

A Thesis Submitted to the Graduate School of Social Sciences

of

Istanbul Bilgi University

The Relationship between Organizational Readiness for

Global Change and Multicultural Personality

By

Sibel ÇALIŞKAN

In Partial Fulfillment of the

Requirements for the Degree of Master of Arts in the

Department of Organizational Psychology

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Global Değişime Örgütsel Hazır Olma ve Çok Kültürlü Kişilik Arasındaki İlişki

Sibel ÇALIŞKAN

Öğrenci No:111632001

Tez Danışmanı: Yrd. Doç. Dr. İdil IŞIK

(İMZASI).....

Jüri Üyesi: Yrd. Doç. Dr. Çiğdem VATANSEVER

(İMZASI).....

Jüri Üyesi: Prof. Dr. Şule ÖZMEN

(İMZASI).....

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- 4) iş yönelimi
- 5) hazır giyim perakendecilik

- 1) globalization
- 2) multiculturality
- 3) organizational change
- 4) work orientation
- 5) ready-to-wear retailing

*Organizations as we know them are the people in them; if the people do not change,  
there is no organizational change.*

*Schneider, B., Brief, A. P., & Guzzo, R. A. (1996, pg. 7)*

Sevgili aileme...

## TEŞEKKÜR

Tez çalışmamın sonuna gelmiş bulunmaktayım ve şimdi sıra bu çalışmadaki kilit insanlara teşekkür etmeye geldi. Öncelikle, bu çalışmanın tüm aşamalarında her türlü desteği sağlayan değerli hocam ve danışmanım Yrd.Doç. Dr. İdil IŞIK'a, bu süre içerisinde sonsuz hoşgörü, sabır ve desteği ile yanımda olan sevgili anne ve babama, ve tez süresince burs desteği sağlayan TÜBİTAK'a en içten teşekkürlerimi sunarım.

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## ABSTRACT

In this study, organizational change attitude was investigated in terms of effects of personality and global work orientation that both individual attitudes toward the global change of a company and situational factors inside the company were studied.

Participants who have different level of work orientation in the company were included and both qualitative (i.e., focus group) and quantitative (i.e., the surveys of Multicultural Personality and Organizational Change) methods were used to investigate how employees perceive the global organizational change and what are needed to adapt such change. To adapt into globalized business life, individual and organizational readiness for change have critical importance to survive and succeed in a multicultural environment. In this sense, multicultural personality and global orientation of the work were found to have an effect on change attitudes. Also, multicultural personality showed differences among different work orientation levels. The mediation effect of global work orientation was observed between multicultural traits and organizational change attitudes. Thus, this study contributes to the organizational change literature by adding the individual and work related factors in a new model to explain the readiness for a global change thoroughly.

*Keywords:* globalization, multiculturalism, organizational change, work orientation, ready-to-made retailing

## ÖZ

Bu çalışmada, örgütsel değişim tutumu kişiliğin ve global iş yöneliminin etkileri çerçevesinde incelenmiş olup, bir örgütün global değişimine karşı bireysel tutumlar ve örgüt içi durumsal faktörler araştırılmıştır. Organizasyonda farklı seviyelerde iş yönelimine sahip katılımcılar bu çalışmaya dahil edilmiş ve çalışanların global örgütsel değişimi nasıl algıladıklarını ve bu tür bir değişime adapte olmak için nelerin gerektiğini araştırmak için hem nitel (yani odak grup çalışması) hem de nicel (yani Çokkültürlülük ve Örgütsel Değişim ölçeği) yöntemler kullanılmıştır. Globalleşen iş dünyasına adapte olabilmek için, bireysel ve örgütsel anlamda değişime hazır olma, çok kültürlü bir çevrede ayakta kalmak ve başarmak için kritik öneme sahiptir. Bu anlamda, çok kültürlü kişiliğin ve yapılan işin global yöneliminin değişim tutumu üzerine etkisi olduğu bulunmuştur. Ayrıca, çok kültürlü kişilik, farklı iş yönelimi seviyelerinde farklılık göstermiştir. Global iş yöneliminin, çok kültürlülük özellikleri ve örgütsel değişim tutumu arasında aracı değişken etkisi yaptığı da gözlenmiştir. Böylece, bu çalışma, global değişime hazır olmayı etraflıca açıklayabilmek adına, örgütsel değişim literatürüne bireysel ve işle ilgili faktörleri ekleyerek yeni bir model ile katkıda bulunmuştur.

*Anahtar Kelimeler:* globalleşme, çokkültürlülük, örgütsel değişim, iş yönelimi, hazır giyim perakendecilik

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## **Section 1 – Introduction**

Globalization of businesses has a considerable impact on organizations. Especially the textile and apparel industries play a crucial role in the globalization process by contributing to the economic growth. In this sense, Turkey has become one of the well-known countries in the global textile and apparel market especially with export based growth strategy for the last three decades (Yılmaz & Karaalp, 2011). While the international characteristic of organizations might range from an export strategy, to multinational and even to transnational on, it is a critical task to analyze their organizations' and members' readiness to shift to global operations (Richard, Baker, & Crew, 2009) for the managers of the companies with the intention to operate in international markets. Development of the tools and techniques to support scientific and systematic way of doing this is a challenging task. Thus, the current study aims to research the globalization readiness of a company in terms of both organizational and individual factors. In this section, literature related to the globalization and organizational change processes, and the relationship between them will be presented. Multicultural effectiveness at organizational and individual level will be brought forward to explain the change readiness in terms of organizational factors inside the organization and individual characteristics of members for a global change. The following diagram summarizes the issues covered as the review of literature in this section.

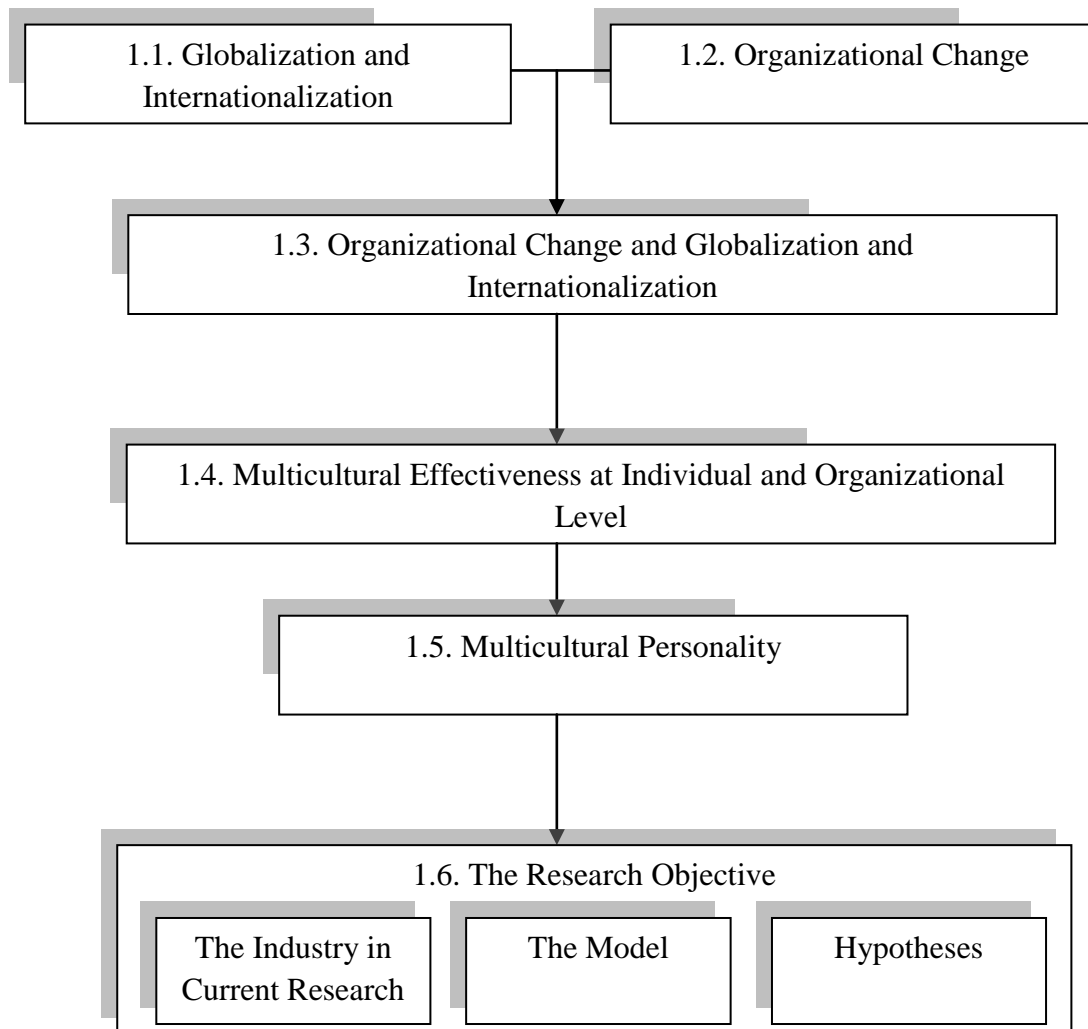


Figure 1

*The Structure of the Literature*

## **1.1. Globalization and Internationalization**

Global market has become the new reality for companies through technological innovations and increased competition in the business world. Through globalization, cultures influence one another and become more alike with trade, immigration, and the exchange of information, ideas, products, and services (Giddens, 2000). Erol (2010) mentions that the globalization process changes current culture, policy, economy, and social relations in the organizational settings; rules and national policies are reformed in the reorganized business environment. Erol (2010) cites the following authors who provide variety of definitions for globalization as a term: Friedman defines globalization as “a key concept to understand today’s changing environment” (1999, pg. 80), Robertson as “an overall global consciousness” (1992, pg. 81), and Giddens as “a global expansion of modernity in terms of economic, political and cultural developments” (2000, pg. 82). In this sense, the globalization concept refers to social change and transitions of the world.

According to Dunning, international enterprise is about owning or controlling the “value-added activities in two or more countries” (1993, pg. 1). Additionally, Dörrenbächer (2000) contended internationalization as not only having activities in more than one country, but structural or managerial part of a company can be internationalized too. On the common ground, internationalization is a process affecting the entire organization that directs the relevant organizational environment more international, and request for organizational adaptations. These definitions imply the comprehensiveness of the concept, increasingly international environment of organizations, and finally the need for adaptation to the global world (Amann, 2003).

The challenge of increased competition in the market and technological developments changed the way the business done that some think internationalization as a process; others see it as a level of international target reached by a company. But today, the companies even start international attempts earlier than ever. The fast internationalization process turns traditional definition insufficient which builds on a step-by-step process and on incremental decisions following saturation in the local market (Johanson & Vahlne, 1977; Johanson & Wiedersheim-Paul, 1975).

In this sense, Oviatt and McDougall (1994) defined international ventures as originally international organizations with the strategic alliances for foreign resources. Also, Meyn (2009) refers to the “Born Global” firms which were first mentioned by Rennie (1993) as the companies that skip many steps in the path of internationalization. Globalization is attained earlier in the last 30-40 years since advances in technology, broken international trade barriers, and lowered transportation costs facilitate the access to the human capital and give rise to emergence of Born Global firms.

Uncertainty of boundaries with globalization increases number of competitors. Since global interaction is inevitable and the competition is no longer local, empowering local corporations to compete with transnational corporations at home and foreign markets gains importance (Ger, 1999). In this sense, organizations should answer two questions before going global: Whether the organization wants to go global and ready for it, and the best way for the expansion (Richard, Baker, & Crew, 2009). Thus, organizations which can adapt to the changes in the environment and improve new technologies are more likely to maintain the global competitiveness (Erol, 2010). Since it is not always possible to foresee changes, organizations need to be more flexible to adapt to the changes and top management have to be aware of and able to

shape the global competitiveness for the sake of their organizations' success (Erol, 2010).

In this sense, Rizvi (2010) represented a template for successful internationalization in foreign markets which includes three steps. Firstly, one should “conceptualize the international business” that globalization has to be defined as a reality in the contemporary business environment, and it includes strategy, visionary thinking and planning. Then, they can assess international opportunities and “embrace the new markets” via a clear visionary statement that increases organizational readiness to achieve the goal. Finally, management should “construct a plan” to prioritize the markets or regions to start an effective implementation of the expansion plan.

A clear planning and vision for transformation is crucial in this process otherwise financial and individual consequences of the expansion will be disastrous. Following the global vision, strategic expansion decisions such as mergers and acquisitions, and joint ventures, to respond fast to the changing environment can be taken (Erol, 2010). If why, what and where to accomplish global goals and strategies are not well defined, costs in terms of money and credibility await the companies. Thus, understanding the strategy and knowing the region to expand influence the commitment decisions and current activities of a company in internationalization process (Johanson & Vahlne, 1977; Klohs, 2012).

Since the human capital is the most valuable resource in the world now, finding and recruiting the talents of global workforce is essential to stay competitive in the market (Lanfeer, 2012). HRM departments drive this process that cultural integration of the company can be supported with change, communication and integration plans. The contribution of HRM department is essential especially for (a) the recruitment of

new resources to serve to the new or diverse cultures and markets along with organizational expansion, (b) the talent development for expatriate assignments, (c) the establishment of the core values to build a “one firm” understanding, and (d) channeling talents for the global projects to review readiness of the organization and support the transition (Richard, Baker, & Crew, 2009). Thus, having a global vision to get beyond neighborhood, long term strategy and skills, strategic alliances or partnerships, acting upon policies and political environment, and recruiting or training talent for internationalized work environment are seen as important ways to foster the competitiveness of local firms globally.

## **1.2. Organizational Change**

Organizational change may progress in response to the environment as internationalization of firms is a response to the rapid globalization process. Thus, this section presents the factors which influence the change and management together with the employee reactions toward these factors.

### **1.2.1. Change Climate, Context and Process**

Armenakis and Bedeian (1999) reviewed the literature on organizational change conducted in 1990s and identified content, context, process and criterion issues that shape employees’ reaction to the change efforts. The content issues deal with factors like organizational structure, strategic orientation, and performance system which affect success in the change process. Contextual issues deal with the impact of internal/external factors like technological developments or previous change experiences on organizations’ effectiveness in response to the change. Process issues focus on actions at external environment or individual levels during implementing the

change. Criterion issues address the outcomes of the change that response of employees to the change or traditional outcomes like profitability are founded as indicators of the reactions.

### **1.2.2. Employee Behaviors toward Organizational Change**

Since encouraging employees for new behaviors is required to implement a successful change climate and process, reactions of employees like resistance, commitments, stress or receptivity should be considered while planning or implementing the change (Armenakis & Bedeian, 1999). Change agents should also anticipate the potential employee reactions which are shaped by emotions and cognitions of employees (Wittig, 2012).

In this sense, commitment, trust in management, perceived organizational support and procedural justice, participation in decision making and need for change influence the support for change or resistance to change from employee side (Armenakis & Bedeian, 1999; Vithessonthi, 2005). Thus, participation to change reduces resistance; understanding the need for change and perceived ability to change are affected by the participation (Armenakis, Harris, & Mossholder, 1993; Wanberg & Banas, 2000). Also, professional change experiences, previous practice in diverse professions, theoretical and practical knowledge about the change help to overcome the real life change process (Monica & Liviu, 2013).

#### **1.2.2.1. Readiness to Change**

The studies of attitudes toward change use the theoretical terms like readiness for, resistance toward, cynicism about, commitment to, openness to, acceptance of,

coping with, and adjustment to change (Bouckenooghe, 2010). But literature about readiness of organizations to enter new global markets is a scattered area that solid resources are hard to find to review and measure. However, if an organization has its own attempts to go into internationalization process, then organizational change readiness is important to see the organization's capacity to be successful (Rafferty, Jimmieson, & Armenakis, 2012).

Armenakis, Harris and Mossholder (1993) defined the change readiness as the individual's "beliefs, attitudes, and intentions regarding the extent to which changes are needed and to the organization's capacity to successfully undertake those changes" (p. 681). Holt, Armenakis, Feild and Harris (2007) also defined change readiness as "the extent to which an individual or individuals are cognitively and emotionally inclined to accept, embrace, and adopt a particular plan to purposefully alter the status quo" (p. 235).

Although change readiness is the most prevalent positive attitude toward change (Bouckenooghe, 2010), cognitive side of the readiness had more attention than affective side of it. Rafferty, Jimmieson and Armenakis (2012) reviewed the affective side of change readiness and Oreg, Vakola and Armenakis (2011) also highlighted the affective, cognitive and behavioral reactions as the explicit consequences. Antecedents of change were identified as pre-change antecedents and change antecedents (Oreg, Vakola, & Armenakis (2011). Change recipient characteristics such as personality traits and openness to experience, and internal context such as managerial support and trust are among the pre-change antecedents. Change process, perceived benefit, and content of the change are identified as the change antecedents.



The indicators of change readiness are mainly gathered around the content, context and process factors of Armenakis and Bedeian (1999) in the literature. Planning and scheduling, roles and responsibilities, communication, resources, commitment related to trust, motivation, and involvement are recognized as the factors that influence the readiness for change (Savolainen, 2013). Also perceived control over job, self efficacy and change process contribute to the readiness for change (Cunningham Woodward, Shannon, MacIntosh, Lendrum, Rosenbloom, & Brown, 2002). The credibility of the change agent, using effective communication and influencing strategies were found as complementary elements in readiness (Armenakis, Harris, & Mossholder, 1993).

Besides, McKay, Kuntz and Näswall (2013), and McKay (2012) contended that affective commitment, communication, and participation mitigate the resistance to change through the mediating role of change readiness. Additionally, the commitment of senior management to the change, competence of change agents, support of immediate manager, and adverse impact of poor communication for change found to influence the perception of organizational readiness (Cinite, Duxbury, & Higgins, 2009).

Weiner (2009) also theorized a model for organizational readiness in which change valence (i.e. whether change is necessary or not), accurate information about situational factors, demand and requirements are vital to result in change commitment and collective efficacy for change. Devos, Vanderheyden and Van den Broeck (2002) argued that the commitment to change is the final stage in which members are ready to support organizational change. Based on Armenakis and Bedeian (1999), change process factors and contextual factors influence the commitment level of members.

Support of top management, time, participation and line leadership are identified as the change process factors. Organizational, work unit and individual level support system like history of change, and personality type were modeled as contextual factors.

Finally, a multilevel perspective at individual, work group and organizational level readiness was brought by Rafferty, Jimmieson and Armenakis (2012) that not only readiness at individual level but also perception of change at the work group level is considered equally important in organizational change readiness especially for those who are mostly affected by the change process at the organization. Thus, for the measurement of a global change readiness, a multilevel perspective was included by adding individual, work group and organizational level perspectives into the study.

#### **1.2.2.2. Measurement of Change Readiness**

The readiness is considered as an attitude affected by the content of the change, the process that change is implemented, the context under which the change is occurring, and the individuals' characteristics who are being asked to change (Holt, Armenakis, Field, & Harris, 2007). Armenakis, Bernerth, Pitts and Walker (2007) developed 24-items assessment tool for buy-in of organizational change recipients that their cognitions, emotions and intentions are considered as precursors of change behavior either as a resistance or a support for change.

Holt et al. (2007) developed a 25-items readiness for organizational change measure that appropriateness, efficacy, organizational and personal valence, and management support subscales measured the change readiness at the individual level. In their study, they found that the participation level of employees to the change affect the support level, i.e., those who have more information about change or involved in implementing the change are more committed to the change.

Additionally, Bouckennooghe and Devos (2007) studied the relationship between readiness for change and four psychological change climate factors: trust in top management, history of change, participation in decision making and quality of change communication. Study with Flemish organizations (n=56) showed that change process and context are antecedents of attitude toward change which was measure from a multidimensional perspective for readiness (emotional, cognitive and intentional attitude). Thus, emotional involvement to change about how one feels about the change, cognitive commitment to change about what one thinks about change, intention to change about the energy and support one puts in the change process were included for the better understanding of the complexity of readiness for change. Thus, top management, the history of change, participation in decision making and quality of change communication were found positively related to emotional, cognitive and intentional readiness for change (Armenakis et al., 2007; Bouckennooghe & Devos, 2007, 2008; Devos, Buelens, & Bouckennooghe, 2007).

Moreover, of Bouckennooghe, Devos, and Van den Broeck (2008) developed change climate questionnaire (CCQ) with 42-items in Dutch by using context and process factors of change, and readiness for change. Since organizational climate is the antecedent for readiness for change, quality of change communication, participation, attitude of top management, and support by supervisors are considered as process factors; trust in leadership, cohesion and politicking as context factors. And readiness for change was operationalized in terms of emotional, cognitive and intentional components. By these dimensions, they answered questions like: Are the staff clear about how they must apply change in practice? Can procedures and guidelines be discussed bottom-up? Are they actively involved in change? Are they able to lead

members through the change process? Does management keep their promises? Are members willing to support each other? Are colleagues willing to share knowledge? Thus, CCQ facilitated the individual and organizational level of analysis for organizational change with the possibility to individual use of subscales, and the practical-usage with reasonable numbers of items.

In their next study, Bouckenooghe, Devos, Van den Broeck (2009) redesigned OCQ which specifically covered climate of change, processes and readiness (OCQ-C-P-R), and the validation and translation to English were done for the first time. The instruction was given at the beginning of the questionnaire to form a specific definition of the change in the minds of participants. Final version of the OCQ presented five dimensions for the climate, three for process and three for the readiness. Climate of change or internal context included: (a) general support by supervisors, (b) trust in leadership, (c) cohesion, (d) participatory management, and (e) politicking. Process factors include: (f) involvement in change process, (g) ability of management to lead change, and (h) attitude of top management toward change. Finally, (i) cognitive, (j) emotional, and (k) intentional readiness was included as reactions toward the change.

There had been several validation attempts of OCQ in Turkish. Kondakçı, Zayim and Çalışkan (2010, 2013) conducted the validity of Turkish 12-item version of readiness to change scale, mainly based on Bouckenooghe, Devos and Van den Broeck (2009)'s change readiness sub-scale, for educational settings at primary and secondary schools. Zayim (2010) found the relationship between the teachers' trust in colleagues, clients, and principal and the readiness for change.

Thus, the role of situational factors of work climate, the process of how the change is dealt with and readiness for change were found as factors in successful change

implementation (Armenakis & Bedeian, 1999; Holt et al., 2007; Kondakçı, Zayim, & Çalışkan, 2010, 2013; Bouckenooghe, Devos, & Van den Broeck, 2009). If members are not ready, the negative reactions such as absenteeism and sabotage might occur (Bouckenooghe, Devos, & Van den Broeck, 2009). For this reason, these factors are needed to be effectively managed for successful change attempts.

### **1.2.3. Organizational Success in Change**

Organizational change which involves suitable work climate and implementation process for change contributes to the attitudes of employees for the sustainability of change. In this sense, building an organizational change capacity, which includes facilitative culture, supportive infrastructure and common understanding about the dynamics of organizational change within members, is the key for the change implementation (Buono & Kerber, 2010).

Besides, developing an effective team with optimistic attitude and motivating personality, getting buy-in from the top management, communication, and training for future states and rewarding successful attempts are crucial to mitigate expected and unexpected changes (Gans, 2011). These may influence the appraisal of uncertainty and ultimately affect the job satisfaction and turnover intentions (Rafferty & Griffin, 2006). To adapt such change, top management characteristics should also be considered in the change process since the successors are the ones who help to overcome the resistance for change (Lin & Liu, 2012). Thus, the management for the ability to adjust to a fluctuating external environment, positive attitudes, and capability toward change by members reinforce the organizational success in change (Shipton, Budwar, & Crawshaw, 2012).

#### **1.2.4. Organizational Change and Globalization**

When we consider an organizational change that a global transition of the organization takes place, such change represents a conversion of dominant culture of the organization to a more flexible, complex and multi-level culture (Jackson, 2006). According to the change model of multicultural organization development (Holvino, 2008), the development of an organization is considered as the transmission from monoculture to transitional and then to multicultural structure; from one dominant culture to the integration of others into the system under the dominant culture, and then the integration of diverse identities and cultures into the work systems.

In this sense, internationalization of firms may result in structural changes as well as changes in the mindsets of people (Lin & Liu, 2012). Then, developing intercultural orientation of leaders, global mindset to lead diversity and complexity of change, flexibility, adaptation, ability to build trust and language skills are becoming substantial in global and intercultural management of change (Savolainen, 2013). After all, having individual characteristics, which are inclined to organizational changes and are adaptable to the multicultural environment, are important when dealing with the change (Chen & Wang, 2007). Thus, organizations should consider these characteristics while selecting the change recipients for positions (e.g., opinion leaders) and work groups or support them with trainings to cope with the change (Oreg, Vakola, & Armenakis, 2011).

#### **1.3. Multicultural Effectiveness at Individual and Organizational Level**

Since executive work becomes more international and more employees have to contact with diverse cultures, understanding the benefits of a multicultural environment and having members with multicultural predispositions have a profound effect to

succeed in an international context (Van der Zee & Brinkmann, 2004). For successful globalization or international attempts, the individual and organizational level of multicultural effectiveness for a global transition that members with multicultural competencies and multicultural diverse environment, which is a business reality for globalization, are discussed in the next sections.

### **1.3.1. Multicultural Diversity: Organizational Level of Analysis**

By definition, diversity is “any significant difference that distinguishes one individual from another” (Kreitz, 2008, p.102). Diversity climate is the degree to which an organizational climate facilitates the presence of cultural differences and views this diversity as a positive asset which is crucial while managing a diverse workforce (Hofhuis, Van der Zee, & Otten, 2012). In this sense, transforming to a multicultural organization, which refer to “the degree to which an organization values cultural diversity and is willing to utilize and encourage it” (Cox, 1991, p. 34), is essential to capitalize the benefits of diversity.

Diversity management is also defined as the sum of organizational practices for managing people to maximize potential advantages of diversity (Cox, 1993), and cultural diversity management is “an organizational answer or reaction to the need for competitiveness and to the increasing variety of the workforce” (Seymen, 2006, p.301). By 1990s, cultural diversity management was realized as a valuable process to deal with the unsuccessful attempts and failures of multinational firms in the overseas (Johnson, Cullen, & Sakano, 1991). In today’s population, diversity is also increased in the workforce structure that the management of people has become more salient with increasing importance of global businesses.

