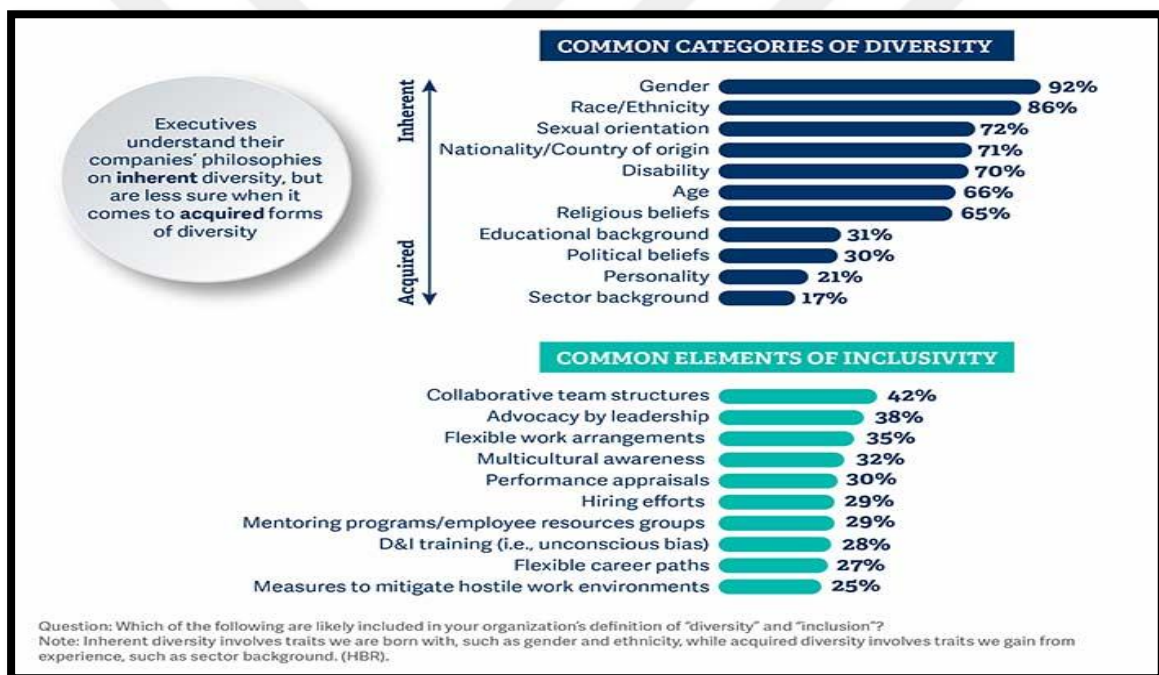


Figure 2.4. Companies are struggling with “Inclusion”

2.3.3. Organizational Inclusion

Organizational Inclusion (OI) can basically be achieved by creating an inclusive organizational culture. This organizational culture, which allows horizontal communication, supports the participation of lower-level employees in decisions, and wants every employee to be approached equally, aims to include all kinds of diversity by creating a supportive diversity climate.

This diversity climate created within the organization is based on the idea of providing equal opportunities to every employee, regardless of any criteria. Based on this definition, McKay et al. (2009, p.769) define diversity climate as that “*a firm promotes equal employment opportunity and inclusion*”. However, with the notion that only equal opportunity is not sufficient, Avery et al. (2008-1, p.245) encourages institutions to focus on more diverse working environments. In studies conducted in this context, it has been observed that leader behavior facilitates inclusivity (Nair and Vohra, 2015, p.20) and inclusion increases employee satisfaction, productivity (McLoad and Harrington, 2017, p.179), commitment and decreases turnover (Hwang and Hopkins, 2012, p.34). In addition, Barak (1999, p.59-64) proposed the OI model shown in Figure 2.5 in order to encourage an inclusive work environment.

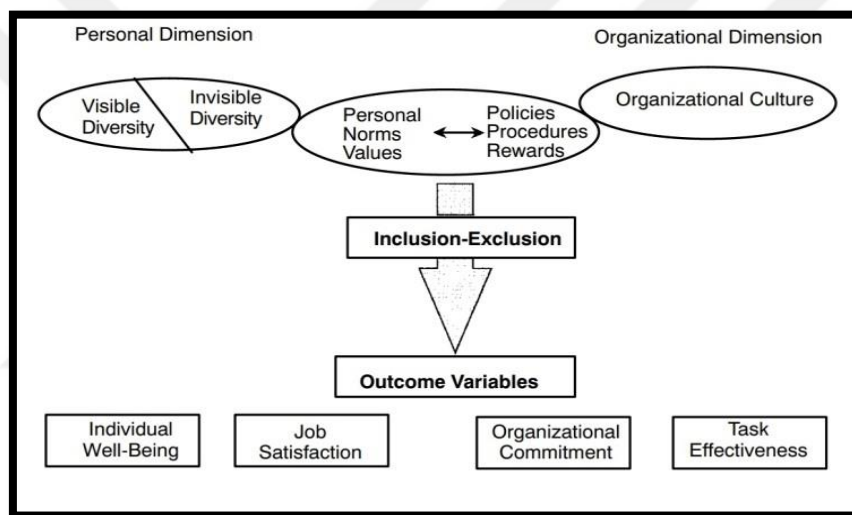


Figure 2.5. A Model of Organizational Inclusion (OI)

OI basically defined as the acceptance of individual differences and the creation of a working environment that will ensure that all employees are treated the same (Roberson, 2006, p.215). Based on this definition, individuals should be able to fully participate and contribute to the organization they are a member of, without having to give up their unique features and individual uniqueness (Ferdman, 2017, p.238). In this context, OI means supporting members who are discriminated against by respecting their differences, and allowing them to participate and contribute to all processes of the organization (Acar Erdur, 2020 p.212). Therefore, it is considered that inclusion should be addressed not only at the individual or organizational level as shown in Figure 2.5, but also at the national and even international level.

2.3.4. Inclusive Leadership: Definitions and Dimensionality

Leadership is a process based on relationships, and where there is no relationship, leadership cannot be mentioned. In this relationship process, the leader develops a behavior method by using power elements and this method is tried to be explained with leadership approaches. Cevrioğlu (2007, p.6) listed these power elements as authority power, reward-punishment power, coercive power, expert power, power arising from individual qualities.

Nevertheless, the leadership process can continue without the power elements mentioned above. Sometimes people can follow their leaders without the need for any power element. However, there are also cases where the leader cannot manage his/her group despite using all the power elements to the last point. In such a situation, it is obvious that there is no talk of leadership.

Considering the leadership approaches, it is seen that the subordinates are allowed to be the decision mechanism. Since leadership is a process, the leader's establishing high-quality relationships with his/her employees, creating an organizational culture that advocates equality and justice, providing an environment of mutual interaction, and accepting employees from different groups and developing inclusive norms will provide a positive environment for achieving goals (Nishii and Mayer, 2009, p.1413).

The development of inclusive norms is related to mutual interests to achieve organizational goals (Milne, 2018, p.8). As a result of these interests, the idea of doing things through people has been invalidated, and the fact that the leader has an interdependent relationship with his/her followers has emerged (Hollander, 2014, p.201). Because leadership is a relationship and if there is no relationship, the follower cannot be mentioned (Renshaw, 2018, p.38). This relationship shows itself when the followers follow the leader for vision, protection, success, impressiveness, coverage and belonging, and the leader gains benefits such as loyalty, effort, participation, obedience, cooperation and commitment from his/her followers (Hollander, 2014, p.203).

Hollander (2008, p.3-4) stated in his study that leadership should be considered as a two-way road instead of a one-way road, and that there should be Respect, Recognition, Responsiveness, and Responsibility in both directions of this road, and although the leader is the leader in the relationship between the leader and the follower, the followers are very valuable and also leader candidates on the way to success. Because leaders who comply with

the inclusive leadership approach create an organizational culture environment in which their employees feel valued and a sense of justice prevails, and they encourage originality (Cottrill et al., 2013, p.276-277). Thus, the followers improve themselves by easily participating in the decisions.

In the light of the above data, this understanding, which encourages different thoughts and perspectives in order to work effectively and efficiently in the decision-making process, creates a sense of being part of the group in each individual, and includes differences rather than excluding them, is addressed as Inclusive Leadership in the literature? Although it is seen that there is no clear definition of Inclusive Leadership when the literature is examined (Randel et al., 2018, p.192), Table 2.1 includes definitions taken from studies in the literature.

Table 2.1. Definition and Dimensionality of Inclusive Leadership from Literature

Inclusive leadership...	Resource
* (as leader inclusiveness) <i>as words and deeds by a leader or leaders that indicate an invitation and appreciation for others' contributions.</i> * <i>attempts by leaders to include others in discussions and decisions in which their voices and perspectives might otherwise be absent.</i>	Nembhard and Edmondson, 2006, p.947.
* <i>their own acceptance of employees of various backgrounds through the establishment of high-quality relationships with them, group leaders can promote norms about equality and inclusion that will facilitate greater power sharing and improve reciprocal exchanges among group members.</i>	Nishi and Mayer, 2009, p.1413.
* <i>refers here to leaders who exhibit openness, accessibility and availability in their interactions with followers.</i> * <i>as a specific form relational leadership ... which includes three reinforcing facets: openness, accessibility and availability</i>	Carmeli, et al., 2010, p.250 / 256
* <i>is the degree to which an employee perceives that he or she is an esteemed member of the work group through experiencing treatment that satisfies his or her needs for belongingness and uniqueness.</i>	Shore et al., 2011, p.1265

Table 2.1. Definition and Dimensionality of Inclusive Leadership from Literature (Continued)

* <i>consists of a number of distinct practices (advocating for inclusion, educating participants, developing critical consciousness, nurturing dialogue, emphasizing student learning and classroom practice, adopting inclusive decision- and policymaking strategies, and incorporating whole school approaches).</i>	Furman, 2012, p.196
* <i>is a process of “mutual support,” meaning that leaders not only uphold honesty in their conduct but also endeavor to influence subordinates to cultivate honest qualities and behaviors.</i>	Li et al., 2012
* <i>is the linchpin for inclusion at other levels of the multilevel framework; it can facilitate (and perhaps even be considered a key part of) inclusion in groups, organizations, and societies, as well as help translate and spread inclusion across these levels.</i>	Ferdman, 2014, p.19
* <i>means do things with people rather than to people.</i>	Hollander, 2014, p.203; Hollander, 2012, p.3; Hollander 2008, p.4
* <i>means caring from direct supervisor, leader’s support</i>	Tang et al., 2015, p.864
* <i>has occasionally been used to emphasize the need for more diversity and better leader-follower relationships.</i> * <i>means an approach to leadership thinking and acting that is dynamic, horizontal across societal sectors and cultures, and broadly applicable.</i>	Wuffli, 2016, p.2 / 5
* <i>helps group members feel that they belong without changing key identities and that they can contribute their uniqueness to group efforts.</i> * <i>occurs through specific behaviors that facilitate belongingness and indicate value for uniqueness.</i>	Randel, 2018, p.190 / 199

Table 2.1. Definition and Dimensionality of Inclusive Leadership from Literature
(Continued)

* <i>can thus be defined as leadership that stimulates the exchange, discussion and utilization of employees' diverse features, as well as supporting the full participation of all employees in order to satisfy needs' of individuation and belongingness.</i> * <i>enables individuals' needs for distinctiveness and belongingness.</i>	Ashikali, 2019, p.8 – 25
* <i>is a is an action prompted on every day activities by a leader such as creating diverse teams, treating crises, managing change, handling inequities and pressures.</i>	Kuknor and Bhattacharya, 2020, p.773.
* <i>makes subordinates feel psychologically safe to perform creative activities, making subordinates more likely to engage in creative activities.</i> * <i>will reduce subordinates' challenge-related stress.</i>	Zhu et al., 2020, p.3
* <i>encompasses a repertoire of leader behaviors that "embrace the diversity among individuals, acknowledge the unique value of each employee, foster collaboration and communication, accommodate team members' failures with appropriate professional guidance, and is characterized by openness, accessibility, and availability.</i>	Zhang et al., 2022
* <i>demonstrates flexibility and adaptability, adjusting its leadership style according to different situations and the needs of team members.</i> * <i>is characterized by fostering an environment where every individual feels valued and every voice can contribute to collective success.</i>	Liu, 2024, p.67

Based on the above definitions, it is evaluated that Inclusive Leadership is a leadership approach that encourages the participation of all employees in decisions, values different perspectives and ideas, adopts a fair management style without any discrimination, embraces differences and encourages interpersonal communication, respects competition and cooperation, creates a dynamic structure, provides useful resources and encourages contribution.

As seen in Table 2.1, researchers who were influenced by various theories and cultural backgrounds in the process of creating the definition of Inclusive Leadership focused on different dimensions as shown in Table 2.2 since they had different perspectives in the definition process. While some of these dimensions came to the fore with consistent measurement approaches thanks to qualitative and/or quantitative research methods, some were removed from the studies because they could not reach sufficient validity.

Table 2.2. Dimensions Considered within the Framework of the Concept of IL

Dimensions	Resource
Invitation and appreciation	Nemhard and Edmondson, 2006, p.947.
openness, availability, and accessibility	Carmeli, et al., 2010, p.1
Openness, democracy, Humanism, and justice Balanced empowerment, ambulatory	Liu, 2024, p.66;Zhu and Qian 2014
openness, affinity, tolerance, and support	Liu, 2024, p.66; Yao and Li, 2014
recognition, fairness, encouragement, and support	Liu, 2024, p.66; Fang and Jin, 2014
<u>belongingness:</u> 1) supporting group members, 2) ensuring that justice and equity are part of each member's experience, 3) providing opportunities for shared decision making on relevant issues. <u>uniqueness:</u> 1) encouraging diverse contributions to the work group, 2) helping group members fully offer their unique talents	Randel, 2018, p.193-194

In addition to the dimensions focused on in inclusive leadership studies, various concepts and relationships have also been addressed. Liu (2024, p.69) classified the issues associated with inclusive leadership at the employee, team and organization levels in his study, and the concepts in question are presented in Table 2.3.

Table 2.3. Outcomes of IL at the Employee, Team, and Organizational Levels.

Employee Level	Team Level	Organizational Level
Challenge-oriented organizational citizenship (+) Creativity/innovation (+) Voice behavior (+) Well-being (+) Psychological distress (-) Psychological capital (+) Psychological safety (+) Emotional exhaustion (-) Work-engagement (+) Proactive behavior (+) Performance (+) Knowledge sharing behavior (+) Helping behavior (+) Person-job fit (+) Negative feedback-seeking behavior (+) Perceived organization support (+) Speaking up and error reporting intention (+) Perceptions of inclusion (+) Green service recovery performance (+)	Performance (+) Innovation (+) Voice (+)	Inclusion climate (+) Ethical climate (+) Organizational identification (+) Symmetrical internal communication (+)

As a result, it is evaluated that two concepts, belonging and uniqueness, come to the fore in the emergence of Inclusive Leadership (Ağcihan, 2022, p.27). Therefore, it is evaluated that the Inclusive Leadership approach is very important in the success of search and rescue activities that require positive emotions such as dedication, belonging, devotion, participation and contribution.

While Pelled (1999, p.1014; Şentürk, 2019, p.47) defines inclusion as “*accepting an employee by others*”, Miller (1998, p.151) defines it as “*allowing an individual to contribute to the workplace*”. In addition, Avery et al., (2008-2, p.6) defines inclusion as “*the extent to which employees believe their organizations engage in efforts to involve all employees in the mission and operation of the organization with respect to their individual talents*”, adding “*inclusion/containment*” to the “*acceptance*” and “*belonging*” dimensions of inclusion (Avery et al., 2008-2, p.6; Shore et al., 2011, p.1268). This addition is supported by Kuknor and Bhattacharya's (2020, p.790) suggestion that organizational cultures are not static or uniform, but rather change over time. While Schein (1995, p.224-225) sees only the leader as the main element for the change that occurs in the organizational culture, Hatch (2000, p.255-257)

considers the leader and the follower together. However, Kuknor and Bhattacharya (2020, p.790-791) state that change does not only occur with the efforts of the leader and followers, but also the culture that changes with the participation of new employees directs the leader to lead the change. In this context, Kuknor and Bhattacharya's (2020, p.791) concepts of inclusive leadership and organizational inclusion are shown in Figure 2.6.

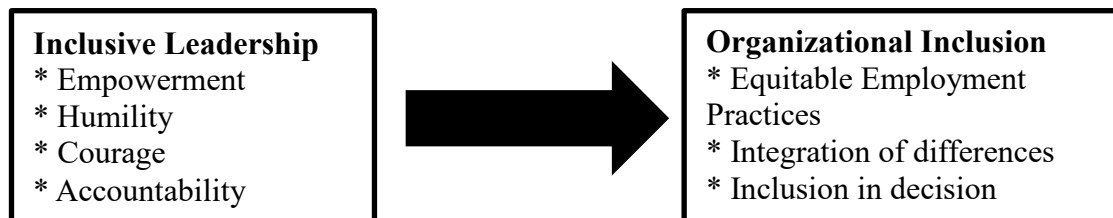


Figure 2.6. Kuknor and Bhattacharya's IL and OI Theoretical Framework

2.3.5. Attributes of Inclusive Leadership

In a world that is changing day by day and the perception of a predictable future is falling, it is extremely important to determine the environment and business priorities. Because, in addition to seeing people individually, it is extremely important for decision makers to consider other factors that will vary. Dillon and Bourke (2016 p.1) gathered diversity in terms of the future business world under four headings as “*market, customer, ideas and talent*”.

The reason why the concept of the market is diverse in this diversity is local and international cultural, political and economic reasons. With the concept of customer diversity, it is emphasized that customers whose power is increasing day by day in competitive market conditions should be the focus. With the concept of diversity of ideas, it is emphasized that innovative behavior or ideas are as necessary as oxygen for the lives of businesses. And finally, with the concept of talent, it is emphasized that the success of the leader will depend on whether the employees in his hands can make the most of their talents. Based on these four characteristics, it is considered that IL attaches great importance to competition and cooperation as part of a participatory process (Hollander, 2008, p.3).

When we look at the qualities of inclusive leaders in general, we see that learning and communication skills come to the fore. Because, it is considered that the leader's assimilation of the knowledge they receive from their experiences or training programs and improving their interaction with their subordinates and superiors contribute to organizational productivity. In addition, inclusive leaders are expected to respect team members, be aware of

their contribution to the organization, be open to communication, and support a behavior that targets the future instead of the past (Şentürk, 2019, 53; Hollander, 2008, p.37).

In their study, Dillon and Bourke (2016, p.7) identified the concept of inclusion as fairness, appreciation of uniqueness, and employees' sense of belonging when they are involved in the decision-making mechanism, and they revealed the six qualities shown in Figure 2.7 for inclusive leaders.

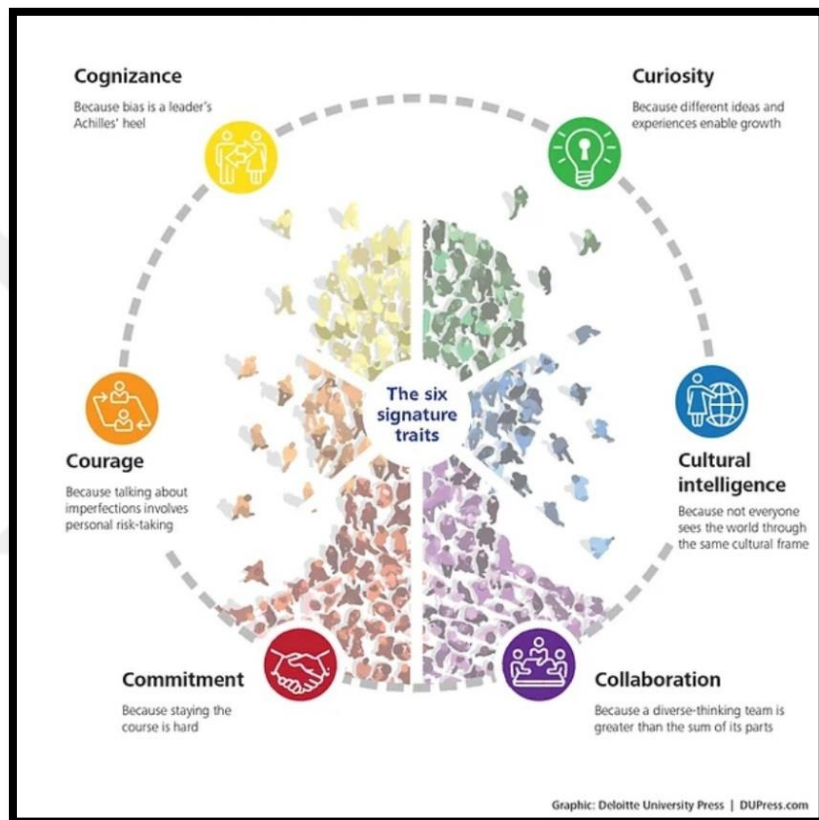


Figure 2.7. The Six Signature Traits of an Inclusive Leader

Concepts shown in Figure 2.7:

* **Commitment:** This trait makes inclusive leaders extremely strict about diversity and inclusion. Because the goals set forth are highly compatible with the personal values of the leader and the leader can spend time and energy to cover diversity.

* **Courage:** With this quality, it is explained that the leader does not hesitate to use his/her strengths and is humble about his/her weaknesses. Inclusive leaders are willing to speak up in the face of events and go against the existing structure.

* **Cognizance of bias:** Inclusive leaders thoroughly examine themselves and their organization and become aware of both their own and their organization's blind spots.

* **Curiosity:** Access to knowledge begins with curiosity. Because curiosity leads to research and finding. With this quality, it is emphasized that the leaders of the future should be curious about how the future will be and have a desire to understand the future. Inclusive leaders develop open-mindedness and empathy skills as a result of their curiosity in accessing information.

* **Culturally Intelligent:** While understanding cultural similarities and differences is important, inclusive leaders are aware of how cultural patterns can affect personal worldviews and expectations. In this context, inclusive leaders have the ability to operate effectively in intercultural interaction and not to race between cultures.

* **Collaborative:** Collaboration is about individuals working together, building on each other's ideas, to produce something new or solve something complex. However, collaborating with different people is extremely difficult. Therefore, what makes the inclusive leader different is that they make individuals with different perspectives willing to share and encourage cooperation.

Ratcliff et al., (2018, p.16-17) suggested five qualities for inclusive leaders in their study. These qualities are:

* **Fair Treatment:** According to this quality, inclusive leaders give importance to merit, keep their employees at an equal distance, address their employees in the same way, give their employees jobs independent of their status, but reward them based on merit.

* **Openness to Differences:** According to this quality, inclusive leaders observe the differences of their employees, learn from different backgrounds and encourage the expression of all kinds of thoughts, even if they are different, and in this context, intercultural cooperation and solidarity.

* **Integration in to the Unit:** According to this quality, inclusive leaders inform their former employees that they are part of the unit they work for, while providing the necessary information to new employees to easily integrate into the unit they work for. Inclusive leaders also put together work that requires teamwork, pairing new employees with experienced veterans, and allowing newcomers to comment on their unit from day one.

*** Leveraging Unique Perspectives and Expertise:** According to this characteristic quality, inclusive leaders accept their own and their employees' knowledge, skills and limitations and assign their employees to tasks where they can use their talents. The most important aspect of this nature is that inclusive leaders consider all ideas.

*** Shared Understanding in Communication:** According to this quality, inclusive leaders establish respectful and similar relationships with all their employees in a way that supports bottom-up communication and encourages knowledge sharing.

2.3.6. Inclusive Leadership in SAR Units

Those who work in complex and demanding jobs, such as SAR, often go through the same training process; however, later on, some workers may make further progress in areas of interest. This allows employees with fewer years of working on the same team to have more knowledge on some topics. In this context, it is supported that regardless of the working year, taking the opinions and suggestions of all employees and ensuring their participation in the decision will increase the success.

Carmeli et al. (2010, p.258) found that IL increases the confidence and creativity of employees. In this context, it is considered that encouraging IL to include all employees in the decision-making process will increase the chances of success in SAR activities. In addition, it is considered that IL will increase creativity, especially in a situation that is encountered for the first time.

According to Ryan (2006, p.8), in order to talk about IL, gender, race and class discrimination must be overcome. In this context, leaders who command all teams coming to the affected area should treat each individual equally, regardless of where the team comes from, and allow each to make their contribution so that individuals consider themselves part of the newly created group. In the opposite case, that is, in cases where the leader's inclusiveness is low, individuals with low status or low level of experience will withdraw themselves by feeling deficient, while individuals with high status or high level of experience will take advantage (Nembhard and Edmonson, 2006, p.948).

As a result, when we look at Blau's 1964 study, it is seen that the valued person values the other person in the same way (Şentürk, 2019, p.52). In this context, it can be evaluated that an employee whose work is appreciated and included in the decision-making process increases

his/her dedication to his/her job and his/her trust in the organization, his/her colleague and the leader.(Choi et al., 2015, p.933).



3. JOB ENGAGEMENT

The cultural values of the society in which they exist are of great importance for organizations where people come together to meet their individual needs. In this context, it is of great importance to create an organizational culture that will enable individuals to unite within the framework of the same purpose for the continuity of the organization's existence. Therefore, organizational culture is unique to each organization and it is evaluated that it consists of common beliefs, values, consensus, unity of ideals, moral values, attitudes and thoughts that the organization has developed for its field of duty (Akunal and Çetin, 2018, p.21).

It is clear that the most important actor in the effective implementation of organizational culture, motivating employees and external representation is the leader. Because the leader's reactions, attitudes and behaviors in the face of the events are a very effective input in the formation of the organizational culture. In addition to the leader, people who have become the symbol of heroism in the organizational culture are the embodiment of the organizational culture. These people can be someone who is still alive, working in the organization or being consulted, or they can be a figure who lived in the past and can be envied in the standards desired to be achieved. In this context, leaders and heroes act as catalysts in increasing the individual performance of employees, especially in SAR units.

Employees, who can focus on the positive aspects of their work thanks to leaders and heroes, use all their strength, creativity, knowledge and experience to achieve the work. Because in difficult and complex jobs such as SAR, the most important factor in the success of the job is personal perception and relevance. It is impossible for an employee who has not fully grasped the importance and sanctity of his job to achieve successful results. In addition, as Maslow stated in 1971, *“individuals who do not perceive the workplace as meaningful and purposeful will not work up to their professional capacity”* (Chalofsky and Khrishna, 2009 p.189).

Due to the sanctity of saving human life on the basis of difficult and complex jobs such as SAR, they are jobs that provide the highest level of spiritual satisfaction. For this reason, employees who assimilate the sanctity of saving human life with their whole selves prefer organizations where morality and justice prevail. Particularly, volunteers who participate in SAR operations voluntarily have problems accepting the command of higher organizations

and participating in the work. In this context, an organization participating in SAR activities should have an organizational structure that supports both its own employees and those who participate voluntarily in developing themselves, finding and using new methods. Because, like all other organizations, SAR organizations need employees who are psychologically committed to their jobs, who follow the roles assigned to them and who offer the highest level of performance (Bakker et al., 2011 p.5). This can be achieved by the dedication of individuals who can use initiative in their work, provide self-discipline in their professional development, and have a high level of physical and mental capacity to their organizations and their work (Akünel and Çetin, 2018 p.68).

3.1. The Concept of Job Engagement

The concept of JE which put forward by Khan in 1990 began to emerge with the idea that when employees' commitment to their work is high, their performance will be at a high level (Keçecioğlu and Yılmaz 2018, p.56). In addition, the concept was first started to be researched by the consultancy company Gallup in 1992, but a satisfactory result could not be obtained because the research required a long time (Akünel and Çetin, 2018 p.68).

Allen and Meyer (1990, p.14) discussed commitment as a psychological state that connects the employee to the organization. Oxford dictionary explain the concept of engagement as "*an arrangement to do something at a particular time, especially something official or something connected with your job*" (oxfordlearnersdictionaries.com). In addition, JE is the psychological perception that includes the acceptance that employees will devote themselves to their work in the organization and that they will be subject to some sanctions that are not in the legal contract (Akünel and Çetin, 2018 p.69). What is important here is that employees adopt their roles in the organization and fulfill their roles in the best way with all their energies (Bal, 2008, p.15). Schaufeli et al. (2002 p.74) defines JE as "*a positive, fulfilling, work-related state of mind*". In addition, JE can be explained as the enthusiasm of the employee in doing his/her job, the feeling of being proud of his/her work, his/her behaviors, and the internal motivation that provides a high level of sustainable mobility (Yavan, 2016 p.279). In parallel with this, Ashforth and Humphrey (1995 p.108) stated that emotional bond is indispensable in JE, and that traditionally, when it comes to effort and expectations, the focus is on the individual's hands and head, but not on the heart.

3.2. Concepts Related to Job Engagement

The term JE first emerged in the 1990s (Schaufeli, 2012. p.3), in the first studies energy, involvement and efficacy (Maslach and Leiter, 1997. p.24); in later studies, it has been associated with organizational commitment, job satisfaction, employee loyalty, retention (El, 2019, p.15).

The concept of JE has been associated with many concepts. While some of these concepts affect individual JE positively, others affect it negatively. In addition, a number of concepts have been associated with organizational JE rather than individuality.

