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**THE RELATIONSHIP BETWEEN AUTHENTIC
LEADERSHIP AND PSYCHOLOGICAL CAPITAL, A
RESEARCH UNDER THE INFLUENCE OF THE
MODERATOR OF PROFESSIONAL DEVELOPMENT
PROGRAMS**

MASTER'S THESIS

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RÉSUMÉ

Cette étude visait à montrer la relation entre le leadership authentique et le capital psychologique et à montrer l'effet de la variable modératrice (participation à des programmes de développement professionnel) sur cette relation. C'était un appel à se concentrer sur la compréhension de la façon dont le leadership authentique est affecté par le capital psychologique et comment la participation à des programmes de développement professionnel a un impact sur la relation entre le leadership authentique et le capital psychologique. Même si de nombreuses études ont porté sur le leadership authentique, elles n'ont pour la plupart pas été conçues pour comprendre comment les méthodes de développement professionnel ont le plus grand impact sur le capital psychologique ou les caractéristiques du leadership authentique. Il y avait deux objectifs principaux dans cette étude. Le premier objectif de cette recherche était de voir s'il existait une relation entre le capital psychologique positif et le leadership authentique et, le cas échéant, de voir dans quelle mesure ils étaient corrélés positivement. Le deuxième objectif était de voir s'il y avait ou non un effet modérateur de la participation à un programme de développement professionnel sur la relation entre le capital psychologique et le leadership authentique et si l'effet modérateur existait, le but était de voir son ampleur. Dans cette recherche, il a également été exploré les expériences des leaders avec les programmes de développement professionnel et compris comment leurs émotions et attitudes influençaient émotionnellement leurs styles de leadership. Les hypothèses étaient qu'il existe une relation positive entre capital psychologique et leadership authentique et que cette relation est modérée par la participation à des programmes de développement professionnel. Les résultats quantitatifs ont recommandé qu'il existe une relation positive et directe entre le capital psychologique et le leadership authentique et comme hypothétique. De plus, cette relation est plus élevée parmi les participants qui ont suivi ou obtenu la formation de perfectionnement professionnel. Les résultats qualitatifs ont montré que le mentorat est une perception générale derrière les programmes de développement professionnel et de leadership et l'importance des sujets de formation ainsi que le soutien organisationnel et un environnement sûr et libre de pensée et en particulier les émotions (en particulier la confiance, l'espoir et l'optimisme) ont les grands impacts sur la croissance du leadership des leaders.

ABSTRACT

This study focused on showing the relationship between authentic leadership and psychological capital and showing moderating variable's (participation into professional development programs) effect on this relationship. It was a call to focus on understanding how authentic leadership is affected by psychological capital and how participation into professional development programs have an impact on the relationship between authentic leadership and psychological capital. Even though lots of studies investigated authentic leadership, they were mostly not designed as including to understand how professional developmental methods have the biggest impact on psychological capital or authentic leadership characteristics. There were two main purposes in this study. First purpose of this research was to see whether there was a relation between positive psychological capital and authentic leadership and if there was, to see how much they were correlated positively. Second purpose was to see whether there was moderating effect of participation into professional development program on the relation between psychological capital and authentic leadership or not and if the moderating effect was existing, the aim was to see its extent. In this research, it was also explored the leaders' experiences with professional development programs and understood how their emotions and attitudes influenced their leadership styles emotionally. The hypotheses were that there is a positive relationship between PsyCap (Psychological capital) and AL (Authentic leadership) and this relationship is moderated by participation into professional development programs. Quantitative results recommended there is a positive and direct relationship between PsyCap and AL as hypothesized. Also, this relationship is higher among the participants who participated or got the professional development training. Qualitative findings showed mentorship is a general perception behind professional and leadership development programs and the importance of trainings' topics together with organizational support and safe and free-thinking environment and especially the emotions (especially trust, confidence, hope and optimism) have the big impacts on leadership growth of the leaders.

ÖZET

Bu çalışma, otantik liderlik ile psikolojik sermaye arasındaki ilişkiyi göstermeye ve bu ilişkide düzenleyici değişkenin (mesleki gelişim programlarına katılım) etkisini göstermeye odaklanmıştır. Bu, otantik liderliğin psikolojik sermayeden nasıl etkilendiğini ve mesleki gelişim programlarına katılımın otantik liderlik ile psikolojik sermaye arasındaki ilişkiyi nasıl etkilediğini anlamaya odaklanma çağrısıydı. Pek çok çalışma otantik liderliği araştırmış olsa da çoğunlukla profesyonel gelişim yöntemlerinin psikolojik sermaye veya otantik liderlik özellikleri üzerinde hangisinin en büyük etkiye sahip olduğunu anlamayı içerecek şekilde tasarlanmamıştır. Bu çalışmada iki temel amaç vardı. Bu araştırmanın ilk amacı, pozitif psikolojik sermaye ile otantik liderlik arasında bir ilişki olup olmadığını ve varsa ne kadar olumlu bir şekilde ilişkili olduğunu görmektir. İkinci amaç ise, psikolojik sermaye ile otantik liderlik arasındaki ilişkide mesleki gelişim programına katılımın düzenleyici etkisinin olup olmadığını, düzenleyici etkinin var ise boyutunu görmektir. Bu çalışmada ayrıca liderlerin mesleki gelişim programlarıyla ilgili deneyimleri araştırılmış ve duygu ve tutumlarının liderlik tarzlarını duygusal olarak nasıl etkilediği anlaşılmıştır. Hipotezler, psikolojik sermaye ile otantik liderlik arasında pozitif bir ilişki olduğu ve bu ilişkinin profesyonel gelişim programlarına katılımı güçlendiği yönündeydi. Kantitatif sonuçlar, varsayıldığı gibi psikolojik sermaye ile otantik liderlik arasında pozitif ve doğrudan bir ilişki olduğunu göstermektedir. Ayrıca mesleki gelişim eğitimine katılan liderlerde bu ilişki daha yüksektir. Kalitatif sonuçlar, mentorlüğün profesyonel ve liderlik geliştirme programlarının arkasındaki genel bir algı olduğunu ve örgütsel destek ve güvenli ve özgür düşünme ortamı ile eğitim konularının önemini ve özellikle duyguların (özellikle güven, inanç, umut ve iyimserlik) liderlerin liderlik gelişimleri üstünde büyük etkilere sahip olduğunu göstermiştir.

CHAPTER 1. INTRODUCTION

From the view of subjective perspective, the field of positive psychology is about well-being, satisfaction (from past experiences), sensual pleasures, present happiness, and the hope with optimism for future. From the view of individual level, the field of positive psychology is about positive personal qualities like bravery, talent, interpersonal skill, forgiveness, originality, awareness spirituality. Also, from the view of group level, it is about being organization's member as having volunteer behaviors which are beyond normal mission. Within same scope, organizational behavior (OB) is the area of research of enhancing performance and motivation in organizational ambience. When OB literature is checked, mostly it can be seen OB is handling with focus on a negative approach to fix the deficiencies. However, according to (Luthans, 2002) positive organizational behavior (POB) focuses on especially psychological capacity that can be measured, improved, and managed efficiently for performance progress to have positive and sustainable workplace and this application is especially positively oriented.

Positive organizational behavior (POB) has the important application area for the OB management perspectives and has the objective in the workplace to increase the work performances of people especially leaders and managers (Luthans , Youssef, & Avolio, 2007). POB also is in line with the improvement of positive behaviors of employers within the organization (Özkalp, 2009). POB capacities can be developed and can be sustainable thanks to focusing on developmental interference such as training and is directly connected to performance improvement (Luthans, Avey, Avolio , Norman, & Combs, 2006). POB behaviorists fundamentally identified that POB includes directly self-efficacy, hope, optimism, well-being (happiness), and emotional intelligence (Luthans, 2002). Later, other criteria were added to POB which are hope, self-efficacy, resiliency, and optimism. In organizational behavior, these criteria are combined and became the founder of Psychological Capital term as also sharing the common theme of "positive appraisal of circumstances and probability for

success based on motivated effort and perseverance” (Luthans, 2004) (Luthans & Avolio, 2003) (Luthans , Youssef, & Avolio, 2007). This is emphasized that 4 criteria which comprise psychological capital have unique characteristics by pushing people to be goal oriented towards individual and organizational targets and have positive affect on leadership with positive results. Luthans defines psychological capital as “the individual’s positive development status” and indicates it looks for the answer on individuals looking for the answer of “who am I?” question (Luthans , Youssef, & Avolio, 2007). In organizations, psychological capital has been more important day by day and it is related with how employees recognize and define themselves and psychological capital is established by components of self-efficacy, hope, optimism and resiliency and each components have impact on individuals from the individual and organizational point of views and bring positive outcomes.

Authentic leadership (AL) is defined by Luthans and Avolio (2003) as the whole process which combines positive leadership capacity and most developed organizational integrity. AL process enables self-awareness among both leaders and its followers and encourages also personal development and positive improvement. Authentic leaders are transparent, trustworthy, and transformational. This point is bringing authentic leaders to a position where they set up integrity and garner trust from followers by also being role model for followers (Luthans & Avolio, 2003) (Brown & Trevino, 2006).

Authentic leader’s personal resources are same with PsyCap components which are confidence, optimism, hope and resiliency. Studies show that these positive psychological attitudes have an effect for being open to change and improvement, and playing an important role in development of individuals, teams and organizations to be on the right way and also for being authentic leader with personal ethics and trustable and ability to have authentic followers (Luthans & Avolio, 2003) (Seligman & Csikszentmihalyi, 2000) (Avolio & Gardner, 2005)

The hypotheses and research questions of this study were designed on the basis of the thesis study titled "The relationship between authentic leadership & psychological capital & the moderating effects of professional development & gender in a public organization" by Owens (2017). That study was done in Pepperdine University in California (United States) as a doctorate degree thesis and looked for the

answer the relationship between authentic leadership and psychological capital and also checked the moderating effects of gender and professional development on the relationship between AL and PsyCap. Current study aims to show more comprehensive results related with the sample consisted of Turkish leaders in private sector from different companies while Owens showed relationship among the same population in USA and this brought to Owens' study more specificity. Also, different side from Owens' study that the sample is also larger (Current study: 140, Owens study: 57). Another major difference is Owens' moderating variable was consisted of 2 moderating variables as gender and professional development while the current study related with this hypothesis that the current study had only one moderating variable as the status of participation into professional development program. And Owens' professional development program is specific training programs of same organization while the current study' professional development programs are consisted of training programs which are categorized according to the content, and which are applied to different companies. Both studies applied quantitative and qualitative methods. For quantitative analysis, the methods were same as Pearson Regression test method the first hypothesis which is investigation between AL and PsyCap. The results were also in consistency with each other, small differences were also explained in discussion part of current study. For quantitative analysis, this current study has a big difference in method by using SEM method while Owens' only used again regression method. For qualitative analysis, this current study used the interview questions of Owens (2017) thesis were translated into Turkish language by adapting them to Turkish culture and Turkish understandings. According to Hofstede cultural perspectives, culture has four dimensions as collectivism, individualism, uncertainty avoidance and power distance. and Turkey has mostly collectivist cultural dimension while USA has mostly individualist cultural dimension. So, it is thought in this study, it would also bring valuable contribution to organizational behavior to see how the leaders in a collectivist culture might be affected their positive emotions and it would also be valuable contribution how living experiences help to create authentic leaders and to understand also dynamics of authentic leaders' and their effects on the organizations in a collectivist culture.

1.1. Statement of the Problem

Organizations face lots of ambiguities and uncertainties due to always changing business dynamics related with competition caused by continually advancing technology on a global scale (Friedman, 2005) and these ambiguities increasing day by day. The organizations started to be in much more difficulty when managing the rules and procedures (Heifetz, Grashow, & Linsky, 2009). Therefore, the need for leadership is started to be felt with an increasing significance, especially the positive leadership types due to this increasing speed of change, competition from emerging economies and financial & ethical scandals. At the same time, organizational leaders feel too much responsibility to follow the changes by reflecting and increasing capacity of their internal systems and catching & upgrading technology. Here the emphasized point in literature that the need for having positive leadership might be felt more because positive types of leadership support bringing back confidence of stakeholders who is affected with anything from the change on organization like shareholders, employees, customers. (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008). Avolio and Gardner (2005) also indicates that unique and ongoing roots of the challenges that organizations face creates a requirement to focus on how the positive leadership is created and how confidence, hope, optimism is brought back to the organization. They also suggest the organizations should understand how to be able to recover from their misfortunes and how to show resiliency. Additionally, Avolio and Gardner especially recommends to the organizations to help all stakeholders in their search for meaning and connection by fostering a new self-awareness. In that regard, for example, similar to self-awareness, resiliency is also a very important characteristics for leaders to have and authentic leaders (as one of the positive leadership style) who have high resiliency and self-awareness may adapt to the changes more easily and can be more convincing for their followers in the organization (Friedman, 2005).

Based on lots of literature skim about authentic leadership, In Turkey very few studies have been conducted on authentic leadership on a business practice scale rather than education area. The first of these studies was conducted by Kesken and Ayyıldız (2008), “New perspectives in Leadership”: Positive and authentic leadership”. In the study it is researched why new leadership styles are needed in business environments

and they aimed to contribute to the literature by introducing positive and authentic leadership. Another study in the field of business was done by Memiş et al. (2009). This study was presented in 17. National Administration and Organization Congress. Researchers from the field of business administration tried to reveal the properties of authentic leadership which is just new, and which are in accordance with Turkish social values and expectations. In their study, they have given 4 components of Authentic Leadership (self-awareness, relational transparency, balanced processing, and internalized moral perspective) within 2 different perspectives as called person-oriented and integrative perspectives. So, they reached the result that dimensions of authentic leadership in foreign literature emerged in Turkey as well. The "collectivist" feature of the integrative approach in Turkish culture (Hofstede, 1980, Kabasakal and Bodur, 2007) is thought to be an indicator of emic. In addition to this, for the authenticity to be perceived as optimum leadership in Turkey, the leaders must be strong and knowledgeable and being knowledgeable is emphasized to be a power resource. Also, they asserted authentic leadership properties increase the respect and trust of followers towards the authentic leaders in their study.

The previous studies showed the trust level is very low in Turkish culture and the individuals do not trust anybody very easily except their families (Ergüder, Kalaycıoğlu, Esmer 1991). Therefore, in Turkey, having authentic leaders might even bring a competitive advantage to the organizations since authentic leaders bring ethical perspective within a context where trust and transparency are major players, and this is a key to have a sustainable business working ambience.

Another reason behind authentic leaders is important for the organizations that Turkey's economy. In Turkey, the employees are affected by volatile economy caused by high inflation rates and decreasing purchasing power. For this reason, Turkish private companies must give optimistic messages to employees and for this purpose, they need authentic leaders with high optimism, confidence, and integrity. (Avolio & Gardner, 2005) Avolio and Gardner (2005) also showed this in their study that authentic leadership and follower development is very important for positive organizational work environment. So, the leaders should create this positive work environment. Theoretically, Toor and Ofori indicates in their study (2010) that PsyCap is correlated with authenticity with transformational leadership in a positive way.

The requirement for authentic leaders with high PsyCap in Turkish private companies is emphasized above. There is also an issue how to get authentic leadership with a high PsyCap in Turkey. Some organizational behavior theorists recommend training strategy can be applied to develop authentic leadership abilities (Cooper et al., 2005; Thomas, 2008). In literature, very few study is done about authentic leadership can be developed through participation in a professional development training (Baron, 2012). Furthermore, few study has explored the training programs that foster authentic leadership development. Baron and Parent (2015) made qualitative research exactly about understanding how authentic leadership can be developed within a training context and they applied leadership development program which focuses on authenticity, development of leaders and their followers, establishing lasting relationships and achieving results. In the end of their semi-structured interviews, they found the training programs affect to increase 4 components of authentic leadership. According to them, trainings increase authenticity by firstly increasing self-awareness of leaders. Leaders can understand their strengths, weaknesses, ability to affect the other people, in short, they understand themselves and this whole process is self-awareness. Thanks to professional training programs, leaders learn something and automatically they start to investigate themselves because when they learn new thing, or when they hear, they automatically make connection with their own characteristics or their own past or experience. Thanks to these comparisons, they become self-aware which initiate the whole process of authentic leadership. After leaders realize themselves and the ongoing issues, they analyze and identify possible behaviors by setting goals and try out the new behaviors with gaining encouragement towards the changes thanks to the training. The trainings also increase the leaders' relational transparency which increases their authenticity by behaving exactly same with who they are without any fair. This has appeared with increased authenticity in discussions and leaders showed their authenticity by showing their sincere opinions and feelings. Also, they could get the feedbacks from the colleagues, and they make their employees feel valuable as individuals. This might be coming from the training's emphasis on transparent and open communication with being focused on honesty especially when the training is about personal development growth and management and leadership topic. In addition to these dimensions, in Baron and Parent's study, participant leaders also tell that together with the training programs, they started giving greater importance to consistency between their own values and personal standards and how

they act and make decisions. Also, trainings caused balanced processing on the leaders because they learnt how to analyze all necessary things at work by listening all employees and learnt the importance of listening to be able to solve problems and to be able to make an empathy with the followers which also make easier to focus on the related task. In their study, in the end of the training program, the leaders' authenticity levels are increased. Baron also found the same result before this study in 2012. His hypothesis was there a positive relationship between participation in a training program using peer coaching and planned trigger events and authentic leadership development. In the end, he found strong correlations. Baron (2012) revealed that authentic leadership can be taught to the leaders. In addition to it, Hoffman, and Lord (2013) made 2 types of taxonomy in their study to better understand trigger events' characteristics. Firstly, they suggest dynamic, different, related, and positive events can create self-awareness and self-regulatory progress which are required by leaders to develop authenticity. In fact, dynamic events that does not allow leaders to confide in their former self-awareness can support the leaders try and fail learning style and very different aspects of the events might change the leader by supporting personal growth and improvement and additionally the relevancy property of the events might support balanced processing where the leaders check and see and understand several different perspectives of followers and all of these bring along with authentic leadership behaviors (Gardners et al., 2005). Secondly, Hoffman and Lord make another taxonomy for the trigger events by categorization the events according to the macro and micro levels dimensions. They asserted the leaders' authenticity can be modeled by the micro level events where the social exchange relationships are hardened based on trust or authenticity can be modeled by the macro level events where the leaders' attitudes and behaviors are frankly transparent especially in crises. They also suggest the further research can be made on present combination of these events for the specific investigated research area (Hoffman & Lord, 2013).

It is seen training programs might increase authenticity of leaders which means increases authentic leadership behaviors (Owens, 2017). That's why in this study, the moderation effect of professional trainings will be studied on moderation of the relationship between psychological capital and authentic leadership. In the literature there are also studies revealing that PsyCap and AL can be improved together by developmental intervention like training, coaching and other professional trigger

events and interventions (Luthans, Avey, Avolio , Norman, & Combs, 2006). However, as also Owens (2017) mentioned in his thesis, it is still not fixed which developmental intervention way improves the most PsyCap and AL. So, organizations should analyze what they exactly need to design and apply the most effective ways to prepare important authentic leaders with high PsyCap to be more trustable, transparent, and valuable for their followers to create very good workplace in high moral integrity in accordance with organizational values.

1.2. Statement of the Purpose

This study in general is consisted of 2 main steps. First step is to research to see whether there is relation between positive psychological capital and authentic leadership or not and if there is, to see how much they are correlated positively. Second step is to see whether there is moderating effect of participation status into professional development program on the relation between psychological capital and authentic leadership or not and if the moderating effect is existing, it is to see what extent there is. In this research, it is also explored the leaders' experiences with professional training programs and understood how their emotions and attitudes influenced their leadership styles emotionally.

1.3. Research Questions

1. Are psychological capital and authentic leadership correlated with each other? If yes, how much they are correlated positively?
2. Does participation into professional development program moderate as a moderating variable on the relation between psychological capital and authentic leadership? If so, how much it moderates?
3. Which experiences the leaders in Turkish private companies live with professional development programs and which emotions and attitudes affect the leaders' leadership development?"

1.4. Hypotheses

Alternative hypothesis 1: Employees' psychological capital levels (hope, self-efficacy, resiliency, and optimism) and authentic leadership levels (self-awareness,

relational transparency, balanced processing, and internalized moral perspective) are positively correlated.

In organizational content, when it is checked theoretically, it is shown that PsyCap contributed to leader's authentic leadership improvement and vice versa authentic leadership contributed to PsyCap levels of leaders. These studies showed this in their articles and put the valuable studies to literature ; (Antonakis , Avolio, & Sivasubramaniam, 2003) (Gardner , Avolio, Luthans , May, & Walumbra, 2005) (Walumbra, Avolio, Gardner , Wernsing, & Peterson, 2008)

Null hypothesis 1: Employees' psychological capital levels (hope, self-efficacy, resiliency, and optimism) and authentic leadership levels (self-awareness, relational transparency, balanced processing, and internalized moral perspective) are not correlated.

Alternative hypothesis 2: The relationship between leaders' positive psychological capital and authentic leadership development is moderated by their participation into professional development programs.

Luthans and Avolio (2003) showed when the leaders are given mentorship program or leadership improvement program, this causes to create psychological capital on leaders which is accepted as antecedent of authentic leadership in organizational behavior theory. These provided mentorship and leadership programs are accepted as trigger event causing PsyCap. In addition to Luthans and Avolio's study, also Luthans again contributed to similar concept together with Youssef and Avolio in 2007 that PsyCap can be developed with some ways like putting pressure on participators to be responsible of challenging tasks gradually and having the ability of planning alternative plans with passing barriers. Again, with in line same direction, Baron, and Parent (2015) pointed out the participators in their study improved 4 dimensions of authentic leadership after their investigation of authentic leadership on training environment.

Null hypothesis 2: The relationship between leaders' positive psychological capital and authentic leadership development is not moderated by their participation into professional development programs.

1.5. Theoretical Framework

This research utilizes from positive organizational theories which were mainly drawn by positive psychology because positive psychology affected organizations too much so caused “positive organizational theories” foundation (Luthans & Youssef, 2007). The positive organizational theories in this study are authentic leadership theory, authentic leadership development and psychological capital.

Positive Organizational Behavior. Fred Luthans who is a big contributor of organizational behavior literature describes positive organizational behavior as the study which is used in organizations in order to increase performance at workplace and which is in line with positive human resources & in line with psychological capacities (Luthans, 2002). Within modern organizational concept, positive organizational behavior contributors showed authentic leadership components and psychological capital dimensions have positive correlation and leadership development interferences such as mentoring and training has high correlation with both authentic leadership and also psychological capital (Gardner , Avolio, Luthans , May, & Walumbra, 2005) (Luthans , Youssef, & Avolio, 2007) (Luthans , Avolio, Avey , & Norman, 2007) (Avolio & Gardner, 2005)

Positive Psychological Capital (PsyCap). In literature, the components of PsyCap (Hope, Optimism, Self-efficacy, resiliency) brings to the organizational workplace especially better performance with increased motivation together with good organizational attitudes like decreased absenteeism and good results towards organizational targets & strategies. This is showed in POB by Luthans et all (Luthans , Avolio, Avey , & Norman, 2007), by Luthans and Peterson in 2003, also by Avey et all (Avey, Patera , & West, 2006).

Authentic Leadership Development (ALD). Luthans and Avolio described authentic leadership as the process which combines positive leadership capacity and the most developed organizational context. Authentic leadership process encourages the personal & professional development of leaders and his/her followers with positive attitudes (Luthans & Avolio, 2003). Authentic leaders are respected, and their leadership is more developed by establishment of positive psychological capital and also given some developmental supports like training and mentoring (Avolio &

Gardner, 2005) (Walumbra, Avolio, Gardner, Wernsing, & Peterson, 2008) (Luthans & Avolio, 2003). As it is shown by Avolio and Gardner in 2005 that ALD is the main origin of all positive leadership styles and positive psychological capacities which were consisted of all PsyCap components like optimism, hope, resiliency, self-efficacy.

Avolio and Luthans (2003) made a model which shows that psychological capital capacities (The leaders' who am I question, such as evaluation of their confidence, hope, optimism, and resiliency) are antecedent of ALD in a positive organizational context which is also highly developed organization. In this organization, trigger events or challenges involve, and then positive self-development of leaders occurs as self-awareness & self-regulation behaviors (This is correlated with their questioning themselves like "How I develop and behave" question). At the end, according to this model, authentic leadership components occur like being confident, hopeful, optimistic, resilient, transparent, moral/ethical, future-oriented, and associate building.

Positive organizational climate. For creation of authentic leadership, positive organizational climate like having ethical and positively directed fair and supportive conditions is very important. Because leaders develop themselves and attract the employees to similar attitudes more in case of work environment is positive. When leaders feel their improvement is supported, they perceive also to have authentic leadership components more easily. (Baron & Parent, 2015)

Trigger event. A trigger means something which changes something as positively or negatively and warns somebody by causing this person to investigate the current situation (Owens, 2017). In this study, trigger will be used as creation of intervention programs which are professional development trainings. According to Garner & Avolio (2003), when there is positive organizational climate, leaders are supported, and they may have better positive psychological capital together with the trigger interventions. As shown in above explained Authentic leadership model by Avolio and Luthans, 2003, after trigger events, positive self-development components occur on leaders like increases of their optimism, self-efficacy, and ethical attitudes and together with all, their followers (employees) see them as role-model and start to apply similar behaviors with their leaders. Therefore, trigger event has a big

importance for both psychological capital & authentic leadership creation. In this study, trigger event will be tried to explain better with also research part in both qualitative & quantitative part.

