INVESTIGATING THE FACTORS BEHIND POSITIVE REACTIONS TO

CHANGE: THE ROLE OF AFFECT AND COGNITION

FİTNAT SEÇİL BAYRAKTAR KAZOZCU

BOĞAZİÇİ UNIVERSITY

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Fitnat Seçil Bayraktar Kazozcu

Boğaziçi University

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Investigating the Factors behind Positive Reactions to Change: The Role of Affect

and Cognition

The dissertation of Fitnat Seçil Bayraktar Kazozcu

has been approved by

Prof. Hayat Kabasakal
(Dissertation advisor)

Prof. Muzaffer Bodur

Prof. Mustafa Dilber
(Fatih University)

Prof. Özlem Öz

Asst. Prof. Burcu Rodopman

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Dissertation Abstract

Fitnat Seçil Bayraktar Kazozcu, "Investigating the Factors behind Positive Reactions to Change: The Role of Affect and Cognition"

The concept of organizational change has never been more significant, given the business context of fierce competition, ever-changing requirements of globalization, and the pace of technological innovations. Although organizational change efforts are intended to create positive outcomes such as increased performance and productivity, most of the change initiatives fail, essentially due to neglecting the crucial human aspect of change. Yet, considering that change is carried out by individuals, how to obtain their support for change is an essential question that must be answered for success of the change. Individuals' commitment to and behavioral support for an organizational change depends on how they perceive and interpret it based on their affective and cognitive evaluations. At this point, a controversial issue emerges regarding the factors that influence affective and cognitive evaluations and to what extent these responses predict commitment to and behavioral support for change. This research investigates whether contextual and process related factors such as change implementation processes, perceptions of justice, leader-member exchange and leadership style during an organizational change appeal to employees' minds or hearts and the differential impact of these factors on employees' commitment to and support for change via emotions and rationality.

Tez Özeti

Fitnat Seçil Bayraktar Kazozcu, "Değişime Yönelik Olumlu Tepkilerin Ardındaki

Etkenler: Biliş ve Duygulanımın Rolü"

Küreselleşme, teknolojik gelişmeler ve hızlanan rekabet ortamı ile biçimlenen günümüz koşullarında, örgütsel değişim olgusu, gittikçe daha büyük önem kazanmış ve kaçınılmaz hale gelmiştir. Örgütsel değişim girişimleri, performans ve verimliliği artırmak gibi olumlu sonuçlar hedeflese de, pek çok değişim girişimi, çoğunlukla insan faktörünün göz ardı edilmesi nedeniyle başarısızlıkla sonuçlanmaktadır. Değişimin insanlar tarafından başlatıldığı ve uygulandığı düşünülürse, onların değişime desteğinin nasıl sağlanabileceği, değişimin başarısı için cevaplanması önem taşıyan, temel bir sorudur. Bireylerin, örgütsel bir değişime bağlılık ve davranışsal destekleri, değişimi, duygusal ve zihinsel değerlendirmeleri ile nasıl algıladıkları ve yorumladıklarına bağlıdır. Bu noktada, duygusal ve zihinsel değerlendirmeleri etkileyen faktörler ile duygusal ve zihinsel yorumların, değişime bağlılığı ne ölçüde etkilediği, tartışmalı bir konu olarak ortaya çıkmaktadır. Bu çalışma, örgütsel değişim sırasında, değişimin uygulanma süreçleri, adalet algısı, lider-üye etkileşimi ve liderlik stili gibi bağlamsal ve süreçsel öğelerin, çalışanların mantığına mı duygularına mı daha fazla hitap ettiğini ve bu faktörlerin duygusal ve zihinsel değerlendirmeleri ne şekilde etkileyerek, değişime bağlılık ve destek üzerinde farklı etkiler sağladığını incelemektedir.

CURRICULUM VITAE

NAME OF AUTHOR: Fitnat Seçil Bayraktar Kazozcu
PLACE OF BIRTH: Istanbul, Turkey
DATE OF BIRTH: 1 March 1979

GRADUATE AND UNDERGRADUATE SCHOOLS ATTENDED:

Boğaziçi University
Marmara University
Boğaziçi University

DEGREES AWARDED:

Doctor of Philosophy in Management, 2013, Boğaziçi University.
Master of Arts, Production Management and Marketing, 2006, Marmara University.
Bachelor of Arts, Management, 2002, Boğaziçi University.

AREAS OF SPECIAL INTEREST:

Organizational change, cross cultural management, leadership, strategy, innovation

PROFESSIONAL EXPERIENCE:

Research Assistant, Department of Management, Boğaziçi University, 2009-2013.
Co-founder and Trainer, Smart Steps Consulting, 2007-2009.
Project Manager, 2Fresh Interactive Agency, 2006-2007.
Research Specialist, ACNielsen Marketing Research, 2002-2003.

AWARDS AND HONORS:

On the high honors list with a GPA of 4.00 over 4.00, 2013.
On the high honors list with a GPA of 96 over 100, 2006.

GRANTS:

Suzer Foundation- Merit-based Doctoral Fellowship Award

PUBLICATIONS:

Articles in refereed journals

Kabasakal, H., Dastmalchian, A., Karacay, G., & Bayraktar, S. (2012). Leadership
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This dissertation is dedicated to my dear parents...

To my mother,

for being my greatest support all through my life and my achievements,

&

To my father,

for inspiring me to set and reach higher standards in every step of my life...

CONTENTS

TABLES

FIGURES

ABBREVIATIONS

AGFI   Adjusted Goodness-of-Fit Index

AVE   Average Variance Extracted

CFA   Confirmatory Factor Analysis

CFI   Comparative Fit Index

CMV   Common Method Variance

EFA   Exploratory Factor Analysis

GFI   Goodness-of-Fit Index

GOF   Goodness-of-Fit

KMO   Kaiser-Meyer-Olkin measure of sampling adequacy

LMX   Leader-Member Exchange

MLE   Maximum Likelihood Estimation

NFI   Normed Fit Index

PCA   Principal Component Analysis

PNFI   Parsimony Normed Fit Index

RMR   Root Mean Square Residual

RMSEA   Root Mean Square Error of Approximation

RNI   Relative Non-Centrality Index

SEM   Structural Equation Modeling

TLI   Tucker-Lewis Index

VIF   Variance Inflation Factor

CHAPTER 1

INTRODUCTION

Change is a key process in the agenda of the twenty first century, and a requirement

for organizations in order to sustain growth and competitiveness. More and more

companies are engaged in multiple and ongoing-change events, such as mergers and

acquisitions, the introduction of new top management teams, major reorganizations

or restructurings, downsizing, layoffs, and new strategic initiatives (Kiefer, 2005).

Andriopoulos and Dawson (2009) declared that managing the change process is no

longer the concern of a few advanced organizations, but is essential to all firms

operating in an increasingly competitive landscape. In other words, change has

become "the normality" as Hammer and Champy (1993, p. 23) has suggested two

decades ago. Consequently, explaining change has become an essential concern of

researchers (Van de Ven & Poole, 1995) leading to a vast and diverse literature on

change management.

Despite the fact that change initiatives are intended to create positive

outcomes such as increased performance and productivity, it has been documented

that most of the change efforts fail, ending up with unintended consequences (Beer &

Nohria, 2000; Herold, Fedor, & Caldwell, 2007; Kanter, Stein, & Jick, 1992; Kotter,

1996; Van Knippenberg, Martin, & Tyler, 2006). Furthermore, these failed change

initiatives can cost organizations a great amount of money, time and other resources

(Kotter, 1995). Under these circumstances, where there is a lack of effective

organizational changes, understanding the reasons behind failures and looking for

recipes for successful organizational change become even more crucial both for practitioners and researchers who try to provide insight for change agents and managers as to how to effectively manage change.

While searching for the reasons leading to failures, numerous researchers (Judge, Thoresen, Pucik, & Welbourne , 1999; Wanberg & Banas, 2000; Devos, Buelens, & Bouckenooghe, 2007) have stated that research on organizational change has largely adapted a macro approach, not giving sufficient emphasis on the individual level factors and neglecting the crucial human aspect of change (Self , Armenakis, & Schraeder, 2007). However, considering that change is initiated and carried out by individuals, how to obtain their support and acceptance of change is an essential question that must be answered for success of the change. Bennis (2000, p. 117) has emphasized the role of individuals claiming that no change can occur without willingness and commitment of followers. Bearing in mind that individual commitment is a necessary element in effectiveness of change efforts, the reactions of individuals towards change and the ways to obtain their commitment, as well as their behavioral support for organizational change have become a major concern of researchers (Armenakis & Bedeian, 1999; Armenakis & Harris, 2009; Herscovitch & Meyer, 2002; Judge et al., 1999; Oreg, Vakola, & Armenakis, 2011).

It is without doubt that leadership factors are crucial for ensuring both commitment to and behavioral support for a change initiative. Both the leadership style of the manager and the relationship between the manager and the employee influence these two positive outcomes. Especially in the change context, transformational leadership (Bass, 1985) has been argued to represent the most effective style of leadership (Yukl & Howell, 1999) to increase commitment.

2

Furthermore, leader-member exchanges (LMX) (Graen & Scandura, 1987), referring to the quality of exchange between the leader and the subordinate, is influential on commitment and behavioral support. However, while leadership is a significant determinant, there is another determinant of commitment and support, which is related to how the change is overall implemented. Sometimes no matter how effective the leadership is, if the change is not well planned and implemented, the failure in the big picture leads to decreased commitment. Accordingly, processes regarding how the change is planned, communicated, and whether there is an opportunity to participate in the change process may also determine whether employees will commit or not. In addition, whether these processes are carried out in a fair manner, in other words, procedural justice also influences employees' reactions to an organizational change (Cobb, Wooten, & Folger, 1995).

Thus, it is expected that leadership and process factors go hand in hand in generating positive or negative reactions towards an organizational change initiative. However, at this point, another question arises as to the black box of "how" these factors lead to commitment or support.

Trying to accurately understand the way leadership and processes lead to positive or negative reactions, affective and cognitive evaluations caused by these factors emerge as the answer to that question. During an organizational change, change recipients are constantly exposed to implicit and explicit cues from many sources such as the organizational environment, the managers, the media, and their social networks. They make sense of these cues and develop both affective and cognitive evaluations out of them, which then leads to either positive or negative reactions to the change. In order to persuade employees to support an organizational

change effort, managers mainly emphasize cognitive elements such as rational arguments. However, since change is an affective event (Weiss & Cropanzano, 1996), emotional components should also be considered to ensure the commitment of employees (Fox & Amichai-Hamburger, 2001). Therefore, understanding emotions in the workplace is another prerequisite for managing organizational change successfully (Kiefer, 2002). Smollan (2006) argues that behavioral responses to a change event are the outcomes of cognitive and emotional reactions and are mediated by a variety of variables related to either the context of managers, context of the organization or the individual.

The main purpose of this study is to develop an integrative framework on reactions to change taking into consideration the relationships between contextual, individual, content related and process factors with an emphasis on understanding the role of rationality and emotions. More specifically, this study aims to contribute to the comprehension of individuals' commitment to and behavioral support for change initiatives, in relation to the under-researched focus on the role of affect and cognition of individuals. Consequently, the aim is to understand the change processes and leadership dimensions that relate to affective or cognitive evaluations in relation to change-supportive attitudes and behaviors. In line with these objectives, considering the methodological advantages of triangulation, two complementary studies have been conducted. Study 1 is a field study that has been conducted with 302 employees from 37 organizations that have recently gone or have been going through a major change process. Study 2, which aims to provide a more focused approach on selected variables to provide a detailed picture to complement the

4

findings of Study 1, is an experimental study using scenario based manipulations conducted with 200 respondents.

In the next chapter, a literature review on factors that influence attitudinal and behavioral reactions to organizational change as well as cognitive and affective responses to change are covered. Following the literature review, Chapter 3 presents the proposed conceptual model of the study and the related hypotheses are stated. Main research questions and objectives, research design and measures of the study are explained in Chapter 4. Chapter 5 presents the results of the data analyses and hypotheses tests. Chapter 6 focuses on Study 2 in terms of brief background of the study, research design and analyses results. Finally, in Chapter 7, findings of both studies and relevance of the findings regarding their theoretical and practical implications are discussed, along with limitations of the study and suggestions for future studies.

CHAPTER 2

LITERATURE REVIEW

The literature review section will first cover the main issues related to organizational change, considering the definition of and drivers of change, types, and perspectives and debates regarding change. Then, the relevant variables in this study, consisting of reactions towards change, more specifically commitment to and support for change, factors behind generating these positive reactions as well as how they lead to commitment and support via affect and cognitive responses will be reviewed.

Organizational Change

Organizational change can be defined as "alteration of how an organization functions, who its members and leaders are, what form it takes, or how it allocates resources" (Huber, Sutcliffe, Miller, & Glick, 1993, p. 316). Similarly, Carnall (1986) refers to organizational change as an attempt to modify an organization's structure, goals, technology, or work task. Organizational change initiatives are introduced organizations in order to respond to rapidly changing environments and sustain competitiveness (Neubert & Cady, 2001).

Drivers of Change

A variety of key factors, both within and outside an organization, have been identified in literature as promoters of change. The main external factors encompass

globalization of markets and internationalization of business; competitive pressures; government laws and regulations; major social and political events; advances in technology and economic fluctuations. On the other hand, internal triggers of change can be due to changes in technology, primary business, people, and administrative structures (Leavitt, 1964). Regarding the environmental triggers to change, Senior (2002) uses the mnemonic PETS involving political, economic, technological and social factors, and argues that internal triggers for change generally arise out of response to these external drivers of change. Senior (2002) further states that, internal and external triggers become intertwined to act as a force towards change. Understanding the drivers of change is important for leaders of change so that they can manage the change contingent on its causality. In addition, individuals affected by change, in other words change recipients, also need to understand the drivers of change such that their positive or negative attitudes are dependent upon how they perceive the necessity and significance of the proposed change.

<center>Dominant Views and Dualities in Change</center>

Organizational change has been studied from a diversity of perspectives. Oreg et al. (2011) assert that these variety of perspectives lead to a fragmented picture of the field rather than an integrated one. Pointing to the same problem, Block (1995) also states that in organizational change literature, different constructs have been given the same labels or the same construct has been labeled differently by different researchers, causing what he calls "jingle-jangle fallacies".

<center>7</center>

In their article which focuses on paradoxes in change literature, Nasim and Sushil (2011) identify five main dilemmas which also constitute the dominant views on organizational change. These views are; "planned versus emergent change"; "static versus dynamic models"; "incremental versus revolutionary change"; "macro versus micro approach", and "piecemeal versus holistic view". In addition to their classification, other dualities on the issues of "levels of analysis", "variance versus process methods" and "positive versus negative focus" that have been recognized in the literature are also briefly explained below.

Planned versus Emergent View of Change

According to researchers, who hold a planned view of change (e.g. Lewin, 1947; Cummings & Huse, 1989), organizational change is a series of pre-planned changes. Kurt Lewin's well-known as well as much debated model of change provides an ideal example for planned change. His three step model of change consists of the following sequence: unfreezing an old pattern of relationships; changing to a new pattern, and refreezing of the new pattern of relationships. Although it has been criticized for being too simple, this model has provided a foundation for many other process models of change. Opposing this planned view and its linearity from one step to another; emergent view emphasizes the turbulence and uncertainty of environments making the proposed linearity inapplicable (Wilson, 1992).

Static/Episodic versus Dynamic View of Change

Like the planned view, static models portray change as a linear movement from a fixed state to another (Lewin, 1947; Cummings & Huse, 1989) whereas dynamic models of change reflect the continuous nature of change (Pettigrew, Woodman, & Cameron, 2001). Senge's (1990) view of learning organizations is also an example of the dynamic view.

Incremental versus Revolutionary View of Change

Incremental organizational change can be explained by Quinn's (1980) logical incrementalism or Nelson and Winter's (1982) evolutionary theory, both of which focus on continuous and incremental changes implemented by top management. On the other side of the debate, revolutionary view describes change as a quantum with mainly a radical nature.

Macro versus Micro View of Change / Levels of Analysis

Researchers focusing on the macro view of change stress the organizational dimensions of change whereas the micro view focuses on individual perceptions and reactions to change. This view is related to the levels of analysis in organizational change research. There is general consensus that many organizational phenomena, including change are multilevel (Pettigrew et al., 2001). Caldwell, Herold, & Fedor (2004) also posit that change is perceived differently at each level and its

implications differ across different levels. Thus, in order to capture different parts of organizational change; organizational, group and individual levels of analysis as well as inter-level studies should co-exist, integrating multiple levels and explaining the relations among these levels.

Piecemeal versus Holistic View of Change

Armenakis and Bedeian (1999) categorize the different focus points while studying organizational change under five common themes: 1- content issues that deal with the type and nature of a change 2- context issues that consider the conditions in internal and external environments of organizations 3-process issues which deal with the implementation of a change 4- criterion issue which highlight assessment of outcomes of organizational change efforts 5- affective and behavioral reactions to change. Piecemeal view of change has a narrow focus on only one of these themes such as process or content. On the other hand, recently more researchers have begun to pay attention to embracing a more holistic and comprehensive approach of integrating the "what", "how" and "under what circumstances" dimensions of organizational change by linking the content, process, contextual factors and outcome of change initiatives. In their review of organizational change studies, Armenakis and Bedeian (1999) and Oreg et al. (2011) found out that very few studies integrated all factors in their research (e.g. Adcroft, Wiillis, & Hurst, 2008; Walker, Armenakis, & Bernerth, 2007). Regarding content models, some examples include Burke and Litwin (1992) and Vollman (1996) with their focus on various content factors such as organizational structure and person-organization fit. Some models of

change processes, which generally focus on sequence of steps for effective

implementation of change, include Beer, Eisenstat, and Spector's (1990) six steps to

effective change; Kotter's (1995) eight steps of organizational transformation;

Judson's (1991) five phase model; and Galpin's (1996) wheel as a nine step process

of change, with culture being the foundation of each step.

Positive versus Negative Focus on Change

This dualism is based on Seo, Putnam and Bartunek's (2004) study that emphasizes

where to focus for directing organizational energy to evoke change. Accordingly

studies with a positive approach consider change from a view of opportunities and

advantages as well as focusing on positive reactions and a positive implementation

processes. Regarding attitudes towards change, readiness for change (Armenakis,

Harris, & Mossholder, 1993; Holt, Armenakis, Field, & Harris, 2007); openness to

change (Devos et al., 2007; Wanberg & Banas, 2000); and commitment to change (

Herold et al., 2007; Herscovitch & Meyer, 2002, Meyer, Srinivas, Lal, &

Topolnytsky, 2007; Chen & Wang, 2007) are treated as positive attitudes towards

change; whereas on the negative side, resistance to change (Piderit, 2000); and

cynicism about change (Wanous, Reichers, & Austin, 2004) have been investigated.

Variance versus Process Methods

With the variance methods, change is represented as a dependent variable, which is

explained with a set of independent variables that statistically explain variations in

the dependent variable of change (Mohr, 1982). As Van de Ven and Poole (2005) state, in variance method, explanations take the form of causal relations. On the other hand, a process method explains the temporal order and sequence, in which change events occur based on a story or historical narrative (Poole, Van de Ven, Dooley, & Holmes, 2000).

Approach of the Present Study

After having explained the dominant views and dualities in organizational change research, the assumptions and main approaches of this study shall be made clear. Among the dualities specified, this study takes a micro view of change, focusing on individual level variables. The research methodology will be based on variance method, since this method is more appropriate for examining questions such as what are the factors effecting commitment to change and for examining the dependent variable(s) as a function of independent variable(s). This study also adapts a positive view, with taking commitment to and behavioral support for organizational change as outcome variables. Fedor, Caldwell, & Harold (2006) define commitment to change as a motion of positive and proactive intent and not just the lack of resistance or lack of negative attitudes. Regarding integrating content, context, process and outcome factors of change, this study takes a holistic approach which constitutes a major strength of the research. Finally, the focus of research is planned change rather than emergent change. The type and nature of the change that will be included in the study will be explained in more detail under the section of content factor of change.

12

<center>Types of Change</center>

Recalling the diversity of perspectives in the field of organizational change field and the so called "jingle-jangle fallacy" (Block, 1995), it is not surprising that different authors have made different classifications about the typologies of change, which have resulted with some overlapping concepts. Changes have been generally classified based on their scope and impact (change that takes place within the existing system or change aiming to change the existing system), initiator (self initiated or imposed from the top), and duration (short versus long term). Some overlaps in typologies are also due to these different classification criteria used by the researchers. The major typologies will be briefly explained below.

A major distinction regarding types of change is first order versus second order change. First order change occurs within a system and the system itself remains unchanged (Watzlawick, Weakland, & Fisch, 1974). Second order change attempts to change the system itself. Second order change is thought to have much more impact and lasting effects compared with first order change (Watzlawick et al., 1974). Newman (2000), who made similar distinctions between first order change and second order change explained further that first order change is incremental and convergent; involving adjustments in processes or structure, but does not involve fundamental change in strategy, core values or corporate identity. On the opposite end, second order change is transformational and radical; fundamentally altering the core of the organization.

Porras and Roberton's (1992) change typology is based on two dimensions: the degree of change and the planning involved in change. Accordingly, four types of

<center>13</center>

change are identified: developmental change (planned first-order change), transformational change (planned second-order change), evolutionary change (unplanned first-order change), and revolutionary change (unplanned, second-order change).

Weick and Quinn (1999), categorize change as either episodic or continuous. Accordingly, episodic change is a planned organizational change that is infrequent, discontinuous, and intentional (p. 365). It occurs in periods of sudden shifts in the external environment such as technology change or due to internal events such as change in key personnel. Lewin's (1947) model of planned change can be considered to have episodic view. On the other hand, continuous change is thought of as ongoing, evolving and cumulative (Weick & Quinn, 1999). Continuous change, which is not formally implemented, takes place as small adjustments to cumulatively create substantial change.

Scholars have also classified change as revolutionary or evolutionary according to differences in timing (Gersick, 1991). Revolutionary change usually occurs suddenly, with drastic changes within the mission, culture, and structure. It is similar to the second order change, but it occurs rapidly. In contrast, evolutionary changes appear naturally and occurrence of change is spread over time.

Dunphy and Stace (1993) use the degree of change as the main classification mechanism. Fine-tuning changes refer to small shifts in an organization's strategy, structure, people or processes. On the other hand, incremental adjustments describe organizational changes that are direct attempts to change corporate strategy, structure or processes. The two other types of change include modular transformation (a major realignment of one or more departments or divisions) and corporate transformation

(corporate-wide change that encompasses dramatic shifts in business strategy and affects the entire company). Mergers, acquisitions, downsizing and restructuring are all examples of corporate transformations.

Moreover, Nadler and Tushman (1989) indicate four classifications of change: tuning, adaptation, reorientation, and recreation. Tuning is an incremental process that makes small scale adjustments to decisions. Adaptation is also incremental in response to external events and does not involve fundamental change throughout the organization. On the other hand, reorientation is a strategic change. While it may not necessarily mean fundamental redirection, it may involve widespread organizational change while emphasizing continuity with the past and current values. Finally, recreation, a change triggered by external events, lead to leaving traditional values behind. Recreation may threaten the existence of an organization by ruining the previous alignment between strategy, structure, and systems.

Change has also been classified by Ackerman (1997) based on its extent and scope under three types: developmental, transitional and transformational. Developmental change may be either planned or emergent; it is first order, or incremental. It aims at improvements of a skill or process. Transitional change aims to achieve a known desired state that is different from the existing one. It is episodic, planned and second order. Transformational change is radical or second order in nature. It requires a shift in assumptions made of organization and its members. It may result with a completely different organization in terms of structure, processes, culture and strategy.

Golembiewski, Billingsley, and Yeager's (1976) typologies of change processes are called alpha, beta and gamma changes which are similar to Bartunek and Moch's (1987) first, second, and third-order changes. Specifically, first-order (or alpha) change refers to organizational maintenance, involving minor improvements that do not change the system's foundation. First-order change is linear and continuous in nature and does not challenge the organization's key assumptions. Second-order (or beta) change is a conscious change, which can be an organizational development. In that case, one interpretive schema replaces another, such as a shift towards from vertical structure to a team based one. It is a discontinuous, radical system change involving some change in shared vision. Furthermore, third-order (or gamma) change is aimed at organizational transformation and requires a completely new vision.

Finally, Andriopoulos and Dawson (2009) also categorize four different types of change on the dimensions of small-scale to large-scale change and reactive versus proactive initiatives. Accordingly, reactive small scale changes seek to accommodate and adapt to contextual shifts and unforeseen changes resulting from unexpected problems such as launching a new revised product or business procedure. On the other hand proactive small-scale change looks forward to improving the current ways of doing things and refining the current operations over a planned period of time. Reactive radical change initiatives are in response to unexpected conditions that threaten the company's survival, and they necessitate a major repositioning. Finally, proactive radical change includes reinvention of company strategy and major transformation of business operations.

16

Human Factor in Change

As organizations attempt to cope with a progressively more turbulent economic,

technological, and social environment, they rely increasingly on their employees to

adapt to change (Armenakis et al., 1993). The importance of the human factor in

change programs has been well acknowledged (Eby, Adams, Russell & Gaby, 2000).

Since change concerns humans as well as institutions and technical issues,

individuals and their attitudes and behaviors in the change process are an inseparable

part of change. Change can be reflected in processes, structures, attitudes, or any

combination of these different aspects. However, it is argued that a change in

structure without a change in attitude does not really reflect change (Senge, 1990).

Organizational change occurs only when the majority of individuals change their

behavior or attitudes (Alas, 2007).

In the 1940s, Kurt Lewin, who is considered to be the father of social

psychology, explained three phases where changes in human behaviors occur:

Feeling a discomfort with the old behavior unfreezing an old pattern of relationships;

the changing to a new pattern through a change program, and the refreezing of a new

pattern of relationships as the new behavior becomes habitual (Lewin, 1947). Jaffe,

Scott, and Tobe's (1994) model also explained how employees behave as change

unfolds consist of four phases. In the first phase, denial, employees do not think that

a change is necessary. They do not believe in the change idea and its successful

implementation. Following denial, resistance occurs such that employees refuse to

participate, attempt to delay implementation of change or try to persuade

management that the change plan is inappropriate. At the third phase, exploration,

employees experiment the new behaviors and try to accomplish desired results. Finally, at the fourth stage of commitment, employees embrace a proposed change. According to Jaffe et al. (1994), when the employees are not prepared appropriately for the change, the management is likely to experience denial and resistance. Considering that humans and their attitudes and behaviors carry such an importance for the success of change implementation, their reactions to change would be worth examining in more detail.

Reactions to Organizational Change

Organizational change can be viewed as a critical life event which has the potential to evoke stress reactions and other negative consequences since it is intended to alter key organizational variables that affect the members of the organization and their work-related behaviors (Jimmieson, Terry, & Callan, 2004). Thus, organizational change efforts generate many different reactions, positive and negative, rational an emotional on the side of change recipients. Jick and Peiperl (2003) identified the greatest challenge in managing change as managing the reactions to change. Bearing in mind that even the best designed change can fail if individuals do not support it; generating positive reactions to change becomes a priority for change agents.

Yousef (2000) stated that different people may have differing responses for a particular change. Whereas change may bring benefits and opportunities for some of them, for others it may be associated with stress and disadvantages. As the perception of change differs according to many contextual or dispositional factors, it may lead to different types of reactions towards change which may be attitudinal or

behavioral. Accordingly, a change arising from perceptions like a sense of reduced control, expected difficulties associated with changing conditions, or uncertainty and fear of the unknown may lead to unintended reactions such as resistance to change, whereas another type of change which is associated with better outcomes than the current situation, such as a better work environment or increased profitability for the company may lead to positive reactions.

In the literature, while conceptualizing individuals' reactions to change, "attitudes towards change" has been a commonly used as an all-inclusive term. The first scholarly paper on attitudes towards change was on resistance to change (Coch & French, 1948). Following resistance to change, the next term that entered the attitudes towards change literature was readiness for change, as a more positive approach (Jacobson, 1957). Since then, besides the growing studies on resistance to change and readiness to change, other attitudinal constructs have attracted attention of researchers. To briefly summarize, both the positive and negative attitudes that have been primarily studied are; readiness for change (Armenakis et al., 1993; Holt et al., 2007, Wanberg & Banas, 2000); resistance to change (Coatsee, 1999; Piderit,2000); openness to change (Devos et al., 2007; Wanberg & Banas, 2000); cynicism about change (Stanley, Meyer, & Topolnytsky, 2005; Wanous et al., 2004); coping with change (Folkman, Lazarus, Gruen, & DeLongis, 1986); and commitment to change (Herold et al., 2007; Herscovitch & Meyer, 2002; Meyer et al., 2007; Chen & Wang, 2007; Cunningham, 2006).

The organizational change literature is criticized by its tendency to give more weight to studies on attitudinal reactions rather than behavioral ones. On the other hand, since attitudes and behaviors are two different manifestations of reactions to

change, they need to be examined separately. Furthermore, even when behavior is analyzed, it is usually the behavioral intention instead of actual behavior that is focused on. Change recipients' behavior to support change has received limited attention with the exception of two studies (Herscovitch & Meyer, 2002; Meyer et al., 2007), which have examined behavioral support as a consequence of commitment to change.

This study addresses the lack of research on the behavioral dimension, by making a distinction between attitudes and behaviors. Thus, commitment to change is conceptualized as an attitudinal reaction and behavioral support for change as a behavioral reaction to change. Also, in line with Fishbein and Ajzen's (1975) theory of reasoned action and Ajzen's (1991) theory of planned behavior, attitudes are a predictor of behavioral intentions and actual behavior. This relationship between attitudes and behaviors is also examined in this study. The organizational commitment literature generally accepts that behavioral- intentions and commitment are separate constructs (Bozeman & Perrewe, 2001; Jaros, 2010). Consistent with the traditional tri-partite definition of an attitude, commitment to a change effort cause the formation of a behavioral intent to act, which leads to actual change-supportive behaviors, implying a causal ordering among the concepts. This study also takes the same perspective by examining these different constructs and their relationship.

The two outcome variables of commitment to change and behavioral support for change, which have been selected as their importance on change implementation success is supported by the literature (Armenakis et al., 1999; Coyle-Shapiro, 1999), will be explained in detail in the next section.

Herscovitch and Meyer's (2002) work has become a foundation for many of the studies on commitment to change. They define commitment to change as a force that binds an individual to a course of action assumed to be necessary for the successful implementation of a change initiative. The importance of commitment to change has also been referred to by Conner (1992) who described commitment to change as "the glue that provides the vital bond between people and change goals" (p.147). Moreover, lack of commitment has been identified as the most prevalent reason of failed change initiatives (Conner & Patterson, 1982, p.18).

For the present study, the reason for selecting commitment to change as the outcome variable rather than other positive reactions to change is mainly due to the supported importance of this variable over the other attitudes in its contribution to the change success. When compared to other positive attitudes such as readiness to change and openness to change, commitment to change goes beyond the absence of negative attitudes by including a more proactive nature and an intention to exert effort on behalf of the change, which is defined as the true commitment to change (Armenakis et al., 1993; Herscovitch & Meyer, 2002; Herold et al., 2008). Also, when compared to the other attitudes towards change, commitment to change has been found to be a better predictor of specific change-related behaviors (Ford, Weissbein, & Plamondon, 2003; Herscovitch & Meyer, 2002; Herold, Fedor, & Caldwell., 2008).

A major debate on the commitment to change is related to its dimensionality since it has been investigated both as a unidimensional and a multidimensional

construct. In the unidimensional approach, commitment to change is defined as a general feeling (Lau & Woodman, 1995; Ford et al., 2003); whereas in the multidimensional model developed by Herscovitch and Meyer (2002), it consists of three separate dimensions of affective, normative and continuance commitment to change. According to this three-dimensional view, affective commitment to change refers to a belief in the benefit of change and the desire to provide support on its behalf; continuance commitment to change is the recognition of costs associated with not supporting the change, and normative commitment to change is defined as a sense of obligation to provide support for the change.

In other words affective dimension reflects feelings of desire, normative dimension reflects obligation, and continuance dimension reflects a felt–need to commit to the change (Herscovitch & Meyer, 2002). These dimensions are comparable to the dimensions of organizational commitment by the original work of Meyer and Allen (1991).

For the purposes of this study, only affective and normative commitment to change will be examined, and continuance commitment dimension will be omitted, since the main objective is to find out the true commitment and support that will enhance change success rather than commitment to change due to "obligation". Previous studies (Cunningham 2006, Herscovitch & Meyer, 2002; Parish, Cadwallader, & Busch, 2008) have found that as opposed to affective and normative commitment, continuance commitment to change is negatively correlated with change supportive behaviors and is also negatively predicted by motivation and supervisory relations.

According to Jaros (2010), the basis of these results is the notion that continuance commitment to change reflects being "forced" to go along with a change due to the high costs of resisting it, whereas affective and normative commitment reflect the employee's 'free' choice to implement the change. Therefore, continuance commitment is related to neutral or even negative feelings about the change. Thus this type of a commitment is not wanted for a change success and therefore is left out of the present study.

<u>Behavioral Support for Change</u>

Bozeman and Perrewe (2001) have found that in the organizational commitment literature, behavioral intentions and commitment are separate constructs. Consistent with the Theory of Reasoned Action (Ajzen, 2001), this can be linked to the attitude – behavior relation, as feelings of commitment cause formation of behavioral intention to act, which then results with actual behaviors supporting change.

Behavioral support for change is defined as an individual's actions in response to change such as resisting, opposing, accepting with conditions, responding ritualistically, and acquiescing (Carnall, 1986; Yousef, 2000), on a continuum from active support to active resistance (Herscovitch & Meyer, 2002). Kim, Hornung, and Rousseau (2011) suggest a definition of behavioral support for organizational change that focuses on the actual behavior. They define behavioral support as change-supportive behavior as actions employees engage in to actively participate in, facilitate, and contribute to a planned change initiated by the organization.

23

Some of the antecedents of behavioral support for change can be listed as organizational commitment (Meyer et al., 2007; Neubert & Cady, 2001), managerial influence tactics (Furst & Cable, 2008), information about the change and beliefs about personal consequences (Coyle-Shapiro, 1999; Miller et al., 1994), perceived benefits of the change (Giangreco & Peccei, 2005), cynicism (Stanley et al., 2005), and involvement in the change process (Giangreco & Peccei, 2005), participation in decision-making and and change-related self-efficacy (Jimmieson et al., 2004; Wanberg & Banas, 2000). Previous studies found that behavioral support was linked to increase in process performance, quality, employee satisfaction and commitment (Pfeffer, 1998; Lawler, Mohrman, & Ledford, 1995). Furthermore, behavioral support for a change initiative facilitates reaching strategic change objectives (Cummings & Worley, 2001).

Regarding the relation of commitment and behavioral support for change, Herscovitch and Meyer (2002) developed a model linking commitment to change and supportive behavior. They proposed that different forms of commitment could have different implications for the nature and level of employees' behavioral support for a change. They categorized behavioral support for the change under three headings; namely compliance, cooperation and championing. The compliance measure referred to employees' willingness to do what was required of them by the organization for implementation of the change. The cooperation measure evaluated employees' acceptance of the change as well as willingness to do little more than the minimum requirements. Finally, the championing measure assessed employees' willingness to embrace the change and along with selling it to others. When the relations between the components of commitment (affective, normative and

continuance commitment) and behavioral support were measured, Herscovitch and

Meyer (2002) found that all three components of commitment to the change

correlated positively with compliance. However, only affective and normative

commitment correlated positively with cooperation and championing; whereas

continuance commitment correlated negatively, though not significantly, with these

two forms of discretionary behavior.

<center>Factors behind Commitment to and Behavioral Support for Change</center>

This section reviews the two main components that are influential on shaping

commitment to and behavioral support for organizational change: Leadership and

change process factors.

<center><u>Leadership Factors</u></center>

Despite the large volume of leadership research since the early 1930s and the wide

academic recognition of the concept, the subject of leadership has not agreed upon a

single generally accepted definition (Bass, 1990). As also mentioned by Stogdill

(1974, p.259), "there are almost as many definitions of leadership as there are

persons who have attempted to define the concept". Three definitions of the concept

have been provided below:

> "The art or process of influencing people so that they will strive willingly and enthusiastically toward the achievement of group goals" (Weihrich & Koontz, 1993);

> "The ability to influence a group toward the achievement of goals" (Robbins Water-Marsch, Cacioppe, & Millett,1994);

<center>25</center>

"The ability of an individual to influence, motivate and enable others to contribute toward the effectiveness and success of organizations of which they are members" (House, Wright, & Aditya, 1997).

The common point in all of these definitions is influencing others in attainment of organizational goals and organizational success. According to Weihrich and Koontz (1993), the main elements of leadership consist of having power over followers; understanding followers' needs and requirements and motivating them; being able to inspire the followers towards an envisioned future and common goals; and having a specific style.

In line with these definitions, leaders are needed to provide inspiration, vision, and meaning and to demonstrate integrity, generate trust, and communicate values. Especially in the context change, leadership is considered a critical factor in the initiation and implementation of the transformations in organizations calling forth a strong need for change-oriented leaders in organizations (Lievens, Pascal Van Geit, and Pol Coetsier, 1997). Bearing in mind that change success requires communication, employee engagement, value alignment and new vision inception, leadership during times of change acquires even more importance.

Among the researchers that study the impact of leadership on organizational change, the literature has reached mixed results. Whereas some scholars underrated the role of leadership, suggesting that although important, it is only one of the several factors in the process of organizational change (Pettigrew, 1987); others highlighted the central role of leadership in the organizational change process (Nadler & Tushman, 1989). Emphasizing this important role, numerous studies have identified leadership and participation by top management as the single greatest contributor to

success in change management programs (Kanter et al. 1992). Kotter and Heskitt (1992) also emphasized the importance of leadership during change mentioning that the single most visible factor that distinguishes major cultural changes that succeed from those that fail is competent leadership.

However, there is still need for empirical studies that contribute to the relationship between leaders and change as recent research has urged more comprehensive theoretical development and empirical validation in the field of organizational change (Pettigrew et al., 2001). Also numerous recommendations have been made by the existing research on specific strategies that leaders should employ to implement change effectively; however, these approaches are criticized by being bound by only descriptive and prescriptive perspectives (Higgs & Rowland, 2000, 2005).

A controversial issue in leadership studies is: What constitutes an effective leader? This question gains even more significance in the context of change considering the influence of leadership under change circumstances. Consequently, role of leadership and the recipe for effective leaders during organizational change is one of the most widely researched and debated concepts.

The focal point of leadership in this study involves both the leadership style and the quality of the relationship between a leader and subordinate. In terms of leadership style, transformational leadership which has been argued to represent the most effective form of leadership, especially in the context of change (Avolio & Gibbons, 1988; Yukl & Howell, 1999; Herold et al., 2008) has been selected as the focal point. In addition, the concept of leader –member exchange (LMX) as an indicator of the relationship quality will be examined.

Transformational Leadership

Yukl (1994, 271) defined transformational leadership as "the process of influencing major changes in the attitudes and assumptions of organizational members and building commitment for the organization's mission, objectives, and strategies". Among the leadership theories in organizational research, transformational leadership has captured scholars' interest the most (Bass 1985; Lowe, Kroeck, & Sivasubramaniam, 1996).

Transformational leadership which has been argued to represent the most effective form of leadership in the context of change (Rubin, Munz, & Bommer, 2005) was found to be positively associated with favorable outcomes at the individual, group and organizational levels (Lowe et al., 1996; Agle, Nagrarajan, Sonnenfeld, & Srinivasan, 2006). For instance, Judge and Piccolo (2004) found that, compared to transactional and laissez-faire leadership, transformational leadership is an effective predictor of positive attitudes, motivation, and performance. Moreover, transformational leadership has been positively linked to employees' proactive and innovative work behaviors and organizational citizenship behaviors (Elenkov & Manev, 2005; Eyal & Kark, 2004; Jung, Chow, &Wu, 2003; Podsakoff et al., 1990).

Considering the change situation, which is the focus of this study, transformational leadership was also found to be associated with positive change responses (Bass, 1985; Kotter, 1996; Avolio & Gibbons, 1988; Yukl & Howell, 1999; Herold et al., 2008).For example, Herold et al. (2008) found a positive relationship between transformational leadership and employees' commitment to a

particular change, and Caldwell, Roby-Williams, Rush, & Ricke-Keily (2009) found that transformational leadership was related positively to change readiness. Furthermore, compared to change leadership, transformational leadership was found to be more strongly related to followers' change commitment than change-specific leadership practices, especially when the change had significant personal impact.

Theoretical background of transformational leadership is based on Multifactor Leadership Theory. Bass (1985) and Bass and Avolio (1993) introduced what is referred to as the most comprehensive theory of the dimensionality of transformational and transactional leadership. Building upon the work of Burns (1978), Bass (1985) conceived that leadership is composed of three domains: transformational, transactional, and laissez-faire. According to the Multifactor Leadership Theory, transformational leaders motivate followers by creating visions for the future of the organization and encouraging and inspiring performance beyond expectations, whereas transactional leaders influence followers by setting goals, specifying the desired outcomes, and providing feedback and rewards (Burns, 1978; Bass, 1985; Yukl & Howell, 1999). According to Bass (1985), transformational leadership enhances transactional leadership, contrary to Burns (1978), who views transformational and transactional leadership to be opposite ends of a continuum. The third category of leader behavior specified as laissez-faire leadership is basically non-leadership rather than a style of leadership.

Conceptualizing transformational leadership as a multi dimensional construct, Bass (1985) suggested that transformational leadership behavior has four underlying dimensions: charisma (idealized influence), inspirational motivation, intellectual stimulation, and individualized consideration. Charisma, or in other words idealized

influence, is the extent to which the leader displays competence, self confidence and success, and appeals to emotions of the followers by behaving in admirable ways so that followers want to identify with him/her. Inspirational motivation refers to on leaders' articulation of shared goals and visioning of an inspiring organization to followers, showing what is right and important. Intellectual stimulation is the extent to which the leader takes risks, encourages subordinates' ideas, shows new approaches to dealing with problems, sets high standards, and communicates optimism regarding the future. The fourth dimension, individualized consideration is the degree to which the leader pays attention to individual follower's needs, and acts as a coach for them.

