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Indigo Leadership and Indigo Leadership Scale

Ömer Okan Fettahloğlu

Assistant Professor, Dr./ Kahramanmaraş Sütçü İmam University, Faculty of
Economics and Administrative Sciences, Kahramanmaraş, Turkey

Gülay Budak

Professor, Dr./ Dokuz Eylül University, Faculty of Economics and Administrative Sciences, İzmir-Turkey

Abstract:

Overall objective of this study is to make a proposal for the literature to use the concept of “indigo leadership” concept and develop a scale that may be used in the subsequent studies.

In this study, primarily the indigos and leadership literature was reviewed and in this line, the main features of leaders and indigos were listed. Definition of the term “Indigo leadership”, not previously used in leadership literature, was made and a new scale consisting of 36 proposed questions; a first in literature. as the first in the literature was developed, consisted of 36 proposed questions. The findings obtained seem to support the idea that the scale can be used in the studies that may be done afterwards.

Keywords: *Indigo, Indigo Leadership, Basic Features, Indigo Scale*

1. Introduction

Leadership is an old phenomenon; both in conceptual and historical terms. A good number of studies have been made on the leadership concept which attracted attention of each individual in the society since the early ages. When the studies on leadership are reviewed, it is noted that the perception of leadership has been first associated with the state and political structures in the historical process and today it is approached with the subjects mostly related to the organizations. However, although the leadership phenomenon has been considered as a part of the human life since the early ages, we may say that it has only recently started to be approached as a discipline.

Today one of the factors that the science history has found hard to explain has been the human behavior. Sometimes unable to make sense of even their own behaviors, emotions, the people naturally proved to be incompetent to analyze behaviors of other people. Man is the hardest being to analyze. It is quite hard to abstractly define and inspect the presence and values of human beings who can show unstable mental states even in momentary time frames. For this reason, it is not possible to use precise and clear expressions to explain and define features relating to the human beings. The leadership studies made so far have generally not gone beyond of categorizing similar behaviors.

Human life continues by transmission from generation to generation. Human is a being that constantly develops and improves itself. For this reason, whether if there is any difference between generations or not has always been an object of curiosity and work began to try to identify generation-related definitions according to time zones. Making of such generation-related definitions under names such as X, Y, Z, Millennium and Crystal has been tried. Particularly the generation born after 1980's and considered to be different from other generations has been named indigo.

Some features written below are features of the people expressed as indigo generation. In the book written by Carroll and Taber (1999), which is considered to be the first book written on this subject, it is pointed out that 70-80% of the people born after 1980's in the current societies bear indigo features. If you think your children or people around you have such features, they are most likely indigo. Some of these features are written below (Carroll and Taber, 2012:43):

- They are very acquainted with and use the technological products well,
- They do not hesitate to declare their needs,
- They want to have reliable and emotionally stable people around them,
- They learn by research and discovery and they resist to memorize and to be just a listener,
- They get bored quickly and have a short attention span,
- They are compassionate, afraid of death and especially afraid of losing their dears,
- They know their own value better than anybody,
- They may not be disciplined by feelings of guilt, etc.

Among the leadership definitions made and features mentioned so far are not features similar to those given above. For this reason, considering these features, it would be more appropriate to define the indigos that have reached certain positions in the business life or have been regarded as leaders in the present time as indigo leader.

The basic factor in the making of this study is review of the literature on the indigo, identification of the basic features the indigos bear in this line, inclusion of the concept of indigo leaders in the literature and development of a scale that may be used in the subsequent studies. It is foreseen that the findings obtained from this study will contribute to the literature and other implementers.

2. Theoretical Framework

2.1. Indigo Leaders

Leadership is a concept as old as human history (Güney, 2000:498). Leaders are persons who think and act smartly and have skill to affect the groups to achieve their goals (Tichy, 2002:151; Robbins and Judge, 2012: 376). Although many approaches have been developed to define the leaders and identify their features, no single definition could be achieved. The basic reason is that leadership differs depending on their individual features, their behavioral patterns, acts they perform, role relationships, perceptions of the followers, missions and cultural factors (Yukl, 1989:252).

Looking at the approaches developed with respect to leadership, there are three categories, e.g. classical (feature) approach, behavioral approach and modern (contingency) approach (Sabuncuoğlu and Tüz., 2003:220). In the classical approach remained in the forefront by the late 1940's, the personality of the leader and demographic characteristics were emphasized. In the 1950s, the behavioral approach with focus on the behaviours of the leaders has come to the forefront (Stroh, Northcraft and Neale 2002:256). And in the 1960's, the modern (contingency) has been developed (Rost, 1993:36).

