

- RESEARCH ARTICLE -

## THE EFFECT OF MANAGERS' INDIGO LEADERSHIP STYLES ON EMPLOYERS' JOB-RELATED AFFECTIVE WELL-BEING<sup>1</sup>

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### **Abstract**

*The concept of leadership continues it's important in management field for a long time. Nowadays, economic, social, technological, etc., some of the developments in the field of leadership has begun to be discussed in different forms. In such a period where recognition, understanding, influencing and directing human behaviors are vital; more up-to-date leadership approaches that can affect them in a sustainable way, as compared to traditional leadership concepts that can only lead to their followers in a shorter period of time. Indigo leadership one of these approaches and increasingly popular, is increasingly becoming more and more feasible in today's working conditions where human resources play a key role in ensuring competitive advantage.*

*Indigo leadership refers to a leadership style that puts human values in the foreground, trusts its followers, and adopts an embracing style of behavior that contributes to them in a mental, emotional and behavioral sense. Affective well-being refers to emotional well-being in response to job stimulators, depending on the individual's overall level of happiness and motivation.*

*It is aimed to do this study in the academic environment as the indigo leadership style to be adopted will affect positively the job emotional well-being. The research was carried out on academicians from SDU and MAKU in Turkey. The data were collected through the survey method. Pearson correlation analysis and stepwise multiple regression analysis were used to reveal the relationship and effect between dependent and independent variables.*

*According to the results of the research, indigo leadership style and emotional well-being are related. According to this, as the indigo leadership behaviors of the managers increase, the emotional well-being of the employees increases. It was also discussed in the research that indigo leadership characteristics affect emotional well-being.*

**Keywords:** *Indigo Leadership, Leadership, Emotional Well-being.*

**JEL Codes:** *D20, D23, J50, M5, M10, M12, M54.*

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## YÖNETİCİLERİN İNDİGO LİDERİK TARZLARININ ÇALIŞANLARIN DUYGUSAL İYİLİK DURUMLARINA ETKİSİ<sup>6</sup>

### Öz

Yönetim alanında öteden beri önemini koruyan liderlik kavramı, günümüzde ekonomik, sosyal, teknolojik ve enformatik alanlardaki gelişmelerle beraber farklı şekillerde ele alınmaya başlanmıştır. İnsan davranışlarını tanıma, anlama, etkileme ve yönlendirmenin hayati önem kazandığı böyle bir çağda, takipçilerini, ancak daha kısa süreli peşinden sürükleyebilen geleneksel liderlik anlayışlarına nazaran onları sürdürülebilir bir şekilde daha uzun soluklu etkileyebilen ve yönlendirebilen daha güncel liderlik yaklaşımları önem kazanmıştır. Bu yaklaşımlardan birisi olan ve gün geçtikçe popüleritesi artan indigo liderlik, insan kaynağının rekabetçi üstünlük sağlamada kilit rol oynadığı günümüz çalışma şartlarında gün geçtikçe uygulanabilirliğini arttırmaktadır.

İndigo liderlik, insani değerleri öne çıkararak takipçilerine güvenen ve kucaklayıcı bir davranış tarzı benimseyerek onlara zihinsel, duygusal ve davranışsal manada katkı sağlayan liderlik tarzını ifade etmektedir. İşe ilişkin duygusal iyilik durumu ise, bireyin genel mutluluk ve motivasyon düzeyine bağlı olarak iş uyarıcıları karşısında duygusal iyi olma durumlarını ifade etmektedir. Örgütteki çalışma şartları, ortam, çevre koşulları, kültür, organizasyon yapısı, denetim tarzı, çalışma arkadaşları, ilişkiler, iş yoğunluğu ve iletişim gibi etkenlerin yanında örgütteki liderlik tarzı da kişinin işe ilişkin duygu ve tutumunu etkilemektedir.

Akademik ortamlarda benimsenecek indigo liderlik tarzının, işe ilişkin duygusal iyilik durumunu olumlu yönde etkileyeceğinden hareketle bu çalışma tasarlanmıştır. Araştırma, SDÜ, İİBF ve Isparta MYO ile MAKÜ, İİBF ve Gölhisar Sağlık Hizmetleri MYO akademik personeli üzerinde uygulanmıştır. Veriler, anket yöntemi aracılığıyla toplanmıştır. Veri toplama aracı olarak Budak ve Fettahoğlu (2015)'nin geliştirdiği "İndigo Liderlik Ölçeği" ve Katwyk, Fox ve Kelloway (2000)'nin geliştirdiği, Türkçe uyarlamasını Aytacı, Bayram, Kuşdil ve Bilgel (2003)'in yaptığı "Job-Related Affective Well-Being Ölçeği" kullanılmıştır. Bağımlı ve bağımsız değişkenler arasındaki ilişki ve etkiyi ortaya çıkarmak amacıyla, Pearson korelasyon analizi ve adimsal çoklu regresyon analizi kullanılmıştır.

Araştırma sonuçlarına göre, indigo liderlik tarzı ile duygusal iyilik hali birbiri ile ilişkilidir. Buna göre yöneticilerin indigo liderlik davranışları arttıkça çalışanların duygusal iyilik durumları artmaktadır. Ayrıca çalışmada indigo liderlik özelliklerinin, duygusal iyilik durumunu yordadığı da görülmüştür.

**Anahtar Kelimeler:** İndigo Liderlik, Liderlik, Duygusal İyi Olma.

**JEL Kodları:** D20, D23, J50, M5, M10, M12, M54.

"Bu çalışma Araştırma ve Yayın Etiğine uygun olarak hazırlanmıştır."

### 1. INTRODUCTION

Leadership arises as a fascinating social phenomenon in all societies, regardless of geography, culture and nationality (Uğuroğlu and Çelik, 2009:122). The main purpose of leadership, which is important for organizational life, is to influence the activities of its members. Being influenced of the activities will be reflected in the behavior of the employees and will ensure

<sup>6</sup> Genişletilmiş Türkçe Özet, çalışmanın sonunda yer almaktadır.

the organization to reach its targets. Leader's role behaviors, the strategies and tactics that leader follow, are influencing audiences' values, beliefs and behavior, as well as achieving organizational duties and ensuring the compliance (Aslantaş and Dursun, 2008:112).

The demand and need for leaders in guiding the staff in organizations and bring them together to the point of reaching goals is increasing day by day. While some researches express that leadership is from birth, a group of other researchers claim that the leadership is not from birth, that the leadership can be learned, and can be developed over time. To underline that the leadership is related to some inherited genetic traits, but to some of the later acquired skills and circumstances and personality traits, is a result of looking at leadership in a wider perspective. The organization, by recognizing their employees, can determine the models of leadership which employees desire, lying in their minds. Thus, the leader who has an important position in the organization been determines which category should be possessed. A leader who has a style that employees desire, can change both the success factors of the organization and the success of the audience (Kinter, 2016:1). Nowadays, enterprises have been searching for new leadership style in order to guide the organizational environment in accordance with their goals and to continue the competitiveness by increasing performance and production (Polat and Akdoğan, 2017:39).

It is estimated that on average 75% of people who born after 1980 carry the indigo characteristics (Budak and Fettahloğlu, 2015:177). People with indigo characteristics; they know and use technological products very well, they do not hesitate to report their needs to people, they want to have emotionally balanced and reassuring people around themselves, they learn by researching and exploring, they are generally against memorizing and not just being observers, they are bored quickly and give attention to something for a short time, they are compassionate, they are especially afraid of losing people whom they love, they know better their own values and they can not be disciplined with guilt (Caroll and Tober, 2012:43). When we take these characteristics into consideration, those who are considered to be leaders or who will come to specific positions in the working life in the time we live are defined as indigo leaders in terms of their characteristics (Budak and Fettahloğlu, 2015:177). These leaders can be leaders who have made changes have not come to minds for thousands of years (Karaarslan, 2004). As it is seen, in a leader's analysis, must first be informed about the leader's personality and the factors that influence his/her formation (Çetin and Beceren, 2007:112).

