ARAŞTIRMA MAKALESİ / RESEARCH ARTICLE

Sustainable Leadership Practices in Public Relations: A Study on TED Leadership Talks

Halkla İlişkilerde Sürdürülebilir Liderlik Uygulamaları: TED Liderlik Konuşmaları Üzerine Bir İnceleme

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Abstract

TED is a conference where leaders with different interests share their experiences. That conferences are held several times a year. Leaders contribute to their leadership skills by exchanging information at these conferences. In this research it is aimed to examine TED's talks according to public relations leadership models within the framework of the concept of sustainable leadership. The research is essential in terms of revealing the leadership models and sustainable leadership roles in leadership speeches. In this context, the research sample consists of three speeches that received the most attention. Content and discourse analysis were used together as a research method. TED's leadership speech content was first classified by the content analysis method in version 20.2.2 of the Maxqda program. Then, the obtained categories were also analyzed by the discourse analysis method. In this context, charismatic leadership, visionary leadership, and success-based leadership models were mentioned in leadership speeches. Leaders' ability to change the world, being strong, reliable/transparent, and being open to learning were highlighted in the speech content. It has been seen that leadership roles and perceptions shape macro discourse in TED's leadership speeches. In this context, it has been determined that the macro discourses mentioned are formed through the role of the leader to unite his followers around a belief or purpose, to foresee change, to provide consultancy, to create innovation, and to manage the masses. While micro-discourse

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was shaped around everyday language, establishing causality and reference connections in speech rhetoric drew attention.

Keywords: Leadership, Sustainable Leadership, Leadership Models, Leadership Roles, TED

Öz

TED, farklı ilgi alanına sahip liderlerin tecrübelerini paylaştığı konferanslar dizisidir. Yılda birkaç defa düzenlenen bu konferanslar aracılığıyla liderler bilgi alışverişinde bulunarak liderlik becerilerine katkıda bulunmaktadır. Bu araştırmada sürdürülebilir liderlik kavramı çerçevesinde, TED konuşmalarının halkla ilişkiler liderlik modellerine göre incelenmesi amaçlanmaktadır. Araştırma liderlik konuşmalarında yer alan liderlik modellerini ve sürdürülebilir liderlik rollerini ortaya koyması açısından önem arz etmektedir. Bu bağlamda araştırmanın örneklemini, TED konuşmalarından en fazla izlenmeyi alan üç konuşma oluşturmaktadır. Araştırma yöntemi olarak içerik ve söylem analizi birlikte kullanılmıştır. TED'in liderlik konuşma içeriği önce Maxqda programının 20.2.2 sürümünde içerik analizi metoduyla sınıflandırılmıştır. Daha sonra elde edilen kategoriler söylem analizi metoduyla da analiz edilmiştir. Bu bağlamda liderlik konuşmalarında karizmatik liderlik, vizyoner liderlik ve başarıya dayalı liderlik modellerine değinilmiştir. Konuşma içeriklerinde liderlerin dünyayı değiştirebilme, güçlü olma, güvenilir/şeffaf olma ve öğrenmeye açık olabilme özellikleri ön plana çıkarılmıştır. TED'in liderlik konuşmalarında makro söylem liderlik rolleri ve algıları üzerine şekillendiği görülmüştür. Bu bağlamda değinilen makro söylemler liderin izleyicilerini bir inanç veya amaç etrafında birleştirebilme, değişimi ön görme, danışmanlık yapabilme, yenilik yaratabilme ve kitleleri yönetebilme rolü üzerinden oluşturulduğu tespit edilmiştir. Mikro söylem gündelik dil etrafında şekillenirken konuşma retoriğinde nedensellik ve referans bağlantısı kurulması dikkat çekmiştir.

Anahtar Kelimeler: Liderlik, Sürdürülebilir Liderlik, Liderlik Modelleri, Liderlik Rolleri, TED

Introduction

When leadership is considered, it has a substantial value for both societies and other group components that contain the human element. Leaders fulfill an essential task in determining how organizational structures will be directed, what kind of group they will be included in, how they will absorb their goals, and what responsibilities will be implemented to achieve them (Silva, 2016). The choices that leaders will take in this regard, the decisions they will make, and the approaches they will display will affect both the development, success, and the problems that the group structures will face, as well as their appearance from the outside and the inside (Silkü, 2008).

When leadership is taken into consideration in the context of public relations, the success of public relations, which includes activities carried out within an inevitable process at the same time in line with a particular plan (Berger & Meng, 2014), depends on the current leader's integration of the individuals who will implement the activities harmoniously and systematically. In this respect, the harmony between the leader of the organization and the leader in the unit is essential in terms of the public relations activities of that organization (Arklan, 2010).

When the leader and leadership are examined within the framework of public relations purposes, the existence of traditions, values, and institutional goals that affect the activities of individuals in institutions are striking. The role of the leadership and himself are of great importance in the assimilation of institutional traditions and values and achievement the goals (; Deal & Peterson, 1994; Tannenbaum & Schmidt, 1974; Theaker, 2020). In public relations, the current unit leader determines the internal and external public relations policies depending on the aims of this field. In addition, he should convince them by explaining to the public relations personnel and the organization's leader that the determined policies are essential for the organization's public relations activities (Arklan & Akdağ, 2010).

In terms of public relations tasks, leadership plays a vital role in the tasks to be taken responsibility, as in the objectives desired to be achieved in public relations activities and the policies pursued (Kiousis, Popescu & Mitrook, 2007). By consulting with the people she/he works with, the leader, by exchanging ideas with those people, decides what kind of tasks should be implemented in the context of the goals to be achieved and the policies pursued. In addition, in line with the regular implementation of these duties, it is the person who will decide where and how the necessary qualitative-quantity vehicle and personnel will become functional, and most importantly, in what form and level it will benefit the public relations of the institution (Özsalmanlı, 2005).