3.2.1. Concepts Affecting Individual Job Engagement Positively

In general terms, the concepts that positively affect JE individually: social relationship ability, positive thinking, being suitable for teamwork, having technical skills (Aydın et al., 2020, p.65-66), alleviating workload, contribution to personal development (Öksüz, 2022, p.37; Broeck et al., 2008, p.227), performance management, goal setting, social and organizational support, encouraging participation (Coetze and De-Villiers 2010, p.28).

Another concept that positively affects the level of JE is the tendency to trust colleagues and managers, which increases the degree of adaptation to the social environment and the degree of cooperation (Kır, 2021, p.61-63). In this context, it is evaluated that individuals' JE increases thanks to the presence and behavior of a manager who cares about and supports the needs of employees and employees who create an environment of trust.

In addition to these concepts, it has been determined that some concepts in the literature can be used interchangeably in studies while contributing positively to JE. These concepts are:

3.2.1.1. Job Embedness

The concept of job embedness and job engagement are concepts that are often confused. While job embedness is mostly related to the organization and the person's position in the workplace, job engagement is related to the nature of the job (Obakan, 2019, p.17). In addition, the concept of job engagement differs from the concept of job embedness with its well-being dimension. In addition, while job engagement is very variable, job embedness describes a more stable state of mind (Güvenç, 2012, p.8).

3.2.1.2. Employee Engagement

Although this concept is confused with the concept of job engagement, it is different in meaning. Because while employee engagement is about the enthusiasm of employees (Obakan, 2019, p.17); job engagement is conceptualized as work-related mind with its three dimensions (Schaufeli et al., 2002, p.74). However, when looking at the literature, it is evaluated that they are used interchangeably.

3.2.1.3. Organizational Commitment

Becker (1960, p.32) considered organizational commitment as the process of taking sides with the organization and defined it as an attitude of being a conscious party. In addition, the concept of organizational commitment includes the individual's adopting the goals of the organization of which he/she is a part and maintaining the desire to stay in the organization (Kır, 2021, p.120; Gül et al., 2008, p. 74). In this context, it is considered that the individual has a job in the center of life. However, the concept of JE also deals with the possibility of the individual not adopting the organization despite devoting himself/herself to his/her job (Kır, 2021, p.122; Alarcon, 2009, p. 16-18).

3.2.1.4. Job Involvement

Job involvement is defined as “*cognitive or belief state of psychological identification*” (Kanungo, 1982, p.342) Just like the concept of organizational commitment, the concept of job involvement looks at whether the job is at the center of an individual's life (Lawler and Hall, 1970, p.310). In this context, while the concept of job involvement focuses on the level of effectiveness of the job in the life of the individual, the concept of JE focuses on the individual's performance in his/her job with the psychological bond he/she establishes with his/her job. Because while job involvement is handled only in cognitive dimension, JE is handled in cognitive and behavioral dimensions (Kahn, 1990, p.700).

JE is positively affected by many concepts. Likewise, JE also contributes to the positive effect of creativity on the job, due to positive thoughts and optimistic expectations about the job (Rothbard and Patil, 2011, p. 17).

In addition to the concepts that positively affect JE, there are also concepts that JE positively affects. Namely, JE also contributes to the positive effect of creativity on the job, as having positive thoughts and optimistic expectations about the job. (Rothbard and Patil, 2011, p. 17).

3.2.2. Concepts Affecting Individual Job Engagement Negatively

Concepts that negatively affect JE can be listed as; long working times (Bakker et al., 2011, p.6), deterioration of work-family balance (Halbesleben et al., 2009, p.1452-1453), burnout, insufficient wages, failure to meet expectations, not being supported (Dai et al., 2020, p.2), lack of job resources (Schaufeli and Bakker, 2004, p.293). On the other hand, negative behaviors such as the stress of losing their job, dissatisfaction, job change and absenteeism can be seen in individuals with reduced JE.

3.2.2.1. Burn Out

Maslach and Leiter (1997, p.192) defined burnout as “*burnout is psychological syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with other people in some capacity*”. The concept of burnout is that for the individual who is devoted to his/her work, the work becomes unpleasant and causes a decrease in the level of satisfaction. In this context, burnout syndrome is manifested by the exhaustion of energetic individuals, the inadequacy of competent individuals and the alienation of individuals who are committed to their work (Kır, 2021, p.102).

Shirom and Ezrachi (2003, p.84) stated in their study that burnout is generally seen as an individual's negative emotional response to work-related stress. Due to this emotional reaction, the individual is physically and mentally worn out. Shirom (2003, p.252) emphasizes in his study that the feeling of burnout caused by this attrition affects physical vigor, emotional resilience and cognitive agility.

Many studies have been conducted to determine the causes of burnout. Some of these focus on the person, while others focus on other environmental factors. It is considered that environmental factors such as excessive workload, lack of personnel, role conflict, not being able to get paid for their efforts, having high expectations from themselves, doing the same job for a long time are more effective at the burnout level of the individual (Leiter and Maslach, 1988, p.297-299). Nevertheless, it is considered that the demographic variables of the individual's personality, values, goals, age, gender, education level and family status interact with environmental factors and have an impact on the level of burnout (Ülbeği and İplik, 2017, p.20-21).

While JE is positively associated with energy, involvement, and efficiency; burnout is associated with exhaustion, cynicism and inefficacy dimensions (Maslach et al., 2001, p.397).

3.2.2.2. *Workaholism*

Workaholism can be defined as the individuals' unnecessarily and uncontrollably extreme working intention (Güvenç, 2012, p.8). Workaholics can't help, but think about work continually whether at work or outside, despite being under no pressure. They even deal with more than what is expected of them by making more effort than their job requires. However, as a result of so much work, they experience problems in their social lives and relationships because they are physically and psychologically worn out (Bakker et al., 2009, p.23-24). Although JE is similar to workaholism in terms of intense work-related brain state, they differ in terms of positive individual and organizational outcomes.

3.2.3. Concepts Affecting Individual Job Engagement Positively

In the organizational sense, friendships in the workplace are at the forefront of the concepts that affect JE. These friendships can have a positive or negative effect on JE, depending on their competitive or supportive nature. In addition, the workload rate of the individual compared to other individuals and the relations with the managers affect JE. Managers who create a supportive and trusting environment have a positive effect on JE, but adversely affect it in the opposite case.

3.3. Dimensions of the Concepts of Job Engagement

When the literature is examined, the concept of JE is firstly emotional, physical and cognitive (Kahn, 1990, p.692); involvement, efficacy and energy afterwards Maslach, et al., (2001, p.413-417); and finally vigor, dedication and absorption Schaufeli et al., (2002, p.71). Apart from these, Macey and Scheiner (2008, p.3) discussed job engagement as psychological states, traits, and behaviors engagement in their study.

The three sub-dimensions of vigor, dedication and absorption discussed in Schaufeli et al. (2002)'s Utrecht Work Engagement Scale study can be expressed as positive, satisfying and creative thinking in general. In this study, the sub-dimensions of vigor, dedication and absorption were examined using Schaufeli et al. (2002)'s Utrecht Work Engagement scale. In this context:

3.3.1. Vigor

Vigor can be defined as the individual's high level of effort and perseverance while doing his/her job, being mentally compatible with his/her job (Bakker et al., 2014, p.391) being emotionally strong and resolutely overcoming the difficulties he/she encounters (Özkalp, Meydan, 2015, p.6).

Shirom and Ezrachi (2003, p.83-87) stated in their studies that variables such as the power of the individual, the level of independence, participation in the decision process and the leadership style of the manager and the level of expertise can be used to determine the level of vigor of the individual. In addition, when the literature is examined, it is stated that the vigor dimension is also effective in the individual's performance, mental and physical health, job satisfaction, family life and organizational effectiveness (Yılmaz, 2022, p.43).

In this context, it can be said that individuals are extremely active when they feel vigorous while doing their work, they produce practical and creative solutions, and they establish positive relationships with other individuals in teamwork (Little et al., 2011. p.467).

In addition, from the perspective of the vigor dimension, it is evaluated that the employees who are dedicated to the job, work with all their strength to reach the goals set by the desire for success. From this point of view, Jenaro et al. (2010, p.867) suggested that the vigor dimension characterizes a high level of energy and mental endurance for the concept of JE. For this reason, vigor dimension has been considered as basic dimension in many studies (Kır, 2021, p.116). Therefore, it is considered to be the most important pillar of the concept of JE is the vigor dimension.

3.3.2. Dedication

The dimension of dedication is defined as the individual's focus on his/her work with a sense of enthusiasm, inspiration, pride and challenge (Schaufeli et al., 2002 p.74). In this context, individuals who are dedicated to their work are evaluated how interesting and important their work is, how meaningful it is, and that they should struggle for success (Turgut, 2011, p.155-156). Individuals who care about their job and struggle with the difficulties they encounter on the way to success, put their work at the center of their lives and participate at the highest level (Öztürk et al., 2011, p.86).

The dimension of dedication includes enthusiasm, inspiration and a sense of importance, as well as being committed to one's job at the highest level, and basically expresses the meaning that a person ascribes to his/her work (Durgut, 2020, p.50). Because one's job is not a burden that he/she has to work; on the contrary, it perceives it as a motivating factor (Othman and Nasurdin, 2011. p.1990-1991).

3.3.3. Absorbtion

Absorption dimension is the dimension in which the individual focuses on his/her work at the highest level, experiences the highest level of job satisfaction and wants to maintain his/her peaceful environment for many years. In this dimension, the individual gets so caught up in his/her work that he/she can't help himself/herself from working and has difficulty in taking a break (Turgut 2011, p.156). Meanwhile, the individual can concentrate very easily while doing his/her job (Schaufeli et al., 2002, p.75). Thus, while the individual is not able to understand how time passes while he/she is working, he/she also gets a feeling of happiness from this intensity. Because the individual understands what is expected of him/her in his/her job and finds the necessary competence in himself/herself. In this context, the concentration dimension can be explained as the individual's continuing to work without even feeling the need for a break (Örücü and Hatipoğlu, 2018, p.101).

This dimension has both positive and negative aspects. For example, Rothbard (2001, p.656-657) states in his study that absorption will not create a positive stagnant situation since individuals who are caught up in their work neglect some factors in their social lives. In this context, it is considered that the concentration increases with the increase in absorption, but some human factors are ignored in social life.

3.4. Factors Affecting the Concept of Job Engagement

It is evaluated that, individuals can make the most contribution to achieving organizational goals when they dedicate themselves to their work. In order to ensure the sustainability of the desired productivity, organizations should understand exactly what the concept of JE is, identify the factors affecting engagement (Baran, 2019, p.58) and offer a peaceful working environment to the members of the organization (Güneş, 2022, p.15).

There are many factors that increase individuals' JE. In this part of the concept of JE, the factors affecting JE will be discussed in studies from past to present.

In Anitha's (2014, p.311) study, seven factors affecting JE were identified. These factors are shown in Figure 3.1 and explained below.

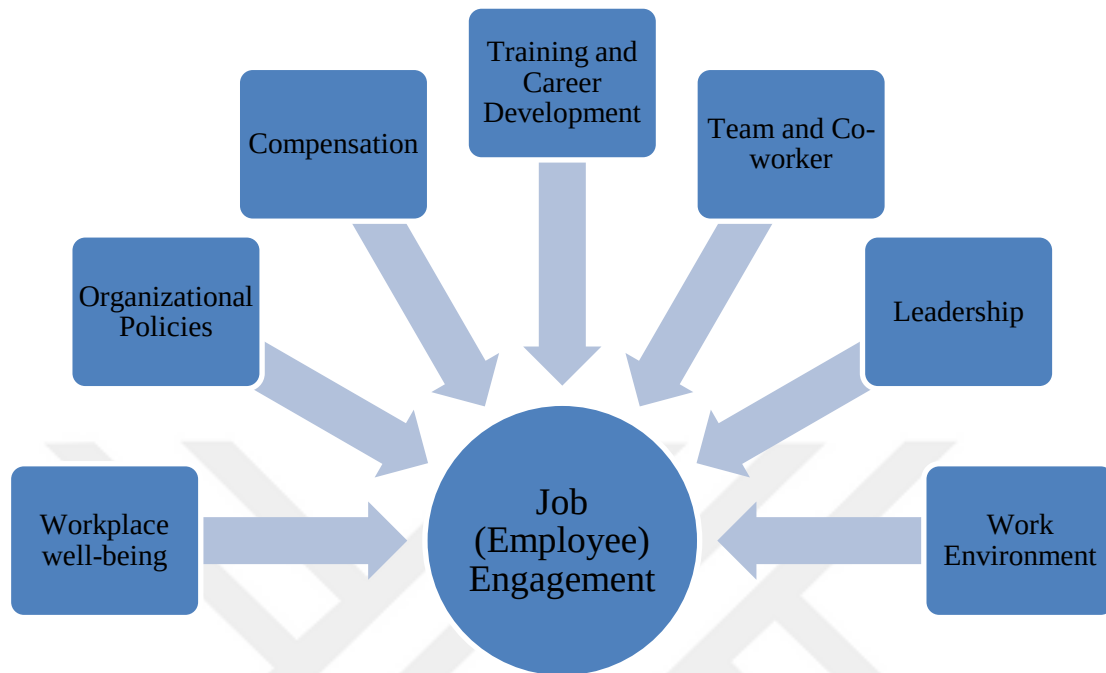


Figure 3.1. Factors Facilitating Job (Employee) Engagement

* **Workplace Well-Being:** Workplace well-being positively affects JE. Therefore, it is considered that well-being is one of the important criteria that can be used to measure the impact of the organization on the employees.

* **Organizational Policies:** Organizational policies, procedures, structures and systems determine the level of participation of employees in an organization. Policies and procedures such as fair recruitment, fair promotion, flexible working, work and life balance are considered to have a direct impact on employee loyalty. Studies show that the recruitment policy has a positive effect on the participation and commitment of future employees, flexible working life policies have a positive effect on JE, and policies that provide work-life balance have a positive effect on JE (Anitha, 2014, p.312).

* **Compensation:** A compensation and reward are very effective elements that increase an employee's job motivation and engagement. The reward includes everything that motivates not just financial rewards. Because every individual wants to get the reward of their efforts within the framework of their own priorities. In this context, institutions and organizations should identify and implement motivating factors to increase JE.

*** Training and Career Development:** Education and career development also affect the employee's level of JE. The performance and participation of the personnel who provide improvement in their work with training increases. In this context, meeting the development need will enable the employee to climb the career ladder and make the employee think that he or she is rewarded.

*** Team and Co-Worker:** The team-colleague relationship is another factor that affects job engagement. Kahn (1990, p.708) suggested in his study that a supportive team relationship increases job engagement. In this context, it is evaluated that an open and supportive team relationship ensures that employees feel safe. Because supportive relationships encourage innovative behavior and not being afraid of making mistakes. As a result, it is evaluated that positive co-worker relationships affect JE positively.

*** Leadership:** It is considered that the inspiration factor, which is the basis of leadership, increases JE. Because the fact that employees see their work as important and meaningful leads to an increase in their interest first and then their JE. As a result, it is evaluated that arousing the feeling of the importance of the work done in the individual enables the individual to devote himself to his work.

*** Work Environment:** Open and supportive co-worker relationships create a supportive work environment. In addition, providing a supportive work environment, top management focuses on its employees and gives them the impression that they care about their needs.

When we look at other JB studies other than Anita (2014) study;

Kahn (1990, p.703) discussed the factors affecting the behavior of JE as three psychological states: "*meaningfulness, safety, and availability*". In this context, it is evaluated that the individual should find his/her work meaningful, have confidence and be compatible with his/her work, and for this, the individual should devote himself/herself to his/her work physically, cognitively and emotionally.

Maslach et al., (2001, p.414) identified six factors affecting JE and burnout as "*workload, control, rewards and recognition, community and social support, perceived fairness, and values*". In this context, it is evaluated that JE is associated with a sustainable workload, feelings of choice and control, reward, an open, supportive and fair environment.

Hackman and Oldham (1980) discussed the factors affecting JE behavior under six headings as “*autonomy, task identity, skill variety, task significance, feedback from others, and feedback from the job*” (Saks, 2006, p.608).

Saks (2006, p.604) discussed the factors affecting JE behavior under four headings: “*job characteristics, perceived organizational and supervisor support, distribution and procedural justice and rewards and recognition*”. Furthermore, Saks (2019, p.1) suggested in his study that the most important factors affecting JE behavior are “*job characteristics and perceived organizational support*”.

Lockwood (2007) determined the factors affecting JE behavior as workplace culture, management with respect and trust, corporate communication, business reputation and leadership (Demir, 2022, p.28).

In their study, Baker et al. (2008, p.191) listed the factors affecting JE behavior as “*job control, information, supervisory support, innovative climate and social climate*”.

Koyuncu et al. (2006, p.307) listed the factors affecting JE as “*particular levels of control, rewards and recognition and the fit of personal and organizational values*” and claimed that JE has positive contributions not only on the individual, but also on the organization.

Demerouti et al. (2001, p.282-284) stated that organizational support is an important factor in JE.

In their study, Macey and Scheiner (2008, p.6-26) discussed the factors affecting the behavior of JE in the concepts of positive life and preparedness, qualitative satisfaction, the concepts of concern and commitment, and the concept of situational and job adaptability and behavioral dimensions.

Bakker and Demerouti (2008, p.218) discussed the factors affecting JE behavior as personal resources including individual factors, and job demands and job resources including organizational factors. According to this study, job resources are important in increasing the motivation and performance of the individual. In addition, when individuals are faced with challenging job demands, their personal resources are at a high level of JE (Bakker and Demerouti, 2008 p.213).

Christian et al. (2011, p.98-99) identified the factors that affect JE behavior as “*autonomy, task variety, task significance, feedback, problem solving, and job complexity*” and suggested that they positively affect JE.

Demir stated in his dissertation (2022, p.28) that the managers should explain the vision and mission of the enterprise to the employees clearly and consistently and that the factors that will enable the employees to be dedicated to the work should be determined, these factors should be controlled and they should be ensured to develop themselves by establishing effective communication with the employees.

As a result, it is evaluated that at the point where the individual and organizational culture fit together, individuals own their jobs and dedicate themselves to their jobs.

4. ORGANIZATIONAL TRUST (OT)

Mankind has always acted with the motive of being a member of a group since its existence. Because loneliness, by nature, creates a feeling of isolation in people. In addition, the fact that it is easier to reach the desired goals as a group than individually encourages people to become a member of groups and to act together with the group. However, although the person is a member of a group, he/she wants to be sure that he/she will not be harmed. This idea develops in a positive way with the person's confidence in himself/herself as an individual and in the friend/colleague, leader and the organization he/she is in.

While taking part in any group, trusting others is as important as achieving organizational goals. Because, in order for the person to feel safe, he/she should expect that the effects from the other side will bring more benefit than harm. Therefore, it is considered that an interaction is needed in order to talk about trust and the phenomenon of trust emerges according to the result of this interaction (Ünsal, 2004, p.29). In this context, it is evaluated that individuals feel themselves in an environment of trust or insecurity in the face of influences from the opposite side and act in this direction.

4.1. The Concept of Trust

Humans by nature tend to be in secure and trust others. Because in the environment where there is no sense of trust, there are no facilitating effects such as relationships, sharing, and helping at the desired level. Such environments also cause people to not find peace, not to concentrate on their work and to have a high turnover rate. On the contrary, as the level of trust within the organization increases, information sharing also increases (Rostami et al., 2015, p.425).

Many studies have been conducted on the concept of trust, which emerges as a result of the interaction between the individuals forming the group and affects the success of the group. These studies generally focused on situations that reveal trust, how trust shapes social interaction and how it affects sustainability on the way to success (Yılmaz, 2006, p.43).

The most prominent place of the concept of trust is at the bottom, as shown in Maslow's Hierarchy of Needs Pyramid. According to this pyramid, the need for security has been shown

as one of the basic needs that will emerge as a result of meeting physiological needs.

Various definitions have been made for the concept of trust, the importance of which has begun to be understood more as a result of the studies, and some of them are:

Trust includes such terms as confidence, reliance, anticipation, expectation, although not enough predictability and it applies to interpersonal situations (Deutsch, 1958, p.265-267).

Rotter (1967, p.651) considers trust as the desire of one or more individuals in a social group to trust others, and he defines interpersonal trust as the expectation that an individual or group can be trusted with the word, verbal or written statement of another individual or group.

As in all social relationships that require mutual dependence and cooperation, in trust, there is always a risk awareness and willingness to take risks, since the other person's intention, ability and possibility of achieving a satisfactory result cannot be clearly known (Johnson-George and Swap, 1982, p.1306).

Lewis and Weigert (1995, p.967-972) considered trust cognitively, emotionally and behaviorally and defined trust from a sociological point of view not as a feature of isolated individuals but of collective units applied to relations between people.

In their study, Mayer et al. (1995, p.712) discusses that trust is about being aware of risk and being willing to take risks, and expressed trust as the situation in which one party accepts to be vulnerable in line with his/her belief that his/her expectation will come true in a bilateral relationship.

In his study, McAllister (1995, p.25) stated that the feeling of trust is built on the belief that one will not be taken advantaged of him/her in the way of reaching the expectation, and it is related to the extent to which a person is willing to act based on the words, actions and decisions of another.

Mishra (1996, p. 265) defined trust as *“one party's willingness to be vulnerable to another party based on the belief that the latter party is competent, open, concerned, and reliable”* and addressed at three levels as individual, group and organizational.

McKnight et al. (1998, p.473) discussed trust as *“calculative-based”* trust, which suggests that low-level trust behavior is exhibited when parties first meet or interact, and *“knowledge-based”* trust, which suggests that trust develops over time through experience.

Rousseau et al. (1998, p.393) stated that, regarding trust, economists tend to view it as calculative or institutional, psychologists focus on a set of internal cognitions revealed by personal qualities, and sociologists investigate the established features of relationships between people.

In their study, Sheppard and Sherman (1998, p.422-424) discussed the concept of trust, along with the concept of risk, in four separate categories: shallow dependence, shallow interdependence, deep dependence and deep interdependence, and stated that trust is not a singular structure, on the contrary, they claimed it varies depending on the acceptability of risks.

According to Wech (2002, p.354), trust is a psychological state that involves being sincere, emotional and willingly vulnerable in the process of relationships between individuals, and it develops as long as people show that they are trustworthy individuals.

In their study, Gillespie and Mann (2004, p.594-597) talk about cognitive trust in terms of beliefs about the reliability of someone else, affective trust in terms of the important role of emotions in the trust process, and behavioral trust in terms of trusting someone else and disclosing sensitive information to them.

Trust has been examined in research as a relatively unchanging feature, an emergent state and a process; according to Burke et al. (2007, p.607-610), it includes individual differences as traits, changing cognitive, motivational or emotional states as emergent, and times when attitudes, behaviors and relationships are strengthened or weakened as processes.

Trust can be considered as having rational and instinctive positive expectations based on personal experiences and previous socialization without being bound to a specific condition (Paliszkiewicz et al., 2014, p.32-33).

When all the concepts that include the concept of trust are evaluated, a problematic issue arises as to whether trust is cultural or universal and in this context, Saunders et al. (2010-1, p.409) stated that trust has both culture-specific and universally applicable determinants and consequences.

As a result, it is evaluated that the concept of trust, which is considered at the individual, group, and organizational level, begins from the first moment of mutual communication and progresses in a positive or negative direction depending on whether people are trustworthy

individuals or not. The most important element in this process is risk taking, and individuals' positive expectations and willingness to take risks affect the development of trust. In this context, three categories emerge: people have self-confidence, they are reliable individuals, and they trust others. In addition, factors such as expectation, goodwill and interdependence also affect the outcome of trust (Whitener et al., 1998, p.523-524).

4.2. Features of Trust

Individuals enter into relationships by accepting risks in order to manage uncertain situations in order to achieve better results or benefit. Because the trust established by taking risks due to expectation is also established by the other individual for the same purpose. When the trust environment created as a result of these mutual relations progresses in a positive direction, it results in cooperation. In this context, the most basic features of the concept of trust are considered to be starting the relationship by taking risks and continuing the process of interdependence.

As noted earlier, trust has determinants and consequences that are both culture-specific and universally applicable. Because in some cultures, individualism is at the forefront, while in other cultures, working as a team/collectivism is at the forefront. When looking at the two cultural norms, it is evaluated that in collectivist cultures where teamwork comes to the fore, more importance is given to mutual relationships and relationship processes, where more independent thoughts take place (Kalemci Tüzün, 2007, p.99). In fact, when looking at the study of Doney et al. (1998, p.610-616), it is mentioned that in collectivistic cultures there is high trust, strong relationships and benevolent motives, while in individualistic cultures, on the contrary, low trust, weak relationships and calculative motives are mentioned.

Since at least two parties can be mentioned regarding trust, one of the most important elements between the parties is mutual social harmony (Kalemci Tüzün, 2007, p.99). In parallel with this, McAllister (1995, p.28-49) put forward the hypothesis that it is easier to establish trust among individuals who are similar to each other with the same ethnic background and culture, but his hypothesis was not supported in his study. However, it is an undeniable fact that individuals in the same social situation tend to adapt easily because they have similar values and approaches. Because trust is handled in three dimensions: the cognitive dimension, where individuals choose whom to choose, the affective dimension, where they base their choices on a good reason, and the behavioral dimension, where

interdependence is needed.

4.3. Organizational Trust

The concept of trust, which is related to many social issues, manifests itself at the organizational level as well as at the individual level. In this context, it is considered that trust is formed at the organizational level as well as at the individual level. However, Halis et al. (2007, p.192) discussed individual and organizational trust as two different phenomena in their study.

The difference between the concepts of trust at the individual and organizational levels stands out as the difference between individual relationships and institutional relationships. Because, while the concept of individual trust refers to the relationships and experiences between individuals, the concept of OT refers to the commitments made by the organization to its employees.

Trust is at the center of all mutual relationships, and while it takes a long time to establish in social life, a manager/leader within the institution is expected to establish a trust environment that will provide maximum performance from his/her employees in less than an hour (Mishra and Morrissey, 1990, p.443). The best catalysts for the formation of the concept of trust in the organizational sense (on the vertical and horizontal planes) are the perception of the support provided by the organization and the belief that the manager is truthful and will keep his word (Halis et al., 2007, p.192). In parallel with this, the behaviors of lower, middle and senior managers are shown as the main source of organizational trust. (Şimşek and Taşçı, 2004, p.3).

In addition, OT is defined as the positive perceptions of organizational members regarding the expectations, interaction, roles within the organization, and the results of the mutual obligations of the parties (Shockley-Zalabak et al., 2000, p.35-36).

There are both cultural and universal similarities in organizations as in individuals. Nevertheless, differences in OT can be observed in different organizational structures (Halis et al., 2007, p.192). Because within the organizational structure, the trust levels of employees between their superiors and other employees are shaped according to the hierarchical structure. In this context, authorities and responsibilities should be clearly stated from the lowest to the highest levels within the organization, the authorized person should be clearly known and each employee should exhibit honest and ethical behavior.

The environment of trust established between employees and their managers spreads throughout the organization, increases trust in the organization and helps the organization survive for a longer time. In simpler terms, what is meant by OT is the feeling of trust that employees receive from their organization. Because the feeling among employees that the organization will take actions for the benefit of the employees, or at least not to their detriment, affects the level of trust in the organization (Tan and Tan, 2000, 245-247).

OT is at its highest level in environments where all employees are satisfied with their environment, work at the highest level in terms of performance, and their expectations are always positive. These types of environments are environments where employees cooperate, support teamwork, and perform in their efforts to achieve goals (McAllister, 1995, 24-28). In this context, it is observed that in organizations with a high level of OT, the structures are more harmonious, the strategic goal is more achievable, they are prone to teamwork, effective crisis management is applied, and they are evaluated to be successful and innovative (Kalemci Tüzün, 2007, p.105).

4.4. Types of Trust

When the concept of trust is examined with all its dimensions; it is considered that trust should be addressed at both the individual and organizational level. Although these are considered as two different dimensions, they are also related to each other. For example, personal trust focuses on interpersonal differences, while OT focuses on the organization rather than the individuals. In this context, it is evaluated that individuals' trust in their leaders and institutions constitutes the concept of OT as a whole (Demircan and Ceylan, 2003, 140).

The cornerstone of OT is the individual's belief that the leader's words and actions will be true in return for the added value they provide to the organization. Because, while trust, which is an important component of human relations, ensures a reciprocal and participatory relationship; in environments without trust destructive conflicts, communication breakdown, and a process in which the predictability, reliability and credibility of all kinds of behavior are tested on the vertical and horizontal plane emerge (Mishra and Morrissey, 1990, p.444-445).

Trust is an important element in relationships. It is considered that trust should be handled in horizontal (between employees), vertical (between managers and employees) or institutional (between employees and organizations) dimensions (Tahmaz, 2018, p.59). It has been observed that vertical trust is more complex than horizontal trust due to the decision-making

power that managers have over employees and the employees' feelings of vulnerability in this situation (Katarzyna and Dagmara, 2012, p.225-226). In this context, it is evaluated that the positive development of employees' feelings of trust among themselves and with managers will reduce expenses, improve relationships, increase cooperation and affect decision-making actions as it will provide an environment of OT.

4.4.1. Trust in Supervisor

Supervisors are individuals who establish a formal link between the employees and the organization by communicating the policies and objectives of the organizations to their employees. In this context, supervisors play an important and facilitating role in the level of trust of employees in their institutions and are considered as the pioneer of trust in the organization. Employees who trust their supervisors generally have confidence in the whole organization as they think that the supervisors who establish a formal connection with the organization represent the organization (Tan and Tan, 2000, p.61).

