

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**



**THE IMPACT OF TRANSFORMATIONAL LEADERSHIP ON
WORK FLOW EXPERIENCE: THE ROLE OF PERCEIVED JOB
UNCERTAINTY**

MASTER'S THESIS

Mustafa Uğur ÖZCAN

**Department of Business
Business Administration Program**

July, 2021

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July, 2021

ONAY FORMU

DECLARATION

I hereby declare with respect that the study “The Impact of Transformational Leadership on Work Flow Experience: The Role of Perceived Job Uncertainty” which I submitted as a Master / PhD thesis, is written without any assistance in violation of scientific ethics and traditions in all the processes from the Project phase to the conclusion of the thesis and that the works I have benefited are from those shown in the References. (14.07.2021)

Mustafa Uğur ÖZCAN

FOREWORD

Firstly, I would like to express my endless thanks to my thesis advisor, Dr. Burcu Aydın Küçük, who made me feel her support to concentrate me when I did not believe in myself. Also, I would like to thanks to my family, who supported me in every period of my life and in all the decisions I made, and made me feel their support during this hardworking period. Finally, I would like to thanks all my teachers and classmates for their experiences which they given me during my master education.

July, 2021

Mustafa Uğur ÖZCAN

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ABSTRACT

In this study, the concepts of Workflow Experience, Transformational Leadership and Perceived Job Uncertainty, which are among the important concepts for organizations, are focused on. Firstly, to explain these concepts, an in-depth literature review was conducted for the variables. After the theoretical discussion of the variables, the importance of these concepts for organizations was discussed and the relations between them were tried to be explained. Three different measurement tools were used for the data collection of the study as well as demographic variables. In this perspective, Flow Experience Scale, Perceived Job Uncertainty Scale and Multi-Factor Leadership Scale were used in to data collection. The sample of the study consists of white-collar individuals working in the service sector in Istanbul. The data obtained from the questionnaire applied on a total of 243 participants were analyzed with the SPSS program, a statistical package used for research in the social sciences. As a result of the regression and moderator analyzes, the relationships between the variables were explained. Findings has proven that transformational leadership positively affecting the workflow experience ($\beta = .497$, $R^2 = .247$, $p = .000$, $F = 78.597$). In this case, the first hypothesis of the study is supported. The findings also confirmed that perceived job uncertainty has a moderator role in the relationship between these two variables ($R = .518$, $R^2 = .268$, $F = 29.145$, $p = .000$) and this means that the second hypothesis of the study is supported. It was concluded that the effect of transformational leadership on the flow experience decreases when the uncertainty is high. In this research, it has been determined that transformational leadership influences the flow experiences of employees. The findings of the study were evaluated and in the light of applied statistical analyzes, it was seen that both hypotheses of the study were supported. Therefore, the study is the first to explain

the effect of the transformational leadership style, which has an important place in the literature, on the flow experience. In addition, the role of perceived job uncertainty in this relationship also confirms that moderator variables may have an effect in explaining the relationships between variables.

Keywords: Workflow Experience, Transformational Leadership, Perceived Job Uncertainty, White-collar Employees

DÖNÜŞÜMCÜ LİDERLİĞİN İŞ AKIŞI DENEYİMİ ÜZERİNDEKİ ETKİSİ: ALGILANAN İŞ BELİRSİZLİĞİNİN ROLÜ

ÖZET

Bu çalışmada örgütler için önemli kavramlar arasında yer alan İş Akışı Deneyimi, Dönüşümcü Liderlik ve Algılanan İş Belirsizliği kavramları üzerinde durulmuştur. Bu kavramları açıklamak için ilk olarak değişkenlere yönelik derinlemesine bir literatür taraması yapılmıştır. Değişkenlerin kavramsal olarak tartışılmasının ardından bu kavramların örgütler için önemi tartışılmış ve aralarındaki ilişkiler açıklanmaya çalışılmıştır. Araştırmanın verilerinin toplanmasında demografik değişkenlerin yanı sıra üç farklı ölçme aracından faydalanılmıştır. Bu kapsamda veri toplamada Akış Deneyimi Ölçeği, Algılanan İş Belirsizliği Ölçeği ve Çok Faktörlü Liderlik Ölçeği kullanılmıştır. Araştırmanın örneklemini İstanbul ilinde hizmet sektöründe çalışan beyaz yakalı bireyler oluşturmaktadır. Toplam 243 katılımcıya uygulanan anketten elde edilen veriler sosyal bilimlerdeki araştırmalar için kullanılan istatistik paketi SPSS programı ile analiz edilmiştir. Regresyon ve moderatör analizleri sonucunda değişkenler arasındaki ilişkiler açıklanmıştır. Bulgular, dönüşümcü liderliğin iş akışı deneyimini olumlu yönde etkilediğini kanıtlamıştır ($\beta = .497$; $t = 8.865$, $p = .000$). Bu şekilde çalışmanın ilk hipotezi desteklenmiştir. Ayrıca, elde edilen bulgular, bu iki değişken arasındaki ilişkide algılanan iş belirsizliğinin düzenleyici rolü olduğunu da doğrulanmıştır ($R = .518$, $R^2 = .268$, $F = 29.145$, $p = .000$) Bu, çalışmanın ikinci hipotezinin de desteklendiği anlamına gelmektedir. Belirsizliğin yüksek olduğu durumlarda dönüşümcü liderliğin akış deneyimi üzerindeki etkisinin azaldığı sonucuna varılmıştır. Bu araştırmada dönüşümcü liderliğin çalışanların akış deneyimleri üzerinde etkisi olduğu tespit edilmiştir. Çalışmadan elde edilen bulgular değerlendirilmiş ve uygulanan istatistiksel analizler ışığında çalışmanın her iki hipotezinin de desteklendiği görülmüştür. Bu nedenle çalışma, literatürde önemli bir yere sahip olan dönüşümcü

liderlik tarzının akış deneyimi üzerindeki etkisini açıklayan ilk çalışmadır. Ayrıca bu ilişkide algılanan iş belirsizliğinin rolü de moderatör deęişkenlerin deęişkenler arasındaki ilişkileri açıklamada etkili olabileceğini doğrulamaktadır.

Anahtar Kelimeler: Dönüşümcü Liderlik, İş Akışı Deneyimi, Algılanan İş Belirsizliği, Beyaz Yakalı Çalışanlar

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I. INTRODUCTION

Organizations have started to give importance to the flow experience in order to obtain high performance from their employees. Flow experience is defined as an individual's focus on their work. Also, it will be possible to say that the flow experience in the people is related with the positive emotions. When the Jobs which require a high level of skill and have a high level of difficulty will cause people to experience the flow. The reward for the individual is an emotional state experienced during the flow rather than the result obtained at the end of the action in the flow experience (Csikszentmihalyi, 1990).

The concept of Transformational Leadership can define as a process which the leader affects their followers with creating an awareness about what is important. Transformational leaders do not try to optimize only the performance of their followers, they also try to optimize the individual, group and organizational development and innovation (Bass, 1990). Transformational leadership can introduce a vision to the employees and can give them further duties to contribute to this vision. Also, they can make them believe that they can do more than they do now with making some changes in organizational culture. In other words, transformational leadership is encouraging their followers to do more than expected from them (Robbins and Judge, 2013).

Uncertainty can be studied from psychological aspects. In the uncertainty process, individuals may perceive stress, anxiety, and related physiological disorders. In terms of organizational behavior, job uncertainty means that worker's uncertainty about their work situation, location, needed skills, promotion opportunities and their future in the organization (Berger and Bradac, 1982).

When the employees concentrate by giving full attention to the work, they find themselves in flow state (Bakker, 2008). Employee may willingly dedicate themselves to their work and as a result, it is expected that their performance increases (Csikszentmihalyi, 1975). Furthermore, this increase in performance will positively affect employees' psychological status and help them to be happy in their

working lives. Also, the psychological mood increases in happiness and performance is not due to the rewards to be received at the end of the work (Nakamura, and Csikszentmihalyi, 2005). Essentially, such a psychological status will be completely sourced from the pleasure of doing their work. While working, doing their job with pleasure is more important than the rewards to be received because of the work for the employees (Nakamura and Csikszentmihalyi, 2009). To achieve this happiness and performance increase, their workflow experience must be high level. One of the most important factors in capturing this high level of workflow experience is management styles. The level of workflow experience of the employees can change depending on the leadership style in the organization (Eraslan, 2004). In the light of this information, the first claim of the study is that there is an effect of transformational leadership on flow experience of employees (Avolio, 2009). It is well known fact that transformational leadership positively affects the employee's psychological state. In general, the transformational leaders care about the ideas of their employees and consider their wishes and desires. Before making decision steps, they always communicate with their employees. Therefore, it is thought that all these characteristics of the transformational leadership style positively affect the employees' workflow experiences (Shibru, 2011). From a different viewpoint, the contribution of transformational leader can also change depending on another conditions. When the employees face with some uncertainties in their working life, it can be difficult for them to experience the workflow experience Paulsen (2005). At this point, job uncertainty perceived by the employees can be critical in terms of the impact of transformational leadership on the workflow experience.

The previous research are shows that job uncertainty is dependent to high level of employee stress (Ashford, 1988; Ashford, Lee, and Bobko, 1989; Matteson and Ivancevich, 1990; Paulsen et al, 2005; Pollard, 2001). So, it's possible to understand that, if a worker's position includes many uncertain aspects, then it will be stressful for that worker (Beehr and Bhagat, 1985). If employees in the uncertain working environment, this may create stress, anxiety, and physiological disorders related to them. Therefore, it is thought that job uncertainty can have a moderator role in these possible relations between transformational leadership and workflow experience

In sum, it is suggested that there is a positive impact of transformational

leadership on workflow experience and the perceived job uncertainty also has moderator role in this relationship. With this aspect, the study is the first to explain the effect of the transformational leadership style, which has an important place in the literature, on the flow experience. In addition, the role of perceived job uncertainty also claim that moderator variables may influence explaining the relationships between variables. The mentioned contributions are discussed in the conclusion and discussion sections of the study.

II. LITERATURE REVIEW AND THEORETICAL BACKGROUND

A. The Concept of Work Flow Experience

The flow experience is a concept first developed by Csikszentmihalyi in the 1970s, inspired by artists. Individuals who focus heavily on their work, can isolate themselves from everything around them during artistic workings. Flow theory pioneered the flow of positive psychology (Csikszentmihalyi, 1990). It envisions human motivation as potentially self-rewarding and assumes that a high level of personal commitment to a task occurs when an individual is in a mental state known as flow (Csikszentmihalyi, 1990).

This state of consciousness, characterized by an intense focus on an activity, may be due to the fact that the work is done essentially motivating and rewarding for the individual (Ilies et al, 2017; Nakamura and Csikszentmihalyi, 2009). Actually, Csikszentmihalyi (1990) defines the flow experience as a unique psychological state in which “the individual is engaged in an activity as if nothing else matters.”

This cognitive state requires individuals to focus only on the task, ignoring their environment (Bakker, 2008; Csikszentmihalyi, 1975; Fullagar and Kelloway, 2009). This is naturally occurring without any special effort. In addition to the definitions of Csikszentmihalyi (1974), Bakker (2008) confirms the idea that during the flow experience individuals remain unaware of the passage of time, and this provides them with pleasurable and intrinsically motivating time.

1. Definition of Flow Experience

Flow experience is defined as the individual's intense focus on the action who has done, their concentration on that work, and the fact that nothing is important other than the action who has taken at that moment (Csikszentmihalyi, 1990). The flow experience is inherently positive and beneficial for the people. Because as long as the individual is involved in the action he is doing, they also have the opportunity to develop their own skills and abilities (Csikszentmihalyi, 1990). This type of flow

experience can show itself in any action the individual takes. For this reason, it will be possible to say that the flow experience in the people is related with the positive emotions. At this point, the balance between the difficulty of the individual's action and the individual's skills becomes important.

Jobs that require a high level of skill and have a high level of difficulty will cause people to experience flow (Csikszentmihalyi, 1990). On the other hand, low level of skill and high level of hard work will bring about an increase in anxiety in the individual. Also, when the individual has a high level of skills, but the difficulty level of the job is low, the individual will experience a feeling of distress. Finally, if the individual has low skills and the difficulty level of the job is low, there will be a state of indifference.