The cultural diversity is the topic of the 21<sup>st</sup> century business world that literature which reviews cultural diversity in organizations pointed out four main perspectives (Seymen, 2006): (a) cultural diversity is an important tool for competitive advantage and should be supported; (b) it has advantageous and disadvantageous sides therefore maximization of advantages and minimization of its disadvantages are needed; (c) it has to be blended into a common cultural context; and (d) it has strategic importance in human resource management programs.

In this sense, the diversity brings potential benefits and costs. Accepting and respecting to the differences might add value to the organizations by giving importance and motivating different behaviors and perspectives of people. Although diversity may increase interpersonal conflicts depending on individual or cultural differences among members, this also may lead to the advantages in cost processes and quality of human resources, and also the gains in marketing, creativity, problem solving, and flexibility for the change in organizations (Cox & Blake, 1991).

Then, organizations, which are aware and capable of hiring and keeping the good employees from different backgrounds, would contribute to the competitiveness (Cox & Blake, 1991). By enhancing the diverse talent and management of diverse groups via inclusive employment practices, creating a talent pipeline, extracting advantages of cultural diversity, building meritocracy (i.e., fair appointment only based on skills), and contributing training and development opportunities of employees (Klugh, 2012), organizations diversify the workforce and make use of diverse talents in return benefit from a diverse work context (Podsiadlowski, Gröschke, Kogler, Springer, & Van der Zee, 2013).



Besides, leadership, training, research, culture and management audit, and follow up are the activities which should be included inside of a cultural diversity management program (Cox & Blake, 1991). Thus, commitment and encouragement of top managers, awareness and skill-building trainings in cultural diversity, researches and plans of HRM in recruitment or performance appraisal of diverse workforce, and monitoring and control of these plans are important for the continuity and persistency of the program to succeed in a multicultural work environment.

Thus, for organizations which have intentions to do international attempts or are already in a global transition, valuing and managing cultural diversity contribute to the global competitiveness. Most of the organizational changes (e.g., redesigns, mergers or global expansions) already involve a cultural change and diversity effort, that integrating diversity with organizational change may enhance the success of organizational changes (Lapid-Bogda, 1997). Having a diversity vision, strategy, goals and objectives, accountabilities to achieve goals, and a change infrastructure for sustainable processes are all critical components to maintain the change (Cox & Blake, 1991). Then, bringing different cognitive structures up to the subject would improve organizational flexibility by decreasing standardization of the way things done and increasing adaptability and openness to change inside the company (Cox & Blake, 1991).

### **1.3.2. Multicultural Workforce: Individual Level of Analysis**

Recruiting and selecting people which will contribute to the adaptation of the organization in global transition point out the talented workforce in a multicultural environment. As a prerequisite for the success in such environment, intercultural competency, which consists of knowledge, attitudes, abilities/skills and critical cultural

awareness, is the key indicator of needed human resource in this process (Repečkienė, Kvedaraitė, & Jankauskienė, 2011). Thus, as organizations compete in global markets, the competency level of members influences the effectiveness in foreign markets (Caligiuri, 2000).

Since international assignments become broader, selecting human resource for international context becomes harder to manage (Ng, Van Dyne, & Ang, 2009). In this sense, personality characteristics, language skills, and international experiences are the main indicators of the success of international assignments (Caligiuri, Tarique, & Jacobs, 2009). Personality characteristics, which enable international assignees to be open to the new cultures and to handle with stressful situations abroad, forecast success and adjustment into the cross-cultural job contexts. Language skills and international experiences also contribute to the intercultural effectiveness (e.g., adjustment, individual performance) (Ng, Van Dyne, & Ang, 2009).

Additionally, Kim and Slocum (2008) studied the effectiveness of international assignments (i.e., work adjustment, job satisfaction and performance) that English fluency of Korean expatriates in US was positively related with work adjustment and performance, and previous experience in host country was positively related with the work adjustment. In this sense, while selecting expatriates or international assignments, fluency in local language and specific international experiences rather than any previous international experiences should be preferred.

On the other hand, there are individual related factors as cultural sensitivity, global citizenship and resiliency/hardiness that were found to be positively correlated with performance in international assignments (Fernández & Sánchez, 2011). Big five personality dimensions also have an effect on performance in international assignments

(Rose, Ramalu, Uli, & Kumar, 2010). Besides, Hu, Chen and Chen (2010) revealed 15 competencies for selection of expatriates as the predictors of success abroad: Integrity, crisis management, loyalty, tenacity, execution, knowledge required for the foreign assignment, decision-making ability, independence, professional skills, working performance, willingness, resilience, self-confidence, ambition, and prior work experience.

In this sense, Adler and Bartholomew (1992) found seven skills that expatriates should have: Global perspective to understand each country's business environment, synergistic learning ability to work with diverse colleagues, local responsiveness to multiple cultural backgrounds, cross-culture interaction, cross-culture living adaptability, collaboration with locals, and foreign experience.

Moreover, international assignments themselves contribute to the development of the global competence (Aycan, 2001). Sussman (2011) commented that expatriates go through a psychological cycle in which gradual awareness of differences and adjustment occurs. Then, developing globally competent members through expatriation (i.e., short- to medium-term assignments) is the best way that such experience contributes to career progression, learning and professional development (Kohonen, 2005; Kreng & Huang, 2009). Thus, for organizational global attempts which change internal dynamics, not just valuing multicultural environment but also recruiting the talented ones and training the members for international job contexts and work assignments by considering personality characteristics, language capacity and international experiences ensure successful steps in globalization.

### **1.3.3. Personality as a Factor in the Change Process**

Although attitudes toward organizational change are mainly shaped by the situational variables inside the organization (Choi, 2011), there are studies which reported positive relationships between personality traits which influence the individual perspective, and attitudes toward changes (Chen & Wang, 2007; Muehlfeld, Doorn, & Witteloostuijn, 2011; Nedd, 1971; Nikolaou, Gouras, Vakola, & Bourantas, 2007; Shin, Taylor, & Seo, 2012; Wanous, Reichers, & Austin, 2000).

There are relatively recent studies which explores the role of personality factors in perception of organizational change. In this sense, Soumyaja, Kamalanbhan and Bhattacharyya (2011) explored the predictors of employee readiness for change from individual factors especially practical intelligence, contextual factors which were trust on top management and history of change, and process factors which were participation and quality of communication perspectives. Thus, quality of communication and practical intelligence as the first two strongest predictors, and participation in decision making were found to be related to employee readiness to the change.

Other studies revealed that some individual characteristics increase the incline for the change. Shin, Taylor and Seo (2012) found that attitudes and behaviors toward change were shaped by organizational inducements experienced during the change and psychological resilience which was positively related with commitment to change. Also, Muehlfeld, Doorn and Witteloostuijn (2011) found that Type-A personality, which has urgency drive and impatience, influenced the preference for likelihood of change and magnitude of it that they exhibited preference for any type of change and tended for more drastic changes. Besides, locus of control, generalized self-efficacy, self-esteem, positive affectivity, openness to change, tolerance for ambiguity, and risk

aversion individuals were found to be ready to accept and apply the change (Nikolaou et al., 2007).

#### **1.3.4. Multicultural Personality**

Multicultural environment may give the advantage of dealing with diverse customers or markets but “a person’s success in meeting existence challenges and readiness and willingness to commit to developing increased multicultural competence may be related to one’s level of openness, flexibility and adaptability to cultural differences” (Tomlinson-Clarke, 2000, p.229). Only few attempts of research were made to measure multicultural effectiveness at individual level that a more specified diagnostic instruments rather than broad and general personality scales will contribute to the selection and training of international employees and employees who have a job with an international scope (Van der Zee & Van Oudenhoven, 2000; Van Oudenhoven & Van der Zee, 2002).

By definition, multicultural effectiveness at individual level is “the success in the fields of professional effectiveness, personal adjustment and intercultural interactions” (Van der Zee & Van Oudenhoven, 2000, p.293) that both operating successfully in a new environment and feeling of psychological well-being are significantly important in that environment. By going beyond the general personality scales of the Big Five such as the Revised NEO Personality Inventory of Costa and McCrae (1992), Van der Zee and Van Oudenhoven (2000) developed the Multicultural Personality Questionnaire (MPQ) to gauge readiness of employees who deal with international issues. Thus, five dimensions were determined to measure multicultural personality: Cultural empathy, open-mindedness, emotional stability, flexibility and social initiative (Van der Zee & Van Oudenhoven, 2000).

According to the Van der Zee and Van Oudenhoven (2000, 2001), cultural empathy is the ability to empathize with the feelings, thoughts, and behaviors of members from different cultural groups. Open-mindedness represents having an open and unprejudiced attitude towards out-group members and towards different cultural norms and values. Emotional stability is the tendency to remain calm in stressful situations versus a tendency to show strong emotional reactions under stressful circumstances. Flexibility is the ability to learn from mistakes, adjustment of behavior whenever it is required, and associated with the ability to learn from new experiences. And social initiative is the tendency to approach social situations in an active way and to take initiatives. Thus, by adding over general personality traits, MPQ dimensions are more functionally oriented to specify the intercultural effectiveness of individuals.

#### **1.3.4.1. Multicultural Personality Dimensions**

There are studies which revealed a positive relationship between the multicultural personality and the multicultural activities. The research showed that the social initiative predicts international working experiences, travel experiences and interaction with individuals from different cultural backgrounds. Flexibility predicts international orientation for an international career (Van der Zee & Van Oudenhoven, 2000, 2001). Emotional stability and open-mindedness were also found to be related with the number of foreign languages spoken (Korzilius, Hooft, Planken, & Hendrix, 2011).

In addition, it was found that emotional stability is the strongest indicator for the adjustment especially for the personal adjustment which involves satisfaction with life, physical health and psychological well-being (Van Oudenhoven, Mol, & Van der Zee,

2003). Then, flexibility was the strongest predictor of the professional adjustment (e.g., job satisfaction), and emotional stability, flexibility and cultural empathy were the predictors of the social adjustment (e.g., social support by peers).

On the other hand, the MPQ was found related with vocational interests (Van der Zee, Zaal, & Piekstra, 2003). According to the Thurstone's (1928) Interest Schedule, Van der Zee, Zaal, and Piekstra (2003) found that cultural empathy, open-mindedness and social initiative predicted social interests which require empathy/understanding; social initiative and emotional stability predicted enterprising interests which require convincing/persuading; open-mindedness, social initiative, emotional stability and flexibility predicted managerial interests which require representativeness, and flexibility predicted artistic interests which require creativity. Cultural empathy, open-mindedness, and flexibility were also found to be related with verbal intelligence (Van der Zee, Zaal, & Piekstra, 2003).

Besides, Van der Zee, Van Oudenhoven and Grijs (2004) found that individuals high in MPQ showed more positive and less negative reactions toward stressful situations than individuals with low MPQ. In this sense, emotional stability and flexibility are the stress-related traits, and social initiative and open-mindedness are the social-perceptual traits in adjustment to a culture shock (Van der Zee & Van Oudenhoven, 2013). Stress-buffering traits protect against culture shock but social-perceptual traits contribute to the cultural learning. Thus, individuals with high intercultural traits perceived intercultural situations safer than individuals with low intercultural traits. Overall, MPQ predicts physical and mental health and subjective well-being, which higher scores in MPQ associated with higher psychological and

social well-being in an intercultural context (Mol, Van Oudenhoven, & Van der Zee, 2001; Van Oudenhoven, Mol, & Van der Zee, 2003).

Then, Boush (2009) found the positive relationship between multicultural effectiveness and motivation to lead in a stressful international setting, and Woerkom and Reuver (2009) found that expatriates or domestic managers in international contexts with multicultural personality display more transformational leadership behavior in turn to better job performance. This indicated the importance of multicultural personality not only for expatriates but also for all managers since organizations become global and no longer limited to single cultures. Thus, these studies are also significant for the local managers since cultural diversity becomes more and more explicit in local companies through intercultural customers, foreign executives and colleagues (Woerkom & Reuver, 2009).

Studies also report the correlations of MPQ with Big Five personality dimensions (Van der Zee, Zaal, & Piekstra, 2003). Open-mindedness, social initiative, cultural empathy, and flexibility were correlated with openness to experience, extraversion, agreeableness, and rigidity sequentially. Emotional stability displayed the correlation with the same dimension of the Big-Five. Additionally, Ponterotto, Ruckdeschell, Joseph, Tennenbaum, and Bruno (2011) found the relationship between MPQ and emotional intelligence that cultural empathy and then social initiative had the highest contribution in the scores on emotional intelligence.

#### **1.3.4.2. Measurement of Multicultural Personality**

As it was previously mentioned, Van der Zee and Van Oudenhoven (2000, 2001) developed the Multicultural Personality Questionnaire (MPQ) with the



dimensions of cultural empathy, open-mindedness, emotional stability, flexibility and social initiative. The original questionnaire had 91-items. There is also a 40-item short version (MPQ-SF) (Van der Zee, Van Oudenhoven, Ponterotto, & Fietzer, 2012).

Through several studies which contribute to the construct the reliability of the scale that short version also pointed out a reliable scale which is potentially less time consuming and practical (Leone, Van der Zee, Van Oudenhoven Perugini, & Ercolani, 2005; Van der Zee & Van Oudenhoven, 2000, 2001; Van der Zee, Zaal, & Piekstra, 2003; Van Oudenhoven, Timmerman, & Van der Zee, 2007).

By these studies, five scales of MPQ predicted intercultural success among expatriates (Van Oudenhoven, Mol, & Van der Zee, 2003), international students and employees (Leong, 2007; Mol, Van Oudenhoven, & Van der Zee, 2001; Van der Zee & Brinkmann, 2004; Van Oudenhoven & Van der Zee, 2002). MPQ dimensions showed incremental validity over Big Five in predicting international orientation of students (Leone, et al., 2005; Van der Zee & Van Oudenhoven, 2001), and overall behaviors of employees (Van der Zee, Zaal, & Piekstra, 2003). They showed the predictive value for individual engagement in multicultural activity, international and vocational orientation, motivation to lead and aspirations for an international career. High scores on the scales are related to both psychological and social well-being in a foreign environment (Ali, Van der Zee, & Saunders, 2003; Mol, Van Oudenhoven, & Van der Zee, 2001; Van der Zee & Van Oudenhoven, 2000; Ponterotto, Costa-Wofford, Brobst, Spelliscy, Kacanski, Scheinholtz, & Martines, 2007).

The Turkish version of MPQ (Kağnıcı, 2011) was also developed and used with the students who took multicultural counseling course, based on pre-test and post-test

design. The students who took the course displayed higher cultural empathy and open-mindedness scores than students who did not take the course at the end of year. Thus, Turkish version of the scale contributes to the reliability of the scale but there is no study done with a sample of employees in Turkey and the validation of the scale by including other comparable variables as in previous studies could be practiced.

#### **1.4. The Research Objective**

The studies summarized in the previous section provides a holistic overview of the studies focusing on individual, work-related and organizational factors that contribute to the internationalization process of organizations. As the literature review shows, although there are studies which associate attitudes toward organizational change with personal characteristics (e.g., Chen & Wang, 2007; Muehlfeld, Doorn, & Witteloostuijn, 2011; Nedd, 1971; Nikolaou, Gouras, Vakola, & Bourantas, 2007; Shin, Taylor, & Seo, 2012; Wanous, Reichers, & Austin, 2000) and indicate the importance of work groups' perception over change (Rafferty, Jimmieson, & Armenakis, 2012), to the best of researcher's knowledge;

- (a) there is no study which associate organizational change in the process of globalization with employees' multicultural personality;
- (b) there is no unique study which investigates the characteristics of work groups affected by the change as a predictor of organizational change attitude.

Thus, in my study, the research questions are as follows:

- (a) How organizational change attitude is influenced by individual and work groups/departmental characteristics?
- (b) How does the employees' multicultural personality level differ across the work groups?

The objective of the study is to examine the employee perceptions on and attitudes toward the organizational change of an international retailing company which is in the global transition in line with the corporate level global vision. Employee multicultural personality characteristics, job characteristics (i.e., work group/departmental differences), and the level of international contact that they engage throughout their duties (i.e., global work orientation) are considered as the individual determinants of the readiness for global expansion of the company.

Since internationalization of a company is an organizational change, the climate and process of change aligning the global vision are also included in the study to compare individual and departmental level differences in employee perception of change. Age, sex, marital status, education, department, job status, tenure, language proficiency, and international experience are included as control variables in terms of their relation with the personality and current global change perception.

Thus, this study aims to investigate the influence of members' personality characteristics and work characteristics on the perceived organizational readiness to go global. A ready-to-wear clothing company from the retailing industry is the target organization in this research. Three major functional departments are selected

according to their expected level of engagement in the international business:

International retailing (IR), supply-chain (SC) and national retailing (NR) departments.

Current level of departmental international conduct is considered as a critical factor to compare the employees of these departments. The following section provides more information about the industry and the selected departments.

#### **1.4.1. Targeted Industry in the Research: Retailing**

The textile and apparel industries have second best employment rate after the agriculture industry and generate 10% of gross domestic product in Turkey (İhracat Genel Müdürlüğü [İGM], 2012). Labor intensive structure and competitiveness in labor force at global level encourage the employment in this sector of Turkey in which approximately two million people are employed (Sanayi Genel Müdürlüğü [SGM], 2013; Güteryüz, 2011).

The liberalization of the Turkish economy since 1983 based on free market approach and international orientation led to economic growth of 5% over last 20 years (Oral, 2001; Özcan, 2001). Before 1980, retail of textile and clothing was only developed in control of governmental institutions and there were few department stores (e.g. Beymen, Vakko, Sümerbank) in Turkey (Özcan, 2001). In this sense, retailing in Turkey showed parallel history with the economy that first the leading conglomerate companies and then international retailers (e.g. Carrefour, Metro) and specialty retailers (e.g. Bauhaus, Marks& Spencer, Zara etc.) led to growth of the sector (Özcan, 2001).

The textile and apparel industries play an important role in the industrialization of the developed countries as observed in the prosperity of Turkish economy in the last 30 years through engendering employment capacity, production and export revenues

(Erkan, 2013; SGM, 2013; Yılmaz & Karaalp, 2012; Yücel, 2010). With Textile and Ready-Made Clothing Agreement by World Trade Organization at 2005, the trade quotes are removed that lead to aggressive competition in the global markets (SGM, 2013) which affected the Turkish textile and clothing sectors as well. Since textile sector is known as “the petrol of Turkey”, it is substantially important for the economy where the sustainability of competitiveness is vital. Although cheap labor cost in the world harms Turkey in this sector, employment, expertise, investment and export potential makes it a building block in Turkish economy. According to Ağaç (2008), problematic factors of the sector in Turkey are establishing brands, reaching qualified personnel on brand management, insufficient brand promotions, complex and time consuming regulation in brand registration, and need for a large capital for brand establishment. On the other hand, Turkey has advantages as a national market like availability of raw materials, lower cost workforce, technical knowledge, production structure, closeness to EU markets, and developed domestic markets (Yılmaz & Karaalp, 201; Yücel, 2010).

As a result of the globalization strategies, well-known large scale Turkish retailers began to intensify the shops both at local and global markets (Şen, 2012). Among the top listed 19 Turkish multicultural national companies which hold 31billion\$ in foreign assets in 2009 (Aybar, 2011), the conglomerates are at the top of the list which are involved in many businesses. Even if there are no multinational ready-to-wear Turkish firms originated in Turkey; there are more than 20 Turkish ready-to-wear brands with stores in abroad with remarkable revenue (e.g. Koton, Mavi, LCWaikiki, DeFacto, Tiffany, Boyner, İpekyol, Collins-Loft etc.). They have also over 500 Turkish ready-to-wear stores abroad which mainly located in Germany, Bulgaria,

Georgia, Kazakhstan, Kyrgyzstan, TRNC, Egypt, Romania, Russia and Ukraine (Şen, 2012).

“Vision of 2023 for Turkey” is the near future vision of Turkey which is targeted toward the 100th anniversary of the establishment of the Republic of Turkey. The vision includes all the sectors and industries with the target to improve their operational and financial effectiveness and efficiency (Republic of Turkey Prime Ministry, Investment Support and Promotion Agency of Turkey, n.d.) and it is nowadays used as the guide by the state and private sector organizations. This is also the vision for Turkish textile sector to increase social prosperity and share in world trade with products and services which are value-added, innovative and competitive (Türkiye Bilimsel ve Teknolojik Araştırma Kurumu [TÜBİTAK], 2003). For the ready-made clothing sector as well, the Vision of 2023 is going to be an important milestone which consists of branding, high value-added products, technology acquisitions, and reduced labor cost to strengthen the position of the sector in global competition (TÜBİTAK, 2003). Also, Dicle Kalkınma Ajansı (DKA, 2011) implied that Turkey has 2023 export strategy which European Union (EU) countries are the number one targeted markets. Branding, becoming an “organizer country” or “global player” by using the current funds of knowledge, new technologies, and modern production systems is in the change agenda to reach the 2023 vision of implementing sustainable export growth by overcoming competitors (DKA, 2011).

Retailing is called “global” if there is an explicit similarity in the operations across to the countries through standardization; it is called “multi-national” when there are great national/local differences (Salmon & Tordjman, 1989). Establishing a strong presence in international arena is not an easy task for organizations and different work

groups contributes to this process with varying degrees. For retailing, work orientation of supply-chain involves worldwide business suppliers (Harvey, Fisher, McPhail, & Moeller, 2013). International retailing involves more and more external processes comparing to the internal market orientation of national retailing (Azuma, 2004). Thus, the amount of international work is increasing especially in the main functions of the international retailing companies by globalization. In this sense, establishing a global vision and organizational readiness is crucial especially in international retailing and supply-chain work groups. The needs of diverse customers in international markets have to be fulfilled by these departments (Azuma, 2004; Harvey, et al., 2013; Segal-Horn & Davison, 1992). In the following sections more information about the functions of these departments are provided.

#### **1.4.1.1. International Retailing Function**

By 1980s, Turkey was introduced to the retailing with export oriented strategy that now 3.6% of worldwide textile and ready-to-wear export is attained by Turkey (Yılmaz & Karaalp, 2012; SGM, 2013). In 2012, the largest proportion of export in textile and clothing to the EU was done by Turkey (total 13.3%). Turkey is at the 9<sup>th</sup> place in the textile and the 6<sup>th</sup> place in the clothing sectors in the worldwide exportation following China with total 41.8% (İGM, 2012; Türkiye İstatistik Kurumu [TÜİK], 2012). In 2013, textile and ready-made clothing showed increase in exportation with 7% and 8.3% sequentially and reached 17% of share in total exportation of Turkey and reached the turnover of 25.8billion\$ from the export of these sectors (İstanbul Tekstil ve Konfeksiyon İhracatçı Birlikleri [İTKİB], 2014a, 2014b).

When we look through the place and income of countries at the ready-to-wear retailing, Turkey holds its importance among in international retailing which is a challenge since changing customer preferences, lack of land and labor resources, and international tax structures make harder to encounter international (Barth, Karch, McLaughlin, & Smith Shi, 1996). Today, retailing sector has become more international via mergers, acquisitions, and international retail expansions since 80s that saturation within the sector (Segal-Horn & Davison, 1992) and the removal of the barriers to trade in Europe by 1993 (Dawson, 1994) propelled the organizations to move into international markets.

Considering the international markets that Turkey is mostly active, EU countries are at top of the list that the half of the total export was done to the EU countries in 2013 (Erkan, 2013). By January 2014, retailing and apparel industries had 13.23% shares from total export rate of Turkey in January, and exportation of these sectors by country is aligned as Germany (23% of the total market share), and then UK (11% of the total market share) and France (8% of the total market share) in January (Özçelik, 2014).

On the other hand, Hutchinson, Alexander, Quinn, and Doherty (2007) contended the motives and facilitating factors which support the decisions to internationalize. In this sense, retailers' own operations and response to the international operations for growth were found as drivers for companies into international markets. Since internationalization in retailing is escalating more than ever, the adaptation of the management to the local culture of the host country, role of entrepreneurs in this process, and being aware of the value of the process are also the key aspects of internationalization in the retail sector (Dawson, 1994).



Also, Hutchinson et al. (2007) mentions that whether the managers have pro-activeness, global mindset, and the numbers of language spoken and foreign working experiences influence the decision to internationalize. Thus, internal factors like members' characteristics and external factors like network of the company within the globalized business environment are all facilitating factors in the decision. With increased importance of internationalization in retailing sector for global competitiveness, international retail working groups also take their place in the heart of an international retail company.

#### **1.4.1.2. Supply-Chain Management Function**

The supply-chain management includes managing the product cycle from planning to delivery of goods in line with the customer requests (Mutsuddi, 2012). It includes logistics, purchasing, and operations management but it is also a powerful key for the competitive advantage of the firms in the market that should be seen as an integrated process from sourcing to transportation and to merchandising with diverse suppliers, manufacturers, distributors, and retailers (Storey et al., 2006).

The internationalization of supply chains, outsourcing and lean practices changed the prospect of the supply-chain through globalization (Christopher, 2012; Wang, Chan, & Pauleen, 2010) in which upstream activities like purchasing and logistics has become more important and larger in scale than downstream activities like marketing and sales (Segal-Horn & Davison, 1992). These trends lead to complexity of the supply chain than ever before.

Since the trend of the retailing activities via acquisitions, franchising, and licensing become international, the supply chain has both strategic as well as

operational importance (Cox, 1999; Storey, Emberson, Godsell, & Harrison, 2006). The operational importance is about providing inputs and outputs for delivering products and services, and the strategic importance is about business strategy via entrepreneurial and generic supply-chain. It has also strategic priority besides being a business action that global coherence and adapting for strategic opportunities, i.e. thinking globally and acting locally are important ways to get into global and local markets (Harvey et al., 2013). Thus, the strategic aspect increases in importance that globalization is a driving force in this process and support the prominence of supply-chain management (Storey et al., 2006).