Since the supervisors have powers such as assigning, promoting, punishing, appreciating and giving a record, they have to get the confidence of their employees about their personal rights. In addition, employees need to have confidence in matters such as assigning tasks to supervisors. In this context, it has been determined that the trust established between the manager and the employee is mostly related to the emotional dimension of trust and has a positive effect on job satisfaction and organizational commitment (Xiong et al., 2016, p.1-2). In support of this, Burke et al. (2007, p.613-618) stated that it can be argued that the emotional commitment of subordinates to their organization and manager, which is the basic component of organizational trust, is based on the manager's characteristics such as honesty, accountability, transparency, openness, consistency and predictability. Because the lack of these types of qualities listed may cause the manager to appear unreliable.

4.4.2. Trust in Colleague

Trust expressed within a working group is measured by the extent to which group members trust each other and is expressed by the concept of horizontal trust. In the concept of horizontal trust, concepts such as risk, uncertainty and vulnerability to the trust to be established among colleagues come to the fore (Tahmaz, 2018, p.62). In this context, employees are expected to prefer to be vulnerable to the resultant control and unpredictable behavior of their colleagues.

It is considered that employees need to interact and share information with their colleagues in order to carry out more productive work, and therefore they need to develop trust with each other (Renzl et al., 2005, p.4-5). In addition, it is considered that there is a need for trust among colleagues in the processes of obtaining and sharing information.

Trust among employees is becoming more important day by day, as business environments become more complex and uncertain due to the increasing differences brought about by developing technology and globalization (Xiong et al., 2016, p.1-2). Because considering that trusting someone is also associated with taking risks, it is seen that trust among colleagues develops in the form of coping with risk and uncertainty and accepting vulnerability.

It is evaluated that the basis of trust between employees lies in the idea of obtaining the most benefit from possible collaborations that should be established in evaluating the opportunities that their colleagues will encounter, and it is considered that trust is no different from cooperation (McAllister, 1995, p.712).

4.4.3. Trust in Organization

This concept falls within the scope of OT and was first introduced into the literature in 1986 as institutional trust by Lynne G. Zucker, who divided it into three categories: “*process, character and institutional*” (Tahmaz, 2018, p.60).

When the literature is examined, it has been determined that as employees' trust in the organization increases, they feel more satisfied with their jobs and feel more committed to the organization (Chen et al., 2015, p.7). In addition, it has been stated that trust is a multidimensional variable and an individual may not trust his/her manager or senior management while trusting his/her colleagues (McCauley and Kuhnert, 1992, p.269).

In its broadest definition, trust in the organization can be defined as the trust that employees feel towards the organization's procedures, technologies, management, goals, vision, talent and justice (Katarzyna and Dagmara, 2012, p.225). In this context, Bachman and Inkpen (2011, p.281-293) conducted research on trust in the organization and revealed four mechanisms that reduce organizational risk and establish trust in intra-organizational relations: “*regulation, reputation, certification and community norms, structures and procedures*” If these mechanisms lose their functionality, employees' trust in their organizations is damaged. This damage will perhaps create a feeling of betrayal in the

employee who feels disappointed by the organization, such as the promotion of people who do not meet the official requirements for promotion or the violation of the general code of honor, and the employee will desire revenge (Darley, 1998, p.327). For this reason, the concept of trust in the organization is considered to be the most important element among the types of trust.

4.5. Models of Organizational Trust

Many models have been designed in the literature on OT and confidence. Some of these designed models are included in this section.

4.5.1. Mishra Trust Model

According to the Mishra Trust Model, one of the parties in a mutual relationship defines the other as honest, open, competent, concerned and reliable and is willing to be vulnerable based on this (Mishra, 1996, p.266). Because if there is no desire to be vulnerable as a result of risk in trust, inconsistent results will occur for the trusting person, making trust unnecessary (Moorman et al., 1992, p.323-324).

Mishra (1996, p.262) built his model in four dimensions, based on the desire to be vulnerable in terms of trust and the evaluation of the other party as “*competence, openness, concern and reliability*”. In the model:

The dimension of competence is the definition of the trust established between employees and managers, even units or organizations, in terms of competence. Just as employees trust the managers' abilities, managers also trust their employees in terms of the decisions they make, within their own limits. Likewise, the trust that departments within the organization have in each other due to their work and the trust that the consumer organization has in the producer organization are based on the idea that they are competent in the job.

The openness dimension is explained as the manager being open and honest with his/her employees. Employees, who trust a manager who is honest in his/her words and actions increase their commitment to work, improve their skills and are open to innovation.

The concern dimension is the belief of both parties that the other party will not gain an unfair advantage between the parties where mutual trust is tried to be established.

The reliability dimension defines the consistency of both employees and managers in their words and behaviors.

As a result, Mishra considers his model as a combination of the four dimensions explained above and states that while a trust environment can be achieved in one dimension, it may not be possible in the other (Mishra, 1996, p.270).

4.5.2. Mayer, Davis and Shoorman Trust Model

According to Mayer et al. (1995, p.709), trust is not fully defined, there is no clear relationship between risk and trust, there is confusion between the beginning and outcome of trust, and the trusting party and the trusted party are not taken into account in the process. However, Mayer et al. (1995, p.714) stated that in order to talk about meaningful trust, the trusting party's willingness to take risks and be vulnerable and go beyond predictability.

Mayer, Davis and Shoorman Trust model was created in a one-way manner, from the trusting party to the trusted party, and the concepts of ability, benevolence and integrity were discussed as factors of perceived trust. In addition, in addition to these three concepts, the model also added the trusting party's tendency to trust, as it varies from person to person. While these four elements create the feeling of trust, the concept of risk affects the model as another input. From this point on, if the risk level perceived by the trusting party is within the limits it can accept, outputs are achieved by taking the risk. The outputs are the input of another trust process within the scope of the personal experience gained.

As a result, in the Mayer, Davis and Shoorman Trust Model, the willingness to take risks and be vulnerable was examined by taking into account the characteristics of the trusting party. In this context, the multitude of factors that provide trust reduces the perceived risk and provides an environment of trust.

4.5.3. Bromiley and Cumming Trust Model

Cummings and Bromiley (1996, p.303) discussed the trust model at the individual and organizational levels. While individual trust refers to one's expectations in mutual relationships, organizational trust refers to one's expectations within the organization. In both cases, people's experiences are very important.

In their trust model, Cummings and Bromiley (1996, p.305) associated trust with belief and handed affective, cognitive and intentional phenomena as belief components, keeping commitments, negotiates honestly and avoiding taking excessive advantage as components of trust. Structurally, the model is structured as a three by three matrix structure to explain trust. In this context, reliable behavior is expected to manifest itself in the form of effective communication and consistent behavior in the light of these six facts.

To test the validity of the model, Cummings and Bromiley created the "Organizational Trust Inventory (OTI)" consisting of first 273 and then 62 items.

4.5.4. Shockley – Zalabak, Ellis and Winograd Organizational Trust Model

Shockley-Zabalak, Ellis and Winograd (2000, p.35) used the concepts of compliance for employees, openness and honesty, identification, reliability and competence, as in Mishra's Trust Model explained above. As can be seen, the concepts of identification and reliability are additionally addressed in this new model.

The concept of identification refers to individuals' identification of the goals, values, and beliefs of the organization and their compatibility with them. This concept also observes the employee's thoughts of leaving the organization or continuing to work. Because the high level of harmony of employees with the organization they work in will also increase their level of trust in the organization.

With the concept of Reliability/Trust, the trust in colleagues and the organization and the trust established with the environment in which the organization operates are also observed.

In the competence dimension, perceptions of the competence of the entire hierarchical structure, including colleagues and senior management, are observed.

With the openness and honesty dimension, accurate information, honest behavior and sincere efforts of the management are observed.

Concepts such as security, understanding and protection are observed with the relevance dimension.

In the model, in the light of the above concepts, it is evaluated that as employees' trust in their organizations increases, their harmony with the organization, perceived effectiveness and job satisfaction level will increase.

5. INNOVATIVE BEHAVIOR (IB)

Although the names of disasters are the same, SAR activities differ from each other in terms of process, environment, materials and personnel. Among these, the most important element of the activity is the employees. Because, contrary to House and Evans' Path-Goal Theory, personnel are expected to produce new and creative solutions in cases where the desired result cannot be achieved with certain procedures and behaviors. In this context, another element of the study will be the concept of innovative behavior, which includes creativity and innovation.

The concept of IB is fundamentally built on innovation. Therefore, it is necessary to first look at the definition of the concept of innovation. Innovation is the arrangements made to make the systems, inputs, regulations and methods more useful in the product and service processes of institutions and organizations in the organizational and managerial context. In short, it is the application of new production methods in the production of services and products and the implementation of new methods in the business process.

5.1. The Concept of Innovation

The concept of innovation was first discussed in the literature by Schumpeter in 1934 in terms of the relationship between innovator and entrepreneur in the field of economics (Bilgen, 2023, p.130). Schumpeter (1934, p.71) stated that innovation, in the economic sense, does not actually initiate a development, on the contrary, it emerges as a result of development and is realized in practice thanks to the entrepreneur's readiness to use this innovation. In this context, it is considered that the problem that needs to be solved already has its own solution, but someone must be ready to put this solution into practice. Therefore, it is seen that knowledge and acquired experiences play a role in innovation as much as creativity.

Even though it involves problem solving, ideas about implementation first arise in the mind of the employee who will implement the new method. Since the idea comes into existence before the implementation of the application, it is obvious that the main element of the concept of innovation is generating ideas. The ideas that emerge can sometimes be produced only in the mind of an employee or as a result of brainstorming. For this reason, in organizations that encourage innovation, creating an environment that motivates employees who work to

produce and develop ideas, change them when necessary, and achieve the innovation in question is extremely important in terms of producing IB. (Bilgen, 2023, p.131).

When we look at the literature, it is seen that the concept of innovation is a tool used developing skills which is generally defined such as producing new products and services, finding new marketing methods, making profits, developing new economic processes, providing sustainable competitive advantage to the organization, etc. (Kaçan, 2020, p.47). In this context, our study aims to investigate some elements that will help reveal new ideas and practices put forward by SAR personnel and volunteers who perform a sacred duty such as saving human life, within the scope of the concept of innovation, in their activities of searching for the victim, reaching him, rescuing him from the place where he/she is stuck or has fallen, and transporting him/her to the health institution in the safest and shortest way.

5.2. Concepts Related to Innovation

When the literature is examined, it is seen that there are many concepts associated with the concept of innovation. Some of these concepts are:

5.2.1. Creativity

Creativity is the ability to produce more effective, efficient and useful ideas for the current problem by abandoning the old methods and methods of a problem encountered, and it can be defined as only the mental part of the process of applying these new methods and procedures (Kaçan, 2020, p.48). Although it is seen that the concepts of creativity and innovation are used interchangeably in the literature, in this context the two concepts differ in terms of emphasis rather than content (Scott and Bruce, 1994, p.581; West and Farr, 1990). Because creativity is the idea process for a new procedure and method, innovation is the process of putting this idea into practice and aims to provide benefits (De Jong and Den Hartog, 2010, p.24). At the same time, innovation is often considered as the result of the communication of a need and the subsequent search for information about a technical means to meet this need and the synthesis of these inputs (Utterback, 1971, p.83).

Creativity is the first spark process that appears in the mind when it is realized that the existing methods and methods are not sufficient to solve the problem encountered. In this context, creativity is one of the first and most important components of IB and is an element that is needed more in the early stages of IB (West, 2002, p.358).

Creativity depends on the specialized training that employees have received on the subject, their motivation to do work, and their ability to use creative thinking skills and take risks, and the sum of all the resulting ideas constitutes organizational creativity (Bilgen, 2023, 155). In this context, organizationally IB is considered to be applied creativity, usually involving the coordinated efforts of several groups of people to come up with something that is both new and usable to pursue the goals of the enterprise. As a result, it is evaluated that the creative idea comes from the employees, but is handled, developed, tested and implemented in a relatively unique way by the organization (Khandwalla, 2006, p.2).

In this study plans to focus on the innovative behavior process, which includes both the initiation and implementation of ideas, based on the idea that innovative behavior is the point of creativity put into practice (Khandwalla, 2006, p.1).

5.2.2. Taking Risk

Every idea that is considered to be implemented carries risks in itself. Because one cannot be 100% sure of the outcome of any action. Even taking the initiative to take risks, especially in activities such as SAR where the outcome may affect human life, means taking risks. Because while small risks can be taken in simple tasks and immutable activities, in difficult and complex activities, there may be a tendency to avoid taking risks and acting innovatively due to the scarcity of resources available.

Taking risk is about self-confidence. The individual's self-confidence increases in proportion to his knowledge and experience on the subject. In this context, it is evaluated that risk-taking initiatives of employees develop as a result of training and empowerment practices (Thomas and Velthouse 1990, p.667-671).

5.2.3. Self – Confidence

Self-confidence is the feeling of confidence that individuals have in themselves, with the idea that the work they do is under their own control in line with their knowledge and experience. As the individual's self-confidence increases thanks to his/her knowledge and experience, his/her risk-taking initiative also increases and he/she can take action himself, without needing anyone else, to achieve his/her goal. Because self-confident individuals believe and trust in their own abilities and talents about what they can and cannot achieve (Kaçan, 2020 p.50; Koh, 1996. p.15).

Koh (1996, p.15-16) suggested that self-confidence is an entrepreneurial characteristic and is closely related to other psychological characteristics such as risk-taking tendency and tolerance for uncertainty. In this context, it is considered that employees who can express their opinions without hesitation and take risks in the face of uncertainty make significant contributions to the activities and therefore to the organization by developing new methods.

5.3. The Concept of Innovation Behavior

As a result of accidents and large-scale disasters that occur as a result of people's curiosity to explore nature, events that are difficult to overcome and manage are encountered. During the response process to these incidents, there are situations when new methods and practices are needed due to deficiencies in the currently used applications. If the new application created by taking risks thanks to the experience and knowledge of the employee who personally intervened in the incident results in success, the application should be examined by the organization in terms of its feasibility and efficiency. This process is carried to the IB dimension with the mutual exchange of ideas of those within the organization, the development of ideas and the implementation of the best option (Karabörk, 2023, p.37; Van de Ven, 1986).

From the perspective of businesses, innovation is used to create competitive advantage and survive (Caldwell and O'Reilly 2003, p.497) and new ideas, new applications, new products, new production processes, new operating systems, innovative service manifests itself as a new form of management (Woodman et al., 1993, p.293-296). The stages of idea generation and implementation of changes and innovations, which are of vital importance for organizations and managers, are the biggest indicators of IB (Çetin, 2023, p.42; Axtell et al., 2000, p.272).

It is an undeniable fact that organizations must be innovative in order to survive. Because change can happen anywhere and at any time. Individuals too, must constantly renew themselves in order to be the best at what they do and to be beneficial to their environment. Because individuals, especially those working in SAR activities, can be in different situations at any time, just like organizations, and can be one of the elements that create IB.

When the literature is examined, it is seen that leadership is of critical importance in the process of IB and especially participatory and collaborative leadership styles come to the fore (Scott and Bruce, 1994, p.584; Kanter, 1983; Pelz and Andrews, 1966). Therefore, in our study, the relationship between IL and IB is investigated.

5.3.1. Factors Affecting Innovative Behavior

The success of the innovative behavior process is affected by individual, group and organizational factors. It is evaluated that the individual factor is more effective than the organizational and group factors in the IB process among these three factors (Çapraz et al., 2014, p.67).

5.3.1.1. Individual Factors

When the literature is examined, it is stated that the basis of innovation is ideas and that many personality characteristics such as education level, problem recognition and solving methods, length of service, knowledge and experience, and idea generation are effective on IB (Scott and Bruce 1994, p.580-582).

The first of the individual factors affecting IB is that individuals are motivated to explore and direct their environment in creative ways due to their curiosity (West and Altink, 1996, p.6). The second is the desire of individuals to stay away from threats by ensuring psychological safety within the organization or at work (West and Altink, 1996, p.6; West, 1987). This is because it has been observed that there are decreases in performance and problem-solving skills when environmental stressors are unpredictable and uncontrollable (Cohen and Spacapan, 1978, p.43). In this context, it is evaluated that when individuals are under threat, they act more confidently and are more likely to avoid risk-taking initiative, which is the basis of IB. Because human beings, by nature, will stick to previously applied methods instead of risking creating new ways to solve the problems they encounter when they are under threat (West and Altink, 1996, p.7).

In addition to the above two factors, it is considered that individuals are more likely to exhibit innovative behavior in activities where they have autonomy and control (West, 1987, p.306). In terms of self-confidence, it is evaluated that self-confident individuals are more prone to innovative behavior.

5.3.1.2. Group Factors

In activities that require teamwork, such as SAR, leaders aim to encourage effectiveness, creativity and innovation by bringing together individuals with different skills, and for this: (West and Altink, 1996, p.7).

- * Training individuals brought together for a specific purpose on teamwork and increasing their knowledge on the way to achieving the goal,
- * Goals should be determined clearly and precisely,
- * Maximize each individual's participation in knowledge sharing and creative ideas and innovation,
- * Must create an environment of constructive discussion and conflict for a perfect result,
- * Most importantly, innovation should be supported.

Anderson and King (1993, p.20) stated that fewer studies have been conducted on group work, which is one of the factors affecting IB, compared to other factors, and they discussed these studies in three groups: “*structure, climate and psychological and innovation process*”. In this context:

In Structure studies discussed in terms of size, diversity, role relations, management and official authority (Anderson and King, 1993, p.20);

- * Crowded groups with high cohesion are more productive,
- * Groups consisting of fewer than seven individuals with low cohesion is the innovation relatively good,
- * Compliance alone is not sufficient for innovative behavior,
- * Individuals' background, education and experience are important,
- * Consensus facilitates innovative behavior in democratic participatory groups,
- * There is an inverse relationship between group longevity and innovation.

In climate and culture studies, which are discussed in terms of group loyalty, the concepts of “*vision, participative safety, norms for innovation and climate for excellence*” are discussed (Anderson and King, 1993, p.21-22).

In processional studies, which are discussed in terms of time, methods and linear and reiterative process, the concepts of recognition, initiation, implementation and stabilization are discussed (Anderson and King, 1993, p.22-23).

5.3.1.3. Organizational Factors

Innovative behavioral practices include an extremely important process in developing strategies for the organization to achieve its basic goals, resisting uncertainties more dynamically, and increasing the possibility of survival (Bilgen, 2023, p.139).

Organizationally, IB is related to issues such as organizational commitment, organizational culture, management and job satisfaction that directly affect employees (Scott and Bruce, 1994, p.581-582). In addition to these issues, Çapraz et al. (2014, p.58-61) examined the sub-factors affecting organizational innovative behavior with the following topics:

- * Innovative role modeling,
- * Innovative vision,
- * Support for innovation,
- * Recognizing innovative behavior,
- * Rewarding innovative behavior,
- * Fundraising,
- * Task allocation,
- * Perceived organizational support for innovation,
- * Innovation regarding the content of the job,
- * Intrinsic interest,
- * Reputation as an innovator,
- * Expected performance and positive/negative image impact from innovation,
- * Innovative climate,
- * External business connections,
- * Generating and supporting ideas.

As a result, organizational factors affecting IB are examined from many perspectives, and it is important to identify constructive factors.

The factors that affect IB from an organizational perspective are, in short, the implementation of new ideas within the organization and the implementation of innovations regardless of the field of application. In this context, organizations need to be open to innovation not only in terms of products and services in the process of IB, but also in basic terms such as working methods and procedures that may occur in the organizational structure (Satı, 2013, p.82).

5.4. Innovation Behavior Process and Stages

The most important element in building the IB process is to provide organizational support, followed by caring about IB and trusting the innovative behavior process (Bilgen, 2023, p.135). The efficiency to be obtained from the IB process created as a result of these elements is classified as shown in Figure 5.1, based on the study of Scott and Bruce (1994, p.583).

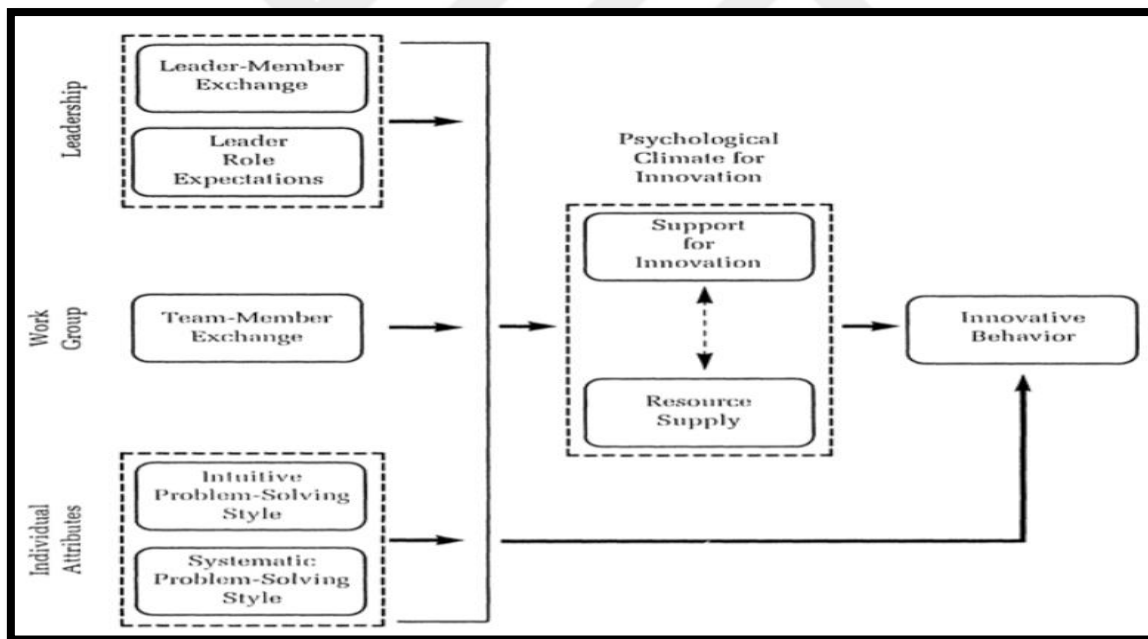


Figure 5.1. Determining Innovative Behavior: A Hypothetical Model

As seen in Figure 5.1, the main factors of the IB process in organizations are leadership, work group and individual attributes. Looking at the sub-factors, within the scope of leadership, leader-member exchange and leader role expectations; team-member exchange within the scope of work group; and within the scope of individual attributes, intuitive problem-solving style and systematic problem-solving style are included.

Based on Figure 5.1, it is evaluated that the creation of IB depends on the leader, who has important responsibilities, and the resources and support that organizations offer to their employees.

The IB process is the stage from the conception of the idea within the scope of creativity to its practical implementation. In this context, although there are significant differences between organizations, including technological capacity, the correct implementation of the innovative behavior process is of vital importance (Galende and Fuente, 2003, p.716).

The innovative behavior process is a four-stage process where each stage includes different individual behaviors (De Jong and Hartog, 2010, p.23-25). These are:

5.4.1. Idea Exploration

Although we state that the innovative behavior process begins with idea exploration, Scott and Bruce (1994, p.581) state that the process begins with the recognition of the problem. In fact, in a way, it can be evaluated that the implementation of the innovative behavior process begins with the recognition of new opportunities or a threat situation that requires immediate intervention and the need for innovation when that need is met (Kaçan, 2020, p.53; Leonard and Swap, 2005, p.51). On the other hand, De Jong and Den Hartog (2010, p.24) stated that opportunity search comes before idea generation in the entrepreneurship sector. In this context, it is considered that the starting point of the innovative behavior process varies slightly depending on the business line of the organization.

According to De Jong and Den Hartog (2010, p.24), the beginning of the innovative behavior process, the discovery of an opportunity to improve conditions, and the awareness of the existence of some problems that require urgent intervention are generally seen as an element of luck. . In this context, it is considered that idea exploration involves determining the best alternatives for improving existing procedures and methods.

5.4.2. Idea Generation

After the idea exploration phase, the idea generation phase comes. This is the stage where useful ideas for the organization discovered for opportunities or dangerous situations are formulated (Reuvers et al., 2008, p.229). The basic element of this stage is that the individual who sees the opportunity or encounters a dangerous situation is solution-oriented (Çalışkan, 2023, p.53).

One of the most important elements that help the individual in the idea generation phase is the individual's ability to have new ideas with his/her creativity in the light of his/her knowledge and experiences. In this context, individuals need to be able to combine or rearrange knowledge and existing concepts in order to find solutions to problems seize opportunities or increase performance (De Jong, Den Hartog, 2010, p.24). Kanter (1988, p.198) stated in his study that the idea of "Kaleidoscopic Thinking" is to reorganize the idea generation process by using old knowledge and experiences from a new perspective.

5.4.3. Idea Championing

This stage is also called the idea support stage. This stage includes being insistent on the newly created idea, being faithful, and involving the right and appropriate people in the process when necessary (Howell et al., 2005, p.645-646), provided that employees are given sufficient autonomy and the opportunity for trial and error (Ramamoorthy et al., 2005, p.143-144).

Idea generation may cause some resistance within the organization with the thought that it may cause change. Because they show reluctance and even resistance to violate organizational norms, rules and procedures for an innovation whose outcome they do not yet know (Shane, 1994, p.400).

5.4.4. Idea Implementation

The final stage in the innovative behavior process is the implementation of ideas. Because bringing ideas to life and having them accepted and supported by other individuals really requires serious effort and labor. Because it also includes the implementation, testing and revision of new ideas when necessary (Kanter, 1988, p.201-207).

At this stage, we see that the ideas discovered, formulated and encouraged to be put into practice by the organization become concrete. Scott and Bruce (1994, p.584) stated that the innovative behavior process is a repetitive process and that different individual behaviors may need to be used in this process. In this context, all innovative behavior processes are considered to be a non-linear and repetitive process that progresses step by step, but is interconnected and can be changed by influencing when necessary.

6. RESEARCH DESIGN AND METHODOLOGY

In the previous sections of the study, a detailed literature review was conducted on the concepts of IL, JE, OT, and IB respectively. In this part of the study, the first aim of the study and the research model will be created. Secondly, the concepts mentioned above will be separated into dependent, independent and mediator variables and the relationship hypothesis to be tested will be established. Subsequently, information will be given about sampling, the scales used and the data collection phase. The chapter will end with a literature review on the usage areas, purposes and points to be considered for data collection and data analysis methods to be used in the study.

6.1. The Aim of The Research and The Research Model

SAR activity can be defined as the whole of activities in need of emergency assistance during and after a natural (caused by meteorology and geology) or human-induced (explosion and accident) disaster such as:

- * locating the individual/individuals,
- * rescuing them from their environment,
- * applying first aid, and
- * transporting them to the nearest health institutions.

The main purpose of all SAR operations is to save lives. For this reason, the thin line between death and life determines the difference between success and failure. The main purpose of SAR activity is to save human life; however, it should be noted that the activity does not include only sea, air and land vehicles or a building exposed to danger.

SAR is a service provided free of charge to all individuals who are in danger within the scope of their responsibility, regardless of their nationality. For this reason, certain standards have been established in order to carry out SAR activities effectively and these have begun to be controlled by international organizations. The International Maritime Organization (IMO) operating in the field of maritime, and the International Aviation Organization (ICAO) operating in the field of aviation are two important organizations operating under the United

Nations (UN) (Toper, 2020 p.1). IMO was founded in 1948 in London, England and currently has 171 members. ICAO was established in Montreal, Canada in 1944 and currently has 193 members.

In addition to the international SAR institutions mentioned above, Disaster and Emergency Management Presidency (AFAD), Search and Rescue Association (AKUT), The National Medical Rescue Team (UMKE), Turkish Armed Forces, Fire Departments and Non-Governmental Organizations (NGOs) participate in SAR activities in Türkiye.

AFAD, which is the only authorized institution in disasters and emergencies with 11 points, 2 of which are heavy, cooperates closely with other institutions, NGOs and volunteers. In addition, with the establishment of AFAD, the preparedness and awareness level of the society was tried to be increased and the active participation of the society in case of disaster was initiated (Özkar, 2019, p.18). Moreover, AFAD tries to spread the awareness that protection and recovery from disasters is not only the duty of the state, but the duty of every individual in society.

SAR activities are always carried out under harsh environmental conditions due to their nature. Therefore, SAR activities carried out must be carried out quickly, safely and completely so that success will come. It is evaluated that this successful activity not only serves the supreme purpose of saving a human life, but also creates a positive publicity opportunity for the country performing the activity on the international platform.

In addition to being a bridge between Asia and Europe, Türkiye has a strategic position in terms of sea transportation as it is covered by sea on three sides. This position has put Türkiye under many obligations as well as having significant advantages. In this context, Türkiye has published its duties and responsibilities on the international platform by arranging SAR services with the Turkish Search and Rescue Regulation, the latest version of which was published in 2001.

The lands of Türkiye have been exposed to numerous disasters due to meteorological, geological and human-induced effects. These disasters, in addition to ending the lives of many citizens, had devastating effects on the economy. It is very difficult to take precautionary measures against these natural disasters that threaten social life. Because technological developments are not at a sufficient level yet. For this reason, public institutions and NGOs must work in harmony when they come together in order to be prepared for disasters, to raise

people's awareness, and to restore order and return to the recovery period after the disaster. However, this is not as easy as thought.