Employee satisfaction plays an effective role in the success of organization's operatings in increasingly competitive conditions. Employee satisfaction at work shows that they value their work, and they are highly satisfied with their work. Employees doing their jobs fondly and willingly will also open doors to success in organizations. It can be said that the most important factor that keeps the organizations alive is the employees that genuinely own and love their work. However, managers have a great share on succesfull employees (Doğan and Karataş, 2011:1). It shows that the emotions and thoughts of the employees are affected according to the characteristics of the leaders. From this, it was aimed to examine the indigo leadership perceptions that employees have against the managers and their effects on Job-Related Affective Well-Being situations.

## 1.1. Literature Review

### 1.1.1. Indigo Leadership

Leadership with a deep historical background has made itself known in every society, geography, culture and nation and has continued to accumulate more and more every day. In order for the leader to emerge and talk about leadership, it is necessary to have a collective group of people with common goals and someone who can accomplish those goals. Regardless of the reasons and purposes of formation, co-operation and interaction between people belonging to the same group can be experienced and also differences arise depending on this interaction. The differences that arise within the group and the direction of the members will determine their leaders over time. The person to be called the leader must have the knowledge, ability and skill to enable the group members to make voluntary efforts (Seymen and Seymen, 2003: 60; Erdoğan, 2014:60).

A variety of studies and definitions have been made on the supposed leadership and leadership that began with the beginning of human history. The leader is the person who has the power to make something by adopting something to someone else in the simplest form (Şimşek, 1998:138). On the other hand, leadership describes it as an affecting process that, in a given situation, under certain conditions, encourages group of people to volunteer to achieve organizational goals, communicates and transfers experiences that help achieve common goals, and is satisfied that group of people with the type of leadership applied (Werner, 1993: 17). In another definition, leadership is defined as the person to whom a group of people behave in accordance with their wishes, orders and instructions that they follow to accomplish their personal and group goals (Koçel, 2014: 668). In another definition, leadership refers to the process of interaction between people guided to reach predetermined goals in an environment where the communication process is experiencing (Zel, 2001: 90) From the definitions, it can be said that leadership is defined by "being" composed of leader's values and characteristics and "knowing" limits of his / her talents (Tuncer et al, 2016: 213).

Leadership has played an important role in all social structures, beginning with the group level, which continues to be popular every season, to the social level. Success and failure in organizational and social structures have been associated and evaluated with the leader (Özmen, 2009: 3). Leadership when literature is evaluated, it is evaluated on the approach of leadership behaviors, personal characteristics, authority, power relations and contingency. At the base of the leadership views are the concepts of leader and employee interaction, socio-emotional and symbolic behaviors, visionary, inspirational, nonverbal communication, ideological values, intellectual stimulation, mutual trust and commitment (Edizler, 2010: 138). Every new work on leadership has improved instead of invalidate the previous work (Gülertekin, 2013: 43).

The development of technology, the differences and developments in social structures change the characteristics of the new generation personality and this is reflected in the new generation leadership qualities. Especially, the generation that born after 1980's, thought to be different from other generations is called indigo. Indigo is the name given to persons who exhibit a range of new and unusual psychological qualities and which generally show a form of

behavior that has not been previously documented (Carroll and Tober, 2012: 17). It will be inevitable that there will be many leaders who have indigo traits among today's and future leaders. Today, anyone entering the average age group of 40 can be considered as indigo generation. It is even expressed by researchers that 70-80% of people born after 1980s in the society have indigo qualities. The subjects referred to as indigo; humanistic indigos, conceptual indigos, artist indigos and also they are separated by definitions such as indigos between dimensions. It is important for us to point out differences that these people who are professed in various fields in society and who are sitting in certain positions are referred to as indigo leaders in terms of the characteristics they bear. In the most general sense, the indigo leader can be described as *"those who trust in human values and who contribute to the mental, emotional, and behavioral aspects of people around them with an all-embracing style of movement"* (Budak and Fettahlioğlu, 2015: 179).

Features that are generally seen in the leaders can be categorized as; communication skills, organizational commitment, risk taking ability, ability to act collaboratively, trustworthiness, self-confidence, courage, creativity and ability to manage, strategy development, adaptability to change, innovation, vision and charisma (Çetin and Beceren, 2007: 123). Indigo leadership, which also has general leadership characteristics, has been examined by Fettahlioğlu and Budak (2015) by categorizing three different cognitive-intellectual, emotional and behavioral categories which separate indigo leadership from others. Differences from other leader types of indigo leaders in the cognitive-intellectual direction; They believe that they have come to the world with sense of dignity, They see themselves as valuable, They think they have intuitive talents, They have a strong empathy against others, They have a hyperactive personality, They have old, deep and intelligent eyes, They think they have spiritual intelligence, They have no memorization skills thinkers, they might have difficulties in integrating to the society and they think all human being should have responsibility. Emotional differences; they want to have emotionally balanced and reassuring people around them, they are very compassionate, they are very afraid of death and losing their friends and relatives around them. They are disappointed in systems that do not require ritual and creative thinking, they do not like to be disciplined with sense of guilt, they trust all people in their environment, and they believe that everyone can be honest. They like to help people. Regarding behavioral aspects distinguish indigo leader from other leader types; they get bored quickly and they have lack of attention. They are democratic at an extreme level and stand up against authority in situations where democracy can not be, they dislike and stay away from continuous and negative talkers about everything, and they experience too much physical discomfort (Budak and Fettahlioğlu, 2015: 179-181). Depending on the changes in business life and organizations, the expectations of the leaders of organizations, societies and employees have also changed. Leaders with indigo leadership skills can manage organizations by offering new and different perspectives.

#### *1.1.2. Job-Related Affective Well-Being Status*

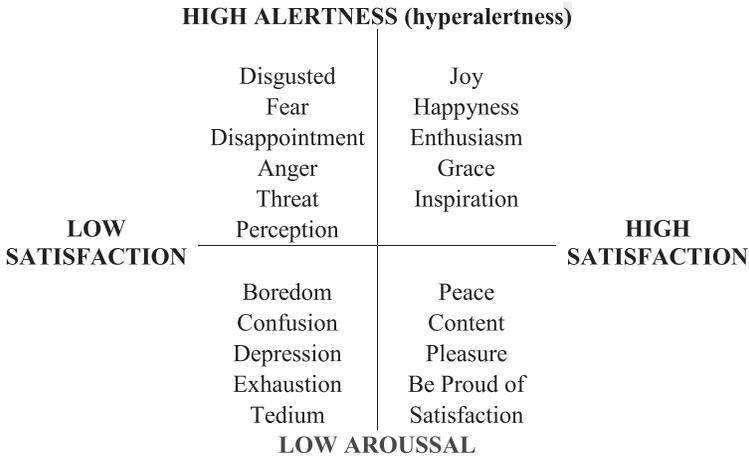
In the field of organizational behavior; such subjects as positive psychology, positive emotions in employees, attitudes and behaviors, psychological studies of individuals began to gain intensity. Among these studies, especially those related to the Job-Related Affective Well-Being status of the individuals regarding the work, come to the forefront (Erben and

Ötken, 2014). Because the status of Job-Related Affective Well-Being has always been ignored because the sense of "no emotions in the workplace and emotions must be controlled or must be ignored" is dominant in working life. The results of studies examining the relationships between emotions and job satisfaction, employee performance and productivity have attracted the attention of researchers in terms of examining the relationship between workplace emotional well-being and other variables in this area (Güdü Demirbulat and Bozok, 2015; Akbaş Tuna and Boylu, 2016). In this research, it was investigated whether there is a relationship between emotional well-being of employees and leadership style of managers.

Before passing to the concept of Job-Related Affective Well-Being status, it is useful to consider the general well-being of the individual that traditionally handled as well. Emotional reactions are influenced by many factors within the organization and also affect many factors. Individuals with different characteristics tend to create different social environments for themselves. That is, the individual's "state" is not only dependent on external circumstances, but also on his / her approach to other individuals and problems around him / her. It can be said that being good is a complex psychological concept under the influence of many factors (Özaralli, 2015). Layard (2002) and Seligman (2002) are described the traditional well-being as; positive situation of things experienced by people. Wellness, including physical and mental health, consists of three main components, subjective well-being, psychological well-being and Job-Related Affective Well-Being. While subjective well-being is defined as comments and evaluations of people's own lives, psychological well-being is defined as assessments of life, including life satisfaction of persons, positive and negative emotions, and mood evaluations. Well-being status is defined in many different ways. Job-Related Affective Well-Being status; While described by Katwyk and colleagues (2000) as assessing the individual's feelings about his job and his emotional reactions to his job, Diener and Larsen (1993) describe the the same case as frequent positive emotions and rarely negative emotions in the business environment (Ünal, 2014). On the other hand, Warr (1987) described the emotional Job-related well-being as a psychological state with positive emotions towards work and co-operation.

