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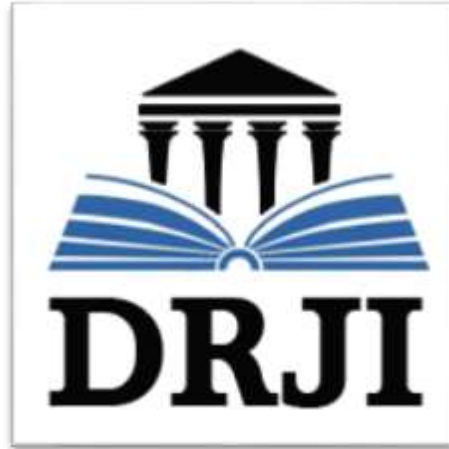
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İçindekiler	Sayfa No.
Table of Contents	Page Num.
<i>ARAŞTIRMA MAKALELERİ / RESEARCH ARTICLES</i>	
Kızıl Okyanuslarda Mücadele Etmek Yerine Mavi Okyanuslara Açılmak: Peki Ama Nasıl? Opening to The Blue Oceans Instead of Fighting in The Red Oceans: But How? Beyza ERER.....	1-20
Kamu Yönetimi Alanında Stratejik Yönetim Temalı Tezlerin Bibliyometrik Analizi: Ulusal Tez Merkezi Örneği Bibliometric Analysis of Strategic Management Theses in The Field of Public Administration: Case of National Thesis Center Mehmet DARICI	21-39
Firma Yaşı ve Büyüklüğü, Yönetici Sosyal Sermayesi ve Firma İtibarı Arasındaki İlişkiler Relationships Among Firm Age and Size, Managerial Social Capital and Firm Reputation Hakan BALTACI, Umut KOÇ	40-57
<i>DERLEME MAKALELER / REVIEW ARTICLES</i>	
Social Cognitive Theory As the Microfoundations of Dynamic Capabilities Dinamik Yeteneklerin Mikro Temelleri Olarak Sosyal Bilişsel Teori Mehmet BAĞIŞ.....	58-80
Dijital Dönüşüm Sürecinde Yükselen Bir Değer: Dijital Girişimcilik A Rising Value in Digital Transformation Process: Digital Entrepreneurship İlknur ÇEVİK TEKİN, Polathan KÜSBECİ	81-102

**SOCIAL COGNITIVE THEORY AS THE
MICROFOUNDATIONS OF DYNAMIC CAPABILITIES**

***DİNAMİK YETENEKLERİN MİKRO TEMELLERİ OLARAK SOSYAL
BİLİŞSEL TEORİ***

Dr. Öğr. Üyesi Mehmet BAĞIŞ

Sakarya Uygulamalı Bilimler Üniversitesi

ORCID ID: 0000-0002-3392-3376, mehmetbagis@subu.edu.tr

ÖZET

Bu çalışmanın amacı şu soruyu ele almaktır: "Sosyal Bilişsel Teori dinamik yeteneklerin mikro temellerine nasıl katkıda bulunur?" Sosyal Bilişsel Kuram kavramlarından; simgeleme yeteneği, geleceği görme yeteneği, dolaylı öğrenme yeteneği, öz düzenleme yeteneği ve kendini yansıtma yeteneği gibi kavramlardan yararlanan çalışma, dinamik yeteneklerin mikro temelleri için kavramsal bir model önermiştir. Böylelikle öz yeteneklere sahip yönetici ve çalışanların firmanın kolektif örgütsel yeteneklerine etkisi olduğu ortaya konmuştur. Ayrıca, Sosyal Bilişsel Kuram'ın insan doğası ile ilgili ortaya koyduğu bireysel yeteneklerin, dinamik yeteneklerin inşa edilmesi (öğrenme), koordinasyonu (bütünleşme) ve yeniden yapılandırılması (dönüşüm) olguları hakkında açıklamalar önereceği sonucuna varılmıştır.

Anahtar Kelimeler: Dinamik yetenekler, mikro temeller, sosyal bilişsel teori, temel insan yetenekleri.

ABSTRACT

The aim of this study is to address the following question: "How does Social Cognitive Theory contribute to the microfoundations of dynamic capabilities?" Benefiting from the concepts of Social Cognitive Theory, namely, symbolizing capability, forethought capability, vicarious learning capability, self-regulatory capability and self-reflective capability, the study suggested a conceptual model for the microfoundations of dynamic capabilities. Thus, it was put forward that the managers and employees with self-capabilities had effect on the collective organizational capabilities of the firm. Moreover, it was deduced that the individual capabilities which Social Cognitive Theory set forth in relation to human nature would suggest explanations on the building (learning), coordination (integration) and reconfiguration (transformation) phenomena of dynamic capabilities.

Keywords: Dynamic capabilities, microfoundations, social cognitive theory, fundamental human capabilities.



1. Introduction

Upon the review of the development story of the research studies on strategic management, it is discerned that there are highly different approaches and views in the field. The resource-based view (Barney, 1991; Grant, 1991), knowledge-based view (Grant, 1996), dynamic capabilities (Teece, Pisano and Shuen, 1997), attention-based view (Ocasio, 1997), relational view (Dyer and Singh, 1998), institution-based view (Peng, 2002) and the strategy as a practice (Whittington, 1996) are among these views. Unlike other views, dynamic capabilities view which was built upon the resource-based view still continues to dominate the field (Bağış and Öztürk, 2020). One of the shortcomings of dynamic capabilities view is that it offers only firm-level explanations (at macro level of analysis) (Teece et al., 1997). That is why, the inquiries on the topic of microfoundations of dynamic capabilities were launched especially as of the 2000s and the discussions on this topic got intensified along with the cornerstone study by Teece (2007).

Discussions on the microfoundations of dynamic capabilities still go on. By utilizing the theories, assumptions and concepts received from different disciplines such as economics, sociology and psychology in particular, the discussions endeavor to provide explanations on the microfoundations of dynamic capabilities. The practice of using theories, concepts and assumptions from different disciplines is quite common in the management science in general and organization theories (Oswick, Fleming and Hanlon, 2011; Whetten, Felin and King, 2009; Zahra & Newey, 2009) and strategic management (Barca, 2017; Bağış & Hızıroğlu, 2018; Makadok, Burton and Barney, 2018) in particular. In the study in which Oswick et al. (2011) analyzed 15 management theories, it was inferred that 12 theories in the management science were produced by receiving concepts, assumptions and theories from different disciplines while three theories were developed within the paradigmatic development process of the management science itself. These findings of the study by Oswick et al. (2011) are supported by the study in which Barca (2017) analyzed the economic foundations of strategic management and by the study in which Bağış and Hızıroğlu (2018) addressed the economic, sociological and psychological foundations of the resource-based view.

In light of these discussions, this study aims to contribute to the microfoundations of dynamic capabilities by making use of the concepts appertaining to the psychology-based Social Cognitive Theory. In this framework, this study seeks answer to the following question: “How can Social Cognitive Theory contribute to the dynamic capabilities?” Hence, the connection of concepts received from the psychology-based Social Cognitive Theory was superficially established with dynamic capabilities view (Zahra & Newey, 2009). By virtue of this connection, an alternative explanation on the microfoundations of dynamic capabilities was put forward. That is why, the study does not aim to test any theory or model. Instead, by using the concepts, assumptions and theory received from a different discipline, it aspires to broaden the dynamic capabilities and to develop a conceptual model on the microfoundations of dynamic capabilities¹. In this context, the rest of the study was

¹ There are two key differences between conceptual modelling and statistical modelling. Conceptual modelling is utilized in defining the physical and social aspects of phenomena abstractly. This modelling is created by using the concepts and thoughts with a view to creating the representation of the system whilst the statistical modelling was developed for testing the theory and is used for verifying the theory. Accordingly, there are differences between two types of modelling in terms of the ways by which they are created and used



presented under four parts. The second part explored the literature on dynamic capabilities. The third part introduced the concepts appertaining to the Social Cognitive Theory. In the fourth part, by offering a discussion on how Social Cognitive Theory would explain the microfoundations of dynamic capabilities, social cognitive model on the dynamic capabilities was presented. Lastly, the study was completed with the conclusion.