As a result, while SAR includes the activities of searching, finding and rescuing people in danger, it also expresses the existence of a unit that has the primary responsibility for the rescue of the person in danger (Toper, 2020 p.34). In this context, national and international units play a major role in the search and rescue of persons in danger.

In his doctoral thesis (2020, pp.93-96), Toper attributed the reasons why, despite the participation of three CN-235, two AS-532, five skorsky and approximately three thousand people from twenty-five institutions in the SAR operation initiated due to the crash of the helicopter of Sivas Deputy and Grand Unity Party (Büyük Birlik Partisi) Chairman Muhsin YAZICIOĞLU, the wreckage was found by a group of 17 citizens from the local population, to the following reasons:

- * There are problems in coordination between institutions,
- * No authorized center has been determined for the SAR operation,
- * Citizens do not know where to apply,
- * There are problems in crisis management,
- * There are delays and misdirections due to lack of communication in the operation,
- * The time schedules used in operators 112, 155 and 156 are different from each other,
- * Although there are 25 institutions in the field of operation, the upper authority is not established.

In the light of the findings above, it is clearly seen that elements such as communication, coordination and hierarchical structure are very important for success among the teams participating in SAR activities. In this context, considering that multiple teams with their own standard operating procedures participate in SAR activities, it is considered that the teams will act as a single team with the establishment of a higher authority. In addition, the evaluation that this top authority should manage organizations with different corporate cultures in an inclusive way reveals the importance of this study.

As stated above, the authority to intervene in disasters primarily belongs to AFAD. However, AFAD accredits other institutions and organizations by ensuring that they reach the educational standards it determines, and allows them to intervene in events under its own management. Therefore, especially in large-scale disaster situations, units are formed from SAR personnel and volunteers from different institutions and organizations with different organizational cultures. However, it should be known that it is extremely difficult for these units, consisting of individuals from different organizations, to work together around the same goal to respond to disasters that spread over a wide area. In addition, in these units, employees who do not fully know each other's competencies generally fall under the authority of an AFAD employee or, if not, another unit leader. At this point, the person who will lead these people from different organizational cultures must analyze their differences, competencies, emotions and behaviors well, establish trust in himself/herself and the unit and the main organizations, dedicate themselves to working for the purpose of saving lives, and encourage them to find a new way to use their creativity to problems that cannot be solved by existing methods. Because SAR activities are difficult and complex, they also involve instantaneous events that have never been seen or thought before.

This research investigates the effect of IL on JE OT and IB. Among the concepts considered within the scope of the research, the concept of IL was considered as the independent variable, while JE, OT and IB were considered as the dependent variables. In addition, in the examination of the mediation effects, IL was considered as the independent variable, JE was considered as the dependent variable, and IB and OT were considered as the mediating variables. In the research, the relationship between each dependent variable and the independent variable was considered separately, and it was assumed that IL had a positive effect on the dependent variables. In addition, the mediation effects of IB and OT separately and the serial mediation effect of both were investigated in the effect of IL on JE. Subsequently, the data obtained within the scope of the study were analyzed with factor analysis and Exploratory/Exploratory Factor Analysis (EFA) with the SPSS statistical program; the fit of the model to the data, the relationships between the variables within the framework of Confirmatory Factor Analysis (CFA) with the AMOS statistical program, and the mediation effects of the variables were also analyzed with the Process macro (Version 4.2) developed by Andrew F. Hayes for the SPSS package program.

The Research Model shown in Figure 6.1 was created to investigate the relationship between the concepts discussed within the scope of the thesis.

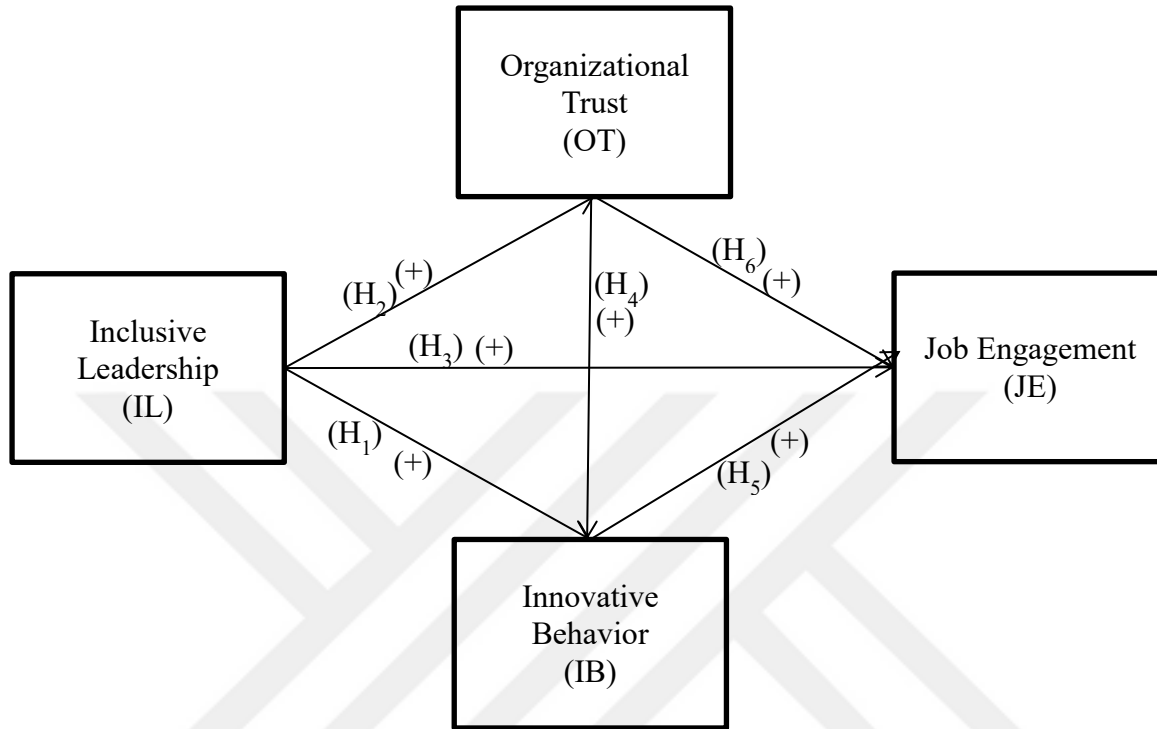


Figure 6.1. Research Model

6.2. Hypotheses of the Research

In this section, the relationships between the concepts that are the main research subject of the study will be examined and the hypotheses to be investigated will be established as a result of each relationship.

6.2.1. Relationship Between Inclusive Leadership and Innovative Behavior

It is a known fact that employees need the support of the organizational work environment in the context of IB (De Jong and Den Hartog, 2010, p.24). It is known that inclusive leaders are leaders who exhibit visibility, accessibility, and availability in their interactions with their employees (Carmeli et al., 2010: 250). It is evaluated that employees who are encouraged to participate in the decision-making process and discussions openly express new ideas without fear, and in this context, IL increases the innovative behavior of employees. Because IL allows the initiation of new, useful and different ideas, processes, products or procedures from traditional ideas within a job role, group or organization (De Jong, 2006, p.16).

Leadership is recognized as the primary agent of change in organizations and a powerful element of the work environment. For this reason, it is considered that a leader who exhibits supportive behavior towards new ideas makes the work environment encouraging producing innovation. In this context, it is seen that IB will develop when the inclusive leader, who exhibits supportive behavior towards new ideas, also shows his accessibility to his employees (Javed et al., 2017, p.3).

Employees are extremely sensitive to the leader's behavior. Therefore, the leader's supportive behavior has a lot of effect on the innovative behavior process. Inclusive leaders who encourage their subordinates to express their opinions, develop their skills, participate in decisions, increase their enthusiasm for innovation, and instill a sense of responsibility create a perception of support for employees (Qi et al., 2019, p.5-6). In this context, it is evaluated that the presence of an inclusive leader contributes to employees' perception of greater organizational support and displaying more IB.

It is evaluated that when individuals are under threat, they act more safely and avoid risk-taking initiative, which is the basis of IB. Therefore, it is evaluated that when individuals do not feel psychologically safe, they develop defensive tendencies and do not exhibit innovative behavior (Carmeli et al., 2010, p.253). However, when individuals feel psychologically safe without fear of embarrassment, the likelihood of taking initiative, suggesting ideas, and proactive behaviors and therefore IB increases (Edmondson, 2004, p.266-267). In this context, it is evaluated that inclusive leaders who give equal importance to employees, tolerate mistakes, try to balance work efficiency and employee morale, encourage a supportive team relationship, express their opinions openly and participate in decisions positively affect IB, and the following hypothesis has been established.

H₁. IL has a positive effect on IB.

6.2.2. Relationship Between Inclusive Leadership and Organizational Trust

Leaders can make their employees feel that they are respected as individuals and trusted as group members to make the organization successful (Hollander, 2014 p. 203; Messick, 2005, p. 86). Thanks to this feeling, the leader creates credibility, loyalty and trust in his/her employees. However, the leader's failures in implementation may cause employees to lose their expectations that their needs will be met and lose their sense of trust. Because in order to

increase the loyalty and trust of employees, the leader must be competent as well as fair and sensitive (Hollander, 2014, p.216).

When employees interact with their organizations, managers and colleagues, they show their confidence and emotional accumulation with trust. In addition, in terms of OT, in order to increase trust in the leader or manager, the leader must be competent and the employees must accept the leader at the level of "*one of us*" (Hollander, 2014, p.217). Because it is not possible to talk about developing cooperation in organizations where full trust is not established. In this context, it is evaluated that inclusive leaders who allow employees to participate in decisions, value their ideas, constantly encourage them, and show how to learn from mistakes and always support their employees will create more desire at an emotional and cognitive level to establish trust.

When the literature is examined, it is seen that institutional support and trust in the leader increase emotional commitment. Therefore, a leader who rises to the level of one of us can make employees see themselves as a part of the organization. In this context, inclusive leaders who approach their employees equally, value differences and allow them to express themselves openly, and guide all their employees by tolerating mistakes increase their employees' commitment to the organization (Wang et al., 2020, p.1105). It is evaluated that this increased commitment will lead to an increase in the level of trust first in the inclusive leader and then in the organization, and the following hypothesis has been established.

H₂. IL has a positive effect on OT.

6.2.3. Relationship Between Inclusive Leadership and Job Engagement

When the literature is examined, it is evaluated that the leadership style applied within the organization has a significant effect on employees' commitment and JE. In this context, it is evaluated that IL offers a respectful and caring environment in which good relationships are established, which will increase employees' JE and, in this context, their motivation and performance (Chen et al., 2020, p.4).

IL is expressed as a style that firstly respects the diversity, difference and values among employees, and then allows employees to participate in decisions, values their ideas and constantly encourages them. Thus, employees create positive emotions because they are in an environment where they can express their opinions openly, are encouraged to learn from their

mistakes when they make mistakes (Hirak et al., 2012, p.114), and even receive more support. These feelings increase employees' job engagement.

Inclusive leaders provide their employees with guidance to overcome the challenges they face and cognitive resources, which are important determinants of JE (Bakker et al., 2014, p.391), and employees are more motivated when they perceive that they receive resources from their leaders to help them (Halbesleben et al., 2014, p.8).

As a result, this study evaluates that IL is beneficial in improving employees' JE and that IL positively affects JE, and the following hypothesis has been established.

H₃. IL has a positive effect on JE.

6.2.4. Relationship Between Organizational Trust and Innovative Behavior

Personal characteristics such as creativity, putting forward new ideas and self-control require an appropriate supportive organizational culture (Axtell et al., 2000, p.281-282). Because individuals expect to be rewarded in case of positive results as a result of their IB in the light of their personal efforts and past experiences; they want to avoid being harmed when they make mistakes (Sezgin et al., 2015, p.9). In addition, the characteristics of the job, organizational conditions and psychological structure are of key importance in encouraging individuals to exhibit IB, and there is no guarantee that new ideas and products will provide the expected benefit (Küçük and Günaydın, 2021, p.547). In this context, it is considered very important for the organization to create an environment of trust in exhibiting IB (Barsh et al., 2008, p.38).

On the other hand, a sense of trust is an important foundation on which interpersonal relationships can be built. A mutual sense of trust encourages the emergence and implementation of innovative ideas. Similarly, it is evaluated that individuals in an environment where a sense of trust is not established and even a sense of unreliability is widespread are not willing to exhibit creative or innovative behavior, and the degree to which their creativity emerges within the organization is limited (Dagogo and Barasin, 2020, p.30). However, Amabile et al. (1994, p.954) are of the opinion that employees' innovative work behaviors should reflect the highest degree when an intrinsically motivated employee with high expertise and high creativity skills exhibits creative behaviors within a highly supportive organizational culture.

Looking at the literature, the relationships between trust and innovation constitute the most developed sub-themes of trust research (Saunders et al., 2010-2, p.87) and still continue to be discussed. Because, one of the reasons why individuals within the organization produce more added value than expected from them is that they trust their colleagues, leaders and organizations. The individual's confidence that his/her leader, colleagues and organization will stand behind him/her in case his/her innovative behavior results in a negative situation makes it easier for him/her to get out of his/her routine and produce new ideas and products. As a result, it is evaluated that individuals who are in an environment where the feeling of trust prevails and are thus psychologically comfortable exhibit more IB (Küçük and Günaydın, 2021, p.548). In this context, it is evaluated that the concept of OT has a positive relationship with the concept of IB and the following hypothesis has been established.

H₄. *OT has a positive effect on IB.*

6.2.5. Relationship Between Innovative Behavior and Job Engagement

In today's global competitive environment, one of the valuable assets of the organization is the employees who contribute positively to the organization, embrace the corporate culture, devote themselves to the organization by matching their own purpose with the organization's purpose, and have high levels of JE. The fact that these individuals with high levels of engagement develop new methods to overcome the problems they encounter with the trust they receive from their inclusive leaders increases the advantages they provide to their institutions. Additionally, Schaufeli (2012, p.5) determined in his study that dedicated individuals provide higher quality service with fewer errors and are involved in fewer occupational accidents and injuries. Additionally, Schaufeli (2012, p.5) found in his study that dedicated individuals provide higher quality service, have fewer errors, and are involved in fewer occupational accidents and injuries.

When the literature is examined, it is seen that JE has a positive relationship with IB in many studies such as Wang et al., (2019, p.690), Choi et al., (2015, p.939) and Aslan (2019, p.1059). In this context, it is evaluated that the concept of JE has a positive relationship with the concept of IB and the following hypothesis has been established.

H₅. *IB has a positive effect on JE.*

6.2.6. Relationship Between Organizational Trust and Job Engagement

One of the most important factors affecting the level of JE is the individual's sense of trust in his/her colleagues, manager and organization. For this reason, the individual's ability to focus on his/her work and his/her satisfaction with his/her work depends on the element of trust in the individual's environment (Boyacı et al., 2018, p.443).

It is shown in the literature that there are significant relationships between the concept of JE, which is the more advanced stage of job satisfaction, and organizational trust. Ugwu et al. (2014, p.389), Lin (2010, p.527), Gülbahar (2017, p.155) and Ceylan and Türkyılmaz (2021, p.1310) found a significant and positive relationship between OT and JE. In this context, it is evaluated that the concept of JE has a positive relationship with the concept of OT, and the following hypothesis has been established.

H₆. *OT has a positive effect on JE.*

6.2.7. Mediation Effects

In this study, in addition to testing the hypotheses established above, the aim is to examine the separate mediation effects of the concepts of OT and IB on IL and JE, and then the serial mediation effects.

Researchers who investigate the effect of one variable (independent variable (X)) on another variable (dependent variable (Y)) sometimes create a new model by adding a third variable to the relationship between these two variables. In this newly established model, the third variable included in the relationship is assigned a role that will help understand the relationship between the independent and dependent variables. One of these roles is the role of the mediator variable (M) that IB and OT, which we think have an effect on the relationship between IL and JE in our study, will take.

Although the mediator effect dates back to the 1950s, it began to be used in the fields of psychology and sociology following the studies of Judd and Kenny (1981) and Baron and Kenney (1986) (Pirgaip, 2022, p. 19), and it is seen that the use of mediation models has increased significantly since the study of Baron and Kenney (1986) (Fritz and Mackinnon, 2007, p. 233). Fritz and Mackinnon (2007, p. 233) define the mediator model as a model in which the effect of the independent variable (X) on the dependent variable (Y) is transmitted through a third mediator variable (M). In other words, “*the independent variable causes the*

mediator, which then causes the outcome.” (Shadish and Sweeney, 1991, p.883). The representation model of the mediating variables in the study of Baron and Kenney (1986, p.1176) is presented in Figure 6.2.

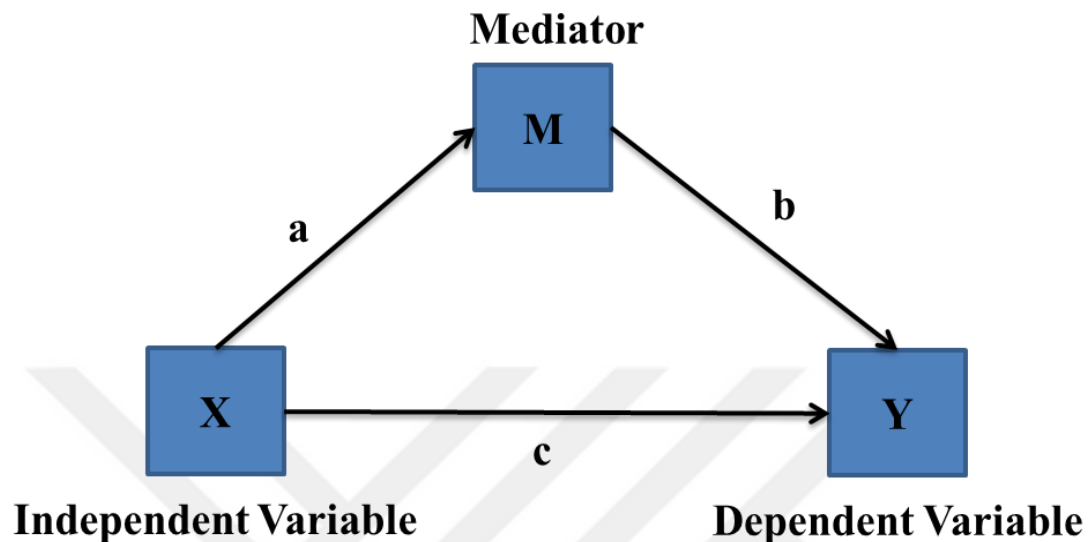


Figure 6.2. Basic Mediation Model Diagram

In the relationships where the mediator variable is included within the scope of the model shown in Figure 6.2, the variable that completely eliminates the significant effect of the independent variable on the dependent variable is called a “complete mediator variable”; variables that do not completely eliminate the significant effect of the independent variable on the dependent variable but continue it in a slightly weakened form are called “partial mediator variables”. In other words, partial mediation means that the mechanism through M does not fully explain the observed relationship between X and Y, while full mediation means that the relationship between X and Y is fully explained by the indirect mechanism (Hayes, 2013, p.126). Namely, while the Path “c” is zero in the relationships where the strongest mediator effect occurs, it is evaluated that the Path “c” decreases slightly in the relationships where the partial mediator effect occurs, and this decreasing effect continues to be transmitted through the mediator variable (paths “a” and “b”). Nevertheless, it would also be useful to report and compare the independent variable – dependent variable path coefficients when the mediator variable is included in the model (paths “a” and “b”) and when it is not included (path “c”) (Holmbeck, 1997, p.602). However, considering Hayes’ (2013, p. 126-128) suggestion that complete and partial mediation effects depend on sample size, that the distinction between them has no theoretical or important meaning, and that partial and

complete mediation expressions should be avoided regarding the results of mediation analysis, the partial or complete mediation effect result will not be discussed within the scope of this study.

Above, it has been explained what the mediator variable is and how its effect on the model, that is, its effect on the relationship between the independent variable and the dependent variable, is interpreted. However, it should not be forgotten that some conditions must be met in order to examine the relationships by adding a mediator variable to a model. These conditions are presented below within the scope of the studies of Baron and Kenney (1986, p.1177), Holmbeck (1997, p.602) and Fritz and Mackinnon (2007, p.234).

1. Before establishing the mediation effect model, the independent variable (X) must have a significant effect on the dependent variable (Y).
2. The independent variable (X) must have a significant effect on the mediator variable (M).
3. Considering the effect of the independent variable (X) and the mediator variable (M) on the dependent variable (Y), the mediator variable (M) should have a significant effect on the dependent variable (Y).

In addition to the above conditions, since the mediation effect is obtained and interpreted by regression analysis, it is evaluated that the model should also have the regression conditions presented below.

1. All variables must be at equal ratio or equal interval measurement level.
2. All variables must have a normal distribution.
3. There must be a linear relationship between variables.

After explaining what the mediator variable is, what the conditions required for the mediation effect to be established are, and how the established model is interpreted, it is now time to establish the mediation relationships and hypotheses established and investigated within the scope of the working model.

6.2.7.1. Mediation Effect of IB on IL's effect on JE

Many studies conducted to demonstrate the effect of IL on JE (Nembhard and Edmondson (2006), Choi et al. (2015), Malik et al. (2017), Xiang et al. (2017), Jalil (2017), Aslan (2019),

Wang et al. (2019), Chen et al. (2020), Çavuş et al. (2020), Priyadarshini and Rajabban (2020), Bannay et al. (2020), Kuknor and Bhattacharya (2020), Vladic et al. (2021) and Aslan et al. (2021)) show that IL has a positive impact on JE. In addition, many studies conducted to demonstrate the effect of IL on IB (For example: Carmeli et al (2010), Choi et al. (2015), Javed et al. (2017), Choi et al. (2017), Javed et al. (2019), Javed et al. (2019), Wang et al. (2019), Fang et al. (2019), Qi et al. (2019), Aslan (2019), Nguyen et al. (2019), Javed et al. (2020), Chen et al. (2020), Bannay et al. (2020), Mansoor (2020), Shakil et al. (2021)) show that IL also has a positive effect on IB. Moreover, many studies conducted to demonstrate the relationship between IB and JE (For example: Agarwal et al. (2012, p.219), Agarwall A.U. (2014, pp.56), Choi et al. (2015, p.939), Aslan (2019, p.1065), Wang et al. (2019, p.694), Bannay et al. (2020, p.486-487), and (Chen 2020 p.5)) have revealed that there is a positive relationship between IB and JE.

It is considered that the most important factors in the success of an organization are the creativity, innovation and commitment of employees to the organization (Ramlall, 2008, p.1582). Because employees who completely dedicate themselves to their work and use their creativity without hesitation maximize their own potential and then the success of the organization. In the process of employees maximizing their potential, the organization also needs to create a work environment that encourages its employees. This work environment can be created by creating an organizational innovative atmosphere that supports individual dedication and creativity. Organizational innovative atmosphere refers to the perception of employees that the organization encourages and supports innovation (Chen, 2020, p.6). In this direction, it is evaluated that the possibility of exhibiting individual positive behaviors such as employee belonging, satisfaction, commitment, dedication, performance and workforce increases in environments where the organization supports positive harmony, happiness, positive behaviors, satisfaction, creativity and innovation (Ramlall, 2008, p. 1590-1596). In addition, when it is evaluated that employees take more initiative in environments where innovative behavior is encouraged, it is evaluated that their level of JE is higher (Özdemir, 2015, p.93).

The first hypothesis in the investigation of mediation effects is the evaluation that IL may have a mediating effect on JE in an organization where creativity and innovation are emphasized and IB is encouraged, based on the idea that the environment affects individual behaviors, as in the "broken windows" theory put forward by Wilson and Kelling (1982). In

this context, it is evaluated that the concept of IB has a positive mediating relationship between the concepts of IL and JE, and the following hypothesis is established.

H₇. IB mediates the relationship between IL and JE.

6.2.7.2. Mediation Effect of OT on IL's effect on JE

Studies conducted to demonstrate the effect of IL on OT (For example, Yuming and Zhuoxin (2022), Oh et al. (2023) and Polat and Turhaner (2024)) show that IL has a positive effect on OT. In addition, many studies conducted to demonstrate the relationship between OT and JE (For example, Lin (2010), Ugwu et al. (2014), Yıldız et al. (2017), Gülbahar (2017), Öztürk and Vatansever (2020), Ceylan and Türkyılmaz (2021) have revealed a positive relationship between IB and JE.

People who spend most of their lives in the unit they work in naturally look for a comfortable and reliable working environment. It is evaluated that the sense of trust, which is the most important determinant in creating such an environment (relationship between people), is built on spiritual, cognitive and emotional foundations with employees' colleagues, managers and organizations (Tokgöz and Seymen, 2013, p.62). In these relationships, employees take risks with the expectation and belief that the other party will respond positively, and their behaviors are predictable and defenseless. In this context, when the concept of trust is mentioned, it is evaluated that people evaluate the other person as well-intentioned and ignore the risk of being deceived (Boyacı et al., 2018, p.458).

In studies examining the relationships between trust and leadership approaches, it is evaluated that trust in the leader is created by the leader being open, caring, truthful, consistent and accessible to his/her employees (Tokgöz and Seymen, 2013, p.63). Thanks to this trust, employees work with all their might and dedicate themselves to their jobs in order to perform their duties in the best way possible. Khan (1990, p.708) states that this personal dedication occurs when employees have a sense of confidence that they will not suffer. In this context, it is evaluated that the concept of OT has a positive mediation relationship between the concepts of IL and JE, and the following hypothesis is established.

H₈. OT mediates the relationship between IL and JE.

6.2.7.3. Serial Multiple Mediation Effects of IB and OT on IL and JE

In mediation models, which are obtained by adding a third variable to the relationships between dependent and independent variables, the effects of more than one mediator variable can sometimes be examined. The aim here is to investigate the direct and indirect effects of the independent variable (X) on the dependent variable (Y) by first concluding with the first mediator variable (M1), then the second mediator variable (M2) and finally the dependent variable (Y).

In this model, called the serial multiple mediation model, two or more mediator variables are considered. It should not be forgotten that serial multiple mediator models become more complex as the number of mediator variables increases. Because as the number of mediator variables increases, the number of paths between causes and effects also increases.

In this study, Hayes' (2022, p.182) two-mediator serial multiple-mediator statistical diagram model will be used as shown in Figure 6.3. In this model, the effect of X on Y is measured through four different paths, three indirect and one direct. The first of the indirect paths is that X affects Y through M1 (a_1+b_1). The second path is that X affects Y through M2 (a_2+b_2). The last path is that X affects Y in series through M1 and M2 (a_1+d+b_2). The direct effect is shown through the "c" path in the relationship between X and Y without going through M1 and M2.

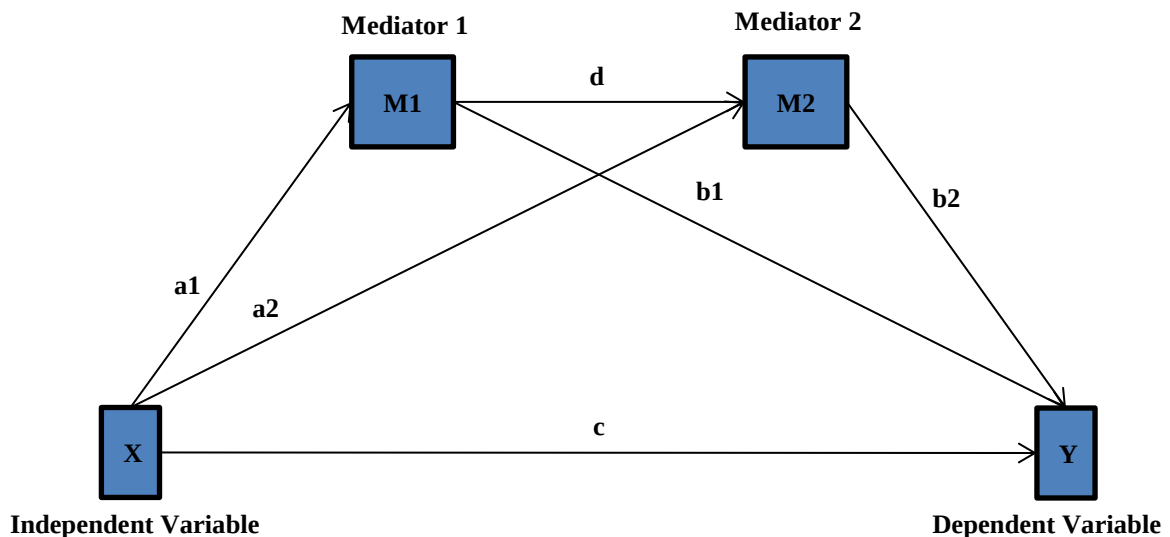


Figure 6.3. Two-mediator serial multiple-mediator statistical diagram model

In this study, it is planned to investigate the serial mediation effect of the concepts of OT and IB on the relationship between IL and JE. In this context, it is evaluated that the concepts of OT and IB have a positive mediation relationship between IL and JE and the following hypothesis is established.