In the Classical (Feature) Approach, the predominant idea is that leaders are born, not made. According to this approach, it is asserted that the leaders have certain differences from other people in terms of characteristics such as mind, comprehension, self-reliance, sensitivity to needs of others, impressive, different insights, ability to take initiative, success in solving problems and honesty (Gordon, 1996:222). And the features are categorized under three groups, e.g. physical features, spiritual features and personality features (Lussier, 2002:230; HartogandKoopman, 2001:167). It was understood that these features are insufficient to explain the leadership behaviours and behavioral approaches were brought up.

In the Behavioral Approach, the researchers observed the leader behaviours and examined which behaviours are effective and ineffective. (Daft, 2008:21). According to the researchers advocating this approach, the differential factors of the leadership are considered to be stemming from behaviours such as building confidence in the followers, recognizing them as individuals, making friends with them and communicating with the other members of the group (Wagner and Hollenbeck, 2010:198; Luthans, 2011:418; Koçel, 2010:577).

And in the Modern (Contingency) Approach, it is assumed that it is not possible to make a definition of leadership that would always be valid for each case and condition and, therefore, the leadership behaviors may vary depending on the specific case and conditions. In other words, according to the contingency approach, a leadership behavior effective under some conditions may prove to be ineffective under other conditions (Tengilimlioğlu, 2008:116; Daft, 2008:64).

As it is seen, approaches developed concerning leadership are for development of the existing approaches more, not for making them invalid (Gülertekin, 2013:43)). For this reason, it has been thought that a new definition for "leader" may be made on basis of the indigo concept. Basing on the definitions to be made concerning leadership, the concept of indigo leader will be one that may be specific to the indigo that is considered to be the new generation. Taking into consideration some basic features differentiating the indigos from other people, it has been pointed out that indigo leaders may be different from other definitions of leader and, therefore, indigo leader definition may be made.

The term indigo was first mentioned in the book by Nancy Ann Tappe, *Understanding Your Life Through Color* published in 1982 (Carroll and Tober, 2012:17). In general definition, indigo is used since the early 1980's as a common name given to the people born with a completely new consciousness and energy (Ersevım, 2007:13). According to literature, there are seven books in the literature on indigos written by Carroll and Taber (1999), Virtue (2001), Condron (2002), Dosick and Dosick (2004), Losey (2006), PHM Atwater (2006) and Ersevım (2007). In these books, the features, spiritual aspects of those persons defined as indigo and a new generation as well as matters of health and nutrition were dealt with.

Indigo is a name used for the people who demonstrate a series of new and extraordinary qualities and generally show behavioral pattern that has not been evidenced before (Carroll and Tober, 2012:17). Today everybody in the age group of 35 years is regarded as in the indigo generation. It was pointed out by researchers that the people born before the 1980's have indigo features. The people defined to be indigo have been categorized by definitions such as humanistic indigos, conceptual indigos, artistic indigos and interdimensional indigos. In our opinion, calling those people that have profession in certain areas and have certain titles in the society are called indigo leaders on account of the features they have is important in pointing out the differences.

Considering the basic features, the indigo leader, in the most general sense, may be defined as "people who have confidence in everybody, care about human values and contribute to people around them in spiritual, emotional and behavioural terms by showing an encompassing manner of behavior".

2.2. Basic Traits of the Indigo Leaders

Basic features of the indigos may be categorized in three groups: Cognitive/Intellectual, Emotional and Behavioral. Considering the leadership definitions and features put forward so far, the similarities and differences between the indigo leaders and other leaders are mentioned below.

The Cognitive/Intellectual Aspects of Similarities and Differences	
Similarities	Similarities
<ul style="list-style-type: none"> - They have big and creative ideas - They are unable to contain themselves about researching an attractive topic - They believe in themselves very much - They believe that they deserve to be where they are at - They have a personality that likes innovations - They are generous 	<ul style="list-style-type: none"> - They have big and creative ideas - They are unable to contain themselves about researching an attractive topic - They believe in themselves very much - They believe that they deserve to be where they are at - They have a personality that likes innovations - They are generous

Table 1: The Cognitive/Intellectual Aspects of Similarities and Differences of Leader Indigo and The Other Leaders

Based on the features mentioned in the definitions of indigo leaders and other leaderships, they show similarity in a number of ways in cognitive/intellectual terms. However, their differences are more obvious. Indigo leaders believe they are born to with a sense of nobility or even with a mission to achieve. In this context, they feel they are more valuable than other people. They believe that they have intuitive skills higher than other people.