While supply chain has a role in identifying and contacting right suppliers, and managing producer relations, similarly HRM function has role in identifying and attracting the talents through selection and assessment processes. Thus, applying supply-chain notions for employee management in HRM could be useful to retain talents in a volatile business environment (Mutsuddi, 2012). In this sense, companies which respond to changing customer needs are the ones that focus more on the managerial processes to create value for their customers at the end. In such firms, profile of the manager increases its importance in terms of required skills which are mainly the team leadership, diversity and change management that support the competitive advantage of the firm (Christopher, 2012).

In this sense, selection and training of global supply-chain managers has great importance in the success of global relationships. Emotional balance, and past expatriate experiences of the managers are considered as the crucial characteristics of supply-chain managers which affect their ability in the foreign contexts (Harvey et al., 2013). HRM plays important role in selecting staff for supply-chain who has mainly

global awareness, openness to other cultures, language capabilities, and interpersonal skills, and training members about cultural awareness, attributions, and experiential learning through expatriation become priority for global competitiveness (Harvey et al., 2013).

Companies need to establish good sector associations, business administration and supply-chain management for flexibility to find right resources, cheaper cost mechanisms, fashion-oriented/design products, and specialized labor force (Ağaç, 2008). In this sense, supply-chain should endorse the market, use the intelligence for customers' needs and expectations and satisfy these needs (Tamura, 2001, 2003 as cited in Azuma, 2004). Thus, supply-chain management in a fluctuating ready-to-wear clothing industry helps to increase competitive advantage and business performance via rapid and flexible responses to the explicit and latent needs in the market.

#### **1.4.1.3. National Retailing Function**

Deloitte's retail report of advisory services indicated that Turkey's national retailing reached to US\$300 billion in 2012 and 10% grow rate will be seen between 2013 and 2017 (Deloitte Turkey, 2013). By sector, 8.5% growth in the next five years is expected for home retailing; 10% growth in the next five years is expected for apparel and footwear retailing which was reached to US\$26 billion in 2012.

On the other hand, beginning with 80s, young populations of the country, urbanization, consuming habits, and income directed the retailing sector to apply liberal policies that gives chance to the local retailers to be flexible and responsive to the market (Özcan, 2001). Yet again, increasing number of shopping malls especially in the big cities supported the development of retailing. Local retailers transformed into

customer-centric chain stores from being manufacture-driven/traditional stores (Oral, 2001; Özcan, 2001).

With the late 80s, European influence and internationalization came to the surface that domestic retailers begin to follow latest technologies through foreign investments, franchising and partnerships (Özcan, 2001). Thus, intercultural skills of the workforce became salient for all employees to be integrated in the foreign/international markets.

### 1.4.2. Model

Figure 2 presents the research model.

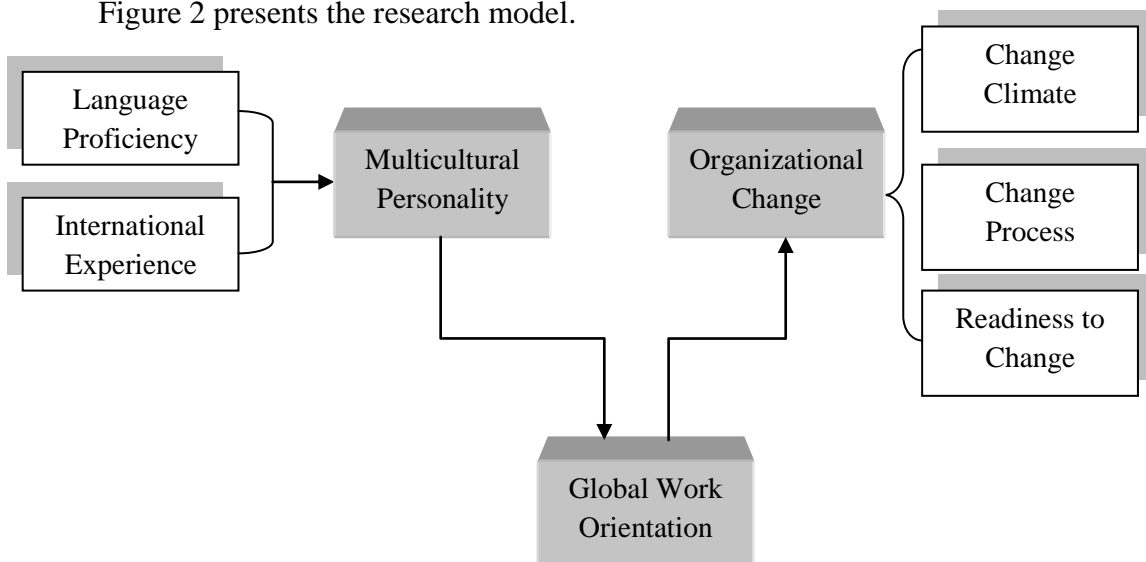


Figure 2

*Research Model*

Thus, to answer whether organizational change attitude differs depending on individual characteristics, work orientation of different work groups and situational factors inside the organization, multicultural effectiveness of the individuals and the organization is measured by including multicultural personality of members, change attitude of members in line with global corporate vision, and global work orientation of them.

### **1.4.3. Hypotheses**

Within the framework of the proposed model, it is predicted that the employees from different work groups/functions will differ in their perception of organizational change since their jobs have different levels of orientation in the spectrum from global to local activities that contribute to the change with various degrees. It is also predicted that perceptions about organizational change will differ by individual characteristics. Since people with high multicultural personality are initiative takers, more open and more adaptable (Van der Zee & Van Oudenhoven, 2000, 2001), they will have high level of readiness for the global transition than the people with low multicultural personality traits. Moreover it is predicted that multicultural personality is positively related to international experience and language capability.

Therefore, in this study, seven main hypotheses will be tested to evaluate the research model:

Hypothesis 1: Multicultural personality will be positively correlated with organizational change attitude.

Hypothesis 2: Multicultural personality will be positively correlated with work orientation, international experience and language proficiency.

Hypothesis 3: Organizational change attitude will be positively correlated with work orientation, international experience and language proficiency.

Hypothesis 4: Work orientation will be positively correlated with international experience and language proficiency.

Hypothesis 5:

a: Employees from departments of international retailing, supply chain and national retailing will have different work orientation, international experience and language proficiency.

b: Employees from departments of international retailing, supply chain and national retailing will have different multicultural personality levels.

c: Employees from departments of international retailing, supply chain and national retailing will have different level of organizational change perception.

Hypothesis 6:

a: Organizational readiness for change will change across high and low climate and process of change conditions.

b: Organizational change attitude will differ depending on high and low multicultural personality scores.

Hypothesis 7:

a: Work orientation will have a mediating effect between multicultural personality and organizational change perception.

b: International experience and language proficiency will have an effect on the multicultural personality.

c: Perception over change process and climate will affect the readiness for change.

## Section 2 - Method

This study has two phases. The first phase consisted of a focus group to understand the current “organizational change” process and the place of “multicultural competencies” needed to adapt to this change. The second phase included a survey which was held to examine these phenomena in the organization. In the following sections, the sample and the measures will be elaborated. Then, the preliminary study and the survey process will be clarified. Finally, data analysis methods will be explained.

### 2.1. Sampling

The study was held in a Turkish international retail company which is active since 1991 in the ready-to-wear retailing sector at Turkey. This sector was selected due to the importance attributed to it as part of the national globalization vision of Turkey. The target company of the current study has a large employment rate in Turkey with more than 2,000 employees in headquarter and more than 15,000 employees in the stores. The company represents an international Turkish ready-to-wear retailing since it is a well-known brand and known as the leader of the sector in terms of capital and growth rate in Turkey with 379 local stores by 2013. It has 74 stores in 18 countries such as Azerbaijan, Bulgaria, Egypt, Iraq, Kazakhstan, Macedonia, Poland, Romania, Russia, and Ukraine.

The Retailing Company has started the international retailing process by opening stores first in Romania by 2009 and have a global vision of “*being one of the top three successful ready-made clothing retail dealers in Europe by 2023*” which is put forward by the top management. By 2023, they want to reach out 573 stores in local



and almost double with 989 stores at abroad especially in Europe. The company has already been known in neighbor countries and the Middle East which are more close to the local culture, but such a vision means that they will interact with more diverse cultures in Europe and their employees will contact and interact with more diversity than ever.

Customer orientedness, result and quality orientedness, openness to learn and change, adaptation and cohesiveness, and trust building are the five organizational values of the company. As the director of the international retailing department indicated in the one of the preliminary meetings “This is an organic, developing and learning structure that foreign language, empathy, and emotional intelligence are all important. Another important point is building an effective communication. We are talking about diverse cultures today, so employees should not be introverted but able to look from different perspectives to the world.”

In order to specify the departments to focus on in this research, series of meetings were conducted with the HRM department and the contact person who is the behavioral competency development manager. Departments were selected purposefully since it was assumed that job incumbents from the departments that play different roles in the global expansion of this organization will have comparable global competencies. This sampling strategy is expected to provide chance for clear comparisons and illustrates characteristics of subgroups (Patton, 1990). Therefore, three main departments which have different levels of strategic importance in the process of globalization were chosen at the end of the meetings with the executives of the departments: (1) International retailing (IR) department as an heart to actualize the global vision with its regional, HR, IT, process development, audit and finance

managers and employees, (2) supply-chain (SC) department with its increasing strategic importance in expanding abroad operations via allocators, planning, logistics, import and export, project and regional managers and employees at headquarter, and (3) national retailing (NR) department with its first-line and second-line managers which provide human resources to other departments based on its supreme experience in retailing but less visible in terms of its strategic importance. The organizational structure is shown as in Figure 3.

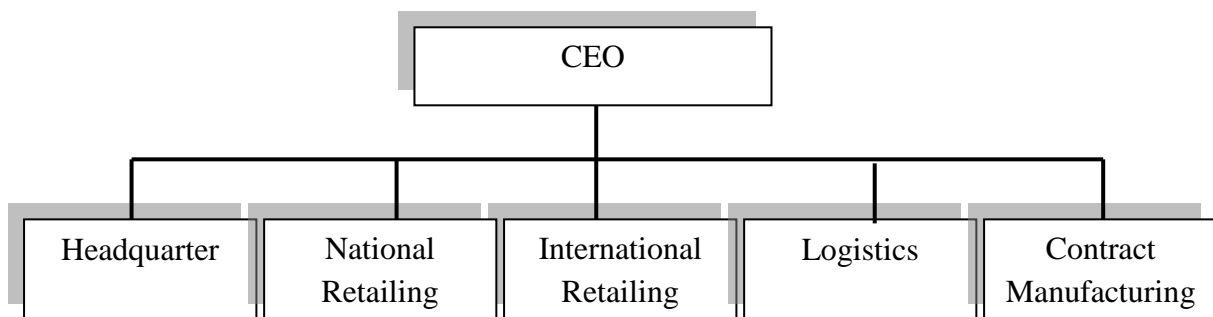


Figure 3

*The Organizational Structure*

This study was conducted in a single company in order to achieve a control over the sampling error. Even if the design of the study was correlational, the researcher wanted to control extraneous variables as much as possible. Since organizational change processes are very unique to the companies because of their unique visions, needs, organizational structure and culture, their sector and their place in that specific sector, it was not meaningful to combine data from diverse organizations. In this sense, it was strategic to find an organization giving consent to conduct such a study with the intention to involve all employees from selected departments.

## **2.2. Instruments**

### **2.2.1. Measures of the Focus Group Study**

Four main questions about the phenomena of “organizational change”, “multicultural/global competencies”, “contribution of their job to the change”, and “current practices about the change” were asked to the participants, in order to understand what these concepts of the research refer to in their real work life. After the “change” as a concept was defined in terms of the international change that their organization has been through based on 2023 vision, the followings questions were asked:

- a) How do you evaluate the change in terms of work environment, management of the change process and the readiness for such change?
- b) Which behavioral competencies do you need to adapt the change?
- c) How does your job contribute to the change?
- d) Which current practices do you have to support the change?

The answers to the questions were voice recorded by the consent of the participants by ensuring only academic usage and disposal after transcriptions.

### **2.2.2. Measures of the Survey Phase**

Two scales were utilized based on the research model: Multicultural Personality and Organizational Change Questionnaire (see Appendix A and B for the full questionnaire and Appendix H for letters of permission to use instruments).

### **2.2.2.1. Demographics**

Demographic questions which are age, gender, marital/child status, education status, and language proficiency, international experience, and work group characteristics (i.e., department, duty, tenure, executive responsibility and work orientation) were all included as covariates of multicultural competencies and attitudes toward organizational change.

### **2.2.2.2. International Experience**

Participants' international experience as an aggregate variable was measured by two questions. Exposure to international experiences was measured by their visits to abroad, if any. If the answer is yes then the reason of their visit, the number of their visits and their experience on a 5-point Likert Scale from positive to negative experience was asked. The mean of the scores of international experience obtained from the number of visits and their experience evaluation; high score indicated more exposure and low level indicated low exposure for international interactions.

### **2.2.2.3. Global Work Orientation**

The work orientation is another aggregated variable containing the amount of the daily international tasks at work (*From 0% to 100%*), yearly abroad visits for work (*From 0, to "I live in abroad"*), and perception of impact to globalization which is perception about the contribution of their work to the global process on a 5-point Likert Scale. The mean of the scores from these three questions were calculated to reach out a work orientation level on a scale from local to global. High score indicated more global work and low level more local.

#### 2.2.2.4. Multicultural Personality Questionnaire

Participants were asked to do self evaluation by reflecting on themselves in the multicultural contexts and their thoughts, emotions, and behaviors in response to the specific multicultural settings via Multicultural Personality Questionnaire (Van der Zee & Van Oudenhoven, 2000, 2001). Since MPQ has an advantage that questions address behaviors and predict international orientation and competencies (Van der Zee & Van Oudenhoven, 2001), participants were asked to think about their behaviors especially when they were with people from different cultures and evaluate themselves in such multicultural situations after reading every statement.

The MPQ consists of five subscales with responses on a 5-point Likert-type scale (*From 5 – Completely Applicable, to 1- Not Totally Applicable*) that participants were asked “To what extent do the following statements apply to you?” These subscales are: flexibility, open-mindedness, cultural empathy, emotional stability, and social initiative.

Flexibility, open-mindedness and cultural empathy subscales have 18 items in each. The scale of flexibility (Cronbach alpha  $\alpha = 0.72$ , Van der Zee & Van Oudenhoven, 2000) includes statements such as “starts a new life easily” and “avoids adventure”. The scale of open-mindedness (Cronbach alpha  $\alpha = 0.78$ , Van der Zee & Van Oudenhoven, 2000) includes statements such as “gets involved in other cultures” and “finds other religions interesting”. The scale of cultural empathy (Cronbach alpha  $\alpha = 0.78$ , Van der Zee & Van Oudenhoven, 2000) includes statements such as “understands other people’s feelings” and “notices when someone is in trouble”. Besides, there are 20 items for emotional stability, and 17 items for social initiative

subscales. The scale of emotional stability (Cronbach alpha  $\alpha = 0.83$ , Van der Zee & Van Oudenhoven, 2000) is represented by statements such as “keeps calm at ill-luck” and “can put setbacks in perspective”. The scale of social initiative (Cronbach alpha  $\alpha = 0.87$ , Van der Zee & Van Oudenhoven, 2000) includes statements such as “is inclined to speak out” and “is often the driving force behind things”. Thus, the MPQ scales of Van der Zee and Van Oudenhoven (2000) had high internal consistency (with alpha coefficients between 0.70 and 0.80 as “respectable” and with alpha coefficients between 0.80 and 0.90 as “very good” according to DeVellis, 1991), and moderate correlations between subscales were also noted (Van der Zee & Brinkmann, 2004). In Appendix C, the original subscales and the Turkish survey are given.

#### **2.2.2.5. Organizational Change Questionnaire**

Participants were asked to consider the global vision of their organization, and think about the international change that their organization has been through via Organizational Change Questionnaire (OCQ). Since OCQ gives us the opportunity to evaluate change support, attitudes and intentions toward change in terms of top management, colleagues, and individuals, and the ability of the organization to be receptive and open to change when the change has to happen (Bouckennooghe, Devos, & Broeck, 2009), participants were asked to think about the change which their 2023 global vision would bring to them in terms of expansion of the organization to new sites, changes happening inside the organization, and their involvement in this process.

The international change was conceptually defined to make participants think about the same concept: “The change process states every activity which influences structural and functional properties of your organization and expansions which are

planned or practiced with the goal of being one of the top three ready-to-wear retailer of the Europe within the scope of the 2023 internationalization vision of your organization. The change is becoming multinational of your organization which is active all over Europe in the case of actualization of the vision while it is an international organization now”. Then, participants were asked to indicate the extent they agree with the statements considering the “change process” and “change” definition given.

The OCQ consists of totally eleven dimensions which are under three main subscales with responses on a 5-point Likert Scale (*From 5 – Strongly Agree, to 1- Strongly Disagree*). These subscales are: climate of change (18 items), process of change (15 items), and readiness for change (9 items).

The subscales provide information about the processes that lead to successful change implementation (Bouckennooghe, Devos, & Broeck, 2009). The climate of change addressing to internal circumstances under which change occurs to; the process of how the change is dealt with and the level of readiness for change of employees are the subscales that Table 1 shows the subscales and their dimensions represented by sample statements. In Appendix D, the original subscales and the Turkish version were given.

Table 1

*OCQ and its Subscales and Internal Consistency Scores (Bouckenooghe, Devos, & Broeck, 2009)*

Subscales	$\alpha$	Example Statements
Climate	General support by supervisors	0.82 My manager can place himself in my position
	Trust in leadership	0.79 Corporate management team fulfill its promises
	Cohesion	0.74 I have confidence in my colleagues
	Participatory management	0.79 Changes are always discussed with all people concerned
	Politicking	0.68 Staff members are sometimes taken advantage of in our organization
Process	Involvement in change process	0.88 I am regularly informed on how the change is going
	Ability of management to lead change	0.82 Our department's executives speak up for us during the change process
	Attitude of top management toward change	0.73 Corporate management team has a positive vision of the future
Readiness	Intentional readiness	0.89 I want to devote myself to the process of change
	Cognitive readiness	0.69 Plans for future improvement will not come too much
	Emotional readiness	0.70 I find the change refreshing

OCQ scale had high internal consistency (with alpha coefficients between 0.70 and 0.80 as “respectable” and with alpha coefficients between 0.80 and 0.90 as “very good” according to DeVellis, 1991), and high correlations between subscales were also noted (Bouckenooghe, Devos, & Broeck, 2009). OCQ has an advantage that both



individual and organizational evaluation are possible with this instrument that the scales can be administered independently with other change related variables and it assesses the perceptions of those involved in the change process (Bouckennooghe, Devos, & Broeck, 2009).

### **2.3. Procedure**

The first meeting with the contact person in the organization was done to ask organization's contribution to the research. She was also informed by a written proposal before the meeting. After getting the consent at the organizational level to participate in this study, second meeting was done to inform the chief HR executive, who is also in board, and discuss about the participating departments. Then international retailing, supply chain and national retailing departments were selected as it was mentioned in the sampling section. Two more meetings were organized with the executives of these departments to get their buy-in.

With the support of top management and executives of the departments, first, a focus group and then a survey practice took place. The target organization wanted to maximize the number of participants from selected departments by including the personnel working outside Istanbul or Turkey as well. Since there were employees who work outside headquarter, and also employees in headquarter do use electronic systems to communicate a lot in daily work life, the online administration of the survey was preferred.

### **2.3.1 Human Participant Research Ethic Committee Approval**

Following the approval from the company to conduct this study there with these three departments and the general decisions taken on the instruments to be used, application to the İstanbul Bilgi University Human Participant Research Ethic Committee was done. Data collection was started following the approval from the committee dated Jan 31, 2013 and issued with the 2013-20024-003 number. Approval form is given in the Appendix I.

### **2.3.2 Focus Group Study**

To learn more about the organization and what employees understand from the phenomena of the research, a qualitative method – focus group was conducted which gives chance for discussion and let the ideas interact with each other. Thus, three volunteer representatives from every department were invited via e-mails by the contact person. Focus group meeting took almost one and a half hour. Initial practice of the first version of the translated Turkish surveys was administered in this group as well. Participants of focus group were asked to correct the items or add new ones if necessary. Qualitative data was analyzed in order to develop unique questions of this study other than MPQ and OCQ.

### **2.3.3. The Survey**

*Translation of the Surveys.* The MPQ and OCQ forms as previously translated and practices by Kağnıcı(2011) and Kondakçı, Zayim and Çalışkan's (2010) sequentially were reviewed before the first translation attempt from English to Turkish which was done by the researcher. First, word for word translation was made, and then

conceptual and cultural equivalence was intended. Then the thesis advisor had done the back translation. In the focus group study, ambiguous words and sentences were detected. Potential discrepancies were searched and retranslated to get a satisfactory version of the instruments.

*Data Collection.* To create and collect data by survey, trial from the Qualtrics survey website had been used (<http://qualtrics.com/>). The online link of the survey was sent via the contact person. The screenshots from the online survey is given in Appendix B. Initial pages of the survey introduced information that the study had been supported at organizational level, its anonymity, ethical considerations and the right to quit anytime, and the importance of the study as an opportunity to evaluate themselves and their organization. Reminder e-mails were sent in every 15 days and important figures in every department were selected to remind the other members to complete the survey verbally. Finally, data collection process was completed within two months.

The employees participated in the research voluntarily without getting any remuneration or penalty. Informed consent form was the first page in the online survey in which participants were informed about the objectives of the study, anonymity, confidentiality and chance for voluntary leaving. Even if the participants received the link for the survey from their corporate e-mail address, autonomous link of the survey prevented any violation risking the anonymity. Participants were recorded by code numbers and informed that the statistical analysis and scientific reporting would be done on the cumulated data, and no analysis or reporting would be done on individual level. Data were transferred automatically to the private password protected computer of the researcher. The informed consent form summarized these procedural details as well.

The results of the survey together with the focus group findings were presented and reported by the researcher to the top management and the executives in a meeting. The final report in English and Turkish was submitted as well with more information about the practical implication of the study. They were also informed that the thesis will be sent to them following its defense.

#### **2.4. Data Analysis**

For the focus group, Interpretative Phenomenological Analysis (IPA) was used to analyze the answers about how employees make sense of these phenomena. The IPA method was developed by Jonathan Smith (Smith, Harré, & Van Langenhove, 1995) and it highlights the meaning of the experiences for the individuals (Smith, Jarman, & Osborn, 1999). It is a sense-making tool both for participants and researchers. IPA was realized by detailed reading of the data which brought up the initial themes. These themes were combined under the clusters, and finally, the refined themes were produced with the interpretation of the researcher by taking the participants' experiences into account (Smith & Eatough, 2007).

Data analysis of the survey was done by using descriptive, correlational and inferential statistics in SPSS 17. Before data analysis for quantitative findings, detection of outliers was done by using exploratory data analysis like box plots to detect any data out of the range of expected values. Principal Components Analysis was used to investigate the factorial structure of the responses. Moreover, Cronbach Alpha test was applied to define and check upon reliability of the scales and items used in the research. Hierarchical and multiple regressions were used in the hypothesis testing process.

## 2.5. Participants

In the focus group phase of the study, participants were three representatives from the three departments ( $n = 9$ ,  $male = 4$ ,  $female = 5$ ). Five of them were with executive responsibilities. There were three store managers of national retailing, one process development manager and two human resource recruiters of international retailing, import and export managers and one finance specialist of supply-chain department.

For the survey phase of the study, there were 250 employees in total in the targeted departments ( $n_{IR} = 60$  employees,  $n_{SC} = 90$  employees,  $n_{NR} = 100$  employees) which represents the population that can be reached. There were 272 online survey attempts for the anonymous link. 86 of these attempts were discarded since they were not completely filled. 68% of the attempts were kept in the final database was valid. Therefore, final sample size became  $N=186$  with the participation rate of 74.4%. 83.33% of the employees from for the international retailing ( $n = 50$ ), 68.89% from the supply chain ( $n = 62$ ) and 72% from the national retailing ( $n = 72$ ) participated in the study.

37% of these participants ( $n = 68$ ) were women whereas 60% of them ( $n = 112$ ) were men and 3% of them ( $n = 6$ ) did not indicate their gender. The mean age is 30.21 ( $SD = 4.76$ ), the age range of the participants is between 23 and 68 years. The participants' mean tenure is 4.94 years ( $SD = 3.47$ ) in the current organization, and 2.91 years ( $SD = 2.62$ ) in the same position. 77.4 % of them have managerial responsibility and 22.6 % of them have non-managerial duties. Additionally, 45.2% of the participants stated that they are single while 51.6% of them are married, 3.2% of them

did not answer to this question. Also, 28 % of them have child whereas 69.4% of them do not have, and 2.7 % of them did not answer this question. Finally, the majority of the participants (81.2 %,  $n = 151$ ) have undergraduate degree the other levels are distributes as follows: high school= 8.1 %; post graduate= 6.5 %; doctorate degree= 1.1%; other kind of degrees (like an open university) = 1.6 %, missing=1.6 %).

## Section 3 – Results

This section presents the descriptive results of variables in the research model, principle component and reliability analysis of the scales, correlational and inferential tests' results. First, qualitative results of the focus group data as a preliminary study and then the quantitative data results are presented.

### 3.1. Qualitative Study Results

This section is organized by three identified themes in the analysis process: **organizational culture and readiness for change, variance among departments in terms of their global mindset, and HRM practices for global processes.** These themes illustrate how an organization with a global vision influences employees' understanding of the organization's change efforts, which behavioral competencies needed for the change, and what current practices they have for the change.

#### **Theme 1. Organizational culture and readiness for the change.**

All participants in this study indicated that they work in a comfortable environment where dressing codes are not strict, and work with diverse groups in an unbiased environment. They were aware that working with diverse cultures requires changing individual points of views. If they do not change, they agreed that they would be eliminated by the “system” since non-alliance with what organization value is not accepted. One participant commented,

“What is good here in Turkey does not mean that it will be also good in a different environment. There is nothing like “I am this” or “I do that way” for

instance while doing sourcing<sup>1</sup>. These show you to change your point of view and not to stick on your local customs.”

