

PERCEPTION ANALYSIS ON EMPLOYEE
DIVERSITY MANAGEMENT. A CASE STUDY
IN A PRIVATE UNIVERSITY IN TURKEY.

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By

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ABSTRACT

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May 2012

MANAGING DIVERSITY IN A CHANGING GLOBAL ENVIRONMENT. A CASE STUDY IN A TURKISH PRIVATE UNIVERSITY

The aim of this thesis is to present the information on the relation of diversity management and performance, as well as employees' satisfaction at work. In the first part of the thesis, the concept of diversity is being explained, together with the literature review, related to the main study on: multiculturalism, equality vs. equity, prejudice, discrimination, stereotyping and dimensions of diversity, personality studies, cultural diversity and performance, as well as G. Hofstede's dimensions. The second part of this thesis deals with application part, the questionnaire results and statistical evaluation of it.

The statistics package program was used for the statistical analysis. For the consideration of the results, descriptive statistical methods (frequency and percentages) were used. In order to analyse the gender and nationality influence on performance, the linear regression was used. In order to see the difference between the two national groups (foreign and turkish) , and their view on the diversity management, the crosstabulation analysis was used.

According to the results of the analysis, gender has no distinctive influence on the employee performance, however, nationality has.

Key Words: Diversity Management, G. Hofstede's Principles, Dimensions of Diversity, Performance, Personality, Culture.

ÖZET

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May 2012

PERCEPTION ANALYSIS ON EMPLOYEE DIVERSITY MANAGEMENT. A CASE STUDY IN A TURKISH PRIVATE UNIVERSITY

Bu tezin amacı çeşitlilik yönetimi, performans ve aynı zamanda çalışanların işten memnuniyeti ile ilgili bilgi sunmaktır. Tezin ilk bölümünde çeşitlilik kavramı; çok kültürlülük, eşitlik-hakkaniyet karşılaştırması, önyargı, ayrımcılık, kalıplaşmış yargı, çeşitlilik boyutları, kişisel çalışmalar, kültürel çeşitlilik ve performans ve ayrıca G. Hofstede'in boyut teorisi üzerine yapılmış esas çalışmayla ilgili edebiyat taraması ile anlatılmaktadır. Tezin ikinci bölümü durum incelemesi, anket sonuçları ve bunun istatistiksel değerlendirmesiyle ilgilidir.

İstatikse paket programı istatistiksel inceleme için kullanıldı. Sonuçların değerlendirilmesi için tanımlayıcı istatistiksel metodlar (sıklıklar ve yüzdeler) kullanıldı. Cinsiyet ve milliyetin performansa etkisini incelemek için lineer regresyon kullanıldı. İki ulusal grup ((yabancı ve Türk) arasındaki farkı ve onların çeşitlilik yönetimi üzerindeki görüşlerini görmek için çapraz tablolama incelemesi kullanıldı.

İnceleme sonuçlarına göre, cinsiyetin çalışanın performansı üzerinde hiçbir belirgin etkisi yokken milliyetin vardır.

Anahtar Kelimeler: Yönetim Çeşitliliği, G. Hofstede'in İlkeleri, Çeşitlilik Boyutları, Kişilik, Kültür.

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LIST OF ABBREVIATIONS

CV – Curriculum Vitae

DRN- Data Release Number

EOMC-Equal Opportunity and Motivation Contributions

EU – European Union

F.U. – Fatih University

HRM – Human Resource Management

IBM – International Business Mashines

ID - Identification Data

M - Mean

MA – Master of Arts (degree)

PhD – Philosophiae Doctor

SPSS – Statistical Package for the Social Sciences

TQR – Total Quality Respect

USA – United States of America

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INTRODUCTION

In couple of decades, diversity has become one of the key issues in many organisations. Very often, having diversity at work is considered to be advantageous, as it brings different ideas, and perspectives on decision making and problem solving, as well as increase the motivation of all the individuals, and creates a “healthy” competition. However, together with all the benefits, there are many problematic issues related to diversified work force. Prejudice, discrimination and stereotyping are some of such issues which a company should have in mind when dealing with diversity. Different personality and cultural background of individuals, influence their performance in various ways.

In this study, the first part argues on the importance of diversity, the main issues on managing it, and the challenges and solutions of the issue. Diversity management is being explained by Montes, Shaw (2003), Lipnack and Stamps (1993), Thomas and Ely (1996), and other scholars. Previously mentioned researchers, as well as Keitz (2007) and Jones (1999) argue on the correct definition of diversity. The importance of diversity management is being explained by Rosado (2006), Thompson (1997), Thomas (1999) and others. Moving on, the paper presents the problems connected to the issues, mentioned above, like, multiculturalism. A special attention is given to Rosado’s (2006) model, which emphasizes the idea of exclusion being transformed to inclusion in organisations. A special focus is given on the concepts of equality vs. equity, where Burchardt, Vizard (2007), Cox (1993) and Montes, Shaw (2003) explain the definition of each, and the difference between them. In addition, the problems of stereotyping, prejudice, discrimination and exclusion are explained by Cox (1993). The dimensions of diversity are given in detail, putting them into three categories, according to Collins (2011), Lapid-Bogda (1998), Gardenswartz, Rowe (1998) and others: Internal, External and Organisational. Personality studies and its influence on performance are being explained too. A special attention is given to the theories on personality, with the

contributions of Freud, Erikson, Jung, Trait and Locke (<http://growth-development.knoji.com>). In addition, cultural diversity and the classification of cultures are explained next, by scholars, like Hofstede (2009), Jones (1997), Kluckhohn (1962), Parson, Shils, Smelser (1951), Kluckhohn, Strodbeck (1961), Levinson (1954) and others. G. Hofstede's five cultural dimensions (Hofstede, 2011), are being explained in detail. Performance and culture relationship are argued by scholars, like Pitts, Wise (2010), Ogbonna, Haris (2006), Kochan et al., (2003), O'Reilly, Williams (1998) and others. The biggest focus in the first part of the thesis is given to G. Hofstede's dimensions of culture (Hofstede, 1980, 1984, 2009, 2011), with a detailed explanation on each dimension and the criticism, contributed by McSweeney (2002), Anderson (1991) and others.

The second part of this thesis focus on the application section. In this section, the sample is presented, with an explanation on the Turkish National Education System. The Private University Sector in Turkey is explained, following the information about the sample, - Fatih University. The history of the institution, the chief characteristics of it, policy, vision, mission statements are presented, as well as, academic units and the process of hiring a foreign academic staff are given. A linear correlation between diversity management and performance, with a significant difference in gender and nationality is being tested statistically.

Moving on in the paper, the case study is given. Two hypothesis of the research are present, in addition to the explanation of data collection and sampling. The findings are evaluated in the final section of the thesis. The general frequency analysis is being examined by SPSS, following the analysis of the frequencies on G.Hofstede's cultural dimensions, crosstabulation analysis and the linear regression.

Finally, the conclusions, limitations and further research are being suggested.

Part I: Theory and Literature Review: Workplace Diversity

1.1. Definition of Workplace Diversity

Looking back to the history, any type of “diversity” often was associated with something negative and unexceptionable, starting with gender issues, moving on to race, religion or appearance related concerns. However, today, in more and more spheres of life, the word “diversity” is becoming advantageous. In one way or another, it is becoming critical for the durability of many individuals (Montes, Shaw, 2003). Diversity is becoming an inseparable part in every day business life too. The claim that all the individuals in a working place are miscellaneous, gives even more “salt” to company’s present and future decisions (Montes, Shaw, 2003). In the 21-st century it is not enough any more for an organisation to have a qualified, certificated and well trained workforce (Lipnack & Stamps, 1993). There is also a demand for an organisational climate, which do not contain stereotyping, exclusion, and has opportunities for every individual to express themselves and feel as a beneficial part of the whole (Montes, Shaw, 2003). What is even more important, the main subject of today is not really having a diverse workforce, but it is about how organisations can synthesize the talents, ideas and skills various individuals bring to the working environment (Montes, Shaw, 2003). It is clear, that one of the main focuses of the new century is diversity.

Many daily life situations and at the same time many companies are changing their way of handling things, and so the organisations are getting rid of hierarchical structures and acquiring diversified teams (Triandis, Kurowski, & Gelfand, 1997). Starting with daily basis operations, diversity melts in every aspect of business routines, mostly touching the human factor. One of the challenges, however, is to define workplace diversity. Thomas, Ely (1996) claims that the way people perceive and define diversity, influence the way individuals treat and what practises they conduct, in order to reach the overall efficiency and positive results.

That is why definition of diversity plays a great part in the issue. There are many various explanations of what a workplace diversity is. Montes and Shaw, (2003) and Keitz (2007) argue that as a whole, people usually associate diversity as differences in various aspects in people, such as culture, race, religion, etc. According to Montes and Shaw (2003), this kind of understanding possibly comes from stereotyping which either comes from history, or is developed through time. How (2007) in Keitz (2007) and Jones (1999) state that diversity is “inclusive”, it is not visible, nor touchable. It has been a long time already, when one cannot associate diversity to only races and cultures (Keitz, 2007). However, as Cox (1991) and Welburn (1999) in Keitz (2007) explain, critics reply to this and claim that such an understanding of diversity may look too general, does not involving unfair behaviour or lack of opportunities for those who look different from the majority (Keitz, 2007). Pitts and Wise (2010), presents the organisational behaviour apprentices ideas on what diversity is. They claim that diversity is about variety in people. Authors also argue that the greatest massiveness of heterogeneity effectiveness is achieved when it is displayed in all the levels of a company (Pitts, Wise, 2010).

1.2. Importance of Diversity

It is crucial first to highlight that diversity is a subject of choice in any organisation. Even though it is mostly considered to be a positive aspect of a working place, literature presents both, the bright and the challenging parts of heterogeneity at work. Wichever perspective to discuss, it is clear that diversity has been and still is an intense subject today. A remarkable development of internationalization and globalization has made a diversity issue even more outstanding (Joplin, Daus, 1997). As mentioned before, diversity at work has both, equally important positive and negative aspects. Researchers still have a debate on which side

is more weighty. Whichever opinion to support, it is undeniable that diversity is a very significant and beneficial organizational resource (Gonzalez, 2010). It is important, first, to understand the usefulness of having a diversified workforce and, eventually, dealing with and managing it in an organisation in order to achieve the best possible performance.

First of all, literature gives a lot of bright sides of having a diversified organization. One common understanding of diversity is known as “value in diversity” assumption (Cox, Lobel, & McLeod, 1991). According to this proposition, despite heterogeneity creates confrontation for group intercourse, it still leads to positive results (Mannix, A. Neale, 2005). Diversity in teams enhance opportunity of sharing different opinions and knowlegde, solving organisational problems in a broader variety of ways and in such a way reaching better results in workers’ performance (Mannix, A. Neale, 2005). A heterogenous working environment brings into the organisation different values and ideas, broader range of attitudes and knowledge (Joplin, Daus, 1997).

Other researchers, Triandis, Hall, & Ewen (1965), in Mannix, Neale, (2005) also argue that diversity is the most salutary and valuable when assignments call for imagination and originality. This idea is also supported by ACIB (Australian Centre for International Business) in Shen, Chanda, D’Netto and Monga (2009), which claims that diversity has a positive influence not only on the top management decisions, but also it helps to search and come up to wise and inspiring ideas and well-considered solutions to many of the organisational problems. According to Wilson and Iles (1999), diversity can increase organizational effectiveness and efficiency as heterogenous workforce is better on listing ideas and working in teams, which allows them to reach useful decisions. It eventually leads to success and profitability of the whole enterprise.

Another side of research in literature, however, emphasizes that successful HRM operations have nothing to do with diversity (Shen, Chandra, D'Netto, Monga, 2009). Adler (2003) suggests that on one hand, diversity helps to find solutions in the company easier, on the other hand, it also carries together the conflicts and mistrust. Being a minority in an organisation may create isolation and stereotyping, which can cause a lot of effort to be eliminated by training individuals. In addition to this, Rynes (1995) believes that even training diversity does not have any visible influence on management or the performance of heterogeneous employees. Blum, Field and Goodman (1994) claim that the more diversified workforce a company holds, the less payment employees actually get, and the more workers turnover an organisation receives. This statement may be cleared up by Morrison (1992), who did a research on managers in 16 companies, in the USA. What he learned is that the majority of analysed companies offered only one method to maintaining equality in the workplace, but not different kind of options to keep the company climate peaceful and united. Other researchers claim that engaging diversity in a company is already a challenge (Basset – Jones, 2005; Cox, 2001; Galagan, 1993; Moore, 1999; Thomas, 1992 in Keitz, 2007). There are two main reasons to explain it: individuals are more eager to be working among similar workers, and many companies are not willing to make changes in general (Keitz, 2007).

Diversity at work needs to feel equal treatment in any situation. Heterogeneous workers need to feel and clearly see development opportunities, which could be training, career planning as well as general understanding and support from the top management (Shen, Chandra, D'Netto, Monga, 2009). Lack of such understanding, could explain Blum's, Field's and Goodman's (1994) previously discussed idea of frequent diversified workers turnover in an organisation. So, the idea is not, actually, seeing diversity as different, extra management effort acquiring group of employees, but it is about setting up the right tone of inclusion and clearly expressing the idea of diversity's worth in a company (Shen, Chandra, D'Netto,

Monga, 2009). As Storey (1999) suggests, the right planning and implementation, given by management, on diversified human resources, can be the key to organisational success, which is broader explained in the next section.

1.3. Importance of Diversity Management

Years ago, diversity was managed for having in mind exclusion as a goal (Rosado, 2006) However, today, it stands as one of the most essential business strategies in many companies all over the world (Wilson, Iles, 1999). Also the goal of it has shifted from exclusion concerns to the intensions of inclusion (Rosado, 2006). That's why, as it was discussed before, having a diversified workforce brings a lot of positivity in a company. However, without a proper, goal oriented management, diversity based human resources may lead to unnecessary, time and money consuming organisational problems. Managing diversity means accepting and having a deep faith that heterogeneity and all the aspects of it, brings positive issues to the company, but not the negativity, which one may think includes conflicts and misunderstanding among the team members (Thompson, 1997). The key of managing heteroginity is based on strategic thinking and understanding of human resources itself (Shen, Chandra, D'Netto, Monga, 2009). A number of schollars argue that if enterprises are willing to survive, they should see diversity as a successful tool to gain a sustainable competitive advantage in the market (Keitz, 2007). Another researcher also claims that a present organisation, which is managed accordingly, has less hierarchy, it is open to changes and team work (Thomas, 1999). That is why the corporate competence is more important than ever before in the past, as well as top management's goal-oriented authorisation, which goes hand in hand with the tolerance and sensitivity to every single individual in a company (Thomas, 1999).

Thomas (1990) in Pitts and Wise (2010), introduced “managing for diversity” approach. This view on diversity management is different in a way that it creates strategies, programs and future oriented goals for the purpose of diversity management (Pitts, Wise, 2010). This approach used in organisations, would make management focus on diversity related issues in the early stages of recruitment and selection (Pitts, Wise, 2010). This means it could lead to a positive organisation performance from the very first day of having heterogeneity as well. It is clearly important for managers to understand and guide diversity, because knowing how to behave with a diversity at work, may lead to higher quality organisational decisions and competitive benefits (Cassell, 1996). Horwitz, Bowmaker, Falcolner and Searll (1996) point out the importance of successfully controlling segregation issue in an organisation, which may appear as differences in gender, race, culture or education. Diversity management stresses the importance of managers seeing the positive side of individual differences and making them blend in the whole picture of a company (Shen, Chandra, D’Netto, Monga, 2009) It is a lot of effort and open-mind requiring, systematic process which brings together talented individuals for their best concern (Rosado, 2006). This is where the idea of multiculturalism merges in.

1.4. Multiculturalism

Knowing the importance of understanding and managing diversity, it is equally essential to understand the idea of multiculturalism. Rosado (2006) states that this term is often interpreted and applied wrongly. The author also gives a practical definition of multiculturalism:

*Multiculturalism is a system of **beliefs / behaviours** that **recognizes / respects** the presence of all diverse groups in an organisation or society, **acknowledges / values** their socio-cultural*

differences, and encourages / enables their continued contribution within an inclusive cultural context which empowers all within the organisations or society (Rosado, 2006, p.2).

All the elements, mentioned in the definition above are functioning as a system. He believes that multiculturalism is a combination of mutually related pieces (Rosado, 2006). It includes people's experience, values, beliefs, and how it effects their behaviour (Rosado, 2006). Looking to the world areas like EU nations, Australia and New Zealand, multiculturalism, as one of the dimensions of diversity, is considered to be the most important aspect of it (Shen, Chando, D'Netto, Monga, 2009). A possibility to immigrate is probably the most essential factor, why many places in the world, such as USA, Europe and others have a boiling, constantly growing, tend to variate and change easily cultural society. There are seven crucial issues to explain. The first components, recognition and respect go hand in hand though they do not have the same meaning (Rosado, 2006). As an example could be dark skinned individuals. People notice their existance (recognize) but sometimes don't treat them (respect) the same way as others (Rosado, 2006). Another element is acknowledgement of various cultural backgrounds and behaviours. It is the understanding that heterogeneous environment brings different kinds of behaviour which can be used as an advantage if the need arises (Rosado, 2006). Multiculturalism also deals with encouragement and enabling of different individuals in an enterprise or community in general. Empowerment here deals with individuals being able to see their strengths and weaknesses, and at the same time being able to cope with drawbacks and use the advantages in order to develop themselves as individuals and as a part of an organisation too (Rosado, 2006). As a result, the significance of the idea of multiculturalism is "unity in diversity" (Rosado, 2006). Multiculturalism presents individuals who see heterogeneity as a gift to share and use it as a beneficial and effective tool.

According to Rosado (2006), many companies today consider themselves multicultural. However, as the scholar declares, there are “Seven Ps” which are necessary to mention and understand when speaking about multiculturalism: “Perspectives, policies, purposes, programs, personnel, practices and power.” Of course, the most important component is personnel and practices, as without human power and their ability to deal with issues, the rest make no sense. That is why, it is so crucial, to engage individuals in the management process, as this is what actually makes a company multicultural (Rosado, 2006).

When speaking about multiculturalism, one risk must be taken into consideration – Bashism (Rosado, 2006). According to the scholar, it is an inclination to behave in a way, which can easily “verbally and/or physically” affect an individual or a group of them, depending on contradictory understanding about one group of people or another (Rosado, 2006). The reasons of treating co-workers can be any dimension of diversity, without even considering person as a unique human being. The idea of Bashism is very close to that of stereotyping. Only, according to Rosado (2006), Bashism appears more often because of fear in people to feel as outsiders from the majority, while stereotyping is about generalisations and prejudice.

1.5. C.Rosado’s Model in Understanding Diversity Management

The researcher Rosado C. (2006) thinks that diversity and its management should be an integrated and comprehensive process, including the entire organisation. As he suggests, this is described as a “holistic model”, which falls into two main categories: horizontal and vertical models. By horizontal, researcher means visible features, such as gender, race, etc. It involves respect and welcoming for dissimilarity, as well as “embracing and valuing diversity” (Rosado, 2006). The horizontal level, according to the researcher, is especially

worth paying attention to, because at this point, employees tend to have misunderstandings and even serious disagreements or arguments. Because of this reason, having workshops and training for the workers is not always enough. C. Sleeter in Rosado (2006), explains the reason why worshipping diversity may not be enough in the horizontal level. According to her, the biggest mistake in managing a diversified group at work is focusing on separate individuals rather than on the whole organisation and its aims. This is important, as according to the scholar Steeler in Rosado (2006), the problems and challenges in horizontal level often back up in the vertical one as well.

The vertical model deals with invisible, more psychological aspects, like values, beliefs, understanding of the world, and is concerned about delegation of power and achieving the mission of the enterprise (Rosado, 2006). It also includes “ harnessing and empowering diversity”. According to the author, horizontal and vertical dimensions tend to face conflicts, that is why, managing diversity, as a tool to achieve the best outcome by working together, plays a great role here (Rosado, 2006). The researcher believes that in this level, the most important change may happen, as at this point exclusion is most likely to happen. The changes in an organisation, at a vertical model should also be deep, touching the vision and mission of the company and may be even changing the whole structure of the enterprise. Only in such a way, diversity would function at its best (Rosado, 2006).

The holistic model is also called “Total Quality Diversity” (Rosado, 2006). This model presents the idea of exclusion being transformed into inclusion, ending up in the “vision-values-mission of the organisation in Cultural Inclusion” (Rosado, 2006). According to the researcher, both models, mentioned in two previous paragraphs are designed to help an organisation to face the challenging environment in the business market and to prepare a company for any diversity-related situation. That is why the main aim, according to the author and his model below is “Living Diversity”, meaning, working and functioning the way that

bring the enterprise the highest possible achievement, success and profit in the market. The model below (See: Figure1.1.), works upon two models – horizontal, including individual and interactional change, and vertical, with the institutional and structural change dimensions (Rosado, 2006).

Figure 1.1. : A Holistic Model of Total Quality Diversity:



Source: Caleb Rosado, 1996, *Workforce Diversity, What Do We Mean By “Managing Diversity?”*, Vol. 3: *Concepts and Cases*. Hyderabad. India: ICAFAI University. Originally published in Sumati Reddy, editor.

This diagram presents the idea of exclusion being changed by inclusion (Rosado, 2006). The key idea of this holistic model is “treating people the way they should be treated”, which stands for TQR – Total Quality Respect (Rosado, 2006). Also, the two dimensions, primary (visible) and secondary (invisible), show the importance when bringing inclusion to the enterprise and working on the mission of the company (Rosado, 2006). The main part of it is respect and acceptance of heterogeneous individuals, in order to avoid any possible struggles and fights (Rosado, 2006).

The light green and the dark green circles and their “tails” represent “Primary Diversity”, which holds usually clearly visible characteristics in people, which individuals bring naturally from birth.

The light green stands for institutional inclusion, having dimensions of disability, sexual orientation and ethnicity, rolling around the main, central circle, the living diversity, which is the main aim of the Holistic Model.

The dark green represents interactive change, having the dimensions of age, gender and race, which same as all the other colours and their linking lines, are surrounding the centre of the diagram.

The orange and the blue circles, as well as same colour lines, stand for the “Secondary Diversity”, which, according to the Rosado (2006), are not clearly recognized and “sociocultural”.

In the diagram above, the orange linking line, a connector of individual inclusion and structural change, holds such dimensions of diversity as occupation, culture and learning styles. These dimensions are also surrounding the centre of the diagram, where cultural diversity and the final result – living diversity takes place.

The blue link, connecting structural change and interactive change has dimensions of language, education and values, which, the same as the orange link are turning around the middle circle of the diagram, showing that these diversity dimensions influence the final result – living diversity.

The main aim of the Holistic Model is to accomplish the key goal of every organisation – profit line, which includes not only monetary issues, but also the quality in company's product and service it gives to the customers (Rosado, 1997). The final result expected from the Total Quality Diversity procedure is to have a multicultural organisation, which has a diversified workforce, able to compete and come up to ideas, which help the organisation to keep its best position in the workplace and the environment (Rosado, 1997).

1.6.Equality vs. Equity

When understanding diversity, it is important to distinguish the definition of equality and equity of individuals in society, as well as the relation between them. Burchardt, Vizard (2007), give their definition of equality. They describe equality as individuals, having a “substantive freedom to live in ways that they value and choose.” The society that is equal, according to the scholars mentioned before, is the one which understands individuals with their various aims and requirements. It looks for the society where discrimination, prejudice, or any political, legal or physical circumstances do not effect individuals in any way. Equality, according to the researchers, is the condition when people do not feel any limits or barriers, related to their actions or thought, as well as the circumstances mentioned before Burchardt, Vizard (2007).

When speaking about equality, any difference among individuals is ignored, meaning everybody has equal rights and opportunities. While, equity deals with the acceptance of differences and recognition of them, in order to help the potential people posses to come out

(<http://events.kenexa.com> , 2012). For example, if employees are working in the same organisation, and they are paid the same amount of money, this means a company payment system is based on equality. While, if the same group of workers receive different salary, based on their experience, seniority, position, etc, then the issue is equity. Wilson (1997) in Montes, Shaw (2003), presents the main three epoches and views in time of equity:

- 1950's-1960's: "The age of inequality". This period of time is the peak of industrialisation and the beginning of the information era. Any difference, for example, in culture, race or ethnicity, was considered to be "out of norm".
- 1960's-1990's: "The age of equality": The main idea in this era is "equal opportunities". The management of people became the issue, which was to stop unequal treatment and neglect dissimilarities.
- 2000 – Today: "The age of equity": Differences in individuals are viewed as an opportunity to distinguish and apply skills, ideas and talents human beings bring, in order to increase the overall performance of the enterprise.

1.7. Prejudice, Discrimination, Stereotypes and Exclusion

Cox (1993) defines prejudice as "attitudinal bias as a mean to prejudge someone on the basis of some characteristics". It is most often about the negative thinking about some certain group of people as a whole (Cox, 1993). While discrimination, according to the scholar, is a bias directed to someone, who belongs to a certain group. (Cox, 1993).

Ijzendor (1989) believes, that some personality types are more likely to prejudge than others. He states that individuals having an authoritarian characters tend to be not so lenient to groups of minority and heterogenous individuals. This is what he calls "intrapersonal source

of prejudice". Cox (1993) supports his idea of intrapersonal prejudice, by giving three types of it: "perceived physical attractiveness, communication proficiency and legacy effects based on the history of intergroup relations." As an example of perceived physical attractiveness, Cox (1993) presents the phenomena of beauty, claiming that physically attractive people are more likely to be accepted by others than less attractive ones. As a legacy effect, the researcher presents an idea of individual who does not know English language. He claims that in such case, people may see him/her not clever enough or even inferior and in this way, even try to avoid communication.

The final type of prejudice, the historical legacy, Cox (1993) divides into two levels: micro and macro. The micro level, refers to the individual experience, people receive through having or not having relationship with others. For example, if an employee, always having a male manager for all his/her working life, gets a female one, he/she may have negative prejudice about the latter. While the macro level refers to incidents in life, where individual had no chance to take part in (Cox, 1993). For example, the World War II. Some individuals may have prejudice on the whole German community, based on some negative associations with A.Hitler, etc.

Cox (1993) states, that prejudice does not necessarily happen from the side of majority groups, it also exists the other way. He also believes, that media plays a great role in forming prejudice towards certain groups or individuals, belonging to such groups. Such occurrences often may result in discrimination as well (Cox, 1993). According to the researcher, both concepts, prejudice and discrimination, does not bring good to the company. It can lead to various consequences, starting from mistrust among employees ending up cases in court. That is why, cases of prejudice and discrimination should not be left aside in any situation.

At least once in the existence of any enterprise, managers face a crucial problem related to stereotyping and exclusion as well. What makes prejudice different from stereotyping is the categorisation individuals make based on one group or another (Cox, 1993). The focus of stereotyping is no longer attitudes or emotional responses to people, but the main focus here is on process and categorization of group identity (Cox, 1993). Montes and Shaw (2003) believe that if stereotyping appears in a very elementary stage, this may even turn positive for a company and individuals. Researchers believe that in the basic level, stereotyping can help individuals realize and connect their own identities with other similar or dissimilar workers (Montes, Shaw, 2003). It helps to learn about yourself, who you are, your drawbacks and strengths. As while looking at dissimilar individuals, human beings have a chance to evaluate themselves and make certain conclusions about who they are, and what else they can do to reach goals and achieve success. However, the real trouble starts when people become so influenced by stereotypes, that they begin having prejudice and making decisions which lead to discrimination and exclusion (Montes, Shaw, 2003). That is why it is crucial for managers to recognize that boundary, and to prevent any negative action in relation to stereotyping and the other issues discussed in this part of the paper.

1.8. Dimensions of Diversity

In today's literature, one can find different categories and explanations on the dimensions of diversity. The researchers view this issue as a changing phenomena, which is influenced by many different factors in the dynamics of general and organisational environment. That is why, diversity of individuals occurs in a wide spectrum of classifications.

According to Kossek, Lobel and Brown (2005), workplace heterogeneity underlines that human beings are different in a variety of visible and invisible ways, like gender, age, social status, religion, personality, ethnicity or culture. Understanding only this fact, one can imagine the importance of a matter. According to Pitts and Wise (2010), there are following diversity dimensions: “race, ethnicity, sex or gender, disability status, social class, age, education or function, sexual orientation, religion and nationality/ culture.” All these dimensions the authors divide into two main categories: relevant (such as race, gender, ethnicity and sex) and to more up-to-date, reflecting the today’s world application, including age, sexual-orientation, nationality and language (Pitts, Wise, 2010).

Other two professionals, Gardenswartz and Rowe (1998), introduced a “4 Layers of Diversity” model, which explains diversity dimensions in detail. This model consists of three main dimensions: Internal, External and Organisational. All these three categories of dimensions eventually lead to “Personality”, which stands for an individual, shaped by all of them.

1.8.1. Internal Dimensions

Internal dimensions are the ones that individual, him/herself cannot control or at least, cannot modify it easily (Gardenswartz, Rowe, 1998). Lapid-Bogda (1998) also calls them “primary dimensions”, as they are most likely to influence an individual, so that they become the most important for the formulation of a human being. Another researcher Collins (2011) describes them as “permanent dimensions”. For example, it can be a French, African American, female, homosexual, Generation X-er. All these facts about an individual, can have a significant importance in a life experience and the formulation of personality (Collins,

2011), as well as perceptions about others and the organisation conditions (Gardenswartz, Rowe, 1998).

Gender separation has always been one of the most distinctive features that make individuals different. Often, because of differences between men and women, individuals have true or false prejudice about somebody. In addition, the roles people are likely to see in others, are still often divided as well. For example, men, taking parental leave, or women, being pilots for many still look strange and not quite “matching” their gender (Gardenswartz, Rowe, 1998). From the business perspective, many researches disclose the importance of gender differences in employee outcomes such as satisfaction, loyalty and performance (Fields, Blum & Goodman, 2005; Hwang, Ko, & Alouini, 2008).

In addition to gender dimension, the place an individual comes from, has one or another nationality, or belongs to a certain ethnic group, also makes people different from one another and often may put a mark in his or her “general picture” among the co-workers and management. Some are certainly proud of where they come from, and try to show it to the public in one or another way (Gardenswartz, Rowe, 1998). However, others are trying to change who they are, because sometimes, a certain nationality in a passport may not only restrict the physical movement from country to country, but even limit the work opportunities. For example, an individual holding the nationality of Ukraine can not freely cross the EU border, or, for instance, a Polish individual may find it difficult to get a working place in New Zealand, etc. Being different in nationality or ethnic group, means being fluent in one language and maybe having different understanding in group alliance (Gardenswartz, Rowe, 1998). When speaking about languages, if an individual speaks a different language from a customer, it may cause major problems for the whole organisation, because of misunderstanding or lack of communication (Gardenswartz, Rowe, 1998). Problems appear when ethnicity divides rather than unites workers (Gardenswartz, Rowe, 1998). For example,

an eye contact in one ethnic group is considered a sign of respect, while in others it is rude and unacceptable (Gardenswartz, Rowe, 1998).

Race is another dimension, which may influence individual on personal and organisational level. When we speak about race, usually what comes to people's mind is skin colour, the shape of eyes, or any other physical characteristics (Gardenswartz, Rowe, 1998). A researcher Elsea in Gardenswartz and Rowe (1998) claims that there are nine main factors, which people notice in others: race, gender, age, appearance, facial expressions, eye contact, movement, personal space, and, finally, touch. In her list, race goes in the first place, which shows how essential it can be for people when making decisions or having perceptions on one individual or another (Gardenswartz, Rowe, 1998).

Social class back ground, as one of the dimensions of diversity, is another issue, which in some parts of the world, like India, has a major sense in a working life. However, in the twenty first century, social class has become a minor, or even a kind of "invisible" factor for many enterprises in the world, as managers tend to look more for talented and dedicated employees rather than "dig" into the roots of social class origin.

The issue of sexual orientation at work has become especially loudly discussed in the 21st century. Some organisations tend not to put importance in it, because of the discrimination issues. Others openly, or keeping it quite, are more likely to avoid individuals with a certain sexual orientation.

The dimension of age is one of the most discussed today. Many business organisations cannot still come to a decision, if the age limits for a working place should exist or not. There are many questions in managers' heads, like: Is it possible for a 22 year old teacher to be well qualified, or an accountant to be trust-worthy at the age of 60? Can someone, having brilliant ideas and no working experience be promoted at the age of 25, rather than his/her opponent at

the age of 45, who is working in the same company for twenty years? Such questions often come to mind for many managers all over the world. That is why, different people have different understanding about this diversity dimension, which often leads to conflicts and even discrimination issues. The ethics at work, creativity or work loyalty are seen differently from baby boomers and generation X or Y individuals (Gardenswartz, Rowe, 1998). The researchers also claim that the age often brings its' generalisations. For example, younger employees often emphasize individual needs, like spending time with family, or getting a flexible schedule (Gardenswartz, Rowe, 1998). In addition to this, they also tend to be less loyal to the workplace, and if the organisation does not fulfill their needs, they are at ease to change it (Gardenswartz, Rowe, 1998). While older workers usually have the opposite understanding, and try to keep their working place as long as possible, not putting their individual needs as a priority (Gardenswartz, Rowe, 1998; Jackson, Stone, Alvarez (1992).

The Mental and Physical Capability is another dimension. According to Gardenswartz, Rowe (1998), in the USA, 43 million of individuals have some disability. In many companies, however, this issue is less discussed and put in practise, in others, it is considered as a natural duty to open working positions for people with physical or mental disorders. In many cases, having such issue in a company, sometimes requires additional training and working conditions to be set (Gardenswartz, Rowe, 1998).

Religion is one more diversity dimension, which often plays an invisible and often consequential role in a working place. Depending on the company's major worldview, individuals may be chosen or rejected to work there, which would be a clear discrimination case, or, individuals themselves may decide to agree or disagree on working in the environment of different worldview. Openly discussed, religion in a company may put workers together, or separate them apart (Gardenswartz, Rowe, 1998).

1.8.2. External Dimensions

On the contrary to internal diversity dimensions, external ones are issues which till a certain level, an individual can choose him/her self. There is only one exception, it is religion and the worldview, which can be in the category of internal dimensions as well, because according to researchers, they are not always chosen willingly, and secondly, discrimination of these are legally forbidden (<http://www.univie.ac.at/diversity/dimensions.html>). Lapid-Bogda (2004) also calls external dimensions “Secondary”, as they are not of a primary importance like internal dimensions. That is why on the graph below, external dimensions are in the second circle, further away from the main point – personality. Collins (2011) call these dimensions “Evolving”, as, for example, at a young age, one may be seen and treated in one way, but after a certain period of time, the same individual can be viewed from a totally different perspective.

Geographical location is considered to be one of the external dimensions of diversity. Not only nationality, race or ethnicity matters, but also the area of the world a person comes from, makes him/her diverse from other individuals. The fact that the worker comes from a small village or a large city, prevail the experience s/he has, the perspectives of life and understanding of values and norms s/he holds (Gardenswartz, Rowe, 1998).

The Income every individual earns differs in terms of position and work they do. Often such internal diversity dimensions as gender, age, or seniority play a role too. Even in different parts of the world, the same person can earn different amount of income because of various economic conditions in that area. That is why, income is an external dimension, meaning, more or less, it can be changed by an individual accordingly. In addition, income shapes opinions in co-workers’ heads too. It sometimes may cause conflicts between the co-workers and managers as well (Gardenswartz, Rowe, 1998).