In line with the definitions explained above, public relations, which ensures the reconciliation and mutual interaction of institutions with the target audience, strives to ensure the continuity of these practices in harmony. These efforts need a leadership style that provides sustainability to achieve success or purpose (Tideman, Arts & Zandee, 2013). The leader is the person who directs the members of the organization or group in line with specific purposes and ensures the continuity of sustainability (Efil, 1998). In achieving sustainable leadership in public relations, leaders' leadership qualities and the type of leadership they care about are essential. From this point of view, when sustainable leadership occurs, the effect of this situation will be felt on both internal and external public relations practices. Considering that each public relations unit leader has different approaches, the compliance of these approaches with the essence of public relations will also contribute to the positive change in the success level of sustainable leadership.

Formation of Leadership Classes in the Context of Public Relations

Leadership can also be divided into various types, just as people differ from each other. Leaders' approaches to events and organizing management levels in terms of responsibility and authority differ. The behavior styles of leaders in these areas revealed differences (Arklan, 2010). In this context, typologies have been made to cover general behavior patterns. Accordingly, leadership types have been revealed. Traditional and modern leadership types that emerged in this context are as follows:
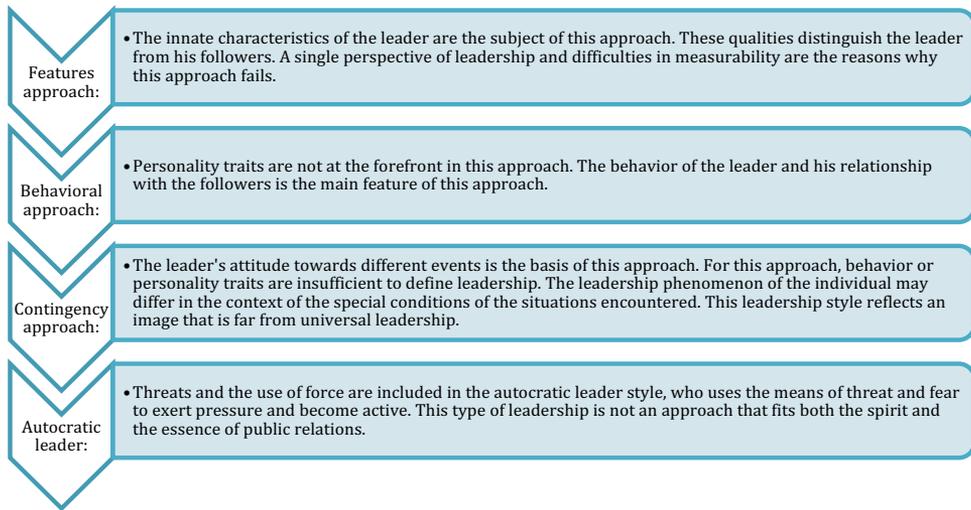
Figure 1: Traditional Types of Leadership

Arklan, 2010; Çıragöz & Acar, 2021;Yıldız, 2016.

In terms of public relations, modern leadership approaches and their basic features are as follows: Charismatic leadership, on the other hand, is stated to have a piece of special equipment for the individuals in the group or organization. Therefore, the charismatic leader can drag the individuals in the organization after him (Aslan, 2009). Visionary leadership is another leadership approach: a visionary leader who reflects forward-looking equipment is a person who can develop different perspectives against events. A visionary leader plays an essential role in ensuring that people are motivated (Ali, 2009). In strategic leadership, the leader perceives the institution's employees to realize his vision and adopts a vision in line with the vision rather than his followers (Ireland & Hitt, 1999). Sustainable leadership, on the other hand, is a leadership approach that prevents unfair consumption of financial and human resources and takes responsibility (Šimanskienè & Župerkienè, 2012).

Factors Affecting Sustainable Leader Competencies

The role of the leader who ensures sustainability is of great importance for the necessary leadership competencies in influencing and determining strategies. More than one person can enable sustainable leadership to emerge. It is stated that there is a difference between leading an organization from a sustainability perspective and leading sustainability (Boin & Christensen, 2008; Nielson & Pate, 2008). Accordingly, a good leader should reflect open-mindedness and empathy towards the organization that he feels responsible for. This will enable the development of the sustainability perspective and contribute to keeping the organization's success in balance with other goals (Stimson, Stough, & Salazar, 2009). Being a corporate leader means, first of all, is limited. A leader should first ensure that the organization's sustainability process continues (Tabassi, Roufechaei, Ramli, Bakar, Ismail, R & Pakir 2016).

It seems impossible that both behaviors, skills, competencies, and qualities exist in a single role or person. It is possible to say that three necessary conditions affect the maintenance of leadership competencies. The result-oriented leader, the advocate, and the leader responsible for the process are the pioneers of this condition. The process for sustainable leadership evolves from awareness to being an activist. In addition, the primary duty of leaders who adopt sustainability should be to inform others . As the other party becomes conscious or aware, these leaders can take on the role of both modeling and teaching and mentoring (Fernandez Kullu & Shankar, 2020). On the other hand, leaders can transform their roles in situations where awareness is at the highest level. In other words, the leader can transform the role of the educator into both an activist and a practitioner.

A variety of activist roles, both advocacy and process-oriented and results-oriented, support the transformation of the sustainability leader style. Individuals consciously implement economic justice, social change, and environmental welfare (Carter, Ulrich & Goldsmith, 2012). It is also possible to develop from result-oriented leadership to process-responsible and advocacy leadership and to remain stable in any role. Accordingly, there may be changes between roles without being bound by a particular order (Al-Touby, 2012).

