THE MEDIATING ROLE OF THE REMOTE WORKING MODEL IN THE FORMATION OF CYBERCULTURE IN LEARNING ORGANIZATIONS

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ÖZET

Günümüz dünyasında herhangi bir yerde, sosyal ilişkilerden alışverişe, eğitime kadar gündelik hayatın birçok yönünün giderek dijitalleştiğini gözlemlemek mümkündür. Siber kültür ise, siberuzayda oluşan veya siberuzay tarafından şekillendirilen tüm yaşam tarzlarını, pratikleri ve temsilleri tanımlamaktadır. Bu değişime ister istemez dahil olan iş dünyası da örgütlerin kültürlerini doğrudan etkilemiştir. Dijitalleşme sayesinde çalışanlar artık; nasıl, nerede ve ne zaman çalışacaklarını kendileri seçebilmektedirler.

Artık veri ve bilgiler kolaylıkla dijital formata dönüştürülebilmekte, dijital platformlarda saklanabilmekte ve mobil cihazlar aracılığı ile de her an her yerden erişilebilmektedir. Bu gelişmeler sayesinde öğrenen organizasyonlar, sürekli eğitim felsefesi ile çalışanlarını siber uzayda geliştirmeyi hedeflemektedir. Şirketler de dijitalleşen yapılarının devreye alınması ve uzaktan çalışma uygulamaları ile birlikte kurumsal eğitimlerini e-öğrenme yöntemi ile gerçekleştirilmeyi hedeflenmektedir.

Bu çalışmada temel amaç, Siber Kültür ve Öğrenen Organizasyon Yönelimi arasındaki ilişkide Uzaktan Çalışma Modeli'nin aracı rolünü ve E-Öğrenmenin moderatör rolünü analiz etmektir. Araştırmanın amacı doğrultusunda gerçekleştirilen nicel analizler, İstanbul ilinde sanayi sektöründe faaliyet gösteren küresel kuruluşlarda toplam 385 çalışanın katılımı ile gerçekleştirilmiştir. Katılımcılardan elde edilen verilere çalışmanın amaçları doğrultusunda çeşitli istatistiksel analizler uygulanmıştır. Analizler sırasında SPSS 22 istatistik programı kullanılmıştır.

Sonuç olarak, analiz sürecinden sonra Öğrenen Örgüt Yönelimi ile Siber Kültür arasında anlamlı ve pozitif bir ilişki olduğu ve bu ilişkide Uzaktan Çalışma Modeli'nin aracılık rolünün kısmen anlamlı olduğu görülmüştür. Ancak, e-Öğrenimin moderatör rolünün Öğrenen Organizasyon Yönelimi ve Siber Kültür arasındaki ilişki üzerindeki etkisinin anlamlı olmadığı görülmüştür.

Araştırmanın fark testlerinden elde edilen bulgulara göre, erkek çalışanlar uzaktan çalışma yöntemlerinden daha memnun olurken, kadın çalışanlar pek destekleyici değil. Ayrıca 19-25 yaş arası çalışanlar, diğer yaş gruplarına göre kurumsal sürekli eğitim ve uzaktan çalışma yöntemlerine daha fazla önem vermektedir.

Bu çalışma siber kültür, öğrenen örgüt yönelimi, siber uzay ve e-öğrenme konularında yönetsel önerilerde bulunmayı amaçlayarak ilgili literatüre katkı sağlamaktadır.

Anahtar Kelimeler: *Siber Kültür, Siberuzay, Öğrenen Organizasyon Yönelimi, E-Öğrenme, Endüstri Sektörü*

ABSTRACT

Nowadays, it is possible to observe that many aspects of daily life, from social relations to shopping and education, are increasingly digitalized anywhere in the world. Cyberculture describes all of the lifestyles, practices, and representations that are formed in or shaped by cyberspace. The business world, which is inevitably involved in this change, has directly affected the cultures of organizations. Through digitalization, employees can choose how, where and when they work.

Nowadays, any type of information and data can be effortlessly altered into digital formats, kept on digital platforms and accessed from anywhere at any time via mobile devices. Due to these advancements, learning organizations aim to develop their employees within cyberspace with the philosophy of continuous education. With the introduction of digitalized company structures and remote working practices, it is aimed to conduct corporate trainings with the e-learning method.

In this study, the main aim was to analyze the mediating role of Remote Working Model in the association between CyberCulture and Learning Organization Orientation and the moderating role of E-Learning. Quantitative analyzes carried out in line with the purpose of the research were carried out with the participation of a total of 385 employees in global organizations operating in the industrial sector in Istanbul. Various statistical analyzes were applied to the obtained data from the participants in line with the objectives of the study. SPSS 22 statistical program was used during the analyses.

Resultantly, after the analysis process it was observed that there is a significant and positive relationship between Learning Organization Orientation and Cyber Culture, and the mediating role of the Distance Working Model in this relationship is partially significant. However, the effect of the moderator role of e-Learning on the relationship between Learning Organization Orientation and Cyber Culture was not seen to be significant.

Based on the findings of the study's difference tests, while male employees are more satisfied with remote working methods, female employees are not very supportive. Besides, employees between the ages of 19-25 attach more importance to organizational continuing education and remote working methods compared to other age groups.

This study contributes to the related literature by aiming to make managerial suggestions on cyberculture, learning organization orientation, cyberspace, and e-learning.

Keywords: *CyberCulture, Cyber Space, Learning Organization Orientation, E-Learning, Industry Sector*

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ABBREVIATIONS

KMO	Keiser-Meyer-Olkin
CC	CyberCulture
LO	Learning Organization Orientation
RWM	Remote Working Model
EL	E-Learning
CCTOT	CyberCulture_Total
LOTOT	Learning Organization Orientation_Total
RWMTOT	Remote Working Model_Total
ELTOT	E-Learning_Total
UNICEF	United Nations International Children’s Emergency Fund
MIT	Massachusetts Institute of Technology
ICT	Computer Communication Technologies
ILO	International Labor Organization
GDPR	General Data Protection Regulation
VPN	Virtual Private Network
IT	Information Technology
UKDWP	UK Department for Work and Pensions
ANOVA	Analysis of Variance
GMI	Global Market Insight
Q&A	Question and Answer
SC	Sub-Constructs

1. INTRODUCTION

The information revolution, which took place with the rapid developments in the internet and information technologies in the globalizing world, has created *synergy* today and, the doors of the *cyber universe* have been opened to the people of this century. Individuals who live in this newly discovered universe now have a unique social structure, new consumption habits, community and social structures, and even a new culture whose borders are expanding day by day. The mediator of cyberculture is the screen and the tools, not society. Because it was born with a cognitive/social tool without any geographical factor, the culture created along with it has progressed with the ease of finding people who think like you and reflect you (Irvine, 2005).

Cyberspace, which has a digital coding system and hyper-textuality, enables individuals to interact and creates an active communication space, which is one of the most fundamental areas of the information age (Stratton, 2002). The most important aspect of cyber culture is that it does not reflect a single culture. Cyberculture, which is not monolithic or disordered, rather means a multitude of new technologies and capabilities used by different people in various real-world locations. It can be mobilized, perishable, and shaped by external forces to its users.

With the effect of the formation of cyber culture, working methods independent of the environment and time come to the fore. On the other hand, the COVID-19 pandemic unexpectedly accelerated this formation and partially made it the new normal.

The most important result of the flexible working model, which started with the use of information technologies in working life, was the way of working from home. The way of working from home is to carry out either a part or all of the work in the home environment outside the workplace environment by using information Technologies (Kavi and Koçak, 2010). Nowadays, organizations encourage remote working to reduce their costs and benefit from the qualified workforce in different locations. This accelerates the formation and transformation of cyberculture.

Today, more and more individuals are choosing to work remotely every day. According to a Gallup (2021) survey conducted in recent years, 43% of working Americans spend certain days of the week working from home. 34% of these individuals work out of the office four or five days a week.

It is inevitable that the functions of organizations that adopt the remote working model will also become online. E-Learning enables users and company personnel to attend training wherever and whenever they want. In particular, the philosophy of continuous education of learning organizations sustain in the remote working model. In this context, they aim to continue their corporate training with e-learning tools and online methods. It is known that e-learning is more beneficial for employees than standard corporate training programs. However, it should not be overlooked that e-learning has some important disadvantages that need to be addressed.

1.1. Purpose of the Research

This study predominantly intends to explore the nature of the association between the concepts of cyberculture, e-learning, and remote working model in learning organizations in the selected global companies in Industrial Sector in Istanbul. Secondly, to study the moderator impact of e-learning between the association of remote working model and cyberculture. Furthermore, to explore the mediating role of remote working model between the relationship of learning organizations and cyberculture.

1.2. Scope of the Research

With the increase in the impact of digitalization day by day, organizations and teams have started to maintain their existence independently of physical environments. The altering working environment and structure have made the cultures of organizations more cyber. Organizations that maintain a presence in cyberspace have also begun to perform many of their functions through online methods. The most prominent of these can be considered e-learning. For this reason, the research aimed to examine the formation of cyberculture in organizations that adopt remote working models. The research is limited to the team members of large-scale global companies serving in the industrial sector in Istanbul.

When the related literature was reviewed, only a few studies examining the main constructs of the study were found. In this context, it is expected that the research will benefit organizations that are beginning to transform with the effects of digitalization today. In particular, it will contribute to the opinions of individuals working as decision makers in the organization where remote working models are adopted in the context of e-learning.

2. LITERATURE REVIEW

Nowadays, due to the phenomenon of globalization, organizations have to increase their competitive power in order to compete in the national and international arena. Increasing competitiveness depends on the integration of the employees with the organization and their ability to easily make sacrifices for the organization.

However, organizations are aware that in order to improve their productivity, the attitudes and behaviors of employees towards the organization should develop in a favorable way. In the rapidly digitalizing world, it is of great importance for organizations to pursue digitalization strategies in order to keep employees linked to the organization.

At this point, it comes to the fore that organizational cultures alter formation by being under the influence of cyber-technologies. It is thought that the prominent factors of the related formation process are remote working model and e-learning methods. In the literature review section, the fundamental concepts of the research are explained in detail.

2.1. CYBERCULTURE

2.1.1 Conceptual Structure of Organizational Culture

Culture can be defined as the summary of abilities, experiences, habits, traditions, customs, values, and beliefs that the society comprehends during the resolution process of existing problems due to living and struggling with its environment (Schein, 2004). Culture is an element that binds individuals living in the same community to each other and determines people's perception of the world and finally the way they perceive events and individuals. According to Linton, culture is the result of the members of a particular community transferring their learned behaviors to each other in a sustainable way (Erdoğan, 1987).

According to Linton, the foundations of culture are laid and developed through learning. The continuity of culture can be ensured by the successful transfer of knowhow about the heritage among the members of the society. Herkovits defined culture as “the sum of everything human beings do” (Cüceloğlu, 2004). As can be seen from many definitions and explanations made from the past to the present, although it is a difficult concept to define, the motivations of belonging to a culture and explaining it in detail have been an inseparable part of human beings.

Culture also can be defined as a phenomenon that provides an interpretation of attitudes, behaviors, evaluations, beliefs, and lifestyles that are shared by the individuals forming the community and passed from generation to generation. Organizations, which consist of individuals who come together to realize various purposes, form a sub-cultural zone in the society they belong.

The culture of the organizations carries elements of the national culture, which is the upper universe and interacts with it, but it has a unique system of values and symbols (Sabuncuoğlu and Tüz, 2003). As the cultures of the societies are different from each other, the cultures of the organizations in the same society also show diversity and differences (Köse, *et al*, 2001).

Organizational culture illustrates how an employee views and perceives the organization (Schlienger and Teufel, 2003). Organizational culture is an invisible force within the organization and, performs as a social glue function that keeps members together (Sabuncuoğlu and Tüz, 2003).

The business's field of activity, objectives, strategies, market structure, and customer expectations also shape the elements of organizational culture. The elements of organizational culture, which is an element that distinguishes organizations from each other, can be listed as follows;

Values form the basis of the distinction between good and bad and enable making choices and judgments among alternatives. Values are the criteria or standards that an individual creates on their attitudes, thoughts and behaviors. Therefore, when the concept of value is evaluated from an organizational point of view, it can be defined as the set of concepts and beliefs that standardize and define success (Varol, 1989).

Besides, the standard values of the organization show that the attitudes and behaviors of an employee coincide with the organizational structure. The main source of the cultural values of the organizations is the system of customs, traditions and religious beliefs of the society they are in. Beliefs that construct this system also constitute the value perception about good, bad, right or wrong.

As a result, the values of the organizations ensure the loyalty of the employees to the organization, being qualified in the management and production processes, and the whole organization working devotedly in order to achieve a common goal (Özkalp and Sabuncuoğlu, 1990)

Norms are orders, rules, and measures that individuals who have roles in society must obey (Erdoğan, 1987). One of the basic components of the cultures of societies is their norms and cultural values lay the foundation of cultural norms (Özkalp and Sabuncuoğlu, 1990). The mentioned values also manage the line and behavior between right and wrong by limiting the ways individuals choose to achieve their goals (Erdoğan, 1987).

Beliefs and *religions* are considered another fundamental factor and component of the process of constructing culture. From the past to the present, every society structured by human beings has had a religion. Religion plays a powerful intermediary role in the formation of common beliefs and feelings in its members. Besides, individuals feel belonging and establish a bond with the society they live in, in line with their parallel beliefs. Common beliefs turn into the culture over time, and as the number of related beliefs increases, the culture becomes stronger (Özkalp and Sabuncuoğlu, 1990).

Symbols represent a set of signs or gestures used by members of a certain community. It also triggers emotions through associations and provides a sustainable vitality in line with a certain goal or idea. Symbols are the symbol system that every society has, consisting of signs and sounds. For instance, flags and corporate logos are unifying and very important symbols for their members. Moreover, ensuring the effective use of symbols is one of the features that strengthen the effect of leadership (Dönmezer, 1994). Symbols basically only make sense for individuals who adopt common cultural characteristics. Because as cultures differ, symbol and icon systems also alter.

All individuals have *attitudes* towards objects, ideas, people, or events in their environment. Our attitudes directly determine how we respond to related factors. Attitudes also support the formation of the spiritual side of cultures. Therefore, from the perspective of both social and organizational culture, it is important to develop healthy attitudes so that individuals' behaviors can be perceived and controlled in advance (Özkalp, 1993).

Customs and traditions can be defined as unwritten rules that regulate the daily behavior and manners of individuals in society and their lifestyles. The relevant rules are transferred from generation to generation, starting from the construction stage of the culture to which it belongs, thus maintaining its continuity. It is expected that the members of the society will spontaneously comply with the customs and traditions that are not subject to sanctions and ensure their continuity leadership (Dönmezer, 1994).

The fundamental functions of organizational culture can be listed as follows; (1) Organizational culture acts as an organizational control and coordination mechanism by fulfilling a rationalization function that directs and shapes behaviors in the organization. (2) It allows the individual to attach to something greater than themselves.(3) It strengthens the balance of the social system in the organization. (4) Provides organizational members a sense of identity. (5) It is the common values and socialization process that hold the members of the organization together.(6) It is the target, tool, and determinant of organizational change (Köse, *et al*, 2001).

The concept of organizational culture consists of more than one intangible and at the same time complementary factors. Organizations are a collection of individuals who come together to achieve a universally accepted and predetermined common objective. Although institutions have their own organizational culture, the employees of the institution also include their own personalities and social motives in the institution (March and Simon, 1993). Organizations, just like individuals, exhibit different cultural characteristics through their features (Köse and Ünal, 2000).

Today, digitalization is rapidly changing processes and ways of doing business, not only in the field of communication and information technologies but also in many sectors where organizations exist. Besides, the concept of digital transformation or digitalization is a phenomenon that should be evaluated from a holistic perspective. Because the culture of the organization is one of the most unique and distinctive parameters that distinguish it from the others.

The effectiveness of the digitalization process is directly related to the extent to which an institution embraces the transformation at all levels. The success of the relevant process is also related to the level at which agility, fast execution, and anti-analogue thinking style are exhibited in the decision-making processes (Klimovski and Mucunski, 2014).