H₉. *IB and OT serially mediate the relationship between IL and JE.*

6.3. Sampling

Participation in SAR activities can be regional, national and even international depending on the magnitude of the incident. For example, during the Kahramanmaraş earthquake that occurred on February 6th, 2023, a total of 271,060 personnel were assigned to provide all services needed in the region, while 35,250 personnel served as SAR personnel (AFAD, Press Release, 02.03.2023). In addition, as a result of the AFAD call, a total of 199 international SAR teams, 49 of which were classified consisting of 11,350 SAR personnel and 306 search dogs, arrived in support (Tuna, 2024, p.78).

Based on the example above, participation in disasters is not limited to the intervention of an institution or a unit within its area of responsibility. In fact, since the units in whose region a disaster occurred are also affected by the disaster, they need their own humanitarian needs more. For this reason, depending on the magnitude of the incident, many institutions and organizations are dispatched to the region, starting from the closest units. Even volunteers accredited by AFAD and individuals who only want to do their humanitarian duty also come to the region. Therefore, the universe of this study includes all individuals who participated in SAR activities in Türkiye. Within this universe, the sample of the study consisted of individuals who participated in any SAR activity before and who voluntarily participated in the survey. Some institutions and organizations included in the sample are:

6.3.1. Disaster and Emergency Management Presidency (DEMP/AFAD)

AFAD, which came into existence in 2009, by gathering the units working on disasters under different ministries under the roof of the Prime Ministry with the law no 5902, took its current form by being affiliated with the Republic of Türkiye Ministry of Internal Affairs in 2018. AFAD carries out its work through Provincial Disaster and Emergency Directorates directly reporting to the governor and Disaster and Emergency Search and Rescue Unit Directorates in 11 provinces.

AFAD has established the "Volunteering" system in order to provide more effective service to communities affected by disasters and emergencies, in addition to its own employees. In this system, it trains people who contribute to community service work before, during and after disasters and emergencies by using their physical strength, time, knowledge, talent and experience, in line with their own wishes and with the sole desire to be beneficial to the society.

6.3.2. The National Medical Rescue Team (UMKE)

UMKE is a unit affiliated with AFAD, was established with the approval numbered 5442 of the Republic of Türkiye Ministry of Health in 2003 in order to provide the management organization needed to fulfill the needs to provide medical rescue services through well-trained and appropriately equipped teams in case of possible disasters, especially earthquakes, at home and abroad, ensure fast and safe transportation of injured people, provide emergency treatment services after transportation and all these procedures. UMKE was organized to serve under 11 regional coordinators in the first stage, then 21 and finally 30 after the February 6th, 2023 Kahmaranmaraş earthquake.

UMKE provides 24/7 and uninterrupted monitoring of disasters, Chemical, Biological, Radiological and Nuklear (CBRN), fire, explosion, major traffic accidents, migration movements, social events, national and international sports activities, epidemics, etc. takes part in events.

6.3.3. Search and Rescue Association (AKUT)

AKUT, which was founded in 1995 when a group of mountaineers came together and joined forces on SAR, completed its establishment at the association level in 1996 and became Türkiye's first SAR association. It has gained the status of “Public Benefit Association” due to its outstanding work during the Adana-Ceyhan earthquake that occurred in 1998, and continues its operations on a hundred percent volunteer basis.

AKUT, which changed the perspectives of the public and private sectors on SAR with its organized work during the 1999 Marmara earthquake, also participated in SAR activities at the international level. AKUT is a member of the International Search and Rescue Advisory Group (INSARAG) under the umbrella of the United Nations.

6.3.4. The Ministry of National Education Search and Rescue Team(MEBAKUB)

In order to carry out disaster and emergency services more effectively and raise awareness, 2021 has been declared as the "Disaster Education Year" by the Republic of Türkiye Ministry of National Education. In addition, the Ministry has taken the first steps towards establishing SAR Unit (MEB AKUB) teams consisting entirely of teachers, which will work in coordination with AFAD teams. Thus, it is aimed to increase the knowledge and skills of teachers, students and parents through training, awareness-raising, seminars and scenario drills on disaster and first aid.

MEB AKUB organized in 81 provinces, is consisting of 25 teachers who have completed the 10-hour “Search, Rescue and Evacuation Training Seminar” training and the 32-hour “Search and Rescue Team Training Course” training within the Provincial Directorate of National Education. In addition, every personnel assigned to AKUB teams is also an AFAD volunteer and works in coordination with AFAD in disasters and emergencies.

6.3.5. Turkish Red Crescent

Turkish Red Crescent, which was established in 1868 to help soldiers who were injured or sick on the battlefield without any discrimination, has one of the best disaster organizations in the world with the disaster response and disaster logistics systems it has spread throughout the country.

Turkish Red Crescent, which has expanded disaster response and disaster logistics systems throughout the country and has one of the best disaster organizations in the world with this network, carries out disaster services at the regional level with 5 Regional Disaster Management Directorates and 12 Disaster Response Centers (9 Disaster Response Center Directorates and 3 Local Disaster Management Centers) affiliated to the Disaster Response Directorate. Turkish Red Crescent plays an auxiliary role alongside the relevant state institutions in providing emergency nutrition and emergency shelter to disaster victims after natural disasters occurring within the country.

6.3.6. Ahbap Association

Ahbap Association is a NGO based on solidarity and cooperation, founded in 2017 by musician and philanthropist Haluk Levent, with a volunteer network in 68 cities of Türkiye as

of 2023. The association continues its work in the field of social aid, animal rights, humanitarian aid, as well as natural disaster coordination and aid.

Within the scope of the study, the ahbap association was contacted, information about the study was given and a request for a survey was sent. However, the ahbap association stated that they could not participate in the research because they did not carry out SAR activities. Thereupon, the ahbap association employees and volunteers were excluded from the research scope.

6.3.7. Fire Departments

Fire Departments, whose origins date back to Ancient Rome, is the general name given to the fire extinguishing process and the organization that performs this process. The first duty of the Fire Departments is to save lives, save property and protect the environment in firefighting. In addition, Fire Departments take part in natural disasters such as earthquakes and floods, in extraordinary situations such as explosions and collapses, in cases of stranding, and in SAR operations.

6.3.8. Non-Governmental Organizations (NGOs)

Apart from the institutions and organizations specifically named above, there are many NGOs participating in SAR activities in Türkiye. These teams work in cooperation with other SAR and government units under the leadership of AFAD. The teams that arrive in the area voluntarily within the first 24 hours first search for and locate all living things that need urgent help. They then transport them to a safe place where they can receive rescue, first aid and more comprehensive assistance. Some units offer post-search and rescue care, food and shelter. Individuals providing all these services work voluntarily and do not expect financial gain, knowing that the biggest gain is saving a life.

6.4. Scales Used

For the implementation study of the research, a five-part survey consisting of four scales and demographic variables was created. The scales are the Inclusive Leadership Scale, Job Engagement Scale, Organizational Trust Scale and Innovative Behavior Scale, respectively, and are explained in detail below. The created survey form was submitted to the Ethics Committee and approval was received. After this, permission was received via e-mail from the academics who adapted the scales to Turkish for the scale to be used in this study.

6.4.1. Inclusive Leadership Scale

When the literature is examined, it is seen that there is more than one IL Scale. One of these is the 16-item scale developed by Hollander in 2008 and adapted to Turkish by Okçu and Deviren (2020). The adaptation study of this scale to Turkish was carried out in the field of education in Kayapınar district of Diyarbakır province and the Cronbach alpha value was found to be .884 (Okçu and Deviren, 2020, pp.183-184). The scale in question consists of three sub-dimensions: “recognition and support”, “justice, communication and action” and “selfishness and disrespect”.

Another scale planned to be used in this study is the 9-item scale developed by Carmeli et al. (2010) and adapted to Turkish by Gül and Çakıcı (2021). The adaptation study of this scale to Turkish was conducted in the field of health and education, and the Cronbach alpha value was found to be .944 and .947 (Gül and Çakıcı, 2021, p.329-333) respectively. Although the original of the scale in question has three dimensions: “openness”, “accessibility”, and “availability” Gül and Çakıcı (2021, p.332-335) suggest that the scale be considered as one-dimensional in the Turkish literature. In this context, the IL Scale is planned to be considered as one-dimensional in this study.

6.4.2. Job Engagement Scale

The Job Engagement Scale used in the study was developed by Schaufeli et al. (2002) and Schaufeli and Bakker (2004) in 2004 and was adapted into Turkish by Özkalp and Meydan (2015). The Job Engagement Scale consists of 17 items in the three-dimensional study of Vigor, Dedication and Absorption in Schaufeli et al.'s (2002) study, and 24 items in the study of Schaufeli and Bakker (2004). However, Özkalp and Meydan (2015) translated the short version of the scale into Turkish, with the dimensions remaining constant, and created it with 9 items in total.

The short version study adapted to Turkish was conducted with the participation of 146 people working in a supermarket chain, and the Cronbach Alpha value of the scale was determined as .83 (Özkalp and Meydan, 2015, p. 11). However, in the examination of the scale in terms of its sub-dimensions, it was evaluated that the Cronbach alpha value of the absorption sub-dimension was .64 and remained below .70, and it was deemed valid since they found that Schaufel's values were between 0.60 and 0.90 for different countries (Özkalp and Meydan, 2015, p. 12).

Based on the conclusion in the study of Özkalp and Meydan (2015, p. 13) that the scale can be used both in one and three dimensions, the Job Engagement Scale was considered as one-dimensional in this study. Additionally, Özkalp and Meydan (2015, p. 13-14) state in their study that the Turkish scale needs to be developed, but it can still be tested on different sample groups. In this context, it is evaluated that this study will contribute to the literature in terms of testing the Turkish version of the Job Engagement Scale on a different sample group.

6.4.3. Organization Trust Scale

Organizational Trust Inventory used in the study is a short form developed by Cummings and Bromiley in 1996 and was used in Turkish in Kalemci Tüzün's (2006) doctoral thesis. The scale used in the study aimed to measure whether employees perceive the trust environment within the organization at a high or low level and tested it in two dimensions within the scope of OT (Kalemci Tüzün, 2006, p.43).

Trust is addressed in the literature in cognitive, emotional and behavioral dimensions, while organizational trust is addressed in three dimensions: trust in colleague, trust in supervisor and trust in the organization. Kalemci Tüzün (2006, p.110) ignored the behavioral dimension in her study and reduced the study to two dimensions: cognitive and emotional. However, in the light of the data obtained in the study, a significant difference was found between the cognitive dimension and demographic variables in terms of low education level and working hours, while no significant differences were found between the emotional dimension and demographic variables (Kalemci Tüzün, 2006, p.135-139). In this study, the concept of organizational trust will be evaluated in terms of trust in colleague, trust in supervisor and trust in the organization dimensions, and it is planned to address the scale used as one-dimensional.

6.4.4. Innovative Behavior Scale

The one-dimensional Innovative Behavior Scale used in the study was developed by Scott and Bruce in 1994 and adapted into Turkish by Çalışkan et al. (2019). While the Cronbach alpha value of the scale developed by Scott and Bruce was .89 (Scott and Bruce, 1994, p.590), the scale adapted to Turkish was tested on two different samples, in the textile and health sectors, and the Cronbach alpha value was found to be .934 and .911, respectively (Çalışkan et al., 2019, p.104).

6.5. Data Collection

Participation in SAR activities is not limited to the intervention of an institution or a unit in incidents within its area of responsibility. Staff and available volunteers immediately arrive at the area declared as a disaster or accident area. For this reason, the universe in this study, in which the variables within the team formed by individuals participating in SAR activities are measured, covers the whole of Türkiye. Within this universe, 386 participants who participated in SAR activities and who constitute the sample of the study were included in the study according to the simple random sampling method and volunteering principle, and there is no missing data in the data set.

Since the study is not limited to a specific area and covers the whole of Türkiye, the scale form was created via Googledocs and it was planned to try to reach every individual in the SAR units electronically, and a cross-sectional method was used in the data collection process.

6.6. Data Analyses Method

The data collected for the purpose of the study were analyzed with the SPSS and AMOS Statistics Programmes. In the study, firstly, the understandability, validity and reliability of the questionnaire used in the pilot (preliminary) application were examined, and the Cronbach Alpha values of each dimension were primarily focused on.

As a result of the evaluations, it was determined that all dimensions of the survey were reliable in terms of Cronbach alpha values and in this context; it was decided to use the scale as in the pilot application.

In the next stage, correlation, factor analysis, Confirmatory Factor Analysis (CFA) analyses were performed to test the factor and reliability analyses of the scales and the hypotheses using SPSS and AMOS statistical programs. When looking at the literature, it is seen that factor analysis, EFA and CFA are used together in many studies. The purpose of this order is to test the factor structures determined by EFA with CFA, to test their validity and then to consider the structural model within the scope of the obtained results (Ülbeği, 2016, p.119-120). When we look at the analysis methods used in the study:

6.6.1. Reliability Analysis

In studies, the difference between the values of the observed variables and the real values of the variables, that is, the fact that the variables in question do not reflect their real values, is evaluated as measurement error, and the aim in studies is to minimize the measurement error as much as possible (Ülbeği, 2006, p.134). In addition to measurement errors being an important issue in validity and reliability studies, examining whether the factor structure of a scale is consistent with theoretical information is another desired element in validity and reliability studies (Çapık, 2014, p.196-197). Two important issues that need to be examined for this purpose are reliability and validity, which indicate the qualities of the scale.

First of all, validity is a concept related to the extent to which a test accurately measures the feature it is intended to measure (Büyüköztürk, 2005, p. 167). Validity also means that the measurement tool used is appropriate and purposeful for the feature to be measured, the measurement is made correctly in accordance with the rules, and the measurement data reflects the feature to be measured (Şencan, 2005, p.723-724).

When the literature is examined, reliability figures are calculated and published as findings rather than validity in scientific studies. Because, measuring the findings obtained is not sufficient for validity. While some results can be reached by reasoning in validity, in reliability, coefficients are examined with statistical methods depending on the data and internal consistency is calculated (Şencan, 2005, p.17).

Secondly, reliability refers to how accurately a scale measures what it measures. The most commonly used reliability coefficient finding method in psychological measurements is the Cronbach Alpha coefficient, which shows whether the items in the scales are consistent with each other and whether the items represent the same content factor without any measurement error (Cronbach, 1951, p.330).

Reliability is one of the most important applications of correlation analysis and is vital for all measurements made. Because the consistency between the survey questions regarding the variable to be measured and the extent to which the questions reflect the variable are considered as building blocks for future studies. What is important in reliability is whether the data obtained results from the real feature of the variable or whether it is obtained as a result of coincidence (Kayış, 2008, p.403).

Kayış (2008, p.404) made the following assumptions regarding the reliability analysis of the study in her study:

- * There should be no interrelated errors among the statements that make up the survey.
- * Statements must be independent of each other.
- * Each expression must have a 2-variable normal distribution.
- * Each expression must be additive.
- * In addition, the number of questions that make up the survey must be greater than 30 and the number of independent units to be applied must be greater than 50.

6.6.2. Factor Analysis

In addition to the reliability analysis, Exploratory Factor Analysis (EFA) with the SPSS statistical program and Confirmatory Factor Analysis (CFA) with the AMOS statistical program were used to reveal the construct validity of the scales used in the study.

Before starting factor analysis, it should be evaluated whether the statements that make up the survey are suitable for factor analysis. This evaluation is the design of the desired correlation matrix, Bartlett Sphericity and Kaiser-Meyer-Olkin (KMO) tests (Eroğlu, 2008, p.321).

Whether the statements that make up the survey are suitable for factor analysis can be determined by examining the correlation coefficients. A high correlation coefficient indicates a high probability of forming a common factor in the survey, while a low correlation coefficient reduces the possibility of forming a common factor.

There are two concepts used in factor analysis. The first of these is factor loading or factor coefficient. Factor loadings are expressed as a coefficient that explains the relationship between an expression and the analyzed variable and the relevant factor. The second is the concept of eigenvalue, which is used in deciding on the number of factors and states that it is equal to the sum of the squares of the expressions in a factor. Therefore, the square of the factor loading of the expression in the factor shows how much variance it explains in the relevant factor. In other words, the average factor loading of an expression in the factor shows how much that expression explains the relevant factor. In this context, a low average factor loading of the relevant expression shows that the expression is insufficient to explain the

relevant factor. For example, a factor loading of 0.3 of an expression shows that the variance explained by the factor is 9%, and a loading value of 0.60 and above is high; a loading value between 0.30 and 0.59 shows a medium level (Büyüköztürk, 2002, p. 473-474).

Bartlett test of Sphericity tests that the statements that make up the survey are suitable for factor analysis and that there are high correlations between the statements. When the “p” value of the “ χ^2 ” test statistic obtained as a result of the Bartlett test is less than 0.05, the data is a population with multiple normal distribution and is considered suitable for analysis (İplik, 2017, p.86). The Kaiser-Meyer-Olkin (KMO) test compares the observed correlation coefficient values with the partial correlation values, and as shown below in Table 6.1, the size of the ratio shows that the statements that make up the survey are suitable for factor analysis (Eroğlu, 2008, p.322). In this context, as the value approaches 1 (one), the suitability of the sample for factor analysis increases.

Table 6.1. The Kaiser-Meyer-Olkin (KMO) Measures and Interpretation

KMO Measure	Interpretation
$KMO \geq 0.90$	Marvelous
$0.80 \leq KMO < 0.90$	Meritorious
$0.70 \leq KMO < 0.80$	Average
$0.60 \leq KMO < 0.70$	Mediocre
$0.50 \leq KMO < 0.60$	Terrible
$KMO < 0.50$	Unacceptable

Among these analyses, factor analysis attempts to identify common dimensions derived from the relationships between items. Factor analysis is a multivariate statistical data acquisition method generally used for Data Reduction and Theory Development and is divided into two types: Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA). In Explanatory Factor Analysis, it shows which other items the items are related to and the degree to which each item connects to the whole. In other words, Exploratory Factor Analysis is used to analyze which variables come together and the number of factors affecting the variables. Confirmatory Factor Analysis is used to adapt the study to a different culture where it has not been applied before. Although all scales used in the study had previously been adapted to Turkish, Confirmatory Factor Analyses were conducted with the AMOS program to check that the study was more reliable and the model was valid.

6.6.2.1. Explanatory Factor Analysis (EFA)

In behavioral and social sciences, it is quite difficult to estimate variables that cannot be directly observed by collecting information and to make inferences about those variables. Therefore, the relationships between unobservable variables are tried to be explained with the help of observable variables. The way to explain the correlation between unobservable variables and observable variables is possible with Exploratory Factor Analysis, which was introduced by Spearman in the 1900s to analyze human intelligence and whose purposes of use are stated below (Sarı, 2018, p.4).

- * To summarize the correlation patterns in observed variables,
- * To reduce a large number of observed variables to a smaller number of factors,
- * To explain the relationships between unobserved (latent) variables using the causal modeling method using observed variables.

EFA is also used to understand whether the statements in the scale created to measure a cognitive or psychological structure (concept) actually measure this structure and to reveal the construct validity of the scale (Büyüköztürk, 2002, p.478; Kerlinger, 1973).

In order for EFA to be applied to a scale, the scale must meet the following prerequisites (İplik, 2017, p.86; Gürbüz and Şahin, 2015, p.303):

- * EFA is performed on parametric data and the variables must be at least at the equally spaced scale level.
- * Variables must show normal distribution.
- * The relationships between variables should be linear and the correlation should be medium sized.
- * In the EFA method, there must be at least three variables under each expression.
- * The sample size should be at an acceptable level.

In terms of sample size, MacCallum et al. (1999, p.96) determined that if the variances are above 0.6, a sample size of less than 100 would be sufficient, if they are at 0.5, a sample size of between 100-200 would be sufficient, and if they are less than 0.5, a sample size of more

than 500 would be sufficient. In addition, in terms of sample size, four or more factor loadings greater than 0.6 indicate that factorization is reliable regardless of sample size (Ülbeği, 2016, p.130).

Another measure of whether the sample size is sufficient to apply factor analysis is the Kaiser-Meeyer-Olkin (KMO) sample adequacy test. As mentioned earlier, KMO takes values between 0 and 1, and is classified as medium level between 0.5 - 0.7, good level between 0.7 - 0.8, very good level between 0.8 - 0.9 and excellent level above 0.9 (Ülbeği, 2016, p.131; Hutcheson and Sofroniou, 1999, p.224-225).

Another pre-test for factor analysis is the Bartlett Test of Sphericity. This test is used to check whether the correlation matrix of the variables in the data set is significantly different from the identity matrix.

In the application of this analysis, first of all, a large number of items related to the model are determined. The answers given to these determined items are evaluated and EFA is applied. Factors related to the model to be measured in the analysis are produced. Depending on the analysis results, it may be decided to remove some of the items or the analysis may continue. This process continues until a suitable solution is reached for the research model, and Sari (2018, p.5; Tatlıdil, 1996, p.167-168) listed the assumptions produced for the model in his thesis as follows.

- * Data should be measured on at least an equal interval scale.
- * Multivariate normality assumption should be provided.
- * Variables should have a normal distribution.
- * In the correlation matrix, the relationships between variables should be at a certain level (It should be around 0.30 to 0.90).
- * Error terms should not be related to each other.
- * All observed variables are affected by only one error factor.
- * All observed variables are affected by all common factors.

6.6.2.2. *Confirmatory Factor Analysis (CFA)*

Confirmatory Factor Analysis (CFA) is a multivariate statistical method used in the analysis of statistical tests and in testing theories related to unobservable variables. With CFA, it is easy to analyze whether a defined and limited model is confirmed or not. With this method, experimental evidence regarding structural validity is presented and hypotheses are tested.

CFA is used to examine the relationships between variables and factors and the existing relationships between factors based on the determined hypotheses. CFA is used to test the conformity of the factors determined by EFA to the hypothetical or theoretical factor structures (Özdamar, 2010, p. 224). However, the difference is that there must be a strong conceptual and empirical basis in the Confirmatory Factor Analysis method (Brown, 2006, p. 141). In other words, for the CFA method, there is a predetermined assumption and an attempt is made to confirm or reject this predetermined assumption, and the model's fit is evaluated with the data obtained as a result of the relationship between the unobserved and observed variables (Ülbeği, 2016, p.120-121).

CFA, like EFA, is based on a common factor model and is used to determine the factors that explain the variation and covariation among a set of indicators. EFA and CFA are based on the same estimation methods, but while the researcher applies a descriptive or exploratory method in EFA, in CFA he has to specify all the aspects of the factor model in advance (Brown, 2006, p.35-36). In this context, in CFA, the researcher needs to have a definite a priori understanding of the number of factors in the data, which indicators are related to which factors, etc. based on past evidence and theory, and the most common areas of use are Psychometric Evaluation of Test Instruments, Construct Validation, Method Effects and Measurement Invariance Evaluation (Brown, 2006, p.1-4)

Psychometric Evaluation of Test Instruments refers using CFA with to verify the number of sub-factors and item-factor relationships in the scale development process; Construct Validation refers that it is possible to obtain results where different indicators of theoretically similar or overlapping structures are strongly correlated (Convergent validity) and where indicators of theoretically different structures are not highly correlated (Discriminant validity); Method Effects refers determining method variance and producing better estimates of relationships between factors and latent variables with conceptually more applicable measurement models using; and finally Measurement Invariance Evaluation refers to the

ability to determine how generalizable measurement models are across groups of individuals or over time (Brown, 2009, p.1-4).

To summarize, CFA is the process of testing the previously determined factors and theoretical structures in EFA by looking at the “goodness of fit criteria” shown in Table 6.2, and is the whole of the processes that reveal how consistent the relationships in the model are with the data (Uğurlu and Arslan, 2019, p.82-83).

Table 6.2. Goodness of Fit Index Values used in CFA

Indexes	Short hand	Resources				
		Schreiber et al. 2006, p.330	Çapık, 2014, p.199; Munro, 2005		Ülbeği, 2016. p.123; Bayram, 2010	
		General Rules	Normal	Acceptable	Good Fit	Acceptable
Chi-Square	χ^2	χ^2 to df ≤ 2 or 3 df	-	-	$0 \leq \chi^2 \leq 2df$	$2df \leq \chi^2 \leq df$
χ^2 / df	χ^2/df	χ^2 to df ≤ 2 or 3 df	≤ 2	≤ 5	$0 \leq \chi^2/df \leq 2$	$2 < \chi^2/df \leq 3$
Sig	p	-	$p > 0.05$	-	$0.05 < p \leq 1.00$	$0.01 < p \leq 0.05$
Comparative Fit Index	CFI	$\geq .95$ for acceptance	$\geq .95$	$\geq .90$	$0.97 \leq CFI \leq 1.00$	$0.95 \leq CFI < 0.97$
Adjusted Goodnes of Fit Index	AGFI	$\geq .95$ performance poor in stimulation studies	$\geq .95$	$\geq .90$	$0.90 \leq AGFI \leq 1.00$	$0.85 \leq AGFI < 0.90$
Goodnes of Fit Index	GFI	$\geq .95$ Not generally recommended	$\geq .95$	$\geq .90$	$0.95 \leq GFI \leq 1.00$	$0.90 \leq GFI < 0.95$
Tucker-Lewis Index	TLI	$\geq .95$ $0 \geq .TLI \geq 1$	-	-	$0.97 \leq TLI \leq 1.00$	$0.95 \leq TLI < 0.97$
Incremental Fit Index	IFI	$\geq .95$ for acceptance	-	-	$0.95 \leq IFI \leq 1.00$	$0.90 \leq IFI < 0.95$
Root Mean Square Error of Approximation	RMSEA	$< .06$ to .08 with confidence interval	< 0.05	< 0.08	$0.00 \leq RMSEA \leq 0.05$	$0.00 \leq RMSEA \leq 0.05$
Standardized Root .Mean Square Residual	SRMR	$\leq .08$	< 0.05	< 0.08	$0.00 \leq SRMR \leq 0.05$	$0.05 < SRMR \leq 0.10$
Root Mean Square Residual	RMR	Smaller the better, 0 indicates perfect fit	< 0.05	< 0.08	$0.00 \leq RMR \leq 0.05$	$0.05 < RMR \leq 0.08$

6.6.3. Correlation Analysis

Correlation analysis, another analysis method used to test hypotheses, examines the significance of the relationships for all variables. In correlation analysis, the relationship between two variables is analyzed without requiring dependent and independent variables. The findings to be achieved in this analysis are; is there a significant relationship between the variables? If so, at what level (weak, medium or high)?

Correlation analysis is a statistical method used to analyze the direction in which the dependent variable will change when the independent variable changes between two variables

that show continuity and normal distribution, or to analyze the relationship and degree of a variable with more than one variable (Sungur, 2008, p.115).

In studies, it is seen that the differences between the values of the observed variables and the real values of the variables (measurement error) and the examination of whether the factor structure of the scale is in accordance with the theoretical information are carried out with validity and reliability studies. Reliability studies are also closely related to correlation analyses conducted to determine the relationships between the items, between the total scores, between the total scores and the items, and between the observer evaluation scores (Şencan, 2005 p.249).

As in studies based on classical analysis theories, this study also plans to use the inter-item correlation analysis method to measure the consistency between the items and to identify the latent variables in the background of the items.

Inter-Item Correlation varies depending on whether the conceptual structure to be analyzed is simple or complex. In this direction, it is evaluated that in simple conceptual structures, items show a high degree of relationship with each other, while in complex conceptual structures; items in the same sub-dimension show a high degree of relationship with each other, items in different sub-dimensions show a relatively low degree of relationship with each other (Şencan, 2005, p.250).

As a result of the correlation analysis performed on the obtained data, whether there is a relationship between the variables and, if so, the degree of the relationship is calculated with the correlation coefficient, which is shown as “ r ” and takes a value between -1 and +1.

In this study, the Correlation Coefficient, which is shown as “ r ” and takes values between -1 and +1, will be taken as basis in the Correlation analysis process, and the meaning of the values is:

* $r = -1$: Full negative linear relationship (As one value increases, the other decreases and vice versa),

* $r = 0$: There is no relationship between the two variables,

* $r = +1$: Fully positive linear relationship (When one value increases, the other also increases and vice versa).

In the inter-item correlation analysis, the consistencies between the items are determined by the degree of positive high-level relationship, and if the variability (variance) is high, the correlation coefficient (r) is high; if the variability (variance) is low, the correlation coefficient (r) is low. In addition, in a positive correlation ($0 < r \leq 1$), a relationship in which one variable increases while the other also increases; in a negative correlation ($-1 \leq r < 0$), a relationship in which one variable increases while the other decreases is mentioned.

The correlation coefficient can take not only the values of -1 and +1, which show a full relationship, but also intermediate values. It is stated that when the correlation coefficient takes values between 0 and +1, there is a positive relationship between the variables but at different degrees depending on the value, and similarly, when it takes values between -1 and 0, there is a negative relationship between the variables but at different degrees depending on the value. Therefore, whether the direction of the relationship between the items is positive or negative, the values of the correlation coefficient express the degree of relationship between the variables. In the study process, it is planned to interpret the values of the correlation coefficient obtained as a result of the correlation analysis, other than the values of -1 and +1, which show a full relationship, in accordance with the Table 6.3 below, prepared within the scope of two studies taken from the literature.