Competencies and Principles of Sustainable Leadership

Finding essential competencies is a prerequisite for sustainable leadership. Therefore, core competence is the defining abilities or advantages that distinguish an organization from other organizations and an individual from other individuals. The purpose of the competency is thought to be related to a particular problem or task. In addition to cognitive elements, abilities, intentions, attitudes, values, and ethics are needed to understand competence in detail (Barth & Michelsen, 2013; Visser & Crane, 2010). The way to achieve competence in sustainability is to manage increasing complexity. In addition, it is necessary to apply both cognitive and practical development to constantly reflect the competence process and learn values (Savage et al., 2015). In this context, sustainable leadership competencies,
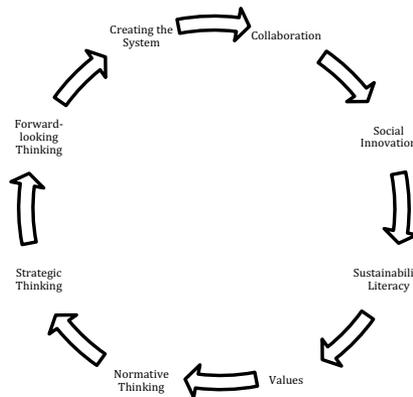

Figure 2: Sustainable Leadership Competencies

Wiek, Withycombe & Redman, 2011

When these competencies are combined, they cease to be an isolated entity and become a component of a comprehensive economic ecosystem, representing a change in organizational perspective (Haney, Pope & Arden, 2020; Senge, Hamilton & Kania, 2015). In addition, they both support a change of perspective from a shareholder focus to a social purpose and stakeholder focus and encourage organizational members to integrate their ethical values into their careers (Hesselbarth & Schaltegger, 2014).

Leaders are essential assets for the organizational change process to achieve sustainability improvements (Eccles, Perkins & Serafeim, 2012). However, leaders dealing with complex sustainability challenges must develop new leadership skills and traits (Osagie, Wesselink, Blok, Lans, & Mulder, 2016; Ploum, Blok, Lans, & Omta, 2018). Leaders can go beyond organizational boundaries to achieve significant sustainability results and necessary change by developing their skills. Leadership skills include the ability to achieve significant success and emotional intelligence (Timmins, 2015). These leaders accept that individuals, not individual efforts, promote the success of competitive organizations (Kaliannan & Adjovu, 2015). Boiral, Baron & Gunnlaugson, (2014), also states that the skills common to sustainability leadership and the upper stages of consciousness development include the complexity of long-term focus, a systemic perspective, management, collaborative learning, and collaboration with stakeholders.

Sustainable leadership is an important issue that can be diffused and sustained. On the other hand, sustainable leadership does not unnecessarily consume financial or human resources and cares about this situation. At the same time, it is a shared responsibility that does not negatively harm the surrounding society and educational environment. Sustainable leadership has a relationship with the forces that affect it (Dresner, 2012). Accordingly, it can create a diverse organizational environment that supports successful practices and good ideas in developing societies. Sustainable leadership means much more than just keeping things going and resilience (Hargreaves & Fink, 2004). In this context, the existence of essential principles in ensuring sustainable leadership in harmony with the environment and stakeholders draws attention:
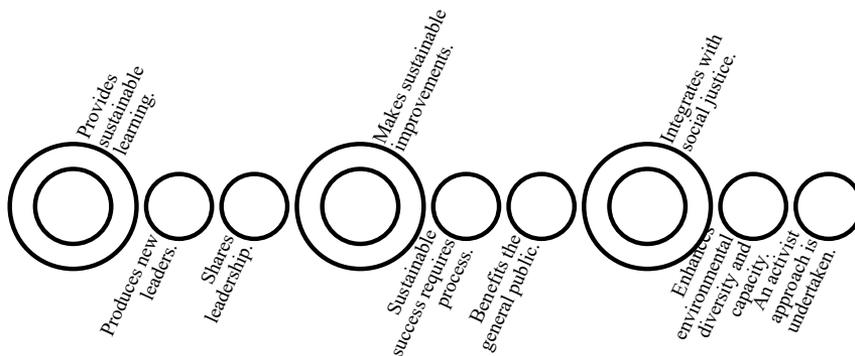

Figure 3: Principles of Sustainable Leadership

Fullan 2001; Glickman, 2002; Hart 1993; Oakes, Quartz, Ryan & Lipton, 2000; Prince, 2003

Methodology

Purpose of the Research

This research has revealed the public relations leadership models in the TED speeches held to ensure leadership sustainability. The study is essential in terms of revealing modern leadership models and sustainable leadership roles. The sample of the research consists of the three most-watched speeches from leadership-themed TED speeches. In the selection of these speeches, the number of views, the availability of subtitles in different languages , and the number of likes the address received were also considered. Content and discourse analysis will be used together as a research method. The speech content will first be analyzed with the content analysis method, and then the obtained categories will be analyzed with the discourse analysis method.

Literature Review

When the literature is scanned, it is seen that there are studies on the concepts of leadership and sustainability. Studies have focused on sustainable leadership, sustainable leadership training, and scale development for leadership sustainability. At this point, in the literature, Fullan (2005); Marshall (2011); Metcalf & Benn (2013); Bendell & Little (2015); Marshall, Coleman & Reason (2017); Allen (2019) researched the concept of sustainable leadership. Quinn & Norton (2004); Shriberg & MacDonald (2013); Burns, Vaught & Bauman, (2015) focused on sustainable leadership education in their research. Galpin & Whittington (2012), Kiron, Kruschwitz, Haanaes & Reeves, (2015), Vukić, Omazić, Pejic-Bach, Aleksić & Zoroja, (2020) included collaborative practices and strategies in sustainable leadership in their work. Hay (2010); Newman-Storen, (2014); Mucan, Kayabaşı & Madran, (2016) researched the sustainability skills and perceptions of leaders. Yangil (2016); While Broman et al. (2017) included the issue of providing sustainable leadership in the information society in their research, Harringon & Herzog (2007); Senbel (2015), on the other hand, focused on the sustainable leadership vision. Zorlu & Korkmaz (2020); Ertaş & Özdemir (2021) developed a sustainable leadership scale. In addition to these studies, Kuenkel (2008) has studied the issue of creating sustainable personal leadership.