In the research conducted by the Boston Consulting Group, it was seen that among the 40 companies included in the study, those who focused on digitalization and digital organizational culture performed 5 times more financially than the others. Organizations that adopt a digital organizational culture have the capability to act faster than others, and their decision-making processes are progressing much more effectively due to their horizontal hierarchies.

At the same time, digital culture includes behavior and thinking systems that can give employees the freedom to make appropriate decisions. On the other hand, it creates a center of attraction effect in terms of maintaining a reputation in the digital world and attracting new talents to the institution. Millennials are drawn to companies that have embraced a digital culture that promises a collaborative, creative and autonomous environment (Hemerling et al., 2018).

In the research conducted by Burchardt and Maisch (2019), it was stated that organizational cultures undergoing digital transformation are more easily involved in agility and open innovation processes. Contrary, digital transformation in organizations is mainly related to the adaptation process to organizational agility rather than technology-oriented change (Schein, 2004). In today's digital and global business world where competition is intense, agility has become a prerequisite. In the next section below the concept of cyberculture is described in detail.

2.1.2. The Concept of CyberCulture

The information revolution, which took place with the dizzying developments in the internet and information technologies in the globalizing world, has created an endless and unlimited synergy today, and thus the doors of the cyber universe have been opened to the people of this century until the end.

Also, rapidly developing information technologies provide tremendous benefits and advantages to both personal users and businesses with the opportunities they provide in the transmission, storage, and sharing of information. As a result, most businesses have become highly dependent on information technologies to carry out their activities (Chang and Lin, 2007).

Individuals who live in this newly discovered universe now have a unique social structure, new consumption habits, a new community, and a new type of culture whose borders are inevitably expanding day by day (Colombain, 1997). In the 21st century, the concept of cyberculture is used to illustrate the new culture of individuals and societies, which has altered as a result of crossing the borders between humans, nature, and technology (Pierre, 2001).

It is known that this new form of culture, which has been widely used since the mid-1990s, is frequently referred to as "internet culture", "virtual culture" and "digital culture" in the literature. David Bell, who coined the term of this new type of culture, defines the concept as “a new culture consisting of lifestyles in cyberspace, which is the matrix of integrated practices and representations, or lifestyles shaped by cyberspace” (Bell, 2001).

The concept of cyberculture is a new type of virtual culture consisting of new values, attitudes, behaviors, norms, and beliefs of individuals living in “network societies” created by information and communication technologies that are established through the internet and are developing day by day (Rheingold,1993).

In a simpler way, it is possible to describe cyberculture as the "culture" that occurs as a result of the usege of computer networks on the Internet for various purposes such as communication, entertainment, business and so on. As can be comprehended from the definitions, cyberculture refers to the cultural structures that emerge as a result of the activities carried out by virtual communities on the internet. Therefore, it is possible to describe the concept briefly as “the culture of the internet world” (Timisi, 2003).

However, it is not sufficient to say that cyberculture is a culture that emerged as a result of millions of individuals frequently using the internet and using only computers and internet technologies (Weinreich, 1997). Because the most significant feature of this culture is that it consists of attitudes, behaviors, and beliefs that individuals and groups come together in line with their common interests and views, regardless of place, time, and real life (Subaşı, 2015).

As a matter of fact, according to Johnny Ryan, who sees internet technologies as the "child" of the information age, the change brought by the internet technology, the digital age has created a new cultural structure in which there are many points stretched along the networks (Ryan, 2010).

In addition, in cyber culture, time, space and bodily limitations have begun to be overcome, and the attitudes, interrelations and various social behaviors of individuals who are freed from limitations in a sense have become extremely fluid (Rab, 2007). On the other hand, the emergence of cyber culture includes such a wide shift and transformation that it cannot be explained only by internet technologies.

In addition, the formation and development of cyberculture from a chronological point of view, it is possible to state that all transformations simultaneously emerged with the globalization movement and the post-modernism that developed in the 1960s. Afterward, post-Fordism, which developed as an alternative to the Fordist industrial understanding that went bankrupt after the second major crisis of the world economy at the beginning of the 1970s, has also been one of the factors affecting it (Scholte, 2000).

Another paradigm that describes the emergence of cyberculture is "post-Fordism", which is defined as an industrial production regime based on savings and flexibility, which occurred with the collapse of the "Fordism" understanding based on mass production after the "Second Great Economic Crisis" experienced by capitalism in 1973.With the emergence of post-Fordism, capitalism has undergone a rapid re-structuring at the global level and naturally, differentiations have begun to occur in the social and cultural area.

Typology that shared below – based on fundamental examination of the primary point of views of idea of cyberculture –information, spans of utopian, epistemological and anthropological concepts of cyberculture.

	Utopian concepts of cyberculture	Information concepts of c.	Anthropological concepts of c.	Epistemological concepts of c.
Brief character. of the concept	- c. as a form of utopian society changed through ICT - anticipating („futurologism")	- c. as cultural (symbolical)codes od the information society - analytical, partly anticipating	- c. as cultural practices and life styles related to ICT - analytical, oriented to the present state and to history	- c. as term for social and anthropological reflection of new media
Examples of authors and books	Andy Hawk – *Future Culture Manifesto* (1993) Pierre Lévy – *Kyberkultura* (1997, česky 2000)	Margaret Morse – *Virtualities: Television, Media Art and Cyberculture* (1998) Lev Manovich – *The Language of a New Media.* (2001)	Arturo Escobar – *Welcome to Cyberia: Notes on the Atrhopology of Cyberculture* (1994, zde 1996) David Hakken – *Cyborgs@Cyberspace* (1999)	Lev Manovich – *New Media from Borges to HTML* (2003) Lister a spol. – *New Media: A Critical Introduction* (2003)

Table 2.1 Concept-based Typology of CyberCulture

Cyberculture, which has a very rapid structure in terms of development even though it emerged in a recent period, is more common than previous cultures, but it is not as resistant to change as these cultures. Cyber culture is defined as the culture of the computer world in its simplest and most up-to-date definition. In this context, it would not be wrong to use the terms cyber culture or computer culture for the structure of cyber culture.

In addition, the concept of cyber culture is also evaluated as the culture of social interaction spaces called "cyber space" and where access is possible with computer networks. Howard Rheingold's research points to the existence of computer-related, addictive cultures that attract millions of people (Rheingold, 1991).

In the studies on the concept of cyber culture, it is seen that the concept is handled in a dual structure as cyber space and cyber culture, and there are researchers who oppose this issue. David Bell, who conducts research on this subject, states that the concepts called cyberculture and cyberspace should be considered together, and it is inaccurate to consider these two concepts separately.

In this context, Bell expresses a holism by defending the thesis that the expression of cyberspace always corresponds to the concept of cyberculture. As a matter of fact, Bell mentions that cyberculture is a cultural structure that emerged from cyberspace and recommends not making a distinction in this regard (Bell, 2001).

Communication, which has a great impact on the formation and transmission of culture, has also been affected by technological developments and has taken on an up-to-date structure. When the past communication structures and styles are examined, it is seen that factors such as age, gender and race are effective on communication that is shaped by place and time and takes place face-to-face. As a matter of fact, in internet communication, which takes place in written/textual form in general, individuals have the opportunity to communicate independently of classifications such as age, gender, and race. The main reason for this is that in textual communication, individuals can reflect whatever they want from the categories that are considered valid for communication (Lynneand Parks, 2001).

When the studies on cyberculture are examined, it is seen that all the studies carried out are built on a common basis. The basis of this grounding, which can be considered as a hunch, is that the effects of emerging technological developments will be reflected in the cultural field. In this direction, there is a common view that technological developments will enable cultural innovations (Escobar, 2009).

Cyber society has a more important, abstract and effective power than the quantitative sum of individuals using the internet and social media or the movement created by the interaction in their own networks. For this reason, it would be misleading to see the identities that the individuals who create the cyber society reveal in digital life as an extension of their offline identities directly and completely (Lemke, 2004).

With the invention of the first computer and the subsequent developments, the creation and spread of individual computers, a computer culture has emerged. The argument that technological development will affect culture has been proven in this way, and the developments in computer technologies have made their effects felt in the cultural field in a very short time. One of the most obvious effects of this issue is the transfer of the relationships that individuals have established in their daily lives to the computer (cyber) environment in a short period, which constitutes the preliminary steps of the emergence of the structure transferred as cyberculture or cyberspace.

These advancements are also called the "electronic revolution" or "internet revolution" in the literature, and great alterations in the cultural field have emerged with the effect of these technological transformations. Arthur Escobar mentions that cyber culture refers to new technologies occurring in two fields. He classifies these fields as artificial intelligence and bio-technology (Escobar, 2005).

Lemke, in his definition of cyberculture, puts Escobar's artificial and bio-intelligence elements based on humans and computers. As per Jay Lemke, a computer is a tool in cyberculture and as a result of the combination and iteraction of human activities with this tool, structures that are considered as culture or subculture emerge (Lemke, 2004).

Before the advantages or disadvantages of the concept of cyberculture, it is beneficial to draw attention to some of its features, which is that this cultural structure eliminates concepts such as time, space, and geographical boundaries. As a matter of fact, it is a structure where individuals can come together, communicate and interact from home, school, workplace, and almost anywhere in the world, regardless of time.

In a study conducted by Macek (2004), four different periods of cyberculture and the effects of these periods on the global digital network citizen, “netizen”, were emphasized. According to this;

Early period of cyberculture formation is mostly due to the “hacker” subculture. This era originally included only youthful students, researchers, mainframe programmers, and academics from the fields of computer science, cybernetics,and informatics, at least until the 1970s. Beginning of the era of cyberculture started with; Clynes and Kline's cybernetic organism (cyborg) in 1959, Nelson's concepts of hypertext in 1960, the formation of the first hacker community at M.I.T.

The beginning of the second era of cyber culture covers the 1970s and early 1980s, when cyber culture expanded beyond the realm of institutes and universities. The most important features of this era are the increased accessibility of technology and the invention of microcomputers which gave rise to a whole new technological industry. The third era is when computers gradually became popular and mass-produced in North America and Western Europe as a source of office gadgets, home entertainment, and public computer networks developed. The fourth period is the period when cyber culture ceased to be a subculture and became the dominant culture.

2.1.3. Cyberspace Structure as the Foundation of CyberCulture

Culture is a structure that expresses the lifestyles of societies. This structure continues over time by being transmitted to the next generations. Although cyber culture is a cultural structure that is formed as a result of the penetration of technological developments into the society and continuous exposure, it gains the rooted structure of culture over time and takes on a full cultural identity through intergenerational transmission. It is known that each cultural structure has its own sub-cultural units. In this context, cyberculture has its sub-units. These sub-units can be exemplified as follows.

2.1.3.1. Definition of Cyber and Virtual Concepts

In the literature, the term "cyber" is defined as "automatic control of a process or operation"; and the term "virtual" is mostly used to express the phenomenon that is not actual but designed in the mind (Heep, 2015). The term "cyber", which was first used by Louis Couffignal in 1958, was used in the meaning of "belonging to the internet" and "virtual reality" and "cybernetics".

The science of cybernetics -guidance science- is defined as a department of science that studies "the control and management of all complex systems, living and non-living". As a technical term in this discipline, the word "cyber" describes "communication between living things and machines".

The term "virtual", which comes from the Latin "virtualis", has been used for a long time to describe phenomena that "do not exist but are considered to exist through delusions" in scientific studies.

According to the Turkish Language Association, the term "virtual" is used for "concepts, phenomena, and spaces that do not exist in reality". However, if a phenomenon is expressed with the term "virtual", it is not possible to say that, related phenomenon or object is the "opposite of reality", "fake" or "false" (Holmes, 1997).

2.1.3.2. Definition of Cyberspace Concept (Virtual Reality)

The virtual world, which is shaped in line with the opportunities offered by the Internet and technological developments, is called cyberspace. Cyberspace, in general, is the term given to a computer-assisted interactive virtual environment (Kaptanoğlu, 2000). The word cyberspace is derived from the Greek word 'kybernan' meaning 'to rule'. It is an abstraction that allows connecting to a conceptual environment and navigating within this virtual environment through to the internet network (Gülel, 2018).

The concept of cyberspace was first termed and added to the literature by William Gibson in his novel "Neuromancer" published in 1984. The book called Neuromancer is about connecting the main character, who is a thief, to the systems of big employers in cyberspace via a jack (Gibson, 2016). Cyberspace originally emerged in the fiction category of written literature, dealing with the struggle between humans and machines. In this respect, virtual reality, which is derived from a fiction, has taken on a concrete structure with the transformation of the fiction into reality with the developing technologies over time.

In the national strategy document cyberspace is defined as; "the digital environment consisting of information systems spread all over the world and space, and networks or independent information systems that connect them" (Sağıroğlu, 2018). Therefore, with the concept of cyberspace, the unreal (virtual reality) environment is explained by the communication established through the internet. However, the concept goes beyond the internet, which can be used with a remote control such as telephone, telex, radio and television; It also includes sound and images that can be recorded, films, photographs, graphics and books.

According to Benedikt (1994), cyberspace can be described as; "The inscription turned into the page, the page into the screen, the screen into the world, a virtual world. Everywhere and nowhere is a place where nothing is forgotten and yet everything changes." (Kurbak, 2002).

The concept of virtual reality is a concept that consists of two words and emerges as a brand new word with the combination of words. This concept, which consists of the words "virtual" and "real", can be considered as a combination of fantasy and reality.

Wittgenstein, who has been doing research on virtual reality, stated that the meaning for this concept is not the word itself, but the way it is used (Wittgenstein, 2007). When the definitions related to virtual reality are examined, it is seen that communication is emphasized along with the interaction between human and machine.

Today, when the virtual reality structure and the meanings attributed to it are examined, it is seen that individuals comprehend computer-based applications from this structure. However, when the research and opinions on this subject are examined, it is understood that individuals consider and perceived virtual reality in a very narrow structure.

When the history of the concept of cyberspace is examined, it is seen that it is a concept that is not used much, except for people who are described as computer addicts or science fiction enthusiasts until a short time ago. Another view, which is seen as dominant on this subject, argues that the concept of cyberspace is different from the concept of real space, and makes a distinction between real and cyberspace (Fernback, 2007).

Apart from being a term, there are cases where cyberspace is used as a metaphor. With this metaphor, cyberspace is likened to a space where all devices connected to the digital world. Just like the realistic stellar system, digital devices and the internet are likened to a world in itself. The end of the stellar system cannot be determined, it is only interpreted as "outer space", and the limits of cyberspace are also uncertain. With the inclusion of new systems developed in this world, the boundaries of cyberspace can expand beyond imagination. The lack of clear boundaries makes cyberspace an endless source of expectations and research (Ünkap,2006).The main activities in cyberspace can be listed as follows;

(1) Take advantage of the global network and other benefits of the WWW. (2) Establishing a business or transferring an already physical business to digital environments and ensuring its existence in cyberspace. (3) To tag, inform and influence other users individually or as a community. (4) Creating and sharing artistic or non-artistic multimedia (Wittgenstein, 2007).

In the research, it is seen that a new social classification emerged with the cyberspace structure. Under this structure, a new social structure called "net citizens" has been created. This concept of citizenship refers to a global structure that is not bound to certain country borders. Net citizens are all considered to be next door neighbors to each other on the computer network. As a matter of fact, on this structure, 2017).

2.1.4. Paradigms Explaining The Emergence of Cyber Culture

After the emergence and development of the concept of cyberculture, it is seen that many studies have been carried out on this concept. Although many of these studies have been focused on what cyberculture is after the emergence of the related concept, it is seen that there are also studies focused on to interpret this concept. Models or approaches that predict cyberculture mostly deal with the place of this culture in society and its effects on it, while also focusing on the concepts that emerge with cyberculture. In this context, it is possible to exemplify the models and approaches that predict cyber culture as follows;

2.1.4.1. Marshall McLuhan’s Approach to CyberCulture

Marshall McLuhan is known for his work on social systems and human relations. McLuhan's best-known theories, which examine the effects of technology and mass media on the social structure, are the "Universal Village" and "Instrumental Message" theories. The researcher, who also examined the cultural factors on the social structure, put forward thoughts that the oral culture disappeared with the society's adoption of the written culture.