Table 6.3. Interpretation of Correlation Coefficient between Two Variables

Resource			
Sungur, 2008, p.116		Şencan, 2005 p.249*	
r Measure	Relationship	r Measure	Reliability / Relationship
0.00 – 0.25	Very Weak	$r < .20$	Very Weak (Random)
0.26 – 0.49	Weak	$r = .20 - .39$	Weak
0.50 – 0.69	Medium	$r = .40 - .59$	Medium
0.70 – 0.89	High	$r = .60 - .80$	High
0.90 – 1.00	Very High	$r > .80$	Very High

* Accepted Resource

The values shown in Table 6.3 show the strength of the relationship between two variables. The point to be noted here is that in cases where the precondition of linearity between two variables cannot be met, the item in question should be removed from the scale. In addition, Şencan (2005, p.249-250) states in his study that the high or low correlation coefficient measured between the items alone cannot determine the reliability of the scale used in the study, and even that high correlation coefficients measured between all the items in the scale will reduce the reliability of the scale, and each item should be evaluated in terms of its contribution to the Cronbach Alpha value by removing the item(s) from the scale. In this

study, the values interpreted in Şencan's (2005, p.249) study will be taken as basis from the sources where the Correlation Coefficients presented in Table 6.3 are interpreted.

6.6.4. SPSS Hayes Process (Macro)

Hayes Process, developed by Andrew Hayes, is a program add-on used with the statistics program SPSS. Andrew Hayes, who named the add-on Process, designed it to be used with the version number in order to distinguish the program versions. In some places, the word macro is added to the name of the program and used as Hayes Process Macro. This is because the add-ons used in programs are called macros. Macro means a small program written and added to a computer program to provide some new features.

The purpose of the Hayes Process add-on is to facilitate some analyses such as mediator variable analysis in SPSS and similar programs. The add-on, which is not normally available in the SPSS program, can be added to the program later.

After the program is added to SPSS, analyses can be performed. The most important issue to be evaluated before starting the analysis is that the analysis provides the necessary prerequisites for regression analysis (see section 6.2.7.).

During the analysis, first of all, the variables should be determined as dependent, independent and mediator variables within the framework of the hypotheses established within the scope of the study. The independent variable in the hypothesis is placed in the “X”, the dependent variable is placed in the “Y” and the mediator variable or variables are placed in the “M” boxes. After this point, it is time to determine the analysis model within the framework of the hypothesis established in the study. This analysis model is determined according to the guide in Hayes’ book. When the guide in Hayes’ book (2013, p.621-649) is examined, it is seen that there are 92 models that can be used in the effect of X on Y.

Hayes emphasizes that in causal relationships it is necessary to understand not only whether X affects Y, but also how X exerts its influence on Y and when X affects Y and when it does not. Furthermore, Hayes explains that a researcher who wants to determine or test how X exerts its effect on Y must assume a model (see Figure 6.2) in which one or more mediating variables (M) are causally positioned between X and Y, explaining that a change in X causes a change in one or more mediating variables, which in turn causes a change in Y.

7. FINDINGS AND EVALUATIONS

This section of the study includes the analysis of the data obtained. In this context, firstly, the reliability results and demographic characteristics of the pilot study conducted to determine the validity and reliability of the survey are included. After determining that all dimensions constituting the survey with the pilot study were reliable, the analysis of the main study was started and the demographic characteristics, reliability and factor analysis of the main study, EFA and Hayes Process Macro (Version 4.2) with SPSS program and CFA analysis results with AMOS program are presented in detail.

7.1. The Pilot (Preliminary) Research

It was decided to conduct a pilot survey between January and July 2023 in order to measure the comprehensibility of the survey and increase its validity and reliability. For the pilot application, first of all, the survey form was prepared via Googledocs and an attempt was made to reach individuals working in SAR units and participating in these activities voluntarily through social platforms.

When checked via Googledocs, it was seen that 118 surveys were completed and the analysis was started as the number was considered sufficient. In the pilot application, the understandability, validity and reliability of the survey were examined, primarily focusing on the Cronbach Alpha values of each dimension.

As a result of the evaluations, Cronbach's alpha values are shown in Table 7.1 and all dimensions of the survey were determined to be reliable. The accepted value of .70 (Kalemci Tüzün, 2006, p.129; Vavra, 1999; Nunally, 1978) was taken as basis in determining reliability. In this context, it was decided to use the scale as in the pilot application.

Table 7.1. Cronbach Alpha Values and Comparison of the Pilot Study

Name of the Concepts	Our Pilot Study's Cronbach's Alpha Value	Cronbach's Alpha Value of the study whose scale is taken:	Name of the study from which the scale was taken
Inclusive leadership	.974	.944 and .947	Gül and Çakıcı, 2021, p.333
Job Engagement	.919	.83	Özkalp and Meydan, 2015, p.11
Organizational Trust	.812	.85 and .72	Kalemci Tüzün, 2006, p.130
Innovative Behavior	.921	.94 and .91	Çalışkan et al., 2019, p.104

In addition to the Cronbach Alpha value, the demographic variables of the 118 SAR personnel and volunteers included in the pilot study are shown in Table 7.2, and each variable is explained below.

Table 7.2. Distribution of Pilot Research Participants According to Demographic Variables

Demographics Variables	Frequency (n)	Percent (%)	Demographics Variables	Frequency (n)	Percent (%)
Sex			Marital Status		
Male	94	77.7	Married	63	53.4
Female	24	20.3	Single	55	46.6
Age			Organization		
18-25	22	18.6	AFAD	42	35.6
26-30	21	17.8	UMKE	4	3.4
31-35	13	11.0	Fire Departments	1	0.8
36-40	22	18.6	Red Crescent	2	1.7
41-45	17	14.4	MEB AKUB	42	35.6
46-50	15	12.7	AKUT	2	1.7
50-60	8	6.8	NGOs	25	21.2
Position Held			Tenure		
Supervisor	7	5.9	Less than 1 year	29	24.6
SAR Personnel	8	6.8	1-5 years	59	50.0
Healthcare Personnel	9	7.6	6-10 years	14	11.9
Security Personnel	7	5.9	11-15 years	5	4.2
AFAD Volunteer (Accredited)	62	52.5	16-20 years	2	1.7
Volunteer (Not Accredited)	25	21.2	More than 20 years	9	7.6
Educational Background			Current Provinces		
Primary School	0	.0	Adana	46	39
High School	4	3.4	İzmir	18	15.3
Associate's Deg.	21	17.8	Konya	14	11.9
Bachelor's Deg.	63	53.4	Amasya	11	9.3
Master's Deg.	30	25.4	Ankara	10	8.5
			Balıkesir	5	4.2
			Others*	14	11.8

* Others refer to provinces with less than 2 participants.

As shown in Table 7.2, 94 men (77.7%) and 24 women (20.3%) participated in the pilot study.

As seen in Table 7.2, when we look at the age groups of the pilot study sample, we see that the 18-25 and 36-40 age groups are at the top with 22 participants (18.6%). These groups are respectively: 26-30 age group with 21 participants (17.8%), 41-45 age group with 17 participants (14.4%), 46-50 age group with 15 participants (12.7%), 31-35 age group with 13

participants (11,0%), and finally, the 50-60 age group is following with 8 participants (6,8%). When the table is examined in detail, it is seen that the number of individuals working or volunteering in SAR units decreases as age increases.

According to Table 7.2, it is seen that volunteers accredited by AFAD participated in the study the most (n=62; p=52.5%). When looking at the other position information of the individuals working in SAR units, it is seen that there are 25 non-accredited volunteers (21.2%), 9 Health personnel (7.6%), 8 SAR personnel (6.8%), 7 supervisor (5.9%) and 7 security personnel (5.9%).

As seen in Table 7.2, the majority of the pilot study sample consists of participants with a Bachelor's degree (n = 63 (53.4%). When we look at the other education levels that make up the sample, it is seen that 30 have a Master's degree (25.4%), 21 have an Associate's degree (17.8%) and 4 high school graduates (3.4%) staff and volunteers participated.

As shown in Table 7.2, 63 married (53.4%) and 55 single (46.6%) participants participated in the pilot study.

As seen in Table 7.2, the majority of the pilot study sample consists of 42 AFAD (35.6%) and 42 MEB AKUB (35.6%) units. When we look at the other units that make up the sample, it is seen that 25 individuals from NGOs (21.2%), 4 UMKE personnel (3.4%), 2 AKUT volunteers (1.7%), 2 Turkish Red Crescent personnel (1.7%) and 1 fire department personnel participated (0.8%). Although it is not a homogeneous structure, it is seen that staff and volunteers from all units that make up the research universe participate.

As seen in Table 7.2, half of the pilot study sample consists of personnel and volunteer participants with tenure between 1-5 years (n=59) (50.0%). When we look at the other tenures that make up the sample; 29 participants have worked for less than 1 year (24.6%), 14 participants have worked for 6-10 years (11.9%), 9 participants have worked for more than 20 years (7.6%), 5 participants have worked for 11-15 years (4.2%) and 2 participants have a working period of 16-20 years (1.7%) as staff or volunteers.

According to Table 7.2, although 18 provinces participated in the study, the highest participation was from Adana with 46 participants (39.0%). Adana province is followed by İzmir with 18 participants (15.3%), Konya with 14 participants (11.9%), Amasya with 11 participants (9.3%), Ankara with 10 participants (8.5%) and Balıkesir with 5 participants

(4.2%) followed. The Other option in the table represents 12 provinces with 2 or fewer participants. These provinces: Çanakkale, Istanbul (n=2); Afyon, Aydın, Bitlis, Kastamonu, Kayseri, Ordu, Tekirdağ, Uşak, Yalova, Osmaniye (n=1).

7.2. The Main Research

This section includes the analyses of the surveys collected within the scope of the main study. The findings reached in this context are examined separately below. The main study survey was prepared via GoogleDocs, as in the pilot application, and distributed to individuals working in Search and Rescue units and participating in these activities voluntarily via social platforms. However, a central application was not made because it was thought that the number of people who would participate in the study would not be sufficient, and because the study was intended to include all units participating in search and rescue activities. In this context, instead of a central application, non-governmental organizations and associations were tried to be reached via the internet and telephone, and units that were public institutions were tried to be reached by petitioning for permission to conduct a survey. The data obtained within the scope of the main study were processed into SPSS and AMOS Statistics programs. The data were examined primarily within the framework of demographic variables. Cohen et al. (2000, p.94-95) determined in their book that with a confidence level of 95% and a sampling error of 5%, the size of sample population would be 383 if the size of total population was one hundred thousand; and 384 if the size of total population was one million. In this context, the data collection process was stopped when 386 valid surveys were reached during the study period, and the analysis of the data belonging to these surveys is presented below, respectively.

7.2.1. Demographic Variables Analysis

In this part of the study, demographic variables of 386 surveys collected were examined. The demographic variables of the surveys are shown in Table 7.3, and each demographic variable is interpreted below.

Table 7.3. Distribution of Main Research Participants According to Demographic Variables

Demographics Variables	Frequency (n)	Percent (%)	Demographics Variables	Frequency (n)	Percent (%)
Sex			Marital Status		
Male	324	83.9	Married	243	63.0
Female	62	16.1	Single	143	37.0
Age			Organization		
18-25	65	16.8	AFAD	107	27.7
26-30	87	22.5	UMKE	8	2.1
31-35	45	11.7	Fire Departments	90	23.3
36-40	64	16.6	Red Crescent	4	1.0
41-45	52	13.5	MEB AKUB	71	18.4
46-50	46	11.9	AKUT	9	2.3
50-60	26	6.7	NGOs	97	25.1
Missing Value	1	.3			
Position Held			Tenure		
Supervisor	39	10.1	Less than 1 year	65	16.8
SAR Personnel	158	40.9	1-5 years	172	44.6
Healthcare Personnel	19	4.9	6-10 years	50	13.0
Security Personnel	9	2.3	11-15 years	45	11.7
AFAD Volunteer (Accredited)	96	24.9	16-20 years	13	3.4
Volunteer (Not Accredited)	65	16.8	More than 20 years	41	10.6
Educational Background			Current Provinces		
Primary School	8	2.1	Adana	86	22.3
High School	41	10.6	Gaziantep	78	20.2
Associate's Deg.	109	28.2	İzmir	68	17.6
Bachelor's Deg.	162	42.0	Amasya	38	9.8
Master's Deg.	66	17.1	Ankara	24	6.2
			Konya	22	5.7
			Others*	70	18.2

* Others refer to provinces with less than 10 participants.

As shown in Table 7.3 324 men (83.9%) and 62 women (16.1%) participated in the main study.

As seen in Table 7.3, when we look at the age groups of the main study sample, it is seen that the highest number is in the 26-30 age group with 87 participants (22.5%). 18-25 age group with 65 participants (16.8%), the 36-40 age group with 64 participants (16.6%), the 41-45 age

group with 52 participants (13.5%), the 46-50 age group with 46 participants (11.9%), the 31-35 age group with 45 participants (11.7%) and the 50-60 age group with 26 participants (6.7%) are following this group.

According to Table 7.3, it can be seen that the largest number of personnel working in Search and Rescue positions participated in the main study (n=158) (40.9%). When we look at other positions, we see that volunteer individuals accredited by AFAD accredited volunteer with 96 participants (24.9%), non-accredited volunteer individuals with 65 participants (16.8%), supervisors with 39 participants (10.1%), healthcare personnel with 19 participants (4.9%) and finally security personnel with 9 participants (2.3%) have participated.

As seen in Table 7.3, the majority of the main study sample consists of participants with a bachelor's degree (n = 162) (42.0%). When we look at the other education backgrounds that make up the sample; 109 participants have Associate's degree (28.2%), 66 participants have Master's degree (17.1%), 41 participants have high school graduates (10.6%) and finally 8 participants have secondary school graduates (2.1%) are staff and volunteer participants have participated.

As shown in Table 7.3, 243 married (63.0%) and 143 single (37.0%) participants participated in the main study.

As seen in Table 7.3, the majority of the main study sample consists of AFAD with 107 participants (27.7%) and NGOs with 97 participants (25.1%). When we look at the other units that make up the sample, we see that there are Fire Department with 90 participants (23.3), MEB AKUB with 71 participants (18.4), AKUT with 9 participants (2.3%), UMKE with 8 participants (2.1%) and finally Red Crescent with 4 participants (1.0%). Although the main study is not a homogeneous structure like the pilot study, it is seen that staff and volunteers from all units forming the research universe participated.

As seen in Table 7.3, nearly half of the main study sample consists of staff and volunteer participants with working years between 1-5 years (n=172) (44.6%). When we look at the other tenures that make up the sample; 65 participants have worked for less than 1 year (16.8%), 50 participants have worked for 6-10 years (13.0%), 45 participants have worked for 11-15 years (11.7%), 41 participants have worked for more than 20 years (10.6%) and lastly 13 participants have a working period of 16-20 years (3.4%) is seen.

According to Table 7.3, although 34 provinces participated in the main study, the highest participation was from Adana with 86 participants (22.3%). Adana province was followed by Gaziantep with 78 participants (20.2%), Izmir with 68 participants (17.6%), Amasya with 38 participants (9.8%), Ankara with 24 participants (6.2%) and Konya with 22 participants (5.7%) followed. The others option in the table represents 28 cities with 10 or fewer participants. These cities: Balıkesir (n=8); Antalya and Çanakkale (n=6); Mersin, Istanbul and Muş (n=5); Niğde and Sakarya (n=4); Afyon, Aydın, Bitlis, Manisa, Kahramanmaraş, Zonguldak, Karaman (n=2); Bursa, Erzurum, Eskişehir, Hatay, Kastamonu, Kayseri, Mardin, Ordu, Tekirdağ, Trabzon, Uşak and Osmaniye (n = 1).

7.2.2. Hypothesis Tests

In this section, the analysis of the hypotheses established within the scope of the study model was made. Correlation analysis was used to measure the relationships between the scales used in the studies.

7.2.2.1. Reliability and SPSS Explanatory Factor Analysis (EFA) Results

In this section, the reliability and EFA results of the main study are included. The analyses were first started with reliability analysis and the Cronbach Alpha coefficients of the scales were determined. Cronbach Alpha coefficient is also used during the pilot application process to determine the scale reliability of the study. In both stages, the Cronbach Alpha coefficient was accepted as the lowest, .70 and above, as stated in Cronbach's study (1951, p.311). In this context, as seen in Table 7.4, the Cronbach Alpha values of all scales used within the scope of the study are over .70, indicating that the scales are quite reliable.

As seen in Table 7.4, the Cronbach alpha levels of the scales were well above 0.70 with values of IL .972, JE .932, IB .923 and OT .960. This is an indication that the reliability of the scales used in the study was ensured.

In addition to the reliability analysis, Exploratory Factor Analysis (EFA) with the SPSS statistical program and Confirmatory Factor Analysis (CFA) with the AMOS statistical program were used to reveal the construct validity of the scales used in the study.

Table 7.4. Reliability and Factor Analysis of the Scale

Factors	Factor Loading	Cronbach Alpha
Inclusive Leadership		.972
1. The manager is open to hearing new ideas.	.817	
2. The manager is attentive to new opportunities to improve work process.	.772	
3. The manager is open to discuss the desired goals and new ways to achieve them.	.819	
4. The manager is available for consultation on problems.	.842	
5. The manager is an ongoing 'presence' in this team - someone who is readily available.	.779	
6. The manager is available for professional questions I would like to consult with him/her.	.814	
7. The manager is ready to listen my requests.	.840	
8. The manager encourages me to access him/her on emerging issues.	.849	
9. The manager is accessible for discussing emerging problems.	.833	
Job Engagement		.932
10. At my work, I feel bursting with energy.	.696	
11. At my job, I feel strong vigorous.	.798	
12. I am enthusiastic about my job.	.722	
13. My job inspires me.	.792	
14. When I get up in the morning, I feel like going to work.	.772	
15. I am proud of the work that I do.	.682	
16. I feel happy when I am working intensely.	.656	
17. I am immersed in my work.	.474	
18. I get carried away when I'm working.	.456	
Innovative Behavior		.923
19. I search out new technologies, processes, techniques and/or product ideas	.730	
20. I generate creative ideas.	.751	
21. I promote and champion ideas to others.	.704	
22. I investigate and secure funds needed to implement new ideas.	.767	
23. I develop adequate plans and schedule for the implementation of new ideas.	.760	
24. I am innovative.	.647	

Tablo 7.4. Reliability and Factor Analysis of the Scale (Continued)

Organizational Trust		.960
25- I feel that the unit tries to get the upper hand.		.654
26. I feel that the unit negotiates with us honestly.		.758
27. I feel that the unit tries to get out of its commitment.		.663
28. I feel that the unit negotiates joint expectations fairly.		.812
29. In my opinion the unit is reliable.		.797
30. I think that the people in unit succeed by stepping on other people.		.769
31. I think that the unit meets its negotiated obligations to our department.		.790
32. I feel that the unit will keep its word.		.817
33. I think that the unit does not mislead us.		.755
34. I think that the unit takes advantage of our problems.		.540
35. I think the people in the unit tell the truth in negotiations.		.672
36. I feel that the unit takes advantage of people who are vulnerable.		.526
Total Variance Explained :		% 72.845
KMO :		.946
Barlett Test of Sphericity :		$\chi^2 = 14284.070$; df: 630; Sig =0.00

In order to determine whether the study was suitable for Factor Analysis (in terms of adequacy of sample size), first of all, it was checked whether the KMO value was greater than .50. According to the analysis result, the KMO value was determined as .946, which shows a near-perfect suitability in terms of adequacy of sample size (see Table 6.1). In addition, the fact that the factor loadings of the majority of the studies were greater than 0.6 in terms of sample size shows that both the sample size is sufficient and the factorization is reliable regardless of the sample size.

After determining the KMO value, the Bartlett Test of Sphericity test was applied and the result was checked in terms of significance. According to the Bartlett's sphericity test result, it was determined that it was statistically significant at $\chi^2 = 14284.070$, degree of freedom 630 and $p < 0.01$ significance level. Accordingly, it is evaluated that the obtained data set came from a multivariate normal distribution. As a result, as shown in Table 7.4, since the KMO value was .946 ($> .50$) and the Bartlett Test of Sphericity test was significant (Sig=0.00, $p < 0.01$), the EFA was started by evaluating that the study met the necessary conditions.

In the EFA, when the values presented in Table 7.5 were examined in order to evaluate the validity result, it was determined that four sub-dimensions emerged in the scale and that the sub-dimensions explained 75.845% of the variance. Since the rate here was greater than 50%, it was concluded that the scale was valid (Field, 2009, p.647). Subsequently, when the sub-dimension structure of the scale and the distribution of the items according to the factors in Table 7.5 were examined, it was seen that the items were divided into 4 sub-dimensions with a very regular and perfect distribution. Therefore, since there was no loading on two factors in the distribution of the items according to the factors, it was not necessary to remove any item from the scale and repeat the analysis. When each of the items forming the sub-dimensions was examined, the factor loadings were determined to be at least 0.616. Since factor loadings of 0.40 and above were considered ideal in the study of Field (2009, p.666), it is evaluated that the items contribute significantly to the factors.

Table 7.5. EFA Results

	Factor 1	Factor 2	Factor 3	Factor 4
OT1	.764			
OT2	.815			
OT3	.795			
OT4	.863			
OT5	.839			
OT6	.858			
OT7	.854			
OT8	.867			
OT9	.828			
OT10	.727			
OT11	.793			
OT12	.706			
IL1		.837		
IL2		.814		
IL3		.846		
IL4		.850		
IL5		.826		
IL6		.844		

Table 7.5. EFA Results (Continued)

IL7		.873		
IL8		.871		
IL9		.860		
JE1			.793	
JE2			.787	
JE3			.771	
JE4			.811	
JE5			.822	
JE6			.761	
JE7			.765	
JE8			.632	
JE9			.616	
IB1				.793
IB2				.794
IB3				.763
IB4				.823
IB5				.813
IB6				.747
Eigenvalues	15.128	5.140	3.574	2.383
% of Variance	42.023	14.277	9.927	6.619
Total Variance	72.845			

As a result, upon determining that the factors determined within the scope of the study were in accordance with the hypothetical and theoretical factor structures and that the validity of the scale was ensured, Confirmatory Factor Analysis was carried out.

7.2.2.2. AMOS Confirmatory Factor Analysis (CFA) Results

In order to determine the relationship between the variables considered within the scope of the study, Confirmatory Factor Analysis (CFA) in the AMOS Statistical Program was used.

The CFA model and its results created within the framework of the model established within the scope of the study are shown in Figure 7.1 and consist of four dimensions. The main dimensions taken into account within the scope of the study are represented by ellipse shapes; the measurable variables included in the scales belonging to these main dimensions are represented by square shapes. The main dimensions of the study are related to each other and

the relationships in question are shown bidirectionally, while the one-way relationship from the main dimensions to the measurable variables is shown with a one-way arrow. The circle shapes associated with a one-way arrow to each measurable variable and named with an “e” inside them are the error terms representing the unexplained variances in the model established within the scope of the study.

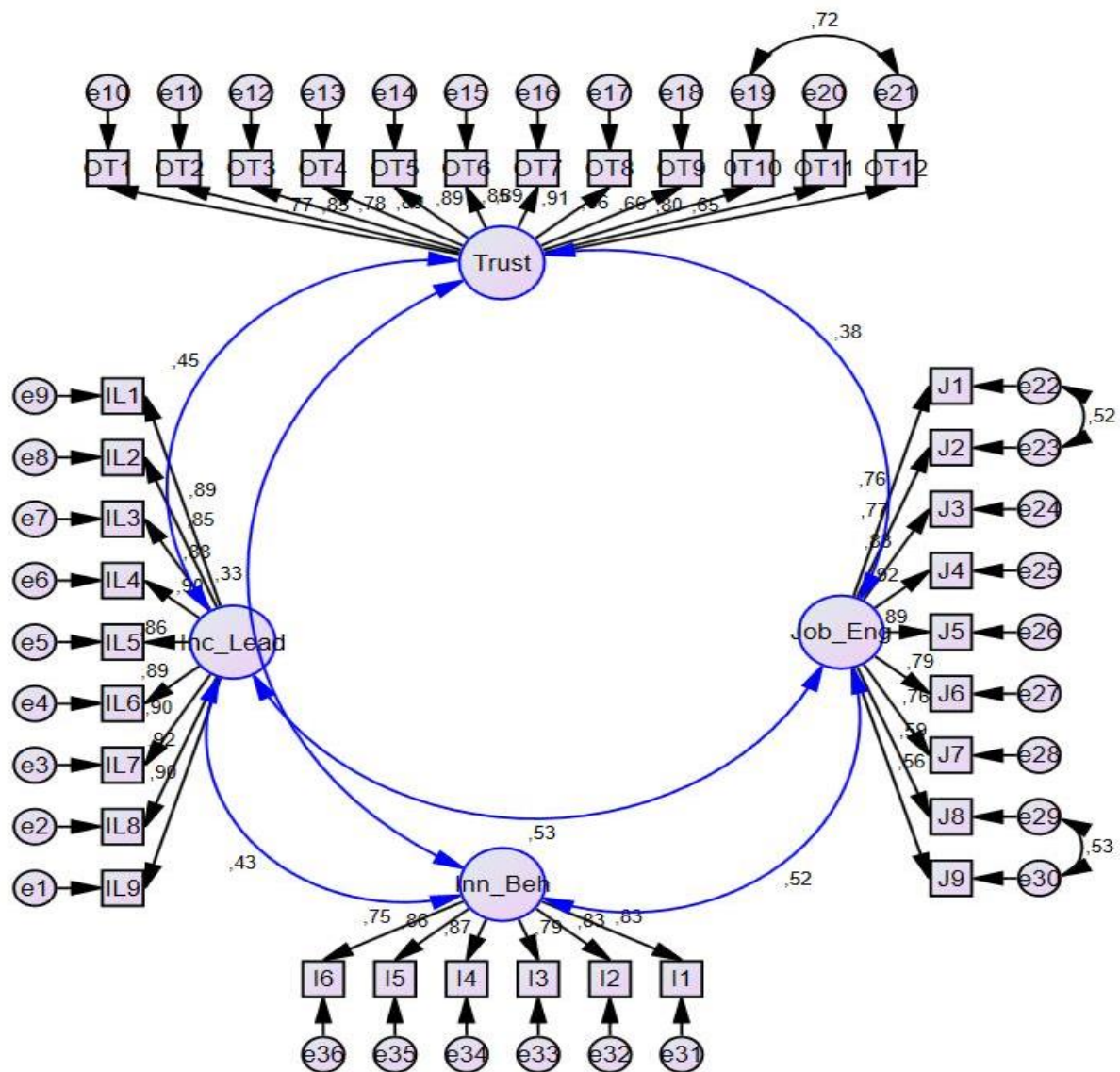


Figure 7.1. The Results of AMOS CFA

All coefficients in the model shown in Figure 7.1 are standardized coefficients, and according to the CFA results in Figure 7.1; Standardized Regression Weights and Regression Weights are presented in Table 7.6 below.

Table 7.6. Standardized Regression Weights and Regression Weights

Items	Path	Factors	Standart Regression Weights	Regression Weights				
			Estimate β_0	Estimate β_1	S.E.	C.R.	P	Label
IL1	<---	Inc_Lead	0.888	0.95	0.03	27.73	***	
IL2	<---	Inc_Lead	0.853	0.908	0.03	25.22	***	
IL3	<---	Inc_Lead	0.884	0.953	0.03	27.40	***	
IL4	<---	Inc_Lead	0.899	1.01	0.03	28.66	***	
IL5	<---	Inc_Lead	0.858	0.974	0.03	25.51	***	
IL6	<---	Inc_Lead	0.889	1.015	0.03	27.78	***	
IL7	<---	Inc_Lead	0.903	0.966	0.03	29.00	***	
IL8	<---	Inc_Lead	0.915	1.023	0.03	30.05	***	
IL9	<---	Inc_Lead	0.902	1				
OT1	<---	Trust	0.775	1				
OT2	<---	Trust	0.853	1.03	0.05	19.14	***	
OT3	<---	Trust	0.776	1.007	0.05	16.96	***	
OT4	<---	Trust	0.894	1.089	0.05	20.40	***	
OT5	<---	Trust	0.893	1.079	0.05	20.36	***	
OT6	<---	Trust	0.851	1.089	0.05	19.09	***	
OT7	<---	Trust	0.893	1.087	0.05	20.37	***	
OT8	<---	Trust	0.91	1.13	0.05	20.88	***	
OT9	<---	Trust	0.861	1.091	0.05	19.38	***	
OT10	<---	Trust	0.658	0.917	0.06	13.91	***	
OT11	<---	Trust	0.801	0.983	0.05	17.66	***	
OT12	<---	Trust	0.646	0.953	0.07	13.62	***	
JE1	<---	Job_Eng	0.765	1				
JE2	<---	Job_Eng	0.769	0.972	0.04	23.59	***	
JE3	<---	Job_Eng	0.828	1.265	0.07	17.77	***	
JE4	<---	Job_Eng	0.921	1.363	0.06	20.28	***	
JE5	<---	Job_Eng	0.889	1.317	0.06	19.42	***	
JE6	<---	Job_Eng	0.787	0.952	0.05	16.72	***	
JE7	<---	Job_Eng	0.756	1.004	0.06	15.93	***	
JE8	<---	Job_Eng	0.592	0.799	0.06	12.06	***	
JE9	<---	Job_Eng	0.56	0.764	0.06	11.33	***	
IB1	<---	Inn_Beh	0.825	1				
IB2	<---	Inn_Beh	0.83	0.932	0.04	19.71	***	
IB3	<---	Inn_Beh	0.79	0.791	0.04	18.31	***	
IB4	<---	Inn_Beh	0.865	1.093	0.05	20.99	***	
IB5	<---	Inn_Beh	0.858	1.096	0.05	20.72	***	
IB6	<---	Inn_Beh	0.746	0.758	0.04	16.90	***	

Table 7.6 includes the Standardized Regression Weights of all path coefficients calculated for the model created within the scope of the research. When these values are examined:

It is seen that the highest value for IL belongs to IL8 (0.915 (*The manager encourages me to access him/her on emerging issues*)); the highest value for OT belongs to OT8 (0.91 (*I feel that the unit will keep its word*)); the highest value for JE belongs to JE4 (0.921 (*My job inspires me*)) and the highest value for IB belongs to IB4 (0.865 (*I investigate and secure funds needed to implement new ideas*)).