2. Dynamic Capabilities

Dynamic capabilities are defined as the firms' organizational capabilities which are developed by them with the goal of adapting to the rapidly changing industries and markets. The coordination, learning and asset reconfiguration are within the scope of these capabilities (Teece et al., 1997; Eisenhardt & Martin, 2000). The coordination is that the managers integrate tangible and intangible assets and activities inside the firm. The coordination of firm activities can be in the form of integrating and coordinating the current and new assets. Learning is a process which enables that the tasks are performed better and faster by means of trial-and-error and repetition. Reconfiguration is that the firm transforms the resource and capability structure in rapidly-changing environments. These definitions about the organizational capabilities set forth explanations at macro level of analysis on the organizational performance and sustainable competitive advantage. Thus, they offered no explanation on the microfoundations of organizational capabilities.

These initial studies performed in the process which gave rise to the emergence of dynamic capabilities were grounded on two schools (Arndt & Pierce, 2017). The first of these schools is the evolutionary school which was developed on the concept of organizational capabilities received from 'Evolutionary Theories of Economic Change'. This school created the innovative and change-based dynamic capabilities (Teece et al., 1997). The second of these schools enabled the development of the behavioral school of dynamic capabilities via the concept of organizational routines received from 'A Behavioral Theory of the Firm' (Eisenhardt & Martin, 2000). In the research on dynamic capabilities, this concept laid the groundwork for operational capabilities.

The fact that the initial explanations of both schools on the sustainable competitive advantage (Teece et al., 1997; Eisenhardt & Martin, 2000) remained limited to the organizational capabilities (macro) induced the researchers to inquire into the microfoundations of these phenomena. Microfoundations analyze the implications of individual factors (Abell et al., 2008) and interpersonal exchanges (Hodgson, 2012) on the organizational outcomes and performance. Most of these issues were discussed under the topic of human resources management. However, upon perceiving the necessity of establishing a closer connection of the phenomena at micro level of analysis with the topics of strategic management, these phenomena were transferred to the area of strategic management (Teece, 2007). In this framework, as of the 2000s, the microfoundations of strategic management in general and of dynamic capabilities in particular were developed through different concepts and assumptions of the theories in economics, sociology and psychology² (Bağış, 2020). In economics, researchers offered explanations on the

(Wacker, 2008). For detailed information, see the following studies: Johnston and DiNardo (1972); McCloskey and Ziliak (1996); Wacker (2008).

² For detailed information, see the following study: Bağış, M. (2020). A longitudinal analysis on the micro-foundations of strategic management: Where are micro-foundations going? *Business & Management Studies: An International Journal*, 8(2), 1310-1333.



microfoundations by making use of Transaction Cost Theory (Augier & Teece, 2008), A Behavioral Theory of the Firm (Gavetti, 2005; Felin, Foss, Heimeriks and Madsen, 2012), Evolutionary Theories of Economic Change and Austrian School of Economics (Teece, 2007). The theories of sociology employed in the research on the microfoundations were Coleman's Social Theory (Abell et al. 2008), Social Network Theory (Grigoriou & Rothaermel, 2014) and Structuration Theory (Feldman & Pentland, 2003). In psychology, the microfoundations were examined by using Behavioral Decision Theory (Helfat & Peteraf, 2015), Goal-Framing Theory (Lindenberg & Foss, 2011) and Transactive Memory System (Argote & Ren, 2012).

Through different concepts and assumptions, these theories provided explanations on the microfoundations of strategic management in general and of dynamic capabilities in particular (Bağış & Hızıroğlu, 2018). In the discipline of economics, Transaction Cost Theory enabled us to understand the organization costs of the firm-specific activities while A Behavioral Theory of the Firm (Cyert & March, 1963) allowed us to comprehend the implications of managers' decisions and choices on the firm behaviors. Evolutionary Theories of Economic Change helped to establish the connection of dynamic capabilities with the concepts of creative destruction (Schumpeter, 1942) and entrepreneurial rents. In a similar vein to Evolutionary Theories of Economic Change, Austrian School of Economics also enriched the microfoundations of dynamic capabilities through the concepts of entrepreneurial discoveries (Kirzner, 1973) and entrepreneurial rents. In particular, Teece (2007) developed the concepts of sensing, seizing and reconfiguration by laying the microfoundations of dynamic capabilities on Kirznerian, Schumpeterian and evolutionary theories of economic change. Sensing means to perceive the opportunities and threats in the environment and to give shape to them. Seizing is about making choices required by these opportunities and threats. Reconfiguration refers to the process of transforming the firm resources and capabilities (Hodgkinson & Healey, 2011).

In the discipline of sociology, the methodological individualism model which was received from Coleman's Social Theory (Coleman, 1990) was used in the examination of connections at macro and micro levels of analysis in the research conducted on organizational capabilities. Thus, the black box of capabilities was opened (Felin et al., 2012). However, this model offered mechanical explanations on the microfoundations of organizational capabilities (Vromen, 2010). Moreover, it did not provide the opportunity to understand the black box of individuals' cognitive structures in the composition of organizational capabilities. Social Network Theory which was based on the discipline of sociology transferred the phenomenon of social capital to the research on dynamic capabilities (Blyler & Coff, 2003). Via the concept of ostensive and performative routines (Feldman & Pentland, 2003), Structuration Theory enriched the research on dynamic capabilities in terms of the dilemma of actor and structure.

The evaluation of theories contributing to the explanation of microfoundations indicated that the development of dynamic capabilities was affected by the behavioral decision theory, bounded rationality, bounded attention, heuristics, biases, problemistic search and choice concepts. Additionally, in psychology, Goal-Framing Theory made contributions with the phenomena of motivation and cognition. Transactive Memory System facilitated the understanding of phenomena such as the creation of new knowledge assets and the



integration and restructuring of existing knowledge assets in the firm. Transactive Memory System refers to the shared system which is developed for the teams in the business and for the individuals in these teams to receive, store and encode the knowledge in the environment (Wegner, 1987).

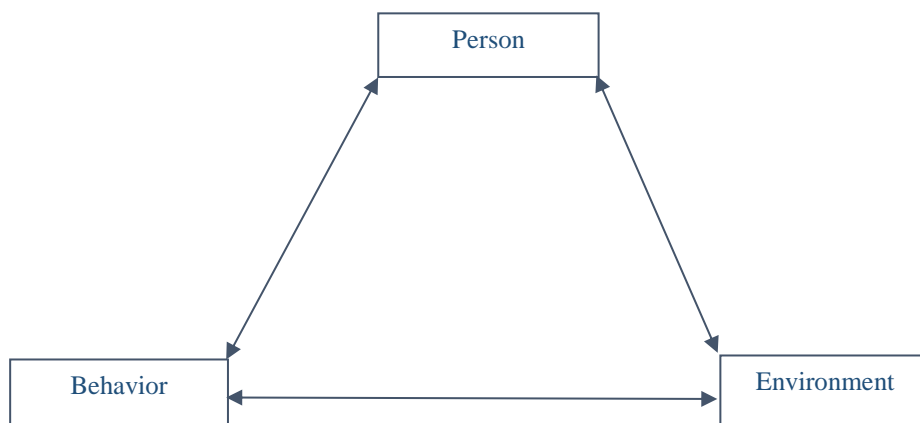
Such frequent use of theories and concepts from three disciplines in regard to the microfoundations of dynamic capabilities shows that there are still certain phenomena which need to be explained in the context of microfoundations of dynamic capabilities. Each theory can focus only on a point which needs to be explained in the field. In other words, it is not possible to explain all strategic phenomena with one theory. This situation demonstrates that the eclectic nature of strategic management (Barca, 2017) is applicable to the microfoundations as well (Bağış, 2020). Thus, alternative phenomena and concepts which are likely to light the way for explaining the performance differences between the firms are needed. To this end, the explanations on the microfoundations of dynamic capabilities were set forth in this study by transferring the concepts from Social Cognitive Theory.