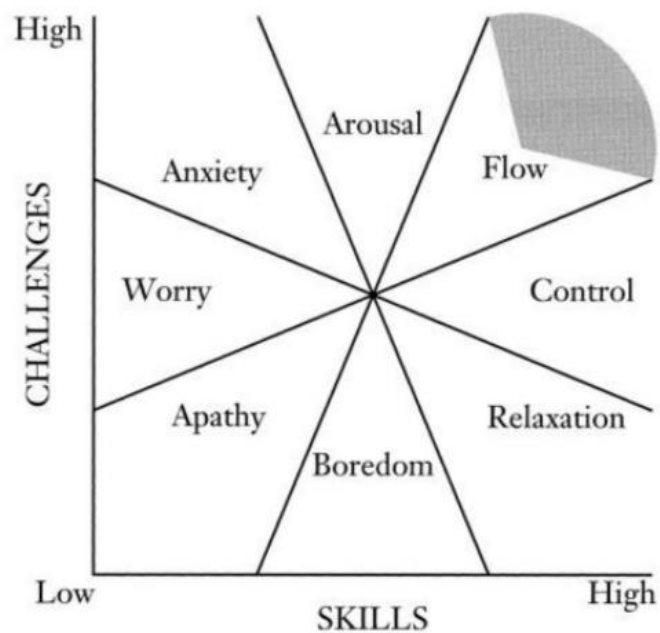


Figure 1 Flow Experience

Source: Csikszentmihalyi, (1997). Finding Flow.

Flow experience is very important in terms of triggering phenomena such as development and confusion in the consciousness of the individual (Jackson and Eklund, 2004). When the people experience the flow, they become a more complex being (Csikszentmihalyi, 2009: 197). This complexity is also an indication that the individual's self is growing and developing (Csikszentmihalyi, 2009). This state of confusion in the individual's self is the result of two different psychological

processes (Csikszentmihalyi, 2009). These are processes of differentiation and integration. People separates yourself, their abilities and capacity from others in the differentiation process. In the integration process, the individual learns to use skills such as communication and compatibility (Jackson and Eklund, 2004). At this point, the flow experience helps the individual to develop both psychological processes. The individual becomes more aware of their own skills and abilities and distinguishes herself from others with flow. Likewise, the individual works in a subconscious unity as they experience a deep focus in the flow state. Likewise, the individual works in a subconscious unity when they experience a deep focus in the flow state (Csikszentmihalyi, 2009: 200). Csikszentmihalyi (2009) explains this situation by basing it on a complex machine analogy. Each part of a machine performs a number of tasks independently of each other. However, the increase in complexity requires these parts to work in harmony with each other at the same time. Complexity is generally thought to have a negative meaning, as it is perceived as synonymous with words such as difficulty and obscurity. The negative meaning of complexity stems from the fact that it is often used with differentiation Csikszentmihalyi (1990). However, the state of confusion also includes the differentiation and the integration that occurs with it when the flow experienced.

The motivation of the individual in actions that provide inner satisfaction is the primary subject of flow theory (Nakamura, and Csikszentmihalyi, 2005). The reward for the individual is actually an emotional state experienced during the flow experience rather than the result obtained at the end of the action in the flow experience (Nakamura and Csikszentmihalyi, 2009). While the individual experiences the flow while performing the action, they also experience the reward internally. The formation of the flow experience depends on a number of processes (Nakamura and Csikszentmihalyi, 2005).

When viewed from this point, these processes can be listed as follows;

- Intense and focused concentration on the current situation,
- Awareness and action come together,
- Loss of self-awareness or consciousness of the individual,
- Believing that there is control over the action or situation,

- The individual's subjective perception of time is bent,
- The action has directed the individual towards an internal reward.

Csikszentmihalyi observed the experience of flow in many different environment and situations between 1975 and 2000 and examined the nature of different actions and the reasons for the action (Nakamura and Csikszentmihalyi, 2005). These actions consist of more sportive activities such as chess, free climbing, dancing. The reason why priority is given to sports activities or games in flow experience research is that internal rewards are very evident in such actions. Actions that are generally studied under flow theory are performed in areas where intrinsic rewards are more prominent, such as runners (Jackson, 1992), theater actors (Martin and Cutler, 2002), music students, and music teachers (Bakker, 2005). People who are the subject of the study talk about similar feelings in the studies on flow carried out in different environments until this time (Jackson and Ecklund, 2004). This situation describes the following; The feelings of individuals in the flow state are similar to each other regardless of the actions they take. From this point of view, researchers began to be interested in the flow experience in the business environment. When the mentioned flow conditions come together in the work environment which is high level of skill and high level of job difficulty, employees make significant contributions to improving themselves and increasing their productivity Csikszentmihalyi (2009).

There is a delicate balance between the high level of skill and the high level of business difficulty that make the flow experience happen (Nakamura and Csikszentmihalyi, 2005). The balance between these two variables can be achieved as a result of the formation of a number of preconditions. Csikszentmihalyi stated that the two variables in the flow experience which are advanced skill and advanced difficulty so this can create the state of balance in the flow. Csikszentmihalyi also state that if the skill and the difficulty of the job are not highly equivalent, the individual will feel different emotions such as boredom, apathy and anxiety instead of flow. In fact, flow experience refers to a situation which an individual can live in a very narrow window of work. This narrow window can only be realized after certain preconditions are met (Csikszentmihalyi 2009).

When viewed from this point, these preconditions can be listed as follows;

- The individual should be engaged in an activity whose goals are clear and can observe the progress achieved as a result of the action.
- Clear and quick feedback of the performed actions should be taken. In this way, the individual will be able to make the necessary performance adjustments to stay in the flow state.
- The individual must believe that she /he has complete control over the activity who performs.
- The individual must have a deep focusing process and lose the concept of time.
- The individual must have the autotelic personality skills.

Schafer also mentions a set of flow experience conditions as an alternative (Schafer 2013). When considered from this point of view, these conditions can be listed as below;

- High level perceived difficulties,
- High level perceived skills,
- Know what to do,
- Know how to do,
- Knowing that how well do the work and what need to do,
- Knowing that where need to go,
- Being away from distractibility,

The flow experience conditions mentioned above form a cycle in themselves (Schafer 2013). Schafer (2013) calls this model the 'Flow Loop Model'. Accordingly, the individual first provides the conditions that require opportunities for action. In other words, the individual must know what to do, how to do it and where to go. Then the opportunities of action bring the action together with. The needed preconditions here are, high level perceived difficulties, high level perceived skills and being away from distractibility. Finally, the individual needs performance feedbacks. In this way, individual will make an assessment of how well they did the

action. Then they will return to step one, the conditions that created opportunities, to experience the flow again. In this cycle, the individual will continue to stay in the flow state by improving the conditions that provide the preconditions (Schafer, 2013).

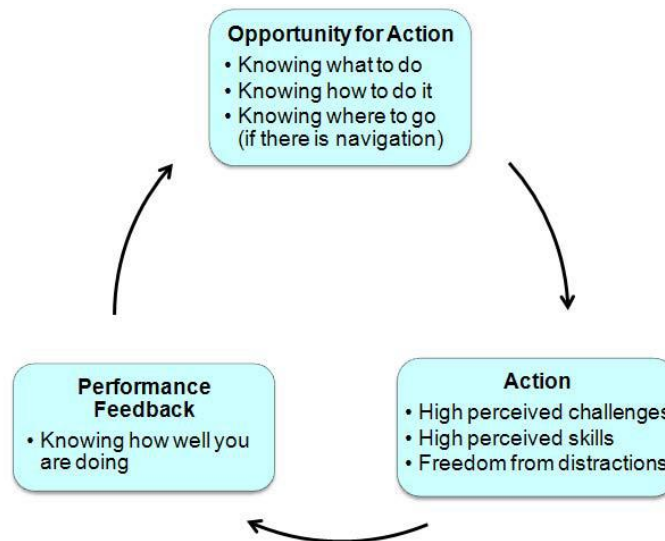


Figure 2 Flow Loop Model with Flow Conditions

Source: Schafer, O. (2013). *Crafting Fun User Experience: A Method to Facilitate Flow*.

When looked at, the preconditions in Schafer (2013)'s flow loop model and the preconditions stated by Csikszentmihalyi (1990) are quite similar to each other. Schafer (2013) gathered the preconditions under a model and made it simpler and more understandable. However, when we look at the literature, it is seen that the flow experience preconditions which determined by Csikszentmihalyi (1990) are accepted and cited. (Jackson and Ecklund, 2004; Eisenberger, et al., 2005; Burke, 2010; Salanove et al, 2006; Bakker, 2005). These preconditions are listed as having clear goals or objectives, receiving healthy feedback during the realization of goals, believing that the individual has control over her actions, and having an autotelic personality Nakamura and Csikszentmihalyi (2005). When the individual has clear goals or objectives, these are important factors that provide the flow experience for individual. Therefore, it is expected that these goal-setting process should set up correctly for reaching the desirable psychological state (Jackson and Ecklund, 2004: 8). The individual must have a general goal in front of her / his and she / he needs sub-goals that will enable this goal to occur. If the goals are clear in the

consciousness of the individual, they can affect more the environment related to the flow experience. In case goals and purposes are clear in the consciousness of individual, the individual can experience the flow more easily.

The individual needs to clearly know what to do, how to do it, with what means and what limitations they have. This state of clarity which the individual has during the flow is create a state of intelligibility in the purpose of the individual (Jackson and Ecklund, 2004). When the determined goals are clear, measuring of these goals realized or not by individual as important as determine the goals at the same time (Csikszentmihalyi, 1990). If the individual can take the expecting feedbacks when reach to goals, this is also can create a basis on the individual for a focus to continuing action. Feedbacks does not lose its importance, even if the execution of some actions takes longer than others (Csikszentmihalyi, 1990). The individual will begin to concentrate for the goal of next level when the individual clearly sets and achieves their goal or objectives and receives clear feedback. Then, the individual will review other potential target opportunities and try to develop the necessary skills and abilities accordingly. In this way, the individual will distance themselves from the boredom situation by raising the target / purpose level.

The actual mechanism that creates focus is the consciousness of the individual during in the process of goal setting, realization and receiving feedback. While explaining the flow experience, there is a particular focus to the consciousness of the individual (Csikszentmihalyi, 1990). Because the flow experience actually occurs in the consciousness of the individual (Csikszentmihalyi, 1990). The sense of self in the individual is realized by the existence of the consciousness of the individual and therefore the formation of individual perception about themselves (Nakamura and Csikszentmihalyi, 2005). The important thing about goal setting is that the individual has a belief that the goals are attainable. Otherwise, the individual will not make any attempt to achieve the goal. Control is a very sensitive issue of the flow experience, like the balance of difficulty and skill-capacity (Jackson and Ecklund, 2004). It is expected the individual will have a belief that they can achieve the target or goals, they set with the capacity and skills which they have. When the individual has this believe, they also will have that believe the individual have a control over their action. The control mentioned in the concept of flow actually means that the individual loses her anxiety about losing control while performing the

action (Csikszentmihalyi, 1990).

This sense of control, which occurs during the flow experience in individuals, also causes the loss of negative feelings such as failure, thus positively affecting performance (Jackson and Ecklund, 2004). However, the point to be considered here is that the sense of control which occurs in individuals cannot be a sense of control as classical sense. The reason for this is that when the individual feels that the situation is under full and absolute control, it is also interpreted as an indication that they are not in any situation or action that will force the individual (Nakamura and Csikszentmihalyi, 2009). This situation creates that will lead the individual to feel distressed rather than experiencing flow. The sense of control emerges as a short-term sense of control based on the individual's consciousness under the flow experience. The belief in the possibility of controlling certain difficulties and variables during action also makes the flow experience active in individuals (Jackson and Ecklund, 2004). When the above-mentioned conditions occur in the flow experience, the individual finds themselves in a state of deep focus. This intense focus seems to be one of the basic concepts that fully defines the flow experience (Nakamura and Csikszentmihalyi, 2005). Deep focus, or deep concentration is come up when the individual is fully focused on the action who is performing. The individual focuses only on the action who performs and does not pay attention to other factors around during the concentration of attention. Feelings such as flow, boredom, anxiety and apathy arise as a result of how attention is structured in the individual at that moment (Nakamura and Csikszentmihalyi 2005). At this point, it is correct to say that the consciousness of the individual focuses on a single point. Consciousness focuses only on the work being done and other factors around the individual lose their importance.