In addition to this, he also emphasizes the importance of communication and emphasizes that communication tools are of great importance for individuals to understand and perceive society or social values. Emphasizing that the world has become a universal village with the effective usage of these communication tools, McLuhan also argues that with the development of communication technologies, all parts of the world are covered with images and messages (Yaylagül, 2008).

McLuhan, in his theory of universal village, emphasizes that the world is a truly universal village with developing technologies. According to him, the world has truly become a village by means of changing and developing communication tools. Accordingly, just as people who living in a small village environment are aware of everything, it is possible for everyone to be aware of what is happening all over the world due to mass communication Technologies (Erdoğan and Korkmaz, 2002).

He emphasizes that it is possible for people to reach a common culture with this awareness. As a matter of fact, it is inevitable that the technological structure of people who are in constant interaction and communication will have an impact on their thoughts or concepts.

According to McLuhan, the greatest effects of technological transformation on society and the individual level are seen in their perceptual and intellectual abilities. While human beings used the five sense organs actively in primitive times, with the development of technology, the number of sense organs gradually decreased and people began to focus on a single sense organ. In this context, technology has led to the emergence of a new system, but this system has resulted in people's alienation from each other or caused more individual thinking (Severin and Tankard, 1994).

McLuhan also expressed his opinion on the issue of individuals' reaching common feelings and thoughts through technological developments as a new cultural structure. As a basis for this view, the fact that the world included in the universal village theory is a village and that people are in constant interaction.

McLuhan emphasizes that technological developments are not only effective on societies but also on issues such as global trade structures and international relations. McLuhan, opposes the thought that globalization is only connected to the Internet. According to him, the structure called globalization is a formation that includes technology (Altay, 2005).

2.1.4.2. Alvin Toffler and Peter Drucker’s Approaches to CyberCulture

In developing technologies, transformations have occurred in the social sense and the social structure, which is described as the information society, has emerged. The transition to this structure is generally accepted as the transition from an industrial society to an information society, which can also be considered as a transition from a social structure to an information-centered structure. The information society is considered as a new social structure in which meta-oriented information forms increase rapidly in parallel with the development of technologies in the field of information and communication (Törenli, 2004).

Many studies in the field have been conducted about information society. One of them is Alvin Toffler. The structure proposed by Toffler is very similar to the information society. Toffler emphasizes the structural change and transformation in communication technologies on this structure and evaluates the information society as a result of technological developments (Toffler, 1996).

According to Toffler, developments in information and communication technologies have created a sharing area in society through computer networks in structures such as banks, government offices, stores, and workplaces. The aforementioned technological networks have the capacity to affect the way they do business, the quality of the work, and even the family structure. Toffler, who claims that the size of civilization will also alter with the developments experienced, also argues that the structure called "new civilization" is formed (Toffler, 1996).

Toffler, who conducts research on social changes, mentions that there are three big waves of transformation in the history of humanity. According to him, these changes have removed the existing cultures and instead have revealed a way of life to the minds of those who live in these cultures. These three waves are;

- **The Agricultural Revolution**, in which agricultural production began and was the only occupation,
- **The Industrial Revolution**, in which mechanization and production began to be provided by machines,
- **The Post-Industrial Revolution** that goes beyond the Industrial Revolution,

The last step in Toffler's grouping is information and communication Technologies. When Toffler's thoughts are evaluated, it is possible to say that he accepts that a cyberculture has emerged with technological developments and that he even accepts that former cultures have disappeared with these developments. At the same time, Toffler emphasized that management approaches will also change with the impact of the mentioned developments, and stated that the working from home model may emerge in 1996.

When Peter Drucker's views on the information society and social developments are examined, it is seen that he has parallel views as Toffler. Drucker mentioned that the economic resource and production methods of the Post-Capitalist Society, which he explained within the scope of social classification, will not be capital, labor, and natural resources. He emphasized that the sources mentioned were replaced by information and from now on, information will remain the only element at this point (Drucker, 1996).

2.1.4.3. David Bell, Henry Jenkins and Pierre Levy's Approaches to CyberCulture

David Bell describes cyberculture as a way of thinking about how people and technologies in their lives interact and coexist. Cyberculture is a structure that includes the inclusion of new technologies in human life and the meaning of the objects existing in the environment or the thoughts on these objects (Başlar, 2013).

Pierre Levy is a researcher who draws attention with his predictions about the internet and the widespread use of the internet. Besides, Levy mentions that in the 1990s, when the internet was still emerging, the internet systems would be used in every home one day and, information societies would emerge by experiencing a social transformation due to the internet. Although Henry Jenkins is influenced by Levy, he focuses more on diffusion culture. In fact, Jenkins declared ideas in line with Levy but also emphasized that interaction with developing technologies and thus social change and structuring can take place in a shorter time (Özcan, 2012).

Both researchers have placed the "individual" as the basis of the new communication systems at the focal point of their views. Within the framework of this common view, they emphasize that technological developments increase individuality and that this structure is the first step towards a new cultural model. When the impact of the mentioned issues on the social structure is examined, it is possible to say that cyber structures can create unique and new cultures when considering the ease of access to information, the ease of interaction, and the effects of social structures.

2.2. The Gates of CyberSpace: "Is it open for everyone?"

According to a recent report by UNICEF and the International Telecommunication Union (ITU), two-thirds of school-aged children and young adoults worldwide do not have access to the Internet at home. In the report titled, *"How Many Children and Teens Have Access to the Internet at Home?"* it is also remarked that, there is a parallel situation for individuals between the ages of 15-24, and it is also mentioned that 63% of young people do not have the internet connection at home. The related report mentions that the digital divide further deepens the inequalities that already divide countries, societies and individuals.

The digital divide also affects the learning and development skills of children in low-income school districts. Without the Internet, individuals are not able to increase the technical skills essential to understanding today's dynamic and rapidly changing economy (Bowles, 2018).

As per the UNICEF Executive Director Henrietta Fore, "The lack of internet connection for so many individual is more than a digital shortage, it's a digital divide. Not only does the lack of internet connectivity prevent children and young people from connecting, it is also a factor that takes away their competitiveness in the modern economy. It isolates children and young people from the rest of the world." The digital divide refers to the gap between those who can benefit from the digital age and those who cannot.

Last year, UNICEF and ITU launched Giga, a global initiative to make every school and community connected to the internet. The initiative, run in partnership with governments, has mapped more than 800,000 schools in 30 countries to enabling internet connectivity. Technological infrastructures are being established to disseminate digital education solutions and other services through Giga. For this reason, the private and public sectors work together.

People who do not have access to the Internet and other information and communication technologies will be disadvantaged because they cannot acquire digital information, shop online, participate democratically, or learn and present their skills.

A study by Sungard Avaliability Services in the United States revealed the direct relationship between a company's access to technological advancements and the company's overall success in supporting the economy (McKendrick, 2017). The BCG report noted that in countries such as Sweden, Switzerland and the United Kingdom, it is making it easier for individuals to take a larger share of the economy through digital connectivity and digital work between communities (Foroohar, 2014).

2.2. LEARNING ORGANIZATIONS

Learning is a process that results in a relatively permanent change in behavior, or potential behavior, through experience or repetition (Morris, 2002). In another definition, learning is a fairly long-term change in behavior as a result of a particular experience (Cüceloğlu, 1997).

According to most researchers, the learning process is a continuous change in behavior that results from experience and knowledge acquisition. Learning is basically the process of altering individuals' values, beliefs, attitudes, and behaviors with the knowledge gained from practice, theoretical thoughts, and experiences. (Eren 2004). "Learning ability" has become a vital qualification for organizations that are constantly faced with innovations in technology, management thought systems, marketing approaches and production processes (Güney 2007).

The learning process is fundamentally examined in three stages: individual level, group level and organizational level. Learning at the individual level refers to a person's access to accumulated or new information about his environment by using intuition or cognitive processes, to perceive and understand them, to interpret them, to create experiences with them, and to adjust their behavior according to the results they reach. Therefore, intuition and interpretation is a personal matter (Koçel 2007).

The second level of learning is called group level learning. At this stage, it means that people who have learned at the personal level share what they have learned in the group, interpret it together, and reach a group understanding. Without group learning, there is no organizational learning (Koçel 2007). In order for organizational learning to take place, it is necessary to establish a bridge within the organization that will enable the transition from individual learning levels to organizational learning levels. This bridge is possible with the development of three elements together. These elements are communication, transparency and integration.

In the transition from individual learning levels to organizational learning, communication is very crucial for individuals and other parties to understand each other and to provide unity within the organization. Adaptable and robust communication methods alone are not sufficient for the transition to organizational learning. Common knowledge must also be understandable and transparent to other organizational members. Integration, which is the last element to complete organizational learning, provides the unification and integration of information (Düren 2002; Yazıcı 2001).

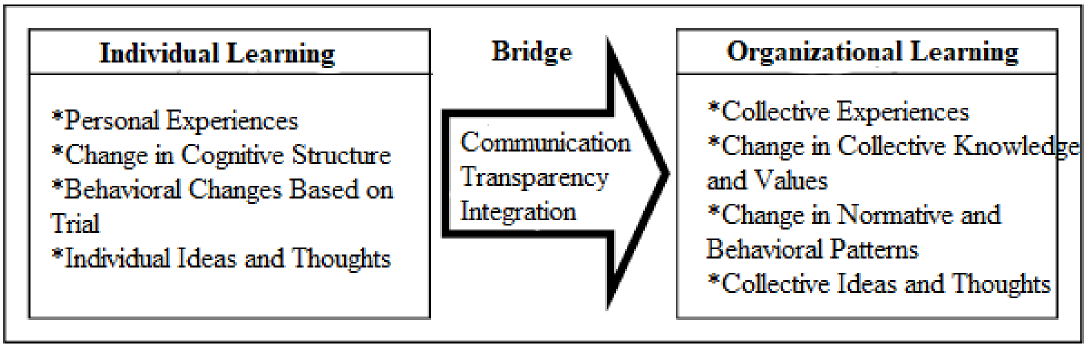

Figure 2. 1. The Bridge Between Individual and Organizational Learning

Learning at the organizational level refers to the shift of the common understanding and values reached at the group level into the system, method, procedure, expected behavior patterns, and common databases that can be easily accessed by everyone (Koçel 2007). In simpler terms, organizational learning is seen as the process of acquiring knowledge and developing the necessary skills to enable people working together to achieve a common goal in the organization to better understand their work and ultimately be more effective (Barutçugil 2004).

The concept of organizational learning emerged in the mid-1970s and was first defined as the recognition and repair of errors in the system. It is possible to examine the phenomenon of organizational learning depending on individual learning. However, the reason for organizational learning can be explained more easily than individual learning. Although organizational learning takes place via individuals, it would be wrong to assume organizational learning only as the sum of individuals' learning degrees. Opinions and efforts to make learning in the organization a process of common value and experience beyond an individual effort (İnce 2005).

Organizational learning, in its most basic form, focuses on two models (Güney 2007).

Traditional Organizational Learning Model: It is an organizational learning model in which the information flow is from the manager to the employees.

Modern Organizational Learning Model: It is an organizational learning model in which there is a mutual flow of information between managers and employees. In this model, while the manager is responsible for creating a learning environment, the employees are responsible for learning.

The learning process in an organization can take place at the individual level as well as at the group and organizational levels. In organizations that we accept as open systems, learning takes place at the system level. This type of learning means much more than the individual learning of employees.

A synthesis is created between the intellectual capital of the employees and the concepts learned in their memories. As the organization identifies and solves vital problems, learning accumulates in a repository. The information obtained as a result of the resignation of the members of the organization or the joining of new people to the organization is also included in this repository and all learned is used when the place and time comes (Güney, 2007).

Various models have been proposed for learning events in organizations. One of the most well-known is Chris Argyris' "single loop" and "double loop" approaches. Another is Peter Senge's approaches to "adaptive learning" and "creative learning". The main idea of single-cycle and adaptive learning is that organizations develop human resources to adapt to changes in their environment. However, double-cycle and creative learning aim at developing and enriching creative capacity in organizations (Koçel 2007).

2.2.1. Characteristics of Learning Organizations

Organizations are regarded as open and living systems or organisms that are in constant interaction with their environment and exchange all kinds of inputs and outputs. Research illustrates the organization as a structure that transforms and develops, and therefore constantly learns.

The movement to accept organizations as learning organizations started with the work of Argyris and Schön in 1978. The power of collaborative learning to improve knowledge and increase organizational performance has led to the thought that it cannot be left to chance and must be planned (Balay, 2004). The concept of "learning organization" was used for the first time in Peter Senge's book "The Fifth Discipline" in 1990, and it expresses a concept that has gained more importance with the fact that information has become more valuable for organizations, especially with the transition from industrial society to information society (Can, Aşan and Aydın 2006).

A learning organization, in its broadest sense, is defined as an organization that continually develops its capacity to create its future. For today's businesses, it's not just about surviving. The important thing is to learn to survive, that is to learn to adapt to the changing environment (Yazıcı, 2001). Employees of a learning organization gain experience in knowledge management by constantly acquiring and sharing new knowledge and apply what they learn in making decisions and doing the work.

According to Senge (2004), in learning organizations, people constantly expand their capacity to create the results they want, new and enthusiastic ways of thinking are nurtured, and people constantly learn how to learn together.

It is important that members of a learning organization collaborate and share information on work-related activities with the whole organization. Such knowledge sharing and collaboration takes place even at different organizational levels and between different functional experts.

In this type of organization where there are no borders, employees are free to work together and cooperate. In this way, they learn the best way to do the job and share this knowledge (Can, Aşan and Aydın 2006). These organizations are constantly increasing their potential to create their future by participating in adaptive learning, productive learning.

The culture of the learning organization is one in which everyone shares a common vision, where all members know the relationships between the organization's activities, processes, functions, and external environment. In this type of culture, people see themselves as a community and trust each other. Employees feel free to communicate, share, and learn without criticism and punishment.

There are certain characteristics that distinguish learning organizations from other organizations. These features are listed below (Barutçugil, 2004):

- In learning organizations, learning is seen as an integral part of every job that employees perform.

- Learning is considered a process, not an instantaneous event.
- It is believed that individuals will change their institutions while improving themselves.
- The learning organization also learns from itself, the employees train the organization on innovations.
- It is accepted that individuals in learning organizations are creative and they will restructure the institution.
- Being a part of learning organizations brings joy and excitement to employees.

According to Garvin, the learning organization is a structure formed in terms of the discovery, acquisition, and transfer of knowledge, and this new knowledge and understanding can be seen as changing the behavior of the organization. A learning organization is an organization that is capable of creativity, acquiring, creating, transferring and sharing knowledge and has the ability to change and innovate in its behavior to reflect new knowledge and insights (Bakan and Karayılan 2004).

It also includes the testing of employees' ideas, subjective judgments, intuitions, and other open or closed thoughts, and making them usable in line with the mission (Koçel, 2007). This happens in three stages:

- Creation and development of knowledge, relationships, and intuition.
- Sharing related knowledge or information developed by the members of the organization.
- Using this shared information.

A learning organization that uses this three-stage process essentially refers to an organization that has become skilled in some fundamental topics. The characteristics of learning organizations, which are called the basis of learning organizations by Garvin, are as follows (Koçel 2007):

Systematic Problem Solving: This ability covers the organization's systematic collection of data, analyzing the problem, correcting and interpreting data using statistical methods.

Experimenting New Approaches: Encourages being open to testing and experimenting with new knowledge and discussing its results.

Learning from Past Experiments: It involves systematically analyzing every successful or unsuccessful past experience, finding the reasons and using the results reached.

Learning from the Experiences of the Best Doers and Others: This ability is about benchmarking. Organizations that have made benchmarking a part of their daily life are learning organizations.