3. Social Cognitive Theory

Social Cognitive Theory designated the following as the area of problem: How actively was the individual involved in ensuring his/her own personal development? The theory endeavors to explain how the individuals learn. As per this theory, people's modes of thinking, planning, sensing and believing affect the learning. The theory evaluated the learning as a process which was set in motion in the cognition, and asserted that the learning took place reciprocally and bilaterally between the individual, environment and behavior. According to Bandura (1989) who is the proponent of the theory, there are interactions and reciprocal determinism between individuals' cognitive capabilities and personal characteristics, environment and behavior (Bandura, 1986, p. 23). In the interaction process, individual, environment and behavior do not affect each other with equal magnitude and simultaneously. Hence, it takes time for a factor to have effect on the other factor and for the interaction to become reciprocal. As the effect is two-way, the people are both the products and producers of their environments (Wood & Bandura, 1989a). This triad of interactions as per Social Cognitive Theory was exhibited in Figure 1.

Figure 1

Schematization of The Relations Between Behavior (B), Cognitive and Other Personal Factors (P), And The External Environment (E). (The Figure Was Quoted from The Study Performed by Wood and Bandura (1989a, p. 362).



In Social Cognitive Theory, the effects of personal and cognitive factors on the management of organizations were examined in the previous research. The effects of cognitive, vicarious, self-regulatory and self-reflective phenomena of the theory on the organizational performance and managers' decision-making processes were analyzed. In these research studies, it was asserted that three aspects of the theory affected the organizations (Bandura, 1988a, p. 276):

- i. Developing human beings' cognitive, social and behavioral competencies through mastery modeling,
- ii. Promoting human beings' beliefs in their capabilities so that they could use their capabilities effectively,
- iii. Enhancing human beings' motivation levels through goal systems.

In the framework of these concepts of the theory, the focus was placed in this study on how the capabilities appertaining to the human nature as per Social Cognitive Theory could contribute to the dynamic capabilities. Social Cognitive Theory grouped the basic human capabilities under five categories:

- i. Symbolizing Capability
- ii. Forethought Capability
- iii. Vicarious Learning Capability
- iv. Self-Regulatory Capability
- v. Self-Reflective Capability

These capabilities can offer explanations in general on strategic management and in particular on the reasons sought by dynamic capabilities for the performance differences between the firms. Firm-level dynamic (organizational) capabilities are composed of i) building (learning), ii) coordination, and iii) reconfiguration (transformation). The microfoundations of these firm-level capabilities are made up of the concepts of i) sensing/shaping, ii) seizing/decision-making, and iii) reconfiguration (Teece, 2007: 1319). However, as referred to in the study by Teece (2007), sensing the opportunities and threats in the environment and, by making decisions in this direction seizing, reconfiguring the firm resources and capabilities are not sufficient for explaining the reasons for the performance differences between firms. That is because the organization-level dynamic capabilities are not solely affected by the managers' sensing and decision-making processes, but also their self-regulation, self-efficacy and self-believe capabilities. Thus, in this study, a conceptual model was proposed by taking into consideration the effects of Social Cognitive Theory on the organizational dynamic capabilities.

4. Social Cognitive Theory as the Microfoundations of Dynamic Capabilities

4.1. Symbolizing Capability and Reconfiguration Capability

Social Cognitive Theory asserts that the human beings have an extraordinary symbolizing capability which allows them to react and adapt to their environments successfully. Human beings process instantaneous visual experiences in their minds by using symbols, and transform them into internal cognitive models which act as guidelines for their actions. Human beings attribute meaning and form to their past experiences by symbolizing (Stajkovic & Luthans, 1998a).

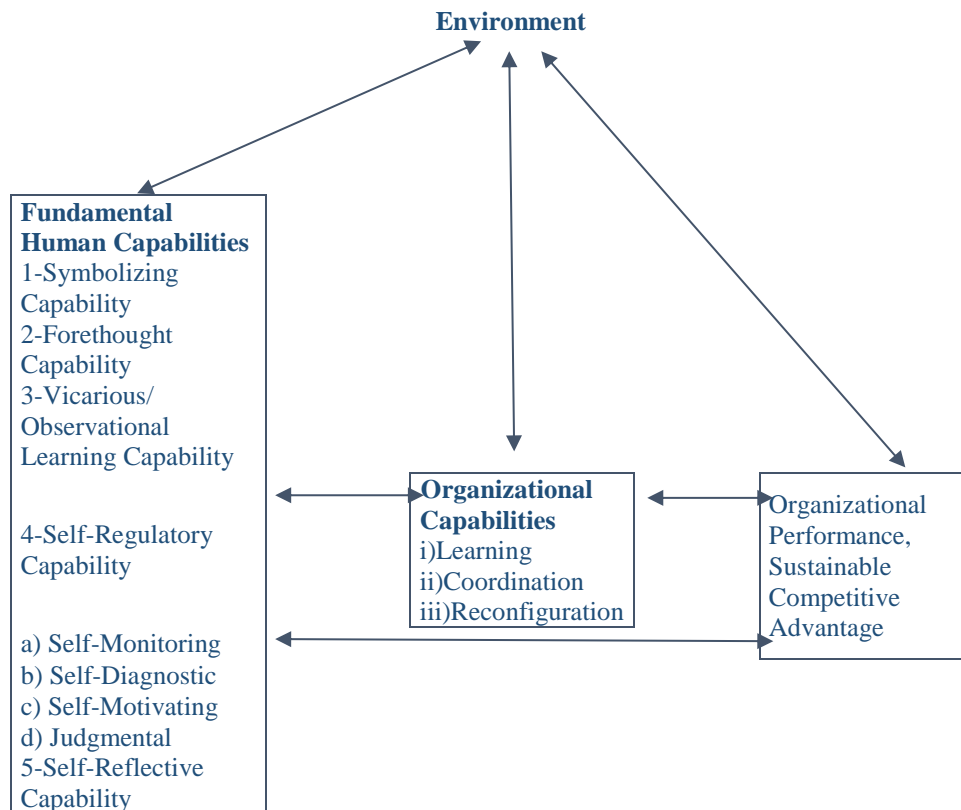


In this framework, the theory assigns a central role to cognitive, symbolizing, vicarious, self-regulatory and self-reflective processes (Bandura, 1986). The capacity to represent the incidents and relationships symbolically provides human beings with a powerful tool to understand and sense the environment (Teece, 2007) and to create and manage the environmental conditions which touch upon every aspect of their lives. With the help of these symbols, the human beings make sense of their experiences, shape them and assure that their experiences go on.

Human beings are able to produce innovative behavioral processes with their capabilities to symbolize and to regulate the information which they have (Bandura, 1986). Innovative behaviors support the reconfiguration process of assets in the firms (Teece et al., 1997). This reconfiguration process is in need of firm managers' and employees' individual capabilities. In this sense, the symbolizing capability in Social Cognitive Theory provides a powerful tool for the managers and employees to comprehend phenomena such as understanding the environment both inside and outside of the firm, shaping (Teece, 2007) and managing the environmental conditions. Hence, it can be stated that the managers and individuals with symbolizing capability in the firm had direct effects on the product, process, marketing innovation and organizational innovation.

Figure 2

Social Cognitive Model of Dynamic Capabilities



Source: The figure was created by the author of this article on the basis of studies performed by Bandura (1986: 18; 1988a: 279; 1991: 250), and Teece et al. (1997, p. 518).

As indicated in Figure 2, this situation contributes to the understanding of the relationship between the symbolizing capability and the reconfiguration of organizational capabilities. Moreover, it produces significant explanations on the reasons for performance differences



between the firms and on the phenomenon of sustainable competitive advantage in strategic management research in general and dynamic capabilities in particular.

4.2. Forethought Capability and Reconfiguration Capability

Another capability existing in the human nature is the forethought capability, and this capability is the outcome of generative thinking (Bandura, 1986). Human beings endowed with this capability can shape and regulate the time, in which they currently live, in a way to be compatible with the future which they aspire to have. Therefore, the human beings do not react to their environments in a simple manner and in light of their past experiences. Instead, by endeavoring to estimate the future consequences of their likely actions, they try to set goals for themselves and, according to these goals, they make plans about the future action processes (Locke & Latham, 1990a). This capability which allows the human beings to manage themselves makes them get motivated and spurs their prospective behaviors on. Hence, as the human beings make progress across their lives, they continue to make prospective plans, to reorganize their priorities and to shape their lives in this respect (Bandura, 1999b; 2001).