Several studies were conducted to measure Job-Related Affective Well-Being, and various models and scales were developed (Aytaç, 2006: 833-851). The first study on Job-related emotional well-being is the study Warr (1987) does. In the study conducted, the emotions affecting the perception of Job-Related Affective Well-Being status were related to the dimension of commitment and unrelatedness. Warr (1990) has developed a scale that focuses on increasingly more Job-related distinctions such as anxiety-peace and depression-enthusiasm, and measures the Job-Related Affective Well-Being perception. Daniels (2000) is the perception of Job-Related Affective Well-Being; two sides expressing negative emotions such as depression, anxiety and anger, the other side expressing positive emotions such as enthusiasm, pleasant and stimulated positive emotions. On the other hand, Katwyk and his colleagues have developed a model for measuring the different emotions that affect Job-Related Affective Well-Being. "Relevance to Affective wellbeing of individuals against work stimuli, consisting of four sub-dimensions: High Satisfaction High Arousal (HSHA), High Satisfaction Low Arousal (HSLA), Low Satisfaction High Arousal (LSHA) and Low

Satisfaction Low Arousal Job-Related Affective Well-Being (JAWS)" is shown in Figure 1 below:



**Figure 1:** Job-Related Affective Well-Being status. Developed by Katwyk, Fox, Spektor and Kelloway (2000)

The model shows the degree of satisfaction according to the level of general happiness related to the job of a person whereas the axis of arousal indicates the level of motivation of the psychological direction of the individual. According to this model, the individual with high satisfaction and high alertness has a happy and active emotional state; the individual with high satisfaction and low arousal has a low emotional state eventhough he / she is being emotionally peaceful. Again, according to the model, an individual who has both low satisfaction and high alertness dimensions is described as tense and anxious; low satisfaction and low arousal are defined as individuals with negative emotions and low motivation.

When the factors contributing to the employee's Job-Related Affective Well-Being are examined; it is seen that the works that include and provide positive attitudes and processes such as autonomy, feedback, commitment and trust, sense of responsibility, commitment are found out and besides these are defined with concepts such as self-regulation, open-mindedness, critical thinking, courage and optimism (Mäntylä et al, 2012). When the factors contributing to the employee's Job-Related Affective Well-Being are examined; it is seen that the works that include and provide positive attitudes and processes such as autonomy, feedback, commitment and trust, sense of responsibility, commitment are found out and besides these are defined with concepts such as self-regulation, open-mindedness, critical thinking, courage and optimism. When we look at factors affecting employees' emotional well-being negatively, it is seen that the environment is bad, the work environment is bad, the working environment and friends are not good, the work process is difficult, the employee's personal characteristics are harmful to emotional well- leadership style seem to have come to the forefront. These factors can cause employees to have negative emotional well-being

situations, which in turn can affect attitudes, behaviors and emotions towards their work. Leadership style comes more visible from the factors affecting employees' emotional well-being. Because the organizational climate, organizational culture, working conditions, the content of the work done, as well as the factors that express the sense of love of their (individual's) work, Job-Related Affective Well-Being are directly related to the leadership style and interact with each other.

There is a lot of research in the article in which the leadership style of the managers affects the motivation, performance, communication, perceptions of organizational justice, loyalty, confidence of employee in their organization, organizational silences, organizational citizenship behaviors. However, it seems to be rather shallow in terms of examining the relationship between the leadership styles of the managers (especially the indigo leadership style) and the Job-Related Affective Well-Being status. This study arises from the need to determine how managers can relate the indigo leadership style to the Job-Related Affective Well-Being in the workplace in the context of the theoretical framework outlined above.

## **2. METHODOLOGY**

### **2.1. Aim and Method**

This study arises from the need to determine how managers can relate the indigo leadership style to the Job-Related Affective Well-Being in the workplace in the context of the theoretical framework outlined above. In line with this need, the theoretical structure was first put forward in the light of the literature and then the study was terminated by conducting a field survey through a very intensive survey method in quantitative research. SPSS statistics program was used in analyzing the data obtained within the scope of the research.

After calculating the frequency and percentage values, arithmetic mean and standard deviations of the expressions and sub-dimensions of scales, the skewness and kurtosis coefficients were checked to check whether the data were normally distributed. The normal distribution of the data was observed in these values, and parametric tests were used for this reason. In the analysis of the data, One-way ANOVA was used to compare whether there was a difference between two groups independently, and Independent Two-Sample T-Test was used to compare the difference between the two groups. In addition, in this search, Pearson Correlation Analysis and stepwise Multiple Regression analysis were used to reveal the relationship and effect between dependent and independent variables. In the questionnaire, The Cronbach Alpha coefficients were calculated for the reliability of the sub-dimensions. In the study, all findings were evaluated at 95% confidence interval,  $p < 0.05$  significance level.

### **2.2. Population and Sample**

The population of the research is academicians working at Süleyman Demirel University (SDU) and Mehmet Akif University (MAKU). Cluster sampling method was selected in the survey and the application was made in the Faculty of Economics and Administrative Sciences of Süleyman Demirel University (SDU) and Isparta Vocational School of Higher Education and Faculty of Economics and Administrative Sciences of Mehmet Akif University (MAKU), Gölhisar Vocational School of Higher Education and Gölhisar Vocational School

of Higher Education. 250 surveys were distributed to represent the researchers, but 170 surveys were returned. 9 questionnaires which were filled in inadequate and unsuitable for analysis were excluded from the scope of the research and the analysis was done on 161 questionnaires. The demographic characteristics of the participants are shown in Table 1.

**Table 1:** Demographic Characteristic of Academicians Who Attended This Research

| Demographic Features                  | N          | %             |
|---------------------------------------|------------|---------------|
| <b>Gender</b>                         |            |               |
| Male                                  | 109        | 67,7          |
| Female                                | 52         | 32,3          |
| <b>Age (year)</b>                     |            |               |
| Below 30                              | 43         | 26,7          |
| Between 30-39                         | 81         | 50,3          |
| Above 40                              | 37         | 23,0          |
| <b>Marital status</b>                 |            |               |
| Married                               | 112        | 69,6          |
| Single                                | 49         | 30,4          |
| <b>Academic Title</b>                 |            |               |
| Faculty Members (Professor, Associate | 52         | 32,3          |
| Research Assistant                    | 48         | 29,8          |
| Academics and lecturers               | 61         | 37,8          |
| <b>Mission Period (years)</b>         |            |               |
| 4 and below                           | 90         | 55,9          |
| Between 5-9                           | 36         | 22,4          |
| 10 and above                          | 35         | 21,7          |
| <b>Unit Worked</b>                    |            |               |
| Faculty                               | 96         | 59,6          |
| Vocational school                     | 65         | 40,4          |
| <b>School</b>                         |            |               |
| Süleyman Demirel University           | 103        | 64,0          |
| Mehmet Akif Ersoy University          | 58         | 36,0          |
| <b>TOTAL</b>                          | <b>161</b> | <b>100,00</b> |

As seen in Table 1, 67.7% of the academicians who answered the questionnaire were male while 32.3% were female. In contrast, 69.6% are married and 30.4% are single. When age ranges are examined, 50.3% and almost half of the academicians are between 30-39 years of age. 26.7% are under 30 years old and 23% are over 40 years old. When we look at the distribution of the titles of the academicians who responded to the questionnaire, it is seen that 32.3% of them are academicians, 29.8% of them are research assistants and 37.8% of them are academicians and lecturers. In 55.9% of academicians, most of them have 4 years or less of academic experience, 24.4% are in 5-9 years, 21.7% are 10 years and more. 59.6% of the participants are working in faculties and 40.4% are working in vocational higher schools. When we have a look to schools they serve, 64% are at Süleyman Demirel University and 36% are at Mehmet Akif Ersoy University.

### 2.3. Model of Research and Hypotheses

The research model of our research is given in Figure 2.