It has been observed that there are not enough studies on leadership skills and roles within the framework of the concept of sustainable leadership in the domestic and foreign literature. Considering that this study will contribute to the literature determining leadership roles, models, and theories in the TED speech within sustainable leadership, the research is essential.

This research, in which content and discourse analysis methods are used together, aims to determine the sustainable leadership roles and models in the leadership speeches on TED's website. For this purpose, the research questions are as follows;

1. What are the leadership models covered in leadership speeches?

2. What is the leadership role focused on in leadership speeches?

3. What is the use of language in leadership speeches?

Research Method

The flexible structure of content analysis has made it a place for itself in social sciences. This method offers the opportunity to interpret statistical data (Koçak & Arun, 2006, 24). There are six stages to be fulfilled in the content analysis method. These stages are respectively: defining the research problem, determining the sample, creating the categories, configuring the coding scale, analyzing the reliability of the coding scale, and finally analyzing the data (Çilingir, 2017; Drisko & Maschi, 2016). Discourse analysis will be made after this analysis within the scope of the research.

Discourse consists of the blending of intellectual, linguistic, and sociocultural relations. (Berg & Lune, 2019). Accordingly, discourse analysis aims to explain the correlation of interconnected elements with ideological structures (Van Dijk, 1985; 2013). Discourse analysis is carried out by examining micro and macrostructures. While causality and rhetorical expression are discussed in microstructure, thematic elements are examined in macrostructure (Van Dijk, 1995).

Results

Table 1: TED Leadership Speeches Viewing Rates

1	Simon Sinek	56, 699, 896
2	Roselinde Torres	5.899.139
3	Drew Dudley	5.651.857
4	Italy Talgam	3,933,988
5	Stanley McChrystal	3.302.869
6	Jim Hermeling	3,006,969
7	Patrick Awuah	1.942.659
8	Fields Wicker Miurin	1.342, 363
9	Sophie Williams	1.279.939
10	Amy C. Edmonson	489,987

TED, 2021

When the leadership speeches and viewership rates on TED's official site were analyzed, Simon Sinek's speech focused on the inspiration of leaders who received the highest viewing rate. In the second place is Roselinde Torres' speech on the characteristics of being a successful leader. In the third place is Drew Dudley's speech on leadership in daily life. In the fourth place comes the speech in which Italy Talgam analyzes the relationship between music culture and leadership. Fifth is Stanley McChrystal's speech on the importance of listening and learning in leadership culture. In the sixth place is Jim Hermeling's speech, in which he examines the relationship between change and

leadership. In seventh place comes Patrick Awuah's speech, which focuses on how leader training should be. Eighth place is Fields Wicker Miurin's stories of local leadership and perspective gained in leadership practice.

Simon Sinek Leadership Speech Content and Discourse Analysis

Simon Sinek's leadership speech consists of a total of 2398 words. The topics and frequency distributions obtained from the speech content are as follows: Leadership perception and leadership trait are the sub-heading of being strong (f=1). The topics are uniting around a belief or purpose related to the theme of leadership roles (f=6) and creating innovation (f=5). The subtitles created regarding the leadership models included in the speech content are charismatic (f=2) and visionary leadership (f=3). The most recurring topic in the speech is the leader's role in uniting his audience around a belief or purpose.

Words and frequencies related to the category of leadership models: Leadership (f=1), leaders (f=5). Interpreting the innovativeness of leaders through sales techniques and new product launches, Sinek's frequently used words and frequencies in her speech are Purchasing (f=24), innovation (f=14), inspiration (f=9), being the first (f=8).), sample (f=6) and leader (f=4). Words related to unification around belief or purpose: belief (f=14), purpose (f=6) and goal (f=5). The words and frequencies used frequently by Simon Sinek, who attribute the strength of the leaders to their positions or authorities, are power (f=3), success (f=5). In this context, the frequency table of the words that are frequently emphasized in speech is as follows:

Table 2: Word Frequency Diagram of Simon Sinek's Leadership Speech

Word	Word size	Frekans	%
Sell	5	24	1,01
Belief	6	14	0,59
Innovation	7	14	0,59
Inspiration	5	9	0,38
Initial	3	8	0,34
Sample	5	6	0,25
Aim	4	6	0,25
Leaders	8	6	0,25
Success	6	5	0,21
Target	5	5	0,21
Pioneer	4	4	0,17
Powerful	3	3	0,13
Leadership	8	1	0,04