While importance of showing empathy and contribution of empathy to the leadership are emphasized among the features of other leaderships, the ability of showing empathy is among the inevitable elements for the indigo leaders. The reason is that the indigo leaders hold the human values above anything else. For this reason, they always act by showing empathy for other people. Although the indigo leaders show hyperactive personality features, they have eyes looking old, deeply and smartly.

Although the indigo leaders consider themselves to have a spiritual mind, they think they don't have memorization skills. The other leadership models emphasize strong skill of memorization for the leaders. Indigo leaders may have difficulty in social adaptation. However, the other leadership models point out that the leaders take a driving role in social terms. Indigo leaders believe that all people, including themselves, should have responsibilities. Considering that people failing to fulfill their responsibilities gives damage to the social structure, they may tend to show excessive reaction against them. In other leadership models, it is pointed out that the leaders take responsibility, but they also share the burden of other people's responsibility.

The Emotional Aspects of Similarities and Differences	
Similarities	Differences
<ul style="list-style-type: none"> - They have high sensitivity - Their opinions begin to form at an early age - They can often and imagine easily - They care about their surroundings and also they want to be cared about by their surroundings 	<ul style="list-style-type: none"> - They want to be same people who are emotionally even-tempered and religible around them - They are too compassionate and they fear to death and lose they love - They are disappointed with some systems which do not require ritual and creative thinking - They do not like to be tried for being disciplined with the sense of guilty - They trust all the people around them and they believe that everybody can be honest - They like helping people very much

Table 2: The Emotional Aspects of Similarities and Differences of Leader Indigo and the Other Leaders

Taking into consideration the features mentioned in the definitions of indigo leaders and other leaderships, we can see some emotional similarities. As to their difference, in the other leadership models, the leader gathers everybody he/she influences around himself/herself irrespective of their personality features. And they also make efforts to show exemplary behaviours in terms of personality features to enable the others to refine their own behaviours. However, indigo leaders desire for the people around them to be emotionally stable and reassuring. Indigo leaders are very compassionate and very afraid of death and of losing their dears. It is seen that this is the their weakest point. There is no such expression in the other leadership models. Indigo leaders are disappointed in systems that are ritual and not creatively challenging. However, in the other leadership models, although the leader is disappointed, he/she does not give up fighting to eliminate any systematic problems, making his/her best endeavor to rehabilitate the system.

As the indigo leaders act rather by their intellectual features, they do not like to be disciplined by feelings of guilt. They have confidence in all people around them and they believe that everybody can be honest. They are very fond of helping people. These aspects have not been mentioned much in the other leadership models.

The Behavioral Aspects of Similarities and Differences	
Similarities	Differences
<ul style="list-style-type: none"> - They are too energetic - They prefer specific learning methods in reading and maths. - They never forget the works to be done daily - They can't change their opinions easily - They find an easy way to do their works at home, school or in their offices - They care innovation issue very much 	<ul style="list-style-type: none"> - They are bored quickly and they have lack of attention - They are too democratic and while there is no democracy conditions, they resist authority - They don't like people, who talk about everything constantly and negatively, and they avoid to those people - They experience physical discomfort too much

Table 3: The Behavioral Aspects of Similarities and Differences of Leader Indigo and the Other Leaders

Considering the features cited in the definitions of indigo leaders and other leadership models, they show some similarity in terms of behavior. As for the differences, the other leadership models emphasize strong-mindedness and ability of the leaders to focus. However, indigo leaders get bored quickly and suffer from deficient attention. This may be considered as their weakest point.

Indigo leaders are excessively democratic and they react against authority under the conditions that lack democracy. The other leadership models may designate behaviors like authoritarian behavior patterns. Indigo leaders do not like people talking about everything constantly and in a negative way and stay away from them. As for the other leadership models, the leader makes efforts to persuade and affect the people talking negatively in order to enable them to show the desired behaviours. Finally, indigo leaders experience too much physical discomfort. There is no mention of it in the other leadership models.

However, it should be stated that these features have been compiled from the studies made on the indigo made so far. Considering that the studies have been made within a period of just 30 years, it should not be disregarded that there may be many other features not identified yet.

3. Methodology of the Study

3.1. Objective of the Study

Overall objective of this study is to review the literature on indigos and thus to list the basic features of them and to describe the concept of “*indigo leader*” as a new term and then develop and include in the national and international literature a scale usable in the subsequent studies. The findings we have obtained seem to support this main objective.

3.2. Method of the Study

In light of the information obtained from scanning the national and international literature and their findings: the definition of “*indigo leader*” was made and the typical features of indigo leaders were determined. Afterwards began the preparation of a new scale to obtain data by use of the said scale in a written questioning technique (questionnaire).