1.6. Key Terms

Dependent Variable. The effect on the study and its value and result is depends on independent variable. In this study, dependent variable is the authentic leadership of leaders. The study mainly investigates the relationship between authentic leadership as dependent variable & psychological capital as independent variable. In structural equation model, authentic leadership was endogen variable.

Independent Variable. The cause of dependent variable and it affects dependent variable. In this study, independent variable is psychological capital of leaders. Here, also the psychological capital is discussed as pioneer of authentic leadership. In structural equation model, psychological capital was exogen variable.

Moderator Variable. (King, 2013)A moderator variable is a variable that affects the direction and/or strength of the relationship between an independent or predictor variable and a dependent or criterion variable. In this study, professional interferences especially the trainings or education which were given by the organizations. It is studied how participation into professional development trainings (interference) affect the relationship between authentic leadership and psychological capital.

Interference. The interferences are used in this study as training and education programs which were given by the organization. These training development programs are trigger events and they are **management and leadership training** (neuro leadership, performance management, project management, change management, crisis management, basic management skills, team spirit and motivation in management), **sales training** (advanced sales, dealer management, customer relationship management, sales target orientation, key customer management, solution orientation in sales), **marketing training** (Neuro marketing, digital marketing, corporate communication, product and brand management, strategic brand management), **personal development training** (Basic coaching, awareness,

communication, meeting management, innovation, effective communication, effective presentation techniques, competence in the workplace, stress management, personal image management, diction training), **finance and accounting training**, and **purchasing and supply chain training**.

Professional development interventions (trainings) are diversified widely, and the intervention programs are categorized according to content as above because the training experiences are not all structured or formalized training programs because in this study, the surveys were applied to managers from different organizations. So that fixed and specific interventions programs could not be studied in the study as a moderator variable. Collins (2001) also explains in their study (Analysis of 54 studies about leadership development and its outcomes to organizational performance) that the leadership development programs vary too much and have been loosely interpreted due to no structured education interventions, their category was based on leadership experiences described by McCauley, Moxley and Van Velsor (1998) as developmental relationship, feedback intensive programs, formal training, job assignment, on-the-job experiences, structured experiences. Also, the intervention programs which were mentioned above are not specifically created or applied with the aim to improve increasing PsyCap or authentic leadership development. Their main characteristics is they are given by organizations to increase self-awareness and leadership development on the leaders who have capacity for supporting organizational growth and organizational success which are in line with organizational mission & strategies. The most important aspect of these intervention programs for this study that they cause to create self-awareness on leaders which also bring authentic leadership development (Luthans & Avolio, 2003). So, this also facilitates to develop PsyCap development. As intervention programs were categorized above, it was enough to evaluate the participant if s/he mentioned to participate for example only change management program, it is counted under management and leadership training.

Management and Leadership Training. In this study, if the participant indicated s/he joined one of these programs as “neuro leadership, performance management, project management, change management, crisis management, basic management skills, team spirit and motivation in management,” it is categorized under management and leadership training program. This intervention category is one of the

most common theme leadership development contents because organizations mostly focus on interventions which have behavioral results and human relations, or it has a content about general management training. This is also found in the study of Collins and Holton's study in 2004.

Samul (2020) provided the following explanation based on her study result where she made bibliometric analysis of leadership research topics from 1923 to 2019:

Leadership is not a leader with strong and dominant position in organization, but rather a leader is one who in fact is a "great man", not because of supernatural traits, skills, and behavior, but because of his/her approach to followers through "human" traits, skills and behavior. (p.23)

The goals of management and leadership training programs are to give leaders basic leadership competencies especially by giving them responsibility and session topics include project management, team spirit and motivation, delegating job duties to the team, problem-solving, crisis management, planning and setting targets, decision-maker role, influencing other employees, and ethical perspectives. The programs might be based on real experiences or based on theories depending on the programs' content. Also, some organizations might provide the training under leadership training directly without making any specific category. In this study, these trainings' goal is again to make leaders with general leadership competencies on the topics above. However, we have seen in this study that some organizations might select the specific content related with leadership training such as crisis management, time management and basic managerial skills.

Sales Training. If the participant has mentioned to join one of following trainings "advanced sales, dealer management, customer relationship management, sales target orientation, key customer management, solution orientation in sales", it is categorized under sales training program. Sales training programs carry importance for both managers and organizations because several changes have affected personal selling function recently since customers might have more information thanks to technology so this brings more demand and more requirements from the customer's side due to fast growing market globalization (Wotruba, 1996). So, in this competitive context, companies must survive and they must improve their sales force and

especially this is reached with the human capital. That's why for leadership development, sales trainings are important for organizations which they apply as one of the most urgent tasks to complete. The session topics of sales trainings are generally customer-oriented approach by bringing emphasize on solving customer's problems and key customer management (Flaherty et al., 1999).

Marketing Training. In this study, if the participant has mentioned "Neuro marketing, digital marketing, corporate communication, product and brand management, strategic brand management", it is categorized under marketing training. Marketing training might be essential also for leadership development because marketing skills have their objective effectiveness for the facilitation and optimization of marketing process which is the sum of all business activities to take satisfaction of a customer who needs to commercial benefit of the enterprise (Middleton & Long, 1990). The marketing training concept generally include some necessary attributes for marketing skills like communication, creativity, analytical skills, resilience, planning and selling skills. Thanks to these trainings, participants might understand the necessity of marketing skills and they might be self-aware of their marketing skills which also facilitate their leadership skills by also contributing people's own personality traits related with marketing of organization which is associated with being in same direction with organizational goals and strategies for organizational growth and positive organizational workplace.

Personal Development Training. Together with management and leadership trainings, personal development trainings are also one of the most common topics of professional development programs. In this study, if participant said yes for professional development program participation, one of mostly participated program is personal development trainings participation. If participant mentioned s/he participated in "basic coaching, awareness, communication, meeting management, innovation, effective communication, effective presentation techniques, competence in the workplace, stress management, personal image management, diction training", it is categorized under personal development training under professional development training. The most common themes of personal development training program are stress management, assessment center, mentoring, awareness, effective communication, diction, and especially as a general name as personal development

skills for leadership where trainers mention general personal characteristics which are required to be an effective leader and how to increase these aspects of leaders by enabling leaders to understand and notice their own characteristics thanks to some assessment center tests.

In this study, personal development training programs is much more based on the intervention programs which were given by the organization. Normally, leaders can enhance their personal development with even reading a book. However, our quantitative survey results always mention the planned intervention ways for developing leaders and for enhancing leader's personal traits which are important for the organizational and personal growth.

The most important aspect of personal development programs is that they enable leaders to analyze and understand themselves through learning about their detailed characteristics and dimensions of their personality. This self-awareness scope includes both personal and professional lives of leaders which is very important from both personal and organizational goals.

Finance and Accounting Training. Among participants of this study, if s/he mentioned finance and accounting training together with some specific names likes budget planning, it is categorized under finance and accounting training. In this study, one specific industry of company is not selected. Therefore, the leader in the study might be working in sales team, or maybe finance team (There are participants from banking industry so we might guess the leaders who work in the bank might have selected the training as finance and accounting trainee.) However, finance and accounting are an essential part of organizations that maintains their existence. Therefore, organizations also might select to train even the leader who work in sales and marketing department because finance information is also important.

Purchasing and Supply Chain Training. If the participant mentioned s/he participated in purchasing and supply chain training given by the organization, it is categorized under same name. Organizations do not prefer to give this training to most of leaders unless the leader is leading the purchasing and supply chain department. Anyway, this training intervention program is related with job-task related program which can be thought as formal training program, and which might be structured

experiences as task-based interactions such as simulations and targeted exercises from the real-life experiences.

1.7. Importance of the Study

This study makes contribution to positive organizational scholarship, which is suggested by Cameron, Dutton & Quinn in 2003. According to them, positive emotions and positive energy brings meaningful experience and extraordinary performance, so this study's results are in line with this perspective and brings contribution to positive organizational scholarship. In organizational behavior concept of business administration context, there are not too much study which took into consideration the relationship between PsyCap and authentic leadership. Actually, this study was prepared with inspiration of Owens 's study (2017) was his study was based on education and psychology context in a public organization. However, this study provides some understanding together with theoretical statements with also trustworthiness in business administration context. The most distinctive part of this study is it much more focuses on moderating variable which is explained as trigger events as professional developmental training activities. Not only explaining the relation between PsyCap & AL, also investigating the moderating variable's affect because in Turkey, the training programs are given importance too much by the organizations and their importance is even increasing day by day due to companies' awareness also increase together with changing technology and modern global competitiveness increase. Furthermore, this study also gives an answer to the call of Luthans & Avolio in 2003. They told the organizations should focus on leadership development programs to create an opportunity for accomplishment of authentic leadership & creation of followers in direction of authentic leadership. Gardner, Coglisier, Davis and Dickens (2011) also told in their study there should be more evaluation of the commercial and educational programs which brings leaders more authenticity, integrity, and effectiveness. In case of lack of training programs, AL term may not be benefitted well, and this also stops possibility of taking advantage of increased organizational workplace performance for both individually and organizational perspectives which is possible outcome of AL and its antecedent effect called as positive psychological capital. When the organizational scholarship literature is checked, it can be understood from theoretically point of view, the professional

development programs (as trigger events) cause creation of PsyCap, and this also pushes authentic leadership progress.

1.8. Limitations

In this study, self-report methods were used for analysis of PsyCap and AL. These self-reports may reflect the subjectivity of the respondent with disregard with reality. One of the concerns was whether the respondents were conscious enough to answer the points about themselves. Another concern was the respondent's not giving an answer or not reading all sentences as whole. The participants were informed their answers will be anonymous after taking their consent on this.

CHAPTER 2. LITERATURE REVIEW

2.1. Positive Psychology

This study is mainly focusing on employees' positive psychological capital status and its origin coming from psychology and especially positive psychology. The science of psychology, which examines the behavior of the employees in the business environment and the reasons for these behaviors based on their individual qualities and characteristics, enables the human resources to help the business management to a great extent by using the appropriate personnel selection and promotion mechanism with the scientific techniques it produces (Eren, 1984). The issue of managing human resources effectively requires new thoughts and approaches. These new approaches have also shown their effect in psychology, and it has been revealed that managers who always evaluate employees with a negative perspective should evaluate them with a positive approach. Psychology as a word meaning was "the behavior science" only at the beginning of 20th century with avoiding cognitive processes by focusing on only measurable behaviors. But this definition changed together with Cognitive Learning Theory which was developed by E.C. Tolman with experiments and Social Cognitive learning theory which was developed by Albert Bandura. Thanks to those pioneers, psychology meaning converted into "the conscious wealth which guide a person's life by having the capability to affect their experiences and it has begun to be perceived as "the understanding of cognitive mechanisms including the memory, goals, beliefs, and expectations that people have, affect their behavior. "According to a literature review in the field of psychology, approximately 200,000 articles were published on mental illnesses, 80,000 articles on depression, 20,000 articles on anxiety, and 10,000 articles on nerves. However, only about 1,000 articles have been published on people's positive thinking and skills. Therefore, the mission of psychology to enable people to live more meaningfully and productively and to realize their abilities has been ignored (Sheldon & King, 2001). These shortcomings of psychology, in 1999, the president of the American Psychological Association (APA), Prof. Handled by Martin Seligman

known as the pioneer of the positive psychology movement today, Seligman, like many psychologists, has spent his career researching people's problems and weaknesses. The fact that Seligman and his colleagues' research in psychology focused on two forgotten missions of psychology encouraged many researchers to conduct experimental research to form theory on the subject, and thus positive psychology was born. The Positive Psychology Movement has begun to direct the attention of psychologists not to people's problems, but to what makes them happy, positive thinking, tolerance, and joy. Because in addition to the solved problems, positive behaviors need to be developed on the one hand, which has become the field of "Positive Psychology Science", which brings a scientific perspective to personal development techniques (Akçay, 2011).

2.2. Positive Organizational Behavior

In the field of organizational behavior, studies have been conducted to examine the relationship between the positive emotions of employees and their performance. In contrast to the books on positive management in the 1980s and the traditional problem-solving methods developed by D. Cooperrider and widely used in change management today, which focus on problems and thus increase problems, "Positive Inquiry" focuses on the good aspects and potentials of employees. (Staw et al., 1994). Before these developments, the general viewpoint in the field of organizational behavior was negative rather than positive because the focused topics were mostly of negative quality, for example, "stress and psychological weariness" instead of "positive stress", "resistance to change" instead of "performance reinforcement" (Luthans, 2002).

Studies in the field of positive psychology in the last years of the 20th century prompted by Fred Luthans to think about how this positive perspective could be adapted to organizational behavior. Luthans, with a positive approach at the micro level, pointed out that the strengths and psychological capacities of employees in organizations are not static, but can be developed in order to increase their performance.

Positive psychology, which has taken its place in practices such as "management by focusing on strengths and positive aspects" in the workplace, has brought two

related fields to the literature: The first of these fields is called "positive organizational science", primarily compassion, virtue, forgiveness, etc. (Luthans, 2002).

The second is the approach that focuses on the organizational characteristics necessary for organizations to survive and maintain their effectiveness in times of crisis and chaos. It is an approach that aims to improve organizational recovery and developments in line with organizational targets (Luthans, 2002).

Positive organizational behavior, which is a sub-element of positive psychology, developed under the leadership of Seligman and a well-known research-oriented group of psychologists, concentrates on studies to reveal the strong sides of employees instead of focusing on their weak points (Luthans, 2002). It focuses on psychological variables that can be developed and measured within the organization and focusing on psychological variables which enable performance improvement. (Luthans et al., 2007)

2.3. Authentic Leadership Development (ALD)

Authentic leadership emerges as a concept in the fields of sociology and education in the 1990s and started to be discussed in especially beginning of 2000s in the leadership literature (Chan et al., 2005). While the meaning of the word authenticity is psychologically related to individual characteristics/situations and identities, it is stated that its philosophical meaning is historically related to individual virtues and ethical behaviors (Novicevic, et al., 2005). In this context, according to positive psychologists, it can be said that authenticity includes both having internal convictions, beliefs, and emotions, and acting in a way that reflects one's own true self (Saying what s/he thinks or showing feeling and acting in this direction). In this attitude, the intentions of authentic leaders are perceived as transparent, and it is thought that there is a consistent link between their values and their actions (Gardner & Schermerhorn, 2004).

Authentic leaders know who they are and what they believe in, show transparency and consistency in their value judgments, ethical judgment, and attitudes, focus on fostering a positive mood such as trust, optimism, and flexibility within themselves and are known for their honesty by their colleagues and therefore respected

(Luthans & Avolio, 2005). Authentic leaders are known to be self-aware and act in harmony with their values, thoughts, feelings and beliefs and the leaders who understand the ethical results of their attitudes and behaviors (Avolio et al., 2004; (Luthans & Avolio, 2003).

Based on recent conceptualizations of authentic leadership, Walumbwa et al. (2008) first examined authentic leadership as five distinct but interconnected fixed components. These are self-awareness, relational transparency, internalized moral perspective, balanced processing. In his early studies to functionalize the authentic leadership structure, conceptual overlap emerged between the internal rule and positive moral perspective dimensions. Thus, these dimensions have been reduced to a single dimension called the internalized moral perspective. The one-dimensional component includes the leader's internal drive to achieve behavioral integrity (For example: consistency between value judgments and actions) (Walumbwa et al., 2008). The study of Walumbwa et al. (2008) was preferable for the current research because it was inclusive, new, original, and included a measurement tool, and the four components of authentic leadership were discussed within this framework.

Self-Awareness. This component is based on an individual's awareness and trust in his or her own motives, feelings, desires, and self-knowledge. It includes knowing his/her abilities and weaknesses, character traits and emotions, and not only that, but also needs, value judgments, feelings, personality aspects and their place in attitudes. Awareness is an important determinant of psychological health (Kernis, 2003). Because self-awareness includes being aware of his/her multifaceted nature as well as own strengths and weaknesses. Self-awareness is not the endpoint, but the process of expressing own's unique values, identity, emotions, goals, knowledge, abilities, and/or capacity, which is often triggered by external events (B. J. Avolio & Gardner, 2005).

Relational Transparency. Gardner et al. (2005) state that authentic leaders not only be transparent while reflecting their true feelings and emotions to their followers, but also discipline these feelings in a way that purifies them from an inappropriate and harmful attitude. Hughes (2005) emphasizes that transparency in relationships is the result of the leader's ability to clearly articulate his goals, identity, values, and feelings (Gardner et al., 2011). Transparency in relationships means the leader's high level of openness, self-disclosure, and trust in close relationships (Gardner et al., 2005). The

basis of transparency in relationships lies in the leader's effort to help the follower see his true self. By expressing himself appropriately, the leader strives to achieve the goal of trust, among other consequences. Ultimately, self-expression is the expression of true feelings aimed at minimizing inappropriate or potentially harmful effects.

Balanced Processing. Impartial decision making is at the heart of personal integrity and character influence not only the leader's decisions and actions but also his/her intuition about own well-being. Leaders with greater integrity display more objective evaluation. Leaders who can make more objective evaluations interpret the obtained data more accurately, evaluate their skills better, and look for challenging conditions in their potential learning capacity (Ilies et al., 2005). The distortions at the very heart of honesty indicate that honesty should be an important selection criterion. In short, balanced processing means analyzing all relevant data impartially before deciding (Walumbwa et al., 2008).

Internalized Moral Perspective. Luthans and Avolio (2003), May et al. (2003) and Avolio and Gardner (2005) argue that authentic leadership structure needs a positive moral/ethical component. They state that authentic leaders have high moral standards and abilities in order to resolve moral dilemmas. Internalized moral understanding means exhibiting behaviors in harmony with one's value patterns, choices, and needs (Kernis, 2003).

2.4. Psychological Capital (PsyCap)

Positive organizational behavior, which has gained importance with the need for a more positive approach to events and processes in the field of organizational behavior, and which is adopting an understanding with opening to development, brought up the question "What are the psychological capital elements that positive organizational behavior will measure? Thus, in addition to traditional capital types, the concept of "psychological capital" entered the literature.

Psychological capital is consisted of 4 components. These are necessary points to be measured while trying to understand how employees evaluate and perceive themselves. These terms are explained shortly as a component of PsyCap for better understanding this study as related with also authentic leadership term.

2.4.1. Self-Efficacy

As a word meaning, a person's feeling competent and self-confident in fulfilling a certain task successfully. Self-efficacy is a concept that has its origins in the "social-cognitive learning theory" of psychologist A. Bandura, who studies the opinions of individuals about their own competence and its effect on behavior. In this theory, it is assumed that there is a reciprocal and dynamic interaction between behavior, cognition, and the environment; personal factors are handled within the framework of certain abilities (Calligaro & Bandura, n.d.). These abilities are symbolization, foresight, observation, self-regulation, and self-evaluation. Thanks to the ability to symbolize, people transform their experiences into internal models and give them continuity, and they regulate their behavior patterns through the experience of others with the ability to observe. Thanks to their ability to self-regulate and evaluate, they make comparisons between internal standards and their behaviors, evaluate how far they have reached these standards with their behaviors, and as a result of this evaluation, they come to a decision about their own competence (Minibaş & Bastounis, 2008).

The distinctive features of people with high self-efficacy are to set high goals and choose difficult tasks, to choose challenging jobs, to motivate themselves, to make the necessary effort to achieve their goals, and to be challenging when faced with obstacles (Youssef & Luthans, 2007). The determinants of self-efficacy include internal/personal factors such as ability, skill, general physical condition, performance strategies, effort, emotional state, and external factors such as job characteristics and complexity, environmental conditions (Gist & Mitchell, 1992).

Employees' self-efficacy can be developed through self-efficacy sources (positive workplace, a manager who increase the motivation, the dependency of job, the complexness of job and organization and so on) and factors affecting self-efficacy. For example, by dividing a complex task into smaller and easier-to-do subcomponents, employees can achieve by trying small parts of the job and gradually combine these small achievements so that they gain self-efficacy to complete the task. In addition, scenario analyzes and scenario applications, doing case studies and managers' appreciation of their employees and providing a more convenient physical and psychological working environment with some applications such as on-site exercise,

opportunities for childcare, and support programs for employees have been identified as methods that help the development of self-efficacy (Saks, 1994; Stetz et al., 2006).

2.4.2. Hope

According to the dictionary of the Turkish Language Association, the word hope, which is defined as "emotion/confidence arising from hope", is generally used in daily language to express positive expectations about something. From both personal and organizational perspective, hope is the center of everything and every success. Avolio and Luthans (2003, 2004) indicated in their most of studies that hope is the center of authentic leadership development. Also, hopeful leaders guide and spread resiliency in the work environment (Norman et al., 2005). Authentic leaders can emphasize and guide employees to establish and improve their hope emotion with their specialized communication ways and followers apply hopeful thinking (Helland & Winston, 2005). In order to improve hope, there are some applied methods for providing a participatory work environment for being able to make decisions from the lower level to the upper level and communicate, empower, and increase authority. So, these enable employees to make more free, strong, and authoritative decisions, thus enabling them to be motivated to reach their goal (Luthans et al., 2007).

2.4.3. Optimism

Optimism is generally confused with hope because similar with hope, optimism has an important effect on enduring level of people when they are keeping up with challenging tasks which they face on their ways while trying to reach the targets. Individuals who expect positive results are accepted as optimist individuals while the others who expect negative results (especially by thinking it is up to themselves) are accepted as pessimist individuals. According to Luthans, Avolio and Youssef (2007), the individuals who have no reason to be optimistic may have a point of view which is not based on anything, and it means they have an unrealistic view. This can be harmful for them and the other affected people in environments with high level of risk. In other respects, being realistic is also feature of optimism as a component of PsyCap and it has flexible descriptive form. Realistic optimism provides the individuals to reach to one indicative environment, take into consideration related variables and make subjective evaluation of result which is reached thanks to these processes. Within this

context, optimism as a component of PsyCap ensures the individuals evaluate the results and causes they connect the negative results to external causes and positive outcomes to themselves. Also, optimism is at the heart of self-awareness related with the characteristics of authentic leadership concept (Avolio and Luthans, 2006; Luthans, Youssef and Avolio, 2007).

2.4.4. Resiliency

Resiliency is defined as the individual's capacity to recover in the situations like uncertainty, difficulty, failure, changes that increase responsibility although being positive, and changes that create positive stress (eustress) (Luthans, 2002b). Resiliency encompasses high mobility when faced with change and uncertainty. It also encompasses individuals' self-adjustment, easy adaptability, and the ability to produce continuous and rapid solutions in case of crisis situations. Because otherwise, experienced change and uncertainty can create a psychological pressure on the health of the individual in the long term (Luthans, 2002a).

Resiliency is an essential element that employees must have in order to keep up with change and turn threats into opportunities in the brutal and competitive business environment where organizations try to adapt through some practices such as downsizing, process renewal, outsourcing, downsizing, and establishing strategic partnerships. Because resilient people use difficulties as a springboard (Leigh, 2000). Because today, organizations not only have to struggle to survive, but also must grow and develop faster than their competitors, in the face of some inevitable difficulties and uncertainties. Resilient individuals use the risk factors they encounter as a springboard, which enabling them to develop their self-efficacy (Akçay, 2011).

2.5. Positive Leadership Theories

The challenges faced by organizations around the world have led researchers to new searches for what constitutes true leadership. Public, private and even non-governmental organizations are struggling with all difficulties, from moral corruption to terrorism. To help such challenges, restoring confidence, hope and optimism and the ability to quickly bounce back from disruptive events and showing resilience is necessary. They will accelerate helping everyone (partners, customers, suppliers,

owners, and society) in their search for meaning and connection by creating a new self-awareness (B. J. Avolio & Gardner, 2005). Issues such as business ethics, social responsibility and meaningfulness in work come to the fore in organizations. Therefore, there is a need for leaders to lead with goals, values, and integrity, and create long-term values for business owners by motivating their employees to provide superior customer service (George, 2003). Another study which supports this idea is done by Boyatzis & McKee in 2006 by showing the need for reliable leaders who give importance to the development of the organization and its followers without considering their personal interests and they mentioned this need has been increasing in organizations day by day due to very fast change in the world. For this reason, studies on leadership have focused on the interpersonal dynamics that develop in the leadership process from the leader-follower interaction based on managerial functions and economy. Leadership theories which were developed from this perspective have emerged to examine issues that have not been addressed until now, such as inspiration, motivation, communication, transparency, trust, well-being, morality, and individualized attention (Kelloway & Barling, 2010; Wegner, 2017).

Approaches which were developed to define ideal leadership behaviors show that positive attitudes in leadership have been emphasized recently (Mumford & Fried, 2014). Another reason for this differentiation in leadership approaches has been positive organizational psychology, which evaluates organizations from a positive psychology perspective. As a result of positive organizational psychology studies, positive organizational school, positive organizational behavior was born. As a result of these concepts, the tendency and willingness to develop virtuous leaders, who started to consider the effects of leadership on the happiness of the employees and increased hope, optimism, self-consciousness by creating positive environments in the workplace, by giving importance to positive communication, and by focusing on strengths, has increased (Kelloway & Barling, 2010; Kesken & Ayyıldız, 2008; Wegner, 2017).