All of the participants noted that under the condition of ongoing change experienced globally, organizational change is a necessity. They indicated the importance of top management’s contribution, vision, and commitment into this process. They perceive their top management as open to change and visionary. But another participant indicated,

“We are still in a phase that we are learning how to relocate our culture to abroad. We try to contribute to the global, thanks to the experiences of national retailing. Now, national retailing supports the international retailing but international retailing will be more independent with more expatriation from inside and outside.”

Additionally, they support the expansion strategy of the organization. They saw themselves as learners in the globalization process and they feel that they are not completely ready yet to go global. Another participant indicated,

“It is the easiest thing to open stores and fill them with products but the hardest thing is to find and train people who will be working there. If there is no retailing culture in that country or has a small market, then they may not know your brand. Thus, we are in a learning phase. Now you may see this organization as a Turkish company, but headquarter may not only be in Turkey

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<sup>1</sup> Sourcing is one of the functions in the organizational process of SC of the current company mainly responsible to develop contract with the producers all over the world.



by 2023. We may not be ready to be global right now comparing other well known global retailers, but we are learning and changing.”

Also, all participants agreed that their organization needs to be fast enough to answer any changes in retailing since there are so many rival companies. “Learning from the mistakes/failure” is also added as an organizational competency that one participant noted,

“Learning from the mistakes is encouraged in this organization. Senior employees show you the main goal and encourage you to learn from the mistakes, and teach you not let mistakes go. Thus, even though I do not have such competency, I gain by this process.”

## **Theme 2. Variance among departments in terms of their global mindset**

Besides five main values of the organization as indicated at sampling section, focus group participants agreed to highlight the global point of view when it comes to international businesses. Human resources are mentioned as the most important need in the globalization process to meet the expectations. One participant noted,

“While international retailers are the ones who need “global mindset”, supply chain also works with diverse groups and customers, but also national retailing is important to relocate culture especially by providing internal human resources to the international retailing. We expect the same competencies from every employee at some point.”

### **Theme 3. HRM practices for global processes**

All participants agreed that there is a competency based recruitment system for every level of employment. For managerial positions, they look for leadership and problem solving as competencies. Thus, personality questionnaires, and assessment center practices are applied. They indicated that they are aware of the importance of human resource with “global mindset”. Also, there is no systematic recruitment system for international duties which is considered as necessary for the global operations as well. A participant from HRM department noted,

“For the last one year, we are trying to implement a system to recruit people for every country but we do not have standard system for abroad as we have in local that creates difficulty in finding right people for the right positions. We try to use internal human resources and attract people to more global works who know English and have experience in national retailing.”

Employees’ motivation to work in a diverse work environment, with a participative top management, and a compatible globalization strategy can be grouped under the theme of current practices from HRM point of view. It seems that top management is perceived in control for the global change. They experience globalization as a learning process both for themselves and the organization. They agree to actualize the 2023 vision with the support of top management. Besides, behavioral competencies are pointed out as “global mindset” but current HRM practices are perceived insufficient with the need to be standardized on according to the competency model for international recruitment also. Thus, it seems that they perceive

the globalization and global change as a must and human resources with a “global mindset” as a core requirement to fulfill the 2023 vision.

In conclusion, it might be said that the qualitative findings contributed to design the research model of the quantitative phase, to identify the constructs to include in the model, to finalize the research instruments to be used in data collection, and especially to validate the researcher’s decisions to select the departments in with sufficient amount of variance in terms of their impact on the globalization process. Moreover, qualitative findings were used as a reference point in the interpretation of quantitative data analysis too.

### 3.2. Survey Study Results

#### 3.2.1. Characteristics and Descriptive Statistics for the Departments

##### Participating

The departments participated to the study and the sample sizes from each one are given in Table 2.

Table 2

##### *Departmental Distribution of the Sample*

	<i>n</i>	<i>Percentage (%)</i>
International Retailing (IR)	50	26.9
Supply Chain (SC)	62	33.3
National Retailing (NR)	72	38.7
Total	184	98.9
Missing	2	1.1
	186	100

Only 56.45 % of the participants ( $n = 105$ ) answered the question about their positions since some positions were represented by only one person and this might have ruined the anonymity (Table 3). Among those who answered the question, 61.9% of participants were from national retailing, 24.76% of were from supply chain, and 13.33% of were from international retailing departments. The participants' duties and their frequencies by department are given at Table 3.

Table 3

*Distribution of Participants According to their Titles in Each Department (n=105)*

<i>National Retailing</i>	<i>n</i>	<i>Supply Chain</i>	<i>n</i>	<i>International Retailing</i>	<i>n</i>
Store Manager	40	Specialist	10	Specialist	7
Second-line Manager	12	Allocator	6	Manager	3
First-line Manager	10	Executive	4	Human Resources	3
Executive	2	Manager	3	Finance	1
Regional Manager	1	Assistant	3		
<i>Total</i>	<i>65</i>	<i>Total</i>	<i>26</i>	<i>Total</i>	<i>14</i>

There was a significant difference among departments for the “tenure in this company” ( $F(2, 160) = 23.213, p < .001$ ) and “tenure in the current position” ( $F(2, 158) = 12.306, p < .001$ ). Post hoc comparisons of three departments using the Tukey HSD test indicated that the “NR” department has significantly higher “tenure in this company” and “tenure in the current position” ratings than “IR” ( $M_{dif} = 3.60, p < .001$ ;  $M_{dif} = 2.35, p < .001$ ) and “SC” ( $M_{dif} = 3.02, p < .001$ ;  $M_{dif} = 1.55, p < .01$ ) departments. But, the “IR” and “SC” departments did not differ significantly ( $M_{dif} = -.58, p > .10$ ;  $M_{dif} = -.80, p > .10$ ) from each other in both of the tenure questions (Table 4).

There was a significant difference among departments for the “education level” ( $F(2, 179) = 10.967, p < .001$ ) as well (Table 4). Post hoc comparisons of three departments using the Tukey HSD test indicated that the “IR” department gave significantly higher “education level” ratings both than the “SC” ( $M_{dif}=.37, p < .01$ ) and “NR” ( $M_{dif}=.43, p < .001$ ) departments. But, the “SC” and “NR” departments did not differ significantly ( $M_{dif}=.09, p > .05$ ).

Table 4

*Differences among the Departments in terms of their Employees’ Education, Tenure in the Company and in the Current Position*

	<i>Departments</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>(df1,df2)</i>	<i>F</i>	<i>p</i>
Education Level	IR	50	2.32	0.55	(2, 179)	10.967	.000
	SC	60	1.98	0.13			
	NR	72	1.89	0.66			
Tenure (in the company)	IR	40	2.94	2.35	(2, 160)	23.213	.000
	SC	57	3.52	2.75			
	NR	67	6.54	3.67			
Tenure (in the current position)	IR	40	1.59	0.90	(2, 158)	12.306	.000
	SC	56	2.39	3.39			
	NR	65	3.94	2.66			

Also, the percentage of participants who have executive roles significantly differed across the departments. The proportion of executives from “NR” department (46%) was significantly higher than “SC” department (28%) and “IR” department (26%) ( $\chi^2 = 11.859, df = 2, N = 177, p = .003$ ).

Results also showed that when people got older and had more tenure, their likelihood to have an executive responsibility increases. An independent-samples t-test showed that there was a significant age difference between the participants with and without the executive responsibility ( $t(164) = 2.942, p = .004; M_{executives} = 30.84, SD = 5.03, n = 130, M_{non-executives} = 28.19, SD = 3.66, n = 36$ ). Tenure in the company was different between these two groups as well ( $t(152) = 4.855, p < .001; M_{executives} = 5.56, SD = 3.51, n = 122, M_{non-executives} = 2.40, SD = 2.14, n = 32$ ). Similarly, participants with executive roles have longer tenure in the current position ( $t(157) = 3.503, p = .001; M_{executives} = 3.30, SD = 2.75, n = 126, M_{non-executives} = 1.56, SD = 1.45, n = 33$ ).

### **3.2.1. International Experience and Language Proficiency**

Almost half of the participants had a previous experience in a foreign country (46.2 %,  $n = 86$ ) whereas 53.8 % of them ( $n = 100$ ) did not have any abroad experience. 40.5 % of those who went abroad had more than five visits and evaluated their experiences positive on a 5-points Likert Scale ( $M = 4.37, SD = 1.06$ ). Participants generally went abroad either for vacation (46.28 %,  $n = 56$ ), business issues (27.27 %,  $n = 33$ ), or education (26.45%,  $n = 32$ ).

On the other hand, 90.76 % of the participants ( $n = 167$ ) indicated that they speak a foreign language whereas 9.24 % of them ( $n = 17$ ) do not have a command of any foreign language. The average number of foreign languages is  $M = 1.23 (SD = .97)$ . Most frequent language is English (90.8 %,  $n = 168$ ) at some level (Table 5). Their self evaluation related to the language proficiency on a 5-point Likert Scale (1=My command of English is non-fluent; 5=I speak fluently) shows that 15.7 % of the participants ( $n = 29$ ) perceive their command of English very low (proportion of

participants who evaluated themselves at the level of 1 on the scale). 55.6 % of them ( $n = 103$ ) evaluated their English level higher than the intermediate level ( $M = 3.66$ ,  $SD = 1.51$ ).

Table 5

*Frequencies of Participants who have Command of Foreign Language and Mean level of the Language Proficiency*

	<i>n</i>	<i>Percentage (%)</i>	<i>M</i>	<i>SD</i>
English	168	90.8	3.66	1.51
German	16	8.6	1.13	.49
Russian	8	4.3	1.09	.53
Arabian	8	4.2	1.10	.54
French	7	3.8	1.09	.57
Other	14	7.6	1.16	.63
Missing	1			
Total	185			

### 3.2.3. Global Work Orientation

The mean global work orientation of all participants is 2.73 ( $SD = 1.49$ ) on a 5-points Likert Scale with low score as an indication of more local orientation. Their daily international tasks at work is between 21-40% ( $M= 2.55$ ,  $SD=1.86$ ) and significantly differed by departments (Table 6). The difference in proportions was significant,  $\chi^2= 221.743$ ,  $df= 12$ ,  $N = 184$ ,  $p =.000$ .

Table 6

*Distribution of Daily International Tasks at Work by Department*

	$n_{IR}$	$n_{SC}$	$n_{NR}$	$n_{TOTAL}$	Percentage (%)
0%	2	12	64	78	42.39
10-20%	0	11	4	15	8.15
21-40%	0	25	0	25	13.59
41-60%	9	9	0	18	9.78
61-80%	21	2	0	23	22.5
81-100%	16	1	0	17	9.24
Missing	2	2	4	8	4.35
Total	50	62	72	184	100

Their daily yearly abroad visits for work is almost two times a year ( $M= 1.90$ ,  $SD=1.58$ ) and significantly differed by departments (Table 7). The difference in proportions was significant,  $\chi^2= 96.882$ ,  $df= 12$ ,  $N = 183$ ,  $p =.000$ .

Table 7

*Distribution of Yearly Abroad Visits for Work by Department*

	$n_{IR}$	$n_{SC}$	$n_{NR}$	$n_{TOTAL}$	Percentage (%)
0	15	44	70	129	70.49
1	2	5	0	7	3.82
2	0	3	0	3	1.64
3	8	6	0	14	7.65
More than 4	24	3	0	27	14.75
I live in abroad	1	0	0	1	.56
Missing	0	1	1	2	1.09
Total	50	62	71	183	100

Participants also evaluated contribution level of their jobs in the globalization process of their company. %52.09 of the participants ( $n =94$ ) evaluated their jobs' impact to the globalization above the mean ( $M= 3.39$ ,  $SD=1.77$ ). Their perception of



impact to globalization significantly differed by department,  $\chi^2= 200.947$ ,  $df= 12$ ,  $N = 183$ ,  $p =.000$ .

### **3.3. Principal Component Analysis and Reliability Analysis of MPQ and OCQ scales**

All the scales in the research were investigated by Principal Components Analysis with Orthogonal-Varimax rotation. Reverse items were recoded that all the items were in the same direction when entered to the analysis.

In each analysis first of all the major assumptions of sampling adequacy and sphericity were tested. Kaiser-Mayer-Olkin (KMO) Sampling Adequacy is testing whether the correlations among the variables fit to the factor analysis and whether the sufficient numbers of items are predicted by each factor (Leech, Barrett, & Morgan, 2008). Bartlett Test for Sphericity is testing whether the variables of the scales are sufficiently correlated with each other. Statistically significant result from Bartlett test is expected as an indication of sufficient amount of correlation among the variables, i.e., correlation matrix is different than the identity matrix in which correlations among variables are zero (Leech et.al, 2008).

Although the result of KMO test shows that every scale is acceptable, Measures of Sampling Adequacy (MSA) was also applied to check each item's conformity for the factor analysis. If all the values in the matrix of Anti-Image Correlation, which is obtained from the results of MSA, are higher than 0.50, then it can be said that conformity for the factor analysis is maintained (Durmuş, Yurtkoru, & Çinko, 2011).

Factor loadings of items were also checked whether there were items that could change the factorial structure of the analysis. Items were eliminated to increase reliability under the conditions that a factor has only one item, one item that have high factor loadings under more than one factor or a factor with low factor loadings (under .30), following Durmuş, Yurtkoru, and Çinko's recommendations (2011).

After the adjustments, within the emerging final factor structures, internal consistency of each component was tested by Cronbach Alpha test of reliability.

### **3.3.1. Multicultural Personality Questionnaire (MPQ)**

The KMO test result of the scale of MPQ indicated perfect relationship (Durmuş, Yurtkoru and Çinko, 2011) among the 91 items entered to the analysis (KMO=.844) . Bartlett test was also significant ( $\chi^2= 2006.803, df = 378, p = .000$ ) indicating sufficient amount of correlations among the variables. The series of principle component analysis as an iterative process was conducted to get the best factorial structure by removal of items that have low factor loadings or multiple loadings. Items were excluded especially since they took part in more than one factor or their factor loadings were under .30 at first and then under .40 based on their importance in that factor according to Durmuş, Yurkoru, and Çinko (2011). As a result, five factors emerged explaining 55.22 % of the total variance. Table 8 shows the factor structure. Cronbach Alpha test was applied to the factors to see if there are any items causing a reduction in the internal consistency. No item was removed since they did not decrease *Cronbach alpha* value of the factor. *Cronbach alpha* values ranged between .70 and 0.886 as presented in Table 8.

Table 8

*Factor Analysis of Multicultural Personality Questionnaire (N= 186)*

<i>Factors</i>	<i>Factor Loadings</i>	<i>Eigen Values</i>	<i>Total Variance Explained (%)</i>	<i>Cronbach Alpha</i>	<i>M</i>	<i>SD</i>
<i>MPQ Total</i>			55.22	0.886	3.85	.47
<i>Factor 1= Assertiveness (8 items)</i>		7.645	14.223	0.839	4.21	.47
MPQ76- Has a solution for every problem	0.759					
MPQ52- Can put setbacks in perspective	0.734					
MPQ54-Tries out various approaches	0.709					
MPQ36-Considers problems solvable	0.653					
MPQ78-Is open to new ideas	0.614					
MPQ65-Is self-confident	0.554					
MPQ82-Is able to voice other people's thoughts	0.522					
MPQ64-Sets others at ease	0.512					
<i>Factor2= Social Initiative (7 items)</i>		2.293	13.907	0.838	3.93	.66
MPQ04-Makes contacts easily	0.764					
MPQ18-Is inclined to speak out	0.714					
MPQ07r*-Finds it difficult to make contacts	0.703					
MPQ34-Easily approaches other people	0.703					
MPQ24r-Waits for others to initiate contacts	0.639					
MPQ30-Is easy-going in groups	0.598					
MPQ40-Likes to speak in public	0.598					

Table 8 (Continued)

*Factor Analysis of Multicultural Personality Questionnaire (N= 186)*

<i>Factors</i>	<i>Factor Loadings</i>	<i>Eigen Values</i>	<i>Total Variance Explained (%)</i>	<i>Cronbach Alpha</i>	<i>M</i>	<i>SD</i>
<i>Factor 3= Emotional Stability (6 items)</i>		2.156	10.503	0.763	3.35	.80
MPQ55r-Has ups and downs	0.823					
MPQ44r-Is under pressure	0.789					
MPQ67r-Gets upset easily	0.706					
MPQ53r-Is sensitive to criticism	0.642					
MPQ72r-Is apt to feel lonely	0.507					
MPQ 75r-Is insecure	0.453					
<i>Factor 4= Open Mindedness (4 items)</i>		1.993	8.529	0.743	3.73	.70
MPQ10-Is interested in other cultures	0.760					
MPQ62-Gets involved in other cultures	0.722					
MPQ35-Finds other religions interesting	0.716					
MPQ17-Takes other people's habits into consideration	0.606					
<i>Factor 5= Flexibility (3 items)</i>		1.374	8.054	0.719	3.87	.85
MPQ11r-Avoids adventure	0.784					
MPQ21r-Dislikes travelling	0.703					
MPQ90-Enjoys unfamiliar experiences	0.541					

*\*Original item number in the survey. "r" means reverse item.*

As an outcome of this analytic process, shorter and user friendly version of the MPQ scale has emerged with 28 items within five factors. While naming the factors, subscale names of the original questionnaire and the items within each factor were considered. Factors were named as follows: Assertiveness, Social Initiative, Emotional Stability, Open Mindedness, and Flexibility. Except assertiveness, the other four factors had the same items as the original subscales so that original names were kept. Assertiveness contained items from the original “cultural empathy” subscale and from other components therefore it was preferred to name it as assertiveness (The final distribution of items and subscales from the original and new Turkish short version are given in Appendix E comparatively).

### **3.3.2. Organizational Change Questionnaire (OCQ)**

The KMO test result of the scale of OCQ indicated perfect relationship (Durmuş, Yurtkoru and Çinko, 2011) among 42 items entered to the analysis (KMO= .896). Bartlett test is also significant ( $\chi^2= 2796,320$ ,  $df = 485$ ,  $p = .000$ ) indicating sufficient amount of correlations among the variables. The series of principle component analysis as an iterative process was conducted to get the best factorial structure by removal of items that have low factor loadings or multiple loadings. Items were excluded especially since they took part in more than one factor or their factor loadings were under .30 at first and then under .40 based on their importance in that factor according to Durmuş, Yurtkoru, and Çinko (2011). As a result, three factors emerged explaining 51.20 % of the total variance. Table 9 shows the factor structure.

Table 9

*Factor Analysis of Organizational Change Questionnaire (N= 186)*

<i>Factors</i>	<i>Factor Loadings</i>	<i>Eigen Values</i>	<i>Total Variance Explained (%)</i>	<i>Cronbach Alpha</i>	<i>M</i>	<i>SD</i>
<i>OCQ Total</i>			51.20	0.924	3.32	.62
<i>Factor 1= Process (10 items)</i>		10.216	19.893	0.917	3.08	.79
OCQ12-We are sufficiently informed of the progress of change	.844					
OCQ03-There is good communication between project leaders and staff members about the organization's policy toward changes	.791					
OCQ02-I am regularly informed on how the change is going	.754					
OCQ07-Departments are consulted about the change sufficiently	.728					
OCQ08-Our department's senior managers coach us very well about implementing change	.710					
OCQ25-Changes are always discussed with all people concerned	.688					
OCQ01-Our department's senior managers pay sufficient attention to the personal consequences that the changes could have for their staff members	.662					
OCQ32-Decisions concerning work are taken in consultation with the staff who are affected	.646					
OCQ10-Staff members were consulted about the reasons for change	.628					
OCQ13-Our department's executives are perfectly capable of fulfilling their new function	.593					

Table 9 (Continued)

*Factor Analysis of Organizational Change Questionnaire (N= 186)*

<i>Factors</i>	<i>Factor Loadings</i>	<i>Eigen Values</i>	<i>Total Variance Explained (%)</i>	<i>Cronbach Alpha</i>	<i>M</i>	<i>SD</i>
<i>Factor2= Readiness (10 items)</i>		2.972	16.781	0.889	3.82	.66
OCQ23-I am willing to put energy into the process of change	.820					
OCQ17-I want to devote myself to the process of change	.816					
OCQ24-I find the change refreshing	.778					
OCQ20-I am willing to make a significant contribution to the change	.720					
OCQ05-Corporate management team has a positive vision of the future	.609					
OCQ18-I experience the change as a positive process	.606					
OCQ16-I have a good feeling about the change project	.584					
OCQ15-Corporate management team supports the change process unconditionally	.564					
OCQ36-Corporate management team fulfills its promises	.558					
OCQ14-Corporate management team is actively involved with the changes	.412					

Table 9 (Continued)

*Factor Analysis of Organizational Change Questionnaire (N= 186)*

<i>Factors</i>	<i>Factor Loadings</i>	<i>Eigen Values</i>	<i>Total Variance Explained (%)</i>	<i>Cronbach Alpha</i>	<i>M</i>	<i>SD</i>
<i>Factor 3= Climate (10 items)</i>		2.172	14.525	0.826	3.05	.79
OCQ27r*-Staff members are sometimes taken advantage of in our organization	.687					
OCQ11r-Our department's executives focus too much on current problems and too little on their possible remedies	.656					
OCQ09r-Our department's senior managers have trouble in adapting their leadership styles to the changes	.619					
OCQ33r-In our organization, favoritism is an important way to achieve something	.597					
OCQ26r-Within our organization, power games between the departments play an important role	.594					
OCQ29r-My manager does not seem very keen to help me find a solution if I have a problem	.562					
OCQ31r-I doubt whether all of my colleagues are sufficiently competent	.528					
OCQ38-Front line staff and office workers can raise topics for discussion	.508					
OCQ22r-Most change projects that are supposed to solve problems around here will not do much good	.481					
OCQ37-I have confidence in my colleagues	.454					

*\*Original item number in the survey. "r" means reverse item.*



Cronbach Alpha test was applied to the factors to see if there are any items causing a reduction in the internal consistency. No item was removed because of Cronbach alpha since they did not decrease *alpha* value of the factor. Internal consistency calculations showed that *Cronbach alpha* values ranged between .826 and 0.917 as presented in Table 9. Finally, shorter and more user friendly version of the scale has emerged composed of three factors (Participation, Readiness, and Climate) with 30 items.

Considering the original subscale names and the contents of the items, almost the same names were used in the Turkish version since items were showed a similar factorial structure to a great extent as the original (Original and final version of the subscales are presented in Appendix F). Factor loadings, Eigen values, and total variances explained by the factors are in Table 9.

### **3.4. Relationship between OCQ and MPQ**

The Table 10 shows the descriptive and Pearson correlation coefficients among the variables that construct the research model and sub-scales resulted from the factor analysis of the scales.

According to Cohen (1988), the effect sizes of *r* values between .10 and .29 is a small, .30 and .49 is a medium, .50 and .69 is a large and finally above .70 is a very large effect as a rule of thumb. As seen from the correlation table, the correlations between the variables are mostly significant and the effect sizes of the relations changes from small to very large. Aguinis, Werner, Abbott, Angert, Park, and Kohlhausen (2010) indicate that the *p* values which vary from “very highly significant” ( $p < .001$ ), “highly significant” ( $p < .01$ ), “significant” ( $p < .05$ ) to “marginally significant” ( $p < .10$ ) should be

considered with  $r$  values together. Therefore the correlation coefficient table shows that work orientation, international experience and language proficiency had high correlation with MPQ and OCQ. Moreover, work orientation, international experience and language proficiency have also significant relationships with each other. The exact  $p$  values of the correlation coefficients are given in Appendix G.

Table 10

*The Correlation Analysis of the Continuous Variables in the Research Model (N=186)*

	<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>	<i>13</i>
<b>1</b> Work Orientation	2.60	1.57	0.00	6.00	1.000												
<b>2</b> International Experience	1.31	1.61	0.00	5.00	.512 <sup>4</sup>	1.000											
<b>3</b> Language Proficiency (English)	3.66	1.51	1.00	6.00	.687 <sup>4</sup>	.462 <sup>4</sup>	1.000										
<b>4</b> MPQ Mean	3.85	.47	2.32	4.93	.460 <sup>4</sup>	.216 <sup>3</sup>	.457 <sup>4</sup>	1.000									
<b>5</b> Assertiveness	4.21	.47	2.25	5.00	.325 <sup>4</sup>	.107 <sup>1</sup>	.301 <sup>4</sup>	.738 <sup>4</sup>	1.000								
<b>6</b> Social Initiative	3.93	.66	2.00	5.00	.280 <sup>4</sup>	.087	.283 <sup>4</sup>	.782 <sup>4</sup>	.466 <sup>4</sup>	1.000							
<b>7</b> Open Mindedness	3.74	.70	1.50	5.00	.332 <sup>4</sup>	.341 <sup>4</sup>	.388 <sup>4</sup>	.595 <sup>4</sup>	.364 <sup>4</sup>	.329 <sup>4</sup>	1.000						
<b>8</b> Emotional Stability	3.35	.80	1.00	5.00	.360 <sup>4</sup>	.136 <sup>2</sup>	.281 <sup>4</sup>	.706 <sup>4</sup>	.351 <sup>4</sup>	.392 <sup>4</sup>	.227 <sup>3</sup>	1.000					
<b>9</b> Flexibility	3.87	.85	1.00	5.00	.388 <sup>4</sup>	.165 <sup>2</sup>	.423 <sup>4</sup>	.623 <sup>4</sup>	.390 <sup>4</sup>	.396 <sup>4</sup>	.283 <sup>4</sup>	.249 <sup>4</sup>	1.000				
<b>10</b> OCQ Mean	3.32	.62	1.40	4.76	.296 <sup>4</sup>	.174 <sup>2</sup>	.226 <sup>3</sup>	.144 <sup>2</sup>	.152 <sup>2</sup>	.082	.042	.137 <sup>1</sup>	.059	1.000			
<b>11</b> Participation	3.08	.79	2.69	3.34	.240 <sup>4</sup>	.132 <sup>2</sup>	.152 <sup>2</sup>	.144 <sup>1</sup>	.172 <sup>2</sup>	.120	.065	.072	.056	.836 <sup>4</sup>	1.000		
<b>12</b> Readiness	3.82	.66	3.54	4.24	.183 <sup>2</sup>	.099	.182 <sup>2</sup>	.092	.137 <sup>1</sup>	.059	.004	.024	.111	.806 <sup>4</sup>	.519 <sup>4</sup>	1.000	
<b>13</b> Climate	3.05	.79	2.24	3.70	.302 <sup>4</sup>	.194 <sup>3</sup>	.228 <sup>3</sup>	.118	.070	.024	.30	.230 <sup>3</sup>	-.010	.843 <sup>4</sup>	.530 <sup>4</sup>	.540 <sup>4</sup>	1.000

<sup>1</sup>*p*<.10, <sup>2</sup>*p*<.05, <sup>3</sup>*p*<.01, <sup>4</sup>*p*<.001

Therefore, Hypothesis 1 was supported that there is a significant positive relationship between multicultural competency and organizational change perception even if it has a small effect size ( $r=0.144, p=.05$ ). Thus, the participants' scores in multicultural personality are positively correlated with more positive perception and attitude toward the organizational change.