The goals set by the managers with the forethought capability function as the joint production motivation, improve the organizational performance (Lindenberg & Foss, 2011) and serve as the guidelines for value-creation (Foss & Lindenberg, 2013). The goals set by the firms about the future have positive effects on the psychology of firm managers (Locke & Latham, 1990b). Moreover, the goals have strong motivational effects on the firm managers and endows them with a purpose and sense of direction. These factors enable the managers to make the necessary efforts for reaching the goals and to proceed with this level of efforts. Therefore, if the managers make clear designations about the goals which they endeavor to reach, their motivation levels, efforts and performance levels are enhanced (Wood & Bandura, 1989b), however, if not, they all decline (Locke & Latham, 1990b).

Taking all those mentioned above into consideration, it is possible to establish a significant relationship between the forethought capability of Social Cognitive Theory and the reconfiguration concept of dynamic capabilities. The essence of strategy in dynamic capabilities is not solely limited to adaptation to the environment but it is also about giving shape to the environment. The managers can shape the environment provided that they reconfigure the firm resources and capabilities. Achieving this transformation depends on the selection and development of the technology and business model which create competitive advantage and shape the competition (Teece, 2007). For instance, Apple managers reshaped the music industry and music ecosystem with iTunes by virtue of the effect of forethought capability. In this process, Apple managers saw the opportunities arising from the fast digitalization of music industry and reconfigured the firm assets in the context of developments likely to take place in the future. Hence, as is to be viewed also in Figure 2, the forethought capability can make significant contributions to the reconfiguration of firm resources and capabilities and to the understanding of the phenomena of organizational performance and sustainable competitive advantage.



4.3. Vicarious (Observational) Learning Capability and Organizational Learning Capability

According to Social Cognitive Theory, the learning takes place indirectly by observing other people's behaviors. With this assertion, the theory assessed the learning as the processes taking place in the cognition, rather than changes in the behavior (Pavlov, 1927; Wolpe, 1958; Skinner, 1963; Eysenck, 1976), and so it differed from the behaviorists. Observational learning method is administered by four sub-functions (Wood & Bandura, 1989a, p. 362):

- i. Attention processes: It identifies what human beings observe and which information is retrieved from those noticed by human beings.
- ii. Representation processes: Information transferred from the modelled cases should be transformed into rules and concepts and be reconfigured so that it could be represented in the mind.
- iii. Behavioral production process: Symbolic concepts allow the production of proper actions and behaviors.
- iv. Motivation process: The behavior which is acquired through observational learning is affected by the motivation processes.

The behaviors which are learnt and acquired through observational learning method have better advantages for the development of human beings than the learning by trial-and-error. The learning and behavioral patterns to be attained directly through trial-and-error cause human beings to waste financial resources and time. However, observational learning prevents this waste of resources (Bandura, 1986). In the context of dynamic capabilities, the learning was defined as a process which allowed that the tasks were performed better and faster as a consequence of repetitions and trials (Teece et al., 1997, p. 520). However, the learning by repetition and trial-and-error is tedious, insecure and costly as it is discerned from the arguments proposed by Social Cognitive Theory (Bandura, 1999a). Moreover, time is lost along with such type of learning. Thus, if the managers and employees rely solely on their trial-and-error experiences, then their performance in the firm can be negatively affected. Furthermore, the learning by repetition and trial-and-error inhibits the effective and productive use of scarce resources and time. Such a situation can impose serious constraints on the cases and activities which can be directly analyzed for the purpose of obtaining new knowledge and skills. Hence, besides the learning by trial-and-error, vicarious learning can produce significant and fast outcomes for the firm managers and employees.

If the shortcomings of the learning by trial-and-error are taken into consideration, it is discerned that it is difficult for human beings to adapt to the changing environmental conditions and socialization processes. Human beings can adapt to their environments and achieve learning only by observing other human beings and by interacting with them. A firm's environmental conditions which contain volatility, uncertainty, complexity and ambiguity (VUCA) (Schwarz, Rohrbeck and Wach, 2020, p.1) have direct effects on firm resources and capabilities. In these environments, firm resources and capabilities will be exposed to the changes as a consequence of the environmental uncertainties, technological changes, new production methods, new institutional changes and new organizational models. In this process of change and transformation, the firm managers and employees will be able to learn and develop different behavioral patterns by means of vicarious and



interactive learning capabilities without being obliged to learn the proper behaviors through risky trial-and-error method. Besides, such type of learning is critical also to the organizational performance of the employees (Stajkovic & Luthans, 1998a). Moreover, vicarious learning capability can also enable the managers and employees to acquire new personal characteristics by virtue of developing different thinking and behaving styles.

The managers and employees who observe and learn new perspectives and innovative thinking styles can enhance their innovativeness by undermining the conventional mental constructs (Bandura, 1989). These learning and innovation activities at individual level can positively affect the organizational outputs of the firm. In this framework, the firm can improve its organizational performance and obtain a sustainable competitive advantage over its competitors by adapting to the changes in the environment by virtue of these capabilities of managers and employees. Thus, the individual-level learning can allow the creation of new knowledge assets and the reconfiguration of existing knowledge assets in the firm by contributing to the firm-level learning (Teece et al., 1997).

In light of all those stated above, vicarious (observational) learning capability can make contribution to the understanding of organizational learning capabilities in terms of dynamic capabilities. As per Social Cognitive Theory, the organizational learning takes place via interactive psychosocial processes instead of the tangible organizational features which function independently of individuals' behaviors (Bandura, 1997). In the context of dynamic capabilities, individuals' learning behaviors make contributions to the organizational learning and the creation of new knowledge assets. Hence, as exhibited also in Figure 2, there is a significant relationship between vicarious learning capabilities and organizational learning capability of managers and employees (DiBella, Nevis & Gould, 1996a; 1996b).

4.4. Self-Regulatory Capability and Reconfiguration/Integration of Assets

Self-regulatory capability is defined as the individuals' beliefs in how much they will be able to control the environment by virtue of their capabilities in order to reach the results which they aspire to have (Bandura, 1986). According to Social Cognitive Theory, self-regulatory capability is set in motion by means of five psychological sub-functions (Bandura, 1991, p. 250):

- i. Self-Monitoring Sub-Function: Also called as self-observation, this function is the process in which human beings monitor, control and evaluate their own performances.
- ii. Self-Diagnostic Sub-Function: It is the stage after the human beings observe themselves. In this stage, the human beings can explore the factors which affect their psychosocial processes and emotions, and they can put in place the changes relevant to these factors.
- iii. Goal-Setting Sub-Function: This function is affected by the self-evaluation of a person's own capabilities. The more powerful the perceived self-efficacy is, the more ambitious human beings' goals become and the more committed the human beings become toward these goals. On the other hand, the human beings with low-level perceived self-efficacy have small goals and make weak commitments.
- iv. Self-Motivating Sub-Function: It refers to human being's self or intrinsic motivation.
- v. Judgmental Sub-Function: It places the emphasis on the personal standards which the human beings develop for judging, directing and evaluating their own actions.



The mechanism which enables the self-regulatory capability to function is the mechanism of self-efficacy and self-believe capabilities (Bandura, 1991). Self-efficacy is the individuals' beliefs in controlling the motivation, cognitive resources and the events in their lives and in setting these factors in motion (Bandura, 1994; 1997). Human beings' beliefs in self-efficacy affect the difficulty level of the goals which they set. Moreover, individuals' strong beliefs in problem-solving capabilities encourage them to think analytically in an efficient manner. Likewise, human beings' perceptions of their own effectiveness affect also the types of scenarios which they prospectively create and develop. Thus, while the persons with high-level self-efficacy visualize the success scenarios which provide positive guidelines for the performance, those who consider themselves to have low-level self-efficacy are more inclined toward visualizing the failure scenarios which undermine the performance (Bandura, 1991; Wood & Bandura, 1989a).