2.5.1. Spiritual Leadership

Spiritual leadership theory is developed in an intrinsic motivation model that includes belief, hope, vision, and altruism, theories of workplace spirituality, and theories of spiritual survival. The aim of spiritual leadership is to create alignment of

vision and values at the strategic, empowered team and individual levels, and ultimately to achieve higher levels of organizational commitment and productivity (Fry, 2003). Spiritual leadership emerges from the interaction of organizational love, vision, and hope and belief in organizational members. It then addresses the basic needs of both the leader and followers, developing a sense of both the unit and its goals, vision, and group membership. As shown in study of Fry and his friends in 2011, spiritual well-being serves to improve higher organizational commitment, productivity, and performance.

2.5.2. Ethical Leadership

Ethical empowerment of senior managers in the work within the organization carries an importance because employees may see their managers as their role model easily. In a sense, the ethical understanding of the leader is very effective on the job. So, it is unthinkable that this situation does not have an impact on the lower-level employees who work together during the day (Weaver et al., 2005). Brown, Treviño, and Harrison (2005), who are among the first applied studies on this subject, have also defined ethical leadership as a very important position for businesses. According to this definition, ethical leadership is "a leadership style that exhibits normatively appropriate activities in personal and interpersonal relationships and aims to increase such activities, while using two-way communication, empowerment and effective thinking methods".

2.5.3. Transformational Leadership

According to definition of Bass & Avolio in 1990, transformational leaders elevate the desires of followers for achievement and self-development, while also promoting the development of groups and organisations. Instead of responding to the immediate self-interest of followers with either a carrot or a stick, transformational leaders revive in the individual awareness to key issues, to the group and organization, while increasing trust of followers, and gradually moving them from concerns for existence to concerns for achievement, growth, and development. Transformational leaders show influence (charisma), individualized consideration, intellectual stimulation, and inspirational motivation. Therefore, transformational leaders are role models for their employees and other people around their environment, so they gain

respect and trust together with given vision & mission soul. Also, they discuss high expectations of people with their explanations of important purposes in simple language. These leaders exalt intelligence, rationality and carefully solve problems by taking care of each employee individually together with ideas and guides (Eraslan, 2006).

Transformational leadership is a bit confused with authentic leadership. The main difference that transformational leadership brings the follower's change while authentic leadership does not have to have (Brown & Treviño, 2006). In addition to it, in case of followers look for inspirational leaders to guide them in challenging business context, transformational leadership better fits (Bernard & Riggio, 2005). However, authentic leadership's nature is based on positive human characteristics such as emotions self-confidence, hope and aim achievements for happiness psychological well-being (Joo & Nimon, 2014).

2.6. Authentic Leadership and Psychological Capital

In the literature, the relationship between authentic leadership and psychological capital is studied in a significant number. One of the biggest reasons behind it that it is thought psychological capital is antecedent of authentic leadership and authentic leadership's heart is at the positive human features which consist of psychological capital. In 2006, Jensen & Luthans has studied the relationship between authentic leadership and PsyCap (Especially hope, resiliency, and optimism characteristics of entrepreneur employees). As a result of this study, they found there is a significant relationship and, they found authentic leadership is the strongest predictor of job satisfaction, organizational commitment, and work happiness (Jensen & Luthans, 2006). In 2010, Toor and Ofori has searched the correlation between PsyCap, authentic leadership, and leadership consequences by making investigation on employees working as managers in construction sector with self-report questionnaires. These self-report questionnaires measured all the PsyCap components which are PsyCap resiliency, PsyCap efficacy, PsyCap hope, PsyCap optimism and the self-awareness of employees, authenticity, extra effort, and satisfaction levels of managers. In the end of their research, they found PsyCap is highly correlated with authenticity and transformational leadership. In addition to this result, they also showed out that transformational leadership is a mediator role for PsyCap to estimate leadership

consequences especially satisfaction, extra effort, and work effectiveness (Toor & Ofori, 2010).

Luthans and Avolio has indicated in their study (2003), the organization itself is very important for authentic leadership creation. Because the developed organization must be highly developed since organization is the context which supports the change processes. Trigger events facilitate self-regulations on employees by increasing self-awareness. Therefore, it can be told that for the progress and development of authentic leadership, the environment (Organizational context) should include the components which are very necessary for the growth. Within organizational context where the employees only think about themselves and no expectation for the others, the growth and sustainability of authentic leadership cannot be expected. Gardner et al (2005) also emphasizes that the leaders should create an organizational climate that allows themselves and their followers to be effective and the context where they can continuously grow and master. As well as the organizational context affects authentic leaders to be more effective, authentic leaders can affect the organizational context to be more authentic and positive and may create a happy workplace for employees (Luthans et al., 2006). Related with organizational context aspect, Walumbwa, Avolio and Gardner (2008) contributed to literature a lot with 3 studies. In the end of these studies, they reached out the positive correlation exists between authentic leadership and positive organizational context. In their first study, they aimed to create an ALQ measure together with its proofs to be valid from the constructional view. In this scale of Chinese applied samples not U.S. samples, they found all alphas of components of Authentic leadership (Self-awareness, relational transparency, internalized moral perspective, balanced processing) at acceptable levels. In their second study, they aimed to show the ALQ can be used to estimate organizational consequences by trying to understand the relationship between ethical and transformational leadership. In their third study, they aimed to demonstrate how authentic leadership affects the employees' job satisfaction and job-related performance. At the end of all those studies, Walumbwa, Avolio and Gardner (2008) showed out authentic leadership, job satisfaction and job performance all in positive directions and highly correlated with each other. Another study is done by Woolley, Caza and Levy in 2011 with a title of authentic leadership and follower development by taking into consideration PsyCap, positive work climate and gender (Woolley et al., 2011). In the end of their study, they

showed that there is positive relationship between authentic leadership and followers' PsyCap where there is moderating variable as positive work climate, and gender by emphasizing the importance of thinking characteristics of followers to be able to understand leadership outcomes. Similar study is done by Owens in 2017 for doctorate thesis. Again he found the relationship between authentic leadership and psychological capital by also showing the moderating affects of professional development programs and gender. He found the relationship is stronger among women and among the participants who got 2 or more training programs. In addition to these studies, other studies of Antonakis, Avolio and Sivasubramaniam (2003), Avolio and Gardner (2005) and Walumbwa et al (2008) also support the following that PsyCap affects to authentic leadership development and the leader with authentic leadership affects their followers PsyCap thanks to positive work climate is generated with behaviors of leaders which are in line with authentic leadership context.

2.7. Trigger Events

Luthans and Avolio (2003) indicates trigger events as critical events which create positive development on leaders as associated with both positive and negative events even though negative ones are the most common from the traditional point of view. They emphasize positive events are also trigger events like changing career path or job, starting to see new cultures abroad, the first project ever, a new perspective given by a special book and so on. In the end, together with these trigger events, people may have different worldview and somethings may change which means people break their comfort zone. Trigger events play an important role on progress on leaders' ALD because trigger events facilitate self-awareness and self-regulation on leaders. That's why they have mediating variable effect on authentic leadership (Luthans & Avolio, 2003). They also indicate most of trigger events are not planned for creation or supporting the development of AL, they occur automatically on leaders' life because of their experiences and all job-related process. Trigger events give opportunity to people to analyze their inside, and this brings self-awareness to leaders who become more aware of their potential capacity and if the leaders are willing to change some characteristics, they become more authentic and self-regulated. Some authentic leaders can take positive lessons from also negative trigger events and these events may support their progress with bringing a good perspective to them. However, some

leaders are not able to get the positive meanings from those events, so in this situation they may need planned trigger events (B. Avolio & Luthans, 2006).

Positive organizational behavior theories mention that leaders' education level, real life experiences, the coaching programs help them to improve themselves from who they are to what they can be with their high capacity and thanks to this, these leaders become more closer to be authentic leaders. Trigger events help leaders to shape their authentic leadership (Luthans & Avolio, 2003). Luthans and Avolio told in their study that reading a book, joining in a leadership development program can be counted as trigger event. Cooper et al. (2005) agrees putting a mentoring or coaching program in companies, dramatic and very significant events in one's life, less sensational events might be trigger events which enhance to the development of authentic leadership. According to Chugh (2004), trigger event can be created deliberately in an intervention-type setting like Implicit Association Tests. A person might think s/he is not racist or sexist. However, implicit association test might show the person has the tendency to have these characteristics. So, this test might help person to be more aware and conscious. In addition, there is also 360-degree feedback which organizations might use to be able to evaluate leaders' several point of views about colleagues, superiors, organizations itself and their own leadership behaviors (Bergman et al., 2014).

As emphasized above, the key point of authentic leadership is related with self-awareness which is awaken up with trigger events (Natural trigger events, planned trigger events and intervention-type self-assessment instrument). This study is in same direction with this by testing the leadership development program is a trigger event similar with the study of Luthans and Avolio (2003) (Owens, 2017)

2.8. Authentic Leadership Development Interference

Toori and Ofori (2010) emphasizes in their study that organizations should take care of their professional employees especially their leaders who have positive PsyCap and they should encourage the leaders to be better authentic leaders so this will bring them organizational success and will enhance to reach their organizational mission. In this positive organizational context, there are some programs to increase authentic leadership attitudes and to spread authentic leadership understanding, Jensen and

Luthans noticed one detail in Avolio and Luthans's study that authentic leadership development interference is a complicated progress and it cannot be made as only one step as simple education or mentoring program. This process has more steps than it is seen. Avolio and Luthans noticed literature gap in organizational behavior context, and they made analysis of studies between the years of 1900 – 1989. They found a bit more than half of studies show positive results related with intervention studies and authentic leadership development. They analyzed in case of people get more than seven days intervention; they might show positive correlated result with authentic leadership development. Avolio and Luthans also not sure which way of authentic leadership interference is the best for its suitable category of job mission. They suggest people should try different ways and different approaches and understand which one is better specifically. According to Cooper (2005) authentic leadership development intervention is not only seminar, but intervention also needs to be broadened and should include other elements and for a leadership development to be authentic, it should be same as what it is claimed and aimed to be, and important side of theory, context and time should be handled in a right manner. Here what is meant by that important side of context might be sector of business, organization itself, organization's size, culture of organization, organizational background, previous leadership development interferences and so on. According to Cooper, also individual characteristics may affect the authentic leadership development interventions and for example they showed that leaders should have enough life experience such events in their lives to show reaction after trigger events they face. As a result of authentic leadership development methods, Luthans and Avolio (2006) emphasized it is very important to evaluate the return as a change of behavior and measurement of this return after authentic leadership development should be a distinctive specification for authentic leadership development pioneers.

Some authors directly made search on interventions and positive trigger events on development of authentic leadership. One of the main studies is done by Puente, Crous and Venter in 2007. They used a method appreciative inquiry as an intervention for authentic leadership development. Appreciative inquiry is studied by Cooperrider & Sekerka in 2003 as a method which focuses on positive aspects like opportunities of organizational context rather than negative aspects like risks. This method has 4 components as discovery, dream, design, and delivery / destiny. The creator of this

method (Cooperrider) wanted people to see this not as technique but wanted people to understand the philosophy behind this approach which is in direction of people's common and valuable dream. Puente, Crous and Venter has considered developing authentic leadership as dream by aiming to understand which extent appreciative inquiry can be applied for a positive planned trigger even which might facilitate authentic leadership development. Their sample was 33 managers who spent their one day in one-day workshop. They are made semi-structured interviews after divided into pairs & groups. And they reached results for each of 4 steps on appreciative inquiry method and both positive and negative trigger events revealed the leaders' positive aspects related with authenticity and benefits from positive trigger events might be used as positive leverage for developing authentic leadership on leaders. However, due to this study is one day activity and assessment, it may not be effective enough from the view of contribution to literature because development interventions to create an authentic leadership development might not be effective if they are one-time training since the concept of authentic leadership development is not simple, it is a bit complicated that requires more repeat and more effort (Cooper et al., 2005).

Another study is done by Baron and parent in 2015. They searched the authentic leadership development process in a training and education organizational context. In this study, they made qualitative analysis with semi-structured interview to 24 mid-level managers. The result of these interviews, researchers found that this authentic leadership development process start with an initial step which is self-awareness and where participants can define their leadership points together with applying new behaviors in accordance with their aims to solve the leadership issues. And the next step is integration step where the managers show beneficial effects of their new behaviors and adapt them into their new organizational perspective. Baron and Parent's this study shows phenomena which are launched by training activities facilitate managers to develop their authentic leadership in an especially supportive work ambience. Therefore, they underline the importance of interventions, usually informally, aiming the development of a training culture that strengthens authentic leadership development (Baron & Parent, 2015).

2.9. Developing Psychological Capital

Employees' positive psychological capital (hope, self-efficacy, optimism, and resiliency) bring positive results to the related work ambience. Also, as mentioned in above literature review part, psychological capital is the antecedent of authentic leadership and trigger events can cause psychological capital. Leadership development or mentoring and training programs might be trigger events (Owens, 2017). So, it is very important to have positive psychological capital from both individual and organizational perspectives. Employers should not leave to a chance that the employees should have organizational commitment which increase their contribution and effort level toward the organization (Luthans et al., 2010). Also, employees should be aware of when they increase their PsyCap levels, their organizational commitment increase with improved performance, motivation and decreased absenteeism which brings whole increased both individual and organizational performance (Avey et al., 2006; Luthans et al., 2006, 2007; Norman et al., 2005).

In modern organizations, employer mainly focuses on trainings related with the job itself, to increase the tangible results in line with company's strategies rather than focusing employees' own natural talents. Buckingham and Clifton mention in their book (2001), by focusing on excelling in areas of strength, an individual can achieve higher levels of effectiveness. However, interventions are generally created to improve weaknesses and in case of focusing on people's positive aspects and enhancing their natural talents might be better.

Luthans, Avolio, Avey and Norman (2007) showed PsyCap is measurable, and it can be improved in both individual & organizational context. They made 2 studies for 2 hypotheses. (A) In order to understand whether 4 components of employees' PsyCap (Hope, resilience, optimism, and efficacy individually) positively correlated (Positively affecting) performance and job satisfactions of employees; (B) Employees' PsyCap will have stronger relationship to their performance and job satisfaction than each of PsyCap components. At the end of their study, they found 4 components of PsyCap effecting positively performance and job satisfaction of employees. Also, PsyCap was a better indicator than employees' PsyCap components. However, they were not able to demonstrate exactly PsyCap impacted performance in people's

evaluations, maybe the reason behind finding high PsyCap was related with people who evaluated as their the most like performance evaluations.

Employers and managers whose aim is to develop leadership on employees and use the training and education programs to improve leadership, should give importance to develop and keep high PsyCap on employees. PsyCap might be activated and launched together with interventions which could be training, coaching, mentoring, and offering some experiences that might support to build PsyCap (Luthans et al., 2006). Being open to development of PsyCap is a competitive advantage of PsyCap. Luthans et al. (2008) used a web-based training intervention. Their sample was consisted of employees who work in various industries like sales, production, and service, and divided their sample into 2 groups as one of group did have intervention and one group did not have. Later then they compared the before and after PsyCap levels of employees who got intervention and they found psychological capital can be developed through a highly focused, 2-hour web-based training intervention (Luthans et al., 2008). Luthans et al. made another study in 2007 where they used approach which is developed by Skarlicki (1996) for calculation of Return on investment on PsyCap development of 74 leaders. These leaders were given micro intervention for PsyCap development. The result of this study demonstrated PsyCap development affects positively business performance. From this study it is understood PsyCap has impacts from organizational culture and economic and financial performance viewpoints.

A positive psychological mood might give the energy and motivation to employees' cognitive processes and their sensation to succeed which ones. Hopeful employees have the internal focus control mechanism which motivates them to be independent on their thinking process and to help them for motivation for the enriched and challenging tasks. Also, hopeful leaders and managers are very significant for organizational growth and these kinds of leaders encourage to determine their own followers and they give the inspiration and encouragement to their followers for reaching their maximum potential. The study shows there is high correlation between employees' hope levels with organizational results (Luthans et al., 2007b).

According to study of Stajkovic and Luthans in 1998, PsyCap self-efficacy might be created over time thanks to some approaches. The first step of this approach

might be to break challenging tasks into subtopics and teaching the person step by step from starting the easiest till the most difficult one. The second step of this approach might be the managers should show their excellent experiences in case of employee has high chance to be good at that task. As third step of this approach might be the mentoring program should be done in a safe and free atmosphere by also expanding the follower's goals (Owens, 2017).

Optimism, as a component of PsyCap, can be developed by changing a pessimistic perspective such as identifying temporary situational and exceptional reasons behind the failure or negative issue instead of blaming herself or himself. This might bring more oriental thinking style towards challenges, and this makes easier to find solutions (Youssef & Luthans, 2007). This also contributes to individuals to see there is always chance for improvement and looking forward to waiting future opportunities for the development (Schneider, 2001).

CHAPTER 3. RESEARCH METHODS

In this study, both qualitative and quantitative research methods were used to be able to answer below research questions. 2 questionnaires were applied to 140 managers from different companies & different industries for quantitative method. The used scales are authentic leadership questionnaire and positive psychological questionnaire, and some demographic information was asked to participants in the survey. This study discussed below research questions which examines relationships between dependent and independent variable, and the moderator variable's effect on this relationship.

3.1. Research Questions:

1. Are psychological capital and authentic leadership correlated with each other? If yes, how much they are correlated positively?
2. Does participation into professional development program moderate as a moderator variable on the relation between psychological capital and authentic leadership? If so, how much it moderates?
3. Which experiences the leaders in Turkish private companies live with professional development programs and which emotions and attitudes affect the leaders' leadership development?

3.2. Research Approach

In this study, first quantitative analysis is done. Based on it, after its completion, qualitative analysis is done based on the phenomenological interviews to have an idea about the leaders' leadership development understandings. Conducting interviews also helped to interpret how the leaders have experiences in terms of leadership development especially from the emotional point of views. The interviews also explored how PsyCap (positive feelings) affect the leadership development attempts. In these interviews, participants were also asked what the most important determinants

of leadership development programs are, and which environmental factors affect the intervention programs the most.

3.3. Summary of Hypotheses

Alternative hypothesis 1: Employees' psychological capital levels (hope, self-efficacy, resiliency, and optimism.) and authentic leadership levels (self-awareness, relational transparency, balanced processing, and internalized moral perspective.) are positively correlated.

Null hypothesis 1: Employees' psychological capital levels (hope, self-efficacy, resiliency, and optimism.) and authentic leadership levels (self-awareness, relational transparency, balanced processing, and internalized moral perspective.) are not correlated.

Alternative hypothesis 2: The relationship between leaders' positive psychological capital and authentic leadership development is moderated by participation into professional development programs.

Null hypothesis 2: The relationship between leaders' positive psychological capital and authentic leadership development is not moderated by participation into professional development programs.

3.4. Measures

The study used many paths at the same time for collection enough data about demographics, AL and PsyCap. The questionnaire developed by research conductor was asked to survey participants regarding demographics and their past or current leadership training experiences (Management and leadership, sales, personal development, marketing, finance, and accounting, purchasing and supply chain trainings). In quantitative part where the researcher applied online surveys, 2 questionnaires were done to measure PsyCap of leaders and to measure Authentic leadership of leaders. Psychological Capital Questionnaire, which was developed by Luthans, Avolio, Avey, & Norman in 2007 was used to measure the four PsyCap components and Authentic Leadership Questionnaire (Walumbwa et al., 2008) was used to measure AL. The direct relationship was explored between dependent

(endogen) and independent (exogen) variable while also understanding the moderator effect.

The Applied Survey of Psychological Capital. As mentioned above in psychological capital literature, there are 4 components of PsyCap as self-efficacy, hope, resilience, and optimism. In this survey, all 4 components were measured. There is total 4 categories in total 24 items based on 5-point scale (Appendix 2). The items starting from 1 to 6 measure Self-efficacy; from 7 to 12 measure hope; from 13 to 18 measure Resilience; starting from 19 to 24 measure Optimism. 3 items were coded as reverse which means 1 is coded as 5, 2 is coded as 3, 3 is coded as 2, 2 is coded as 4 and lastly 1 is coded as 5 in order to catch the same frequency of meaning, otherwise it would not be appropriate. These reverse coded items were 13, 20 and 23. While calculating the scale to convert into SPSS program, all sub-scales' means were taken and used for its specific sub-dimension like hope, resiliency, self-efficacy, optimism.

This scale is developed by Luthans, Avolio, & Avey by assessing the 4 samples in management students in 2006. And they tested four 6-point scale and all Cronbach alpha scores of 4 components were satisfactory as all higher than .71 and PsyCap was .88, .89, .89, .89 in general. Avey, Luthans and Jensen (2009) again made investigation by using this scale 24-item for PsyCap. Their purpose was to analyze how PsyCap affects the stress in work and intents to leave jobs among 416 participants who are experienced employees from several industries. Here, PsyCap's internal reliability was .92 and PsyCap verified the job satisfaction is more related rather than self-evaluations from measure validity not significance. In this study, due to participant's native language is Turkish, the translated survey is used from the doctorate thesis of Akçay (2011).

This study is consistent with Owens (2017) by using same scale, only difference was Turkish scale which was taken from Akçay's (2011) study since the sample is Turkish people. Difference with Owens was Owens used the original 6-point scale while this study used 5-point scale.

The Applied Survey of Authentic Leadership. Due to leaders' self-evaluations about their leadership is searched in this study, Walumbwa's et al. 2008 measure is

used as a self-report scale. This survey's purpose was measuring authentic leadership characters which were 16 items in total and categorized into 4 parts as self-awareness, relational transparency, balanced processing, and moral perspective (See Appendix 3). Each items measured different components of AL, as items starting from 1 to till 5 measured relational transparency, items starting from 6 to till 9 were measuring internalized moral perspective, items 10,11 and 12 measured balance processing and the rest 4 items from 13 till 16 measure self-awareness (Avolio, Gardner and Walumbwa, 2007). This scale is applied to 2 different samples from China and from U.S by Walumbwa and his colleagues confirmed the scale is valid based on authentic leadership scale including self-awareness, relational transparency, internalized moral perspective and balance processing thanks to their analysis of confirmatory factor together with valid internal consistency alphas which may also be called as Cronbach's alpha (All higher than .70). In this study, due to participant's native language is Turkish, the translated survey is used from Tabak, Polat et all.' study (2012) where they searched for the reliability and validity of the Authentic leadership questionnaire of Walumbwa's et all. (2008). This study is consistent with Owens (2017) by using the same scale of Walumbwa and his colleagues (2007), likert types were same and 5 point likert scale within same direction with original scale.

The Applied Interviews. In this part, the interview questions of Owens (2017) thesis were translated into Turkish language by adapting them to Turkish culture and Turkish understandings. According to Hofstede cultural perspectives, culture has four dimensions as collectivism, individualism, uncertainty avoidance and power distance. and Turkey has mostly collectivist cultural dimension while USA has mostly individualist cultural dimension. So, it is thought in this study, it would also bring valuable contribution to organizational behavior to see how the leaders in a collectivist culture might be affected their positive emotions and it would also be valuable contribution how living experiences help to create authentic leaders and to understand also dynamics of authentic leaders' and their effects on the organizations in an collectivist culture.

Demographic Information Collection. As it can be seen in Appendix 1, additional this study's conductor-created questions were asked to participants like sex, age, educational level, working time, total experience time, and more specifically

experience time as a leader/manager. And it is asked to participants whether they participated in a professional development program by clearly showing the categorizations of these professional development programs' names in order to collect more accurate data about these program's by preventing the participant's forgetting the name or detail about the program.

3.5. The Main Subject of Investigation & Moderator Variable's Findings

In the present study, participants' authentic leadership and PsyCap were measured with their own perceptions thanks to used self-report measures. While overall AL and PsyCap results were measured, also their components were measured separately (AL's constructs as self-awareness, balanced processing, internalized moral perspective and relational transparency; PsyCap's constructs as hope, self-efficacy, optimism, and resiliency). AL was the dependent variable while PsyCap was independent variable.

In the study, in addition to dependent and independent variable, there was also moderating variable which is called participation into professional development interventions (programs). This study found the effect of getting professional development program on the relationship between variable and independent variable. Interviews were done as phenomenological point of view to understand participants perceptions about the leadership development programs, the necessary components of leadership development programs and their expectations from those programs together with trying to understand their feelings and attitudes which are playing an important role for the leader's development processes.

3.6. Data Sources, Data Timeframe and Data Collection

The data for this study's quantitative analysis part is collected from self-reporting surveys which were mentioned in measures part. These self-reporting surveys were measuring the leaders' authentic leadership and psychological capitals. However, there was one more moderating variable as professional development programs which were categorized as Management and leadership, sales, personal development, marketing, finance, and accounting or purchasing and supply chain trainings. The data for this study's qualitative part is collected from semi-structured

interviews who accepted interviews voluntarily. In these interviews, it was basically phenomenological perspective which is related with research question 3 rather than hypothesis. After this data is collected, Creswell's qualitative analysis coding technique (2012) is used which will also be detailly mentioned in chapter 4 results part.

The online surveys were collected in 6-7 weeks from participants depending on their available and convenient times. Also, after quantitative data completion, interviews were conducted in following 3 weeks in Q2' 22.

The online survey link was shared to managers who work in private companies from several industries in Turkey. Approximately 200 employees were shared this link however only 140 employees answered the online survey. After all the answers were received, the data was exported from Google Forms. The dataset was exported in Microsoft excel format so then it is used in SPSS and IBM AMOS for analysis. For interviews, some of them were done face to face in meeting room of company office and some of them were completed via online tele-conference meetings in some portals like Zoom and Microsoft Teams. All the participants were informed about voice record is being got for the researcher's notes after meeting, so interviews & voice records were conducted with their consent. The interview details can be seen in Appendix 4. Also, the interviewers' demographic information can be seen in Appendix 5.