3.3. Main Body and Sampling of the Study

The measuring tool (questionnaire form) to gather data in the scope of the study was applied to 565 students randomly selected with a confidence interval of 99% on basis of about 3500 students who study in Economics and Administrative Sciences Faculty, Sütçü İmam University, Kahramanmaraş.

3.4. Development of the Scale

In this section, the stages at which the study for development of “*indigo leadership scale*” was conducted as well as the characteristics of the working group were displayed.

At the first stage of the development of the scale, the sub literature was reviewed and basic features that may be used in the scale were determined. Studies made in this field were scrutinized and the expressions usable in the scale were identified. A proposed pool of questions consisting of 42 items was formed. Rather than focusing on whether if the items are equal to each other proportionally, the attention was focused on whether they contain the characteristics that form the dimension. In the proposed pool of questions, there were 18 proposed questions in the dimension of cognitive/intellectual features, 11 proposed questions in the dimension of emotional features and 13 proposed questions in the behavioral features.

In the study for the development of the scale, the candidate scale form (consisting of 42 items) was previously sent to 15 people who experted in their fields and their comments on the proposed questions were asked. With the proposed questions in the prepared form, these people were requested to select one of the following options: “proposed question is related to the structure”, “proposed question is related to the structure, but it is not necessary”, and “proposed question does not measure with the target structure”. In line with the comments of the experts, 6 out of 42 proposed questions were eliminated and 36 items were left.

Answers given by the experts concerning the proposed questions were collected and the scope validation rates (SVR) were tried to be identified. SVR rate was found by the ratio of the number of experts who commented as “necessary” for any proposed question to the total number of the experts that made comment on the said proposed question minus 1. For 15 experts, the minimum value should be 0.49 (17). SVR level for the scale we desired to develop was found as 0.79.

$$SVR = \frac{N_G}{N/2} - 1$$

At the final stage, the scope validation indices (SVI) of the proposed questions to be included in the final form and significant at the level of $\alpha=0,05$ and obtained by the total average SVR were calculated for each dimension individually and the values were obtained in the range of 0,83 and 0,87. According to these results, the final scale questions were completed.

3.5. Analysis of the Data

In line with the answers received from a total of 565 students accepted for the study, the validation and confidence test of the scale was conducted. In the literature, the sampling size should be 10 times the variable number in the normal distribution (18). Because of this, the sampling size deemed necessary for the analysis of 565 questionnaires used in the study was examined and the working group was considered to be at an appropriate level. Data analysis was executed via the SPSS 22.0 package and techniques such as confidence analysis, factor analysis, the correlation and regression analyses were used.

4. Findings of the Study

This section includes factor analyses and validation findings, descriptive findings for the variables, correlation among the variables, regression findings, structural equality model and findings.

4.1. Factor Analyses of the Variables and Findings for Validation

Factor analysis was performed to put forward the structural validation of the scale and determine the factor load of the items by measurement on basis of three basic dimensions.

Prior to proceeding to the factor analysis, Kaiser Meyer Olkin coefficient and Bartlett Sphericity test were calculated to find out suitability of the data. For measuring the confidence degrees of the proposals within themselves, Cronbach Alpha score were examined. The findings obtained are presented in the Table 4.

Indigo Leadership	Reliability	Number of Propositions	Kaiser-Meyer Olkin (KMO)	,787
Cognitive Dimension	0,943	15	BarlettSphericity Test Chi Square	2,87834
Emotional Dimention	0,870	10	sd	630
Behavioral Dimention	0,805	11	p value	,000

Table 4: Reliability and KMO Bartlett's Analysis

As it can be seen on Table 4, the confidence degrees were determined as 943 for 15 proposals related to the cognitive dimension, 870 for 10 proposals related to the emotional dimension and, finally, 805 for 11 proposals related to the behavioral dimension. Looking at these results, it is understood that the confidence levels sufficient enough to measure the variables that the proposals intend to measure have been reached.

In order to determine whether the three main variables in the theoretical infrastructure of the study are reflected in the data set completely, the factor analysis was applied to the data set. In the scope of this analysis, Kaiser Meyer Olkin (KMO) test was applied to understand especially whether the sufficient sampling size had been obtained or not. According to the results of this test, a value of 787 was obtained. This shows that the sufficient sampling size was obtained. When continued to examine the results obtained from the factor analysis, it has been found out that while some proposals share the joint values with other proposals in the joint table, some remained at low levels. Consequently, this indicates that the conduct of factor analysis was a right decision. Findings in connection with the factor analyses are presented on Table 5.