Using information quickly and effectively: It is the ability to ensure that the developed information is shared by all concerned and to transfer it to the goods and services produced (Çam, 2002).

2.2.2. The Five Disciplines and System Perspective

In his book, "The Fifth Discipline", which deals with learning organizations, Senge (2004) reveals five basic disciplines that play a role in the realization of the learning organization vision and transformation process of an organization into a learning organization. It has been observed that this book, which was shaped under the dominance of the System Approach, contains many theories from classical management thought to modern management thought.

In his book, Senge also mentioned three fundamental learning competencies required to build learning organizations:

- Understanding complexity
- Fostering aspiration
- Developing reflective conversation

Senge (1990) mentions five disciplines that make an organization a learning organization. These; systems thinking, personal mastery, mental models, shared vision, and team learning. Each of these disciplines is important in order to be a learning organization. At the same time, these disciplines reflect how skills and abilities can be acquired.

Senge states that one way to improve system performance is to minimize system delays. He states that the Americans focus on controlling the amount of stock in the warehouses, while the Japanese are more successful by giving importance to reducing delays, and this is the basis of lean production, which is not only a technical but a cultural change (Senge, 1990).

What Senge seeks to reveal and explain with the concept of "discipline" is not a command or punishment tool imposed on individuals, but a set of techniques and theories that need to be focused and mastered to be put into practice. In other words, these disciplines are a development path that must be followed in order to acquire certain skills and abilities.

Each of these disciplines is directly related to how people think, what they want, how they interact with each other, and how they learn together. These disciplines are detailed below (Yazıcı 2001; Senge 2004).

2.2.2.1. Personal Mastery

Mastery means a special skill level. Those with a high degree of personal mastery, such as a craftsman, can consistently attain the results that are most important to them (Senge 2004). Personal mastery is the ability to consistently achieve the most profoundly important results. For this, the point of view should be kept free and reality should be evaluated objectively. The willingness and capacity to learn of an organization is closely related to the will and capacity of its members.

2.2.2.2. Mental Models

Our mental (intellectual) models influence our way of thinking, our understanding of the world, and our actions as ingrained, stereotyped assumptions, generalizations, even pictures and images. But individuals are often unaware of their mental models or models' direct effects on their behavior. The discipline of mental models is a discipline aimed at helping people break free from these stereotypes and assumptions (Senge 2004; Yazıcı 2001).

According to Arie de Geus, Shell's former Group Planning Coordinator, in the corporate learning process, management teams change their mental models about the company, the market and competitors. Therefore, planning should include learning and company planning should include corporate learning.

2.2.2.3. Shared Vision

The shared vision is that all members of the organization unite under the same vision, and "what do we want to create?" is their answer to the question. The shared vision provides the focus and energy required for the organization to learn. Only a truly shared vision can enable individuals to learn effectively. Because a vision that is shared by all becomes a vision that many individuals can truly adhere to.

Through shared vision, people learn not by compulsion, but because they want to and truly believe (Senge 2004). Leadership is the capacity to create a shared picture of the future that individuals strive to create. Individuals are motivated not by a sense of obedience, but by shared values and duties in pursuit of a supreme purpose.

2.2.2.4. Team Learning

The discipline of team learning begins with the "dialogue" phase and is the capacity of team members to set aside assumptions and engage in genuine "thinking together". Team learning is essential for organizations because in modern organizations the fundamental learning unit belongs to teams, not individuals; Organizations cannot learn unless teams learn.

The problems that organizations face today are far beyond what individual employees can solve. Solving the problems in these complex systems can only be possible with the collective intelligence of groups of knowledgeable people. Because there is a synergetic effect in teams that will increase the level of common intelligence above the intelligence level of the employees. Therefore, the learning of organizations depends on the learning of teams.

2.2.2.5. System Thinking

Systems thinking is a theoretical framework, a collection of tools, and a body of knowledge. Adopts a holistic viewpoint and seeing the whole instead of seeing the individual parts. It gives the opportunity to see the events that seem to be separate and independent from each other more clearly by showing the cause-effect relationships between them as a whole and helps to understand how they can be changed in the most effective way.

Thus, it is the development of the ability to think in a system understanding, to see the "invisible links" between the activities that are related to each other in the organization and to make their effects on each other understandable (Barutçugil, 2004). The organization and its applications are systems. This system is connected by patterns. Systems thinking means systematically understanding the whole pattern of events.

2.3. REMOTE WORKING MODEL

Remote working is a suitable concept for jobs that do not require physical work and are also called desk jobs. While it was a type of work that was used in some workplaces and created privileges for employees, today it has become a kind of necessity within the scope of the precaution taken during the Covid-19 pandemic.

Remote or otherwise known as working-from-home is a new and flexible way of working, where employees do their work from their own homes by utilizing the ever-increasing information and communication technologies. Employees determine their working hours, working conditions, and working tempo by themselves, and they can transfer their work to the related places without the need to visit the workplace, through to computer communication technologies (ICT) (Agcadağ, 2017)

Although the main reason for employees to start working from home during the Covid-19 process is to protect themselves from the virus, it has been seen that it also increases employee performance. Likewise, the reasons such as being able to work at productive hours, reducing transportation costs, getting rid of traffic chaos, spending time with family, and being away from the stress caused by being watched by the manager are the positive aspects of working remotely, which are the reasons that increase the working performance. It is seen that remote workers are more productive than those who have to go to the office and are more likely to encounter stress (Hobbs and Armstrong, 1998)

Research shows that the remote working model has a positive impact on productivity and performance. For example, 87% of the employees of the world's information technology giant IBM, headquartered in New York, stated that their performance and productivity have greatly increased (Bailey and Kurland, 2002). According to the results of the research conducted on a group of volunteers who worked remotely for 9 months at Ctrip, a Chinese travel company; It has been determined that home workers perform 13% higher than office workers. At the same time, it was observed that there was an increase in performance and job satisfaction, and a decrease in the rate of turnover (Bloom *et al.* 2015).

Studies have shown that workplaces save around $1,500 per year for each working from home. Besides, it was revealed that people working from home work an average of 4 hours more per month compared to office workers (Butler and Aasheim, 2007). However, the negative aspects of remote working are also quite remarkable; Employees being away from their colleagues and technical discussions necessary for their professional development, not being seen by managers during promotions, not being asked for their opinions, increasing costs such as heating, electricity, internet, lunch by working from home, especially due to the social roles imposed on women.

2.3.1. Characteristics of Remote Working Model

There is no common expression in terms of the forms of remote work. Similar expressions such as teleworking, working from home, mobile working, and remote working are used interchangeably, but the common feature of all of them is the flexible working method (Görmüş, 2020).

Concepts such as working from home, flexible working, teleworking, and remote working has been the subject of research to date. Due to the lack of face-to-face meetings, this type of working style has also increased the orientation to communication tools for meeting with colleagues and customers (Anderson and Kelliher, 2020).

The formation of information, its transfer to the environment, and its transportation to the relevant places are actualized with information and communication technology (ICT). For this reason, developments in this field have created new business areas. One of them is the remote working model (Tutar, 2002).

This idea first emerged with the oil crisis on October 15, 1973. Its purpose is to change the place of work rather than change employees (Dambrin, 2004). The remote working model that emerged with the crisis, has become a preferred situation mostly due to the prolongation of commuting times in big cities, excessive gasoline consumption, and stress in traffic (Bailey and Kurland, 2002).

Remote working is a model when the task given by the manager is carried out by the employee not at the workplace, but at home or outside the workplace via ICT. It is also based on a written contract with the addition of Labor Law No. 4857 in 2016 (Özer, 2018). Remote working is a new and flexible working model in which employees carry out their work away from the office environment by taking advantage of the increasing information and communication technologies. Employees can determine their working hours, working conditions and working tempo by themselves, and they can transfer their work to the related places via ICT without the need to go to the workplace (Agcadağ, 2017).

In short, it is the fulfillment of the work to be done regardless of the location, because the important thing is the output of the work. In other words, it is a type of flexible work that is done outside the workplace, with the focus on the output of the work, with the rearrangement of the classical workplace understanding (Ölçer, 2004). Employers use electronic tools such as telephone and e-mail to communicate with their employees.

The remote working model is defined by the International Labor Organization (ILO) in the 1990s as “the production of a good or the provision of a service for an employer in a location chosen by the employee, usually in his/her own home, under an agreement without their direct management/supervision” (Eyrenci and Bakırcı, 2000).

According to the comprehensive studies carried out, the following three criteria should be considered in order for the remote working model to be successful (Pliskin, 1997);

- Information systems infrastructure
- The size of the workplaces (the chances of success may be lower in workplaces where the number of personnel is over 1000)
- Team work

With the remote working model, employees can work wherever they want with electronic devices without having to go to their workplaces.

Although the professions working from home are increasing day by day, it is predicted that this will be the way of working in the future. Workplaces may prefer the remote working model for the following reasons (Tutar, 2002);

- Recruiting talented people and enabling people with disabilities to join the workforce.
- Continuing to serve its customers regardless of time
- Saving both time and office expenses with independence in time and space
- Contributing to the reduction of traffic density, especially in crowded cities

In order for this working culture to be established, organizations should prepare the employees, provide the necessary equipment by taking their opinions, inform them about the expectations, hold meetings by providing social support, be equal when evaluating performance, and most importantly, have the right person do the right job (Naktiyok, 2001).

In the remote working model, the flexibility of the employees to plan their own time, the ability to spare more time for themselves and their families, and not losing time on the road can be considered very positive outcomes. But at the same time, the fact that the concept of work becomes independent of space and time reveals the demand of managers to reach their employees at all times (Kıcır, 2017).

This model has been applied in American and European countries for a long time, and it is becoming more and more widespread by being put into practice in Turkey. On the other hand, different types of work models such as remote-working, working from home and teleworking are becoming more common day by day in many developed countries, especially in the USA (Kıcır, 2017).

Research conducted by PwC in (2020) revealed that 84% of Employees think they can achieve the same productivity remotely as they do while working in the office. Besides, 51% of employees state that they would prefer to spend some of their working time at home and some at the office.

The application of the remote working model may also vary depending on the suitability of the information systems structure of the organizations. While the technological infrastructure is suitable for remote working, especially in large-scale companies, infrastructure problems may arise in small-scale enterprises.

At the same time, the information systems infrastructure that requires software and hardware should be powerful since it is important that third parties cannot access the relevant company information in terms of security and that information such as customers, patients, insured, and personnel is not leaked out as per the GDPR.

Due to the developments in information systems along with technology, the remote working model has been on the rise. However, reducing security problems and providing adequate technical equipment has become more important. At this point, it has come to the agenda of organizations that cyber security practices are also crucial (Azasu and Babatunde, 2020).

In addition to protecting their employers, organizations should be able to create and maintain a secure remote working environment by paying attention to the following steps;

- Initially, a sustainable and durable infrastructure should be constructed for protection. For this, a secure access to the corporate network can be provided with connections such as a virtual private network (VPN).
- Software that can scan for viruses against cyber attacks should be obtained.
- Employees should be encouraged to use the information technology (IT) support team in order to resolve any problems as soon as possible.

2.3.1.1. Quality of Work Life and Productivity

Flexible policies, online education, and career development issues should also be addressed in order to increase productivity and motivate employees in the remote working process. In order to preserve the quality of work life, it is of great importance for employees to be trained in drawing the boundaries in the work-from-home model. This has been a great challenge, especially for employees with children who cannot fully create their workspace at home.

In remote working practice, it is a requirement for the employee to be discipline and concentrate on themselves to fulfill responsibilities away from the discipline of the work environment in the head office. In this practice, some employees may have trouble with self-discipline and concentration. This deficiency can directly affect the quality of work life of the employees (Potts, 2006).

2.3.1.2. Loss of Status and Environmental Effects

Remote workers tend to be more flexible and autonomous, and they are expected to be motivated by the recognition of these characteristics by their managers. Managers who take a proactive attitude that adapts the contributions of remote workers to the collective goals of the organization and value the efforts of remote workers strengthen the status of the remote worker and ensure their organizational commitment. However, managers who do not make an effort or are unaware of their employees' commitment to the organization may cause their employees to lose their status.

Managers who encourage creativity through remote work and accept the autonomy of the remote worker help create an organizational culture focused on the integration of trust, commitment and motivation (Potts, 20016).

On the other hand, another reason why Managers do not desire to work remotely is the fear of losing their own status. Thus, for managers to allow remote work, managers must be willing to give up their power and status.

2.3.1.3. Career Development

The fact that working away from the organization is not adequately supervised and seen by the managers may have negative effects on the career development of the employees (Naylor, 2000). Due to remote working, employees in some cases cannot keep up with the pace of development of their workplaces and fall behind in their career development.

It is possible for those who work remotely to have reduced career and promotion opportunities. The common perception among remote workers is that when their managers are unable to observe their daily activities, it is difficult to evaluate their contribution productively. Therefore, it is difficult for managers to direct their employees for their future promotions and to give feedback for their development. Promotions and other career advancements are important to all employees.

Therefore, there is a need to develop alternative work methods and performance evaluation methods in remote working. Solomon argues that the lack of communication is the responsibility of the employee and recommends establishing a relationship towards communication frequency, short and clear performance objectives.

2.3.2. Remote Working Implementaion

In the literature, many types of remote work models are encountered. As the types of remote working, home-based remote working, center-based remote working ,and mobile remote working can be listed.

2.3.2.1. Home-Based Remote Working

The most common type of remote work is home-based remote work (Yavuz, 1995). Home-Based Remote Working represents an employee who regularly works at home, depending on a workplace or employer (Lalenduc and Vendramin, 2001). Employees in this model are "full-time home workers" who rarely go to the workplace for supplies or meetings and spend most of their working days at home. At the same time, this model has another way of working as part-time home workers. Computer programmers, system analysts, and employees who receive orders via e-mail are considered in this category (Hobbs and Armstrong, 1998).

The home-based remote working system provides significant cost savings for both the employee and the employer. However, also home-based remote workers need an office space where they can do their work at home. The materials/equipment needed to carry out their jobs is found in this area (Tan, 2007)

2.3.2.2. Centre-Based Remote Working

Another form of remote work is centre-based remote work. Center-based remote work; is the way of working the employees in the centers with technological equipment in a place far from the workplace. There is also a manager who supervises the employees (Yavuz, 1995).

The positive side of center-based remote work compared to home-based remote work is; Instead of providing individual technological equipment for each employee's home, it is the gathering of employees in a single place for a lower cost (Soysal, 2006).

Another advantage of this way of working is that employees who want to maintain their connection with the organization, but who live far away, can work in a remote workplace that is closer to them, saving in terms of travel and time, and also meeting their social needs (Meşhur, 2007).

2.3.2.3. Mobile Remote Working (Hybrid Working Model)

The hybrid or mobile working model can be defined as a mixed system in which organizations provide their employees the option to work both from home and from the workplace. Employees on the basis of hybrid systems continue to work part-time from home and part-time from the office.

Most definitions of hybrid work typically require one of two flexibility-based scenarios:

- In the first scenario, it means that some employees and teams work mostly one-on-one in the same office, while other employees and teams in the same company are largely or completely distant.
- In the second scenario, it means that most employees work some days in the head office and some days from home or some other remote location.

Since March 2020, when Covid-19 forced many to work remotely, the way people do their jobs has changed. After working from home for more than a year, employees have found that they can carry out their work efficiently and effectively outside of the office. During this time, the hybrid operating model became more and more popular, and many employers decided that adopting a hybrid strategy was the better choice for their companies.

According to a report by Accenture, the majority of employees (83%) prefer a hybrid working model, and 63% of growing companies are already adopting a hybrid working model.

2.4. E-LEARNING (ELECTRONIC LEARNING)

Nowadays, technological innovations, which are requirements of the modern age, have become an indispensable part of education by constantly advancing. This situation has made e-learning widespread with the acceleration of education and training activities in recent years. E-learning is a web-based education, learning and knowledge management performed via the internet (Dinçer and Yeşilpınar-Uyar, 2016).