The criticisms, evaluations and doubts which made by the individual for themselves are remain silent during the flow experience (Jackson and Ecklund, 2004). Therefore, some questions created by the consciousness of the individual, such as “can I succeed or am I enough”, are not asked by the individual during the flow experience. The individual who is engaged in a job and finds themselves in the flow experience is not expected to care about threats from other external factors. The state of deep concentration also affects the individual's perception of time. What is meant here is the difference between the time that normally passes in the perception

of the individual and the time that passes during the flow experience. In the studies, it has been found that individuals who experience flow perceive the time as shorter than it is (Csikszentmihalyi, 1990). The most important reason for this differentiation in the perception of time is that the individual is deeply involved in the flow experience (Jackson and Ecklund, 2004). It has been seen in studies that this differentiation in the perception of time in flow experience is mostly experienced in sports branches. There are two reasons why individuals' perceptions of time change during flow (Csikszentmihalyi 1990). Firstly, the perception of time can be different as a result of the deep focus required by the action. Another reason is that the obtained experience from the action can be very positive, and individuals can have a perception in this direction as a result of the flow experience. The differentiation in the perception of time that occurs during the flow has a special importance in terms of making individuals independent from the concept of time that constantly dominates our lives (Csikszentmihalyi, 1990).

The most important and critical dimension of the flow experience is to have autotelic personality traits. The word autotelic is a combination of two Greek words. These words are the autos and telos, 'autos' can be translated as own and 'telos' can be translated as purpose (Csikszentmihalyi, 1990) The autotelic personality is a dimension that emerges as a result of experiencing the other dimensions which mentioned above (Csikszentmihalyi, 1990). Briefly, autotelic personality is expressed as the thought or feeling of inner purposefulness which the flow experience brings to the individual. (Jackson and Ecklund, 2004). The important thing here is the focus on the work which the individual does without any future purpose or expectation. Because the reward for the individual comes from the work rather than the results of their work. People are quite different in our world however, the flow experience which individuals experience is universal, and this is due to the autotelic personality dimension (Nakamura and Csikszentmihalyi, 2005). Because the working in different cultures can show differences. Expectations and goals can also show differences in connection with this. However, the autotelic personality traits cannot show differences very much. As a result, the people who has the autotelic personality trait is focus on their work without any expectations at the end of their work. This situation takes the streaming experience to a more universal point (Csikszentmihalyi, 1990). People are working on many things in their daily life.

They do these things because they have to do, or they have certain expectations as a result of these works. Especially, most of the working individuals do their work because they have to do it, and they see the time they spend in work as a waste of time (Csikszentmihalyi,1990). Therefore, they isolate themselves from their work in time. Similarly, most of the individuals describe their free time as a waste of time. Because they spare time to rest and relax in order to relieve their tiredness related to their work during this time. However, spending time with this way is defined as boring by people. However, the autotelic experience carries the individual to a different dimension (Csikszentmihalyi, 1990) After, the self-isolation state of the individual turns into the state of self-integration, and the concept of boring is replaced by the concept of fun. This autotelic experience of the individual is also one of the most important factors motivating the individual to experience the flow state again.

The individual can stay in a state of flow or turn back to flow state with the personality traits of autotelic experience. These people usually do not their actions for their future benefits, they do their actions for only itself of the action. Generally, these people are curious, interested in life, persistent, determined to continue their work and a positive outlook on their life (Nakamura and Csikszentmihalyi, 2005) When looking at the flow experience literature, can understand how important the concept of autotelic personality.

2. Work Flow Experience

People generally have a belief that their work is boring (Csikszentmihalyi 1990). However, experiencing the flow on the working life, which is a large part of people life, will also positively affect the life of the individual in general. The importance between the skills and capacities of the individual and expected from the individual in their job becomes critical at this point. In the explaining of flow experience, the balance between the difficulty of the job and the skill and capacity of the individual continues to be important when business life is considered. There are studies in the literature that have previously examined the relationship between flow and business life. One of the most important of these studies made by Csikszentmihalyi and LeFevre in 1989. This study is also a first guide in the relationship between flow and business life. They stated that the flow experience in the work environment is three times more than in free time (Csikszentmihalyi and

LeFevre 1989).

The findings obtained in the study show that flow experience has a very important role for employees. This is because the business life of individuals is a large part of their lives in general as stated above. In this case, the individual's developing positive feelings about their job and as a result experiencing the flow experience has a positive effect on other parts of their life. The probability of a high level of difficulty and high skill level to occur in a balance is experienced much more in business life than in free time (Csikszentmihalyi and LeFevre, 1989). Also, it was found that work life is the most important source of flow experience for people in the same study. It is also important to look at motivation and productivity from another perspective, like the balance of difficulty and skill. Employees like their job-related difficulty levels that increase in line with their skills and abilities (Eisenberger, 2005). Because this gives the employees a difficult but manageable situation and at the same time makes the given job interesting for the employee. In this way, employees find the opportunity to develop their skills and talents by walking around the limits of their capacities. The combination of high level of difficulty and high level of skills and the continuous efforts of employees to develop their own potential also enable them to turn into success-oriented employees (Eisenberger, 2005). The resources of the job can be divided into physical, psychological, sociological, and organizational (Bakker, 2003). All these resources have a motivational effect on the employee. For example, social support, performance feedback and supervisor guidance, which are included in organizational resources, enable the employees to express their work more meaningfully (Salanova, 2006).

The study was noted that the flow experience was observed more in teachers who received the above-mentioned resources, especially high levels of authority, social support, supervisor support, and feedback in the Bakker's 2005 study on music teachers. An important question to be asked here is whether the flow experience experienced by the employees and the flow experience recorded in other fields show a similarity. The flow experience is highly focused concentration in the momentary state (Csikszentmihalyi, 1990). Feeling control, developing new skills, and a balance between difficulty and skill level are essential elements in the flow experience (Csikszentmihalyi and Nakamura, 2005) Based on these elements, Bakker (2008) divided the flow experience into three different dimensions for employees. These are

absorption, work enjoyment and intrinsic work motivation. The individual is completely focused on their work in the absorption state. In this case, the perception of time changes and time starts to flow faster than normal, and the individual forgets everything around at that moment (Bakker, 2008). Enjoyment is related to the individual's doing job with love and developing positive feelings for their job. Finally, intrinsic motivation describes the individual's attainment of inner satisfaction regarding the work who does (Bakker, 2008). Bakker's (2008) study is important in terms of clarifying the relationship between flow experience and employees. Also, there is a scale developed with this study to find the effects of the flow experience on the employees. According to Csikszentmihalyi (2003), it is possible to make employees more likely to experience flow in the work environment. In this direction, it can be ensured the individuals experience the flow more often by changing or improving the characteristics of the work.

Organizations can make it possible to experience flow more often by making organizational goals clear, developing the ways of feedback on performance, creating opportunities for employees to develop themselves and their skills and enabling employees to have control over the work they do (Csikszentmihalyi, 2003). When looking at the relationship between flow experience and the employee, can see that some studies have been done on this subject. (Csikszentmihalyi and LeFevre, 1989; Eisenberger et. al., 2005; Bakker, 2005; Bakker, 2008; Bakker et. al., 2003; Salanova 2006). This relationship generally focuses on flow and motivation, flow and efficiency, and flow and work resources.

3. Antecedents of Work Flow Experience

Experience sampling studies by Csikszentmihalyi (1997) have shown that people experience flow more often during work than during their free time. This raises the question of what characteristics of the work state contribute to the flow experience. Since most classical flow studies focus on the balance between situational challenges and personal skills as predictors of flow, can begin by conceptualizing situational demands. According to the difficulty-blocking stressor framework refers to the demands of challenge, work tasks and conditions that require effort and energy but, when handled efficiently, can result in growth, learning, and achieving the goal (Cavanaugh, 2000). For example, highly complex business tasks require a high level of energy investment but can also encourage experiences of

mastery and competence. In contrast, blocking demands, such as interpersonal conflicts, offer conditions that require considerable effort and energy but have no growth potential (LePine, 2005). Therefore, while the challenge is expected to encourage flow, blocking requests can be expected to undermine flow experiences.

Previous research has indeed shown that people need challenges to facilitate flow in a variety of activities, including work. More specifically, flow is more likely to occur when people perceive a balance between the difficulty of a situation and their own skills to deal with that difficulty (Clarke and Haworth 1994; Csikszentmihalyi, 1997). For example, when a competent music teacher manages to teach improvised jazz music only to students who learn to play classical music from notes, they can perceive a balance between difficulties and skills (Bakker, 2005). This balance allows the music teacher to perform at a high level and experience flow make the learning process easier for music students.

Skills refer to personal resources that employees need to deal with challenges, while work resources refer to environmental resources that can be used to transform challenges into flow experiences. Job resources are the physical, psychological, social, or organizational aspects of work that are functional in achieving job goals, promote personal growth, learning, and development, and reduce the stressful impact of job demands (Demerouti, 2001). Examples of job resources include autonomy, social support and performance feedback. This kind of research work resources on individuals' motivation, commitment, job involvement, and a positive contribution to performance has shown the undesirable effect on the stress response job demands (Bakker, 2005). For example, self-improvement opportunities allow employees to cope well with the high demands of their work, while performance feedback facilitates on-the-job learning and helps improve performance in complex tasks.

It is expected that the study of the antecedents of such an important concept will shed light on the literature. For this reason, two notable theories in the literature, the theory of person-job fit and the theory of leader-Member Exchange, are considered as predecessors of flow experience in this study. In its broadest definition, the theory of person-job fit refers to the degree of harmony between the knowledge, skills, and abilities of the individual and the requirements of the work (Brkich et al., 2002). In this theory, a person's job-related expectations, needs, or desires are very important. The individual deals with the benefit of work (Edwards, 1991; Ehrhart,

2006; Montgomery, 2017; Scroggins, 2008; Tims et al., 2016)

On the other hand, Leader-Member Exchange theory (LMX), based on social change, refers to the quality of interaction between leader and subordinate. According to this theory, the leader forms an internal group based on loyalty, trust, respect and love with some members of the organization (Hu et al., 2015; Lloyd et al., 2017; Lunenburg, 2010; Vidyarathi et al., 2014). Therefore, the quality of the relationship leads to many individual and organizational outcomes. Positive psychology approach (Csikszentmihalyi and Seligman, 2000) in the light of more and more individuals experience flow when they are, they have to identify the possible antecedents of the concept is quite valuable to live positive experiences (Seligman and Csikszentmihalyi, 2000).

B. The Concept of Transformational Leadership

The concept of leadership has been a subject of interest between people for a long time. The development of the word leadership in its present meaning is based on the Industrial revolution. Businesses that existed before the industrial revolution were run for a small scale by their owners, and the relationships were personal. After the industrial revolution, business scales grown up, and because of this situation; increased management, uncertainty, and deteriorating order led to management and leadership in enterprises (Bass, 1990). Leadership is a skill to forward a group to defined goals or vision. The power used to achieve this can be the legal power that arises from being in an executive position. However, not every manager is a leader, nor is every leader is a manager. Giving a team of legal powers and rights does not mean that he or she will be the leader. Leadership is also the skill to affect the group and guide its followers as important than this official authority (Robbins and Judge, 2013). Storey (2004) pointed out that leadership is one of the most talked about issues in the world of business and management recently. When you read a newspaper or watch the television or attend a conference, it is possible to come across many definitions of leadership.