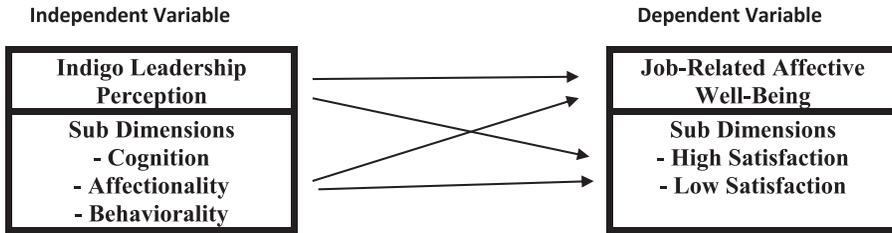


Figure 2: Research Model

In this study; the above research model has been put forward, assuming that managers' indigo leadership behaviors are influential on the Job-Related Affective Well-Being and that there is a relationship between them. In order to determine this relationship and its effect, the following hypotheses were established:

Hypothesis 1: There is a significant relationship between indigo leadership behaviors and sub-dimensions and Job-Related Affective Well-Being and sub-dimensions.

Hypothesis 2: Indigo leadership behaviors and sub-dimensions have an impact on Job-Related Affective Well-Being and sub-dimensions.

### 2.4. Data Collection Tool

Two different data collection tools were used in the study. The "Indigo Leadership Scale" developed by Budak and Fettahoğlu was used to measure the perceptions of managers and participants about indigo leadership behaviors. In the scale, expressions prepared for individual indigo leadership qualities; has been transformed to measure the perceptions of employees and managers about indigo leadership behaviors. The scoring of the scale consisting of 26 items was done with a scale of 5 likert between (1) I do not Participate and (5) I Totally Participate and the scale consist of cognitive (intellectual), emotional and behavioral dimensions.

In order to determine the affective well-being of the participants through their jobs, "Job-Related Affective Well-Being" scale developed by Katwyk, Fox and Kelloway. The Turkish version of this scale was made by Aytac, Bayram, Kuşdil and Bilgel. The scale consists of 30 items. It was done with a 6 likert scale between (1) No time and (6) Very Freguent. Scale consists of four sub-dimensions. This sub-dimensions; high satisfaction high alertness, high satisfaction low aroussal, low satisfaction high alertness and low satisfaction low alertness.

### 3. RESULTS

#### 3.1. Findings Related to Indigo Leadership and Affective Wellness

The answers given by the administrators about the indigo leadership qualities and the answers given by the academicians are reflected in Table 2.

**Table 2:** Datas of Administrators Related to the Perceptions of Academicians on the Indigo Leadership Features

| No | Expressions  | $\bar{X}$ | S     |
|----|--|-----------|-------|
| 1  | He deserves his place.   | 3,38      | 1,203 |
| 2  | He is a valuable person and he is highly credible.                                 | 3,13      | 1,276 |
| 3  | He has creative features.  | 3,15      | 1,172 |
| 4  | He has intuitive abilities.  | 3,14      | 1,182 |
| 5  | He has a strong empathy against others.  | 2,72      | 1,240 |
| 6  | He is a hyperactive person.  | 2,93      | 1,299 |
| 7  | He has old, deep and clever eyes.  | 2,75      | 1,088 |
| 8  | He believes that all people should have responsibilities.                          | 3,65      | 1,168 |
| 9  | He is generous and open-handed.  | 3,03      | 1,196 |
| 10 | He has a personality that loves innovations.                                       | 3,56      | 1,272 |
| 11 | He never have difficulties in integrating the society.                             | 3,61      | 1,204 |
| 12 | I believe that his thoughts have begun to occur at an early age.                   | 3,23      | 1,211 |
| 13 | He can easily and often dreams.  | 3,34      | 1,031 |
| 14 | He has reliable and balanced adults beside him.                                    | 2,96      | 1,330 |
| 15 | He has a researcher personality structure.   | 3,46      | 1,250 |
| 16 | He gives importance to others.   | 2,84      | 1,399 |
| 17 | He likes to help people.   | 3,11      | 1,304 |
| 18 | He feels disappointed In systems that do not require ritual and creative thinking. | 2,85      | 1,001 |
| 19 | He believes people can be trusted and everyone can be honest.                      | 2,77      | 1,209 |
| 20 | He prefers certain learning styles in mathematics and reading.                     | 3,11      | 0,938 |
| 21 | He never forgets daily works.  | 3,38      | 1,146 |
| 22 | He can easily empathize.   | 2,77      | 1,265 |
| 23 | He does not like constant and negative talkers.                                    | 3,54      | 1,078 |
| 24 | He rejects the obligatory work.  | 2,50      | 1,210 |
| 25 | He can find easy ways to do things at home, at school or at work.                  | 3,36      | 1,022 |
| 26 | He gives importance to innovations.  | 3,63      | 1,166 |

Table 2 lists the arithmetic mean and standard deviation of each term for indigo leadership characteristics. All of the phrases contain positive expressions. In terms of the Indigo Leadership features of the administrators; The expression "He believes that all people should have responsibilities." is  $3.65 \pm 1.16$ , The expression "He gives importance to innovations." is  $3.63 \pm 1.16$ , The expression "He never have difficulties in integrating the society" is  $3.61 \pm 1.20$ , Expression of "He gives importance to innovations"  $3.56 \pm 1.27$  and the expression "He does not like constant and negative talkers" has the highest level of participation with average

of  $3.54 \pm 1.07$ . On the other hand, the statement "He rejects the obligatory work." means  $2.50 \pm 1.21$ , The expression "Has a strong empathy against others" is  $2.72 \pm 1.24$ , The expression "He has old, deep and lever eyes." means  $2.75 \pm 1.08$ , The expression "He believes people can be trusted and everyone can be honest." is  $2.77 \pm 1.20$  And the expression "He can easily empathize." is  $2.77 \pm 1.26$  has the lowest level between participations.

The answers given by the academicians to their Job-Related Affective Well-Being is given in Table 3.

**Table 3:** Academician’s Data on Job-Related Affective Well-Being Situations

| No | Expressions                                       | $\bar{X}$ | S     |
|----|---|-----------|-------|
| 1  | My job has awakened my sense of tranquility.      | 4,39      | 1,352 |
| 2  | My job caused me to feel angry.                   | 2,18      | 1,179 |
| 3  | My job caused me to feel troubled                 | 2,45      | 1,284 |
| 4  | My job caused me to feel anxious.                 | 2,46      | 1,369 |
| 5  | My job caused me boredom feeling.                 | 2,10      | 1,242 |
| 6  | My job made me feel full of joy.                  | 4,15      | 1,358 |
| 7  | My job made me feel calm.                         | 3,90      | 1,342 |
| 8  | My job made me feel a little confused.            | 2,24      | 1,285 |
| 9  | My job gave me a sense of satisfaction.           | 4,27      | 1,432 |
| 10 | My job has created a feeling of depression.       | 1,93      | 1,193 |
| 11 | My job gave me a sense of disgust.                | 1,48      | 1,015 |
| 12 | My job made me feel like I've lost my enthusiasm. | 2,05      | 1,400 |
| 13 | My job made me feel very happy.                   | 4,29      | 1,354 |
| 14 | My job caused me to feel energetic myself.        | 4,14      | 1,422 |
| 15 | My job gave me a sweet excitement.                | 4,30      | 1,388 |
| 16 | My job gave me a sense of enthusiasm.             | 4,17      | 1,376 |
| 17 | My job made me feel full of enthusiasm.           | 4,06      | 1,428 |
| 18 | My job caused me to feel frightened myself.       | 1,87      | 1,133 |
| 19 | My job has created a feeling of disappointment.   | 1,87      | 1,215 |
| 20 | My job caused me to feel very angry.              | 1,93      | 1,175 |
| 21 | My job caused me feel bad .                       | 1,97      | 1,317 |
| 22 | My job caused me to feel tired.                   | 2,90      | 1,444 |
| 23 | My job caused me to feel happy.                   | 4,28      | 1,394 |
| 24 | My job caused me to feel like I was under threat. | 2,00      | 1,374 |
| 25 | My job gave me a feeling of inspiration.          | 3,82      | 1,452 |
| 26 | My job caused me to feel weary.                   | 2,20      | 1,361 |
| 27 | My job aroused a sense of beeing pleased.         | 4,32      | 1,302 |
| 28 | My job aroused a sense of pride.                  | 4,23      | 1,375 |
| 29 | My job aroused a feeling of satisfaction.         | 4,50      | 1,309 |
| 30 | My job aroused a sense of relief.                 | 4,12      | 1,373 |

Table 3 shows the arithmetic mean and standard deviations of the affective well-being of the academicians in relation to their job. While 1, 6 to 7, 9, 13 to 17, 23, 25 and 27 to 30

expressions with positive qualities, expressions 2 to 5, 8, 10 to12, 18 to 22, 24 and 26 contains negative expressions.