The pandemic, which started in Wuhan, China at the end of 2019, deeply affected humanity and spread rapidly on a global basis. For this reason, a series of precautions have been set to reduce the risk of transmission of the epidemic and mass human movements. Within the scope of these precautions, face-to-face education was temporarily restricted. Within the scope of these restrictions, with the spread of the epidemic to a very wide area, the education and training process has changed shape, causing e-learning to spread rapidly and become a preferable learning method.

Information technologies are one of the most important values offered to humanity in order to continue education and training activities in the world. In the literature review, it is seen that e-learning methods continue as synchronous and asynchronous. For this reason, learning continues throughout life and is an indispensable part of our daily life. With e-learning, teachers and students interact simultaneously in different environments and can exhibit a learning-oriented behavior.

E-learning or distance education is a system where web-based education is offered on a platform with an internet network. Although the difference between e-learning or distance education from the traditional education application seems to be the technology dimension, it actually foresees a radical change. E-learning approach; It is a model that puts the individual in the center and prioritizes and motivates him/her to reach information

Through to e-learning, educational activities can be carried out without the need for teachers and students to be in the same environment at the same time. E-learning usually takes place in two ways:

- Individuals' self-education in front of the computer.
- Simultaneously, the course teacher and a group of students meet in a classroom live on the computer (Senel and Gençoğlu, 2003).

E-learning provides richer and highly interactive learning environments, mainly through the Internet, with the use of different technologies. E-learning is a learning and teaching technique in which teaching is provided through electronic environments via computer network technologies such as internet, hypertext and extranet are used (Welsh et al., 2003).

2.4.1. E-Learning Approaches

E-learning can be carried out with or without an instructor, in different teaching environments, using different technologies, at different learning levels, with special teaching designs, various teaching methods, and techniques, strategic approaches and philosophy (Gülbahar, 2009). According to this definition, e-learning takes place according to the following 2 definitions.

2.4.1.1. Synchronous Learning

Simultaneous learning is a learning environment that occurs as a result of students and teachers interacting at the same time, even if they are in two different places during teaching (Maglogiannis and Karpouzis, 2007). Simultaneous learning can be realized through methods such as virtual in-class, audio-visual conferences, telecommunication and network connection, bilateral and live satellite broadcasts (Taş, 2012). It is a learning method in which teachers and students living in different geographies are given education in electronic environment with internet and network connections at the same time (Eisinger, 2006).

2.4.1.2. Asynchronous Learning

Asynchronous learning is a computer-based learning environment that does not require simultaneous interaction, allowing students to learn wherever and whenever they want (Maglogiannis ve Karpouzis, 2007). In asynchronous learning, the instructor must have stored and prepared the educational materials before the learning activity. The student itself decides where and when he will access the stored educational materials (On-demand e-Learning/ Self-Paced e-Learning) (Doruk, 2005).

2.4.2. Effectiveness of E-learning

E-learning is a learning model that makes the process of accessing information and learning independent of time and space by using technology. E-Learning has gained popularity and importance as it offers flexible learning, is a structure that centers the individual, eliminates many elements that are not found in the traditional learning process, and provides advantages and positive effects in the learning process (Mishra, 2007).

Today, individuals can instantly connect to an online education even from their mobile phones and continue their learning processes without interruption. The aim here is to minimize the constraints in front of learning and to support permanent learning. Since there will be time constraints in synchronous training, asynchronous training are generally prepared, allowing the learner to connect to the training whenever and wherever they want. In this way, a more free education environment is created (Yazıcı, 2004).

In education, the importance of repetition is indisputable for permanent learning. In this sense, distance education materials offer today's organizations the opportunity to build a digital library. In addition, taking advantage of the opportunity to access information “as soon as it is needed, as much as needed”, called microlearning, is one of the methods that most support performance. A digital library, which can be accessed at any time, is one of the most important resources an institution can offer to its employees and contributes to the formation of corporate memory.

2.4.3. Principles in E-Learning

When the literature is examined, there are many studies on e-learning principles. The principles included in these studies are summarized below;

2.4.3.1. Format

E-learning designers and instructors should make updates and add new information, ensure the security of the field, and organize preliminary information. Building a successful website to develop high-quality e-learning programs depends on issues such as "hardware features, bandwidth" and the talent and creativity of the designers (Lee ve Owens, 2004). In the literature reviews, it is thought that it is necessary to constantly update and follow innovations for an effective and high quality e-learning environment for format expression.

2.4.3.2. Interaction and Motivation

One of the most important factors for participating in e-learning environments is student and instructor interaction. Technology-based interaction between students can be improved (Harasim, 1999). When e-teachers are sensitive and interested, it is seen that students' participation and continuity increase.

By the help of the speed of technology to multimedia, participants can send questions instantly when any problem occurs. A dialog-based system is required for e-learning spaces. The quality of the e-learning environment is directly related to the continuity of the level of interaction, the level of participation of the students and the feedback provided (Vrasidas and McIsaac, 1999).

2.4.3.3. Feedback

In e-learning applications, participants need instant feedback to be able to gain efficiency, develop a positive attitude and motivate themselves. At the beginning of e-learning, participants want help adapting to the environment. In their study, Vrasidas and McIsaac (1999) found that the participation rates and motivation of the students who did not receive sufficient feedback decreased. In order to minimize this situation, students should receive instant and continuous feedback in order to maintain their continuity, participation and motivation in the e-learning process.

2.4.3.4. Evaluation

E-learning applications should include components that can evaluate student performance based on student goals and content (Duffy and Cunningham, 1999). In the e-learning process, e-teachers and e-learning practitioners are responsible for the online exams. Since the exams are online, the results of the exams can be announced instantly over the internet and the answers can be recorded in database. Through these exams, participants' educational outcomes can be evaluated effectively in all aspects (Lee ve Owens, 2004).

3. ASSOCIATIONS BETWEEN KEY CONCEPTS

In the formation process of cyber culture, it is possible to talk about some factors that distinguish individuals from traditional generations, especially in terms of information acquisition and learning processes. Individuals who experience this process want to access information faster and easier, they prefer a more visual expression instead of written texts, their cognitive structures are parallel rather than sequential, they want to do many things at the same time, exploration is an important way for them to learn.

Another striking finding of the research conducted by Karabulut in 2015 is that individuals belonging to cyber culture turn their attention to other environments in order to change their emotional state because they get bored quickly and their moods are fluctuating. This negatively affects the learning time in front of the screen.

Digital and ICTs, consequently, remote working have boosted since the beginning of the COVID-19 pandemic. Remote work is a form in which the individual performs the job created by the employer, outside the scope of the workplace, with various technological tools. Digital solutions are predicted to increase and are estimated to reach a whopping $3.29 trillion by 2025.

A study conducted by Potts (2015) emphasized that, just before COVID-19, 2.9% of the entire US workforce and around 2% of that in Europe engaged in remote working. Whereas, a more recent study conducted by PwC during the pandemic showed that; 84% of Employees think they can achieve the same productivity remotely as they do while working in the office. Besides, 51% of employees state that they would prefer to spend some of their working time at home and some at the office. Also, another study conducted by PwC states that 78% of digital decision-makers have agreed to allow remote working to continue even after the pandemic is over.

Also, according to a report by Accenture, the majority of employees (83%) prefer a hybrid working model, and 63% of growing companies are already adopting a hybrid working model.

However, the pandemic suddenly disturbed the normal work practices and habits, and accelerated formerly ongoing trends relating to the migration of work to online or virtual environments. For employees who are used to meeting, in-company training, VET, negotiating or doing their daily work face-to-face, this digital transformation can be considered disruptive.

As per Bell (2001), The most fundamental difference between e-learning and traditional learning is the environment in which education is delivered. In e-learning, teacher and student are separated by cyberspace. Along with the independence of time and place, there are many differences in the aspects of transfer, fast and effective learning, learning environment, flexibility, efficiency, benefit and operation.

Bell (2006) mentions that e-trainings, e-instructors, and e-participants are inevitably involved in cyberspace. E-learning methods have become indispensable for organizations that provide continuity independent of time and space in cyberculture.

Besides, the research carried out by Burchardt and Maisch in 2019 suggested that employees who volunteer to be included in the remote working model with the effect of digital transformation show an avoidant attitude when it comes to online education. It has been revealed that employees evaluate their training processes in order to socialize and create a network. They also stated that it is not possible to socialize in online training.

According to the 2021 Owl Labs report, 90% of employees emphasized that working remotely is more productive than in the office. However, according to the results of the research, they exhibit avoidant attitudes towards e-learning. According to the laboratory's reports, the majority of home-based remote and hybrid workers now receive their job training online.

Employees have doubts that the training results are correctly and fairly evaluated by their instructors. At the same time, 65% of the employees who have difficulty in establishing a work-life balance in the home environment also mentioned that the productivity rate of the trainings held in the home environment is low.

People who adopted remote and flexible working models earlier, such as the UK Department for Work and Pensions (DWP), have reaped tremendous benefits by building innovative digital workspaces. Jefferson (2021), who continues his research on the digital strategies of the related ministry, claims that 75% of the employees have increased productivity and feel much more attached to their job compared to the past.

Besides, employees attribute the success of this transformation to the fact that the ministry provided all technological facilities to its employees. In this context, organizations that have not yet perceived the concept of cyberculture and are not ready for transformation should make process improvements before switching to the remote working model.

The local government in Portugal has launched a mobile-digital workplace app that has dramatically enhanced their workers' productivity. The related application allows employees to send e-mails, training, meetings, and even job interviews. The fact that Portuguese local governments are so innovative in terms of digital transformation and have the courage to make changes that will include all the people of the region is an indicator of how much they accept cyberculture.

4. METHODOLOGY

Deductive reasoning and quantitative method is adopted for the research section of the thesis. The design chosen was hypothesis testing to find out if the hypotheses were accepted. Furthermore, the study was a cross-sectional study. The details of the methodology section of the research are shared below.

4.1. Sampling Procedure

The convenience sampling method was adopted to distinguish respondents from employees working in both managerial and non-managerial positions in different large-scale global companies in the industrial sector in Istanbul. The respondents who participated in the questionnaire were all white-collar employees. No additional or specific criteria were applied to the participants. 425 questionnaires were distributed to the participants and 386 questionnaires were returned as properly completed. The questionnaire of the research was distributed by online tools such as Google Forms. The main reason to collecting the data through online tools is that the research sample consists entirely of hybrid and fully remote working individuals.

4.2. Research Design

The quantitative research method was adopted in the research process. The intended design of the research is descriptive -hypothesis testing- and relational, and can also be characterized as a cross-sectional study.

4.3. Research Constructs

As mentioned in the literature review part, the concepts of CyberCulture, Learning Organizations, Remote Working Model, and E-Learning are the key research constructs of this study.

Construct (Dependent V.): CyberCulture

- SC_CC1: Individual Inclusivity of Cyber Culture
- SC_CC2: Gates of Cyberspace

- SC_CC3: Interpersonal Attitudes in CyberSpace
- SC_CC4: Attitude Towards Digital Identities

Construct (Independent V.): Learning Organizations

- SC_LO1: Personal Mastery
- SC_LO2: Mental Models
- SC_LO3: Shared Vision
- SC_LO4: Team Learning
- SC_LO5: System Thinking

Construct (Mediating): Remote Working Model

- SC_RWM1: Quality of Work Life and Productivity
- SC_RWM2: Loss of Status and Environmental Effects
- SC_RWM3: Career Development

Construct (Moderating): E-Learning

- SC_EL1: Inclination Toward E-Learning
- SC_EL2: Avoidance of E-Learning
- SC_EL3: Negative attitude towards e-learning
- SC_EL4: Effectiveness of e-learning

4.4. The Proposed Research Model

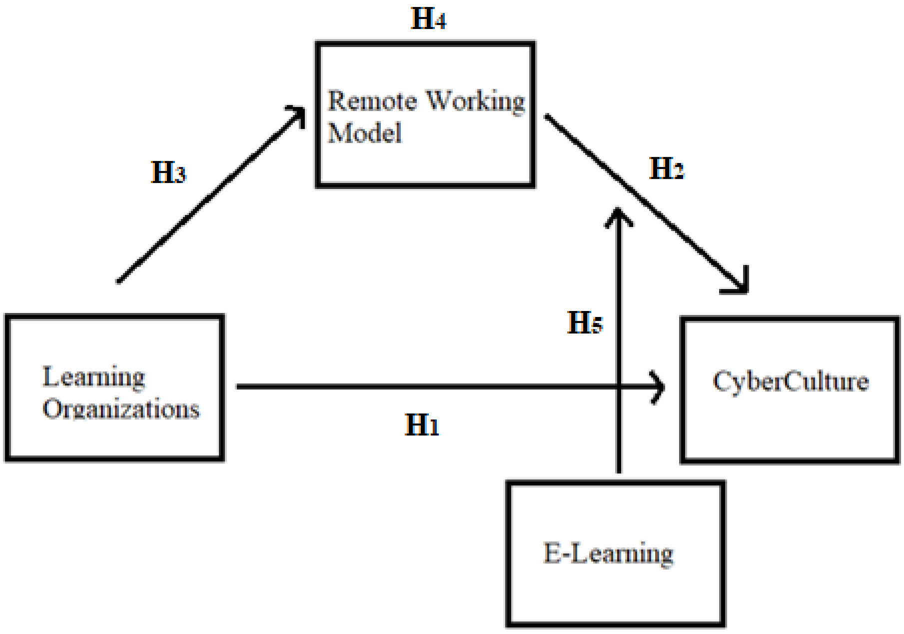

Figure 4.1 *Proposed Research Model*

4.5. Research Hypotheses

As mentioned above, there are limited studies related to these relationships in the existing literature, we have decided to contribute to the related part of the literature within this current study by analyzing this relationship by formulating the below hypotheses:

H$_1$: Learning Organization orientation positively and significantly influences the formation of Cyberculture within organizations.

H$_2$: Remote Working Model has a positive and significant impact on formation of Cyberculture.

H_3: Learning Organization orientation has a significant and positive impact on the Remote Working Model.

H_4: The relationship between Learning Organization and the formation of Cyberculture is mediated by Remote Working Model.

H_5: Attitude toward e-learning moderates the relationship between Remote Working Model and Cyberculture.

4.6. Measurement Instruments

The data collection method is based on questionnaires and the participants were reached through online methods. The related questionnaire includes five different parts based on the key concepts of the model. The first part consists of socio-demographic questions that would define the characteristics of the participants and the remaining four parts include the related scales for each concept of the research. The Cyberculture scale has 22 items, the Learning Organizations scale has 18 items, the Remote Working Model scale has 16 questions and the E-Learning scale has 20 items. Measurement tools for each concept are explained in detail below;

4.6.1. Socio-demographic questions

The first section consists of seven certain demographic questions to comprehend the features of the respondents. It is intended to get an opinion about the gender, ager, employees, education, working model (hybrid or fully remote), work experience in the current organization, and the sector.

4.6.2. CyberCulture Questionnaire (Cyber Culture Adoption/Development Level Scale)

Cyberculture scale is developed by Serarslan and Koçak (2019) with 22 items which has one dimension; namely Cyberculture. It is a 5-point Likert-type scale varying from "strongly disagree (1)" to "strongly agree" (5). (Kaiser-Meyer-Olkin (KMO) coefficient and Barlett Sphericity test were utilized. In the analysis, the KMO coefficient value (0.96) and the Barlett test were found to be significant. The Cronbach Alpha reliability coefficient value was found to be 0.94.)

4.6.3. Learning Organizations Orientation Questionnaire

Başak's Learning Organizations Scale, formed on the basis of Senge's Learning Organizations Questionnaire (Park, 2006). It is a 5-point Likert Scale ranging from "strongly disagree (1) to "strongly agree" (5). (The Kaiser-Meyer-Olkin (KMO) coefficient and Barlett Sphericity test were used. In the analysis, the KMO coefficient value (0,94) and the Barlett test were found to be significant.)