Every individual has different habits, earned through years of experience and environment influence. Of course, habits can be changed by an individual willingly, like the way one does his/her hair, or unwillingly, for example, eating habits. Habits, may get workers together or separate them. For example, going to the fitness club together before or after work, may improve the relationship of co-workers (Gardenswartz, Rowe, 1998), However, smoking together during the breaks, outside the building, may seem inappropriate for non-smokers, and, as a result, lead to conflicts (Gardenswartz, Rowe, 1998).

Recreational habits, like fishing or playing golf, as it was mentioned in the previous paragraph, depending on the individual, may be gained or given up. In addition, like personal habits, they may unite or separate employees (Gardenswartz, Rowe, 1998).

Religion and the world view was already discussed as an internal habit. However, as noted at the beginning of the external dimensions, this issue is not always chosen by individuals will. In addition, discriminational issues make it both, internal and external as well.

Every person is free to choose and change his/her own educational life path, depending on the opportunities, money issues, or will they have. This dimension often helps managers to choose one employee or another accordingly, depending on what educational background they are looking for in their organisation.

Another issue is work experience a person has. In some organisations, managers tend to give priority to more experienced workers, but in others, it may not be the key issue when hiring (Gardenswartz, Rowe, 1998). Experience, like educational background, can be more or less chosen by an individual him/her self. Also, it is one major factor, managers rely on when hiring workers to the company.

There are no same individuals in the world. Appearance is a dimension which an individual partially chooses by him/her self. A person can not easily change natural, physical features, but things like clothes, or hair style and body shape can be changed to a better or worse side. Even if many books teach us not to judge by appearance, when in a company, appearance can be a key to success or a ticket to get fired (Gardenswartz, Rowe, 1998). Business world has certain limits of how a worker should look like, and often, any extremes in appearance lead to job losses for an individual.

Being married or having children is a decision everyone makes at a certain point in his/her life. Some decide to be single forever, and dedicated the whole life for working, others, on the other hand, prefer to have a family at the first place. It is a decision which influence a career choices and opportunities as well. Different managers have different perspectives on this issue too. In general, a situation of having children usually means extra responsibilities outside work, as well as a need for a flexible working hours and substitution in cases of childrens' illnesses (Gardenswartz, Rowe, 1998). This situation may lead to lower performance of some employees, as well as dissatisfaction of the ones, who substitute and cannot fulfill their duties on time (Gardenswartz, Rowe, 1998).

1.8.3. Organisaitonal Dimensions

The following dimensions are more likely to be defined by an organisation than an individual. Lapid-Bogda (1998) describes them as “tertiary dimensions”, the least formulating an individual.

At the Functional level and Classification, workers are divided into positions according to what function they have in an enterprise, for example, managers, accountants, cleaners, etc. These dimensions can be seen as titles of the working positions, which in a way,

make workers different from one another. And even if a company tries to get rid of the hierarchy in an organisation, at the slightest level, the structure still exists (Gardenswartz, Rowe, 1998).

At the Work Content dimension, workers differ in terms of duties they have and the work they are responsible for. For example, HRM manager is being responsible for issues, related to human factor, while drivers are to get someone from point A to point B, etc. It brings them to the point, that each worker, depending on the work they do, have different perceptions of how the work must be completed (Gardenswartz, Rowe, 1998). For example, a lawyer knows how to deal with legal issues best, while an accountant feels competent dealing with the monetary issues.

Research Interests and Field of Study dimensions may be assigned by an organisation or chosen by individuals personally. It can be job related studies, seminars, conferences, or self personal development activities related or not to the working area. The things an individual is interested in, definitely shapes wider views and understanding in both, work related issues and personal perceptions as well (Gardenswartz, Rowe, 1998).

This dimension of Faculty/ Center/ Department/ Branch of Study and Services and Facilities is related to the Functional level and Classification dimensions, as it deals with the position, department and area an individual is responsible for, as well as services and facilities he/she uses to complete assigned tasks. Despite of functioning independently, workers may need a cross-training and related communication (Gardenswartz, Rowe, 1998).

Every organisation is situated in a specific location or area, which helps to distinguish it from other enterprises. In addition, the place a company is situated in, influences communication with other enterprises (Gardenswartz, Rowe, 1998). Even the place, an individual does his/her work, for example, the middle of the office, or the corner office at the

end of the corridor, can form certain feelings and perceptions in other workers and the individual him/her self (Gardenswartz, Rowe, 1998).

Being a full-time worker, a part-time worker or working as a volunteer also make individuals heterogenous and gives a certain picture for the co-workers and managers, not only at the present position, but also in the future positions as well. The co-workers and often managers as well, often put part-time workers in limits, which influence individuals and their performance as well (Gardenswartz, Rowe, 1998). For example, being a part-time worker and reaching the highest performance is often mismatchable for many managers.

The Seniority is an important aspect of every working place. Many companies consider seniority as an advantage for an individual and for the company's success too (Gardenswartz, Rowe, 1998). However, it is only one factor out of many mentioned previously, which make employees unique and worth attention.

1.8.4. Personality

All the three dimensions, which were discussed previously, form one, most important factor – a unique personality.

“Personality is that pattern of characteristic thoughts, feelings, and behaviours that distinguishes one person from another and that persists over time and situation” (Phares, 1991).

That is an individual, who, by using all his/her positive sides and potential, is ready to work for a company in such a way, which is valuable and unique not only for that person but also profitable and successful for the organisation itself. Gardenswartz, Rowe, (1998) In general, personality is in our genes, and because of the environment and experience, it may

change, or remain the same (<http://growth-development.knoji.com/how-human-personality-is-formed-and-how-it-shapes-our-identities/> , 2012).

Ryckman (1982) claims that the concept of personality must be taken hypothetically, because there is no clear theory of it. In addition, Phares (1991) agrees on this point, and argues that depending on the situation personality may modify. However, these changes, according to Costa and McCrae (1992) are very temporary. The real changes, according to the researchers, appear after long years of experience and some major events in life (Costa and McCrae, 1992). In any way, there are some distinctive theories on personality and how it is formed.

The first theory is developed by John Locke (1632-1702). He claimed that people are born like white sheets of paper, and what they face in life, is the result of their personality (Locke, 1976). Sigmund Freud is another researcher, who disagrees with J. Locke and believes that individuals have three stages of personality formation. He claims that people are not born plain, they are born with ID's, which triggers a feeling of hunger, or state of being clean (Locke, 1976).

Freud, one of the biggest figures in the development of personality, enquires to explain the dynamics of personality, and presents it in different levels of consciousness (Ryckman, (1982). He states the three components of personality: id, ego, and superego (Shaffer, 2009). The id stands for everything, what a child brings from birth, for example, the feeling of hunger, cry, or fuss (Shaffer, 2009). It is about the instinctive, not conscious powers, which signalize the biological and psychological needs of a child (Shaffer, 2009). The ego, opposite of id, is a conscious part of forming a personality, that signalizes the individual's ability to receive information, learn it and make it reasonable (Shaffer, 2009). The superego stage develops between the age of three and six, when individual is already able to understand

values and standards of people (Shaffer, 2009). As this stage, an individual is aware of good/bad behavior, and understands the consequences of each (Shaffer, 2009).

These three components, mentioned above, develop as a person grows, and gradually become a part of five psychological stages: Oral, Anal, Phallic, Latency and Genital (Shaffer, 2009). The oral stage appears from birth to a one year period. It is the time, when infants focus on mouth, and receive pleasure from activities, like sucking, or chewing, which satisfy their main needs at this period of their life (Shaffer, 2009). The anal stage appears at the age of 1-3 years. At this stage, the child gratifies him/herself by voluntary discrete (Shaffer, 2009). The phallic stage starts at the age of 3, and lasts till a child is 6 years old (Shaffer, 2009). It is the time, when children accept their own sex, do not feel shyness, and have an incestuous desire to the opposite-sex parent (Shaffer, 2009). The latent stage appears at the age of 6-11 years. At this the time, child's ego and superego continues to develop, as he/she acquires more problem-solving abilities (Shaffer, 2009). In addition, this is the time, when same sex individuals tend to get closer to their own sex (Shaffer, 2009). The final, genital stage starts with the year 12 and goes onward (Shaffer, 2009). At this period, the opposite sex starts to arise interest, and if the child develops healthy, marriage and child rearing are the results (Shaffer, 2009).

Erik Erikson's theory is probably also one of the best known in the research of personality. Just like Freud, Erikson believes that human personality develops in stages (<http://psychology.about.com/od/psychosocialtheories/a/psychosocial.htm>, 2012). Opposite from Freud's psychosexual stages, Erikson believes in social experiences and individual gain through development (Shaffer, 2009). Erikson claims that ego and self consciousness development are the key issues which human beings try to build through experiences in life (Shaffer, 2009). He divides personality development into eight psychosocial stages, each having its own characteristics. The first stage deals with trust vs. mistrust. It is the most

essential stage in life, appearing from birth to being one year old. Parents play the greatest role in providing the baby the sense of trust, and giving him/her care and feeling of being safe, which stays for the rest of the child's life (Shaffer, 2009). The second stage happens during the early childhood years, and deals with autonomy vs. shame and doubt. Being able to control child's needs is the main issue in this period, when a child can choose the food and is able to control the toilet training (Shaffer, 2009). The third stage deals with initiative vs. guilt, appearing before the school year and focusing on the basis of socialising skills. The fourth stage appears in the early school life, and is focused on industry vs. inferiority. Social interaction with teachers, parents and friends play a role in forming social interaction skills (Shaffer, 2009). The fifth stage appears in the adulthood and focuses on the identity vs. confusion. It is the time when the senses of independence and self consciousness develop most (Shaffer, 2009). The sixth stage appear in the deep adulthood, when individuals begin to build personal relationships and is formulated as intimacy vs. isolation. The seventh stage is the continuation of the sixth, when people continue on relationship and begin forming a family. It is defined as generativity vs. stagnation (Shaffer, 2009). The final stage deals with integrity vs. dispair, and appears in the elderly age, when individuals look back to their life, and make certain conclusions.

Jung (1986) added the collective unconscious, which deals with the latent memory, and the research of archetypes, which stands for the role or the mask we carry throughout our lives, and play the roles of, for example, male or female (Ryckman, 1982). In addition, Jung divides psyche into three sections: conscious, including feeling, thinking, intuition and sensation, personal unconscious, dealing with thoughts, and emotions, but including instincts, as Freud would include, and collective unconscious, which is experience and knowlegde, which shape individuals. (Boeree, 2006).

The Trait theory adds to the previous ones, carrying the physiological traits (Phares, 1991). Traits are described as ways to act and behave in a certain way (Phares, 1991). The base of the formation of personality is 50% related to genes, and the rest stands for experiences in life (Buchard, 1997).

The Five-Factor Model in personality, developed by Myers and Briggs is another famous explanation on the formation of personality (Revelle, Loftus, 1992). It includes five dimensions, placed in the Table 1.1. : neuroticism, extraversion, openness to experience, agreeableness and conscientiousness (Costa, McCrae, 1992).

Table 1.1. Personality dimensions and the poles of traits they form. Based on Costa & McCrae (1992: 14-16, 49).

Personality dimension	High level	Low level
Neuroticism	sensitive, nervous	secure, confident
Extraversion	outgoing, energetic	shy, withdrawn
Openness to experience	inventive, curious	cautious, conservative
Agreeableness	friendly, compassionate	competitive, outspoken
Conscientiousness	efficient, organized	easy-going, careless

Neuroticism deals with how much of a personal control individuals have. The extraversion-introversion level deals with characters being open to the public, eager to socialise and the opposite – shy and closed. Openness to experience is a measure of how much individuals are eager to learn and experience, or are holding themselves from any risk.

The agreeableness dimension is about individuals helping and caring about others and supporting others emotionally, versus being competitive, and even being jealous to others. Conscientiousness is about how much individuals can control themselves, and be organised. (Howard & Howard, 1995).

These dimensions turned out to be made as a test, to reveal people's personalities by Myers and Briggs (Boeree, 2006), which then results in four scales, according to what personality individuals come out to have:

- Extroversion vs. Introversion. It is the way people tend to relate to each other.
- Sensation vs. Intuition. It deals with the ways, individuals gather information.
- Thinking vs. Feeling. These are the ways, people evaluate information.
- Judging vs. Perceiving. It is the way, how individuals are eager to relate to the outside world (Boeree, 2006).

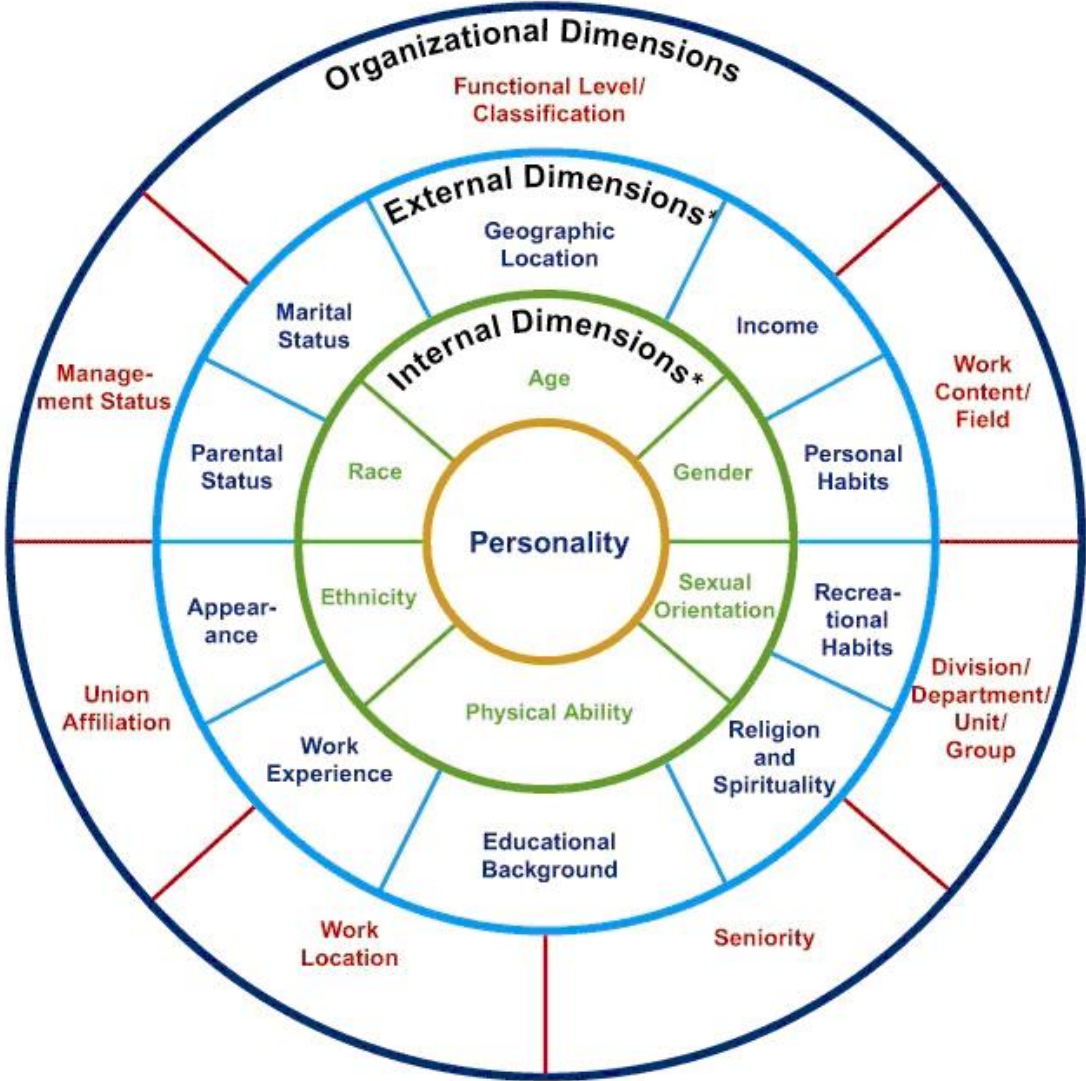
Another researcher, Jean Piaget researched children's psychology, and focused on the cognitive development of children and the influencing factors on their personality (<http://psychology.about.com/od/piagetstheory/a/keyconcepts.htm> , 2012).

Lawrence Kohlberg continued on the Jean Piaget's theory and extended it to the process of moral development through the whole life of individuals (<http://psychology.about.com/od/developmentalpsychology/a/kohlberg.htm>, 2012). By interviewing groups of children, Kohlberg formed three levels of morality formation. In the first level, pre-conventional morality is discussed. It is divided into two stages: Obedience and Punishment, appearing in childhood, when obeying the rules means avoiding punishment, and Individualism and Exchange, where children form individual point of view (<http://psychology.about.com/od/developmentalpsychology/a/kohlberg.htm>, 2012). In the second level, Conventional morality is described, which is divided into Interpersonal

Relationship, where social norms are tried to be maintained, and Maintaining Social Order, when understanding of society and its rules and norms are formed (<http://psychology.about.com/od/developmentalpsychology/a/kohlberg.htm>, 2012). The last level is called Post conventional Morality, which has Social Contact and Individual Right stage, as well a Universal Principles. During this time, people start seeing differences in others, like values, opinions and believes, still having the understanding of the rules in society and following the general principles of it (<http://psychology.about.com/od/developmentalpsychology/a/kohlberg.htm>, 2012).

Obviously, all the theories mentioned above, in one way or another, deal with the formation of personality.

Figure 1.2. Dimensions of Diversity



Source: Lee Gardenswartz and Anita Rowe, *Diverse Teams at Work*. Burr Ridge, Irwin Professional Publishing, 1994. * Internal dimensions and external dimensions are adapted from Marilyn Loden and Judy B. Rosener, *Workforce America!* Homewood, Business One Irwin, 1991.

1.9. Cultural Diversity

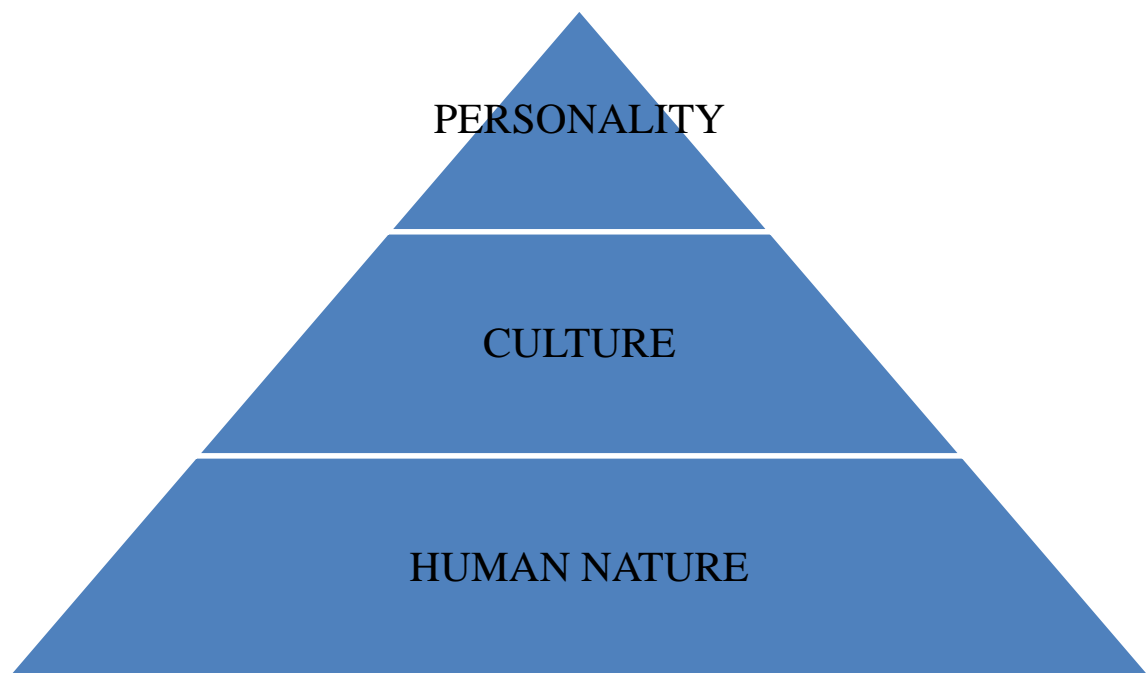
Culture is implicated in every human being. Everyone brings it from the day they are born or attaches to it through life experiences. It has a great impact on people's life, starting from language and going to behaviour and the world view they have. Individuals feel their culture especially when life puts them in an environment, different from their roots. This is the time, when human beings starts to understand the concept of cultural diversity. The definition of culture has various explanations (Hofstede, 2009). As the scholar states, "Culture is the collective programming of the mind that distinguishes the members of one group or category of people from others" (Hofstede, 2009). The author also claims that culture is always an assembled, cooperated actuality, only the parts of the assemblance can differ. Which means that in every society there is a number of culturally heterogenous individuals, and whenever they move from one area to another one, they "carry" their own culture together and share it with other individuals, who interm do the same with theirs (Hofstede, 2009).

Hofstede (2009) also explains the term of culture and divides it into three categories according to usage: "for tribes or ethnic groups (in anthropology), for nations (in political science, sociology and management), and for organizations (in sociology and management)". This term can also reflect various dimensions of diversity, like education, gender or occupation (Hofstede, 2009). The latter one, according to the researcher, is still not much analyzed. Hofstede (2009) also believes that "societal, national and gender cultures" are mostly grounded in the individuals, as they are being obsorbed in the early stage of people's life – childhood. While "occupational and organisational cultures" come later, trough time and experience in the academic life and the working place (Hofstede, 2009). The difference between the societal and organizational cultures also lies in their existance (Hofstede, 2009). The societal one exists in not recognizable and not understandable to people attitudes and

beliefs, while organizational culture is about clear and distinguishable manners and procedures (Hofstede, 2001).

The Figure 1.3. below, explains Hofstede's idea on culture. First, the middle part of the pyramid stands for culture itself, which, according to Hofstede, Hofstede, Pederson, (2002) is learned, or gained through the environment an individual lives in. In addition, according to the researcher, culture is mostly influenced by two factors: on one side, there is a human nature, which, as scholar claims can be inherited or universal and personality of a person on the other side.

Figure: 1.3. G.Hofstede' Pyramid of Culture



(Source: Hofstede, G., Hofstede, G. J. 2005. Cultures and organisation. Software of the mind. (2nd edn). New York: McGraw-Hill.)

In general, it is hard to come up to one settled definition of culture, because for example only one researcher, Olie (1995) talks about 164 various definitions of culture, he gathered until the year 1951.

1.10. Classification of Cultures

Culture is very significant in many business situations, in particular when it deals with individuals, starting from customers ending to stakeholders (Jones, 1997). The anthropologist Kluckhohn (1962[1952]) in his article claims that there should exist worldwide divisions to define culture. Kluckhohn (1962:317-18) in Hofstede (2009) claims that “ In principle... there is a generalized framework that underlines the more apparent and striking facts of cultural relativity. All cultures constitute so many somewhat distinct answers to essentially the same questions posed by human biology and by the generalities of the human situation. ... Every society’s patterns for living must provide approved and sanctioned ways for dealing with such universal circumstances as the existence of two sexes; the helplessness of infants; the need for satisfaction of the elementary biological requirements such as food, warmth, and sex; the presence of individuals of different ages and of different physical and other capacities”. In addition, in the middle and the end of the twentieth century, many scholars tend to see two most frequent dimensions of culture based on the economic development and the level of tradition and modernism in the country (Hofstede, 2001). However, Hofstede (2001) does not agree that culture should be associated to the economic situation of the country. Though on the other hand, developing economies make people develop and see things from the other angle.

Another researcher, Hall (1976) makes a distinction of cultures based on implicit and explicit communication of individuals in the society. Sociologists Parsons, Shils, Smelser,

(1951) state that people act according to the combination of five, which include three levels “individual (personality)...social system (group or organisation)... and the cultural (normative) level” :

- *Affectivity* (there is a commitment to pleasure, delightfulness, fulfillment) vs. *affective neutrality* (controlling impulses and holding up your needs);
- *Self-orientation* (focus is on yourself, individualism is important) vs. *collective orientation* (a need for similar individuals around, being a part of something is essential);
- *Universalism* (values and traditions are important, general understanding and rules are welcome) vs. *particularism* (uniqueness);
- *Ascriptions* (judging others by who they are) vs. *achievement* (judging others by what they do);
- *Specificity* (restricting some connections to particular areas in life) vs. *diffuseness* (there are no restrictions to any kind of affiliation).

Other scholars, Kluckhohn and Strodtbeck (1961) conducted a study, where five groups of culturally similar individuals took place. This involved: “ Spanish Americans, Texans, Nevada Indians, and Zuni Indians” (p.12). The researchers concluded on these communities based on the following:

1. “ *Human nature* (evil – mixed – good) ”;
2. The connection on individual and its functioning in *natural environment* (“ subjugation – harmony – mastery”);
3. The feeling of and adaptation in *time* (oriented to “ past – present – future”);
4. The attitude and behaviour toward *activity* (“ being – being in becoming – doing”);

5. Connections and understanding of relationship among individuals (“lineality” (existence of hierarchical systems in a community) – “collaterality” (preferences to individualism).

This classification was also criticised by others, as being too much focused on only limited cultural back ground, and not involving any unified relations or any “empirical support” (Hofstede, 2009).

Another British scholar, Douglas (1973) in Hofstede (2009) offers two measurements of the cultures in the world:

- “ Group or inclusion ” – the idea that individuals, staying in groups can achieve more successful results;
- “ Grid or classification “ – the idea of how rules set in the society can influence people’s communication and relations.

The researcher relates these two dimensions to a diverse spectrum, such as understanding of “ time, space, medicine or justice” . She addresses these two dimension to any level of anything (Hofstede, 2009).

All the models mentioned above have its own weaknesses and strengths. Though all of them try to explain the diverse cultures of the world in only few categories. However, as Hofstede (2009) claims, none of them are objective till the end. It is either the sample not involving “ the world “ or the measures not explaining the overall aspects of the issue. Hofstede (2009) believes that these analysis “ lack of clarity, and mixing of levels of analysis... are severe methodological weaknesses “.

These drawbacks are overcome by Inkeles and Levinson (1997) in Hofstede (2009), who concentrated on nations, and compiled all the sociological as well as antropological research

which talked about one issue “ national character “, which, according to them, is the individual’s type in a society. Their dimension was also approved and supported by Hofstede (2009) himself. These authors in Hofstede (2009) claim that:

“ To concentrate, for purposes of comparative analysis, on a limited number of psychological issues... that meet at least the following criteria. First, they should be found in adults universally, as a function both of maturational potentials common to man and of socio-cultural characteristics common to human societies. Second, the manner in which they are handled should have functional significance for the individual personality as well as for the social system “ (1969: 44).

Levinson (1954) lists three categories, which reflect the criteria mentioned above:

- Individuals connection to authorization and supremacy;
- The view of him/her self, at the same time the role of masculinity/femininity;
- Ways of dealing with collisions and disagreements, assault vs. consciousness interference.

Geert Hofstede divides culture into four categories:

The first category is national level. As Hofstede in <http://www.geerthofstede.nl/culture.aspx>, (2011) claim, the world contains more than two hundred different nationalities, which look similar or differ in terms of regions, especially big societies, like African nations or China and Indonesia, as well as Brazil and India. That is why, as Hofstede himself states in his website, mentioned above, it is still a challenge to analyze them in terms of comparison. To find the key standpoints which describe them all is a masterpiece. Hofstede showed that cultures differ in many aspects, but the essential part of them is values, individuals have in different parts of the world. As he states they are : “ broad preferences for one state of affairs over others” (Go to:

<http://www.geerthofstede.nl/culture.aspx>, 2011). It is because human beings obtain these values unconsciously, in the early stage of their lives, which then transfer and grow when conditions and circumstances change. It is passed from one generation to another, which, as he explains is the answer to differences in the history of cultures and individuals who carry it.

The second category is organisational level. Many people most of their time spend at work. That is why organizational culture significantly influence the way they are perceiving the world. Hofstede believes that most of all, organisations vary not in terms of employees they have, but in terms of the basis of operations and activities they conduct (Go to: <http://www.geerthofstede.nl/culture.aspx>, 2011), which, as he claims, are stable and not changing a lot, as they are being learned. This stands as a controversy to national culture. In addition, the researcher in his web site, states that national cultures deals with anthropology, while organisational cultures is about the science of sociology. He makes such distinction because according to him, national culture does not change or is really hard to make different, while organisational culture can be manipulated and managed by individuals (Go to: <http://www.geerthofstede.nl/culture.aspx>, 2011)

Another category is occupational level. Hofstede believes that this level stands in the middle between national and organisational cultures. As he claims in his web site (Go to: <http://www.geerthofstede.nl/culture.aspx>, 2011), it is some how related to organisational cultures, but also has practises, symbols and understanding of national cultures as well.

The final category is the gender level. Culture is not usually the factor to help distinguish differences between men and women (Hofstede, 2009). However, as the scholar suggests, in every society, there is a “men culture” and “women culture”. (Go to: <http://www.geerthofstede.nl/culture.aspx>, 2011) This is one of the reasons, according to Geert, why switching roles is challenging. He believes that both sexes are able to do any kind

of job, however, society labels them as “men’s work” and “women’s work”. Even if some examples are trying to destroy this distinction, it is still not clear if the other side wants to accept it. Hofstede believes that the level to which genders are ready to change roles is a question to national culture. (Go to: <http://www.geerthofstede.nl/culture.aspx>, 2011)

1.11. Performance and Culture Diversity Relationship

When thinking about long-term goals in an organisation, managers often have to consider diversity as a tool to achieve the tasks and increase the positive outcomes of employees and organisational performance itself (Pitts, Wise, 2010). However, this issue still brings a lot of disagreement on whether diversity has positive or negative result on workers’ performance (Siciliano, 1996; Jehn, Northcraft, and Neale, 1999; Kochan, Bezrukova, Ely, Jackson, Joshi, Jehn, Leonard, Levine and Thomas (2003), and Bar, Niessen and Ruenzi (2007).

Another issue is the complication of measuring diversity effect on performance, which even though has not yet been fully tested and analysed (Pitts, Wise, 2010). Williams and O’Reilly, Barsade, (1998) claim that to measure the relationship if diversity and performance is one of the most complicated problems in the studies of diversity in general. Choi, Pitts and Jarry in Pitts and Wise (2010), support this idea and suggest that it can be one of the reasons why this connection has not been so closely analysed. Some of the explanation of difficulties in measuring they give, includes performance, as constantly changing phenomena, which often depends on a number of other factors.

On one hand, literature of empirical origin is sceptical about the idea that diverse workplace tend to achieve somehow better results, or be more motivated and pleased because of the heterogeneity in the working place (Jackson, Joshi, Erhardt, 2003; Milliken & Martins,

1996; O'Reilly & Williams, 1998; Kochan et al., 2003). Kochan et al. (2003) in Ogbonna and Harris (2006), discovered no positive link between gender and ethnic heterogeneity and performance in an organisation. Even vice versa, some scholars argue that diversity can bring inefficiency and misunderstanding to the working environment (Ogbonna, Haris, 2006). Theories of group behaviour can be an answer to such opinions (Ogbonna, Haris, 2006). Brunetto and Wharton (2002), claim that based on the social identity theory, human beings tend to group individuals based on demographic qualities, like gender and cultural differences. As a result, individuals see themselves as representatives of a specific, for example, cultural group (Chattopadhyaya, George, 2008, Turner, Tajfel 1978). This whole situation may lead to categorization between employees and even stereotyping, which does not increase the overall performance of an organisation. Jehn, (1999) and O'Reilly & Williams, (1998) agree on the latter idea, and claim that diversity may not only bring innovative ideas and improvement of the organisations, but also unnecessary conflict and workers' turnover. Another problem which may occur is absenteeism (Tsui, Gutek, 1992).

Going back to social identity theory, Harrison, Klein, (2007) suggest that having heterogenous groups in a company, especially a minority group among all the other members, encourages competition and misunderstanding while it also decreases connection among the whole workers in an organisation. Communication is another issue which has a great importance on organisational performance. Language differences can cause contravention inside the group (Palich, Gomez-Mejia, 1999). It can also come out with rigidity and a temporary incapacity (Swann, 2005). All these issues together may have a major influence on the results and performance of individuals inside the working place. Unless, as Adler (1986) claims, heterogeneity is managed properly.

Kochan et al., (2003), established a Diversity Research Network, which was based on the laboratory and field studies, with a reflection of theory and research on the effects of

diversity on workers' dynamics and performance in the workplace (Richard, 2000; O'Reilly & Williams, 1998). The model holds the idea that under the conditions of facilitation, diversity brings positive results and performance, while under conditions of inhibition, diversity works oppositely, leading to negative performance of the workers and consequently, organisation (Kochan et al. (2003). Also, what DRN suggests is that diversity context plays an important role on diversity and performance relationship too (Kochan et al. (2003). In addition, the researchers believe that the overall performance of individuals are much more likely to get better, if the leaders of the company are trained to deal with communication and problem solving in diverse teams, and at the same time, they are eager to use diversity-focused HR practices in everyday business operations (Kochan et al. (2003).

Literature gives three key theories which talk about possible effects of heterogeneity on group performance in the working place: social categorization, similarity and attraction, and finally, information and decision making theory (O'Reilly, Williams, 1998). The first two have a focus on subgroups, meaning social categories like age or gender, or having individuals in the group, who see themselves having the same interests or attitudes. While the last theory has a resource based point of view and states that individuals are different parts of a whole, who eventually bring new ideas and knowledge to the company (O'Reilly, Williams, 1998).

Jehn, (1999), offers to pay attention to diversity dimensions, so that the effects becomes clear and even foreseeable. These dimensions are informational diversity and social category diversity. The former one focuses on different skills, attitudes ideas and knowledge the workers have when working together. It also includes education and experience they carry with (Jehn, (1999). Because of different opinions and understanding individuals have, they tend to see the solution to the problems differently (Pelled, 1993). Such problem solving leads to conflicts, which very often turn out to improve creativity, and in such a way to come up to

well-weighted solutions and better performance of the group (Schwenk, Valacich, 1994). The social category theory talks about the differences in social category, like gender and age (Jackson, LaFasto, Schultz, Kelly, 1992). Such differences may lead the group to miscommunication and conflicts, which in turn, brings negative effects on performance itself (O'Reilly, Williams, 1998; Tjosvold, 1998).

Other scholars, Thomas and Ely (1996) carried a six-year study, in order to find out three management claims. The issues they focused on were the influence of the leadership in a company, the ways organisations reach success and effectiveness through diversity, and the relationship between the enterprise's operations and positive employees' performance (Montes, Shaw, 2003). What the researchers came up to was an idea that equal behaviour with the workers, adjustment to different culture individuals, seeing competition as a tool to develop as workers and as human being at the same time increase the possibility to achieve positive performance results (Montes, Shaw, 2003). In addition, neatly chosen diversity management techniques, increase a chance to reach higher and more qualitative performance, for both sides, employees and the enterprise (Montes, Shaw, 2003).

Cox (1994), claims that the atmosphere in the company, directly influences employees' performance. She divides the contributing factors on performance into two groups: equal opportunity and motivation contributions (EOMC), which includes the effects coming from group identity and the experiences of individuals, and the second part is the influence of cultural diversity (Cox, 1994).