When we take the "High Satisfaction dimension" under consideration; my job aroused a feeling of satisfaction with a mean  $4.50 \pm 1.30$ , My job has awakened my sense of tranquility. With a mean  $4.39 \pm 1.35$  my job aroused a sense of being pleased. With a mean  $4.32 \pm 1.30$  my job gave me a sweet excitement. With a mean  $4.30 \pm 1.38$  are the expressions that have the highest level of participations. On the other hand, the expression my job has created a sense of inspiration- with a mean  $3.82 \pm 1.45$ , My job did make me feel calm-with a mean  $3.90 \pm 1.34$ , My job did make me feel full enthusiastic with a mean  $4.06 \pm 1.4$  and My job aroused a feeling of comfort" with a mean of  $4.12 \pm 1.37$  was the lowest participation level. When we take the "Low Satisfaction dimension" under consideration, my job caused me to feel tired-with a mean  $2.90 \pm 1.44$ , my job caused me to feel uneasy-with a mean  $2.46 \pm 1.36$ , the expression "my job caused me to feel distressed-with a mean  $2.90 \pm 1.44$  and the expression "my job has caused a sense of confusion" is the highest level of participation with an average of  $2.24 \pm 1.28$ . Correspondingly, "My job has created a sense of disgust." with a mean  $1.48 \pm 1.01$ , "My work has created a feeling of disappointment" with a mean  $1.87 \pm 1.21$ , "My work caused me to feel scared." Expression with a mean  $1.87 \pm 1.21$  and "My work has created a feeling of depression." was the mean of  $1.93 \pm 1.19$  with the lowest participation level.

### 3.2. Psychometric Properties of Dimensions of Indigo Leadership that belongs to Affective Wellness Questionnaires

Academicions' to psychometric properties of indigo leadership and affective wellness situational dimensions are shown in Table 4.

**Table 4:** Psychometric Properties of Indigo Leadership and Affective Wellness Situational Dimensions

| Dimensions                       | Number of Expression | Max-Min    | Crombach Alfa | $\bar{X}$    | SS           |
|----------------------------------|----------------------|------------|---------------|--------------|--------------|
| Cognition                        | 11                   | 1-5        | 0.927         | 3.198        | 0.920        |
| Sensuality                       | 8                    | 1-5        | 0.902         | 3.073        | 0.949        |
| Behaviorism                      | 6                    | 1-5        | 0.847         | 3.189        | 0.730        |
| <b>Indigo Leadership General</b> | <b>25</b>            | <b>1-5</b> | <b>0.962</b>  | <b>3.153</b> | <b>0.821</b> |
| High Satisfaction                | 15                   | 1-6        | 0.971         | 4.199        | 1.154        |
| Low Satisfaction                 | 15                   | 1-6        | 0.953         | 2.112        | 0.980        |

Before going to the reliability test, all dimensions of both data collection tools were subjected to the normality test with the Kolmogorov-Smirnov test and all of the dimensions showed normal distribution. Then, reliability analysis was performed on both scales and sub-dimensions.

In the analyzes made, reliability of the data collection tool related to Indigo Leadership was firstly tested by calculating the Cronbach Alpha coefficient based on the alpha value. In the reliability analysis conducted, it was determined that the 24th issue in the dimension of behaviorality lowered the reliability of the dimension. In the analysis without question 24, this question was excluded because it was determined that the alpha value rose from 0.780 to 0.847. In the reconstructed measurement, the overall internal consistency coefficient of the Indigo Leadership scale was found to be 0.962 and was very close to 1. The Cronbach Alpha coefficient should be 0.80 and above in order to have a high level of reliability according to (Kayış, 2010). Accordingly, the questions in the questionnaire are consistent and reliable. When the sub-dimensions were examined, it was found that the cognitive dimension was consist of 11 expression, the factor mean of dimension was  $3.19 \pm 0.920$  and the factor reliability value (Cronbach Alpha) was 0.927 (high reliability). The factor scale of the emotionality dimension was consist of 8 expression, the factor mean of dimension was  $3.07 \pm 0.949$ , the factor reliability value (Cronbach Alpha) was 0.902 (high reliability) and the behavioral dimension was consist of 6 items. The factor mean of dimension was  $3.18 \pm 0.73$  and the factor reliability (Cronbach Alpha) was found to be 0.847 (highly reliable).

As a result of the factor analysis conducted prior to the reliability test of Job-Related Emotional Wellness Scale, a factor structure consisting of two dimensions as "High Satisfaction" representing positive statements and "Low Satisfaction" representing negative statements emerged in parallel with the distribution of positive and negative questions has occurred. According to this analysis, when the subscales of the Job-Related Emotional Wellbeing Scale are examined in terms of reliability, the factor average of dimension of high satisfaction was consist of 15 expression, the factor mean of dimension was  $4.19 \pm 1.152$ , the factor reliability was 0.971 (high reliability), the factor of low satisfaction was 15, the factor average was  $2.11 \pm 0.980$  and the factor reliability was (cronbach Alpha) 0.953 (highly reliable).

### **3.3. Correlation and Regression Analysis Results**

In the research model; Correlation analysis was used to test Hypothesis 1, which states that "Indigo leadership behaviors and sub-dimensions have a significant relationship between Job Related Affective well-being and sub-dimensions." The results of the analysis are presented in Table 5.

**Table 5:** Relationship between Indigo Leadership and Job-Related Affective Well-Being Situations

| Dimensions                          | 1       | 2       | 3       | 4     | 5 | 6       |
|-------------------------------------|---------|---------|---------|-------|---|---------|
| <b>1. Cognition</b>                 | 1       |         |         |       |   |         |
| <b>2. Sensual</b>                   | 0.856** | 1       |         |       |   |         |
| <b>3. Behavioural</b>               | 0.848** | 0.829** | 1       |       |   |         |
| <b>4. High Satisfaction</b>         | 0.452** | 0.424** | 0.416** | 1     |   |         |
| <b>5. Low Satisfaction</b>          | -       | -       | -       | -     | 1 |         |
| <b>6. Indigo Leadership General</b> | 0.955** | 0.951   | 0.933   | 0.456 | - | 0.395** |

\*\*Correlation is significant at 0.01 levels.

When Table 5 is examined, correlations between Indigo Leadership and sub-dimensions and Sub-dimensions of Job-Related Affective Well-Being status are seen. Accordingly, it is seen that there is a meaningful relationship between Indigo Leadership features and Job-Related Affective Well-Being Status. When the direction of relations is examined; Indigo Leadership found a positive relationship between cognitive, emotional, and behavioral attributes with sub-dimensions, and High Satisfaction, while a relationship with Low Satisfaction was found in the negative direction.

In the research model; A stepwise multiple regression analysis was conducted to test Hypothesis 2, which states that "Indigo leadership behaviors and sub-dimensions have a significant effect on Job Related Affective Well-being status and sub-dimensions." The results of the analysis are presented in Table 6.