A major point of interest for researchers is transformational leaders' process of change implementation, in other words the processes through which transformational leadership style relates to followers' attitudes and behavior. It is declared that transformational leaders have the ability to transform followers' value and belief systems to create a vision of the future and inspire followers to work for achieving it (Vera & Crossan, 2004). As a result of this process of transforming followers' beliefs and values, it is found that transformational leaders can manage to increase self efficacy of followers (Avolio & Gibbons, 1988; Shamir, House, & Arthur, 1993) and give the confidence that change can be indeed positive. As also noted by Shamir and Howell (1999), the vision set by transformational leaders make the followers see the opportunities within change providing hope and confidence for the future. Moreover, those leaders motivate employees to overcome the stress caused by the uncertainty of the change and inspire them to maintain their job satisfaction and performance (Agle et al., 2006). Some of the mechanisms used by

transformational leaders to transform beliefs and values consist of personal identification with goals, internalization of values, providing clear communication and creation of positive organizational climates.

According to Burnes and Jackson (2011), a potentially significant reason for the failure of change interventions is a lack of alignment between the value system of the change intervention and of those members that are exposed to the change. Another important reason can be attributed to the identity threats imposed by the change and discrepancies between pre-change and post-change identities of individuals as well as perceived threats to their self-concepts (Rousseau, 1998; Eliam and Shamir, 2005). This is where presence of transformational leaders gains importance. Kark and Shamir (2002) support this view arguing that influence of transformational leaders is based on their success in connecting followers' self-concept or identity to the goals and mission of their organization so that when employees identify with the organization, they tend to treat successes or failures of the organization as their personal successes and failures.

Finally, transformational leaders' empowering style contributes to their process of change implementation. The value of change recipients' participation in the change process was mentioned before. It is noteworthy to remind that degree of participation or involvement in a change initiative affect sense making about the change. Weber and Manning (2001) found that participants who were actively engaged in an implementation of total quality management revised their change schemas more than those who were not actively involved, in such a way that was inclined toward the change agents' vision of change effort. This brings another explanation to the processes of how transformational leaders can change the change

beliefs and schemas of change recipients in line with the intended goals of the change.

Based on the summarized literature support, it can be concluded that the effects of transformational leadership on creating positive change schemas are mediated through processes such as efficacy, empowerment, communication, alignment of values, trust, and identification and sense giving to create a meaning of change.

The researchers who highlighted the role of leadership in the organizational change process pointed to different aspects of the process through which leaders introduce change. Some authors viewed leaders as conducting a process of de-legitimating alternative views and legitimating the desired views (Pettigrew, 1987), a process of envisioning, energizing, and empowering organizational members (Nadler & Tushman, 1989), a process of implanting new values and organizational culture (Sashkin, 1992), or a process of sense giving to alter the change schemas that organizational members use to process information and make sense of the organizational changes (Gioia & Chittipeddi, 1991). It is found that transformational leaders who work to envision and communicate the change, who involve employees in the implementation processes, and who are sensitive to individual needs as they go through the change are expected to be able to generate employee support for the change (Herold et al., 2008).

<u>Leader- Member Exchange (LMX)</u>

Besides an effective style of leadership, the quality of the relationship between a leader and subordinate play a crucial role in terms of ensuring commitment to and support for a change initiative.

According to social exchange theory (Blau, 1964) provides a basis for understanding the roles that organizations and managers play in creating feelings of employee obligation and pro-organizational behaviors such as commitment to and behavioral support for change. As an application of social exchange theory, LMX focuses on the quality of exchange between the employee and the manager and it is based on the degree of emotional support and exchange of valued resources (Graen & Scandura, 1987). According to the norm of reciprocity, individuals who are treated favorably by others feel a sense of obligation to return the favor by positive responses (Blau, 1964; Gouldner, 1960). Larkin and Larkin (1994) argued that the immediate supervisor plays an important role in enabling employees to embrace change. Nystrom (1990) also found that the quality of the relationship between a change agent and the organizational members was a significant factor in determining commitment, since during an organizational change, the immediate leader clarifies roles, provides information and helps subordinates to form appropriate cognitive appraisals of the situation. Also the leader helps to reduce negative affect by helping the subordinates on personal issues (Seo, Taylor, Hill, Zhang, Tesluk, & Lorinkova, 2012).

<center>Process Factors</center>

A major managerial challenge facing organizations is the effective implementation of organizational change programs. As Oreg et al. (2011) suggests, perhaps the most frequently studied category of antecedents of reactions to change involves how change was implemented. Their study proves this fact by showing that forty-two of the studies in their review of last 60 years' quantitative research on reactions to change included variables that were relevant to the process through which change was managed and that employed these variables for explaining change recipients' reactions to the change. In Oreg et al.'s (2011) study, three major process categories are communication and information, participation, and justice. This study also considers communication, participation, training as the change implementation processes as well as the fairness perceptions of how these processes are applied, referring to the procedural justice.

Communication

Effective communication with organizational members involving realistic and supportive information is of utmost important for creating positive reactions towards change and effective implementation of change initiatives (Wanberg & Banas, 2000; Axtell, Wall, Stride, Pepper, Clegg, Gardner, & Bolden, 2002). Communication is considered the key for overcoming resistance to change (Schweiger & DeNisi, 1991). Schweiger and DeNisi (1991) also found that providing employees with realistic

communication reduced the dysfunctional outcomes associated with the organizational change program.

Consequently, the information provided during an organizational change should be announced timely, clearly, and with reference to the significance and necessity of the change as well as an emphasis on the new vision. Communication is a viable way to reduce the uncertainty inherent in the nature of a change context, to increase employees' sense of control and to build better relationships (Milliken, 1987; Wanberg & Banas, 2000). According to Weick (1995) communication helps people make sense of changes, makes them more salient, and helps reframing of changes. Sutton and Kahn (1987) also argued that during a change process, employees go through a process of sense-making where the information they get gives them a sense of prediction and understanding about the situation. Accordingly, information provided during times of organizational change act to reduce the strength of the negative relationship between work stress and employee adjustment to change. Gioia and Chittipeddi (1991) have emphasized the importance of sense making by employees and sense giving by management during the beginning stages of a strategic change in a university setting. Their study demonstrates that during a situation of organizational change, employee support for the change relies heavily on management's ability to provide a convincing answer to the question of why they should participate and what is beneficial for them in that change. Consequently, supporting and guiding employees' sense making by actively engaging in sense giving process becomes a high priority for leaders during the initiation and early implementation of change.

35

Armenakis and Harris (2009) mention the fundamentality of change recipient participation in an organizational change since it increases the likelihood of change success. The comprehensive review of Oreg et al. (2011) also summarizes the effects of participation on positive reactions towards change. As stated in their review, change recipients who experienced high levels of participation tended to report higher readiness and acceptance of change, evaluated change as less stressful and demonstrated overall support for the change (Amiot, Terry, Jimmieson, & Callan, 2006; Coch and French, 1948; Coyle-Shapiro, 2002; Holt et al., 2007) In addition, participation during the change process was also linked with a greater understanding of the meaning of change, recognition of possible benefits of the change, greater involvement in implementing behavioral changes, reducing resistance and creating a high level of psychological commitment (Bartunek, Greenberg, & Davidson, 1999; Bartunek, Rousseaou, Rudolph, & DePalma, 2006; Lines, 2004). The rationale behind the positive effect of participation can be explained such that if people feel part of the decisions taken as a part of the change rather than being dependent on others' decisions, they behave in more supportive ways (Dirks, Cummings, & Pierce, 1996). Opportunity for participation and giving input increases adaptation to change by reducing anxiety and uncertainty (Ashkanasy, Zerbe, & Hartel, 2002). Thus, active participation also acts positively towards commitment to change by creating a sense of control over the change process (Cunningham et al., 2002).

Training can also be included as a form of participation since it gives the employees an opportunity to be a part of the process as well as giving them more

competence and control over the new changes. Training has been found as an important support mechanism for successful implementation of a change (McEvoy & Buller, 1989). The fear that may arise out of feeling incapable of performing jobs after the change takes place can cause resistance to change (Martin, Jones, & Callan, 2005), whereas an adequate training program may provide the necessary support and perceived competence.

Procedural Justice

Organizational justice can affect employees' commitment to change and behavioral responses to change. Employees are keenly sensitive to injustice experiences (Harlos & Pinder, 2000). Emotions and justice are closely related since emotions can cause or result from injustice in the work settings. Organizational justice refers to employee perceptions of fairness in the workplace (Greenberg, 1990) or how fair an organization is towards its employees (Lim, 2002). The organizational justice model consists of three dimensions: distributive justice (Adams, 1965), procedural justice (Thibaut & Walker 1975), and interactional justice (Moorman, 1991). Distributive justice, which is based on Adams' equity theory, is related to equitable distributions of rewards and resources (Colquitt, 2001); procedural justice is concerned with the perceived equity of organizational policies and procedures determining resource allocation and other managerial decisions (Folger & Cropanzano, 1998) or in simpler terms the fairness of the process by which a decision is made (Konovsky, 2000); and interactive justice refers to respectful and equitable treatment of employees by immediate supervisors (Bies & Shapiro, 1987).

Among the three types of justice, procedural justice has been mostly examined in explaining commitment to change. Lind (2001) suggested that procedural justice perceptions are effective predictors of attitudes and behavior during organizational change. Similarly, van den Bos (2001) found that especially in the context of uncertainty, procedural justice becomes more crucial. Procedural justice was further found to be associated with higher acceptance, readiness, and commitment to organizational change (Korsgaard, Sapienza, & Schweiger, 2002). Korsgaard et al. (2002) also found that procedural justice is particularly relevant in the planning phase of organizational change since the cues provided in procedures will influence how individuals make meaning of and respond to the change. This study is also concerned with procedural justice, since fairness of the change processes and decisions during change are the focus of the study.

Considering all these process factors essential for the success of change efforts, it can be concluded that the role of change agents, or more specifically leaders is to manage change through interventions that enhance participation, clear and timely communication, and a justice environment. Consequently, the leaders who can convey the meaning of change, can give people a sense of control by involving them in the decisions, can set transparent communication channels with the change recipients and persuade them towards working for the new vision are expected to contribute positively to the commitment to change.

The next section examines the black box between leadership and process factors of change and commitment to and support for change. In other words, how these factor lead to either positive or negative reactions to change will be explained by focusing on the role of affective and cognitive responses to change.

While leadership and process factors are influential in generating positive reactions to change, an important question emerges as to "how" these factors do so. A black box between these factor and the expected outcomes of commitment and support can be explained by the affective and cognitive evaluations of change initiatives.

In the context of change, employees get cues about the ongoing changes from a variety of mechanisms. Throughout the change process, they interpret these implicit or explicit cues and build cognitive and affective evaluations that create change related attitudes containing positive and negative elements (Piderit, 2000). As a result, commitment to change and behavioral support for change is mainly determined by a combination of employees' affective and cognitive evaluations that make sense of the impending changes. There has been an ongoing inconclusive debate regarding the relationship between affect and cognition. Whereas one view holds that affect is the product of cognition, such that there cannot be affect without occurrence of cognition first (Lazarus, 1982); whereas other perspective defends that the two can occur independently of each other (Zajonc, 1980). Moving beyond the issue of primacy of affect versus cognition, or in other words the debate of which one precedes the other, this discussion contributed to demonstrate the interaction and reciprocity of cognition and affect. Change arouses highly impactful emotions regardless of reason. At the same time, it involves cognition with respect to the cognitive interpretation regarding the perceived benefits, necessity and appropriateness of the change. Therefore, for a change to be successful, organizations need to gain the hearts and minds of their members.

Cognitive Responses to Change

Change recipients are not only passively exposed to change efforts. On the contrary they play active roles in the organizational change processes by making sense of them, having beliefs about them and as a result, displaying attitudinal and behavioral responses towards them. Therefore understanding the roles of individuals' cognitive interpretation and evaluation of the change initiatives has vital significance. Along with the increasing importance of cognitive processes that shape people's reactions to organizational change (Bartunek, Lacey, & Wood, 1992), individual schemata used to understand and make sense of external events have become one of the major topics of interest. Consistently, many organizational scholars (Lau & Woodman, 1995; Lord & Foti, 1986; Weick, 1995) have applied schema theory to examine cognitive issues within organizational settings. According to Lau and Woodman (1995), a change schema has three general dimensions, which are theoretically identified as causality, concerned with why change occurs (Ross & Fletcher, 1985); valence, referring to meaning and significance of change (Markus & Zajonc, 1985); and inferences, implying the expected outcomes of change (Taylor & Crocker, 1981). In addition, similar to the concept of change schema, but with a different terminology, Armenakis, Bernerth, Pitts, & Walker (2007) have conceptualized five change beliefs (a) discrepancy; (b) appropriateness; (c) efficacy; (d) principal support; and (e) valence. Discrepancy reflects the belief that a change is needed due to a discrepancy between the current and desired situation; appropriateness refers to weather the specific change designed to address a discrepancy is the correct one for

the situation; efficacy is concerned with the belief that the change recipient and the organization can successfully implement the change; principal support is the belief that the leaders in an organization are committed to the success of a change and will manage it effectively; and finally valence reflects the belief that the change is beneficial and significant to the change recipient.

Affective Responses to Change

Affect includes strong emotions like fear, joy and anger; as well as milder feelings and states like moods (Pham, 2007). Decisions are not solely made based on our rational thoughts. Organizations are not machines, which solely act upon rational calculations. Rather, they are made up of humans, who bring their emotions such as anxiety, stress, joy, and enthusiasm into their work settings. In that case, it is inevitable that emotion becomes an integrated aspect of the work place (Ashkanasy, et al., 2002). Our rational and calculative decisions sometimes contradict with our gut feelings (Fineman, 2000). In these cases, we may choose to trust our intuitions and emotional preferences while making sense of events or sorting our priorities. Hence, emotions also become an integral part of our decision making besides reason (Neilsen et al., 2005).

According to Affective Events Theory (Weiss & Cropanzano, 1996), the work environment consisting of job requirements, roles, task characteristics, etc. creates daily hassles such as time pressure and conflicts with colleagues, or daily uplifts, such as receiving recognition or reaching a goal. These work events, representing the affective events, trigger positive or negative emotional reactions

41

which lead to many attitudinal and behavioral job related outcomes. This theory demonstrates the importance of understanding emotions and events triggering these emotions, in order to understand workplace behavior, especially in the context of change. AET also emphasizes the concept of time, such that as negative emotions accumulate over time, they may lead to more destructive outcomes. Thus, it is important for managers to pay attention to employee emotions rather than neglect them.

Change itself is an affective event (Weiss & Cropanzano, 1996). We experience either positive or negative emotions when an event is especially important and relevant to our life and our identity (Kiefer, 2002). Thus, it is natural that a major organizational change event leads to certain emotional reactions. Especially in the case of dramatic change situations, individuals are more likely to feel ownership of their current work. If the changes expected affect their ownership perceptions, they experience stronger emotions (Dirks et al., 1996).

Change contexts are usually associated with uncertainty, which leads to feelings of stress (Sutton & Kahn, 1987). Increased feelings of anxiety, negative emotions, and uncertainty are major reasons of employees' unwillingness to support changes and thus failed change efforts (Applebaum & Batt, 1993; Bordia, Hobman, Jones, Gallois, & Callan, 2004; Judson, 1991; Kiefer, 2005).

Ortony and colleagues (1988) also assert that level of emotional arousal is proportional to the subjective importance of the situation. If a change does not trigger emotions, than it may not be relevant to the individual or the individual may not have realized its significance (Kiefer, 2002).

Affective versus Cognitive Responses to Change

Regarding the components that make up the attitude structure, there are two competing views. According to the unitary model of attitudes, which is usually associated with Fishbein and Ajzen's (1975) theory of reasoned action and Ajzen's (1991) theory of planned behavior, attitudes are affective responses based on the favorability of cognitive beliefs. On the other hand, multi-component model of attitudes postulate that attitudes can be based upon, or develop from a combination of affective, cognitive and behavioral sources of information (Haddock & Zanna, 1999; Rosenberg, 1968; Zanna & Rempel, 1988). Accordingly, attitudes are hierarchically structured. At the lower level of the hierarchy, affective and cognitive reactions cause the attitude. Moreover, in the attitude formation process, cognitions take primacy over affect.

Whether attitudes are based on affective or cognitive information is important. Research has found that individuals differ in the extent to which they tend to base their attitudes on affect and cognition (Huskinson & Haddock, 2004). Some individuals base their attitudes primarily on either affect or cognition, whereas others' attitudes are based equally on affect and cognition. As a consequence, individuals may respond differently to affective and cognitive means of persuasion. Edwards (1990) also found that for affect-based attitudes, respondents demonstrated more attitude change when the persuasive appeal was used an affective approach. On the other hand, cognition based attitudes were equally influenced by each type of appeal. In addition, it was found that the greater degree of consistency between

affective and cognitive evaluations, the stronger the attitude-behavior relation will be (Rosenberg, 1968; Norman, 1975).

This study also takes the approach that individuals may develop different attitudes based on their cognitive and / or affective evaluations of a change process. Consequently, it aims to find out whether the leadership and process factor of change lead to different affect and cognition based evaluations as well as whether attitudes and behavioral reactions to change are developed from affective and cognitive evaluations to a different extent or equally.

Moderating Variable: Job Insecurity

The rapidly changing business contexts have forced organizations to shift towards reorganizational practices such as downsizing, mergers, restructuring, and outsourcing in order to adapt to the new situation and improve organizational effectiveness in the changing conditions (Hartley, Jacobson, Klandermans, & van Vuuren, 1991). These changes in the workplace can cause employees to feel insecure regarding the future existence of their jobs or positions. Under such changing circumstances, employees can no longer expect their relationships with the employing organization to be life-long and secure. (Greenhalgh & Rosenblatt, 1984; Roskies & Louis-Guerin, 1990; Sverke & Hellgren, 2002).

Job insecurity is defined as a sense of powerlessness to maintain desired continuity in a threatened job situation (Greenhalgh & Rosenblatt, 1984) or as a subjectively perceived likelihood of involuntary job loss (Sverke, Hellgre, & Naswall, 2002). Social exchange theory (Blau, 1964) suggests that social exchange

involves the voluntary actions of individuals, which are motivated by the returns they are expected to bring. According to this theory, employees are expected to perform well in their jobs with an exchange of rewards and continuous employment. However, when an employer violates the long-term obligation of providing stable and continuous employment for its employees, leading to job insecurity, employees also consider the costs and benefits associated with their attitudes and behavior towards the organization. In that case, the employee may consider the consequences of his or her actions and accordingly take positive or negative actions. Previous studies have found that major consequences of job insecurity are decreased organizational commitment, reduced trust in management, and lower levels of job involvement (Sverke, Hellgren, & Naswall, 2006). Also when people feel insecure in their job, they are less willing to remain in their organization. Thus, job insecurity can lead to increased levels of turnover intention (Hartley, Jacobson, Klandermans, & Van Vuuren, 1991; Davy, Kinicki, & Scheck, 1997). On the other hand, regarding positive consequences, it is found that employees who perceive a risk of layoffs may increase their work effort in order to be more valuable to the organization (Sverke, et.al., 2006) or display organizational citizenship behavior as a coping strategy (Astarlioglu, Bayraktar Kazozcu, & Varnali, 2011).

Moderation means that causal relationship between two variables changes as a function of the moderator variable (Baron & Kenny, 1986). Job insecurity has been selected as the moderator variable since it is expected that both reactions to change and affective and cognitive evaluations of the change will differ between employees who feel secure and insecure about their jobs during a change process. In general terms, since job insecurity becomes a major source of stress, uncertainty, and fear, it

is anticipated to be influential on whether employees would be likely to support or resist change.

Control Variable: Self Efficacy

To account for variance in the dependent variables that might be explained by factors other than the hypothesized variables, self efficacy as an individual variable was selected. Empirical studies focusing on the role of individual factors during a change process has significantly increased (Self, Armenakis, & Schraeder, 2007; Walker et al., 2007). Research on the role that individual differences play in supporting an organizational change indicates that behaviors and attitudes are at least partially dispositional based (Judge, Thoresen, Pucik, & Welbourne, 1999). Since uncertainty, threat, loss of control, sense making, and coping resources related with the context of change are largely perceptual and in the eyes of the beholder, it is expected that individual differences lead to different perceptions and evaluations of change as well as diverse reactions towards it. According to Armenakis and Harris (2009), individual differences are among the many factors that can be used to explain differences among change recipients' change beliefs. Self efficacy, which is one of the most relevant variables identified by Armenakis & Harris (2009), has been included as the control variable in this study.

In many previous works, researchers argued that change recipients' self-efficacy is related to their reactions to organizational changes (Armenakis & Harris, 2009). Self-efficacy refers to people's judgments about their capability to perform particular tasks (Bandura, 1989). It represents the beliefs about an individual's ability

46

to meet a given set of situational demands (Herold et al., 2007), which, in a change context, takes the form of one's belief about his or her ability to accomplish the demands of the change. Thus it is expected that high levels of self efficacy gives the individual more confidence for coping with the change, more sense of control over the situation and leads to engagement in active support.

Supporting that view, it was also found in previous research that higher levels of self-efficacy were associated with increased change acceptance (Wanberg & Banas, 2000), higher levels of readiness to change, increased engagement in the change (Cunningham et al., 2002), and increased commitment to the change (Herold et al., 2007; Wanberg & Banas, 2000).

<div align="center">Other Change Related Variables</div>

In addition to the variables of interest reviewed in this section, other change related variables related to the content and scope change were included in the study for exploratory purposes. Type of change in the change context was investigated, in terms of whether the change belonged to a a corporate transformation, as in the case of mergers, acquisitions and downsizing, or a modular transformation or an adjustment (Dunphy & Stace, 1993). In addition, since each change is a unique case and the amount of actual changes that take place during the change process may vary significantly in each organization. Moreover, even each employee in a single organization may experience different changes in his or her department. Therefore, in order to assess the amount of changes for each respondent, change index, as a context sensitive variable was also examined. A change index assesses the number of

changes that each employee experiences during the change process, such as new

manager, new team mates, or new job tasks (Lipponen, Olkkonen, & Moilanen,

2004).

CHAPTER3

PROPOSED CONCEPTUAL MODEL AND HYPOTHESES

In line with the reviewed literature, a proposed model illustrating the hypothesized

relations has been presented below (Figure 1).
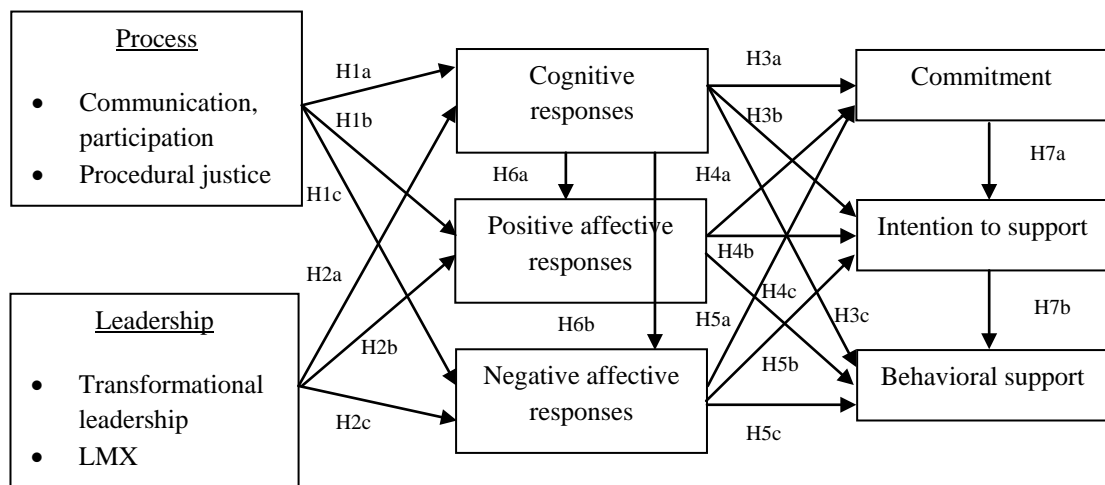
Figure 1. Proposed conceptual model of the study

Summarizing the relations; the general theme of the proposed model suggests that

process and leadership factors predict attitudinal and behavioral reactions to change

through the mediation of cognitive and affective responses to change. In other words,

process factors, which comprise communication, participation, training, and

procedural justice; and leadership factors consisting of leadership style selected as

transformational leadership as the most effective style of leadership in the context of

change and relationship quality with the leader, leader member exchange (LMX),

predict both cognitive and affective responses to change. More specifically, how the

change is implemented overall, in terms of communication, participation, and

training opportunities and the fairness of the processes as well as leadership style and relationship with the leader influence how the respondents evaluate the change cognitively. In other words, they predict how they think about and make sense of the change in terms of its necessity, appropriateness for the organization, and the perceived benefits as outcomes of the change. These change implementation processes and leadership factors also have a positive effect on affective responses, meaning that how the change recipients feel about the ongoing changes are influenced by both leadership and process factors. These variables are influential in the construction of either positive or negative evaluations of change both cognitively and affectively which can relate to either positive or negative reactions towards change. In other words, these cognitive and affective views towards the relevant change can either result by committing to and supporting the change or not. When the change implementation processes are well managed, such as providing timely and accurate information, providing training and an opportunity to be engaged in the process by giving input, and if these processes are managed in a fair manner, the respondents are expected to have positive cognitive and affective responses to change and develop less negative affective responses. Similarly, if there is a high quality relationship between the immediate leader and subordinate, and if the leader exhibits transformational leadership style by sense giving, communicating, empowering, and vision setting, the respondents will be again expected to generate positive cognitive beliefs and positive feelings such as pride, hope, enthusiasm, and happiness about the change. On the other hand, they are expected to generate less negative affective responses, such as fear, worry, stress, or disappointment.

Thus, it can be summarized that cognitive and affective responses are proposed to act as mediators between independent variables of process and leadership and dependent variables of commitment to, intention to support, and behavioral support for change. In addition, while positive cognitive and positive affective responses are proposed to have a positive effect on commitment and support; negative affective responses are proposed to have a negative effect on these outcome variables.

It is further proposed that positive cognitive responses (positive change beliefs about the necessity, appropriateness, and benefit of change) will have a positive effect on positive affective responses to change and a negative effect on negative affective responses.

In addition, commitment to change, intention to support change, and behavioral support for change are expected to be positively related such that intention to support change mediates the positive relationship between commitment and support.

Finally, job insecurity is expected to moderate the relationship between the relationship between cognitive and affective responses to change, and the relationship between cognitive and affective responses and outcome variables of commitment to change, intention to support change and behavioral support for change.

The proposed model of the study is distinct from previously developed models with its integrative and comprehensive nature of involving both process and leadership factors within a holistic examination of their relationship with cognitive and affective responses and attitudinal and behavioral reactions to change. Also the

model presents a complete picture by taking into consideration the relationship between attitudes, intentions, and behavior, to provide the means to analyze any gaps between them. Finally, the proposed model integrates the relationship between cognition and affect, which is a controversial issue in the literature. The hypothesized relationships between the constructs in the model are explained below.

Hypothesized Relationships

Process Factors and Cognitive Responses to Change

In the context of organizational change, employees become aware of change through a variety of mechanisms such as formal communication, peer discussions or observable cues. How the process is implemented via information giving and encouraging participation in the process are some primary mechanisms through which employees can learn about the change. In that case, communicating the information about the benefits, outcomes, necessity and appropriateness of the proposed change timely and accurately will help change recipients to develop cognitive evaluations about the change based on how they are informed about it. When there is uncertainty, people's lack of comprehension causes them to look for informative cues. Especially in ambiguous situations like change, people engage in sense making because they are confused by unclear events with multiple alternative interpretations (Weick, 1995). Based on their extent of knowledge about the change, the change recipients develop maps or change schemas (Lau & Woodman, 1995) as their sense making framework. Gioia and Chittipeddi (1991) have emphasized the

52

importance of sense making by employees, demonstrating that during a situation of organizational change, employee support for the change relies heavily on management's ability to provide a convincing answer to the question of why they should participate and what is beneficial for them in that change. Harris (1994) further asserts that change schemata may be modified as a result of new information and are expanded upon incorporation of that information. Participation also influence sense making and developing cognitive evaluations of change by increasing the perception of gains and losses from the initiative and giving the sense of control over the change program. Weber and Manning (2001) found that active engagement in a TQM change program caused the employees to revise their change schemas more frequently, converging towards the vision of organization. In addition, when these processes are implemented in a just manner, the employees are likely to generate positive thoughts and beliefs about the change. Thus the following relationship is hypothesized:

H1a: Well-implemented change processes will lead to positive cognitive evaluations of change.

Process Factors and Affective Responses to Change

Change implementation processes also influence how the employees feel about the proposed change. When the processes are well planned and implemented, employees will be happier, experience more positive affect, and less stress (Van den Bos, 2003). Being informed about the change and participation in the process by having the opportunity to provide input in the process can reduce uncertainty and thus feelings

of anxiety and worry about the change (Ashkanasy et al., 2002; Miller, Johnson, & Grau, 1994; Paterson & Hartel, 2002), while having a sense of control may evoke positive feelings of hope or enthusiasm. On the other hand, inefficient processes during the change may lead to disapproval of change and feeling displeased about it. Not adequate information provided can cause uncertainty and insecurity about the future, leading to feelings of helplessness and fear. When information is provided, these negative feelings may be replaced by relief (Kiefer, 2002). Regarding procedural justice, when the processes are implemented fairly with no violation of moral principles, the change recipients develop positive feelings towards the change (Fox & Amichai-Hamburger, 2001). On the other hand, it was found that change initiatives led to greater anger when procedures were felt to be unfair (Bennett, Martin, Bies, & Brockner, 1995). Lind and Tyler (1988) suggested that fair procedures are important, because they appeal to affective states by increasing individuals' self worth and sense of being recognized.

Thus it is hypothesized that:

H1b: Well-implemented change processes will increase positive affective responses to change.

H1c: Well-implemented change processes will reduce negative affective responses to change.

Leadership and Cognitive and Affective Responses to Change

Leadership style and relations with the immediate leader influence how the change recipients make sense of the change cognitively and how they feel about it.

Transformational leadership style has consistently been found to relate to employee psychological and behavioral outcomes (Judge& Piccolo, 2004) and is especially important during times of organizational change which are characterized by uncertainty and distress (Bass, 1985; House & Aditya, 1997). With their empowering style, they encourage participation in the change process and they create clear communication, which facilitate the cognitive sense making about the changes (Weber & Manning, 2001). Furthermore transformational leaders use sense giving strategies by espousing a vision, creating a meaning of the change, emphasizing positive outcomes of change, legitimating the desired views and working towards attainment of a positive change schema (Bartunek et al., 1999; Corley & Gioia, 2004; Gioia & Chittipeddi, 1991; Petitgrew, 1987).

Leader-member exchange, meaning a high quality relationship between a leader and follower can also help to build positive cognitive and affective evaluations. Immediate supervisors can manipulate the change schemas by providing in depth communication to their subordinates. A high quality relationship which is open and trustworthy will enable the leader to understand the anxiety and tension of the subordinate and engage in a warmer approach for listening to and caring for the doubts of the employee. Immediate supervisors also play an important role in helping employees to develop cognitive evaluations about the change and interpret the change message (Larkin & Larkin, 1994).

Based on Affective Events Theory (AET) (Weiss & Cropanzano, 1996), it is argued that leaders are sources of employee positive and negative emotions at work. (Dasborough, 2006). It is expected that that transformational leadership is directly related to employees' positive and negative affect. The previous studies have found

55

that transformational leaders influence their subordinates' positive affective experiences (Bono & Ilies, 2006; Rubin, Munz, & Bommer, 2005), by expressing enthusiasm and optimism for change and demonstrating confidence in themselves and others. They also show individualized consideration for employees, increasing their self worth and self efficacy (Bass, 1990; Bono & Judge, 2003; Conger & Kanungo, 1998; Avolio & Gibbons, 1988), and reducing their negative emotions such as fear and anger during the organizational change period (Kiefer, 2005). They motivate and inspire employees to overcome the uncertainty and anxiety caused by (Agle et al., 2006) Based on these arguments, the following relationships have been hypothesized:

H2a-1: Transformational leadership will be positively related to positive cognitive evaluations of change.

H2a-2: Effective leader-member exchange will be positively related to positive cognitive evaluations of change.

H2b-1: Transformational leadership will be positively related to positive affective responses to change.

H2b-2: Effective leader-member exchange will be positively related to positive affective responses to change.

H2c-1: Transformational leadership will be negatively related to negative affective responses to change.

H2c-2: Effective leader-member exchange will be negatively related to negative affective responses to change.

Cognitive and Affective Responses to Change and Commitment to, Intention

to Support, and Behavioral Support for Change

Once employees are made aware of the change, they begin to form attitudes based on their cognitive and affective evaluations of change (Ajzen, 2001). Therefore, affective and cognitive reactions cause attitudes, which then cause behaviors (Lines, 2005). It is suggested that the stronger the consistency between affect and cognition, the stronger the relationship between and attitudes and behavior will be (Norman, 1975), since they have a joint effect on the attitudinal and behavioral outcomes.

The cognitive evaluations regarding the perceived necessity and causality of change influence the supportive versus non supportive attitudes and behavior (Liu, Caldwell, Fedor, & Herold, 2012). Similarly, positive cognitive evaluation of the change reduces the resistance to change (Cobb, Wooten, & Folger, 1995). Positive change beliefs regarding the appropriateness, benefits, and necessity of change leads to positive reactions towards change (Armenakis, 1999).

Besides cognitive evaluations, affective responses also shape attitudes and behaviors about the change. Seo et al. (2002) argue that employees' positive feelings about a change promote a desire to support it. Also, they assert that positive affect will likely strengthen their felt obligation to support the change. So they are likely to develop both affective and normative commitment toward the change, when they experience positive affect. On the other hand, those who feel negative affect are likely to show less commitment to change because their negative feelings serve to undermine the desire and obligation to support it. For example change anxiety or

anger leads to the tendency to resist and oppose the change (Cobb et al., 1995; Frijda, 1986).

Therefore, it is hypothesized that:

H3: Positive cognitive evaluations of change have a positive effect on

a) commitment to change, b) intention to support change, c) behavioral

support for change

H4: Positive affective responses to change have a positive effect on

a) commitment to change, b) intention to support change, c) behavioral

support for change

H5: Negative affective responses to change have a negative effect on

a) commitment to change, b) intention to support change, c) behavioral

support for change

<u>Relationship between Cognitive and Affective Responses to Change</u>

There is a debate in the literature regarding whether cognition precedes affect or vice versa (Lazarus, 1991; Zajonc, 1980). According to Lazarus (1991), emotions are formed through a cognitive process. In a change context, after the initial announcement of change and the information conveyed about the type and prospected outcomes of change, an individual first appraises the situation cognitively to determine if he or she has any interests and benefits. This is called primary appraisal. If any interest emerges in the situation as a result of the primary appraisal, the individual moves to secondary appraisal with the purpose of developing options and prospects for coping with the situation. Lazarus (1991) asserts that emotions are

a consequence of the second appraisal and the first cognitive appraisal leads to emotional reaction. In that perspective, if cognitive evaluations are positive such as perceived beneficial outcomes of the situation, then the individual develops positive emotions as well. In line with this view, is hypothesized that cognitive responses to change will predict affective responses such that:

H6a: Positive cognitive responses to change will enhance positive affective responses to change.

H6b: Positive cognitive responses to change will reduce negative affective responses to change.

Relationship between Attitudes, Intentions, and Behavior

Attitudes towards change drive the relevant behavior. In other words, when employees are exposed to an organizational change, they form either positive or negative attitudes, which shape their actual behavior to be either supportive or resistant (Armenakis et al., 1993; Isabella, 1990). Ajzen (2001) also posits that attitudes, that are derived from beliefs (cognition) and emotions (affect) interact to guide and form behavior. Also, intention is a central component of Fishbein and Ajzen's Theory of Reasoned Action (1975) and Ajzen's Theory of Planned Behavior (1995) such that attitudes lead to intentions to engage in the behavior, which then predict actual behavior. The stronger the intention to perform a behavior, the more likely the behavior will be realized.

Relating the attitudes and behaviors in the change context, Herscovitch and Meyer (2002) reported that both affective and normative forms of commitment to change were significant predictors of behavioral support. Based on the previous

literature, providing the linkage between commitment to change as an attitude, intention to support change as an intention, and behavioral support for change as actual behavior, the following hypotheses are developed:

H7a: There is a positive relationship between commitment to change and intention to support change.

H7b: There is a positive relationship between intention to support change and behavioral support for change.

Moderating Role of Job Insecurity

Job insecurity is an individual's concern about the future of the job (Van Vuuren & Klandermans, 1990). According to Greenhalgh and Rosenblatt (1984), change is a major source of threat to employees' sense of control in their jobs. Job insecurity is thus associated with negative evaluations of the change both cognitively and affectively since it is potentially related to perceived harm as an outcome of the change and synonymous with worries and fears aroused by the change. It is also identified as a stressor with various detrimental outcomes (Sverke, Hellgren, & Naswall, 2002). Job insecurity was found to be negatively related to both commitment to change (Sverke, Hellgreen, Naswall, Goransson, & O'hrming, 2008) and behavioral support for change (Noer, 1993). In addition, job insecurity or role ambiguity, may lead to increased withdrawal behavior (Davy et al., 1997) and increased resistance to change (Noer, 1993). On the other hand, it has been shown that positive perceptions of the psychological climate characterized by job security are related to better adjustment during change (Martin et al., 2005).

60

Consistent with these findings, job insecurity is expected to moderate the relationship between cognitive and affective responses to change and attitudinal and behavioral reactions to change such that these relationships will differ across respondents who feel secure about their jobs and those who feel insecure. Therefore the following hypotheses are developed:

H8a: The positive relationship between favorable cognitive responses to change and positive affective responses to change will be stronger for those who feel job security than those who feel job insecurity.

H8b: The negative relationship between favorable cognitive responses to change and negative affective responses to change will be stronger for those who feel job insecurity than those who feel job security.

H9: The positive impact of favorable cognitive responses to change on a) commitment to change b) intention to support change c) behavioral support for change will be stronger for those who feel job security than those who feel job insecurity.

H10: The positive impact of positive affective responses to change on a) commitment to change b) intention to support change c) behavioral support for change will be stronger for those who feel job security than those who feel job insecurity.

H11: The negative impact of negative affective responses to change on a) commitment to change b) intention to support change c) behavioral support for change will be stronger for those who feel job insecurity than those who feel job security.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

This chapter presents the research objectives of Study 1, followed by the explanation of methodological issues, consisting of measurement scales, sample, and data collection.

Research Objectives

This study embraces an individual level approach, with the aim of contributing to the comprehension of individuals' commitment to and support for change initiatives, in relation to the under-researched focus on the role of affect versus cognition of individuals. Major concern of researchers is to comprehend the reasons behind failures of change and to create recipes for success. In order to ensure success of these change efforts, it is crucial to generate positive reactions towards change on the part of change recipients (Bartunek, Rousseau, Rudolph, & DePalma, 2006). Consistently, the aim of this study is to understand the mechanisms through which change recipients develop positive or negative reactions to change initiatives. More specifically, this study aspires to provide empirical support for the affective and cognitive evaluations as mechanisms that lead to change supportive attitudes and behaviors. Thus, it analyzes the extent to which change processes and leadership dimensions appeal to affect or cognitive evaluations of change recipients. Leadership and process factors may be influential on affective and cognitive responses at different degrees. The results of the study will be able to reveal such differences.

Furthermore, it seeks to find out if there exists any comparative effect of affect and cognition on change supportive attitudes and behaviors. With this regard, it is also anticipated to shed light on the discussion related to dominance of emotions versus reasons on shaping attitudes and behaviors in a change context.

The prior studies in the organizational change literature are criticized by giving more weight to studies on attitudinal reactions rather than behavioral ones. While the tridimensional view of attitudes towards change includes behavioral responses as its third dimension; this dimension is mainly treated as behavioral intentions rather than actual behavior. On the other hand, attitudes and behaviors are two different manifestations of reactions to change; therefore, they need to be examined separately. Change recipients' behavior to support change has received limited attention with the exception of two studies (Herscovitch & Meyer, 2002; Meyer et al., 2007), which have examined behavioral support as a consequence of commitment to change. This study aims to contribute to the lack of studies regarding the behavioral dimension, by making a distinction between attitudes and behaviors, conceptualizing commitment to change as an attitude and behavioral support for change as a behavioral response to change. These two outcome variables have been selected as their importance on change implementation success is supported by the literature (Armenakis et al., 1999; Coyle-Shapiro, 1999). Behavioral intention to support change will also be analyzed. Thus, another objective of this study is to find out the relation between attitudes, behavioral intentions and actual behavior.

The relationship between affect and cognition is another unresolved issue in literature. According to one perspective, affect is the product of cognition (Lazarus, 1982); whereas other perspective defends that the two can occur independently of

each other (Zajonc, 1980). Based on this debate, this study also pursues to understand the relationship between affect and cognition.

In addition, job insecurity is expected to moderate the relationships between the hypothesized relationships. In other words, the effects of leadership and process factors on commitment to and behavioral support for change through affective and cognitive evaluations are expected to differ across change recipients who feel secure or insecure about their jobs in the change context.

The main research questions of interest are as follows:

- Do employees follow their minds or their hearts while responding to change events?

    ✓ To what extent cognitive and affective responses predict reactions to change?

- Which factors influence cognitive and affective responses, and to what extent?

    ✓ Is it the leadership ability of the supervisor that matters or how the change is implemented overall?

- What is the relationship between cognitive and affective responses to change?

- Do attitudes lead to actual behavior?

- Do the relationship between the leadership and process factors and the outcome variables of commitment and support differ in the context of job insecurity?

Sampling and Data Collection

Most previous research has been conducted in single organization settings (Fedor et al., 2006; Oreg et al., 2011). Since change is a very sensitive process in an organization's life cycle and most organizations are more cautious in terms of sharing data during such a critical process, data collection from many organizations going through a change process may be costly and time consuming. Thus, it is usually more convenient to stick with one organization in terms of convenience. While single organization research may on the one hand provide a more detailed examination of a certain change context by holding many contextual variables constant, it also brings problems associated with it. For instance, in such research may not be generalizable to other change contexts and other organizational change situations. Also, a fixed constant which is not identified can alter the results without being aware of it. This study aims to generalize the results across different organizational settings and different change contexts. Therefore, rather than a single organization study, in line with the methodology that was successfully employed in previous research (Caldwell et al., 2004; Fedor et al., 2006; Herold et al., 2007; Herold, Fedor, Caldwell, & Liu, 2008), data has been collected from a variety of organizations which have gone (or have been going) through a significant change process.