1. The Definition of Leadership

Leadership has a centuries-old history as a concept. People are a social element and they have tended to live together by their nature. People feel the need to

share certain duties and responsibilities when they live together. When it was necessary to share and assume responsibilities, some individuals had to separate from others and show their differences. People who are different from other individuals in the society and who can fulfill these duties in the best way are leaders. However, even if people are aware that these duties and responsibilities must be fulfilled, they will not easily consider one of them worthy of this task. At this point, the leader must have certain characteristics which make him different from the others. Leader is an individual who brings people together for a purpose and has an impact on people with his motivation and personal characteristics. Also, Leader is an individual who has the power to significantly affect and change people's thoughts (Akman, 2015). Leadership is a very important concept between management and behavioral sciences. Especially in the 21st century, it is one of the most studied subjects in parallel with the changes and developments that started in the world (Telli 2012). There are many definitions of leadership. These definitions can change due to the characteristics which the leader must have in accordance with the nature of the work performed with different groups and audiences in different environments and spaces. Leadership defined as ability to motivate and influence its members (House, 1971), the power to influence the actions and thoughts of others (Abraham, 1992), reminds them of the environment, goals and purposes of their followers and a guiding and unifying element in directing to these goals and objectives to contribute to the goals and effectiveness of the business. The power elements of the leader consist of status power, rewarding power and coercive power. Status Power may also be referred to as legal power. It is the official power that the leader receives from the managerial position within the enterprise. It basically expresses the authority. Reward Power defines the rewards which the leader gives to their employees (Eraslan, 2004). These rewards can be in the form of promotion, recognition, honor and praise within the group, or the rewards such as salary increasing. Coercive Power is the opposite of rewarding power (Northouse, 2016). The main feature of this power is the based on the fear. The leader can punish the employee if he / she wish. If the employee does not perform as expected by their leader or does not do what they are supposed to do, they can be punished by the leader within the framework of their physiological needs. The coercive power of the leader stems from these characteristics. Personal power consists of expertise and charismatic power (Covey, 2007). Expert Power is the power that arises from the experience, knowledge, expertise, and abilities of the

leader. Expert power is not like the power that the leader receives from his position in the organization. In order to ensure the continuity of the power of expertise, leaders must constantly develop themselves and to be open to learning. Also, they need to keep up with the changes in order to ensure the continuity of this power. This also can be described as transformational leadership (Paterson, 2013).

2. The Definition of Transformational Leadership

Fastly developing technology, changing environmental factors, increasing knowledge, experience levels, economic, cultural and social differences have led to change in the field of leadership as in every field. The understanding put forward for all these reasons is “transformational leadership” (Eraslan, 2004). Generally, the understanding that leaders have considered in the field of leadership is to implement a leadership model that inspires employees and allows them to make innovative changes in the organization. The transformational leadership approach is based on the idea that the leader brings some different practices in addition to routine activities in organizations. It is difficult to understand how the leader will behave in what situation. Especially with developing technology and fastly growing globalization, the leaders need to present a new vision in their struggle against the outside world. Bennis and Nanus (1985) try to find common strategies for leaders who exhibited transformational leadership traits. In a survey of 90 leaders, they looked for the most important events affecting their approach to leadership, critical milestones in their careers, their strengths and weaknesses. They found four common traits in leaders who exhibited transformational leadership as a result of this survey. The first of these results is a convincing, attractive, realistic and clear vision of the future situation of transformational leaders’ organizations (Karamık, 2020). In this way, followers become stronger by believing in vision and working more effectively. The second and common skill is that transformational leaders are social creators of their organizations. Transformational leaders play an active role in establishing values and norms adopted and respected by the organization. Thirdly, transformational leaders represent trust in the organization and set their own positions and stand consistently in those positions. Being predictable and reliable, in every situation, gives the entire organization a healthy identity. Finally, transformational leaders know their strengths and weaknesses. They are using their self-confidence in creativity, making it easier to achieve goals by using their strengths instead of complaining about their

weaknesses.

In this way, followers' self-confidence and self-esteem develop. In addition, transformational leaders are open to learning, creating opportunities for continuing education activities in the organization (Northouse, 2016). Tichy and Devanna (1986) described the lead in their work as a three-screen theatrical performance. Accordingly, the first action is for the leader to determine the need for revival. The second act is the idea of creating a new dream, and the final action is organizational change. Researchers have examined transformational leadership in terms of change, innovation and management with the model they have put forward and have contributed to the transformational and charismatic leadership literature (Ertugut, 2000). While discussing the concept of Transformational Leadership, Burns was influenced by Abraham Maslow's "Hierarchy of Needs". This theory argues that people have an area of needs, and in this direction, these needs must be satisfied in order to perform effectively in the business field. Transformational leadership already contains these concepts at a high rate in order to be a successful transformational leader due to the self-esteem and self-actualization motives it contains (Covey, 2007). Transformational leadership is a process where the leader influences his followers by creating a shared awareness of what is important. It also gives them new ways to deal with challenges and allows them to see opportunities that come their way. Transformational leaders are preventative. As expected, they strive to optimize not only the performance of their followers, but also individual, group and organizational development and innovation. In addition to having higher moral and ethical standards, he tries to convince followers that they can fight beyond expectations (Avolio, 2009).

Over time, unpredictable events and changes in socio-economic, political, technological and organizational dimensions have led to the need for a new leadership approach. In this context, the interest in the old leadership theories working with the power of performance-reward connection has decreased and the transformational leadership began to gain importance (Shibru, 2011). Another fact is which makes transformational leadership gain importance is that transformational leaders motivate their followers with the success they have achieved beyond expectations by harmonizing their attitudes, values and beliefs with the organization (Rafferty and Griffin, 2004). When viewed from this angle, it is seen that the

performance expectation of the leaders from the motivated followers has increased. In addition, it is possible for the leaders to take the needs and desires of their followers to a higher level as a result of demanding transformation in the personal values of the followers (Gumusluoglu and Ilsev, 2007). Also, four basic stages can be counted as the implementation steps of transformational leadership (Gul and Sahin, 2011).

- Identifying the need for change,
- Managing the transition,
- Creating a new vision,
- Institutionalizing change.

Transformational leaders look to share management authority with their followers. For this reason, the leader always shows their followers that the leaders determine the leadership behavior in line with the ideas and thoughts which receives from their followers in determining the goals, plans and policies, making the division of labor and fulfilling the responsibilities. That's why, transformational leaders look to adopt the democratic leadership approach (Eren, 2012).

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Democratic leaders who believe in their followers think that they need to be well motivated to be successful, and they give them the opportunity to prove themselves by giving them autonomy for this. They also share responsibilities with their followers and ask them to think about the common goals of the organization (Rafferty and Griffin, 2004). This decrease the democratic leader's stress and risk of burnout, and allows his followers to be independent. Also, they allow that to develop their own leadership skills of their followers. If the followers have sufficient knowledge and skills and there is a positive working relationship among themselves, there can be a good working environment in the organization (Bass and Steidlmeier,

1999). Democratic leaders can consult their followers before making decisions. However, this may seem like an unnecessary waste of time for some leaders. Therefore, the democratic leadership approach is a negative approach for leaders who want to make quick decisions. However, transformational leaders aim to increase the skills of their followers like democratic leaders. (Bass and Steidlmeier, 1999). They aim to increase the self-confidence of their followers, develop their skills and abilities, and enable them to use all the competencies they have. For this reason, being an effective transformational leader requires a sense of trust between the followers and the leader. Followers who trust their leader will always be ready to do what their leader thinks (Paterson, 2013).

Transformational leadership brings vision to employees and it gives them additional missions to contribute to this vision. Also, it makes them believe that they can do more than they do now by making changes in organizational culture. In other words, transformational leadership is encouraging their followers to do more than expected from them (Kırılmaz, 2010). Some behaviors of leaders are universal because they depend on the same conditions in the context of organizations or countries. In addition, some variables in leadership approaches also prove this view. For example, it is claimed that transformational leadership is founded on two fundamental values. Leader and the follower are equally important for transformational leadership (Schermuly, 2013). Transformational leadership is a guide for both of them to reach the goal. Transformational leadership is mainly based on the cultures of the followers. For this reason, the transformational leadership attitude is right or wrong show differences according to the cultural characteristics of the followers who will make the judgment (Graen, 1995). At this point, transformational leadership draws attention in terms of including the basic element of ethical values. However, these elements, which constitute basic values such as friendship and friendship and have an important place in all cultures, may show differences according to cultures (Bass and Steidlmeier, 1999). When looking to literature, in many studies, it has been defended that the concept of culture is an important determinant. The relationship between the leader and their followers is affected by the society is culturally collectivist or individualistic. Transformational leadership more emerges in collectivist cultures such as Turkey compared to individualistic western cultures. This is why the transformational leaders is

performing better in the collectivist cultures. Because, the researches proof that the transformational leadership is more strongly positively related with the individual creativity in collectivist cultures compared to individualistic cultures (Turker, 2013). When considered from this point of view the transformational leaders;

- Motivates their followers to do more than expected from them.
- Raises the awareness of their followers about the important issues.
- Motivates their followers to give up their own interests for the goodness of the team.

When looking at the literature, seen that the most prominent research on transformational leadership was made by Bass and Avolio (Turker, 2013). These two researchers were based on Burns' research. The studies of these two researchers were based on Burns' study. According to their research, there is more than one leadership style, and the transformational leader is only one of these styles. The characteristics of a transformational leader are visionary motivation, intellectual stimulation, charisma and personalized attention. Vision means a dream about the future. Transformational leaders get their followers to believe in a particular vision. This belief can motivate the audiences and can enable them to act voluntarily towards realizing the vision cultures (Bass and Steidlmeier, 1999). People need to move away from conservative judgments in order to transform a group of people. The transformational leader encourages their followers to think and discuss freely. Charisma is trait which is very rare and unique for a person. Transformational leaders have to impress their followers to adopt the vision to their followers. The leader's charisma must come into play for this interaction to take the place (Rafferty and Griffin, 2004). The leader has to get the support of their followers. That's why, the leader needs to interact with their followers. A leader who wants to be perceived as "fair" by their followers can be at an equal distance for each follower. However, they interact with the audience, taking into account the characteristics of each audience while transformational leaders protect this equidistant. In other words, transformational leaders see followers as equals in their social relations. However, they also take into account the personal characteristics of their followers (Covey, 2007).

3. Dimensions of the Transformational Leadership

Transformational leadership consists of 5 dimensions. These dimensions are Idealized Impact (Attributed), Idealized Impact (Behavior), Inspiration, Intellectual Stimulation and Individualized care (Bradley C. Greiman, 2009).

The idealized influence dimension explains that the leader is an individual respected by her / his followers and is trusted to make decisions for the organization. Individuals with a high mean of this dimension; they evoke a feeling that their followers will be proud to have worked with them, and their demeanor gives a feeling of strength and confidence (Timothy A. Judge, Ronald F. Piccolo, 2004).

In the idealized behavior dimension, the leader shares the risks with her / his followers. Ethical principles and values of leaders and followers are compatible with each other. Individuals with a high mean of this dimension are perceived as role models with high ethical values and emphasize the importance of having a common mission (Bass and Avolio, 1994).

The leader is a source of inspiration for her / his followers in the dimension of being an inspiration. The leader motivates her / his followers about the values that make up the vision of the organization. They encourage their followers to be self-confident and instills confidence that they will be achieved by speaking optimistically about goals. Individuals who have the ability to speak effectively in creating a binding, strong, precise and understandable vision are individuals with a high average of this dimension (Gholamreza Jandaghi, Hassan Zareei Matin, Ali Farjami, 2009).

The leader encourages their followers to innovate and act creatively in the intellectual stimulation dimension. These leaders encourage their followers to use different thinking methods in solving problems. They use different methods and examples. While they are effective in understanding and solving problems, they can be a driving force for their followers in values and beliefs. These leaders provide support to understand the nature of the organization and increase the capacity of their followers to overcome challenges (Jandaghi, Matin, Farjami, 2009).

Employees are supported by their leaders in the individualized care dimension. The leader deals with each follower individually. They are aware that the needs and expectations of each are different from each other. They spare time for

coaching and training, help their followers improve themselves, and listen to their opinions and demands (Jandaghi, Matin, Farjami, 2009).

4. The Impact of Transformational Leadership on Work Flow Experience

The increasing performance of an organization is directly proportional with the development of the organization. The type of leadership which can provide organizational development mentioned among leadership types is the transformational leadership. Transformational leaders have the abilities such as correctly analyze the internal and external environment with their broad vision, influencing the people, being open for the improvement, and making employees believe that they can do more than they do. In this way, they can improve the structure of the organization and increase the efficiency (Sahin, 2009). The productivity and performance of the employee comes first among the factors which can increase in the performance of the organization. A transformational leader who uses the leadership characteristics can restructures the goals, objectives and values of the followers, and builds on them values such as justice and equality. The transformational leaders can help to increase the morale and motivation levels of employees who is following their perspectives. Keeping the morale and motivation of the followers high in a working environment is a factor which can affects them to experience the flow. Changing and expanding the areas of interest and need of followers will provide the team highest level of morale and motivation (Bass, 1999). Also, stated parallel with this, will strengthen their understanding of team goals and their commitment to work (Krishnan, 2002). This will make it easier for followers to experience the flow. Bass (1999) explains that the concept of the transformational leadership is more effective on the working performance of the employees in the management and organization according to the other leadership styles. As a result of these studies, it can be said that; Transformational leaders, when compared to other leaders, can provide more morale and motivation to their employees and can give them more confidence than the other leadership styles (Yavuz, 2008). High morale and motivation are passionate the employees about the job and helping them to experience the flow easier. When the employees concentrate by giving full attention to the work, they find themselves in flow state. They dedicate themselves to their work and as a result, their performance increases (Aydin Kucuk, 2020). Therefore, this relationship between transformational leadership and flow experience

contributes positively to the organizational setting.