1.12. Job Satisfaction

There are a lot of studies on job satisfaction today. The beginning of it goes back to 1930's (Hoppcock, 1935). As a consequence of all these studies, the meaning of job satisfaction is being developed. Though, there is no one agreement on it, but many scholars

describe it as “ general attitude toward an object, a job” (Locke, 1976) . One of the widest explanations on what a job satisfaction is, is defined by Hoppcock (1935): “...any combination of psychological, physiological, and environmental circumstances that cause a person to say that he/she is satisfied with his/her job.” Another researcher, Locke (1976), defines job satisfaction as “a pleasurable or positive emotional state, resulting from the appraisal of one’s job experiences”. Despite all these explanations, it does not make a clear picture if such factors, like gender or nationality influence the satisfaction level in workers (Wickramasinghe, 2009).

Analysing the research literature, the most validated employee attitude on job satisfaction is the Job Descriptive Index, designed by Smith, Kendall, and Hulin in 1969, and the Minnesota Satisfaction Questionnaire (Saari, Judge, 2004). The former one assesses five different job areas: pay, promotion, co-workers, supervision and work itself (Saari, Judge, 2004).

One of the examples of the research done on job satisfaction, was by Murray (1999), who aimed to find out the satisfaction level of the library staff members in the university of North Caroline. What he found was that the personnel was satisfied about their work, though, higher rank workers had more feeling of it.

The European Foundation for the Improvement of Living and Working Conditions, in their report of 2007, gives the job satisfaction levels compared of the European Union countries. The overall result shows that in general, 72,5% of workers in these countries feel satisfied, Malta and Hungary exceed this number and have the result of 80% satisfaction. The highest satisfaction level also belongs to Denmark, Ireland, and Netherlands. The lowest satisfaction on the working life have Greece, Italy, and Spain (www.eurofound.europa.eu)

1.13. G.Hofstede's Model

“Undoubtedly, the most significant cross-cultural study of work-related values is one carried out by Hofstede” Bhagat and McQuaid (1982)

As it has already been discussed, every nation has its own unique culture, which can modify through time, by getting experience and knowledge. Tayeb (2001) in Huettinger (2008) supports this idea and claims that if a few people stay together for a period of time, there is a high possibility for an exclusive, in some way unique culture to emerge. That is why, to understand all of them, and have a common model, or system, which gives an overall picture of world's cultures, looks challenging, or even impossible. However, Geert Hofstede, an engineer and later a famous Dutch scholar and researcher, declares that he found the key to synthesize and explain all the nations of the world (McSweeney, 2002). *Culture's consequences* is the source, where he states his most important findings on cultures (Hofstede, 1980, 1984). Even though, there is a number of sceptical opinions on Hofstede's ideas too, the scholar has never listed or mentioned any possible drawbacks of his model (McSweeney, 2002). It is the opposite, as McSweeney (2002) claims, he often sounds “robust, at times even aggressive” (p.90). In any way, “undoubtedly, the most significant cross-cultural study of work-related values is one carried out by Hofstede” (Bhagat and McQuaid, 1982).

1.13.1. Brief History of G.Hofstede's Model Begining

The way to Hofstede's ideas and findings was cultivated by other researchers first, who in one way or another were trying to come up to their ideologies. Some of them got

much attention, others were left in the place they were discovered. In any condition, it is possible to say that there is at least a slight possibility that Hofstede himself could have been influenced by the other scholars' dimensions while bringing up his own dimensions of culture.

Raymond Cattell, an American psychologist, made a study in 1949 on the analysis and comparison of various countries in the world (Hofstede, 2009). He used a pattern of national-level aspects, such as geographical coordinations, historical events, religious beliefs, fields of medicine, politics and economy, as well as demographics and law (Hofstede, 2009). However, many other researchers did not see an importance in Cattell's findings (Hofstede, 2001). That is why no much attention to these studies was being paid afterwards.

More consideration was on the analysis of such scholars as Americans, Gregg and Banks (1965), who focused on the functioning of politics in societies, as well as Adelman and Morris (1967), who analysed determinants of expansion and advancement in countries which have no strong economy.

Another researcher, Lynn et al., (2009), focused on the mental conditions of individuals. At this time, Geert Hofstede by chance found a database, which was based on analysis of values and beliefs of individuals in more than fifty countries all over the world (Hofstede, 1980). The sample in this analysis was taken from a large and multicultural enterprise: IBM, which was analysed and questioned two times in four years period, where over one hundred thousand questionnaires and surveys were submitted (Hofstede, 1980). At the beginning, material study and interpretation was challenging and quite complicated, as there was no clear differentiation between the analysis of individual and culture levels (Hofstede, 2009). This phenomena is also called "reverse ecological fallacy" (Hofstede, 2009). The same problem faced another researcher, Kirkman, Rosen, Tesluk (2004), when he

conducted 180 analysis on Hofstede's work, and did not make a distinction between these two levels. As a result, the analysis and appliance included mistakes and oversight (Hofstede, 2009).

Later on, Hofstede asked the same questions to almost 400 individuals, who were not connected and dependent on IBM, they were trainees in management, and coming from 30 different countries (Hofstede, 2009). What he realised after conducting the survey was that in terms of country, their mean results matched notably. Also, when compared one countries to others, the samples he got were extremelly similar in everything, but nationality (Hofstede, 2009). This is how the scholar understood that multicultural workers can be the tool to describe dissimilarity in the system of national values (Hofstede, 2009).

What followed next was "country-level factor analysis" (Hofstede, 2009). In this type of research, what mattered were individuals in their own countries and their responses, but not variables in the matrix for the country in general (Hofstede, 2009). This approach was some how similar to previously mentioned Cattell's work (Hofstede, 2009). The scholar also mentions that when the database is analysed in a higher level of collection, it is also called "ecological". The main difference between the factor analysis and the ecological factor is that the latter one does not require a large numeber of cases (Hofstede, 2009). In addition, the assurance of the results is not about the number of cases conducted, but it is about the number of people involved (Hofstede, 2009).

As Hofstede (2009) himself claims, at the begining, not everything was so smooth as he was expecting. While he was working on the analysis of the answers of his matrix of 32 questions, submitted by individuals from 40 different countries, he realized that to group them was much more challenging than what he found on the individual level (Hofstede, 2009). The new findings showed that IBM workers were confronted by a number of problems, which, on

the other hand, depending on the country of the workers had its own figure and explanation (Hofstede, 2009). The problems he noticed were:

- Reliance on chief executives or any other supervisors, who are higher in rank;
- A necessity for clear explanations, rules and standardization, which, according to the researcher can have connections with stress, individual's experience;
- The harmony of workers between their personal goals and the enterprise;
- The harmony between the values of self-esteem and the community related ones.

According to scholar, women are more focused on the latter one, while men are more concentrated on the former ones (Hofstede, 2009).

These empirical research findings were outstandingly analogous to the Inkeles and Levinson (1997) in Hofstede, (2009) articles, where the researchers explained "Standard analytical issues". In their article, the scientists are talking about the same problems, Hofstede found while estimating IBM workers database he collected: "dependence on superiors..., need for predictability..., balance between the individual and company..., as well as balance between ego and social values" (Hofstede, 2009). These fundamental problems, first explained by Inkeles and Levinson and practically sustained by Hofstede in his IBM analysis, lead the way to the Hofstede's dimensions of culture (Hofstede, 2009).

1.13.2. G.Hofstede's Dimensions

Geert Hofstede defines dimension as "an aspect of a culture that can be measured relative to other cultures" (Hofstede, 2009). The first and main research on national culture, as was discussed previously, was given by Hofstede in 1967 and 1973, by using the "IBM

subsidiaries in 66 countries” (McSweeney, 2002). The surveys were conducted, and so the data was collected and “statistically analysed” by the researcher (McSweeney, 2002: 91).

At first, after analyzing his data, Hofstede listed four main dimensions, which are not dependent on each other and are highly reflecting the national culture differences, in terms of “values and beliefs” (Hofstede, 1980, 1984, 1994, 2001). In addition, he claims(ed), that “40 countries out of 60 could be given a comparative score on each of four dimensions” (Hofstede, 1980, 1983, 1991 in McSweeney, 2002: 91). The fifth (long term orientation), was added to the list later on, on the foundation of Canadian researcher, psychologist Michael Harris Bond (Hofstede and Bond, 1988). These are all five Hofstede’s dimensions, and the way Hofstede defines them:

• **Individualism/ Collectivism (IND):** “ the extent to which individuals are integrated into groups” (Hofstede, 1991: 51; Hofstede & Peterson, 2000: 401; McSweeney, 2002 :91). These are “pertains to societies in which ties between individuals are loose: everyone is expected to look after himself or herself, and his or her immediate family”. “Collectivism... pertains to societies, in which people from birth onward are integrated into strong, cohesive in-groups, which throughout people’s lifetimes continue to protect them in exchange for unquestioning loyalty ” (Hofstede & Hofstede, 2005; Javidan and House, 2001, McSweeney, 2002). In the societies with high sense of individualism, people tend to value independent work, and challenging, competitive tasks, after which they can expect a reward (McSweeney, 2002). Yan and Hunt (2005) in McSweeney (2002) claim that this Hofstede’s dimension is “probably the most used and tested dimension in the field of croos-cultural management” (p.362).

• **Uncertainty Avoidance (UAI):** “ intolerance for uncertainty and ambiguity” (Hofstede, 1994; Hofstede & Peterson, 2000; McSweeney, 2002). As the scholar defines, it is “ the extent to which members of a culture feel threatened by uncertain or unknown situations”

(Hofstede & Hofstede, 2005). People who live in societies with high uncertainty avoidance tend to feel a need to follow rules and regulations (Hofstede, 2001). Without being guided, such societies feel a risk to fail, which they do not like. Such societies rely on plans and experts' opinions. In the business world, workers are eager to follow their manager, and tend to stay in the same working place for as long as possible. In the societies, where uncertainty avoidance is low, people like taking risks and changing their life style often (Hofstede, 2001). The same happens in the companies. Employees tend to challenge themselves, be flexible in various situations and celebrate achievement.

- **Power Distance (PDI):** “ the extent to which the less powerful members of organisations and institutions (like the family) expect and accept that power is distributed unequally” (Hofstede, 1991: 28; Hofstede & Hofstede, 2005; Hofstede & Peterson, 2000: 401; McSweeney, 2002: 91). McSweeney (2002) claims that the most important parts of society are “family, school and the community” (p.361). While companies and enterprises are only “ places where people work” (McSweeney, 2002: 361). Power distance is about societies, where a distinctive hierarchy between rich and poor, powerful and unpowerful exists. It is also about unequal human rights, in areas like heritage, laws and richness (McSweeney, 2002). The societies, which have high power distance tend to agree on hierarchy, control on lower levels of society, “vertical top-down communication and even discrimination by gender, family background, education level, race and occupation” (McSweeney, 2002: 361). In the societies with low power distance, the authority is distributed, there is no tolerance for inequality in power and discrimination. Equality among people is encouraged.

- **Masculinity/ Femininity (MAS):** It stands for “ the dominant sex role pattern in the vast majority of both traditional and modern societies” (Hofstede, 2001). It also reflects “ assertiveness and competitiveness versus modesty and caring” (Hofstede, 1991: 82-3, 1998b;

Hofstede & Peterson, 2000: 401; McSweeney, 2002: 91). The societies, where masculinity role is high, men are supposed to be “the head” of everything: family, group of workers, community in general. Their role is strictly “the breadwinner”. While women in such societies tend to stay in a role of femininity and take care of the family and obey the male gender. The roles of men and women are clearly defined (McSweeney, 2002). Where in the femininity societies, there are no concrete lines between “woman’s work” and “man’s work”. Such societies see both genders, equally able to do any job or deal with any situation, from family to business or even country running.

- **Long Term Orientation (LTO):** This term explains how societies value traditions and if they are eager to keep them in the future. It is about “ the fostering of virtues oriented toward future rewards – in particular, perseverance and thrift” (Hofstede & Hofstede, 2005). At the same time short time orientation “ stands for the fostering of virtues related to the past and the present, in particular, respect for tradition” (Hofstede & Hofstede, 2005). As Fang (2003) and Yan & Hunt (2005) in McSweeney (2002) claim, this last dimension raise(d) many concerns among researchers, and as a result it was used and analysed not so much as the previous four.

Hofstede’s model of five dimensions can be evaluated and taken into consideration in a number of ways (McSweeney, 2002). McSweeney (2002) suggests the comparison of Hofstede’s model and Schwartz (1992) ideas on national culture, or contrasting it with Geertz (1973) thoughts on culture issues. The researcher also thinks that his model can even be “dismissed as a misguided attempt to measure the unmeasurable” (McSweeney, 2002, p.90)

1.13.3. G.Hofstede's Methodology

Hofstede in Aiman-Smith, Markham, (2004, p.361) states that every human being is influenced by three, totally separate, long lasting and not related cultures: “the national, the corporate and the occupational culture”. The national culture comes with the roots of an individual, it is passed from generation to generation. While the corporate culture is the one, a person receives without any effort, while growing and developing as a human being in a specific environment, being surrounded by people who are, or are not from the same national culture. The third, occupational culture is related to anything an individual learns, by putting will and effort in it. Researchers claim that overall, nations in general “are culturally significant institutions”, no matter how much of three cultures, mentioned above they carry (Smith and Peterson, 2005 in Huettinger, 2008, p.361).

Hofstede also claims that it is important to distinguish the difference between the national culture and the organisational culture. National culture has the meaning of common actions and behaviours between the individuals in an assembly (Johanson (2003); Smith et al. (2002) in Aiman-Smith, Markham, (2004). As an example can be accountants, working in any multinational company. They are doing the same actions, the same calculations, use the same rules to calculate the figures, in other words, have the same “accountant’s culture”, but one thing that differs in any heterogeneous environment, is the national culture of individuals (Hofstede, 1991).

Hofstede supports his conclusions by equivalenting it to the other findings of different experimental analyzes (McSweeney, 2002). In addition, there are important correlations between “the geographical latitude and size” of countries which have been explored (Hofstede & Hofstede, 2005). Despite his new theory, unique findings and explanations, Hofstede’s cultural model has to face criticism from other researchers.

1.13.4. Criticism on G.Hofstede's Ideas

Even though Geert Hofstede widely discusses and claims to “uncover the secrets of entire national cultures” (Hofstede, 1980, p.44), many scholars criticize and challenge his ideas. According to a researcher Anderson (1991), Hofstede actually “immagined communities”, not really observed them in reality (p.44). Some scientists doubt his findings on the basis of “internal validity of the dimensions” , as well as Hofstede’s explanations on the analysis conducted and the methodology he puts in practice for the establishment of “scales” (McSweeney, 2002).

Another issue which looks suspicious for researchers is the calculation of values. Au (2000) in McSweeney (2002) claims that despite the fact that scholar’s analysis has to do with “typical” individuals, or “mean respondents of a culture” frequently “the mean value of two groups is the same, but the variance of both are very different”. Blau (1977) in McSweeney (2002) agrees that the mean value may have no practicability and usefulness, especially in such countries as Germany or Italy, which have a division of culture. The researcher, Noorderhaven, (2001) also believes that Western culture may have a distinct influence on the surveys, Hofstede did, which include intercontinental individuals. This issue was also accepted and mentioned by Hofstede (1991) as well, while IBM studies, he conducted.

Hofstede (2002) himself responses to McSweeney’s criticism in his article, by giving his answer to five points McSweeney sees doubtful. The first point McSweeney claims to raise criticism is that surveys are not designed well enough to measure heterogenous cultures (Hofstede, 2002). What Hostede response is that there is no one best way to measure it, that is why his way of doing it perfectly reflects the differences in cultures (Hofstede, 2002). The second idea, McSweeney presents is that studying nations is not the best choice to reflect cultures (Hofstede, 2002). Hofstede tends to agree in a way, however, he believes that nations

are the right units for making comparisons among cultures (Hofstede, 2002). Another issue McSweeney raises is that results the scholar got in one organisation, cannot be a reflection of all the nation (Hofstede, 2002). Hofstede responds that he measured “differences of cultures” and IBM organisation was a perfect example of “unusually matched samples for an unusual large number of countries” (Hofstede, 2002). Another doubtful point McSweeney has, is that IBM data is not up to date any more, and because of this, it has no value anymore (Hofstede, 2002). The researcher responds that the findings he made “have centuries-old roots” and only that data which was stable after all the research he conducted, was used to approve the findings. The final Hofstede’s comment on McSweeney’s criticism was on the number of dimensions. McSweeney claims that five dimensions is not enough to describe the issue, but Hofstede states that if there should be any additional dimensions, they should be “conceptually and statistically independent” from the existing ones. In addition, they should be “ validated by significant correlations with conceptually related external measures” (Hofstede, 2002).

Another lithuanian researcher, Mockaitis (2002) believes that ex-Soviet Union countries should be analyzed according to specially arranged survey questions, however, as he further states, again, this would “make a cross-cultural comparison impossible”. Howell, (1988) believes that Hofstede used the same questionnaire items on the same magnitude, as well, according to them, the questionnaires contain not enough questions to be measured correctly.

PART II: APPLICATION

This section gives an explanation on the Turkish National Education System. The Private University Sector in Turkey is explained, following the information about the sample, - Fatih University. The history of the institution, the chief characteristics of it, policy, vision, mission statements are presented, as well as, academic units and the process of hiring a foreign academic staff is given.

2.1. The Description of a Private University

A private university is considered to be an educational institution which is not administered by the government. In other words, it is a university, which acquires finance from private individuals or any other sources, but not tax payers.

(<http://collegeapps.about.com/od/glossaryofkeyterms/g/private-university-definition.htm>, 2012).

2.2. The Nature of Turkish National Education

According to http://www.meb.gov.tr/Stats/apk2001ing/Section_1/2OverallStructure.htm, 2012) , The Ministry of National Education was established on 17 March, 1857. It was the time of the Ottoman period. At that time, it hold the name of the Ministry of Public Instruction. In 1879, a great reorganization took place in the leading organization of the Ministry, in terms of departments, in accordance with the levels of education and this has stayed stable, and basically, involving the same issues in the further future, lasting till the republican period. http://www.meb.gov.tr/Stats/apk2001ing/Section_1/2OverallStructure.htm,

2012) From this time, many issues and laws on education were taken into a deep consideration or changed, which eventually led to what Turkey has today.

2.2.1. Structuring the Education Sector in Turkey

Today, the structure of the Turkish National Education System contains four main parts, which, according to the Turkish National laws and regulations and the source, (http://www.meb.gov.tr/Stats/apk2001ing/Section_1/2OverallStructure.htm,2012) involve: pre-school education, primary education, secondary education and higher education. The Council of Higher Education,-YOK, (www.yok.gov.tr) , 2012 is responsible for different kinds of procedures, including any changes or regulations of the whole system.

According to (<http://studyinizmir.com/education-system/>, 2012) The Turkish National Education System consists of two main parts: formal and non-formal education. Formal Education deals with the school related period and consist of the institutions, like preschool education, primary education, secondary education and higher education. Non - formal education contains all the activities done outside or parallel to the formal education. (<http://studyinizmir.com/education-system/>, 2012) (See Appendix B: Chart 2.1.)

Pre-school education is open to choice and such educational institutions like kindergartens, or daycare homes, provide an education for children, as the foundation to the further studies. (<http://studyinizmir.com/education-system/>, 2012)

Primary education is mandatory for individuals, age six to fourteen, and is free of cost in all the Turkish state schools. According to today's laws, the duration of a primary education is eight years. (<http://www.fulbright.org.tr/en/about-turkey/turkish-educational-system>, 2012)

The secondary education system lasts four years, and according to (<http://www.fulbright.org.tr/en/about-turkey/turkish-educational-system>, 2012, it includes such institutions and is listed as follows:

- General High Schools;
 - Public High Schools (Standard Education);
 - Anatolian High Schools, which provide lessons in a selected foreign language (English, German or French). Successful students, who are determined by tests during primary education, may be enrolled;
 - Anatolian Fine Arts High Schools;
 - Anatolian Religious High Schools (Imam-Hatip) which have the same curriculum as Anatolian High Schools, with lessons on religion;
 - Science High Schools focusing on science education in Private High Schools, which are established by private enterprises. Private High schools are referred as “colleges” (kolej) and they offer at least one foreign language;
 - Vocational High Schools focus on a certain type of profession (such as Tourism Vocational High Schools, Industrial Vocational High Schools, and Electrical Vocational High Schools). When students complete the 9th grade, they choose one of four tracks: Turkish language–Mathematics, Mathematics–Science, Social Sciences, or Languages.
- (<http://www.fulbright.org.tr/en/about-turkey/turkish-educational-system>, 2012).

The end of High School is marked by the OSS exam, which high school students must take in order to pass to the further level of education.

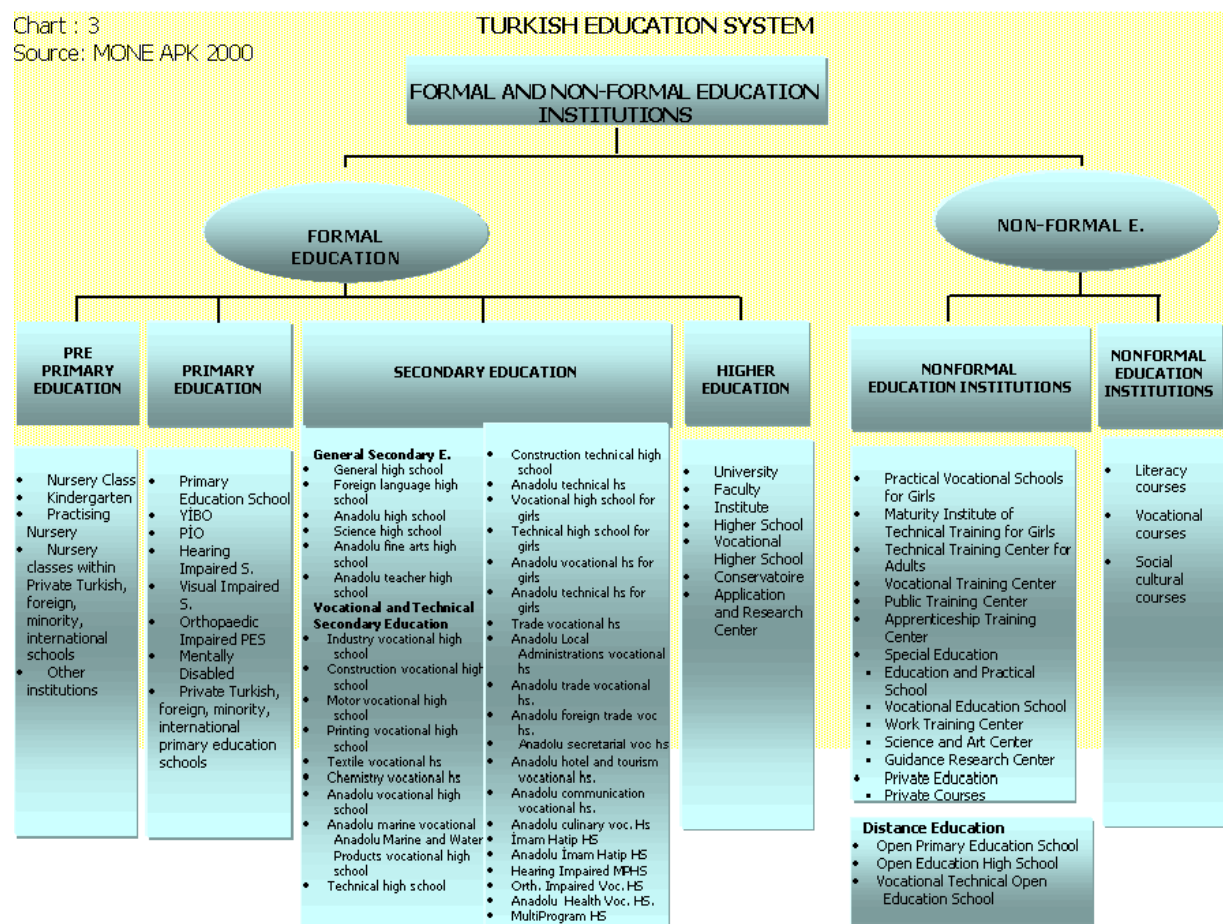
A Higher Education includes universities and colleges, military institutions and vocational colleges followed by many others, in other words, all educational institutions, which come after the Secondary Education, and are lasting for at least two academic years.

(http://www.meb.gov.tr/Stats/apk2001ing/Section_1/2OverallStructure.htm, 2012). The overall picture of Turkish National Education System is presented in the Chart 2.1. (See Appendix: Chart 2.1.)

As it was mentioned above, Turkish Educational System consists of two main parts:

Formal and Informal Education, which is presented in the Chart 2. 2. below:

Chart: 2. 2. Turkish Education System



(source: http://www.meb.gov.tr/Stats/apk2001ing/Section_1/2OverallStructure.htm,

2012).

2.2.2. An Overview of the Turkish Private University Sector

In Turkey, after the secondary education, one may choose either to go for a State or a Private university. The number of both kind of universities is constantly rising, and according to http://en.wikipedia.org/wiki/List_of_universities_in_Turkey, 2012, today, Turkey is the leading country in terms of the number of universities. In total, there are 167 universities, out of which 123 are State Universities, and the rest 44 are Private Universities.

Private universities in Turkey, offer an overall education in different fields of studies. Students are able to choose any department they like, in various cities of Turkey. Going back to the roots of the first Turkish private university establishment, the year 1863 is the date, when Robert College (today - Boğaziçi University) was officially opened (Doğramacı, 2005). Private Universities were not always called “universities”, they first had a name of “higher schools”. However, after some time, they were renamed to “universities” (Doğramacı, 2005).

Another important private universities related issue to understand is called “numerous clausus”, which means that higher education can not accept more than one third of applicant. As a result, this situation cause a rough competition between institutions (Doğramacı, 2005).

In addition to this, private universities can allow them selves to behave more free than Private Universities, as they are not on Council’s oversight, in terms of administration or finance related issues (Doğramacı, 2005). Financially, government can make contributions. Another point is that a private university set their own tuition fees, and in this way, it can get financing (Doğramacı, 2005).

The number of private universities has been growing for the past few decades. İstanbul has 29 universities in total, out of which 7 are State universities and 22 are Private (<http://www.greatistanbul.com/university.htm>, 2012). The growing number of Private universities not only gives opportunity for students to be enrolled in their Higher Education

studies, but also it opens a number of available positions for the academic staff members, both, from Turkey and abroad.

The number of students enrolled in the courses of private universities is also tend to increase. The detailed picture of total number of students in Private Universities is presented in the Table 2. 1. (See the Appendix B: Table 2. 1.)

2.3. Fatih University in Turkey, Istanbul

As it was mentioned above, Istanbul holds the biggest number of Private Universities. One of such kind is Fatih University. In this study, F.U. is going to be analysed in a wider spectrum, in terms of diversity management at a workplace, and performance. However, before going deeper into the case study analysis, back ground information on Fatih University is going to be presented.

2.3.1. The History of the University

Fatih University was established in 1996, by the Turkish Association of Health and Medical Treatment (<http://www.fatih.edu.tr/?tarihce> , 2012). The following two years, first students were enrolled in the program in Istanbul, Büyükçekmece and Ankara campuses. In the year 1999, it had first graduates. Following this year till today, F.U. has reached great achievements. Departments have started to release more and more undergraduates, MA and PhD students, Career and Study Abroad days have been organised, different kinds of congresses and conferences started to take place on campuses. In addition to this, Continuous Education Center was opened in Mecidiyekoy area, The most updated laboratories, technology and equipment have been brought to university, to ensure the highest possible

achievement of the students. Constantly, the new faculties and programs started to open up in Istanbul and Ankara campuses, various festivals and students' clubs have been increasing since the beginning of the university. (<http://www.fatih.edu.tr/?tarihce>, 2012) What is more, the number of academic staff and students have been rising every year. More and more foreign students, prefer to study in this place.

2.3.2. The Chief Characteristics of Fatih University

Table: 2.2. Characteristics of Fatih University

Established in:	1996
Place:	Istanbul, Turkey
The Founder:	Turkish Health and Treatment Foundation
Current Rector:	Prof. Dr. Şerif Ali TEKALAN
Total Number of Students:	Undergraduate students: 8533 Associate Degree students: 2346 Post graduate students: 1682 Foreign students: 945
Faculties:	7
Departments:	52
Institutes:	4
Major Fields of Study:	35
Vocational Schools:	4
Programs:	31
Total Number of Graduates:	15236

Clubs:	62
Groups:	2
Courses:	7
Projects Conducted :	7
Projects Completed:	19
Laboratories:	95

(Source: www.fatih.edu.tr, 2012)

2.3.2.1. Policy

Fatih University has the purpose of teaching udergraduates, graduates and postgraduates the information, and sharing knowledge on science and technology, in order to lead the way for the future scientists, which could be both, especially important to the country's, as well as individual development. (<http://www.fatih.edu.tr/?amaclar>, 2012)

Fully equiped laboratories play a great role in students' academic years of studies, and stands as an oppportunity to educate people who will commit to the country's scientific as well as technological improvement. (<http://www.fatih.edu.tr/?amaclar>, 2012)

The Vocational Schools of Nursing and Medicine will help to enrich the knowledge and experience of individuals in the fields of studies and will be a strong back ground for the future career of students. (<http://www.fatih.edu.tr/?amaclar>, 2012)

Scientific conferences, panel discussions and seminars are considered to be of high importance in regards of educating students in paralel with Atatürk's ideas.

(<http://www.fatih.edu.tr/?amaclar>, 2012)

2.3.2.2. Vision

The university has its vision, which is defined as:

“ Aiming at theoretical and practical education, research and development, Fatih University envisions being a sample university with its activities based on a global approach, while remaining attentive to local perspectives. “ (<http://www.fatih.edu.tr/?vizyon> , 2012)

2.3.2.3. The Mission Statement

Fatih University has the mission statement as follows:

“ To educate individuals who ensure that the produced knowledge is useful to humanity and the environment and observe the codes of ethics of scholarship and universal values on a local basis, who encourage interdisciplinary studies, who establish relations with international institutions and organizations, who strengthen the relations between the industry and service sectors through a variety of projects and activities, who have skills of critical thinking and who are prolific and innovative.” (<http://www.fatih.edu.tr/?vizyon> , 2012)

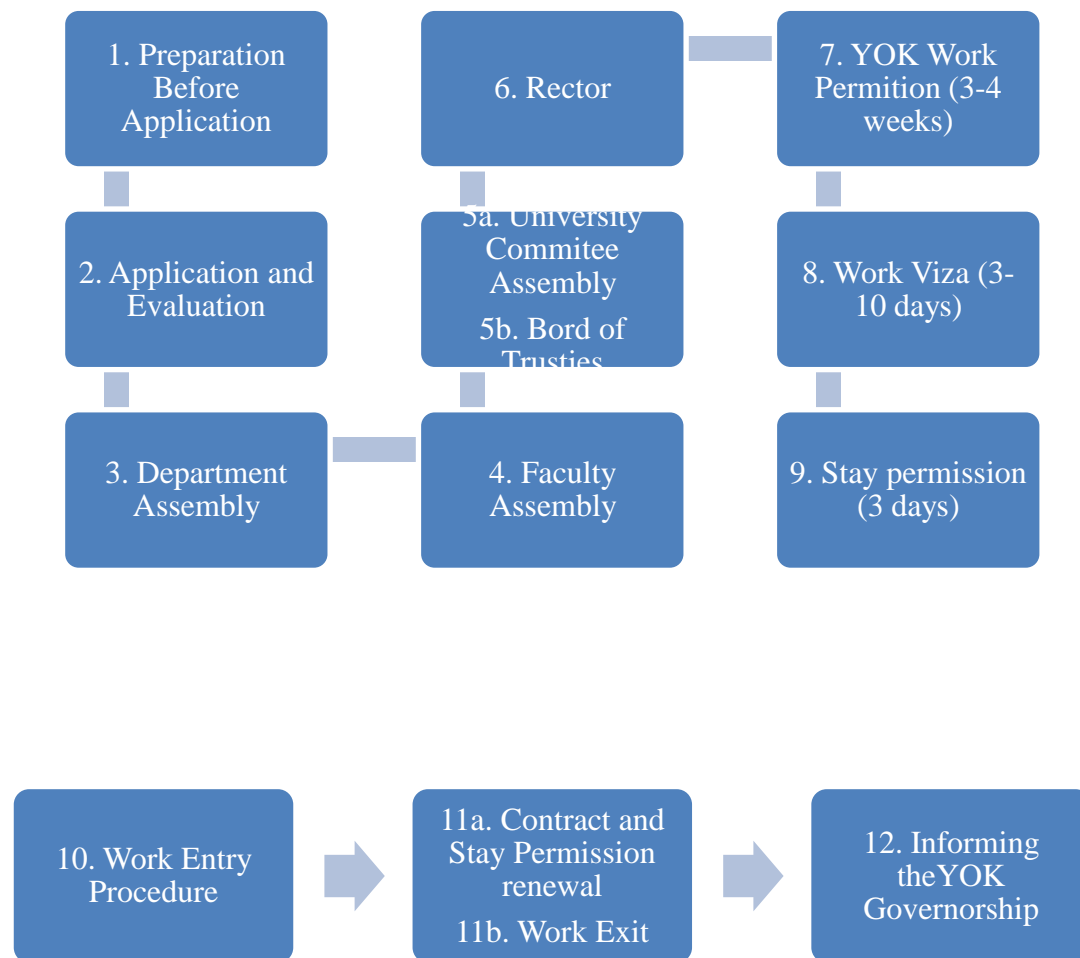
2.3.2.4. Academic Units of the University

As it is stated in Fatih University website (www.fatih.edu.tr, 2012), it contains such academic units: Undergraduate Studies, Graduate Studies: Master / Doctor Degree, Associate Degree Programs, International Exchange, Distance Education, Continuous Education, Preparatory School, and Vocational School.

2.3.2.5. Academic staff

As any other educational institution in Turkey, Fatih University has to follow some formal procedures, in order to hire the foreigners. The scheme below, gives a detailed picture of all the steps, the foreign members of university have to complete, when applying for the position in Fatih University.

Chart: 2. 3. The Process of Hiring Foreigners at Fatih University:



(Source: www.fatih.edu.tr)

The Chart 2. 3. above shows the whole picture of procedures, which foreigners have to fulfill when applying for the position at Fatih University. First of all, it all starts with the preparation, when university decides to open certain positions in the departments. There is an evaluation of what and how many workers the institution is willing to hire. Eventually, an advertisement is given to the public.

After the first step is completed, the application evaluation process starts. In this place, the selected candidates start dealing with the paper work. They must have an application form, CV, diploma, experience presented and the YOK documents, which university deals with.

If all the things, mentioned above are submitted, the information goes to the department, a person is applying to. If approved, the faculty assembly makes further decisions. If the latter gives approval, the whole issue goes to either university committee assembly, or board of trustees, after which, the rector of the university gets to approve the position.

After this whole procedures, starts the YOK permission and work entry procedures time. First of all, the university sends the documents of an individual, including passport copy, visa application form, personal information form, approval of evaluated application, university committees' decision paper, diploma copy, which is translated to Turkish language and notarised to the YOK institution.

After that, the work visa is issued in 3-10 days. This is followed by the stay permission procedure, which lasts for 3 days. For this, an individual must present: 4 photos, the original passport and the photocopy of the pages with individuals' picture, last entry's page and passport expiration page. There should also be YOK permission letter, the contract and the document, which shows the existing Turkish bank account.