Organizational change has a wide scope ranging from very incremental to radical types of changes. Therefore, while designing the research, it was important to narrow down and frame the definition of change. It was determined that incremental and ongoing change would be out of the scope of the study since its effects on

employees would not be as salient as a more radical type of change. Thus, the organizations selected needed to be in a change process that was defined within a certain time period, which involved a noteworthy change in input, output or processes. These changes also needed to have a significant impact on the regular work and job routines of employees. Also, timing of the responses carries a high level of significance for the reliability of the study. For example, a change process that was over a year ago would create a recall bias and its effects would not be as fresh as a recently completed or ongoing change. Considering these important criteria, it was important to target the appropriate sample via thin slicing. Therefore, selection of organizations to be included in the study, as well as the right respondents from those organizations was determined by a careful process. Prior to determination of the organizations, a comprehensive desk research has been conducted to identify organizations that have gone through a significant change process within the last year, either in their inputs, processes, or outputs. The criteria were set such that the organizations needed to be still in the change process or the process should have been completed very recently in order for the effects of change to be still fresh and ongoing.

The desk research involved searching databases of announced changes such as mergers, acquisitions, privatizations, and restructuring. Moreover, in order to identify other types of changes which were not registered legally, corporate news through a variety of media has been scanned to identify other types of changes such as CEO changes, new ERP implementations, and relocations. Organizations on the list have been contacted via their human resources or organizational development departments by phone to confirm the timing, significance and overall impact of

changes that they have been going through and to ask whether they would accept to participate in an academic research. After eliminating the organizations that were not suitable for the sample in terms of their scope or dates of change and those that did not accept to join, 37 organizations were selected from 5 major cities (Istanbul, Ankara, Izmir, Adana, Bursa) in Turkey.

These organizations represented a variety of industries, including automotive, chemistry, education, IT (information technologies), food, finance, health, insurance, logistics, manufacturing, media, and textile. The size of the organizations ranged from 10 to 1400 with 70% of the organizations being small sized firms with 50 employees or less as demonstrated in Table 1. Organization age ranged from 1 to 40, with an average age of 13.3. Examples of types of changes that the organizations were going through included M & As (mergers and acquisitions), restructuring, downsizing, CEO change, sector change, ERP system change, new markets and new processes.

Since different types of changes lead to different perceptions of change recipients, they cause diverse cognitive, attitudinal and behavioral reactions to change. Hence, it can be expected that a radical and large scale change aiming to transform the whole organization, like in the cases of mergers and acquisitions, bears very different reactions to change than an incremental change that focuses on slight improvements in processes in the organization. Thus, it would be expected that mergers, acquisitions and downsizing, are different in their nature, both in terms of their change characteristics as well as the different change reactions they generate. In this study, in order to be able to compare these types of changes (M & As and downsizing) against all other types of change, it was aimed to balance the number of

67

organizations going through M & As versus other types of changes. As a result, 53%

of the organizations were involved with M & As or downsizing, and 47%

experienced other types of change (Table 1).

Table 1. Organization Profiles

Organization size	(%)	Type of change	(%)
50 employees or less	70	M & A / Downsizing	53
More than 50 employees	30	Other types of change	47

In each organization, a manager was selected as the contact person and that manager

specified the departments and a list of employees that were directly influenced by the

organizational change program. In each organization, face to face surveys were

conducted by these employees, by ensuring representativeness of different

departments within the organization. Sometimes, respondents may have the tendency

to answer questions in a manner that will be viewed favorably by others. This is

called social desirability bias. In order to prevent social desirability bias and to get

honest and accurate answers, the participants were ensured that the responses would

be used for academic purposes, and not for any means for performance evaluation

and that their responses would be kept strictly confidential and anonymous.

As a result the data was obtained from a total of 302 white collar employees

from 37 different organizations. Number of participants surveyed from each

organization ranged from 3 to 22. As the demographic profile of the respondents

shown in Table 2 illustrates, 38.7% of the respondents were female and 61.3%

consisted of males. The majority of the respondents (57%) had an undergraduate

degree and 54% belonged to the 26-35 age group. Regarding total full time

experience, 20.2% of the respondents had less than 3 years of experience; 16.6% had

an experience from 3 to 5 years; 37.5% had work experience between 5-10 years;

and 25.7 % had more than 10 years of work experience. Finally, majority of the

respondents (65.9%) declared that they had been working in their current

organization for duration of three years or less.

Table 2. Sample Characteristics

Gender	(%)	Education	(%)	Age interval	(%)
Female	38.7	High school	34.5	18-25	12.6
Male	61.3	Undergraduate	57.0	26-35	54.6
		Post-graduate	8.5	36-45	24.8
				46-55	6.6
				56-65	1.3
Work experience		%	Experience in current org		%
< 3 years		20.2	< 3 years		65.9
3-5 years		16.6	3-5 years		19.2
5-10 years		37.5	5-10 years		10.9
>10 years		25.7	>10 years		4.0

<u>Methodological Issues</u>

<u>Avoiding Common Method Variance</u>

Common method variance refers to the fact that because both measures come from

the same source, any defect in the source contaminates both measures (Podsakoff,

MacKenzie, Lee, & Podsakoff, 2003).Common method variance (CMV) presents an

issue for several reasons. First of all when there is a single data collection method,

variance may be attributable to the design rather than to the constructs (Podsakoff et

al., 2003). Also if the data, including both predictors and criterion variables, are collected through self-report scales on the same survey, this may also lead to potential common method variance (Spector, 2006). CMV can present a problem when it comes to detecting interactions since inflated correlations between the independent and the dependent variables can reduce the power to detect such interactions (Schmitt, 1994).

In order to avoid common method bias, it is important not to depend on a single source. Therefore in addition to the self reported answers of employees regarding attitudes toward the organizational change, actual behavior during the change process was rated by their immediate supervisors. Jaros (2010) also claims that relationship between commitment to change and change-related behaviors will be stronger if the actual behaviors are directly measured rather than via self reports. Hence, attitudes were measured via self report while actual behavior was measured via supervisor ratings. Supervisor ratings were matched with the employee surveys by giving unique codes, making a total of 302-matched pairs of surveys available. Since all surveys were conducted in the organizations by appointment, and no survey was left for being filled out by employees themselves for a later time, a 100% response rate was ensured.

Questionnaire Design

Since measures assessing antecedents or outcomes of a specific change initiative need to be context specific, the questionnaire needs to be designed and worded such that the targeted change undertaken in the organization is made clear. For example, if

there are many different change initiatives going on, when an employee is asked to state his or her commitment to change, he or she may be confused about which change to evaluate. Thus, for each question that was concerned directly with a specific change in the organization, the change was mentioned and the employee was asked to consider that specific change while answering the question.

In the questionnaire (Appendix A & B) all questions involving change implementation processes, leaders, affective and cognitive responses change, perceived job insecurity, commitment to change and intention to support change were answered by the employees, whereas the section regarding behavioral support was rated by the immediate supervisors of these employees.

Respondent Selection

A change initiative may not apply to the entire organization or may have stronger impact on some employees than others. For instance, a new product launch, or diversification into a new market will most likely be associated with changes in the marketing strategies. Hence, the employees of the sales and marketing departments will be influenced by the change possibly more than the employees of the accounting department. Thus, it is important to pinpoint those employees of departments which have been directly affected by the change initiative. In order to select the appropriate employees in each organization, as employed in previous studies (Caldwell et al., 2004; Fedor et al., 2006; Herold et al., 2007), a manager served as a contact person to identify the individuals who were directly influenced by the change inititatives and eliminated those employees who were not in the scope of changes taking place.

71

Managers and subordinates often have different responsibilities in implementing a change (Jaros, 2010). In this study, managers are considered as change agents who are either initiators or implementers of change. On the other hand, employees who are exposed to the change initiatives are distinguished as change recipients. The target respondents in this study are the change recipients rather than the change agents.

Level of Leadership

Although senior-level leaders have received the most attention in the change literature (Kanter, Stein, & Jick, 1992; Nadler & Tushman, 1995), the effectiveness of different levels of leaders has not been resolved in literature. One approach takes the view that immediate supervisors are typically considered more effective by their proximity to employees than senior leaders, as they tend to have more direct contact with their followers. According to Chen and Bliese (2002) the leadership climates fostered by lower level supervisors are more strongly related to employees' psychological strain than the climates fostered by higher level supervisors. The other view of distal rule, as opposed to the proximity view proposes that support from more distant and remote sources such as top management, have a greater impact on follower motivation than support from immediate supervisors (Lawler, 1992). However, Huy (1999, 2002) has identified immediate managers' leadership to be an important determinant of their employees' emotional responses to organizational change. In addition, LMX views leadership as a unique dynamic that occurs between immediate supervisors and their employees (Gerstner & Day, 1997). This study also

considers leadership style of immediate supervisors rather than the leadership style of top managers who are more distant to the change recipients. In the section regarding transformational leadership style and leader-member exchange, employees evaluated their immediate supervisors, whereas for behavioral support section in the questionnaire, the immediate supervisors rated their subordinates' actual behaviors regarding the proposed change.

Measures

In this section, scales used to measure the variables in the proposed model are explained. The scales of the study are previously used and well established in literature. Table 3 summarizes the measures used in the study.

Table 3. Summary of Measures

Measure	Source	no.of items
Transformational leadership	*Bass & Avolio (1995)*	20
Leader-member exchange	*Graen & Scandura (1987)*	7
Change implementation process		
Communication	*Miller et al. (1994); Szabla (2007)*	6
Participation	*Wanberg & Banas (2000)*	3
Training	*Antoni (2004)*	3
Procedural justice	*Niehoff & Moorman (1993)*	6
Cognitive responses to change	*Holt et al. (2007)*	12
Affective responses to change	*Watson & Clark (1992)*	14
Commitment to change	*Herscovitch & Meyer (2002)*	12
Intention to support change	*Fedor et al. (2006)*	4
Behavioral support for change	*Herscovitch & Meyer (2002)*	17
Self efficacy	*Chen et al. (2001)*	3
Job insecurity	*De Witte (2000)*	3

Transformational Leadership

Transformational leadership was assessed by subordinate ratings of the supervisor's leadership behaviors, using the 20-item transformational leadership scale from the Multifactor Leadership Questionnaire MLQ Form 5X (short version) developed by Bass and Avolio (1995), which is the most widely used instrument to assess transformational leadership. The scale includes items regarding four main themes, namely idealized influence (behavior and attributed), inspirational motivation, intellectual stimulation, and individualized consideration. Responses were given on a 5-point scale that range from 1 (never) to 5 (frequently if not always). Items in the scale and the relevant sub dimensions are shown in Table 4.

Table 4. Transformational Leadership Items (Appendix B, section 7)

Idealized Influence (behavior)
Talks about his/her most important values and beliefs.
Specifies the importance of having a strong sense of purpose.
Considers the moral and ethical consequences of decisions.
Emphasizes the importance of having a collective sense of mission.
Idealized Influence (attributed)
Installs pride in others for being associated with him/her.
Goes beyond self-interest for the good of the group.
Acts in ways that build others' respect for him/her.
Displays a sense of power and confidence.
Intellectual Stimulation
Re-examines critical assumptions to question whether they are appropriate.
Seeks differing perspectives when solving problems.
Suggests new ways of looking at how to complete assignments.
Gets others to look at problems from many different angles.
Inspirational Motivation
Talks optimistically about the future.
Talks enthusiastically about what needs to be accomplished.
Articulates a compelling vision of the future.
Expresses confidence that goals will be achieved.
Individual Consideration
Treats others as individuals rather than just as a member of a group.
Spends time teaching and coaching.
Helps others to develop their strengths.
Considers an individual as having different needs, abilities, and aspirations from others.

Dimensionality of LMX is a controversial issue. Some researchers proposed that LMX comprised of multiple dimensions. For example, Dienesch and Liden (1986) proposed that LMX is comprised of the dimensions of perceived contribution, loyalty, and affect. On the other hand, Graen and Uhl-Bien (1995) argued that LMX is comprised of the dimensions of respect, trust, and mutual obligation. However since these dimensions were highly correlated, they concluded that LMX can be adequately measured with a unidimensional measure. Gerstner & Day (1997), in their meta analysis, identified the LMX7 scale, which is unidimensional, as the most frequently used LMX measure with the highest internal consistency and soundest psychometric properties. Consistently, LMX7 Scale by Graen and Scandura (1987) has been used in this study. Responses were given on a 5-point Likert scale ranging from 1 (completely disagree) to 5 (completely agree). The items of the scale are presented in Table 5.

Table 5. LMX Items (Appendix B, section 8)

Leader-member exchange (LMX)
My working relationship with my supervisor is very effective.
I always know how satisfied my supervisor is with what I do.
My supervisor would use his/her power to help me solve work-related problems.
I always know where I stand with my supervisor.
My manager understands my job problems and needs.
My manager recognizes my potential well.
My supervisor would bail me out at his/her expense.

Change implementation processes cover items related to communication, participation, and training. Communication scale comprised of six items. Four of these items were used from a scale developed by Miller et al. (1994). The questions involved the accuracy, sufficiency, and timeliness of the information conveyed about the change. The remaining two items were adopted from a scale developed by Szabla (2007) on the rational explanation by communication of facts and justification of change through experts. Three items regarding participation in the change process were adopted from Wanberg and Banas (2000). These items were concerned with the employee voice and opportunity to participate during the change process. Finally, the three items related to training were adapted from Antoni (2004) and asked if the employees received training about the changes and if yes, to what extent the training was beneficial. Responses were given on a 5-point Likert scale ranging from 1 (completely disagree) to 5 (completely agree). The items about the change implementation processes are displayed in Table 6.

Table 6. Change Implementation Process Items (Appendix B, section 5)

Communication
The information I have received about the changes has been timely.
The information I have received about the changes has been useful.
The information I have received has adequately answered my questions about the changes.
I have received adequate information about the forthcoming changes.
Those leading the change are using logical arguments and factual evidence to carry out this change.
The need for this change was justified by experts who are knowledgeable about this change.

Participation
I have been able to ask questions about the changes that have been proposed and that are occurring.
I have been able to participate in the implementation of the changes that have been proposed and that are occurring.
If I wanted to, I could have input into the decisions being made about the change.

Training
We received the training needed to do our jobs effectively after this change.
I participated in the training sessions related to this change.
The training I received about the change has been useful.

Procedural Justice

Procedural justice was measured using the scale developed by Niehoff and Moorman (1993) which have been used extensively in the literature in a variety of research settings (Simons & Roberson, 2003). The procedural justice scale consists of six items that assess employees' perception of the fairness of the processes by which decisions are made. The items measure the degree to which job decisions are made with unbiased and accurate information, and whether employees have an opportunity to provide input in the process. Previous studies using the procedural justice scale have reported coefficient alphas of 0.85 (Niehoff & Moorman, 1993) and 0.88 (Wayne, Shore, Bonner, & Tetrick, 2002). Responses were given on a 5-point Likert scale ranging from 1 (completely disagree) to 5 (completely agree). The relevant items are shown in Table 7.

Table 7. Procedural Justice Items (Appendix B, section 6)

Procedural justice
Top management makes decisions about the change in an unbiased manner.
Top management makes sure that all employee concerns are heard before decisions about the change are made.
To make decisions about the change, top management collects accurate and complete information.
Top management clarifies change decisions and provides additional information when requested by employees.
All change decisions are applied consistently across all affected employees.
Employees are allowed to challenge or appeal change decisions made by the top management.

Cognitive reactions to change have been measured via the organizational change recipient's beliefs scale (OCRBS) developed by Armenakis et al. (2007). The original scale consists of five dimensions: Discrepancy, appropriateness, valence, principal support and efficacy. These dimensions have been generally used collectively as a single factor higher-order variable due to good model fit. Coefficient alpha for this scale is reported as 0.96. This study uses three dimensions, namely discrepancy, appropriateness, and valence, due to their relevance. Valence is related to the change recipient's perceptions of whether the change will be of personal benefit. Appropriateness refers to a change recipient's belief that the specific change conducted is the correct and suitable choice for the organization. Discrepancy represents the change recipient's recognition of a need for a change in order to improve the current situation. Responses were given on a 5-point Likert scale ranging from 1 (completely disagree) to 5 (completely agree). The items for change beliefs, or in other words cognitive responses, are displayed in Table 8.

Table 8. Cognitive Response Items (Appendix B, section 2)

Valence
This change will benefit me.
With this change in my job, I will experience more self-fulfillment.
The change in my job assignments will increase my feelings of accomplishment.
My fringe benefits will be better after this change.
Appropriateness
I believe the proposed organizational change will have a favorable effect on our operations.
The change in our operations will improve the performance of our organization.
The change that we are implementing is correct for our situation.
When I think about this change, I realize it is appropriate for our organization.
This organizational change will prove to be best for our situation.
Discrepancy
We need to change the way we do some things in this organization.
We need to improve our effectiveness by changing our operations.
A change is needed to improve our operations.

Affective Responses to Change

Change recipients' affective responses to change were measured by using 14 items of affective adjectives selected from the Positive and Negative Affectivity Schedule (PANAS) (Watson, Clark, & Tellegen, 1988; Watson & Clark, 1992). The PANAS has been comprehensively validated (Watson et al., 1988; Watson, 1988; Watson, Clark and Carey, 1988), displaying high degrees of reliability and convergent and discriminant validity. Previous studies reported a Cronbach's alpha of 0.89 for PANAS scale.

PANAS is originally made up of twenty mood-relevant adjectives. Positive and negative affect are measured with ten items each to capture each disposition. The selection of the 14 items in this study was based on the organizational change literature. 7 positive and 7 negative feelings were selected because they were typically experienced in an organizational change. On the other hand, some affect items such as ashamed or guilty, were not selected because they were not relevant with change contexts.

Employees were asked about their current affective experiences during organizational change using the 14 items on a 5-point scale (1 = not at all; 5 = extremely so). Some adjectives about positive affect involved happiness, enthusiasm, and pride; whereas negative affect adjectives involved fear, worry, and stress. A complete list of items is shown in Table 9.

Table 9. Affective Responses Items (Appendix B, section 5)

Positive affect
When I think about this change, I feel HAPPY.
When I think about this change, I feel EXCITED.
When I think about this change, I feel ENERGETIC.
When I think about this change, I feel HOPEFUL.
When I think about this change, I feel ENTHUSIASTIC.
When I think about this change, I feel PROUD.
When I think about this change, I feel RELIEVED.
Negative affect
When I think about this change, I feel WORRIED.
When I think about this change, I feel ANGRY.
When I think about this change, I feel NERVOUS.
When I think about this change, I feel STRESSED.
When I think about this change, I feel SCARED.
When I think about this change, I feel UNHAPPY.
When I think about this change, I feel DISAPPOINTED.

Commitment to Change

This dimension reflects change recipients' commitment to a particular organizational change based on their belief in the value of that change. The affective commitment to organizational change developed by Herscovitch and Meyer (2002) was used in this study. Among the items are: "I think that management is making a mistake by introducing this change," and "Things would be better without this change." In the source study for the scale, Herscovitch and Meyer (2002) reported a coefficient alpha for the affective dimension of the scale of 0.95. Responses were given on a 5-point Likert scale ranging from 1 (completely disagree) to 5 (completely agree). The 6 items comprising affective commitment to change and 6 items of normative commitment to change are shown in Table 10.

Table 10. Commitment to Change Items (Appendix B, section 3)

Affective commitment to change
I believe in the value of this change.
This change is a good strategy for this organization.
I think that management is making a mistake by introducing this change. (R)
This change serves an important purpose.
Things would be better without this change. (R)
This change is not necessary. (R)
Normative commitment to change
I feel a sense of duty to work toward this change.
I do not think it would be right of me to oppose this change.
I would not feel badly about opposing this change. (R)
It would be irresponsible of me to resist this change.
I would feel guilty about opposing this change.
I do not feel any obligation to support this change. (R)

(R): Reverse-coded

Intention to Support Change

This measure was adopted from Fedor, Caldwell, & Herold (2006). The authors suggested that the affective, normative, and continuance commitment to change scales by Herscovitch and Meyer (2002) reflected commitment as a motivation to support change. On the other hand, Fedor et al. (2006) conceptualized their commitment to change as intent to change, which was suggested to be more closely associated with the actual behavior to support change. Responses were given on a 5-point Likert scale ranging from 1 (completely disagree) to 5 (completely agree). The scale consisted of four items (alpha= 0.74) which are presented in Table 11.

Table 11. Intention to Support Change Items (Appendix B, section 4)

Intention to support change
I am doing whatever I can to help this change be successful.
I am fully supportive of this change
I have tried to convince others to support this change.
I intend to fully support my supervisor during this change.

Behavioral support for change was measured by a scale developed by Herscovitch and Meyer (2002), intended to reflect behavioral responses to change with different levels of support, including compliance, cooperation and championing. Alpha coefficients reported for the cooperation (.85), and championing (.90) measures demonstrated acceptable levels of internal consistency. However, the alpha coefficient for the compliance scale was weak (.49), although the inter-item correlations were all positive and significant. Therefore the authors have mentioned that analyses on this measure should be interpreted with caution. In this study, behavioral support of employees was rated by employees' immediate supervisors rather than their self reports. Therefore, the original scale, which was designed to ask questions in a self-report manner, was modified to reformat the question type in terms of supervisor rating. To give an example from items, the sentence was rephrased from "I speak positively about the change to outsiders" to "He/she speaks positively about the change to outsiders". Responses varid from 1 (completely disagree) to 5 (completely agree) on a 5-point Likert scale. The seventeen items of the scale are displayed in Table 12.

Table 12. Behavioral Support for Change Items (Appendix B, supervisor rating)

Compliance
Complies with the organization's orders regarding the change.
Accepts job changes.
Doesn't complain about the change
Continues with the change to reach organizational goals
Cooperation
Adjusts the way he-she does his-her job as required by this change.
Works toward the change constantly.
Remains positive about the change even during difficulties

Table 12: continued

Engages in change-related behaviors that seem difficult in the short-term but are likely to have long-term benefits.
Seeks help concerning the change when needed
Tries to keep himself-herself informed about the change
Avoids previous work practices, even if they seem easier
Tolerates temporary disturbances and/or uncertainties in his-her job.
Tries to find ways to overcome change-related difficulties.

Championing
Speaks positively about the change to outsiders
Encourages the participation of others in the change.
Speaks positively about the change to co-workers
Tries to overcome co-workers' resistance toward the change.

Self Efficacy

Three items used for this scale are adapted from Chen, Gully, & Eden's (2001) general self-efficacy scale which comprised of six-items with a reliability coefficient of 0.86. The items included in the study are presented in Table 13. Responses were given on a 5-point Likert scale ranging from 1 (completely disagree) to 5 (completely agree).

Table 13. Self Efficacy Items (Appendix B, section 9)

Self efficacy
I will be able to achieve most of the goals that I have set for myself.
I believe I can succeed at most any endeavor to which I set my mind.
When facing difficult tasks, I am certain that I will accomplish them

Job Insecurity

Job insecurity was measured using three items from the job insecurity scale by De Witte (2000). The respondents indicated the frequency that they felt insecure about their jobs, considering the period that their organization is going through the change

83

process. The responses varied from 1 (never) to 5 (always). The Cronbach's alpha

reported for the scale was 0.86. The items are shown in Table 14.

Table 14. Job Insecurity Items (Appendix B, section 6)

Job insecurity
I feel insecure about the future of my job.
I'm certain that I will not lose my job.
I think that I will lose my job in the near future.

Other Change Related Variables

In order to explore the differences between corporate transformation types of

changes, including mergers, acquisitions and downsizing, against other types of

changes with adjustment or modular transformation purposes, the type of change that

the organization was going through was asked in the questionnaire. Also, even if the

type of change in an organization can be common, each employee in the organization

may be experiencing differing amounts of changes taking place in his or her

department. Therefore, change index as a context-sensitive measure was used for

assessing the amount of changes for each respondent. The number of changes that

each employee experienced during the change process was assessed on a cumulative

change index developed by Lipponen et al. (2004). The measure consisted of a list of

seven changes: (1) new work mates, (2) a new supervisor, (3) a new IT system, (4)

new work settings, (5) new job tasks, (6) new job equipments, (7) the nature of the

job. The respondents indicated which of those changes they had experienced as a

result of the change process. The total number of changes indicated was calculated as

a change index (Appendix B, section 1).

Demographic Variables

Demographic variables, including gender, age, level of education, duration of working with the current supervisor, tenure, and total years of full time work experience, were included in the survey questionnaire for descriptive purposes.

CHAPTER 5

DATA ANALYSES AND HYPOTHESES TESTING

This section presents the results of the data analyses conducted and the hypotheses testing for Study 1.

Exploratory Factor Analysis (EFA)

Exploratory factor analysis (EFA) has the general purpose of summarizing the original variables in the study into a smaller set of composite dimensions or factors (Hair, Black, Babin, & Anderson, 2010). It provides the means for exploring the dimensionality or unidimensionality underlying these variables and reducing the data. The aim is to retain the original character of the variables, but reduce their number into a representative subset for simplifying further analyses. EFA and reliability tests serve as the first step to prepare the measures for further confirmatory factor analysis (CFA) which provides the validation of the factor structure obtained.

Using SPSS 18.0 software, an exploratory factor analysis was conducted for the variables included in the study in order to assess their dimensionality. Since the measures used in the study were established and validated scales, a conceptual underlying structure was expected to exist in the dataset. The first decision in the design of EFA was to select between two different methods, namely common factor analysis and principal component analysis. Since component analysis is deemed to be more appropriate when the primary concern is data reduction by focusing on the

minimum number of factors that account for the maximum amount of total variance represented in the original set of variables in the study (Hair et al., 2010), this method was selected. In addition, another decision that needs to be made about the design of EFA is the type of rotation, which is used to facilitate the interpretation of factor loadings. Orthogonal and oblique are the two types of rotation procedures. Varimax rotation, which is an orthogonal rotation type, is selected for this study, since it is the most widely used rotational method for the purposes of data reduction (Hair et al., 2010). The appropriateness of data has been checked via measures of Kaiser-Meyer-Olkin measure of sampling adequacy (KMO) and Bartlett's test of sphericity (Table 15). The KMO yielded a high value of 0.928 reflecting a high degree of intercorrelations between the variables. In addition, the significant result of Bartlett's test of sphericity indicates is not an identity matrix and hence the variables are related to each other for a meaningful EFA.

Table 15. KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.928
Bartlett's Test of Sphericity	Approx. Chi-Square	26046.582
	df	6328
	Sig.	.000

The factor structures that have been obtained via EFA are summarized in Table 16. Factors are extracted based on the criterion of eigenvalue greater than one. Items with low factor loadings (<0.5) and high cross loadings have been excluded from the scales of the nine-factor solution (Nunnally, 1978).

Table 16. Factor Structure

Factor 1: LEADERSHIP	Factor Loadings	Variance Explained	Reliability (Cronbach's Alpha)
Items		29%	0.962
Expresses confidence that goals will be achieved.	0.770		
Spends time teaching and coaching.	0.759		
Helps others to develop their strengths.	0.756		
Gets others to look at problems from many different angles.	0.755		
Displays a sense of power and confidence.	0.742		
Suggests new ways of looking at how to complete assignments.	0.736		
Emphasizes the importance of having a collective sense of mission.	0.726		
Installs pride in others for being associated with him/her.	0.725		
Acts in ways that build others' respect for him/her.	0.705		
Articulates a compelling vision of the future.	0.703		
Considers an individual as having different needs, abilities, and aspirations from others.	0.699		
Treats others as individuals rather than just as a member of a group.	0.648		
Considers the moral and ethical consequences of decisions.	0.645		
Goes beyond self-interest for the good of the group.	0.644		
My manager understands my job problems and needs.	0.627		
My working relationship with my supervisor is very effective.	0.617		
Talks about his/her most important values and beliefs.	0.600		
Talks enthusiastically about what needs to be accomplished.	0.597		
Specifies the importance of having a strong sense of purpose.	0.596		
Seeks differing perspectives when solving problems.	0.595		
Re-examines critical assumptions to question whether they are appropriate.	0.582		
My supervisor would "bail me out" at his/her expense.	0.581		
Talks optimistically about the future.	0.552		
My supervisor would use his/her power to help me solve work-related problems.	0.522		

Table 16, continued.			
Factor 2: PROCESS	Factor Loadings	Variance	Reliability
Items		10%	0.948
The information I have received has adequately answered my questions about the changes.	0.779		
I have received adequate information about the forthcoming changes.	0.724		
I have been able to ask questions about the changes that have been proposed and that are occurring.	0.721		
The information I have received about the changes has been useful.	0.714		
The information I have received about the changes has been timely.	0.708		
The need for this change was justified by experts who are knowledgeable about this change.	0.707		
The training I received about the change has been useful.	0.697		
I participated in the training sessions related to this change.	0.674		
We received the training needed to do our jobs effectively after this change.	0.668		
I have been able to participate in the implementation of the changes that have been proposed.	0.659		
Top management makes sure that all employee concerns are heard before decisions about the change	0.628		
Employees are allowed to challenge or appeal change decisions made by the top management.	0.567		
I have been able to ask questions about the changes that have been proposed and that are occurring.	0.560		
If I wanted to, I could have input into the decisions being made about the change.	0.538		
All change decisions are applied consistently across all affected employees.	0.522		
Factor 3: BEHAVIORAL SUPPORT	Factor Loadings	Variance	Reliability
Items		9%	0.919
Works toward the change constantly.	0.749		
Speaks positively about the change to outsiders	0.733		
Tries to find ways to overcome change-related difficulties.	0.733		
Remains positive about the change even during difficulties	0.709		
Tries to overcome co-workers' resistance toward the change.	0.700		
Speaks positively about the change to co-workers	0.683		
Encourages the participation of others in the change	0.666		
Engages in change-related behaviors that seem difficult in the short-term but are likely to have long-	0.657		
Tries to keep himself-herself informed about the change	0.604		
Doesn't complain about the change	0.602		

Table 16, continued.			
Adjusts the way he-she does his-her job as required by this change	0.600		
Tolerates temporary disturbances and/or uncertainties in his-her job	0.585		
Accepts job changes	0.580		
Seeks help concerning the change when needed	0.576		
Complies with the organization's orders regarding the change	0.567		
Continues with the change to reach organizational goals	0.554		
Factor 4: COGNITIVE RESPONSES	Factor Loadings	Variance	Reliability
Items		8%	0.941
I believe the proposed organizational change will have a favorable effect on our operations.	0.752		
The change in our operations will improve the performance of our organization.	0.729		
When I think about this change, I realize it is appropriate for our organization.	0.708		
A change is needed to improve our operations.	0.694		
We need to improve our effectiveness by changing our operations.	0.693		
This organizational change will prove to be best for our situation.	0.676		
The change in my job assignments will increase my feelings of accomplishment.	0.662		
With this change in my job, I will experience more self-fulfillment.	0.659		
This change will benefit me.	0.640		
My fringe benefits will be better after this change.	0.623		
The change that we are implementing is correct for our situation.	0.619		
I believe in the value of this change.	0.598		
We need to change the way we do some things in this organization.	0.547		
Factor 5: POSITIVE AFFECTIVE RESPONSES	Factor Loadings	Variance	Reliability
Items		5%	0.941
When I think about this change, I feel ENERGETIC.	0.760		
When I think about this change, I feel EXCITED.	0.735		
When I think about this change, I feel ENTHUSIASTIC.	0.717		
When I think about this change, I feel PROUD.	0.679		
When I think about this change, I feel HAPPY.	0.670		

Table 16, continued.			
When I think about this change, I feel RELIEVED.	0.659		
When I think about this change, I feel HOPEFUL.	0.632		
FACTOR 6: NEGATIVE AFFECTIVE RESPONSES	Factor Loadings	Variance	Reliability
Items		5%	0.904
When I think about this change, I feel NERVOUS.	-0.784		
When I think about this change, I feel DISAPPOINTED.	-0.782		
When I think about this change, I feel UNHAPPY.	-0.772		
When I think about this change, I feel SCARED.	-0.764		
When I think about this change, I feel STRESSED.	-0.744		
When I think about this change, I feel ANGRY.	-0.736		
When I think about this change, I feel WORRIED.	-0.661		
FACTOR 7: COMMITMENT TO CHANGE	Factor Loadings	Variance	Reliability
Items		3%	0.832
I do not feel any obligation to support this change. (R)	0.750		
Things would be better without this change. (R)	0.711		
This change is not necessary. (R)	0.695		
I think that management is making a mistake by introducing this change. (R)	0.640		
I would not feel badly about opposing this change. (R)	0.572		
FACTOR 8: INTENTION TO SUPPORT		Variance	Reliability
Items		3%	0.876
I am doing whatever I can to help this change be successful.	0.731		
I am fully supportive of this change	0.716		
I have tried to convince others to support this change.	0.634		
I intend to fully support my supervisor during this change.	0.532		
FACTOR 9: JOB INSECURITY		Variance	Reliability
Items		2%	0.679
I think that I will lose my job in the near future.	-0.779		
I feel insecure about the future of my job.	-0.572		

Items that do not have substantial loadings on any of the dimensions underlying the data have also been excluded from the analysis. Based on the literature survey and the original scales involved in the study, the items were expected to load on twelve dimensions (transformational leadership, leader member exchange, change implementation process, procedural justice, self efficacy, job insecurity, cognitive responses, positive and affective responses, commitment to change, intention to support change, and behavioral support for change). However the results of the exploratory factor analysis represented a slightly different factor structure of nine rather than twelve dimensions. According to this structure, all the expected constructs except transformational leadership, leader member exchange, change implementation process, and procedural justice yielded the same constructs conceptually expected. However, transformational leadership and leader member exchange (LMX) items loaded on the same single factor. Also, procedural justice and change implementation process items also yielded one single dimension, rather than two single constructs.

Appearance of transformational leadership and leader member exchange as a single dimension has a valid explanation based on the previous studies on LMX and transformational leadership. It is found that these two constructs are highly correlated (Piccolo & Colquitt, 2006). Krishnan (2004) has found that LMX is oriented towards transformational leadership as LMX measures are related to mutual respect, trust, and the overall quality of the working relationship. Furthermore, increasing support has been found to claim that LMX may itself be a transformational leadership characteristic (Gerstner & Day, 1997). In line with that, it has been argued that leadership will be transformational in high-quality LMX relationships (Maslyn &

Uhl-Bien, 2001). Therefore, transformational leadership and LMX items merging in a single leadership factor can have reasonable basis, which may result from the perceptions of a common demonstration of the similar transformational leader behavior.

Also, the four sub-dimensions of the transformational leadership scale, namely idealized influence (attributed and behavior), inspirational motivation, individual consideration, and intellectual stimulation, were not distinguished in four separate factors. Therefore, the conceptualization of transformational leadership consisting of four distinct dimensions as in the original scale (Bass, 1985) was not supported. This finding is consistent with the previous studies which confirm the unidimensional nature of transformational leadership (Avolio, Bass & Jung, 1999; Judge & Bono, 2000). Many studies have reported strong relationships have been reported between the sub dimensions of transformational leadership factors, questioning the dimensionality of the construct (Avolio et al., 1999; Carless, 1998; Tejeda, Scandura & Pillai, 2001). Clustering of all items in one single factor can be explained such that respondents may have perceived all items to be a general manifestation of the same leader behavior, due to halo effect. A leader's positive or negative image may be extended such that a leader who is perceived to be performing high on a certain dimension may be rated positively on other dimensions as well. In addition, since the dimensions are closely associated, it may be difficult to observe distinct effects. Another possible explanation is that leaders may be performing similarly across different dimensions, representing an overall transformational leader.

The results of the exploratory factor analysis also show that change implementation processes and procedural justice were also found to be highly correlated and loaded on the same factor. This finding may have the basis that both change implementation processes, consisting of communication, participation and training provided by the management and how fairly these processes are applied by the top management throughout the organization, including informing employees, asking for their input, involving all employees in the process can be perceived totally as a single process factor. Both constructs deal mainly with the implementation of process via communicating and engaging the employees in the change processes. Previous studies have also reported that participation, or employee input (Howard & Frink, 1996; Kernan & Hanges, 2002) and communication quality (Daly & Geyer, 1994; Mansour-Cole & Scott, 1998) significantly predicts procedural justice perceptions. Therefore they may have been perceived as a single process factor.

Table 16 also shows the reliability (Cronbach's alpha) scores and total variance explained by each factor. Reliability refers to the consistency of the item-level errors within a single factor. High reliability ensures that measures produce consistent results when repeated. Therefore, it is important for the replicability of findings. The way to test reliability in an EFA is to compute Cronbach's alpha for each factor. Cronbach's alpha estimates the correlation of each item in a scale with the other items and with the summated scale score. For high internal consistency, Cronbach's alpha should be above 0.7 (Churchill, 1979; Nunnally, 1978). The reliability scores for each factor displayed in Table 16 shows that all factor have high internal consistency, indicated by Cronbach's alpha scores well above the threshold

limit of 0.70, except for job insecurity which has a Cronbach's alpha score of 0.679. However, in order to keep this variable in the study, this score has been accepted.

Regarding the total variance explained, the first factor, leadership, has the highest explanatory power (29%) and the total variances explained by the remaining factors are lower. Low variances can be due to conducting a single EFA by involving all items in the study at the same time.

Concerning validity issues in EFA, convergence validity is ensured such that all the variables within a single factor are highly correlated, which is evident by the factor loadings. Discriminant validity refers to the extent to which factors are distinct and uncorrelated. Thus, variables should relate more strongly to their own factor than to another factor. Since the variables load significantly only on one factor and cross-loadings do not exist, discriminant validity is ensured. Finally, the results of the EFA also confirm face validity such that the variables in the same factors perfectly make sense and they are conceptually consistent with the established scales in the literature.

<div align="center">Confirmatory Factor Analysis (CFA)</div>

Both exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) are conducted to understand the shared variance of measured variables that is considered to be belonging to a certain factor. However, EFA and CFA are conceptually and statistically different analyses (Hair et al., 2010). Whereas with EFA, the researcher does not need to have a priori hypotheses about the number of factors that will emerge or about the items that will make up these factors, CFA requires that the

researcher specifies the number of the factors as well as the items in each factor. CFA statistics serve to check whether our specification of factors matches the reality in the actual data. Therefore it provides the means to either confirm or reject our preconceived theory.

In structural equation models, it is commonly suggested to use a two-step model (Anderson & Gerbing, 1988; Kline, 2005). Accordingly, in the first step, measurement model is developed and its validity is assessed. The second step involves development of a full structural model and testing the overall fit of this model.

In order to confirm the dimensionality obtained via EFA, and to assess the reliability and validity of the reduced measures, confirmatory factor analysis (CFA) has been conducted by AMOS 16.0 software. Each item's loading has been specified according to its priori factor and factors are allowed to correlate with the other factors.

Model fit refers to how well the covariance matrix generated by the proposed model corresponds to the actual covariance matrix (Hair et al., 2010). When there is a good fit, there is no significant discrepancy between the correlations proposed and the correlations observed. The fit indices of the model can be improved via the remedies suggested by modification indices regarding the discrepancies between the proposed and estimated model. Also, in the standardized residual covariance, values greater than absolute values of 4 indicate model misspecification. Smaller residuals indicate smaller differences between observed and estimated covariances. Modification indices have been examined and by checking the standardized regression weights and squared multiple correlation values, items with relatively low

factor loadings (<0.70) and correlations are eliminated. The final model after deletion

of the specified items is illustrated in Figure 2. The items included in the model are

shown in Table 17.

Table 17. Items in the Structural Model

LEADERSHIP
Expresses confidence that goals will be achieved.
Spends time teaching and coaching.
Helps others to develop their strengths.
Gets others to look at problems from many different angles.
Displays a sense of power and confidence.
Suggests new ways of looking at how to complete assignments.
Emphasizes the importance of having a collective sense of mission.
Installs pride in others for being associated with him/her.
Acts in ways that build others' respect for him/her.
Articulates a compelling vision of the future.
Considers an individual as having different needs, abilities, and aspirations from others.
PROCESS
I have received adequate information about the forthcoming changes.
I have been able to ask questions about the changes that have been proposed.
The information I have received about the changes has been useful.
The information I have received about the changes has been timely.
The need for this change was justified by experts who are knowledgeable about this change.
COGNITIVE RESPONSES
I believe the proposed organizational change will have a favorable effect on our operations
When I think about this change, I realize it is appropriate for our organization
The change in our operations will improve the performance of our organization
This organizational change will prove to be best for our situation
The change in my job assignments will increase my feelings of accomplishment
We need to improve our effectiveness by changing our operations.
POSITIVE AFFECTIVE RESPONSES
When I think about this change, I feel HAPPY
When I think about this change, I feel EXCITED
When I think about this change, I feel ENERGETIC
When I think about this change, I feel ENTHUSIASTIC
When I think about this change, I feel PROUD.
NEGATIVE AFFECTIVE RESPONSES
When I think about this change, I feel NERVOUS.
When I think about this change, I feel STRESSED.
When I think about this change, I feel DISAPPOINTED.
When I think about this change, I feel UNHAPPY.
When I think about this change, I feel SCARED.
COMMITMENT TO CHANGE
Things would be better without this change. (R)
This change is not necessary. (R)
I think that management is making a mistake by introducing this change. (R)

Table 17, continued.

I do not feel any obligation to support this change. (R)

INTENTION TO SUPPORT

I am doing whatever I can to help this change be successful.

I am fully supportive of this change

I intend to fully support my supervisor during this change.

BEHAVIORAL SUPPORT

Speaks positively about the change to co-workers

Encourages the participation of others in the change

Speaks positively about the change to outsiders

Works toward the change constantly

Tries to overcome co-workers' resistance toward the change

Tries to find ways to overcome change-related difficulties.