**Table 6:** Impact of Indigo Leadership on Job Related Affective Well-Being Status.

| The dependent variable | Independent variable                | Model Summary  |                 |        |       | Coefficients |       |              | ANOVA  |       |
|------------------------|-------------------------------------|----------------|-----------------|--------|-------|--------------|-------|--------------|--------|-------|
|                        |                                     | R <sup>2</sup> | ΔR <sup>2</sup> | ΔF     | Δp    | β            | t     | p            | F      | p     |
| High Satisfaction      | <b>1. Indigo Leadership General</b> | 0.208          | 0.203           | 41.704 | 0.000 | 0.524        | 2.667 | <b>0.008</b> | 41.704 | 0.000 |
|                        | <b>2. Behavioral Dimension</b>      | 0.208          | 0.198           | 20.808 | 0.000 | 0.073        | 0.371 | 0.711        | 20.808 | 0.000 |
| Low Satisfaction       | <b>1. Indigo Leadership General</b> | 0.156          | 0.150           | 29.345 | 0.000 | 0.406        | 1.999 | <b>0.047</b> | 29.345 | 0.000 |
|                        | <b>2. Behavioral Dimension</b>      | 0.156          | 0.145           | 14.582 | 0.000 | 0.012        | 0.057 | 0.954        | 14.582 | 0.000 |

As Table 6 shows, the Indigo Leadership argument reveals a statistically significant percentage of the variance observed in the High Satisfaction and Low Satisfaction Dependent Variables subscales of the Job Related Affective Well-being status. According to this, multiple regression model established between Indigo Leadership and High Satisfaction and Low Satisfaction dimensions is found important. By looking at  $\beta$  in Table 6, it is possible to see the Indigo Leadership feature, which predicts Job Related Affective Well-being status. According to this, there is a significant and positive relationship between the general characteristics of Indigo Leadership and the High Satisfaction subscale of Job Related Affective Well-being ( $\beta = 0.524$ ,  $t = 2.667$ ,  $p = 0.406$ ,  $t = -1.999$ ,  $p = 0.047$ ).

### 3.4. Comparisons According to Demographic Variables

Moreover, according to the sociodemographic variables, the Indigo Leadership general perception and sub dimensions and Job Related Affective Well-being status sub dimensions were compared and the significant differences were as follows:

- 1- By comparison with age variable; the perceptions of academicians aged 40 and over in the subscales of Indigo Leadership overall and Cognitive, Sensitivity, and Behavioral are higher than those of middle age group (30-39 years) and younger (30 year old and below) academicians.
- 2- According to the titles, the perceptions of Research Assistants in the overall perception of Indigo Leadership and Behaviorality subscale are lower than the Instructors. Research Assistants also have a lower level of satisfaction than other title groups.
- 3- Finally, when compared with the school variable, According to the general perception and sub-dimensions of Indigo Leadership, (Cognitive, Emotional and Behavioral perceptions) Mehmet Akif Ersoy University academicians are more perceptible than Süleyman Demirel University academicians. In terms of Job Related Affective Well-being status, the academicians of Mehmet Akif Ersoy University have better level of satisfaction when compared with academicians of Süleyman Demirel University.

## 4. DISCUSSION

Because they are approaching the current situation in a critical fashion, the leaders are looking for progress by refusing the current structure. Since progress and the process of development are needed, differences between generations have emerged. Generation differences have been reflected in leadership qualities and have recently introduced a new leadership style called indigo.

In this study, the data collected from two faculties and three vocational schools in two different state universities were evaluated. The academicians working as lecturers and instructors were asked to evaluate the dean of the vocational college and the faculty in the unit with indigo leadership items. In relation to this, they tried to evaluate the relationship and effect between the indigo leadership perception and the Job Related Affective Well-being status by assessing themselves with the Job Related Affective Well-being status items. In other studies, new findings and differences can be obtained and comparison can be achieved by reaching a wider sample size.

This study was conducted on academicians who have different working characteristics and order from other professions. It will be important to repeat on the people working in different sectors and to compare, evaluate and spread the findings obtained. Testing the relationship between indigo leadership and not only the Job Related Affective Well-being status, but also other variables that are of interest to organizations, will increase the quality and quantity of studies conducted in the field of indigo leadership.

## **CONCLUSION**

In this study, the relationship between the leaders and the Job Related Affective Well-being status, which are described as indigo, is investigated. Within the scope of the study, the data obtained and evaluated from 161 faculty members and professors from the Faculty of Economics and Administrative Sciences and the Isparta Vocational School of Higher Education from SDU, and also from MAKU, the School of Economics and Administrative Sciences, Gölhisar Vocational School and Gölhisar Vocational School.

The indigo leadership sub-dimensions (Cognitive, Behavioral, and Emotional) subjected to the normality test and the Job Related Affective Well-being status sub-dimensions (High Satisfaction, Low Mem-nance) showed normal distribution.

When the reliability scores of the indigo leadership sub-dimensions are examined, it is seen that they have the lowest reliability in the range of 0.847 to 0.927. The overall reliability rating of the scale was 0.962.

When the reliability ratings of the Job Related Affective Well-being status sub-dimensions were examined, it was found that the low satisfaction sub-dimension was 0.953 and the high satisfaction was 0.971.

According to the research model, 2 hypotheses are established. According to the obtained data, the hypothesis of "There is a significant relationship between indigo leadership behaviors and sub-dimensions and Job Related Affective Well-being and sub-dimensions of work." is supported and accepted by correlation analysis. According to the hypothesis tested, it was concluded that there is a meaningful relationship between Indigo Leadership traits and Job Related Affective Well-being status. The second hypothesis is that "Indigo leadership behavior and its sub-dimensions have an impact on Job Related Affective Well-being and sub-dimensions." A stepwise multiple regression analysis was used to test. It was concluded that there was a meaningful and positive relationship between the general characteristics of Indigo Leadership and the High Satisfaction subscale of Job Related Affective Well-being status, and a meaningful and negative relationship between the Low Satisfaction subscales. As a result of the analysis hypothesis2 was supported and accepted.

When the demographic findings of the study were examined, 67.7% of the academicians participating in the survey were male while 32.3% were female. When the marital status was examined, 69.6% were married and 30.4% were single. Academician 30-39 age group is

50.3% while 26.7% is younger than 30 and 23% is 40 years old. Indigo Leadership and of Job Related Affective Well-being status were compared according to demographic variables; 40 and above were found to have higher indigo leadership perception than academicians under 40 years of age. As the titles were evaluated, 32.3% of them were teaching staff, 29.8% were research assistants and 37.8% of them were teaching staff and lecturers. When sub-dimensions are compared according to titles; the perceptions of Research Assistants in the overall perception of Indigo Leadership and Behaviorality subscale are lower than the Instructors. Research Assistants also have a lower level of satisfaction than other titles. Most of the participants have academic experience with 55.9%, most of them have 4 years or less, 24.4% is between 5-9 years, 21.7% is 10 years and more. 59.6% of the participants are working in faculties and 40.4% are working in vocational higher schools. When you look at the schools they serve, 64% were attended from Süleyman Demirel University and 36% were attended from Mehmet Akif Ersoy University. In the comparison of the sub-dimensions evaluated according to universities, it was determined that the perceptions of the academicians working in Mehmet Akif Ersoy University are more positive than the academicians in Süleyman Demirel University in terms of Cognition, Sensibility and Behaviorality perceptions, which are the general perception and sub-dimensions of Indigo Leadership.

In terms of Job Related Affective Well-being status, it is reached that Mehmet Akif Ersoy University academicians are more satisfied with the level of satisfaction according to Süleyman Demirel University academicians.

## YÖNETİCİLERİN İNDİGO LİDERİK TARZLARININ ÇALIŞANLARIN DUYGUSAL İYİLİK DURUMLARINA ETKİSİ

### 1. GİRİŞ

Liderlik, coğrafya, kültür ve milliyetten bağımsız olarak tüm toplumlarda büyüleyici bir sosyal olgu olarak ortaya çıkmaktadır (Uğuroğlu ve Çelik, 2009: 122). Örgütsel yaşam için önemli olan liderliğin temel amacı, üyelerinin faaliyetlerini etkilemektir. Faaliyetlerden etkilenmek, çalışanların davranışlarına yansiyacak ve örgütün hedeflerine ulaşmasını sağlayacaktır. Liderin rol davranışları, izlediği strateji ve taktikler, izleyicilerin değerlerini, inançlarını ve davranışlarını etkilemenin yanı sıra örgütsel görevleri yerine getirmek ve uyumu sağlamaktır (Aslantaş ve Dursun, 2008: 112).