Following the steps above, the work entry procedure is the final point for being hired. In this step, the person must submit The photocopy of passport, the photocopy of the residence

permit, 6 photos, the health insurance report and the diploma which is translated to Turkish language and notarised.

The contract is signed by both sides for one academic year, after which, if the institution agrees to extend the contract, it must be renewed together with the residence permit. If the university makes a decision to stop the contract, or an individual decides to leave the position, then s/he is to leave the work. In this case, the university must inform YOK governorship about the termination of the contract.

In the year 2012, Fatih University has got 78 foreign staff members.

Brief Information on the 2012 Staff Members:

Total Number of Foreigners, year 2012:	78
Male Workers:	54
Female Workers:	24
Different Foreign Countries:	31
Faculties with Foreigners:	6
Departments with Foreigners:	25

Their gender, nationality and position are presented in the Table 2. 3. (See Appendix B: Table 2. 3.)

Part III: Case Study

Methodology

3.1. Background and Research Hypothesis

This study aims to analyse if gender and nationality influence the performance of the workers in an organisation, and does the situation which comes out as a result, have something to do with the job satisfaction.

The first hypothesis which will be tested in this study is:

Hypothesis 1: There is a linear correlation between diversity management and performance, with a significant difference in gender.

The second hypothesis, tested in this study is:

Hypothesis 2: There is a linear correlation between diversity management and performance, with a significant difference in foreign and turkish workers (nationality).

3.2. Data and Sampling

This study uses data which is collected from a private Fatih University in Istanbul, Turkey. The data was collected in two ways: using the self-administered survey questionnaire and conducting the phone, or face-to-face interviews with both, 20 foreign and 20 Turkish workers. The respondents of both, were restricted to the university staff members, both, Turkish and foreigners. In total, there were 93 respondents, out of which, 90 questionnaires were valid, including 45 Turkish citizens and 45 foreign employees. All the workers were chosen randomly, from different faculties and departments. The interviews included

information about job satisfaction, the working environment, the well-being of individuals in the organisation, and the performance of individuals and the university itself.

The SPSS statistical analysis was used to measure the data. The linear regression, frequencies analysis with general means, crosstabulation analysis and the frequencies analysis on the Hofstede's five dimensions were conducted.

3.3. The Preparation of Questionnaire

The questionnaire for this study was designed on the basis of the questionnaire data of Stull and James B. Von Till Beth, who conducted a study called “ Hofstede's Dimensions of Culture as Measurements of Student Ethnocentrism: A Quasi-Experimental Study” , by Western States Communications Association, in Portland, Oregon, in 1995 (Stull, James, 1995). In the original study for this questionnaire, university business and communication program students were analysed, if they agree or disagree with the Hofstede's dimensions, compared to the different cultural features of the respondents (Stull, James, 1995).

The first 45 questions were remained the same, as in the original questionnaire, including the sections of: first 10 questions formulated to learn the personal information of the participants, Individualism/ Collectivism section (question 11-16), Avoidance and Uncertainty section (question 17-26), Power Distance section (question 27-35), and Masculinity/Femininity section (question 36-45). The rest part of the questionnaire was designed by the author of this study, including: Long Term Orientation section (question 46-55), the Performance section (question 56-62), and the Diversity Management section (question 56-68). In this study on Fatih University employees, the pilot-study was conducted first, before the final one.

Individuals, who took part in this survey were guaranteed to receive voluntary participation and complete anonymity on their identities.

3.4. Data Analysis and Findings:

3.4.1. Frequencies:

Table 3.1.: Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid female	47	50,5	52,2	52,2
male	43	46,2	47,8	100,0
Total	90	96,8	100,0	
Missing System	3	3,2		
Total	93	100,0		

In the Table 3.1., the data on gender is presented. It indicates that in total, the study had 93 participants. The missing data values of some respondents reduced the size of the sample to 90, out of which 47 were female, having 50,5 % of total number, and 43 were male workers, with the percentage of 46,2. The graphic demonstration on gender frequencies is presented in the histogram, Figure 3.1. “Gender” below, with the Mean 1,46, and Standard deviation 0,502.

Figure 3.1. Gender

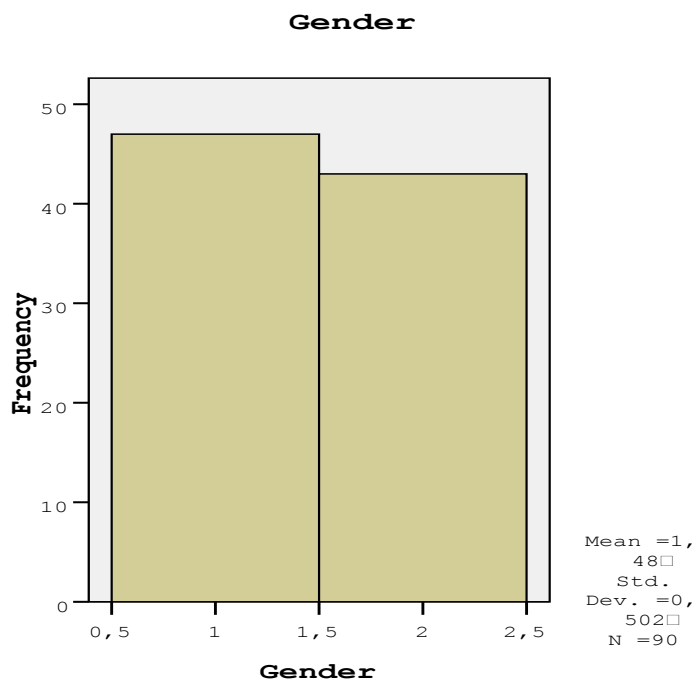


Table 3.2. : Citizenship

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Romania	2	2,2	2,2	2,2
USA	7	7,5	7,8	10,0
Italia	1	1,1	1,1	11,1
France	1	1,1	1,1	12,2
Czech Republic	1	1,1	1,1	13,3
Netherlands	1	1,1	1,1	14,4
Kazachstan	1	1,1	1,1	15,6
Bosnia	2	2,2	2,2	17,8
Bulgaria	3	3,2	3,3	21,1
Argentina	1	1,1	1,1	22,2

	Greece	2	2,2	2,2	24,4
	Spain	5	5,4	5,6	30,0
	Russia	6	6,5	6,7	36,7
	Canada	1	1,1	1,1	37,8
	Turkmenia	1	1,1	1,1	38,9
	Poland	1	1,1	1,1	40,0
	Belarusia	1	1,1	1,1	41,1
	Japan	1	1,1	1,1	42,2
	China	5	5,4	5,6	47,8
	Germany	1	1,1	1,1	48,9
	Kenya	1	1,1	1,1	50,0
	Turkey	45	48,4	50,0	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Table 3.2. gives a general picture of the survey respondents' citizenship. As it is displayed in table, 48,4% of the participants were Turkish. USA citizenship was the second most frequent, with the percentage of 7,5. Russian 6,5%, Spanish 5,4% and Chinese 5,4%, followed the USA. Bulgarian 3,2%, Romanian 2,2%, Bosnian 2,2% and Greek 2,2% were third group in terms of frequencies. The rest of the workers had the same 1,1% in frequency in citizenship, including: Italian, French, Czech Republican, Kazachstania, Argentinian, Canadian, Turkmen, Polish, Belarusian, Japanese, German and Kenyan. This frequency

information is also presented graphically, in the Figure 3.2., histogram “Citizenship”, where the Mean is 16,22, and Standard deviation 7,223.

Figure 3.2. **Citizenship**

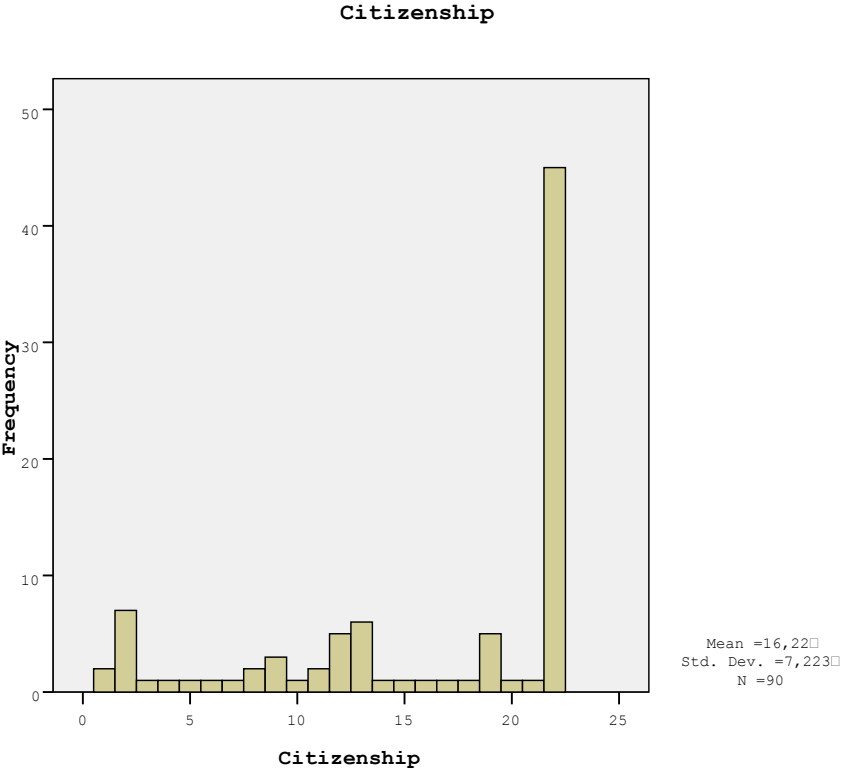


Table 3.3. : Lived in Turkey

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	One year or longer, but fewer than three years	13	14,0	14,4	14,4
	Three years or longer, but fewer than ten years	26	28,0	28,9	43,3
	Ten years or longer, but fewer than twenty years	6	6,5	6,7	50,0
	Twenty years or longer	45	48,4	50,0	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Table 3.3. gives a detailed picture of the time, participants have lived in Turkey. 48,4% of the respondents, claim to have spent here twenty years or longer. These participants included mostly Turkish citizens. 28% of individuals have stayed in Turkey for three years or longer, but fewer than ten years. 14% have been in Turkey for one year or longer, but less than three years, and only 6,5% have been in Turkish Republic for ten years or longer, but less than twenty years. The figure 3.3., histogram below, shows the frequencies of the same question data, graphically, where Mean is 3,92, and Standard deviation is 1,173.

Figure 3.3. Lived in Turkey

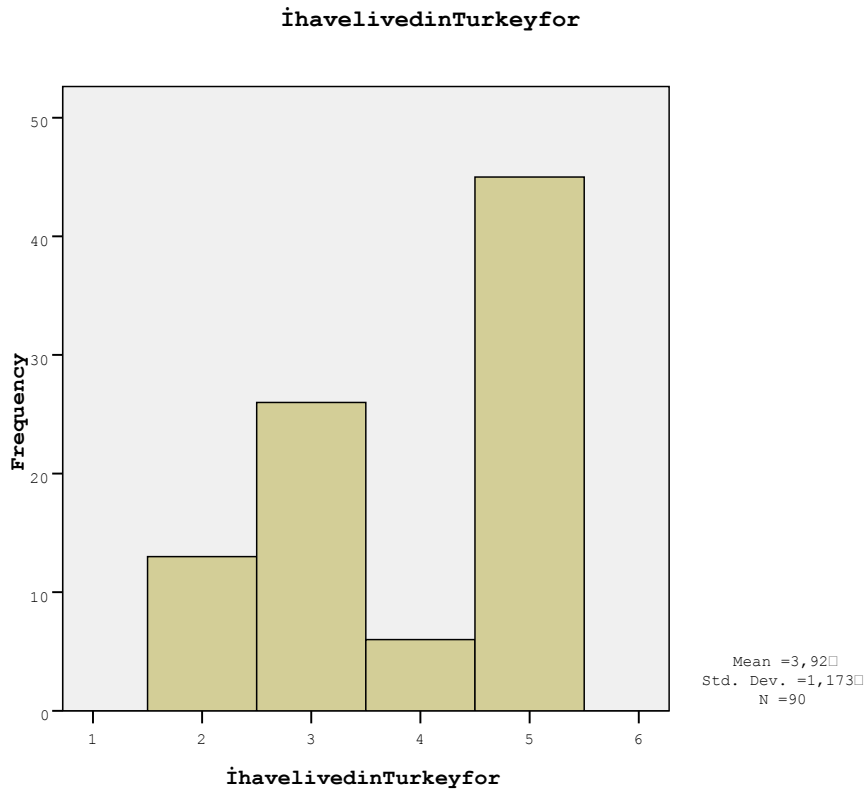


Table 3.4. : Born in

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Turkey	45	48,4	50,0	50,0
	In a country other than Turkey	45	48,4	50,0	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Table 3.4. gives the information of the respondents' birth place. The results show, that the equal amount of individuals were born in Turkey (48,4%), and in other country than Turkey (48,4). The Figure 3.4., histogram proves this data, having Mean of 1,5, and Standard deviation 0,503.

Figure 3.4. Born in

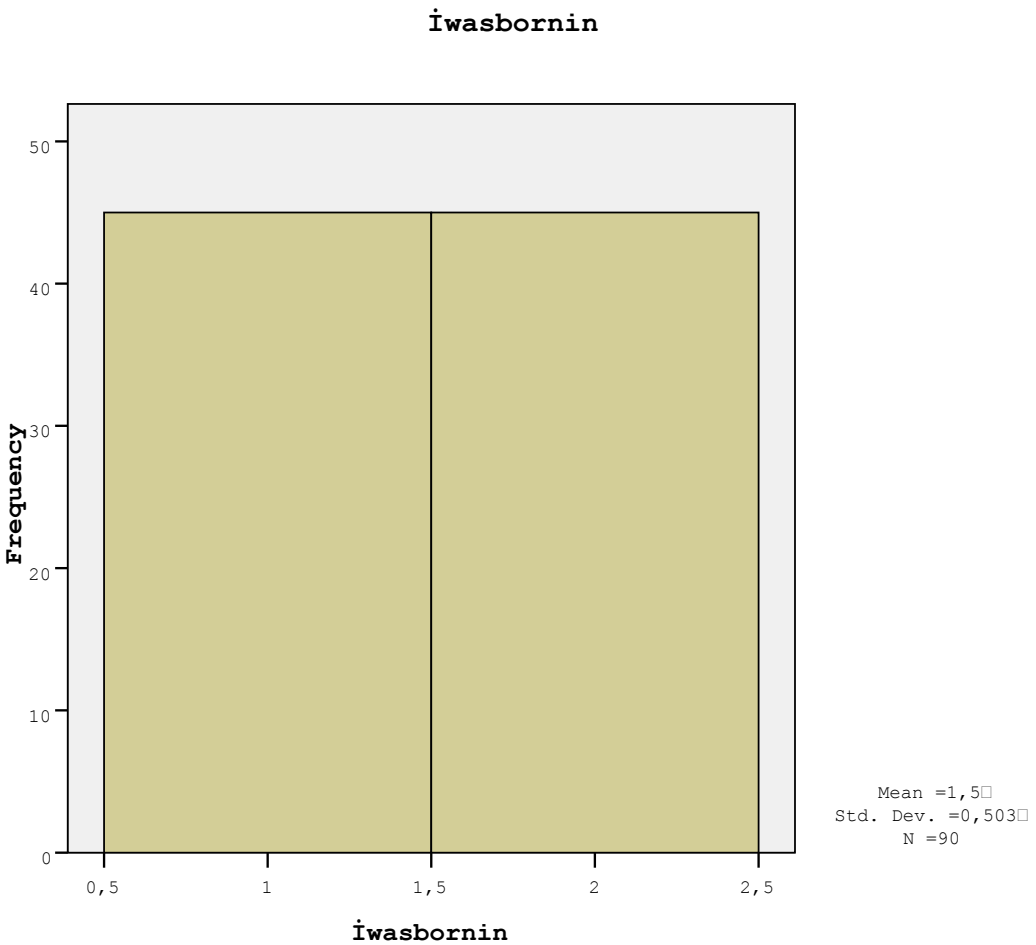


Table 3.5. : Raised in

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Turkey	45	48,4	50,0	50,0
	In countries other than Turkey	45	48,4	50,0	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Table 3.5. presents the data on the participants’ place of being raced. The data shows that equal amount of workers were raised in Turkey (48,4) and in a country, other than Turkey (48,4). Histogram below, figure 3.5., proves this data. The Mean is the graph given is 1,5, and Standard deviation 0,503.

Figure 3.5. Raised in

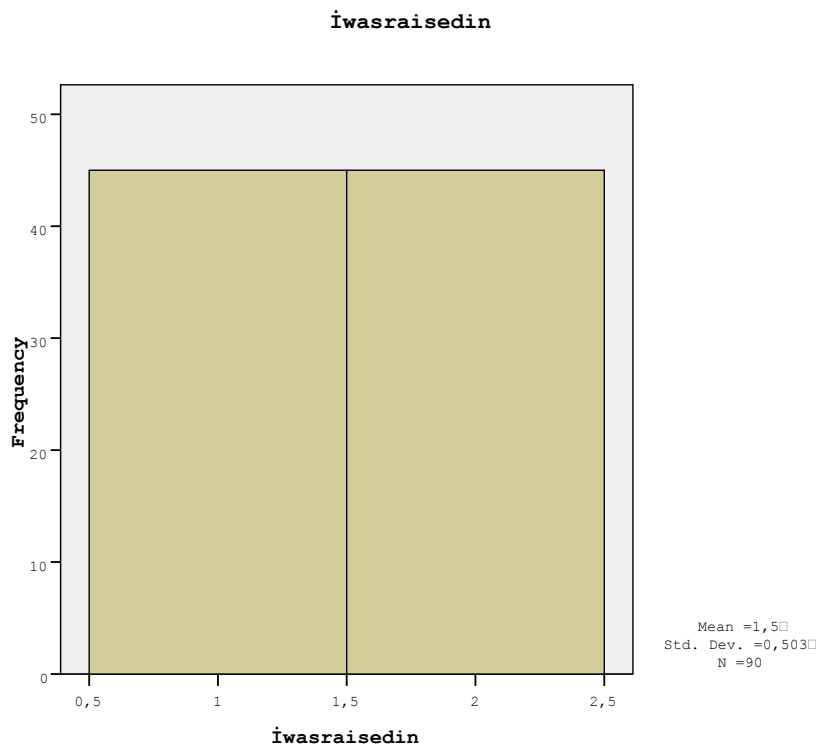


Table 3.6. : Have lived in

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Only in Turkey	38	40,9	42,2	42,2
	Other countries than Turkey	52	55,9	57,8	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Table 3.6. presents the place, individuals lived in. 40,9% of respondents, claimed to have lived only in Turkey. 55,9% stated that they have lived in other countries than Turkey as well. The below present histogram, figure 3.6., shows the frequencies data graphically. The Mean present is 1,58, and Standard deviation is 0,497.

Figure 3.6. Have lived in

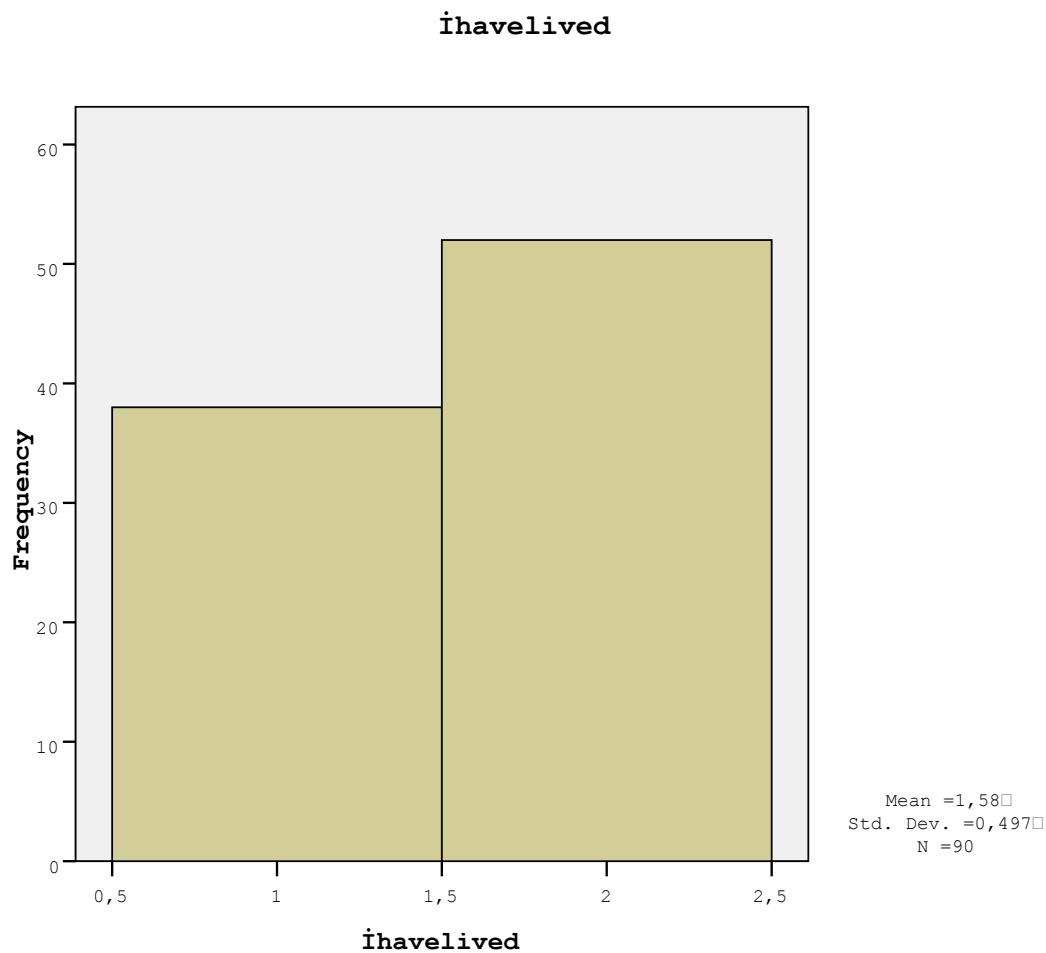


Table 3.7. : Have travelled in other countries

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	84	90,3	93,3	93,3
	No	6	6,5	6,7	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

In the table 3.7., the data on individuals, travelling or not travelling to other countries is given. According to the valid percentages, 90,3% of respondents have travelled to other countries, while 6,7% have never travelled abroad. The frequency analysis on the same question is given in the histogram below, figure, 3.7. where Mean is 1,07 and Standard deviation is 0,251.

Figure 3.7. Have travelled in other countries

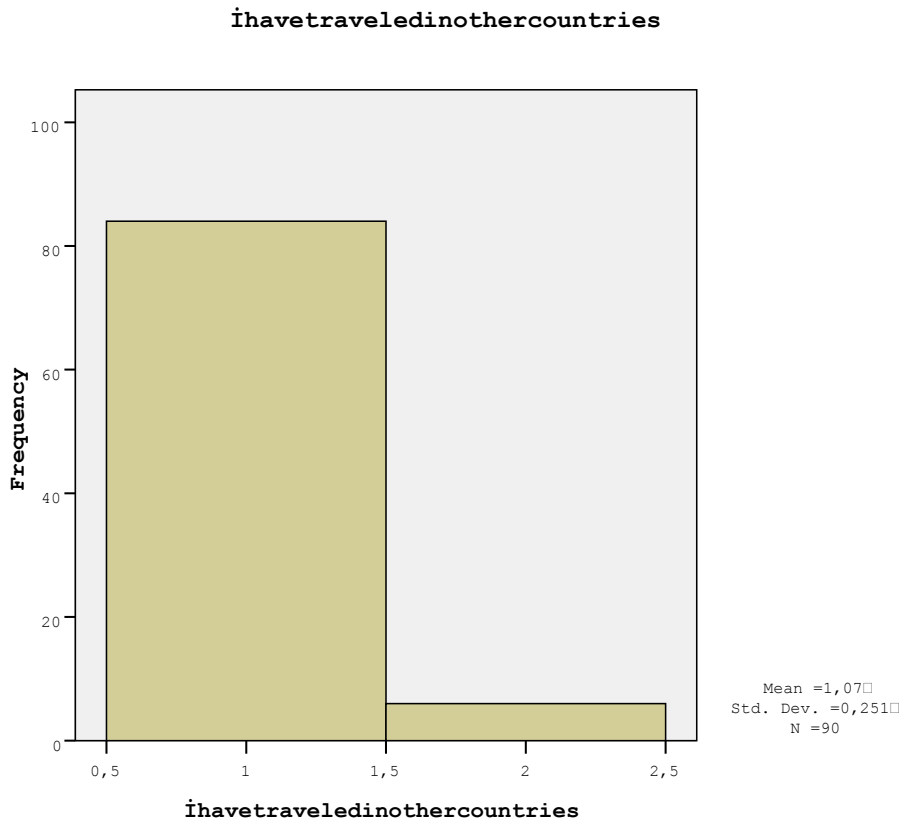


Table 3.8. : Speak another language at home, other than Turkish

		Freque ncy	Percent	Valid Percent	Cumulative Percent
Valid	Yes	51	54,8	56,7	56,7
	No	39	41,9	43,3	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Table 3.8. valid data indicates if workers speak other language than Turkish at home. 54,8% of participants claimed that they do speak other language than Turkish at home. 41,9% stated not speaking anything else, but Turkish in the home environment. The frequency picture on the same question is presented in the histogram below, figure 3.8. . The Mean in the graph is 1,43, and Standard deviation is 0,498.

Figure 3.8. Speak another language at home, other than Turkish

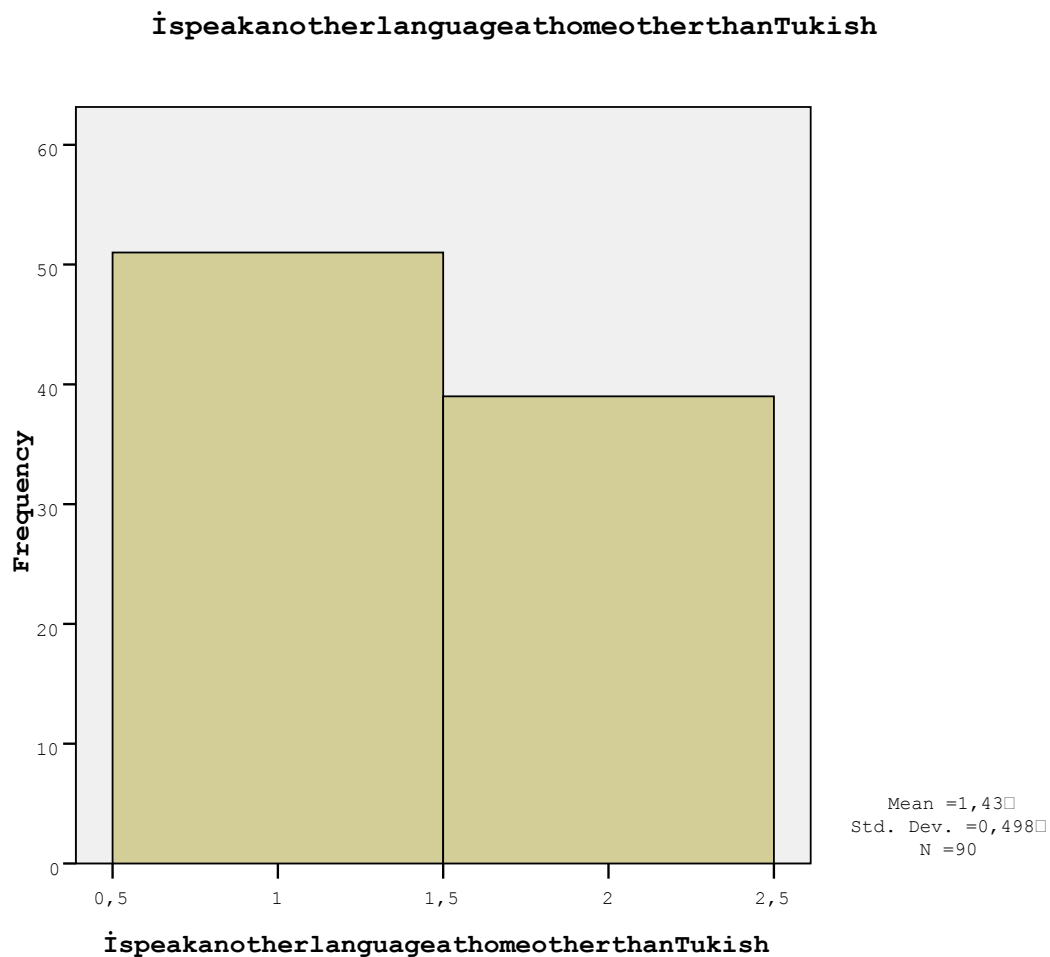


Table 3.9. : Identify with another culture besides Turkish

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	48	51,6	53,3	53,3
	No	42	45,2	46,7	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Table 3.9. presents the data which shows if individuals identify them selves with another culture besides Turkish. The valid data shows that 51,6% of university staff members, identify themselves with some other culture besides Turkish, while 45,2% claim to not have any identifications with any other culture than Turkish. The graph below, figure 3.9., shows the frequencies of the table 12, where Mean is 1,47 and Standard deviation is 0,502.

Figure 3.9. Identify with another culture besides Turkish

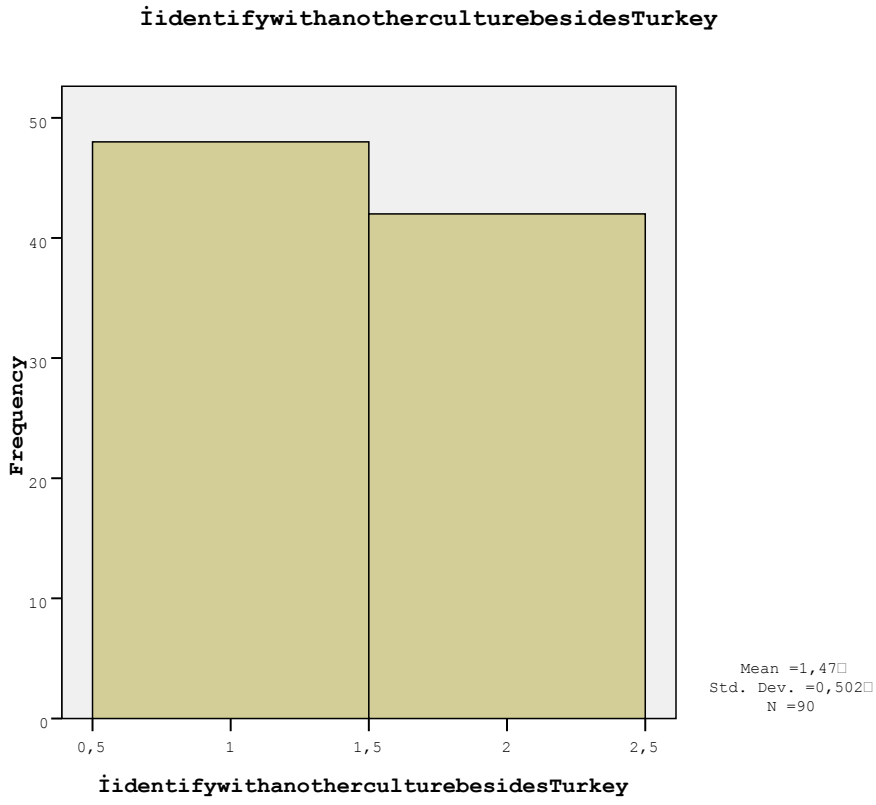


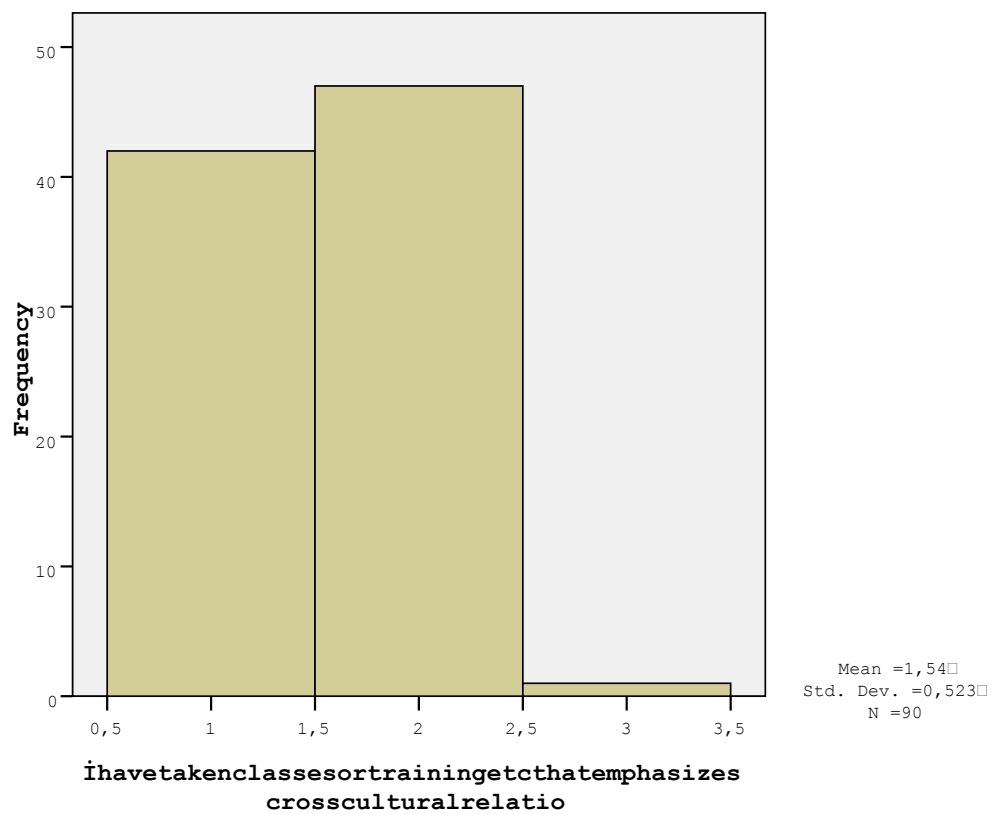
Table 3.10. : Have taken classes or training in intercultural relations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	42	45,2	46,7	46,7
	No	47	50,5	52,2	98,9
	3	1	1,1	1,1	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Table 3.10. explains if respondents have ever taken any training or classes on intercultural relations. The valid data in the table, indicates that 45,2% of all the participants have taken some kind of training of courses on the issue, and 50,5% state not to have taken any training on intercultural relations. The frequencies of this table are given in the histogram below, figure 3.10. with the Mean 1,54 and Standard deviation 0,523.

Figure 3.10. Have taken classes or training in intercultural relations

`ihavetakenclassesortrainingetcthatemphasizescrossculturalrelatio`



Questions 11 – 16 (Tables 3.11.- 3.16.) (See: Appendix: Figure 3.11. - 3.16.), deal with the Hofstede's first cultural dimension – Individualism vs. Collectivism. Each question's data is described below accordingly.