Percentage distributions of words frequently used in speech are respectively; purchasing 1.01%, belief and innovation 0.59%, inspiration 0.38%, and first 0.38%. The words example, purpose, and leaders with the same percentile are 0.25%. While the words success and target are 0.21%, the leading is 0.17%. While the power is 0.13%, the frequency distribution of the word leadership is 0.04%.
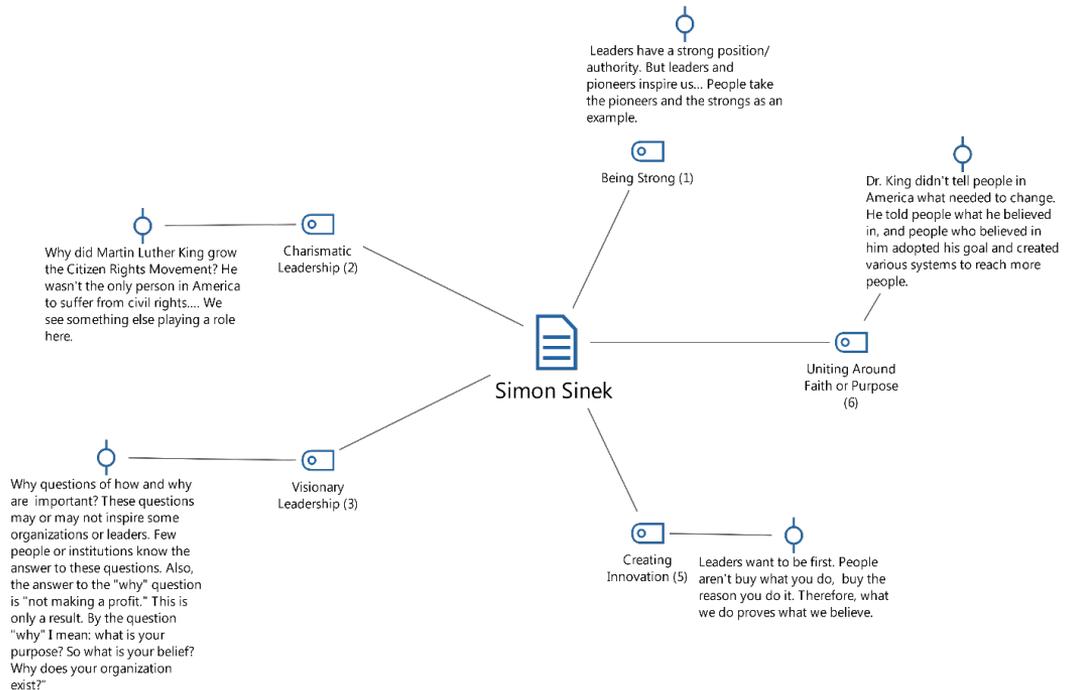

Figure 4: Simon Sinek Leadership Speech Content and Discourse Analysis

Macro Structure of Simon Sinek's Leadership Speech

According to the discourse analysis method, when Simon Sinek's leadership speech is analyzed, macro structures appear as charismatic, visionary, strong, uniting around belief or purpose, and creating innovation.

Emphasizing charismatic leadership in his speech, Sinek expresses this type of leadership as follows: "Why did 'Martin Luther King' raise the Citizen Rights Movement? He was not the only person in America to suffer from civil rights... We see something else at play here." He explains the charismatic leadership understanding, which can mobilize the masses and start a trend, referring to Martin Luther King. Another type of leadership highlighted in the leadership speech is visionary leadership. In the talk, this type of leadership: "Why, how and why are questions important? These questions may or may not inspire some organizations or leaders. Few people or institutions know

the answer to these questions. Also, the answer to the "why" question is "not making a profit." This is only a result. By the question "why" I mean: what is your purpose? So what is your belief? Why does your organization exist?" It clearly emphasizes the search for answers to three basic questions that a vision to be created with questions must answer.

In her speech, Sinek expresses the perception of a leader and being strong from the characteristics that the leader should have with the following rhetoric: "Leaders have a strong position/authority. Nevertheless, leaders, pioneers inspire us… People take the pioneers and the strong as an example." Leaders are compelling people due to their positions and powers, so they are very inspiring people due to their power. Because of this inspiration, he argues that leaders are pioneers and exemplary people.

Simon Sinek, in his speech, "Dr. King did not tell people in America things needed to change. He told people what he believed in, and people who believed in him adopted his goal and created various systems to reach more people." With his rhetoric, how a leader can unite his audience around a cause or belief. In this discourse, if a leader wants to create a common belief or purpose, the idea of emphasizing the values he believes comes to the fore. The second discourse that emerges as a leadership role in the speech is to create innovation. This rhetoric is "Leaders want to be first. People are not what you do; They buy the reason you do it. Therefore, what we do proves what we believe in." reinforces the example. As a result, a leader should drag the masses after him by emphasizing his beliefs and creating a common purpose. In addition to this understanding, leaders innovate because they want to be pioneers, and the reasons for making these innovations are reflected in the sales in the market.

Micro Structure of Simon Sinek's Leadership Speech

In his leadership speech, Simon Sinek used we, them, and people as the subject. He prefers sentences with simple structure and active subjects in speech. Sinek tries to strengthen the speech content by making references. The approach of establishing a causal relationship with the reference link is used. "This way of thinking has changed my life. Excellent leaders and inspiring institutions around the world use this way of thinking. Apple, the Wright Brothers, and Martin Luther King also communicate using this thinking system. Ordinary people do not communicate that way." can be given as an example. Emphasizing that great leaders often use similar thinking patterns, Sinek argues that ordinary people will never use this way of thinking. This communication style belongs only to institutions or individuals with leadership qualities.

Speech rhetoric is built on persuasion by example. In his speech, Sinek focuses on the difference in thinking of innovative institutions and leaders and shows how it will be efficient in marketing with the following example: "Apple challenges traditional communication with this communication style. Like Apple, the design of our products is stylish and user-friendly. Our computers are great. Do you want to buy?" As seen in the example, Apple's sales technique includes an approach that spreads from the specific to the general and persuades to buy.

Roselinde Torres Leadership Speech Content and Discourse Analysis

Roselinde Torres's leadership speech consists of 946 words. The topics and frequency distributions obtained from the speech content are as follows: Leadership perception and leadership characteristics are the sub-headings of being strong (f=1), changing the world (f=1). Risk-taking (f=1), stakeholder range (f=1), performance evaluation criteria (f=1), anticipating change, and investing in change needs (f=3) are the topics related to the leadership role there. The sub-title of the leadership models in the speech content is success-based leadership (f=1). The most recurring topic in the conversation is the leader's role in anticipating change and investing in change needs.