H1: There is a positive impact of Transformational Leadership on Work Flow Experience.

C. The Concept of Perceived Job Uncertainty

Uncertainty has been mostly researched topic in psychology and the organizational sciences. Research areas that include uncertainty as a key variable include interpersonal communication (Berger and Bradac, 1982), environmental uncertainty (Huber and Daft, 1997; Milliken, 1987), new employee socialization (Kramer, 1999; Teboul, 1994), decision making (Kahneman, Slovic, and Tversky, 1982), role ambiguity (Pearce, 1981), and change communication (DiFonzo and Bordia, 1998; Ellis, 1992; Schweiger and Denisi, 1991).

Uncertainty has been defined as a characteristic of the environment or a psychological state. Our focus is on the psychological or phenomenological uncertainty, based on an individual's perception, as opposed to an objective state of the environment. Therefore, uncertainty can be defined as "an individual's perceived inability to predict something accurately" (Milliken, 1987).

Uncertainty is considered to be an aversive state (Schuler, 1980). Do not know something about ourselves or the environment around us is maladaptive as we cannot prepare for or deal with the unknown. This idea is inherent in several theories that treat uncertainty reduction as a motivational force. Berger's uncertainty reduction theory (Berger and Bradac, 1982) and a recent adaptation by Kramer (1999) are examples of this notion in the communication literature. Uncertainty was accorded a similar role by Festinger in the theories of social comparison (1954) and by Hogg (Hogg and Abrams, 1993; Hogg and Mullin, 1999) as a motivation for social or group identification.

Uncertainty is widespread during organizational change and transitions (Ashford, 1988; DiFonzo and Bordia, 1998; Nadler, 1987; Schweiger and Denisi, 1991; Schweiger and Ivancevitch, 1985). This uncertainty is typically about the aim, process, and expected outcomes of the change and its implications for an individual's job security, future prospects, or changes to the organizational structure and culture (Buono and Bowditch, 1993; Jackson, Schuller, and Vredenburgh, 1987).

Uncertainty is related to anxiety (Miller and Monge, 1985).

Ashford (1988) states that similar relationship between uncertainty and stress. Employees will feel inadequate to deal with the change if they do not know the nature and consequences of the change on their job, status or reporting structures. In other words, they lack personal control over change. Some authors refer to a similar effect in the context of organizational change. There are two competing perspectives on the effects of uncertainty on psychological pressure. The first predicts the direct effect of uncertainty on tension. Therefore, uncertainty in itself is considered a stress factor. The second suggests that the effect of uncertainty on tension is mediated by control. The reason of uncertainty is stress, because it leads to a sense of lack of control (Boyd 1994; Gahan and Abeysekera, 2009; Huff and Kelley 2003; Trompenaars, 1993).

1. The Definition and Literature Review of Perceived Job Uncertainty

Uncertainty has a very important place in the literature of management and organization. The concept of uncertainty has been studied by authors from many disciplines such as health, finance, economics, psychology. A particular situation in general refers to the fact that one knows what to do for each alternative when making decisions about the process (Robbins, Decenzo, Coulter and Woods, 2013). On the other hand, uncertainty means an inability to accurately predict what the consequences of a decision might be (Downey, Hellriegel and Slocum, 1975). Tannenbaum (1950) says, “when the future is predicted, uncertainty exists.” These definitions are shaped by some disciplines such as psychology, sociology, economics. (Garner, 1962; Luce and Raiffa, 1957; MacCrimmon, 1966). In terms of organizational behavior, job uncertainty means that worker’s uncertainty about their work situation, location, needed skills, promotion opportunities and their future in the organization.

When looking from another perspective, a review of the relevant literature reveals that many definitions of uncertainty are studied as “environmental uncertainty”. Milliken (1987) examined environmental uncertainty in three dimensions: state uncertainty, effect uncertainty, and response uncertainty. Employees or managers can experience environmental uncertainty when they feel that their organizational environment as unpredictable. For example, a firm can

produce a new product, believing that sales will be high. But a regulation in the country's legal system can prohibit the sale of this new product. Such a development could affect the firm's financial position. In such cases, firms cannot predict the future. This dimension of uncertainty is called state uncertainty. Effect uncertainty explains the concept as being unable to estimate what the nature of the impact of a future state of the environment or environmental change will be on the organization (Conrath, 1967; Duncan, 1972). The third dimension of uncertainty is response uncertainty, refers to a lack of information about response options while not being able to predict the results of a response choice (Conrath, 1967; Duncan, 1972).

Also, the uncertainty has been studied from a psychological point of view aside from the environmental aspect. This aspect means "perceived uncertainty" because any individual perceives uncertainty at different levels or may not perceive any uncertainty at all. In the literature on perceived uncertainty, the term stress seems to be closely related to structure. McGrath (1976) has defined perceived uncertainty as an important determinant of stress outcomes in a psychological and a behavioral meaning. Schuler (1980) also defined the term stress as a perceived undecided state, involving uncertainty about something that is critical. Stress is one of the functions of uncertainty. So, it can conclude that if a worker's position includes many uncertain aspects, it will be stressful for that worker (Beehr and Bhagat, 1985).

Previous research about the perceived job uncertainty is suggesting that job uncertainty is linked to higher levels of employee stress, decreased job satisfaction and job commitment, and an increased desire to leave an organization (Ashford, 1988; Ashford, Lee, and Bobko, 1989; Matteson and Ivancevich, 1990; Paulsen et al, 2005, p.5; Pollard, 2001). Schuler and Jackson (1986) conducted research on the role of stress management and uncertainty (Tınaztepe, 2010). According to this study, perceived uncertainty was examined within four levels: organization, unit, group and individual.

Table 1 Components of the Model of Uncertainty

Components of the Model of Uncertainty		
Level of Analysis	Origins of Uncertainty	Response to Uncertainty
<u>Organization Level</u>	Environment (e.g. Suppliers, competitors, government unions)	Strategy (e.g. marketing, financial production, personnel, public relations)
		Inter-organizational structure (e.g. mergers, interlocking directorates, joint ventures)
		Intra-organization design
<u>Unit Level</u>	Technology (e.g. operations, workflow, input characteristics)	Strategy (e.g. bargaining, coalition formation)
	Knowledge	Organizational design (e.g. Allocation of authority, coordinating)
	Organizational politics	Mechanisms, rules)
<u>Group Level</u>	Interaction patterns (e.g. roles, norms, status, hierarchy, leader behavior)	Cohesiveness
		Influence attempts
		Rules enforcement
<u>Individual</u>	Tasks	Psychological states (e.g. satisfaction, perceived threat, anxiety, tension)
	Rewards	Physiological symptoms (e.g. heart rate, blood pressure, gastrointestinal disorders)
	Roles	Cognitive information processing (e.g. use of heuristics, biases)
	Job qualities Individual qualities	

Table 2 Dimensions of Uncertainty

Dimensions of Uncertainty	
Number of Elements	
Rate of Change	
Heterogeneity of Elements	
Clarity of Elements	
Relationship between Elements	
Predictability of Change	
Moderators of the Experience of and Reactions to Uncertainty	
Relative Power	Ambiguity Tolerance
Time Pressure	Field Dependence
Importance of Issue	Availability of feedback
Individual Ability	Task interdependence
Locus of Control	Group Cohesiveness

Source: R. S. Schuler and S. E. Jackson, "Managing Stress through PHRM Practices: An Uncertainty Interpretation", Research in Personnel and Human Resource Management

Uncertainty occurs in the external environment and then affects the internal behavior of the organization, as observed at the unit, group, and individual levels. At each level, different types of uncertainty arise, followed by several responses to reduce uncertainty (Schuler and Jackson, 1986).

Some concepts are critical for clarifying the topic as seen in the Table 1. Origins refer to sources of uncertainty at all levels. For example, at the individual level, tasks, rewards, roles, jobs, and individual qualifications may create uncertainty for the employees. Dimensions explain the amount and nature of uncertainty. Responses determine the answers to uncertainty when an uncertainty occurs. Different reactions can be taken at each level. Moderators are some variables that affect the relationship between perceived uncertainty and sources of uncertainty. For example, in the face of uncertainty, a worker who feels time pressure to complete a process will experience more uncertainty than a worker who does not feel time pressure. Similarly, moderators such as task interdependence, topic significance, feedback, and focus of control can influence an individual's perception of uncertainty. When studying at the organizational level, resources and responses should be considered as elements at the macro level. The term "environmental" means that the external environmental resources of the organization in relation to the term uncertainty (Milliken, 1987).

In general, organizations do not desire uncertainty because of rational decisions and lack of efficiency. When the organizations perceived any uncertainty, they implement some strategies to decrease the level of uncertainty and try to adapt to new environment. For instance, a government can sometimes regulate the legal system, and this regulation can affect the firm's production process and marketing activities. In such a case, it is very difficult to make rational decisions due to the lack of information about new regulation of the legal system. Then, the firm is expected to respond to this uncertainty by making some strategies such as producing alternatives or stopping the process of production. Input properties, workflow, policy, and so on can be sources of uncertainty at the unit level. The uncertainty that occurs at the organizational level will highly probably affect employees' psychological states. Therefore, their uncertainty towards the job can increase and cause negativity while working. Technology is also important in terms of uncertainty at the unit level. The technology includes raw material characteristics, necessary

information and operational techniques (Hickson, Pugh, and Pheysey, 1969). Organizations should design human resource management practices to promote specific needed behaviors and identify employee behaviors needed to implement existing technology in order to manage the technological uncertainty (Schuler and Jackson, 1986). For the level of Group uncertainty, some resources can be listed, such as roles, norms, status, hierarchy, and administrative behavior. Interpersonal relationships are determinant for this segment. This perception of uncertainty can cause anxiety and stress among group members. In this case, group members can feel insecure about their position in the organization. For this level of uncertainty, the role of management is critical. Equal opportunities, fair performance assessment methods, and similar approaches that demonstrate the care of the organization can reduce group members' concerns about uncertainty. The uncertainty model covers responses to uncertainty in a group, task redefinition, and control over task performance (Schuler and Jackson, 1986). Therefore, since a leader can redefine group tasks and create group commitment to deal with uncertainty, leaders are important in defining the effectiveness of the group's responses to uncertainty. Groups that are highly compliant may tolerate uncertainty more than less connected groups, and therefore may be less likely to experience anxiety and stress (Schuler and Jackson, 1986).

At the individual level, uncertainty can be studied from psychological aspects. Individual characteristics can determine one's responses to uncertainty. Individual differences, such as locus of control, tolerance for uncertainty, and personal abilities, influence people's responses to uncertainty. In an uncertain process, individuals may perceive stress, anxiety, and related physiological disorders. Personality traits as well as cognitive processes are important for perceived uncertainty. Therefore, in the perspective of employees, uncertainty is natural to the business, but uncertainty is a threat for another perspectives. The cognitive process can change from individual to individual, and some experiences from previous years can influence the process. Some applications may be sufficient to minimize uncertainty at the individual level. For example, it is necessary to ensure that the work gives the worker the necessary control and autonomy. In addition, the selection process is also important because placing the right people in the right jobs provides an ideal match between an individual's skills and job demands. Another important

point is that employees clearly inform themselves of what is expected of them. Therefore, precise lines regarding performance requirements and performance evaluation practices, remuneration procedures, and feedback can positively impact the individual (Schuler and Jackson, 1986). Some training programs, such as stress management, can be provided by organizations for the individual development of the employee. A study by Ashford (1988) found that if job uncertainty is high in an organization, employees' job satisfaction is low.

Another important conclusion concerns the intention to leave the job. When the level of job uncertainty is high in an organization, employees may exhibit a higher potential to quit their job (Ashford, 1989; Paulsen, 2005; Pollard, 2001). According to a study conducted by Paulsen (2005) during restructuring at a public hospital, job uncertainty is highest, personal control and satisfaction is lowest at the stage of waiting for change, when the working environment deteriorates. At this stage, job uncertainty has shown both a direct and indirect effect on emotional exhaustion. After the downsizing phase, the surviving employees displayed more positive attitudes, which were interpreted as signs of feeling comfortable with the reduction of the problems associated with change.