Table 3.11 (See Appendix: Figure 3.11.) deals with the question 11 from the questionnaire: "If an individual thinks of a different way to perform a task, that person should be encouraged to do it that way." In the data, given in the table, majority of the respondents tend to agree (44,1%). 26,9% strongly disagree with the issue, 18,3% have no opinion on it, and 7,5% tend to disagree. This shows that in the organisation, individuals are more likely to be encouraged for the creativity and imagination. The histogram (See Appendix: Figure 3. 11), proves this data, by showing frequencies, with the Mean 3,93 and Standard deviation 0,884.

Table 3.12. (See Appendix: Figure: 3.12.) represents question 12 in the questionnaire, which deals with importance for individuals to receive recognition in the work place. According to the data in the table, 49,5% tend to agree, while 38,7% of all participants strongly agree. Only 5,4% have no opinion on this question, and 3,2% tend to disagree. This data shows, that majority of the workers are expecting and valuing personal recognition at work. The histogram (See: Appendix: Figure 3.12.) shows the frequencies of table 3.12. data, and has a Mean of 4,28 and Standard deviation of 0,719.

Table 3.13. (See Appendix: Figure 3.13.) explains the 13th question on the survey, dealing with the importance of being a leader in the group projects. According to the data, 38,7% tend to disagree, which means that it is not so important for the majority to lead the group. 25,8% are undecided, 23,7% tend to agree, and 8,7 strongly disagree. The histogram (See Appendix: Figure 3.13.) shows the frequencies of the same question, with the Mean 2,67 and Standard deviation 0,948.

The questionnaire question 14 : “- It is important that people conform to company norms in order to reach company goals.” data is presented in the Table 3.14. (See Appendix: Table 3.14.). The majority of the employees tend to agree (52,7%), following the 29% who strongly agrees, 11,8% have no opinion for this question, and 3,2% tend to disagree. This data shows that majority of the workers believe that obeying and following the company norms helps to reach overall goals of the organisation. The histogram (See Appendix: Figure: 3.14.), proves it, by presenting frequencies of the table 3.14. , with the Mean 4,11, and the Standard deviation of 0,741.

Table 3.15. (See Appendix: Table 3.15.) shows the data on questionnaire question 15, which indicates how much individuals are eager to cooperate in order to keep the harmony in the group. 47,3% tend to agree that it is important, 30,1% strongly agree with the issue, 12,9% are undecided if it is necessary, 5,4% tend to disagree, and 1,1% strongly disagree. It shows that the workers are mostly eager to cooperate for having the harmony in working environment. The histogram (See Appendix: Figure: 3.15.) indicated the frequencies on the Table 3.15. , where the Mean is 4,03, and Standard deviation is 0,88.

The last question is the first Hofstede’s dimension is question 16: . When working on a project, I would rather work as a group member than as an individual. The participants data on responses is given in the Table 3.16. (See Appendix: Figure: 3.16.). From the data in the table, it is obvious that there is no one leading opinion on the issue. 28% of the workers tend to agree to work as group members, 26,9% would rather work individually, 22,6% have no opinion, 14% strongly agree to better work in Groups than alone, and 5,4% strongly disagree that working in groups is better for them than individually. The histogram of the same question (See Appendix: Figure: 3.16.), presents the frequencies of the same question, where Mean is 3,19, and the Standard deviation is 1,16.

Questions 17 – 26 in the questionnaire, deals with the second Hofstede's dimension – Avoidance of Uncertainty. The data of the answers, respondents gave, is presented in the tables: 3.17. – 3.29. (See Appendix: Figures: 3.17.- 3.29.). Each questions answers of this section are described in detail below.

Question 17 asks workers if it is important for them to plan the future. The answers to this question are given in the Table 3.17. (See Appendix: Table: 3.17.), in terms of frequencies and percentages. According to the data in the table, more than half (57%) of the workers tend to agree. 16,1% are either undecided or strongly disagree. 6,5% tend to disagree and 1,1% strongly disagree that planning for the future is important. In addition to the table, the histogram (See Appendix: Figure 3.17.), presents the table 3.17. data frequencies, with the Mean 3,83, and Standard deviation 0,824.

Table 3.18. (See Appendix: Table 3.18.), gives information on the question 18: “ Company rules are always to be followed.” From the table, we can see that majority of the workers (45,2%) tend to agree, 28% strongly agree, 12,9% have no opinion, and 10,8% tend to disagree. It shows that individuals in the organisation mostly believe that rules are necessary to be followed. The histogram (See Appendix: 3.18.) presents the frequencies of the analysed data, from the table 3.18. . The Mean here is 3,93 and Standard deviation is 0,934.

Table 3.19. (See Appendix: Table 3.19.) gives the results of the question 19: “ A maanager must be an expert in the field in which he or she manages”. Based on the information from this table, majority of the workers (66,7%) strongly agree, 29% tend to agree, and only 1,1% tend to disagree. This means that it is really important for the workers to have a well qualified manager. The histogram (See Appendix: 3.19.), gives the frequencies of the question 19, table 3.19. . The Mean is 4,67, and the Standard deviation is 0,54.

Table 3.20. (See Appendix: Table 3.20.), gives the information on the question 20 of the questionnaire: “Managers and bosses should be selected on the basis of seniority”. According to the data in the table, 31,2% tend to disagree, 22,6% have no opinion on this issue, 20,4% tend to agree, 17,2% strongly disagree and 5,4% strongly agree. Having all this information, it becomes clear that workers do not see seniority as the key issue when choosing a management. The histogram (See Appendix: Figure 3.20.) presents the frequencies on the same question data, where the Mean is 2,64, and Standard deviation is 1,164.

Table 3.21. (See Appendix: Table 3.21.) deals with the questionnaire question 21: “Employees should remain with one employer for life.” According to the data in the table, majority have a negative opinion on this issue. 33,3% tend to disagree and 32,3% strongly disagree. The explanation to this might be that the majority of workers are Generation X and Y individuals, who tend not to attach to one working place for a very long time. However, 16,1% have no opinion on the issue, 11,8% tend to agree and only 3,2% strongly agree that working in the same company for life is a good idea. The histogram (See Appendix: Figure 3.21.), gives the frequencies on the same question, with the Mean 2,18 and the Standard deviation 1,128.

Table 3.22. (See Appendix: Table 3.22.) gives the data on the question 22 from the questionnaire, which measures if the employees at Fatih University are enjoying taking risks. According to the data in the table, 33,3% tend to disagree, 28% tend to agree, 23,5% are undecided, 6,5% strongly disagree and 5,4% strongly agree. It shows that the workers tend to have quite opposite opinions on the risk taking. The histogram (See Appendix: Figure: 3.22.) proves this data, by giving the frequencies, and the Mean 2,92, with Standard deviation 1,062.

Table 3.23. (See Appendix: Table 3.23.) presents the data on the question 23 : “Organizational conflict is healthy.” From the data, we can see that 38,7% of individuals are

undecided, 28% tend to disagree, 20,4% tend to agree, 5,4% Strongly disagree and 4,3% strongly agree. The histogram (See Appendix: Figure: 3.23.) shows the frequencies on this question, with the Mean 2,9 and the Standard deviation 0,949.

Table 3.24. (See Appendix: Table 3.24.) present the data on the questionnaire, question 24: “I can achieve anything I set out to achieve.“ answers. According to the table data, more than half (55,9%) of workers tend to agree. 25,8% are undecided, 9,7% strongly agree and only 5,4% tend to disagree. This data shows that employees believe in themselves and have a high self-confidence. This is also proved in the histogram (See Appendix: Figure: 3.24.), where the Mean is 3,72, and Standard deviation is 0,719.

Table 3.25. (See Appendix: Table 3.25.) introduces the data on question 25 from the questionnaire: “Change in my life is important to me.” According to the table data, 67,7% tend to agree, 12,9% strongly agree, 11,8% are undecided and 4,3% tend to disagree. It is clear from the data that majority of the workers believe that it is good to have changes in their life. The data is proved in the histogram (See Appendix: Figure: 3.25.), where the Mean has the value of 3,92, and the Standard deviation is 0,657.

The final table 3.26. (See Appendix: Table 3.26.) in the Hofstede’s Avoidance of Uncertainty section deals with the question 26: “It is important to be flexible during negotiations.” From the data, presented in the table, 59,1% tend to agree that flexibility is an issue in negotiations, 31,2% strongly agree, 5,4% are undecided and 1,1% tend to disagree. Obviously, the majority of the workers support the idea of flexibility in negotiating. The histogram (See Appendix: Figure: 3.26.), gives the frequencies on the table data, with the Mean 4,24, and the Standard deviation 0,605.

Questions 27-35 in the Questionnaire, deals with the third Hofstede's dimension: Power Distance. Tables 3.27. – 3.38. (See Appendix: Table 3.27. – 3.38.), presents the respondents' answers to these questions. Every question is analysed in detail below.

Table 3.27. (See Appendix: Table 3.27.) gives the data on the questionnaire question 27: "Employees should not talk to their managers about personal matters." According to the data in the table, 37,6% tend to disagree, 26,9% tend to agree, 17,2% have no opinion, and the same percentage of workers, 7,5%, either strongly agree or disagree. The histogram (See Appendix: Figure: 3.27.), gives the frequencies on this data, with the Mean 2,89, and the Standard deviation of 1,136.

Question 28 results are presented in the Table 3.28. (See Appendix: Table 3.28.), where the question of "Power and wealth are evil" is analysed. The data from the table gives the following picture: 48,4% tend to disagree, 20,4% strongly disagree, 19,4% are undecided, 7,5% tend to agree and 1,1% strongly agree. From this data, we can assume, that the majority of the participants does not believe that power and wealth are evil. The frequencies on this question are given in the histogram (See Appendix: Figure: 3.28.), where the Mean is 2,18, and Standard deviation is 0,894.

Table 3.29. (See Appendix: Table 3.29.) gives the result of the questionnaire question 29: "It is important for managers to make all decisions." The employees responses are as follows: 46,2% tend to disagree, 21,5% are undecided, 14% strongly disagree, 12,9% tend to agree, and 2,2 strongly agree. This data shows that majority of the Fatih University staff members do not support the idea of the manager making all decisions. It indicates that most probably, individuals need a certain level of autonomy at work. The histogram (See Appendix: Figure: 3.29.), gives the frequencies on this question, with the Mean of 2,41, and the Standard deviation, equal to 0,97.

Table 3.30. (See Appendix: Table 3.30.), shows the participants' answers, expressed by percentages and frequencies on the question 30: "It is important that managers closely supervise their employees." in the questionnaire. According to it, 38,7% tend to agree, 30,1% are undecided, 19,4% tend to disagree, 6,5% strongly agree, and 2,2% strongly disagree. The histogram (See Appendix: Figure: 3.30.) shows the frequencies graphically. It has a Mean 3,29, and Standard deviation 0,939.

Table 3.31. (See Appendix: Table 3.31.) gives the data on the results of question 31: "Employees should participate in company decision making." in the questionnaire. According to the data in the table, majority (62,4%) tend to agree, 17,2% strongly agree, 15,1% are undecided, and only 2,2% tend to disagree. It shows that the majority of the workers are eager to participate in the company's decision making. The histogram (See Appendix: Figure: 3.31.) gives the frequencies on this question graphically, with the Mean 3,98, and the Standard deviation 0,653.

Table 3.32. (See Appendix: Table 3.32.) give the results of the questionnaire question 32: "It is all right for employees to disagree openly with their managers." According to it, 47,3% tend to agree, 28% are undecided, 11,8% tend to disagree, 8,6% strongly agree, and 1,1% strongly disagree. It indicates that almost half of the participants feel fine to openly disagree with their managers. The histogram (See Appendix: Figure: 3.32.), give the frequencies on this question's data, where the Mean is 3,52, and the Standard deviation is 0,864.

Question's 33 ("It is all right for employees to call their managers by their first names.) data results are presented in the Table 3.33. (See Appendix: Table 3.33.). According to the table, 39,8% tend to disagree, 18,3% strongly disagree, 17,2% tend to agree, 16,1% are undecided, and 5,4% strongly agree. This data indicates that employees at Fatih University do

not see the idea of calling their managers by the first names as a good idea. The histogram (See Appendix: Figure: 3.33.) gives the frequencies of the same question graphically.

Table 3.34. (See Appendix: Table 3.34.) gives the results of the question 34 in the questionnaire: “It is important for me to be able to work independently.” The data in the table shows such results: 48,4% tend to agree, 32,3% strongly agree, 14% are undecided, and 2,2% tend to disagree. So, it is obvious that almost half of the respondents need time for an independent work. The Histogram (See Appendix: Figure: 3.34.) gives the frequencies on the table data, with the Mean of 4,14, and the standard deviation of 0,743.

The last question in the Power Distance section in the questionnaire, is number 35: “I like to trust and to cooperate with other people.”, which results are present in the Table 3.35. (See Appendix: Table 3.35.). According to it, 61,3% tend to agree, 25,8% strongly agree, 7,5% are undecided, and 2,2% tend to disagree. This data indicated that more than half of the workers like to trust and cooperate with others. The histogram (See Appendix: Figure: 3.35.), gives the frequencies on the table 38 data, with the Mean 4,14 and Standard deviation 0,646.

The fourth Hofstede’s dimension Masculinity vs. Femininity includes the questions 36-45 in the questionnaire. Also the data results of these questions answers is given in the tables 3.36.- 3.45. (See Appendix: Table 3.36. – 3.45.), where percentages and frequencies are given. In addition, the Histograms (See Appendix: Figure: 3.36. – 3.45.) are present. Every question with the tables and histograms is analysed in detail below.

Table 3.36. (See Appendix: Table 3.36.) gives the analysis of the question 36: “It is very important for me to receive recognition for my work.” in the questionnaire. According to it, 53,8% tend to agree, 34,4% strongly agree, 6,5% are Undecided, and 2,2% tend to disagree. It indicates that for the majority of the workers, it is important to be recognised in

the working place. The histogram (See Appendix: Figure: 3.36.), gives the frequencies on this question, with the Mean 4,24, and the Standard deviation 0,676.

Table 3.37. (See Appendix: Table 3.37.) shows the results of the question 37 in the questionnaire : “It is more important to me to be paid well than to have a close relationship with my manager.” According to the table data, 41,9% tend to agree, 21,5% are undecided, 19,4% strongly agree, 10,8% tend to disagree and 3,3% strongly disagree. As we see from the results, majority of the employees prefer to be payed well instead of having close relationship with their managers. The histogram (See Appendix: Figure: 3.37.), gives the frequencies of these results, with the Mean 3,66, and the Standard deviation 1,029.

Table 3.38. (See Appendix: Table 3.38.) presents the data of the question 38 in the questionnaire: “It is important for me to keep my work life separate from my private life.” The data in the table indicates that 62,4% of the respondents tend to agree, 25,8% strongly agree, 5,4% are undecided, and only 3,2% tend to disagree. This means that more than half of the participants prefer to keep their personal lives private. The histogram (See Appendix: Figure: 3.38.), gives the frequencies on this data, with the Mean 4,14, and the Standard deviation 0,663.

Table 3.39. (See Appendix: Table 3.39.) introduces the data results on the question 39 in the questionnaire: ” The most important thing to my career is a good salary and a job that I do well and like.“ From the table, we can see that 50,5% tend to agree, 36,6% strongly agree, 4,3% are undecided, 3,2% tend to disagree, and 2,2% strongly disagree. It gives an idea that majority of the employees are eager to get a good salary and to have a favourite job. The histogram (See Appendix: Figure: 3.39.), gives the frequencies of this data graphically, with the Mean 4,2 and Standard deviation 0,851.

Table 3.40. (See Appendix: Table 3.40.) gives the data results on the question 40 in the questionnaire: “People must learn to make their own way in this world.” From the table, we see that 45,2% tend to agree, 43% strongly agree, 6,5% are undecided, and only 1,1% tend to either tend to disagree or strongly agree. It explains that more than 80% of all the respondents support this idea. The histogram (See Appendix: Figure: 3.40.), presents the frequencies of this data, with the Mean 4,32, and Standard deviation 0,747.

Table 3.41. (See Appendix: Table 3.41.) gives the percentages and frequencies of the question 41 in the questionnaire: “My job is only one of many parts of my life.” According to the table, 41,9% tend to agree, 31,2% strongly agree, 15,1% are undecided, and 8,6% tend to disagree. This means that individuals do not see their work as the main issue in their life. The histogram (See Appendix: Figure: 3.41.) gives the graphical view on the frequencies, with the Mean 3,99 and Standard deviation 0,918.

Table 3.42. (See Appendix: Table 3.42.) gives the data result on the question 42 in the questionnaire: “I would rather work for a small company than a big one.” According to the findings in the table, 52,7% are undecided, 25,8% tend to disagree, 9,7% tend to agree, 7,5% strongly disagree, and only 1,1% strongly agree. The histogram (See Appendix: Figure: 3.42.) gives the frequencies, with the Mean 2,7, and Standard deviation 0,8.

Table 3.43. (See Appendix: Table 3.43.) presents the data results on the question 43 in the questionnaire: “It is important to shake hands before any business interactions.” The data in the table is as follows: 43% tend to agree, 21,5% are undecided, 11,8% tend to either disagree or strongly agree, and 8,6% strongly disagree. It means that shaking hands before business interactions is important for the majority of the participants. The histogram (See Appendix: Figure: 3.43.) presents the frequencies on the data results in the table, with the Mean 3,39 and Standard deviation 1,129.

Table 3.44. (See Appendix: Table 3.44.) gives the findings on the question 44 in the questionnaire: “It is important to finish one interaction before rushing off to another one.” According to the data in the table, 39,8% tend to agree, 24,7% tend to disagree, 16,1% strongly agree, 14% are undecided and 2,2% strongly disagree. The histogram (See Appendix: Figure: 3.44.), gives the frequencies on question 44 table data, with the Mean 3,44, and Standard deviation 1,113.

Table 3.45. (See Appendix: Table 3.45.) gives the information on the data results on the last question in the Masculinity vs. Femininity section. Question’s 45: “People will achieve organizational goals without being pushed.” data is as follows: 33,3% are undecided, 30,1% tend to disagree, 29% tend to agree, 4,3% strongly agree. The histogram (See Appendix: Figure: 3.45.) gives the frequencies on the question 45 table data results, with the Mean 3,08, and Standard deviation 0,89.

The last dimension on Hofstede’s principles Long Term Orientation is analysed in the questionnaire, questions 46-55. Tables 3.46. - 3.55. (See Appendix: Table: 3.46. – 3.55.), where percentages and frequencies are presented. The histograms (See Appendix: Figure: 3.46. – 3.55.), gives the graphical view on the frequencies of these questions’ results. Each questions separately is analysed in detail below.

Table 3.46. (See Appendix: Table 3.46.) gives the data results on the question 46 in the questionnaire: “Family is the most essential part of society.” According to the table data, 48,4% strongly agree, 44,1% tend to agree, and 4,3% are undecided. These results show that majority believes that family is considered to be the most important part in society. The histogram (See Appendix: Figure: 3.46.) proves it, by showing the frequencies of this question’s data, with the Mean 4,46, and Standard deviation 0,584.

Table 3.47. (See Appendix: Table 3.47.), gives the findings on the question 47 in the questionnaire: “Acting extravagantly at work is not acceptable.” According to the data in the table, 43% tend to agree, 39,8% strongly agree, 11,8% are undecided, and 1,1% tend to either disagree or strongly disagree. The data shows that mainly, employees do not support an extravagant behaviour at work. The histogram (See Appendix: Figure: 3.47.) gives the frequencies on the table 3.47. data, with the Mean 4,23 and Standard deviation 0,794.

Table 3.48. (See Appendix: Table 3.48.) introduces the data results on the question 48 in the questionnaire: “Loyalty and commitment are important at a workplace.” The table indicates that 48,4% tend to agree, 45,2% strongly agree and 3,2% are undecided. It means that almost 100% of the respondents support the idea that loyalty and commitment are important in the organisation. The histogram Q48 (See Appendix: Figure: 3.48.) gives the frequencies on this question, and the Mean of 4,43, with the Standard deviation 0,562.

Table 3.49. (See Appendix: Table 3.49.) give the data results of the question 49 in the questionnaire: “Constant changes in the workplace are not necessary.” According to the data in the table, 44,1% tend to agree, 25,8% are undecided, 19,8% tend to disagree, and 7,5% strongly agree. The histogram (See Appendix: Figure: 3.49.) presents the frequencies on the question 49 data results.

Table 3.50. (See Appendix: Table 3.50.) gives the data results on the question 50 in the questionnaire : “Employees shouldn’t act in a manner which may make others feel uncomfortable.” The data in the table is as follows: 52,7% strongly agree, 41,9% tend to agree, and 1,1% either undecided or tend to disagree. Obviously, the majority believe that in the working place, it is not appropriate to act extravagantly and in this way disturb others. The histogram (See Appendix: Figure: 3.50.), gives the frequencies on this data, with the Mean 4,51, and the Standard deviation 0,585.

Table 3.51. (See Appendix: Table 3.51.), presents the data on the question 51 in the questionnaire: “Everyone, without exceptions, has right to be promoted”. According to the table, more than half (52,7%) of the participants strongly agree, 26,9% tend to agree, 9,7% are undecided, 5,4% tend to disagree, and 2,2% strongly disagree. This means that majority of the respondents believe to have right to be promoted. The histogram (See Appendix: Figure: 3.51.), shows the frequencies of the question 51, and has a Mean of 4,27, and a Standard deviation of 1,003.

Table 3.52. (See Appendix: Table 3.52.) represents the data on the question 52 in the questionnaire: “Creativity and individualism are closely connected to high organizational performance.. According to it, 36,6% tend to agree, 30,1% are undecided, 20,4% strongly agree, and 9,7% tend to disagree. The histogram (See Appendix: Figure: 3.52.), gives the frequencies of this table results, with the Mean 3,7 and the Standard deviation 0,917.

Table 3.53. (See Appendix: Table 3.53.) presents the data on the question 53 in the questionnaire: “Self-actualization is more important than the group achievements. The data in the table is as follows: 34,4% tend to agree, 30,1% are undecided, 16,1% strongly agree, 14% tend to disagree, and 2,2% strongly disagree. So, the data indicates that majority of the workers prefer to agree more than disagree on this issue. The histogram (See Appendix: Figure: 3.53.), gives the frequencies on this question’s results, with the Mean 3,5, and the Standard deviation 1,008.

Table 3.54. (See Appendix: Table 3.54.) introduces the data on the question 54 in the questionnaire: “ Treat others as you would like to be treated.” According to the findings in the table, 77,4% strongly agree, 17,2% tend to agree, and 1,1% are either undecided or tend to disagree. This question obviously has the majority of opinions on agreeing with the issue. The

histogram (See Appendix: Figure: 3.54.), gives the frequencies of the question 54, with the Mean 4,77, and the Standard deviation 0,52.

Table 3.55. (See Appendix: Table 3.55.) represents the data results on the last question in the Long Term Orientation section, on the question: “ There should be no hesitation for changes in an organization.” According to the data in table, 40,9% are undecided, 36,6% tend to agree, 11,8% tend to disagree, and 7,5% strongly agree. The histogram (See Appendix: Figure: 3.55.) gives the frequencies of the results, with the Mean 3,41, and Standard deviation 0,806.

The following section in the questionnaire deals with the Performance. Questions 56-62 are designed to measure the respondents opinion on the performance issues. The data results are presented in the Table 3.56. - 3.62. (See Appendix: Table 3.56. – 3.62.), with the percentages and frequencies in them, in addition, histograms (See Appendix: Figure: 3.56. - 3.62.) graphically represent the frequencies of each question, with the measures of Mean and Standard deviation. Each question, table and histogram is explained in detail below.

Table 3.56. (See Appendix: Table 3.56.) summarises the findings on the question 56 in the questionnaire: “In my opinion, in the institution that I work for, the work performance of the employees is higher than that of the competitors”. According to the data in the table, 35,5% are undecided, 31,2% tend to disagree, 21,5% tend to agree, and 4,3% either strongly agree or strongly disagree. The histogram (See Appendix: Figure: 3.56.) gives the frequencies on the question 56 table, with the Mean 2,9 and Standard deviation 0.949.

Table 3.57. (See Appendix: Table 3.57.), presents the data on the question 57 in the questionnaire: “In my opinion, in the institution that I work for, the employees are better prepared professionally than the competitors”. The data results in table are as follows: 37,6% tend to disagree, 25,8% strongly disagree, 18,3% are undecided, 12,9% tend to agree, and

2,2% strongly agree. It shows that majority of the respondents tend to disagree that professionally, Fatih University Staff members are better than competitors'. The histogram (See Appendix: Figure: 3.57.) shows the frequencies of the data in the Table 3.57. , where the Mean is 2,26, and the Standard deviation is 1,066.

Table 3.58. (See Appendix: Table 3.58.) shows the finding on the question 58 in the questionnaire: "In my opinion, in the institution that I work for, the employees are more successful than the competitors". The data findings in table are as follows: 37,6% are undecided, 29% tend to disagree, 21,5% tend to agree, 5,4% strongly disagree, 3,2% strongly agree. The histogram (See Appendix: Figure: 3.58.) shows the frequencies of the Table 3.58. results, with the Mean 2,88, and standard deviation 0,934.

Table 3.59. (See Appendix: Table 3.59.), gives the information on the questionnaire question 59: "In my opinion, in the institution that I work for, the employees are much more motivated than the competitors" results. According to the data in the table, 26,9% tend to disagree, but 24,7% tend to agree, 16,1% strongly disagree, 15,1% are undecided, and 14% strongly agree. It means that there is no one dominating opinion on this issue. The histogram (See Appendix: Figure: 3.59.), gives the frequencies on the tables results, with the Mean 2,93 and the Standard deviation 1,339.

Table 3.60. (See Appendix: Table 3.60.) give the finding on the question 60 in the questionnaire: "In my opinion, in the institution that I work for, the employees have a stronger feeling of belonging to the institution than the competitors". According to the table data, 31,2% tend to agree, the same amount strongly agree, 17,2% are undecided, 12,9% tend to disagree and 4,2% strongly disagree. This means that majority of the staff members feel a close bond to the Fatih University institution. The histogram (See Appendix: Figure: 3.60.)

gives the frequencies on the question 60 data, with the Mean 3,74 and Standard deviation 1,176.

Table 3.61. (See Appendix: Table 3.61.), presents the data on the question 61 in the questionnaire: “In my opinion, in the institution that I work for, the employees are given more value than the competitors”. The data in table is as follows: 29% tend to agree, 28% tend to disagree, 20,4% are undecided, 11,8% strongly agree, and 7,5% strongly disagree. This data shows that workers divide themselves into two groups, those who agree or those who disagree, there is no one opinion. The histogram (See Appendix: Figure: 3.61.) shows the frequencies of the results in the table graphically, where Mean is 3,1, and Standard deviation is 1,181.

Table 3.62. (See Appendix: Table 3.62.), presents the last 62 question’s on Performance (“ In my opinion, in the institution that I work for, the employees are more satisfied than the competitors”) findings. According to the data in the table, 31,2% tend to agree, 30,1% tend to disagree, 22,6% are undecided, 10,8% strongly agree and 2,2 strongly disagree. Again, the data indicates that employees have different opinions on the issue, and there is no one opinion. The histogram (See Appendix: Figure: 3.62.), shows the frequencies on the data results in the table 3.62. , with the Mean 3,19 and Standard deviation 1,069.

The last section of the questionnaire deals with the Diversity Management. Questions 63-68 include this section. Tables 3.63. – 3.68. (See Appendix: Table 3.63. – 3.68.) shows the findings on these questions, with the percentage and frequencies. Also, frequencies are presented graphically in the histograms (See Appendix: Figure: 3.63 - 3.68). Each question is described in detail below.

Table 3.63. (See Appendix: Table 3.63.) gives the results of the question 63 in the questionnaire: “Supervisors in my work unit are committed to workforce representative of all

segments of society”. According to the data in table, 57% are undecided, 25,8% tend to agree, 7,5% tend to disagree, 5,4% strongly agree and 1,1% strongly disagree. The histogram (See Appendix: Figure: 3.63.), shows the frequencies of this data findings graphically, and gives the Mean 3,28, and Standard deviation 0,735.

Table 3.64. (See Appendix: Table 3.64.) present the data findings on the question 64 in the questionnaire: “Policies and programs promote diversity in the workplace”. The data in the table is as follows: 47,3% tend to agree, 25,8% are undecided, 23,7% strongly agree. As a result, there was no respondent who would disagree with the issue, it means that there is one dominant opinion on this question. The histogram (See Appendix: Figure: 3.64.) shows the frequencies on the data in the table, with the Mean 3,98 and Standard deviation 0,719.

Table 3.65. (See Appendix: Table 3.65.) gives the findings of the question 65 in the questionnaire: “Managers/supervisors/team leaders work well with employees of different backgrounds.” According to the data in the table, 41,9% tend to agree, 21,5% tend to disagree, 15,1% strongly agree, 14% are undecided and 4,4% strongly disagree. The histogram (See Appendix: Figure: 3.65.) gives the frequencies on the question 65 data results, with the Mean 3,43 and Standard deviation 1,132.

Table 3.66. (See Appendix: Table 3.66.) gives the data results on the question 66 in the questionnaire: “I feel comfortable to work in a harmony with people from different backgrounds.” The data in the table is as follows: 51,6% tend to agree, 33,3% strongly agree, 8,6% are undecided, and 3,2% tend to disagree. So, judging from the answers, majority of university staff members feel themselves comfortable surrounded by people from different background. The histogram (See Appendix: Figure: 3.66.) gives the frequencies on this question’s results, with the Mean 4,19 and Standard deviation 0,733.

Table 3.67. (See Appendix: Table 3.67.), gives the findings on the question 67 from the questionnaire: “I have never witnessed political, ethnical, cultural or religious discrimination in my organization”. The findings are as follows: 44,1% tend to agree, 23,7% strongly agree, 16,1% are undecided, 10,8% tend to disagree, and 2,2% strongly disagree. From these results, we can say that majority of the respondents did not meet discrimination issues at work. The histogram (See Appendix: Figure: 3.67.) gives the frequencies of this data graphically, and has a Mean 3,79 and Standard deviation 1,011.

The last question on the Diversity Management is question 68: “I think the diversities are well managed in my organization”. Table 3.68. (See Appendix: Table 3.68.) gives the findings on this question. According to it, 29% tend to agree, 25,8% strongly agree, 20,4% tend to disagree, 12,9% are undecided, and 8,6% strongly disagree. As a result, more than half of the respondents believe that diversities are managed well in the organisation. The histogram (See Appendix: Figure: 3.68.) gives the frequencies on the question 68 graphically, with the Mean 3.44 and Standard deviation 1,325.

3.4.2. Frequencies on G. Hofstede's Five Dimensions:

Table 3.69. gives the results on Hofstede's cultural dimension – Individualism vs. Collectivism related questions from the questionnaire. It shows the frequencies and the percentages on how much the respondents tend to be individualistic. The highest frequency in the table is 17, with 18,3% of individuals. The lowest is 1, with 1,1% of respondents.

Table: 3.69. Individualism

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,00	1	1,1	1,1	1,1
	2,33	1	1,1	1,1	2,2
	2,67	5	5,4	5,6	7,8
	3,00	16	17,2	17,8	25,6
	3,33	16	17,2	17,8	43,3
	3,67	17	18,3	18,9	62,2
	4,00	13	14,0	14,4	76,7
	4,33	15	16,1	16,7	93,3
	4,67	6	6,5	6,7	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.69. shows the table 3.69. results in the histogram. The $M = 3,63$, and Standard deviation is $0,603$.

Figure: 3.69. Individualism

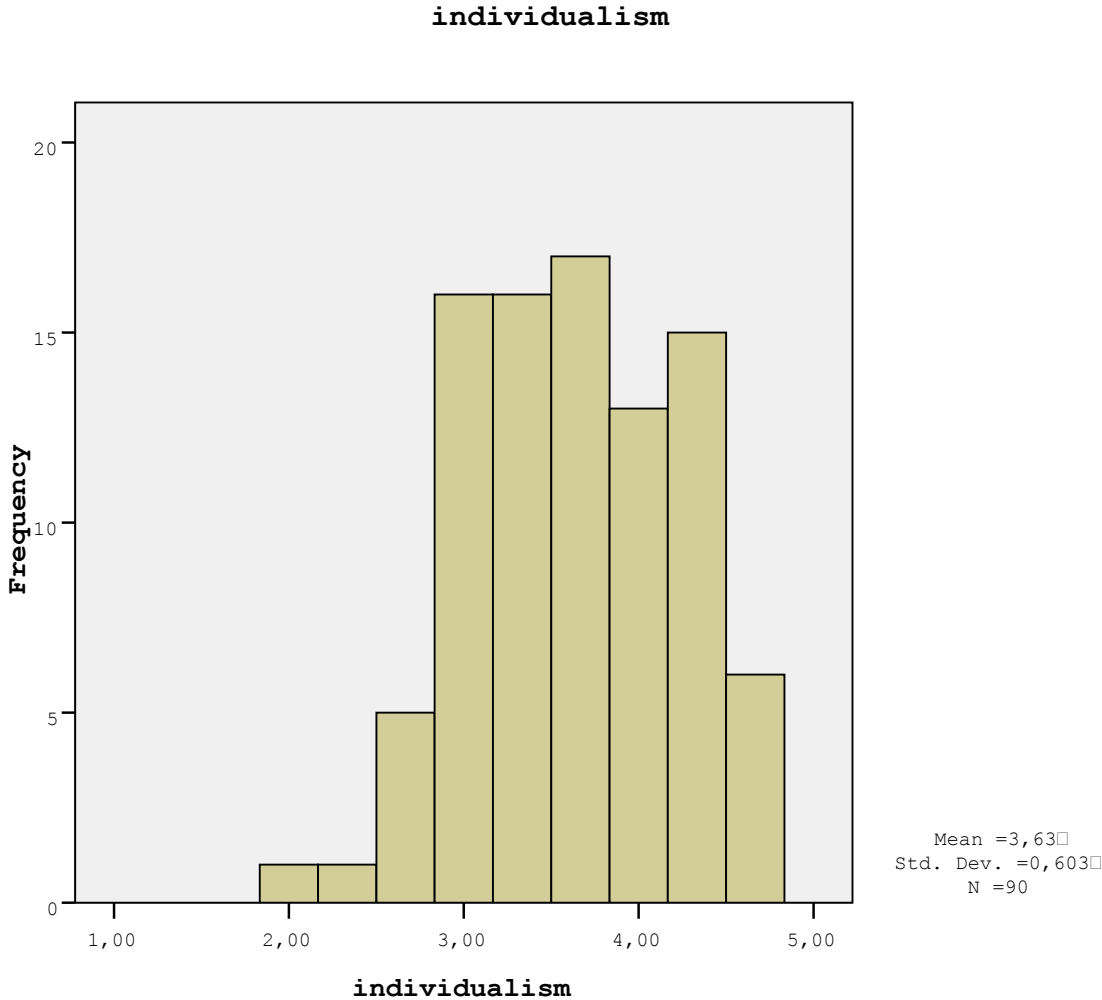


Table 3.70. shows the results, on G. Hofstede's Individualism vs. Collectivism dimension related questions. It gives a picture, of how much the respondents tend to be collectivistic. The highest frequency in the table reaches, 18, standing for 19,4% of the workers. The lowest frequency result is 1, standing for 1,1% of the individuals.