Words and frequencies related to the category of leadership models: Leadership (f=12), leader (f=10), leaders (f=8). Interpreting the self-development of leaders and leader development programs through the concept of innovation, Torres frequently used words and frequencies in his speech: development (f=7), innovation (f=1). The words related to leadership perception and leadership characteristics are change (f=2) and success (f=3). Words related to the theme of leadership roles are: risk (f=2), courage (f=2), stakeholder (f=1), investment (f=1). In this context, the frequency table of the words that are frequently emphasized in speech is as follows:

Table 3: Leadership Speech Word Frequency Table of Roselinde Torres

Word	Word size	Frekans	%
Leadership	8	12	1,29
Leader	5	10	1,08
Leaders	8	8	0,86
Development	7	7	0,75
Success	3	8	0,34
Change	7	2	0,22
Risk	4	2	0,22
Brave	7	2	0,22
Innovation	7	1	0,11
Shareholder	6	1	0,11
Investment	7	1	0,11

Percentage distributions of words frequently used in speech are: leadership is 1.29%, leader 1.08%, and leaders 0.86%. While improvement is 0.75%, success is 0.34%, the words change, risk, and courage share the same percentile with 0.22%. Innovative stakeholder and investment words are in the last place with 0.11%.
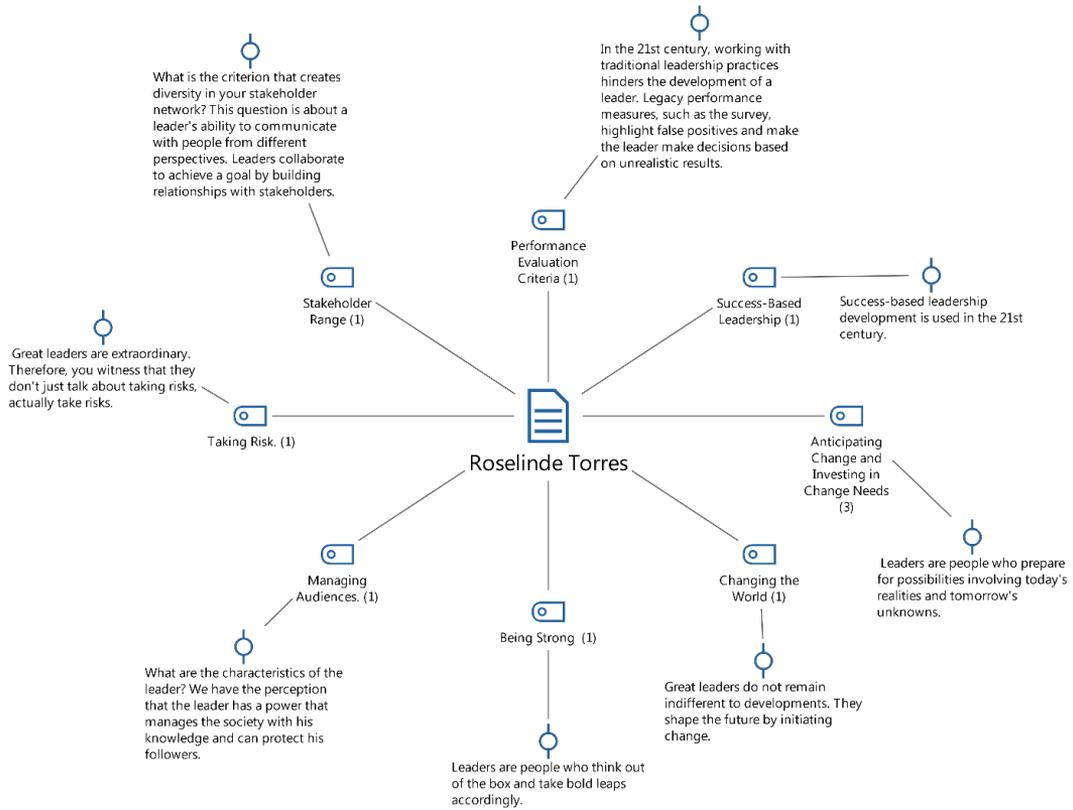
Figure 5: Content and Discourse Analysis of Roselinde Torres Leadership Speech

Macro Structure of Roselinde Torres's Leadership Speech

When Roselinde Torres's leadership speech is analyzed according to the discourse analysis method, macrostructures are risk-taking, stakeholder range, performance evaluation criteria, success-based leadership, anticipating change and investing in change needs, changing the world, and being assertive and being able to manage the masses.

Emphasizing charismatic leadership in his speech, Torres expresses this type of leadership as follows: In the 21st century, success-based leadership development is used. He frequently refers to leader development programs, emphasizing that leadership in the modern era is success-indexed and, therefore, a leader should continually improve himself.

In his speech, Torres said, "Leaders are people who think out of the box and take bold leaps accordingly." He attributes the strength of a leader to the fact that he does not have the usual mindset. She also thinks that the leader's ability to make bold breakthroughs is related

to the leader's strength. The second topic that Torres touched on in his speech regarding the perception and roles of leadership is changing the world. According to him, when a leader senses change, she initiates this change. She concludes this thought with the following statement: "Great leaders do not remain indifferent to developments. They shape the future by initiating change."