Remains positive about the change even during difficulties
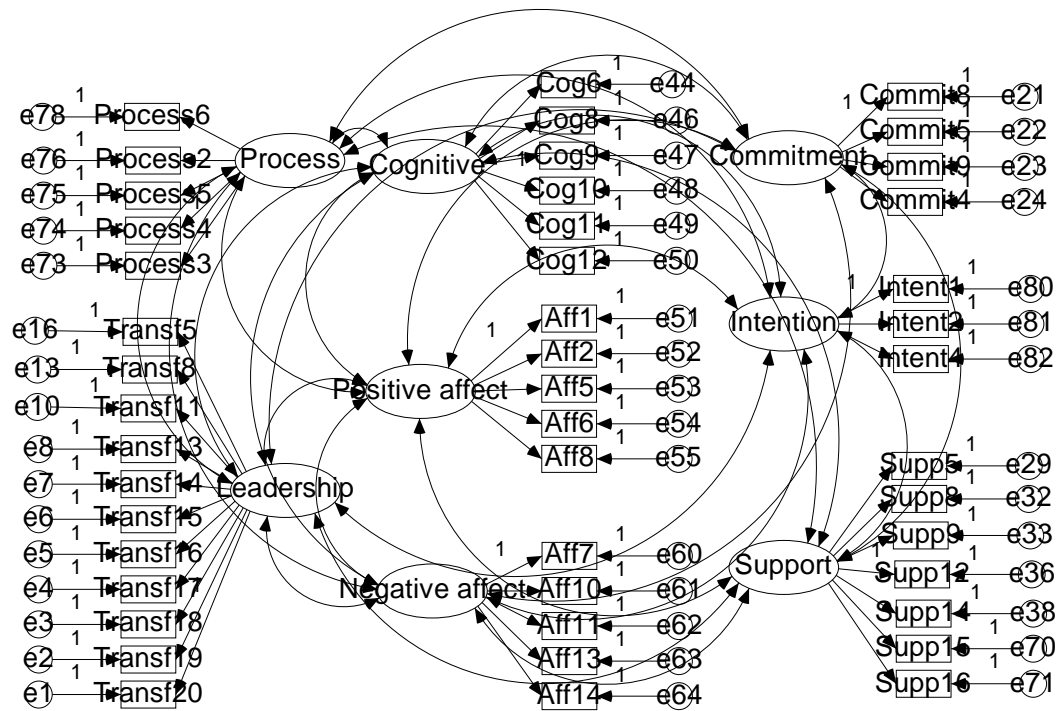
Figure 2. Confirmatory factor analysis

For assessing measurement model validity, there are different goodness-of-fit (GOF) measures based on the similarity between estimated and observed covariance matrices. Hair et al. (2010) suggests that using three to four fit indices provides adequate evidence of model fit. The researcher does not need to report all indices since there is redundancy among them. However it is suggested that the researcher should report at least one incremental index, an absolute index and $\chi 2$ value with the associated degrees of freedom. A model reporting $\chi 2$ value with the associated degrees of freedom, the CFI and RMSEA will provide sufficient fit information on the model.

The fit indices of the model and the rule of threshold values for each index are summarized in Table 18. Chi-square ($\chi 2$) value of the model is 1524.909 and degrees of freedom value is 101. Chi square value / degrees of freedom should be <2. This condition is satisfied since this value (1.587) is less than 2. Furthermore, p-value of the $\chi 2$ is statistically significant (p=0.000). Although it is desired to have a non-significant p value in order to accept the null hypothesis that observed and estimated matrices are not different, for sample sizes over 200, significant p values can be expected and does not indicate misfit (Hair et al., 2010). The Comparative Fit Index (CFI= 0.939) and the Tucker-Lewis index (TLI = 0.934) of the model also indicate a good fit since they are greater than the advised cut off value of 0.90 indicates good model fit. Another indicator to determine the overall fit of a model is RMSEA. The cut off value determined by Hu and Bentler (1999) is 0.06 whereas Hair et al. (2010) suggest values up to 0.080 for an acceptable fit. There RMSEA value of 0.044 indicates a good fit. In addition, SRMR value (0.047) which is below

the threshold of 0.08 also confirms the fit of the model. Finally, PCLOSE value of

0.991 and RMR value of 0.045 provide good fit.

Table 18. Model Fit (CFA)

Index	Value	Threshold value
CMIN/df	1.587	< 2
CFI	0.939	> 0.90
TLI	0.934	> 0.90
RMSEA	0.044	< 0.08
SRMR	0.047	< 0.08
PCLOSE	0.991	> 0.50
RMR	0.045	< 0.07

<u>Validity and Reliability</u>

Before moving on to the structural model, it is crucial to assess the validity and

reliability of the CFA model. Validity reflects the extent to which observed variables

accurately measure what they are supposed to measure (Cook & Campbell, 1979).

Construct validity is assessed through both convergent and discriminant validities of

the measurement scales. Convergent validity means that the variables correlate well

with each other within their parent factor and the latent factor is well explained by its

observed variables. Discriminant validity ensures that the variables correlate more

highly with variables in their parent factor than with the variables outside their parent

factor. In other words, it represents the extent to which a construct is conceptually

distinct from other constructs (Hair et al., 2010)

The following measures are useful for establishing validity and reliability: Composite Reliability (CR), Average Variance Extracted (AVE), Maximum Shared Squared Variance (MSV), and Average Shared Squared Variance (ASV).

For reliability, referring to internal consistency of items, CR value should be greater than 0.7 (Nunnally, 1978). This condition is satisfied for all constructs in the model, indicating high reliability. For convergent validity, average variance extracted (AVE) by each construct should be larger than 0.50 and CR score should be greater than AVE score. To ensure discriminant validity, average variance extracted (AVE) for each construct included in measurement model tests should be greater than its maximum squared correlations (MSV) and average squared correlations (ASV) with other constructs. According to these criteria, both convergent and discriminant validity of the CFA model has also been confirmed. The scores of CR, AVE, MSV and ASV for the CFA model and the factor correlations are demonstrated in Table 19 and Table 20 respectively. The factor correlation matrix confirms that there is no multicollinearity between construcs in the model.

Table 18. Reliability and Validity Scores (CFA)

	CR	AVE	MSV	ASV
Process	0.903	0.652	0.341	0.190
Leadership	0.945	0.610	0.341	0.190
Commitment	0.837	0.563	0.268	0.125
Support	0.877	0.506	0.151	0.077
Cognitive	0.909	0.624	0.479	0.269
Positive affect	0.925	0.712	0.479	0.243
Negative affect	0.887	0.611	0.268	0.127
Intention	0.882	0.714	0.383	0.209

Table 19. Factor Correlation Matrix

	Process	Leadership	Commit.	Support	Cognitive	Pos.Affect	Neg.Affect	Intention
Process	0.807							
Leadership	0.584	0.781						
Commitment	0.203	0.256	0.750					
Support	0.388	0.382	0.004	0.711				
Cognitive	0.529	0.535	0.447	0.306	0.790			
Pos. Affect	0.570	0.553	0.276	0.331	0.692	0.844		
Neg. Affect	-0.245	-0.229	-0.518	0.014	-0.399	-0.317	0.782	
Intention	0.364	0.365	0.471	0.200	0.619	0.552	-0.498	0.845

Measurement Model Invariance

Before moving on to structural equation modeling, configural and metric invariance should be tested during the CFA to validate that the factor structure and loadings are sufficiently equivalent across groups. Thus, it is ensured that the composite variables are actually measuring the same underlying latent construct for both groups.

Since one of the aims of this study is to examine the moderator role of job insecurity, the respondents are divided into two subsamples, consisting of secure and insecure groups. Median scores have been used to split of the aggregated job insecurity scale. Accordingly, those below the mean score of 2 (n=204), representing the respondents who have mentioned they never or very rarely feel insecurity about the future of their jobs, have been named the secure group. On the other hand those above the mean score (n=98), consisting of respondents who have stated that they feel insecure about their jobs either sometimes, frequently or always, have been categorized as the insecure group.

First of all configural variance is tested to see whether the factor structure represented in the CFA achieves adequate fit when both groups are tested together

and without any constraints. After configural invariance, metric invariance is tested

by chi-square differences obtained from the invariance model where factor loadings

are estimated freely for each sub sample and the model where loadings are

constrained to be invariant across groups (Kline, 2005). A significant p-value for the

chi-square difference test provides evidence of differences between groups and an

insignificant p value indicates that the groups are invariant. Thus it is possible to

proceed to structural model from this measurement model. Table 21 shows the model

fit values for the unconstrained and constrained models. TLI and CFI values are

slightly below the threshold of 0.90. However, since the other goodness of fit indices

are within acceptable levels and there is no significant improvement between the two

models, adequate model fit is assumed. In addition, the results of the chi square

difference test between groups are displayed in Table 22. According to the chi-square

statistics, there is no significant difference between the constrained and non

constrained groups, which indicates that the measurement model is invariant across

insecure and secure groups. Therefore this factor structure obtained from the CFA

can be used further in the structural modeling.

Table 20. Model Fit for Constrained and Unconstrained Models

	CFI	TLI	RMSEA	SRMR
Unconstrained	0.897	0.889	0.039	0.059
Fully constrained	0.886	0.880	0.040	0.072

Table 21. Chi-square Differences between Groups

	Chi-square	df	p-value
Overall Model			
Unconstrained	2886.9	1922	
Fully constrained	2924.9	1968	
Number of groups		2	
Difference	38	46	0.793

Structural Equation Modeling

After specifying and validating the measurement model by CFA, the next step is to develop a structural model in order to test the relationships between the constructs. Whereas CFA provides the foundation of theory testing, it is limited in its ability to depict the nature of relationships between the constructs beyond correlations (Hair et al., 2010). On the other hand, structural equation modeling (SEM) can assess the nature and degree of relationships among constructs. Structural equation modeling (SEM) serves purposes similar to multiple regression, but in a more powerful way by allowing simultaneous examination of multiple relationships. In addition measurement error is not accumulated in a residual error term (Fornell, 1984). Iacobucci, Saldanha, and Deng (2007) also confirm that fitting components of models simultaneously is statistically superior to doing so in a piece-meal analysis. Accordingly, the advantage of SEM over regression is due to the fact that the standard errors in the SEM are reduced, because of the simultaneous estimation of all parameters in the SEM model.

The structural model in this study has been specified and assessed by using AMOS 16.0 software. Maximum likelihood estimation (MLE) method has been preferred due to its efficiency and consistency in parameter estimates. In CFA or

SEM there is no single best fit. There exist different rival models which can all have good fit. However, in such a situation, theory derives the decision as to which model to prefer (Hair et al., 2010). First of all, in order to ensure parsimony, the relationship between constructs have been examined separately on each dependent variable, namely commitment to change, intention to support change, and behavioral support for change to test the relationships between all constructs. Afterwards, the relationship between the mediator variables, cognitive and affective responses to change, and the relationship between the endogenous (dependent) variables have been investigated in separate models. While examining each of these models, structural paths which did not produce significant results have been deleted and the model has been estimated again. After the separate structural models were analyzed, in order to see if all constructs of interest tested in a single structural model would yield the same results, a structural model, examining all the hypothesized relationships has been developed and tested. The results confirmed the same significant paths of separate structural models in a more holistic picture of the overall relationships. This model involving the relationships between all proposed constructs is displayed in Figure 3. For the purposes of simplicity, only the significant paths have been shown in the figure.
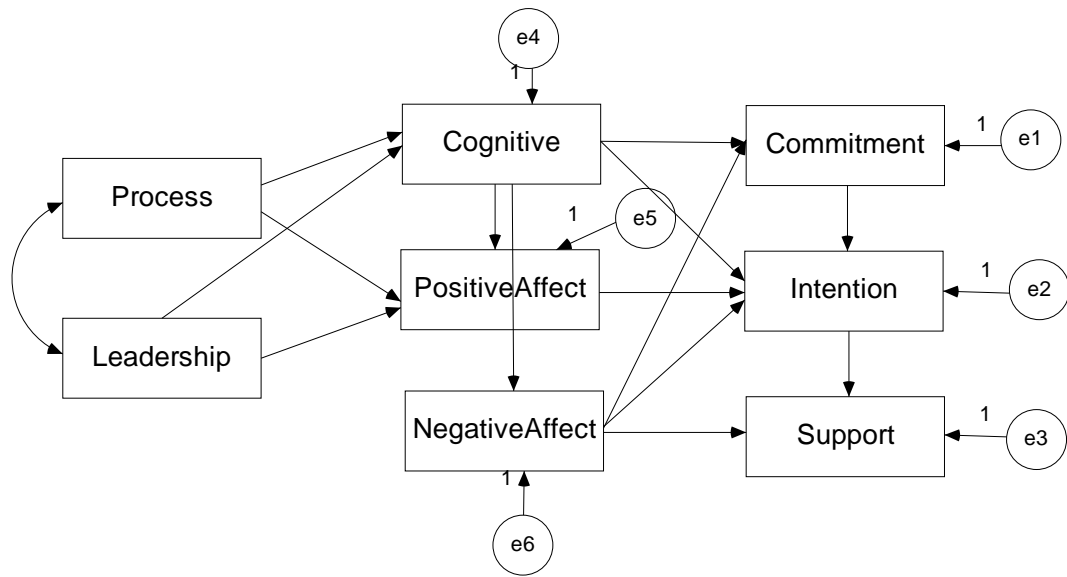
Figure 3. Structural equation model with significant paths

The model fit indices displayed in Table 23 show that the model provides good fit ($\chi2$ = 1576.244, df=974, CMIN/DF= 1.618, p < .01; CFI = 0.934; GFI = 0.818; TLI= 0.930; RMSEA = 0.045; and RMR = 0.071, SRMR= 0.0781, PCLOSE= 0.972).

Table 22. Model Fit (SEM)

Index	Value	Threshold value
CMIN/df	1.618	<2
CFI	0.934	>0.90
TLI	0.930	>0.90
RMSEA	0.045	<0.08
SRMR	0.078	<0.08
PCLOSE	0.972	>0.50
RMR	0.071	<0.08

In addition Table 24 shows the correlation (0.584) between the two independent variables of process and leadership.

Table 23. Correlations

			Estimate
Leadership	<-->	Process	0.584

The Results of the Hypotheses Testing

Table 25 demonstrates the parameter estimates for both significant and insignificant paths in the model. The results of the hypotheses testing show that Hypothesis 1a and Hypothesis 1b are supported such that well-implemented change processes will lead to positive cognitive evaluations about change to positive affective responses to change, with path estimates of β=0.328 and β=0.214 respectively, showing that in terms of direct effects, process factors predict cognitive responses slightly more than positive affective responses. On the other hand, Hypothesis 1c has not been supported, meaning that well-implemented change process factors were not significantly related to negative affective responses to change.

Regarding leadership factors, since transformational leadership and LMX merged into a single factor of leadership factor, the previously hypothesized relationships in the form of H2a-1 and H2a-2 was interpreted as H2-a in a combined manner. Similarly, H2b-1 and H2b-2 were interpreted as H2-b in general. Accordingly, leadership factors were found to significantly and positively predict cognitive and positive affective responses to change, supporting Hypotheses 2a and 2b with standardized parameters of β=0.344 and β= 0.166 respectively. These results also indicated that the direct effect of leadership on cognitive responses is more than its direct effect on positive affect. On the other hand, Hypothesis 2c was not

supported since leadership factors were not found to have an influence on negative affective responses to change. Considering the significant relationship, it was seen that neither process nor leadership factors were antecedents of negative affect.

Comparing the direct effect of process and leadership on cognitive and positive affective responses to change, it was seen that process and leadership had approximately equal effect on cognitive responses β_p=0.328 and β_l=0.344, meaning that none of them is dominant in terms of influencing cognitive responses. In addition, process had a slightly larger effect on positive affect (β=0.214) than the effect of leadership (β=0.166). Also, leadership and process factors were found to be correlated with each other with an estimate of 0.584.

Considering the hypothesized relationships between cognitive and affective responses and attitudinal and behavioral reactions, namely commitment to, intention to support, and behavioral support for change, the Hypotheses 3a and 3b were supported such that positive cognitive responses to change were positively related to commitment to change (β=0.282) and positively related to intention to support change (β=0.307). However, Hypothesis 3c was not supported, because cognitive responses were not found to predict behavioral support for change. In addition, positive affect positively predicted intention to support change as hypothesized in Hypothesis 4b with an estimate of β=0.237. However, Hypotheses 4a and 4c were not supported, since the relationship between positive affect and commitment to change and positive affect and behavioral support for change were not significant. Regarding negative affective responses, all hypothesized relationships (Hypotheses 5a, 5b, and 5c) were supported. Negative affect was found to negatively predict commitment to change (β= - 0.407) and intention to support to change (β= - 0.226) as

hypothesized. However, despite the fact that the relationship in Hypothesis 5c was found to be significant, it was supported in the reverse direction of the hypothesis. In other words, whereas H5c proposed that negative affect would negatively predict behavioral support for change, the results of the hypotheses testing showed that negative affect was positively related to behavioral support with an estimate of β=0.170, rather than a negative relationship. In general, the the negative influence of negative affect on commitment to change was more dominant in absolute terms than the positive effect of cognitive evaluations. On the other hand, intention to support change was influenced by cognitive evaluations more than the absolute influence of negative affect on intention to support. These results proved dominance of negative affect over cognition for commitment to change, whereas cognition was more influential than negative affect for intention to support.

Regarding the relationship between cognitive responses to change and affective responses, Hypotheses 6a and 6b were both supported such that positive cognitive evaluations of change enhanced positive affective responses (β=0.490) and reduced negative affective responses (β= - 0.400). These results showed that the direct effect of cognition on positive affect was slightly more than its direct effect on negative affect. Also, this finding illustrated that although leadership and process factors do not have direct effect on negative affective responses to change, they have an indirect effect on negative affect via cognitive responses.

Finally, as hypothesized in Hypotheses 7a and 7b, it was supported that commitment to change positively related to intention to support change (β=0.150) and intention to support change was positively related to behavioral support for

change (β=0.309). These findings proved the hypothesized attitude, intention and behavior linkage.

The revised conceptual model with the significant path estimates can be seen in Figure 4.
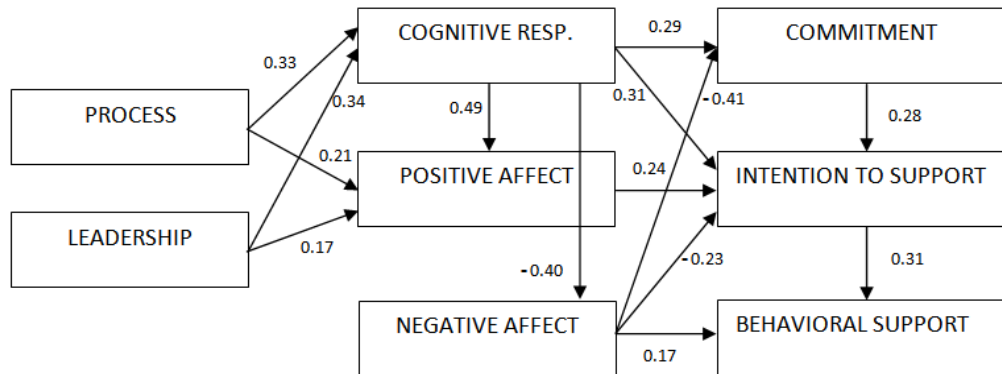
Figure 4. Revised conceptual model of the study

Table 24. Results of Hypotheses Testing

Hypothesis	Hypothesized Path	Non-standardized parameter estimate	Standardized parameter estimate	t Value	Results of Hypotheses Testing
1a	Process→ Cognitive responses	0.305	0.328	*4,727	Supported
1b	Process → Positive affective responses	0.256	0.214	*3,440	Supported
1c	Process → Negative affective responses	-0.035	-0.038	-0.468	Not supported
2a	Leadership→ Cognitive responses	0.321	0.344	*5,023	Supported
2b	Leadership → Positive affective responses	0.199	0.166	*2,739	Supported
2c	Leadership → Negative affective responses	0.002	0.002	0.031	Not supported
3a	Cognitive responses → Commitment	0.285	0.282	*4,256	Supported
3b	Cognitive responses → Intention	0.298	0.307	*3,847	Supported
3c	Cognitive responses → Support	0.056	0.064	0.836	Not supported
4a	Positive affective responses → Commitment	0.075	0.096	0.066	Not supported
4b	Positive affective responses → Intention	0.178	0.237	*3,309	Supported
4c	Positive affective responses → Support	0.063	0.093	1.182	Not supported
5a	Negative affective responses → Commitment	-0.414	-0.407	*-5,701	Supported
5b	Negative affective responses → Intention	-0.221	-0.226	*-3,614	Supported
5c	Negative affective responses → Support	0.150	0.170	*2,225	Supported**
6a	Cognitive responses → Positive affective responses	0.633	0.490	*7,680	Supported
6b	Cognitive responses → Negative affective responses	-0.397	-0.400	*-6,208	Supported
7a	Commitment→ Intention	0.144	0.150	*2,281	Supported
7b	Intention→ Support	0.279	0.309	*3,975	Supported

* = p < .05 (one-sided)
** Supported in the reverse (positive) direction

Controlling for Self efficacy

After specifying and testing the structural model without the control variable, another
model with the control variable, self efficacy has been tested. Figure 5 illustrates the
structural model without the control variable, self efficacy. The model fit indices
show that the model provides good fit ($\chi 2$ = 1735.046, df=1061, CMIN/DF= 1.635, p
< .01; CFI = 0.928; GFI = 0.810; TLI= 0.924; RMSEA = 0.046; and RMR = 0.069,
SRMR= 0.0766, PCLOSE= 0.958).
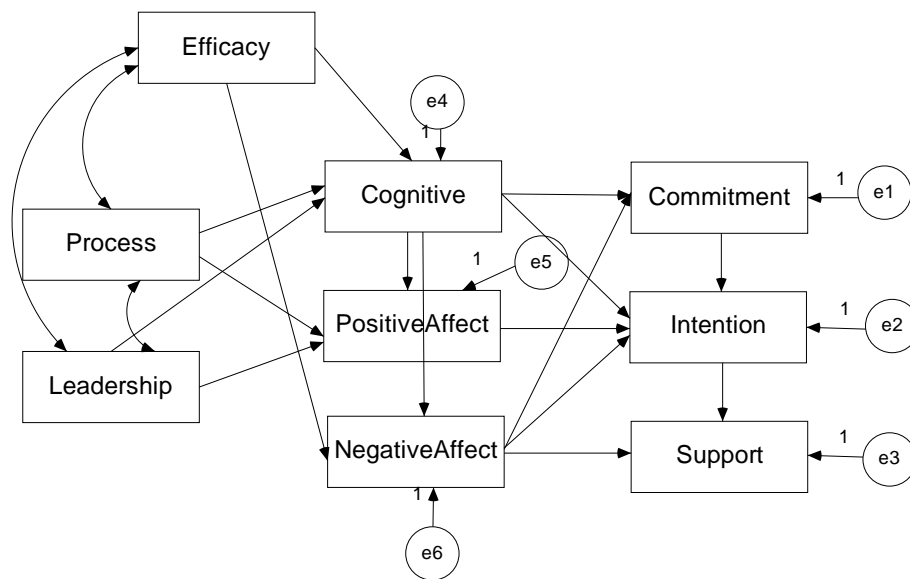
Figure 5. Structural equation model with control variable

Table 25. Results of Hypotheses Testing (SEM model with control variable)

Hypothesis	Hypothesized Path	Non-standardized parameter estimate	Standardized parameter estimate	t Value	Results of Hypotheses Testing
1a	Process→ Cognitive responses	0.283	0.304	*4.402	Supported
1b	Process → Positive affective responses	0.258	0.215	*3.456	Supported
1c	Process → Negative affective responses	-0.023	-0.026	-0.308	Not supported
2a	Leadership→ Cognitive responses	0.272	0.291	*4.172	Supported
2b	Leadership → Positive affective responses	0.200	0.166	*2.749	Supported
2c	Leadership → Negative affective responses	-0.051	-0.054	-0.693	Not supported
3a	Cognitive responses → Commitment	0.284	0.282	*4.261	Supported
3b	Cognitive responses → Intention	0.297	0.307	*3.875	Supported
3c	Cognitive responses → Support	0.054	0.062	0.830	Not supported
4a	Positive affective responses → Commitment	0.074	0.095	0.257	Not supported
4b	Positive affective responses → Intention	0.179	0.238	*3.330	Supported
4c	Positive affective responses → Support	0.061	0.090	1.176	Not supported
5a	Negative affective responses → Commitment	-0.417	-0.411	*-5.767	Supported
5b	Negative affective responses → Intention	-0.223	-0.228	*-3.648	Supported
5c	Negative affective responses → Support	0.147	0.167	*2.189	Supported**
6a	Cognitive responses → Positive affective responses	0.628	0.488	*7.658	Supported
6b	Cognitive responses → Negative affective responses	-0.296	-0.298	*-4.376	Supported
7a	Commitment→ Intention	0.142	0.148	*2.244	Supported
7b	Intention→ Support	0.278	0.308	*3.955	Supported
Control	Efficacy→ Cognitive responses	0.257	0183	*2,709	--
Control	Efficacy→ Positive affective responses	0.147	0.083	1.396	--
Control	Efficacy→ Negative affective responses	-0.365	-0.262	*-3.349	--

As the path estimates show in Table 26, when the control variable is added into the structural model, it is seen that self efficacy is found to be positively related to cognitive responses to change (β=0.257) and negatively related to negative responses to change (β=-0.365). Thus the impact of self efficacy is stronger on negative affect than cognitive responses. On the other hand, self efficacy was not significantly related to positive affective responses to change.

In addition, the structural model with the control variable included shows that even when individual difference of self efficacy is controlled for, the hypothesized paths among the constructs of interest follow the same significance structure. Table 27 and Table 28 further show the correlations between the independent variables, when the control variable is included, and the correlations between the constructs in the model respectively.

Table 26. Correlations (SEM model with the control variable)

			Estimate
Leadership	<-->	Insecurity	-,405
Process	<-->	Insecurity	-,495
Efficacy	<-->	Insecurity	-,239
Process	<-->	Leadership	,625
Efficacy	<-->	Leadership	,422
Efficacy	<-->	Process	,352

Table 27. Correlations between Constructs in the Model

	Insecurity	Leadership	Process	Efficacy	Cognitive	NegativeAffect	PositiveAffect	Commitment	Intention	Support
Insecurity	1,000									
Leadership	-,405	1,000								
Process	-,495	,625	1,000							
Efficacy	-,239	,422	,352	1,000						
Cognitive	-,451	,572	,575	,456	1,000					
Negative Affect	,393	-,257	-,275	-,447	-,436	1,000				
Positive Affect	-,439	,589	,619	,327	,739	-,338	1,000			
Commitment	-,285	,281	,249	,377	,494	-,587	,323	1,000		
Intention	-,453	,400	,411	,391	,674	-,551	,597	,533	1,000	
Support	-,285	,382	,390	,165	,348	,009	,376	,030	,216	1,000

Mediation Analysis

It is hypothesized that cognitive and affective responses to change mediate the relationship between process and leadership factors and the dependent variables of commitment to change, intention to support change, and behavioral support for change. In order to test the existence of mediation, there are different methodologies such as Baron and Kenny's (1986) steps for mediation; Sobel's test (1982), and the bootstrap method (Preacher & Hayes, 2004). Among those, the bootstrap method is becoming more popular and acceptable due to its strengths over the other two widely used methods, since it has as increased statistical power and does not require the normality assumption to be met (Preacher & Hayes, 2008).

For testing the hypothesized mediation in this study and the nature of it (full or partial mediation or indirect effect), bootstrapping in AMOS has been conducted. The bootstrapping method allows comparing the direct effects of the independent variables on the dependent variables with the indirect effects and direct effects when the mediator is included. Accordingly, the following rules apply to determine the existence and nature of the mediation relationship:

1- No mediation exists if indirect effect is not significant; and also if direct effect of independent variable on mediator is insignificant or if direct effect from mediator to the dependent variable is insignificant.

2- Indirect effects exist when both direct effects are not significant, but indirect effect is significant.

3- <u>Full mediation</u> exists if indirect effect is significant and direct effect (with mediator) is not significant, given the direct effects were significant prior to adding the mediator.

4- <u>Partial mediation</u> exists if direct effects (with mediator) and indirect effects are significant.

Table 29 and Table 30 show the direct, indirect, and direct with mediator effects between the independent variables (process and leadership) and dependent variables (commitment to change, intention to support change, and behavioral support for change) with cognitive and positive affective responses as the mediators. Since there is no significant direct effect of leadership and process on negative affective responses to change, there cannot be any kind of mediation relationship. Thus, negative affect has not been examined. According to the findings of bootstrapping, it is seen that process did not have a significant direct effect on commitment to change. However, after the mediators of cognitive responses or positive affective responses are added, there appears a significant indirect effect. Therefore, process affects commitment to change positively and indirectly through cognitive responses to change. Furthermore, it is found that cognitive and positive affective responses positively and fully mediate the relationship between process and intention to support change. Cognitive and positive affective responses to change also positively and fully mediate the relationship between leadership and commitment to and intention to support change.

Table 28. Results of Mediation Analyses for for Process Factors

Independent variable	Mediator variable	Dependent Variable	Direct effects	Indirect effects	Direct effects with mediator	Type of mediation
Process	Cognitive responses	Commitment to change	0.090	0.158***	0.072	Indirect effect
Process	Cognitive responses	Intention to support change	0.228**	0.196***	0.027	Full mediation
Process	Cognitive responses	Behavioral support for change	0.252***	0.021	0.189**	No mediation
Process	Positive affective responses	Commitment to change	0.090	0.080**	0.001	Indirect effect
Process	Positive affective responses	Intention to support change	0.228**	0.185***	0.042	Full mediation
Process	Positive affective responses	Behavioral support for change	0.252***	0.035	0.217**	No mediation

**p<0.05, *** p<0.01

Table 29. Results of Mediation Analyses for Leadership Factors

Independent variable	Mediator variable	Dependent Variable	Direct effects	Indirect effects	Direct effects with mediator	Type of mediation
Leadership	Cognitive responses	Commitment to change	0.207**	0.165***	0.041	Full mediation
Leadership	Cognitive responses	Intention to support change	0.235**	0.205***	0.027	Full mediation
Leadership	Cognitive responses	Behavioral support for change	0.234**	0.022	0.174**	No mediation
Leadership	Positive affective responses	Commitment to change	0.207**	0.072***	0.137**	Full mediation
Leadership	Positive affective responses	Intention to support change	0.235**	0.166***	0.069	Full mediation
Leadership	Positive affective responses	Behavioral support for change	0.234**	0.031	0.202**	No mediation

**p<0.05, *** p<0.01

Multi-group Moderation Analysis

The aim of multi-group moderation is to determine if relationships hypothesized in a model will differ based on the value of moderator (job insecurity). It is hypothesized that the relationship between cognitive and affective responses to change will differ across groups who feel secure and insecure about their jobs. Furthermore, it is hypothesized that the impact of cognitive and affective responses on commitment to change, intention to support change, and behavioral support for change will differ across these two groups. In order to test the existence of the hypothesized multi group moderation of job insecurity, job insecurity variable is converted into a categorical value based on the mean value of 2. Then, the data set is split into two subsamples across this categorical variable, consisting of secure (n=204) and insecure (n=98) groups of respondents. After that, the structural model of the study (Figure 3) has been tested with each set of data. To find out the differences between groups, critical ratios pair wise comparison matrix in AMOS, where every possible parameter in the model is compared against both groups (secure and insecure) has been used. A significant z- score in that comparison indicates a significant difference between groups for that path. A significant difference is indicated by a critical ratio greater than 1.65 for 90% confidence, 1.96 for 95%, and 2.58 for 99% (Bryne, 2010). Table 31 shows the unstandardized regression estimates and the z scores for both groups. The significant z scores are found on two paths. This finding implies that job insecurity moderates the relationship between cognitive and negative responses to change such that in the insecure group consisting of respondents who feel insecure about the future of their jobs, the negative relation between cognitive responses to

change and negative affect is stronger (β_i=-0.480, p<0.000) than the secure group (β_s=-0.167, p<0.05). Thus, regarding the moderating role of job insecurity, Hypothesis 8b is supported. It is also found that job insecurity moderates the relationship between negative affect and commitment such that the negative relation is strengthened in the insecure group (βi= - 0.453, p<0.05) compared to the secure group (β_s= - 0.386, p<0.00). Therefore Hypothesis 11a is supported.

On the other hand, regarding the moderation of job insecurity, Hypotheses 8a, 9a, 9b, 9c, 10a, 10b, 10c, 11b, and 11c are rejeceted since the relationships showed no significance across secure and insecure groups for those paths. Overall, job insecurity has a limited role in moderating the relations.

Table 30. Results of Multi-group Moderation Analysis

			insecure			secure			
			Unstd. Estimate	Std. Estimate	P	Unstd. Estimate	Std. Estimate	P	z-score
Process	→	Cognitive	0,251	0,226	0,050	0,283	0,308	0,000	0,211
Leadership	→	Cognitive	0,292	0,283	0,013	0,333	0,36	0,000	0,287
Cognitive	→	Negative affect	-0,415	-0,48	0,000	-0,178	-0,167	0,035	1,845*
Process	→	Positive affect	0,293	0,231	0,014	0,175	0,152	0,078	-0,767
Leadership	→	Positive affect	0,094	0,08	0,387	0,314	0,272	0,002	1,503
Cognitive	→	Positive affect	0,661	0,579	0,000	0,449	0,359	0,000	-1,366
Cognitive	→	Commitment	0,215	0,449	0,000	0,304	0,208	0,007	0,685
Negative affect	→	Commitment	-0,250	-0,453	0,001	-0,528	-0,386	0,000	-2,026**
Cognitive	→	Intention	0,312	0,401	0,010	0,270	0,25	0,007	-0,265
Positive affect	→	Intention	0,107	0,157	0,188	0,199	0,23	0,009	0,818
Negative affect	→	Intention	-0,173	-0,193	0,126	-0,232	-0,229	0,004	-0,419
Commitment	→	Intention	0,148	0,091	0,571	0,129	0,174	0,033	-0,073
Negative affect	→	Support	0,201	0,289	0,035	0,154	0,151	0,082	-0,363
Intention	→	Support	0,091	0,117	0,365	0,290	0,288	0,001	1,478

 ** p<0.05; * p<0.10

Further Analysis

Leadership and Cognitive and Affective Responses to Change

The results of the study 1 broadly showed that leadership has influence on both cognitive and positive affective responses to change with equal weights. In other words, leaders have an equal effect on change recipients' evaluations of the change both cognitively and affectively. However, since the factor structure of the proposed model did not differentiate between LMX and transformational leadership or among the sub-dimensions of transformational leadership, the construct was treated as uni-dimensional and its relationship to other constructs in the proposed model has been examined as a single leadership dimension. Naturally, with a single dimension, it was not possible to see the differential effects of transformational leadership and LMX on cognitive and affective responses to change. Similarly, it was not possible to differentiate which dimensions of transformational leadership led to cognitive responses; which ones influenced affective responses, and whether there was a difference between dimensions regarding their effect on these responses.

For having an in depth examination of the data and to see if there exist differential effects of transformational leadership and LMX on cognitive and affective responses to change, multiple regression analysis has been conducted. The purpose of these further analyses is indepth exploration of results rather than hypothesis testing. As shown in Table 32, the results of the regression analysis showed that both transformational leadership (β= 0.303; t=4.010; p<0.000) and LMX (β= 0.295; t=3.898; p<0.000) were found to have a significant positive influence on

cognitive responses to change. The model was significant (F=69.298, p<0.000) and had an R^2 value of 0.317. In addition, transformational leadership and LMX were significantly related to positive affective responses to change (β= 0.404; t=5.332; p<0.000 and β= 0.186; t=2.462; p<0.000). The model was significant (F=68.466, p<000) with an R^2 value of 0.314. Finally, regarding negative affective responses, LMX had a significant effect (β= - 0.187; t= - 2.144; p<0.05), whereas transformational leadership had no significant influence on negative affect. The model had an R^2 of 0.087 and was significant at 99% (F=14.279).

In addition to the distinction between LMX and transformational leadership, the sub dimensions specified for transformational leadership in the literature (idealized influence-attributed and behavior, inspirational motivation, individual consideration, and intellectual stimulation) have further been investigated separately. Since the measure used for transformational leadership was a well established scale (MLQ short form), the items were summated according to the original scale items in the literature in order to form the sub dimensions for the purposes of this in depth examination. The reliability of the scales for each sub dimension is shown in Table 33. All reliability scores are above 0.70 and thus satisfactory.

Table 31. Regression Analysis Results- LMX and Transformational Leadership

Dependent variable	Independent variables	Unstandardized Coefficients		Standardized Coefficients						
		B	Std. Error	Beta	t	Sig.	R^2	Adj. R^2	F	Sig.
Cognitive Responses										
	Constant	1.447	0.200		7.248	0.000	0.563	0.312	69.298	0.000
	LMX	0.294	0.076	0.295	3.898	0.000				
	Transformational leader	0.325	0.081	0.303	4.010	0.000				
Positive Affective Responses										
	Constant	0.265	0.268		0.988	0.324	0.560	0.314	68.466	0.000
	LMX	0.250	0.101	0.186	2.462	0.014				
	Transformational leader	0.580	0.109	0.404	5.332	0.000				
Negative Affective Responses										
	Constant	3.135	0.260		12.078		0.087	0.081	14.279	0.000
	LMX	-0.210	0.098	-0.187	-2.144					
	Transformational leader	-0.152	0.105	-0.125	-1.437					

Table 32. Reliability Scores for Transformational Leadership Sub-scales

	Cronbach's Alpha	No of items
Idealized influence (behavior)	0.764	4
Idealized influence (attributed)	0.850	4
Inspirational motivation	0.808	4
Intellectual stimulation	0.824	4
Individual consideration	0.843	4

Multiple regression analysis has been conducted for the four sub dimensions of transformational leadership on cognitive and affective responses to change. The results of the regression analysis have been summarized in Table 34. Regarding the influence of the dimensions on cognitive responses to change, intellectual stimulation was found to have a significant effect on cognitive evaluations (β= 0.301, t=2.972, p<0.05). In other words, leader's behaviors such as suggesting new solutions and approaches for challenges and problems, providing guidance on different ways to complete the given tasks, and seeking different perspectives to solve problems have a positive influence on how change recipients evaluate change cognitively, regarding its benefits, necessity and appropriateness. Thus, intellectual stimulation, as expected, leads employees to think about the change and its rationale from different perspectives. The model was significant (F=25.180, p<0.000) with an R^2 value of 0.298.

On the other hand, when the dimensions of transformational leadership is investigated regarding positive affective responses to change, it is found that individual consideration has a significant influence with a beta coefficient of 0.250 (t=2.359, p<0.05). Thus, it is found that leaders behavior comprising of behaviors such as teaching and coaching, treating employees as individuals, rather than just

126

team members, caring about the needs and expectations of subordinates, and helping them develop their strengths have a positive effect on the positive emotions and moods that the employees feel about the change. The model was significant (F=25.839, p<0.000) with an R^2 value of 0.304.

Change Processes and Cognitive and Affective Responses to Change

The results of the study showed that, similar to leadership, change process has equal influence on both cognitive and positive affective responses to change. More specifically, change implementation processes such as the quality, adequacy, timeliness of communication, having the opportunity to have a voice on the decision and being able to participate in the process, receiving training about the change, and overall how fairly these processes were applied affected how the employees think and feel about the change. Process factor, involving the specified communication, participation, training, and procedural justice items also appeared as a single factor, which reflected the overall implementation of the process. However, for the purposes of examining further and investigating the differential effects of these four themes in the change process on cognitive and affective responses, a separate analysis has been conducted. The items belonging to each category have been summated. The reliability of the scales for each sub dimension is shown in Table 35. All reliability scores are well above 0.70, providing satisfactory internal consistency.

Table 33. Regression Analysis Results- Transformational Leadership Sub-dimensions

Dependent variable	Independent variables	Unstandardized Coefficients		Standardized Coefficients						
Cognitive Responses		B	Std. Error	Beta	t	Sig.	R^2	Adj. R^2	F	Sig.
	Constant	1,671	0.209		8.011	0.000	0.298	0.287	25.180	0.000
	Idealized influence (B)	-0.022	0.109	-0.021	-0.204	0.838				
	Idealized influence (A)	0.142	0.095	0.151	1.485	0.139				
	Inspirational motivation	-0.043	0.092	0.044	-0.472	0.638				
	Intellectual stimulation	0.308	0.104	0.301	2.972	0.003				
	Individual consideration	0.172	0.098	0.187	1.758	0.080				
Positive Affective Responses										
	Constant	0.482	0.278		1.731	0.085	0.304	0.292	25.839	0.000
	Idealized influence (B)	0.082	0.146	0.057	0.563	0.574				
	Idealized influence (A)	0.140	0.127	0.112	1.101	0.272				
	Inspirational motivation	0.127	0.122	0.096	1.042	0.298				
	Intellectual stimulation	0.110	0.138	0.080	0.799	0.425				
	Individual consideration	0.307	0.130	0.250	2.359	0.019				

Table 34. Reliability Scores for Change Process Factors

	Cronbach's Alpha	No of items
Communication	0.919	6
Participation	0.843	3
Training	0.932	3
Procedural justice	0.900	6

After that, a multiple regression analysis has been conducted on cognitive and affective responses. The results of the regression analysis are displayed in Table 36. Consequently, it is seen that communication, participation, and procedural justice have significant effect on cognitive responses to change, with beta coefficients of 0.183 (t=2.241, p<0.05), 0.191 (t=2.587, p<0.05), and 0.258 (t=3.569, p<0.000) respectively. Therefore, employees who receive high quality, timely and sufficient information; who have the opportunity to be engaged with the process, and who think that the processes are conducted in a fair manner develop more positive change beliefs. In addition, among these three sub dimensions, procedural justice has a higher effect on cognitive evaluations regarding the benefits, necessity, and appropriateness of the change. On the other hand, training was not found to have a significant effect on cognitive evaluations. The model was significant (F=35.523, p<0.000) with an R^2 value of 0.305.

Investigating specifically the relationship between the process factors and positive affective responses to change, communication and procedural justice are significantly related to positive affect with beta coefficients of 0.226 (t=2.898, p<0.05)and 0.289 (t=4.194, p<0.000) respectively. Accordingly, these two aspects of change implementation are influential on creating positive feelings in change recipients. The model was significant (F=43.359, p<0.000) with an R^2 value of 0.369.