Table: 3.70. Collectivism

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,00	1	1,1	1,1	1,1
	2,33	2	2,2	2,2	3,3
	2,67	2	2,2	2,2	5,6
	3,00	11	11,8	12,2	17,8
	3,33	15	16,1	16,7	34,4
	3,67	18	19,4	20,0	54,4
	4,00	15	16,1	16,7	71,1
	4,33	11	11,8	12,2	83,3
	4,67	11	11,8	12,2	95,6
	5,00	4	4,3	4,4	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure 3.70., illustrates the table 3.70. results graphically. The Mean is equal 3,78, and the Standard deviation is 0,657.

Figure: 3.70. Collectivism

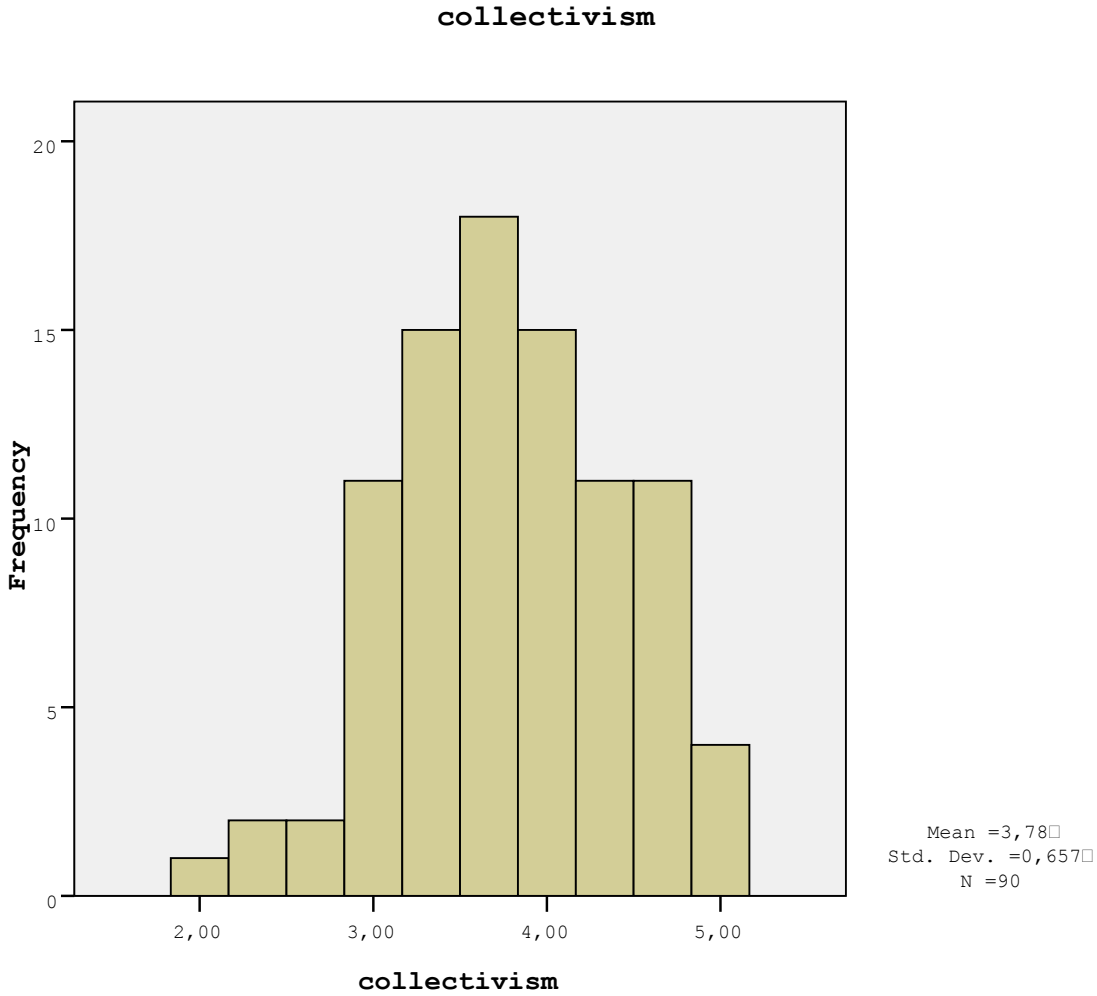


Table 3.71. indicates the data from the questionnaire, dealing with the Risk taking section. In this table, the result on the low risk takers is present. The highest frequency in the table is 14, standing for 15,1% of the individuals. The lowest is 1, standing for the 1,1% of the respondents.

Table: 3.71. Low risk takers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,40	3	3,2	3,3	3,3
	2,60	5	5,4	5,6	8,9
	2,80	13	14,0	14,4	23,3
	3,00	4	4,3	4,4	27,8
	3,20	14	15,1	15,6	43,3
	3,40	13	14,0	14,4	57,8
	3,60	5	5,4	5,6	63,3
	3,80	11	11,8	12,2	75,6
	4,00	9	9,7	10,0	85,6
	4,20	7	7,5	7,8	93,3
	4,40	2	2,2	2,2	95,6
	4,60	2	2,2	2,2	97,8
	4,80	1	1,1	1,1	98,9
	5,00	1	1,1	1,1	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure 3.71. presents the Table 3.71. results in the histogram. The $M= 3,45$, and Standard deviation is $0,589$.

Figure: 3.71. Low risk takers

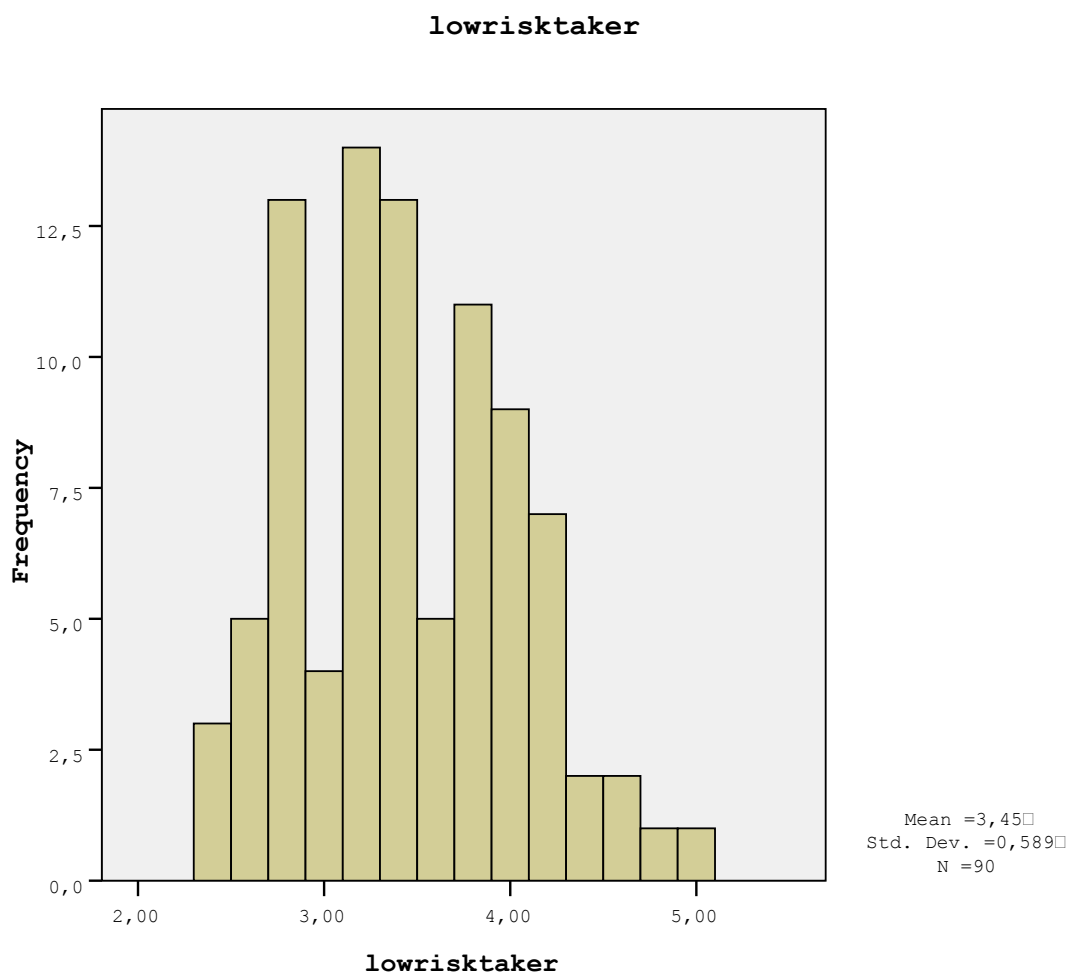


Table 3.72 indicates the questions from the Risk - taking section in the questionnaire. It measures, how much, employees are in favour of taking risks. The highest frequency number in the table is 12, standing for 12,9% of the individuals. The lowest frequency number is 1, standing for the 1,1% of the respondents.

Table: 3.72. Risk takers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,60	4	4,3	4,4	4,4
	2,80	5	5,4	5,6	10,0
	3,00	12	12,9	13,3	23,3
	3,20	11	11,8	12,2	35,6
	3,40	12	12,9	13,3	48,9
	3,60	12	12,9	13,3	62,2
	3,80	12	12,9	13,3	75,6
	4,00	8	8,6	8,9	84,4
	4,20	8	8,6	8,9	93,3
	4,40	1	1,1	1,1	94,4
	4,60	2	2,2	2,2	96,7
	4,80	3	3,2	3,3	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure 3.72., gives the Table 3.72 results graphically. Here, the Mean is 3,54, and Standard deviation is 0,531.

Figure: 3.72. Risk takers

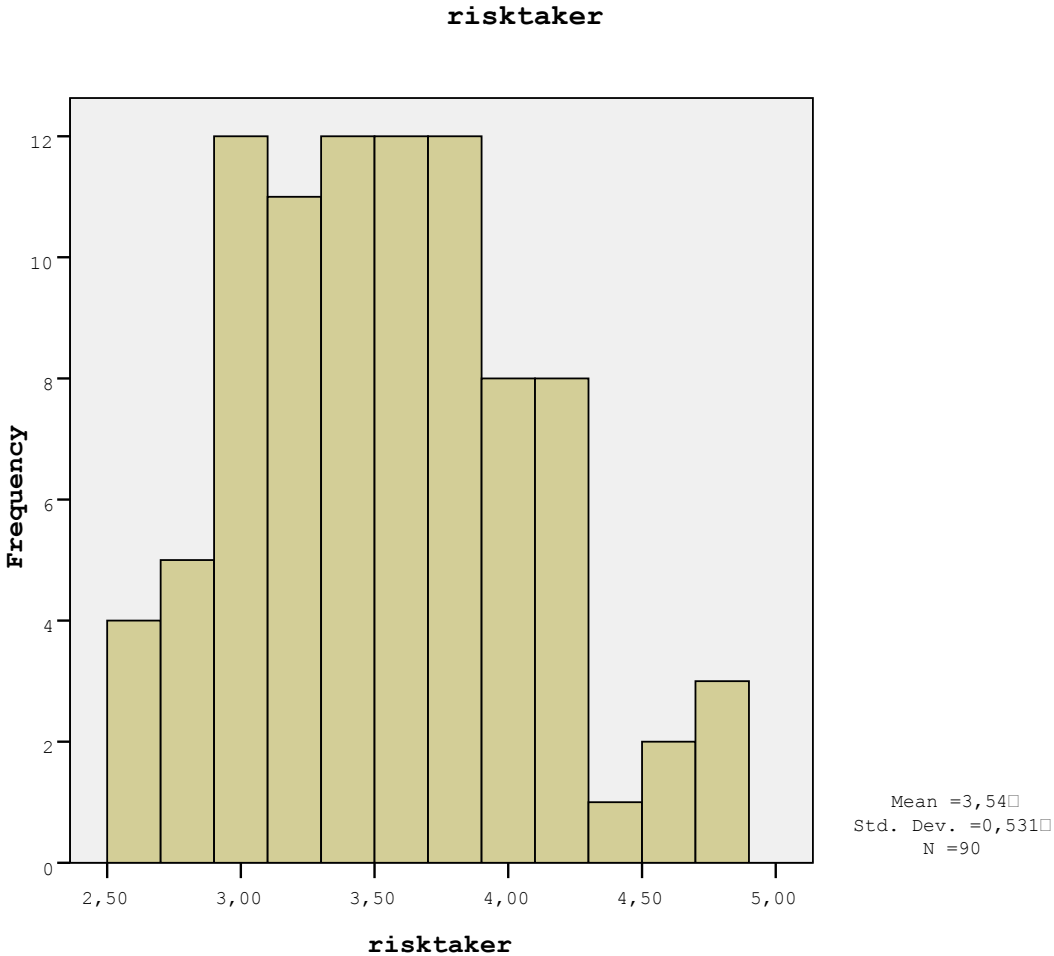


Table 3.73. indicates the questions from the Power Distance section in the questionnaire. It measures, how much, employees are more likely to keep the distance. According to the table, the highest frequency reaches 17, standing for the 18,3%, and lowest is 1, standing for 1,1%.

Table: 3.73. Power Distance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,25	1	1,1	1,1	1,1
	1,75	1	1,1	1,1	2,2
	2,00	13	14,0	14,4	16,7
	2,25	11	11,8	12,2	28,9
	2,50	16	17,2	17,8	46,7
	2,75	17	18,3	18,9	65,6
	3,00	11	11,8	12,2	77,8
	3,25	9	9,7	10,0	87,8
	3,50	8	8,6	8,9	96,7
	3,75	2	2,2	2,2	98,9
	4,00	1	1,1	1,1	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure 3.73. gives the Table 3.73 results graphically. The Mean in the table is 2,69, and the Standard deviation is 0,53.

Figure: 3.73. Power Distance

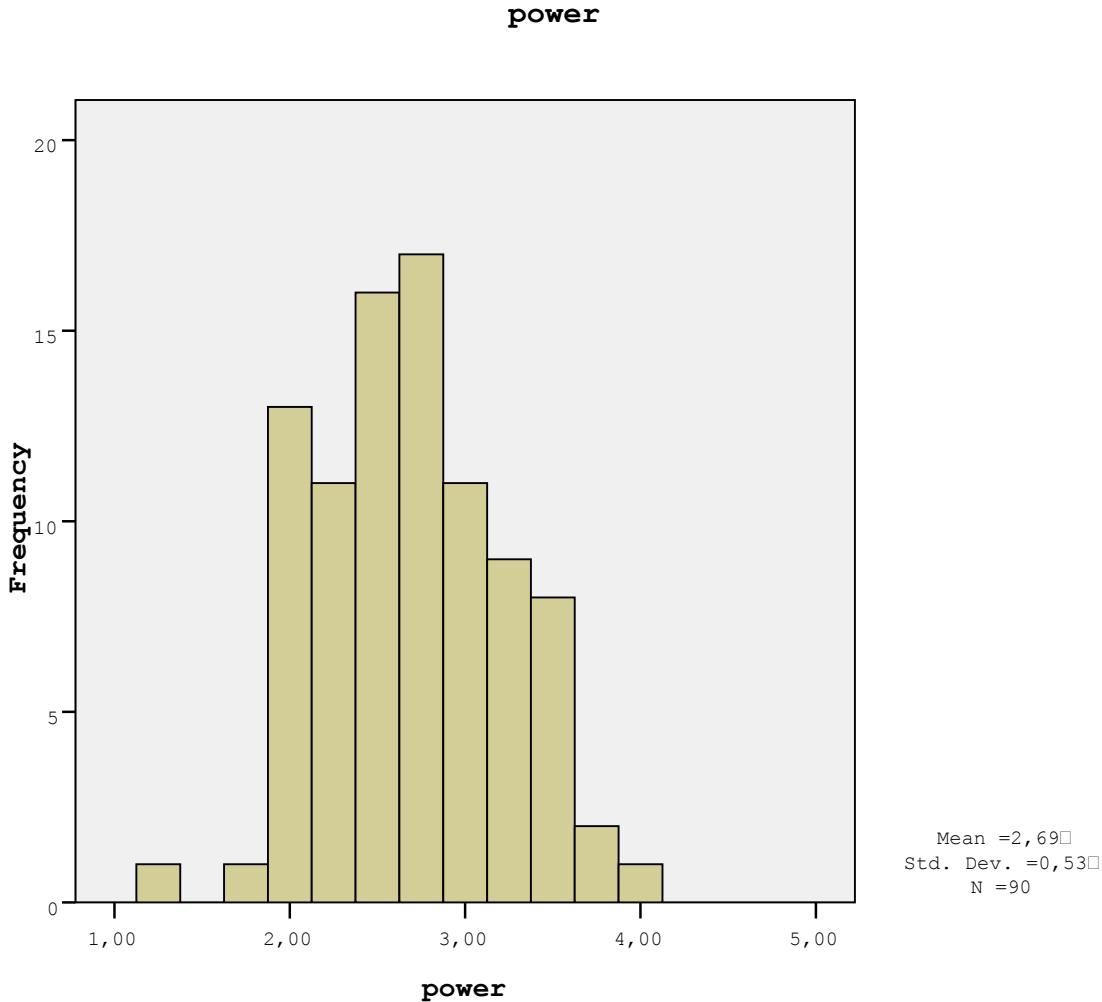


Table 3.74. shows the questions from the Power Distance section in the questionnaire. It measures, how much, employees are not likely to keep the distance. According to the table, the highest frequency reaches 17, standing for the 18,3%, and lowest is 1, standing for 1,1%.

Table: 3.74. Non power distance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,40	1	1,1	1,1	1,1
	2,80	5	5,4	5,6	6,7
	3,00	4	4,3	4,4	11,1
	3,20	8	8,6	8,9	20,0
	3,40	17	18,3	18,9	38,9
	3,60	16	17,2	17,8	56,7
	3,80	11	11,8	12,2	68,9
	4,00	12	12,9	13,3	82,2
	4,20	6	6,5	6,7	88,9
	4,40	6	6,5	6,7	95,6
	4,60	4	4,3	4,4	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure 3.74. shows the Table 3.74 results graphically. The Mean in the table is 3,66, and the Standard deviation is 0,075.

Figure: 3.74. Non power distance

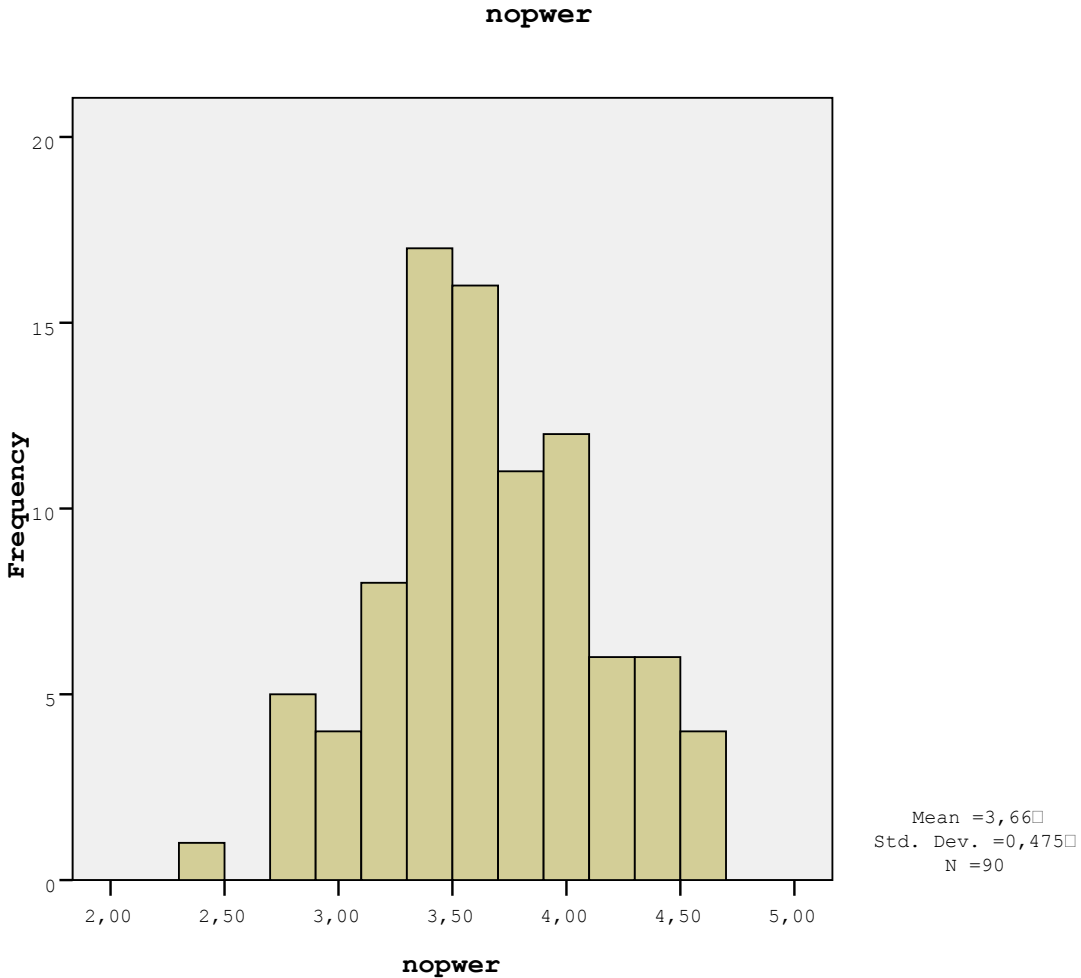


Table 3.75. shows the questions from the Masculinity vs. Femininity section in the questionnaire. It measures, how much, employees are more likely to have masculine perspective. According to the table, the highest frequency reaches 24, standing for the 25,8%, and lowest is 1, standing for 1,1%.

Table: 3.75. Masculinity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,60	2	2,2	2,2	2,2
	2,80	1	1,1	1,1	3,3
	3,00	3	3,2	3,3	6,7
	3,20	2	2,2	2,2	8,9
	3,40	3	3,2	3,3	12,2
	3,60	4	4,3	4,4	16,7
	3,80	8	8,6	8,9	25,6
	4,00	24	25,8	26,7	52,2
	4,20	10	10,8	11,1	63,3
	4,40	9	9,7	10,0	73,3
	4,60	11	11,8	12,2	85,6
	4,80	7	7,5	7,8	93,3
	5,00	6	6,5	6,7	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure 3.75. showss the Table 3.75 results graphically. The Mean in the table is 4,11, and the Standard deviation is 0,549.

Figure: 3.75. Masculinity

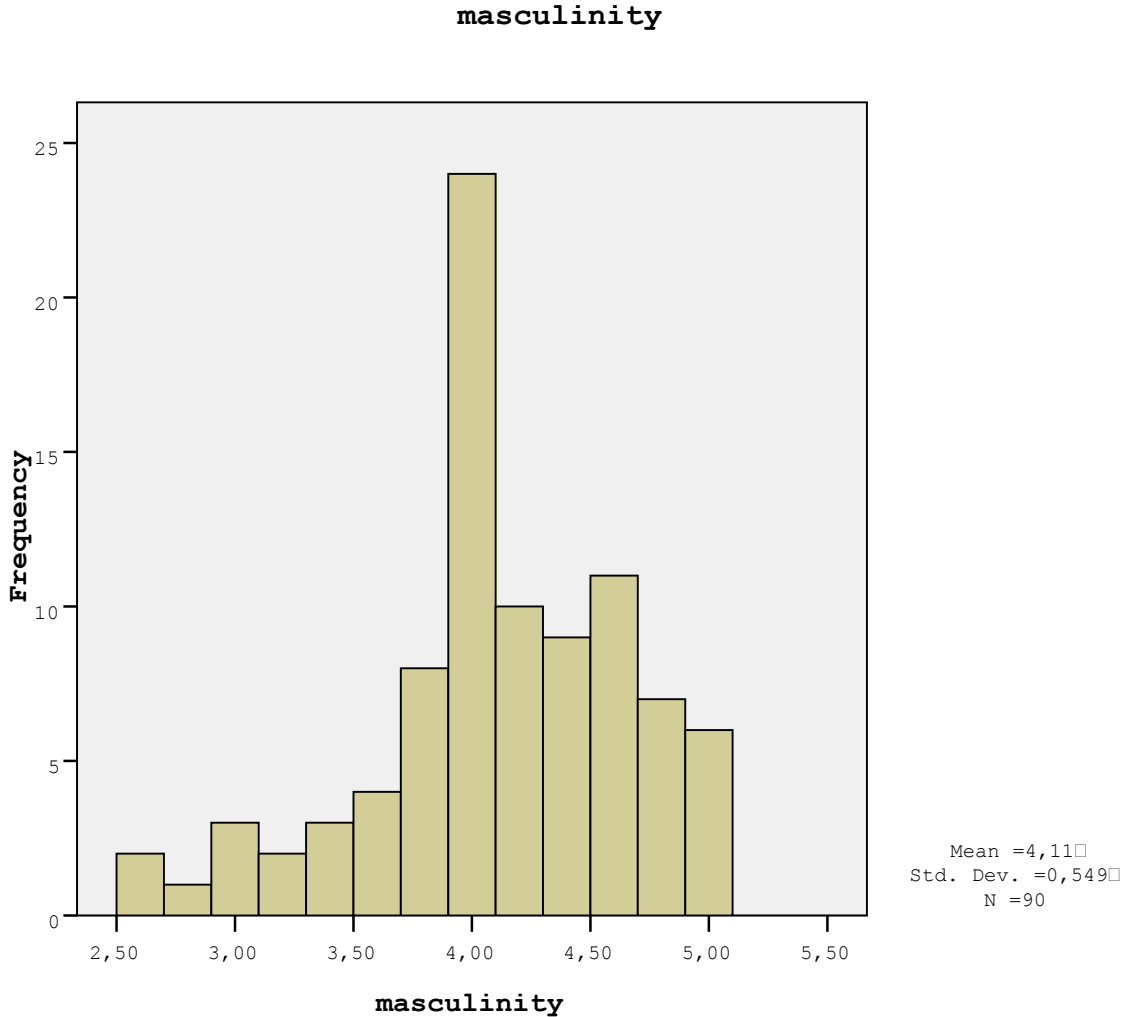


Table 3.76. shows the questions from the Masculinity vs. Femininity section in the questionnaire. It measures, how much, employees are more likely to have feminine perspective. According to the table, the highest frequency reaches 17, standing for the 18,3%, and lowest is 1, standing for 1,1%.

Table: 3.76. Feminity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,80	1	1,1	1,1	1,1
	2,00	1	1,1	1,1	2,2
	2,20	1	1,1	1,1	3,3
	2,40	1	1,1	1,1	4,4
	2,60	2	2,2	2,2	6,7
	2,80	8	8,6	8,9	15,6
	3,00	17	18,3	18,9	34,4
	3,20	12	12,9	13,3	47,8
	3,40	16	17,2	17,8	65,6
	3,60	11	11,8	12,2	77,8
	3,80	11	11,8	12,2	90,0
	4,00	4	4,3	4,4	94,4
	4,20	4	4,3	4,4	98,9
	4,80	1	1,1	1,1	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure 3.76. showss the Table 3.76 results graphically. The Mean in the table is 3,32, and the Standard deviation is 0,496.

Figure: 3.76. Feminity

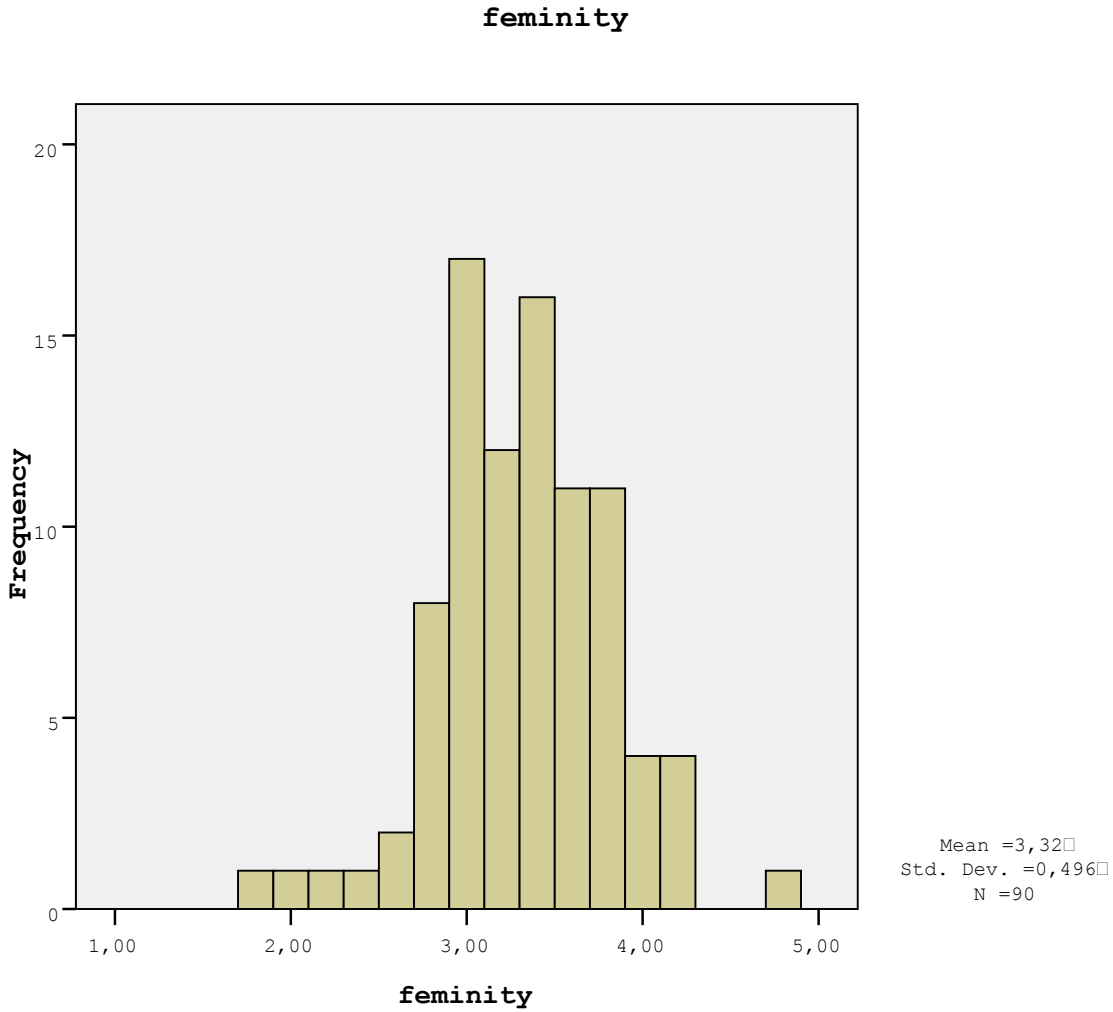


Table 3.77. shows the questions from the Long Term Orientation section in the questionnaire. It measures, how much, employees are likely to have long – term perspective. According to the table, the highest frequency reaches 18, standing for the 19,4%, and lowest is 1, standing for 1,1%.

Table: 3.77. Long term oriented

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3,20	1	1,1	1,1	1,1
	3,40	2	2,2	2,2	3,3
	3,60	7	7,5	7,8	11,1
	3,80	10	10,8	11,1	22,2
	4,00	18	19,4	20,0	42,2
	4,20	17	18,3	18,9	61,1
	4,40	11	11,8	12,2	73,3
	4,60	11	11,8	12,2	85,6
	4,80	9	9,7	10,0	95,6
	5,00	4	4,3	4,4	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure 3.77. showss the Table 3.77 results graphically. The Mean in the table is 4,21, and the Standard deviation is 0,412.

Figure: 3.77. Long term oriented

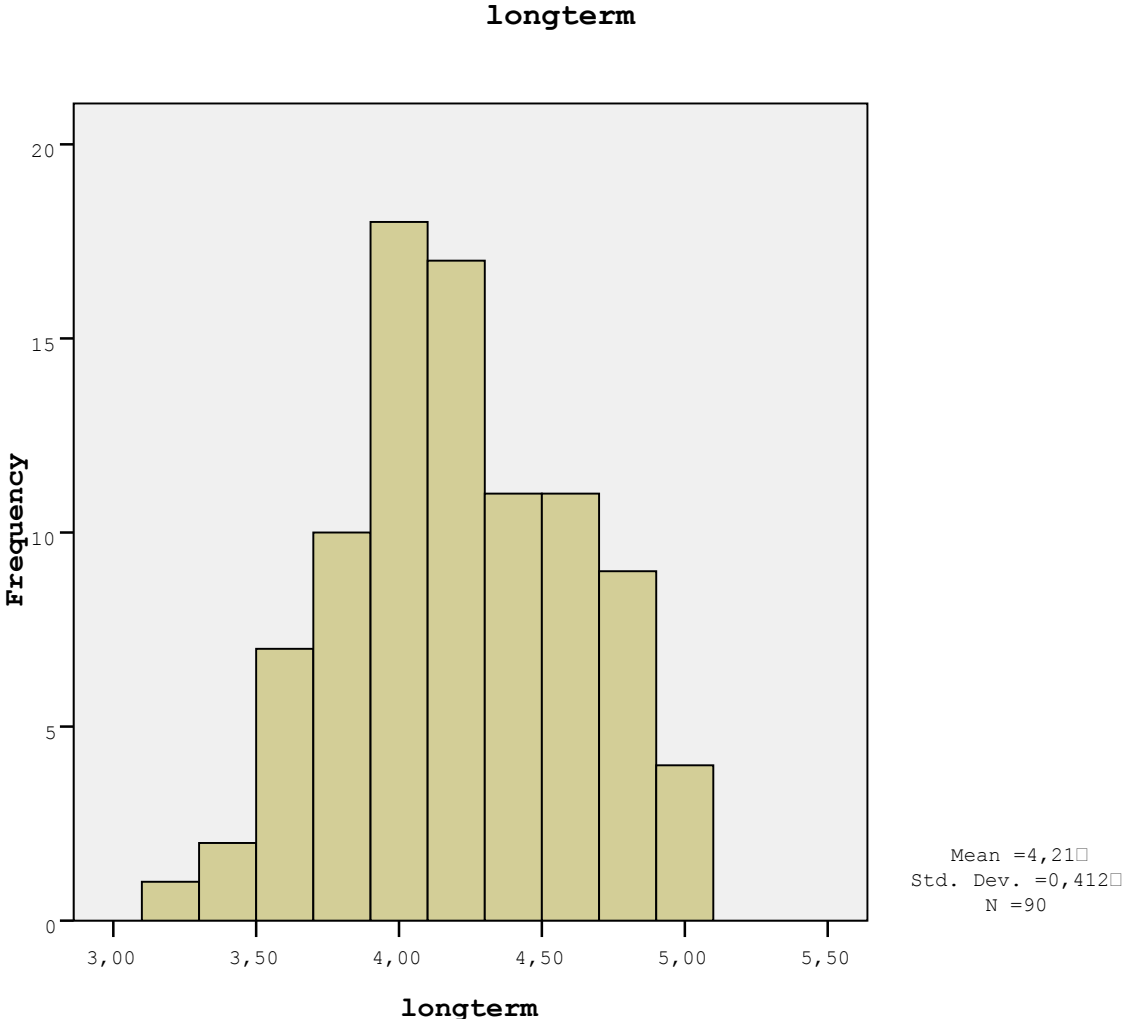


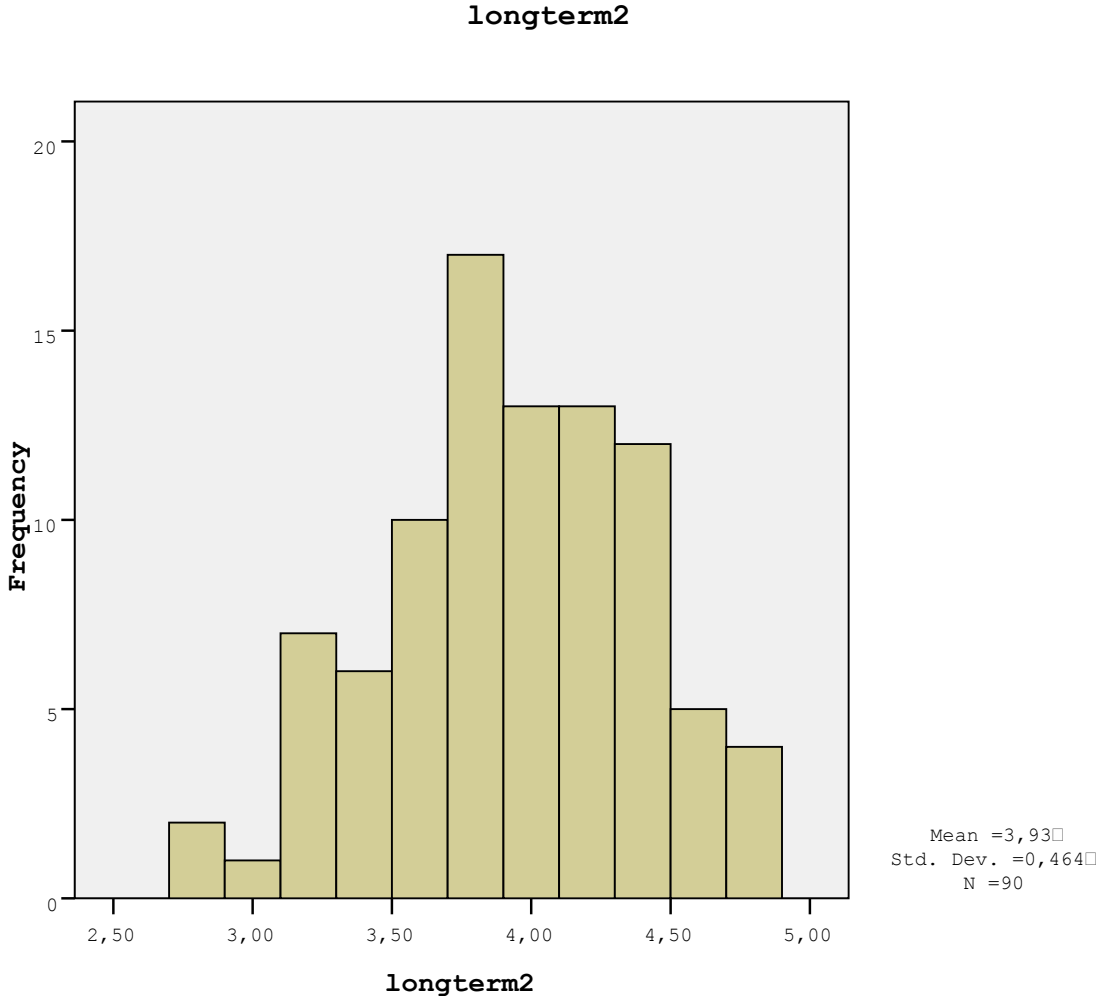
Table 3.78. shows the questions from the Long Term Orientation section in the questionnaire. It measures, how much, employees are not likely to have long – term perspective. According to the table, the highest frequency reaches 17, standing for the 18,3%, and lowest is 1, standing for 1,1%.