Questions Propositions	Cognitive	Emotional	Behavioral
2. I believe I have come to this position because I deserved it	,805		
3. I value and believe myself very much	,878		
4. I believe I have creative properties	,852		
5. I believe I have intuitive skills	,526		
6. I believe I have strong empathy for others	,863		
8. I believe I am a hyperactive person	,832		
9. I believe I have eyes looking old, deep and clever	,674		
12. I believe that all people should have responsibilities	,767		
13. I believe I am a generous and bounteous person	,865		
14. I believe I have a personalty that likes innovations	,849		
15. I believe I have no difficulty in keeping up with society	,838		
16. I believe my opinions begin to form at an early age		,721	
17. I believe I can imagine often and easily		,815	
18. I believe there should be some people who are reliable and even-tempered around me		,838	
19. I believe I have a researcher personality		,713	
20. I believe I care about people around me too much		,704	
21. I believe I like helping people		,895	
23. I believe I am disappointed with some systems which do not require ritual and creative thinking		,653	
25. I believe I can trust people and everybody can be honest		,515	
26. I believe I prefer specific learning methods in reading and maths			,832
27. I believe I never forget my daily work			,828
29. I believe I can build empathy very easily			,783
31. I believe I don't like people who talk about everything constantly and negatively			,703
32. I believe I don't want to do work that is necessary and I refuse to do it			,719
35. I believe I can find easy ways of getting work done at home, school or in office			,646
36. I believe I care about innovation very much			,686

Table 5: Results of theFactor Analysis

As there are three basic dimensions in the theoretical infrastructure of the study, the analysis was made on three factors. When the described total variance is examined, it is seen that a value of 67.03 is obtained. And it demonstrates the scope validation of the proposals. In the rotated structures matrix, the most important part of the factor analysis, those indicating eigen values smaller than 5 were hidden. When the proposals

with value above this threshold are examined, it is seen that the theoretical infrastructure of the study was substantially achieved and that the answerers of the questionnaire gave different answers to the proposals in a statistically significant way.

4.2. Descriptive Findings on the Variables

Descriptive findings obtained for the variables are presented on Table 6.

Question Proposal About Cognitive/Intellectual Properties N=565	Min.	Max.	Mean	Standard Deviation
1. I believe I came into this world with a sense of nobility	1,00	5,00	4,0496	1,06908
2. I believe I have come to this position because I deserved it	1,00	5,00	4,3381	,92102
3. I feel myself valued and I believe in and value myself very much	1,00	5,00	4,1823	1,02298
4. I believe I have creative properties	1,00	5,00	4,1504	1,04696
5. I believe I have intuitive skills	1,00	5,00	4,0460	1,13675
6. I believe I have strong empathy for others	1,00	5,00	3,6956	1,39378
7. I believe I look very clever	1,00	5,00	3,7646	1,23462
8. I believe I am a hyperactive person	1,00	5,00	3,8389	1,23365
9. I believe I have eyes looking old, deep and clever	1,00	5,00	4,0442	1,00873
10. I believe I have spiritual intelligence	1,00	5,00	3,9681	1,08129
11. I believe I don't have memorizing skills	1,00	5,00	3,9469	1,11120
12. I believe that all people should have responsibilities	1,00	5,00	4,3027	,95208
13. I believe I am a generous and bounteous person	1,00	5,00	4,1611	1,03000
14. I believe I have a personality that likes innovations	1,00	5,00	3,6602	1,39830
15. I believe I have no difficulty in keeping up with society	1,00	5,00	3,8496	1,22635
The Questions About Emotional Properties	Min.	Max.	Mean	Standard Deviation
16. I believe my opinions begin to form at an early age	1,00	5,00	3,7115	1,32353
17. I believe I can imagine often and easily	1,00	5,00	3,1770	1,64398
18. I believe there should be some people who are reliable and even-tempered around me	1,00	5,00	3,3168	1,64073
19. I believe I have a researcher personality	1,00	5,00	4,0425	1,20208
20. I believe I care about people around me too much	1,00	5,00	3,4513	1,37989
21. I believe I like helping people	1,00	5,00	3,5504	1,42160
22. I believe behaviours such as waiting in line are tormenting for me	1,00	5,00	3,3115	1,50600
23. I believe I am disappointed with some systems which do not require ritual and creative thinking	1,00	5,00	4,1239	1,11353
24. I believe I don't like to be disciplined with the sense of guilt	1,00	5,00	3,5735	1,36067
25. I believe I can trust people and everybody can be honest	1,00	5,00	3,9434	1,26476
The Questions About Behavioural Properties	Min.	Max.	Mean	Standard Deviation
26. I believe I prefer specific learning methods in reading and maths	1,00	5,00	3,7239	1,17368
27. I believe I never forget my daily work	1,00	5,00	3,7310	1,16928
28. I believe different opinions can't change my opinions easily	1,00	5,00	3,8549	1,23203
29. I believe I can build empathy very easily	1,00	5,00	3,6301	1,23605
30. I believe I experience too much physical discomfort	1,00	5,00	3,1770	1,64829
31. I believe I don't like people who talk about everything constantly and negatively	1,00	5,00	3,4991	1,20080
32. I believe I don't want to do work that is necessary and I refuse to do it	1,00	5,00	3,7434	1,13908
33. I believe I quickly get bored with obligatory work or duties	1,00	5,00	3,5487	1,22033
34. I believe I have difficulty in matters of discipline and authority	1,00	5,00	3,5204	1,24557
35. I believe I can find easy ways of getting work done at home, school or in office	1,00	5,00	3,6885	1,16629
36. I believe I care about innovation very much	1,00	5,00	3,6743	1,17001