2. Perceived Job Uncertainty as a Moderator on the Relationship between Transformational Leadership and Work Flow Experience

Transformational leadership has a positive impact on the workflow experience. That's why the employees who led by transformational leaders will be more likely to experience the workflow (Bass, 1999). However, there are some uncertainties perceived by the employees in their working environment (Milliken, 1987). Changes in the work plans of the employees, whether they will be transferred to another department, their competencies in the job, their abilities, opportunities in the workplace can be listed as some issues that may create uncertainty in the organizational setting (Buono and Bowditch, 1993). Perceived job uncertainty occurs when the employee lacks the necessary psychological state and knowledge to perform the task assigned to them at the workplace. Employees may face such uncertainties in the organizational environment and these uncertainties have many effects on the working lives of employees (Miller and Monge, 1985). When looking from this perspective, there is a role of perceived job uncertainty on the relationship between workflow experience and transformational leadership. The relationship of

these two variables can show changes according to the level of uncertainty in the organizational setting. In situations where uncertainty is high, employees may not have the necessary concentration on their work (Beehr and Bhagat, 1985). In addition, uncertainties in the organizational setting cause a decrease in the performance of employees. In this case, perceived job uncertainty level of the employees becomes important. Based on this situation, it can be thought that perceived job uncertainty has a moderating role between the relationship of the variables. The aim of this model is to explain the uncertainties will have an effect on the relationship between transformational leadership and flow experience (Schuler and Jackson, 1986).

H2: There is a moderator role of perceived job uncertainty on the relationship between transformational leadership and work flow experience.

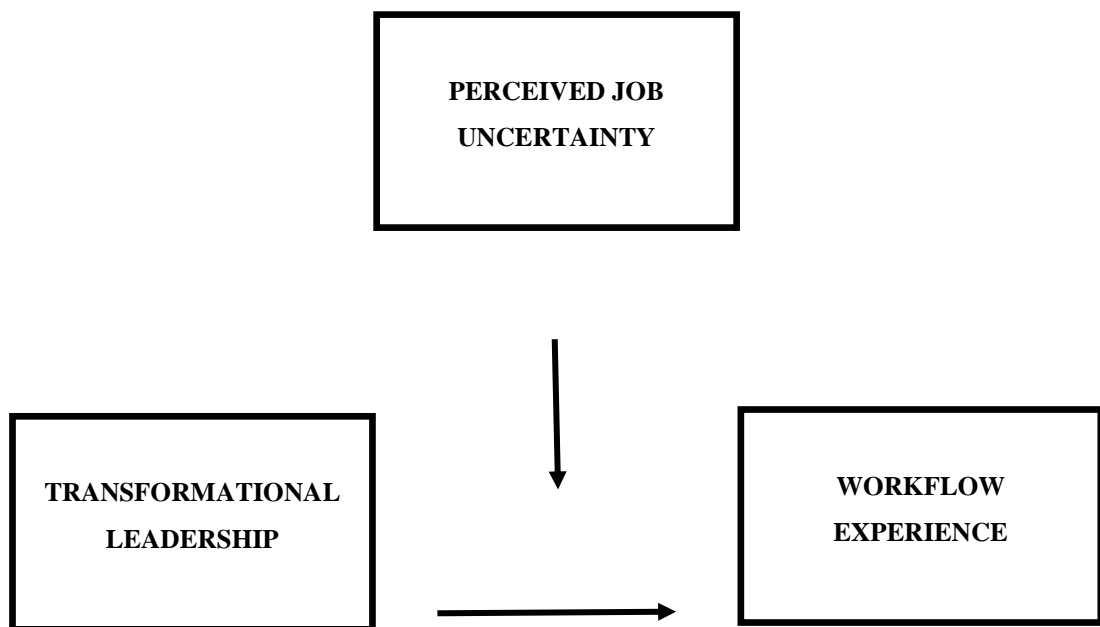


Figure 3 Research Model

III. METHODOLOGY

A. Research Model

The quantitative research method helps us to test of the objective theories with explaining the relationship between them. The relevant research is prepared with the quantitative research method. Three different scales questions were combined according to the relationship of the variables. Numerical data was used through online surveys to collect data. A single data collection method has been used to collect the data. A crosssectional research method has been selected due to the nature of the research scales and hypotheses of the study. The surveys, which include workflow experience, transformational leadership and perceived job uncertainty as the survey of independent, dependent, moderator variables have been replied by the white-collar employees. After data collection step, obtained data were analyzed using the SPSS program., and the findings were explained in related tables. The researchers can reach the numerical results of the scales with using online surveys.

B. The Sample And Data Collection

The data of this thesis was obtained from a sample of 243 participants working in the service sector in Istanbul. It is very difficult to reach the number of white-collar employees working in the whole service sector. Therefore, the population is thought to be more than 10,000 individuals. However, in the survey process of this study, a total of 8 companies were reached, and a survey was applied to 243 people out of a total of 1074 people working in these companies. Participants consist of non-managerial employees. Managers were not included in the sample group as the participants were expected to evaluate their superiors. Online questionnaires were used as data collection method in the research. The study has focused on helping organizations by seeking reasons for employee attitudes and behaviors. Therefore, the sample includes employees who had been employed in various organizations in service sector located in Istanbul.

C. Research Instruments

1. Work Flow Experience Scale

The relevant scale was developed by Bakker Golub and Rijavec in 2008 as name of The Work-Related Flow Inventory. This scale consists of 13 items and 3 dimensions (Bakker, Golub and Rijavec, 2017). The dimensions of this scale are dedication to work, enjoyment of work and intrinsic motivation to work (Bakker, 2008). This scale is the first scale developed for flow experience in working life and it has been used frequently in the international literature. This scale was applied to different samples in different countries and its validity and reliability tests were conducted (Demerouti, Bakker, Sonnentag and Fullagar, 2012). For this reason, the relevant scale was preferred for this study. The Turkish adaptation of this scale and its validity and reliability study were carried out by Turan and Pala (2019). The scale used in the research is a 5-point Likert-type scale with equal intervals. Of the individuals participating in the survey; They were asked to answer as 1-Strongly Disagree, 2-Disagree, 3-Undecided, 4-Agree, 5-Completely Agree.

2. Perceived Job Uncertainty Scale

The perceived job uncertainty scale was developed by Schweiger and Denisi in 1991. This scale was created to measure the different perception of uncertainty in business life in corporate structures. The relevant scale used in this study was translated to Turkish by Tinaztepe (2010). The validity of the translated to Turkish form was checked by experts in this domain (Ozveren, 2016). Data collection on perceived job uncertainty was carried out with using 18 items from the original scale.

The scale used in the research is a 6-point Likert-type scale with equal intervals. Of the individuals participating in the survey; They were asked to answer as 1- Definitely Distinctive, 2-Pretty Distinctive, 3- Distinctive, 4-Uncertain, 5-Pretty Uncertain, 6- Definitely Uncertain.

3. Transformational Leadership Scale

The “Multi-Factor Leadership Scale” has been developed by Bass and Avolio in 1990. This scale was translated into Turkish by Gurel (2011) and consists of 20 items in total, 16 items translated into Turkish by Gurel and 4 items taken from the version of the same scale developed in 2009 were used (Bass, Avolio, 2009). This

research has been made on employees who is working in service industry in Istanbul. That's why the translated version of the scale has been used for this research.

Transformational leadership scale consists of 5 dimensions. These dimensions are Idealized Impact (Attributed), Idealized Impact (Behavior), Inspiration, Intellectual Stimulation and Individualized care (Bradley C. Greiman, 2009). The questions which is the number 3, 1, 18 and 2 are belongs to Idealized Impact (Attributed) dimension. Idealized Impact (Behavior) questions are the number 6, 8, 17 and 4. The dimension of the Inspiration questions are the number 9, 7, 10 and 5. Intellectual Stimulation dimension questions are numbered as 11, 12, 13 and 20. Finally, the question numbers which is the 15, 14, 19 and 16 belongs to the dimension of Individualized Care.

The scale used in the research is a 5-point Likert-type scale with equal intervals. Of the individuals participating in the survey; They were asked to answer as 1-Strongly Disagree, 2-Disagree, 3-Undecided, 4-Agree, 5-Completely Agree.

IV. MAIN STUDY FINDINGS

The reliability tests and the confirmatory factor analysis averages to the normal distribution were carried out before testing the hypotheses about whether the independent variable of the study has an effect on the dependent variable. Then, the correlation and regression analyses were performed to test the relationship between them. The findings obtained from the results of the analyzes are presented in the tables below. Finally, the moderator analysis was applied to measure the moderator role of perceived business uncertainty.

A. Frequency of Socio Demographic

The research was conducted on white-collar employees working in the service sector in Istanbul. 51.40% of the participants are male, 48.60% are female, 41.2% are married, 57.20% are single and 84.3% are under 35 years old. 62.10% of the participants have bachelor's degree, 28.40% have less than 3 years of work experience and 44.00% have an income of 5000 TL or more. Within the scope of this research, an online questionnaire was applied to the participants. Analyzes were performed on the SPSS program for 243 responses.

Table 3 Frequency of Socio-demographic

Variable		Number (N)	Percentage (%)
The Graduation Degree	High School	29	11,90%
	Associate Degree	28	11,50%
	Bachelor	151	62,10%
	Master	31	12,80%
	PhD	4	1,60%
	<u>Cumulative %</u>	243	100%
Total Working Experience	Less then 1 Year	19	7,80%
	1-3 Years	50	20,60%
	3-5 Years	57	23,50%
	5-10 Years	61	25,10%
	More then 10 Years	56	23%
	<u>Cumulative %</u>	243	100%
Salary	1500-2500 ₺	19	7,80%
	2501-3500 ₺	42	17,30%
	3501-5000 ₺	75	30,90%
	5001-7500 ₺	69	28,40%
	7500 ₺ or more	38	15,60%
	<u>Cumulative %</u>	243	100%

B. Factor and Reliability Analysis of The Scales

Firstly, factor confirmatory analysis and reliability tests were performed to test the factor structures of the scales used in the research. It is very important to find out the validity and reliability of scale structures before proceeding to hypothesis testing. That's why, the KMO (Kaiser-Meyer-Olkin) measure of the sampling sufficiency Cronbach's alpha construct validity of the scales was evaluated which used in this research. The findings show that the KMO values of the scales are at least ,934. This value is greater than the KMO value accepted in the statistical literature (the recommended KMO value is ,600 at least). Bartlett's test of sphericity of each scale is significant which used in this study (p value = .000). The results of factor and reliability analyzes for all variables are shown in Table 4.