3.7. Sampling Method & Sample

This study's participants are from Turkish private companies without any industry limitation. The condition was that the participants needed to be a manager in a specific company as comprised both man and women of different ages, different educational levels. The online surveys were made by 140 employees who may have participated one professional development program, maybe participated more than one program, or maybe not participated any of them. From the same population, 11 employees were also conducted interviews for qualitative analysis and for more deeper answers about their perspective on leadership understanding.

As mentioned before, this study was proceeded on the basis of Owens' thesis study (2017). From the sampling method, different side of this study from Owens (2017) was his sample was so smaller as his study was consisted of 51 exempt or non-

union represented managers from the Management Appraisal and Performance Plan (MAPP) team. MAPP team members may or may not have participated in one or more professional development programs. He conducted also interviews with 13 people from the same group for understanding very deeply about experiences of leaders about leadership development programs and how their emotions and attitudes affect their leadership styles and leadership developments of the leaders of a public pension plan (Owens, 2017)

3.8. Used Tools in Analysis of the Study

In the current study, AL is a dependent variable and also endogen variable in SEM, PsyCap is an independent variable and also exogen variable in SEM and professional development programs are moderator variable. There were 2 different methods used in quantitative analysis to answer all hypothesis and the first two research questions and qualitative analysis to answer the last research question.

For the quantitative data analysis, the data obtained in this study was used with SPSS 21 package program and IBM Amos 24 package program. With SPSS 21, Spearman's Rank Correlation Coefficient Test was used for the relationship between the variables which is related with the first hypothesis. The significance level was 0.05, and it was stated that there was a significant difference in case of $p < 0.05$, and no significant difference in case of $p > 0.05$. With IBM AMOS V24, Path analysis and moderator effect analysis were performed for latent variables and participation in training which is related with the second hypothesis. Significance level was taken as $p < 0.050$.

For the qualitative data analysis, phenomenological analysis was done based on transcribed data of interviewed managers. For the open-coding techniques, the programs MAXQDA Analytics Pro 2022 was used. For this study's quantitative schema, Creswell (2012) model (Figure 1) is used for the analysis of data. This figure can be found in qualitative result part of the study.

CHAPTER 4. RESULTS

This study in general was consisted of two main steps. First step was to research to see whether there was relation between positive psychological capital and authentic leadership and if there was, to see how much they were correlated positively. Second step was to see whether there was moderating effect of participation into professional development training on the relation between psychological capital and authentic leadership or not and if the moderating effect was existing to see what extent there was. In this research, it was also explored the leaders' experiences with professional education programs and understood how these programs influenced their leadership styles emotionally. 140 surveys from participants were collected and that data was used to answer the first two steps. 11 of 140 managers were interviewed for detailed answers to be able to address the third research question.

In this part of the study, firstly the sample will be described. Later, the results of the quantitative analysis based on answers of 140 surveys from the participants will be shown. They will respond to the research questions RQ1 which was "Are psychological capital and authentic leadership correlated with each other? If yes, how much they are correlated positively?" And RQ2 which was "Does participating in professional development program moderate as a moderating variable on the relation between psychological capital and authentic leadership? If so, how much it moderates?" In addition to these quantitative answers, qualitative results based on 11 interviews will respond to RQ3 which was "Which experiences the leaders in Turkish private companies live with professional development programs and which emotions and attitudes affect the leaders' leadership development?"

4.1. Characteristics of the Sample

Table 1 shows the frequency counts for chosen variables from the participants' survey. As gender, 39,3% is consisted of females while 60,7% is consisted of males.

Table 4.1. *Frequency Counts for Chosen Variables (N: 140)*

Variable	Category	n	%
Gender	Female	55	39,3
	Male	85	60,7
Education	High School	10	7,1
	Associate Degree	12	8,6
	Bachelor's Degree	81	57,9
	Master's Degree +	37	26,4
Completed Education Programs	Finance and Accounting	21	15
	Personal Development	49	35
	Management and Leadership	65	46,4
	Marketing	15	10,7
	Purchasing and Supply Chain	4	2,9
	Sales	32	22,9
Completed Total Programs	None	40	28,6
	One	46	32,9
	Two	32	22,9
	Three	16	11,4
	Four	2	1,4
	Five	4	2,9

All participants' education levels are not higher than bachelors' degree. There are also high school and associate degree graduated participants who become manager thanks to their long-time experiences or being the company owner. The participants were asked whether they get one of the programs in finance and accounting (15%), personal development (49%), management and leadership (65%), marketing (10,7%), purchasing and supply chain (2,9%), and sales (22,9%). Some participants never participated one of those programs (N:40) and some participants participated in one program (N:43), and some participated in 2 or more than 2 programs (N:52).

Table 4.2. *Defining Statistics for Chosen Variables (N: 140)*

	M	SD	Min	Max
Age	40	8	24	70
Total Experience Years	17,99	8,84	6,00	52,00
Total Experience Years in Current Job	9,82	9,71	,08	70,00
Leadership Experience Years	8,48	6,84	3,00	36,00

4.2. Psychological Capital Items Ratings

Table 3 demonstrates the mean and SD ratings for 24 Psychological Capital survey items. These ratings based on 5-point scale: 1= *does not define me at all* to 5= *describes me so well*. The highest definitive items were 6. item with 4,61 mean (“I feel confident presenting information to a group of colleagues.”) and 5. item with 4,54 mean (“I feel confident contacting people outside my organization (e.g., suppliers, customers) to discuss problems.”) The lowest definitive items were 13. item with 2,16 mean (“When I have a setback at work, I have trouble recovering from it, moving on.”) and 20. item with 3,20 mean (“If something can go wrong for me work-wise, it will.”).

Table 4.3. *Ratings for Individual Psychological Capital Survey Items (N = 140)*

Psychological Capital Items	M	SD
1. I feel confident analyzing a long-term problem to find a solution.	4,34	0,583
2. I feel confident in representing my work area in meetings with management.	4,29	0,64
3. I feel confident contributing to discussions about the organization's strategy.	4,28	0,601
4. I feel confident contributing to the determination of goals and objectives related to the field I work in.	4,41	0,561
5. I feel confident contacting people outside my organization (e.g., suppliers, customers) to discuss problems.	4,54	0,65
6. I feel confident presenting information to a group of colleagues.	4,61	0,584
7. If I should find myself in a jam at work, I could think of many ways to get out of it.	4,44	0,578
8. At the present time, I am energetically pursuing my work goals.	4,21	0,64
9. There are lots of ways around any problem.	4,25	0,741
10. Right now I see myself as being pretty successful at work.	4,25	0,564
11. I can think of many ways to reach my current work goals.	4,26	0,639
12. At this time, I am meeting the work goals I that I have set for myself.	4,11	0,654
13. When I have a setback at work, I have trouble recovering from it, moving on.	2,84	1,273
14. I usually manage difficulties one way or another at work.	4,3	0,62
15. I can be "on my own," so to speak, at work if I must.	4,19	0,776
16. I usually take stressful things at work in stride.	3,76	0,897
17. I can get through difficult times at work because I've experienced difficulty before.	4,35	0,622
18. I feel like I can handle many things at a time at this job.	4,36	0,637
19. When things are uncertain for me at work, I usually expect the best.	4,08	0,805
20. If something can go wrong for me work-wise, it will.	2,8	1,04
21. I always look on the bright side of things regarding my job.	3,62	0,963
22. I'm optimistic about what will happen to me in the future as it pertains to work.	3,8	0,915
23. In this job, things never work out the way I want them to.	0,88	1,049
24. I approach this job as if "every cloud has a silver lining."	3,59	1,132

Ratings based on 5-point scale: 1 = *does not define me at all* to 5 = *describes me so well*.

4.3. Authentic Leadership Item Ratings

Table 4 demonstrates the mean and SD ratings for 16 Authentic Leadership survey items. These ratings based on 5-point scale: 1 = *not at all* to 5 = *always*. The highest frequency items were 2. item with 4,41 mean (“As a leader I admit mistakes when they are made.”) and 11. item with 4,39 mean (“As a leader I analyze relevant data before coming to a decision.”). The lowest frequency items were 9. item with 2,85 mean (“As a leader, I make difficult decisions based on high standards of ethical conduct.”) and 5. item with 3,51 mean (“As a leader, I display emotions exactly in line with feelings.”).

Table 4.4. *Ratings for Individual Authentic Leadership Survey Items (N = 140)*

Authentic Leadership Items	M	SD
1.As a leader, I say exactly what I mean.	4,2	0,659
2.As a leader, I admit mistakes when they are made.	4,41	0,71
3.As a leader, I encourage everyone to speak their mind.	4,35	0,719
4. As a leader, I tell you the hard truth.	3,63	0,868
5. As a leader, I display emotions exactly in line with feelings.	3,51	0,978
6. As a leader, I demonstrate beliefs that are consistent with actions.	4,25	0,658
7. As a leader, I make decisions based on my core values.	4,02	0,844
8. As a leader, I ask you to take positions that support your core values.	4,16	0,816
9. As a leader, I make difficult decisions based on high standards of ethical conduct.	2,85	1,187
10. As a leader, I solicit views that challenge my deeply held positions.	3,76	0,905
11. As a leader I analyze relevant data before coming to a decision.	4,39	0,641
12. As a leader, I listen carefully to different points of view before coming to conclusions.	4,34	0,685
13. As a leader, I seek feedback to improve interactions with others	4,11	0,778
14. As a leader, I accurately describe how others view my capabilities.	3,66	0,828
15. As a leader, I know when it is time to reevaluate my position.	3,98	0,724
16. As a leader, I show I understand how specific actions impact others.	3,9	0,884

Ratings based on 5-point scale: 1 = not at all to 5 = always

4.4. Quantitative Results

In this study, quantitative data is received from surveys which were applied to the leaders in Turkish companies of private sectors. The purpose of the quantitative study was to answer the first two research questions. In table 5, psychometric characteristics exist for the five psychological capital scale grades and five authentic leadership scale grades (4 items for each scale and their total scales). These grades were given to be able to respond to the research questions. In table 5, Cronbach alpha reliability coefficients can be seen all higher than 0,5 which means reliable scales. The lowest Cronbach Alpha belongs to PsyCap Optimism with 0,551. Maybe the reason behind the low value is low sample number and the risk of alpha value staying under 0,5 increases when the sample size is smaller. Other values of other sub-components have quite reliable values. In addition to them, in general, AL scale has Cronbach Alpha as 0,808 and PsyCap has 0,882. Together with this study's Cronbach Alpha reliable values, the PSQ scales and AL scales are reliable scales since their studies were already done previously by other studies and, in this study, Turkish language of these scales were used since the sample was consisted of Turkish people. The scale which was used in this study is Psychological Capital Questionnaire which originally was developed by Luthans, Avolio, Avey, & Norman. When they applied this scale to multiple samples, they proved that the scale of PCQ showing satisfactory confirmatory from analytic structure point. All the Cronbach alpha values of each component of PsyCap were higher than 0,5. Due to the scale of PsyCap is originally reliable, that scale was used also in this study. Similarly, Authentic leadership scale was originally developed by Walumbwa et al. in 2008. That scale is also reliable with Cronbach alpha values for each component as being higher than 0,5. Again, this scale's Turkish version is used from the study of Tabak, Türköz and Polat's study in 2012 in which they tested Walumbwa and his friends' Authentic Leadership scale's reliability and their study results advised that ALQ Scale is adapting with the Turkish context with its reliability and validity as applicable on Turkish samples. (Tabak et al., 2012)

Table 4.5. *Psychometric Characteristics for PSQ Scale & AL Scale Grades*

	No. Of item	Mean	Sd	Min	Max	α
ALQ Relational Transparency	5	20,1	2,65	11	25	0,697
ALQ Internalized Moral Perspective	4	15,28	2,22	9	20	0,771
ALQ Balance Processing	3	12,48	1,72	7	15	0,662
ALQ Self Awareness	4	15,66	2,29	9	20	0,677
ALQ Total Scale	16	63,51	6,44	38	80	0,808
PCQ Efficacy	6	26,46	2,6	18	30	0,811
PCQ Hope	6	25,51	2,74	16	30	0,812
PCQ Resilience	6	23,13	2,61	17	30	0,767
PCQ Optimism	6	22,41	3,17	14	30	0,551
PCQ Total Scale	24	97,51	8,11	72	113	0,882

PSQ: Psychological Capital Questionnaire.

ALQ: Authentic Leadership Questionnaire.

The data obtained in this study was used with the SPSS 21 package program and IBM Amos 24 package program. With SPSS 21, Spearman's Rank Correlation Coefficient Test was used for the relationship between the variables which is related with the first hypothesis. The significance level was 0.05, and it was stated that there was a significant difference in case of $p < 0.05$, and no significant difference in case of $p > 0.05$. With IBM AMOS V24, Path analysis and moderator effect analysis were performed for latent variables and participation in training which is related with the second hypothesis. Significance level was taken as $p < 0.050$.

For the answer of the first research question "Are psychological capital and authentic leadership correlated with each other? If yes, how much they are correlated positively? ", Spearman's Rank Correlation Coefficient Test was used to understand the relationship between the variables. In Table 6, the Spearman correlations can be seen for Authentic Leadership and Psychological Capital for the sample of 140 leaders. There are in total 25 combinations which show relationship between two variables, among 25 combinations, six of them were significant at the $p \leq 0,05$ level. As most importantly, ALQ Total scale was strongly correlated to PCQ Total scale ($r = 0,48$, $p = 0,0001$, 95% CI [0,342 & 0,598]). ALQ Self-awareness was positively correlated with PCQ Self-efficacy ($r = 0,342$, $p = 0,0001$, 95% CI [0,182 & 0,509]). ALQ Self-

awareness was positively correlated with PCQ hope ($r=0,408$, $p=0,0001$, 95% CI [0,261 & 0,545]). ALQ Self-awareness was positively correlated with PCQ total scale ($r=0,4$, $p=0,0001$, 95% CI [0,253 & 0,533]). ALQ Self-awareness was positively correlated with PCQ hope ($r=0,408$, $p=0,0001$, 95% CI [0,261 & 0,545]). ALQ total scale was positively correlated with PCQ self-efficacy ($r=0,434$, $p=0,0001$, 95% CI [0,279 & 0,577]). And the last strong correlation was between ALQ total scale and PSC hope ($r=0,427$, $p=0,0001$, 95% CI [0,275 & 0,556]). Also, three combinations among 25 combinations had a non-significant but moderately sized relationship. They are between ALQ relational transparency with PSQ self-efficacy ($r=0,294$), ALQ Internalized moral perspective with PCQ total scale ($r=0,292$) and ALQ total scale and PCQ Resilience ($r=0,3$)

Table 4.6. *Spearman Correlations for Authentic leadership with Psychological Capital (N:140)*

Authentic Leadership with Psychological Capital	r	r ²	95% CI		p
			LL	UL	
Relational transparency with Self-efficacy	0.294	0.086	0.133	0.450	0.0001
Relational transparency with Hope	0.274	0.075	0.104	0.430	0.001
Relational transparency with Resilience	0.064	0.004	-0.103	0.242	0.454
Relational transparency with Optimism	0.108	0.012	-0.059	0.260	0.205
Relational transparency with PCQ Total Scale	0.265	0.070	0.105	0.430	0.002
Internalized Moral Perspective with Self-efficacy	0.190	0.036	0.027	0.348	0.024
Internalized Moral Perspective with Hope	0.214	0.046	0.054	0.363	0.011
Internalized Moral Perspective with Resilience	0.195	0.038	0.033	0.342	0.021
Internalized Moral Perspective with Optimism	0.230	0.053	0.069	0.386	0.006
Internalized Moral Perspective with PCQ Total Scale	0.292	0.085	0.149	0.436	0.0005
Balanced Processing with Self-efficacy	0,229	0,052	0,06	0,385	0,007
Balanced Processing with Hope	0,145	0,021	-0,039	0,306	0,087
Balance Processing with Resilience	0,241	0,058	0,084	0,399	0,004
Balanced Processing with Optimism	0,159	0,025	-0,005	0,324	0,06
Balance Processing with PCQ Total Scale	0,249	0,062	0,075	0,405	0,003
Self-Awareness with Self-efficacy	0,357	0,127	0,182	0,509	0,0001
Self-Awareness with Hope	0,408	0,166	0,261	0,545	0,0001
Self-Awareness with Resilience	0,234	0,055	0,064	0,4	0,005
Self-Awareness with Optimism	0,189	0,036	0,012	0,366	0,025
Self-Awareness with PCQ Total Scale	0,4	0,16	0,253	0,533	0,0001
ALQ Total Scale with PCQ Self-efficacy	0,434	0,188	0,279	0,577	0,0001
ALQ Total Scale with PCQ Hope	0,427	0,182	0,275	0,556	0,0001
ALQ Total Scale with PCQ Resilience	0,3	0,09	0,142	0,443	0,0003
ALQ Total Scale with PCQ Optimism	0,247	0,061	0,085	0,406	0,003
ALQ Total Scale with PCQ Total Scale	0,48	0,23	0,342	0,598	0,0001

For the answer of the second research question “Does participation into professional development program moderate as a moderating variable on the relation between psychological capital and authentic leadership? If so, how much it moderates?” For the answer of this research question and hypothesis, data were

analyzed with IBM AMOS V24. Path analysis and moderator effect analysis were performed for latent variables and participation in training. Significance level was taken as $p < 0.050$. Due to moderator variable is the leaders' participation into professional development programs, it is also a categorical variable. So, group analysis is done in IBM Amos to see the moderating effect of participation into trainings.

Table 7 shows the group which did not participate any of training program. When the path diagram is examined for those who did not attend the training or training of the company they worked for or currently working for their professional development, it was seen that the path from PsyCap to Hope sub-dimension score was significant ($p < 0.001$). It was observed that the PsyCap score predicted the hope sub-dimension score. When PsyCap increases by one unit, the hope sub-dimension score increases by 1,384 units. On the path diagram, it was determined that the PsyCap score explained 89.5% of the variance on the Hope sub-dimension score of those who did not attend the training. It was also observed that the path from PsyCap to the Resilience sub-dimension score was significant ($p < 0.001$). It was observed that the PsyCap score predicted the Resilience sub-dimension score. It was observed that when PsyCap increased by one unit, the Resilience sub-dimension score increased by 0.967 units. Through the path diagram, it was determined that the PsyCap score explained 57.3% of the variance on the Resilience sub-dimension score of those who did not attend the training. Path coefficients between other scores were not statistically significant ($p > 0.050$).

Table 4.7. *Path Analysis of Sub-Sample Who Did Not Participated Into Any Training Program*

			β_0	β_1	S. Error	Test Ist.	p	R ²
AL	<---	PsyCap	0,767	0,343	0,328	1,044	0,297	0,589
Efficacy	<---	PsyCap	0,625	1	---	---	---	---
Hope	<---	PsyCap	0,946	1,384	0,375	3,686	<0,001	0,895
Resilience	<---	PsyCap	0,757	0,967	0,271	3,568	<0,001	0,573
Optimism	<---	PsyCap	0,126	0,266	0,39	0,683	0,495	0,016
Relational Transparency	<---	AL	0,231	1	---	---	---	---
Internalized Moral Perspective	<---	AL	0,457	1,874	1,875	0,999	0,318	0,209
Balance Processing	<---	AL	0,117	0,344	0,694	0,495	0,62	0,014
Self-Awareness	<---	AL	0,628	2,374	2,276	1,043	0,297	0,394

β_0 : Standardized Path Coefficients; β_1 : Unstandardized Path Coefficients; AL: Authentic Leadership; PsyCap: Psychological Capital

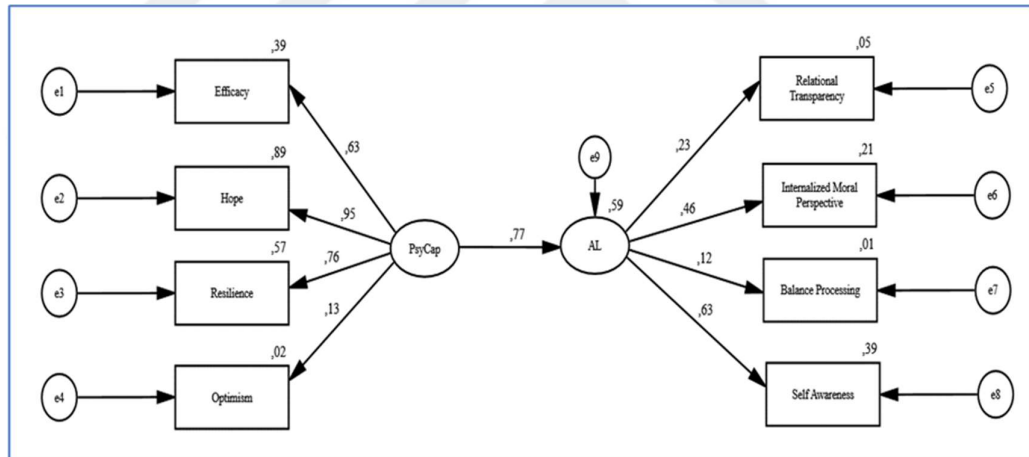


Figure 4.1. *Standardized Path Coefficients of the Sub-sample who did not participated into training program*

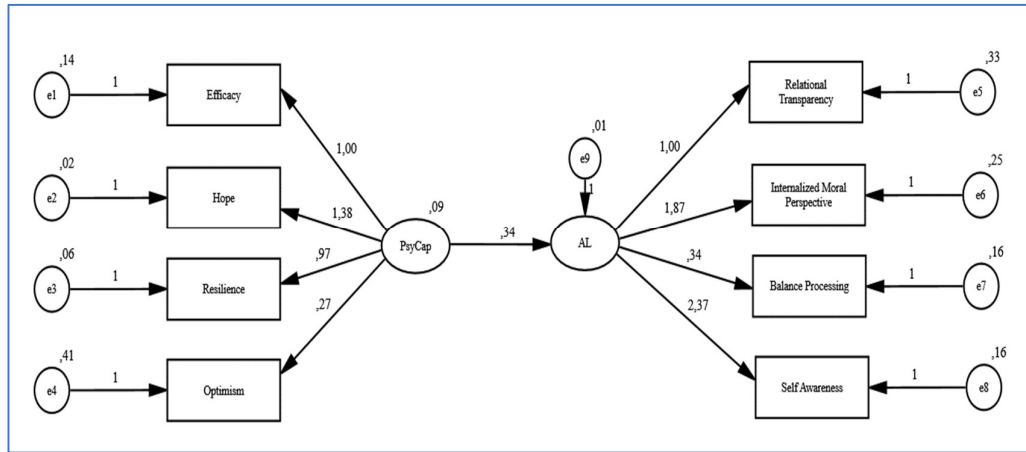


Figure 4.2. Unstandardized Path Coefficients of the Sub-sample who did not participated into training program

Table 4.8. Path Analysis of Sub-Sample Who Participated Into Training Program or Programs

			β_0	β_1	S. Error	Test Ist.	p	R ²
AL	<---	PsyCap	0,476	0,458	0,136	3,371	<0,001	0,227
Efficacy	<---	PsyCap	0,76	1	---	---	---	---
Hope	<---	PsyCap	0,857	1,251	0,194	6,451	<0,001	0,735
Resilience	<---	PsyCap	0,527	0,731	0,149	4,914	<0,001	0,277
Optimism	<---	PsyCap	0,372	0,576	0,166	3,469	<0,001	0,138
Relational Transparency	<---	AL	0,599	1	---	---	---	---
Internalized Moral Perspective	<---	AL	0,522	0,93	0,228	4,073	<0,001	0,273
Balance Processing	<---	AL	0,707	1,412	0,287	4,917	<0,001	0,5
Self-Awareness	<---	AL	0,734	1,424	0,286	4,973	<0,001	0,538

β_0 : Standardized Path Coefficients; β_1 : Unstandardized Path Coefficients; AL: Authentic Leadership; PsyCap: Psychological Capital

When the path diagram is examined for those who participated in the training or training of the company that they have worked for or are currently working for their professional development, it was seen that the path from PsyCap to AL score was significant ($p < 0.001$) in Table 8. It was seen that the PsyCap score predicted the AL score. When PsyCap increases by one unit, the AL score increases by 0.458 units. Through the path diagram, it was determined that the PsyCap score explained 22.7% of the variance on the AL score of the trainees. The path from PsyCap to Hope sub-dimension score was found to be significant ($p < 0.001$). It was observed that the PsyCap score predicted the Hope sub-dimension score. When PsyCap increases by

one, the Hope sub-dimension score increases by 1,251. Through the path diagram, it was determined that the PsyCap score explained 73.5% of the variance on the Hope sub-dimension score of the trainees. It was observed that the path from PsyCap to the Resilience sub-dimension score was significant ($p < 0.001$). It was observed that the PsyCap score predicted the Resilience sub-dimension score. When PsyCap increases by one unit, the Resilience sub-dimension score increases by 0.731 units. Through the path diagram, it was determined that the PsyCap score explained 27.7% of the variance on the Resilience sub-dimension score of the trainees. It was observed that the path from PsyCap to Optimism sub-dimension score was significant ($p < 0.001$). It was observed that the PsyCap score predicted the Optimism sub-dimension score. When PsyCap increases by one unit, the Optimism sub-dimension score increases by 0.576 units. Through the path diagram, it was determined that the PsyCap score explained 13.8% of the variance on the Optimism sub-dimension score of the trainees.