Table 6: Descriptive Findings Related to the Variables

The questionnaire created intends to measure on basis of the three basic components of the concept of indigo leadership. When the distributions and descriptive statistics of the proposals related to the cognitive and intellectual features are reviewed, the answers obtained from the all proposals comply with each other in terms of both averages and standard deviations. However, it is understood that some proposals should be evaluated outside the analysis in terms of both descriptive statistics and standard deviations.

The descriptive statistics and standard deviations of the answers obtained from the proposals related to the emotional features, the second dimension of the indigo leadership, comply with each other. And the descriptive statistics and standard deviations of proposals for the measurement of the behavioral features, the third and final dimension, also comply with each other.

4.3. Findings of the Correlation Analysis on the Variables

Since there are too many proposals, new variables were established by arithmetical averages of the proposals related to the variables for easier conduct of the analysis. For examination of the relations among these variables, correlations among the variables were examined. The findings obtained are presented on table 7.

N: 565			Cognitive	Emotional	Behavioral
IndihoLeaders h,g	(1) Cognitive Dimention	Person Corr. Sig (2-tailed)	1		
	(2) Emotional Dimention	Person Corr. Sig (2-tailed)	,520** ,000	1	
	(3) Behavioral Dimention	Person Corr. Sig (2-tailed)	,579** ,000	,545** ,000	1
** p < 0,01, * p < 0,05					

Table 7: Correlation Analysis Findings Belonging to the Relations among the Variables

Since the data set shows parametrical character, the Pearson correlation was preferred. Accordingly, a significant correlation with a force of 520 and significance at level of $p < 0.01$, was determined between the cognitive proposals and emotional proposals. However, it is seen that the cognitive dimension is more related with the behavioral dimension (,579, $p < 0.01$). Further more, it is seen that the behavioral dimension and emotional dimension are also associated with each other (,545, $p < 0.01$). Thus it is found out that all arithmetical averages obtained from the data set are associated with each other.

4.4. Findings of the Regression Analysis on the Variables

Although the obtained data show that the variables are associated with each other, we obtain no result to show any casualty between conduct of these tests and them. For this reason, conduct of the regression analyses was deemed proper. The obtained findings are presented on table 8.

Variable	Beta (β)	t	p
Emotional Dimention	,291	7,426	,000
Behavioral Dimention	,421	10,750	,000
A. Predictors: (Constant), Cognitive Dimention	R = ,628 ^a	R ² = ,395	F = 183,193
Anova ^a : Sig. : ,000 ^b	Coefficient ^a : Sig. : ,000		

Table 8: Regression Results of the Variable

Statistically more significant results were obtained in this analysis where the cognitive values were used as dependent variable and other two variables were used as independent variables. According to the results of this analysis, the compliance value of the model is determined to be at the level of ,628. And it in turn shows that a great part of the data complies with the model and the results are usable. Furthermore, in order to test the existence of autocorrelation, Durbin-Watson statistics were examined. This value at the level of 1,40 shows there is no autocorrelation between the proposals. Upon the examination of beta values, the cognitive values were observed to be associated with the behavioral values more (,421). However, statistically significant results were also obtained in emotional sense (,291).

The fact that analytical results give statistically significant results on basis of cognitive, emotional and behavioral and that the scale is just being developed to designate structural validation should also be tested. In this respect, confirmatory factor analysis is required to be conducted. Accordingly, the model given in Figure 1 was obtained for use of all proposals. However, when examined in terms of cohesion criterion, we may say that this model can be improved further.