Table 4 The summary statistics of survey (N=243)

Items	Item Loading	Cronbac h's α	Explained Variance (%)
<u>Work Flow Experince</u>			
WFE7	I feel happy during my work	0,830	0,936 27,588
WFE6	I do my work with a lot of enjoyment	0,822	
WFE8	I feel cheerful when I am working	0,816	
WFE11	I work because I enjoy it	0,803	
WFE5	My work gives me a good feeling	0,798	
WFE2	I get carried away by my work	0,775	
WFE4	I am totally immersed in my work	0,753	
WFE12	When I am working on something, I am doing it for myself	0,770	
WFE13	I get my motivation from the work itself, and not from the reward for it	0,731	
WFE3	When I am working, I forget everything else around me	0,731	
WFE1	When I am working, I think about nothing else	0,706	
WFE9	I would still do this work, even if I received less pay	0,653	
WFE10	I find that I also want to work in my free time	0,643	
<u>Transformational Leadership</u>			
TL8	Specify the importance of having a strong sense of purpose.	0,910	0,984 30,895

Table 4 The summary statistics of survey (N=243)

Items	Item Loading	Cronbac h's α	Explained Variance (%)	
TL20	Demonstrate that problems must become chronic before I take action.	0,893	0,933 14,628	
TL17	Consider the moral and ethical consequences of decisions.	0,888		
TL9	Talk optimistically about the future.	0,878		
TL16	Help others to develop their strengths.	0,878		
TL19	Consider an individual as having different needs, abilities, and aspirations from others.	0,877		
TL2	Display a sense of power and confidence.	0,876		
TL14	Treat others as individuals rather than just as a member of a group.	0,871		
TL7	Talk enthusiastically about what needs to be accomplished.	0,870		
TL13	Get others to look at problems from many different angles.	0,869		
TL5	Specify the importance of having a strong sense of purpose.	0,869		
TL10	Articulate a compelling vision of the future.	0,861		
TL18	Act in ways that build others' respect for me.	0,856		
TL4	Emphasize the importance of having a collective sense of mission.	0,853		
TL15	Spend time teaching and coaching.	0,848		
TL11	Re-examine critical assumptions to question whether they are appropriate.	0,832		
TL12	Seek differing perspectives when solving problems.	0,812		
TL6	Talk about his / her most important values and beliefs.	0,802		
TL3	Instill pride in others for being associated with his / her.	0,795		
TL1	Go beyond self-interest for the good of the group.	0,778		
<u>Perceived Job Uncertainty</u>				
PJU8	Whether you will have to take on more work, than you are capable of handling.	0,824		
PJU4	Whether you will have control over your job.	0,795		
PJU14	Whether you will be required to take on jobs that you have not been trained for.	0,795		
PJU11	Whether you will have to learn new job skills.	0,786		
PJU13	Whether you will get to work with people that you have become friends with.	0,782		
PJU12	Whether you will be forced to take a demotion.	0,747		
PJU16	Whether friends and colleagues lose their jobs.	0,744		

PJU10	Whether you will have to take a pay cut.	0,736	
PJU1	Whether your pension plan will be changed.	0,724	
PJU15	Whether there will be opportunities to advance in the company.	0,723	
PJU6	Whether you will have to move to a new geographic location.	0,705	
PJU17	How performance will be measured.	0,698	
PJU7	Whether you will have influence over changes in your job.	0,668	
PJU18	Whether the company will be a good place to work.	0,660	
PJU3	Whether you will get to work with the same colleagues.	0,652	
PJU5	Whether you will have enough information to do your job.	0,651	
PJU2	Whether you will have to relocate (transfer).	0,648	
PJU9	Whether you will be able to get promoted.	0,630	
<u>Total Variance (%)</u>			73,111
<u>KMO</u>			0,934
<u>Chi-Square Bartlett's Test</u>			12603,763
<u>P value</u>			0,000

As seen, all the items had factor loadings of ≥ 0.50 therefore; none of the items were excluded from the scale.

C. Correlation Analysis Findings

Means and standard deviations of Pearson correlation analysis and the research variables are stated in the Table 2. According to the findings from analyzes the means of all the components have low and moderate values. Generally, the average values of the variables range between (M= 1,51, SD= ,5007) and (M= 3,96, SD= 1,0244). Also, among the main research variables while Transformational Leadership has the lower mean value (M= 3,04, SD= 1,1828) also, perceived job uncertainty has the higher mean value (M= 3,96, SD= 1,0244) according to the result of the analyzes.

When the correlation analyzes were examined, it was observed that there is a significant and positive correlation between the independent and dependent variables in the model. However, it has been examined that perceived job uncertainty has a significant negative relationship with other variables of the study. There is a moderate positive significant correlation between transformational leadership and work flow experience (r: .497; $p < 0.01$). Also, there is a negative significant correlation between perceived job uncertainty and transformational leadership (r: -.143; $p < 0,05$). On the other side, there is a negative significant correlation between perceived job uncertainty and work flow experience (r: -.122*; $p < 0,05$).

Table 5 Descriptive Statistic for Research Variables (Means and Standard Deviations) and Correlations of the Variables

	Mean	Std. Deviation	1.	2.	3.	4.	5.	6.	7.	8.	9.
1.Age	2,07	0,6238	(-)								
2.Gender	1,51	0,5007	-.183**	(-)							
3. Marital Status	1,60	0,5221	-.246**	-.015	(-)						
4.Education	2,80	0,8687	.025	.022	.078	(-)					
5.Total Work Experience	3,34	1,2532	.579**	-.085	-.313**	-.141*	(-)				
6. Salary	3,26	1,1542	.481**	-.252**	-.137*	.246**	.494**	(-)			
7.Workflow Experience	3,12	0,9570	.013	-.085	-.008	.015	-.049	.494*	(.93)		
8.Transformational Leadership	3,04	1,1828	-.151*	.108	.088	.015	-.162*	-.059	.497**	(.98)	
9.Perceived Job Uncertainty	3,96	1,0244	.124	-.235**	-.001	-.041	.128*	.158*	-.122*	-.143*	(.93)

N:243; *p<0,05; **p<0,01 *** p<,001

D. Regression Analysis Findings

The findings of the factor and reliability analyses explained that this study was usable to test the main hypotheses of the study in terms of the validity and reliability values of the scale constructs. Thus, it's possible to proceed with the regression analyses in order to test the first hypothesis mentioned in the study (H1). As discussed in the literature section, it is claimed that the existence of a transformational leadership approach in the organization will have a positive effect on the workflow experience of the employees. On this basis, regression analysis was applied to the first hypothesis of the study, "There is a positive impact of Transformational Leadership on Work Flow Experience" The regression analysis of the findings are shown in Table 3.

When examined the Table 6 statistically, it's possible to understand that the results in Model 1 indicate that transformational leadership has a moderate impact on workflow experience ($\beta = .497$, $R^2 = .247$, $p = .000$, $F = 78.597$). This result shows that employees' workflow experiences increase when they are managed with the transformational leadership characteristics in the organization. There is a positive impact of the transformational leadership characteristics on the employees and this positive impact has increased on their workflow experience. That's why, the first hypothesis of the study (H1) is supported.

Table 6 The Impact of Transformational Leadership on Work Flow Experience

Variable	β	Std. Error	t	P
(Constant)	1,903	0,148	12,845	,000***
Transformational Leadership	0,497	0,045	8.865	,000***
R2= ,247; F= 78.597; P<,001				
a. *p<0,05; **p<0,01*** p<,001				
b. Dependent Variable: Work Flow Experience				
c. Independent Variable: Transformational Leadership				

E. Moderator Analysis Findings

As discussed in the literature review section of the study, perceived job uncertainty was considered to play a moderator role between transformational leadership and workflow experience in hypothesis 2. In order to test the moderator role of perceived job uncertainty in that relationship, transformational leadership and workflow experience was entered into the analysis to examine the main effect. Finally, the analyzed of the interaction effect between the variables was performed. The results of the analysis of the moderator role of perceived job uncertainty on the relationship between transformational leadership and workflow experience are presented in Table 7.

Table 7 The moderator role of perceived job uncertainty on the relationship between transformational leadership and work flow experience

Transformational Leadership	β	se	t	p
Work Flow Experience				
Constant	3,2635	.5304	6,1529	.0000
Transformational Leadership	-.0279	.1770	-.1578	.0000
Perceived Job Uncertainty	-.3226	.1211	-2,6639	.0000
Perceived Job Uncertainty	.1017	.0406	2,5083	.0128
↓				
Transformational Leadership				
Perceived Job Uncertainty	Moderator Effect (β)	se	t	p
Moderator Effect of Perceived Job Uncertainty = $M \pm 1SD$				
M- 1SS (2.894) Low	2,9418	0,2713	3,9538	.0000
M (3.742) Moderate	3,9663	0,3755	8,1563	.0000
M+1SS (4.590) High	4,9907	0,4797	8,7847	.0000
Model Summary	R	R²	F	p
	0,5180	0,2680	29,1451	.0000
Increased R²	R² Change	F	df1	df2
	0,0190	6,2918	1,0000	238,0000
				.0128

When we examine the Table 7 statistically, the regression model was found to be statistically significant ($R=.518$; $R^2= .268$; $F=29,1451$; $p=0.0000$). Perceived job uncertainty appeared to be a statistically significant predictor of the work flow

experience ($\beta = -.3226$; $t = -2.6639$; $p = 0.0000$). Also, using process macro which developed for the Statistical Package Program, evaluated the results of the research. Table 4 shows that the interaction effect was significant ($\beta = .0503$; $t = 2.5244$; $p = 0.0000$). Perceived job uncertainty was found have moderator effect on the relationship between transformational leadership and work flow experience. In this context, the effect of perceived job uncertainty is statistically significant with low ($\beta = 2.9418$; $t = 3.9538$; $p = 0.0000$) moderate ($\beta = 3.9663$; $t = 8.1563$; $p = 0.0000$) and high ($\beta = 4.9907$; $t = 8.7847$; $p = 0.0000$). Thus, it can be expected that as employees feel the uncertainty in their organizations the positive effect of transformational leadership on work flow experience goes down. According to this result the hypothesis H2 is supported.

V. CONCLUSION AND DISCUSSION

A. Conclusion of The Study

In this study, the relationship between transformational leadership and workflow experience and the moderator role of perceived job uncertainty were tested. The reliability analyze of the factors show that the KMO values of the scales are at least ,934. This value is greater than the KMO value accepted in the statistical literature (the recommended KMO value is ,600 at least). According to results of these statistical analyses, it can explain that, all the variables of this research model have significant relationship between each other. According to the findings from correlation analyzes the means of all the components have low and also moderate values. Generally, the average values of the variables range between (M= 1,51, SD= ,5007) and (M= 3,96, SD= 1,0244). Also, among the main research variables while Transformational Leadership has the lower mean value (M= 3,04, SD= 1,1828) also, perceived job uncertainty has the higher mean value (M= 3,96, SD= 1,0244) as the result of the analyzes. The regression analyses report that, transformational leadership have effects on workflow experience ($\beta = ,497$, $R^2 = ,247$, $p = ,000$, $F = 78.597$). Also, perceived job uncertainty is a moderator variable within this relationship ($R = ,518$, $R^2 = ,268$, $F = 29,145$, $p = ,000$). As consistent with our expectations and previous research, transformational leadership is found to be significantly as statistically and positively related to workflow experience. This relationship which is strongly and positively associated with workflow experience is logical. Especially, when we examine the relationship between variables in our model, we can show that the transformational leadership has effect on workflow experience of the employees. The reason of this effect is psychological situation of the employees which have a crucial role in experience the workflow status.

According to the test results of the hypotheses formed in line with the main purpose of the research, it was determined that the transformational leadership positively affects the workflow experience.

The results of the research shows that the variable which plays a role as a moderator is perceived job uncertainty in the relationship between transformational leadership and employees' workflow experience. In this context, managers approach their employees with a positive perspective so that they can increase their job performance. The importance of focusing on the strengths of their employees and developing these aspects has been revealed once again with this research. For the future of an organization, employees' workflow experience and accordingly increasing productivity are in a relationship with each other. The main factor is that plays a role in experience the workflow more easily is the transformational leadership approach. As we discussed in the literature, the transformational leadership approach is very important for the future of organizations. In addition, perceived job uncertainty has a moderator role between dependent and independent variables. When perceived job uncertainty of the employees increases, it becomes more difficult for employees to experience the flow. When looking from another perspective, they are more likely to experience flow when the perceived job uncertainty of the employees is low. For this reason, company owners and managers need to fulfill important responsibilities in order to support people for the future of the organization, to minimize their perceived job uncertainties and to increase their performance.

Table 8 Summary of the Hypotheses of the Study

Number	Hypotheses of the Study	Findings
H1	There is a positive impact of Transformational Leadership on Work Flow Experience. ($\beta = .497$)	Supported
H2	There is a moderator role of perceived job uncertainty on the relationship between transformational leadership and work flow experience. ($R^2 = .268$)	Supported

B. Discussion

This study will have many conceptual and practical contributions for the organizations. The important thing is that this study will be very beneficial for the psychology of employees and organizations. In the model of the study, the flow experience is discussed which has a great impact on the performance of the employees. According to the research transformational leadership style would increase this effect, and the moderator role of perceived job uncertainty was also discussed. Basic values such as planning in the organizational environment,

considering the needs of the employees, responding to their wishes and needs, respecting and caring for the ideas of the employees are the characteristics of transformational leaders, and these characteristics have very strong effects on the flow experience. The success of the organization is directly proportional to the performance of the employees. For this reason, it is beneficial to conduct the necessary examinations in order to increase the performance of the employees. There are many factors which will contribute to the performance of the employees, and these factors will also make it easier for the employees to experience the workflow. In the study, firstly, the relationship between workflow experience and transformational leadership style is discussed. Then, the role of the job uncertainties which is perceived by the employees in the work environment on this effect was tried to be understood.