For the firm employees, the process in relation to the self-efficacy mechanism is put in place in the following manner. Before the employees make their choices and launch their efforts, they tend to weigh, evaluate and integrate the knowledge about their perceived capabilities. Personal efficacy expectations determine whether an employee will initiate the coping behavior when confronted with a problem, how much efforts they will make in relation to the task and how long this effort will last. Previous studies indicate that the self-efficacy mechanism affects the human performance in the organizations (Bandura, 1991). In these studies, it was inferred that the employees with high-level perceived self-efficacy made adequate level of efforts in order to produce successful results whilst those with low-level perceived self-efficacy quitted from making efforts and failed in their tasks (Stajkovic & Luthans, 1998a).

As per Social Cognitive Theory (Bandura, 1986), self-efficacy capability and its sub-functions have effects on both personal and organizational performance. Moreover, this capability is a basic mechanism which guides the decision-making and selection behavior (Bandura, 1991). The effects of self-efficacy capability on organizational operation, decision making process and organizational performance were examined in previous studies (Bandura, 1988a; Wood & Bandura, 1989a; 1989b). Moreover, in previous studies, the phenomena of goal-setting and motivation which were among the sub-functions of self-efficacy capability were addressed within the context of microfoundations of strategic management (Lindenberg & Foss, 2011; Foss & Lindenberg, 2013). However, in these studies, the phenomena of goal-setting and motivation were not evaluated within the context of Social Cognitive Theory, rather in the framework of Goal-framing Theory. Hence, unlike these studies, the effect of self-efficacy capability on dynamic capabilities was discussed in this study.

Self-regulatory capability can contribute to the understanding of the process of decision-making/seizing (Teece, 2007) and the integration process of assets. As mentioned also above, the self-regulatory capability (Bandura, 1991) is directed by different sub-functions and mechanism. One of these mechanisms is the self-efficacy and self-believe capabilities. Individuals' skills in using this mechanism vary under different (or the same) conditions and across different time periods. Individuals who aspire to be successful need to have control over the events in their lives besides these skills in order to reach the results which they targeted. The previous studies performed on the manufacturing industries demonstrate that



the employees who strongly believed in the self-regulatory capability exhibited better organizational performance (Bandura, 1997). These studies revealed the effects of changes in employees' self-beliefs on the production goals and productivity levels. Likewise, in another study, it was asserted that the managers' self-efficacy perceptions had effects on the deterioration, improvement and sustainability of the organizational process (Wood & Bandura, 1989a).

Human beings with analogous skills can have differences in terms of the motivation, problem-solving skills and motives to control their own lives depending on their beliefs in their capabilities (Bandura, 1986, 1988b). Thus, in the firms, the managers and employees who have (or do not have) beliefs in self-regulatory capabilities will have differences also in their perspectives about the processes of decision-making and reconfiguration of the firm assets. The managers and employees who have self-regulatory capabilities and self-regulatory mechanism (Bandura 1991) will have more control and dominance on the organizational processes. However, in the exact opposite situation, the control on the organizational processes will be insufficient, and the implications of this situation on the organizational performance will be negative (Wood & Bandura, 1989b).

Another effect of the self-regulatory capability on the dynamic capabilities pertains to the integration of assets. The integration of assets in the context of dynamic capabilities and the development of dynamic capabilities are directly associated with managers' leadership behaviors. The leadership plays an explicit role in taking decisions which are of high quality and cleared of any bias, hubris and overconfidence, in informing the employees about the goals, values and expectations, and in motivating the employees (Teece, 2007). When viewed from the self-regulation perspective as per Social Cognitive Theory, the phenomena on which the research on leadership focused for years are about leaders' self-regulation activities in a sophisticated and constantly-changing work setting. Leadership self-efficacy refers to leaders' beliefs in fulfilling cognitive and behavioral functions in order to reach the goal. In other words, it is a person's confidence in his/her capability to manage a group successfully (McCormick, 2001).

Leaders in the top management team of the firm are the persons who follow the operational processes and business environment, set goals, make plans, solve problems and identify the needs of firm employees and teams. In this process, the leaders exert efforts to coordinate and guide firm employees' actions and to motivate the employees. Previous studies show that employees' self-efficacy levels can be raised via managerial coaching or leadership behavior. The study by Pousa and Mathieu (2015) deduced that the managerial coaching could enhance employees' self-efficacy levels and, when the employees were confronted with problematic situations, it would support their problem-solving and coping behaviors. Pousa and Mathieu (2015) asserted that promoting employees' self-regulation and self-efficacy capabilities would boost the general resilience of the firm and could be acknowledged as a source of its sustainable competitive advantage.

The leaders with the self-regulation capability can actively affect also the ecosystem in which the firm existed. By ensuring the integration of firm assets via these capabilities, the leaders can reconfigure the firm resources and capabilities (Schoemaker, Heaton and Teece, 2018). Thus, for the managers and leaders who have control over their own behaviors, motivation and cognitive structures, it is more likely to manage the change and



transformation processes (Wood & Bandura, 1989a). Such leaders have also high levels of confidence and beliefs in self-efficacy in relation to the change and transformation of the firm (Bandura, 1988a). As displayed in Figure 2, these explanations show that there is a significant relationship between self-regulation capability, self-efficacy and self-believe of leaders and the integration and reconfiguration of firm assets.

Another contribution of the concept of self-regulatory capability to the dynamic capabilities pertains to the topic of seizing (decision-making) and integration of knowledge assets. By making decisions which constantly require the integration of multiple sophisticated knowledge sources (Grant, 1996), the managers reconfigure the employees' efforts towards the intended consequences (Mintzberg, 1973). However, as a firm manager's decision-making process takes place in VUCA environments, managers' efforts to guide the employees can sometimes produce unintended consequences. In this process, the knowledge can be affected by the biases and inaccurate assessments of those collecting, evaluating and conveying it. That is why, effective decision-taking process in the firms which operate in VUCA environments (Schoemaker et al., 2018) can require that the knowledge be unveiled, interpreted, integrated, tested and revised. Moreover, the organizational decision-taking necessitates the coordination, follow-up and management of the collective cognitive approaches which are created by the firm employees. Thus, the managers should make inquiries into the effects of their self-regulation capability (and its sub-functions) and self-efficacy (Bandura, 1988a) on their own organizational decisions. Besides, in the integration process of knowledge assets in the firm, the managers should be able to evaluate the positive and negative implications of employees' self-regulation capabilities and self-efficacy on this integration process. Hence, as exhibited in detail also in Figure 2, there is a two-way relationship between managers' and employees' self-regulation capabilities and the integration and reconfiguration of firm resources and capabilities. Additionally, this relationship is observed also between self-regulation capability and organizational performance and sustainable competitive advantage.

4.5. Self-Reflective Capability and Building New Knowledge Assets

Human beings' another distinctive capability is the self-reflective capability. The human beings are not only agents of action but also the self-examiners of their cognitive, affective and behavioral functioning. Effective functioning is in need of the reliable ways of differentiating between the right and wrong thinking. In verifying the adequacy of the thought via self-reflective means, the human beings produce ideas and act upon them or predict the events based on them (Bandura, 1999a). Subsequently, from the results, they judge the righteousness and functional value of their thoughts and, if necessary, try to improve these thoughts.

Human beings' such capabilities are also called as self-efficacy beliefs. These beliefs provide the managers with a series of key takeaways to ensure the more effective management of employees' performances (Stajkovic & Luthans, 1998a; 1998b). The ability of employees with this capability to produce comprehensive and new knowledge about themselves and the world around them can be utilized as a source also for the production of new knowledge for the firm. Especially by virtue of the management, R&D and project teams comprised of the individuals equipped with these capabilities, firm-specific new knowledge can be created (Argote & Ren, 2012). Hence, by thinking over the erroneous



practices and processes in the firms, the human beings can prevent such processes and practices from being executed once again. The employees endowed with this capability can contribute to the production of new knowledge by the firm by considering over the knowledge which they obtained in the past and newly and by establishing connections between the previous and new knowledge. Therefore, as presented also in Figure 2, it can be asserted that there is a significant relationship between the managers and employees with self-reflective capability and the capability to produce (or to create) firm-specific new knowledge. In this framework, self-reflective capability can help to understand the firm's process of the creation of new knowledge assets (Teece et al., 1997).