4.6.4. Remote Working Model Questionnaire

Scale was developed by Yap ve Tng (1990) with 16 items, has four dimensions; Quality of Work Life and productivity, Loss of Status and Environmental Effects, Career Development, Personal Life. The Turkish version of this scale was adapted by Naktiyok (2001). This is a 5-point Likert Scale ranging from "strongly disagree (1) to "strongly agree" (5).

4.6.5. E-Learning Questionnaire

Wilkinson, Roberts and While (2010) developed the Attitudes Toward E-Learning Scale, which consists of 20 items, has two dimensions; Inclination Toward E-Learning, Avoidance of E-Learning. The Turkish version of this scale was adapted by Haznedar ve Baran (2012). It is a 5-point Likert Scale ranging from "strongly disagree (1) to "strongly agree" (5).

4.7. Data Analyses

The data obtained through participants were analyzed via statistical techniques by using the SPSS statistical package (Version 22.0). Reliability and factor analyses were performed on all items for CyberCulture, Learning Organizations, Remote Working Models, and E-Learning. All of these statistical analyses were found significant and meaningful. After the related analyses, correlation and regression analyses were performed for all concepts.

4.8. Pilot Study

A pilot study was conducted before forming the main statistical analyses of the research between the dates of February – May 2022. 82 questionnaires were delivered via Google Forms to the employees who are currently working in various large-scale companies both at non-managerial and managerial positions in the industrial sector in Istanbul. 67 questionnaires were returned as properly completed. The response rate of the participants for the questionnaire was approximately 79%. All main statistical analyses such as reliability, and factor analyses were performed and the result was found satisfactory for all of the concepts of the study.

Four factors of CyberCulture, three factors of Learning Organizations, three factors of Remote Working Model and four factors of E-Learning were found by the results of the factor analyses. Regression and Correlation analyses were performed for all key concepts of the study. As per the pilot study's findings, there is no item was extracted from the analysis.

The research findings of the pilot study showed that the Learning Organization Orientation has a positive impact on the Formation of CyberCulture. Remote Working Model mediates the relationship between the Learning Organization Orientation and Formation of CyberCulture. There was no moderating impact of E-Learning on the relationship between Remote Working Model and Formation of CyberCulture.

Since the item distributions in the factor analyses conducted for the pilot study were the same as the main research, 82 questionnaires were included in the research. And also, no item was extracted and reliability & validity scores were satisfactory then we continued to the main study.

5. MAIN RESEARCH FINDINGS

5.1. Respondent's Profile

In the first phase, the profiles of the respondents were analyzed as shown in Table 5.1. The findings showed that 46.8% of the respondents were female while 53.2% were male. The majority of the respondents (35.8%) were between the ages of 26-35 and 28.3% of them were between 36-45 years old. 63.9% of the participants have a bachelor's degree and 26.8% have a master's degree as seen in the table 5.1 below.

According to the total work experience results, the majority of the participants (28.6%) work between 11-15 years and 21.6% of them between 6-10 years. 38.2% of the participants have a manager role and 61.8% do not have a manager role. As per sector working type results, the majority of the participants (56.1%) have been working in the hybrid model and 43.9% have been working fully remote.

Table 5.1 Descriptive Statistics of the Demographic Variables **(n=385)**

Demographic Variables	Frequency (n)	Percent (%)
Gender		
Female	180	46,8
Male	205	53,2
Age		
19-25	99	25,7
26-35	138	35,8
36-45	109	28,3
46-55	35	9,1
56 +	4	1
Education Level		
High School	9	2,3
Bachelor's degree	246	63,9
Master Degree	103	26,8
Ph.D.	27	7
Income Level		
4000-10000 TL	82	21,3
10001-25000 TL	187	48,6
25001 and above	116	30,1
Tenure		
1-5 year	131	34
6-10 year	83	21,6
11-15 year	110	28,6
16 and above	61	15,8
Role		
Managerial Role	147	38,2

Non-Managerial Role	238	61,8
Working Type		
Hybrid	216	56,1
Fully Remote	169	43,9

5.2. Reliability of Measurement Instruments

The fundamental analysis used for reliability analysis is to identify the Cronbach Alpha (α) value. Each item in the scale can have a single alpha value, or all questions can have an average alpha value. The alpha value obtained for all questions shows the total internal reliability of that questionnaire and is expected to be greater than 0.7, α values lower than this value indicate that the reliability of the questionnaire is weak.

The internal consistencies of the constructs have been assessed and all reliability scores were found over the lower limit of 0.70 as shown in below Table 5.2.

Table 5.2 Reliability Analyses of Measurement Instruments

Concepts	Cronbach's Alpha	N of items
CyberCulture	0,955	22
Learning Organizations	0,973	21
Remote Working Model	0,805	16
E-Learning	0,838	20

Detailed item definitions are given separately in Table 5.3, Table 5.5., Table 5.7, and Table 5.9.

5.3. Factor Analyses

Factor Analysis is a multivariate analysis type that aims to find a small number of new unrelated consturcts by gathering them together with the related constructs in many fields, especially in social sciences (Tatlıdil, 1992). To identify the degree of the level of interrelations among the sets of constructs, the factor analysis was conducted (Hair et al., 2006). The primary purpose is to observe how many various dimensions the participants perceive in the key concepts and to determine whether they perceive them in parallel with the literature.

Before conducting each factor test for the key concepts of the study, a sampling adequacy measure is computed to determine whether the data are suitable for the application of factor analysis. (Sipahi et al., 2006). Keiser-Meyer-Olkin (KMO) and Bartlett's test of sphericity are indicators for the degree of adequacy. KMO value shows that the data utilized in the statistical analysis is a homogenous group of variables and that there are correlations between variables. The Bartlett test reveals statistical significance that there are significant correlations between at least some of the main variables of the study (Hair et al, 2006). Therefore, the p-value in the analysis should be less than 0.05.

5.3.1. CyberCulture

In total, 22 items were included in the factor analysis for the concept of CyberCulture and resulted in four factors as parallel with the theoretical framework, and none of the items was extracted from the analysis. The findings of the loadings of the items, internal consistencies, and explained variance for each factor are illustrated in below Table 5.3. Internal consistency of the concept of cyberculture was found to be high enough to continue with additional analyses.

The four factors were explained 78,29 % of the total variance in cyberculture. As per the results, which are shown in below Table 5.4, the factor analysis results were satisfactory with 81.3%, KMO, and significant Barlett's test value.

Table 5.3 Factor and Reliability Analysis of CyberCulture

Individual Inclusivity of Cyber Culture	**%Var:** 27,97	**Cronbach's Alpha:** 0.920	**Factor Loadings**
I forget the problems in my life in the peaceful climate of the internet.			0,869
I often spend more time online than I expected.			0,792
I don't feel sorry for the time I spend on the Internet.			0,783
With the help of the Internet, I can do what I cannot in offline life.			0,733
I feel that my need to use the Internet increases a little more every day.			0,673
The attitudes I acquire on the Internet also affect my attitudes in real life.			0,593
The behaviors I learn through the Internet are more meaningful than in real life.			0,583
Gates of Cyberspace	**%Var:** 19,06	**Cronbach's Alpha:** 0.908	**Factor Loadings**
I feel helpless when I don't have an internet connection.			0,82
The habits I have acquired through the Internet are popular and widespread all over the world.			0,816
Internet is the best way to escape from real life problems.			0,76
With the help of the Internet, I feel that I have acquired similar habits with those who living in different countries.			0,73
The information I have learned through the Internet is very useful in organizing my real life.			0,709
I feel lost in an environment without internet connection.			0,58
The cyber universe I entered through to the internet is much more free and unlimited than real life.			0,566
Interpersonal Attitudes in CyberSpace	**%Var:** 24,24	**Cronbach's Alpha:** 0.878	**Factor Loadings**
I often feel more peaceful when I'm online.			0,807
Online relationships are more satisfying than real life relationships.			0,786
I think that people I meet online are very different from real life.			0,778
When I am online, I am worry-free and carefree.			0,701
The social values I learned through the Internet are more meaningful than in real life.			0,625
Attitude Towards	**%Var:** 7,02	**Cronbach's Alpha:** 0.871	**Factor Loadings**

Digital Identities		
People respect me a lot when I'm online.		0,867
I have more respect online than in real life.		0,822
The Internet is more real than real life.		0,791

Total Variance (%) : 78,290

Table 5.4 KMO and Bartlett's Test for CyberCulture	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	**0,813**
Bartlett's Test of Sphericity	
Chi-Square	1976,912
Sig.	,000
df	231

5.3.2. Remote Working Model

In total, 16 items were included in the factor analysis for the concept of Remote Working Model and resulted in three factors as parallel with the theoretical framework, and none of the items was extracted from the analysis.

The findings of the loadings of the items, internal consistencies, and explained variance for each factor are illustrated in below Table 5.5. Internal consistency of the concept of the remote working model was found to be high enough to continue with additional analyses. The three factors were explained 71,63 % of the total variance in Remote Working Model. As per the results, which are shown in below Table 5.6 the factor analysis results were satisfactory with 84.5%, KMO and significant Barlett's test value.

Table 5.5 Factor and Reliability Analysis of Remote Working Model

Quality of Work Life and Productivity	**%Var:** 40,27	**Cronbach's Alpha:** 0.910	**Factor Loadings**
Working remotely has had a positive impact on my job performance.			0,869
Working remotely increased my technological/digital skills.			0,864
Working remotely increased my time management skills.			0,856
Working remotely has positively affected my work motivation.			0,817
Working remotely has positively affected my professional development.			0,802
Working remotely increased my ability to manage stress better.			0,744
Working remotely has had a positive impact on my job satisfaction.			0,697
Working remotely increased my communication skills.			0,683
Career Development	**%Var:** 17,32	**Cronbach's Alpha:** 0.884	**Factor Loadings**
The organization I work for adapts itself to remote working practices.			0,907
The institution I work for supports remote work applications.			0,835
The organization I work for provides the necessary training for remote working.			0,745
The organization I work for provides the necessary technical infrastructure for remote working.			0,73
Loss of Status and Environmental Effects	**%Var:** 14,04	**Cronbach's Alpha:** 0.782	**Factor Loadings**
Working remotely has increased the conflict between my work and social life.			0,839
Working remotely increased my work stress.			0,757
Remote work has negatively affected my psychology.			0,732
Working remotely has negatively affected my physical health.			0,697

Total Variance (%) : 71,63

Table 5.6 KMO and Bartlett's Test for Remote Working Model

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	**0,845**

Bartlett's Test of Sphericity	
Chi-Square	1850,502
Sig.	,000
df	120

5.3.3. Learning Organizations

In total, 22 items were included in the factor analysis for Learning Organizations and resulted in three factors as parallel in the theoretical framework. None of the items was extracted from the analysis. The findings of the item loadings, explained variance of each factor, and internal consistencies are presented in below Table 5.7 Internal consistencies were found to be high enough to continue with further analyses. The four factors were explained 64,10 % of the total variance in Learning Organizations. As per the results, which are shown in below Table 5.6 the factor analysis results were satisfactory with 88.6%, KMO and significant Barlett's test value.

Table 5.7 Factor and Reliability Analysis of Learning Organizations			
Personal Mastery	**%Var:** 50.02	**Cronbach's Alpha:** 0.970	**Factor Loadings**
In my organization, leaders ensure that the organization's actions are consistent with its values.			0,876
In my organization, leaders constantly seek opportunities to learn.			0,82
My organization encourages people to think from a global perspective.			0,808
In my organization, people give each other open and honest feedback.			0,796
In my organization, leaders also mentor and coach those they lead.			0,715
In the organization where I work, people are rewarded for what they learn.			0,697
My organization supports its employees who take calculated risks.			0,689
My organization encourages people to seek answers from across the organization while solving problems.			0,683
My organization creates systems to measure the gaps between current and expected performance.			0,674
In my organization, people spend time building trust with each other.			0,665
Team Learning	**%Var:** 8.75	**Cronbach's Alpha:** 0,909	**Factor Loadings**
In my organization, people help each other learn.			0,827

At the organization where I work, people are given time to support learning.			0,796
In my organization, when people express their opinions, they also ask what others think.			0,733
In my organization, teams/groups revise their thoughts based on group discussions or information gathered.			0,705
In my organization, teams/groups have the freedom to adapt their goals as needed.			0,703
The teams/groups in my organization are confident that the organization will act on their recommendations.			0,623
Shared Vision	**%Var:** 5.33	**Cronbach's Alpha:** 0,905	**Factor Loadings**
My organization makes training available to all employees.			0,866
The organization I work for provides people with the resources they need to succeed in their work.			0,794
My organization measures the results of the time and resources spent on training.			0,786
My organization recognizes individuals who take initiative.			0,773
The organization I work for also receives support from outside the institution in order to meet mutual needs.			0,659

Total Variance (%) : 64,10

Table 5.8 KMO and Bartlett's Test for Learning Organizations	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	**0,886**
Bartlett's Test of Sphericity	
Chi-Square	1746,68
Sig.	,000
df	210

5.3.4. E-Learning

In total, 20 items were included in the factor analysis for E- Learning and resulted in four factors as parallel in the theoretical framework. None of the items was extracted from the analysis. The findings of the item loadings, explained variance of each factor, and internal consistencies are presented in below Table 5.9 Internal consistencies were found to be high enough to continue with further analyses. The four factors were explained 76,18 % of the total variance in E- Learning. As per the results, which are shown in below Table 5.10 the factor analysis results were satisfactory with 81,9 %, KMO and significant Barlett's test value.

Table 5.9 Factor and Reliability Analysis of E-Learning

Inclination Toward E-Learning	**%Var:** 28,54	**Cronbach's Alpha:** 0,930	**Factor Loadings**
E-Learning is fun.			0,87
E-Learning facilitates learning.			0,869
I follow the developments related to e-Learning.			0,793
E-Learning should become widespread.			0,77
E-Learning increases the productivity of the learner.			0,746
E-Learning increases motivation.			0,695
E-Learning increases success.			0,663
E-Learning interests me.			0,646
I like to work at my own pace with e-Learning.			0,546
Avoidance of E-Learning	**%Var:** 16,82	**Cronbach's Alpha:** 0,803	**Factor Loadings**
E-Learning is unnecessary.			0,893
The idea of training with e-Learning makes me feel bad.			0,819
I think I will face a lot of problems when I take lessons through e-Learning.			0,783
I would like to learn in the e-Learning environment.			0,758
Negative attitude towards e-learning	**%Var:** 15,81	**Cronbach's Alpha:**0,862	**Factor Loadings**
E-Learning hinders socialization.			0,861
The lack of face-to-face interaction in e-Learning bothers me.			0,79
E-Learning does not fit my learning style.			0,759
Evaluation cannot be done in a healthy way in e-learning.			0,719
Effectiveness of e-learning	**%Var:** 15,01	**Cronbach's Alpha:** 0,865	**Factor Loadings**
I don't think I can get enough educational support in e-Learning.			0,815
I don't think e-Learning will be effective.			0,787
I do not like learning in the e-Learning environment.			0,678

Total Variance (%) : 76,18

Table 5.10 KMO and Bartlett's Test for e- Learning	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	**0,819**
Bartlett's Test of Sphericity	
Chi-Square	3345,046
Sig.	,000
df	36

5.4. Mean Values and Correlation Analysis

5.4.1. Mean values

Mean values of each main constructs were evaluated to find out how they were perceived and preferred by the employees who are currently working in different large-scale global companies both at managerial and non-managerial positions in the industrial sector. Based on the mean value analysis on CyberCulture dimensions, Individual Inclusivity of Cyber Culture (mean = 7,161) came into prominence, which is also parallel with the result of relevant factor analysis. As per the mean value analysis on Remote Working Model, the dimension of Quality of Work Life and Productivity (mean = 4,022) was calculated to be the highest among others (See Table 5.11).