An in-depth literature review was conducted for the variables of the study. After then, two hypotheses were established to explain the relationships between the variables. A questionnaire consisting of 3 different scales was prepared to measure the accuracy of the hypotheses. These scales are workflow experience scale, perceived job uncertainty scale and transformational leadership scale. Then the model was tested statistically for these 2 hypotheses. Data for this study were collected from 243 employees working in the service sector in Istanbul, Turkey. The results of the analysis showed that there is a significant relationship between workflow experience and transformational leadership. Transformational leadership has a positive effect on the workflow experience. Employees experience more workflow when they are exposed to the characteristics adopted by the transformational leadership approach. Therefore, increases in the performance of employees can be observed. In this way, employees can achieve success in the business environment more easily and achieve their targeted success more easily. It is more important for employees to be successful in what they do and to do their job with love than the reward they will get after the job done. For this reason, experiencing flow will have a significant psychological impact on employees. The fact that employees see that their ideas are valued positively affects their performance. In addition, caring for their wishes and needs positively affects their performance. Transformational leadership approach can show the required attention to these values and this approach is the most appropriate leadership style for high

workflow experience. Employees exposed to this management style willingly show extra performance without any sense of coercion by senior management. As a result of these conditions, employees will always be ready for the task mentally and emotionally. Based on these inferences, we can see that the first step of our model is confirmed.

Then, the perceived job uncertainty was added to our model. It has been stated in previous studies and literature review that perceived job uncertainty has some negative effects on employees. In this study, it has been investigated how perceived job uncertainty will show a moderator role in the relationship between workflow experience and transformational leadership. According to the results obtained from the research; Transformational leadership has a positive effect on employees' workflow experience. However, this positive effect can decrease when these employees perceived the job uncertainty. When perceived job uncertainty increases, the positive impact of transformational leadership on workflow experience decreases. This effect will be higher when the level of perceived job uncertainty is decreases. In the organizational environment, the negative emotions experienced by the employees can push them to unproductive work behaviors. As stated in Hypothesis 2, the moderator effect of perceived job uncertainty was understood in this way.

Some important managerial results are also obtained from this research. Firstly, according to the findings, the leadership style that employees are exposed to plays a very important role on their performance. Therefore, the management department is responsible for implementing the most appropriate form of leadership for their employees when dealing with problems. In addition, minimizing uncertainties in organizations is very important for the future of the organization. In this way, negative consequences can be avoided. In addition, equality and fairness between employees at the individual level should not be ignored. Because some organizational practices will cause some uncertainties between employees. The study also revealed that the relationships between employee and manager have a direct impact on workflow and performance. Therefore, it can be said that the most important role of leaders is to create and maintain conditions such as equality, exchange of ideas, cooperation, and working environment quality for the employees. For this reason, having a binding management style on employees can contribute to

many positive effects such as workflow and motivation. In addition, as it can be understood from the study, if managers take the necessary actions to reduce the uncertainties in the business environment, it will be very effective in the performance of their employees. This is a matter which should not be ignored for transformational leaders. Organizational managers should try to understand the situations and elements which will create business uncertainty and seek principles and practices to eliminate these problems.

C. Limitations and Recommendations

The first limitation of the research is that the current research applied on the employees of service sector who lived in Istanbul as mentioned before. Also, other mediator or moderator variables can be added in current research model because the being of a moderator in the any research also means that there may be other mediating or moderating variables. This research should be done in other sectors as well in the upcoming studies. In addition, the research model should be investigated whether the results show differences according to demographic information. Moreover, the findings of the study may vary according to intercultural differences. Also, different leadership styles can have different effects on the workflow. There may be other types of leadership that can improve workflow in other cultures. That's why, culture-appropriate leadership styles should be explored to examine work flow experience of employees.

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DISSERTATIONS

GUREL G. **“Örgütsel Öğrenme, Dönüşümcü Liderlik, Pazar Yönlendirmesi Ve Örgütsel İnovasyonun Firma Performansı Üzerine Etkilerinin Analizi”** (Unpublished PhD Thesis), İstanbul Teknik Üniversitesi Fen Bilimleri Enstitüsü, İstanbul, 2011.

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VII. APPENDIX

APPENDIX 1: Questionnaire

APPENDIX 2: Ethic

APPENDIX 1: Questionnaire

Algılanan İş Belirsizliğinin İş Akışı Deneyimi Üzerindeki Etkisi: Dönüşümcü Liderliğin Rolü

Sayın anket katılımcıları,

Algılanan iş belirsizliğinin, iş akışı deneyimi üzerindeki etkisini ve dönüşümcü liderliğin bu etkideki rolünü ölçmeyi amaçladığımız bu anket, yüksek lisans tezi çalışmasında bilgi toplamak amacıyla, İstanbul Aydın Üniversitesi Dr. Öğretim Üyesi Burcu Aydın Küçük gözetiminde Mustafa Uğur Özcan tarafından oluşturulmuştur. Vermiş olduğunuz yanıtlar sadece bilimsel araştırmalar için kullanılacak olup, asla üçüncü kişilerle ve kurumlarla paylaşılmayacaktır.

Katılımlarınız için şimdiden teşekkür ederim.

DEMOGRAFİK BİLGİLER

1. Yaş

- a) 18-24
- b) 25-34
- c) 35-44
- d) 45-54
- e) 54-64
- f) 65 ve üstü

2. Cinsiyet

- a) Erkek
- b) Kadın

3. Medeni Hal

- a) Evli
- b) Bekar
- c) Boşanmış
- d) Diğer

4. Eğitim Düzeyi

- a) Lise
- b) Ön Lisans
- c) Lisans
- d) Yüksek Lisans
- e) Doktora

5. İş Tecrübesi

- a) 1 Yılden Az
- b) 1-3 Yıl
- c) 3-5 Yıl
- d) 5-10 Yıl
- e) 10 Yıl ve üzeri

6. Aylık Gelir Düzeyi

- a) 1500-2500 TL
- b) 2501-3500 TL
- c) 3501-5000 TL
- d) 5001-7500 TL
- e) 7500 TL ve Üzeri

ÇALIŞMADA AKIŞ DENEYİMİ

Aşağıdaki ifadelere vereceğiniz cevapları 1'den 5'e kadar sıralanan açıklamalardan birini seçerek işaretlemeniz beklenmektedir. Önergelerle ilgili doğru veya yanlış bir seçenek bulunmamaktadır. Bu nedenle ifadeyi okuduğunuzda aklınıza gelen ilk cevap sizin tutumunuzu en iyi yansıtan olacaktır. Lütfen her bir ifadeyi dikkatle okuyunuz ve sizin çalışma hayatınızdaki tutumunuzu en iyi tanımladığınızı düşündüğünüz seçeneğe karar vererek yanıtlayınız.

1. Kesinlikle Katılmıyorum
2. Katılmıyorum
3. Kararsızım
4. Katılıyorum
5. Kesinlikle Katılıyorum

	1	2	3	4	5
1. Çalışırken başka bir şey düşünmem.					
2. Kendimi işime kaptırırım.					
3. Çalışırken etrafımdaki her şeyi unuturum					
4. Tamamıyla yaptığım işe odaklanırım.					
5. İşim kendimi iyi hissettirir.					
6. İşimi çok büyük bir zevkle yaparım					
7. İşimi yaparken kendimi mutlu hissederim.					
8. Çalışırken kendimi neşeli hissederim.					
9. Daha az ücret alacak olsam bile; yine de bu işi yapardım diye düşünürüm.					
10. Boş zamanlarımda bile çalışmak istediğimi fark ediyorum.					

11. Çalışıyorum çünkü çalışmaktan keyif alıyorum.					
12. İşimle ilgili bir şeye çalışırken kendim için çalışıyorum.					
13. Motivasyonumu sonunda elde edeceğim ödüllerden değil, işi yaparken elde ediyorum.					

DÖNÜŞÜMCÜ LİDERLİK

Aşağıdaki ifadelere vereceğiniz cevapları 1'den 5'e kadar sıralanan açıklamalardan birini seçerek işaretlemeniz beklenmektedir. Önergelerle ilgili doğru veya yanlış bir seçenek bulunmamaktadır. Bu nedenle ifadeyi okuduğunuzda aklınıza gelen ilk cevap sizin tutumunuzu en iyi yansıtan olacaktır. Lütfen her bir ifadeyi dikkatle okuyunuz ve yöneticinizi en iyi tanımladığınızı düşündüğünüz seçeneğe karar vererek yanıtlayınız.

1. Kesinlikle Katılmıyorum
2. Katılmıyorum
3. Kararsızım
4. Katılıyorum
5. Kesinlikle Katılıyorum

Çalıştığım firmadaki müdürüm, yöneticim;	1	2	3	4	5
1. Grubun iyiliği için kendi çıkarlarımı gözetmez.					
2. Güçlü ve güvenilir olduğu hissini verir.					
3. Onunla çalıştığımız için gurur duyacağımız konusunda bizi telkin eder.					
4. Ortak misyona sahip olma hissini önemini vurgular.					
5. Güçlü bir amaca sahip olmanın önemini belirtir.					
6. Onun için en önemli değerler ve inançlar hakkında konuşur.					
7. Nelerin başarılması gerektiği konusunda hevesli bir şekilde konuşur.					
8. Amaçlara ulaşılacağına dair güven aşılar.					
9. Gelecekle ilgili iyimser konuşur.					

10. Gelecekle ilgili zorlayıcı vizyonu rahatlıkla anlatır.					
11. Kritik varsayımların uygun olup olmadığını tekrar inceler.					
12. Problemleri çözerken farklı bakış açıları arar.					
13. Başkalarının problemlere farklı açılardan bakmasını sağlar.					
14. Kişileri gurubun elemanıymış gibi değil de onları birey olarak ele alır.					
15. Eğitim ve koçluk için zaman harcar.					
16. Başkalarının güçlü yönlerinin geliştirilebilmesi için onlara yardım eder.					
17. Kararların ahlaki ve etik sonuçlarını göz önünde tutar.					
18. Başkalarının ona saygı duyacağı şekilde davranır.					
19. Bireyleri ele alırken onların diğerlerinden farklı ihtiyaçlara, becerilere ve isteklere sahip olduklarını göz önünde tutar.					
20. İnsanların problemlere birçok farklı açıdan bakabilmelerini sağlar.					

ALGILANAN İS BELİRSİZLİĞİ

Aşağıda, kişinin işiyle ilgili algıladığı bazı belirsizliklere yer verilmiştir. Lütfen her bir ifadeyi dikkatle okuyunuz ve sizi ne kadar iyi tanımladığına karar vererek yanıtlayınız. Bu ifadelere ne derece katıldığınızı, “Kesinlikle belirgin” den “Kesinlikle belirsiz” e doğru uzanan cevaplardan size uygun düşen seçeneği işaretleyerek belirtiniz.

1. Kesinlikle Belirgin
2. Oldukça Belirgin
3. Belirgin
4. Belirsiz
5. Oldukça Belirsiz
6. Kesinlikle Belirsiz

	1	2	3	4	5	6
1. Emeklilik planımın değişip değişmeyeceği						
2. Şirkette başka bir yere geçip geçmeyeceğim						
3. Aynı iş arkadaşlarımla çalışıp çalışmayacağım						
4. İşimde kontrolümü sağlayabilip sağlayamayacağım						
5. İşimi yapmak için gerekli bilgiye sahip olup olmayacağım						
6. Yeni bir coğrafi lokasyona geçip geçmeyeceğim						
7. İşimle ilgili değişikliklerde etkinliğimin olup olmayacağı						
8. Kapasitemin üstünde iş yükü üstlenip üstlenmeyeceğim						
9. Terfi edip edemeyeceğim						

10. Maaş kesintisine uğrayıp uğramayacağım						
11. Yeni iş vasıfları öğrenmek zorunda kalıp kalmayacağım						
12. Mevcut pozisyonumda düşüşe maruz kalıp kalmayacağım						
13. Şirkette yakın olduğum kişilerle çalışıp çalışmayacağım						
14. Daha önce yapmadığım işleri yapmak zorunda olup olmayacağım						
15. Şirkette ilerlemeye yönelik fırsatların olup olmayacağı						
16. İş arkadaşlarımla ve şirkette yakın olduğum kişilerin işlerini kaybedip etmeyecekleri						
17. İş performansımın nasıl ölçüleceği						
18. Şirketin, çalışmak için iyi bir yer olup olmayacağı						

APPENDIX 1: Ethic

Evrak Tarih ve Sayısı: 11.06.2021-14279



T.C.
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