Örgütlerde çalışanları yönlendirecek ve hedeflere ulaşma noktasında onları bir araya getirecek liderlere olan talep ve ihtiyaç her geçen gün artmaktadır. Bazı araştırmalar liderliğin doğuştan geldiğini ifade ederken, bir grup araştırmacı liderliğin doğuştan gelmediğini, liderliğin öğrenilebileceğini ve zamanla geliştirilebileceğini iddia etmektedir. Liderliğin bazı kalıtsal genetik özelliklerle, ancak daha sonra kazanılan bazı beceriler, koşullar ve kişilik özellikleriyle ilgili olduğunun altını çizmek, liderliğe daha geniş bir perspektiften bakmanın bir sonucudur. Örgüt, çalışanlarını tanıyarak, çalışanların arzu ettikleri liderlik modellerini zihinlerinde yatarak belirleyebilirler. Böylece örgütte önemli bir konuma sahip olan lider hangi kategoriye sahip olması gerektiğini belirler. Çalışanların arzu ettiği bir tarza sahip bir lider, hem organizasyonun başarı faktörlerini hem de izleyicilerin başarısını değiştirebilir (Kinter, 2016: 1). Günümüzde işletmeler, amaçları doğrultusunda örgütsel çevreyi yönlendirmek, performans ve üretimi artırarak rekabet gücünü sürdürmek için yeni liderlik tarzları arayışına girmişlerdir (Polat ve Akdoğan, 2017: 39).

Çalışan memnuniyeti, artan rekabet koşullarında organizasyonun faaliyetlerinin başarısında etkin bir rol oynamaktadır. Çalışan memnuniyeti, işlerine değer verdiklerini ve işlerinden oldukça memnun olduklarını göstermektedir. İşlerini severek ve isteyerek yapan çalışanlar, organizasyonlarda da başarının kapılarını aralayacaktır. Örgütleri ayakta tutan en önemli faktörün işini gerçekten sahiplenen ve seven çalışanlar olduğu söylenebilir. Ancak başarılı çalışanlar üzerinde yöneticilerin büyük payı vardır (Doğan ve Karataş, 2011: 1). Liderlerin özelliklerine göre çalışanların duygu ve düşüncelerinin etkilendiğini göstermektedir. Buradan hareketle, çalışanların yöneticilere karşı sahip oldukları indigo liderlik algılarının ve bunların İşle İlgili Duygusal İyi Oluş durumlarına etkilerinin incelenmesi amaçlanmıştır.

### 2. YÖNTEM

Bu çalışma, yukarıda ana hatları ile verilen kuramsal çerçeve bağlamında, yöneticilerin indigo liderlik tarzı ile çalışanların işe ilişkin duygusal iyilik hali arasında nasıl bir ilişki ve etki olabileceğini belirleme ihtiyacından doğmuştur. Bu ihtiyaç doğrultusunda öncelikle literatür doğrultusunda kuramsal yapı ortaya konulmuş ve daha sonra nicel araştırmada çok yoğun bir şekilde kullanılan anket yöntemi yoluyla saha araştırması yapılarak çalışma sonlandırmıştır. Araştırma kapsamında elde edilen verilerin analiz edilmesinde SPSS istatistik programı kullanılmıştır.

Ölçeklerin her ikisinde yer alan ifadelerin ve alt boyutların frekans ve yüzde değerleri, aritmetik ortalamaları ve standart sapmaları hesaplandıktan sonra verilerin normal dağılıp dağılmadığını kontrol etmek için çarpıklık ve basıklık katsayılarına bakılmıştır. Bu değerler ışığında verilerin normal dağılıma uyduğu gözlemlenmiştir ve bu nedenle çalışmada parametrik testler kullanılmıştır. Verilerin analizinde, bağımsız ikiden çok grup arasında fark olup olmadığını karşılaştırırken Tek Yönlü Varyans Analizi Testi, iki grup arasında fark olup olmadığını karşılaştırırken Bağımsız İki Örnek T Testi kullanılmıştır. Ayrıca çalışmada bağımlı ve bağımsız değişkenler arasındaki ilişki ve etkiyi ortaya çıkarmak amacıyla, Pearson Korelasyon analizi ve Adımsal Çoklu Regresyon analizi kullanılmıştır. Ankette alt boyutlara ilişkin güvenilirliğin belirlenmesinde Cronbach Alfa katsayıları hesaplanmıştır. Çalışmada tüm bulgular %95 güven aralığında,  $p < 0.05$  anlamlılık düzeyinde değerlendirilmiştir.

Araştırmanın evreni, Süleyman Demirel Üniversitesi (SDÜ) ve Mehmet Akif Üniversitesinde (MAKÜ) çalışan akademisyenlerdir. Çalışmada küme örnekleme yöntemi seçilerek SDÜ'den İktisadi ve İdari Bilimler Fakültesi ve Isparta Meslek Yüksek Okulu ile MAKÜ'den İktisadi ve İdari Bilimler Fakültesi, Gölhisar Sağlık Meslek Yüksekokulu ve Gölhisar Meslek Yüksekokulu'nda uygulama yapılmıştır. Evreni temsilen 250 adet anket dağıtılmış ancak 170 anket formu geri dönmüştür. Eksik şekilde doldurulmuş ve analize uygun olmayan 9 adet anket formu araştırma kapsamı dışında çıkarılarak 161 anket üzerinden analizler gerçekleştirilmiştir.

Bu çalışmada; yöneticilerin indigo liderlik davranışlarının, çalışanların işe ilişkin duygusal iyilik durumları üzerinde etkili olduğu ve aralarında ilişki olduğu varsayılarak yukarıdaki araştırma modeli ortaya konmuştur. Bu ilişki ve etkiyi tespit etmek amacıyla “Hipotez-1: İndigo liderlik davranışları ve alt boyutları ile işe ilişkin duygusal iyilik hali ve alt boyutları arasında anlamlı bir ilişki vardır.” ve “Hipotez-2: İndigo liderlik davranışının ve alt boyutlarının, işe ilişkin duygusal iyilik hali ve alt boyutları üzerinde etkisi vardır.” hipotezleri oluşturulmuştur. Çalışmada iki farklı veri toplama aracı kullanılmıştır. Çalışmaya katılanların, yöneticilerin indigo liderlik davranışlarına dair algılarını ölçmek için Budak ve Fettahoğlu (2015: 176-185) tarafından geliştirilen “İndigo Liderlik Ölçeği” ölçeği kullanılmıştır. Ölçekte bireyin kendi indigo liderlik özelliklerine yönelik hazırlanmış olan ölçekteki ifadeler; çalışanların, yöneticilerinin indigo liderlik davranışları ile ilgili algılarını ölçecek şekilde dönüştürülmüştür. Katılımcıların işlerine yönelik duygusal iyilik hallerinin belirlenmesi için ise; Katwyk, Fox ve Kelloway (2000: 219-230) tarafından geliştirilen “İşe İlişkin Duygusal İyilik Algısı (Job-Related Affective Well-Being)” ölçeği kullanılmıştır. Bu ölçeğin Türkçe uyarlaması Aytaç, Bayram, Kuşdil ve Bilgel (2004:1-7) tarafından yapılmıştır.

### 3. BULGULAR

Araştırma modelinde; “İndigo liderlik davranışları ve alt boyutları ile işe ilişkin duygusal iyilik hali ve alt boyutları arasında anlamlı bir ilişki vardır.” şeklinde ifade edilen Hipotez-1'i test etmek için korelasyon analizi kullanılmıştır. Korelasyon analizine göre İndigo Liderlik özellikleri ile Duygusal İyilik Durumu arasında anlamlı bir ilişkinin olduğu görülmektedir. İlişkilerin yönü incelendiğinde ise; İndigo Liderlik genel özelliği ve alt boyutları olan

Bilişsellik, Duygusal ve Davranışsallık ile Yüksek Memnuniyet arasında pozitif yönde bir ilişki olduğu görülürken Düşük Memnuniyetle negatif yönde bir ilişki bulunmuştur.