Table: 3.78. Non - long term oriented

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,80	2	2,2	2,2	2,2
	3,00	1	1,1	1,1	3,3
	3,20	7	7,5	7,8	11,1
	3,40	6	6,5	6,7	17,8
	3,60	10	10,8	11,1	28,9
	3,80	17	18,3	18,9	47,8
	4,00	13	14,0	14,4	62,2
	4,20	13	14,0	14,4	76,7
	4,40	12	12,9	13,3	90,0
	4,60	5	5,4	5,6	95,6
	4,80	4	4,3	4,4	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure 3.78. shows the Table 3.78 results graphically. The Mean in the table is 3,93, and the Standard deviation is 0,464.

Figure: 3.78. Non - long term oriented



3.4.3. Crosstabulation Analysis:

The questionnaire data was also analysed in the SPSS, Crosstabulation analysis. In this analysis, two groups were compared in terms of nationality: foreign and Turkish staff members of the Fatih University. The aim was to see if there is a relation between them, and how much they agree or disagree on the the issues, asked in the questionnaire. In addition to the questionnaires, randomly chosen questions were discussed in the interviews with the participants.

Table 3.79. (See Appendix: Table 3.79.), deals with the question 11 results. In this table, The biggest percentage (45,5%) of foreigners tend to agree that a person eager to perform a task differently should be encouraged, and only 9,1% tend to disagree. While 46,7% of the Turkish citizens tend to agree, and 6,7% tend to disagree. It shows that the results of Turkish and foreign staff members tend to have the same opinion on the question, and both nationalities would encourage the individual to do the task in a different way than normal. In the interviews, both nationality groups claimed that working in an educational institution requires flexibility with both, co-workers and epecially students. That is why different ideas on doing tasks should be supported.

Table 3.80. (See Appendix: Table 3.80.) explains the question 12 results. According to it, foreigners have the highest percentage on agreeing (59,1%) and the lowest percentage on disagreeing or being undecided (2,3%) At the same time, Turkish workers, mostly strongly agree (44,4%) and tend to disagree the least (4,4%). This shows that for both nationalities, it is important to recieve individual recognition at work.

Table 3.81. (See Appendix: Table 3.81.) gives the results of question 13. 43,2% of the foreigners have no opinion if it is important for them to be the leader in the group projects, and only 2,3% tend to disagree. A similar data is about the Turkish citizens too. 37,8% are

undecided, and 15,6% tend to disagree. The interviews explain this data. Both, Turkish and foreigners stated that being a group leader would depend on the task and the role in that task, they receive.

Table 3.82. (See Appendix: Table 3.82.) shows the question 14 findings. The majority of the foreigners, 75%, agree that conformation is important in order to reach the company goals, and only 2,3% tend to disagree. Turkish workers 48,9% strongly agree on the issue, and only 4,4% tend to disagree. Obviously, there is a consensus on this question answers.

Table 3.83. (See Appendix: Table 3.83.) gives the results of question 15. 63,6% of foreigners claim that they would cooperate to keep the group harmony, and 4,5% disagree. 46,7% of the Turkish strongly agree on the question, and only 2,2% strongly disagree. Again, there is a similar opinion on the issue of both nationalities.

Table 3.84. (See Appendix: Table 3.84.) shows the question 16 findings. 38,6% of the foreigners claim to disagree that they would rather work as a group member than individually, when working in a project. 2,3% strongly disagree on the issue. However, Turkish workers 31,1% are undecided, and 8,9% strongly disagree. According to this data, a conclusion can be made, that foreigners are more on the side of working individually, while for the Turkish citizens it may depend.

Question 17 findings are shown in Table 3.85. (See Appendix: Table 3.85.). From the data in the table, we can see that 63,6% of the foreign employees agree that it is important for them to plan for the future, and only 2,3% disagree. Majority of the Turkish citizens, 53,3%, also agree on the issue, and only 2,2% strongly disagree. According to the data, there is an agreement on the question of both nationalities.

Table 3.86. (See Appendix: Table 3.86.) shows the question 18 findings. 52,3% of foreign staff workers agree that rules must be followed in the organisation. 6,8% disagree.

42,2% of the Turkish employees also agree on the question, while 4,4% are undecided. So, the majority of all the workers believe that it is essential to follow the company rules.

Question 19 findings are shown in Table 3.87. (See Appendix: Table 3.87.). According to the data, 59,1% of the foreigners strongly agree that a manager must be an expert of his/her field, and 40,9% agree on the issue. 77,8% of the Turkish workers also strongly agree, and only 2,2% tend to disagree. This means that majority of both nationalities are of the same opinion about this question.

Table 3.88. (See Appendix: Table 3.88.) gives the results of question 20. According to the results, 36,4% of the foreigners, disagree that managers and bosses should be selected based on seniority. While 18,2% tend to agree. As for the Turkish citizens, 26,7% tend to disagree, and 11,1% strongly agree. The interviews showed that for majority of all the respondents, seniority is only one criteria for being selected as a manager. The other, according to majority answers, even more essential criteria mentioned in the interviews were educational background, experience and personality of a leader.

Table 3.89. (See Appendix: Table 3.89.) shows the question 21 findings. The data results in table shows that 40,9% of the foreigners strongly disagree that employees should remain with the same employer for life. Only 2,3% strongly agree. 37,8% of all the Turkish workers tend to disagree, and only 4,4% strongly agree on the issue. It means that majority of all the respondents have a negative opinion about this issue, which was also discussed in the interviews. Both, Turkish and foreign workers tend to believe that staying with the same company for a life time, restricts personal development.

Question 22 findings are given in Table 3.90. (See Appendix: Table 3.90.). The data in the table indicates that 38,6% of the foreign respondents agree that enjoy taking risks, and only 4,5% strongly disagree. While 37,8% of the Turkish participants disagree, and only 4,4%

strongly agree that they enjoy it. From this data, it is clear that foreigners are more willing to take risks than the Turkish citizens.

Question 23 findings are presented in Table 3.91. (See Appendix: Table 3.91.). According to the data in the table, 40,9% of the foreign participants are undecided if organizational conflict is healthy, and 2,3% strongly agree that it is. 40% of the Turkish individuals are also undecided, and 2,2% strongly agree that it is healthy. So, it means that majority of all the respondents of both nationalities have no opinion on the issue.

Table 3.92. (See Appendix: Table 3.92) shows the question 24 findings. 68,2% of the foreign respondents, agree that they can achieve anything they set out to achieve. Only 2,3% disagree with that. 46,7% of the Turkish, also agree, and 8,9% disagree. This means that both, Turkish and foreigners believe in themselves when achieving goals.

Question 25 findings are given in Table 3.93. (See Appendix: Table 3.93.). According to which, 75% of the foreigners agree that that changes in their life are necessary. 4,5% believe that it is not necessary. 66,7% of Turkish employees also agree, and only 4,4% tend to disagree. This data shows that for majority of both, foreign and Turkish citizens, changes are necessary. In the interviews, the respondents mentioned not only changes in their personal life, but also working environment, and co-workers.

Question 26 results are presented in Table 3.94. (See Appendix: Table 3.94.). According to the findings, flexibility in the negotiation is important for 61,4% foreigners, and for 60% Turkish workers. 4,5% of foreigners are undecided, and only 2,2% of Turkish tend to disagree on the issue. So both groups mostly support the idea of flexibility in the negotiation.

Table 3.95. (See Appendix: Table 3.95.) shows the question 27 findings. The table shows that 47,7% of the foreigners agree that employees should not talk to their manager about personal matters. Only 2,3% claim to disagree. While Turkish individuals believe

different, and 48,9% of them tend to disagree, and only 4,4% strongly support the idea of sharing personal things with the management. This shows a contraversary results, where Turkish citizens tend to be more open about their private lives at work, and foreigners not. In the interviews, the majority of interviewed foreigners claimed that in cases of immergency or some very special events, when personal matters somehow influence work, it should be discussed with the managemnt. While for the Turkish nationality respondents, it was not so much important, and they claimed to share some event of their private life with the managers.

Table 3.96. (See Appendix: Table 3.96.) shows the question 28 findings. According to the table data, 45,5% of foreigners do not agree that power and wealth are evil. 11,4% however, do think so. 53,3% of the Turkish employees also do not see these issues as evil, and only 2,2% strongly agree. This indicates that both nationality groups tend to have the same opinion on the issue.

Question 29 results are presented in Table 3.97. (See Appendix: Table 3.97.). In the table, 56,8% of the foreigners disagree that managers should make all decision. 37,8% of Turkish think the same. Only 2,3% of foreigners and 2,2% of Turkish strongly disagree. As the data shows, both nationalities tend to believe that decision making should include not only management, but also other individuals. During the interviews, for majority of the participants it was imporant to be involved in the decision making in the organisation. Majority believed that only the workers may see the deepest problems in their field and make the best decisions on improving them.

Table 3.98. (See Appendix: Table 3.98.) shows the question 30 findings. 36,4% of foreign respondants are undecided, if managers should closely supervise employees, 4,5% strongly agree that they should, 31,8% also support the idea, and 27,3% disagree. While 48,9% of the Turkish agree that it is a good idea, and only 4,4% strongly disagree.

Question 31 findings are given in Table 3.99. (See Appendix: Table 3.99.). According to the results in the table, 72,7% of foreigners claim to agree that employees should participate in the company's decision making, 4,5% tend to disagree. 55,6% of the Turkish individuals also agree on it, and 15,6% are undecided. Based on these findings, it is clear that both nationalities mostly support the idea that not only managers should be involved in the decision making.

Question 32 findings are given in Table 3.100. (See Appendix: Table 3.100.). From these results, 56,8% of the foreign employees agree that it is fine to openly disagree with their manager. 42,2% of Turkish individuals think the same. Only 9,1% of foreigners disagree and 2,2% of Turkish strongly disagree. So, majority of the workers in general have the same opinion on the issue.

Table 3.101. (See Appendix: Table 3.101.) gives the question 33 findings. From the table data, 34,1% of the foreigners tend to agree, that calling managers for their first names is all right. However, the same amount tend to disagree with it. Among Turkish workers, 48,9% disagree, and 31,1% strongly disagree. Only 2,2% tend to agree. Taking the results into account, majority of the total number of workers believe that it is not fine to call managers by their first names.

Question 34 findings are present in Table 3.102. (See Appendix: Table 3.102.). The idea of importance of working independently is 59,1% supported by foreigners, and 42,2% by Turkish respondents. 13,6% of foreigners and 13,3% of Turkish have no opinion on this issue. Working independently is obviously one of the important issues at work for both nationalities.

Table 3.103. (See Appendix: Table 3.103.) shows the question 35 results. According to it, 71,7% of the foreigners claim to be in favour of trusting and cooperating with others.

53,3% of Turkish employees think the same. Only 2,3% of foreigners and 2,2% of Turkish individuals disagree. The opinions of both nationalities agree on the issue.

Table 3.104. (See Appendix: Table 3.104.) gives the question 36 findings. 56,8% of foreign and 55,6% of Turkish respondents, agree that recognition at work is important to them. Only 2,3% of foreigners and 2,2% of Turkish disagree. Both nationalities have the same feeling on receiving personal recognition in the work place.

Table 3.105. (See Appendix: Table 3.105.) gives the question 37 findings. According to the table data, 47,7% of foreigners and 40% of Turkish participants agree that it is more important to be paid well than to have close relationship with the manager. Only 2,3% of foreigners and 4,4% of Turkish disagree. In the interviews, both, Turkish and foreigners mentioned that salary is one of the most important issues at work, and close relationship is not the key issue. According to many, it is enough to have strict manager-worker relationship, without being close.

Question 38 findings are present in Table 3.106. (See Appendix: Table 3.106.). On the issue of keeping the work life and personal life separate agree 61,4% of foreigners and 68,9% of Turkish participants. 2,3% of foreigners and 4,4% of Turkish disagree. The majority of both nationalities have the same opinion that the work and personal life issues should be kept separately.

Question 39 results are given in Table 3.107. (See Appendix: Table 3.107.). From the results in the table, 54,5% of foreigners and 48,9% of the Turkish respondents agree that the most important thing in their career is a good salary and work they like and do well. 4,5% of foreigners and 4,4% of Turkish are undecided.

Table 3.108. (See Appendix: Table 3.108.) gives the question 40 findings. The idea that people should learn to make their own way strongly support 50% of the foreigners.

53,3% of Turkish also agree on it. 11,4% of foreigners have no opinion on the issue, and 2,2% of the Turkish strongly disagree. This means that more than half of all the workers support the idea of making your own way in life.

Table 3.109. (See Appendix: Table 3.109.) shows the question 41 findings. From these findings, we see that 47,7% of the foreigners and 40% of the Turkish respondents agree that job is only one part of their life. 9,1% of foreigners and 8,9% of Turkish disagree. In the interviews, almost all the participants stated that family takes the biggest part of their life, and then goes work and other life related issues.

Question 42 results are given in Table 3.110. (See Appendix: Table 3.110.). On the issue of working in a small company rather than big one, both nationalities have the same opinion, 50% of foreigners and 60% of Turkish are undecided. This was also discussed in the interviews, where participants stated that many different factors may influence their decision. It could be the salary, the name of company in the market, the future perspectives, etc.

Question 43 findings are present in Table 3.111. (See Appendix: Table 3.111.). On shaking hands before business interactions agree 54,5% of foreigners and 35,6% of Turkish respondents. However, 17,8% of Turkish strongly disagree on this, and 6,8% of foreigners tend to disagree as well. According to the interviews, shaking hands may be influenced by not only personal opinions, but also religious beliefs, as for part of the Turkish respondents, it is not considered right to touch different sex individuals.

Table 3.112. (See Appendix: Table 3.112.) gives the question 44 findings. According to the results in the table, 47,7% of foreigners believe that it is a good idea to finish one interaction before starting a new one. 33,3% of Turkish citizens have the same opinion. However, 26,7% of Turkish and 25% of foreigners disagree.

Table 3.113. (See Appendix: Table 3.113.) shows the question 45 results. 38,6% of foreigners have no opinion on the issue, and only 4,5% strongly agree that people will achieve organisational goals without being pushed. On the other hand, 35,6% of Turkish respondents disagree, with only 4,4% those, who agree.

Question 46 findings are present in Table 3.114. (See Appendix: Table 3.114.). According to it, 47,7% of foreigners agree that family is most essential part in the society, as well as 45,5% claim to agree strongly. Among Turkish respondents, 55,6% strongly agree and 42,2% agree on the issue. Obviously, despite the nationality, majority of all the workers see family unit as the most essential one in the society.

Table 3.115. (See Appendix: Table 3.115.) gives the question 47 findings. The idea of acting extravagantly at work as not acceptable support 56,8% of foreigners, and 57,8% of Turkish strongly agree on this. Only 2,3% of foreigners strongly disagree and 2,2% of Turkish disagree. More than half of all the participants, despite the nationality, see extravagant behaviour not appropriate in the working place.

Table 3.116. (See Appendix: Table 3.116.) issues the question 48 results. According to which, 72,2% of foreign staff members see loyalty and commitment important at work, with 68,9% of Turkish strongly agreeing on this. 4,5% of foreigners and 2,2% of Turkish are undecided. It is clear that for majority of all the workers, loyalty and commitment are important in the working environment.

Question 49 findings are present in Table 3.117. (See Appendix: Table 3.117.). Constant changes in the workplace are supported by 40,9% of foreigners and 51,1% of Turkish respondents. 4,5% of foreigners and 11,5% of Turkish, strongly agree on this. This shows, that changes in organisation are crucial, despite the nationality.

Question 50 findings are present in Table 3.118. (See Appendix: Table 3.118.). Acting in a manner, which may make others feel uncomfortable is not supported by anyone in the survey. 61,4% of foreigners believe that this should not happen in the organisation, and 73,3% of Turkish strongly agree on that.

Table 3.119. (See Appendix: Table 3.119.) shows the question 51 findings. The right of being promoted strongly support 56,8% of foreigners and 53,3% of Turkish participants. Only 2,3% of foreigners and 2,2% of Turkish strongly disagree.

Table 3.120. (See Appendix: Table 3.120.) gives the question 52 results. According to the table findings, 44,5% of foreigners and 31,1% of Turkish, agree that creativity and individualism are closely connected to high organisational performance. 9,1% of foreigners and 11,1% of Turkish do not see any connection between the issues, and tend to disagree.

Question 53 findings are given in Table 3.121. (See Appendix: Table 3.121.). The idea of self actualization being more important than group achievement support 40,9% of foreigners and 31,1% of Turkish. 35,6% of Turkish have no opinion on the issue. 9,1% of foreigners disagree, and 4,4% of Turkish strongly disagree with the idea.

Question 54 results are present in Table 3.122. (See Appendix: Table 3.122.). The idea of treating others as you would like to be treated strongly support 77,3% of foreigners and 84,4% of Turkish citizens. Only 2,3% of foreigners disagree. The majority of all the respondents have the same opinion on the idea.

Table 3.123. (See Appendix: Table 3.123.) shows the question 55 results. According to it, 50% of foreigners are undecided if there should be no hesitation for changes in the company, 34,1% agree, 9,1% tend to disagree, and 6,8% strongly agree. While for Turkish participants, 40% agree on the idea, 35,6% are undecided, and 8,9% strongly agree. This means that both nationalities are more in favour on changes than monotony at work.

Table 3.124. (See Appendix: Table 3.124.) shows the question 56 results. From the table, we see that 54,5% of foreigners disagree that the work performance in their institution is better than that of the competitors, 2,3% tend to agree. While 42,2% of Turkish agree and 11,1% disagree. This shows the different opinions of the nationalities on the idea, which can be explained by the interview results. Foreigners stated that compared to foreign institutions, it is not right to state that performance of Fatih University employees is better than others'. Majority of the interviewed Turkish individuals either have worked in only this institution or some others in Turkey before. They claim that what they have seen in other organisations, does not look any better than in their current working place.

Question 57 findings are given in 3.125. (See Appendix: Table 3.125.). According to the findings, 47,7% of the foreigners and 31,1% of the Turkish respondents disagree that Fatih University employees are better prepared professionally that other institutions' workers. However, 24,4% of the Turkish citizens agree on the idea.

Question 58 results are given in Table 3.126. (See Appendix: Table 3.126.). The data in the table shows that 50% of the foreigners disagree that Fatih University workers are more successful than of other institutions. Only 4,5% tend to agree. While 37,8% of the Turkish participants agree on the idea, and 11,1% disagree. So, Turkish workers consider them selves more successful than in other organisations, but foreigners do not support it.

Table 3.127. (See Appendix: Table 3.127.) shows the question 59 results. According to it, 50% of the foreigners and 6,7% of Turkish, do not agree that employees in their institution are more motivated than in other institutions. 6,8% of foreigners and 44,5% of Turkish agree on the idea. On this issue, two analysed groups have opposite ideas.

Table 3.128. (See Appendix: Table 3.128.) shows the question 60 findings. The table data indicates that 34,1% of the foreign respondents agree that in their institution, workers

have a stronger feeling of belonging. 48,9% of Turkish workers strongly agree on it. Only 9,1% of foreigners strongly disagree with the idea, and 4,4% of Turkish disagree on it too. In the interviews, majority of the Turkish workers, see them selves as part of a big family, and that is why, there is a strong feeling of belonging. Foreigners gave another reason, stating that most of all, they are attached to the place, İstanbul, and the general atmosphere of it. Working place is just a part of this atmosphere.

Question 61 results are given in Table 3.129. (See Appendix: Table 3.129.). According to the results in the table, 45,5% of the foreigners disagree that in their organisations, employees are given more value that in the competitors'. 18,2% agree on it. As for the Turkish workers, 40% agree on the idea, 2,2% strongly disagree, and 13,3% disagree. On this issue, Turkish anf foreign workers have different perceptions. The interviews showed that foreigners do not always feel valued. One of the examples they gave was the Christian holiday, like Christmas. Foreigners stated that they do not receive any days off during this period, while other foreigners, in other universities do. According to them, this situation not only makes them feel not valued sometimes, but also lessens motivation.

Question 62 findings are present in Table 3.130. (See Appendix: Table 3.130.). From the table data, we see that 47,7% of foreigners disagree that employees in their institution are more satisfied than in other companies. 15,9% of foreigners agree on the idea. 46,7% of Turkish workers support the idea, and agree on it, and 15,6% disagree. This shows that Turkish workers see themselves as being more satisfied than foreigners in their working place.

Table 3.131. (See Appendix: Table 3.131.) shows the question 63 results. According to it, 65,9% of the foreigners and 51,5% of Turkish, have no opinion if supervisors in their

company are committed to a workforce representative of all segments of society. So majority of all the workers are undecided on the issue.

Table 3.132. (See Appendix: Table 3.132.) gives the question 64 results. 50% of the foreigners and 48,9% of the Turkish respondents agree that policies and programs promote diversity in the workplace. 40% of Turkish and 6,8% of foreigners, strongly agree on it.43,2% of foreigners and 11,1% of Turkish, have no opinion. Based on the findings, it is clear, that majority of all the workers see their organisation as promoting the idea of diversity.

Question 65 findings are given in Table 3.133. (See Appendix: Table 3.133.). According to the table, 34,1% of the foreigners disagree that management works well with employees of different back ground, and 31,8% agree on the idea. As for the Turkish citizens, 53,3% tend to agree, and 11,1% tend to disagree. Based on the findings, it is clear that more foreigners than Turkish do not think that management works well with different nationalities. During the interviews, the foreigners stated that they are expecting to get more information about the institution policy, the working principles and the general written and not written rules in the first days of their work. According to them, coming to a different country is already a big stress for many, not speaking about the new organisation. That is why, some more training and general information would make it much easier.

Question 66 results are present in Table 3.134. (See Appendix: Table 3.134.). 47,7% of foreigners and 57,8% of Turkish employees feel them selves comfortable and in harmony to work with people from different backgrounds. 4,5% of foreigners and 2,2% of Turkish disagree. It means that majority of all the workers feel themselves fine to be surrounded by different back ground workers in the organisaiton.

Table 3.135. (See Appendix: Table 3.135.) gives the question 67 findings. According to the table data, 40,9% of foreigners and 48,9% of Turkish respondents have

never witnessed political, cultural or religious discrimination in Fatih University. However, 20,5% of foreigners and 2,2% of Turkish, claim to have witnessed such issues in their organisation.

Table 3.136. (See Appendix: Table 3.136.) gives the question 68 results. Based on the table data, 36,4% of foreigners disagree that diversities are well managed in their organisation. 13,6% strongly disagree, and 29,5% tend to agree. As for the Turkish participants, 51,1% strongly agree, and 31,1% support this idea too. Only 4,4% tend to disagree. This means that foreign workers feel themselves that management is not doing a job as it should be, when compared to Turkish, who more than half believe that diversity is being managed well. As it was mentioned before, in the interviews, many foreigners stated to sometimes feel lack of understanding from management. Many claimed to expect from the management more understanding that foreigners usually have different life style and are raised in different cultural background than Turkish. That is why the management of Turkish and foreigners may differ a lot in certain situations.

3.4.4. Linear Regretion:

Table 3.137. Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	nationality2, gender2, diversity(a)	.	Enter

a All requested variables entered.

b Dependent Variable: performans

In the Table 3.137. above, we can see that the dependable variable of this study is performance. The independant variables are nationality, gender and diversity.

Table: 3.138. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,812(a)	,660	,648	,55035

a Predictors: (Constant), nationality2, gender2, diversity

In the Table 3.138. above, the adjusted R square has the value of 0,648.

Table: 3.139. Anova

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	49,955	3	16,652	54,977	,000(a)
	Residual	25,745	85	,303		
	Total	75,700	88			

a Predictors: (Constant), nationality2, gender2, diversity

b Dependent Variable: performans

The significance variable 0,000(a), presented in the Table 3.139. above, indicates that the model has a meaning and is working.

Table: 3.140. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	-,218	,353		-,618	,538
	Diversity	,784	,103	,592	7,592	,000
	gender2	,067	,118	,036	,565	,574
	nationality2	,560	,145	,304	3,867	,000

Dependent Variable: performans

The table 3.140. , presented above, indicates that the first hypothesis (*Hypothesis 1: There is a linear correlation between diversity management and performance, with a significant difference in gender.*) was not approved. It is showed in the data from the table, because the signifficance variable has the value of 0,574, which indicates that model is not working.

However, the second hypothesis (*Hypothesis 2: There is a linear correlation between diversity management and performance, with a significant difference in foreign and turkish workers (nationality)*) was proved. The significance variable in the table, has the value of 0,000, which signals that the hypothesis is working, and is proved.

3.5. Conclusions

Diversity has become a part of every day life. Business life is not an exception too. Many companies are either dealing with it already, or are on the way to it. Having it in a company, may bring a lot of advantages. First of all, the general climate of the company changes, it becomes fresh and makes everybody to pull up, and keep trying to do their work better. So, a healthy competition emerges. In addition, the ideas, values and believes which diversified workforce bring to the organisations, make managers and the rest of the employees to think in a more creative way. As a result, thanks to the innovative ideas, problem solving improves. What is more, diversity may improve organisational performance and put the company in a different level in terms of motivated employee, creative works of the staff members and profit issues.

Despite all the benefits, diversity sometimes may cause problems in a company. The issues of discrimination, exclusion and stereotyping are some of them. In addition, conflicts may arise because of different opinions on decision making and problem solving. Another problem shows up, when concepts of multiculturalism and equality vs. equity are misunderstood. Different values, believes, experiences and opinions people have, may not always turn to be the key factor to the organisational success.

When dealing with diversity, it is important to understand how many dimensions it includes: internal, external, organisational categories. All of them influence individuals, by shaping different personalities. Theories on personality and cultural diversity are some of the key issues, when understanding diversity, and how it may influence employees' performance at work. G. Hofstede, one of the best known scholars in the field of diversity, gives five cultural dimensions of diversity, which can be applied to any diversity group.

The second part of the thesis deals with the application part, following the final section, - case study of a foundation university in Turkey, and the statistical analysis of the conducted questionnaire. The aim was to prove the two hypothesis, raised before the analysis. It was found that there is a linear correlation between diversity management and performance, with a significant difference in foreign and turkish workers (nationality). Based on the answers of the respondents, foreign workers tend to be more risk takers than Turkish employees. However, Turkish employees turned out to be more open when sharing their private life issues. In addition, turkish believe that their institution has higher performance and the workers are more successful than in other organisations, while foreigners do not. What is more, the Turkish citizens feel more valued and satisfied at work than foreigners. Finally, the Turkish workers see the management working well, but foreigners disagree.

Another hypothesis, stating that there is a linear correlation between diversity management and performance, with a significant difference in gender, was not proved. No correlation was found between these two issues. This indicates, that Fatih University is working in the right direction, not focusing on the gender, but on the values of the institution itself, which is very important during the time of globalisation. It also shows that cases of stereotyping or discrimination are taken seriously, and exclusion practices are being avoided.

All in all, diversity in an organisation is a challenge which if achieved, may change the life of the company from black/white to all the rainbow colours.

3.6. Limitations

The only limitation of the study was that the sample was taken from only one foundation university in Turkey.

3.7. Further Research

The further research on this diversity management issue could be focused not only on the staff members, but also students. In addition, their results to the same, diversity management based questions, could be compared and after making an analysis, conclusions drawn. Moving on, a sample could be taken from more than one foundation university either in Turkey, or other country(-ies) as well. Another study could be made on comparison of foundation and public universities, and their workers and students ideas on the issue.

APPENDICES:

Appendix A: The Questionnaire

1. I am a
 - a) Female
 - b) Male

2. Citizenship:

3. I have lived in Turkey for
 - a) Less than one year
 - b) One year or longer, but fewer than three years.
 - c) Three years or longer, but fewer than ten years.
 - d) Ten years or longer, but fewer than twenty years.
 - e) Twenty years or longer.

4. I was born in
 - a) Turkey
 - b) In a country other than Turkey
Name of country_____

5. I was raised in
 - a) Turkey
 - b) In countries other than Turkey
Name(s) of country (-ies) _____

6. I have lived
 - a) Only in Turkey
 - b) Other country (-ies) other than Turkey
Name(s) of country (-ies)_____

7. I have traveled in other countries
 - a) Yes
 - b) No
Name(s) of country (-ies)_____

8. I speak another language at home other than Turkish
 - a) Yes
 - b) No
Which language(s)?_____

9. I identify with another culture besides Turkey
 - a) Yes
 - b) No
Which culture(s)? _____

10. I have taken class(-es)/training, etc., that emphasizes cross-cultural relations
 - a) Yes
 - b) No
Names of class (-es)/training_____

Individualism/ Collectivism

11. If an individual thinks of a different way to perform a task, that person should be encouraged to do it that way.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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12. It is important that I receive individual recognition at work.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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13. When I work on group projects, it is important for me to be the leader.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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14. It is important that people conform to company norms in order to reach company goals.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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15. I would always cooperate to keep group harmony.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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16. When working on a project, I would rather work as a group member than as an individual.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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Avoidance of Uncertainty

17. It is important to me to plan for the future very carefully.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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18. Company rules are always to be followed.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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19. A manager must be an expert in the field in which he or she manages.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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20. Managers and bosses should be selected on the basis of seniority.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
------------------------	-----------------------	----------------	--------------------	---------------------

21. Employees should remain with one employer for life.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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22. I enjoy taking risks.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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23. Organizational conflict is healthy.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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24. I can achieve anything I set out to achieve.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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25. Change in my life is important to me.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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26. It is important to be flexible during negotiations.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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Power Distance

27. Employees should not talk to their managers about personal matters.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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28. Power and wealth are evil.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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29. It is important for managers to make all decisions.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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30. It is important that managers closely supervise their employees.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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31. Employees should participate in company decision making.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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32. It is all right for employees to disagree openly with their managers.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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33. It is all right for employees to call their managers by their first names.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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34. It is important for me to be able to work independently.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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35. I like to trust and to cooperate with other people.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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Masculinity/ Femininity

36. It is very important for me to receive recognition for my work.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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37. It is more important to me to be paid well than to have a close relationship with my manager.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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38. It is important for me to keep my work life separate from my private life.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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39. The most important thing to my career is a good salary and a job that I do well and like.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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40. People must learn to make their own way in this world.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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41. My job is only one of many parts of my life.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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42. I would rather work for a small company than a big one.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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43. It is important to shake hands before any business interactions.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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44. It is important to finish one interaction before rushing off to another one.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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45. People will achieve organizational goals without being pushed.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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Long Term Orientation (*designed by Daiva Cojocari.*)

Family is the most essential part of society.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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46. Acting extravagantly at work is not acceptable.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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47. Loyalty and commitment are important at a workplace.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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48. Constant changes in the workplace are not necessary.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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49. Employees shouldn't act in a manner which may make others feel uncomfortable.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
------------------------	-----------------------	----------------	--------------------	---------------------

50. Everyone, without exceptions, has right to be promoted.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
------------------------	-----------------------	----------------	--------------------	---------------------

51. Creativity and individualism are closely connected to high organizational performance.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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52. Self-actualization is more important than the group achievements.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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53. Treat others as you would like to be treated.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
------------------------	-----------------------	----------------	--------------------	---------------------

54. There should be no hesitation for changes in an organization.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
------------------------	-----------------------	----------------	--------------------	---------------------

Performance:

56. In my opinion, in the institution that I work for, the work performance of the employees is higher than that of the competitors'.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
------------------------	-----------------------	----------------	--------------------	---------------------

57. In my opinion, in the institution that I work for, the employees are better prepared professionally than the competitors’.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
------------------------	-----------------------	----------------	--------------------	---------------------

58. In my opinion, in the institution that I work for, the employees are more successful than the competitors’.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
------------------------	-----------------------	----------------	--------------------	---------------------

59. In my opinion, in the institution that I work for, the employees are much more motivated than the competitors’.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
------------------------	-----------------------	----------------	--------------------	---------------------

60. In my opinion, in the institution that I work for, the employees have a stronger feeling of belonging to the institution than the competitors’.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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61. In my opinion, in the institution that I work for, the employees are given more value than the competitors’.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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62. In my opinion, in the institution that I work for, the employees are more satisfied than the competitors’.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
------------------------	-----------------------	----------------	--------------------	---------------------

Diversity Management:

63. Supervisors in my work unit are committed to a workforce representative of all segments of society.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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64. Policies and programs promote diversity in the workplace.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
------------------------	-----------------------	----------------	--------------------	---------------------

65. Managers/supervisors/team leaders work well with employees of different backgrounds.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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66. I feel comfortable to work in a harmony with people from different backgrounds.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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67. I have never witnessed political, ethnical, cultural or religious discrimination in my organization.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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68. I think the diversities are well managed in my organization.