Table 5.11 Mean Values of CyberCulture, Learning Organization, Remote Working Model, and E-Learning

Concepts	Mean Values
CyberCulture	**71,699**
Individual Inclusivity of Cyber Culture	7,161
Gates of Cyberspace	3,771
Interpersonal Attitudes in CyberSpace	3,999
Attitude Towards Digital Identities	2,759
Learning Organizations	**79,433**
Personal Mastery	3,741
Team Learning	3,846
Shared Vision	3,785
Remote Working Model	**56,807**
Quality of Work Life and Productivity	4,022

Loss of Status and Environmental Effects	3,784
Career Development	3,245
E-Learning	**59,272**
Inclination Toward E-Learning	3,705
Avoidance of E-Learning	3,245
Negative attitude towards e-learning	3,21
Effectiveness of e-learning	3,18

5.4.2. Correlation Analysis

The correlation analysis was performed in order to find out the relationships between the constructs. The correlation coefficient is a measurement of the linear relationship between two different constructs. The strength and the direction of the association between constructs can be also analyzed by performing correlation analysis. Table 5.12 presents the correlation analysis between the constructs of the research study.

Table 5.12 Correlation Analysis for all constructs

Correlations

		CCTOT	RWMTOT	ELTOT	LOTOT
CCTOT	Pearson Correlation	1	,590**	,353**	,625**
	Sig. (2-tailed)		,000	,000	,000
	N	385	385	385	385
RWMTOT	Pearson Correlation	,590**	1	,376**	,804**
	Sig. (2-tailed)	,000		,000	,000
	N	385	385	385	385
ELTOT	Pearson Correlation	,353**	,376**	1	,452**
	Sig. (2-tailed)	,000	,000		,004
	N	385	385	385	385
LOTOT	Pearson Correlation	,625**	,804**	,452**	1
	Sig. (2-tailed)	,000	,000	,004	

N	385	385	385	385

**. Correlation is significant at the 0.01 level (2-tailed).

5.5. Regression Analyses

In order to analyze the relationship between the constructs and as well as the moderating and mediating impact of remote working model and e-learning, multiple regression analyses were conducted in the research. As per Baron and Kenny (1986), 3 conditions have to be met in order to mention the impact of mediation, which are:

- There has to be a significant relationship between the independent and the mediator constructs.
- There has to be a significant relationship between the independent and the dependent constructs.
- At the final step, when the mediator constructs is involved in the analysis and if the relationship between the independent variable and the dependent variable is ended up as insignificant, it is accepted as there is a full mediation if the relationship is significant but the beta value is decreased than it is accepted as there is a partial mediation impact.

All the constructs were centered before performing the regression analysis. The first regression analysis was performed between the independent variable of learning organizations and the mediating constructs of remote working model. The independent variable had a beta value of .643, t-test (7.566) at a high significance level as shown in Table 5.13.

Table 5.13. Results of Regression Analysis for the relationship between Learning Organization Orientation and CyberCulture

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,643	,313	,300	,40119	,313	50.978	1	64	,000

a. Predictors: (Constant), **LO_Centered**

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	2,157	,242		1,896	,000					
	LO_Centered	,362	,060	,643	7,566	,000	,643	,643	,643	1,000	1,000

In the second phase, the regression analysis was conducted between the independent variable of learning organizastion and the dependent variable of cyberculture. As shown in Table 5.14, the beta value of the independent variable was found as .536, t-test value (4.208) with a high level of significance.

Table 5.14. Results of Regression Analysis for the relationship between Learning Organization Orientation and Remote Working Model

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,485	,387	,271	,45502	,387	17,708	1	64	,000

a. Predictors: (Constant), **LO_Centered**

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	1,518	,427		3,980	,000					
	LO_Centered	,430	,102	,536	4,208	,000	,485	,485	,485	1,000	1,000

At the final stage, the regression analysis was performed on the two independent variables of learning organization orientation and remote working model and the dependent variable of cyberculture. As shown in below Table 5.15, the findings were found as satisfactory as the beta value of learning organization orientation decreased from the value of ,643 to the value of ,315 with a significance level of .000. As explained at the beginning of this section, the findings obviously confirmed that there is a partial mediation, in other words; the independent variable of learning organization orientation has a stronger impact on the variable cyberculture through the mediator variable of remote working model. Thus, H4 is supported.

Table 5.15. Results of Regression Analysis for the Mediating Role of Remote Working Model

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,658	,309	,293	,621	,309	39,691	1	64	,000

a. Predictors: (Constant), **RW_Centered, LO_Centered**

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	,325	,620		,518	,607					
	LO_Centered	,360	,225	,315	1,913	,006	,478	,478	,478	,831	1,204
	RW_Centered	,793	,179	,556	4,437	,000	,658	,658	,658	1,000	1,000

Table 5.16 Results of Hayes's Process Macro for the Mediating Role of Remote Working Model

The role of mediation has been also tested through Hayes's PROCESS Macro for SPSS with the model 14.

```
**************************************************************************
Model  : 14
    Y  : CCTOT
    X  : LOTOT
    M  : RWMTOT
    W  : ELTOT

Sample
Size:  385

**************************************************************************
OUTCOME VARIABLE:
 RWMTOT

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      ,6435      ,6457      ,1044    50,9778     1,0000   383,0000      ,0000

Model
              coeff         se          t          p       LLCI       ULCI
constant    31,7496     1,0701    24,9490      ,0000    21,6117    11,8875
LOTOT         ,6435      ,0180     7,5662      ,0000      ,4407      ,5115

**************************************************************************
```

```
OUTCOME VARIABLE:
 CCTOT

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      ,6585      ,3089    12,4258     39,691     1,0000   380,0000      ,0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     4,8023     3,0419     1,5787      ,0000    -1,1788    10,7833
LOTOT         ,3858      ,0616      1,913      ,0000      ,2646      ,5069
RWMTOT      -,6620       ,8724      4,437      ,0001     2,3774     1,0534

Covariance matrix of regression parameter estimates:
coeff
constant
LOTOT     ,3153
RWMTOT    ,5564
M*W       ,0023     1,4984     1,0000   380,0000      ,2217
```

Table 5.17 shows the results of the regression analysis for the impact of the moderator variable

As it can be seen in the table, p-value is found as .412, in other words; it is insignificant. Based on this finding, it can be mentioned as e-learning did not moderate the relationship between remote working model and cyberculture. Thus, H5 was rejected.

Table 5.17 Results of Regression Analysis for the Moderating Role of E-Learning

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,556	,402	,293	,6210	,402	29,691	1	64	,000

a. Predictors: (Constant), **RWWL_Moderator, EL_Centered, RW_Centered**

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7,869	385	3,935	10,135	,000[b]
	Residual	16,694		,388		
	Total	24,563	385			

a. Dependent Variable: CC_Centered

b. Predictors: (Constant), RWEL_Moderator, RW_ Centered, EL_ Centered

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	1,155	,788		,988	,006					
RW_Centered	,794	,179	,557	4,429	,000	,556	,560	,557	1,000	1,000
EL_Centered	1,153	,391	,447	2,950	,005	,101	,410	,376	,709	1,410
RWWL_Moderator	,163	,056	,399	2,887	,412	,399	,399	,399	1,000	1,000

Table 5.18 Summary of Hypothesis Testing

		Outcome
H_1	Learning Organization orientation positively and significantly influences the formation of Cyberculture within organizations.	Accepted
H_2	Remote Working Model has a positive and significant impact on formation of Cyberculture.	Accepted
H_3	Learning Organization orientation has a significant and positive impact on the Remote Working Model.	Accepted
H_4	The relationship between Learning Organization and the formation of Cyberculture is mediated by Remote Working Model.	Partially Accepted
H_5	Attitude toward e-learning moderates the relationship between Remote Working Model and Cyberculture.	Rejected

The association between demographic variables such as age, gender, education, tenure, roles in the organization, and the main variables of the research were analyzed by performing t and F (ANOVA) tests. For the gender, roles in the organization variables which was composed of two groups (males and females or managerial/non-managerial roles), Independent Samples T-test were run to examine the statistical significance of the difference between two sample means of the dependent variables. For the rest of the demographic variables, which are mentioned above, the ANOVA tests were performed; they are composed of more than two groups.

In the first stage, an independent samples t-test was performed to analyze whether gender creates any difference between the main concepts of the research.

Table 5.19 Independent Samples T-Test Results – Gender

		N	Mean	Std Dev.	t value	p value
Learning Organizations	Female	180	3,657	1,069	-2,527	0,012
	Male	205	3,892	0,738		
CyberCulture	Female	180	3,496	0,894	5,008	0,000
	Male	205	3,073	0,765		
Remote Working Model	Female	180	3,482	0,582	-2,326	0,021
	Male	205	3,61	0,497		

It has been found as; males attach more importance to learning organization orientation (mean value = 3,892) than female employees (mean value = 3,657) based on the scope of our respondents' participation (See Table 5.20). Also it has been found as; females attach more importance to cyberculture orientation (mean value = 3,496) than male employees (mean value = 3,073). Finally, males attach more importance to remote working model (mean value = 3,610) than female employees (mean value = 3,482)

Table 5.20 Independent Samples T-Test Results – Working Model

		N	Mean	Std Dev.	t value	p value
Learning Organizations	Hybrid	216	3,353	0,866	0,273	0,265
	Fully Home Based	169	3,166	0,823		
CyberCulture	Hybrid	216	3,557	0,536	2,144	0,023
	Fully Home Based	169	3,925	0,55		
Remote Working Model	Hybrid	216	3,792	0,921	0,237	0,521
	Fully Home Based	169	3,77	0,909		

Except for cyberculture, no significant differences were identified. In terms of cyberculture, it has been found as; the employees who working in fully home based model (mean value = 3,925) attach more importance to cyberculture than hybrid model workers (mean value = 3,557) based on the scope of our respondents' participation (See Table 5.21).

Table 5.21 Independent Samples T-Test Results – Employee Role

		N	Mean	Std Dev.	t value	p value
Learning Organizations	Managerial Role	147	2,816	0,654	-9,051	0,000
	Non Managerial Role	238	3,551	0,839		
CyberCulture	Managerial Role	147	3,917	0,466	1,785	0,028
	Non Managerial Role	238	3,57	0,583		
Remote Working Model	Managerial Role	147	3,593	0,805	-1,583	0,001
	Non Managerial Role	238	3,899	0,959		

It has been found as; employees with non managerial roles attach more importance to learning organization orientation (mean value = 3,551) than managers (mean value = 2,816) based on the scope of our respondents' participation (See Table 5.20). Also it has been found as; managers attach more importance to cyberculture (mean value = 3,917) than non managerial employees (mean value = 3,570). Finally, employees with non managerial roles attach more importance to remote working model (mean value = 3,899) than managers (mean value = 3,593).

Additional analyses for demographic variables and main concepts of the research, ANOVA tests were performed for age, education, and tenure. At the first stage, a one-way ANOVA analysis was conducted to compare the impact of age groups on cyberculture.

Table 5.22 ANOVA Test Results – CyberCulture and Age

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
CCTOT	Between Groups	124,408	4	31,102	76,719	,000
	Within Groups	154,052	380	,405		
	Total	278,460	384			

An analysis of variance showed that the impact of age groups on cyberculture was significant [F(4,380) = 76,719, p = 0.000] (See Table 5.22).

Post-Hoc comparison using the Scheffe Test indicated that the mean score for the age group 26-35 years, the age group 36-45 years, the age group 46-55 years and the age group 56 and above were significantly different than the age group 19-25 years (See Table 5.23). This shows that younger employees pay more importance to cyberculture than older employees based on our respondents.

Table 5.23 Scheffe Results – CyberCulture

Dependent Variable	(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.
CCTOT	19-25	26-35	1,31157*	,08386	,000
		36-45	1,23103*	,08840	,000
		46-55	1,36433*	,12521	,000
		56 and over	1,73186*	,32472	,000
	26-35	19-25	-1,31157*	,08386	,000
		36-45	-,08054	,08159	,913
		46-55	,05276	,12050	,996
		56 and over	,42029	,32294	,792
	36-45	19-25	-1,23103*	,08840	,000
		26-35	,08054	,08159	,913
		46-55	,13330	,12370	,884
		56 and over	,50083	,32414	,665
	46-55	19-25	-1,36433*	,12521	,000
		26-35	-,05276	,12050	,996
		36-45	-,13330	,12370	,884
		56 and over	,36753	,33606	,879
	56 and over	19-25	-1,73186*	,32472	,000
		26-35	-,42029	,32294	,792
		36-45	-,50083	,32414	,665
		46-55	-,36753	,33606	,879

Table 5.24 ANOVA Test Results – Remote Working Model and Age

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
RWMTOT	Between Groups	23,579	4	5,895	25,099	,000
	Within Groups	89,248	380	,235		
	Total	112,827	384			

An analysis of variance showed that the impact of age groups on remote working model was significant [F(4,380) = 25,099, p = 0.000] (See Table 5.24).

Table 5.25 Scheffe Results – Remote Working

Dependent Variable	(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.
RWMTOT	19-25	26-35	,56406*	,06383	,000
		36-45	,31695*	,06728	,000
		46-55	-,03009	,09530	,999
		56 and over	,84848*	,24716	,020
	26-35	19-25	-,56406*	,06383	,000
		36-45	-,24712*	,06210	,004
		46-55	-,59415*	,09172	,000
		56 and over	,28442	,24580	,855
	36-45	19-25	-,31695*	,06728	,000
		26-35	,24712*	,06210	,004
		46-55	-,34703*	,09415	,010
		56 and over	,53154	,24672	,328
	46-55	19-25	,03009	,09530	,999
		26-35	,59415*	,09172	,000
		36-45	,34703*	,09415	,010
		56 and over	,87857*	,25579	,020
	56 and over	19-25	-,84848*	,24716	,020
		26-35	-,28442	,24580	,855
		36-45	-,53154	,24672	,328
		46-55	-,87857*	,25579	,020

At the second stage, one-way ANOVA analysis was conducted to compare the impact of age groups on remote working model. Post-Hoc comparison using the Scheffe Test indicated that the mean score for the age group 19-25 years was significantly different than the age groups; 36-35, 46-55 and 56 and above.

Table 5.26 ANOVA Test Results – Learning Organization Orientation and Age

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
LOTOT	Between Groups	94,816	4	23,704	39,756	,000
	Within Groups	226,573	380	,596		
	Total	321,389	384			

An analysis of variance showed that the impact of age groups on learning organization orientation was significant [F(4,380) = 23,704, p = 0.000] (See Table 5.26).

Table 5.27 Scheffe Results – Learning Organization

Dependent Variable	(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.
LOTOT	19-25	26-35	1,16555*	,10170	,000
		36-45	,92458*	,10720	,000
		46-55	,31947	,15185	,353
		56 and over	1,93987*	,39381	,000
	26-35	19-25	-1,16555*	,10170	,000
		36-45	-,24096	,09895	,207
		46-55	-,84608*	,14614	,000
		56 and over	,77433	,39164	,420
	36-45	19-25	-,92458*	,10720	,000
		26-35	,24096	,09895	,207
		46-55	-,60512*	,15002	,003
		56 and over	1,01529	,39310	,157
	46-55	19-25	-,31947	,15185	,353
		26-35	,84608*	,14614	,000
		36-45	,60512*	,15002	,003
		56 and over	1,62041*	,40755	,004
	56 and over	19-25	-1,93987*	,39381	,000
		26-35	-,77433	,39164	,420
		36-45	-1,01529	,39310	,157
		46-55	-1,62041*	,40755	,004

Post-Hoc comparison using the Scheffe Test indicated that the mean score for the age group 19-25 years was significantly different than the age group 26-35, 36-45 and 56 and above (See Table 5.25).

6. DISCUSSION

Cyber culture, which is a cultural paradigm that has gained new awareness today, is a very important issue for a wide range of researchers from different disciplines. Therefore, the idea of interdisciplinary knowledge exchange by presenting the results of diversified studies seems essential for further development at both global and local levels. Nowadays, the research questions associated with cyberculture are those that arise in the fields of management, philosophy, culture, psychology, game studies, sociology, media, law, informatics studies, and engineering.

The concept of cyberculture in the literature was first used by Escobar in the mid-nineties to analyze the structural and semantic fundamental transformations of modern society and culture due to computer knowledge and biological technologies. Cyberculture refers to all of the lifestyles, practices and representations that are formed in or shaped by cyberspace (Bell, 2006).