According to Torres, who explains a leader's characteristics in the 21st century by associating them with leadership roles, a leader must first take risks. "Great leaders are extraordinary. That is why you see that they do not just talk about risk-taking; they take risks." Emphasizing the recklessness of leaders in taking risks, he states that they are extraordinary people. The dual role of leaders is to broaden the range of stakeholders. "What is the criterion that creates diversity in your stakeholder network? This question is about a leader's ability to communicate with people from different perspectives. Leaders collaborate to achieve a goal by engaging with stakeholders." Torres argues that the size of the leader's stakeholder spectrum is proportional to the development of the leader's communication skills. The third of the leadership role in the performance evaluation criterion. According to Torres, a leader should not evaluate his development with traditional measurement methods and focus on practices that will objectively measure his development. These thoughts 21. In the 21st century, working with traditional leadership practices hinders the development of a leader. Legacy performance measures such as the survey highlight false positives but make the leader make decisions based on unrealistic results." It demonstrates the importance of using modern measurement methods by supporting them with discourses. The last of the leadership roles is for a leader to anticipate change and invest in change needs. In this role, "Leaders are those who prepare for the possibilities involving the realities of today and the unknowns of tomorrow." explains it through his speech. In this context, it can be said that a leader should have developed foresight ability and have the potential to determine the direction of change and take the necessary measures in this direction.

Microstructure of Roselinde Torres's Leadership Speech

In her leadership speech, Roselinde Torres used we, you, and them as the subject. She refers to leaders in conversation with third-person singular or plural subjects. She prefers sentences with simple structure and active subjects in speech. Torres tries to reinforce the content of the speech by reference. The approach of establishing a causal relationship with the reference link is used. "During my time in South Africa, I had the opportunity to understand how a strong leader like Nelson Mandela evaluated and interpreted the conditions he was in from various perspectives." Discourse can be given as an example. He states that to explain the various abilities like Nelson Mandela and his ability to predict change as a leadership role, it is necessary to know his environment.

Speech rhetoric is built on persuasion by example. In his leadership speech, it is observed that he often takes an approach of proving and persuading his competence in this field by referring to

his researches, observations, and results of research reports published by companies. "I have spent 25 years of my working life analyzing the characteristics of leaders. I have trained more than 200 managers at Fortune 500 companies and leadership development programs. In the last few years, I have noticed that leaders fail to see their shortcomings in leadership development training. I traveled to various countries to solve this problem. I attended leadership pieces of training of important institutions and organizations.

Drew Dudley Leadership Speech Content and Discourse Analysis

Drew Dudley's leadership speech consists of 1029 words. The topics and frequency distributions obtained from the speech content are as follows: Leadership perception and leadership characteristics are the sub-headings of being strong (f=2) and changing the world (f=3). The topic related to leadership roles is being able to unite around belief or purpose (f=1). The most recurring topic in the speech is the role of the leader to unite around belief or purpose.

Words and frequencies related to the category of leadership models: Leadership (f=13), leader (f=3). Dudley, who thinks that leadership has nothing to do with power and that this concept should be changed, frequently used words and frequencies in his speech: change (f=8), strong (f=3). Frequently used words and frequencies related to the subject of uniting around belief or purpose from leadership roles are celebrations (f=2), success (f=2). In this context, the frequency table of the words that are frequently emphasized in speech is as follows:

Table 4: Word Frequency Table of Drew Dudley's Leadership Speech

Word	Word size	Frekans	%
Leadership	8	13	1,27
Change	7	8	0,78
Leader	5	3	0,29
Powerful	5	8	0,29
Celebration	7	2	0,20
Success	6	2	0,20

Percentage distributions of words frequently used in speech are respectively; leadership is 1.27%, change is 0.78%. While the words leader and strong were used at 0.29%, success and celebration were used at 0.20%.
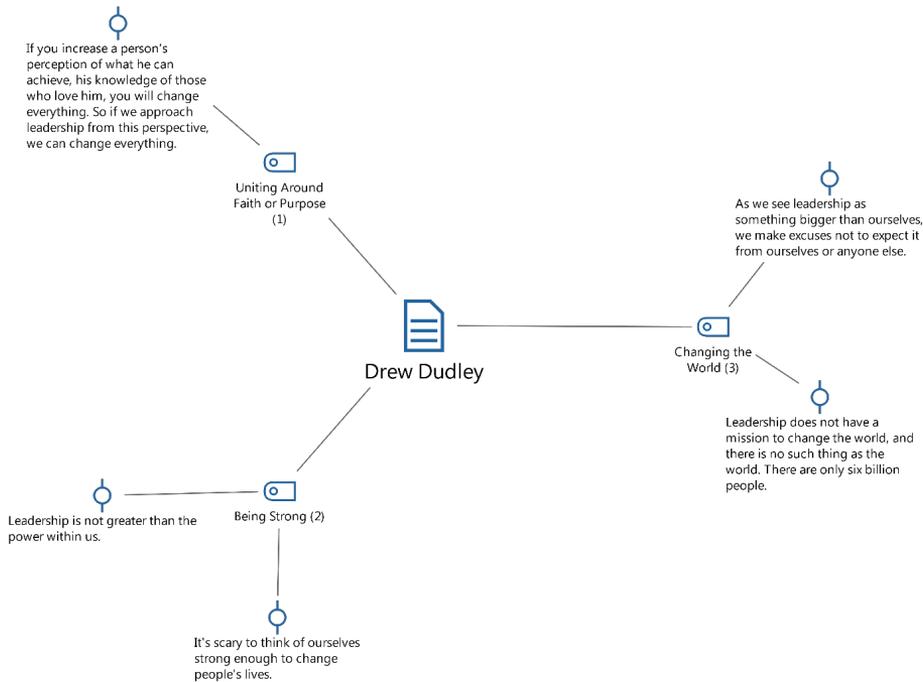
Figure 6: Drew Dudley Leadership Speech Content and Discourse Analysis

Drew Dudley Leadership Speech Macro Discourse Analysis

When Drew Dudley's leadership speech is analyzed according to the discourse analysis method, macrostructures are: being strong, changing the world, and uniting around belief or purpose. In the content of the speech, he emphasizes that the strength of the leaders is proportional to changing the lives of the people around us. He said, "It is scary to think of ourselves strong enough to change people's lives" he states. Dudley, who sees leadership as the most extraordinary power that an individual carries, argues that an individual seen as a pioneer is not as strong as a power within a person. "Leadership is not greater than the power within us" he supports.