The path from AL to the Internalized Moral Perspective sub-dimension score was found to be significant ($p < 0.001$). It was seen that the AL score predicted the Internalized Moral Perspective sub-dimension score. When AL increases by one unit, the Internalized Moral Perspective sub-dimension score increases by 0.930 units. Through the path diagram, it was determined that the AL score explained 27.3% of the variance on the Internalized Moral Perspective sub-dimension score of the trainees. The path from AL to the Balance Processing sub-dimension score was found to be significant ($p < 0.001$). It was observed that the AL score predicted the Balance Processing sub-dimension score. When AL increases by one unit, the Balance Processing sub-dimension score increases by 1,412 units. Through the path diagram, it was determined that the AL score explained 50% of the variance on the Balance Processing sub-dimension score of the trainees. The path from AL to Self-Awareness sub-dimension score was found to be significant ($p < 0.001$). It was observed that the AL score predicted the Self Awareness sub-dimension score. When AL increases by one unit, the Self-Awareness sub-dimension score increases by 1,424 units. Through the path diagram, it was determined that the AL score explained 53.8% of the variance on the Self-Awareness sub-dimension score of the trainees.

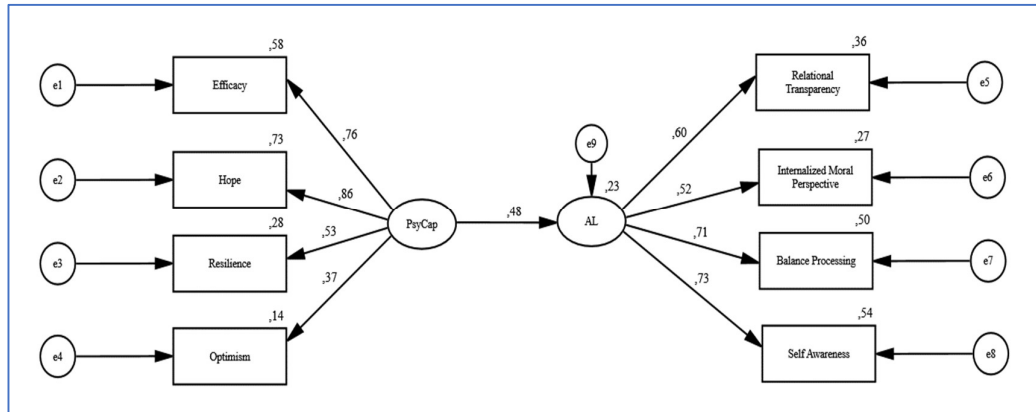


Figure 4.3. *Standardized Path Coefficients of Sub-Sample who participated into training program or programs*

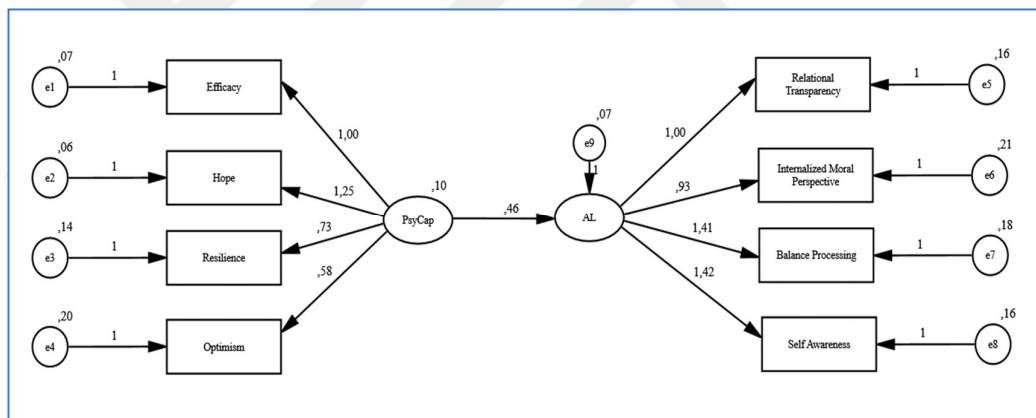


Figure 4.4. *Unstandardized Path Coefficients of Sub-Sample who participated into training program or programs*

In above tables, the moderating variable effect is shown when the two groups are compared with group analysis. Because table 7 showed the result of sub-sample of the group which did not participate any of training program. On its path diagram, path coefficients between scores of AL and PsyCap and other scores were not statistically significant as $p > 0.050$ (except only hope-PsyCap and resiliency-PsyCap). However, path coefficients of all variables found statistically significant among the sub-sample who participated at least one training or more trainings. This shows the moderating

effect of participation into training program. Within same direction with Hypothesis 2 in this study, actually the moderating variable was the participation into training status of leaders. So, this is already found as explained above.

At the same time, during the analysis, regardless of hypotheses, the number of trainings also taken as moderating variable and checked the SEM model for it. Moderating affect was not found it that model which is shown in table 9 and figures 5 and 6. The reason behind not finding moderating effect here is related with the moderating variable is considered as the number of trainings. The participants might have participated into one program, two program or more. By finding no moderation affect, it is understood the getting training is more important and has more affect than how many trainings the participants get. It is obvious, the trainings might affect participants according to the type of training and ingredient of training. This means not finding moderation effect of number of trainings might be related with the concept and content of the training itself. Maybe in literature, other research might be done to the sample from the same organization which give the fixed and exact trainings. In this status, the moderation effect might be found due to all participants will take same trainings in same ratio. This might bring the moderation effect of trainings number.

When table 9 is checked, Path coefficient between PsyCap and AL scores was significant ($p < 0.001$). When the PsyCap score increases by one unit, the AL score increases by 0.203 units. The path coefficient between the PsyCap score and the Hope sub-dimension score was significant, and when PsyCap increased by one unit, the Hope sub-dimension score increased by 1,141 units ($p < 0.001$). The path coefficient between the PsyCap score and the Resilience sub-dimension score was significant, and when PsyCap increased by one unit, the Resilience sub-dimension score increased by 0.773 units ($p < 0.001$). The path coefficient between the PsyCap score and the optimism sub-dimension score was significant, and when PsyCap increases by one unit, the Optimism sub-dimension score increases by 0.423 units ($p < 0.001$). The path coefficient between the AL score and the Internalized Moral Perspective sub-dimension score was significant, and when AL increased by one unit, the Internalized Moral Perspective sub-dimension score increased 1.058 units ($p < 0.001$). The path coefficient between the AL score and the Balance Processing sub-dimension score was found to be significant, and when AL increased by one unit, the Balance Processing

sub-dimension score increased by 1.294 units ($p < 0.001$). The path coefficient between the AL score and the Self Awareness sub-dimension score was significant, and when AL increased by one unit, the Self Awareness sub-dimension score increased by 1,441 units ($p < 0.001$). When we look at the effects of interaction terms on the outcome variable AL (AL) in order to understand whether there is a moderating effect in the model, it was seen that the path coefficients were not significant ($p > 0.050$). Accordingly, since the effect of interaction terms on the AL score is not significant, the number of trainings received does not have a moderating effect between the PCQ score and the AL score.

The moderation effects for the training participation status which is the hypothesis of this study and for the number of trainings were done by AMOS 24. However, it was also aimed to see the moderation effect of each type of trainings as categorized in this study according to the participant's responses for their participated programs. However, the frequencies were not suitable to apply SEM based on the groups of the participants who take a training. For example, Purchasing and Supply training's participation number was 5 people while not participated ones 135 people which is very unbalanced and not allowing to apply separate analysis. Maybe, in next studies, according to the same trainings specifically applied for the specific samples might be evaluated. In this case, since frequencies might be suitable to analyze by specifically planning who takes the trainings or who does not take, it can also be understood the moderation effects of each type of training and the organizations might be directed more accurately within their specific mission and vision to develop their leaders.

Table 4.9. *Path Analysis Results in Examining the Moderator Effect of Training Numbers*

			β_0	β_1	S. Error	Test Ist.	p	R ²
AL	<--	PsyCap	0,538	0,203	0,052	3,934	<0,001	0,347
AL	<--	Zskor: Efficacy	-0,176	-0,044	0,024	-	0,06	---
AL	<--	*Number of trainings				1,878		
AL	<--	Zskor: Hope	0,113	0,032	0,026	1,232	0,218	---
AL	<--	*Number of trainings						
AL	<--	Zskor: Resilience	0,121	0,037	0,028	1,32	0,187	---
AL	<--	*Number of trainings						
AL	<--	Zskor: Optimism	0	0	0,024	0,001	0,999	---
AL	<--	*Number of trainings						
Zskor: Efficacy	<--	PsyCap	0,745	1	---	---	---	---
Zskor: Hope	<--	PsyCap	0,85	1,141	0,154	7,425	<0,001	0,722
Zskor: Resilience	<--	PsyCap	0,576	0,773	0,127	6,083	<0,001	0,331
Zskor: Optimism	<--	PsyCap	0,315	0,423	0,126	3,355	<0,001	0,099
Relational Transparency	<--	AL	0,534	1	---	---	---	---
Internalized Moral Perspective	<--	AL	0,541	1,058	0,244	4,344	<0,001	0,292
Balance Processing	<--	AL	0,632	1,294	0,274	4,725	<0,001	0,399
Self-Awareness	<--	AL	0,705	1,441	0,293	4,913	<0,001	0,497

β_0 : Standardized Path Coefficients; β_1 : Unstandardized Path Coefficients; AL: Authentic Leadership; PsyCap: Psychological Capital

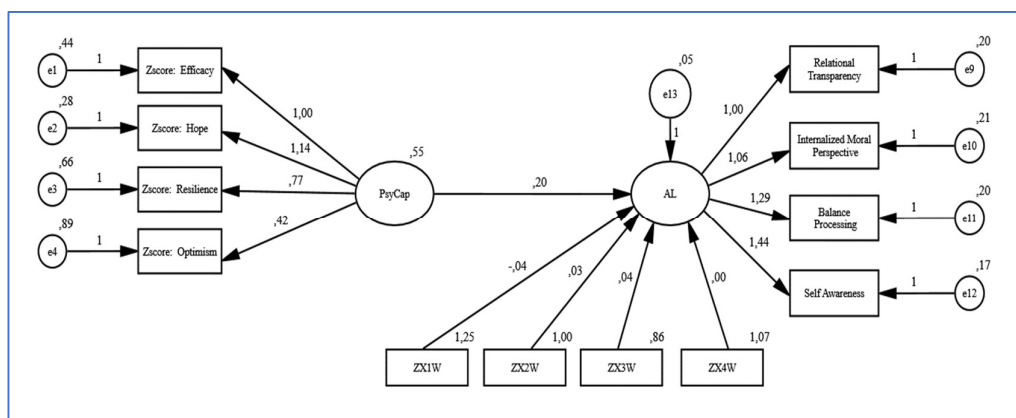


Figure 4.5. *Non-standardized path coefficients in which the moderator effect of the number of participations in the training was examined; ZX1W: Zscore: Efficacy* Number of trainings; ZX2W: Zscore: Hope* Number of trainings; ZX3W: Zscore: Resilience*Number of trainings; ZX4W: Zscore: Optimism* Number of trainings*

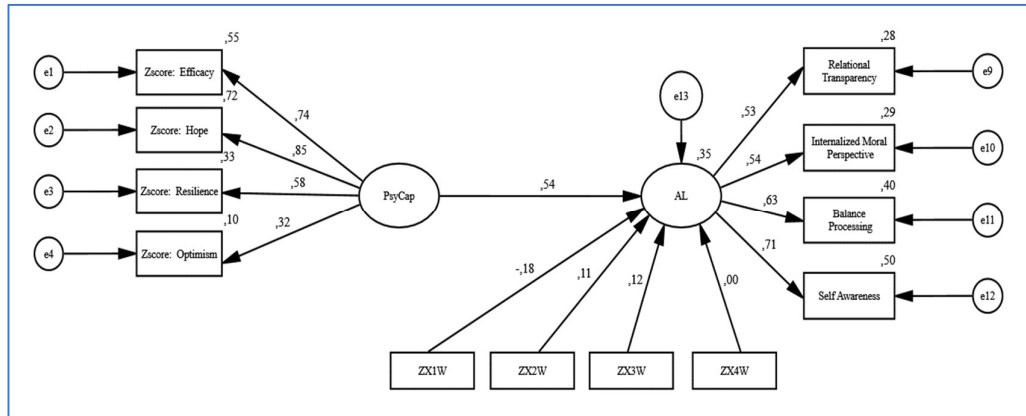


Figure 4.6. Standardized path coefficients in which the moderator effect of the number of participations in the training was examined; ZX1W: Zscore: Efficacy* Number of trainings; ZX2W: Zscore: Hope* Number of trainings; ZX3W: Zscore: Resilience*Number of trainings; ZX4W: Zscore: Optimism* Number of trainings

4.5. Qualitative Results

The qualitative part of this study was planned to be able to answer the last research question of the study which is “Which experiences the leaders in Turkish private companies live with professional development programs and which emotions and attitudes affect the leaders’ leadership development?” 11 managers were interviewed from several companies from different industries. These interviews were recorded after taking their consent and these records were written to Microsoft Word to be able to analyze with open-coding techniques. For the open-coding techniques, the programs MAXQDA Analytics Pro 2022 was used. For this study’s quantitative schema, Creswell (2012) model Figure 1 is used for the analysis of data.

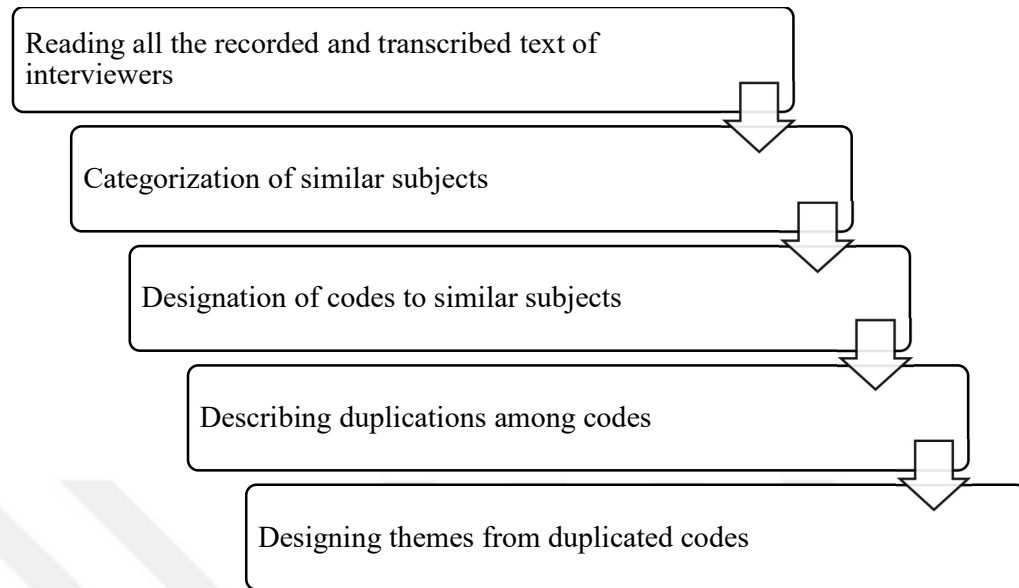
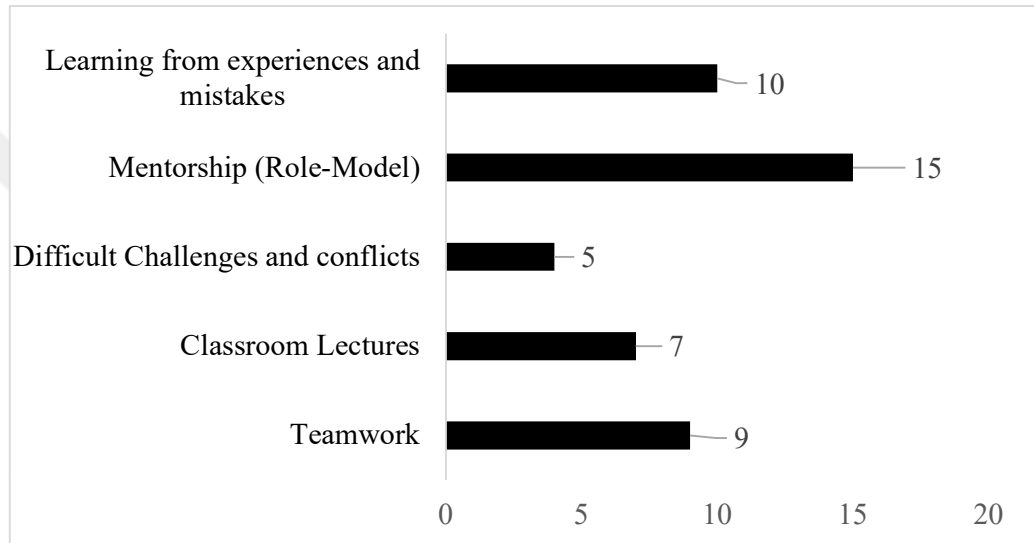


Figure 4.7. *Coding process for qualitative data analysis (Creswell, 2012).*

The themes based on this process were used to comment and strengthen the results of qualitative data. The themes helped to understand how much the professional development trainings effect leaders' authentic leadership, positive feelings, and attitudes during their leadership development progress. Related with leadership perspectives, the themes also help to bring design structures of professional development programs. Four themes created from 11 interviewers recorded and transcribed data which represents the real experiences of the interviewed leaders: (a) perceptions about fundamental of leadership development, (b) external factors affecting leadership development, (c) internal factors affecting leadership development, (d) psychological mood and feelings of leaders. All themes are identified in next parts above. In addition to these definitions, some participant quotes illustrating the themes are submitted.

4.5.1. Theme 1: Perceptions about fundamental of leadership development

This theme represents summary of the participants' perceptions about fundamental of leadership development and the most frequently discussed subjects from the interviews. Figure 2 reveals the five qualifications of lived experiences which the participants rely on that these qualifications are contributing to their leadership progress and development. The figure 2 is showing number of mentions each



qualification of 1st theme of qualitative analysis of this study.

Figure 4.8. *Number of mentions of each qualification of 1st Theme*

Three of these qualifications of this first theme were especially significant. The qualification “mentorship (role-model)” arises from the breakdown most frequently ($n=15$) across most of the 11 study participants ($n=8$) which means 8 participants mentioned mentorship as the fundamental of leadership development. Definitions and some quotes from participants will be provided in following section.

4.5.1.1. Learning from experiences and mistakes

This qualification indicates the learning from experiences and mistakes which the people have experienced during their leadership. Based on interpretations depending on participants' data, if the person is learning from his or her experiences and mistakes, s/he could be developing leadership characteristics which means leadership development's fundamental is learning. P11 mentioned the fundamental of

leadership development as a learning from experiences and mistakes as below two parentheses:

I think leadership is something that comes from within, but it is something that can be developed. If there is a leadership thing in a person, then by combining it with experiences, I can say that he should develop leadership by experiences and observations.

It may be a mistake that some people have gone through, they made the wrong investment, accepted that they were wrong and changed their way, this is an example. It is also something to be open to change, to accept mistakes, to experience and learn from it.

Furthermore, P8 mentioned the following opinions related with the fundamental of leadership development:

My main idea about leadership development is that I think by having the greatest experience. Some things can be improved, some things cannot. I think a lot of those development parts will be progressed by experiencing.

As related with self-efficacy, P1 told “self-efficacy, which is necessary for leadership also comes from experience, I feel competent as I have been doing the same job for many years on different platforms, starting from the lowest level”. He also mentioned he was not taught by anybody, so he had to learn the job himself: “When I started working, no one was teaching me anything. After the shift was over, I was watching what they were talking about. That's why I like teaching very much.”

4.5.1.2. Mentorship (Role-Model)

The mentoring qualification is demonstrated as joint companion with each other. In this scenario, one person is the mentor, and s/he has the experience, wisdom, mastership, know-how and perfection in specialized area. Participants mentioned being directed by mentor and seeing mentor as role-model bring lots of advantages to leaders during their development in their leader path. P5 expressed his opinion that the fundamental of leadership development is mentorship and expressed the following sentences about it:

I think the nature of leadership development is mentorship. If I give an example from myself, it is the mentoring that affects me the most. Because I

have had two or three managers so far who mentored me in this process. Humans are creatures who learn by observing and observing behaviors. We are all like that, regardless of age. No matter how much something is explained, when you see how it is done from someone, you say you must do it like this and internalize it. Therefore, the fact that such a person does it as a role model turns out to be a mentor to a mentee relationship in your eyes.

Along the same lines with P5, P9 also mentioned about the necessity of mentorship as below:

Even in a short period of time, it is not necessary to drink coffee, but even a short telephone conversation with your mentor is possible. For example, we had such an incident with that staff or customer. I would like her to consult with her or if you don't have the time to be put with her and give feedback like yes you did that right or asking as did you think about this as well. I think leadership development definitely occurs through mentoring. Let's say there is an assessment program in the bank, I need to be a mentor to people who just become a new manager. The bank should appoint me a mentor or the new managers won't call me. I went through those roads and made some mistakes. I can mentor and direct those people. Either the institution will appoint, or the person will say that I am looking for this, let me consult something, it will help me. If the institution throws it out, it will be more beneficial if it intervenes. Especially similar experiences from the same institution are very effective. Someone from the outside also provides a different perspective, but someone who knows the internal balances and dynamics will be more helpful.

Also, P8 agrees with P9 about having the mentor from same institution because this person also knows the organizational culture and the workplace especially from the job's perspective. He mentioned as it can be someone who has gone through these ways before, or someone who will be mentored by the parties. Because the way of doing business of the institution you work for is different from institution to institution, the leadership you will do will be different. The mentorship you will receive from someone who has been trained in that same institution will give you information that may be useful for that institution.

Another conception about mentorship was given from the participants as the joint companion relationship. Because they think both parties as mentor and mentee learn from each other. P6 mentioned she also prefers to be mentor of each other with her manager colleagues even from the same level, she shared the following about this matter:

For example, I would love to do one-on-one mentoring with my fellow executives. Because there are areas where they are good and areas where I am good, we have a lot to learn from each other. It would be very good if real life examples are presented and how we can proceed with these expectations about the expectations of the institution and the current sector.

4.5.1.3. Teamwork

This qualification is integrated with working as a team as concept which is so common in most of organizations, and this is much more related with being a team member as leaders are also team members. P3 mainly justifies the leadership progress as teamwork, his sentence about this issue is as below:

I think it seems more likely to progress with teamwork in leadership. After all, the person we call a leader must be at a level to delegate a certain responsibility to his teammate when necessary. For this, that person must be a professional person in that job. That's why I think it should go forward with teamwork. I think that we should progress with them by learning together in teamwork, asking questions, getting ideas and consulting. A good environment must be created for this, otherwise everyone looks from their own perspective and cannot improve themselves.

P6 agrees with P3 by expressing “Now that I am the leader on the field, nothing happens without our team. The most important thing is teamwork. Although all my friends here are responsible for their own individual goals, none of them can achieve their own goals if we cannot create a synergy in this branch. So, if we have synergy, there is success in return. That's why I can put development first as teamwork” Another participant P7 thinks in similar direction about the main nature of leadership development as teamwork. She tells “.... Because you always look at things from the same page, but I believe that if your other friend in the team causes “thinking out of box” you have never seen is important and I believe when you are open to criticism, you can improve yourself in a positive way.”

4.5.1.4. Classroom Lectures

Some participants mentioned classroom lectures support leadership development and organizations should apply to classroom lectures to educate their leaders for being more effective for the organization from especially leadership skills and management perspectives rather than task-oriented trainings. P10 thinks

everybody should not be given same training program and organizations should be applying classroom lectures to be able to create awareness on the leaders when they firstly evaluate themselves. The whole speech of him is as below:

Certain things like team management or some things about crosswinds and storm resistance can be grounded with in-class training, but everyone has different personality traits. You can't customize it with classroom training, so if you realize these and give the same medicine to everyone, you can't cure all of them, you can heal some of them. That's why it is necessary to give the things that are common to everyone with in-class training to raise awareness at first, but it is necessary to replace the personal part through mentoring or one-on-one work. Indeed, it also increases one's own awareness, if he is not aware of it, he cannot solve it anyway. Secondly, he sees that he is valued and sees that a special program is made for him. It also increases loyalty to the company (loyalty is not uncommon because of the Turkish economy). So, there are plus points on the HR side. One-to-one training etc. must be blended within the company.

In addition, due to Covid'19, some trainings were done from online channels since most organizations were working remotely from offices. Therefore, lots of participants also mentioned comparisons between classroom and online training programs. Generally, they told they still find classroom lectures more effective. For example, P11 mentioned "learning by training can be either face-to-face or online, but face-to-face has its advantages. Especially in terms of environmental conditions, such as air conditioning and the sound of children." Similarly, P5 told: In more technical trainings, online training may be okay, but in trainings that require a little more personal development and attraction, a little more face-to-face and in-class training may be more beneficial." Along the same lines, P6 mentioned "like in-class training, I give importance to face-to-face and touching. But, after the pandemic, we realized that time is precious. For example, in-class trainings take place in Istanbul, I can now prefer online training at a rate of 70% due to reasons such as wasting time and staying away from family."

Another perspective about classroom lectures were brought by P2. It is also about physical conditions of classroom lectures. His whole opinion is as below:

The physical conditions also affect the person receiving the training at the place and time of the training. For example, the perception is very different between the training in the meeting room of the office while the phones are

ringing in the business environment and the training held in a non-work environment such as a hotel. The second one can increase the perception and effect a little more.