Additionally, assertiveness is correlated with positive perception about the current "participation" and "readiness" level of employees ( $r=0.172, p=.019; r=0.137, p=.062$ ), and with an overall "organizational change" (i.e., OCQ Mean) in the organization ( $r=0.152, p=.039$ ) but not with the current "climate" of the change ( $r=0.070, p=.345$ ).

Also, emotional stability is correlated with positive perception of the "climate of change" and overall "organizational change" (i.e., OCQ Mean) in the organization ( $r=0.230, p=.002; r=0.137, p=.063$ ). The correlations between the emotional stability and the "participation" and "readiness" of employees are not statistically significant ( $r=0.072, p=.0331; r=0.024, p=.743$ ). Other competencies (i.e., Social Initiative, Open-mindedness, and Flexibility) did not show positive correlation with organizational perception.

### **3.5. Relationship between MPQ, OCQ and Other Variables**

Again the correlation coefficients from Table 10 shows that Hypothesis 2 was supported; i.e., there are significant positive correlations between "multicultural personality" and "work orientation", "international experience" and "language proficiency" level of the participants with a moderate effect size ( $r=0.460, p<.001; r=0.216, p=.003, r=0.457; p<.001$ ). Thus, more global the work, more the participants

have the international experience and more they have a language proficiency, more the participants have these personality traits.

Also, Hypothesis 3 was supported that there are significant correlations between organizational change perception and “work orientation”, “international experience” and “language proficiency” level of the participants with a low to moderate effect sizes ( $r=0.296, p<.001$ ;  $r=0.174, p=.018$ ;  $r=0.226, p=.002$ ). Thus, the more global the work, more the participants have the international experience, and the more they have language proficiency, the more they have a positive perception about the overall organizational change inside the organization (i.e., “participation” of employees to the change, work “climate” of the change and the “readiness” for the change).

Finally, Hypothesis 4 was supported that global “work orientation” of the participants is positively correlated with the “international experience” and “language proficiency” level of them with large effect sizes ( $r=0.512, p<.001$ ;  $r=0.687, p<.001$ ). Thus, more they have the international experience and language proficiency, the more global the work that they work.

### **3.6. Departmental Differences on Global Work Orientation, OCQ and MPQ**

At this section the effect of “departments” on the variables that construct the research model is investigated. One-way between subjects ANOVAs were conducted to analyze the difference in the scores of “global work orientation”, “international experience”, “language proficiency”, “MPQ” and “OCQ” among three departments. Also, independent sample t-tests were conducted to test for significant difference in the scores of “MPQ” over “OCQ” that median split of MPQ ( $Mdn=3.86$ ) has been used to

define high and low multicultural competency of the participants since MPQ gives an overall competency score.

### **3.6.1. Departmental Differences and Global Work Orientation**

Hypothesis 5(a) was supported that there is a significant difference among departments for the “global work orientation”, “international experience” and “language” level ratings. One-way ANOVA showed that the “global work orientation” differed significantly across three departments ( $F(2, 180) = 188.088, p < .001$ ). Also, “international experience” level ( $F(2, 181) = 26.839, p < .001$ ) and “language proficiency” level ( $F(2, 181) = 205.730, p < .001$ ) differed significantly across departments.

For work orientation, post hoc comparisons of three departments using the Tukey HSD test indicated that the “IR” department gave significantly higher “global work orientation” ratings both than the “SC” ( $M_{dif}=1.90, p < .001$ ) and “NR” ( $M_{dif}=3.20, p < .001$ ) departments. Also, the “SC” department gave significantly higher “global work orientation” ratings than the “NR” department ( $M_{dif}=1.31, p < .001$ ).

The percentage of participants who have high global work orientation also significantly differed by their departments. The proportion of participants with global work orientation inside the departments was higher in “IR” department (94%,  $n=50$ ) than “SC” department (71%,  $n=62$ ) and “NR” (2%,  $n=71$ ) followed. The difference in proportions was significant,  $\chi^2= 112.830, df= 2, N = 183, p < .001$ .

For international experience, post hoc comparisons of three departments using the Tukey HSD test indicated that the “IR” department gave significantly higher

“international experience” ratings both than the “SC” ( $M_{dif}=2.15, p<.001$ ) and “NR” ( $M_{dif}=3.86, p<.001$ ) departments. Also, the “SC” department gave significantly higher “international experience” ratings than the “NR department ( $M_{dif}=1.71, p=.002$ ).

For language level, post hoc comparisons of three departments using the Tukey HSD test indicated that the “IR” department gave significantly higher “language proficiency” ratings both than the “SC” ( $M_{dif}=1.54, p<.001$ ) and “NR” ( $M_{dif}=3.12, p<.001$ ) departments. Also, the “SC” department gave significantly higher “language proficiency” ratings than the “NR” department ( $M_{dif}=1.58, p<.001$ ). Descriptive of each department is presented in Table 11.

Table 11

*Global Work Orientation, International Experience and Language Level Descriptives across the Departmental Groups*

	<i>Departments</i>	<i>n</i>	<i>M</i>	<i>SD</i>
Global Work Orientation	International Retailing	50	4.50	1.22
	Supply Chain	62	2.60	0.93
	National Retailing	71	1.29	0.50
International Experience	International Retailing	50	4.86	3.34
	Supply Chain	62	2.71	3.46
	National Retailing	72	1.00	1.71
Language Proficiency	International Retailing	50	5.40	0.61
	Supply Chain	62	3.85	1.02
	National Retailing	72	2.78	0.81

### 3.6.2. Departmental Differences on Multicultural Personality

The percentage of participants who have high MPQ also significantly differed by department. The scores above the median split of MPQ ( $Mdn=3.86$ ) represents high and lower than the median split represents low multicultural personality. The proportion of participants with high MPQ was higher in “IR” department (74%) than “SC” department (66%) and “NR” (12.5%) followed. The difference in proportions was significant,  $\chi^2 = 58.100$ ,  $df= 2$ ,  $N = 184$ ,  $p = .000$ .

ANOVA showed that there is a significant main effect of the department on the MPQ score of the participants ( $F(2, 181) = 49.106$ ,  $p < .001$ ). Therefore Hypothesis 5(b) was supported. Post hoc comparisons of three departments using the Tukey HSD test indicated that the “IR” department gave significantly higher “MPQ Mean”-overall multicultural personality score than “SC” ( $M_{dif}=.20$ ,  $p=.018$ ) and “NR” ( $M_{dif}=.66$ ,  $p < .001$ ) departments. Also, the “SC” department gave significantly higher “MPQ Mean” scores than the “NR” department ( $M_{dif}=.46$ ,  $p < .001$ ) as seen in Table 12.



Table 12

*ANOVA Results for the Difference among Departments' MPQ Overall and Subscale Scores*

	<i>Departments</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F(2,181)</i>	<i>p</i>
MPQ Mean	International Retailing	50	4.18	0.42	49.106	.000
	Supply-Chain	62	3.98	0.33		
	National Retailing	72	3.52	0.39		
Assertiveness	International Retailing	50	4.49	0.44	19.209	.000
	Supply-Chain	62	4.24	0.38		
	National Retailing	72	4.00	0.46		
Social Initiative	International Retailing	50	4.18	0.64	18.760	.000
	Supply-Chain	62	4.14	0.54		
	National Retailing	72	3.60	0.64		
Emotional Stability	International Retailing	50	3.71	0.78	15.363	.000
	Supply-Chain	62	3.49	0.77		
	National Retailing	72	2.99	0.70		
Open Mindedness	International Retailing	50	4.12	0.70	19.635	.000
	Supply-Chain	62	3.80	0.58		
	National Retailing	72	3.39	0.65		
Flexibility	International Retailing	50	4.36	0.56	39.497	.000
	Supply-Chain	62	4.13	0.52		
	National Retailing	72	3.32	0.94		

As seen from the Table 12, the subscales of the MPQ also showed significant departmental differences. In this sense, there was a significant difference among the three departments for “assertiveness” and “open mindedness”. Post hoc comparisons of three departments using the Tukey HSD test indicated that the “IR” department gave significantly higher “assertiveness” and “open-mindedness” than “SC” ( $M_{dif}=.24$ ,  $p=.008$ ;  $M_{dif}=.32$ ,  $p=.035$ ) and “NR” ( $M_{dif}=.49$ ,  $p<.001$ ;  $M_{dif}=.73$ ,  $p<.001$ ) departments.

Also, the “SC” department gave significantly higher”, “assertiveness” and “open-mindedness” scores than the “NR” department ( $M_{dif}=.24, p<.004; M_{dif}=.41, p=.001$ ).

Other post hoc comparisons of three departments using the Tukey HSD test indicated that both “IR” ( $M_{dif}=.58, p<.001; M_{dif}=.72, p<.001; M_{dif}=1.03, p<.001$ ) and “SC” ( $M_{dif}=.54, p<.001; M_{dif}=.50, p<.001; M_{dif}=.81, p<.001$ ) departments gave significantly higher “social initiative”, “emotional stability”, and “flexibility” scores than the “NR” department. However, the “IR” and “SC” departments did not differ significantly for these subscales since they are at  $p>.10$  level. Descriptives of MPQ scores for each department are presented in Table 12.

### **3.6.3. Departmental Differences on Organizational Change**

Hypothesis 5(c) was also supported. Analysis showed that there is a significant main effect of the department on the OCQ score of the participants ( $F(2, 181) = 11.384, p<.001$ ). Post hoc comparisons of three departments using the Tukey HSD test indicated that the “IR” department gave significantly higher positive “OCQ Mean”-overall organizational change perception scores both than the “SC” ( $M_{dif}=.42, p=.001$ ) and “NR” ( $M_{dif}=.49, p<.001$ ) department. However, the “SC” and “NR” departments did not differ since they were at  $p>.10$  level ( $M_{dif}=.08, p=.732$ ).

Besides, post hoc comparisons of three departments indicated that “IR” department gave significantly higher positive “process”, “readiness” and “climate” scores both than the “SC” ( $M_{dif}=.44, p=.011; M_{dif}=.30, p=.043; M_{dif}=.50, p=.002$ ) and “NR” ( $M_{dif}=.49, p=.003; M_{dif}=.38, p=.004; M_{dif}=.61, p<.001$ ) departments. However, the “SC” and “NR” departments did not differ significantly for these subscales. Descriptive of each department is presented in Table 13.

The percentage of participants who have more “positive process” also significantly differed by department. The scores above the median split of process subscale of OCQ ( $Mdn=3.1$ ) represents high, and lower than the median split represents low positive participation perception. The proportion of participants with high participation perception for process was higher in “IR” department (70%) than “SC” department (50%) and “NR” (43%) followed. The difference in proportions was significant,  $\chi^2 = 8.872$ ,  $df= 2$ ,  $N = 184$ ,  $p =.012$ .

The percentage of participants who have more positive work “climate” perception significantly differed by department as well. The scores above the median split of climate subscale of OCQ ( $Mdn=3.05$ ) represents high, and lower than the median split represents low positive perception about the climate. The proportion of participants with high participation perception was higher in “IR” department (72%) than “SC” department (50%) and “NR” (43%) followed. The difference in proportions was significant,  $\chi^2= 10.330$ ,  $df= 2$ ,  $N = 184$ ,  $p =.006$ .

Table 13

*ANOVA Results for the Difference among Departments' OCQ Overall and Subscale Scores*

	<i>Departments</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>F(2,181)</i>	<i>p</i>
OCQ Mean	IR	50	3.65	0.57	11.384	.000
	SC	62	3.23	0.58		
	NR	72	3.15	0.61		
Process	IR	50	3.42	0.78	6.827	.000
	SC	62	2.98	0.79		
	NR	72	2.94	0.74		
Readiness	IR	50	4.07	0.74	5.548	.000
	SC	62	3.77	0.57		
	NR	72	3.68	0.63		
Climate	IR	50	3.46	0.65	10.472	.000
	SC	62	2.95	0.81		
	NR	72	2.84	0.77		

### 3.7. Readiness for Change

Hypothesis 6(a) was also supported. There was a significant difference among high and low “process” and “climate” conditions for the “readiness” scores. An independent samples t-test showed that the “readiness” to change differed significantly across high and low “participation” ( $t(184) = -5.966, p < .001; M_{low} = 3.54, SD = .67, n = 87, M_{high} = 4.07, SD = .54, n = 99$ ) and “climate” ( $t(184) = -5.972, p < .001; M_{low} = 3.54, SD = .68, n = 86, M_{high} = 4.07, SD = .53, n = 100$ ) change conditions. These results suggest that “process” and “climate” of change really does have an effect on “readiness” for change. Specifically, our results suggest that when people have positive perception that they are

highly participated in change process and work in a change supportive environment, their readiness for changes increases.

### 3.8. Comparison of High and Low MPQ Scores according to Their OCQ Level

Hypothesis 6(b) was partially supported. No significant difference was observed among the participants with high and low “MPQ” scores for the “OCQ” scores. An independent-samples t-test showed that the “OCQ” did not differ significantly across high and low “MPQ” ( $t(184) = -1.679, p = .095; M_{low} = 3.25, SD = .60, n = 99, M_{high} = 3.40, SD = .63, n = 87$ ) conditions as demonstrated in Table 14.

Table 14

*T Test for the Difference between the groups with High-Low MPQ across OCQ Scores*

	<i>MPQ Mean</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t(184)</i>	<i>p</i>
OCQ Mean	Low	99	3.25	0.60	-1.679	.095
	High	87	3.40	0.63		
Participation	Low	99	3.00	0.73	-1.600	.111
	High	87	3.18	0.84		
Readiness	Low	99	3.80	0.61	-.514	.608
	High	87	3.85	0.72		
Climate	Low	99	2.94	0.77	-1.921	.056
	High	87	3.16	0.79		

However, subscales of MPQ indicated significant differences on OCQ. In this sense, there was a significant difference in the scores for high and low “assertiveness” ( $t(178) = -2.160, p=.032; M_{low}=3.21, SD=.54, n=87, M_{high}=3.41, SD=.68, n=93$ ) scores over “OCQ Mean” for overall change perception. Also, there was a significant difference in the scores for high and low “assertiveness” ( $t(178) = -2.431, p=.016; M_{low}=2.93, SD=.64, n=87, M_{high}=3.22, SD=.89, n=93$ ) over “participation” of employees to the change. Thus, if one have high assertiveness personality trait, his/her perception over the organizational change and participation of employees to the change differs than ones with low assertiveness.

Finally, there was a significant difference in the scores for high and low “emotional stability” ( $t(180) = -2.863, p=.005; M_{low}=2.90, SD=.79, n=90, M_{high}=3.22, SD=.74, n=92$ ) over “climate” for change and overall change perception (i.e., OCQ Mean) ( $t(180) = -1.762, p=.080; M_{low}=3.23, SD=.63, n=90, M_{high}=3.39, SD=.60, n=92$ ). Thus, if one has high emotional stability then his/her perception over organizational change and work climate for change differs than ones with ones with low emotional stability.

Moreover, 2 x 3 between subjects ANOVA was conducted and no significant interaction among MPQ (high and low scores) and the departments on OCQ score of the participants was found ( $F(1, 178) = 0.545, p=.581$ ). Thus, there is no main effect of high or low MPQ scores on OCQ but subscales of MPQ do have main effects on OCQ at some point, but MPQ does not interact with departments that OCQ does not change depending on the departments when MPQ is high.

### **3.9. Predictors of Organizational Change Perception**

The analysis of multiple regression and hierarchical regression were conducted for testing the research model and hypotheses. The aim is to determine the most significant independent variable among a group of independent variables (or with the moderating and intervening variables) which are assumed to explain the dependent variable, regarding to the ratio of variance (Durmuş, Yurtkoru, & Çinko, 2011; Öztürk, 2006).

#### **3.9.1. Mediating Effect of Global Work Orientation**

Two-stage hierarchical regression was applied to test the research model as a whole and to see how variables that constituted the model explain the dependent variable. During the process, each group of variables was taken as a dimension and hierarchical regression was applied successively for the dependent variable of “organizational change” which was measured by the OCQ.

As a result, Hypothesis 7 (a) was supported that “multicultural personality” affects “organizational change” perception through its effect on “global work orientation”. Results showed 8.7 % of the variance (i.e., a small effect according to Cohen, 1988) were explained in the final model.

It leads us to the mediation process that a mediator (M) mediates the relationship between a predictor (independent variable -IV) and an outcome (dependent variable - DV). Baron and Kenny (1986) presented a four step approach that one should go to Step 4 if there are significant relationships from Step 1 (i.e., the regression of IV on DV ignoring the M is significant), to Step 2 (i.e., the regression of IV on M is significant),

and to Step 3 (i.e., the regression of M on DV is significant). For Step 4, if IV is no longer significant when M is controlled and M over DV is still significant, then there is a full mediation. If IV is still significant over DV (i.e., both IV and M significantly predict DV), but the significance slightly decreases, then there is a partial mediation.

Following Baron and Kenny's procedure, the analysis of relationship between MPQ and OCQ via global work orientation is summarized in Table 15, 16, 17.

Table 15

*Regression Analysis of MPQ on Global Work Orientation*

<i>IV</i>	$\beta$	<i>t</i>	<i>p</i>	<i>F</i>	<i>R</i> <sup>2</sup>	<i>R</i> <sup>2</sup> <sub>adj</sub>
MPQ	.460	6.993	.000	48.896	.212	.207

Table 16

*Regression Analysis of Global Work Orientation on Organizational Change as Dependent Variable*

<i>IV</i>	$\beta$	<i>t</i>	<i>p</i>	<i>F</i>	<i>R</i> <sup>2</sup>	<i>R</i> <sup>2</sup> <sub>adj</sub>
Global Work Orientation	.296	4.174	.000	17.420	.087	.082



Table 17

*The Hierarchical Regression Analysis: Mediating of Global Work Orientation on Organizational Change as Dependent Variable*

<i>IV</i>	$\beta$	<i>t</i>	<i>p</i>	<i>F</i>	$R^2$	$R^2_{adj}$	$\Delta R^2$
MPQ	.146	1.987	.048	3.946	.021	.016	.021
MPQ &	.012	.153	.878	8.675	.087	.077	.066
Global Work Orientation	.290	3.625	.000				

At Step 1 of the mediation model, the regression of MPQ scores (MPQ Mean) on Organizational Change scores (OCQ), ignoring the mediator, was significant (Table 17). Step 2 showed that the regression of the MPQ scores on the mediator, global work orientation scores, was also significant (Table 15). Step 3 of the mediation process showed that the regression of the mediator on the OCQ scores was significant as well (Table 16). Step 4 of the analyses revealed that, controlling for the mediator, MPQ is no longer a significant predictor of OCQ scores and the mediator is still significant that full mediation is achieved (Table 17). Results of the Sobel test as well suggest that the association between “multicultural competency” and “organizational change is significantly mediated by “global work orientation” ( $z = 3.59, p = .028$ ). In conclusion, these results suggest that high multicultural competency predict organizational change approach, and that it does so by strengthening work orientation perception of employees.

### 3.9.2. Multiple Linear Regressions of MPQ and OCQ

In the multiple regression analysis, “language proficiency” and “international experience” were taken as independent variables with “multicultural personality” as dependent variable. As a result, Hypothesis 7 (b) was supported. As predicted “language proficiency” and “international experience” had an effect on “multicultural personality” –MPQ. The results showed that 20.9% of the multicultural competency explained by the language proficiency and the international experience together in the final model as in Table 18.

Table 18

*The Linear Regression Analysis: Multicultural Competency as Dependent Variable*

<i>Model</i>	<i>Variable</i>	$\beta$	<i>t</i>	<i>F</i>	<i>R</i> <sup>2</sup>	<i>R</i> <sup>2</sup> <sub>adj</sub>
1	Language Proficiency	.457	6.946	48.247 <sup>1</sup>	.209	.204
2	International Experience	.216	3.001	9.009 <sup>2</sup>	.047	.041
3	Language Proficiency & International Experience	.455	6.120	23.993 <sup>3</sup>	.209	.200

<sup>1</sup>*p*= .000; <sup>2</sup>*p*= .003; <sup>3</sup>*p*= .000

Moreover, multiple regression analysis that takes “process” and “climate” as independent variables with “readiness” as dependent variable of organizational change inventory was conducted. As a result, Hypothesis 7 (c) was supported and scores from OCQ’s “process” and “climate” subscales showed expected effect on “readiness”. The results showed that 36.77 % of the readiness explained by participation and climate together in the final model as in Table 19.

Table 19

*The Multiple Regression Analysis: Readiness as Dependent Variable*

<i>Model</i>	<i>Variable</i>	$\beta$	<i>t</i>	<i>F</i>	$R^2$	$R^2_{adj}$
1	Process	.519	8.247	68.006 <sup>1</sup>	.270	.266
2	Climate	.540	8.709	75.848 <sup>2</sup>	.292	.288
3	Process & Climate	.368	5.312	53.140 <sup>3</sup>	.367	.360

<sup>1</sup> $p = .000$ ; <sup>2</sup> $p = .000$ ; <sup>3</sup> $p = .000$

**3.10. Summary of Results**

- a. Important findings might be summarized as follows: Multicultural personality has a five-factor structure with “assertiveness”, “social initiative”, “emotional stability”, “open mindedness”, and “flexibility”. Organizational change has three-factor structure with “process”, “readiness”, and “climate”.
- b. Multicultural personality has a significant correlation with organizational change attitudes even it has a small effect. When multicultural personality is high, positive perception about organizational change increases. (*Hypothesis 1*)
- c. Multicultural personality significantly but with small effect correlated with organizational change subscales. When “assertiveness” is high, positive perception about “overall organizational change”, “process” and “readiness” level increases. Also, when “emotional stability” is high, positive perception about “overall organizational change” and “climate” increases even it is has a small effect.
- d. Multicultural personality significantly correlated with global work orientation, international experience and language proficiency in English. When work

- orientation gets more global and international experience and language proficiency increase, multicultural personality also increases. (*Hypothesis 2*)
- e. Organizational change significantly correlated with global work orientation, international experiences and language proficiency. When work orientation gets more global, and international experience and language proficiency increases, positive perception about organizational change also increases. (*Hypothesis 3*)
- f. Global work orientation significantly correlated with international experience and language proficiency with a large size effect. When work orientation is more global, international experiences and language proficiency increases. (*Hypothesis 4*)
- g. Global work orientation, international experience and language proficiency differed significantly across three departments. The IR department gave significantly higher ratings than other departments. Also, the SC department gave significantly higher ratings than the NR department. (*Hypothesis 5a*)
- h. Multicultural personality significantly differed among three departments. When it came to “assertiveness” and “open mindedness”, the IR gave higher scores than the SC, and the SC gave higher scores than NR department. When it came to “social initiative”, “emotional stability”, and “flexibility”, the IR and SC gave higher scores than the NR department. (*Hypothesis 5b*)
- i. Organizational change significantly differed among departments. When it came to “participation”, “climate” and “readiness”, the IR department gave higher scores than other departments. (*Hypothesis 5c*)

- j. Readiness to change differed significantly across high and low “participation” and “climate” conditions. High participation to change and change supportive work climate predict readiness for change. (*Hypothesis 6a*)
- k. Organizational change did not differ across high and low multicultural personality. But high “assertiveness” predicted overall organizational change attitudes and perceptions about the “participation” level of employees. Also high “emotional stability” predicted overall organizational change attitudes and the “climate” of change. (*Hypothesis 6b*)
- l. Multicultural personality significantly affected the organizational change through global work orientation only with a small variance. (*Hypothesis 7a*)
- m. Language proficiency and international experience predicted multicultural personality. Having multicultural personality is explained by the language proficiency and international experiences of employees. (*Hypothesis 7b*)
- n. “Process” and “climate” predicted “readiness” for change. Readiness level of employees explained by the participation level of employees in the process and positive work climate for change. (*Hypothesis 7c*)

## Section 4 – Discussion and Conclusions

Globalization of businesses leads to strategic changes in organizations. Having a global vision, top management support, and readiness of organizational members with intercultural skills all contribute to the global transition of a company (Bouckenooghe & Devos, 2007; Cox & Blake, 1991; Richard, Baker& Crew, 2009; Rizvi, 2010; Van der Zee & Brinkmann, 2004; Van der Zee, Mol, & Van Oudenhoven, 2003). In our research, we examined the organizational and individual change readiness in global attempts of a ready-to-wear retailing company, which is known with its financial and branding successes in Turkey and have a global vision for 2023 to expand through Europe. Nowadays 2023 is a critical date for most of the firms in Turkey since it is the 100<sup>th</sup> anniversary of Turkish Republic and companies set their organizational developmental visions to this date in terms of its visionary value for Turkey (DKA, 2011; TÜBİTAK, 2003).