Araştırma modelinde; “İndigo liderlik davranışları ve alt boyutları ile işe ilişkin duygusal iyilik hali ve alt boyutları arasında anlamlı bir etki vardır.” şeklinde ifade edilen Hipotez-2’yi test etmek için adımsal çoklu regresyon analizi yapılmıştır. Analiz sonuçlarına göre İndigo Liderlik bağımsız değişkeninin Duygusal İyilik Durumunun alt boyutları olan Yüksek Memnuniyet ve Düşük Memnuniyet bağımlı değişkenlerinde gözlenen varyansın istatistiksel olarak anlamlı bir yüzdesini açıkladığı görülmüştür. Buna göre İndigo Liderlik ile Yüksek Memnuniyet ve Düşük Memnuniyet boyutları arasında kurulan çoklu regresyon modeli önemli bulunmuştur. Tablo 6’daki  $\beta$  değerine bakarak, Duygusal İyilik Durumunu yordayan İndigo Liderlik özelliğini görmek mümkündür. Buna göre İndigo Liderlik genel özellikleri ile Duygusal İyilik Durumunun Yüksek Memnuniyet alt boyutu arasında anlamlı ve pozitif yönlü ( $\beta=0.524$ ,  $t= 2.667$ ,  $p= 0.008$ ) bir ilişki varken Düşük Memnuniyet alt boyutu arasında anlamlı ve negatif yönlü ( $\beta=-0.406$ ,  $t= -1.999$ ,  $p= 0.047$ ) bir ilişki vardır.

Ayrıca sosyodemografik değişkenlere göre hem İndigo Liderlik genel algısı ve alt boyutları hem de Duygusal İyilik Durumu alt boyutları karşılaştırılmış olup anlamlı farklılıklar bulunmuştur. Yaş değişkenine göre karşılaştırmalara bakıldığında; 40 yaş ve üzeri olan akademisyenlerin, İndigo Liderlik genel algısı ile Bilişsellik, Duygusal ve Davranışsallık alt boyutlarındaki algıları, orta yaşta grubundaki (30-39 yaş arası) ve genç (30 yaşından küçük) akademisyenlere göre yüksektir. Unvanlara göre bakıldığında ise; Araştırma Görevlilerinin, İndigo Liderlik genel algısında ve Davranışsallık alt boyutundaki algıları, Öğretim Üyelerine göre düşüktür. Ayrıca Araştırma Görevlileri, diğer unvan gruplarına göre daha düşük memnuniyet düzeyine sahiptir. Son olarak okul değişkenine göre karşılaştırmalara bakıldığında ise; İndigo Liderlik genel algısı ve alt boyutları olan Bilişsellik, Duygusal ve Davranışsallık algıları bakımından Mehmet Akif Ersoy Üniversitesinde görevli akademisyenlerin, Süleyman Demirel Üniversitende görevli akademisyenlere göre algıları daha olumludur. Ayrıca İşe Yönelik Duygusal İyilik Durumları bakımından bakıldığında; Mehmet Akif Ersoy Üniversitesinde görevli akademisyenlerin, Süleyman Demirel Üniversitende görevli akademisyenlere göre memnuniyet düzeyleri de daha iyidir.

#### 4. TARTIŞMA

Liderler, mevcut duruma eleştirel bir tarzda yaklaştıkları için sürekli mevcut yapıyı reddederek ilerleme peşindedirler. İlerleme ve gelişmenin sağlanması süreç gerektiğinden nesiller arası farklılıklar ortaya çıkmıştır. Nesil farklılıkları liderlik özelliklerine yansımış ve son zamanlarda indigo olarak adlandırılan yeni bir liderlik türünü ortaya koymuştur.

Bu çalışmada iki farklı devlet üniversitesi bünyesinde yer alan iki fakülte ve üç meslek yüksekokulundan toplanan veriler değerlendirmeye tabi tutulmuştur. Öğretim üyesi ve öğretim görevlisi olarak çalışan akademisyenlerin çalıştıkları birimdeki meslek yüksekokulu müdür ve fakülte deki dekanlarını indigo liderlik maddeleri ile değerlendirmeleri istenmiştir. Buna ilişkin duygusal iyilik durumu maddeleri ile de kendilerini değerlendirerek indigo liderlik algısı ile işe ilişkin duygusal iyilik durumu arasındaki ilişki ve etki test edilmeye

çalışılmıştır. Diğer çalışmalarda daha geniş örneklem kitlesine ulaşım sağlanarak yeni bulgular ve farklılıklar elde edilebilir ve karşılaştırma sağlanabilir.

Bu çalışmanın diğer meslek dallarından farklı çalışma özelliklerine ve düzenine sahip akademisyenler üzerinde yapılmış olmasından dolayı farklı sektörlerde çalışan kişiler üzerinde de tekrar edilmesi, elde edilen bulguların karşılaştırılması, değerlendirilmesi ve genele yayılması açısından önemli olacaktır. İndigo liderlik ile sadece işe ilişkin duygusal iyilik durumu değil örgütleri ilgilendiren diğer değişkenler arasında ilişki olup olmadığının test edilmesi de indigo liderlik alanında yapılan çalışmaların nitelik ve niceliğini artıracaktır.

## **SONUÇ**

Bu çalışmada indigo olarak nitelendirilen liderlerin çalışanlar üzerindeki duygusal iyilik haline etkisi ve aralarındaki ilişki araştırılmıştır. Çalışma kapsamında SDÜ'den İktisadi ve İdari Bilimler Fakültesi ve Isparta Meslek Yüksek Okulu ile MAKÜ'den İktisadi ve İdari Bilimler Fakültesi, Gölhisar Sağlık Meslek Yüksekokulu ve Gölhisar Meslek Yüksekokulu'nda çalışan 161 öğretim üyesi ve öğretim görevlisinden elde edilen veriler değerlendirilmiştir.

Araştırma modeli göre 2 hipotez kurulmuştur. Elde edilen verilere göre "İndigo liderlik davranışları ve alt boyutları ile işe ilişkin duygusal iyilik hali ve alt boyutları arasında anlamlı bir ilişki vardır." şeklindeki hipotez korelasyon analizi ile desteklenmiş ve kabul edilmiştir. Test edilen hipoteze göre İndigo Liderlik özellikleri ile Duygusal İyilik Durumu arasında anlamlı bir ilişkisinin olduğu sonucuna varılmıştır. İkinci hipotezi "İndigo liderlik davranışının ve alt boyutlarının, işe ilişkin duygusal iyilik hali ve alt boyutları üzerinde etkisi vardır." test edebilmek için adimsal çoklu regresyon analizinden faydalanılmıştır. İndigo Liderlik genel özellikleri ile Duygusal İyilik Durumunun Yüksek Memnuniyet alt boyutu arasında anlamlı ve pozitif yönlü bir ilişki saptanırken Düşük Memnuniyet alt boyutu arasında anlamlı ve negatif yönlü bir ilişki olduğu sonucuna varılmıştır. Analiz sonucunda Hipotez-2 desteklenmiş ve kabul edilmiştir.

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|--|---|---|
| Fikir veya Kavram / <i>Idea or Notion</i>                      | Araştırma hipotezini veya fikrini oluşturmak / <i>Form the research hypothesis or idea</i>  | Muhammet Hamdi<br>MÜCEVHER<br>Ramazan ERDEM<br>Fatma ATEŞ<br>Ömer Lütfi ANTALYALI |
| Tasarım / <i>Design</i>  | Yöntemi, ölçeği ve deseni tasarlamak / <i>Designing method, scale and pattern</i>   | Muhammet Hamdi<br>MÜCEVHER<br>Ramazan ERDEM<br>Fatma ATEŞ<br>Ömer Lütfi ANTALYALI |
| Veri Toplama ve İşleme / <i>Data Collecting and Processing</i> | Verileri toplamak, düzenlenmek ve raporlamak / <i>Collecting, organizing and reporting data</i>   | Muhammet Hamdi<br>MÜCEVHER<br>Ramazan ERDEM<br>Fatma ATEŞ<br>Ömer Lütfi ANTALYALI |
| Tartışma ve Yorum / <i>Discussion and Interpretation</i>       | Bulguların değerlendirilmesinde ve sonuçlandırılmasında sorumluluk almak / <i>Taking responsibility in evaluating and finalizing the findings</i> | Muhammet Hamdi<br>MÜCEVHER<br>Ramazan ERDEM<br>Fatma ATEŞ<br>Ömer Lütfi ANTALYALI |
| Literatür Taraması / <i>Literature Review</i>                  | Çalışma için gerekli literatürü taramak / <i>Review the literature required for the study</i>   | Muhammet Hamdi<br>MÜCEVHER<br>Ramazan ERDEM<br>Fatma ATEŞ<br>Ömer Lütfi ANTALYALI |