4.5.1.5. Difficult Challenges and Conflicts

This last qualification is demonstrated as emotional power, confidence, and resilience of leaders because leaders may face challenging and difficult tasks and especially managing people is harder than working with a machine since all people have different characteristics, skills, and experiences. So, participants think facing a crisis is very normal situation for leaders and even it is a part of leadership, and it also supports leadership development. P2 mention how important he finds the challenging tasks:

I think one of the most important ways to take on challenging jobs is very important for leadership development. Confronting a customer that seems impossible in quotation marks, or a customer who is very difficult to communicate with or dealing with a problem that is difficult to solve. After years and years, I realize that these difficult issues made me better in difficult subjects. So, taking challenging jobs is good practice for the career path of leaders.

Furthermore, the participants think they need to take trainings with the topic of crisis management for developing their leadership traits. P8 mentions as: “Issues such as crisis management and conflict are very important, trainings on how to resolve conflicts should be taught so that we can improve ourselves. Otherwise, when the rosy standard trainings are told, there are such topics that we carry out daily” In addition to P8, P4 also agrees the training topics should be including the crisis management and conflicts. Also, P11 mentions the conflict should not be feared. He continued with following: “There should be discussion. If the conflict is not to a certain extent, then there will be an environment where everyone accepts each other's opinion. Maybe conflict is like a bad thing in Turkish, but a meeting should start with conflict (One of the trainings I received) “

4.5.2. Theme 2: External Factors Affecting Leadership Development

Participants of this study which were interviewed believe 9 external factors are affecting leadership development. These factors are qualifications which speed up the

growth of leadership development as external interventions regardless of the leaders' own control and capability. In figure 3, all nine qualifications' frequency of mentions are existing and three of the qualifications are the most frequently mentioned ones that leaders think they contribute their leadership growth a lot. Based on transcribed interview data, the first mostly mentioned one is organizational support. Then, both simulation based and personal development focus follow. The other qualifications are much less mentioned. Definitions and some quotes from participants will be provided in following section.

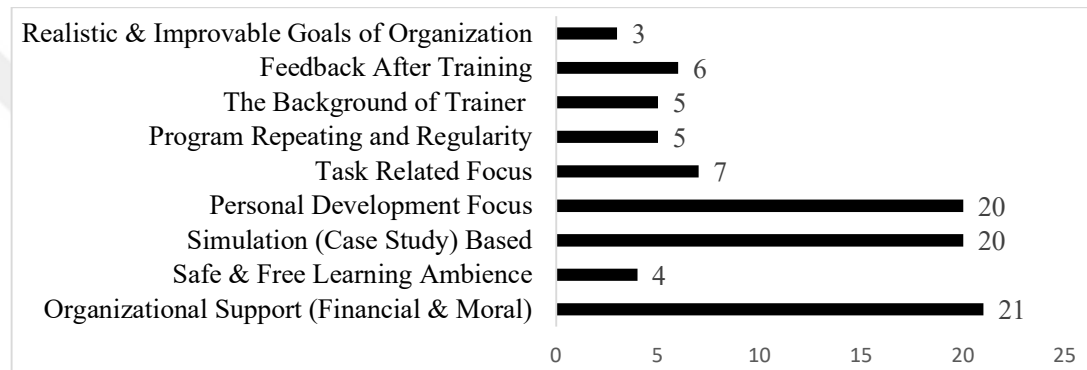


Figure 4.9. *Number of mentions of each qualification of 2ndTheme*

4.5.2.1. Organizational support (Financial & Moral)

This qualification is demonstrated as the sense of leadership program to be supported by the organization who gives the program by providing a chance to potential successful leaders to reach the sources which enables reaching organizational target and mission. All participants expressed the professional development programs especially related with leadership development programs must be given by the employees' organizations. The organization should offer supportive environment from both financial and moral point of views. Financial supports were generally thought as the organization pays the charge of trainees which can be classroom lecture, online lecture, workshop, case study, regular education programs and so on. Also, information and tools to carry out the necessary job to reach the target can be counted as financial support of organization. Spiritual (moral) support perspective was taken into consideration as ethical perspective, showing the understanding in case of time loosing for training, motivation, positive emotion creation, self-efficacy creation, self-awareness, making feel valuable. From financial support point, P9 also agrees "These

are costly things, people are already suffering from certain situations as income, for these reasons, the institution must be supported. Even if it does not finance all of it, company should fund some of it.” P5 thinks in same direction with:

Of course, when the training part is left to the employee, the financial aspect of the work comes into play, the employees have other responsibilities, so it may be difficult to allocate financial resources, so companies should support them. For example, there is a large academy team in our company, T. Academy, they provide us with a lot of training through it, and from time to time they agree with more discounted places. Leaders can benefit from discounts by making agreements with companies that provide this type of coaching or different competencies.

Participants especially emphasized the financial support for their own master’s degree like making an agreement with schools for some portion of discount. For example, P2 told “Companies can support the master's degree to a certain extent, like 20-30%. They can also give good results on the employee side. Sometimes, a commitment can be taken, this amount of working time, etc., in return for a certain commitment, even if the company is very satisfied with the employee, it can be fully covered.” In addition to educational support, participants also mentioned when they are appointed to abroad for working as an expat, it may help to bring the person more vision and develop himself or herself. P7 mentions “Even sending an employee abroad for a week of 10-day training is to bring a new vision to the company. In this way, you meet people from all over the world and your vision develops in that way. In addition, there should be rotation, in companies that are global like this one, people should be sent to different locations of the company in short periods such as 3-6 months. For example, I should be able to go to Poland for 3 months and look at it.” P1 is bringing another perspective to development trainings as they are depending on how much you will work with the company by giving an example from Korean culture. He is claiming as “In the Far East culture, for example, the employer expects a high standard from you because s/he thinks that you will work with them for thirty years. At the same time, such trainings are mandatory, as in our company, etc. It will be good for you to be promoted to this position, and you will receive this training. “

Other perspective related with organizational support should be given by company is the ROI of these programs on the company itself. Most participants mentioned these trainings given to especially managers are making an investment on

the company not on the manager. Even one participant claimed if the company is supporting the education of employee, it would create better employer brand with better brand image since stakeholders will think the company has lot of good profile managers.

From the spiritual (moral) perspective, participants think these training make them feel positive, confident, and valuable. P10 clearly explains about it by stating:

You keep working for the company, what does the company give you, how much does it care about you, value you and lift you up? These trainings lift people up, both in terms of feeling and quality. For example, we are doing a very niche business in our sector and the channels that provide these trainings are limited. In this context, I think it makes more sense to work with human resources and evaluate the alternatives there and to do this together with the company. There are already limited opportunities, for example, I'm talking about Deloitte and McKinsey does not give a roaming training. Because the area is narrow, this time certain companies remain. If you are going to get a training from them, you must go with a volume. For example, if I go personally, they will give a standard package, but when we are a group, we will be able to receive more comprehensive and specialized quality training as a company. In this context, it is important in that respect, with these trainings, companies reveal the value they give us.

4.5.2.2. Simulation (Case-Study) Based

This qualification is exemplified by participation into real practice examples from real world as being different from theory textbook-based suggestions. Its topic is much more depending on real life decision-making, meeting, and evaluation examples, managing a project, close relationship with followers, managing the targets and so on. Participants always mentioned it is very important to be educated through simulations (case-study) based trainings because it is abstract, and they can understand more easily than theory-based trainings. P11 provided the first following opinion. Along the same lines, P10 shared his opinion about giving real-life examples to leaders is important for their understanding the given message better. He provided the second following insight:

It should not be just theoretical, when describing a company that disappeared because it did not renew itself, giving an example through a company that has lived experiences, such as Kodak or Nokia, even if the person

does not experience it, giving such an example makes the theory more understandable. In that sense, you visualize it more in your mind or change a point of view. When trainer says something about it, for example, when s/he sees a mouse, he says everyone will run away, but the character of Mickey Mouse was created from it. Now, when you say, “change of your perspective”, it doesn't mean the full meaning, but when you give this example, then you say that a fiction from it was built and set up as Disneyland fiction.

Examples are important because we all know something in theory, but if I had to give an example, Trendyol is a unicorn company who has a huge value. But, when it was firstly established, what modeling was done that brought it to where it is today, how it changed, in fact, they realized what they had done wrong and transformed it. Then, they took an investment, they used it like this, then they invested it again. This tells me there were certain struggles and problems, but they have been addressed very well. It is also done by paying employees more and hiring more talented people. They said that they extended the loan terms so that he could keep his financial situation very strong which enabled to take loans with lower interest rates by keeping financial side as better than others. I learned something new; they kept their financial structure very well; this sounds like the key to success in my mind. This was my training on how a company can be successful, this gives me an example, and I can get it. I think this is very important, so when you really put what a problem is and then come to the cause and then give the solution, the other party puts it in their pocket like a pill. It's easier with an example, it makes it easier to understand.

Participants also think getting the education based on simulations (real case-studies) help leaders to remember better and they allow to practice themselves as if they lived the same situation and this enables to make things internalization. In addition to these, according to, real case-based trainings also bring more realistic and permanent perspectives to the leaders. P6's whole speech about this matter is as below:

For example, a training that simulates an employee-manager relationship is more beneficial. For example, there may be such role-plays, rather than you should behave like this in a situation like this. I'm throwing you and we sat down, you are the employee, I am the manager, here use case you may not be satisfied with the given wage policy as an employee. Therefore, when we simulate this and how we should communicate with the employee, which points we should touch, it becomes more permanent instead of reading it somewhere or seeing it on a slide. If we simulate what is called that real experience, it provides realism and permanence. When we encounter the same situation in the future with a use case, we remember more easily how we will act, and we can create that behavior set in our subconscious. Examples should

be able to go through, this is important to internalize them a little more, not just in written form.

4.5.2.3. Personal Development Focus

This is the perception about how the leadership development programs should include the topics as personal development instead of task-related technical points. Because of the perception that the job can be learnt by experiences and by the mentors, but personal development points should be firstly noticed and then after being self-aware, the lack points should be developed. So that leadership development progress continues. Without personal development focused trainings, leaders may not understand their qualifications which are required for effective leadership like positive attitude, being transparent, confidence, effective communication, basic coaching, awareness, communication, meeting management, innovation, effective communication, effective presentation techniques and so on. P11 tells leaders can get them more easily from personal development trainings. “You can get them more easily from personal development trainings. Effective communication, persuasive communication, such things are entirely personal development, but also the books you read, and the research affect them in that sense.” P10 agrees the personal development focus trainings are important by saying “Because everyone has a shortcoming, even if there is no deficiency, you need to polish it once in a while, even if you shine, the polish still makes a difference, the personal development part must be certain.” P6 thinks along the same lines as telling the personal development trainings are better than the trainings about product itself, she emphasizes for personal development, the leaders should be given the trainings with new technology to understand what new generation is expecting from the leaders.

In addition, participants think training programs should be person oriented due to all leaders have different skills, characteristics, different experiences. Participants generally thought the training programs should be person focused instead of giving the education program to everybody as a fixed package. The leaders’ lack point may be different or the suggestion points would be different depending on the applying style of leaders. P9 described this as:

For example, I am from Izmir, but the man is in Urfa, there is a different life view and business knowledge. Everyone is already different in character

and if you throw them into a same pool and give the package program, it's like this thing that you're just making the right calculations financially, but you put us both in the same education, it's too much for him, too little for me maybe. For example, there should be levels, there should be trainings accordingly, I think HR should switch to this at the point where such training would be more appropriate for the specific group.

P10's opinion is like above by telling: "Let's say there are eight titles, this team should not take three titles as if they were going to choose a catalogue. They should get title three so that they both strengthen their weak muscles and choose the most correct option in the catalog. It needs to be managed well on both the budget and planning side."

4.5.2.4. Task Related Focus

This is the perception about how the leadership development programs should include the topics as task-related technical points. Because of the perception that the leader must be specialized in his or her job by being a wisdom and so knowledgeable person as a key point to give the good direction to the organization within the organizational targets and strategy. Also, the leaders need these task-related trainings since after graduation from universities, the real-life practice may be different. P2 clearly explains this with his sentence:

You can grab physical things and learn something you don't know. We did not read the direct school of the work we do. For example, if it is sales, you need to learn something about sales. For example, this place is engineer-based, for example, it would be good if I, both myself and other friends, could add something technically and integrate it into our work. Even, if it is not everything that is given in the training, it will be useful in every way if we can grab a few points and apply them.

P10 agrees with P2:

When you get more training in this core job that you do professionally, which digital should you invest in to observe better what will be the next income generating item, or what other operators (competitors) are talking about right now. When you receive training like this, you really see where you are in your job, you see what needs to be done, neither more nor less. With this knowledge, you are more prepared and lead more easily without surprises. When your knowledge is at a level to meet this, you do not panic and take

decisions with a certain algorithm. The way to do this is to take those trainings and fill them with time.

4.5.2.5. Feedback after Training

This is characterized by getting the feedback from the trainer or from the analysis based on the applied education to leaders. The main perception behind it is the leaders need to understand their status before the education and after the education. So, the importance of training can be understood as well as the leaders can understand what else they more should do to improve their leadership characteristics. P6 has a suggestion to training feedbacks giving, she wholly thinks the feedback is a must with following:

I wonder how much feedback is received from those trainings about the results of these trainings, I am not so sure about it. Because I think trainings are given, we write feedback about training, survey etc. and the training comes to an end. I don't think it helps. For example, if I were a trainer, I would do an analysis, I would say to the company that I had trained 8 people. But there should be an analysis beyond this, it is about the analysis of that consultant (objective analysis because trainer does not know any of us). According to this analysis, our strengths, weaknesses, and aspects that need to be developed are revealed, in the next step, if necessary, next training can be assigned.

Similar with P6, P9 has also opinion and suggestion as following:

I think there should be feedback after the programs, the company allocates money for it, after all, it's a cost, but I know it's not like a test, here's how to start with, answer the following, then when it's finished, we will do another test and see what you get at the end of the training. This way as the learning effort in people will increase their interest and their relevance during training.

The instructor of training may also understand the leaders by observing in the education. This is expressed also by P8 as explanation” For example, the trainer may say to you that you get angry very quickly, or you panic in any case, or you start to be aggressive very quickly. It is useless for him to tell me in writing, if you ask me, I am already very good (laughs). If the education is going to make a serious contribution to me, it is necessary to get feedback.”

4.5.2.6. The Background of Trainer

This is directly related with the background of trainer especially trainer's education life, experiences, job history and his or her reputation. Participants mentioned the background of trainer is important, especially they care the education more if a trainer has a strong CV which means graduation from good universities, master's degree completed or who has successful job life with being a pioneer of something as a successful entrepreneur. P8 reveals his opinion in line with this as "There should be an experienced trainer who can make accurate reporting. Because if I don't see the instructor in front of me as competent, what he says has no meaning. It should be a trainer with a certain knowledge, a certain experience, or a strong CV." Similar to P8, P6 mentioned her opinions about the same thing which is the importance of the background of trainer as following writing:

I think the trainer is very important in training. I think it is very important that the instructor's charisma, which affects me the moment I see him or her there, influences me, his experiences, even her Turkish language and ability to listen to herself. I only search the company name from google, that company is not very important to me. But, if that person is training the managers there, it must be a competent person. Some of them are very competent, but because their oratory is not very good, they still cannot take us inside. Trainer should have a strong oratory, a strong persuasive power, and a well-equipped and powerful CV.

4.5.2.7. Program Repeating and Regularity

This qualification is derived from the training programs' repeated applications within regularity between certain periods to enable the participants to remember the topics easily and to improve their leadership more season by season. This characteristic is found important by some of participants. They generally emphasize, without regular leadership training programs, these programs may not be effective because leaders may forget the critical points time to time, and the leaders attitude set may change. P5 is primarily focus on this because he also gets regular trainings from his company, so he is aware of the importance of regularity. He indicated the importance as below:

I think regular training can be beneficial. From time to time, due to workload, you can ignore this part and not spare time, so training becomes a secondary priority. Therefore, companies should remind them from time to

time and put them into action. Because when you remember the training, you can process it again, but after a long time, your behavior set can also change. Therefore, we can say that these trainings have a lot of positive contributions when they are regular and routine, of course, without repeating themselves and by feeding them with innovations according to the technology trend in the world.

Another point related with regular trainings is about the regular trainings are complementary to each other. P11 is complaining about his company not to give complementary regular trainings and explains his opinion as “Not once or twice, in our company, a program starts with enthusiasm every 2-3 years, it lasts for 3 months, then there is no complementary training. After 6 months, if the teams come together again and go over those issues, it would be more important, these trainings should be regular, some things can be forgotten. For example, you are getting training on how to make an interview and you should be given its next complementary training like deciding among interviewed candidates.”

4.5.2.8. Safe & Free Learning Ambience

This qualification can be approached as the compulsory content of leadership development trainings because without telling his or her opinion freely in learning environment, improvement and making inferences from trainings is not possible. In safe and free environment, confidentiality is also existing, and thanks to confidentiality, people may feel more comfortable. So, this enables to share their ideas freely and this is creating a brainstorming ambience with bringing innovative and creative perspectives to everybody. This environment also encourages people to respect each other because they have all different characteristics and experiences. P11 is insisting on the importance of safe and free learning ambience in trainings and his speech is as this:

An educational environment should be an environment where I can express my ideas openly, where I will not be surprised, something that the person giving that education will not approach reactively, every idea should be examined and not be abused, so that people can find an environment where they can express themselves clearly. You cannot find that comfort in every training. Every idea, everyone's opinion is important, maybe someone else will take it from there and carry it to a certain point or refute my idea with another thesis, maybe I'll agree, there should be a brainstorming environment.

P10 shared his perspective in agreement with above speech. He mentioned the importance to talk without any filter and the importance of criticism for improvement more and he thinks free talking should be in corporational limits: “It is very important that you feel comfortable and that you can talk about any subject without filter. Of course, this should also be within certain institutional limits. I take it as given; it should be education in comfortable environment. Otherwise, there will be no criticism, no constructive addition, anything should be said in an institutional sentence structure.”

4.5.2.9. Realistic & Improvable goals of organization

This qualification is much more related with the leaders feeling himself or herself more motivational and valuable thanks to the reachable and improvable goals of the organization. If the organization puts unrealistic targets, this will destroy the motivation of leaders which damage the motivation of followers of leader and the company overall. When the leaders know the target is reachable and improvable, they feel stronger and more confident which enables positive attitudes and hope and optimism. P10 is the pioneer of this perspective by telling:

It's about the company's own goals being credible and accurate going forward. For example, if you are talking about digitalization when no one else is talking, this is a good factor for you because you know that you are ahead, you know that your company is ahead, you know that you are eager to build a future, this is a good feeling, it takes you and drives you as long as it is convincing. But there are those who have experienced that in other companies, when the goals of the company are not convincing, then your energy and motivation are also a little more restricted by themselves. Because you are not excited yourself, you cannot excite your people around you. In some people it is more noticeable, in others less. Because you fight for what you believe in. Your happiness, your hope becomes that persuasiveness.

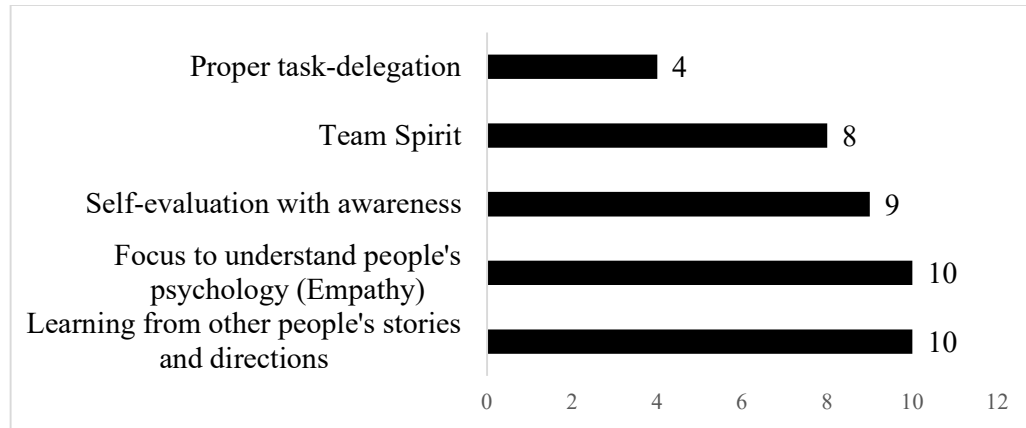


Figure 4.10. *Number of mentions of each qualification of 3rd Theme*

4.5.3. Theme 3: Internal Factors Affecting Leadership Development

Participants of this study which were interviewed believe 5 internal factors are affecting leadership development. These factors are qualifications which speed up the growth of leadership development as internal interventions with the leaders' own control and capability. In figure 4, all five qualifications' frequency of mentions are existing and three of the qualifications are the most frequently mentioned ones that leaders think they contribute their leadership growth a lot. Based on transcribed interview data, the first mostly mentioned ones are learning from other people's stories and directions and focusing to understand people's psychology (empathy). Then, self-evaluation with awareness and team-spirit follows. The other qualifications are much less mentioned. Definitions and some quotes from participants will be provided in following section.

4.5.3.1. Learning from other people's stories and directions

This point of view is directly related with the participants' perceptions how they can be learning from other people's stories and directions such as the manager's knowledge, experience, and lessons. The followers may copy and take as example of them. Some participants made an association between mentor and this qualification since on mentor-mentee relationship, mentee also follows the mentor's experiences and knowledge and take as a role-model. For instance, P1 mentioned that "there are people I see as a role-model, like Mr.H., he is not as transparent as me, but a bit more professional, more experienced and older, I don't know how to behave in some

situations, I think how he would behave if he were me and then I copy him.” Along the same lines, P5 told “No matter how much something is explained, when you see how it is done from someone, you say you must do it like this and internalize it. Therefore, the fact that such a person does it as a role model turns out to be a mentor to a mentee relationship in your eyes.”

In recent educations, most of training companies also use this qualification like showing up the successful people’s life stories and the reasons behind their success like short videos and effective presentations. P6 told she learnt lots of from these real-life based stories of successful people even though she is not learnt as new information. She also added the below about how she can get benefits from her colleagues’ stories and leadership styles:

I entered to the same education with the unit managers who I did not know in the general directorate. It was 4 parts for 4 weeks in which I had the chance to get to know them. From their experiences, I learned about their understanding of leadership and how they received feedback from their leadership. The trainer also taught us his experiences. In fact, for me these stories are the greatest education.

Along the same lines with P6 about trainer also can mention own experiences, P2 added: “The experiences of the instructor and the examples on similar topics that she can convey to you can be much more effective in a certain context.”

Participants also indicated they can learn from failure stories of people who also learnt from their mistakes thanks to their changing their way. P11 clearly talked as: “Some people may make a mistake, like they make the wrong investment, then they may accept that they were wrong so changed their way, this is an example. It is also something to be open to change, to accept mistakes, to experience and learn from it. Because with the message of not being afraid of making mistakes in terms of learning lessons and being constructive and adding something to it can be beneficial for people.”

P6 suggests sharing the experiences and telling each other own stories effective for leadership development. She thinks: “it would be very useful if one-to-one examples such as occupational accidents and communication problems with the team and examples from the trainings about where I went wrong, etc. In other words, how

we are with our teams, what we should do to move forward, successful branches should be removed and explained with real life examples of other leaders. “

4.5.3.2. Focus to Understand People’s Psychology

This qualification is indicated as important by the participants because leadership is much more depending on human relations and understanding each other with empathy and listening to your follower is very important. Otherwise, if a leader does not understand the followers’ psychology and not understand their instant moods, the leader may not support and may not manage effectively. A leader who can keep an empathy, always has an advantage to have very close and sincere relationship with his or her followers as well as external partners like customer, supplier. P4 mentioned he would choose the training topic from psychological topics especially about resolving the spiritual mood of people. He also emphasizes he is checking the psychological mood of people before he requests something from them or before he starts to negotiate about something which he needs from that person such as taking an order from a customer as a sales manager. P1 also agrees with P4 the importance about understanding the psychology of people because of not technical work he is proceeding. He emphasized in the interview five different times about understanding spiritual mood and empathy by putting herself in his/her place especially customer’s or the employees due to closeness in job life and working time. P1 also added below:

I am not in direction with telling. I hope this will not work, but I pay attention to human psychology. In a minute, I can understand whether that job will happen or not, from the tone of your voice and the questions you ask.

P11 declared he believes in that good leader can listen to the followers to understand their opinions. He continues as “Good leaders consist of leaders who can listen well, so that both the company will be positively affected, and people will have things to learn from these managers because they know they are also listened and understood.”

4.5.3.3. Self-Evaluation with Awareness

This is exemplified with the leader’s observation inside of themselves like their qualifications about motivations, strong and weak aspects, attitudes, habits. These

qualifications are generally formed and shaped based on what they lived. According to participants, except the characteristics which is coming from birth, the qualifications can be noticed thanks to the given professional development educations especially the personal development training programs (Stress management, assessment center, mentoring, awareness, effective communication, diction). P9 is focusing on this point by telling:

The best part of training programs is that you realize that you do what you do on the scientific side, saying that's the name of it, and then there are these methods, you must try it like this, you say it suits your character and you start to apply them. In this way, the productivity of those people increases.

Similarly, P2 is mentioning the same thing about being aware of what you are, and he also focuses on what motivates people and how leaders integrate the things from education into the real life:

But that kind of training can have a positive effect, sometimes you realize the negative thing in yourself, being aware of it motivates you better in the next process. Or something you didn't do. For example, you say that I neglect to do this in team management, and you try to integrate that work into your daily life, and it can affect you positively on the path of leadership. We can say that the trainings we receive have a positive effect.