5. Conclusion

This study synthesized social cognitive theory from psychology and dynamic capabilities from strategic management to propose an alternative model to the microfoundations of dynamic capabilities. The model used the concepts of symbolizing capability, forethought capability, vicarious learning capability, self-regulatory capability and self-reflective capability from social cognitive theory. Learning, coordination and reconfiguration concepts were used from dynamic capabilities. In this way, the model provided an alternative explanation for the microfoundations of dynamic capabilities in explaining collective organizational capabilities. Inferences about the model can be grouped under two headings: theoretical and managerial implications.

Theoretical implications: In the cognitive model of dynamic capabilities presented in Figure 2, individual factors represent basic human capabilities; behavioral factors, organizational skills, organizational performance and sustainable competitive advantage; environmental factors refer to external components. In the model, these factors affect and shape each other in two ways. In previous studies, it was mentioned that there is only a one-way relationship from actor to environment in models developed for microfoundations of dynamic managerial capabilities (Teece, 2007; Helfat and Peteraf, 2015). Therefore, the model presented in this study is separated from previous studies because it reveals two-way and mutual effects between individual capabilities, environment, organizational capabilities, organizational performance and sustainable competitive advantage, as shown in figure 2.

Practical implications: The effects of the model for firms can be presented under two headings. Firstly, the model shows that managers and employees who have symbolizing capability, forethought capability, vicarious learning capability, self-regulatory capability and self-reflective capability have an impact on organizational capabilities. It shows that model firms can better control organizational capabilities such as learning, coordination and reconfiguration, especially if they employ managers and employees with these skills. Therefore, the model offers principles that can guide firms for what qualifications should be sought in the selection of human resources. Secondly, the model claims that firms with such human resources will have better organizational performance and gain sustainable competitive advantage compared to their competitors. Considering that especially human resources of this nature will create firm specific tacit knowledge and this knowledge will function as an isolation mechanism for competitors, the importance of the model in terms of human resources applications in firms is better understood.



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Genişletilmiş Özet

Stratejik yönetim arařtırmalarının gelişim öyküsü incelendiğinde, alanda çok farklı yaklaşım ve görüşlerin varlığı göze çarpmaktadır. Bu görüşler arasında kaynak temelli görüş (Barney, 1991; Grant, 1991), bilgi temelli görüş (Grant, 1996), dinamik yetenekler (Teece vd., 1997) dikkat temelli görüş (Ocasio, 1997), ilişkisel görüş (Dyer ve Singh, 1998), kurum temelli görüş (Peng, 2009), doğal kaynak temelli görüş (Hart, 1995) ve uygulama olarak strateji (Whittington, 1996) yer almaktadır. Kaynak temelli görüş üzerine inşa edilen dinamik yetenekler, diğer görüşlere göre alandaki hâkimiyetini sürdürmektedir (Bağış ve Öztürk, 2020). Dinamik yeteneklerin sadece firma düzeyinde (makro) açıklamalar yapması (Teece vd., 1997), görüşün eksik yönlerinden birisidir. Bu nedenle özellikle 2000’li yıllarda dinamik yeteneklerin mikro temelleri konusunda arayışlar başlamış ve Teece’nin (2007) köşe taşı niteliğindeki çalışmasıyla tartışmalar yoğunlaşmıştır.

Dinamik yeteneklerin mikro temelleriyle ilgili tartışmalar hala devam etmektedir. Tartışmalar özellikle ekonomi, sosyoloji ve psikoloji disiplinlerinden teori, varsayım ve kavram olarak, dinamik yeteneklerin mikro temellerini açıklamaya çalışmaktadır. Bağış’ın (2020) stratejik yönetimin mikro temellerini, Bağış ve Hızıroğlu’nun (2018) kaynaklara dayalı yaklaşımın ekonomik, sosyolojik ve psikolojik temellerini inceledikleri çalışmaları bu açıklamaları desteklemektedir.

Bu çalışma dinamik yeteneklerin mikro temellerini, psikoloji disiplininden sosyal bilişsel teoriye ait kavramları kullanarak açıklamayı amaçlamaktadır. Çalışma “Sosyal bilişsel teori, dinamik yeteneklerin mikro temellerine nasıl katkı sağlayabilir?” sorusuna cevap aramaktadır. Bu soru temelinde sosyal bilişsel teoriden alınan kavramlar, dinamik yetenekler görüşüyle kesiştirilerek (Zahra ve Newey, 2009) dinamik yeteneklerin mikro temellerine alternatif bir açıklama sunulmuştur. Çalışma herhangi bir teorinin test edilmesini amaçlamamaktadır. Bunun yerine farklı bir teoriden kavramlar olarak, dinamik yeteneklerin mikro temellerine yönelik kavramsal bir model geliştirmektedir.

Dinamik yetenekler, firmaların hızla değişen endüstrilere ve pazarlara uyum sağlamaları ve bu endüstrileri ve pazarları şekillendirmeleri için geliştirdikleri örgütsel yeteneklerdir. Bu yetenekler koordinasyon, öğrenme ve yeniden yapılanmadır (Teece vd., 1997; Eisenhardt ve Martin, 2000). Koordinasyon yöneticilerin firma içindeki somut-soyut varlıkları ve faaliyetleri entegre etmesidir. Öğrenme ise deneme-yanılma ve tekrar yoluyla görevlerin daha iyi ve daha hızlı yapılmasıdır. Yeniden yapılanmaysa hızla değişen çevrelerde, firmanın kaynak ve yetenek yapısını dönüştürmesidir. Örgütsel yeteneklerle ilgili bu tanımlar örgütsel performans ve sürdürülebilir rekabet avantajına makro analiz düzeyinde açıklama getirmiş ve bu olguların mikro temellerine yönelik herhangi bir açıklama yapmamışlardır.

Sosyal bilişsel teori ise bireylerin kendi gelişimlerini sağlamada nasıl aktif katılımcılar olduklarını ve bireylerin nasıl öğrendiklerini açıklamaktadır. Teoriye göre insanların düşünme, planlama, algılama ve inanma biçimleri öğrenme üzerinde etkilidir. Teori, öğrenmeyi bilişte meydana gelen bir süreç olarak değerlendirmiş ve öğrenmenin birey, çevre ve davranış arasında karşılıklı ve iki yönlü meydana geldiğini ileri sürmüştür. Teorinin temel kavramları: i) simgeleştirme, ii) geleceği tahmin etme, iii) dolaylı/gözleme dayalı öğrenme, iv) öz düzenleme ve v) öz değerlendirme yetenekleridir.



Teorinin temsilcisi Bandura'ya (1989) göre bireylerin bilişsel yetenekleri ve kişisel özellikleriyle, çevre ve davranış arasında karşılıklı etkileşim ve belirleyicilik bulunmaktadır (Bandura, 1986, s. 23). Etkileşim sürecinde birey, çevre ve davranış birbirini eşit güçte ve aynı zamanda etkilemez. Dolayısıyla bir faktörün, diğer faktör üzerinde etkisini göstermesi ve etkileşimin karşılıklı hale gelmesi zaman alır. Etkinin çift yönlü olması nedeniyle, insanlar çevrelerinin hem ürünü hem de üreticisidir (Wood ve Bandura, 1989a).