Table 35. Regression Analysis Results- Change Processes Sub-dimensions

Dependent variable	Independent variables	Unstandardized Coefficients		Standardized Coefficients			R^2	Adj. R^2	F	Sig.
		B	Std. Error	Beta	t	Sig.				
Cognitive Responses										
	Constant	1.795	.179		10.046	.000	0.305	0.360	35.523	0.000
	Communication	.162	.072	.183	2.241	.026				
	Participation	.151	.058	.191	2.587	.010				
	Training	-.009	.050	-.013	-.170	.865				
	Procedural justice	.246	.069	.258	3.569	.000				
Positive Affective Responses										
	Constant	.511	.228		2.243	.026	0.369	0.360	43.359	0.000
	Communication	.267	.092	.226	2.898	.004				
	Participation	.131	.075	.124	1.762	.079				
	Training	.041	.064	.046	.645	.520				
	Procedural justice	.369	.088	.289	4.194	.000				

<center>Group Differences</center>

For further analyses, group differences for mean scores of all variables of interest (process, leadership, cognitive responses, positive affective responses, negative affective responses, commitment to change, intention to support change, behavioral support for change, job insecurity, and self efficacy) have been tested via t-tests and one way ANOVA regarding demographic variables such as gender, age , level of education, and total years of experience in the organization and contextual variables such as change index (number of changes conducted), type of change, size of the organization, and job insecurity. The summarized results for only significant results are shown in Tables 36-43 for each group difference.

Gender

Results of the t tests conducted to find out the group differences between males and females show that males have higher mean scores in terms of their cognitive responses (t=-1.822), positive affect (t= -2.244), intention to support change (t= -1.958), and behavioral support change (t= -2.515), whereas females are found to feel more job insecurity compared to males (t=3.447). The significant differences and the relevant mean scores are shown in Table 37.

<center>131</center>

Table 36. Group Differences across Gender

	Gender	N	Mean	Std. Deviation	Std. Error	t -value	Sig. (2- tailed)
COGNITIVE REACTIONS	Female	117	3.67	.702	.0649	-1.822	0.071
	Male	185	3.82	.691	.0508		
POSITIVE AFFECT	Female	117	3.20	1.005	.0929	-2.244	0.026
	Male	185	3.45	.942	.0692		
INTENTION TO SUPPORT	Female	117	3.84	.780	.0721	-1.958	0.051
	Male	185	4.01	.688	.0506		
BEHAVIORAL SUPPORT	Female	117	3.84	.614	.0568	-2.515	0.012
	Male	185	4.01	.525	.0386		
JOB INSECURITY	Female	117	2.12	.887	.0820	3.447	0.001
	Male	185	1.79	.777	.0571		

Age Group

Respondents' ages have been categorized under the three broad groups of 18-25, 26-35 and over 35. A one-way ANOVA has been conducted to compare the means across these three groups of ages. The results (Table 38) show that the only significant difference (F=4.857, p<0.05) across groups appear for self efficacy such that both 18-25 and 26-35 age groups have significantly higher mean scores for self efficacy ($\bar{X}$= 4.18 and $\bar{X}$= 4.09 respectively) when compared to the over 35 age group ($\bar{X}$=3.88).

Table 37. Group Differences across Age Group

	Age group	N	Mean	Std. Deviation	Std. Error	F	Sig. (2- tailed)
SELF EFFICACY	18-25	38	4.18	.613	.09958	4.857	0.008
	26-35	165	4.09	.587	.04577		
	over 35	99	3.88	.625	.06282		

<u>Education</u>

Respondents' level of education has been categorized as two groups of less than under-graduate degree and undergraduate degree or higher. The t tests for comparing the group mean scores revealed (Table 39) that the only significant difference between groups (t=1.683, p<0.10) exist in terms of positive affect such that respondents with less than an undergraduate degree have stated higher levels of positive affect ($\bar{X}$=3.48, p<0.10) when compared to the respondent with higher levels of education ($\bar{X}$=3.28).

Table 38. Group Differences across Level of Education

	Education	N	Mean	Std. Deviation	Std. Error	t-value	Sig. (2- tailed)
POSITIVE AFFECT	Less than	104	3.48	.933	.09150	1.683	0.088
	Undergrad and more	198	3.28	.989	.07033		

<u>Tenure</u>

Respondents' tenure (total years of work experience in their current organization) has been classified under three categories: 0-3 years, 3-8 years and more than 8 years. To compare the group means for the variables of interest across these three groups, one way ANOVA has been conducted. The findings (Table 40) show that respondents who belonged to the first group (up to 3 years of experience in the organization) evaluated the change process and leadership during change with higher mean scores ($\bar{X}_P$=3.55, $\bar{X}_L$=3.83) than both the second group and the third group of respondents who had more than 3 years of work experience in the organization ($\bar{X}_P$=3.33, $\bar{X}_L$=3.61 and $\bar{X}_P$=3.19, $\bar{X}_L$=3.67 respectively). In addition, the respondents in the first

133

and second groups had higher mean scores for positive affect ($\bar{X}$=3.42 and $\bar{X}$=3.34 respectively) compared to the third group who had more than 8 years of experience in the organization ($\bar{X}$=2.81). These two groups also had higher mean scores regarding behavioral support for change ($\bar{X}$=3.95 and $\bar{X}$=4.04) compared to the third group ($\bar{X}$=3.59).

Table 39. Group Differences across Tenure

	Tenure	N	Mean	Std.	Std. Error	F	Sig. (2- tailed)
LEADERSHIP	0-3 years	199	3.82	.589	.04178	6.839	0.001
	3-8 years	81	3.61	.705	.07834		
	more than 8 years	22	3.37	.946	.20171		
PROCESS	0-3 years	199	3.55	.729	.05171	3.566	0.029
	3-8 years	81	3.33	.899	.09989		
	more than 8 years	22	3.19	1.036	.22100		
POSITIVE AFFECT	0-3 years	199	3.42	.860	.06103	3.951	0.020
	3-8 years	81	3.34	1.119	.12441		
	more than 8 years	22	2.81	1.213	.25868		
BEHAVIORAL SUPPORT	0-3 years	199	3.95	.557	.03950	5.587	0.004
	3-8 years	81	4.04	.5455	.06062		
	more than 8 years	22	3.59	.615	.13116		

Change Index

Respondents were asked to state the specific changes such as new job description, new office, new colleagues, and new manager during the change process that their organization was going through. Then change index was calculated by the total number of changes. Respondents who experienced up to five changes were categorized to have low change index and at least five changes or more were categorized as high change index. The results of the t-test conducted to compare the mean scores of low and high change index groups showed that respondents in the high change index group, in other words employees who were going through more

134

number of changes in their organization, had higher scores for change processes (t=-2.537, p<0.05). In addition, this group had significantly higher mean scores for their cognitive (t=-2.963, p<0.05) and positive affective (t=-2.391, p<0.05) evaluations towards the change as well as a significantly higher mean score for intention to support the change (t=-3.231, p<0.005) compared to the low change index group (Table 41).

Table 40. Group Differences across Change Index

	Change index	N	Mean	Std.	Std. Error	t-value	Sig. (2- tailed)
PROCESS	Low	235	3.40	.825	.05385	-2.537	0.012
	High	67	3.69	.712	.08710		
COGNITIVE RESPONSES	Low	235	3.70	.714	.04660	-2.963	0.003
	High	67	3.98	.593	.07245		
POSITIVE AFFECT	Low	235	3.28	.984	.06424	-2.391	0.017
	High	67	3.60	.896	.10948		
INTENTION TO SUPPORT	Low	235	3.87	.735	.04795	-3.231	0.001
	High	67	4.19	.652	.07977		

Type of Change

Different types of changes lead to different perceptions of change recipients, and as a result, cause diverse cognitive and affective responses leading to attitudinal and behavioral reactions to change. Hence, it is expected that a radical and large scale change aiming to transform the whole organization, like in the cases of mergers and acquisitions, bears very different reactions to change than an incremental change that focuses on slight improvements in processes in the organization. The t test results comparing mergers and acquisitions and downsizing against all other types of changes show that (Table 42) leadership was evaluated with significantly higher mean scores (t=2.013, p<0.05) in M&As and downsizing group ($\bar{X}$=3.81) compared

to the mean score of other types of changes ($\bar{X}$=3.65). In addition, behavioral support had a significantly higher mean score (t=2.199, p<0.05) for M&As and downsizing group ($\bar{X}$=4.01) compared to other types of change group ($\bar{X}$=3.87).

Table 41. Group Differences across Type of Change

	Type of	N	Mean	Std.	Std. Error Mean	t-value	Sig. (2- tailed)
LEADERSHIP	M&A	160	3.81	.551	.04358	2.013	0.045
	Others	142	3.65	.767	.06441		
BEHAVIORAL SUPPORT	M&A	160	4.01	.504	.03988	2.199	0.029
	Others	142	3.87	.623	.05228		

<u>Size of the Organization</u>

While organization size can be defined by number of employees or by revenues, number of employees in the organization is argued to be a commonly preferred and theoretically justified measure (Kimberly, 1976). This study also measures organizational size by the number of employees. Organizations which had less than 50 employees were categorized as small sized whereas those with 50 employees or more were categorized as medium sized firms. As seen in Table 43, according to the mean score comparison across these groups, t test results showed that in medium sized organizations, employees had significantly higher scores (t=-2.762, p<0.05) for cognitive responses to change ($\bar{X}$=3.91) and intention to support change (t=-1.844, p<0.10) ($\bar{X}$=4.04) compared to the employees in small sized organizations ($\bar{X}$=3.68 and $\bar{X}$=3.88 respectively). Also, employees in small sized organizations felt higher negative affect (t=3.560, p<0.000, $\bar{X}$=1.92) compared to medium sized organizations' employees ($\bar{X}$=1.58).

136

Table 42. Group Differences across Size of the Organization

	Size of org.	N	Mean	Std. Deviation	Std. Error	t-value	Sig. (2- tailed)
COGNITIVE RESPONSES	Small	195	3.68	.720	.05162	-2.762	0.006
	Medium	107	3.91	.632	.06112		
NEGATIVE AFFECT	Small	195	1.92	.870	.06234	3.560	0.000
	Medium	107	1.58	.658	.06364		
INTENTION TO SUPPORT	Small	195	3.88	.766	.05487	-1.844	0.054
	Medium	107	4.04	.645	.06244		

Following the results of Study 1, the next chapter is devoted to Study 2, which

provides a detailed picture to complement the finding of Study 1.

CHAPTER 6

STUDY 2

This chapter covers the aim and background of Study 2, followed by the research

design and methodology employed in study, and concludes by the results of data

analyses and hypotheses testing.

Aim of the Study

The previous literature puts emphasis on the importance of the role of leadership for

the success of change (e.g. Kanter et al. 1992; Nadler & Tushman, 1989). In

addition, besides leadership, the essentiality of management and implementation of

change processes has attracted attention of numerous researchers (Oreg et al., 2011).

The results of Study 1 confirmed these previous findings by showing that both

leadership and process factors of change are crucial in shaping the positive and

negative reactions to change, by influencing cognitive and affective evaluations of

change recipients about the change.

Based on these findings, considering the importance of change

communication as a part of the change process, this time Study 2 aims to take

another perspective and examine this change related issue more specifically. Change

communication is a vital aspect of how the change is implemented (Schweiger &

DeNisi, 1991). While planning change communication, it is important for a change

agent to craft an appropriate change message which will appeal to both logic and

emotions and which will lead to the desired evaluations about change (Armenakis et al., 1993; Fox & Amichai-Hamburger, 2001).

Bearing in mind the role of leaders during periods of change, not only good message content, but also how the leader conveys the message to the change recipients is expected to make a difference. Therefore, Study 2 specifically examines the content and communication of a change message and its influence on outcome variables of cognitive and affective responses to change, commitment to change, and behavioral support for change. Since job insecurity plays some role in different reactions to change, job insecurity is also included as a variable of interest as the change context.

Study 2 is an experimental vignette study which is based on a 2 x 2 x 2 factorial design resulting in eight different change scenarios. Participants were randomly assigned to one of the eight scenarios which varied by change message content (rational versus emotional appeal), change message delivery (charismatic versus non charismatic), and change context (job insecurity versus job security). The type of change used in the scenarios has been selected as a merger, since mergers and acquisitions are considered more salient and significant types of changes. The main objective of study 2 is to assess the impact of these experimental treatments on cognitive and affective responses, commitment to change and behavioral support for change.

Background of the Study

Change Message

Armenakis et al. (1993) have suggested that the primary mechanism for creating readiness for change is the message for change. It is through such communication that persuasion can occur. Furthermore, Armenakis et al. (1999) stated that change message delivered by the change agent fosters perceptions of support and guides the sensemaking process. In previous studies, both the content of the message and how it is delivered and communicated have been identified as very important factors in the effectiveness of the message (Westley & Mintzberg, 1991). Graetz's (2000) has emphasized the importance of conveying the right message, both in terms of content and conveyance, emphasizing the necessity of appropriate level of enthusiasm and vigor. Although its importance has been documented, managing the change message within the field of change management has been criticized by receiving little attention (Butcher & Atkinson, 2001) and more research has been called for in this area.

Communication has a rational and an emotional component (Fox & Amichai-Hamburger, 2001). The language in the change message content and delivery style has been found to possess the ability to appeal to both emotions and logic (Pfeffer, 1981; Edelman, 1964). Amis& Aissaoui (2013) highlight the importance of both emotional appeals and rational argumentation in persuading an audience in implementing a change. Fox & Amichai-Hamburger (2001) criticize that during an organizational change initiative, managers usually emphasize the cognitive aspects of

persuasion by focusing on rational arguments. They suggest that emotional elements of persuasion should also be used since emotional appeals may be even more powerful in persuasion in organizational change contexts.

Communication has both rational and emotional elements. Rational elements of communication are related to the cognitive aspects of the message. It is suggested that rational appeal involves explanations about the necessity and urgency of change, the problems with the present situation, and the foreseen benefits and outcomes of the change (Armenakis at al., 1993; Fox & Amichai-Hamburger, 2001). The rational appeal in a communication is expected to have a domino effect on the individual's attitude towards the change such that the way employees think about the change will affect how they feel about the change, and consequently in how they act about the change (Fox & Amichai-Hamburger, 2001).

However, while some types of behavior may be cognitively driven, some behavior may also be affective driven since we do not act basically and totally based upon rational thoughts. Therefore, the emotional element in communication is also crucial. According to Fox & Amichai-Hamburger (2001), while cognitive aspects involve arguments, information, words, numbers, analysis; emotional aspects involve colors, atmosphere, music, voice, sensation, and feelings related to ego involvement and motivation. An emotional appeal is argued to involve five main components. The first component is the core message which involves emotional arguments and metaphors. Emotional arguments refer to the negative emotions associated with the present situation such as unpleasant working environment, threat, and risk, and positive feelings that are associated with the outcomes of the change such as happiness, relief, success, and progress. Furthermore, metaphors are integrated into

141

these arguments in order to evoke emotions and enforce persuasion. The next component is how the message will be packaged. The package is concerned with how the message is conveyed. For example, slogans, pictures, and music create an emotional mode of communication. Moreover, displaying emotions, such as enthusiasm, pride, and optimism while delivering the message, contributes to the effectiveness of the message (Briner, 1999). Transformational leaders use nonverbal cues such as varying tone and pitch of voice, open body postures, facial expressions, and confident body language to reinforce the content of their verbal messages. Characteristics of the change leaders and how they interact with their audience are the two other components of an emotional appeal.

Content versus Delivery of Change Message

Change message content serves as a guide for change recipient sensemaking (Weick, 1995). The content of the speeches designed to communicate the vision to followers has been found extremely important in gaining follower acceptance of and commitment. However besides how the content is shaped, how it is delivered is also important. Delivery style can be charismatic or non charismatic. Leaders with charismatic communication style, specifically charismatic and transformational leaders, have been characterized to display powerful nonverbal cues by having lively facial expressions, speaking with a captivating voice tone; making direct eye contact; and having a confident communication style (Bass, 1985; Conger, 1989; House, Woycke, & Fodor, 1988; Howell & Frost, 1989).

Many previous studies have employed experiments to examine the effectiveness of content versus delivery of a message. Howell and Frost (1989)

manipulated leadership by professional actors who portrayed charismatic, structuring, or considerate leadership styles via different verbal and non-verbal behaviors. The charismatic leadership presentation involved lively expressions, changes in tone of the voice, eye contact, and confident posture. Subordinates that were exposed to charismatic leaders had higher levels of task performance and task satisfaction, and lower levels of role conflict. In another study, Holladay and Coombs (1993) kept the content of a speech constant while manipulating the delivery style via posture, voice, eye contact, and posture. Strong delivery manipulation was found to be associated more with perceptions of charisma. Holladay and Coombs (1994) conducted a second study by manipulating both visionary content and delivery. Content was either a charismatic or non-charismatic message. Charismatic content and strong delivery was related to perceptions of charisma significantly more than with non-charismatic content and weak delivery style. In addition, effects of delivery were more salient than content. Kirkpatrick and Locke (1996) manipulated both vision and delivery as communication style of either charismatic or non-charismatic. This study found significant effects of visionary content whereas no effect of delivery style was found. Awamleh & Gardner (1999) manipulated the speech content and delivery by a professional actor videotaped. Delivery style was found to be a major determinant of perceived leader charisma and effectiveness. In another experiment conducted by Johnson & Dipboye (2008), participants were told that they were listening to a live speech by their boss. Both the content and delivery of the leader's speech were manipulated. In that study, content was found to be more important than expressive delivery in improving follower performance.

This study aims to contribute to the ambiguity in literature regarding the controversy of content versus delivery.

Research Design and Methodology

This section presents the research objectives of study 2, followed by the explanation of methodological issues, consisting of measurement scales, sample, and data collection.

Each research method has its own strengths and flaws. In order to back up limitations inherent in a certain method, combination of different methodologies, called triangulation, is strongly recommended (McGrath, 1982; Scandura & Williams, 2000). Using mixed methods as complementing each other allows a researcher to capture a more complete and holistic picture of variables of interest (Jick, 1979).

One limitation of cross sectional studies is that they cannot identify the causality in relationships between variables of interest (Spector, 1994). An experimental study is a powerful alternative to overcome this weakness.

Study 2 is a vignette based experimental study which is based on scenarios describing a hypothetical organizational change situation. This technique has proven to be applied successfully in many previous studies (Devos et al., 2007; Giessner, Viki, Otten, Terry, & Tauber, 2006; Mottola, Bachman, Gaertner, & Dovidio, 1997; Rentsch & Schneider, 1991; van Oudenhoven & de Boer, 1995).

Vignettes are defined as short descriptions of a situation which contain precise references to what are considered as important factors in decision-making

144

processes of the respondents (Alexander & Becker, 1978). In such an experimental simulation study, independent variables are systematically varied in different vignettes. Then, respondents are assigned to different vignettes and considering the given scenario, they are asked to answer questions about the dependent variable(s).

Experimental simulations have the advantage of yielding excellent internal validity. Also when studying causal linkages, it is a good alternative to longitudinal designs which can be more resource consuming (Devos et al., 2007). Furthermore, vignette studies as an experimental method, have the advantage of being able to isolate and alter several factors under controlled conditions (Starmer, 1999). They also allow for more real life role play as opposed to artificial laboratory experiments (Hughes, 1998). However, one drawback associated with vignettes is that the participants may not be emotionally involved in a hypothetical situation as opposed to a real one, because the situation has less direct personal relevance for them. Therefore it is important to bear in mind that this can be a more conservative test of the model.

Avolio and his colleagues (2009), in their meta-analytic review of the experimental leadership research, have summarized the type leadership interventions used in previous studies. Accordingly, it was found that leadership was manipulated through the use of actors trained to display certain leadership styles, providing participants with scenarios or vignettes of specific leadership styles, presenting audio or video taped speeches, or training and developing leaders to act in certain styles. This study uses the leadership intervention via a tape recorded voice of leader speech which varied across different groups in terms of content, delivery style, and job insecurity context.

145

Research Design

<u>Sample</u>

Conducting this simulation with a student participant group would involve limitations due to their lack of professional experience in an organizational setting. Thus it would be difficult and potentially unrealistic for students to assume themselves in such an organizational change scenario. So the participants were selected as employees with at least two years of full time work experience in a corporate setting so that they could be more familiar with the dynamics of organizations and could more easily and realistically visualize such a change scenario. Participants were 200 white collar workers from different organizations. Each participant was randomly assigned to one of the eight scenarios, with 25 participants in each group. Table 44 demonstrates the demographic profile of the respondents. Gender was controlled to be equivalent across groups and in total females and males had an equal distribution. Furthermore, 50.5 % of the respondents consisted of high school graduates, whereas 49.5 % had at least undergraduate degrees. Respondents had an average age of 31.3, ranging from 20 to 63. Also, they had an average of 9.9 years of total full time work experience, ranging from a minimum of 2 years of work experience to a maximum of 43 years. In addition, when the participants were asked regarding their previous experiences regarding a major change event in their organizations, 70% declared that the organization they worked for had gone through at least one type of change intervention. On the other

146

hand, 30% of the respondents had not experienced a major change in their organizations.

Table 43. Sample Characteristics (n=200)

Gender	(%)	Education	(%)	Age (mean)
Female	49.5	High school	50.5	31.3 years
Male	50.5	Undergraduate	44.0	min= 20 years
		Post-graduate	5.5	max=63 years
Work experience (mean)		Change experience	(%)	
9.9 years		Yes	70	
min=2 years		No	30	

Design of the Study

In this study, participants were randomly assigned to one of the eight scenarios which varied by change message content (rational versus emotional appeal), change message delivery (charismatic versus non charismatic), and change context (job insecurity versus job security). The respondents were first given brief information about a hypothetical merger scenario and they were asked to consider themselves as an employee of that organization that has merged with another organization. This brief information was exactly the same across all groups, and indicated that their firm had to merge with another firm due to financial difficulties, 51% stake was transferred to the new organization, and they would continue their operations under the umbrella of the organization they merged with. Assuming themselves as an employee, they were then asked to listen to the voice recording of their hypothetical manager, announcing them the details about this change process. In terms of being realistic, the general format of a real merger announcement was adopted and

suitability of the content to a real change announcement was validated by two experts, one of them being a change consultant and the other being a top manager in an organization. Afterwards, again considering themselves as an employee in that organization, the respondents were asked to complete a survey.

Preparation of vignettes has gone through a careful step by step process. At the pre design stage information has been gathered regarding the context by seeking real life merger announcements and relevant change messages. At the design stage, as recommended by Trentin, Salvador, Forza and Rungtusanatham (2011), the principle of form postponement has been applied. According to this principle, a vignette should have two separate but related modules of information: a common module and an experimental cues module. The common module consists of the general information which is consistent for all respondents, whereas the experimental cues module of the vignette is composed of statements about the factors of interest which vary according to different versions of the vignette. While writing the vignettes, vignettes that have already been successfully used previous studies have been tailored and adapted to the context of this study. Leadership intervention speeches were adopted from Awamleh and Gardner (1999) and customized according to a change context. Also, the rational and emotional content of the change communication by the leader was prepared in line with the rational and emotional elements identified by Fox and Amichai-Hamburger (2001). The previous studies have either used written scenarios; audio tape or video tape recorded speeches, or trained actors for leader speech interventions. In this study the delivery style of leader speech has been manipulated via tape-recorded leader speeches adopting either a charismatic versus non-charismatic style. Tape recording was superior to

148

written scenarios, since it provided the opportunity to manipulate delivery style via tone of voice, pace of speech, enthusiasm, and charismatic appeal. On the other hand video tapes have not been preferred since it was not intended to influence respondents via the physical appearance of the leader. Tape recorded voice was adequate in terms of charismatic versus non charismatic delivery of the message. The charismatic delivery involved changes in the tone and pace of voice along with an enthusiastic appeal; whereas the non charismatic delivery style was monotone with no indication of enthusiasm.

Finally, at the post design stage, vignettes have been validated to ensure that they are written and presented in a clear, realistic, and complete manner, by conveying the information they intend to. Validation has been done by two experts familiar with the context, one of them being a change consultant and the other being a top manager in an organization. After being reviewed by the experts, a pilot simulation has been conducted on 24 respondents to clarify any confusion and make necessary improvements regarding the wording, accuracy, comprehensibility, and presentation of the vignettes. Manipulation checks were also included in the surveys in order to check the degree of correspondence between the intended variation of the vignettes and the respondents' perception of these varying cues in the vignettes.

<div align="center">Measures</div>

<u>Independent Variables</u>

Content of the message: While the general content of the change message involved an announcement of change, more specifically a merger situation, and its expected outcomes for employees in the hypothetical organization, two different contents, namely rational and emotional, were varied across groups. Consistent with the rational and emotional elements of a change message suggested by Fox and Amichai-Hamburger (2001), the rational group involved explanations that referred to facts and figures about the necessity and expected outcomes of the change. It also mentioned factual information about the merging organization. The benefits were stated mostly in association with rational outcomes. It was designed to be direct and informational, omitting any inspirational cues appealing to emotions. On the other hand, the emotional content was designed to reflect rhetorical devices (Conger, 1991; Den Hartog & Verburg, 1997; Shamir et al., 1994). It involved metaphors, charismatic statements, and more words involving emotional adjectives. Also, the need for change and the expected outcomes emphasized inspirational statements such as working as a team, a happy working environment, feeling pride in the new structure, which appealed to emotions rather than logic. Both rational and emotional scenarios were similar in terms of their length.

Delivery style of the message: Delivery was manipulated by creating two contrasting delivery styles: charismatic and non charismatic. Consistent with Holladay and

<div align="center">150</div>

Coombs' (1993, 1994) studies, the leader with charismatic style exhibited vocal fluency, changing pace and tone of voice and enthusiastic appeal. In the non charismatic delivery style, the speech of the leader was monotone and direct with no expressions of enthusiasm.

Context of job insecurity: In the scenarios which involved job insecurity, the respondents were told that during the change process they were hoping that there would be no downsizing, but they could not guarantee that the new top management would not take any actions for layoffs. Also the respondents were told to expect significant changes in terms of their job definitions or roles, which also meant insecurity for the positions or job features. On the other hand, in the secure group the respondents were ensured that there would be no layoffs during the merger process and that there would be no downward changes in terms of their benefit packages such as health insurances.

Two sample scenarios, one showing the vignette for the group receiving rational content and job security treatment, and the other involving emotional content and job insecurity for a treatment of rational content and job security, are presented in Appendix C and D. Since the charismatic versus non charismatic delivery styles are voice recordings, they can not be differentiated on the written scenarios.

Manipulation checks: Manipulation questions in the survey asked about whether the content of the speech appealed mainly to rationality and logic, or emotions; whether the style was charismatic or not, and whether they felt insecure about their jobs during the mentioned change process.

151

<u>Outcome Variables</u>

The outcome variables, cognitive and affective responses to change, and attitudinal and behavioral reactions to change (commitment and behavioral support) were measured with the same measures used in Study 1. The only difference was that behavioral support was self reported in this experimental study, rather than a supervisor rating.

<u>Research Questions and Hypotheses</u>

The main research questions of interest were as follows:

- Is content of the change message, delivery style of the message, or the context of job insecurity more influential in terms of generating cognitive and affective responses to change, as well as attitudinal and behavioral reactions to change?

- Do rational and emotional content of the message appeal to cognitive and affective responses in differing extents?

- Which content type, rational or emotional, is more influential on generating more positive responses to change?

- Which delivery style, charismatic or non-charismatic, is more influential on generating more positive responses to change?

- How does the interaction of change message content, delivery style of the message, and job insecurity context predict cognitive and affective responses and attitudinal and behavioral reactions to change?

152

In line with the specified research questions, the following hypotheses were developed:

Change Message Content

H1a: Those who receive a message based on rational content will develop stronger cognitive responses to change than those who receive the message with an emotional content.

H1b: Those who receive a message based on emotional content will develop stronger positive affective responses than those who receive the message with a rational content.

H1c: Those who receive a message based on emotional content will develop weaker negative affective responses than those who receive the message with a rational content.

H1d: Those who receive a message based on emotional content will develop stronger commitment to change than those who receive the message with a rational content.

H1e: Those who receive a message based on emotional content will develop stronger support for change than those who receive the message with a rational content.

Change Message Delivery

Those who receive the message via charismatic delivery style will develop

H2a: more favorable cognitive responses to change

H2b: more positive affective responses to change

H2c: weaker negative affective responses to change

H2d: stronger commitment to change

H2e: stronger support for change,

than those who receive the message with a non-charismatic delivery style.

Change Context

Those who have been exposed to a secure change context will develop

H3a: more favorable cognitive responses to change

H3b: stronger positive affective responses to change

H3c: weaker negative affective responses to change

H3d: stronger commitment to change

H3e: stronger support for change,

than those who have been exposed to an insecure change context.

Content and Delivery Interaction

Those who have received a change message based on emotional content with

charismatic delivery style will develop:

H4a: more favorable cognitive responses to change

H4b: stronger positive affective responses to change

H4c: weaker negative affective responses to change

H4d: stronger commitment to change

H4e: stronger behavioral support for change,

than those who have received a change message based on rational content with a non-charismatic delivery style.

Content and Security Interaction

Those who have received a change message based on emotional content with a change context of security will develop:

H5a: more favorable cognitive responses to change

H5b: stronger positive affective responses to change

H5c: weaker negative affective responses to change

H5d: stronger commitment to change

H5e: stronger behavioral support for change

than those who have received a change message based on rational content with a change context of insecurity.

Delivery and Security Interaction

Those who have received a change message with a charismatic delivery style with a change context of security will develop

H6a: more favorable cognitive responses to change

H6b: stronger positive affective responses to change

H6c: weaker negative affective responses to change

H6d: stronger commitment to change

H6e: stronger behavioral support for change,

than those who have received a change message based on non-charismatic delivery style with a change context of insecurity.

Content, Security, and Delivery Interaction

Those who have received a change message with an emotional content, charismatic delivery style and a change context of security will develop

H7a: more favorable cognitive responses to change

H7b: stronger positive affective responses to change

H7c: weaker negative affective responses to change

H7d: stronger commitment to change

H7e: stronger behavioral support for change,

than those who have received a change message with a rational content, non-charismatic delivery style and a change context of insecurity.

Data Analyses and Hypotheses Testing

Results of Manipulation Checks

In order to make sure that the manipulations of content, delivery and context were effective, t-tests were conducted to see if the treatment groups differed significantly. The results of the manipulation checks are illustrated in Table 45. For content, the rational appeal treatment group had significantly higher mean scores (4.04) than the emotional appeal group (3.78) regarding the item that the content was based on

rational arguments (t=4.049, p<0.000). The item that checked emotional appeal was also significantly higher for emotional appeal treatment group (3.75) than the rational appeal treatment group (3.25) (t=-3.653, p<0.000). Treatment groups also differed significantly in terms of their charismatic versus non-charismatic delivery styles (t=-5.006, p<0.000). Respondents that belonged to the charismatic delivery treatment had higher evaluations of the charismatic delivery (3.80) compared to the non charismatic groups' lower evaluations (3.26). Finally, job insecurity felt were significantly higher in groups that were exposed to the insecure context (3.44) than those in the secure context (2.59) (t=5.691, p<0.000). Thus, it was found that the manipulations of content, delivery, and context were successful.

Table 44. T-tests for Equality of Means across Treatment Groups

Manipulation	N	Treatment group	Mean Score	t-value	Group difference (significance)
Content (Rational appeal)	100	Rational	4.04	4.049	0.000
	100	Emotional	3.78		
Content (Emotional appeal)	100	Rational	3.25	-3.653	0.000
	100	Emotional	3.75		
Delivery (Charismatic)	100	Non-Charismatic	3.26	-5.006	0.000
	100	Charismatic	3.80		
Context (Insecurity)	100	Insecure	3.44	5.691	0.000
	100	Secure	2.59		

Exploratory Factor Analysis

The outcome variables in the study, namely cognitive responses, affective responses (specifically positive and negative affect), commitment to change, and behavioral support for change were factor analyzed for the purposes of assessing the

constructs' dimensionality and data reduction. EFA with principal component extraction and varimax rotation was conducted for all variables and then reliability analysis was conducted.

The results of the exploratory factor analysis yielded the following results (Table 46). Similar to the dimensionality in the original scales, the factors of cognitive, positive affective, and negative affective responses to change emerged as dimensions on their own. In addition, commitment to change was also separated into the two existent dimensions of affective and normative commitment. Whereas the behavioral support for change scale in the original scale (Herscovitch & Meyer, 2002) involved three dimensions of compliance, cooperation, and championing, the factor analysis results yielded only two of these dimensions by compliance emerging on its own and cooperation and championing merging under a factor named active support. The KMO value (0.904) was very satisfactory Also, in order to assess the reliability of items within each measure, tests of internal consistency were conducted as shown in 46, Cronbach's alpha coefficients indicate that all factors had reliability scores above the recommended minimum threshold of 0.70 (Nunnally, 1978).

Table 45. Exploratory Factor Analysis (Study 2)

Factor 1: ACTIVE SUPPORT	Factor Loadings	Variance Explained	Reliability (Cronbach's Alpha)
Items		32.6%	0.922
I remain positive about the change even during difficulties	.779		
I speak positively about the change to outsiders	.720		
I engage in change-related behaviors that seem difficult in the short-term but are likely to have long-term benefits	.696		
I work toward the change constantly	.686		

Table 46, continued.			
I encourage the participation of others in the change.	.673		
I try to find ways to overcome change-related difficulties	.654		
I try to overcome co-workers' resistance toward the change	.629		
I avoid previous work practices, even if they seem easier	.563		
I adjust the way I do my job as required by this change	.561		
I speak positively about the change to co-workers	.548		
I continue with the change to reach organizational goals	.452		
I tolerate temporary disturbances and/or uncertainties in my job	.444		
Factor 2: COGNITIVE RESPONSES		7.5%	0.914
Items			
We need to improve our effectiveness by changing our operations	.721		
I believe the proposed organizational change will have a favorable effect on our operations	.702		
When I think about this change, I realize it is appropriate for our organization	.694		
My fringe benefits will be better after this change	.659		
The change that we are implementing is correct for our situation	.641		
This change will benefit me	.628		
We need to change the way we do some things in this organization	.612		
The change in my job assignments will increase my feelings of accomplishment	.606		
A change is needed to improve our operations	.588		
The change in our operations will improve the performance of our organization	.580		
With this change in my job, I will experience more self-fulfillment	.491		
This organizational change will prove to be best for our situation	.465		
Factor 3: NEGATIVE AFFECT		5.7%	0.874
Items			
When I think about this change, I feel UNHAPPY	.801		

Table 46, continued.			
When I think about this change, I feel SCARED	.794		
When I think about this change, I feel DISAPPOINTED	.794		
When I think about this change, I feel ANGRY	.722		
When I think about this change, I feel NERVOUS	.660		
When I think about this change, I feel STRESSED	.657		
When I think about this change, I feel WORRIED	.633		
Factor 4: AFFECTIVE COMITMENT		5.2%	0.835
Things would be better without this change. (R)	.841		
I think that management is making a mistake by introducing this change. (R)	.763		
This change is not necessary. (R)	.735		
I would not feel badly about opposing this change. (R)	.545		
I do not feel any obligation to support this change. (R)	.498	deleted	
Factor 5: POSITIVE AFFECT		3.0%	0.828
When I think about this change, I feel PROUD	.753		
When I think about this change, I feel HAPPY	.657		
When I think about this change, I feel EXCITED	.648		
When I think about this change, I feel ENTHUSIASTIC	.639		
When I think about this change, I feel ENERGETIC	.625		
When I think about this change, I feel RELIEVED	.569		
Factor 6: COMPLIANCE		2.8%	0.802
I try to keep myself informed about the change	.680		
I seek help concerning the change when needed	.614		
I comply with my organization's orders regarding the change	.607		
I don't complain about the change	.489		
I accept job changes	.449		

Table 46, continued.			
Factor 7: NORMATIVE COMMITMENT		2.4%	0.783
It would be irresponsible of me to resist this change	.633		
I do not think it would be right of me to oppose this change	.619		
I would feel guilty about opposing this change	.597		
I feel a sense of duty to work toward this change	.533		
This change is a good strategy for this organization	.408		
KMO=0.904 Bartlett's Test of Sphericity chi square= 7252.95 Sig= 0.000 df= 1485			

MANOVA Results

After an exploratory factor analysis, multivariate analysis of variance (MANOVA) was conducted in order to see the significance of the independent and interacting effects of content appeal type (rational or emotional), delivery style (charismatic or non-charismatic), and job insecurity (secure versus insecure) on the outcome variables. According to Hair et al. (2010), MANOVA analyzes a dependence relationship represented as the differences in a set of dependent measures across a series of groups formed by one or more categorical independent variables. In MANOVA, four different statistical criteria assess the differences across dimensions of the dependent variables. In the present research, all statistics have produced similar conclusions regarding significance. The results of the multivariate tests are displayed in Table 47.

161

Table 46. Multivariate Tests

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	,984	3853,149	3,000	190,000	,000	,984
	Wilks' Lambda	,016	3853,149	3,000	190,000	,000	,984
	Hotelling's Trace	60,839	3853,149	3,000	190,000	,000	,984
	Roy's Largest Root	60,839	3853,149	3,000	190,000	,000	,984
Appeal	Pillai's Trace	,063	4,222	3,000	190,000	,006	,063
	Wilks' Lambda	,937	4,222	3,000	190,000	,006	,063
	Hotelling's Trace	,067	4,222	3,000	190,000	,006	,063
	Roy's Largest Root	,067	4,222	3,000	190,000	,006	,063
delivery	Pillai's Trace	,116	8,351	3,000	190,000	,000	,116
	Wilks' Lambda	,884	8,351	3,000	190,000	,000	,116
	Hotelling's Trace	,132	8,351	3,000	190,000	,000	,116
	Roy's Largest Root	,132	8,351	3,000	190,000	,000	,116
Security	Pillai's Trace	,059	3,994	3,000	190,000	,009	,059
	Wilks' Lambda	,941	3,994	3,000	190,000	,009	,059
	Hotelling's Trace	,063	3,994	3,000	190,000	,009	,059
	Roy's Largest Root	,063	3,994	3,000	190,000	,009	,059
appeal * delivery	Pillai's Trace	,033	2,184	3,000	190,000	,091	,033
	Wilks' Lambda	,967	2,184	3,000	190,000	,091	,033
	Hotelling's Trace	,034	2,184	3,000	190,000	,091	,033
	Roy's Largest Root	,034	2,184	3,000	190,000	,091	,033
appeal * security	Pillai's Trace	,025	1,608	3,000	190,000	,189	,025
	Wilks' Lambda	,975	1,608	3,000	190,000	,189	,025
	Hotelling's Trace	,025	1,608	3,000	190,000	,189	,025
	Roy's Largest Root	,025	1,608	3,000	190,000	,189	,025

Table 47, continued.

delivery * security	Pillai's Trace	,093	6,518	3,000	190,000	,000	,093
	Wilks' Lambda	,907	6,518	3,000	190,000	,000	,093
	Hotelling's Trace	,103	6,518	3,000	190,000	,000	,093
	Roy's Largest Root	,103	6,518	3,000	190,000	,000	,093
appeal * delivery * security	Pillai's Trace	,016	1,048	3,000	190,000	,373	,016
	Wilks' Lambda	,984	1,048	3,000	190,000	,373	,016
	Hotelling's Trace	,017	1,048	3,000	190,000	,373	,016
	Roy's Largest Root	,017	1,048	3,000	190,000	,373	,016

When the significance values of multivariate tests in Table 47 are examined, the statistics are significant for appeal, delivery, security, and interaction term of delivery and security ($p<0.05$). In addition, interaction of appeal and delivery is also significant with $p<0.10$. On the other hand, the interaction term of appeal and delivery and the interaction of appeal, security, and delivery have not been found significant. It means that treatment groups formed on the bases of appeal, delivery, security, interaction term of delivery and security, and interaction term of appeal and delivery, are statistically different across dimensions of dependent variables.

F values with Partial Eta squares show which treatment groups have larger explanotary power. Partial Eta square is similar to R^2 in regression, and it represents the percent of variance in dependent variables explained by the groups formed by the experimental treatments. Based on that comparison, it is seen that delivery has the largest explanotary power (Partial Eta^2 = 0.116; F=8.351; $p<0.05$) followed by the interaction of delivery and security (Partial Eta^2 = 0.093; F=6.518; $p<0.05$) on the outcome variables.

Table 48 presents the descriptive scores for experimental treatments on cognitive and affective responses. It is seen that rational, secure and charismatic treatment has provided the highest mean scores on cognitive responses ($\bar{X}$=4.03) followed by emotional, secure and charismatic treatment ($\bar{X}$=4.00). Positive affect is highest when emotional, secure and charismatic treatment has been employed ($\bar{X}$=3.85) and lowest in the case of rational, secure, and non charismatic treatment. On the other hand, negative affect is lowest when emotional, secure, and charismatic treatment has been used ($\bar{X}$=1.35); and highest negative affect emerges with emotional, secure, and non-charismatic group ($\bar{X}$=2.14) and rational, insecure, non-charismatic groups respectively ($\bar{X}$=2.04).

Table 47. Results of Experimental Treatments on Cognitive and Affective Responses (mean scores)

Scenario	N	Description	Cognitive	Pos.Affect	Neg.Affect
1	25	Rational- Secure- Charismatic	4.03	3.53	1.61
2	25	Rational- Insecure- Charismatic	3.62	2.63	1.82
3	25	Emotional- Secure- Charismatic	4.00	3.85	1.35
4	25	Emotional- Insecure- Charismatic	3.53	3.04	1.37
5	25	Rational- Secure- Non-charismatic	3.45	2.43	1.90
6	25	Rational- Insecure- Non-charismatic	3.45	2.85	2.04
7	25	Emotional- Secure- Non-charismatic	3.64	2.94	2.14
8	25	Emotional-Insecure- Non-charismatic	3.50	2.88	1.74

While Table 48 presents the mean scores for the dependent variables of affective and cognitive responses for each group of treatments, Table 49 reports the statistical significance of the differences among those mean scores. The results of MANOVA displayed in Table 49 show that appeal (content) has a significant effect for positive

affect (F=7.303, p<0.05) and negative affect (F= 3.176, p<0.10). More specifically, compared to a rational appeal in the message content, emotional appeal has higher mean scores for positive affective responses and it is associated with lower negative affective responses to change. Therefore H1b and H1c are accepted. On the other hand type of rational versus emotional appeal does not differ significantly across groups for cognitive responses to change, rejecting H1a. In addition, delivery has significant effects on all cognitive and affective responses. It has the highest effect on positive affect (F=16.892, p<0.05), negative affect (F=15.080, p<0.05), and cognitive responses (F =12.205, p<0.05) respectively, confirming H2a, H2b and H2c. For generating positive cognitive responses and positive affect, charismatic delivery style has higher scores compared to non-charismatic appeal. In addition, charismatic delivery has lower scores for negative affect. Security also has a significant effect on cognitive responses (F =3.251) and positive affect (F=5.780). Therefore H3a and H3b are accepted, whereas H3c is rejected. It is thus confirmed that the context of job security generates positive cognitive and affective evaluations. On the other hand regarding the interaction terms, interaction of appeal and security and interaction of appeal, security and delivery have no significant effect on cognitive or affective responses, rejecting H5a, H5b, H7a, H7b, and H7c. However, the interaction of appeal and security (F=2.898, p<0.10) have a significant effect on negative affect. Thus, H5c is accepted, indicating that change messages with a rational content in an insecure change environment create higher negative affect. Finally, the interaction of delivery and security have a significant effect on cognitive responses (F=5.330) and positive affect (F=19.038). Therefore, H6a and H6b are accepted, whereas H6c is

rejected. Charismatic style of message delivery in a context of job security provides the highest scores for cognitive and positive affective responses to change. These results show that the highest effect belongs to the effect of delivery and security interaction on positive affect (F=19.038).