Dudley, who argues that the leader cannot have a role in changing the world, expresses this point of view with the following words: "Leadership does not have a mission to change the world, and there is no such thing as the world. There are only six billion people" He states that the interpretation of leadership is different in the world of perception of each person, and accordingly, it is not possible to create a joint mission. In his speech, he argues that leadership cannot change the world and that every person will be a leader. "As we see leadership as something bigger than ourselves, we make excuses not to expect it from ourselves or anyone else." He supports his speech. According to Dudley, every person can change another person's life. For this reason, every individual is considered a leader, but everyone expects leadership from another person, making leadership difficult and different.

The last topic in the speech is to unite around the belief or purpose in the theme of leadership

roles. According to Dudley, people need to rally around this view, as changing an individual's perception of what he or she is can change humanity's perspective on leadership. He also said that "If you increase a person's perceptions of the things that he can achieve and his knowledge of the people who love him, you will change everything. So if we approach leadership from this perspective, we can change everything."

Drew Dudley Leadership Speech Micro Discourse Analysis

In his leadership speech, Drew Dudley used the words we and leader as the subject. He prefers sentences with simple structure and active subjects in speech. Dudley tries to reinforce the content of the speech by reference. The approach of establishing a causal relationship with the reference link is used. In the introduction to this approach, "Can those who define themselves as leaders raise their hands? Look, I ask this question in all the pieces of training I attend, and mostly no one raises their hands. In this process, I realized that we see leadership as superior to ourselves." He emphasizes that he did not observe a change in the perception of leadership in society by referring to the results he obtained in his past leadership training with the questions he asked.

Speech rhetoric is based on sharing personal experiences and persuading with reference. Dudley, who frequently refers to events in his own life in his leadership speech, follows the strategy of ending his speech with quotes that will support his point of view. He implemented this approach as follows:

"I would like to share a quote from Marianne Williamson. The fears we experience at a high level in life are not about being inadequate. Man's greatest concern is to have as much authority as he can test. Therefore, what frightens humanity is not its secrecy but the light within it. Today, I invite everyone here not to be afraid to be strong in each other's lives. We must put an end to this situation so that our siblings and children in whose lives we are influential do not place too much value on titles, money, and authority." He aims to increase the impact of his thoughts with his words.

Figure 7: Leadership Conversations Word Cloud

When analyzing TED's leadership speeches, Commonly used words are leadership, leader, leaders, innovation, pioneer. First, success, power, belief, change and managing. While words evoke the characteristics that leaders should have, they form a meaningful whole.

Conclusion and Evaluation

This research has been tried to reveal the leadership models of public relations in TED's most-watched leadership speeches. The leadership models mentioned in the speeches are charismatic, visionary and achievement-based, leadership. Accordingly, the first question of the research, "What are the leadership models discussed in leadership speeches?" The answer to the question has been determined. The most emphasized leadership type in TED's leadership speeches is visionary leadership (f=5). Charismatic leadership (f=2) comes after visionary leadership, and success-based leadership (f=1) comes last. Topics addressed in TED's leadership speeches regarding the perception and characteristics of leadership: being able to change the world, being strong, being reliable/transparent, and being open to learning. The topic frequently emphasized in these speeches is the leader's perception of changing the world (f=5). This perception is followed by being strong (f=5), being reliable/transparent (f=3), and being open to learning (f=1).

Topics addressed regarding the roles that a leader should fulfill in leadership speeches are: being cohesive/unifying, partnering, providing motivation, creating innovation, uniting around belief, or purpose, managing crisis, and masses. In addition to these topics, the characteristics of 21st-century leaders have been grouped under the following headings: risk-taking, stakeholder range, anticipating change and investing in change needs, and performance evaluation criteria. Accordingly, the second question of the research, "What is the leadership role focused on in leadership speeches?" question is answered. The order of the most frequently mentioned topics regarding leadership roles in the speech is as follows: Being able to unite around belief or purpose (f=9), creating innovation (f=5), being binding/unifying (f=3), being able to manage masses (f=2), being able to form a stakeholder spectrum (f=2) are the following. This order continues to be able to provide motivation (f=1), to manage a crisis (f=1), to create a stakeholder spectrum (f=2). At the end of the list, there are the ability to create harmony (f=1), risk-taking (f=1), and performance evaluation criteria (f=1).

Leadership roles and perceptions shape the central discourse in TED's leadership speeches. The role of the leader significantly shapes these discourses to unite the followers around a belief or purpose, foresee change, be a partner, innovate, and manage the masses. On the axis of leadership speeches, it is seen that leaders combine leadership roles with leadership characteristics while creating a management style. In this context, leadership characteristics such as being able to change the world, being robust, reliable/transparent, and being open to learning, which is emphasized in the speeches, develop in an integrated manner with leadership models. As a result, leadership discourses emerge with the leadership role, management style, and leadership characteristics shaped around the leadership model adopted by the leader.

The language used in leadership speeches is plain, everyday language. Therefore, although the sentence structures are active and straightforward, a causal relationship is established with

the reference link. Speakers establish the reference link through their own educational and professional experience or citing a leader. With this method, speakers try to increase persuasiveness by strengthening their discourse. Accordingly, the third question of the research, "How is the use of language in leadership speeches?" question is answered.As a result, the sustainable leadership narratives in TED speeches show that innovation or power is cared for. Leaders establish a solid relationship with their internal and external environment. Although this relationship continues within a particular system or management order, it shows a deficiency in the implementation, explanation, and fulfillment of leadership roles of sustainable leadership. In order to eliminate this deficiency, inherit sustainable leadership, enable the leader to be a partner, and be open to power-sharing, it is necessary to make arrangements in the content of the leadership training given within the scope of sustainable leadership principles.

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