The qualitative findings of the research have pointed out that the organizational change in line with the 2023 vision for this company is seen as a necessity for competitive advantage in the sector. Additionally, the concept of the international change was usually conceived as a diverse work environment they have, the top management's control over the process, and the learning process in return contribute to the organizational readiness for such a change. The competencies more than corporate values were mentioned as a need and participants agreed that “global mindset” is required to adapt to the change. Employees need to be behaviorally competent for the sake of change that they are expected to adapt. Global mindset is perceived as the key to international business and to make intercultural contacts with customers, stakeholders

etc. Results indicate that departments differ from one another in terms of their contribution to globalization, since they claimed participants with international duties would be more into this process. Finally, current practices about change pointed out standardization problem of recruitment especially for international duties. For instance, internal recruitment process for international duties was mentioned as an example in which national store manager who knows the corporate culture and who has these competencies could be appointed for international functions. These findings indicated the competencies needed and elaborated the importance of defining and measuring the competencies for international duties.

The differences in terms of intercultural skills between work groups in parallel with global work orientation also depicted that individual and job characteristics were represented as determinants of organizational change success. Qualitative findings of the focus group strengthened the accurate interpretation and reasoning of quantitative findings. The qualitative study has comparable findings with quantitative ones especially in terms of what employees need to be competent in a multicultural environment for a global change, and how such change is perceived depending on the work done by employees.

Overall results of the quantitative findings showed that global work orientation, international experience and language proficiency differed across three work groups that employees in the IR department have the highest level of them. This means that current departmental structure is certainly differentiated with their different levels of global work content. Thus, more global the work orientation, the more they have international

experience and language proficiency to meet international job requirements (Caligiuri, Tarique, & Jacons, 2009; Kim & Slocum Jr., 2008).

Moreover, multicultural personality significantly differed among three work groups. International retail department has the work force with higher “assertiveness” and “open mindedness” than supply chain and national retail departments. “Social initiative”, “emotional stability and “flexibility” are high in both international retail (IR) and supply-chain (SC) than national retail (NR) department.

Perception of organizational change efforts was different among these work groups as well. The IR department has higher “process”, “climate” and “readiness” scores compared to other two departments. Therefore, as the work orientation gets global, members perceive the level of participation to the change process, readiness and commitment to the change higher, and the work environment as more positive.

Multicultural personality is correlated with organizational change attitudes even if it has a small effect. One of the dimensions of multicultural personality, specifically, “assertiveness”, which is mainly based on empathy and self-confidence in every situation, is positively correlated with perception of “overall organizational change”, “process” and “readiness” level. “Emotional stability”, which is based on calmness in stressful situations, is also positively correlated with perception over “overall organizational change” and “climate”.

Multicultural personality is positively correlated with work orientation in terms of level of global exposure at work, amount of international experience and language proficiency in English which are in turn correlated to positive perception about organizational change. This might be interpreted as the fact that international



experience fed by the content of the job and the personal international exposure strengthen the multicultural personality which shapes the perception of the employees for their organizations' change efforts on a more positive spectrum.

Overall I may say that hypotheses of the study were mainly supported with moderate effect sizes. Results indicated a positive relationship between multicultural personality, which facilitates the adaptation to the diverse cultures (Van der Zee & Van Oudenhoven, 2000), and organizational change adding to the previous scarce findings of the personality effect over change (Armenakis & Bedeian, 1999; Chen & Wang, 2007; Muehlfeld, Doorn, & Witteloostuijn, 2011; Nedd, 1971; Nikolaou et al., 2007; Oreg, Vakola, & Armenakis, 2011; Shin, Taylor, & Seo, 2012; Wanous et al., 2000). Besides, people with more global work orientation, international experiences, and higher proficiency in English perceive themselves as being able to show more intercultural skills to adapt in a multicultural environment consistent with previous researches by Van der Zee, Zaal and Piekstra (2003), Ng, Dyne and Ang (2009), Leone et al. (2005), and Korzilius et al. (2011). Thus, people with higher language proficiency and international experience are also more multicultural that they easily adapt to multicultural environments and deal with problems based on cultural differences and intercultural interactions (Van der Zee & Van Oudenhoven, 2000).

The conceptualization of IR departments as an opening door for globalization where the employees are in the center of daily international business and diverse cultures is the reason why IR employees are more assertive and open-minded than others (Dawson, 1994; Hutchinson et al., 2007). Therefore, they are the ones who should be open-minded and self-assertive at most to adapt to diverse cultures and stand up to the problems depending on diverse work habits. Moreover, IR and SC employees

have more social initiative, more emotional stability and flexibility comparing to NR employees since they are the contact people who interact with international customers and executives back in the headquarter or in an abroad assignment (Harvey et al., 2013). Even though having low level of multicultural personality in the NR employees makes sense, it does not mean they have to stay in this way. The NR employees are potential human resource for international work since it becomes more common even in local businesses (Tharenou, 2005). Then recruiting the talented ones and training people with potential of international skills are highly suggestible for the sake of globalization of business.

Since international work increased in today's businesses, IR employees involve more in international orientation of organizations (Azuma, 2004) that their drive for international markets has become crucial inside the main functions of a retailing company (Azuma, 2004; Harvey et al., 2013; Horn & Davison, 1990). In this sense, we found that IR employees differed in terms of organizational change perception for globalization from other departments. Thus, IR employees believed that organizational change which they have been through is well managed in terms of the change process and work climate, and also they are individually ready and committed for the change. When we consider why IR employees think more positive about organizational global change, IR employees are more aware of internal and outside environment and changes since their involvement and role in the globalization are higher (Azuma, 2004) in line with their global work orientation. Even though SC and NR employees seem to have less positive attitude toward change, global awareness of them should also be another consideration since these work groups have operationally significant roles in the globalization at different levels.

From a multilevel perspective of change readiness in terms of individual, work group and organizational readiness of Rafferty, Jimmieson and Armenakis (2012), individual change perception depending on personality characteristics, beside work group differences on change perception, were partially observed. Although attitude toward organizational change was not changed depending on high or low multicultural personality scores, multicultural personality traits which are assertiveness or emotional stability on its own has an effect on perception about overall organizational change. Assertive employees are positive about the change participation and employees who are more emotionally stable also find the work climate of change as encouraging. These results may lay in the characteristics of assertiveness and emotional stability that the personality traits contribute to the positive perception of their own and the others' participation to the change process, and positive work climate for change.

When we put the multilevel perspective of organizational change (Rafferty, Jimmieson, & Armenakis, 2012) on a new model, work groups' contribution based on high or low global work orientation, besides individual contribution of multicultural personality over global organizational change, showed a collective effect over change perception. In this sense, global work orientation mediated fully the relationship between multicultural personality and organizational change perception of the employees. Since the relationship between multicultural personality and organizational change attitudes was found, work orientation signifies the importance of work done in this process. The more globalized the work employees engage, the more strengthened the relationship. But the variance was too small since multicultural personality already has a small effect on attitude toward organizational change that work orientation had

restricted affect on change in which only most globalized work group (i.e., IR) showed a difference in change perception.

Finally, individual readiness for change, which represents reactions to change (Armenakis & Bedeian, 1999), also depends on the situational factors which are the management of the participation and work climate. Employees, who believe there is a well-managed change process and work environment, also have high level of individual readiness for the change that they are committed for such change. Thus, besides individual factors, situational factors are also found to be important indicators of attitudes and intentions in change readiness (Rafferty, Jimmieson, & Armenakis, 2012).

#### **4.1. Implications for Research**

The implication of the current study can be discussed from the perspectives of statistical and practical significance of quantitative and qualitative studies. Aguinis et al. (2010) highlighted not only the academic but also customer-centric outcomes that reporting not only p values, effect size or relationships as most academicians do but also reporting qualitative study which regards practical impact on customers as most practitioners practice is important to decrease any scientist-practitioner gap. In this sense, using both qualitative and quantitative methods contributed hand by hand into this study. The dynamics of the organization and convenience of the research variables and measures were observed through the focus groups study. In this sense, kind of organizational change the organization has been through and intercultural skills to be examined in adaptation to this change were identified. Qualitative findings furnished the research concepts in the model and facilitated the interpretation of the quantitative

findings as well. Elaborating organizational change perception and competencies related to “global mindset” via qualitative and quantitative methods brought us not only statistical findings but also practical interpretation of the findings for the organization.

One of the important contributions of our research to the related literature is the high reliability scores of the scales in this study comparing to the original findings of Van der Zee and Van Oudenhoven (2001), and Bouckennooghe, Devos, and Van den Broeck (2009). Current study strengthens the utility of the scales also in Turkish and indicated the success of the translation. It was also the first study that these scales are used in Turkish with employees’ rather than students as participants. Besides, factor analysis of both scales lead us to shorter version of the questionnaires that 28-items of MPQ comparing to 40-items short version of Van der Zee et.al. (2012), and 30-items of OCQ comparing to 42-items original version of Bouckennooghe, Devos, and Van den Broeck (2009) revealed more friendly (i.e., shorter) usage of the surveys.

Additionally, the subscales preserved the original items after the factor and reliability analysis both for MPQ and OCQ, only items of “cultural empathy” subscale of the MPQ were dispersed completely that four items from “emotional stability”, two items from “open-mindedness” and two items from “cultural empathy” got under one factor. In this sense, cultural empathy items might not be as powerful to represent a subscale but cultural empathy items together with items from open-mindedness and emotional stability represented the verbal intelligence (Van der Zee, Zaal, & Piekstra, 2003), the social and professional adjustment (Yakunina, Weigold, Weigold, Hercegovac, Elsayed, 2012), and the endurance for stressful situations (Van der Zee & Van Oudenhoven, 2000, 2001). The factor was named as “assertiveness” based on the

content and this factor indicated the self-confidence of the participants in a multicultural environment to represent the confidence to ease and solve the problems in culturally diverse environments.

On the other hand, situational factors, which are about the management of the work climate and change process, supported the previous findings of Bouckennooghe, Devos and Van den Broeck (2009) over change readiness. However, studying the individual factors over change attitude contributed to the limited literature and it showed that not only situational factors but also individual characteristics affected the change perception (Chen & Wang, 2007; Muehlfeld, Doorn, & Witteloostuijn, 2011; Nedd, 1971; Nikolaou et al., 2007; Shin, Taylor & Seo, 2012; Wanous et al., 2000).

One of the crucial novelties introduced by the research is that multicultural personality were found as an individual related determinant of attitudes toward a global organizational change since multicultural ones are more adaptable both for changing social and professional international environments (Van der Zee & Van Oudenhoven, 2000, 2001). Another important contribution of the research is that the findings added value for vocational differences both for multicultural personality and change perception that work group characteristics (i.e., global work orientation) differed in terms of the multicultural level among employees (Van der Zee, Zaal, & Piekstra, 2003), and also revealed an effect over change perception (Rafferty, Jimmieson, & Armenakis, 2012) that employees with global work orientation or in the more global work groups presented higher multiculturalism and positive change perception over globalization. In this sense, the model of the research revealed a new mediating role of global work orientation. Mediating effect of the perception of global characteristics of

the work engaged between the individual factors and change perception with such a multilevel perspective was not previously studied although both individual and work-related factors were shown to have an influence over change perception in diverse studies.

Finally, international experience and language proficiency, which are correlated with the global work orientation of employees (Caligiuri, Tarique, & Jacons, 2009; Kim & Slocum, 2008), also correlated with multicultural personality additional to the previous findings (Korzilius et al., 2011; Leone et al., 2005; Ng, Dyne, & Ang, 2009; Van der Zee, Zaal, & Piekstra, 2003) and supported a multicultural profile with multicultural traits, international experiences and language proficiency especially in English for organization which need to adapt to a volatile and diverse international business environment.

## **4.2. Implications for Practice**

The study has two main practical outcomes considering the multicultural personality and organizational change perception: personal development plan and internal corporate communication.

### **4.2.1. Personal Development Plan (PDP)**

Since work group differences revealed an incremental value of multicultural personality depending on global work orientation, the important part is to detect the talented one and increase the multicultural personality of potential ones with training practices. In this sense, personal development plans which involve the recruitment, training, and career planning with the support of top management and HRM may create

the best environment for the globalization. PDPs are used as a learning and feedback tool for documenting competencies, learning needs, and presenting future plans for development (Beausaert, Segers, & Gijsselaers, 2011; Beausaert, Segers, Fourage, & Gijsselaers, 2012). It is an effective HR tool to control organizational and individual competency development and to facilitate learning like with workshops and trainings (Grahner, Beausaert, & Segers, 2014).

Since maintaining and developing competencies of employees will directly affect the organizational performance in a hyper-competitive business environment (Capece & Bazzica, 2013), the recruitment of talented ones with competency based tools for the new comers are critical. In this sense shorter version of the multicultural personality scale in this study, and behavioral interviewing can be proposed as a tool for this aim. Selecting the current talented ones from a structured talent pool may also contribute the competitive advantage of the organization.

Adding cultural diversity trainings like cross-cultural training, mentoring, shadowing which is on-the-job training by observing the behaviors of others, and short-term international assignments within the scope of PDP which offer cultural awareness, sensitivity, and tolerance are also important for adaptation and collaboration of the employees with different cultures (Bezrukova, Jehn, & Spell, 2012; Eginli, 2012).

Moreover, having a career development plan for employees, beginning from the work environment that encourages social networks and facilitates internal career opportunities, may contribute to the multicultural development, developing cross-cultural competencies, and to the career development in a cross-cultural environment (Balčiūnaitienė, Barvydienė, & Petkevičiūtė, 2013).



With the current changes inside the organization, SC department has become inter-correlated with the IR that it contributes to the increasing strategic importance of supply-chain in international attempts. In SC and IR departments, expat numbers will be 20% of total employees that will increase the need for the diversity training of employees inside headquarter as well. Although they already use online personality inventories and assessment centers for recruitment (e.g., store manager is selected by criteria of social confidence, analytical and abstract thinking, motivation etc.), they have a competency project by 2014 to redefine or update the competencies in line with intercultural skills with high level of employee participation that such study will provide a base for comparing the main functions of the retailing company in terms of personal competencies.

Thus, this study contributes to the standardization of especially intercultural skills in terms of work groups and orientation in line with PDP usage. Then, selecting the potential ones especially from NR as a resource of the IR, creating them an international career opportunity, and recruiting the talented ones from outside will all be outcome of more clearly defined multicultural skills.

#### **4.2.2. Internal Corporate Communication**

Since global work orientation affected the attitude toward global change that the more the global the work, the more they perceive the change as positive, the important part is to decrease discrepancies depending on work orientation and increase the corporate knowledge and global awareness of all employees about what for and why their organization initiates change. In this sense, internal corporate communication methods may contribute to the global change to create best internal work environment.

Whatever the reasons for globalization of organizations, being a successful global player depends on corporate strategy and vision (Melewar & Walker, 2002) that building a global brand in the eyes of customers depends on adapting cross-cultural values and local needs (Arora, Raisinghani, Arora, & Kothari, 2009; Pitta & Franzak, 2009; Torelli, Özsomer, Carvalho, Keh, & Maehle, 2012) and creating global awareness about the brand image in the eyes of employees depends on corporate communication channels which affect beliefs and attitudes (First & Tomic, 2011).

The corporate communication creates a common mind-set for the unity of the internal and external communications that organizational communication becomes more important during organizational change (Christensen & Cornelissen, 2010). It contributes to the sense of belonging, awareness, commitment, and sensibility especially when they are communicated via strategic executives (Gümüş & Öksüz, 2009). Thus, since globalization stimulates corporate communication especially among managers (Christensen & Cornelissen, 2010) and there is a global change in the organization which supports the global vision, increasing the corporate communication to spread the global vision awareness on where the organization is currently in the globalized business world and where it goes will increase the inclusiveness of all employees in the change process.

In this sense, using an interactive “new” media (e.g., portals, websites) which is based on the Web to communicate with employees and stakeholders will contribute to building a strong brand (García, Díaz, & Durán, 2012). Thus, a web-2.0 based or mobile communication channels, which show the number of stores and the employees in abroad, and the tools to contact with each other, the means to reach out “know-how” of other employees easily, will strengthen the brand identity in the eyes of employees

and increase the global awareness adding on global vision in this organization. Since communication channels feed a strong corporate reputation and brand, attraction and retention of top talent will also be provided (Gupta, 2011).

In the target company of the current study, alignment with the 2023 global vision is planned with small steps and short term goals (e.g., number of stores to open in abroad in 2015 and 2017), but these goals mainly stay at managerial level and not known by all interested employees. Although they have bulletin for NR and IR, and employees come together in face to face meetings every two to three months at abroad, still exchange of information seems limited. Thus, corporate communication channels with the help of technology will contribute to an organizational communication flow among all employees without depending on work groups or duties, which in return will strengthen the brand identity and support for the global change in line with the corporate global vision.

Overall, although discrepancies among work groups point out right choices were made that employees with more global work orientation in this organization show more multicultural personality, positive attitude toward change, language proficiency and international experiences to meet the requirements of their jobs, decreasing these discrepancies in terms of multicultural personality and attitude toward change will give more cultural flexibility to the organization to move in alignment with the global vision.

#### **4.3. Limitations and Future Research Directions**

This study has two main limitations, namely, the sampling and the hypotheses testing which provide challenges for the future research.

#### **4.3.1. Sampling**

The sampling strategy of this research was to have three functionally strategic departments in the globalization process from one organization. The preference to study in a single organization is based on the assumption that the change dynamics are unique for each individual organization and it is difficult to find a comparative sample. Melting data from different organizations with diverse vision, scale of business, size, and culture was considered as the source of confounding effects. However, this was a trade-off for the restricted variance in this single organization. Moreover, departments were also purposefully selected to serve to the research objectives to increase the sensitivity of the research tools at the process of hypothesis testing. But both of these sampling preferences restrain the generalization of the findings.

Other characteristics of the sample restricted the sample in a way that any differences depending on the executive responsibility and duty did not give reliable findings. Since the employees with executive responsibility were two thirds of the sample, the comparing with non executives was not possible. The data analysis across the positions was not possible because of low answer rate depending on the anonymity problem occurred under the case that there were a few or sometimes one person for that position in a department.

#### **4.3.2. Hypotheses Testing**

Another important limitation in this study is that hypotheses testing of the study revealed generally effects with small to moderate sizes. In this sense, the variance of the answers for the survey might have ranged in a larger scale, if it had been collected from diverse organizations, and this in turn might increase the effect size.

Restricted literature especially about personal characteristics over organizational change perception is another limitation. Since the research tools were not used previously with employees in Turkish, the current results are not comparable in terms of their effect sizes.

Even though two main scales (i.e., MPQ and OCQ) proved their reliability in diverse studies in English version, structuring a scale in another language is a challenging work. Even though the focus group study in this research is practiced as a preliminary study of the scales and the high reliability scores are comparable to the original ones, the final version of the scale in this study may be used for the other companies from the same sector and replication of the findings can be searched. It should be used more carefully for the other sectors since the current study conducted under the condition of restricted variances.

#### **4.3.3. Implications for Future Research**

The global readiness for companies is a real issue that they need to confront with the internal and external dynamics of the organization. This study sets an example especially for retailing companies which have international attempts. Since dynamic transformation of the retailing sector revealed that the money to spend will shrink for middle market retailers, and emerging markets like Brazil and China will bring new opportunities by 2020 (Kleinberger &Hendren, 2012), the success stories will be harder to maintain for local retailers in a volatile competitive market (Gildenberg, McPartlin, Marcotte, & Feigen Dugal, 2012).

Having a strong brand, communicating personally with the members and customers, being a low-cost operator to compete on price, and having members and

associates to deal with the diverse customers will give them the competitive advantage to compete and succeed by 2020 (Kleinberger & Hendren, 2012). Thus, the practical outcomes of the study about individual and organizational readiness for globalization are also beneficial for the future global attempts of the retailers.

Consequently, the future researches focusing on the multicultural personality over global organizational change in multiple organizations may contribute greatly to the improvement of the relationships between the variables. Also, it furnishes the development of the limited literature which presents the personal characteristics besides situational factors over organizational change. Since this study gives us the work group/departmental differences in one organization, comparing same variables on the corporate level between a local, an international and a global organization in a future study may increase the variance and in turn the relationship between the variables.

The discussion of other topics that are not covered in our research design can be studied for the later researches. The first one of these is that 360° evaluation of the multicultural personality among executives, managers, and colleagues may add to the comprehensive multicultural scores comparing to the self-report data collection.

Objective measures like financial success whether the aimed number of abroad stores is opened in a region or turnover rate, human resource success in selection and retention of the talented ones, the number of expats transferred, and successful international assignments can be included to the future studies to evaluate the readiness for going global in every aspect. Finally, longitudinal applications of the measures like pre-during-after the change may bring comparable results for change perceptions, comparing to the current and active change process in our study.

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## **APPENDICES**

## APPENDIX A

### Full Questionnaire in English

#### **Dear Participant,**

The objective of this study is to examine the individual, departmental and organizational dimensions of internationalization within the scope of MA thesis in Organizational Psychology of Social Sciences Institutes at Istanbul Bilgi University.

There are three sections of the present study: In the first section, there is a questionnaire about your personal characteristics which you need to think how you would react in multicultural settings. In the second section, there is a questionnaire that we want you evaluate the internationalization process of your organization. In the last section, there is a questionnaire in which we ask you to fulfill your background and work related information.

It is very important to answer objectively and fully to the questionnaires for the sake of the study to make sure it has a solid database.

*In the beginning of every section, there will be detailed information about the questionnaires. In this sense, you need to read carefully the instructions of every section. The time is needed for the questionnaire takes between 15 minutes depending on participants' respond rate.*

*As long as the link of the survey is open, you may click the link which is sent to you to fulfill your incomplete survey.*

You can contact to the researcher if you have any further question on the study from this address: [sibelclskn@hotmail.com](mailto:sibelclskn@hotmail.com)

About Researcher: Sibel Caliskan  
Dr. Idil Isik

Thesis Advisor: Assoc. Prof.

M.A. Organizational Psychology

[idil.isik@bilgi.edu.tr](mailto:idil.isik@bilgi.edu.tr)

I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.

I agree

This study has been approved by the Ethics Committee of Istanbul Bilgi University. You may find further information about ethical terms below:

The study is based on voluntary participation. You can quit any time during the questionnaire or skip any question that you do not want to answer without mentioning an excuse.

The conditions for the confidentiality of the study have been prepared as below:

1. Name and surname of the participant will not be wanted any questionnaire.
2. The online questionnaire you fill will be collected in a database without any name and address of the computer. No one will access this database beside the researcher herself.
3. Any individual participation would not be determined since the database will controlled after the data collection period from the sample is over.
4. The data of this study will not be evaluated in terms of individuals.
5. And it is not be shared with the organization in terms of individual data
6. All statistical data and academic report will be done with the database which is obtained at the organizational level.

After the deadline of the survey, unfinished questionnaires will be taken out and not be included to the database.

In the first part of the study, there are 91 statements below about different personal characteristics.

**After reading every statement, we want to you to think about your behaviors especially when you are with people from different cultures and evaluate your personal characteristics.**

In the scale which is next to every statement, (1) indicates that this statement is totally not applicable for you; (5) indicates that that this statement is completely applicable for you. Other ratings between (1) and (5) constitutes mid-term evaluation criteria's.

Please give only answer for each statement and do not leave empty.

Please be objective while answering and give answers which show what you sincerely think about, not according to what is supposed to be.

<b>To what extent do the following statements apply to you?</b> <i>(Please circle the answer that is most applicable to you)</i>	<b>Not Totally Applicable</b>	<b>Hardly Applicable</b>	<b>Moderately Applicable</b>	<b>Largely Applicable</b>	<b>Completely Applicable</b>
Likes low-comfort holidays	1	2	3	4	5
Takes initiative	1	2	3	4	5
Is nervous	1	2	3	4	5
Makes contacts easily	1	2	3	4	5
Is not easily hurt	1	2	3	4	5
Is troubled by conflicts with others	1	2	3	4	5
Finds it difficult to make contacts	1	2	3	4	5
Understands other people's feelings	1	2	3	4	5
Keeps to the background	1	2	3	4	5
Is interested in other cultures	1	2	3	4	5
Avoids adventure	1	2	3	4	5
Changes easily from one activity to another	1	2	3	4	5
Is fascinated by other people's opinions	1	2	3	4	5
Tries to understand other people's behavior	1	2	3	4	5
Is afraid to fail	1	2	3	4	5
Avoids surprises	1	2	3	4	5
Takes other people's habits into consideration	1	2	3	4	5
Is inclined to speak out	1	2	3	4	5
Likes to work on his/her own	1	2	3	4	5
Is Looking for new ways to attain his/her goal	1	2	3	4	5
Dislikes travelling	1	2	3	4	5

Wants to know exactly what will happen	1	2	3	4	5
Remains calm in misfortune	1	2	3	4	5
Waits for others to initiate contacts	1	2	3	4	5
Takes the lead	1	2	3	4	5
Is a slow starter	1	2	3	4	5
Is curious	1	2	3	4	5
Takes it for granted that things will turn out right	1	2	3	4	5
Is always busy	1	2	3	4	5
Is easy-going in groups	1	2	3	4	5
Finds it hard to empathize with others	1	2	3	4	5
Functions best in a familiar setting	1	2	3	4	5
Radiates calm	1	2	3	4	5
Easily approaches other people	1	2	3	4	5
Finds other religions interesting	1	2	3	4	5
Considers problems solvable	1	2	3	4	5
Works mostly according to a strict scheme	1	2	3	4	5
Is timid	1	2	3	4	5
Knows how to act in social settings	1	2	3	4	5
Likes to speak in public	1	2	3	4	5
Tends to wait and see	1	2	3	4	5
Feels uncomfortable in a different culture	1	2	3	4	5
Works according to plan	1	2	3	4	5
Is under pressure	1	2	3	4	5
Sympathizes with others	1	2	3	4	5
Has problems assessing relationships	1	2	3	4	5

Likes action	1	2	3	4	5
Is often the driving force behind things	1	2	3	4	5
Leaves things as they are	1	2	3	4	5
Likes routine	1	2	3	4	5
Is attentive to facial expressions	1	2	3	4	5
Can put setbacks in perspective	1	2	3	4	5
Is sensitive to criticism	1	2	3	4	5
Tries out various approaches	1	2	3	4	5
Has ups and downs	1	2	3	4	5
Has fixed habits	1	2	3	4	5
Forgets setbacks easily	1	2	3	4	5
Is intrigued by differences	1	2	3	4	5
Starts a new life easily	1	2	3	4	5
Asks personal questions	1	2	3	4	5
Enjoys other people's stories	1	2	3	4	5
Gets involved in other cultures	1	2	3	4	5
Remembers what other people have told	1	2	3	4	5
Is able to voice other people's thoughts	1	2	3	4	5
Is self-confident	1	2	3	4	5
Has a feeling for what is appropriate in another culture	1	2	3	4	5
Gets upset easily	1	2	3	4	5
Is a good listener	1	2	3	4	5
Worries	1	2	3	4	5
Notices when someone is in trouble	1	2	3	4	5
Has good insight into human nature	1	2	3	4	5
Is apt to feel lonely	1	2	3	4	5



Seeks contact with people from different backgrounds	1	2	3	4	5
Has a broad range of interests	1	2	3	4	5
Is insecure	1	2	3	4	5
Has a solution for every problem	1	2	3	4	5
Puts his or her own culture in perspective	1	2	3	4	5
Is open to new ideas	1	2	3	4	5
Is fascinated by new technological developments	1	2	3	4	5
Senses when others get irritated	1	2	3	4	5
Likes to imagine solutions for problems	1	2	3	4	5
Sets others at ease	1	2	3	4	5
Works according to strict rules	1	2	3	4	5
Is a trendsetter (in societal developments)	1	2	3	4	5
Needs change	1	2	3	4	5
Pays attention to the emotions of others	1	2	3	4	5
Reads a lot	1	2	3	4	5
Seeks challenges	1	2	3	4	5
Enjoys getting to know others deeply	1	2	3	4	5
Enjoys unfamiliar experiences	1	2	3	4	5
Looks for regularity in life	1	2	3	4	5

In the second part of the study, there are 42 statements related to the international change of your organization.