As a result, type of delivery, in other words conveying the change message with a charismatic style emerges as the most important factor in creating positive affect as well as positive cognitive responses and lower negative affect. In addition, charismatic type of message delivery when combined with a secure job climate provides the highest positive affect among change recipients.

Table 48. MANOVA Results for Cognitive and Affective Responses

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Cognitive	9.683	7	1.383	4.157	.000	.132
	PositiveAffect	37.662	7	5.380	7.674	.000	.219
	NegativeAffect	14.726	7	2.104	3.646	.001	.117
Intercept	Cognitive	2668.151	1	2668.151	8018.514	.000	.977
	PositiveAffect	1822.067	1	1822.067	2599.000	.000	.931
	NegativeAffect	610.502	1	610.502	1058.174	.000	.846
appeal	Cognitive	.050	1	.050	.151	.698	.001
	PositiveAffect	5.120	1	5.120	7.303	.008	.037
	NegativeAffect	1.832	1	1.832	3.176	.076	.016
delivery	Cognitive	4.061	1	4.061	12.205	.001	.060
	PositiveAffect	11.842	1	11.842	16.892	.000	.081
	NegativeAffect	8.700	1	8.700	15.080	.000	.073
security	Cognitive	3.251	1	3.251	9.771	.002	.048
	PositiveAffect	5.780	1	5.780	8.245	.005	.041
	NegativeAffect	.002	1	.002	.003	.958	.000
appeal * delivery	Cognitive	.390	1	.390	1.172	.280	.006
	PositiveAffect	.125	1	.125	.178	.673	.001
	NegativeAffect	1.373	1	1.373	2.380	.125	.012
appeal * security	Cognitive	.133	1	.133	.401	.527	.002
	PositiveAffect	.467	1	.467	.666	.415	.003
	NegativeAffect	1.672	1	1.672	2.898	.090	.015

Table 49, continued.

delivery * security	Cognitive	1.773	1	1.773	5.330	.022	.027
	PositiveAffect	13.347	1	13.347	19.038	.000	.090
	NegativeAffect	.755	1	.755	1.308	.254	.007
appeal * delivery * security	Cognitive	.023	1	.023	.071	.791	.000
	PositiveAffect	.980	1	.980	1.398	.239	.007
	NegativeAffect	.392	1	.392	.680	.411	.004
Error	Cognitive	63.888	192	.333			
	PositiveAffect	134.604	192	.701			
	NegativeAffect	110.772	192	.577			
Total	Cognitive	2741.722	200				
	PositiveAffect	1994.333	200				
	NegativeAffect	736.000	200				
Corrected Total	Cognitive	73.571	199				
	PositiveAffect	172.266	199				
	NegativeAffect	125.498	199				

Commitment to Change

Table 50 presents the descriptive scores for experimental treatments on affective and normative commitment to change. It is found that the highest affective commitment scores are in the case of rational, secure, and charismatic treatment group ($\bar{X}$=3.51), whereas the lowest affective commitment is in the emotional, insecure, and non-charismatic treatment ($\bar{X}$=2.90). Furthermore, normative commitment is highest with emotional, secure and charismatic treatment ($\bar{X}$=4.02) and lowest with emotional, insecure, and non-charismatic treatment ($\bar{X}$=3.18).

Table 49. Results of Experimental Treatments on Commitment to Change (mean scores)

Scenario	N	Description	Affective Commitment	Normative Commitment
1	25	Rational- Secure- Charismatic	3.51	3.89
2	25	Rational- Insecure- Charismatic	3.42	3.62
3	25	Emotional- Secure- Charismatic	3.46	4.02
4	25	Emotional- Insecure- Charismatic	3.27	3.25
5	25	Rational- Secure- Non-charismatic	3.22	3.38
6	25	Rational- Insecure- Non-charismatic	3.41	3.74
7	25	Emotional- Secure- Non-charismatic	3.48	3.62
8	25	Emotional-Insecure-Non-charismatic	2.90	3.18

Statistical significance of the differences among those mean scores displayed in Table 50 is shown in Table 51. As a result of the exploratory factor analysis, commitment to change was examined under two dimensions. The results of MANOVA displayed in Table 51 show that appeal (content), delivery, and security all have significant effects for normative commitment (F=2.758, p<0.10; F=6.031, p<0.05; F=10.569, p<0.05, respectively), confirming H1d, H2d and H3d for normative component of commitment, but not for the affective commitment. Regarding the interaction terms, interaction of appeal and security has significant effects on both affective commitment (F=4.472, p<0.05) and normative commitment to change (F=14.179, p<0.05), accepting H5d. The mean scores show that both affective and normative commitment to change is enhanced via an emotional content in the change message along with a job secure context. In addition, the interaction of security and delivery has a significant effect on normative commitment to change (F=8.009, p<0.05), supporting H6d for the normative component of commitment. So, charismatic type of message delivery in a secure job context carries importance for normative commitment. On the other hand, the interaction of appeal and delivery,

and the interaction of appeal, security and delivery have no significant effects on commitment to change, rejecting H4d and H7d.

These results show that the highest effect on commitment to change belongs to the interaction of appeal (content) and security (F=14.179). Emotional message content with a job secure context provides the highest commitment to change. Therefore it is important to convey an emotional message along with a secure climate is important in order to gain commitment of change recipients.

Table 50. MANOVA Results for Commitment to Change (Affective and Normative Commitment)

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Affect.Commit.	7.277	7	1.040	1.956	.063	.067
	Norm.Commit.	15.488	7	2.213	6.052	.000	.181
Intercept	Affect.Commit.	2221.778	1	2221.778	4181.121	.000	.956
	Norm.Commit.	2573.314	1	2573.314	7038.284	.000	.973
appeal	Affect.Commit.	.650	1	.650	1.223	.270	.006
	Norm.Commit.	1.008	1	1.008	2.758	.098	.014
delivery	Affect.Commit.	1.378	1	1.378	2.593	.109	.013
	Norm.Commit.	2.205	1	2.205	6.031	.015	.030
security	Affect.Commit.	1.378	1	1.378	2.593	.109	.013
	Norm.Commit.	3.864	1	3.864	10.569	.001	.052
appeal * delivery	Affect.Commit.	.005	1	.005	.009	.923	.000
	Norm.Commit.	.024	1	.024	.066	.797	.000
appeal * security	Affect.Commit.	2.376	1	2.376	4.472	.036	.023
	Norm.Commit.	5.184	1	5.184	14.179	.000	.069
delivery * security	Affect.Commit.	.045	1	.045	.085	.771	.000
	Norm.Commit.	2.928	1	2.928	8.009	.005	.040
appeal * delivery * security	Affect.Commit.	1.445	1	1.445	2.719	.101	.014
	Norm.Commit.	.274	1	.274	.749	.388	.004
Error	Affect.Commit.	102.026	192	.531			
	Norm.Commit.	70.198	192	.366			
Total	Affect.Commit.	2331.080	200				
	Norm.Commit.	2659.000	200				
Corrected Total	Affect.Commit.	109.302	199				
	Norm.Commit.	85.686	199				

Behavioral Support for Change

As displayed in Table 52, the highest behavioral support, both in terms of compliance and active support, occurs in the emotional, secure, charismatic ($\bar{X}_c$=4.10, $\bar{X}_s$=3.98) and rational, secure, charismatic groups ($\bar{X}_c$=4.00, $\bar{X}_s$=3.97) respectively. It is also found that the lowest compliance scores are in the case of emotional, insecure, and non-charismatic treatment group ($\bar{X}$=3.48), whereas lowest scores for active support is with the rational, secure, and non-charismatic treatment group ($\bar{X}$=3.41).

Table 51. Results of Experimental Treatments on Behavioral Support (mean scores)

Scenario	N	Description	Compliance	Active Support
1	25	Rational- Secure- Charismatic	4.00	3.97
2	25	Rational- Insecure- Charismatic	3.82	3.79
3	25	Emotional- Secure- Charismatic	4.10	3.98
4	25	Emotional- Insecure- Charismatic	3.56	3.61
5	25	Rational- Secure- Non-charismatic	3.83	3.41
6	25	Rational- Insecure- Non-charismatic	3.75	3.62
7	25	Emotional- Secure- Non-charismatic	3.86	3.79
8	25	Emotional-Insecure-Non-charismatic	3.48	3.54

Statistical significance of the differences among the mean scores is displayed in Table 52. The results of MANOVA regarding the two dimensions of the outcome variable of behavioral support, namely compliance and active support are displayed in Table 53. The results show that appeal (content) does not significantly differ across treatment groups, therefore H1e is rejected. On the other hand, delivery differs significantly across treatment groups on compliance (F=3.723, p<0.10) and active support (F=8.423, p<0.05), accepting H2e and indicating that charismatic delivery

170

style has a significantly higher mean score for behavioral support. Furthermore, context of job security also differs across treatment groups for compliance (F=14.858, p<0.000) and active support (F=2.938, p<0.10). Therefore H3e is accepted, indicating that secure context has higher mean scores for behavioral support for change. The interaction of appeal and security has significant effects on compliance (F=4.737, p<0.05) and active support (F=3.644, p<0.10). The hypothesis H5e is thus accepted, with emotional content with a secure job context providing the higher behavioral support for change. On the other hand, the interaction of appeal and delivery, the interaction of security and delivery, and the interaction of appeal, security and delivery do not differ significantly across treatment groups. Therefore H4e, H6e, and H7e are rejected.

These results show that the highest effect on behavioral support for change belongs to security (F=14.858), followed by the effect of delivery style (F=8.423). Therefore, the context of job security emerges as the most crucial factor in ensuring behavioral support for change. Following security, the charismatic delivery style of a change message is also influential on behavioral support of change recipients.

Table 52. MANOVA Results for Behavioral Support (compliance and active support)

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Compliance	7.390	7	1.056	3.629	.001	.117
	ActiveSupport	7.207	7	1.030	2.813	.008	.093
Intercept	Compliance	2889.520	1	2889.520	9933.605	.000	.981
	ActiveSupport	2759.007	1	2759.007	7536.757	.000	.975
appeal	Compliance	.520	1	.520	1.788	.183	.009
	ActiveSupport	.050	1	.050	.137	.712	.001
delivery	Compliance	.952	1	.952	3.273	.072	.017
	ActiveSupport	3.083	1	3.083	8.423	.004	.042

security	Compliance	4.322	1	4.322	14.858	.000	.072
	ActiveSupport	1.076	1	1.076	2.938	.088	.015
appeal * delivery	Compliance	.016	1	.016	.056	.814	.000
	ActiveSupport	.661	1	.661	1.806	.181	.009
appeal * security	Compliance	1.378	1	1.378	4.737	.031	.024
	ActiveSupport	1.334	1	1.334	3.644	.058	.019
delivery * security	Compliance	.192	1	.192	.661	.417	.003
	ActiveSupport	.802	1	.802	2.191	.140	.011
appeal * delivery * security	Compliance	.010	1	.010	.034	.855	.000
	ActiveSupport	.201	1	.201	.548	.460	.003
Error	Compliance	55.850	192	.291			
	ActiveSupport	70.286	192	.366			
Total	Compliance	2952.760	200				
	ActiveSupport	2836.500	200				
Corrected Total	Compliance	63.240	199				
	ActiveSupport	77.493	199				

Table 54 summarizes the results of hypothesis testing in terms. In addition, for simplicity and clarity of the results in a holistic presentation, a summary table showing the significant differences across experiemental treatment groups for all dependent variables and the relevant mean scores are displayed in Table 55.

The next chapter presents discussion of findings of Study 1 and Study 2, as well as research and practical implications of the study.

Table 53. Summary Results of Hypothesis Testing

	Hypothesized relationship	Result
H1a	Appeal (content) – Cognitive responses	Not Supported
H1b	Appeal (content) – Positive affect	Supported
H1c	Appeal (content) – Negative affect	Supported
H1d	Appeal (content) – Commitment to change	Supported
H1e	Appeal (content) – Behavioral support for change	Not Supported
H2a	Delivery – Cognitive responses	Supported
H2b	Delivery – Positive affect	Supported
H2c	Delivery – Negative affect	Supported
H2d	Delivery – Commitment to change	Supported
H2e	Delivery – Behavioral support for change	Supported

Table 54, continued.		
H3a	Security – Cognitive responses	Supported
H3b	Security – Positive affect	Supported
H3c	Security – Negative affect	Not Supported
H3d	Security – Commitment to change	Supported
H3e	Security – Behavioral support for change	Supported
H4a	Appeal X Delivery – Cognitive responses	Not Supported
H4b	Appeal X Delivery – Positive affect	Not Supported
H4c	Appeal X Delivery – Negative affect	Not Supported
H4d	Appeal X Delivery – Commitment to change	Not Supported
H4e	Appeal X Delivery – Behavioral support for change	Not Supported
H5a	Appeal X Security – Cognitive responses	Not Supported
H5b	Appeal X Security – Positive affect	Not Supported
H5c	Appeal X Security – Negative affect	Supported
H5d	Appeal X Security – Commitment to change	Supported
H5e	Appeal X Security – Behavioral support for change	Supported
H6a	Security X Delivery – Cognitive responses	Supported
H6b	Security X Delivery – Positive affect	Supported
H6c	Security X Delivery – Negative affect	Not Supported
H6d	Security X Delivery – Commitment to change	Supported
H6e	Security X Delivery – Behavioral support for change	Not Supported
H7a	Appeal X Security X Delivery – Cognitive responses	Not Supported
H7b	Appeal X Security X Delivery – Positive affect	Not Supported
H7c	Appeal X Security X Delivery – Negative affect	Not Supported
H7d	Appeal X Security X Delivery – Commitment to change	Not Supported
H7e	Appeal X Security X Delivery – Behavioral support for change	Not Supported

Table 54. MANOVA Summary Table for Significant Results and Mean Scores

		COGNITIVE	POS. AFFECT	NEG. AFFECT	AFF. COMMIT.	NORM. COMMIT.	COMPLIANCE	ACTIVE SUPPORT
APPEAL	p- value		0.008**	0.076*		0.098*		
	Rational		2,86	1,84		3,66		
	Emotional		3,18	1,65		3,52		
DELIVERY	p- value	0.001**	0.000**	0.000**		0.015**	0.072*	0.004**
	Noncharismatic	3,51	2,78	1,96		3,48	3,73	3,59
	Charismatic	3,80	3,26	1,54		3,69	3,87	3,84
SECURITY	p- value	0.002**	0.005**			0.001**	0.000**	0.088*
	Insecure	3,53	2,85			3,45	3,65	3,64
	Secure	3,78	3,19			3,73	3,95	3,79
APPEAL x DELIVERY	p- value							
	rat-nonchar							
	rat-char							
	emot-nonchar							
	emot-char							
APPEAL x SECURITY	p- value			0.090*	0.036**	0.000**	0.031**	0.058*
	rat-insec			1,93	3,42	3,68	3,79	3,71
	rat-sec			1,75	3,36	3,64	3,92	3,69
	emot-insec			1,56	3,08	3,22	3,52	3,58
	emot-sec			1,75	3,47	3,82	3,98	3,89
SECURITY x DELIVERY	p- value	0.022**	0.000**			0.005**		
	nonchar-insec	3,48	2,86			3,46		
	nonchar-sec	3,54	2,69			3,50		
	char-insec	3,57	2,83			3,43		
	char-sec	4,02	3,69			3,95		
APPEAL x SECURITY DELIVERY	p- value							
	rat-nonchar							
	rat-char							
	emot-nonchar							
	emot-char							

*p<0.10, ** p<0.05

CHAPTER 7

DISCUSSION AND CONCLUSION

In this chapter, the findings obtained from Study 1 and Study 2 are discussed thoroughly and in comparison with the literature, followed by the implications of the study. Finally, it concludes with the strengths and limitations of the study and suggestions for future research.

Discussion

Study 1

In a change context, the role of the leader for generating positive reactions to change and ensuring success of change efforts has been documented in the organizational change literature (Ahn, Adamson, & Dornbusch, 2004; Kanter et al., 1992; Kotter & Heskitt, 1992; Nadler & Tushman, 1989). In line with that, both leadership style of the managers and the managers' relations with the employees have utmost important for the success of change efforts. On the other hand, leadership alone may not be adequate for the success of change, if the change is not overall well planned and managed through mechanisms such as providing sufficient information, providing opportunities for employees to participate in the process and engaging in fair managerial procedures. Unless the big picture regarding the change processes are managed well to ensure a smooth process, the leader remains insufficient and incapable in gaining support of employees. Therefore, overall implementation of change can be equally important as leadership factors in terms of creating positive

reactions to change. These factors are influential on positive or negative reactions to change such that change recipients develop both cognitive (rational) and affective (emotional) responses to change processes by the implicit and explicit cues they receive from these leadership and process factors. These cognitive and affective responses, either positive or negative, predict how employees shape their attitudinal and behavioral reactions of change, either in the form of commitment and support, or resistance. Study 1 aimed to find out the relationships between these variables of interest by focusing on the extent that leadership and process factors influence cognitive and affective responses, seeking to find if there were any differentiated effects on reason or emotion. In addition, the study focused on whether cognitive or affective responses to change would be more influential on commitment and support, searching whether there was a dominance of affect or cognition on attitudinal and behavioral outcomes. Thus, cognitive and affective responses to change were hypothesized to mediate the relationship between the independent variables (leadership and process) and the dependent variables (commitment to, intention to support, and behavioral support for change).

The results showed that both leadership and process factors were equally influential on cognitive responses to change, meaning that none of them is dominant in terms of influencing cognitive responses and they work together to create beliefs and thoughts about change. In addition, regarding their influence on positive affect, change implementation processes, including communication, participation and procedural justice, had a slightly larger effect on positive affect than the effect of leadership. Moreover, the direct effects of both process and leadership on cognitive responses were slightly more than their direct effects on positive affect. Therefore,

they appealed more to cognitive responses compared to positive affect. Moreover, although leadership and process factors did not emerge as antecedents of negative affect, they had indirect effects on negative affect through the mediation of cognition. In other words, leadership and process factors equally work together to generate thoughts and beliefs about the change going on. Then these cognitive responses create positive or negative emotions about the change. This finding is in line with the cognitive appraisal theory of Lazarus (1991). It posits that individuals first develop cognitive responses by primary appraisal, and then the emotions follow cognitions. In that case, the individuals, through the information and other cues they get from the change environment, which is influenced by the manipulation of change process factors and leadership, first think about whether the change was really needed, whether it is the correct situation for the organization and whether the outcomes will be beneficial for themselves and the company. After these cognitive evaluations, based on the favorability of these thoughts, they develop either negative or positive emotions. If the change is cognitively perceived as the right strategy for the firm, or if its consequences are likely to reward the individual or the organization, the respondents are likely to generate positive affective responses such as enthusiasm for a new working environment, joy of learning new things, and hope for new achievements. On the other hand, if the employees perceive the change as a probable failure or as a potential harm for their position or benefits in the organization, they will be more likely to develop negative affective responses such as the anxiety and fear of job loss or change, stress of new workloads, or disappointment due to a change of direction they disapprove.

In addition, these cognitive and affective evaluations of change predicted either positive or negative reactions to change. Comparing the two predictors of commitment to change, namely cognitive responses and negative affective responses, it was seen that negative affect was much more influential on decreasing commitment compared to the extent that positive cognitive thoughts enhanced commitment. Therefore, negative emotions were more dominant on shaping commitment compared to change beliefs. This means that, even if an employee logically believes that the change will be good for the organization and it was the right thing to do, if he or she somehow feels negative emotions about the change, these negative emotions will determine his or her attitudes and will decrease commitment. On the other hand, when it comes to the intentions to support change, the result seems to be different. This time, cognitive responses are slightly more influential in shaping the intentions such that the extent that negative affect reduces supportive intentions is less than the extent that positive cognitions increase it. So, regarding attitudes, negative affect may be more dominant. However, when employees decide to take action, they depend on their rational thought and reason more. Even if attitudes are negatively influenced by negative emotions, at the time of taking behavioral decisions, individuals do not solely act on these negative emotions and they consider the positive change beliefs and do not let negative emotions surpass the positive thoughts they have about the change in rational terms.

Regarding the relationship between dependent variables, this study aimed to confirm the attitude, intention, and behavior relationship which is a part of theory of planned behavior (Ajzen, 1991). The results showed that the relationship between commitment (attitude) and behavioral support (behavior) was fully mediated by

intention to support change. This relationship has support in previous literature. According to the prevailing models of attitude theory, affective and cognitive sources of information contribute to the formation of attitude which, in turn, influences behaviors (Crano & Prislin, 2006). In a change context, employees first develop an attitude based on their cognitive and affective responses. Then, this attitude shapes their intentions to support the change or not, which subsequently shapes actual behavioral support for change.

Study 1 found, as expected, that positive cognitive and affective evaluations about the change influenced positive reactions to change in terms of increased commitment and support. However, regarding the relationship between negative affect and supportive behaviors, a surprising result emerged as the most striking finding of this study. It was found that negative affect positively predicted behavioral support for change. While respondents' negative affect was negatively related to their self reported commitment to change and intentions to support change, their actual behavior rated by their immediate supervisors revealed that negative affect positively predicted supportive behaviors in an organizational change, contrary to an expectation on the opposite direction. Therefore, this finding showed a discrepancy between self reported, subjective attitudes and intentions and objectively rated actual behaviors. Considering that feeling negative emotions should be associated with decreased support, this result may seem surprising and against common sense; however, there may be several plausible explanations. According to Lazarus (1991), behavior is not solely influenced by emotions. We do not always act in congruence with our emotions and there are other factors predicting behavior.

First reasonable explanation can be attributed to suppressed emotions in the workplace. Ashforth & Humphrey (1995) argue that expression of either positive or negative intense emotions may be socially unacceptable. Therefore, humans suppress socially undesirable feelings and emotions and alter expression of such feelings into more acceptable ones in a specific situation (Beal, Trougakos, Weiss, & Green, 2006). Although suppression is often an ineffective emotion regulation strategy, since the suppression of the inner feelings is related to stress (Grandey, 2003), acceptable norms in the workplace such as expression of emotions being perceived as a weakness in the corporate culture may lead change recipients to hide their negative emotions and engage in supportive behaviors.

Another important reason that may lead to suppressing negative emotions or still displaying supportive behaviors despite feeling negative emotions can be the fear of losing one's job. Astarlioglu et al. (2011) in their qualitative study found that individuals who feel job insecurity in their organizations are also likely to exhibit positive behaviors besides counterproductive ones as a coping mechanism with insecurity. One such coping mechanism is organizational citizenship behavior, where the employees engage in extra role behaviors in order to cope with job insecurity. It has been argued that fear of losing one's job may motivate employees to engage in actions to actively cope with this threat (Repenning, 2000; Van Vuuren, Klandermans, Jacobson, & Hartley, 1991). Astarlioglu et al. (2011) further state that individuals may increase the effort they put into their work, because they think that higher performing employees have a lower risk of being laid off. This finding is justified by rational choice theory that employees who feel insecure about their jobs may engage in extra-role behaviors in order to show that they are valuable for the

180

organization and should not be laid off. In the context of change, employees who experience negative emotions such as fear and anxiety of losing the job may as well display supportive behaviors to ensure that they will not be among thoes to be laid off by performing well and not exhibiting resistance.

From a similar perspective, Kets de Vries and Miller (1985) and Oldham and Kleiner (1990) identified various defense mechanisms against anxiety felt during the change. These defense mechanisms act mostly unconsciously to shape responses to change. The common mechanisms defined by these authors are repression (blocking unpleasant experiences from memory), regression (resorting to actions that have provided security before), projection (transferring personal shortcomings to others), reaction formation (excessively manifesting the feeling opposite to the threatening one), and denial (refusing to accept an unpleasant reality). In line with these defense mechanisms, the negative emotions such as anxiety felt during the change may lead the individual to block the negative emotions, turn to actions that will provide security such as displaying support for change, denying the negative aspects and manifesting the opposite behaviors that are not related to negative affect, but on the contrary be even supportive.

The positive relationship between negative affect and behavioral support can also be attributed to the relationship between negative emotions and risk taking behavior. Negative emotions decrease risk-taking behavior (Deldin & Levin, 1986; Williams, Zainuba, & Jackson, 2003; Yuen & Lee, 2002). Jorgensen (1998) explains this finding such that people with negative emotions are more likely to perceive the world as a threatening place and thus try to avoid potential loss. Similarly, when a change context is perceived to be threatening, employees with negative affect are less

181

likely to take risks. So, they do not engage in non-supportive behaviors which may lead to potential loss of the job.

Another explanation for the positive relationship between negative affect and behavioral support for change can be explained by the paradox of emotions and actions. Vince and Martin (1993) claim that both emotional and political forces occur together in organizations. The actions taken may contradict with the emotions, when the individual also has to act according to the political forces in the organization. In addition, mixed feelings can occur together at the same time (Vince, & Broussine, 1996). Positive and negative feelings as well as positive and negative cognitive evaluations can co-exist and a paradox between them can lead to different actions. Piderit (2000) also refers to the possibility of ambivalence in response to a particular change in terms of contradicting cognitive and affective responses. For example, an individual's cognitive response to a proposed change can be in conflict with his or her emotional response to the proposal or ambivalence may occur within emotions (Watson, Clark, & Tellegen, 1988). Piderit (2000) exemplifies an employee who felt ambivalent emotions of fear and excitement about the change, but this ambivalence made him seek information about the rationale behind it and get actively engaged in the change; so, he became an active supporter. This example illustrates an alternative explanation for the finding in this study as well. In terms of implications of this ambivalence, it is important to be aware that mixed responses may lead to both desirable and undesirable consequences. Therefore, while managing change and reactions to change, managers need to pay attention to balancing those consequences and direct them towards the desired end. Emotions and cognitive evaluations may be dynamic and changing in time. Therefore, it becomes a challenge for managers to

182

observe the patterns and be aware of the emotions of employees rather than ignoring them.

Job insecurity was investigated as a moderating variable in the study. It was hypothesized that relationships between cognitive and affective responses and attitudinal and behavioral reactions to change would be different across the respondents who felt secure and insecure about their jobs during the change process. The findings revealed that job insecurity moderated the relationship between cognitive responses and negative affect, such that the negative relationship between the change beliefs regarding its appropriateness, necessity, and benefits, and the negative emotions felt was strengthened in the presence of job insecurity. Cognitive appraisal theory posits that the way stressors are interpreted plays a crucial role (Lazarus & Folkman, 1984). Emotion theory (Lazarus, 1991; Scherer, 1984) suggests that rather than changes causing negative emotions itself, it is the evaluation of specific change related events that are perceived as potentially harmful or threatening that causes a range of negative emotions.). Job insecurity is a stressor (Sverke et al., 2002). Therefore, even if the cognitive responses are positive, job insecurity acts as a moderator between cognitive and affective reactions regarding how the second appraisal forming emotions are shaped after primary cognitive appraisal. In other words, after the primary cognitive appraisal of the situation, the individuals evaluate how they can cope with the situation and form their emotions accordingly. When there is job insecurity, this stressor affects the relationship between cognition and affect. For example, if it is an insecure job context, the negative relationship between cognition and negative affect may be strengthened, as in the case of this study, or on the contrary in a secure context, the negative relation may be dampened. In addition,

183

it was found that job insecurity moderated the relationship between negative affect and commitment such that the negative relation is strengthened in the insecure group. Thus, as expected, when there is job insecurity, the employees' commitment to change is even further decreased.

Considering the effect of an individual variable, self efficacy was included as a control variable in the study. Self efficacy is found to be positively related to cognitive responses to change and negatively related to negative responses to change. This finding is consistent with the literature since it is found that individuals with lower levels of self efficacy generally experience negative emotions such as anxiety or depression (Bandura, 1997; Schwarzer, 1992). The increase in negative emotions is most likely due to the perceived incapability to overcome the challenges of a demanding situation in a change context which may lead to hopelessness or stress. The positive linkage between self efficacy and cognition has also basis in the literature such that a strong sense of competence was found to facilitate information processing quality of decision-making (Bandura, 1997).

Further analysis conducted for studying the influence of sub dimensions of transformational leadership, namely idealized influence-attributed and behavior, inspirational motivation, individual consideration, and intellectual stimulation, on the outcome variables yielded some important results. Among the sub dimensions of transformational leadership, intellectual stimulation was found to have a significant effect on cognitive evaluations of respondents. In other words, leader's behaviors such as suggesting new solutions and approaches for challenges and problems, providing guidance on different ways to complete the given tasks, and seeking different perspectives to solve problems have a positive influence on how change

184

recipients evaluate change cognitively, regarding its benefits, necessity and appropriateness. Thus, intellectual stimulation, leads employees to think about the change and its rationale from different perspectives. On the other hand, it is found that individual consideration has a significant influence on positive affect. This finding implies that leaders' behavior comprising of behaviors such as teaching and coaching, treating employees as individuals rather than just team members, caring about the needs and expectations of subordinates, and helping them develop their strengths have a positive effect on the positive emotions and moods that the employees feel about the change. So leaders must specifically concentrate on these two sub dimensions of leadership, intellectual stimulation and individual consideration in order to influence positive cognitive and affective responses in the context of organizational change.

In addition, further analysis investigating the differential effects of process factors of communication, participation, training, and procedural justice in more detail, showed that communication, participation, and procedural justice all had significant effects on cognitive responses to change. Therefore, as confirmed by the previous studies employees who receive high quality, timely and sufficient information; who have the opportunity to be engaged with the process, and who think that the processes are conducted in a fair manner develop more positive change beliefs. In addition, among these three sub dimensions, procedural justice has a higher effect on cognitive evaluations regarding the benefits, necessity, and appropriateness of the change. In addition, communication and procedural justice were significantly related to positive affect meaning that they are more influential on creating positive feelings in change recipients.

185

Group Differences

The group differences investigated across factors such as gender, age, level of education, experience in the current organization, change index (total number of changes experienced in the change process), type of change, size of the organization and context of perceived job insecurity presented some important results that have academic and practical implications.

The differences between males and females showed that males have higher mean scores in terms of their cognitive responses, positive affect, intention to support change, and behavioral support change, whereas females are found to feel more job insecurity compared to males. While these differences may be attributed to the individual differences in nature and personality of males and females, there can be other explanations. For example, women were found to acknowledge the existence of the glass cliff and recognize its danger, unfairness, and prevalence for them, mentioning the lack of alternative opportunities (Ryan, Haslam, & Postmes, 2007). Research also found that feeling as minority has a negative impact on their job attitudes, self-esteem and self-image (Cohen, Broschak, & Haveman, 1998; Jacobs, 1992; Powell, 1993; Ragins & Cotton, 1996). This may cause them to feel more job insecurity, because the negative discrimination in the work place and the fear that the males would be more likely to fill out new positions after the change can cause feeling of threat to their existing jobs. Another study (Mulinge, 2009) found that males and females were equally likely to accept the changes taking place at the workplace. However, they had different orientations to the change processes and thus

a separate treatment by management during the organizational change was seen necessary to yield the desired results. This study also show that females need be approached and manipulated in a different ways compared to males in order to increase their positive responses and make them feel in a secure job environment.

Considering the group differences across ages, the younger age groups, namely those with ages up to 35, were found to have higher self efficacy, probably due to being younger and more energetic in terms of struggling with difficult challenges in life and work. In addition, lower perceived self efficacy may also be associated with the job burnout experienced with older ages. Maslach and Jackson (1981) define burnout as a syndrome with the following components: emotional exhaustion, tiredness, low energy, feelings of overworking, depersonalization, negative and cynical attitudes, lack of personal fulfillment, and negative feelings towards oneself and others. Burnout is a manifestation of learned helplessness. Zabel and Zabel (2001) found that individuals with advanced ages in the work place were associated more with job burnout. Therefore, leaders may work on increasing the self efficacy of specifically older age groups since self efficacy is found to be positively associated with positive cognitive responses to change and negatively related to negative responses to change.

Comparing the group mean scores across education levels revealed that the only significant difference between groups exist in terms of positive affect such that respondents with an education level less than an undergraduate degree have stated higher levels of positive affect. This result may be explained such that employees with higher levels of education may be holding higher positions that require more responsibility and they may be feeling the negative impacts of the change more

187

directly. Thus they may have scored lower scores in terms of positive affect compared to lower education group.

In terms of experience in the organization, the findings show that respondents who belonged to the less experienced group evaluated the change process and leadership during change more favorably and they also displayed higher positive affect and more behavioral support for change compared to those who had more experience in the organization. These findings indicate that less experience in an organization can be associated with higher scores regarding their evaluations of change leadership and implementation processes. Attitudes and behavior toward the changes are also more positive in the group of employees who are comparatively newer in the organization. An explanation of this result can be explained by cynicism towards change, which is defined as a reaction to failed change efforts and a negative attitude regarding the success of future change efforts along with the belief that change agents lack the necessary ability to implement change (Dean, Brandes, & Dharwadkar, 1998). Stanley, Meyer, and Topolnytsky (2005) mention that cynicism and resistance to change are correlated and cynical employees will be unwilling to comply with management's request to change their behavior. Cynicism about change generally develops in time by experience due to a history of unsuccessful change events and leads to a loss of faith in the leaders of change (Reichers, Wanous, & Austin, 1997). Thus, it is a possibility that the employees with more experience in the organization have developed cynicism due to the pass change efforts, which explains why the newer employees had more positive evaluations, emotions, attitudes, and behaviors. Another explanation can be associated with job burnout, as in the case of age differences, since burnout leads to feelings of overworking, negative and cynical

attitudes, and negative feelings towards oneself and others (Maslach and Jackson, 1981).

Another interesting difference across groups emerged by comparing change indices. Respondents who experienced more changes during the process had higher mean scores for their cognitive and positive affective evaluations towards the change as well as a significantly higher mean score for intention to support the change compared to the low change index group. At first sight, this finding may seem surprising since lower number of changes could be expected to evoke more positive cognitions and affect as well as intention to change, rather than the high index group who would be having a more turbulent change environment with more changes, and thus would be expected to generate less positive cognitive and affective responses and lower intentions to support. However, this finding makes perfect sense. In high change index contexts, since there are more changes going on, management of change also can be taken more seriously by the organization compared to the low change contexts. In these cases, change process implementation is more emphasized. The role of processes such as communication and training becomes more significant. Leadership also plays a more important role in high change contexts. Thus, more awareness and involvement are expected when there are more changes taking place. Benefits, necessity, and outcome of change are made more visible and conveyed more via leaders and processes. Thus, positive evaluations of change processes and higher scores in cognitive and positive affective responses as well as higher intentions to support the change can be a result of these efforts. On the other hand, in contexts where there are less number of changes going on, the significance, meaning and necessity of change may not be as salient as more changing contexts. Also,

according to Lazarus (1991), events arouse emotions to the extent that they require attention and active coping with the situation. If active coping is not necessary, meaning that organizational change is not very significant or impactful, there may be low arousal of emotions. In line with this view, few numbers of changes taking place may have less impact on the employees, causing neutral emotions, as well as less intention to commit to and support the change. Therefore, in order to generate positive responses to change initiatives, it is important for mangers to realize that no matter how many changes take place, the changes must be made significant and the need and urgency for change, the support and commitment expected from the employees should be clarified and communicated. Change implementation processes should be well planned and applied; and the role of leadership should be emphasized in order to gain support of change recipients.

The differences between respondents with low and high change indices may also be attributed to the fact that when there are many changes experienced by the change recipient, the presence of new goals, new opportunities and benefits may evoke feelings of enthusiasm and excitement. Thus, whether many changes take place or not, the benefits associated with the changes and the excitement of working towards new goals should be emphasized by the leaders to bring about an inspirational and revitalizing spirit to the environment.

Group differences were also assessed across type of change comparing mergers and acquisitions and downsizing against all other types of changes. The results showed that leadership was evaluated with significantly higher mean scores in M& As and downsizing group compared to the mean score of other types of changes. Furthermore, behavioral support had also a significantly higher mean score for the

M& A and downsizing group. As in the case of high change index, mergers and acquisitions can be more impactful and significant types of changes compared to other types of changes. Mergers are perceived as stressful, difficult experiences where there is uncertainty in the situation and possibility of job loss (Kiefer, 2002). In these contexts, it is expected the overall leadership style and closer relationships between the supervisor and the subordinate emerge as more important factors during the implementation of change. This context requires transformational leadership style more than the other types of changes. In addition, support from the immediate supervisor may be more salient in such M& A and downsizing contexts. Therefore perceptions of high quality and closer relationships with the immediate leader and the effective leadership style displayed in this type of change lead to higher evaluations of leadership factors. Considering the norm of reciprocity, in return for the support of the supervisor in this threatening and uncertain context, the employee exchanges this favorable behavior by displaying behavioral support for the change. In addition, since job insecurity becomes a crucial issue in the case of M& As and downsizing (Kiefer, 2002), employees may also engage in supportive behaviors to ensure that they will not be laid off.

Finally, comparison of responses across the size of the organizations involved in the study revealed that in medium sized organizations, employees had higher scores for cognitive responses to change and intention to support change compared to the employees in small sized organizations. In addition, employees in small sized organizations felt higher negative affect compared to medium sized organizations' employees. Previous studies have found that adverse working conditions, such as unreasonable workload or task problems, which are common in organizational

191

change contexts, are associated with negative affective reactions at work (Fisher, 2002). Organizational change in small sized organizations may cause such workloads and problems to be felt more directly by their employees. In small sized organizations, division of labor or distribution of responsibilities may not be well planned, causing more change related work to be done by fewer employees. On the other hand, medium sized organizations may have more resources in terms of planning and implementing change processes.

Finally the group differences across secure and insecure respondents showed that in all variables of interest, namely leadership and process factors; cognitive and affective responses to change; and commitment to, intention to support, and behavioral support for change, the mean scores across insecure and secure groups differed significantly. According to these results, those respondents who felt secure that they would not be likely to lose their jobs during the change process had higher scores for their evaluations of leadership and process factors, had more positive cognitive and affective responses, felt less negative affect, and generated more positive reactions to change regarding their attitudes and behaviors towards change.

Study 2

The results of Study 1 revealed that, leadership and process factors of change go hand in hand in shaping the positive and negative reactions to change. More specifically, they are found to be significantly and equally influential on both cognitive and affective responses to change and thus are mediated by those responses on commitment to change, intention to support change and behavioral support for

192

change. Study 2, which is a complementary study to Study 1, investigated specifically change communication by examining the content of a change message and how it is conveyed by the leader. This study aimed to find whether it is the content or how the message is conveyed by the leader, either in a charismatic way or the opposite has more effect on change related cognitive and affective responses as well as attitudinal and behavioral reactions. In previous studies, both the content of the message and how it is delivered and communicated have been identified as very important factors in the effectiveness of the message (Graetz, 2000; Westley & Mintzberg, 1991). It also seeked to find whether rational versus emotional based contents in a change message predict different reactions to change. Finally, the effect of job insecurity as a context is also investigated. These three independent variables and their inter interaction effects have been examined on eight different treatment groups. The results showed that regarding the content of change message, compared to a rational appeal in the message content, emotional appeal was more influential on generating positive affective responses and reducing negative affect. Therefore, emotional cues in a message appealed to positive feelings by inspiration, consideration and using emotion related adjectives.

On the other hand, for ensuring normative commitment to change, which is the felt obligation to support a change initiative, rational content in a message, consisting of facts, figures, rational persuasion techniques and relevant information, had higher influence than emotional message appeal. Considering the differential effect, combining both rational and emotional types of cues in a change message may be more effective as suggested in previous studies (Fox & Amichai-Hamburger, 2001).

In terms of the delivery style of message, charismatic style, with changes in the tone and pace of voice, an energetic style and expression of enthusiasm and liveliness, had higher influence on both cognitive and positive affective responses and commitment to and support for change, as opposed to a non-charismatic delivery style with a monotone speech without any enthusiasm conveyed to change recipients. Also a context of job security as opposed to insecurity was also more influential on cognitive and affective responses to change as well as attitudinal and behavioral reactions, as expected.

For generating positive reactions, a charismatic delivery style while conveying a change message and a context of job insecurity emerged as the most important factors.In general, how a message is delivered by the leader carried more importance than the content of it. While rational or emotional content had different influences on different responses to change, charismatic delivery of the message was more impactful than the content itself. Therefore, although emotional content was associated more with positive change related outcomes, as long as the message is delivered in a charismatic style, this would have higher impact than either rational or emotional content in the change message. The leader's speech style is thus very crucial. This finding was consistent with the previous studies, which found that delivery style was more effective for positive outcomes than the content of change message (Awamleh & Gardner, 1999; Holladay and Coombs; 1994; as opposed to those studies that found content to be more important than delivery style (Johnson & Dipboye, 2008). In addition, a context where job security is emphasized also has a high impact, along with the delivery style. The positive influences of emotional content or charismatic delivery of the message is enhanced in a secure environment.

In addition, when there is a context of job insecurity, rational cues in message content had higher influence on positive reactions compared to the emotional content. Therefore, the employees generate their reactions according to the factual and rational information they receive, if there is a threat of job loss. It may be that they rationally evaluate the perceived benefit versus harm through rational cues and with logical thinking. Emotional content does not have that much influence possibly because of the need for factual information in a climate of alertness and perceived threat of job loss.

<p style="text-align:center">Research Implications</p>

This study aimed to provide both scholarly and practitioner oriented contribution. Regarding research implications, despite the diverse and growing literature on organizational change, there still exist some unresolved issues and controversies as well as some ignored aspects of change. This study contributes to the empirical evidence on individual- centric change studies with its new integrative framework focusing on affect and cognition, and taking into account context, process and individual variables as well as reactions to change simultaneously.