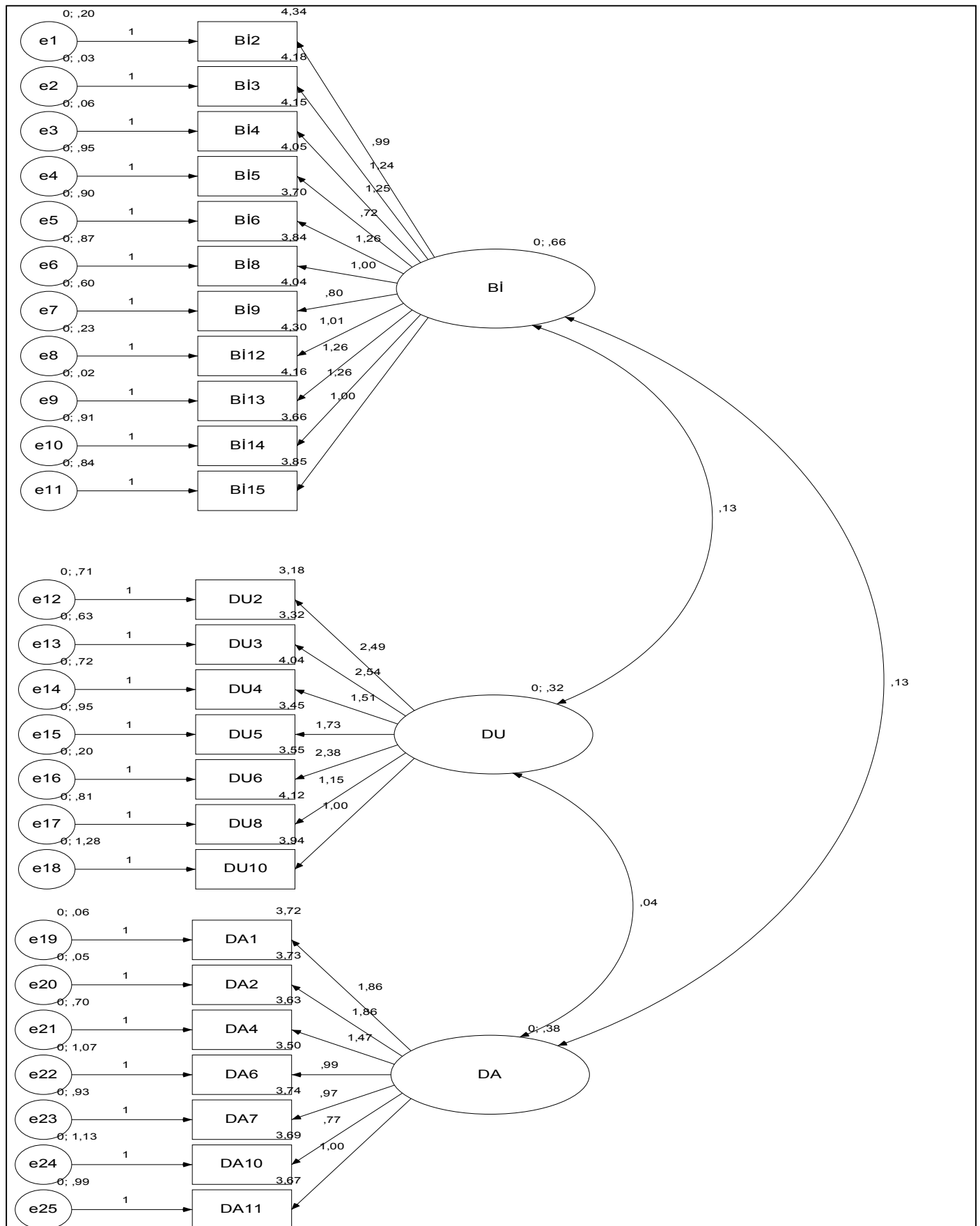


Figure 1: Results of the confirmatory factor analysis with all proposals

Out of this simplified model, the structural equality model shown in Figure 2 was developed.