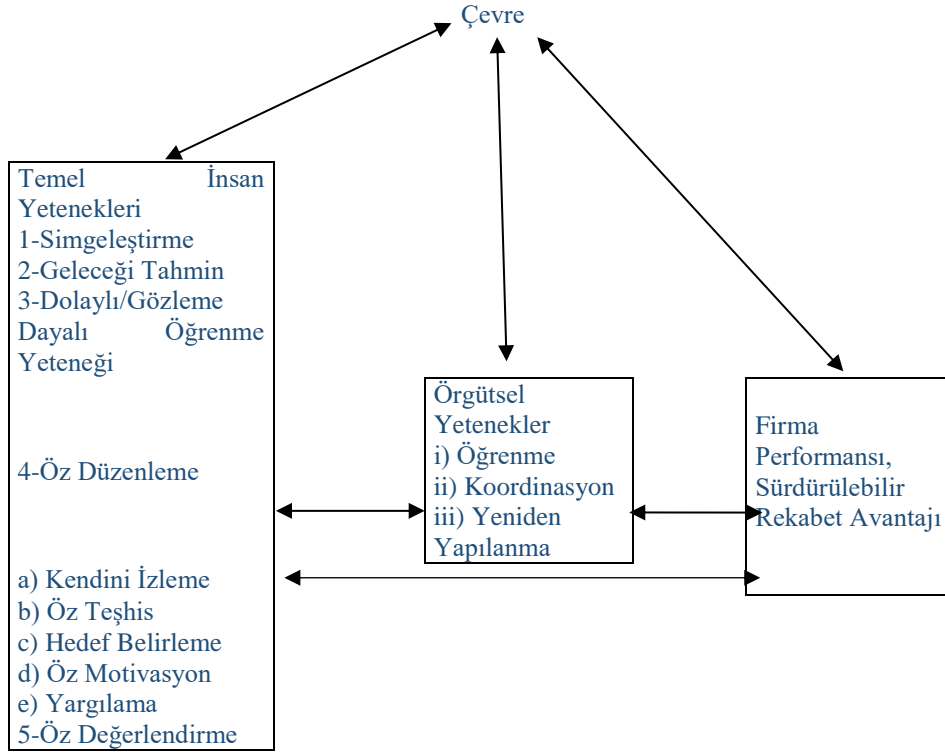
Her iki teorik çerçeveye ait kavramlar sentezlenerek, dinamik yeteneklerin mikro temellerine alternatif bir açıklama yapmak amacıyla geliştirilen model Şekil 2'de sunulmuştur.

1 - Simgeleştirme ve Yeniden Yapılanma Yetenekleri

Sosyal bilişsel teori, insan gelişiminde bilişsel, dolaylı öğrenme, öz düzenleyici ve değerlendirici süreçlere merkezi bir rol yüklemektedir (Bandura, 1986). Bu rol temelinde olayları ve ilişkileri simgeleştirme yeteneği insanlara çevrelerini anlama, algılama (Teece, 2007) ve hayatlarının neredeyse her alanına dokunan çevresel koşulları yaratma ve yönetme için güçlü bir araç sağlamaktadır. Bu yetenek yardımıyla insanlar, yaşadıkları tecrübeleri anlamlandırmakta ve biçimlendirmektedir.

Simgeleştirme ve sahip olduğu bilgileri düzenleme konusundaki yetenekleriyle insanlar, yenilikçi davranışlar üretebilmektedir (Bandura, 1986). Yenilikçi davranışlar, firmaların kaynak ve yeteneklerinin yeniden yapılanmasında başat etkidir (Teece vd., 1997). Bu yapılanma süreci firma yöneticilerinin ve çalışanlarının bireysel yeteneklerini gerektirmektedir. Bu anlamda sosyal bilişsel teorideki simgeleştirme yeteneği Şekil 2'de de gösterildiği gibi yöneticilerin ve çalışanların firma içi ve dışı çevreyi anlaması, çevresel koşulları şekillendirmesi (Teece, 2007) ve yönetmesi gibi olguların anlaşılmasında güçlü bir araç sunmaktadır.



Şekil 2*Dinamik Yeteneklerin Sosyal Bilişsel Modeli*

Kaynak: Bandura (1986, s. 18; 1988a, s. 279; 1991, s. 250), Wood ve Bandura (1989a) ve Teece vd. (1997, s. 518) çalışmaları temelinde yazar tarafından geliştirilmiştir.

2 - Geleceği Tahmin ve Yeniden Yapılanma Yetenekleri

Geleceği tahmin yeteneği, yaratıcı düşüncenin bir ürünüdür (Bandura, 1986). Bu yeteneğe sahip insanlar buldukları zamanı, arzuladıkları geleceği yansıtacak biçimde şekillendirebilirler. Bu nedenle insanlar çevrelerine basit bir şekilde ve geçmişteki tecrübelerinden aktardıklarıyla tepki vermezler. Bunun yerine gelecekteki muhtemel eylemlerinin sonuçlarını tahmin etmeye çalışarak, kendileri için hedefler belirlemeye çalışır ve bu hedeflere göre gelecek eylem süreçleriyle ilgili planlar yaparlar (Locke ve Latham, 1990a). İnsanların kendilerini yönetmesini sağlayan bu yetenek, insanların motive olmasını sağlar ve onları ileriye dönük davranışlar konusunda teşvik eder. Dolayısıyla insanlar yaşamları boyunca gelişim gösterdikçe ileriye dönük plan yapmaya, önceliklerini yeniden düzenlemeye ve yaşamlarını buna göre şekillendirmeye devam ederler (Bandura, 1999b; 2001).

Firmalarda geleceği tahmin yeteneğine sahip yöneticilerin belirledikleri hedefler ortak üretim motivasyonu, kaynak ve yeteneklerin yeniden yapılanması ve firma performansının iyileştirilmesini sağlamaktadır (Foss ve Lindenberg, 2013; Lindenberg ve Foss, 2011). Üst yönetim takımı önderliğinde bu hedefler, firma çalışanlarının psikolojilerini olumlu yönde etkiler, onlara belirli bir hedef ve yön duygusu ile güçlü motivasyonel etkiler sağlar (Locke ve Latham, 1990b). Ayrıca gelecekle ilgili hedefler ve planlar, hem yönetim kademesinde hem de çalışanlarda bu hedefe ulaşma konusunda gerekli çabanın gösterilmesine ve bu çaba düzeyinin sürdürülmesine imkân verir. Dolayısıyla bu yeteneklere sahip yöneticiler ve



çalışanların birlikteliği firma kaynak ve yeteneklerinin yeniden yapılanmasına (Teece, 2007) ve firma performansının iyileşmesine (Wood ve Bandura, 1989b) katkılar sağlayabilir.

3 - Dolaylı/Gözleme Dayalı Öğrenme ve Örgütsel Öğrenme Yetenekleri

Sosyal bilişsel teoriye göre gözlem yoluyla kazanılan ve öğrenilen davranışlar insanların gelişimi için tekrar ve deneme-yanılma yoluyla gerçekleşen öğrenmeye göre daha avantajlıdır. Doğrudan tekrar ve deneme yanılma yoluyla yapılacak öğrenmeler ve kazanılacak davranış örüntüleri, insanların mali kaynakları ve zamanı israf etmesine yol açmaktadır. Ancak gözlemsel öğrenme bu kaynak israflarını engellemektedir (Bandura, 1986). Dinamik yeteneklerde öğrenme, tekrar sonucunda görevlerin daha iyi ve hızlı yapılmasını sağlayan bir süreç olarak tanımlanmıştır (Teece vd., 1997, s. 520). Ancak tekrar ve deneme-yanılma yoluyla gerçekleşen öğrenmeler, sosyal bilişsel teorinin ileri sürdüğü argümanlarda görüldüğü gibi sıkıcı, tehlikeli ve maliyetlidir (Bandura, 1999a).

Sosyal bilişsel teoriye göre örgütsel öğrenme, bireylerin etkileşimli psikososyal süreçleri ve gözlemleri aracılığıyla dolaylı olarak gerçekleşmektedir (Bandura, 1997). Dinamik yetenekler açısından değerlendirildiğinde bireylerin bu etkileşimli öğrenme davranışları, örgütsel öğrenme ve yeni bilgi varlıklarının oluşturulması için katkılar sağlayabilir. Dolayısıyla yöneticilerin ve çalışanların dolaylı öğrenme yetenekleri ve örgütsel öğrenme yeteneği (DiBella vd., 1996a; 1996b) arasında Şekil 2’de de görüldüğü gibi anlamlı bir ilişki kurulabilir.