**Please consider your contribution to the international change while evaluating every statement in the questionnaire and think about:**

**1)how much you feel the change in your organization and department and**

**2)how much you are included in this change.**

In the scale which is next to every statement, (1) indicates that you are strongly disagree with the statement; (5) indicates that that you are strongly agree with the statement. Other ratings between (1) and (5) constitutes mid-term evaluation criteria's. Please give only answer for each statement by choosing the alternative best appropriate for you and do not leave empty.

Please be objective while answering and give answers which show what you sincerely think about, not according to what is supposed to be.

**The change process** states every activity which influences structural and functional properties of your organization and expansions which are planned or practiced with the goal of being one of the top three ready-to-wear retailer of the Europe within the scope of the 2023 internationalization vision of your organization.

**The change** is becoming multinational of your organization which is active all over the Europe in the case of actualization of the vision while it is an international organization now.

Please indicate to what extent you agree with the following statements by considering the “change process” and “change” definitions above.

**(Please circle the answer that is most applicable to you)**

**(1/2 is completed)**

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Our department’s senior managers pay sufficient attention to the personal consequences that <u>the change</u> could have for their staff members	1	2	3	4	5
I am regularly informed on how <u>the change</u> is going	1	2	3	4	5
There is good communication between project leaders and staff members about the organization’s policies toward <u>the change</u>	1	2	3	4	5
Our department’s executives speak up for us during <u>the change process</u>	1	2	3	4	5
Corporate management team has a positive vision of the future	1	2	3	4	5
Information provided on <u>the change</u> is clear	1	2	3	4	5
Departments are consulted about <u>the change</u> sufficiently	1	2	3	4	5
Our department’s senior managers coach us very well about implementing <u>the change</u>	1	2	3	4	5
Our department’s senior managers have trouble in adapting their leadership styles to <u>the change</u>	1	2	3	4	5
Staff members were consulted about the reasons for <u>the change</u>	1	2	3	4	5
Our department’s executives focus too much on current problems and too little on their possible remedies	1	2	3	4	5
We are sufficiently informed of the progress of <u>the change</u>	1	2	3	4	5
Our department’s executives are perfectly capable of fulfilling their new function	1	2	3	4	5
Corporate management team is actively involved with <u>the</u>	1	2	3	4	5

<u>change</u>					
Corporate management team supports <u>the change process</u> unconditionally	1	2	3	4	5
I have a good feeling about the <u>change</u> project	1	2	3	4	5
I want to devote myself to <u>the change process</u>	1	2	3	4	5
I experience <u>the change</u> as a positive process	1	2	3	4	5
I think that most <u>changes</u> will have a negative effect on the clients we serve	1	2	3	4	5
I am willing to make a significant contribution to <u>the change</u>	1	2	3	4	5
Plans for future improvement will not come too much	1	2	3	4	5
The <u>change</u> project that is supposed to solve problems around here will not do much good	1	2	3	4	5
I am willing to put energy into <u>the change process</u>	1	2	3	4	5
I find <u>the change</u> refreshing.	1	2	3	4	5

<b>Please continue from here.</b>					
<b>To what extent do you agree with the following statements? (Please circle the answer that is most applicable to you) (2/2 is completed)</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Changes in international process are always discussed with all people concerned	1	2	3	4	5
Within our organization, power games between the departments play an important role	1	2	3	4	5
Staff members are sometimes taken advantage of in our organization	1	2	3	4	5
There is strong rivalry between colleagues in my department	1	2	3	4	5
My manager does not seem very keen to help me find a solution if I have a problem	1	2	3	4	5
Corporate management team consistently implements its policy in all departments	1	2	3	4	5
I doubt whether all of my colleagues are sufficiently competent	1	2	3	4	5
Decisions concerning work are taken in consultation with the staff who are affected	1	2	3	4	5
In our organization, favoritism is an important way to achieve something	1	2	3	4	5
If I experience any problems, I can always turn on my manager for help	1	2	3	4	5
My manager can place herself or himself in my position	1	2	3	4	5
Corporate management team fulfills its promises	1	2	3	4	5
I have confidence in my colleagues	1	2	3	4	5
Front line staff and office workers can raise topics for discussion	1	2	3	4	5
My manager encourages me to do things that I have never done before	1	2	3	4	5
My department is very open	1	2	3	4	5
Corporate management team keeps all departments informed about	1	2	3	4	5

its decisions					
Two way communications between corporate management team and departments is very good	1	2	3	4	5

**There are some questions about your demographics below. Please answer every question by writing your answer into the gap next the question or selecting the alternative which is best suits you below the question.**

Age \_\_\_\_\_

Gender

F  M

Ethnicity

Turkish  Other (please specify) \_\_\_\_\_

Are you married?

Yes  No

Do you have a child?

Yes  No

What is your education level?

High School  University  Grad Degree  PhD Degree  Other \_\_\_\_\_

Write down the foreign languages you know into the gaps and indicate which degree you can speak of them.

*(1= My speak is inadequate*

*5=I speak fluently)*

English

I don't know  1  2  3  4  5

Russian

I don't know  1  2  3  4  5

Arabian

I don't know  1  2  3  4  5

German

I don't know  1  2  3  4  5

French

I don't know  1  2  3  4  5

Other\_\_\_\_\_

I don't know       1       2       3       4       5

Other\_\_\_\_\_

I don't know       1       2       3       4     

**There are some questions about your international experiences below. Please answer every question by writing your answer into the gap next the question or selecting the alternative which is best suits you below the question.**

Did you ever go abroad?

Yes       No

If YES, what was the reason you go abroad?

- I lived abroad with my family
- I did an exchange during my high school/university studies.
- I have completed a whole degree (high school, university etc.) abroad.
- I did an internship abroad
- I was working abroad
- I followed my spouse who was studying/ working abroad
- I was traveling on vacation
- Other (please specify)

How many such experiences do you have?

1       2       3       4       5+

How positive would you evaluate your such experiences overall?

*(1= Negative*

*5= Positive)*

1       2       3       4       5

**There are some questions about your current work below. Please answer every question by writing your answer into the gap next the question or selecting the alternative which is best suits you below the question.**

Department

International Retailing  Supply-Chain  National Retailing  Other\_\_\_\_\_

Duty \_\_\_\_\_

Work Tenure: In this organization \_\_\_\_\_ (year)

In this position \_\_\_\_\_ (year)

Do you have an executive responsibility?

Yes  No

How much of your daily work includes international related works?

0  10-20%  21-40%  41-60%  61-80%  81-100 %

How many times you go abroad as part of your job per year?

0  1  2  3  4+  I live in abroad

How much do you think your work contribute to the internationalization process of your organization?

(1= Not at all

6= All the time)

1  2  3  4  5  6

**Thank you for your voluntary participation.**

## APPENDIX B

### Full Questionnaire in Turkish

**Sayın Katılımcı,**

Bu araştırma, İstanbul Bilgi Üniversitesi, Sosyal Bilimler Enstitüsü, Örgütsel Psikoloji Yüksek Lisans programı tarafından, işletmelerdeki uluslararasılaşma olgusunu birey, departman ve örgüt boyutunda inceleyen bir tez çalışması için yürütülmektedir.

Bu çalışma, üç aşamadan oluşmaktadır. İlk bölüm, kişilik özelliklerinizle ilgili sorular içermektedir. Bu soruları cevaplarken, özellikle farklı kültürlerden insanlarla bir araya geldiğiniz ortamlarda nasıl davrandığınızı düşünmenizi istiyoruz. İkinci bölümde, çalıştığınız organizasyonun uluslararasılaşma sürecini değerlendirmenizi istediğimiz sorular yer almaktadır. Son bölümde ise, demografik özellikleriniz ve işinizle ilgili bilgileri doldurmanızı istediğimiz bir anket yer almaktadır.

Ekte verilen ölççeklerdeki sorulara, objektif bir şekilde ve eksiksiz olarak cevap vermeniz araştırmanın sağlıklı bir veri tabanı üzerine oturmasını sağlamak açısından son derece önemlidir.

*Her bölüm başlangıcında, ankete dair bilgi yer almaktadır. Her bölüme başlarken o bölümde sizden istenilenleri anlamak için dikkatlice okumanız gerekmektedir. Anketin doldurulması, katılımcıların cevap verme hızına bağlı olarak ortalama 15 dakika sürmektedir.*

*Anket linki açık olduğu süre içerisinde (4 Mart'a kadar), size gönderilen linki tekrar tıklayarak, yarım kalan anketinize kaldığınız yerden devam edebilirsiniz.*

Herhangi bir sorunuz olduğu takdirde [sibelciskn@hotmail.com](mailto:sibelciskn@hotmail.com) adresinden araştırmacı ile irtibata geçebilirsiniz.

Araştırmacı Bilgileri: Sibel Çalışkan  
M.A. Örgütsel Psikoloji

Tez Danışmanı: Doç. Dr. İdil IŞIK  
idil.isik@bilgi.edu.tr

Çalışmanın amacını ve içeriğini belirten bildiriye okudum, anladım ve araştırmaya katılmayı gönüllü olarak

kabul ediyorum

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Bu araştırma İstanbul Bilgi Üniversitesi etik kurulu onayı ile yürütülmektedir. Dilerseniz, etik koşullar ile ilgili bilgiye aşağıda ulaşabilirsiniz:

Araştırmaya katılım gönüllülük esasına dayalıdır. Doldurmaya başladıktan sonra da istediğiniz zaman mazeret bildirmeden vazgeçebilirsiniz veya cevap vermek istemediğiniz soruyu mazeret bildirmeden cevapsız bırakabilirsiniz.

Araştırmamızda gizliliğin sağlanabilmesi için aşağıdaki koşullar hazırlanmıştır:

1. Ankette adınız ve soyadınız istenmemektedir.
2. Elektronik ortamda dolduracağınız anket isimsiz şekilde ve gönderildiği bilgisayar ya da adres belli olmayacak şekilde bir veri tabanında toplanacak ve bu veri tabanına araştırmacı dışında kimsenin erişmesi mümkün olmayacaktır.
3. Veri tabanı, araştırmamızın örneklemini oluşturan departmanlardaki çalışanların tümünden veri toplama süreci bitirildikten sonra açılacağı için de, bireysel uygulamaları tespit etmek mümkün olmayacaktır.
4. Bu ankette toplanan veriler, kişiler özelinde değerlendirilmeyecektir.
5. İsim vermeme koşulunda dahi, şirket yönetimi ile kişisel hiçbir veri paylaşılmayacaktır.
6. Tüm istatistik analizleri ve bilimsel raporlama örgüt genelinde elde edilecek veri tabanı kullanılarak yapılacaktır.

Belirtilen anket süresi sona erdikten sonra, yanm bırakılmış anketler imha edilecek ve veri tabanına dahil edilmeyecektir.

*(Bu sayfayı geçmek için ileri butonuna tıklayınız.)*

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qualtrics.com\*

Araştırmanın ilk bölümünde, çeşitli kişilik özellikleri ile ilgili 91 ifade yer almaktadır.

**Sizden istenen, özellikle farklı kültürlerden insanlarla bir araya geldiğiniz ortamlarda nasıl davrandığınızı düşünerek, kendi kişisel özelliklerinizi değerlendirmenizdir.**

Her ifadenin yanında yer alan ölçekte, (1) bu ifadenin sizin özelliklerinize kesinlikle uygun olmadığını; (5) ise, sizin özelliklerinize tamamen uygun olduğunu ifade etmektedir. (1) ile (5) arasındaki diğer dereceler ise, ara değerlendirme kriterlerini oluşturmaktadır.

Lütfen, cevaplarınızı verirken objektif davranınız; olması gerektiği gibi değil, samimi olarak ne düşündüğünüzü gösteren cevaplar veriniz.

*(İlerlemek için aşağıdaki ileri butonuna tıklayınız)*

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Survey Powered By [Qualtrics](#)

Aşağıdaki ifadeler size ne ölçüde uygundur ? (Lütfen size en uygun olan cevabı işaretleyiniz) (1/3 tamamlandı)					
	Bana Kesinlikle Uygun Değil 1	Bana Uygun Değil 2	Bana Kısmen Uygun 3	Bana Uygun 4	Bana Tamamen Uygun 5
Düşük konforlu tatilleri sever	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İnsiyatlıdır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gergindir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kolayca ilişki kurar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kolayca İnanmaz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Başkalarıyla tartışmaktan rahatsız olur	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İlişki kurmakta zorlanır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diğer insanların duygularını anlar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arka planda kalır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diğer kültürler ile ilgilenir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maceradan uzak durur	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bir etkinlikten diğerine kolayca geçer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diğer insanların görüşlerini ilgi çekici bulur	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diğer insanların davranışlarını anlamaya çalışır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Başarısızlıktan korkar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Süprizlerden kaçınır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diğer insanların alışkanlıklarını dikkate alır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Konuşmaya eğilimlidir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kendi kendine çalışmayı sever	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amacına ulaşmak için yeni yollar arar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seyahat etmekten hoşlanmaz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ne olacağını tam olarak bilmek ister	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Şanssızlıklar karşısında sakin kalır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İlk iletişimi başkalarının başlatmasını bekler	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Liderliği eline alır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pek girişken değildir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meraklidir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İşlerin yoluna gireceği yönünde bir ön kabulü vardır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Her zaman meşguldür	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grup ortamlarında rahattır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Buradan devam ediniz.  
Aşağıdaki ifadeler size ne derece uygundur?  
(Lütfen size en uygun olan cevabı işaretleyiniz)  
(25 tamamlandı)

	Bana Kesinlikle Uygun Değil 1	Bana Uygun Değil 2	Bana Kısmen Uygun 3	Bana Uygun 4	Bana Tamamen Uygun 5
Başkalarıyla empati kurmakta zorluk çeker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
En iyi, aşına olduğu ortamlarda çalışır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Etrafına huzur verir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diğer insanlara kolayca yaklaşır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diğer dinleri ilginç bulur	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problemlerin çözülebilir olduğunu düşünür	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Çoğunlukla sıkı bir programa uyarak çalışır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sıkıgandır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sosyal ortamlarda nasıl davranacağını bilir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Toplulukta konuşmayı sever	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bekleyip görme eğilimindedir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Farklı bir kültürde, kendini rahatsız hisseder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Çoğunlukla sıkı bir plana göre çalışır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Streslidir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Başkalarına sempati hisseder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kişiler arası ilişkileri anlamakta zorlanır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hareketli sever	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Genellikle olayların arkasındaki itidi göçtür	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Olayları olduğu gibi bırakır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rutini sever	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İnsanların yüz ifadelerine dikkat eder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aksiliklere farklı bakış açısı getirebilir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eleştirilere karşı alıngandır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Farklı yaklaşımları dener	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Duygusal iniş ve çıkışları vardır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Değiştiremeyeceği alışkanlıkları vardır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aksilikleri kolaylıkla unuttur	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Farklılıklar ilgisizni çeker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yeni bir hayata kolaylıkla bağlar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İnsanlara kişisel sorular sorar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(Lütfen size en uygun olan cevabı işaretleyiniz) (35 tamamlandı)					
	Bana Kesinlikle Uygun Değil 1	Bana Uygun Değil 2	Bana Kısmen Uygun 3	Bana Uygun 4	Bana Tamamen Uygun 5
Diğer insanların hikayelerini dinlemekten keyif alır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diğer kültürlerle temas eder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diğer insanların neler söylediğini hatırlar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diğer insanların düşüncelerini dile getirebilir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kendine güvenir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Başka bir kültürde, neyin uygun olduğuna dair sezgiye sahiptir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kolayca gerginleşir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İyi bir dinleyicidir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enoşettir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Birisi sıkıntıda olduğunda fark eder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İnsan doğasını anlamakta iyidir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yalnız hissetmeye eğilimlidir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Farklı geçmişlerden gelen insanlarla iletişim kurmaya çalışır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geniş bir yelpazede farklı ilgi alanlarına sahiptir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kendini emniyette hissetmez	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Her problem için bir çözüme sahiptir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kendi kültürüne farklı bakış açısı getirebilir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yeni fikirlere açıktır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yeni teknolojik gelişmelere hayranlık hisseder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Başkaları rahatsız olduğunda hisseder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problemlere çözümler yaratmaktan hoşlanır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Başkalarını rahatlatır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Katı kurallara göre çalışır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sosyal ortamlarda eğitimi belirleyen kişidir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Değişime ihtiyaç duyar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Başkalarının duygularına dikkat eder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Çok okur	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kendine zorlu işler/görevler arar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Başkalarını yakından tanıtmaktan keyif alır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alışılmadık deneyimlerden keyif alır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hayatta düzen arar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Araştırmanın ikinci kısmında, organizasyonunuzun geçirdiği uluslararası değişim sürecine yönelik 42 ifade bulunmaktadır.

Lütfen anketteki ifadeleri değerlendirirken, uluslararası değişime olan katkınızı göz önüne alarak:

1) bu süreci çalıştığınız organizasyonda ve departmanda ne derece hissettiğinizi ve

2) bu sürece ne kadar dahil olduğunuzu düşününüz.

Özellikle; sizi, kendi departmanınızdaki çalışma arkadaşlarınızı ve yöneticilerinizi bu süreçte etkileyen şeyleri hatırlayınız.

Her ifadenin yanında yer alan ölçekte, (1) bu ifadeye tamamen katılmadığınızı; (5) ise, bu ifadeye tamamen katıldığınızı ifade etmektedir. (1) ile (5) arasındaki diğer dereceler ise, ara değerlendirme kriterlerini oluşturmaktadır.

Lütfen, cevaplarınızı verirken objektif davranınız; olması gerekeni değil, samimi olarak ne düşündüğünüzü gösteren cevaplar veriniz.

(İlerlemek için aşağıdaki ileri butonuna tıklayın)

**DEĞİŞİM SÜRECİ**, organizasyonunuzun 2023 uluslararasılaşma vizyonu kapsamında, Avrupa'nın en başarılı Dç hazır giyim perakende firmasından biri olma hedefiyle, tasarladığı veya uyguladığı çalışmalar ile organizasyonunuzun yapısal ve işlevsel özelliklerini etkileyen her türlü faaliyeti ifade etmektedir.

**DEĞİŞİM** ise, bu vizyonun gerçekleşmesi durumunda, organizasyonunuzun, uluslararası bir firma ile artık tüm Avrupada faaliyet gösteren çokuluslu bir organizasyon haline gelmesidir.

Yukarıda yer alan "değişim süreci" ve "değişim" tanımlarını dikkate alarak aşağıdaki ifadelere ne derece katıldığınızı belirtiniz.

(Lütfen size göre en uygun olan seçeneği işaretleyiniz.)  
(1/2 tamamlandı)

	Kesinlikle Katılmıyorum		Ortadışım Katılıyorum		Kesinlikle Katılıyorum
	1	2	3	4	5
Departman yöneticilerimiz, <b>bu değişimin</b> çalışanlar üzerindeki etkilerine dikkat eder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Bu değişimin</b> nasıl gittiğine dair düzenli olarak bilgilendirilirim	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proje liderleri ve çalışanları arasında, şirketin <b>bu değişim</b> politikası hakkında, iyi bir iletişim vardır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Departman yöneticilerimiz, <b>bu değişim sürecinde</b> bizim adımıza konuşur	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tepe yönetim geleceğe dair pozitif bir vizyona sahiptir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Bu değişime</b> dair verilen bilgiler nettir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Bu değişim</b> hakkında, departmanlara yeterli kadar danışılır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Departman yöneticilerimiz, <b>bu değişimin</b> hayata geçirilmesinde bize çok iyi destek eder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Departman yöneticilerimiz, liderlik tarzlarını <b>bu değişime</b> adapte etmekte sorun yaşarlar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Bu değişimin</b> nedenleri hakkında, çalışanlara danışılır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Departman yöneticilerimiz, mevcut problemler üzerine çok fazla, çözümleri üzerine ise az yoğunlaşırlar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Bu değişimin</b> seyri hakkında yeterli derecede bilgilendiriliriz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Departman yöneticilerimiz, yeni yükümlülüklerini yerine getirmekte tamamiyle ehildir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tepe yönetim, <b>değişim</b> çalışmalarıyla aktif olarak ilgilenir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tepe yönetim <b>bu değişim sürecini</b> koşulsuz destekler	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Bu değişime</b> dair projeler hakkında olumlu duygulara sahibim	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kendimi, <b>bu değişim sürecine</b> adanmış hissediyorum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Bu değişimi</b> , pozitif bir süreç olarak deneyimliyorum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Bu değişimin</b> , hizmet verdiğimiz müşteriler üzerinde olumsuz bir etki olacağını düşünüyorum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Bu değişime</b> önemli bir katkıda bulunmak istiyorum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İleriye dönük ilişileştirme planlarının çok da fazla çıkacağını düşünmüyorum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Bu değişim</b> projisinin çok da fayda getireceğini düşünmüyorum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enerjimi <b>bu değişim sürecine</b> vermeğe istekliyim	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Bu değişim</b> canlandırıcı buluyorum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Buradan devam ediniz.

Aşağıdaki ifadelere ne derece katılıyorsunuz?  
(Lütfen size göre en uygun olan seçeneği işaretleyiniz)  
(2/2 tamamlandı)

	Kesinlikle Katılmıyorum		Ortadayım	Kesinlikle Katılıyorum	
	1	2	3	4	5
Bizim şirkette, değişiklikler her zaman ilgili kişiler dahil edilerek tartışılır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bizim şirkette, departmanlar arasında çeşitli güç oyunları oynanır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Şirket içinde, çalışanlar bazen sömürülür	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Departmanındaki iş arkadaşlarımla arasında güçlü bir rekabet vardır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yöneticim, bir sorun olduğunda, çözüm bulmaya yardım etmek için çok hevesli görünmez	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tepe yönetim, kendi politikalarını tüm departmanlarda tutarlı bir şekilde uygular	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tüm iş arkadaşlarımla ilişkin etkililiği konusunda şüpheliyim	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İşe dair kararlar, bunlardan etkilenen çalışanlara danışılarak alınır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bizim şirkette, adam kayırma bazı şeyleri başarmak için önemli bir yoldur	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Herhangi bir sorun yaşadığımda, her zaman yöneticimden yardım isteyebilirim	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yöneticim, kendini benim yerime koyabilir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tepe yönetim sözlerini tutar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İş arkadaşlarıma güven duyuyorum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Herhangi bir çalışan, tartışılmak üzere herhangi bir konuyu gündeme getirebilir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yöneticim, daha önce hiç yapmadığım şeyleri yapmam için beni cesaretlendirir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Benim departmanımı herkese açıktır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tepe yönetim kararları hakkında tüm departmanları bilgilendirir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tepe yönetim ve departmanlar arasındaki karşılıklı iletişim çok iyidir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(İlerlemek için aşağıdaki ileri butonuna tıklayınız)

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Aşağıda demografik bilgileriniz ilgili bir dizi soru yer almaktadır. Lütfen bu bölümdeki her soruyu, yanındaki boşluğa cevaplarınızı yazarak veya altındaki seçeneklerden size uygun olanı işaretleyerek yanıtlayınız.

Yaşınız

Cinsiyetiniz

Kadın  Erkek

Uyruğunuz

Türk  Diğer

Evli misiniz?

Evet  Hayır

Çocuğunuz var mı?

Evet  Hayır

Eğitim seviyeniz nedir?