This study had a number of important contributions to the literature. First of all, it provided a new and uninvestigated framework while explaining antecedents of commitment to and behavioral support for change by using a perspective involving affect and cognition. The role of affect in organizational change literature is still an under-investigated area. Stating that emotions in the change literature have been

mostly examined descriptively, O'Neill and Lenn (1995) suggest that there is a need for research investigating the relationship of emotions with other change related constructs. This study addresses to this lack of research in the area of change and emotions. Piderit (2000) suggested that if scholars wanted to understand the full range of individual responses to proposed organizational changes, they should assess those responses along multiple dimensions (Piderit, 2000). Taking into consideration cognitive, affective, and behavioral dimensions, this study addresses to the specified need in the organizational change literature.

The affect and cognition perspective of the study has an additional contribution. The previous studies have investigated how process and context related factors, such as leadership, communication, participation, and justice influence commitment to change. This study goes one step further to explain how these factors relate to affective and cognitive responses before they lead to commitment to change. For example, this study distinguished between the dimensions of transformational leadership that appeal to affective responses and those that enhance positive cognitive appraisals. According to this finding, individual consideration was associated with positive affective responses more, whereas intellectual stimulation dimension was relataed to cognitive evaluations of change. Likewise, this study provided the means to understand the attributes of change processes or leadership factors that appeal to affect or cognition more. The findings showed that process and leadership had approximately equal impact on cognitive beliefs about the change, whereas in terms of positive affect, process factors were more influential than leaders. Although there is a vast literature on change and leadership, Petitgrew et al. (2001) suggested that there is still a need for empirical studies that contribute to the

relationship between leaders and change related constructs. This study also provided empirical evidence on the role of both leadership style and the relationship between leaders and employees in an integrative framework.

The separate influence of cognitive and affective responses on the overall commitment, intention to support and actual behavioral support provided further examination of their controversial impact on positive or negative reactions to change. The findings revealed that while negative emotions may be more influential than cognitive evaluations on attitudes regarding commitment to change, when it comes to behavioral intentions to act, rational thoughts dominate negative affect, showing that influence of cognition is higher on behaviors than affective responses. Even more interestingly, as oppsed to the previous studies that found a negative relationship between negative affect and change supportive behaviors (e.g. Seo et al., 2012), this study found the opposite relationship such that negative affect was positively related to support.

Also regarding the debate over precedence of affect versus cognition (Lazarus, 1991; Zajonc, 1980), this study provides empirical evidence that emotions are predicted by cognition, consistent with the cognitive appraisal theory of Lazarus (1991). In addition, the role of job insecurity as moderating and strengthening the negative relationship between cognitive responses and negative affect was a contribution to the relevant change literature.

The prior studies have been criticized for focusing mainly on attitudinal reactions to change and putting less emphasis on behavioral reactions such as behavioral support for change. Even when behavioral reactions are examined, in majority, behavioral intentions rather than actual behavior have been studied. On the

197

contrary, this study contributes to the literature on both attitudinal and behavioral reactions to change such that actual behavioral support ratings are obtained from the supervisor ratings rather than self reports in order to ensure more objectivity and to analyze actual behavior instead of intentions. The findings on this issue, such that intentions mediate the relationship between attitudes and actual behavior, also contributes to the literature, supporting Ajzen's theory of planned behavior (1991). Also the findings of Herscovitch and Meyer (2002) that commitment to change predicts behavioral support for change is confirmed with this study.

Finally, regarding the contradictory findings regarding the importance of change message content versus delivery style of the message, this study provided evidence that charismatic style of delivery was more influential on change related positive outcomes than rational or emotional content of the change message.

Practical Implications

Considering the inevitability and necessity of continuous change in organizations, the study also has practical significance, because the results have important implications for organizations undergoing change effort, giving insight and guidance to change agents and managers as to which leadership styles to use; how to improve implementation of change initiatives as well as how to ensure commitment to change efforts for the success of organizational change. It also provides practical cues as to how to convey change messages in change situations in order to obtain employees' positive thoughts and emotions; and consequently positive reactions towards change. Besides informing and improving organizational development (OD) interventions,

198

both employees and leaders can benefit from a change process that moves smoothly, benefiting all parties involved in the change. The positive approach of the study, taking commitment to and support for change as outcomes rather than the negative approach considering controversial issues such as resistance, provides a more constructive perspective regarding how to handle change related issues positively in an organization.

More specifically, this study contributes to the understanding of the role of change implementation processes, consisting of communication, participation and justice, and the effectiveness of leaders in the context of an organizational change. The finding that leadership and change processes influence cognitive and affective responses to change, which then predict commitment and support for change, is important because change implementation and leadership are variables over which organizations and managers have direct control. In line with that, the managers should actively promote positive thoughts and beliefs about the changes by emphasizing the urgency and need for change and the expected beneficial outcomes, as well as creating positive affective experiences in order to gain employees' long-term commitment and behavioral support for organization change.

As the findings yield that the leadership factors and change implementation processes go hand in hand in ensuring positive cognitive and affective responses to change, the organizations must put emphasis on both well planned and fair implementation of change processes and the role of leadership in change. Managers need to be careful about useful, timely, and accurate announcements of change and open and continuous channels of communication throughout the process, in order to ensure employees' positive attitudes and behaviors about change. In addition, all

199

management levels must emphasize personal and organizational benefits, necessity and appropriateness of change in order to generate positive thoughts about the change, which is the first step in developing positive emotions and also commitment and support. When employees engage in the change process and have the opportunity to voice their opinions, they feel a sense of control over the process and feel that they are valued and recognized. Therefore, it is also vital that the managers pay attention to encourage employee participation to motivate their support for the change.

Consistent with the previous literature which emphasized the effectiveness of transformational leaders, especially in change contexts (Bass et al., 2003; Yukl & Howell, 1999), this study also found transformational leadership style as a crucial predictor of positive cognitive and affective responses. Leaders should generate positive change schemas and positive emotions of employees by engaging in actions such as sense making, empowering, inspiring, conveying an appealing vision, showing individual consideration, and aligning the values of employees by the organizational goals. Also, as the relationship quality with the leader is influential on positive thoughts and emotions during the change, ensuring high quality relations and mutual trust and support between employees and their immediate managers is crucial.

In addition, the managers may emphasize both rational and emotional cues in the change messages they convey, as well as considering a charismatic style of message delivery to persuade employees for supportive attitudes and behaviors for the change initiative. Maybe more important than all, creating a climate of security with perceived job security in the change context can enhance positive reactions to

change, whereas perceived threats to job loss have negative impact on all supportive attitudes and behaviors.

An understanding of these practical outcomes of the study will not only help to realize the intended organizational goals and success of change efforts, but also will also support change recipients during the challenging and turbulent times of organizational change with a smoother process and a positive atmosphere.

Strengths and Limitations of the Study

This dissertation had numerous strengths. First of all, two complementary studies, a field study and an experimental study, have been conducted considering the methodological advantages of triangulation. Since each research method has its own strengths and flaws. In order to back up limitations of a certain method, combination of different methodologies, called triangulation, is strongly recommended (McGrath, 1982; Scandura & Williams, 2000). Using mixed methods allows this study to capture a holistic picture of variables of interest as well as using strengths inherent in each method.

Study 1 and Study 2, per se, also have various strengths. In Study 1, the data has been collected from employees who are currently going through or recently have gone through major change processes in their organizations. The timing of changes selected to study in Study 1 has been carefully considered in order to make sure that the change process was still a fresh and ongoing issue in the organization to avoid recall bias. A change process that was over a year ago would create a recall bias and its effects would not be as fresh as a recently completed or ongoing change.

201

Considering these important criteria, it was important to target the appropriate

sample via thin slicing. In addition, selection of the employees to study has been

made with caution, since it is important to pinpoint those employees of departments

which have been directly affected by the change initiative. Therefore selection of

organizations to be included in the study, as well as the right respondents from those

organizations was determined by a careful process.

Most previous studies have focused on only one type of change in a single

organization or department (Fedor et al., 2006; Oreg et al., 2011), mainly due to the

logistic difficulties of conducting change research in more than one organization,

therefore not providing the opportunity to examine type of change as a variable or a

possibility to make comparisons of outcomes according to different types of change.

Petitgrew, Woodman, and Cameron (2001) suggest that studying multiple contexts as

opposed to single organization studies is under developed in change literature and a

challenge that needs to be taken by new research. Only a small number of the studies

were based on data from several organizations undergoing different types of change

(Caldwell et al., 2004; Fedor et al., 2006; Herold et al., 2007). On the other hand,

Study 1 investigated different types of changes such as mergers and acquisitions,

restructuring, leader change, relocation, ERP system change, across multiple

organizations belonging to different sectors. Therefore, this study has the strength of

generalizability of the results across different contexts. Considering the amount and

pace of change in today's business context, no matter what and where the change is,

uncertainty and turbulence it creates in an organization is common. Therefore

reaching results that can be interpretable across different change contexts provides a

holistic view to change related issues.

Another strength of Study 1 is related to its avoidance of common method variance. If the data, including both predictors and criterion variables, are collected through self-report scales on the same survey, this may lead to potential common method variance (Spector, 2006). In order to avoid common method bias, it is important not to depend on a single source. Therefore in addition to the self reported answers of employees regarding attitudes toward the organizational change, actual behavior during the change process was rated by their immediate supervisors. Not relying on a single data source represents another significant strength of this study.

Regarding Study 2, the experiment has been conducted by employees with minimum two years of work experience, so that they could identify with such a change situation in an organization, rather than a student sample, which is usually more common in scenario-based experimental studies. Another strength of an experimental simulation is that it has the advantage of yielding excellent internal validity. Also when studying causal linkages, it is a good alternative to longitudinal designs which can be more resource consuming (Devos et al., 2007). Furthermore, vignette studies as an experimental method, have the advantage of being able to isolate and alter several factors under controlled conditions (Starmer, 1999). They also allow for more real life role play as opposed to artificial laboratory experiments (Hughes, 1998). Also, using a tape-recorded leader speech in this study rather than relying on written vignettes only provided a more realistic simulation of the hypothetical change situation.

In spite of these strengths, it is also important to mention limitations associated with this study. Study 1 had a cross sectional nature, which had limitations regarding examination of causal linkages thoroughly and lacked a longitudinal view

of pre and post attitudes and behaviors that evolved during the change process in line with the leadership and change implementation factors. The research design in this study involved a survey that asked about respondents' past attitudes. Retrospective survey designs are commonly used in many areas of the social sciences. Three general flaws of restrospective designs are: 1) failure to report a given fact due to forgetting 2) associating events with the wrong period 3) distortion of facts to fit them into a more consistent pattern (Smith, 1982). The general consensus is that while a retrospective data may be flawed by memory errors, when an optimum design is applied, the results are accurate and reliable (Moss and Goldstein, 1979). The current study minimized these possible drawbacks by selecting changes that were either just finished or very close to completion.

On the other hand, a potential drawback of Study 2, like in any other scenario based study is that the participants may not be emotionally involved in a hypothetical situation as opposed to a real one, because the situation has less direct personal relevance for them. In addition, using a three minute voice recording may have limited exposure with the leader as opposed to real life settings where the employees are in contact with the leader for longer periods of time. Also, in real organizational settings, leaders articulate their visions repeatedly over longer periods of time. Finally, in an experiment, it may be easier to manipulate the delivery style compared to the content of message and the stronger effects of delivery may be biased since the leader may be producing short-term affective reactions such as enthusiasm and inspiration (Den Hartog & Verburg, 1997). Therefore it is important to bear in mind that this can be a more conservative test of the model.

Suggestions for Further Research

In this study, variables were measured at only one point during the change implementation. Therefore, the ability to assess changes in employees' reactions, attitudes and behaviors toward change over time was limited. It has been argued that different sequences of implementation steps and strategies can alter change implementation effectiveness (Pettigrew et al., 2001) Considering the longitudinal nature of change itself, a beneficial area for future research would be to examine how employee reactions and attitudes change over time by conducting a longitudinal research design. Pre and post change attitudes and behaviors may provide valuable evidence as to their relationship with the changing leadership and process factors throughout the change. However, it would be nearly impossible to make such a longitudinal design in a multiple context study across many organizations. Therefore, the solution would be to conduct a longitudinal design in a single organization going through a certain type of change, as have already been conducted in previous studies, rather than multiple contexts.

Bearing in mind that an important finding of this study is that negative affect positively predicts behavioral support for change, future research can study this finding in depth by examining discrete emotions experienced, their antecedents and consequences in the context of change. The possible explanations proposed for this finding may also be examined in depth.

Another potential research area for future studies is to investigate some parts of the model in detail. For example the relationships between the sub-dimensions of transformational leaders on followers' reactions to change could be focused on in a

similar framework of affect and cognition. Although the additional analyses conducted in this study gave an overall insight, a more focused research could provide evidence regarding the relationship between specific behaviors transformational leaders and cognitive and affective responses in a change situation. In addition, future research can investigate the outcome variables at different levels such as workgroup and organizational level in order to compare the results with individual level. Finally, the results of the experimental study focusing mainly on change message content and delivery style can be compared across a real organizational setting.

Concluding Remarks

Major concern of researchers is to comprehend the reasons behind failures of change and to create recipes for success. Research on organizational change suggests that employee commitment and support are critical factors for the successful implementation of change (Coetsee, 1999; Herscovitch & Meyer, 2002; Kotter, 1995). This dissertation aspired to provide empirical evidence on the relationship between leadership and change processes and change supportive attitudes and behaviors, through the mechanisms of affective or cognitive evaluations of change.

With organizational change occurring at a more rapid pace than ever before (Wanberg & Banas, 2000), the ability to identify, cope with change will be a required core competency of the leaders in twenty-first century. Change management will thus continue to be a generous field providing a vast amount of evolving opportunities for research. This research aimed to contribute to this progress by

providing a theoretical framework which investigates highly crucial variables of leadership and change implementation processes. It further emphasized the role of emotions in the organization, which is still a growing field of research. An important contribution of this dissertation is that it provided a comprehensive picture of numerous important findings with both research and practical implications with the goal of contributing to many other prospective studies building up on the results of this dissertation.

APPENDIX A

STUDY 1. QUESTIONNARE IN TURKISH

1. ÇALIŞMA – KATILIMCI BİLGİ ve ONAMA FORMU

Araştırmayı destekleyen kurum: Boğaziçi Üniversitesi

Araştırmanın adı: Investigating the factors behind positive reactions to change: The role of affect and cognition (Değişime yönelik olumlu tepkilerin ardındaki etkenler: Biliş ve duygulanımın rolü)

Proje Yürütücüsü/Araştırmacının adı: Prof. Dr. Hayat Kabasakal, Ar. Gör. Seçil Bayraktar Kazozcu

Adresi: Boğaziçi Üniversitesi İşletme Bölümü, 34342 Bebek, İstanbul

E-mail adresi: kabasaka@boun.edu.tr; secil.bayraktar@boun.edu.tr

Telefonu: 0212 3597508

Sayın katılımcı,

Boğaziçi Üniversitesi İşletme Bölümü öğretim üyesi Prof. Dr. Hayat Kabasakal ve araştırma görevlisi Seçil Bayraktar Kazozcu "Değişime yönelik olumlu tepkilerin ardındaki etkenler: Biliş ve duygulanımın rolü " adında bilimsel bir araştırma projesi yürütmektedir. Bu çalışmanın amacı, değişim sürecinden geçen firmalarda, çalışanların tutum ve davranışlarını etkileyen faktörler hakkında bilgi edinmektir.

Yöneticiniz, kurumunuzun bu çalışmaya katılması için izin verdi. Bu araştırmada bize yardımcı olmanız için bu kurumun çalışanları olarak sizleri de projemize davet ediyoruz. Kararınızdan önce araştırma hakkında sizi bilgilendirmek istiyoruz. Bu bilgileri okuduktan sonra araştırmaya katılmak isterseniz lütfen bu formu imzalayıp kapalı bir zarf içinde bize ulaştırınız.

Bu araştırmaya katılmayı kabul ettiğiniz takdirde yaklaşık 20-25 dakika süren bir anketi cevaplamanızı rica edeceğiz. Bu anket kurumunuzun geçirdiği değişim sürecine yönelik duygu, düşünce ve tutumlarınızı daha iyi anlamamıza yardımcı olacaktır.

Bu araştırma bilimsel bir amaçla yapılmaktadır ve katılımcı bilgilerinin gizliliği esas tutulmaktadır. Anketlerde katılımcı isimleri yerine birer kod numarası kullanılacaktır. Anketler araştırma projemiz süresince kilitli bir dolapta muhafaza edilip araştırma sona erdiğinde imha edileceklerdir. Ankette yer alan bilgiler kesinlikle kurumunuzla paylaşılmayacaktır. Cevaplarınız diğer katılımcıların cevaplarıyla birleştirilecek ve kişisel olarak değerlendirilmeyecektir. Katılımcı kurumlara, çalışmanın genel sonuçları özet sunum olarak raporlanacaktır.

Bu araştırmaya katılmak tamamen isteğe bağlıdır. Katıldığınız takdirde çalışmanın herhangi bir aşamasında herhangi bir sebep göstermeden onayınızı çekmek hakkına da sahipsiniz. Bu durumda sizden almış olduğumuz veriler çalışma dışı bırakılacak ve imha edilecektir.

Bu araştırmada farklı kurumları karşılaştırmadığımızı ya da sizi değerlendirmek amacıyla kullanılmayacağını tekrar vurgulamak istiyoruz. Araştırma projesi hakkında ek bilgi almak istediğiniz takdirde lütfen Boğaziçi Üniversitesi İşletme Bölümü Araştırma Görevlisi Seçil Bayraktar Kazozcu ile temasa geçiniz (Telefon: 0212 3597508 E-mail: secil.bayraktar@boun.edu.tr Adres: Boğaziçi Üniversitesi, İşletme Bölümü 34342 Bebek, İstanbul).

Eğer bu araştırma projesine katılmayı kabul ediyorsanız, lütfen bu formu imzalayıp kapalı bir zarf içerisinde bize geri yollayın.

Ben, (katılımcının adı) ...., yukarıdaki metni okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları tamamen anladım. Çalışma hakkında soru sorma imkanı buldum. Bu çalışmayı istediğim zaman ve herhangi bir neden belirtmek zorunda kalmadan bırakabileceğimi ve bıraktığım takdirde herhangi bir olumsuzluk ile karşılaşmayacağımı; bu durumda verdiğim bilgilerin çalışma dışı bırakılarak imha edileceğini anladım.

Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Formun bir örneğini aldım / almak istemiyorum (bu durumda araştırmacı bu kopyayı saklar).

Katılımcının Adı-Soyadı:..

İmzası:..

Adresi (varsa Telefon No, Faks No):...

....

Tarih (gün/ay/yıl):...../......./..............

Araştırmacının Adı-Soyadı:..

İmzası:...

Tarih (gün/ay/yıl):...../......./..............

1. **BÖLÜM.** Lütfen, kurumunuzun geçirdiği …………………………… değişim sürecini düşünerek bu değişim sürecinde aşağıdaki değişimlerin hangilerini yaşadığınızı belirtir misiniz? Lütfen uygun olan seçeneklerin tümünü işaretleyin.

1___Yeni iş arkadaşları, 2___Yeni bir yönetici, 3___Yeni görev ve sorumluluklar
4___Yeni bir iş yapış biçimi,5___Yeni bir IT sistemi, 6___Yeni iş ekipmanları
7____Yeni bir iş ortamı, 8____Diğer (belirtiniz) ………………

9- (Toplam işaretlenen değişim sayısı _____)

2. **BÖLÜM.** Lütfen, kurumunuzun geçirdiği bu değişim sürecini düşünerek aşağıdaki ifadelere ne ölçüde katılıp katılmadığınızı belirtiniz.

	Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum, ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
1. Bu şirkette bazı şeyleri yapma biçimimizi değiştirmemiz gerekiyordu.	1	2	3	4	5
2. Uygulanan bu değişim bizim durumumuz için en doğru karar.	1	2	3	4	5
3. Bu değişimin bana faydası olacak.	1	2	3	4	5
4. İşleyişi daha iyiye götürmek için bu değişim gerekliydi.	1	2	3	4	5
5. İşimdeki bu değişim ile daha çok kişisel tatmin duygusu yaşayacağım.	1	2	3	4	5
6. Bu değişimi düşündükçe, şirketimiz için, yerinde ve uygun bir değişim olduğunu fark ediyorum.	1	2	3	4	5
7. Bu değişimin ardından maddi veya manevi menfaatlerim daha iyi olacak.	1	2	3	4	5
8. Bu değişim, bizim durumumuz için biçilmiş kaftan.	1	2	3	4	5
9. Bu değişimin uygulanması, şirketimizin performansını artıracak.	1	2	3	4	5
10. Bu değişimin, faaliyetlerimiz üzerinde olumlu bir etkisi olacağına inanıyorum.	1	2	3	4	5
11. Bu değişim ile işimde daha başarılı olacağım.	1	2	3	4	5
12. Daha etkin çalışabilmemiz için bu değişimin gerekliliğine inanıyorum.	1	2	3	4	5

3. BÖLÜM. Lütfen, kurumunuzun geçirdiği bu değişim sürecini düşünerek aşağıdaki ifadelere ne ölçüde katılıp katılmadığınızı belirtiniz.

	Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum, ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
1. Bu değişimin değerine inanıyorum.	1	2	3	4	5
2. Bu değişim önemli bir amaca hizmet ediyor.	1	2	3	4	5
3. Bu değişime karşı çıkmak bana kendimi kötü hissettirmez.	1	2	3	4	5
4. Bu değişimi başlatarak yönetimin bir hata yaptığını düşünüyorum.	1	2	3	4	5
5. Bu değişim olmadan her şey daha iyi olurdu.	1	2	3	4	5
6. Bu değişime hizmet etmek için görev bilinci hissediyorum.	1	2	3	4	5
7. Bu değişime karşı çıkmak beni suçlu hissettirirdi.	1	2	3	4	5
8. Bu değişimi desteklemeye yönelik herhangi bir mecburiyet hissetmiyorum.	1	2	3	4	5
9. Bu değişim gerekli değil.	1	2	3	4	5
10. Bu değişime direnmem sorumsuzluk olurdu.	1	2	3	4	5
11. Bu değişim firma için iyi bir strateji.	1	2	3	4	5
12. Bu değişime karşı çıkmamın doğru bir davranış olduğunu düşünmüyorum.	1	2	3	4	5

4. BÖLÜM. Lütfen, kurumunuzun geçirdiği bu değişim sürecini düşünerek aşağıdaki ifadelere ne ölçüde katılıp katılmadığınızı belirtiniz.

	Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum, ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
1. Bu değişimin başarılı olması için elimden geleni yaparım/ yaptım.	1	2	3	4	5
2. Bu değişime sonuna kadar destek veririm/ verdim.	1	2	3	4	5
3. Başkalarını da bu değişimi desteklemeye ikna ederim/ettim.	1	2	3	4	5
4. Değişim sürecinde yöneticimi sonuna kadar desteklerim/ destekledim.	1	2	3	4	5

5. BÖLÜM. Lütfen, şirketinizde geçirdiğiniz bu değişimi ve değişim sürecini düşündüğünüzde, aşağıdaki duyguları ne ölçüde hissettiğinizi belirtiniz.

Bu değişimi düşündüğümde ……….. hissediyorum	Çok az veya hiç	Biraz	Orta seviyede	Oldukça fazla	Son derece fazla
1. Bu değişimi düşündüğümde MUTLU hissediyorum.	1	2	3	4	5
2. Bu değişimi düşündüğümde HEYECANLI hissediyorum.	1	2	3	4	5
3. Bu değişimi düşündüğümde ENDİŞELİ hissediyorum.	1	2	3	4	5
4. Bu değişimi düşündüğümde KIZGIN hissediyorum.	1	2	3	4	5
5. Bu değişimi düşündüğümde HEVESLİ hissediyorum.	1	2	3	4	5
6. Bu değişimi düşündüğümde GURURLU hissediyorum.	1	2	3	4	5
7. Bu değişimi düşündüğümde ASABİ hissediyorum.	1	2	3	4	5
8. Bu değişimi düşündüğümde ENERJİK hissediyorum.	1	2	3	4	5
9. Bu değişimi düşündüğümde UMUTLU hissediyorum.	1	2	3	4	5
10. Bu değişimi düşündüğümde STRESLİ hissediyorum.	1	2	3	4	5
11. Bu değişimi düşündüğümde KORKMUŞ hissediyorum.	1	2	3	4	5
12. Bu değişimi düşündüğümde RAHATLAMIŞ hissediyorum.	1	2	3	4	5
13. Bu değişimi düşündüğümde MUTSUZ hissediyorum.	1	2	3	4	5
14. Bu değişimi düşündüğümde HAYAL KIRIKLIĞINA UĞRAMIŞ hissediyorum.	1	2	3	4	5

6. BÖLÜM. Geçtiğiniz değişim süreci sırasında, işiniz hakkındaki düşüncelerinizi göz önüne alarak, aşağıdaki ifadeleri o dönemde ne sıklıkla hissettiğinizi belirtir misiniz?

	Hiçbir zaman	Çok nadiren	Ara sıra	Oldukça sık	Hemen hemen her zaman
1. İşimin geleceği hakkında güvensiz hissediyorum.	1	2	3	4	5
2. İşimi kaybetmeyeceğime eminim.	1	2	3	4	5
3. Yakın gelecekte işten çıkarılacağımı düşünüyorum.	1	2	3	4	5

7. BÖLÜM. Lütfen geçirdiğiniz değişim sürecini düşünerek aşağıdaki ifadelere ne ölçüde katılıp katılmadığınızı belirtiniz.

DEĞİŞİM SÜRECİNDE…..	Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum, ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
1. Değişim ve değişim süreci hakkında, doğru zamanda bilgilendirildim.	1	2	3	4	5
2. Değişim ve süreci hakkında yeterli oranda bilgilendirildim.	1	2	3	4	5
3. Değişim ve süreci hakkında bana verilen bilgiler faydalı oldu.	1	2	3	4	5
4. Bana verilen bilgiler, değişim ve süreci hakkında kafamdaki soruları cevapladı.	1	2	3	4	5
5. Değişimin sebepleri ve sonuçları hakkında bana verilen bilgiler, verilere ve mantıksal argümanlara dayalıydı.	1	2	3	4	5
6. Değişimin faydaları, bu değişim hakkında son derece bilgili uzmanlar tarafından meşrulaştırıldı.	1	2	3	4	5
7. Yöneticilerim, değişimin uygulanma aşamasında katılımcı olmamı teşvik ettiler.	1	2	3	4	5
8. Değişim içeriği ve süreci hakkında fikirlerimi belirtme imkânım oldu.	1	2	3	4	5
9. Değişim hakkında yöneticilerime sorular sorabildim.	1	2	3	4	5
10. Değişim hakkında, üst yönetim eğitim imkânları sundu.	1	2	3	4	5
11. Değişim hakkında bir ya da birden çok eğitime katılma imkânım oldu.	1	2	3	4	5
12. Değişim konusunda aldığım eğitim veya eğitimler çok faydalı oldu.	1	2	3	4	5

8. BÖLÜM. Değişim sürecinde üst yönetimin tutum ve davranışlarını düşünerek aşağıdaki ifadelere ne derecede katılıp katılmadığınızı belirtiniz.

	Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum, ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
1. Üst yönetim, değişim ile ilgili verdiği kararlarda tarafsız davranır /davrandı.	1	2	3	4	5
2. Üst yönetim, değişim ile ilgili karar verirken, çalışanların endişelerini dinler/ dinledi.	1	2	3	4	5
3. Üst yönetim, karar verirken doğru ve eksiksiz bilgi toplar/ topladı.	1	2	3	4	5
4. Üst yönetim, kararları hakkında bizi bilgilendirir ve çalışanlar talep ettiğinde ek bilgi sağlar/ sağladı.	1	2	3	4	5
5. Değişim ile ilgili tüm kararlar, etkilenen çalışanlara	1	2	3	4	5

		Hiçbir zaman	Çok nadiren	Ara sıra	Oldukça sık	Her zaman olmasa da çok sık
	eşit ve tutarlı bir biçimde uygulamaya geçirilir/ geçirildi.					
6.	Tüm çalışanların üst yönetimin yaptığı kararları sorgulama ya da kararlara itiraz etme imkânı vardır/ vardı.	1	2	3	4	5

9. BÖLÜM. Lütfen <u>değişim süreci sırasında doğrudan bağlı bulunduğunuz yöneticinizin</u> aşağıdaki ifadelerde yer alan davranışları ne ölçüde sergilediğini değerlendirin. Her bir davranışı ayrı olarak düşünün ve amiriniz hakkındaki genel görüşlerinizin belirtilen davranış konusundaki değerlendirmelerinizi yanıltmasına izin vermeyin.

	DEĞİŞİM SÜRECİNDE DOĞRUDAN BAĞLI BULUNDUĞUM YÖNETİCİM	Hiçbir zaman	Çok nadiren	Ara sıra	Oldukça sık	Her zaman olmasa da çok sık
1.	Önemli varsayımların uygun olup olmadığını sorgulamak için onları tekrar gözden geçirir.	1	2	3	4	5
2.	Önem verdiği değer ve inançları bizimle paylaşır.	1	2	3	4	5
3.	Sorunları çözerken farklı bakış açıları arar.	1	2	3	4	5
4.	Gelecek hakkında iyimser konuşur.	1	2	3	4	5
5.	Kendisi ile çalışmaktan gurur duymanızı sağlar.	1	2	3	4	5
6.	Başarılması gereken şeyler hakkında coşku ile konuşur.	1	2	3	4	5
7.	Güçlü bir amaca sahip olmanın önemini belirtir.	1	2	3	4	5
8.	Öğretmeye ve yetiştirmeye zaman harcar.	1	2	3	4	5
9.	Grubun iyiliği, kişisel çıkarlarından önce gelir.	1	2	3	4	5
10.	Bana sadece grubun bir üyesi değil, bir birey olarak davranır.	1	2	3	4	5
11.	Saygımı kazanacak şekilde hareket eder.	1	2	3	4	5
12.	Kararların etik ve ahlaki sonuçlarını göz önüne alır.	1	2	3	4	5
13.	Güç ve güven duygusu sergiler.	1	2	3	4	5
14.	"Çekici bir gelecek" vizyonu çizer.	1	2	3	4	5
15.	Beni, başkalarından farklı ihtiyaçları, yetenekleri ve beklentileri olan bir birey olarak değerlendirir.	1	2	3	4	5
16.	Sorunlara farklı açılardan yaklaşmamı sağlar.	1	2	3	4	5
17.	Güçlü yönlerimi geliştirmeme yardım eder.	1	2	3	4	5
18.	Verilen görevlerin nasıl tamamlanacağı konusunda farklı yollar önerir.	1	2	3	4	5
19.	Ortak bir misyon duygusuna sahip olmanın önemini vurgular.	1	2	3	4	5
20.	Hedeflere ulaşılacağına dair güven verir.	1	2	3	4	5

10. BÖLÜM. Lütfen <u>değişim süreci sırasında doğrudan bağlı bulunduğunuz yöneticinizin</u> ile iş ilişkinizi düşünerek, aşağıdaki ifadelere ne derecede katılıp katılmadığınızı belirtiniz.

		Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum, ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
1.	Yöneticim, iş ile ilgili sorunlarımı ve ihtiyaçlarımı bilir ve anlar.	1	2	3	4	5
2.	Yaptığım işin, yöneticimi ne kadar memnun edip etmediğimi her zaman bilirim.	1	2	3	4	5
3.	Yöneticim ile çok iyi bir iş ilişkim var.	1	2	3	4	5
4.	Yöneticim benim potansiyelimi iyi bilir.	1	2	3	4	5
5.	Gerekirse, yöneticim kendi zararı pahasına, beni zor bir durumdan kurtarırdı.	1	2	3	4	5
6.	Yöneticimin, ben olmadığımda benim kararlarımı savunacak kadar bana güveni vardır.	1	2	3	4	5
7.	Yöneticim, gerekirse, iş ile ilgili sorunlarımı çözmemde bana yardım etmek için pozisyonunun gücünü kullanırdı.	1	2	3	4	5

11. BÖLÜM. Lütfen, herhangi bir durumdan bağımsız olarak, aşağıdaki ifadelerin sizi ne ölçüde tanımlayıp tanımlamadığını belirtiniz.

		Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum, ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
1.	Kendim için koyduğum hedeflerin çoğuna ulaşabileceğimi düşünüyorum.	1	2	3	4	5
2.	Kafama koyduğum pek çok girişimde başarılı olacağıma inanıyorum.	1	2	3	4	5
3.	Zor bir görev ile karşılaştığımda, başarıyla üstesinden gelebilirim.	1	2	3	4	5

12. BÖLÜM. DEMOGRAFİK BİLGİLER.

1. Cinsiyetiniz:

Kadın	1
Erkek	2

2. Yaşınız:

215

18-25	1
26-35	2
36-45	3
46-55	4
56-65	5

3. Eğitim düzeyiniz:

Ortaokul	1
Lise	2
Üniversite	3
Yüksek lisans	4
Doktora	5

4. Değişim süreci sırasında, doğrudan bağlı olduğunuz yöneticiniz ile ne kadar süre birlikte çalıştınız ya da çalışmaktasınız?

6 aydan az	1	5-8 yıl arası	5
6 ay- 1 yıl arası	2	8-10 yıl arası	6
1-3 yıl arası	3	10-15 yıl arası	7
3- 5 yıl arası	4	15 yıldan fazla	8

5. Kaç yıldır bu kurumda çalışıyorsunuz?

6 aydan az	1	8-10 yıl arası	6
6 ay- 1 yıl arası	2	10-15 yıl arası	7
1-3 yıl arası	3	15-20 yıl arası	8
3- 5 yıl arası	4	20 yıl üstü	9
5-8 yıl arası	5		

6. Toplam tam zamanlı iş deneyiminiz kaç yıl?

6 aydan az	1	8-10 yıl arası	6
6 ay- 1 yıl arası	2	10-15 yıl arası	7
1-3 yıl arası	3	15-20 yıl arası	8
3- 5 yıl arası	4	20 yıl üstü	9
5-8 yıl arası	5		

DEĞERLİ KATKILARINIZ İÇİN ÇOK TEŞEKKÜR EDERİZ.

YÖNETİCİ – ÇALIŞAN DEĞERLENDİRMESİ

Lütfen size bağlı ………………………………… adlı çalışanınızın şirketin geçirdiği
…………………………………. değişim sürecinde sergilediği davranışları düşünerek, aşağıdaki
ifadelere ne ölçüde katılıp katılmadığınızı belirtin.

BANA BAĞLI ÇALIŞANIM, GEÇİRDİĞİMİZ DEĞİŞİM SÜRECİNDE ….	Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum, ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
1. Şirketin değişim ile ilgili talimatlarına uyum sağlar.	1	2	3	4	5
2. Değişim hakkında şikâyet etmez.	1	2	3	4	5
3. Değişim sürecinde gereken rol veya iş değişikliklerini kabul eder.	1	2	3	4	5
4. İşindeki geçici belirsizliklere ve/veya karmaşıklığa tolerans gösterir.	1	2	3	4	5
5. İş arkadaşlarına, mevcut değişim hakkında olumlu şeyler söyler.	1	2	3	4	5
6. Gerektiğinde değişim süreci hakkında yardım alır.	1	2	3	4	5
7. Değişim hakkındaki gelişmelerden kendini haberdar tutmaya çalışır.	1	2	3	4	5
8. Başkalarının değişim sürecine dâhil olmalarını teşvik eder.	1	2	3	4	5
9. Mevcut değişim ile ilgili üçüncü şahıslara olumlu şeyler söyler.	1	2	3	4	5
10. Değişimden önceki iş yapış biçimleri daha kolay gelse de, onlardan kaçınır.	1	2	3	4	5
11. Firmanın hedeflerine ulaşması için değişime ayak uydurur.	1	2	3	4	5
12. Çalışma arkadaşlarının değişime karşı gösterdikleri direnci gidermeye çabalar.	1	2	3	4	5
13. İş yapma biçimini, değişimin gerektirdiği biçimde ayarlar.	1	2	3	4	5
14. Sürekli değişim için çalışır.	1	2	3	4	5
15. Değişime bağlı zorlukların üstesinden gelmenin yollarını bulmaya çalışır.	1	2	3	4	5
16. Zorluklar sırasında bile değişime olumlu yaklaşmaya devam eder.	1	2	3	4	5
17. Değişimle ilgili kısa vadede zor görünen, ancak uzun vadede muhtemelen faydası olacak davranışları sergiler.	1	2	3	4	5

APPENDIX B

STUDY 1. QUESTIONNAIRE IN ENGLISH

SECTION 1. Considering the …………………change situation that your organization is going through, please indicate the specific changes you experienced. You may select all that apply.

1____New work mates, 2____New supervisor, 3____New job tasks, 4____Nature of the job
5____New IT system, 6____New equipments, 7____New work setting, 8____Other………………

9- (Total number of changes indicated _____)

SECTION 2. Reflecting on this change situation your organization has been going through, please indicate to what extent you agree or disagree with the following statements.

	Definitely disagree	Disagree	Neutral	Agree	Definitely agree
1. We need to change the way we do some things in this organization.	1	2	3	4	5
2. The change that we are implementing is correct for our situation.	1	2	3	4	5
3. This change will benefit me.	1	2	3	4	5
4. A change is needed to improve our operations.	1	2	3	4	5
5. With this change in my job, I will experience more self-fulfillment.	1	2	3	4	5
6. When I think about this change, I realize it is appropriate for our organization.	1	2	3	4	5
7. My fringe benefits will be better after this change.	1	2	3	4	5
8. This organizational change will prove to be best for our situation.	1	2	3	4	5
9. The change in our operations will improve the performance of our organization.	1	2	3	4	5
10. I believe the proposed organizational change will have a favorable effect on our operations.	1	2	3	4	5
11. The change in my job assignments will increase my feelings of accomplishment.	1	2	3	4	5
12. We need to improve our effectiveness by changing our operations.	1	2	3	4	5

SECTION 3. Considering this change situation your organization has been going through, please indicate to what extent you agree or disagree with the following statements.

	Definitely disagree	Disagree	Neutral	Agree	Definitely agree
1. I believe in the value of this change.	1	2	3	4	5
2. This change serves an important purpose.	1	2	3	4	5
3. I would not feel badly about opposing this change. (R)	1	2	3	4	5
4. I think that management is making a mistake by introducing this change. (R)	1	2	3	4	5
5. Things would be better without this change. (R)	1	2	3	4	5
6. I feel a sense of duty to work toward this change.	1	2	3	4	5
7. I would feel guilty about opposing this change.	1	2	3	4	5
8. I do not feel any obligation to support this change. (R)	1	2	3	4	5
9. This change is not necessary. (R)	1	2	3	4	5
10. It would be irresponsible of me to resist this change.	1	2	3	4	5
11. This change is a good strategy for this organization.	1	2	3	4	5
12. I do not think it would be right of me to oppose this change.	1	2	3	4	5

SECTION 4. Considering this change situation your organization has been going through, please indicate to what extent you agree or disagree with the following statements.

	Definitely disagree	Disagree	Neutral	Agree	Definitely agree
1. I am doing whatever I can to help this change be successful.	1	2	3	4	5
2. I am fully supportive of this change	1	2	3	4	5
3. I have tried to convince others to support this change.	1	2	3	4	5
4. I intend to fully support my supervisor during this change.	1	2	3	4	5

SECTION 5. Considering this change situation your organization has been going through, please indicate to what extent you feel the following emotions.

	Not at all	A little	Some	Quite a lot	Extremely
1. When I think about this change, I feel HAPPY.	1	2	3	4	5
2. When I think about this change, I feel EXCITED.	1	2	3	4	5
3. When I think about this change, I feel WORRIED.	1	2	3	4	5
4. When I think about this change, I feel ANGRY	1	2	3	4	5
5. When I think about this change, I feel ENTHUSIASTIC.	1	2	3	4	5
6. When I think about this change, I feel PROUD.	1	2	3	4	5
7. When I think about this change, I feel NERVOUS.	1	2	3	4	5
8. When I think about this change, I feel ENERGETIC.	1	2	3	4	5
9. When I think about this change, I feel HOPEFUL.	1	2	3	4	5
10. When I think about this change, I feel STRESSED.	1	2	3	4	5
11. When I think about this change, I feel SCARED.	1	2	3	4	5
12. When I think about this change, I feel RELIEVED.	1	2	3	4	5
13. When I think about this change, I feel UNHAPPY.	1	2	3	4	5
14. When I think about this change, I feel DISAPPOINTED.	1	2	3	4	5

SECTION 6. Considering your thoughts about your job during this change process, please indicate how often you have experienced the following thoughts?

	Never	Rarely	Sometimes	Often	Always
1. I feel insecure about the future of my job.	1	2	3	4	5
2. I'm certain that I will not lose my job.	1	2	3	4	5
3. I think that I will lose my job in the near future.	1	2	3	4	5

SECTION 5. Considering this change situation your organization has been going through, please indicate to what extent you agree or disagree with the following statements.

	Definitely disagree	Disagree	Neutral	Agree	Definitely agree
1. The information I have received about the changes has been timely.	1	2	3	4	5
2. I have received adequate information about the forthcoming changes.	1	2	3	4	5
3. The information I have received about the changes has been useful.	1	2	3	4	5
4. The information I have received has adequately answered my questions about the changes.	1	2	3	4	5
5. Those leading the change are using logical arguments and factual evidence to carry out this change.	1	2	3	4	5
6. The need for this change was justified by experts who are knowledgeable about this change.	1	2	3	4	5
7. I have been able to participate in the implementation of the changes that have been proposed and that are occurring.	1	2	3	4	5
8. If I wanted to, I could have input into the decisions being made about the change.	1	2	3	4	5
9. I have been able to ask questions about the changes that have been proposed and that are occurring.	1	2	3	4	5
10. We received the training needed to do our jobs effectively after this change.	1	2	3	4	5
11. I participated in the training sessions related to this change.	1	2	3	4	5
12. The training I received about the change has been useful.	1	2	3	4	5

SECTION 6. Considering the attitudes and behavior of <u>top management</u>, please indicate to what extent you agree or disagree with the following statements.

	Definitely disagree	Disagree	Neutral	Agree	Definitely agree
1. Top management makes decisions about the change in an unbiased manner.	1	2	3	4	5
2. Top management makes sure that all employee concerns are heard before decisions about the change are made.	1	2	3	4	5
3. To make decisions about the change, top management collects accurate and complete information.	1	2	3	4	5
4. Top management clarifies change decisions and	1	2	3	4	5

		Never	Rarely	Sometimes	Frequently	Most of the time or always
	provides additional information when requested by employees.					
5.	All change decisions are applied consistently across all affected employees.	1	2	3	4	5
6.	Employees are allowed to challenge or appeal change decisions made by the top management.	1	2	3	4	5

SECTION 7.   Please indicate how often your immediate supervisor displays the following behaviors. Please consider each behavior independently, without generalizing a behavior on others.