On the other hand, it is seen that the lowest value for IL belongs to IL2 (0.853 (*The manager is attentive to new opportunities to improve work process*)); the lowest value for OT belongs to OT12 (0.646 (*I feel that the unit takes advantage of people who are vulnerable*)); the lowest value for JE belongs to JE9 (0.56 (*I get carried away when I'm working*)) and finally the lowest value for IB belongs to IB3 (0.79 (*I promote and champion ideas to others*)).

In addition, Table 7.6 shows the values of the path coefficients calculated using the maximum likelihood estimator, and it is seen that all coefficients obtained within the scope of Regression Weights are statistically significant.

The evaluation of Confirmatory Factor Analysis is made by looking at the Goodness of Fit results, and these values are evaluated according to the criteria of two studies in the literature and presented in Table 7.7.

Table 7.7. Confirmatory Factor Analysis Goodness of Fit Results

Index (Shorthand)	Scale Value	General rules for acceptable fit		Fit Status
		Schreiber et al. 2006, p.330	Ülbeği, 2016, p.155	
CMIN (χ^2)	1526.668	(χ^2) to $df \leq 2$ or 3^*	$0 \leq \chi^2 \leq 2$	-
df	585	-	-	-
CMIN (χ^2) / df	2.61	(χ^2) to $df \leq 2$ or 3^*	$0 \leq \chi^2 / df \leq 2$	Good Fit
p	0,00	-	-	-
CFI	0.935	$\geq .95$ for acceptance	$0.90 < CFI^*$	Acceptable
TLI	0.93	$\geq .95$ can be $0 > TLI > 1$ for acceptance	$0.90 < TLI^*$	Acceptable
IFI	0.935	$\geq .95$ for acceptance	$0.90 \leq IFI \leq 0,95^*$	Acceptable
RMSEA	0.064	$< .06$ to $.08$ with confidence interval*	$0.00 \leq RMSEA \leq 0,05$	Acceptable
SRMR	0.041	$\leq .08$	$0.00 \leq SRMR \leq 0,05^*$	Good Fit

* Accepted Goodness of Fit Rule

Note: CMIN (χ^2)= Chi-square; df=Degrees of Freedom; CFI= Comparative Fit Index; TLI= Tucker-Lewis Index; IFI= Incremental Fit Index; RMSEA= Root Mean Square Error of Approximation; SRMR= Standardized Root Mean Square Residual

In line with the determined criteria, it is seen that the measurement model fit statistics in the study provide good fit with χ^2/df and SRMR reference values; and the CFI, TLI, IFI and RMSEA reference values provide acceptable fit. The “p” value, which is expected to be insignificant under normal conditions, is statistically significant because it provides information about the significance of the difference between the expected covariance matrix and the observed covariance matrices and because the sample is large (Ülbeği, 2006, p.143). As a result, since the reference values are at a good and acceptable level, no improvement was required in the model.

In light of the results shown in Table 7.7, according to the CFA results, the values obtained reveal that the model created within the scope of the study was verified. Accordingly, it was decided that the model was verified.

7.2.2.3. SPSS Correlation Analysis Results

The statistical method that provides information about whether there is a relationship between the dependent variable and the independent variables, and if there is a relationship, what is its direction and degree is called correlation analysis. In correlation analyses, if the Likert scale items of the surveys applied within the scope of the study meet the pre-acceptance conditions and normality conditions, the Pearson Correlation Analysis method is used. If the items do not

meet the pre-acceptance conditions and normality conditions, that is, if the data is skewed to the left and right, the Non-parametric Spearman Rho Correlation Analysis Method is used.

Şencan (2006, p.251-252) listed the above-mentioned pre-acceptance conditions in the decision-making phase of applying both Correlation Analysis methods as follows.

- * Are the data on an interval or ratio scale?
- * Is it linear?
- * Do both items satisfy the normality condition?
- * Homoscedasticity, are the item variances equal?
- * Are the observations independent?
- * Is the sample representative?

Within the scope of correlation analysis, firstly, in order to test whether the study provides the conditions and linearity listed above, Normal Distribution Analysis was performed in SPSS statistics program. The Results of Normality Tests Regarding the Data are presented in Table 7.8, and the Scatter Plot Graph showing the relationship between binary variables is presented in Figure 7.2.

Table 7.8. The Results of Tests of Normality Regarding the Data

Variables	Characteristics of the Distribution				Tests of Normality			
	Skewness	Std. Err	Kurtosis	Std. Err	Kolmogorov – Smirnov		Shapiro - Wilk	
					Statistics	Sig.	Statistics	Sig.
IL	-1.120	.124	.396	.248	.180	.000	.845	.000
JE	-1.417	.124	2.592	.248	.125	.000	.884	.000
OT	.266	.124	.791	.248	.096	.000	.951	.000
IB	-1.314	.124	2.190	.248	.152	.000	.874	.000

Tabachnick and Fidell (2007) argue that if the kurtosis and skewness coefficients are between -1.5 and +1.5, the data is sufficient for the assumption of normality, while George and Mallery (2010) state that if the coefficients are between -2 and +2, the data is normally distributed and parametric tests can be applied (Oğan and Yasak, 2022, p.487). In addition, Kim (2013, p.53) suggested in her study that in studies where the sample size is greater than

300, histograms and absolute values of skewness and kurtosis should be adhered to without considering z-values and absolute values of 2 for skewness and 7 for kurtosis can be used as reference values to determine abnormality.

In this context, when the skewness and kurtosis values of all data are examined, it is seen that all skewness values are within the parameters, and in the kurtosis values, the values of JE and IB are outside the parameters determined by Tabachnick and Fidell (2007) and George and Mallery (2010), but within the parameters according to Kim (2013).

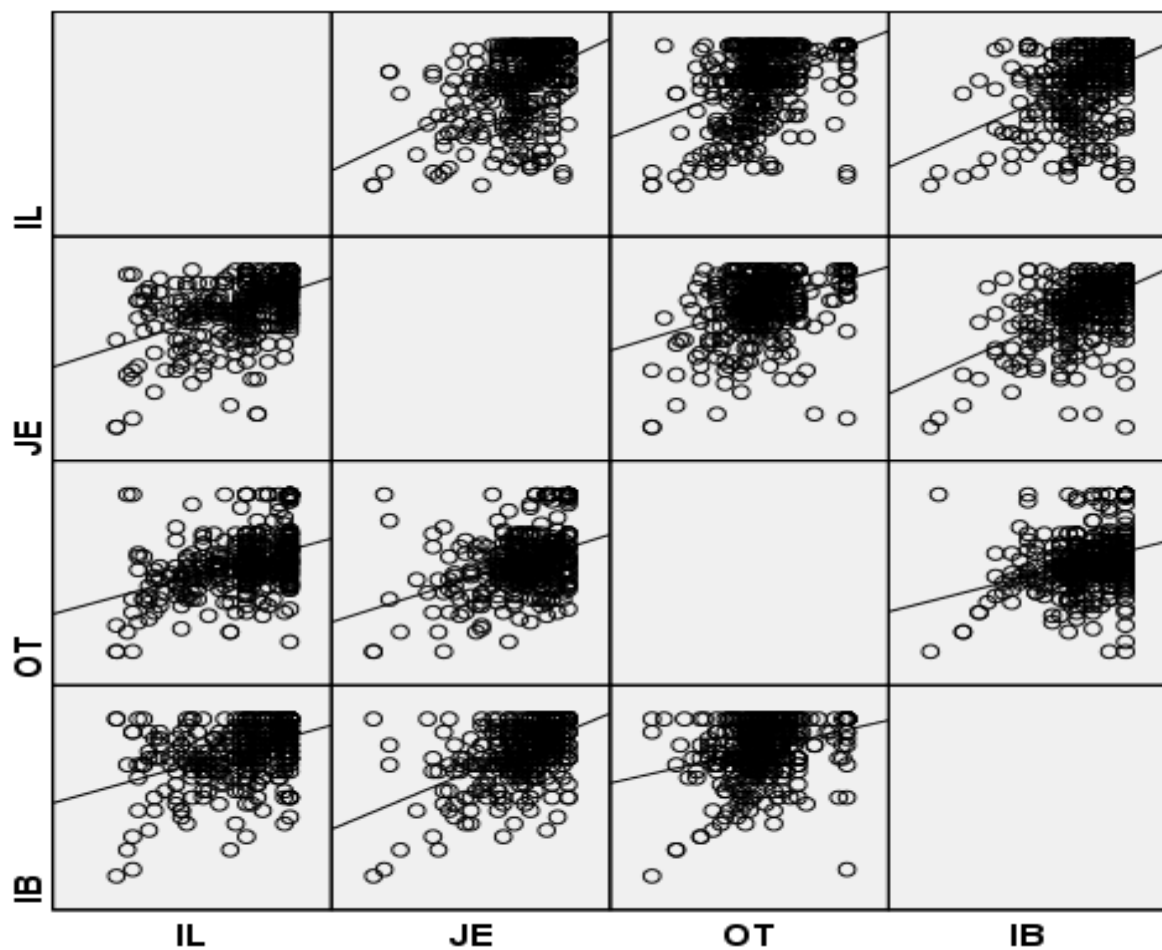


Figure 7.2. Scatter Plog Graphic

The Scatter Matrix of the four variables considered within the scope of the study is shown in Figure 7.2. As seen in Figure 7.2, it can be concluded that all variables show a positive correlation between them when considered as pairs and that all data meet the normality assumption. Therefore, in case the data deviates from normality, it was not necessary to re-analyze the data by transforming it with methods such as logarithmic transformation, square rooting, reflection and inversion.

As a result, in line with the above analysis results, it was concluded that the data obtained in the study had a normal distribution and were suitable for parametric analysis, and therefore it was decided to perform Pearson Correlation analysis.

In order to determine the relationship between the variables considered within the scope of the study, Pearson Correlation Analysis in the SPSS Statistical Program was used. The findings are shown in Table 7.9.

Table 7.9. Relationships between Variables

	1	2	3	4
1. Inclusive Leadership (IL)	1			
2. Job Engagement (JE)	.496**	1		
3. Organizational Trust (OT)	.435**	.362**	1	
4. Innovative Behavior (IB)	.427**	.526**	.331**	1

** Correlation is significant at the 0.01 level ($p < 0.01$)

When the relationship between IL and IB is examined, it is determined that there is a med-level positive ($r = .427$) and significant ($p < 0.05$) relationship. Namely, the IL and IB of the participants increase significantly together with a low relationship. The variance explained by the variables on each other is 18.23%. In other words, 18.23% of IB may be due to IL. This result reveals that IL is one of the variables that affect the IB levels of personnel and volunteers participating in SAR activities and that it affects them positively.

When the relationship between IL and OT is examined, it is determined that there is a med-level positive ($r = .435$) and significant ($p < 0.05$) relationship. Namely, the IL and OT of the participants increase significantly together with a low relationship. The variance explained by the variables on each other is 18.92%. In other words, 18.92% of OT may be due to IL. This result reveals that IL is one of the variables that affect the OT levels of personnel and volunteers participating in SAR activities and that it affects them positively.

According to the correlation analysis data showing the level of relationship between the two variables, there is a med-level positive ($r = .496$) and significant ($p < 0.05$) relationship between IL and JE. Namely, the IL and JE of the participants increase significantly together with a low relationship. The variance explained by the variables on each other is 24.60%. In other words, 24.60% of the JE may be due to IL. This result reveals that IL is one of the variables that affect the JE levels of the personnel and volunteers participating in SAR activities and that it affects them positively.

When the relationship between OT and IB is examined, it is determined that there is a weak-level positive ($r=.331$) and significant ($p<0.05$) relationship. Namely, the OT and IB of the participants increase significantly together with a low relationship. The variance explained by the variables on each other is 10.95%. In other words, 10.95% of IB may be due to OT. This result reveals that OT is one of the variables that affect the IB levels of personnel and volunteers participating in SAR activities and that it affects them positively.

When the relationship between IB and JE is examined, it is determined that there is a med-level positive ($r=.526$) and significant ($p<0.05$) relationship. Namely, the participants' IB and JE increase significantly together with a low relationship. The variance explained by the variables on each other is 27.66%. In other words, 27.66% of JE may be due to IB. This result reveals that IB is one of the variables that affect the JE levels of personnel and volunteers participating in SAR activities and that it affects them positively.

When the relationship between OT and JE is examined, it is determined that there is a weak-level positive ($r=.362$) and significant ($p<0.05$) relationship. Namely, the participants' OT and JE increase significantly together with a low relationship. The variance explained by the variables on each other is 13.10%. In other words, 13.10% of the JE may be due to OT. This result reveals that OT is one of the variables that affect the JE levels of personnel and volunteers participating in SAR activities and that it affects them positively.

There is no single criterion for determining reliability, and various criteria are taken into consideration in the evaluation. These are Corrected item-to-total correlation and Inter item correlations. In this context, it is expected that the Corrected item-to-total correlations of the variables are above 0.50 and the Inter item correlations are above 0.30. (Robinson, Shaver, & Wrightson, 1991, p.5).

In the first case, the aim is not to have very large differences in different time periods and to always ensure consistency of the results, while in the other case, the aim is for the variables in the entire scale to be consistent, for each expression in the scale to measure the same structure and therefore for their correlations to be high (Ülbeği, 2016, p.135).

In this context, considering that all inter item correlation values are above 0.30 as seen in Table 7.9 and Cronbach Alpha values are above 0.70, which is an indication that the reliability of the scales used in the study is ensured (as seen in Table 7.4), it was concluded that there are positive relationships between the variables considered in the study.

7.2.2.4. SPSS Hayes Process Macro (Mediation Relationships) Results

In this study, in addition to the H1-H6 hypotheses established within the scope of the study, it was also aimed to determine the direct effect of IL on JE and the separate and serial mediation effects of OT and IB concepts. Since direct mediation effect analysis cannot be performed in SPSS, the Process macro (Version 4.2) developed by Andrew F. Hayes for the SPSS package program was used to test hypotheses.

The Process Macro developed by Andrew F. Hayes for the SPSS package program can estimate confidence intervals, model coefficients using least squares regression, “t” and “p” values, and standard error values, allowing complex models to be tested. In addition, models containing multiple instruments can be tested with the Process macro add-on. The Process Macro developed by Andrew F. Hayes for the SPSS package program creates bootstrap confidence intervals for indirect effects, and if the intervals in question do not contain “0” (zero), the estimated indirect effects are found to be significant (Hayes, 2022, p.185).

The Process Macro developed by Andrew F. Hayes for the SPSS package program analyzes all possible pairwise comparisons between indirect effects at a 95% confidence interval by default and using 5000 bootstrap samples (Hayes, 2022, p.188). In this thesis study, these default values were used in the analysis conducted using the Process macro add-on, and the Model 6 analysis shown in Figure 7.3 was taken as basis.

In the study, six hypotheses were established to determine whether there are effects between IL, JE, IB and OT, and three different hypotheses were established to perform the analyses determined to determine whether there are separate and serial mediation effects of OT and IB in the relationship between IL and JE. This section will explain the results of the nine hypotheses established within the scope of the research.

In order to examine whether there is a multicollinearity problem between the variables in the study, the Pearson Correlation Coefficients Table shown in the previous section (See Table 7.9) was examined.

The fact that the Pearson Correlation Coefficients between the variables are greater than 0.800 indicates that the variables are very much related to each other, in other words, there is a multicollinearity problem between these two variables. When Table 7.9 is examined, it is seen that there is no multicollinearity problem in this study.

It has been determined that the precondition of the causal steps approach has been met by having a significant effect of X on Y, and the serial mediation model created within the scope of the Process Macro model 6 developed by Andrew F. Hayes for the SPSS package program is presented in Figure 7.3. In the model, IL is the Independent variable (X), JE is the Dependent Variable (Y), IB is the first mediator (M1), and OT is the second mediator (M2).

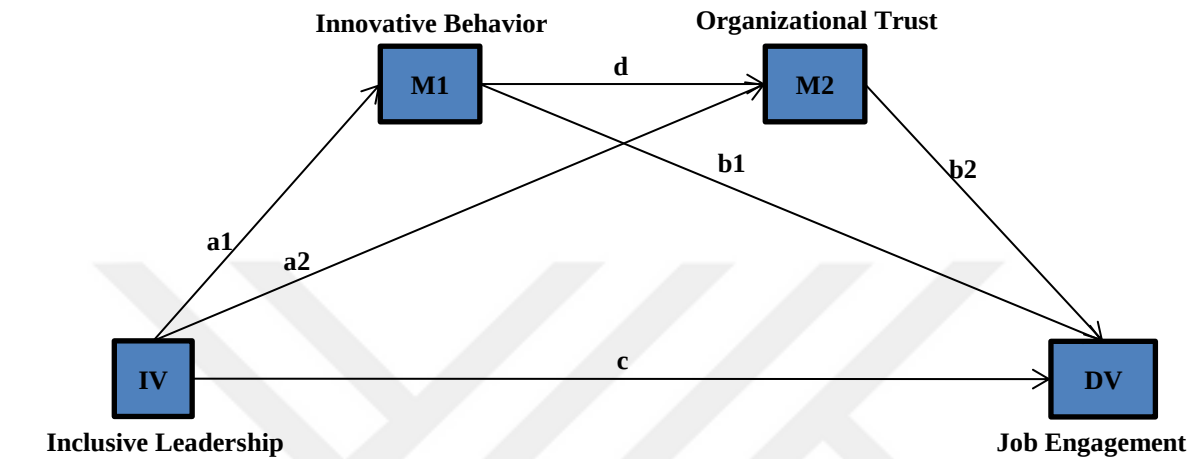


Figure 7.3. Serial Mediation Effect Model

In the context of Figure 7.3 explained above:

Firstly, hypotheses H1-H6 established within the scope of the study will be examined. Within this scope, paths “a1”, “a2”, “c”, “d”, “b1”, and finally “b2” will be examined, respectively, and the findings obtained under each hypothesis will be used to determine whether the hypothesis is accepted.

Secondly, the indirect effect of IL on JE will be tested with IB acting as a mediator. The indirect effect in the model will be calculated as the product of “a1” and “b1” paths ($a1*b1$).

Thirdly, the indirect effect of IL on JE will be tested with OT acting as a mediator. The indirect effect in the model will be calculated as the product of “a2” and “b2” paths ($a2*b2$).

Fourthly, the indirect effect of Innovative Behavior and Organizational Trust, which are serial mediators in the effect of Inclusive Leadership on Work Engagement, will be tested. The indirect effect in the model will be calculated as the product of “a1”, “d”, and “b2” paths ($a1*d*b2$).

Finally, the direct relationship between Inclusive Leadership and Work Commitment will be examined.

The mediation analysis results of the model created within the scope of Process Macro model 6 developed by Andrew F. Hayes for the SPSS package program are shown in Figure 7.4 and Table 7.10.

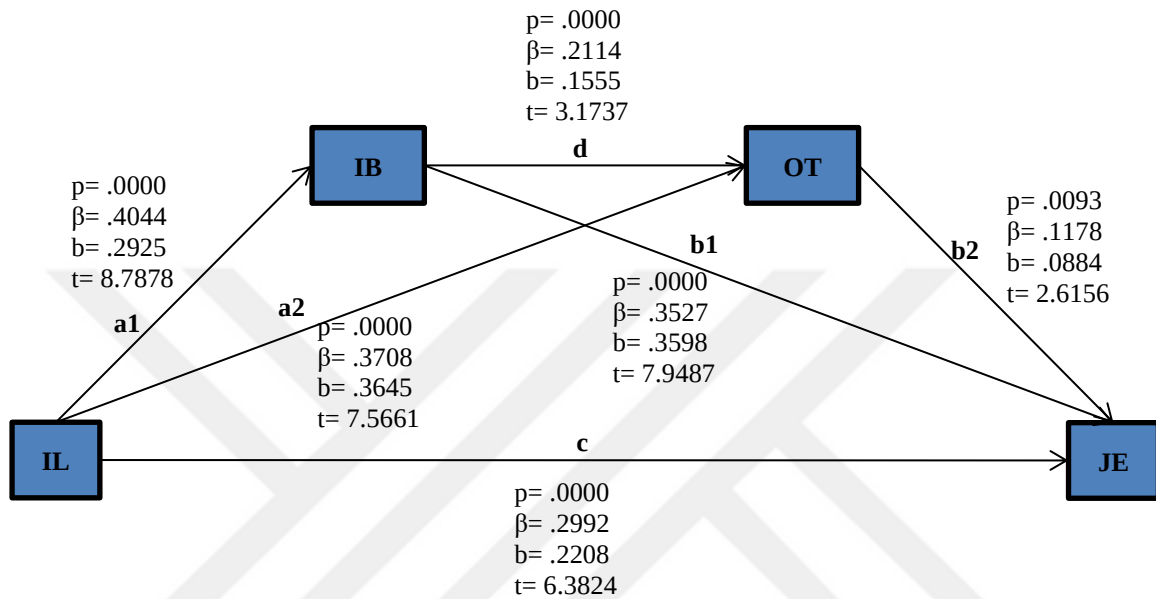


Figure 7.4. Serial Mediation Effect Model Results

Table 7.10. Mediation Analysis Summary

Name	Relationship (Path)	Effects (R-sq)	SE	Confidence Interval		p	t-statistics	Conclusion
				Lower Bound	Upper Bound			
a1	IL->IB	0.2925	0.0333	0.2271	0.3579	.0000	8.7878	-
b1	IB->JE	0.3598	0.0453	0.2708	0.4488	.0000	7.9487	-
a2	IL->OT	0.3645	0.0482	0.2698	0.4592	.0000	7.5661	-
b2	OT->JE	0.0884	0.0338	0.0220	0.1549	.0093	2.6156	-
d	IB->OT	0.2114	0.0666	0.0804	0.3423	.0016	3.1737	-
c	IL->JE	0.2208	0.0346	0.1528	0.2888	.0000	6.3824	-
Ind1	IL->IB->JE	0.1052	0.0293	0.0545	0.1688	.000	3.590	Yes
Ind2	IL->OT->JE	0.0322	0.0181	0.0014	0.0718	.000	1.779	Yes
Ind3	IL->IB->OT->JE	0.0055	0.0037	0.0001	0.0141	.000	1.486	Yes

Tablo 7.10. Mediation Analysis Summary (Continued)

Total Effect	IL->JE	0,3637 (.0000)	0.0323	0.3002	0.4272	.000	11.260	Yes
Direct Effect	IL->JE	0,2208 (.0000)	0.0346	0.1528	0.2888	.000	6.381	Yes

In light of the results shown in Figure 7.4 and Table 7.10:

When the effect of IL on IB established within the scope of the study is examined (Path a1), it is seen that the model as a whole is significant ($p=.0000$). In other words, it is evaluated that IL has a significant effect on IB. When the unstandardized beta coefficients are examined, it is seen that IL has a significant and positive effect of 29.25% ($p<0.05$) on the change in IB. When the effect of IL on IB is examined at the 95% Confidence Interval (CI) (0.2271 - 0.3579), it is seen that it does not contain zero, confirming the significant effect of IL on IB. As a result, path “a1” is positively significant and hypothesis H_1 is accepted.

When the effect of IL on OT established within the scope of the study is examined (Path a2), it is seen that the model as a whole is significant ($p=.0000$). In other words, it is evaluated that IL has a significant effect on OT. When the unstandardized beta coefficients are examined, it is seen that IL has a significant and positive effect of 36.45% ($p<0.05$) on the change in OT. When the effect of IL on OT is examined at the 95% CI (0.2698 – 0.4592), it is seen that it does not contain zero, confirming the significant effect of IL on IB. As a result, path “a2” is positively significant and hypothesis H_2 is accepted.

When the effect of IL on JE established within the scope of the study is examined (Path c), it is seen that the model as a whole is significant ($p=.0000$). In other words, it is evaluated that IL has a significant effect on JE. When the unstandardized beta coefficients are examined, it is seen that IL has a significant and positive effect of 22.08% ($p<0.05$) on the change in JE. When the effect of IL on JE is examined at the 95% CI (0.1528 – 0.2888), it is seen that it does not contain zero, confirming the significant effect of IL on JE. As a result, path “c” is positively significant and hypothesis H_3 is accepted.

When the effect of IB on OT established within the scope of the study is examined (Path d), it is seen that the model as a whole is significant ($p=.0016$). In other words, it is evaluated that

IB has a significant effect on OT. When the unstandardized beta coefficients are examined, it is seen that IB has a significant and positive effect of 21.14% ($p < 0.05$) on the change in OT. When the effect of IB on OT is examined at the 95% CI (0.0804 – 0.3423), it is seen that it does not contain zero, confirming the significant effect of IB on OT. As a result, path “d” is positively significant and hypothesis H_4 is accepted.

When the effect of IB on JE established within the scope of the study is examined (Path b1), it is seen that the model as a whole is significant ($p = .0000$). In other words, it is evaluated that IB has a significant effect on JE. When the unstandardized beta coefficients are examined, it is seen that IB has a significant and positive effect of 35.98% ($p < 0.05$) on the change in JE. When the effect of IB on JE is examined at the 95% CI (0.2708 – 0.4488), it is seen that it does not contain zero, confirming the significant effect of IB on JE. As a result, path “b1” is positively significant and hypothesis H_5 is accepted.

When the effect of OT on JE established within the scope of the study is examined (Path b2), it is seen that the model as a whole is significant ($p = .0093$). In other words, it is evaluated that OT has a significant effect on JE. When the unstandardized beta coefficients are examined, it is seen that OT has a significant and positive effect of 8.84% ($p < 0.05$) on the change in JE. When the effect of OT on JE is examined at the 95% CI (0.0220 – 0.1549), it is seen that it does not contain zero, confirming the significant effect of OT on JE. As a result, path “b2” is positively significant and hypothesis H_6 is accepted.

In terms of mediation effects, firstly, it is seen that IL has a significant effect on IB ($b = 0.2925$, $t = 8.7878$ and $p < 0.05$). It is also seen that IB has a significant effect on JE ($b = 0.3598$, $t = 7.9487$ and $p < 0.05$). In addition, it is seen that IL has a significant effect on IB and JE ($b = 0.1052$, $t = 3.590$ and $p < 0.05$) (Path IL- $\rightarrow$ IB- $\rightarrow$ JE) and when examined at the 95% CI (0.0545 - 0.1688), it does not include zero, and so it is concluded that IB has a mediating effect on the effect of IL on JE. In this context, hypothesis H_7 is accepted.

In terms of mediation effects, secondly, it is seen that IL has a significant effect on OT ($b = 0.3645$, $t = 7.5661$ and $p < 0.05$). It is also seen that OT has a significant effect on JE ($b = 0.0884$, $t = 2.6156$ and $p < 0.05$). In addition, it is seen that IL has a significant effect on OT and JE ($b = 0.0322$, $t = 1.779$ and $p < 0.05$) (Path IL- $\rightarrow$ OT- $\rightarrow$ JE) and when examined at the 95% CI (0.0014 - 0.0718), it does not include zero, and so it is concluded that OT has a mediating effect on the effect of IL on JE. In this context, hypothesis H_8 is accepted.

Finally, when we look at whether IB and OT have a serial mediation effect on the relationship between IL and JE, it is evaluated that there is a serial mediation effect. The results revealed that IL has a significant indirect effect on JE through IB and OT ($b=0.0055$, $t=1.486$, %95 CI (0.0001 - 0.0141) and $p<0.05$), thus supporting H₉. In addition, the direct effect of IL on JE was also found to be significant in the presence of mediators (0.2208, $p<0.005$). Therefore, it is concluded that IB and OT have a serial mediation in the relationship between IL and JE.

In addition, since there is no "0" (zero) between LLCI and ULCI and BootLLCI and BootULCI values at the 95% confidence interval, it can be said that the variables considered are complete mediator variables. However, in line with the suggestion of Hayes (2013, p.126-128) (See section 6.2.7.), mediation effects are not evaluated as partial or complete mediation effects in this study.

As a result, the summaries of the hypotheses established within the scope of the study as a result of the findings obtained as a result of the analyses are presented in the Table 7.11.

Table 7.11. Hypothesis Summary

H	Hypothesis Description	Status
H ₁	IL has a positive effect on IB.	Supported
H ₂	IL has a positive effect on OT.	Supported
H ₃	IL has a positive effect on JE.	Supported
H ₄	OT has a positive effect on IB.	Supported
H ₅	IB has a positive effect on JE.	Supported
H ₆	OT has a positive effect on JE.	Supported
H ₇	IB mediates the relationship between IL and JE.	Supported - Mediation
H ₈	OT mediates the relationship between IL and JE.	Supported - Mediation
H ₉	IB and OT serially mediate the relationship between IL and JE.	Supported - Mediation

8. CONCLUSION

In this study, which investigates the effects of IL on JE, OT and IB in SAR units, a total of six hypotheses were established to test the relationships between the variables. In addition, three more mediation hypotheses were established to test whether IB and OT have separate and serial mediation effects on the effect of IL on JE. As a result, a total of nine hypotheses were established within the scope of the research and hypothesis tests were conducted using SPSS and AMOS Statistics programs.