The formation of cyberculture in the management dimension has started to attract the most attention after the pandemic period. Because of the mandatory restrictions, individuals had to work from their houses. This necessity has also caused a change in the culture of organizations.

The sustainability of the continuous learning philosophy of the employees, which is the responsibility of especially the human resources departments, has also been directly affected by these restrictions. For this reason, e-learning methods, which have been in existence for a very long time but are not needed, have come to the fore again.

With the intensification of the pandemic, companies all over the world have primarily stick to the remote working model. However, in countries where the pandemic was under control, companies switched to a hybrid approach. In these difficult times, Right-Hand hosted a webinar on "Building a Cyber Culture in a Hybrid Work Environment." Matthew Rosenquist (2021), CISO of Eclipz.io, stated that with remote working models, employees are no longer dependent on one place to work and learn, and its providing greater flexibility.

The transition to remote working models has also had an impact in the formation process of cyberculture, which is accepted as one of the outputs of the digitalizing business world. Based on this information, it is one of the main objectives of this study to examine the concepts of cyberculture and remote work, which are expected to be of great importance for organizations soon. In this study, it was found that the remote working model has a partial mediation effect in the formation of cyberculture in learning organizations.

In the rapidly digitizing business world, there are many processes that become cyber. With the inevitable impact and support of the pandemic era, organizations have had to adopt remote working models to their structure. This transformation has also directly affected the learning processes and their continuity.

Today, organizations that define themselves as learning organizations and aim to develop their employees with the philosophy of continuous learning have aimed to adopt e-learning methods. Learning processes in the remote working model of digitalized organizations are still in the development stage. Because, it will not be easy for the vocational training, which has been planned as classroom training for centuries, to an online format all of a sudden.

In this context, the increase in the use of artificial intelligence in the near future, applications like chatGPT, and technological developments such as IoT will accelerate the formation of cyberculture in organizations and shape organizational digital identities. In light of this information, it is vital for organizations that do not want to be outdated by the mentioned developments to adapt their education and cultural structures to the new world order.

Another finding of the research is; employees' attitudes towards e-learning do not moderate the relationship between the Remote Working Model and Cyber Culture. This proposition is in parallel with the literature. Based on the BCG's E-Learning Report (2021) individuals are satisfied with the remote working model, but contrary they believe that the learning process will be more efficient in the classroom environment.

Participants believe that accurate results cannot be obtained during e-learning process, both in terms of efficiency and the evaluation of the training by the instructor. On the other hand, the participants also believe that learning by looking at the screen alone at home is inefficient. Participants also believe that accurate results cannot be obtained during e-learning process, both in terms of efficiency and the evaluation of the training by the instructor.

In the report shared by TalentSys Consulting Company in 2021, it was mentioned that the spontaneous-natural learning process was weakened by e-learning methods in the distance working model. Therewithal in another report published by EdApp company in 2021, 58% of employees stated that instead of listening to long seminars in front of the screen, they get more efficiency from short training sessions in the workplace and benefit more in terms of networking.

In a study by Global Market Insight (GMI), the main challenges facing the growth of the worldwide e-learning market are the lack of interaction among colleagues, slow internet connection, difficulty in focusing for long periods in front of the screen, and the home environment is not suitable for learning. GMI also stated that in some cases, e-learning will only support employees theoretically and practical knowledge will be lacking.

Finally, in the E-learning report published by BCG in 2021, they underlined the necessity of adding discussion, Q&A and one-on-one sessions to online training to avoid this disadvantage, as the absence of face-to-face interaction can greatly reduce efficiency.

Another finding as a result of the difference tests is that, male employees attach more importance to the remote working model than females. The research conducted by Türetgen (2020) indicates that the experience of remote working differs according to tenure, gender, married, and having children. According to the research, many employees, especially senior managers, senior employees, and female employees, stated that they want to return to their workplaces.

The finding that employees working as managers in organizations want to return to the office environment is also parallel to this research. Because, in the difference tests, it was found that employees who do not have a managerial role attributed more importance to the remote working model than the managers. In the same study, it is seen that female emplooyes experience conflicts based on the fact that, their work-related roles prevent their family responsibilities and their family roles prevent their work-related responsibilities more than men. Women with children under the age of 6 constitute the group with the highest work-family conflict. 42% of women working from home who participated in the research conducted by Deloitte (2020) mentioned the necessity of organizing childcare programs by their company.

A study published in the Harvard business review asked millennials, "Whose job is it to take care of the child at home?". More than 70% of the respondents answered this question as "it is the duty of women". As a result, the patriarchal view dominates the perception of the new generation. This condition is directly reflected in business life, and there are inequalities in the context of business roles. In light of this information, organizations have a great responsibility to ensure that women are not disadvantaged in the remote working model.

In this context, it is necessary to make flexible working a norm for organizations, to adopt empathetic behavior models, to develop learning models that can adapt employees to their daily lives, to make the principles of inclusion and equality a company strategy, and to construct network, mentoring and coaching programs for continuous learning.

According to the findings announced by PwC Turkey (2022), women in working life have been affected by the pandemic much more than men. In this context, unemployment has also increased considerably in OECD countries as a result of the number of women who lost their jobs compared to men (PwC Turkey, 2021).

When the reason for the increase in unemployment rates was examined in depth, some of the women mentioned that they had to leave their jobs because of the fact that they could not hire a caregiver after their children switched to homeschooling due to the pandemic.

Another finding of the study is that employees between the ages of 19-25 attach more importance to the remote working model than other age groups. Generation Z includes individuals who were born between 1996 and 2012. Due to the pandemic, many of them could not experience the office environment at all, since they only adopted the remote working model. 20% of Generation Z have never worked in an office environment.

Generation Z, also known as digital natives, was born and raised in the digital age, so they do not have as many adaptation problems as other generations. According to the EdApp report (2022), since Digital Natives approve processes to be automatic and efficient, they can integrate into a hybrid or fully remote working model more easily and become a part of cyberculture.

Research conducted by TenSpot has revealed that employees belonging to the X and Y generations feel very lonely during the isolation, and their productivity at work is greatly decreased as they have to focus on maintaining their mental health.

According to Chris Hughes's research from Bloomberg publications, Generation Z are ready to quit their jobs if the five-day office condition is met. Likewise, the RWM report prepared by McKinsey & Co (2022) revealed that the probability of leaving employees in non-hybrid organizations between the ages of 18-30 is 59% more than employees between the ages of 55-64.

On the other hand, generation Z is much more aware of the benefits of the digital world compared to other generations. Because of the analytical thinking skills and learning styles of the Z generation, they can easily express their demands in business life. The literature shows parallelism with the result that employees between the ages of 19-25 attach more importance to Learning Organization Orientaitan than other age groups, which was revealed through the difference tests of this research.

According to a study conducted at M.I.T.(2022), organizations that do not strategically adopt continuing education as a culture lose their Z generation. The new generation, also called digital natives, does not feel committed to organizations that do not add value to them. In this context, employees between the ages of 19-25, who are almost an innate part of cyberculture, become beneficial to their organizations when they feel valued.

6.1. Managerial Implications

Advancements in information-based technologies have radically altered the external and internal communication system, strategies of organizations and business models. Improvement in IT brought digitalization to the agenda in organizations and enabled not only internal processes but also connections between businesses, customers and stakeholders to be made through computers.

Since cyber culture is expected to become the dominant organizational culture in the coming years, managers need to adapt it to their organizations in a strategic manner and gain awareness as soon as possible. On the other hand, organizations that choose to stay behind technologically will stay out of cyberspace and lag behind increasingly competitive conditions.

It is obvious that the concept of CISOs or cyber leadership will come to the fore rather than CEOs in the coming years. The training and development of cyber leaders, which we will see at the forefront in terms of management, is very important in the public and private spheres in this century.

There are not sufficient international and national studies on the subject. In this respect, it is crucial to increase research on cyberculture, cyber leadership knowledge, skills, and abilities with the cooperation of academia and the business world, and to open up the requirements, opinions, and suggestions to discussion on different platforms.

6.2. Suggestions for Future Research

In this study, cyberculture and learning organization orientation in the industry sector is discussed. In addition, the mediating role of remote working methods in the formation of cyberculture in learning organizations has been tried to be revealed.

Digitization steps, which increase their power and speed day by day, affect organizations from many perspectives. In this context, it will be valuable for future studies to examine the effectiveness of cyberculture and remote working methods from different dimensions.

6.3. Limitations

As the research focuses on only one sector, the related results only cover the industry sector. Due to space and time constraints in the study, only the region of Istanbul was included in the sample by utilizing convenience sampling method. The main limitation of this study is; Therefore, the findings of the research cannot be generalized. Therefore, conducting the same study in a different time period may reveal different results.

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Appendix A

Aşağıda verilen ifadeleri dikkatlice okuyunuz ve bu ifadelerle ilgili görüşünüzü "Kesinlikle Katılmıyorum" dan "Kesinlikle Katılıyorum" a doğru uzanan değerlendirme aralığında cevap seçeneklerinden birine X işareti koyarak belirtiniz.	**Kesinlikle Katılmıyorum**	**Katılmıyorum**	**Kararsızım**	**Katılıyorum**	**Kesinlikle Katılıyorum**
Uzaktan çalışma, iş tatminimi olumlu etkiledi.					
Uzaktan çalışma, mesleki gelişimimi olumlu etkiledi.					
Uzaktan çalışma, iş motivasyonumu olumlu etkiledi.					
Uzaktan çalışma, iş performansımı olumlu etkiledi.					
Uzaktan çalışma, iletişim becerilerimi arttırdı.					
Uzaktan çalışma, zamanı iyi yönetme becerilerimi arttırdı.					
Uzaktan çalışma, stresi iyi yönetme becerilerimi arttırdı.					
Uzaktan çalışma, teknolojik/dijital becerilerimi arttırdı.					
Uzaktan çalışma, iş stresimi arttırdı.					
Uzaktan çalışma, psikolojimi olumsuz etkiledi.					
Uzaktan çalışma, iş ve sosyal hayatım arasındaki çatışmayı arttırdı.					
Uzaktan çalışma, vücut sağlığımı olumsuz etkiledi.					
Çalıştığım kurum, uzaktan çalışma uygulamalarına kendini adapte eder.					

Çalıştığım kurum, uzaktan çalışma için gerekli teknik altyapıyı sağlar					
Çalıştığım kurum, uzaktan çalışma için gerekli eğitimleri verir.					
Çalıştığım kurum, uzaktan çalışma uygulamalarını destekler.					
Online olduğumda çoğu zaman daha huzurlu hissederim.					
Online ilişkiler gerçek yaşam ilişkilerinden daha doyurucudur.					
Online olduğumda endişesiz ve kaygısız olurum					
Online olduğumda insanlar bana çok saygı duyarlar.					
İnternette gerçek yaşamdan daha fazla saygınımdır.					
İnternet, gerçek yaşamdan daha gerçektir.					
İnternet bağlantım olmadığında kendimi çaresiz hissederim.					
İnternetsiz ortamda kendimi kaybolmuş hissederim.					
İnternette harcadığım zamana hiç acımam.					
İnternet kullanma ihtiyacımın her gün biraz daha arttığını hissederim.					
İnternet, gerçek hayatın problemlerinden kaçmanın en iyi yoludur.					
Sık sık umduğumdan daha uzun süre internette zaman geçiririm.					

Hayatımdaki sorunları internetin huzur veren ikliminde unuturum.					
İnternette edindiğim tutumlar gerçek yaşamdaki tutumlarımı da etkiler.					
İnternette tanıştığım insanların gerçek yaşamdan çok farklı olduklarını düşünürüm.					
İnternet sayesinde öğrendiğim toplumsal değerler gerçek yaşamdakinden daha anlamlıdır.					
İnternet sayesinde öğrendiğim davranışlar gerçek yaşamdakinden daha anlamlıdır.					
İnternet sayesinde girdiğim siber evren, gerçek yaşamdan çok daha özgür ve sınırsızdır.					
İnternet sayesinde öğrendiğim bilgiler gerçek yaşamımı düzenlememde çok faydalıdır.					
İnternet sayesinde farklı ülkelerde yaşayanlarla benzer alışkanlıklar edindiğimi hissediyorum.					
İnternet sayesinde edindiğim alışkanlıklar, tüm dünyada popüler ve yaygındır.					
İnternet sayesinde normal yaşamda yapamadıklarımı yapabilirim.					
E-Öğrenme ortamında öğrenmek isterim.					
E-Öğrenmenin yararlı olacağını düşünmüyorum.					
E-Öğrenme gereksizdir.					
E-Öğrenme ile eğitim alma fikri kendimi kötü hissetmeme sebep olur.					
E-Öğrenme eğlencelidir.					

E-Öğrenme öğrenmeyi kolaylaştırır.					
E-Öğrenme ile ilgili gelişmeleri takip ederim.					
E-Öğrenme ile ders aldığımda çok fazla sorunla karşılaşacağımı düşünüyorum.					
E-Öğrenme yaygınlaşmalıdır.					
E-Öğrenme sosyalleşmeyi engeller.					
E-Öğrenme, öğrenme şeklime uymuyor.					
E-Öğrenme ilgimi çeker.					
E-Öğrenmede değerlendirme işlemi sağlıklı bir şekilde yapılamaz.					
E-Öğrenmede yüz-yüze etkileşim olmaması beni rahatsız eder.					
E-Öğrenme motivasyonu arttırır.					
E-Öğrenme başarıyı arttırır.					
E-Öğrenme öğrenenin üretkenliğini arttırır.					
E-Öğrenmede yeterli eğitici desteği alabileceğimi düşünmüyorum.					
E-Öğrenme ortamında öğrenmeyi sevmiyorum.					
E-Öğrenme ile kendi hızımda çalışmak hoşuma gider.					
Çalıştığım kurumda insanlar birbirlerinin öğrenmesine yardımcı olur.					
Çalıştığım kurumda insanlara öğrenmeyi desteklemeleri için zaman verilir.					

Çalıştığım kurumda insanlar öğrendikleri için ödüllendirilirler.					
Çalıştığım kurumda insanlar birbirlerine açık ve dürüst geri bildirimde bulunurlar.					
Çalıştığım kurumda insanlar görüşlerini ifade ettiklerinde, diğerlerinin ne düşündüğünü de sorarlar.					
Çalıştığım kurumda insanlar birbirleriyle güven inşa etmek için zaman harcarlar.					
Çalıştığım kurumda ekipler/gruplar, hedeflerini gerektiği gibi uyarlama özgürlüğüne sahiptir.					
Çalıştığım kurumda, ekipler/gruplar, grup tartışmaları veya toplanan bilgiler doğrultusunda düşüncelerini gözden geçirirler.					
Çalıştığım kurumda ekipler/gruplar, kuruluşun, kendi tavsiyeleri doğrultusunda hareket edeceğinden emindir.					
Kuruluşum, mevcut ve beklenen performans arasındaki boşlukları ölçmek için sistemler oluşturur.					
Kuruluşum, satın alınan eğitimleri ilgili tüm çalışanların kullanımına sunar.					
Kurumum, eğitime harcanan zaman ve kaynakların sonuçlarını ölçer.					
Kurumum inisiyatif alan bireyleri fark eder.					
Çalıştığım kurum, insanlara işlerini başarmaları için ihtiyaç duydukları kaynakları sağlar.					
Kurumum, hesaplanmış riskler alan çalışanlarını destekler.					

Kuruluşum, insanları küresel bir perspektiften düşünmeye teşvik eder.					
Çalıştığım kurum, karşılıklı ihtiyaçları karşılayabilmek adına kurum dışından da destek alır.					
Çalıştığım kurum, sorunları çözerken insanları kuruluş genelinden yanıtlar almaya teşvik eder.					
Kuruluşumda liderler, liderlik ettikleri kişilere aynı zamanda rehberlik ve koçluk da yapar.					
Kuruluşumda liderler sürekli olarak öğrenmek için fırsatlar ararlar.					
Kuruluşumda liderler, kuruluşun eylemlerinin değerleriyle tutarlı olmasını sağlar.					