		Never	Rarely	Sometimes	Frequently	Most of the time or always
1.	Re-examines critical assumptions to question whether they are appropriate.	1	2	3	4	5
2.	Talks about his/her most important values and beliefs.	1	2	3	4	5
3.	Seeks differing perspectives when solving problems.	1	2	3	4	5
4.	Talks optimistically about the future.	1	2	3	4	5
5.	Installs pride in others for being associated with him/her.	1	2	3	4	5
6.	Talks enthusiastically about what needs to be accomplished.	1	2	3	4	5
7.	Specifies the importance of having a strong sense of purpose.	1	2	3	4	5
8.	Spends time teaching and coaching.	1	2	3	4	5
9.	Goes beyond self-interest for the good of the group.	1	2	3	4	5
10.	Treats others as individuals rather than just as a member of a group.	1	2	3	4	5
11.	Acts in ways that build others' respect for him/her.	1	2	3	4	5
12.	Considers the moral and ethical consequences of decisions.	1	2	3	4	5
13.	Displays a sense of power and confidence.	1	2	3	4	5
14.	Articulates a compelling vision of the future.	1	2	3	4	5
15.	Considers an individual as having different needs, abilities, and aspirations from others.	1	2	3	4	5
16.	Suggests new ways of looking at how to complete assignments.	1	2	3	4	5
17.	Helps others to develop their strengths.	1	2	3	4	5
18.	Gets others to look at problems from many different angles.	1	2	3	4	5
19.	Emphasizes the importance of having a collective sense of mission.	1	2	3	4	5
20.	Expresses confidence that goals will be achieved.	1	2	3	4	5

SECTION 8. Considering your work relation with your immediate supervisor, please indicate to what extent you agree or disagree with the following statements.

	Definitely disagree	Disagree	Neutral	Agree	Definitely agree
1. My manager understands my job problems and needs.	1	2	3	4	5
2. I always know how satisfied my supervisor is with what I do.	1	2	3	4	5
3. My working relationship with my supervisor is very effective.	1	2	3	4	5
4. My manager recognizes my potential well.	1	2	3	4	5
5. My supervisor would "bail me out" at his/her expense.	1	2	3	4	5
6. My manager has confidence on me to defend my ideas even when I'm not present	1	2	3	4	5
7. My supervisor would use his/her power to help me solve work-related problems.	1	2	3	4	5

SECTION 9. In general, to what extent do you agree or disagree with the following statements?

	Definitely disagree	Disagree	Neutral	Agree	Definitely agree
1. I will be able to achieve most of the goals that I have set for myself.	1	2	3	4	5
2. I believe I can succeed at most any endeavor to which I set my mind.	1	2	3	4	5
3. When facing difficult tasks, I am certain that I will accomplish them	1	2	3	4	5

SECTION 10. DEMOGRAPHICS

7. Gender:

Female	1
Male	2

8. Age:

18-25	1
26-35	2
36-45	3
46-55	4
56-65	5

223

9. Level of education

Middle school	1
High school	2
Undergraduate	3
Master	4
Ph.D.	5

10. Your duration of working with your current immediate supervisor

Less than 6 months	1	5-8 years	5
6 months- 1 year	2	8-10 years	6
1-3 years	3	10-15 years	7
3- 5 years	4	15 years	8

11. Your total years of experience in this organization

Less than 6 months	1	8-10 years	6
6 months- 1 year	2	10-15 years	7
1-3 years	3	15-20 years	8
3- 5 years	4	More than 20 years	9
5-8 years	5		

12. Your total full time work experience

Less than 6 months	1	8-10 years	6
6 months- 1 year	2	10-15 years	7
1-3 years	3	15-20 years	8
3- 5 years	4	More than 20 years	9
5-8 years	5		

THANK YOU FOR YOUR CONTRIBUTION.

SUPERVISOR-EMPLOYEE RATING

Considering your employee ……………(NAME)………………… who reports to you, please indicate to what extent you agree or disagree with the following statements regarding the behaviors he / she exhibits during the specific change process that your organization is going through.

	Definitely disagree	Disagree	Neutral	Agree	Definitely agree
1. Complies with the organization's orders regarding the change.	1	2	3	4	5
2. Doesn't complain about the change	1	2	3	4	5
3. Accepts job changes.	1	2	3	4	5
4. Tolerates temporary disturbances and/or uncertainties in his-her job.	1	2	3	4	5
5. Speaks positively about the change to co-workers	1	2	3	4	5
6. Seeks help concerning the change when needed	1	2	3	4	5
7. Tries to keep himself-herself informed about the change	1	2	3	4	5
8. Encourages the participation of others in the change.	1	2	3	4	5
9. Speaks positively about the change to outsiders	1	2	3	4	5
10. Avoids previous work practices, even if they seem easier	1	2	3	4	5
11. Continues with the change to reach organizational goals	1	2	3	4	5
12. Tries to overcome co-workers' resistance toward the change.	1	2	3	4	5
13. Adjusts the way he-she does his-her job as required by this change	1	2	3	4	5
14. Works toward the change constantly.	1	2	3	4	5
15. Tries to find ways to overcome change-related difficulties.	1	2	3	4	5
16. Remains positive about the change even during difficulties	1	2	3	4	5
17. Engages in change-related behaviors that seem difficult in the short-term but are likely to have long-term benefits.	1	2	3	4	5

APPENDIX C

STUDY 2. SCENARIO SAMPLES AND QUESTIONNARE IN TURKISH

2. ÇALIŞMA – KATILIMCI BİLGİ ve ONAMA FORMU

Araştırmayı destekleyen kurum: Boğaziçi Üniversitesi

Araştırmanın adı: Investigating the factors behind positive reactions to change: The role of affect and cognition (Değişime yönelik olumlu tepkilerin ardındaki etkenler: Biliş ve duygulanımın rolü)

Proje Yürütücüsü/Araştırmacının adı: Prof. Dr. Hayat Kabasakal, Ar. Gör. Seçil Bayraktar Kazozcu

Adresi: Boğaziçi Üniversitesi İşletme Bölümü, 34342 Bebek, İstanbul

E-mail adresi: kabasaka@boun.edu.tr; secil.bayraktar@boun.edu.tr

Telefonu: 0212 3597508

Sayın katılımcı,

Boğaziçi Üniversitesi İşletme Bölümü öğretim üyesi Prof. Dr. Hayat Kabasakal ve araştırma görevlisi Seçil Bayraktar Kazozcu "Değişime yönelik olumlu tepkilerin ardındaki etkenler: Biliş ve duygulanımın rolü" adında bilimsel bir araştırma projesi yürütmektedir. Bu çalışmanın amacı, değişim sürecinden geçen firmalarda, çalışanların tutum ve davranışlarını etkileyen faktörler hakkında bilgi edinmektir.

Bu araştırmada bize yardımcı olmanız için sizleri de projemize davet ediyoruz. Kararınızdan önce araştırma hakkında sizi bilgilendirmek istiyoruz. Bu bilgileri okuduktan sonra araştırmaya katılmak isterseniz lütfen bu formu imzalayıp kapalı bir zarf içinde bize ulaştırınız.

Bu araştırmaya katılmayı kabul ettiğiniz takdirde, öncelikle size bir firmanın geçirdiği değişim süreci ile ilgili bir senaryo verilecektir. Bu senaryodaki firmanın değişim süreci üzerine bir yönetici konuşması dinleyeceksiniz. Ardından, kendinizi, bu firmanın bir çalışanı olarak düşünmenizi ve verilen bilgiler doğrultusunda, bu firmanın çalışanı olarak aynı durumda siz olsaydınız nasıl yanıtlar vereceğinizi göz önüne alarak, soruları cevaplamanızı rica edeceğiz. Bu bölümde cevaplayacağınız anket yaklaşık 15 dakika sürecektir.

Bu araştırma bilimsel bir amaçla yapılmaktadır ve katılımcı bilgilerinin gizliliği esas tutulmaktadır. Anketlerde katılımcı isimleri yerine birer kod numarası kullanılacaktır. Anketler araştırma projemiz süresince kilitli bir dolapta muhafaza edilip araştırma sona erdiğinde imha edileceklerdir. Cevaplarınız diğer katılımcıların cevaplarıyla birleştirilecek ve kişisel olarak değerlendirilmeyecektir.

Bu araştırmaya katılmak tamamen isteğe bağlıdır. Katıldığınız takdirde çalışmanın herhangi bir aşamasında herhangi bir sebep göstermeden onayınızı çekmek hakkına da sahipsiniz. Bu durumda sizden almış olduğumuz veriler çalışma dışı bırakılacak ve imha edilecektir.

Araştırma projesi hakkında ek bilgi almak istediğiniz takdirde lütfen Boğaziçi Üniversitesi İşletme Bölümü Araştırma Görevlisi Seçil Bayraktar Kazozcu ile temasa geçiniz (Telefon: 0212 3597508 Adres: Boğaziçi Üniversitesi, İşletme Bölümü 34342 Bebek, İstanbul).

Eğer bu araştırma projesine katılmasını kabul ediyorsanız, lütfen bu formu imzalayıp kapalı bir zarf içerisinde bize geri yollayın.

Ben, (katılımcının adı) ...., yukarıdaki metni okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları tamamen anladım. Çalışma hakkında soru sorma imkanı buldum. Bu çalışmayı istediğim zaman ve herhangi bir neden belirtmek zorunda kalmadan bırakabileceğimi ve bıraktığım takdirde herhangi bir olumsuzluk ile karşılaşmayacağımı; bu durumda verdiğim bilgilerin çalışma dışı bırakılarak imha edileceğini anladım.

Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Formun bir örneğini aldım / almak istemiyorum (bu durumda araştırmacı bu kopyayı saklar).

Katılımcının Adı-Soyadı:...

İmzası:..

Adresi (varsa Telefon No, Faks No):...

....

Tarih (gün/ay/yıl):...../......./..............

Araştırmacının Adı-Soyadı:...

İmzası:..

Tarih (gün/ay/yıl):...../......./..............

Senaryo 1 (rasyonel içerik, iş güvencesi)

Sayın katılımcı,

- Bu çalışmada size bir firmanın geçirdiği değişim süreci ile ilgili bir senaryo verilecektir.

- Lütfen kendinizi, bu senaryodaki firmanın bir çalışanı olarak düşünün. Verilen bilgiler doğrultusunda, bu firmanın çalışanı olarak AYNI DURUMDA SİZ OLSAYDINIZ nasıl yanıtlar vereceğinizi göz önüne alarak, soruları cevaplayın.

- Soruları yanıtlarken, kendinizi belirtilen durum içinde farz ederek cevap vermeniz, çalışmanın sonuçları açısından büyük önem taşımaktadır. Firma isimlerinin gerçek isimler ile ilgisi yoktur, senaryo amacı ile düzenlenmiştir.

LÜTFEN OKUYUNUZ:

Hedef Sigorta bünyesinde 4 yıldır çalışmaktasınız. Kısa bir süre önce, Hedef Sigorta, Türk-Alman ortaklığında bir sigorta şirketi olan Global Sigorta ile birleşme kararı aldı. Bu birleşme, Hedef Sigorta'nın % 49 hisse, Global Sigorta'nın ise %51 hisse sahibi olması şeklinde sonuçlandı. Birleşmenin sonucu olarak iki şirketin, Global Sigorta ismi ile tek bir çatı altında devam etmesi üzerine yeniden yapılandırma çalışmalarına başlandı.

Öncelikle, <u>bu firmadaki yöneticinizin</u> bu değişim ile ilgili yaptığı konuşmayı dinleyiniz.

Ardından, bu açıklama doğrultusunda, bu firmanın bir çalışanı olsaydınız vereceğiniz cevapları düşünerek soruları yanıtlayınız.

LÜTFEN DİNLEYİNİZ:

Yöneticinizin Konuşması

Sevgili arkadaşlar,

Bir süredir şirketimizin gündeminde olan birleşme kararının sonuçlandığını sizinle paylaşmak istiyorum. Şirketimizin hisselerinin çoğunluğunun Global Sigorta tarafından alınması ile, bundan böyle, Global Sigorta çatısı altında faaliyetlerimize devam edeceğiz.

Bildiğiniz gibi, şirketimiz Hedef Sigorta, sektörün en köklü kuruluşlarından biri olarak, yıllardır çok çeşitli başarılara imza atmıştır. Ancak son zamanlarda, sektörde gittikçe artan rekabet ve değişen piyasa koşullarına bağlı olarak, bazı mali güçlükler ile karşı karşıya kaldık. Mali zorlukların faaliyetlerimize olumsuz etkisi ve %5.3lük pazar payımızın %3'e varan düşüşü, bu birleşme kararını hızlandırmamızı sağladı. Tekrar sektörde ilk 5 firma arasında yerimizi almak ve hem şirketin, hem de sizlerin maddi ve manevi çıkarlarını gözetmek için bu değişim kaçınılmaz olmuştur.

Bu süreçte, gerçekleştirdiğimiz fizibilite çalışmaları ve fayda-maliyet analizleri doğrultusunda değerlendirdiğimiz birkaç sigorta şirketi oldu. Bu değerlendirmeler sonucunda, Global Sigorta, stratejileri, yenilikçi yaklaşımı ve portföy yapısı ile rakiplerinden öne çıkmıştır. 19 yıllık geçmişi ile Avrupa'nın 8 ülkesinde faaliyet gösteren Global, sigorta finansal güç değerlendirmesinde A+ notuna sahiptir ve dünyaca ünlü bir sigorta kuruluşu olan Achilles üyesidir. Tüm bu nedenlerle, bu şirket birleşmesinde, Global Sigorta, şirketimiz için en doğru alternatif olarak seçilmiştir.

Bilmenizi isteriz ki, bu birleşme kararı, şirketimizin faaliyetleri üzerinde son derece olumlu bir etkiye sahip olacaktır. İki şirketin güçlerinin yaratacağı sinerji, nakit akışımızı, karlılığımızı ve hizmet kalitemizi artıracak, sektördeki rekabetimizi güçlendirecektir. Uluslararası bir yönetim ekibinin getireceği deneyim de kuşkusuz büyük bir artı sağlayacaktır.

Siz çalışanlarımız da bu değişimin sonucunda, gelişen bir şirkette, daha etkin çalışabilecekleri bir iş ortamına sahip olacaksınız. Ayrıca, sizin için daha objektif bir performans sistemi, sınırları daha net çizilmiş iş tanımları ve kullanımı daha kolay yeni bir ERP programı gibi değişimler planlamaktayız.

Bu süreçte, işten çıkarmalar olmayacağına dair size güvence verebiliriz. Maaş ve sağlık sigortası gibi ek faydalarda da eksi yönde herhangi bir değişiklik olmayacaktır. Ancak, iki şirketin bir araya gelmesinin doğal bir sonucu olarak, önümüzde yoğun ve yorucu bir süreç olacak. Bu entegrasyon sürecinde, günlük iş yapış biçiminiz, iş yükleri ve görevler belirgin biçimde değişecektir.

Geçiş sürecinde karşılaşabileceğiniz zorlukları aşmak için, hepiniz gerekli donanım ve deneyime sahipsiniz. İtinalı ve azimli bir çalışma ile yeni sisteme kolayca adapte olacağınızı düşünüyorum. Hedeflerimizin gerçekleşmesi ve girişimlerimizin başarıya ulaşmasında sizin desteğiniz son derece önemli. Lütfen sorularınızı bizimle paylaşmaktan çekinmeyin. Hepimiz için verimli bir dönem olmasını diliyor, azminizi ve desteğinizi bekliyorum.

Sayın katılımcı,

- Bu çalışmada size bir firmanın geçirdiği değişim süreci ile ilgili bir senaryo verilecektir.

- Lütfen kendinizi, bu senaryodaki firmanın bir çalışanı olarak düşünün. Verilen bilgiler doğrultusunda, bu firmanın çalışanı olarak AYNI DURUMDA SİZ OLSAYDINIZ nasıl yanıtlar vereceğinizi göz önüne alarak, soruları cevaplayın.

- Soruları yanıtlarken, kendinizi belirtilen durum içinde farz ederek cevap vermeniz, çalışmanın sonuçları açısından büyük önem taşımaktadır. Firma isimlerinin gerçek isimler ile ilgisi yoktur, senaryo amacı ile düzenlenmiştir.

LÜTFEN OKUYUNUZ:

Hedef Sigorta bünyesinde 4 yıldır çalışmaktasınız. Kısa bir süre önce, Hedef Sigorta, Türk-Alman ortaklığında bir sigorta şirketi olan Global Sigorta ile birleşme kararı aldı. Bu birleşme, Hedef Sigorta'nın % 49 hisse, Global Sigorta'nın ise %51 hisse sahibi olması şeklinde sonuçlandı. Birleşmenin sonucu olarak iki şirketin, Global Sigorta ismi ile tek bir çatı altında devam etmesi üzerine yeniden yapılandırma çalışmalarına başlandı.

Öncelikle, bu firmadaki yöneticinizin bu değişim ile ilgili yaptığı konuşmayı dinleyiniz.

Ardından, bu açıklama doğrultusunda, bu firmanın bir çalışanı olsaydınız vereceğiniz cevapları düşünerek soruları yanıtlayınız.

LÜTFEN DİNLEYİNİZ:

Yöneticinizin Konuşması

Değerli çalışma arkadaşlarım,

Bir süredir şirketimizin gündeminde olan birleşme kararının sonuçlandığını heyecanla paylaşmak istiyorum. Şirketimizin hisselerinin çoğunluğunun Global Sigorta tarafından alınması ile bundan böyle, Global Sigorta çatısı altında faaliyetlerimize devam edeceğiz.

Hedef Sigorta olarak, yıllardır bu sektörde saygınlığımızı koruyarak pek çok başarıya, sizlerle birlikte imza attık. Ancak, son zamanlarda, sektörde gittikçe artan rekabet ve değişen piyasa koşullarının mali durumumuza olumsuz etkisi ile hepimiz endişeli günler yaşadık. Bu ekonomik sıkıntı nedeniyle, hizmet kalitemiz ve saygınlığımızın zarar görmemesi için, birleşme kararını hızlandırmak istedik. Kalite ve müşteri odaklılık ve çalışan memnuniyeti üzerine temel değerlerimizi korumak için bu değişim kaçınılmaz olmuştur.

Bu süreçte gerçekleştirdiğimiz görüşmelerde değerlendirdiğimiz birkaç farklı sigorta şirketi oldu. Bu değerlendirmeler sonucunda, Global Sigorta, etik değerlere bağlılığı, saygınlığı ve kurum kültürü ile rakiplerinden öne çıkmıştır. Avrupa çapında güvenilir bir şirket olan

Global sigorta, şirket ortaklığında başarının, dayanışmaya ve takım ruhu ile çalışmaya dayandığını düşünmektedir. Tüm bu nedenlerle, benzer değerlerimiz çerçevesinde, uyum ve güven içinde çalışacağımızı hissettiğimiz en uygun partner olan Global Sigorta'yı tercih etmiş bulunuyoruz.

Bilmenizi isteriz ki, bu birleşme kararı, şirketimizin faaliyetleri üzerinde son derece olumlu bir etkiye sahip olacaktır. Global Sigorta çatısı altında sektörün lider şirketleri arasında yer alarak uluslar arası bir vizyon ile parlak bir geleceğe ilerleyeceğiz. Bu değişim ile, çalışmaktan gurur duyacağımız kendimize yakışır bir şirket yaratmayı hayal ediyoruz. Çalışanlarımızın da, hevesle ve enerji ile çalıştığı huzurlu ve mutlu bir çalışma ortamı önceliğimizdir.

İki şirketin bir araya gelmesinin doğal bir sonucu olarak, önümüzde hem dinamik hem stresli bir süreç olacak. Bu entegrasyon sürecinde, günlük iş yapış biçiminiz, iş yükleri ve görevler belirgin biçimde değişecektir. Departmanlar arası rotasyonlar ve bazı pozisyon değişiklikleri olacağını öngörüyoruz. Her ne kadar çalışan sayımız ile ilgili bir küçülmeye gitmek istemesek de, yeni yönetimin de kararları ile, kadrolarda bazı değişiklikler olması muhtemel. İlerleyen aşamalarda sizinle olumlu gelişmeler paylaşmayı umut ediyorum.

Geçiş sürecinde karşılaşabileceğiniz zorlukları aşmak; özveri, çalışma, insiyatif alma, yenilikçi olma ve özgüven gerektirecek. Bu yolda, tüm zorlukların üstesinden geleceğinize ve başarıya ulaşacağınıza güvenim tam. Herhangi bir konuda destek istediğinizde her zaman yanınızda olduğumu bilmenizi isterim. Lütfen önerilerinizi ya da sorularınızı benimle paylaşmaktan çekinmeyin.

Bu değişim ile birlikte, geleceği daha parlak, üyesi olmaktan daha çok gurur duyacağımız bir şirket için çalışacağız. Bu takımın birer üyesi olarak hepimiz, bu temel değişimin yapı taşlarını oluşturacağız. Gelecek için heyecanlıyım, gelin, bu geleceği beraber yaratalım.

1. BÖLÜM. Yöneticinizin konuşması doğrultusunda, aşağıdaki ifadelere ne ölçüde katılıp katılmayacağınızı belirtiniz.

		Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum, ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
1.	Bu değişimin gerekçeleri ve faydaları hakkında bilgilendirildim.	1	2	3	4	5
2.	Yöneticim, başarılması gereken şeyler hakkında coşku ile konuştu.	1	2	3	4	5
3.	Yöneticim, gelecek hakkında iyimser konuştu.	1	2	3	4	5
4.	Yöneticim, hedeflere ulaşabileceğime dair bana güven verdi.	1	2	3	4	5
5.	Konuşmanın içeriği mantıksal argümanlara dayalıydı.	1	2	3	4	5
6.	Konuşmanın içeriği ilham vermeye dayalıydı.	1	2	3	4	5
7.	Bu değişim sürecinde, işimin geleceği hakkında güvensiz hissediyorum.	1	2	3	4	5

2. BÖLÜM. Lütfen, verilen bilgiler doğrultusunda, belirtilen kurumun bir çalışanı olsaydınız, bu değişim süreci ile ilgili aşağıdaki ifadelere ne ölçüde katılıp katılmayacağınızı belirtiniz.

		Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum, ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
1.	Bu şirkette bazı şeyleri yapma biçimimizi değiştirmemiz gerekiyordu.	1	2	3	4	5
2.	Uygulanan bu değişim bizim durumumuz için en doğru karar.	1	2	3	4	5
3.	Bu değişimin bana faydası olacak.	1	2	3	4	5
4.	İşleyişi daha iyiye götürmek için bu değişim gerekliydi.	1	2	3	4	5
5.	İşimdeki bu değişim ile daha çok kişisel tatmin duygusu yaşayacağım.	1	2	3	4	5
6.	Bu değişimi düşündükçe, şirketimiz için, yerinde ve uygun bir değişim olduğunu fark ediyorum.	1	2	3	4	5
7.	Bu değişimin ardından maddi veya manevi menfaatlerim daha iyi olacak.	1	2	3	4	5
8.	Bu değişim, bizim durumumuz için biçilmiş kaftan.	1	2	3	4	5
9.	Bu değişimin uygulanması, şirketimizin performansını artıracak.	1	2	3	4	5
10.	Bu değişimin, faaliyetlerimiz üzerinde olumlu bir etkisi olacağına inanıyorum.	1	2	3	4	5
11.	Bu değişim ile işimde daha başarılı olacağım.	1	2	3	4	5
12.	Daha etkin çalışabilmemiz için bu değişimin gerekliliğine inanıyorum.	1	2	3	4	5

3. BÖLÜM. Belirtilen kurumun bir çalışanı olsaydınız, verilen bilgiler doğrultusunda, bu değişim hakkında aşağıdaki duyguları ne ölçüde hissederdiniz?

	Çok az veya hiç	Biraz	Orta seviyede	Oldukça fazla	Son derece fazla
1. Bu değişim hakkında MUTLU hissederim.	1	2	3	4	5
2. Bu değişim hakkında HEYECANLI hissederim.	1	2	3	4	5
3. Bu değişim hakkında ENDİŞELİ hissederim.	1	2	3	4	5
4. Bu değişim hakkında KIZGIN hissederim.	1	2	3	4	5
5. Bu değişim hakkında HEVESLİ hissederim.	1	2	3	4	5
6. Bu değişim hakkında GURURLU hissederim.	1	2	3	4	5
7. Bu değişim hakkında ASABİ hissederim.	1	2	3	4	5
8. Bu değişim hakkında ENERJİK hissederim.	1	2	3	4	5
9. Bu değişim hakkında UMUTLU hissederim.	1	2	3	4	5
10. Bu değişim hakkında STRESLİ hissederim.	1	2	3	4	5
11. Bu değişim hakkında KORKMUŞ hissederim.	1	2	3	4	5
12. Bu değişim hakkında RAHATLAMIŞ hissederim.	1	2	3	4	5
13. Bu değişim hakkında MUTSUZ hissederim.	1	2	3	4	5
14. Bu değişim hakkında HAYAL KIRIKLIĞINA UĞRAMIŞ hissederim.	1	2	3	4	5

4. BÖLÜM. Belirtilen kurumun bir çalışanı olsaydınız, bu değişim süreci ile ilgili aşağıdaki ifadelere ne ölçüde katılıp katılmayacağınızı belirtiniz.

	Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum, ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
1. Bu değişimin değerine inanıyorum.	1	2	3	4	5
2. Bu değişim önemli bir amaca hizmet ediyor.	1	2	3	4	5
3. Bu değişime karşı çıkmak bana kendimi kötü hissettirmez.	1	2	3	4	5
4. Bu değişimi başlatarak yönetimin bir hata yaptığını düşünüyorum.	1	2	3	4	5
5. Bu değişim olmadan her şey daha iyi olurdu.	1	2	3	4	5
6. Bu değişime hizmet etmek için görev bilinci hissediyorum.	1	2	3	4	5
7. Bu değişime karşı çıkmak beni suçlu hissettirirdi.	1	2	3	4	5
8. Bu değişimi desteklemeye yönelik herhangi bir mecburiyet hissetmiyorum.	1	2	3	4	5
9. Bu değişim gerekli değil.	1	2	3	4	5
10. Bu değişime direnmem sorumsuzluk olurdu.	1	2	3	4	5
11. Bu değişim firma için iyi bir strateji.	1	2	3	4	5

		Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum, ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
12.	Bu değişime karşı çıkmamın doğru bir davranış olduğunu düşünmüyorum.	1	2	3	4	5

5. BÖLÜM. Belirtilen kurumun bir çalışanı olsaydınız, verilen bilgiler doğrultusunda, bu değişim sürecine yönelik aşağıdaki davranışları ne ölçüde sergileyip sergilemeyeceğinizi belirtiniz.

BU DEĞİŞİM SÜRECİNDE…	Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum, ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
1. Şirketin değişim ile ilgili talimatlarına uyum sağlarım.	1	2	3	4	5
2. Değişim hakkında şikâyet etmem.	1	2	3	4	5
3. Değişim sürecinde gereken rol veya iş değişikliklerini kabul ederim.	1	2	3	4	5
4. İşimdeki geçici belirsizliklere ve/veya karmaşıklığa tolerans gösteririm.	1	2	3	4	5
5. İş arkadaşlarıma, mevcut değişim hakkında olumlu şeyler söylerim.	1	2	3	4	5
6. Gerektiğinde değişim süreci hakkında yardım alırım.	1	2	3	4	5
7. Değişim hakkındaki gelişmelerden kendimi haberdar tutmaya çalışırım.	1	2	3	4	5
8. Başkalarının değişim sürecine dâhil olmalarını teşvik ederim.	1	2	3	4	5
9. Mevcut değişim ile ilgili üçüncü şahıslara olumlu şeyler söylerim.	1	2	3	4	5
10. Değişimden önceki iş yapış biçimleri daha kolay gelse de, onlardan kaçınırım.	1	2	3	4	5
11. Şirketimin hedeflerine ulaşması için değişime ayak uydururum.	1	2	3	4	5
12. Çalışma arkadaşlarımın değişime karşı gösterdikleri direnci gidermeye çabalarım.	1	2	3	4	5
13. İş yapma biçimimi, değişimin gerektirdiği biçimde ayarlarım.	1	2	3	4	5
14. Sürekli değişim için çalışırım.	1	2	3	4	5
15. Değişime bağlı zorlukların üstesinden gelmenin yollarını bulmaya çalışırım.	1	2	3	4	5
16. Zorluklar sırasında bile değişime olumlu yaklaşmaya devam ederim.	1	2	3	4	5
17. Değişimle ilgili kısa vadede zor görünen, ancak uzun vadede muhtemelen faydası olacak davranışları sergilerim.	1	2	3	4	5

6. BÖLÜM. DEMOGRAFİK BİLGİLER.

1. Cinsiyetiniz:

Kadın	1
Erkek	2

2. Yaşınız: _____

3. Eğitim düzeyiniz:

Lise	1
Üniversite	2
Yüksek lisans	3
Doktora	4

4. Toplam tam zamanlı iş deneyiminiz kaç yıl? _____

5. Bugüne kadarki iş deneyiminizi düşünerek, çalıştığınız kurumlardan biri ya da birden fazlası herhangi bir değişim sürecinden geçti mi?

Evet	1	Evet ise, soru 6yı yanıtlayınız.
Hayır	2	Hayır ise, soru 6yı yanıtlamayınız.

6. Kurumunuzun geçirdiği bu değişim veya değişimlerin in türü neydi? Birden fazla işaretleyebilirsiniz.

Birleşme- satın alma	1
Yeniden yapılanma	2
Genel müdür/ müdür değişikliği	3
Ofis değişimi / taşınma	4
Yeni bilgisayar programı/ IT sistemi	5
Küçülme	6
Büyüme (yeni ürün/ yeni pazarlar)	7
Diğer(belirtiniz)	8
……………………………………………………..	

DEĞERLİ KATKILARINIZ İÇİN ÇOK TEŞEKKÜR EDERİZ.

STUDY 2. SCENARIO SAMPLES AND QUESTIONNARE IN ENGLISH

Scenario 1 (rational, secure)

Dear Participant,

- In this study, you will be provided a scenario about an organization going through a change process.

- Pleases consider yourself as an employee working in this organization. In line with the information provided to you, please answer the questions exactly as you would if you were in the same situation as an employee in this organization.

- It's very important for the results of the study that you consider yourself as a part of this hypothetical situation. The names of the organizations are not real, they have been made up for the scenario.

PLEASE READ:

You have been working for Hedef Insurance Co. for 4 years. Recently, Hedef Insurance announced its merger with Global Insurance Co., which is a Turkish-German partnership.
This merger resulted with 49% of the shares belonging to Hedef Insurance and 51% shares under the ownership of Global Insurance. As a result of the merger, restructuring initiatives started with the purpose of two companies merging under a single roof with the name of Global Insurance.

First of all, please listen to your manager's speech about this change.

Then, in line with this speech, please answer the questions in the survey, considering that you were an employee in this organization.

PLEASE LISTEN:

Speech of your manager

Dear friends,

I'd like to share with you that the merger decision, which was a major current issue in our company for a while, has recently reached to a conclusion. With Global Insurance buying the majority of our shares, from now on, we will continue our operations under the roof of Global Insurance.

As you know, our company, Hedef Insurance, as one of the long established organizations in the sector, has attained numerous achievements for years. However, due to the changing

market conditions and increasing competition in the sector, we faced financial difficulties in the recent times. The adverse effect of financial difficulties on our operations and the decrease in our market share from 5.3% to 3%, made us accelerate this decision of merger.

This change has been inevitable in order to take our place among the top 5 companies in the sector again and to protect both the company's and your pecuniary and non-pecuniary advantages.

During this decision period, we evaluated several insurance companies by conducting feasibility and cost- benefit analyses. As a consequence of these evaluations, Global Insurance Co. has become prominent with its strategy, innovative approach, and portfolio structure.
Global Insurance, which is a 19 years old organization, operates in 8 countries in Europe. It has an A+ ranking in insurance financial strength rating and is a member of Achilles, the globally known insurance institution. Based on these rationales, Global Insurance has been selected as the most appropriate alternative for our company.

We'd like you to know that this merger decision will have extensive positive effects on our operations. The synergy that will emerge from the strength of the two organizations will improve our liquidity, credibility, and profitability, enhance our service quality, and strengthen our competitiveness in the sector. Also, the experience of a global management team will definitely have a lot of advantages.

As an outcome of this change, you, our employees, will have a working environment where you will be able to work more effectively in a growing company. In addition, we are working on a more objective performance evaluation system, more accurately defined job roles, and a new and more user friendly ERP program for you.

During this process, we can ensure you that there will be no layoffs. Also, there will not be any downward changes in your salaries or fringe benefits. However, as a natural consequence of two different companies merging together, we will have a busy and tiring process ahead of us. During this period of integration, your work load and roles will significantly change.

You all have the necessary competence and experience in order to overcome the challenges of the transition period. I think that you will easily adapt to the new system by working carefully and in determination. In achieving our goals and reaching success, your support is of utmost importance. Please do not hesitate to direct your questions to us. I wish all of us an efficient period and I'm looking forward to your determination and support.

Dear Participant,

- In this study, you will be provided a scenario about an organization going through a change process.

- Pleases consider yourself as an employee working in this organization. In line with the information provided to you, please answer the questions exactly as you would if you were in the same situation as an employee in this organization.

- It's very important for the results of the study that you consider yourself as a part of this hypothetical situation. The names of the organizations are not real, they have been made up for the scenario.

PLEASE READ:

You have been working for Hedef Insurance Co. for 4 years. Recently, Hedef Insurance announced its merger with Global Insurance Co., which is a Turkish-German partnership.
This merger resulted with 49% of the shares belonging to Hedef Insurance and 51% shares under the ownership of Global Insurance. As a result of the merger, restructuring initiatives started with the purpose of two companies merging under a single roof with the name of Global Insurance.

First of all, please listen to your manager's speech about this change.

Then, in line with this speech, please answer the questions in the survey, considering that you were an employee in this organization.

PLEASE LISTEN:

Speech of your manager

My dear colleagues,

I'm excited to share with you that the merger decision, which was a major current issue in our company for a while, has recently reached to a conclusion. With Global Insurance buying the majority of our shares, from now on, we will continue our operations under the roof of Global Insurance.

You and us together, as Hedef Insurance Co., have attained numerous achievements by maintaining our prestigious position for years. However, due to the adverse effect of changing market conditions and increasing competition in the sector on our financial situation, we all lived through distressed days. We accelerated this merger decision since we did not want this financial shortage to damage our service quality and our prestige. This

change has been inevitable to protect our core values such as quality and customer orientation and employee satisfaction.

During this decision period, we evaluated several insurance companies. As a result of these evaluations, Global Insurance Co. has become prominent with its commitment to ethical values, reputability, and corporate culture. Global Insurance, which a respected insurance company in Europe, maintains the view that success in a merger is dependent on collaboration and working as a team. Based on these reasons, we have preferred Global Insurance, thinking them as the most appropriate partner. We feel that having similar values, we will be able to work with them in harmony and trust.

We'd like you to know that this merger decision will have extensive positive effects on our operations. Under the roof of Global Insurance, we will proceed to a bright future with a global vision and we will take our place among the leader insurance companies. With this change, we aim to create a company that we will be proud to be members of. Our priority is a peaceful and happy working environment where our employees will work with energy and enthusiasm.

 As a natural consequence of two companies merging together, we have both a dynamic and stressful period ahead. In this period of integration, your daily work, work loads and roles will significantly change. We foresee that there will be rotations between departments and some role changes. Although we do not wish to take any action such as downsizing, it is possible that the new management's decisions may lead to possible changes in the positions. I'm hoping to share with you positive news in the following phases.

Overcoming the challenges of this transition period will require sacrifice, hard work, taking initiative and self confidence. I have full confidence that you will overcome all challenges and reach success. I want you to know that whenever you need help, I'm here for you. Please do not hesitate to share your suggestions or questions with me.

With this change, we will work for a company with a brighter future and we will be proud to be a member of. We, as the members of a team, will be the building stones of this major change. I'm excited for the future, let's create this future together!

Survey

SECTION 1. In line with the speech of your manager, please indicate to what extent do you agree or disagree with the following statements?

	Definitely disagree	Disagree	Neutral	Agree	Definitely agree
1. I was informed about the reasons and outcomes of this change	1	2	3	4	5
2. My manager talked with enthusiasm about the things that needed to be achieved.	1	2	3	4	5
3. My manager talked optimistically about the future.	1	2	3	4	5
4. My manager gave me confidence about reaching our goals.	1	2	3	4	5
5. The content of the speech was based on logical arguments.	1	2	3	4	5
6. The content of the speech was based on inspiration.	1	2	3	4	5
7. I feel insecure about the future of my job in this change period.	1	2	3	4	5

SECTION 2. In line with the speech of your manager, considering that you were an employee in this organization, please indicate to what extent do you agree or disagree with the following statements?

	Definitely disagree	Disagree	Neutral	Agree	Definitely agree
1. We need to change the way we do some things in this organization.	1	2	3	4	5
2. The change that we are implementing is correct for our situation.	1	2	3	4	5
3. This change will benefit me.	1	2	3	4	5
4. A change is needed to improve our operations.	1	2	3	4	5
5. With this change in my job, I will experience more self-fulfillment.	1	2	3	4	5
6. When I think about this change, I realize it is appropriate for our organization.	1	2	3	4	5
7. My fringe benefits will be better after this change.	1	2	3	4	5
8. This organizational change will prove to be best for our situation.	1	2	3	4	5
9. The change in our operations will improve the performance of our organization.	1	2	3	4	5
10. I believe the proposed organizational change will have a favorable effect on our operations.	1	2	3	4	5

	1	2	3	4	5
11. The change in my job assignments will increase my feelings of accomplishment.	1	2	3	4	5
12. We need to improve our effectiveness by changing our operations.	1	2	3	4	5

SECTION 3. If you were an employee in that organization, in line with the provided information, to what extent would you feel the following emotions about this change situation?

	Not at all	A little	Some	Quite a lot	Extremely
1. When I think about this change, I feel HAPPY.	1	2	3	4	5
2. When I think about this change, I feel EXCITED.	1	2	3	4	5
3. When I think about this change, I feel WORRIED.	1	2	3	4	5
4. When I think about this change, I feel ANGRY	1	2	3	4	5
5. When I think about this change, I feel ENTHUSIASTIC.	1	2	3	4	5
6. When I think about this change, I feel PROUD.	1	2	3	4	5
7. When I think about this change, I feel NERVOUS.	1	2	3	4	5
8. When I think about this change, I feel ENERGETIC.	1	2	3	4	5
9. When I think about this change, I feel HOPEFUL.	1	2	3	4	5
10. When I think about this change, I feel STRESSED.	1	2	3	4	5
11. When I think about this change, I feel SCARED.	1	2	3	4	5
12. When I think about this change, I feel RELIEVED.	1	2	3	4	5
13. When I think about this change, I feel UNHAPPY.	1	2	3	4	5
14. When I think about this change, I feel DISAPPOINTED.	1	2	3	4	5

SECTION 4. If you were an employee in that organization, in line with the provided information, to what extent would you agree or disagree with the following statements?

	Definitely disagree	Disagree	Neutral	Agree	Definitely agree
1. I believe in the value of this change.	1	2	3	4	5
2. This change serves an important purpose.	1	2	3	4	5
3. I would not feel badly about opposing this change. (R)	1	2	3	4	5
4. I think that management is making a mistake by introducing this change. (R)	1	2	3	4	5
5. Things would be better without this change. (R)	1	2	3	4	5
6. I feel a sense of duty to work toward this change.	1	2	3	4	5
7. I would feel guilty about opposing this change.	1	2	3	4	5

		Definitely disagree	Disagree	Neutral	Agree	Definitely agree
8.	I do not feel any obligation to support this change. (R)	1	2	3	4	5
9.	This change is not necessary. (R)	1	2	3	4	5
10.	It would be irresponsible of me to resist this change.	1	2	3	4	5
11.	This change is a good strategy for this organization.	1	2	3	4	5
12.	I do not think it would be right of me to oppose this change.	1	2	3	4	5

SECTION 5. If you were an employee in that organization, in line with the provided information, to what extent would you agree or disagree with the following statements?

SUPPORT		Definitely disagree	Disagree	Neutral	Agree	Definitely agree
1.	I comply with my organization's orders regarding the change.	1	2	3	4	5
2.	I don't complain about the change	1	2	3	4	5
3.	I accept job changes.	1	2	3	4	5
4.	I tolerate temporary disturbances and/or uncertainties in my job.	1	2	3	4	5
5.	I speak positively about the change to co-workers	1	2	3	4	5
6.	I seek help concerning the change when needed	1	2	3	4	5
7.	I try to keep myself informed about the change	1	2	3	4	5
8.	I encourage the participation of others in the change.	1	2	3	4	5
9.	I speak positively about the change to outsiders	1	2	3	4	5
10.	I avoid previous work practices, even if they seem easier	1	2	3	4	5
11.	I continue with the change to reach organizational goals	1	2	3	4	5
12.	I try to overcome co-workers' resistance toward the change.	1	2	3	4	5
13.	I adjust the way I do my job as required by this change.	1	2	3	4	5
14.	I work toward the change constantly.	1	2	3	4	5
15.	I try to find ways to overcome change-related difficulties	1	2	3	4	5
16.	I remain positive about the change even during difficulties	1	2	3	4	5
17.	I engage in change-related behaviors that seem difficult in the short-term but are likely to have long-term benefits.	1	2	3	4	5

SECTION 6. DEMOGRAPHICS

7. Gender:

Female	1
Male	2

8. Age: _____

9. Level of education:

High school	1
Undergraduate	2
Master	3
Ph.D.	4

10. Total years of full time work experience _____

11. Considering your work experience, has any of the organizations you worked for gone though a change process?

Yes	1	If yes, answer question 6
No	2	If no, do not answer question 6

12. What was the type of change that your organization went through? You can select more than one.

Merger- acquisition	1
Restructuring	2
CEO/ Manager change	3
Relocation / new office	4
New IT system	5
Downsizing	6
Growth (new product/ markets)	7
Other (please specify………………………)	8

THANK YOU FOR YOUR CONTRIBUTION.

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