P11 has other perspective as he explained the leader has the leadership core inside from the birth and after noticing and being aware on this point, a leader process starts accordingly. He also believes this awareness is not earned later; it is already inside the leader as a nature of leadership.

5.4.3.4. Team Spirit

This topic is approached by lots of academicians, personal development trainers and employees who want to create a synergy inside and between teams of the organizations. In this study's interviews, participants also mentioned team spirit must be created for better synergy for a better work environment which motivates employees based on good feelings, good synergy. Participants may have expressed team spirit's importance because of in their organizations, they do all things together as a team for the same missions and targets for the same organization. P6 especially emphasized believing same thing all together towards the same target is very important

based on synergy created team. P7 told “If you find yourself sufficient and are satisfied at the end of the work you do, it will affect you positively and give positive energy to your environment. Synergy within the team is very important, you see the people here more than your family while you are practicing your profession”. Also, P6 shared the below about her opinion team spirit:

I'm starting to convince the whole team, not just myself. We had a meeting at five p.m. yesterday, there were two products that were too far from the target, they said we cannot do them in 13-15 days, they said it is not rational. I said that I absolutely do not believe in this and that we have achieved goals that we said could not be achieved like this before, even on the last day of the month as long as I try to reflect that we really need to believe. I'm trying to reflect this to my friends, that's what I want from them to believe in themselves, believe in the institution, believe in me. It happens after they get into this feeling, too.

P9 shared his opinion about team spirit by explaining the importance of correct teams' creations from the beginning. He believes the success is exactly coming from right established teams. He expressed himself with below sentences:

Being optimistic is very important, but the biggest factor in my success is that I set up the team correctly. While setting up the team, I interviewed many people for personnel recruitment. I prefer not to do it like an interview, but in a conversational mood, there is no pressure on people, and I can get to know better and analyze whether it is suitable for the team and the organization. I try to determine whether there is a tissue incompatibility etc. It's my 4th year in the management, I haven't had any personnel that I hired and fired myself. When I reach the point of success, be as optimistic as you want, motivate yourself, but if you can't set up the right team and put the right person in the right place, success will not come.

4.5.3.5. Proper Task Delegation

This qualification is a requirement that a leader needs to manage well for both the organizational goals and for his or her leadership achievements. Because leaders cannot dominate and control everything themselves, they also need to delegate the task according to the most appropriate follower and this will bring the success and excellence. Even, their follower may also have better characteristics on specific issue, so it is better to delegate it to that person. P9 mentioned his role-model's (his previous manager) characteristics that he liked as this person was delegating the job very

effectively by understanding the levels of employees and giving the responsibility accordingly. Along the same lines, as a leader P1 tells if there's something he can't do, he asks for help and delegate it and choose the person who can do it.

4.5.4. Theme 4: Psychological Mood and Feelings of Leaders

This theme is constituted from the most frequently referred titles among the participants related with their psychological mood and feelings which affect their leadership development and progress. The participants express how their mood, attitudes and feelings affect their leadership growth and their career path. Trust is mentioned as the most frequently feeling by the participants with the 17 times from 9 participants among 11 interviewed managers. Confidence based on self-efficacy follows trust in the second rank with 14 times mentioning frequency from 6 participants and hope with optimism is the third rank with 13 times mentioning frequency from 8 participants. Definitions related with the mentioned feelings and some quotas from the participants' transcribed data as an example to those definitions are provided in following pages.

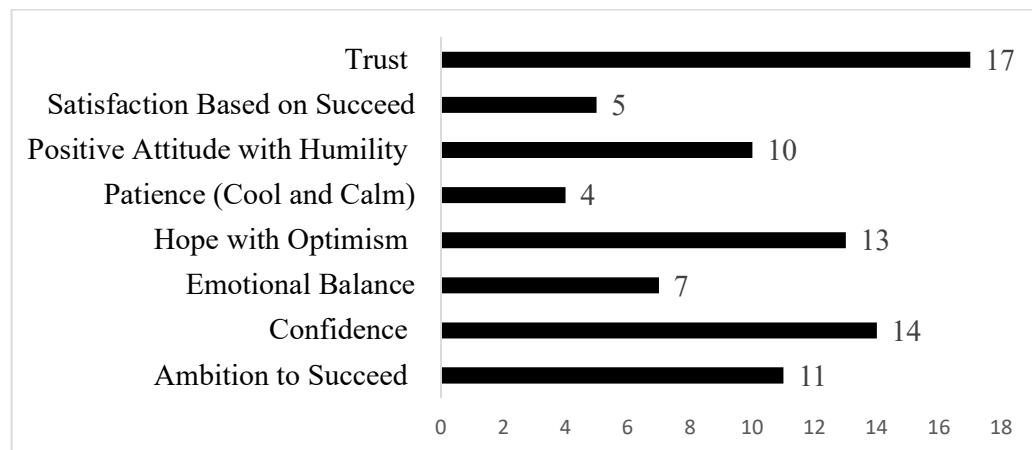


Figure 4.11. *Number of mentions of each qualification of 4th Theme*

4.5.4.1. Trust

This feeling is the most frequently mentioned feeling among the others with 17 times mentioned by 9 participants. Most participants think trust is very important for leadership growth. It is stated from trust as explaining personal feelings, beliefs freely and being very transparent with sharing ideas openly brings trust together. Established

trust between leader and follower has lots of benefits like mutually development of both leader and follower in this work environment. P11 also mentions a good leader should support the free work environment where trust can be established. P10 also express his ideas related with the importance of trust with “In the continuous workflow, everyone needs to create an environment of trust in order to present their best in a positive way. The key word here is trust. People do their best when they know they won't be offended or feel bad. I think it is very important to create that atmosphere of trust.” P5, P3, P2, P1 all mentioned the transparent communication provides trust to the relationship between leader and his/her followers and this makes a leader stronger which enables easier leadership growth. P8 also mentions trust facilitate easier information getting from employees with below sentences

I hope that I have established a relationship based on trust, and I would prefer it to proceed with a relationship that way. Because I think that when you dictate something, you can't get that information from the bottom side, people can be afraid and hide it. But when you become friends, they can give information.

Trust is found to be also related with the motivation. P6 is claiming trust and being transparent is bringing motivation to leaders because of human being status and the leader also needs motivation and support emotionally time to time. She fully expresses herself as:

There are times when I fall as well, even when my motivation is low, I'm in favor of transparency, I'm in favor of emotional feedback. If I really feel bad that day and my energy is low, I also ask for support from my teammates. This year, I dealt with my health problems, I have pain at work, I say, come on, give me good news. Not just for work, but for their private lives. They also rise to really support me to give energy when I fall.

4.5.4.2. Confidence

In this qualification, the participants mentioned the leader's confidence has lots of effects on the leadership development progress in a positive direction. Especially, the confidence based on the leader's self-efficacy and resiliency enables their growth of positive leadership characteristics. P4 especially mentioned his leadership attitudes are positively correlated with his self-confidence so he believes he can reach his targets thanks to this confidence based on his self-efficacy which is originated from his long-

time experiences. Similarly, P2 tells: “The self-confidence given by knowing the work given by years and the feeling of being able to do it positively affects the team while trying to get a job done, while trying to achieve it. I can do this while I'm at the beginning of the road, so that at the beginning of the road, you're doing a part of it while making that decision.” P1 also tells self-efficacy occurs with experiences and he feels competent as he has been doing the same job for many years on different platforms, starting from the lowest level. P1 also adding the following about his resiliency “I'm not bad at resiliency. Very often my friends are surprised, that's what you used to call this company, now you call it our best customer. If there is a problem, if there is no way to solve it, I immediately pay attention and change positions.” P6 also told the below about both confidence and resiliency:

Confidence is also very important, namely believing that you can do it. In addition to this, there is also resiliency, if there is nothing to do, you should look at all the data and go through different ways if there are things that will undermine and prevent you in one way. All options should be evaluated, and you should look at whichever is the shortest and most suitable for you. So, you must be flexible.

4.5.4.3. Hope with Optimism

Hope is mentioned too many times by the participants especially as combined with optimism as a starter point of hope. It is also associated with establishing realistic targets with hope, being positive and optimistic, ability to dream and the willingness to make it real and the energy which is coming from the inside of people as naturally. P6 is telling she never sees dream as a dream, and she has a big energy on the way of success and telling the below as whole:

I don't see the word "dream" as a dream because it always turns into achievable goals. Internally, we call it psychological and emotional characteristics, or an energy comes to me internally and I feel it even physically. This is how the energy is coming up from my chest. On the days when that energy comes, I definitely enter a path of success, I feel it, that is, I feel that something good will happen. There was always that energy on the way to being a leader, and it is there when I manage my team after I become one. For me, the word impossible is not very likely. I think most things are achievable. I know that it can be done with strategies, and there is no chance that I will not happen when I sincerely believe that it will happen because my body is motivated, my brain, my heart, they all believe, I start walking on that path.

P5 is expressing his ideas as the hope part affects him the most. He indicates this is same in both his private life and in his business life by thinking this will also contribute to optimism. And hope to be able to cope with difficulties will support as a driving force. P11 marked a different point about being hopeful with optimistic ideas because he thinks having the hope with realistic perspectives and targets. He clearly indicated that “There should be hope but not in the sense of hope-mongering, but strong realistic hope. A leader is the person who can set the right goals, persuade people, and convince everyone what he believes to be true. This is one of the differences between management and leadership.”

4.5.4.4. Ambition to Succeed

This feeling is generally taken as answer which feelings contribute to leadership growth because ambition creates a motivation, and it is a kind of trigger event which causes a leader to finish and succeed a task within an oriented organizational and personal goals. If the ambition does not exist on a leader, leader may not sustain or increase his or her growth. Even, some participants especially P9 mentions nobody is motivated with monetary issues, employees especially the leaders are motivated with success, and he claims that if very few people achieve those goals, if he is one of them, this will motivate him extra.

Participants also think the leader has ambition to succeed as a nature of leadership skills and attitudes. P11 said being ambitious is not distinguishing characteristics. Also, P1 mentioned his hope feeling is not so strong however, he has a big ambition to succeed, and he thinks being so ambitious like him is also a kind of hope because he thinks if a person also is hopeful and optimistic, this person has an ambition to succeed. As another example, P7 is very ambitious to be successful for completed tasks, she finds being successful is important. She more told: “While you are practicing your profession here, you see the people here more than your family, if you are satisfied with your work and if you see your success, you will make the people around you happy. If you fail, no one wants to show that they have failed, and those people become more closed boxes.”

4.5.4.5. Positive Attitude with Humility

This feeling is the humility together with positive attitudes which encourages people to be more focused for putting an effort with a positive point of view which generates synergy for achieving the goal with also humility creation in work ambience. This created humility also make team members more connected to their leader and this creates trust in the end where the team spirit occurs. This automatically bring leadership growth. P6 mentioned during negative feedback giving she much more focuses on people's good points with her positive attitude, and she continues as below.

When I make negative feedback, I give positive and good feedback as much as possible in order not to offend them in the first place. Then I say, I think it will be better if we move forward like this because I think their potential will be better. There, I get support from my friends, and I give them clear feedback to fix something.

P9 also expresses being merciful with positive attitude is very important. His role-model manager that he was humane manager with positive manager. He even mentions below sentences about his manager:

My inspiration is my director M.A. In general, he is a more humane, conscientious, and fair person than the seniors in the bank. I was very impressed with his being unfriendly but conscientious in the decision-making mechanism. Do you really have a problem in your private life, do you need support, how can we help people first, then this is a man who wants work efficiency. For example, you had a fight with your husband or wife today, he says go get some air and come back, he charges you in this way, but when the time comes, is there a job to be finished, if there is no special situation, he expects you to stay overtime and finish the job. That person is already doing this automatically.

4.5.4.6. Emotional Balance

The feeling which the leaders balance their emotions especially by being cool and objective. Emotional balance is affecting the leaders' leadership growth. The participants think the leader should be emotionally balanced. According to them, they generally balance their bad and good sides where bad side generally is mentioned as being panic and aggressive and showing stress and good sides is generally mentioned as having very good attitude by being friendly and warm. However, participants also think a good leader should be balanced. For example, leader should be authoritative or

friendly depending on the case and situation. If a leader always becomes very friendly, their followers may not listen or may not feel as if they need to follow the leader. In same way, if a leader becomes very strict, a follower may not share their ideas openly or may not proceed the requested thing in requested path. P2 explains the balance is important as “small nuances are important in every subject, sometimes in matters such as communication and sincerity. On the one hand, when you miss the end of the rope, there may not be very good results, both in terms of business and communication so emotional balance is important.” P9 also agrees with below:

In the mornings, I go to the people in my team and try to chat and be friends, but it has a difficult balance, you must keep it well there. Because some people abuse it, sometimes showing the internal boss is necessary. Some do not cross that line, but you must give the note to the passerby, or your authority will be lost, after all, we are not friends, we are managers. If s/he has a problem with his wife when appropriate, he can come to you and chat like a friend, while talking like a friend and not bringing everything there. I wonder if it is necessary to stay away from doing this, I wonder if it is open to abuse.

4.5.4.7. Satisfaction Based on Succeed

This feeling also encourages leadership growth because some leaders are satisfied with their success which motivates them to develop themselves more. According to the participants, this is associated with being result oriented and motivated thorough the positive results of completed tasks and missions. P1 especially mentions he is addicted to the feeling of being successful, he also emphasizes he feels discomfortable if he does not have success feeling. He fully explains this situation as below:

I feel very happy when I am successful, when I gain the trust of people, not only from the manager but also from my colleagues when they trust me, when they have expectations, when the customers and boss' expectation becomes real, I am very satisfied when I do well. This is like being drug addicted because I feel restless when there is no satisfaction based on success. I prefer sharing the positive feeling of success with my friends, also letting them be successful with the idea of let's rise together in the form of a pyramid.

P9 has shared a bit different perspective about this feeling. He clearly pointed out he feels more special and successful where he uniquely succeeded that task or if he is one of the people where a few people successful that task. He also emphasizes nobody got motivated with monetary value. He mentions his opinions as “I don't think

anyone is motivated by money, the thing that motivates me the most is success. For example, if very few people achieve those goals, if I am one of them, this will motivate me extra.”

4.5.4.8. Patience (Cool and Calm)

This feeling is also associated with being a good leader and a leader who is open to be developing. Because recent work ambiances are generally stressful due to very big global competition and easily changing trends with rapidly increasing technology. For being adapted to this system and as a leader, following up the new trends with a patience is very important. P2, P3 and P9 especially pointed out the importance of patience as being cool and calm. P2 told: “I can say patience as positive emotions that contribute to my leadership because I am patient when I don't give up easily and I get affected by negativities and go into pessimistic mood. I can say that this has a positive effect on the work we do.” P3 also gave an example from his job about being patient: “Being patient is also a positive feeling because there have been situations where we have been chasing for about 3-4 months and faced difficult situations. There was the patience factor, think that we have just concluded the European tax issue in May which had been a big issue since October.”

CHAPTER 5 DISCUSSION

This study in general was consisted of two main steps. First step is to research to see whether there is relation between positive psychological capital and authentic leadership and if there is, to see how much they are correlated positively. Second step is to see whether there is moderating effect of participation into professional development program to the relation between psychological capital and authentic leadership or not and if the moderating effect is existing to see what extend there is. In this research, it was also explored the leaders' experiences with professional education programs and understood how these programs influenced their leadership styles emotionally. The research questions were 1st RQ: Are psychological capital and authentic leadership correlated with each other? If yes, how much they are correlated positively? 2nd RQ: Does participation into professional development program moderate as a moderating variable on the relation between psychological capital and authentic leadership? If so, how much it moderates? And the last RQ: How leadership development programs influence the leaders' leadership styles emotionally and which experiences the leaders in Turkish private companies live with these programs? This study focused on showing that there is a direct link between the leaders' positive emotions & attitudes and their authentic leadership styles which means leaders with positive feelings have more authentic leadership specifications. This study also focused on showing the professional development program's impact and increase the relationship between positive emotions and authentic leadership specifications. Quantitative results are discussed in next part for answering RQ1 and RQ2 and qualitative results are discussed for answering RQ3.

5.1. Discussion of Quantitative Results

Quantitative analysis for the first Research question which was mainly about the relationship between PsyCap, and AL demonstrated six strong and three moderate

relations. With Spearman's Rank Correlation Coefficient test, six strong correlations were found between ALQ Total scale and PCQ Total scale ($r=0,48$), ALQ Self-awareness and PCQ Self-efficacy ($r=0,342$), ALQ Self-awareness and PCQ hope ($r=0,408$), ALQ Self-awareness and PCQ total scale ($r=0,4$), ALQ Self-awareness and PCQ hope ($r=0,408$) and ALQ total scale and PCQ self-efficacy ($r=0,434$), ALQ total scale and PCQ hope ($r=0,427$). Three moderate correlations were between ALQ relational transparency and PSQ self-efficacy ($r=0,294$), ALQ Internalized moral perspective with PCQ total scale ($r=0,292$) and ALQ total scale and PCQ Resilience ($r=0,3$).

Quantitative analysis for the second Research question which was about moderating effect of participation into professional development programs on the relationship between PsyCap and AL. The results of IBM Amos program by using path analysis and moderator affect analysis demonstrated two subsamples have different statistical significances. The group who participated into one or more training programs have all significant relationships between AL and PsyCap while the group who did not participate into any programs have not any significance from statistical point of view (Except positive relations between Hope-PsyCap and Resilience-PsyCap where the relationship never exists on any subdimension of PsyCap and AL.). This group analysis's results show the moderating effect of participation status into any training program thanks to different results and higher variances on the group who got professional development program.

5.1.1. Discussions Related with RQ1

The positive relationship is found between PsyCap and AL when the results are checked with the r value as 0,48 from Spearman Correlation technique. This relationship was strong, and this finding is also explained in qualitative analysis from the themes especially related with the emotions & feelings of the leaders. Participants shared their experiences and ideas about being transparent, trust, positive attitude with humility, and about hope. All these characteristics help leaders' growth more and it also support this study's hypothesis. For example, participants expressed transparent communication provides trust to the relationship between leader and followers. They have also expressed the importance of educational programs so that they enable people to be self-aware of understanding their confidence which is also found in quantitative

data as positive direct and moderate relationship between them. In qualitative part, hope is also mentioned so much which is an important component of PsyCap. People mentioned hope as combined with optimism as a starter point of hope and participants made connection hope with positive concepts like synergy, dream, and willingness to make it real. As another signal in qualitative findings for supporting hypothesis about the relationship between PsyCap and AL is that participants mentioning about being merciful with positive attitude is important and this enable the leaders to have more authentic leadership attitudes and even they mention they see their leader as role-model when the leader is very merciful and human with positive attitudes by creation a good synergy in the teams.

This study's results for RQ1 are in same direction with Woolley and et all's study (2011). They also investigated the relationship between PsyCap, and AL and they found a strong relationship ($r=0,43$, and $p<0,05$) similarly where they showed evidence to support the role of authentic leaders in fostering their followers' PsyCap development. The different point of Woolley's study than this study is that in that study PsyCap of followers are analyzed instead of the leader's own PsyCap.

Luthans and Jensen (2006) used the same hypothesis in their article as investigation the relationship between PsyCap and AL. Their sample was consisted of 74 entrepreneurs who just started their new and relatively small organizations. Their results showed empirical support for this relationship. In this study, the authors suggested a new study should be applied to the employees as differently from business owners, and this current study did similarly by applying the study to the leaders who work for organizations mostly.

Not surprisingly Avolio, Luthans and Youssef (2007) demonstrated the relationship between PsyCap and AL. They applied their research to the entrepreneurs again similar with Luthans and Jensen (2006). They claimed the PsyCap components of entrepreneurs (Their hope, optimism, hope, resiliency and whole PsyCap) is positively correlated with their followers' opinions about the authentic leadership of entrepreneurs. Their method was a bit complicated because they chose to make investigation with followers about the entrepreneurs' authentic leadership styles which is different than this current study and to make investigation also with the

entrepreneurs about rating themselves for measuring their own PsyCap which is like this current study.

Toor and Ofori (2010) had a study in similar direction with the current study. Their objectives were to investigate how PsyCap is correlated with authenticity of leaders, also to understand how PsyCap and the other types of leadership (which are transformational, transactional, laissez-faire leadership) are affiliated and with the third aim as how PsyCap influences some leadership attitudes (satisfaction, effectiveness, extra effort). They have used PsyCap questionnaire (PCQ) as a self-report 24-item scale (Based on efficacy, hope, resilience, and optimism scales as same with this current study (Luthans et al 2007). They have also used a self-report 45-item scale which is comprised of awareness, unbiased processing, behavior, and relational orientation. Finally, they used MLQ form 5X which is developed by Avolio and Bass in 2004 to measure transformational, transactional, laissez-faire leadership and leadership attitudes as satisfaction, effectiveness, and extra effort. In the end, they found there is a direct and positive relationship between PsyCap as a whole and its components with authenticity and the dimensions of authenticity, but the correlations were not always at the component level.

Owens (2017) also proceeded this first hypothesis as researching for the direct relationship between AL and PsyCap. Method was also same by using the Pearson Regression test. The results were in consistency of current study, he also found relationship between AL and PsyCap ($r=0,29$) while current study has $r=0,48$. Additionally, both studies found relationships between ALQ total scale-PsyCap hope in Current study $r=0,427$, in Owens' study $r=0,30$, between ALQ Relational transparency-PsyCap Self-efficacy in current study $r=0,294$, in Owens' s study $r=0,27$, ALQ Internalized Moral Perspective-PsyCap Total Scale in current study $r=0,292$, in Owens' study $r=0,25$). Both studies found low r values between ALQ relational transparency-PCQ optimism, in current study $r=0,108$, in Owens' study $r=0,12$.

5.1.2. Discussions Related with RQ2

The moderation effect of participation into professional development program on the relationship between PsyCap and AL is found based on the group analysis done

on two different groups among the participants who got professional development training and who did not. So, current study indicates the moderation effect of training programs based on supportive results. This quantitative result can also be explained with other studies. Especially, Avolio and Luthans (2003) created a model in which together with the trigger event, PsyCap's stimulating authentic leadership characteristics. In the results of RQ2, the trigger events can be mentioned as the moderator variable in this study which is participation into professional development program and results provide support for H2 while answering RQ2. Baron and Parent (2015) directly investigated the process of developing authentic leadership in a training context and their study was based on semi-structured interviews with 24 mid-level managers. Their purpose was to understand whether leadership development programs foster the development of the four components of AL. The transcribed interview data showed the training programs enabled the mid-level managers to develop abilities related with four dimensions of AL, they revealed moral perspective was the least markedly evident. So, Baron and Parent's study (2015) also support the H2 of this study.

The relationship between PsyCap and AL is investigated so many times in literature. However, the trainings' affect as a moderating effect was not covered much on the relationship between PsyCap and AL. Also, very few professional development programs have been designed for authentic leadership development (Avolio & Luthans, 2003). In addition to it, generally, the searchers selected samples as managers and leaders who have some experience. However, some studies focused on students or teachers. For example, Goertzen and Whitaker (2015) wanted to examine the effect of an academic-based, leadership education program on the development of PsyCap on students by collecting data from the students at 3 different times of leadership program. So, they found PsyCap components (self-efficacy, hope, resiliency, optimism) may be affected by leadership training.

In the context of positive psychology, Green et al. (2006) study showed that when the participants take coaching trainings, their level of hope increases and they also learn better how to establish clearer goals by determining several different ways to achieve success and by creating mental energy to achieve the goal, also how to address insurmountable obstacles as a struggle to be achieved. Their finding also

supports the result of this study because hope level is a component of PsyCap and when the hope level increases, PsyCap level is automatically increases and the coaching training can be called as trigger event which enable to increase PsyCap level. This is also matching with qualitative result of this study since in interviews, hope is mentioned too many times by the participants especially as combined with optimism as a starter point of hope. It is also associated with establishing realistic targets with hope, being positive and optimistic, ability to dream and the willingness to make it real and the energy which is coming from the inside of people as naturally.

Owens (2017) had also this hypothesis. The different side is his moderating variable was consisted of 2 moderating variables as gender and professional development. Different point of the current study related with this hypothesis that the current study had only one moderating variable as the status of participation into professional development program while Owens has 2 moderating variables as gender and professional development (Which is not only consisted of program). Owens showed gender also affects the leadership development, he understood this from qualitative method from both qualitative (semi-structured interviews) and quantitative methods (Pearson Regression). He understood and showed the moderating effect of gender from women's' passionate about growth is more than men and from quantitative part, he showed it in quantitative part where there was higher variance was accounted for especially among the sub-group who participated into management academy (34 times more variance for females compared to man, also among the sub-group whose education level is master's degree was 15 times more variance for females compared to man.). Owens's moderating variable also included the professional development status included the participants' education levels, participation into specific training program and number of participations into training programs. Differently from this thesis, he showed the moderating affect not from SEM method. He showed it only with Spearman Correlation coefficients by comparing the sub-groups who got professional development programs according to training number. Secondly, he compared the groups according to their education levels like no graduate education, graduate education. Thirdly, he compared the groups according to their participation status into management academy, leadership development program, and mentoring program. Also, he checked the groups who did not participate them. In the end, he showed the correlation coefficients (r values) are higher among the group who

graduated from masters' degree ($r=0,68$), who attended mentoring program ($r=0,46$) and who attended two or three programs ($r=0,49$).