4 - Öz Düzenleme ve Yeniden Yapılanma/Varlıkların Entegrasyonu Yetenekleri

Öz düzenleme yeteneği, bireylerin yetenekleri aracılığıyla istedikleri sonuçlara ulaşmak için çevreyi ne kadar kontrol edebileceklerine dair inançlarıdır (Bandura, 1986). Sosyal bilişsel teoriye göre, öz düzenleme yeteneği şekil 2’de de görüldüğü gibi beş psikolojik alt işlev aracılığıyla çalışmaktadır. Öz düzenleme yeteneğinin işleyişini sağlayan mekanizma ise öz yeterlik ve öz inançtır (Bandura, 1991). Öz yeterlilik ve öz inanç bireylerin motivasyonlarını, bilişsel kaynaklarını ve yaşamlarındaki olayları kontrol etmeye ve bu faktörleri harekete geçirebilmeye olan inançlarıdır (Bandura, 1994; 1997). İnsanların öz yeterliklerine olan inancı, belirledikleri hedeflerin zorluk derecesini etkiler. Dolayısıyla öz düzenleme yeteneğine inancı olan yöneticilerin ve çalışanların örgütsel hedefler ve performans üzerinde etkili olması daha muhtemeldir. Bu yeteneğin karar alma sürecini yöneten temel mekanizma (Bandura, 1991) olduğu da dikkate alındığında bu yeteneğe sahip yöneticiler ve çalışanların bulunduğu firmaların performansının daha yüksek olması beklenmektedir.

Bu doğrultuda öz düzenleme yeteneği firmada karar alma (Teece, 2007) ve varlıkların entegrasyonu sürecinin anlaşılmasına katkı sağlayabilir. Yukarıda da ifade edildiği gibi öz düzenleme yeteneği (Bandura, 1991) farklı alt işlevler ve mekanizmalarla yönlendirilmektedir. Bu mekanizmalar öz yeterlilik ve öz inançtır. Bu mekanizmayı bireylerin kullanabilme becerileri farklı (veya aynı) koşullar altında ve farklı zaman dilimlerinde değişkenlik göstermektedir. Başarılı olmak isteyen bireylerin bu becerilere sahip olmasının yanında hedefledikleri sonuçlara ulaşmak için yaşamlarındaki olaylar üzerinde kontrol sağlayabilmeleri gerekmektedir. İmalat endüstrileri üzerine yapılan çalışmalar öz düzenleme yeteneğine güçlü şekilde inanan çalışanların örgütsel performansının daha iyi olduğunu ortaya koymuştur (Bandura, 1997). Yine diğer bir çalışma, yöneticilerin öz yeterlik



algılarının örgütsel faaliyetlerin kötüleşmesi, iyileşmesi ve sürdürülmesi üzerinde etkilerinin olduğunu göstermiştir (Wood ve Bandura, 1989a).

Benzer becerilere sahip insanların motivasyon, problem çözme becerileri ve yaşamlarını kontrol etme güdeleri, yeteneklerine olan inançlarından dolayı farklılaşabilir (Bandura, 1986, 1988b). Dolayısıyla firmalarda öz düzenleme yeteneklerine, inancı olan veya olmayan yöneticiler ve çalışanların karar alma ve firma varlıklarını yeniden yapılanma süreçlerine bakış açılarında da farklılıklar olabilir. Bu konuda öz düzenleme yeteneği ve mekanizmasına sahip yöneticiler ve çalışanların yeniden yapılanma ve varlıkların entegrasyonu süreçlerindeki kontrolü daha fazladır. Ancak tersi bir durumda ise bu örgütsel süreçlerdeki hâkimiyet zayıf ve bu durumun örgütsel performansa yansımaları olumsuzdur (Wood ve Bandura, 1989b).

5 - Öz Değerlendirme ve Yeni Bilginin Oluşturulması

İnsanlar arasındaki ayırt edici yeteneklerden biri de insanların öz bilincini değerlendirme yeteneğidir. Bu yeteneğe sahip insanlar günlük hayatlarındaki olayları yönetmede, düşüncelerinin nasıl daha iyi hizmet ettiğini analiz ederler (Bandura, 1986). Yine bu yetenekleri sayesinde insanlar düşüncelerini kontrol eder, düşünceleri üzerine eylemde bulunur ve düşüncelerinden çıkarımlar yaparlar. Neticede de insanlar bu yeteneklerinin yardımıyla sahip oldukları farklı tecrübeler üzerine düşünerek, kendileri ve etraflarındaki dünya konusunda kapsamlı bilgiler üretebilirler (Bandura, 1997).

İnsanların bu tür yetenekleri, öz-yeterlik inançları olarak da adlandırılır. Bu inançlar, çalışanların performansının daha etkili yönetimi için yöneticilere bir dizi önemli çıkarımlar sağlar (Stajkovic ve Luthans, 1998a). Bu yeteneğe sahip çalışanların kendileri ve etraflarındaki dünya konusunda kapsamlı ve yeni bilgiler üretebilmesi, firmalar için yeni bilgilerin üretilmesinde de bir kaynak olarak kullanılabilir. Özellikle bu yeteneklere sahip bireylerin oluşturduğu yönetim, arge ve proje takımları aracılığıyla firmalara özgü yeni bilgi üretimi sağlanabilir (Argote ve Ren, 2012). Ayrıca insanlar bu yetenekleri sayesinde firmalardaki hatalı uygulamalar ve süreçler üzerine düşünerek bir daha bu süreç ve uygulamaların tekrarlanmasını önleyebilir.

Sonuç olarak bu çalışma, dinamik yeteneklerin mikro temellerine alternatif bir model önermek için psikolojiden sosyal bilişsel teori ve stratejik yönetimden dinamik yetenekleri birleştirmiştir. Modelde, sosyal bilişsel teoriden simgeleştirme, geleceği tahmin, dolaylı/gözleme dayalı öğrenme, öz düzenleme ve değerlendirme kavramları kullanılmıştır. Dinamik yeteneklerden ise öğrenme, koordinasyon ve yeniden yapılanma kavramlarından yararlanılmıştır. Bu şekilde model, dinamik yeteneklerin mikro temelleri için alternatif bir açıklama sunmuştur. Modelle ilgili çıkarımlar teorik ve yönetsel etkiler olarak iki başlık altında toplanabilir.

Teorik etkiler: Şekil 2'de sunulan dinamik yeteneklerin bilişsel modelinde, bireysel faktörler temel insan yeteneklerine; davranışsal faktörler örgütsel yetenekler, firma performansı ve sürdürülebilir rekabet avantajına; çevresel faktörler ise firma dışı bileşenlere atıfta bulunur. Modelde bu faktörler birbirini iki yönlü olarak etkiler ve şekillendirir. Daha önce dinamik yeteneklerin mikro temelleri için geliştirilen modellerde (Teece, 2007; Helfat ve Peteraf, 2015), aktörden çevreye tek yönlü bir ilişki olduğu görülmektedir. Bu nedenle, bu çalışmada sunulan model, şekil 2'de gösterildiği gibi bireysel yetenekler, çevre, örgütsel



yetenekler, örgütsel performans ve sürdürülebilir rekabet avantajı arasındaki iki yönlü ve karşılıklı etkileri ortaya koyarak önceki çalışmalardan ayrılmaktadır.

Yönetsel etkiler: Modelin yönetsel etkileri iki başlık altında sunulabilir. Birincisi, model simgeleştirme, geleceği tahmin, dolaylı/gözleme dayalı öğrenme, öz düzenleme ve değerlendirme yeteneklerine sahip yönetici ve çalışanların örgütsel yetenekler üzerinde etkiye sahip olduğunu göstermektedir. Model, firmaların özellikle bu becerilere sahip yöneticileri ve çalışanları istihdam ederlerse öğrenme, koordinasyon ve yeniden yapılanma gibi örgütsel yetenekleri daha iyi kontrol edebileceklerini ileri sürmektedir. Bu nedenle model, insan kaynaklarının seçiminde hangi niteliklerin aranması gerektiği konusunda firmalara yol gösterebilecek ilkeler sunmaktadır. İkinci olarak model, bu tür insan kaynaklarına sahip firmaların rakiplerine göre daha iyi performansla sahip olacaklarını ve sürdürülebilir rekabet avantajı elde edeceklerini iddia etmektedir. Özellikle bu nitelikteki insan kaynaklarının firmaya özgü örtük bilgi yaratacağı ve bu bilginin rakipler için bir izolasyon mekanizması işlevi göreceği düşünüldüğünde, modelin firmalarda insan kaynakları uygulamaları açısından önemi daha iyi anlaşılmaktadır.