Lise  Üniversite  Yüksek Lisans  Doktora  Diğer



**İş deneyiminiz**

Bu organizasyonda (yıl)

Bu görevde (yıl)

---

**Departmanınız**

Uluslararası Mağazacılık  Tedarik Zinciri  Ulusal Mağazacılık  Diğer

---

**Göreviniz**

---

**Yönetim sorumluluğunuz var mı?**

Evet  Hayır

---

**Aşağıdaki boşluklara bildiğiniz yabancı dilleri yazınız ve bunları ne derece konuşabildiğinizi belirtiniz.**

	Konuşmam yeterlidir					Akıcı biçimde konuşurum
	Bilmiyorum	1	2	3	4	5
İngilizce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İspanyolca	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rusça	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fransızca	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diğer <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diğer <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diğer <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*(İlerlemek için aşağıdakiileri butonuna tıklayınız)*

**qualtrics.com**

**Aşağıda edindiğiniz yurtdışı deneyimlerinize ilgili bir dizi soru yer almaktadır. Lütfen her soruya, yanındaki boşluğa cevaplarınızı yazarak veya altındaki seçeneklerden size uygun olanı işaretleyerek cevap veriniz.**

---

**Daha önce yurtdışına çıktınız mı?**

Evet

Hayır

<< >>

Survey Powered By **Qualtrics**

**Yurtdışına çıkma nedeniniz neydi? (Birden fazla cevap işaretlenebilir)**

- Ailemle yurtdışında yaşadım
- Lisede/Üniversitedeyken değişim programı ya da kısa süreli eğitim amaçlı yurtdışına çıktım
- Lise/Üniversite eğitimimi yurtdışında tamamladım
- Yurtdışında staj yaptım
- Yurtdışında çalıştım
- Eşim yurtdışında çalışıyordu, ben de yanına gittim
- Tatil için gittim
- Diğer
- 

**Kaç defa yurtdışı deneyiminiz oldu?**

- 1 2 3 4 5'den fazla
- 

**Edindiğiniz yurtdışı deneyimlerinizi, genel olarak, nasıl değerlendiriyorsunuz?**

- Negatif 1 2 3 4 5 Pozitif 6
- 

(İlerlemek için aşağıdaki ileri butonuna tıklayınız)

Aşağıda çalıştığınız mevcut işle ilgili bir dizi soru yer almaktadır. Lütfen her soruya, yanındaki boşuğa cevaplarınızı yazarak veya altındaki seçeneklerden size uygun olanı işaretleyerek cevap veriniz.

Gün içinde yaptığınız işlerin ne kadar yurtdışı bağlantılı işlerle geçiyor?

0% 10-20% 21-40% 41-60% 61-80% 81-100 %

İşiniz gereği yılda kaç kez yurtdışına çıkarsınız?

0 1 2 3 4'den fazla Yurtdışında devamlı yaşıyorum

Yaptığınız işin organizasyonunuzun uluslararasılaşma sürecine ne kadar katkıda bulunduğunu düşünüyorsunuz?

Hiç katkısı yoktur 0 1 2 3 4 Çok fazla katkısı vardır 5

Araştırmaya gönüllü katılımınız ve katkınızdan dolayı içtenlikle teşekkür ederiz.

## Appendix C

### Multicultural Personality Questionnaire [Çok Kültürlü Kişilik Anketi]

<i>Items and Subscales</i>		
<b>Item No*</b>	<b>English</b>	<b>Turkish</b>
	<i>Flexibility</i>	<i>Esneklik</i>
1	Likes low-comfort holidays	Düşük konforlu tatilleri sever
11r	Avoids adventure	Maceradan uzak durur
12	Changes easily from one activity to another	Bir etkinlikten diğerine kolayca geçer
16r	Avoids surprises	Süprizlerden kaçınır
19r	Likes to work on his/her own	Kendi kendine çalışmayı sever
21r	Dislikes travelling	Seyahat etmekten hoşlanmaz
22r	Wants to know exactly what will happen	Ne olacağını tam olarak bilmek ister
32r	Functions best in a familiar setting	En iyi, aşina olduğu ortamlarda çalışır
37r	Works mostly according to a strict scheme	Çoğunlukla sıkı bir programa uyarak çalışır
42r	Feels uncomfortable in a different culture	Farklı bir kültürde, kendini rahatsız hisseder
43r	Works according to plan	Çoğunlukla sıkı bir plana göre çalışır
50r	Likes routine	Rutini sever
56r	Has fixed habits	Değiştiremeyeceği alışkanlıkları vardır
83r	Works according to strict rules	Katı kurallara göre çalışır
85	Needs change	Değişime ihtiyaç duyar
88	Seeks challenges	Kendine zorlu işler/görevler arar
90	Enjoys unfamiliar experiences	Alışılmadık deneyimlerden keyif alır
91r	Looks for regularity in life	Hayatta düzen arar
	<i>Emotional Stability</i>	<i>Duygusal Denge</i>
76	Has a solution for every problem	Her problem için bir çözüme sahiptir
75r	Is insecure	Kendini emniyette hissetmez
72r	Is apt to feel lonely	Yalnız hissetmeye eğilimlidir
69r	Worries	Endişelidir
67r	Gets upset easily	Kolayca gerginleşir
65	Is self-confident	Kendine güvenir
57	Forgets setbacks easily	Aksilikleri kolaylıkla unuttur
55r	Has ups and downs	Duygusal iniş ve çıkışları vardır
53r	Is sensitive to criticism	Eleştirilere karşı alıngandır
52	Can put setbacks in perspective	Aksiliklere farklı bakış açısı getirebilir
44r	Is under pressure	Streslidir

38r	Is timid	Sıkılıgandır
36	Considers problems solvable	Problemlerin çözülebilir olduğunu düşünür
33	Radiates calm	Etrafına huzur verir
28	Takes it for granted that things will turn out right	İşlerin yoluna gireceği yönünde bir ön kabulü vardır
23	Remains calm in misfortune/ when things dont go well	Şanssızlıklar karşısında sakin kalır
15r	Is afraid to fail	Başarısızlıktan korkar
6r	Is troubled by conflicts with others	Başkalarıyla tartışmaktan rahatsız olur
5	Is not easily hurt	Kolayca incinmez
3r	Is nervous	Gergindir
	<i>Social Initiative</i>	<i>Girişgenlik</i>
2	Takes initiative	İnsiyatif alır
4	Makes contacts easily	Kolayca ilişki kurar
7r	Finds it difficult to make contacts	İlişki kurmakta zorlanır
9r	Keeps to the background	Arka planda kalır
18	Is inclined to speak out	Konuşmaya eğilimlidir
24r	Waits for others to initiate contacts/Leaves the initiative to others to make contacts	İlk iletişimi başkalarının başlatmasını bekler
25	Takes the lead	Liderliği eline alır
26r	Is a slow starter/ Is reserved	Pek girişgen değildir
29	Is always busy	Her zaman meşguldür
30	Is easy-going in groups	Grup ortamlarında rahattır
34	Easily approaches other people	Diğer insanlara kolayca yaklaşır
39	Knows how to act in social settings	Sosyal ortamlarda nasıl davranacağını bilir
40	Likes to speak in public	Toplulukta konuşmayı sever
41r	Tends to wait and see	Bekleyip görme eğilimindedir
47	Likes action	Hareketi sever
48	Is often the driving force behind things	Genellikle olayların arkasındaki itici güçtür
49r	Leaves things as they are	Olayları olduğu gibi bırakır
	<i>Open-Mindedness</i>	<i>Açık Fikirlilik</i>
10	Is interested in other cultures	Diğer kültürler ile ilgilenir
13	Is fascinated by other people's opinions	Diğer insanların görüşlerini ilgi çekici bulur
20	Is looking for new ways to attain his/ her goal	Amacına ulaşmak için yeni yollar arar
27	Is curious	Meraklıdır
35	Finds other religions interesting	Diğer dinleri ilginç bulur
54	Tries out various approaches	Farklı yaklaşımları dener

58	Is intrigued by differences	Farklılıklar ilgisini çeker
59	Starts a new life easily	Yeni bir hayata kolaylıkla başlar
62	Gets involved in other cultures	Diğer kültürlerle temas eder
66	Has a feeling for what is appropriate in another culture	Başka bir kültürde, neyin uygun olduğuna dair sezgiye sahiptir
73	Seeks contact with people from different backgrounds	Farklı geçmişlerden gelen insanlarla iletişim kurmaya çalışır
74	Has a broad range of interests	Geniş bir yelpazede farklı ilgi alanlarına sahiptir
77	Puts his or her own culture in perspective	Kendi kültürüne farklı bakış açısı getirebilir
78	Is open to new ideas	Yeni fikirlere açıktır
79	Is fascinated by new technological developments	Yeni teknolojik gelişmelere hayranlık hisseder
81	Likes to imagine solutions for problems	Problemlere çözümler yaratmaktan hoşlanır
84	Is a trendsetter (in societal developments)	Sosyal ortamlarda eğilimleri belirleyen kişidir
87	Reads a lot	Çok okur
	<i>Cultural Empathy</i>	<i>Kültürel Empati</i>
8	Understands other people's feelings	Diğer insanların duygularını anlar
14	Tries to understand other people's behavior	Diğer insanların davranışlarını anlamaya çalışır
17	Takes other people's habits into consideration	Diğer insanların alışkanlıklarını dikkate alır
31r	Finds it hard to empathize with others	Başkalarıyla empati kurmakta zorluk çeker
45	Sympathizes with others	Başkalarına sempati hisseder
46r	Has problems assessing relationships	Kişiler arası ilişkileri anlamakta zorlanır
51	Is attentive to facial expressions	İnsanların yüz ifadelerine dikkat eder
60	Asks personal questions	İnsanlara kişisel sorular sorar
61	Enjoys other people's stories	Diğer insanların hikayelerini dinlemekten keyif alır
63	Remembers what other people have told	Diğer insanların neler söylediğini hatırlar
64	Is able to voice other people's thoughts	Diğer insanların düşüncelerini dile getirebilir
68	Is a good listener	İyi bir dinleyicidir
70	Notices when someone is in trouble	Birisi sıkıntıda olduğunda fark eder
71	Has good insight into human nature	İnsan doğasını anlamakta iyidir
80	Senses when others get irritated	Başkaları rahatsız olduğunda hisseder
82	Sets others at ease	Başkalarını rahatlatır
86	Pays attention to the emotions of others	Başkalarının duygularına dikkat eder

89	Enjoys getting to know others deeply/profoundly	Başkalarını yakından tanımaktan keyif alır
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*\*Original numbers in the survey. "r" means reverse item.*

## Appendix D

### Organizational Change Questionnaire [Örgütsel Değişim Anketi]

<i>Items and Subscales</i>		
<b>Item No*</b>	<b>English</b>	<b>Turkish</b>
	<i>Process of Change</i>	<i>Değişim Süreci</i>
	<i>a. Involvement in change process</i>	<i>a. Değişim Sürecine Dahiliyet</i>
2	I am regularly informed on how the change is going	Bu değişimin nasıl gittiğine dair düzenli olarak bilgilendirilirim
7	There is good communication between project leaders and staff members about the organization's policy toward changes	Proje liderleri ve çalışanları arasında, şirketin değişim politikaları hakkında, iyi bir iletişim vardır
14	Information provided on change is clear	Bu değişime dair verilen bilgiler nettir
20	Departments are consulted about the change sufficiently	Bu değişim hakkında, departmanlara yeteri kadar danışılır
25	Staff members were consulted about the reasons for change	Bu değişimin nedenleri hakkında, çalışanlara danışıldı
28	We are sufficiently informed of the progress of change	Bu değişimin seyri hakkında yeterli derecede bilgilendiriliriz
	<i>b. Ability of management to lead change</i>	<i>b. Değişimi Yönetebilme Becerisi</i>
1	Our department's senior managers pay sufficient attention to the personal consequences that the changes could have for their staff members	Departman yöneticilerimiz, bu değişimin çalışanlar üzerindeki etkilerine dikkat eder
8	Our department's executives speak up for us during the change process	Departman yöneticilerimiz, bu değişim sürecinde bizim adımıza konuşur
21	Our department's senior managers coach us very well about implementing change	Departman yöneticilerimiz, bu değişimin hayata geçirilmesinde bize çok iyi koçluk eder
22r	Our department's senior managers have trouble in adapting their leadership styles to the changes	Departman yöneticilerimiz, liderlik tarzlarını bu değişime adapte etmekte sorun yaşarlar
27r	Our department's executives focus too much on current problems and too little on their possible remedies	Departman yöneticilerimiz, mevcut problemler üzerine çok fazla, çözümleri üzerine ise az yoğunlaşırlar



30	Our department's executives are perfectly capable of fulfilling their new function	Departman yöneticilerimiz, yeni yükümlülüklerini yerine getirmekte tamamıyla ehildir
	<i>c. Attitude of top management toward change</i>	<i>c. Tepe Yönetimin Değişime Karşı Tutumu</i>
11	Corporate management team has a positive vision of the future	Tepe yönetim geleceğe dair pozitif bir vizyona sahiptir
38	Corporate management team is actively involved with the changes	Tepe yönetim, değişim çalışmalarıyla aktif olarak ilgilenir
40	Corporate management team supports the change process unconditionally	Tepe yönetim bu değişim sürecini koşulsuz destekler
	<i>Climate of Change or Internal Context</i>	<i>Değişim Ortamı</i>
	<i>a. General support by supervisors</i>	<i>a. Süpervizör desteği</i>
10r	My manager does not seem very keen to help me find a solution if I have a problem	Yöneticim, bir sorunun olduğunda, çözüm bulmama yardım etmek için çok hevesli görünmez
18	If I experience any problems, I can always turn on my manager for help	Her hangi bir sorun yaşadığımda, her zaman yöneticimden yardım isteyebili
23	My manager can place herself/himself in my position	Yöneticim, kendini benim yerime koyabilir
34	My manager encourages me to do things that I have never done before	Yöneticim, daha önce hiç yapmadığım şeyleri yapmam için beni cesaretlendirir
	<i>b. Trust in leadership</i>	<i>b. Lidere olan Güven</i>
13	Corporate management team consistently implements its policies in all departments	Tepe yönetim, kendi politikalarını tüm departmanlarda tutarlı bir şekilde uygular
26	Corporate management team fulfils its promises	Tepe yönetim sözlerini tutar
37	Corporate management team keeps all departments informed about its decisions	Tepe yönetim kararları hakkında tüm departmanları bilgilendirir
42	Two-way communication between the corporate management team and the departments is very good	Tepe yönetim ve departmanlar arasındaki karşılıklı iletişim çok iyidir
	<i>c. Cohesion</i>	<i>c. Uyum</i>
9r	There is a strong rivalry between colleagues in my department	Departmanımdaki iş arkadaşlarım arasında güçlü bir rekabet vardır
15r	I doubt whether all of my colleagues are sufficiently competent	Tüm iş arkadaşlarımin işinin ehli olduğu konusunda şüpheliyim
29	I have confidence in my colleagues	İş arkadaşlarıma güven duyarım
35	My department is very open	Benim departmanım herkese açıktır
	<i>d. Participatory management</i>	<i>d. Katılımcı Yönetim</i>

4	Changes are always discussed with all people concerned	Değişimler her zaman ilgili kişiler dahil edilerek tartışılır
16	Decisions concerning work are taken in consultation with the staff who are affected	İşe dair kararlar, bunlardan etkilenen çalışanlara danışılarak alınır
31	Front line staff and office workers can raise topics for discussion	Herhangi bir çalışan, tartışılmak üzere herhangi bir konuyu gündeme getirebilir
	<i>e. Politicking</i>	<i>e. Politika Yapmak</i>
5	Within our organization, power games between the departments play an important role	Bizim şirkette, departmanlar arasında çeşitli güç oyunları oynanır
6	Staff members are sometimes taken advantage of in our organization	Kurum içinde, çalışanlar bazen sömürülür
17	In our organization, favoritism is an important way to achieve something	Bizim şirkette, adam kayırma bazı şeyleri başarmak için önemli bir yoldur
	<i>Readiness for Change</i>	<i>Değişime Hazır Olma</i>
	<i>a. Emotional readiness</i>	<i>a. Duygusal Hazır Olma</i>
3	I have a good feeling about the change project	Bu değişime dair projeler hakkında olumlu duygulara sahibim
19	I experience the change as a positive process	Bu değişimi, pozitif bir süreç olarak deneyimliyorum
41	I find the change refreshing	Bu değişimi canlandırıcı buluyorum
	<i>b. Cognitive readiness</i>	<i>b. Bilişsel Hazır Olma</i>
24r	I think that most changes will have a negative effect on the clients we serve	Bu değişimin, hizmet verdiğimiz müşteriler üzerinde olumsuz bir etkisi olacağını düşünüyorum
33r	Plans for future improvement will not come too much	İleriye dönük iyileştirme planlarının çok da fazla çıkacağını düşünmüyorum
36r	Most change projects that are supposed to solve problems around here will not do much good	Bu değişim projesinin çok da fayda getireceğini düşünmüyorum
	<i>c. Intentional readiness</i>	<i>c. Amaçlı/Kasten Hazır Olma</i>
12	I want to devote myself to the process of change	Kendimi, bu değişim sürecine adanmak istiyorum
32	I am willing to make a significant contribution to the change	Bu değişime önemli bir katkıda bulunmak istiyorum
39	I am willing to put energy into the process of change	Enerjimi bu değişim sürecine vermeye istekliyim

\*Original numbers in the survey. "r" means reverse item

## Appendix E

### Final Items and Belonged Subscales of MPQ after Factor Analysis

<i>Item No*</i>	<i>Original Subscale</i>	<i>Items</i>	<i>Final Subscale</i>
76	Emotional Stability	Has a solution for every problem	Assertiveness
52	Emotional Stability	Can put setbacks in perspective	Assertiveness
54	Open Mindedness	Tries out various approaches	Assertiveness
36	Emotional Stability	Considers problems solvable	Assertiveness
78	Open Mindedness	Is open to new ideas	Assertiveness
65	Emotional Stability	Is self-confident	Assertiveness
82	Cultural Empathy	Is able to voice other people's thoughts	Assertiveness
64	Cultural Empathy	Sets others at ease	Assertiveness
4	Social Initiative	Makes contacts easily	Social Initiative
18	Social Initiative	Is inclined to speak out	Social Initiative
07r	Social Initiative	Finds it difficult to make contacts	Social Initiative
34	Social Initiative	Easily approaches other people	Social Initiative
24r	Social Initiative	Waits for others to initiate contacts	Social Initiative
30	Social Initiative	Is easy-going in groups	Social Initiative
40	Social Initiative	Likes to speak in public	Social Initiative
55r	Emotional Stability	Has ups and downs	Emotional Stability
44r	Emotional Stability	Is under pressure	Emotional Stability
67r	Emotional Stability	Gets upset easily	Emotional Stability
53r	Emotional Stability	Is sensitive to criticism	Emotional Stability
72r	Emotional Stability	Is apt to feel lonely	Emotional Stability
75r	Emotional Stability	Is insecure	Emotional Stability
10	Open Mindedness	Is interested in other cultures	Open Mindedness
62	Open Mindedness	Gets involved in other cultures	Open Mindedness
35	Open Mindedness	Finds other religions interesting	Open Mindedness
17	Cultural Empathy	Takes other people's habits into consideration	Open Mindedness
11r	Flexibility	Avoids adventure	Flexibility
21r	Flexibility	Dislikes travelling	Flexibility
90	Flexibility	Enjoys unfamiliar experiences	Flexibility

*\*Original numbers in the survey. "r" means reverse item.*

## Appendix F

### Final Items and Belonged Subscales of OCQ after Factor Analysis

<i>Items No*</i>	<i>Original Subscale</i>	<i>Items</i>	<i>Final Subscale</i>
28	Process of Change	We are sufficiently informed of the progress of change	Participation
7	Process of Change	There is good communication between project leaders and staff members about the organization's policy toward changes	Participation
2	Process of Change	I am regularly informed on how the change is going	Participation
20	Process of Change	Departments are consulted about the change sufficiently	Participation
21	Process of Change	Our department's senior managers coach us very well about implementing change	Participation
4	Climate of Change	Changes are always discussed with all people concerned	Participation
1	Process of Change	Our department's senior managers pay sufficient attention to the personal consequences that the changes could have for their staff	Participation
16	Climate of Change	Decisions concerning work are taken in consultation with the staff who are affected	Participation
25	Process of Change	Staff members were consulted about the reasons for change	Participation
30	Process of Change	Our department's executives are perfectly capable of fulfilling their new function	Participation
6	Climate of Change	Staff members are sometimes taken advantage of in our organization	Climate
27r	Process of Change	Our department's executives focus too much on current problems and too little on their possible remedies	Climate
22r	Process of Change	Our department's senior managers have trouble in adapting their leadership styles to the changes	Climate
17	Climate of Change	In our organization, favoritism is an important way to achieve something	Climate

5	Climate of Change	Within our organization, power games between the departments play an important role	Climate
10r	Climate of Change	My manager does not seem very keen to help me find a solution if I have a problem	Climate
15r	Climate of Change	I doubt whether all of my colleagues are sufficiently competent	Climate
31	Climate of Change	Front line staff and office workers can raise topics for discussion	Climate
36r	Climate of Change	Most change projects that are supposed to solve problems around here will not do much good	Climate
29	Climate of Change	I have confidence in my colleagues	Climate
39	Readiness for Change	I am willing to put energy into the process of change	Readiness
12	Readiness for Change	I want to devote myself to the process of change	Readiness
41	Readiness for Change	I find the change refreshing	Readiness
32	Readiness for Change	I am willing to make a significant contribution to the change	Readiness
11	Process of Change	Corporate management team has a positive vision of the future	Readiness
19	Readiness for Change	I experience the change as a positive process	Readiness
3	Readiness for Change	I have a good feeling about the change project	Readiness
40	Process of Change	Corporate management team supports the change process unconditionally	Readiness
26	Climate of Change	Corporate management team fulfills its promises.	Readiness
38	Process of Change	Corporate management team is actively involved with the changes	Readiness

*\*Original numbers in the survey. "r" means reverse item*

## APPENDIX G

Exact p Values of the Correlation Analysis of the Continuous Variables in the Research Model

	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>	<i>13</i>
<b>1</b> Work Orientation	.												
<b>2</b> International Experience	.000 <sup>4</sup>	.											
<b>3</b> Language Proficiency (English)	.000 <sup>4</sup>	.000 <sup>4</sup>	.										
<b>4</b> MPQ Mean	.000 <sup>4</sup>	.003 <sup>3</sup>	.000 <sup>4</sup>	.									
<b>5</b> Assertiveness	.000 <sup>4</sup>	.073 <sup>1</sup>	.000 <sup>4</sup>	.000 <sup>4</sup>	.								
<b>6</b> Social Initiative	.000 <sup>4</sup>	.120	.000 <sup>4</sup>	.000 <sup>4</sup>	.000 <sup>4</sup>	.							
<b>7</b> Open Mindedness	.000 <sup>4</sup>	.000 <sup>4</sup>	.000 <sup>4</sup>	.000 <sup>4</sup>	.000 <sup>4</sup>	.000 <sup>4</sup>	.						
<b>8</b> Emotional Stability	.000 <sup>4</sup>	.032 <sup>2</sup>	.000 <sup>4</sup>	.000 <sup>4</sup>	.000 <sup>4</sup>	.000 <sup>4</sup>	.002 <sup>3</sup>	.					
<b>9</b> Flexibility	.000 <sup>4</sup>	.012 <sup>2</sup>	.000 <sup>4</sup>	.000 <sup>4</sup>	.000 <sup>4</sup>	.000 <sup>4</sup>	.000 <sup>4</sup>	.001 <sup>4</sup>	.				
<b>10</b> OCQ Mean	.000 <sup>4</sup>	.018 <sup>2</sup>	.002 <sup>3</sup>	.050 <sup>2</sup>	.039 <sup>2</sup>	.264	.571	.063 <sup>1</sup>	.424	.			
<b>11</b> Participation	.001 <sup>4</sup>	.036 <sup>2</sup>	.019 <sup>2</sup>	.051 <sup>1</sup>	.019 <sup>2</sup>	.103	.375	.331	.451	.000 <sup>4</sup>	.		
<b>12</b> Readiness	.013 <sup>2</sup>	.181	.013 <sup>2</sup>	.211	.062 <sup>1</sup>	.422	.962	.743	.130	.000 <sup>4</sup>	.000 <sup>4</sup>	.	
<b>13</b> Climate	.000 <sup>4</sup>	.008 <sup>3</sup>	.002 <sup>3</sup>	.110	.345	.745	.684	.002 <sup>3</sup>	.891	.000 <sup>4</sup>	.000 <sup>4</sup>	.000 <sup>4</sup>	.

<sup>1</sup>*p*<.10, <sup>2</sup>*p*<.05, <sup>3</sup>*p*<.01, <sup>4</sup>*p*<.001

## APPENDIX H

Letters of Permission to Use Instruments

Subject: MPQ

From: "J.P.L.M.van.OUDENHOVEN" <J.P.L.M.van.OUDENHOVEN@rug.nl>

Date: Monday, November 26, 2012 6:00:37 PM

To: [sibel.caliskan02@bilgiedu.net](mailto:sibel.caliskan02@bilgiedu.net)

Hi Sibel,

Thanks for your interest in the MPQ. You may use the instrument for free for research purposes. I'm sending you the instrument in English and its key. (and a short version)

You're planning an interesting study.

Please keep me informed about any interesting results.

Good Luck

Jan Pieter van Oudenhoven

Subject: OCQ

From: "Dave Bouckennooghe" <dbouckennooghe@brocku.ca >

Date: Tuesday, February 05, 2013 5:59:07 PM

To: [sibel.caliskan02@bilgiedu.net](mailto:sibel.caliskan02@bilgiedu.net)

Sorry for my delayed response. Please proceed and use the OCQ.

Cheers,

Dave

## APPENDIX I

### ETİK KURUL DEĞERLENDİRME SONUCU / RESULT OF EVALUATION BY THE ETHICS COMMITTEE

(Bu bölüm İstanbul Bilgi Üniversitesi İnsan Araştırmaları Etik Kurul tarafından doldurulacaktır / This section to be completed by the Committee on Ethics in Research on Humans)

Başvuru Sahibi/ Applicant: **Sibel Çalışkan**

Proje Başlığı / Project Title: **Individual and Organizational Readiness for Global Organizational Change**

Proje No. / Project number: **2013-20024-003**

1.	Herhangi bir değişikliğe gerek yoktur / There is no need for revision.	--XX-----
2.	Ret / Application rejected Reddin gerekçesi / reason for rejection:	-----

Değerlendirme Tarihi / Date of Evaluation: **31 Ocak 2013**



Kurul Başkanı/ Committee Chair  
Yrd. Doç. Dr. Itr Erhart




Kurul Sekreteri / Committee Secretary  
Yrd. Doç. Dr. Handan Can Otu

Mazerepli

Üye / Committee Member  
Prof. Dr. Turgut Tarhanlı

Mazerepli

Üye / Committee Member  
Prof. Dr. Burhan Şenatalar



Üye / Committee Member  
Prof. Dr. Diane Sunar