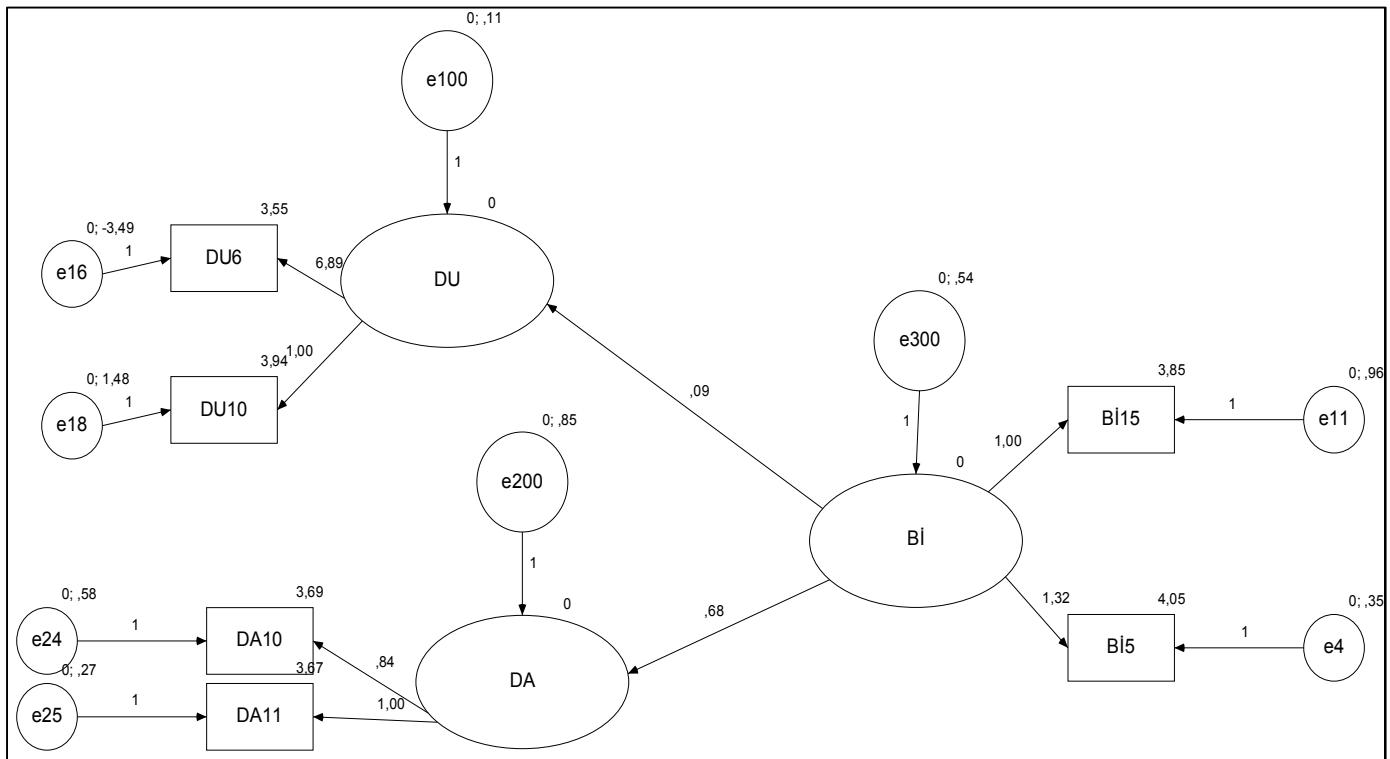


Figure 2: Structural Equality Model

When concordance statistics of this model is examined, the concordance values shown on table 9 were obtained.

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default Model	,973	,919	,982	,944	,981
Saturated Model	1,000		1,000		1,000
Independence Model	,000	,000	,000	,000	,000

Table 9: Findings on the Compliance Values

Additionally, CMIN/df (3.117), RMSEA (.059) values also show that the model concurs with the data. On this basis, it shows that the cognitive values can be explained more by the behavioral values compared to the emotional values.

5. Conclusions and Recommendations

Leadership as a concept and human behavior has continually been a subject of research. However, neither human behavior nor leadership qualities have been fully defined. Especially the literature on leadership can't go further than categorizing similar behavior.

People constantly renew and develop themselves. Thus, how human beings change among time has also been a topic of research. Researchers classified the generations, according to time and they tried to define their qualifications. One of the subsequently defined generations is the crystal generation. But after 1980's, word began to spread that a generation called "indigo" was born and that they will be dominant in the future.

In our present study the target is to to classify the mental, emotional and behavioral features of indigo generation, born after 1980's. People with these features can be accepted as *indigo leaders*.

In light of the previous attempts through three decades made to define the qualities of indigo leaders, it is vague to say that they have been completely defined. Because of this, it is important to consider that the dimensions in our study can be augmented in time.

A scale that can be used to define the qualities of the indigo leaders has been developed in the practical part of our study. The scale has 26 items. The data can explain three factors. With the analysis of the obtained data, a positive correlation among the factors is detected. The regression results can provide, 628 consistency.

As the scale is being primarily defined, the validity is also sought. Meanwhile, the confirmatory factor analysis is applied. Then, the structural equation model is set, and the fit indexes are higher than acceptable thresholds.

Due to the fact that present work focuses on a public school, the findings can be proved by application of the scale to different contexts, such as private sector. It is also important for the generalization of the findings. Literature on identifying the dimensions of *indigo leaders* or developing new subjects of research can make contributions to the level of knowledge.

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