This section includes the results obtained as a result of testing the data collected from 386 surveys included in the study within the scope of the established hypotheses, the discussion of the results by comparing them with other studies in the literature, and finally the suggestions written in line with the research.

8.1. Conclusion and Discussion

One of the indicators of the level of development of today's societies is the value given to human life. It is evaluated that the activities in which this value can be best observed are SAR activities, the main purpose of which is to search and find the person or persons who have fallen into the situation of accident, to ensure their safety, to rescue them and to transfer them to health institutions. These activities must be carried out quickly, safely and completely. In this context, the effectiveness of SAR activities is directly related not only to technical competence but also to effective communication between teams, cooperation based on trust and appropriate leadership approach. At this point, the leadership approach becomes one of the determining elements of both operational success and team harmony.

When looking at traditional leadership approaches, it is seen that employees' feelings, thoughts, perspectives, suggestions and desire to participate in decisions are ignored, and more importance is given to the hierarchical structure. Because in the traditional leadership approach, employees are expected to focus only on their work and achieve success in this way. However, it is evaluated that in today's societies, an organizational culture is being created where employees feel safe and can participate in decisions, regardless of the line of work they are in. In this context, it is evaluated that the IL approach, which approaches horizontal communication and the participation of even the lowest level employees positively,

provides a more effective environment in creating an organizational culture consisting of common beliefs, values, consensus, attitudes and thoughts that will enable employees to unite within the framework of the same purpose, which is reliable and productive.

Thanks to the organizational culture created within the framework of common beliefs, values, consensus, attitudes and thoughts that will enable employees to unite within the framework of the same purpose, individuals will be psychologically more attached to their organizations and their performance will increase as they give more importance to their work. In this way, employees will embrace their roles within the organization and focus on fulfilling their roles in the best way with all their energy. Therefore, it is obvious that the leadership style applied within the organization is important on the commitment and engagement of employees to work. In this context, it is evaluated that IL provides a respectful and caring environment where good relationships are established in a way that will increase the engagement of employees to work and their motivation and performance in this context.

Trusting others is as important as the environments where employees whose dedication, motivation and performance have increased thanks to the leader establish good relationships. Because in order for employees to feel safe, they need to expect that the effects from the other party will bring more benefit than harm. Therefore, it is evaluated that an interaction is needed to be able to talk about trust and it is evaluated that the concept of trust emerges according to the result of this interaction. The trust of each individual who forms the organization in the organization, its managers and colleagues brings the organization one step closer to success. In this approach, which is considered as Organizational Trust, in order for trust in the leader or manager to increase, the leader must be competent and the employees must accept the leader as "one of us" (Hollander, 2014, p.217). Because in organizations where full trust is not established, it is not possible to talk about the development of cooperation. In this context, it is evaluated that inclusive leaders who allow employees to participate in decisions, value their ideas, constantly encourage them, and show them how to learn from mistakes and always support their employees will create more desire at the emotional and cognitive level in terms of establishing trust. In this way, it is evaluated that employees embrace their roles within the organization, their enthusiasm for doing their jobs, their sense of pride in their work, their intrinsic motivation that provides a high level of sustainable mobility and their desire to fulfill their roles in the best way with all their energy increase.

Even if the personnel and volunteers who take part in SAR activities carried out in difficult environmental conditions dedicate themselves to their work and can act in a safe environment, they may encounter different incidents because each incident is unique. In these incidents, previously applied methods can be used, as well as new methods. Therefore, the development of new thoughts, the emergence of new ideas and, as a result, the implementation of a new rescue process or an organizational method in order to solve the problems encountered in the activities pave the way to success. As a result, it is evaluated that the presence of an inclusive leader who provides a safe environment for all employees in SAR activities, motivates each employee to use all their energy, and allows them to participate in all kinds of creative ideas, thoughts, perspectives, suggestions and decisions that contribute to the solution process increases the chance of success.

In this study, which investigates the effects of IL on JE, OT and IB in SAR units, it is aimed to determine the relationships between the variables. In line with this purpose, first of all, a Pilot Application was conducted in order to measure the validity and reliability levels of the scales used in the study. In the evaluation of the 118 collected surveys, the accepted reliability determination value of .70 (Kalemci Tüzün, 2006, p.129; Vavra, 1999; Nunally, 1978) was taken as the basis and it was determined that all dimensions constituting the survey were reliable. In this context, it was decided to use the scale as in the pilot application. Then, the survey application was conducted again for the main study and a total of 386 surveys were reached and the analysis of the data was started. The results obtained as a result of the analyses and comparisons with the studies in the literature are presented below.

As a result of the analysis conducted within the scope of the H_1 hypothesis from the data obtained in the research, a med-level positive ($r=.427$) and significant ($p<0.05$) relationship was found between IL and IB. In other words, the IL and IB of the participants increased significantly together with a med relationship. It was determined that the variance explained by the variables on each other was 18.23%. In other words, it is evaluated that 18.23% of the IB originates from IL. In addition, in the CFA analysis conducted on the entire model, it was concluded that the entire model was compatible, as well as that there was compatibility between IL and IB ($\beta=.43$, $p<0.05$). As a result, considering the Hayes Process results, it was concluded that IL had a positive significant effect on IB and the H_1 hypothesis was accepted ($b=0.2925$, $t=8.7878$ and 95% CI (0.2271-0.3579)). When the literature is examined, the results found in this study are consistent with the studies of Carmeli et al. (2010, p.256), Choi

et al. (2015, p.939), Javed et al. (2017, p.10), Choi et al. (2017, p.1888), Javed et al. (2019-1, p.563), Javed et al. (2019-2, p.603), Wang et al. (2019, p.693-694), Fang et al. (2019, p.9-10), Qi et al. (2019, p.9), Aslan (2019, p.1065), Nguyen et al. (2019, p.79), Javed et al. (2020, p.7), Chen et al. (2020, p.9), Bannay et al. (2020, p.486-487), Mansoor (2020, p.99) and Shakil et al. (2021, p.8).

As a result of the analysis conducted within the scope of the H₂ hypothesis from the data obtained in the research, a med-level positive ($r=.435$) and significant ($p<0.05$) relationship was found between IL and OT. In other words, the IL and OT of the participants increased significantly together with a low relationship. It was determined that the variance explained by the variables on each other was 18.92%. In other words, it is evaluated that 18.92% of the OT originates from IL. In addition, in the CFA analysis conducted on the entire model, it was concluded that the entire model was compatible, as well as that there was compatibility between IL and OT ($\beta=.45$, $p<0.05$). As a result, considering the Hayes Process results, it was concluded that IL had a positive significant effect on OT and the H₂ hypothesis was accepted ($b=0.3645$, $t=7.5661$ and 95% CI (0.2698-0.4592)). When the literature was reviewed, only a few studies were found that attempted to determine the relationship between IL and OT. The results found in this study are consistent with the studies of Yuming and Zhuoxin (2022, p.19), Oh et al. (2023, p.8) and Polat and Turhaner (2024, p.361).

As a result of the analysis conducted within the scope of the H₃ hypothesis from the data obtained in the research, a med-level positive ($r=.496$) and significant ($p<0.05$) relationship was found between IL and JE. In other words, the IL and JE of the participants increased significantly together with a low relationship. It was determined that the variance explained by the variables on each other was 24.60%. In other words, it is evaluated that 24.60% of the JE originates from IL. In addition, in the CFA analysis conducted on the entire model, it was concluded that the entire model was compatible, as well as that there was compatibility between IL and JE ($\beta=.53$, $p<0.05$). As a result, considering the Hayes Process results, it was concluded that IL had a positive significant effect on JE and the H₃ hypothesis was accepted ($b=0.2208$, $t=6.3824$ and 95% CI (0.1528-0.2888)). When the literature is examined, the results found in this study are consistent with the studies of Nembhard and Edmondson (2006, p.957-959), Choi et al. (2015, p.939), Malik et al. (2017, p.4-5), Xiang et al. (2017, p.242), Jalil (2017, p.39), Aslan (2019, p.1066-1067), Wang et al. (2019, p.693-694), Chen et al. (2020, p.8), Çavuş et al. (2020, p.27-28), Priyadarshini and Rajabban (2020, p.35-37), Bannay

et al. (2020, p.486-487), Kuknor and Bhattacharya (2020, p.772-773), Vladic et al. (2021, p.145) and Aslan et al. (2021, p.175).

As a result of the analysis conducted within the scope of the H₄ hypothesis from the data obtained in the research, a weak-level positive ($r=.331$) and significant ($p<0.05$) relationship was found between OT and IB. In other words, OT and IB of the participants increase significantly together with a low relationship. It was determined that the variance explained by the variables on each other was 10.95%. In other words, it is evaluated that 10.95% of IB originates from OT. In addition, in the CFA analysis conducted on the entire model, it was concluded that the entire model was compatible, as well as that there was compatibility between OT and IB ($\beta=.33$, $p<0.05$). As a result, considering the Hayes Process results, it was concluded that IB had a positive significant effect on OT and the H₄ hypothesis was accepted ($b=0.2114$, $t=3.1737$ and 95% CI (0.0804-0.3423)). When the literature was examined, it was determined that the results found in this study were consistent with the studies of Tan and Tan (2000, p.241), Yu et al. (2018, p.9), Erat (2020, p.135), Demir (2021, p.30), Gönülal and Ceylan (2022, p.207) and Utomo et al. (2023, p.11), Lawagon (2024, p.3069) in terms of correlation analysis.

On the other hand, the concepts of OT and IB, which are discussed within the scope of this thesis, are difficult to measure and observe. (Üstün and Kılıç, 2017, p.232). In this respect, it can be evaluated that there may have been difficulties in perceiving the concepts and investigating the relationship between them due to the complexity of their abstract structures. In addition, based on the idea that OT is the basis of interpersonal relationships that include trust, it is evaluated that trust is different from reliability as put forward in the study of Yu et al. (2015, p.237-239) and in short, trust is based on belief, while reliability is based on expectations related to the level of competence and character that emerge in the process of mutual relations.

When the concept of reliability is examined on the basis of interpersonal relationships, it is evaluated that individuals from different organizational cultures prioritize helping individuals who are directly in a disaster situation rather than establishing relationships that will create mutual trust during the SAR operation. For this reason, it is evaluated that the level of relationship can only progress in parallel with the process of the rescue operation and all attention is directed to the activity due to the intensity and importance of the activity performed.

When the concept of reliability is examined in terms of competence, the importance of the level of education received by individuals participating in SAR activities becomes apparent. For this reason, AFAD aims to keep everyone above a certain level of education by imposing an accreditation requirement, whether they are working in the SAR unit professionally or participating in the activities voluntarily. Because, education will primarily provide the individual with self-confidence in SAR activities. Similarly, Amabile et al. (1994, p.952) concluded in their study that children whose intrinsic motivations are supported by education are more creative under reward conditions than uneducated children. Therefore, it can be evaluated that individuals from different organizations in SAR activities focus on saving lives instead of evaluating the competence of each other and the organizations, and in this process, they expect to transform their intrinsic motivation into extrinsic motivation within the scope of the peace that helping people will provide and the heroic reward that saving a life will provide with the self-confidence provided by the education they received in the past. In this context, it is evaluated that individuals participating in SAR activities will be able to produce creative ideas individually thanks to the self-confidence they receive from their training in the face of difficulties they encounter during the activity, rather than building trust in their new colleagues, managers and organizations in their team.

As a result of the analysis conducted within the scope of the H₅ hypothesis from the data obtained in the research, a med-level positive ($r=.526$) and significant ($p<0.05$) relationship was found between IB and JE. In other words, the IB and JE of the participants increased significantly together with a low relationship. It was determined that the variance explained by the variables on each other was 27.66%. In other words, it is evaluated that 27.66% of the JE originates from IB. In addition, in the CFA analysis conducted on the entire model, it was concluded that the entire model was compatible, as well as that there was compatibility between JE and IB ($\beta=.52$, $p<0.05$) As a result, considering the Hayes Process results, it was concluded that IB had a positive significant effect on JE and the H₅ hypothesis was accepted ($b=0.3598$, $t=7.9487$ and 95% CI (0.2708-0.4488)). When the literature is examined, the results found in this study are consistent with the studies of Agarwal et al. (2012, p.219), Agarwal (2014, p.56), Choi et al. (2015, p.939), Aslan (2019, p.1065), Wang et al. (2019, p.694), Bannay et al. (2020, p.486-487) and Chen et al. (2020 p.5).

In this study, the highest relationship was found between JE and IB. It is evaluated that the reason for this is that individuals who take part in SAR activities for the purpose of saving

lives are able to think and act in a multifaceted way in order to save a living being in need of help because they are fully dedicated to this task. In addition, based on the result that nurses who receive higher salaries exhibit more innovative behavior in the study of Wang et al., (2019, p.693), it is evaluated that it is extremely natural for individuals who participate in the activity of saving a priceless life to be extremely productive, creative and innovative in the face of unforeseen events as a result of their full strength.

As a result of the analysis conducted within the scope of the H₆ hypothesis from the data obtained in the research, a weak-level positive ($r=.362$) and significant ($p<0.05$) relationship was found between OT and JE. In other words, the OT and JE of the participants increased significantly together with a low relationship. It was determined that the variance explained by the variables on each other was 13.10%. In other words, it is evaluated that 13.10% of the JE originates from OT. In addition, in the CFA analysis conducted on the entire model, it was concluded that the entire model was compatible, as well as that there was compatibility between OT and JE ($\beta=.36$, $p<0.05$). As a result, considering the Hayes Process results, it was concluded that OT had a positive significant effect on JE and the H₆ hypothesis was accepted ($b=0.0884$, $t=2.6156$ and 95% CI (0.0220-0.1549)). When the literature is examined, the results found in this study are consistent with the studies of Lin (2010, p.524-527), Ugwu et al. (2014, p.387-389), Yıldız et al. (2017, p.152), Gülbahar (2017, p.153-155), Öztürk and Vatansever (2020, p.3625) and Ceylan and Türkyılmaz (2021, p.1310).

The three mediation hypotheses (H₇, H₈ and H₉) established within the scope of the research were accepted in the light of the findings obtained from the data. It was determined that both IB and OT had separate mediation effects on the effect of IL on JE (Path IL->IB->JE ($b=0.1052$, $t=3.590$ and 95% CI (0.0545 - 0.1688) and Path IL->OT->JE ($b=0.0322$, $t=1.779$ and 95% CI (0.0014 - 0.0718))). In addition, it was also determined that IB and OT had serial mediation effects on the effect of IL on JE (Path IL->IB->OT->JE ($b=0.0055$, $t=1.486$ and 95% CI (0.0001 - 0.0141)).

8.2. Recommendations and Limitations

In this study, which investigates the effect of the IL approach on OT, JE and IB, suggestions are presented below in order to shed light on future studies and to explain the importance of reaching the feelings and thoughts of individuals who participate in SAR activities as assigned and volunteers from different organizational cultures within the framework of the

concepts of IL, JE, OT and IB discussed in the thesis and to present the difficulties encountered during the thesis process.

8.2.1. Recommendations for SAR Units

* In SAR activities, coordination, accurate and timely flow of information, cooperation and most importantly, speaking the same language in a terminological sense determine the fine line between life and death. Therefore, it is a known fact that it is very important whether all individuals working in the disaster area, regardless of which institution or organization they come from, are subjected to the same training filter. However, in addition to training, leaders assigned to new teams formed in the disaster area should also be informed about the cultures of not only their own organization but also other organizations and be aware of all differences. In this way, an environment can be created where people express themselves without hesitation, are willing to participate in decisions, mutual trust is established; they give their full attention to their work and dare to use their creativity. Therefore, it is considered appropriate to provide information on inclusiveness and inclusive leadership to individuals who receive training on the role of a leader during the pre-disaster training process.

* Preparation for natural disasters, behavior during disasters, and what needs to be done during the process of returning life to normal after a disaster are of vital importance for both rescuers and survivors. In addition, it is equally important for all institutions operating within the scope of SAR to identify problem areas that arise before, during, and after disasters, within the scope of lessons learned from past disasters, in order to carry the current system forward. In this way, it is evaluated that the identified problem areas can be reported to universities and academic studies on social, cultural, technological, etc. issues can be requested, and the most accurate and creative answer can be approached. In addition, it is evaluated that it is extremely important to allow academic studies conducted individually by academics or students and to encourage personnel to assist in the studies.

* In every disaster process, similar or different problems arise for the rescuers and organizations. In order to determine these problems, it is extremely important to conduct studies to identify the difficulties encountered by all institutions, organizations, NGOs and volunteers participating in SAR activities, especially AFAD, at the individual, group and organizational level. In the process of solving the problems that arise in leadership issues

among the mentioned difficulties, it is evaluated that it would be appropriate to address the Inclusive Leadership approach within the framework of the findings obtained in this study.

* In settlements that have been affected by natural disasters, the first aid to the survivors is always provided by the local people. In fact, in some incidents, it has been observed that these people even rescue the survivors who are under the rubble, and even if they cannot save them, they locate them and keep them under surveillance until the authorities arrive, and they voluntarily participate in the search and rescue activities after the authorities arrive. In this context, it is evaluated that these people will be as helpful as individuals working in other institutions, organizations and NGOs in determining the problems that arise during the disaster and in the period immediately following the disaster. Therefore, it is evaluated that it is important to reach the individuals who provided the first intervention until the authorities arrived and who continued to help after the authorities arrived, to determine the problems encountered during the disaster and in the following period, and to produce solutions to these problems, especially in the fields of organization and leadership, through academic studies. Thus, it is evaluated that providing public information that will create social awareness in the light of the findings obtained as a result of academic studies can transform people from a scattered state to an organized structure in disasters that occur in different regions until the authorities arrive. As a result, it is considered appropriate to explain the Inclusive Leadership approach, which encourages the inclusion of all team members in discussions and decisions, clearly values different perspectives and supports the participatory process in making successful decisions and achieving the desired results in SAR activities, to citizens as well as institutions and organizations through public information.

* In the event of a disaster, it is extremely important to investigate how the strategic management activities currently implemented in line with the current regulations yield tactical and technical results. It is considered appropriate to conduct comparative studies by adding the subjects of inclusiveness and inclusive leadership to the training processes of the personnel and accredited volunteers who will serve in the SAR units to be established in the disaster area with the results of the academic studies to be prepared within the framework of the suggestions mentioned above.

* Disasters that have occurred throughout history have separated people from their loved ones and have devastating effects on the country's economy. In addition to human errors, the fact that early warning systems have not yet developed sufficiently has a major role in these

devastating effects. For this reason, institutions and organizations tasked with SAR have difficulty taking precautions against life-threatening natural disasters. For this reason, it is extremely important to raise people's awareness about disasters, ensure that they are prepared, and train them to work within public and non-governmental organizations in order to restore order as soon as possible after the disaster. For this reason, it is considered extremely important for people to be informed not only about rescue, but also about being rescued. In this way, not only rescuers from different organizations but also accident survivors will be able to speak the same language.

8.2.2. Limitations and Recommendations for Future Studies

Although the findings obtained as a result of the research provide significant contributions to the literature in terms of the relational and mediating effects of IL on JE, OT and IB in SAR units, this research has some limitations as in every research. These limitations have been identified one by one and are presented below, along with recommendations on what can be done on these issues in future studies.

The first and most important limitation of the study is that since SAR institutions and organizations are mostly public institutions, it is necessary to obtain official permission for the survey application within the scope of the study. In addition, when the permission process started, it became clear that it was necessary to obtain separate permissions from the Presidency level management levels of public institutions in the provinces for the survey application. As a result, the fact that the permissions that need to be obtained before the survey study in public institutions are subject to certain procedures and that these procedures take time due to bureaucratic reasons has prolonged the survey application process considerably. Therefore, it is considered appropriate to make plans by considering that the time period for the studies to be carried out in public institutions from now on will be extended.

The second limitation of the study is that at the beginning of the study, not a specific region but all individuals participating in SAR activities in Türkiye were included as the universe. During the study, applications were made to nearby Provincial Presidencies for survey study permission in person, but applications were made to distant Provincial Presidencies via the internet. In the provinces where applications were made via the internet and approval was received, in this time too, the need for someone to help fill out the survey study emerged too.

While the contact personnel who contacted some provinces were quite helpful, the desired level of work could not be done in some provinces. In this context, although this study is not homogeneous, it is spread over a very wide area and reaches a wider audience, it is evaluated that restricting the study universe to a narrower and more specific area will be a facilitating element for future studies.

The third limitation of the study is that the scales for the concepts covered in the study include a large number of questions. It was even mentioned during the permission process that the survey form consisting of 36 questions in addition to demographic variables could reduce the desired level of interest of the intensively working SAR personnel. Nevertheless, since the study was a doctoral thesis, it was explained that it had to be comprehensive and assistance was requested in this regard. In addition, the fact that the survey form was made via GoogleDocs and that there was no possibility of face-to-face interviews with the participants during the answering process made it difficult to determine whether the level of interest was at the desired level. As a result, it cannot be clearly demonstrated whether the search and rescue personnel and volunteers answered the survey questions in the study at the desired level of interest. Therefore, it is evaluated that addressing the concepts associated within the scope of this study in a bilateral manner and conducting the survey face-to-face as much as possible will increase the desired level of interest.

The fourth limitation of the study is that, although all hypotheses established in this study were accepted, comparisons could not be made since there are no studies conducted on different sample groups formed from Search and Rescue institutions and organizations in Türkiye. For this reason, it is evaluated that conducting new research to examine the relationships between the concepts of IL, JE OT and IB in SAR units and similar units will allow comparisons to be made in future studies.

The fifth limitation of the study is that this study, which was conducted within the scope of a doctoral thesis, is a cross-sectional study. The main reason for choosing the cross-sectional method is the time constraint for completing the doctoral thesis. Collecting the data in this way only allows the participants to measure their current attitudes and behaviors. In addition, although the validity and reliability of the study have been ensured in the light of the findings obtained, they remain low compared to studies conducted with other methods. For this reason, it is evaluated that investigating the concepts discussed in the study with a longitudinal

method, that is, measuring them repeatedly at a certain time interval, will yield more accurate results in terms of validity and reliability.

Furthermore, this study is limited to four concepts addressed within the IL approach. And, when the literature is examined, it is seen that there are not enough studies on the subject of IL in the field of SAR. It is evaluated that testing the IL approach with other concepts in SAR units could add further relationships to the literature.

This study only examined the IL style. It is believed that future research would contribute to the literature by examining other leadership styles and comparing them to yield more positive results.

The sixth limitation of the study is that the subject of IL has not been studied in SAR units before. In addition to IL, it has been observed that other concepts whose relationship is investigated in this study have not been studied in SAR units too. In addition, although the relationship between the concepts has been examined in previous studies, the target audience in the studies does not match this study. For this reason, it is evaluated that researching different concepts in addition to the three concepts whose relationship is investigated together with IL in SAR units will fill the gap in the literature and provide the opportunity to compare the results obtained in different target audiences of the concepts.

When the literature is examined, it is seen that the IL approach is especially studied in educational institutions. Considering that the institutions and organizations targeted in this study are non-profit institutions and organizations, it is evaluated that examining IL in profit-oriented organizations will contribute to the literature in terms of leadership approaches.

Studying the IL approach, particularly in educational institutions, has yielded valuable data for educators. In this context, it is believed that conducting studies on IL, OT, IB, and JE with samples of personnel and volunteers in SAR units by educators working at the MEB AKUB is expected to contribute to the literature. Furthermore, in light of the findings obtained from these studies, it is considered that social and educational events (seminars, conferences, etc.) can be organized in coordination with universities and Provincial/District National Education Directorates to increase the understanding and applicability of the IL approach.

Another limitation of this study is that there were two earthquakes centered in Kahramanmaraş, Pazarcık and Elbistan on February 6, 2023, which caused a 3-month State of

Emergency to be declared in the provinces of Kahramanmaraş, Adıyaman, Hatay, Şanlıurfa, Diyarbakır, Osmaniye, Gaziantep, Kilis, Malatya and Adana. The study had to be suspended due to the disasters affecting large areas and almost all SAR units being sent to the region. However, during the survey collection process, information was received from those who participated in the SAR operations in the region in question regarding lack of coordination in the field, cultural conflict, communication problems, leader-member and member-member conflicts, and in the light of this information, the importance of the study and the accuracy of the concepts discussed have been revealed once again. In this context, it is evaluated that conducting observation-based field research and examining human behavior under difficult conditions by evaluating the events observed will contribute greatly to behavioral sciences for future studies on SAR.

In order to deepen the findings obtained from this research using quantitative research method, researches can also be conducted using qualitative research methods on the basis of IL, JE, OT and IB.

It is considered that the concepts discussed in this study will contribute to the literature on the comprehensibility and applicability of IL across sectors and cultures by being addressed in different sectors.

This study investigated the mediating effects of IB and OT on the effect of IL on JE. It is believed that investigating the mediating effects of other concepts in addition to these concepts on the effect of IL on JE in SAR units would contribute to the literature.

When examining the relationships between the concepts discussed in the study, the highest level of correlation was found between IB and JE, while the lowest level was found between OT and IB. In this context, comparing the results of studies conducted with different sample groups and determining the underlying causes is considered to contribute to the literature.

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APPENDICES

Appendix A: Survey Form

The Effect of Inclusive Leadership on Job Engagement, Organizational Trust and Innovative Behavior in Search and Rescue Units

Dear Participant:

This study, conducted by Assoc. Prof. Dr. Esengül İPLİK and PhD Candidate Mehmet SEĞMENOĞLU (Contact number: 0534 555 31 44) within the scope of PhD Thesis at Adana Alparslan Türkeş Science and Technology University, Faculty of Business Administration, aims to test whether there is a relationship between the Inclusive Leadership approach and the issues of Organizational Trust, Job Engagement and Innovative Behavior in terms of individuals participating in Search and Rescue activities and the rescue teams formed during the activity, and if so, to test the direction and degree of this relationship and to contribute the results to the literature.

Participating in the Survey Form is completely **voluntary**. **You can stop filling out the survey at any time. If you have any questions, please contact us.**

The data obtained from your voluntary responses as a result of the survey will be used only for scientific purposes and **will not be definitely shared** with any person, institution or organization under any circumstances. Providing the most accurate answers to the survey questions will significantly affect the success of the study. Thank you for your interest in our study and the time you have taken to answer the survey.

Consent for Voluntary Participation

I have read the text above and fully understand the purpose of the research/survey study I have been asked to participate in and the responsibilities I have as a volunteer. **I understand that I can leave this study whenever I want and without having to give any reason, and that I will not face any negative consequences if I leave.**

() I confirm that I participate in the study voluntarily.

Part I – Research Questions

The Effect of Inclusive Leadership on Job Engagement, Organizational Trust and Innovative Behavior in Search and Rescue Units					
Expressions	Never	Seldom	Sometimes	Often	Always
INCLUSIVE LEADERSHIP					
1. The manager is open to hearing new ideas.	1	2	3	4	5
2. The manager is attentive to new opportunities to improve work process.	1	2	3	4	5
3. The manager is open to discuss the desired goals and new ways to achieve them..	1	2	3	4	5
4. The manager is available for consultation on problems.	1	2	3	4	5
5. The manager is an ongoing ‘presence’ in this team - someone who is readily available.	1	2	3	4	5
6. The manager is available for professional questions I would like to consult with him/her.	1	2	3	4	5
7. The manager is ready to listen my requests..	1	2	3	4	5
8. The manager encourages me to access him/her on emerging issues.	1	2	3	4	5
9. The manager is accessible for discussing emerging problems.	1	2	3	4	5
JOB ENGAGEMENT					
10. At my work, I feel bursting with energy.	1	2	3	4	5
11. At my job, I feel strong vigorous.	1	2	3	4	5
12. I am enthusiastic about my job	1	2	3	4	5
13. My job inspires me.	1	2	3	4	5
14. When I get up in the morning, I feel like going to work.	1	2	3	4	5
15. I am proud of the work that I do.	1	2	3	4	5
16. I feel happy when I am working intensely.	1	2	3	4	5
17. I am immersed in my work.	1	2	3	4	5
18. I get carried away when I’m working.	1	2	3	4	5
INNOVATIVE BEHAVIOR					
19. I search out new technologies, processes, techniques and/or product ideas.	1	2	3	4	5
20. I generate creative ideas.	1	2	3	4	5
21. I promote and champion ideas to others.	1	2	3	4	5
22. I investigate and secure funds needed to implement new ideas.	1	2	3	4	5
23. I develop adequate plans and schedule for the implementation of new ideas.	1	2	3	4	5
24. I am innovative.	1	2	3	4	5
ORGANIZATIONAL TRUST					
25- I feel that the unit tries to get the upper hand	1	2	3	4	5

Appendix B: Ethics Committee Approve

Adana Alparslan Türkeş University of Science and Technology Scientific Research and Publication Ethics Committee approved this study with the decision dated 28.12.2022 and numbered decision-11/08.