5.2. Discussion of Qualitative Results

Discussions Related with RQ3. Qualitative study was done to answer the RQ3 “Which experiences the leaders in Turkish private companies live with professional development programs and which emotions and attitudes affect the leaders' leadership development?”. 11 managers were interviewed and according to the categorized data in result part, it is demonstrated participants lived lots of experience with professional development programs and they believe lots of their emotions and feelings affect their leadership developments. In these parts, also the participants' opinions were taken about the nature of leadership growth and the necessary external factors for leadership development. These comments of participants can be taken into consideration by HR professionals because they are worth to be noted for better design of training programs.

Zhang et al. (2014) made a study among 234 Chinese employees, 105 of them were study group while the rest people 129 workers were control group. The study group was given a task as structured reading materials-based psychological capital (PsyCap) intervention program where they read task themselves in a session which lasted 30 minutes. This intervention program was designed according to the micro intervention model developed by Luthans et al. (2006) and Bandura and McClelland's (1977) social learning theory. In the end, the study group showed change by increasing their PsyCap and job performance. That study is supporting qualitative results of the current study from the point of view learning affect. Even though not specifically mentioned learning as a theme or qualification, participants always emphasized the learning's importance, how the leaders can learn from their experiences and mistakes or the other people's experiences, how they learn via role-models (mentorship) and alternatively they learn from the training programs especially when it is based on real experiences (case studies) and also personal development focus. These qualifications were most frequently mentioned ones in the study. (Frequency numbers were 10 for learning from experiences and mistakes, 10 for learning from other people's experiences and directions, 15 for learning as mentorship, 20 for trainings with real case study based, 20 for trainings with personal development focus)

The interviewed participants think that difficult challenges and conflicts support their leadership development growth. Especially, they associate difficult challenges with emotional power, confidence, and resilience of leaders. These are the result of qualitative results, while also in quantitative results, they can be associated as appointing difficult challenges as trigger events which enable PsyCap increase. The participation into a development program can be told as difficult challenge participants mentioned-two or more programs take more time than not participating none of them. Again, the results of H2 are supported.

Participants think the most effective leadership development programs are based on mentorship (Role-model) which is mostly thought to be a nature of leadership. Participants mentioned being directed by mentor and seeing mentor as role-model bring lots of advantages to leaders during their development in their leader path. For example, P9 has his role-model, and his role-model is bringing them all hope with good attitudes which create a good PsyCap on them all. They were drinking coffee and making a very friendly meeting before starting the work each morning which brings the most perfect working synergy. This finding is also in line with the quantitative analysis finding which is about the strong correlation between ALQ total and PsyCap hope ($r=0.427$). Another claim which supports the hope is that another participant P6 was thinking having hope bringing the team whole synergy, and she mentions the importance of it on whole team spirit which also enables leadership growth.

When the interview data is checked, it is shown especially these trainings cause on people to notice their own characteristics. Generally, it is shared that when the leader has training, first, s/he investigates the discussed topic for their own side whether they are like that or not. After being self-aware, the training would be much more beneficial especially if they are personal development focused trainings. For having a good PsyCap, being self-aware is very important. When self-awareness is checked from quantitative data results as a component of AL, it is obvious AL Self-awareness has a strong correlation with PsyCap total ($r=0.400$). It has also meaningful correlation with separately PsyCap components. It has the strongest correlation with PsyCap hope ($r=0.408$). This is again in line with one of result of qualitative part of since participants mentioned that being aware of what s/he is, motivates them and the leaders integrate the things from education into their real life. This automatically

increases their PsyCap which is antecedent of AL. Cooper et al. (2005) suggested the self-assessment tools in training programs can be used for intervention as a trigger event. Another study which was done by Bennis and Thomas (2002) also tells based on their interviews with successful people (top executives generally) that self-awareness is a characteristic of authentic leaders who also learn from their experiences and insight through their self-awareness. These top executive people also revealed they can share their success stories which shape their leadership competencies of leading their followers. This part of Bennis and Thomas's interviews are in line with one of the themes of this current study which is about Learning from other people's stories and directions.

The participants emphasized the importance of organizational support so much as external factor which affect leadership development. They mentioned the organizational environment is very important for a leader to go forward to the career paths, also for leading their followers. Among 27 qualifications created under 4 themes in qualitative transcribed data, organizational support is the most frequently mentioned qualification. All participants expressed the organization should offer supportive environment for the trainings from both financial and moral point of views. So, organization may create motivation, positive emotion, self-efficacy, self-awareness on the leaders by enabling feel them valuable which increase naturally their PsyCap. This is in line with other researchers' findings. These studies are Cooper et al (2005), Walumbwa et al. (2008) and the studies of Avolio and Luthans in both 2003 and 2006. Organizational environment is also supported in Baron and Parent's study in 2015. Baron and Parent has expressed the components of their used training program has organizational environment which includes some criteria like including time constraints, identifying the mission and values of learning community, obligation to cooperate in teams, requirement to exercise a leadership role, and so on. So, they showed the importance of organizational supportiveness of a training program in their study. Safe and free environment is also a theme created in this study where the participants may share their ideas openly and transparently in current study.

Qualitative analysis of the participant interviews demonstrated that participants believed that having hope with being optimistic are important attitudes which contribute to leadership growth. Data from qualitative analysis indicated that Hope

with Optimism emerged frequently ($n = 19$). This finding is firstly consistent with the quantitative finding of PsyCap hope which has high variances with ALQ total ($r=0,428$) and ALQ Self-awareness ($0,408$). This finding is secondly consistent with the quantitative finding of PsyCap optimism which has low variances with ALQ total ($r=0,247$, $p=0,003$).

Among 27 qualifications created under 4 themes in qualitative transcribed data, trust is one of the mostly frequently mentioned qualification as 17 times by 9 participants. Participants stated from trust as explaining personal feelings, beliefs freely and being very transparent with sharing ideas openly brings trust together. Established trust between leader and follower has lots of benefits like mutually development of both leader and follower in this work environment. In literature, the relationships between PsyCap, trust and organizational performances have been studied since academicians cared about the trust in an organizational context as a result of human-being. For example, Avey studied it in most of his studies with Luthans and Jensen in 2009 (in which they searched for PsyCap as a positive resource for combating employee stress and turnover) and Norman in 2007 and his study with Patera and West in 2006 (in which they searched for the implications of PsyCap on employee absenteeism). Trust is studied as a moderating variable by Clapp-Smith and his colleagues in 2009. They investigated the relationship between AL, trust and PsyCap and organizational performance. Their sample was consisted of 89 female employees from 26 retail stores on a small scale. A mediating (moderator) variable as trust was affecting the relationship between PsyCap and performance and a bit mediating the relationship between AL and performance.

Even though different cultures as USA (Owens' study is in USA culture) and Turkey, when Owens (2017) study is compared with current study, similar themes were found from qualitative methods. Owens also categorized and made themes about leadership development programs. He categorized them as nature of leadership development program, extrinsic aspects of leadership development, intrinsic aspects of leadership developments, personal attitudes and emotions and perceptions about gender. He tried to understood nature of leadership development programs while the current study tried to understand what participants think directly as the root and fundamental for professional development programs not only for leadership

development programs. Because current study has the trainings not only for leadership development program, but also trainings in sales, marketing, personal growth, finance, and accounting and even supply chain trainings. Since not only focusing on leadership development program, but leadership development fundamental is also found broad related with different content trainings. Both studies categorized the themes as extrinsic and intrinsic sides of programs and also which factors affect the training programs because the aim was same as trying to understand which factors affect professional developments of leaders. And naturally both studies showed how leaders' feelings and emotions their leadership growth. Especially both studies found positive PsyCap components (Hope, optimism, self-efficacy, resiliency) play a big role on this growth.

When both qualitative and quantitative analysis results were checked, it is obvious the qualitative one is more detailed and including more topics when compared with quantitative. In quantitative analysis, participants only gave the response depending on the asked questions on the survey, however qualitative analysis interview questions were open questions and the participants always asked deeper and more supportive and complementary questions during the interviews to take more detailed responses from interviewers. It is obvious that after quantitative surveys are collected, it was logical to proceed the interviews chronologically and qualitative analysis became complementary of quantitative ones. The themes of "perceptions about fundamental of leadership development" which included subtopics as learning from experiences and mistakes, mentorship (Role-model), difficult challenges and conflicts, classroom lectures and teamwork were not included in surveys of AL and PsyCap or not any additional scale. Also, other themes were not existing in surveys again, except psychological mood and feelings of leaders. This part had sub-topics as trust, satisfaction based on succeed, positive attitude with humility, patience (Cool and calm), hope with optimism, emotional balance, confidence, and ambition to succeed. Especially this theme is directly related with having positive PsyCap and this means this part of the current study brighten the AL and PsyCap of leaders and deeper understanding how their emotions affect their PsyCap.

5.3. Conclusions

Quantitative results demonstrated a moderate and strong correlations between most of the variables. There was a strong relationship between total PsyCap and AL with r as 0,480. When the subscales are also checked, there were some strong correlations between some variables. The correlation was found to be 0,357 between subscales self-awareness and efficacy. Participants linked it with the requirement to understand their own capacity about their competencies, and abilities to understand their efficacy based on both their skills and experiences. The participants agreed thanks to the training programs, they may understand how their efficacy is and this enables their characteristics or attitudes to re-organize or even may change for better leadership growth and for more success in the business life. Another strong correlation was found to be between self-awareness and hope ($r=0,408$), self-awareness and PsyCap total scale ($r=0,400$). It is obvious especially ALQ self-awareness and PSQ Self efficacy and PSQ hope subscales have the strongest correlations.

This study's results showed that the participation into any training program is affecting the relationship between PsyCap and AL when compared with not participating into any program. When the participants get training program, the relationship between the leaders' PsyCap and AL also increases. This is understood from the result of quantitative data where the sub-sample of the participants who got training or trainings has the statistical results as significant where SEM model is established with significant values between each sub-dimensions of AL & PsyCap and the values between directly AL & PsyCap. Both literature and this study also revealed organizational support is important for professional development programs and for leadership development. In addition to it, safe and free-thinking environment is important.

In addition to the emotions as hope, optimism, self-efficacy, resiliency, trust, other emotions are also revealed in the study which contribute to leadership growth. These emotions are ambition to succeed (Willingness for improvement) (11 times, $N=8$), emotional balance (7 times, $N=3$), patience (cool and calm) (4 times, $N=3$), positive attitude with humility (10 times, $N=6$), and satisfaction based on succeed (5 times, $N=3$). These emotions are mostly based on the emotions which support the leaders to be motivated and give motivation to the leaders. among them, positive

attitude with humility is much more affecting the followers of the leader. There was one more qualification about focusing to understand people's psychology (as empathy) which the participants found as important (10 times, $N=4$). Participants revealed their opinions as the importance of making an empathy with followers has a significance because if the leader cannot understand the psychology of followers, s/he cannot have any team spirit and may not have a common path for reaching both organizational and individual goals which are very critical for organizational sustainability.

Participants revealed the trainings should have some critical points. The training programs should have feedback giving system after the training to show how the participants learnt or how their PsyCap improved, the participants generally look for a change or progress after trainings since they spend their time and effort. The training programs should also be personal development focus (20 times, $N=10$) more than task related focus. All participants much more prefer the trainings with the topics about the real case studies (20 times, $N=11$) where the topics of training can be found in real business world practices, otherwise they may find the training ineffective and unnecessary. Among 11 managers interviewed, 4 managers also check the background of the trainer, they mention if the trainer has not a good background, they don't believe that training will be worth taking. In addition to the training's points, 2 participants expressed realistic and improvable goals of the organizations is very important for especially the leaders' motivation which support them to have a good PsyCap especially by giving hope. Otherwise, they believe in case of facing unrealistic goals, it is not possible to succeed because the beginning it minus due to minus hope.

5.4. Inferences and Suggestions for Leaders and Leadership Researchers

The leadership concept in the organizations should develop strategies to encourage PsyCap of leaders and should have proactive perspective and missions to develop authentic leaders. It is perfect timing within the current global world to focus on authentic leadership development. Professional development programs can be developed through the concept in which includes emotional intelligence education, focus with ethical perspective gaining as well as consideration of others. In case of the authentic leadership starts with self-awareness, the organizations should be careful about making easy programs which allow them and their values to investigate while the organizations learn how to lead. Sustainability of positive organizational leadership

development is very important and critical for integration into the culture of this society and for getting ethical perspective. Several inferences can be done within the scope of the results of the current study.

First, current study's evidence indicates that how the leader's emotions and feelings affect their leadership progress. There have been lots of emotions and attitudes mentioned in the current study which also affect their leadership styles and PsyCap by also affecting their own followers in a business context. Secondly, the current study's evidence indicates how the internal factors affect their leadership progress. This evidence is from both perspectives about themselves and about their followers because these factors coming from the leaders' insights, but the results may occur on both leader and follower since also being a team is considerable on these especially on empathy, proper task delegation and team spirit. Thirdly, current study's evidence indicates how the external factors affect their leadership progress. This included the factors in which leaders did not arrange themselves like organizational support, the topic of the training programs, and the trainers himself or herself together with the organizational goals part. Participants did have some selections and requests on the topics of trainings for their leadership development. They also request especially organizational support with safe and free thinking. The last one, current study's evidence indicates that how the leaders think the leadership development's nature. It is also their perception about how the professional development programs should be. The inference on that is all classroom lectures, difficult challenges, and conflicts, learning from experiences and mistakes, mentorship and teamwork are the general professional development trainings given by the organizations. The organizations can continue them, and it will bring lots of advantages to the organizations themselves as a big ROI from them by gaining strong and authentic leaders in the organization.

Some suggestions can be given about leadership development. It is very important for the people who try to develop leadership in an organizational context to have a universalistic point of view toward the leadership development by taking into consideration of the internal and external sides of leadership progress. They should know-how the concepts of total PsyCap and AL and their components separately and the possible relations between sub-scales. It is suggested to the organizations to develop professional development programs to develop authentic leaders'

characteristics on leaders together with creation or boosting of PsyCap. It is good to have the programs which enables leaders to notice themselves (self-awareness), which develop emotional intelligence, and which develops ethical perspectives on leadership development process. These programs also should be aimed at the requirements of others as well as making easier for participants to understand what is going on and understanding the ultimate purpose during leadership development scenarios. As a final suggestion, this study suggests using PsyCap and AL prosodies and to develop some standards to evaluate a professional development program which is inside or outside of the organization.

5.5. Suggestions for Future Investigations

For future investigations, some suggestions are provided. First, larger samples should be used and these larger sample should be from the leaders from specific industry or specific company. This may enable the participants who know the same organization and who got similar or even same trainings. So, this will help to compare the PsyCap of the leaders and this will help to categorize their opinions about leadership growth more accurately. Secondly, the studies should focus on to develop authentic leadership specifically because very few professional development programs were designed for specifically for that aim. Therefore, the next studies should be processing the programs which specifically investigate AL as whole and its components as separately self-awareness, relational transparency, resiliency, and internalized moral perspective as differently than the other leadership development programs.

It is also suggested that, together with the same company and by giving the same leadership trainings to the leaders of that company, the leaders authentic leadership might be evaluated and analyzed by their followers by not applying self-report scales as done in current study. In this case, the leaders will share their PsyCap levels about themselves, and the followers will evaluate their authenticity. Again, group analysis can be done on the participants who got those special trainings and who did not get. When followers might evaluate and share their ideas about the authenticity levels of the leaders, this might be better to prevent the leaders to evaluate themselves with possible subjective ideas. Because when they are asked about themselves with self-report scales, this might cause misdirection due to subjectivity. Also, when the

followers evaluate, all the feedbacks about the leaders might be collected which improve organizational positive climate within the transparent and corporate business context.

As a final recommendation, researchers might make a study as a meta-analysis of the studies which were aiming to find the relationship between PsyCap and AL and which aims to develop this relationship. In this case, the literature will be richer, and the leadership term will be more connected to PsyCap, and other mediator variables also will occur which may help the organizations to develop AL concept more in this complex and changing business environment. This study can also be included into this meta-analysis study and this study's and if there is, the other study's transcribed interviewed data can be analyzed.

5.6. Limitations

The biggest limitation was small sample even though the sample was consisted of different industries and from different companies. Therefore, it is suggested to future research to use larger sample also from same industry or same company who got similar professional development programs because in the current study there have been lots of professional development program types occurred which did not allow to apply SEM for each different trainings groups according to the type and content of the training.

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APPENDIX

APPENDIX 1. Researcher- Developed Demographic Questionnaire

1- Cinsiyet:

Kadın
Erkek

2- Yaş:

3- En Son Mezun Olduğunuz Eğitim Düzeyi:

Lise mezunu
Ön lisans mezunu
Lisans Mezunu
Yüksek Lisans Mezunu
Doktora

4- Kaç yıldır çalışıyorsunuz?

5- Mevcut işinizde kaç yıldır çalışıyorsunuz?

6- Liderlik & Yöneticilik pozisyonunuzda kaç yıllık deneyiminiz var?

7- Profesyonel gelişiminiz için daha önceden çalıştığınız veya şu an çalışmakta olduğunuz şirketin eğitimine ya da eğitimlerine katıldınız mı? Katıldıklarınızın isimlerini belirtebilir misiniz?

Örneğin, yöneticilik ve liderlik eğitimi (nöroliderlik, performans yönetimi, proje yönetimi, değişim yönetimi, kriz yönetimi, temel yönetim becerileri, yönetimde takım ruhu ve motivasyon) , satış eğitimleri (ileri satış, bayi yönetimi, müşteri ilişkileri yönetimi, satış hedef odaklılık, kilit müşteri yönetimi, satışta çözüm odaklılık) , pazarlama eğitimleri (Nöro pazarlama, dijital pazarlama, kurumsal iletişim, ürün ve marka yönetimi, stratejik marka yönetimi), kişisel gelişim eğitimleri (Temel koçluk, farkındalık, iletişim, toplantı yönetimi, inovasyon, etkili iletişim, etkili sunum teknikleri, işyerinde yetkinlik, stres yönetimi, kişisel imaj yönetimi, diksiyon eğitimi), finans ve muhasebe eğitimi, satın alma ve tedarik zinciri eğitimi

Lütfen açıklayınız:

Katıldığınız Yıl / Tamamladığınız Yıl:

APPENDIX 2. Psychological Capital Questionnaire (PCQ)

Talimatlar: Aşağıda, şu anda kendiniz hakkında nasıl düşünebileceğinizi açıklayan ifadeler bulunmaktadır. Her bir ifadeye sizi tanımlama düzeyinizi belirtmek için aşağıdaki ölçeği kullanın:

Beni Hiç Tanımlamıyor 1	Beni Biraz Tanımlıyor 2	Kararsızım 3	Beni İyi Tanımlıyor 4	Beni Çok İyi Tanımlıyor 5
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1. Uzun vadeli bir probleme çözüm bulma konusunda kendime güvenirim.
2. Yöneticilerle yapılan toplantılarda çalıştığım alanı çok iyi temsil ederim.
3. İşletmenin izleyeceği stratejinin ne olacağı hususunda yapılan müzakerelere katkıda bulunma konusunda kendime güvenirim.
4. Çalıştığım alana ilişkin hedef ve amaçların belirlenmesine katkıda bulunma konusunda kendime güvenirim.
5. İşletme dışındaki insanlarla (örneğin tedarikçilerle, müşterilerle) herhangi bir sorunu görüşmek için iletişim kurmada kendime güvenim tamdır.
6. İş arkadaşlarıma bilgi verme konusunda kendime güvenirim.
7. İşler tıkandığında, bu durumdan kurtulmaya yönelik birçok çare/yol bulurum.
8. Halihazırda iş hedeflerime enerjik bir şekilde ulaşmaya çalışıyorum.
9. Her sorun için birden fazla çözüm vardır.
10. Halihazırda işimde oldukça başarılı olduğuma inanıyorum.
11. İş hedeflerime ulaşmamın birden fazla yolu var.
12. Bu aralar belirlediğim iş hedeflerime ulaşıyorum.
13. İşte başarısız olduğumda, bundan kurtulmakta ve yoluma devam etmekte zorlanıyorum.
14. İş ortamında meydana gelen güçlüklerin bir şekilde üstesinden gelirim.
15. İşte gerektiğinde tabiri caizse başımın çaresine bakarım.
16. Stresli işleri kendime dert etmem, soğukkanlılıkla halletmeye bakarım.
17. Zor zamanların üstesinden gelebilirim çünkü geçmişte zor zamanlar görüp geçirmiştım.
18. Bu işte aynı anda birden fazla şeyin üstesinden gelebilirim.
19. İşte belirsizlik söz konusu olduğunda, sonucun hep en iyi olmasını ümit ederim.
20. İşte bazı şeylerin ters gitme ihtimali varsa, ters gider.
21. İşimle ilgili her şeye iyi tarafından bakarım.
22. İşimle ilgili geleceğim konusunda her zaman iyimserim.
23. Bu işte hiç bir şey benim istediğim şekilde olmaz.
24. İşime bakış açım şudur: “her gecenin bir sabahı vardır” veya “her işte bir hayır vardır”.

APPENDIX 3. Authentic Leadership Questionnaire (ALQ)

Talimatlar: Aşağıdaki anket maddeleri, sizin algıladığınız şekliyle liderlik tarzınıza atıfta bulunmaktadır. Lütfen aşağıdaki ölçeği kullanarak her bir ifadenin liderlik tarzınıza ne sıklıkla uyduğunu değerlendirin:

Hiçbir Zaman	Çok Seyrek	Ara Sıra	Sık Sık	Her Zaman
1	2	3	4	5

1. Ne demek istiyorsam onu açıkça söylerim.
2. Hata yaptığımda kabul ederim.
3. Herkesin düşündüklerini söylemesini teşvik ederim.
4. İnsanlara acı gerçekleri söylerim.
5. Açığa vurduğum duygularım hissettiklerim ile tam olarak aynıdır.
6. İnanıklarım ve yaptıklarım tutarlıdır.
7. Kararlarımı değer yargılarıma göre veririm.
8. İnsanların da kendi değer yargılarının arkasında durmasını isterim.
9. Ahlaki boyutu yüksek standartlara dayalı zor karar veririm.
10. Derinden inandıklarım ters olan görüşlerin belirtilmesini ısrarla isterim.
11. Karar vermeden önce ilgili bilgiyi enine boyuna incelerim.
12. Sonuca varmadan önce değişik görüşleri dikkatle dinlerim.
13. Başkalarıyla etkileşimi/iletişimi geliştirmek için geri besleme arayışı içinde olurum.
14. Yeteneklerimin başkaları tarafından nasıl değerlendirildiğini bilirim.
15. Önemli konulardaki tavrımı ne zaman yeniden değerlendirmem gerektiğini bilirim.
16. Özel/şahsi durumlarının insanları nasıl etkilediğini anlarım ve bunu onlara belli ederim.

APPENDIX 4. Interview Process

Testi tamamladıktan sonra ayrıca bire bir görüşmeye katılmanız istenecektir. Yaklaşık 30dk sürecek olan görüşme ya ofis toplantı odası gibi özel bir yerde Covid' 19 kuralları eşliğinde ya da online kanallar üstünden tele-konferans görüşme şeklinde yapılacaktır. Rızanız ile görüşme ses kaydı alınacaktır. Kaydedilmek istemiyorsanız, yine de bu araştırma çalışmasına katılabilirsiniz ve araştırmacı sadece not alacaktır.

Görüşme sırasında size liderlik ve yöneticilik gelişiminize ilişkin deneyimleriniz ve algılarınız ve liderliğinizi etkileyen duygularınız ve inançlarınız hakkında açık uçlu sorular sorulacaktır.

Otantik Liderlik Gelişim Görüşmesi

Tarih:

Mülakatı yapan Kişi:

Mülakat Yapılan kişi:

Bu görüşme yaklaşık 30 dakika sürecektir.

1. Liderlik gelişiminizde hangi olumlu duygularınızın (psikolojik sermaye bileşenlerinin) rol oynadığını düşünüyorsunuz?
2. Mesleki profesyonel gelişimin olumlu duygular ve etkili liderlik arasındaki ilişkiyi etkilediği tespit edilmiştir. Sizce nasıl doğrultuda ve ne ölçüde etkilemiştir? Siz bu veri sonuçlarını nasıl açıklarsınız?
3. Sizce bir mesleki gelişim programının en önemli bileşenleri nelerdir? Neleri mutlaka içermesi gerekir ve o doğrultuda daha etkili olur?
4. Sizce başarılı bir mesleki gelişim programını desteklemek için gereken en önemli çevresel faktörler nelerdir? Bu doğrultuda hangi şartların mevcut olması gerekir? Bu şartlar daha çok şirket tarafından mı yoksa çalışanlar tarafından mı sağlanır?

Bu çalışmaya katıldığınız ve zaman ayırdığınız için teşekkür ederiz.

APPENDIX 5. Demographics Information of Interviewed Sample

Participant	Gender	Age	Leadership Experience Years	Company Industry	Leadership Position
P1	Man	45	12	Steel	Sales Deputy Director
P2	Man	46	7	Steel	Sales Unit Manager
P3	Man	34	3	Home Appliances	Marketing Unit manager
P4	Man	41	6	Steel	Sales Unit Manager
P5	Man	40	7	Telecommunication	IT Manager
P6	Woman	40	5	Bank	Branch Manager
P7	Woman	40	4	Steel	Sales Unit Manager
P8	Man	44	10	Bank	Branch Manager
P9	Man	38	5	Bank	Unit Manager
P10	Man	43	8	Telecommunication	Roaming Account Manager
P11	Man	40	7	Bank	Unit Manager