1 Strongly disagree	2 Tend to disagree	3 Undecided	4 Tend to Agree	5 Strongly agree
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(Based on: Stull, James B. Von Till Beth; Hofstede's Dimensions of Culture as Measurements of Student Ethnocentrism: A Quasi-Experimental Study; Western States Communications Association, Portland, Oregon, February10-14, 1995.)

Appendix B

Chart 2.1. : Turkish National Educational System

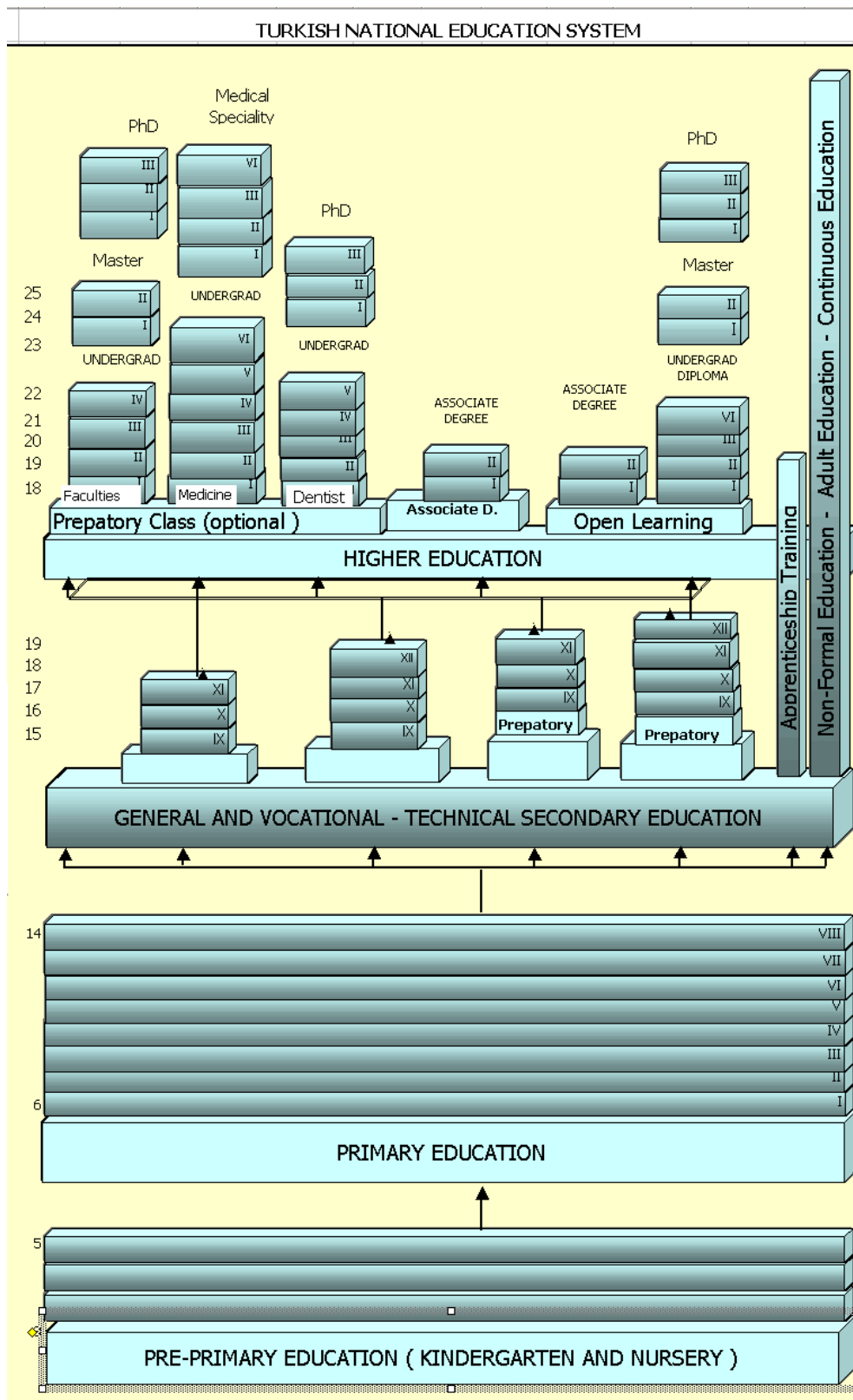


Table 2.1. . : Students' Number in Private Universities in Turkey, year 2012

Name	Date of Establishment	City	Number of Students
Atılım University	1996	Ankara	5046
Bahçeşehir University	1998	Istanbul	9016
Başkent University	1994	Ankara	9908
Batman University	2007	Batman	2123
Beykent University	1997	Istanbul	9622
Bezm-i Alem Private University	2010	Istanbul	
Canik Başarı University	2010	Samsun	
Çankaya University	1997	Ankara	4175
Çağ University	1997	Mersin	2351
Doğuş University	1997	Istanbul	3988
Fatih Sultan Mehmet University	2010	Istanbul	
Fatih University	1996	Istanbul	9992
Gazikent University	2008	Gaziantep	
Gediz University	2008	Izmir	
Haliç University	1998	Istanbul	4560
Ihsan Doğramacı Bilkent University	1984	Ankara	12120
Işık University	1996	Istanbul	2544
Istanbul 29 Mayıs University	2010	Istanbul	
Istanbul Arel	2007	Istanbul	3089

University			
Istanbul Aydın University	2003	Istanbul	10230
Istanbul Bilgi University	1994	Istanbul	10263
İstanbul Bilim University	2006	Istanbul	1149
Istanbul Kemerburgaz University	2008	Istanbul	
Istanbul Culture Univeristy	1997	Istanbul	7019
Istanbul Medipol University	2009	Istanbul	
Istanbul Sabahattin Zaim University	2010	Istanbul	
Istanbul Şehir University	2008	Istanbul	
Istanbul Ticaret University	1992/ 2001	Istanbul	5560
Izmir Economic University	2001	Izmir	5984
Izmir University	2007	Izmir	1221
Kadir Has University	1992	Istanbul	5041
Kartay University	2008	Konya	
Koç University	1992	Istanbul	3906
Maltepe University	1997	Istanbul	6901
Melikşah University	2008	Kayseri	

Mevlana University	2009	Konya	
Nuh Naci Yazgan University	2009	Kayseri	
Okan University	1999	Istanbul	3589
Özyeğin University	2007	Istanbul	207
Piri Reis University	2008	Istanbul	
Sabancı University	1994	Istanbul	3546
Süleyman Şah University	2010	Istanbul	
TED University	2009	Ankara	
TOBB Economic and Technological University	2003	Ankara	2148
Toros University	2009	Mersin	
Turgut Özal University	2009	Ankara	
Ufuk University	1999	Ankara	1629
Uluslararası Antalya University	2010	Antalya	
Yaşar University	2001	Izmir	3526
Yeditepe University	1996	Istanbul	16480
Yeni Yüzyıl University	2009	Istanbul	
Zirve University	2009	Gazantep	

Source: <http://www.nihankara.org/home/universities/universities-in-turkey/>

Table 2.3. : Gender, Nationality and Position of F.U. Staff

Gender	Nationality	Faculty	Department	Position
Male	USA	Education	Computer Education and Instructional Technology	Asst. Prof.
Male	USA	Education	Arts and Science	Prof.
Male	USA	Education	Arts and Science	Prof.
Female	USA	Education	Foreign Languages	Asst. Prof.
Female	Kyrgyzia	Education	Foreign Languages	Research Assistant
Male	Kenya	Arts and Science	American Culture and Literature	Prof.
Male	USA	Arts and Science	American Culture and Literature	Prof.
Female	USA	Arts and Science	American Culture and Literature	Asst. Prof.
Male	USA	Arts and Science	American Culture and Literature	Asst. Prof.
Male	Rumania	Arts and Science	Geography	Asst. Prof.
Male	Germany	Arts and Science	Phylosophy	Asst. Prof.
Male	Germany	Arts and Science	Phylosophy	Prof.
Male	Canada	Arts and Science	Phylosophy	Lecturer
Male	Germany	Arts and Science	Phylosophy	Prof.
Male	USA	Arts and Science	Phylosophy	Asst. Prof.
Male	Senegal	Arts and Science	Chemistry	Research Assistant
Male	Belarus	Arts and Science	Mathematics	Prof.
Male	Russia	Arts and Science	Mathematics	Prof.
Male	Germany	Arts and Science	Mathematics	Prof.
Male	Turkmenistan	Arts and Science	Mathematics	Prof.
Male	USA	Arts and Science	Psychology	Lecturer
Female	Greece	Arts and Science	Psychology	Research Assistant
Male	USA	Arts and Science	Sociology	Prof.
Male	England	Arts and Science	Sociology	Doc.
Male	USA	Arts and Science	Sociology	Asst. Prof.
Male	England	Arts and Science	History	Asst. Prof.
Male	Tatarstan	Arts and Science	Russian Language and Literature	Prof.
Female	Russia	Arts and Science	Russian Language and Literature	Doc.
Female	Russia	Arts and Science	Russian Language and Literature	Doc.
Female	Russia	Arts and Science	Russian Language and Literature	Doc.
Male	Russia	Arts and Science	Russian Language and Literature	Doc.
Female	China	Arts and Science	Chinese Language and Literature	Doc.
Male	China	Arts and Science	Chinese Language and Literature	Doc.
Male	China	Arts and Science	Chinese Language and Literature	Lecturer
Female	China	Arts and Science	Chinese Language and Literature	Lecturer
Male	China	Arts and Science	Chinese Language and Literature	Lecturer
Male	Japan	Arts and Science	Chinese Language and Literature	Lecturer
Male	Chile	Arts and Science	Spanish Language and Literature	Asst. Prof.
Female	Spain	Arts and Science	Spanish Language and Literature	Asst. Prof.
Female	Spain	Arts and Science	Spanish Language and Literature	Asst. Prof.
Male	Spain	Arts and Science	Spanish Language and Literature	Asst. Prof.
Female	Spain	Arts and Science	Spanish Language and Literature	Lecturer
Male	Spain	Arts and Science	Spanish Language and Literature	Lecturer
Male	Spain	Arts and Science	Spanish Language and Literature	Lecturer
Male	Russia	Arts and Science	Modern Turkish Dialect and	Prof.

			Literature	
Male	Uzbekistan	Arts and Science	Modern Turkish Dialect and Literature	Doc.
Male	Kyrgyzstan	Arts and Science	Modern Turkish Dialect and Literature	Asst. Prof.
Female	Kazakistan	Arts and Science	Modern Turkish Dialect and Literature	Asst. Prof.
Male	Bulgaria	Arts and Science	English Language and Literature	Asst. Prof.
Male	USA	Arts and Science	English Language and Literature	Asst. Prof.
Female	Czech Republic	Arts and Science	English Language and Literature	Asst. Prof.
Female	Canada	Arts and Science	English Language and Literature	Asst. Prof.
Female	Italy	Preparatory School	Preparatory School	Instructor
Female	Lithuania	Preparatory School	Preparatory School	Instructor
Male	Greece	Preparatory School	Preparatory School	Instructor
Male	USA	Preparatory School	Preparatory School	Instructor
Female	Azerbaijan	Preparatory School	Preparatory School	Instructor
Female	Rumania	Preparatory School	Preparatory School	Instructor
Male	Equador	Preparatory School	Preparatory School	Instructor
Male	Bulgaria	Economics and Administrative Science	Economics	Prof.
Male	Germany	Economics and Administrative Science	International Relations	Doc.
Male	Lithuania	Economics and Administrative Science	International Relations	Asst. Prof.
Male	Sweden	Economics and Administrative Science	International Relations	Asst. Prof.
Female	Bulgaria	Economics and Administrative Science	International Relations	Research Assistant
Male	Kosov	Economics and Administrative Science	International Relations	Research Assistant
Female	Kyrgyzstan	Economics and Administrative Science	Management	Research Assistant
Female	Bosnia and Herzegovina	Economics and Administrative Science	Management	Research Assistant
Male	Egypt	Theology	Theology	Asst. Prof.
Male	Syria	Theology	Theology	Asst. Prof.
Male	Syria	Theology	Theology	Lecturer
Female	Russia			Asst. Prof.
Male	Turkmenistan	Engineering	Computer Engineering	Research Assistant
Male	Kyrgyzstan	Engineering	Computer Engineering	Expert
Male	Sudan	Engineering	Electrical and Electronics Engineering	Asst. Prof.
Male	Egypt	Engineering	Industrial Engineering	Prof.
Male	Turkmenia	Engineering	Genetic and Bioengineering	Asst. Prof.

Female	Kyrgystan	Engineering	Genetic and Bioengineering	Res. Asst.
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Appendix C

Table 3.11: Q11 If an individual thinks of a different way to perform a task, that person should be encouraged to do it that way.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tend to Disagree	7	7,5	7,8	7,8
	Undecided	17	18,3	18,9	26,7
	Tend to Agree	41	44,1	45,6	72,2
	Strongly Agree	25	26,9	27,8	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure 3.11: Q11

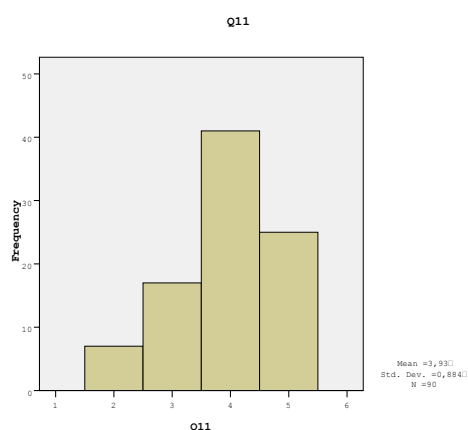


Table 3.12. : Q12. It is important that I receive individual recognition at work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tend to Disagree	3	3,2	3,3	3,3
	Undecided	5	5,4	5,6	8,9
	Tend to Agree	46	49,5	51,1	60,0
	Strongly Agree	36	38,7	40,0	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure 3.12: Q12

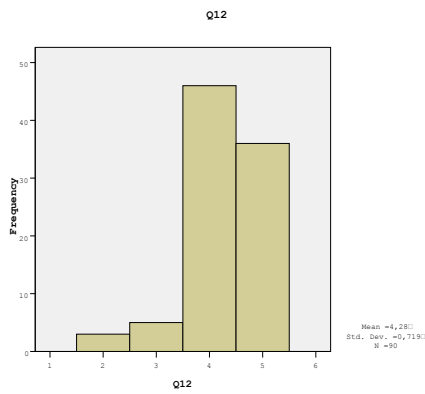


Table 3.13. : Q13 - When I work on group projects, it is important for me to be the leader.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	8,6	8,9	8,9
	Tend to Disagree	36	38,7	40,0	48,9
	Undecided	24	25,8	26,7	75,6
	Tend to Agree	22	23,7	24,4	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure. 3.13.: Q13

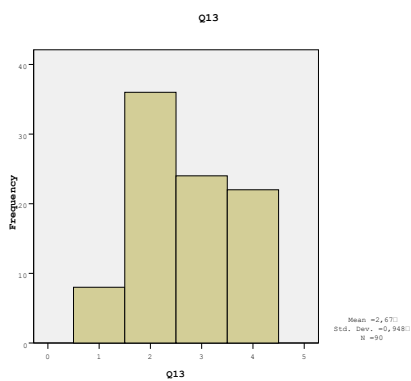


Table 3.14. : Q14 - It is important that people conform to company norms in order to reach company goals.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tend to Disagree	3	3,2	3,3	3,3
	Undecided	11	11,8	12,2	15,6
	Tend to Agree	49	52,7	54,4	70,0
	Strongly Agree	27	29,0	30,0	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.14. : Q14

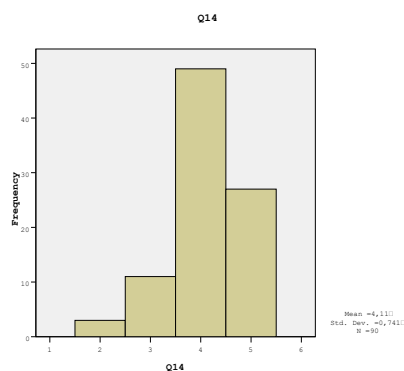


Table 3.15. : Q15. I would always cooperate to keep group harmony.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1,1	1,1	1,1
	Tend to Disagree	5	5,4	5,6	6,7
	Undecided	12	12,9	13,3	20,0
	Tend to Agree	44	47,3	48,9	68,9
	Strongly Agree	28	30,1	31,1	100,0
Total		90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure 3.15.: Q15

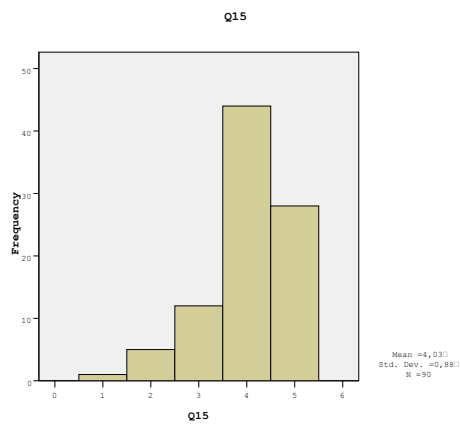


Table 3.16. : Q16. When working on a project, I would rather work as a group member than as an individual.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	5,4	5,6	5,6
	Tend to Disagree	25	26,9	27,8	33,3
	Undecided	21	22,6	23,3	56,7
	Tend to Agree	26	28,0	28,9	85,6
	Strongly Agree	13	14,0	14,4	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure 3.16.: Q16

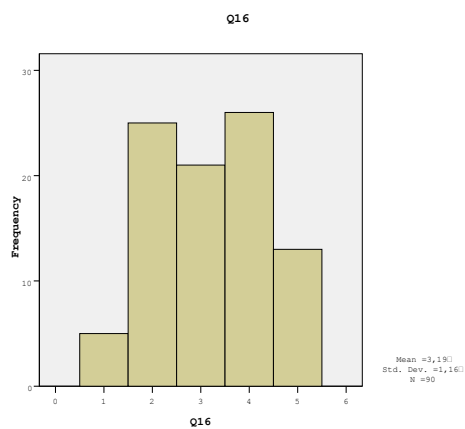


Table 3.17. : Q17. It is important to me to plan for the future very carefully.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1,1	1,1	1,1
	Tend to Disagree	6	6,5	6,7	7,8
	Undecided	15	16,1	16,7	24,4
	Tend to Agree	53	57,0	58,9	83,3
	Strongly Agree	15	16,1	16,7	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.17. : Q17

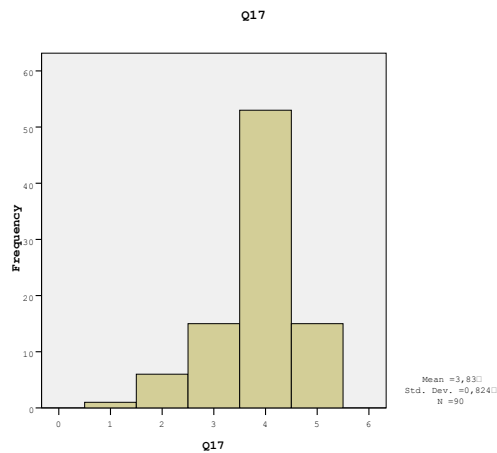


Table: 3.18. Q18. Company rules are always to be followed.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tend to Disagree	10	10,8	11,1	11,1
	Undecided	12	12,9	13,3	24,4
	Tend to Agree	42	45,2	46,7	71,1
	Strongly Agree	26	28,0	28,9	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.18.: Q18

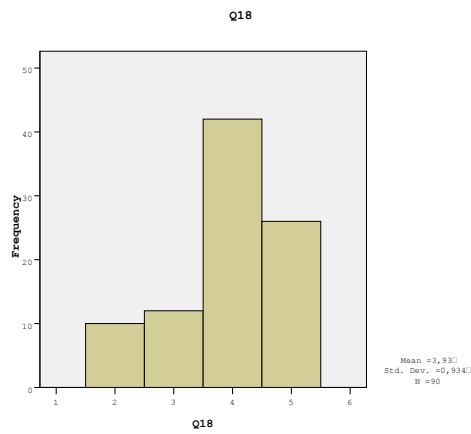


Table 3.19. : Q19. A manager must be an expert in the field in which he or she manages.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tend to Disagree	1	1,1	1,1	1,1
	Tend to Agree	27	29,0	30,0	31,1
	Strongly Agree	62	66,7	68,9	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.19.: Q19

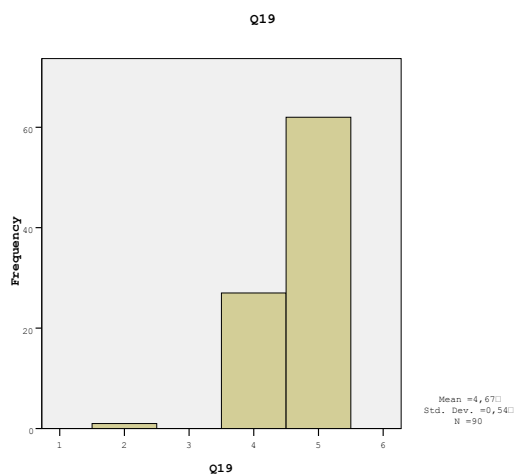


Table 3.20. : Q20 Managers and bosses should be selected on the basis of seniority.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	16	17,2	17,8	17,8
	Tend to Disagree	29	31,2	32,2	50,0
	Undecided	21	22,6	23,3	73,3
	Tend to Agree	19	20,4	21,1	94,4
	Strongly Agree	5	5,4	5,6	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.20.: Q20

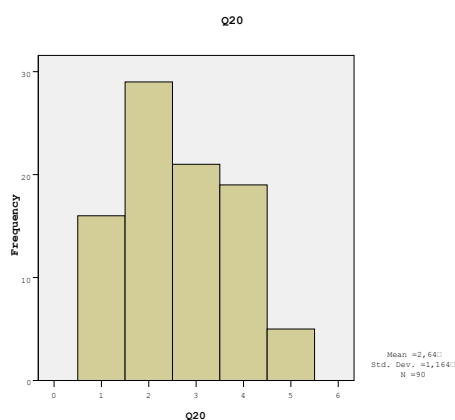


Table 3.21. : Q21. Employees should remain with one employer for life.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	30	32,3	33,3	33,3
	Tend to Disagree	31	33,3	34,4	67,8
	Undecided	15	16,1	16,7	84,4
	Tend to Agree	11	11,8	12,2	96,7
	Strongly Agree	3	3,2	3,3	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.21.: Q21

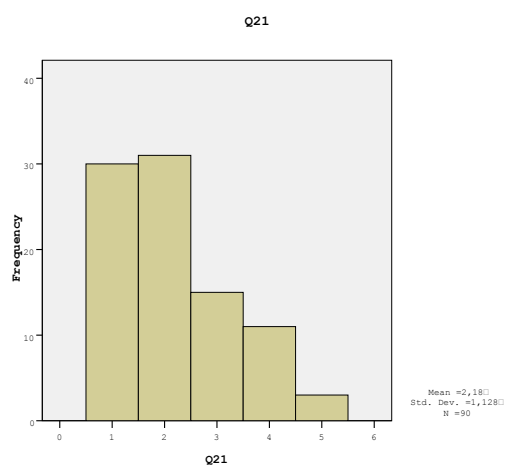


Table 3.22. : Q22. I enjoy taking risks.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	6,5	6,7	6,7
	Tend to Disagree	31	33,3	34,4	41,1
	Undecided	22	23,7	24,4	65,6
	Tend to Agree	26	28,0	28,9	94,4
	Strongly Agree	5	5,4	5,6	100,0
Total		90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.22. : Q22

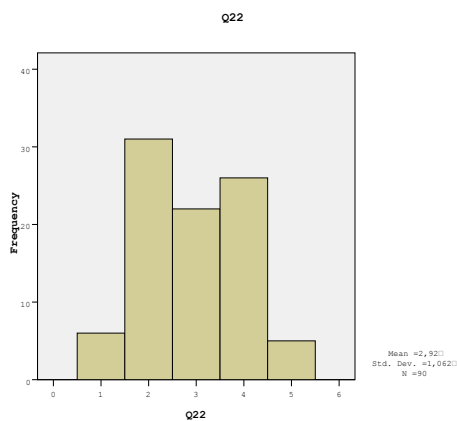


Table 3.23. : Q23. Organizational conflict is healthy.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	5,4	5,6	5,6
	Tend to Disagree	26	28,0	28,9	34,4
	Undecided	36	38,7	40,0	74,4
	Tend to Agree	19	20,4	21,1	95,6
	Strongly Agree	4	4,3	4,4	100,0
Total		90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.23.: Q23

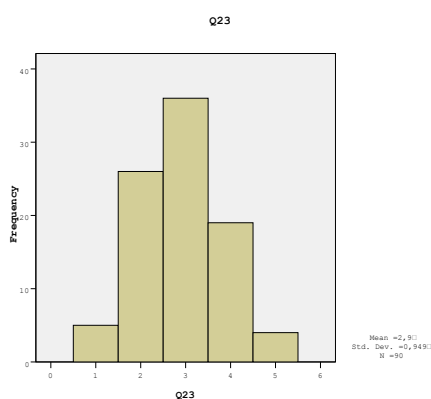


Table 3.24. : Q24. I can achieve anything I set out to achieve.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tend to Disagree	5	5,4	5,6	5,6
	Undecided	24	25,8	26,7	32,2
	Tend to Agree	52	55,9	57,8	90,0
	Strongly Agree	9	9,7	10,0	100,0
Total		90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.24. : Q24

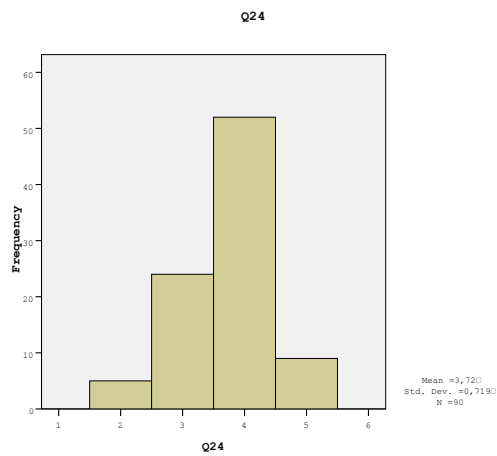


Table 3.25. : Q25. Change in my life is important to me.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tend to Disagree	4	4,3	4,4	4,4
	Undecided	11	11,8	12,2	16,7
	Tend to Agree	63	67,7	70,0	86,7
	Strongly Agree	12	12,9	13,3	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.25. Q: 25

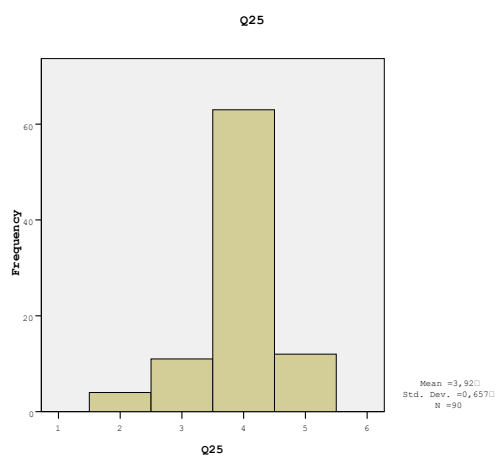


Table 3.26. : Q26. It is important to be flexible during negotiations.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tend to Disagree	1	1,1	1,1	1,1
	Undecided	5	5,4	5,6	6,7
	Tend to Agree	55	59,1	61,1	67,8
	Strongly Agree	29	31,2	32,2	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.26.: Q: 26

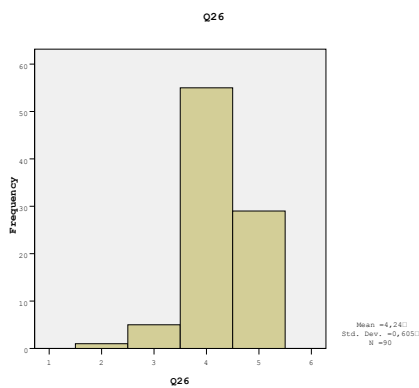


Table 3.27. : Q27. Employees should not talk to their managers about personal matters.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	7,5	7,8	7,8
	Tend to Disagree	35	37,6	38,9	46,7
	Undecided	16	17,2	17,8	64,4
	Tend to Agree	25	26,9	27,8	92,2
	Strongly Agree	7	7,5	7,8	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.27. : Q27

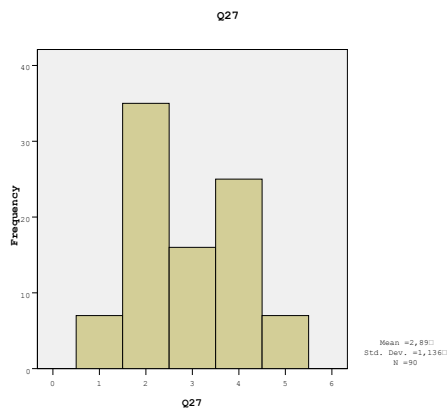


Table 3.28. : Q28. Power and wealth are evil.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	19	20,4	21,1	21,1
	Tend to Disagree	45	48,4	50,0	71,1
	Undecided	18	19,4	20,0	91,1
	Tend to Agree	7	7,5	7,8	98,9
	Strongly Agree	1	1,1	1,1	100,0
Total		90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.28. : Q28

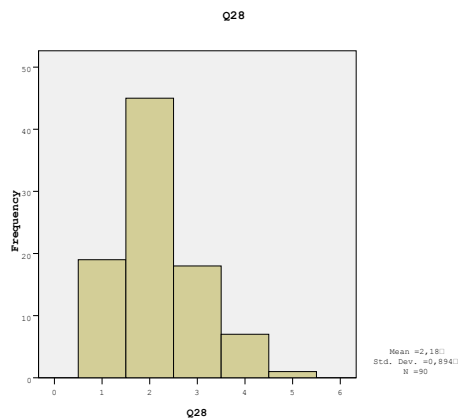


Table 3.29. : Q29. It is important for managers to make all decisions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	14,0	14,4	14,4
	Tend to Disagree	43	46,2	47,8	62,2
	Undecided	20	21,5	22,2	84,4
	Tend to Agree	12	12,9	13,3	97,8
	Strongly Agree	2	2,2	2,2	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.29. : Q29

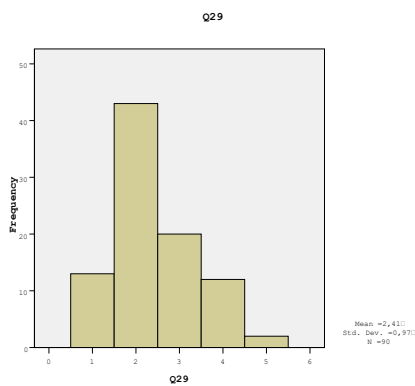


Table 3.30. : Q30. It is important that managers closely supervise their employees.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2,2	2,2	2,2
	Tend to Disagree	18	19,4	20,0	22,2
	Undecided	28	30,1	31,1	53,3
	Tend to Agree	36	38,7	40,0	93,3
	Strongly Agree	6	6,5	6,7	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.30. : Q30

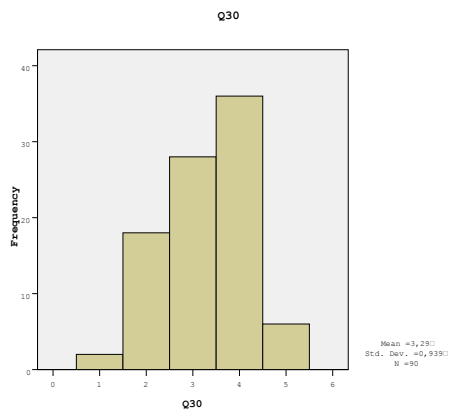


Table 3.31. : Q31. Employees should participate in company decision making.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tend to Disagree	2	2,2	2,2	2,2
	Undecided	14	15,1	15,6	17,8
	Tend to Agree	58	62,4	64,4	82,2
	Strongly Agree	16	17,2	17,8	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.31. : Q31

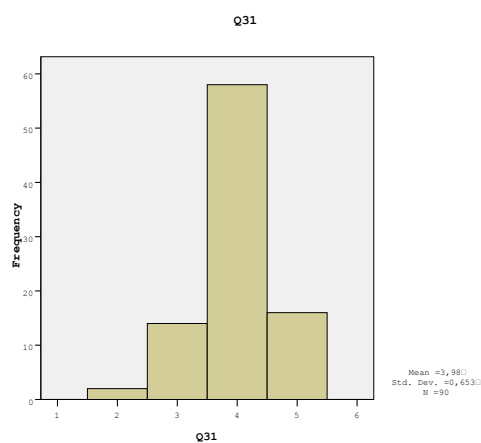


Table 3.32. : Q32. It is all right for employees to disagree openly with their managers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1,1	1,1	1,1
	Tend to Disagree	11	11,8	12,2	13,3
	Undecided	26	28,0	28,9	42,2
	Tend to Agree	44	47,3	48,9	91,1
	Strongly Agree	8	8,6	8,9	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.32. : Q32

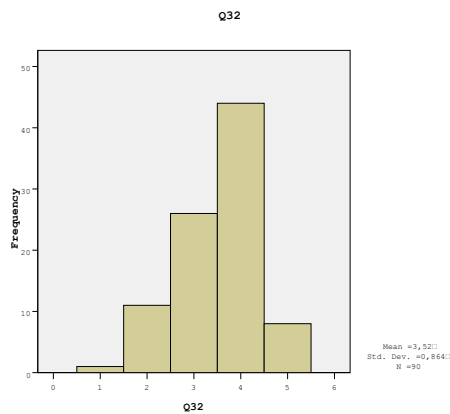


Table 3.33. : Q33. It is all right for employees to call their managers by their first names.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	17	18,3	18,9	18,9
	Tend to Disagree	37	39,8	41,1	60,0
	Undecided	15	16,1	16,7	76,7
	Tend to Agree	16	17,2	17,8	94,4
	Strongly Agree	5	5,4	5,6	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.33. : Q33

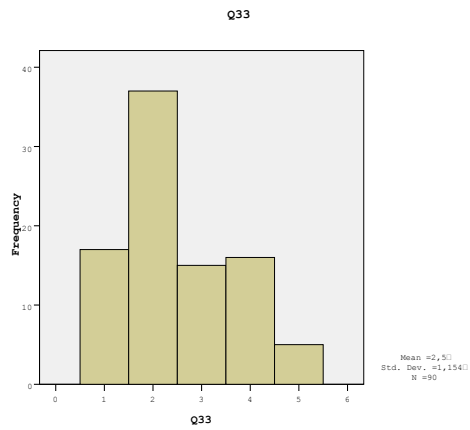


Table 3.34. : Q34. It is important for me to be able to work independently.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tend to Disagree	2	2,2	2,2	2,2
	Undecided	13	14,0	14,4	16,7
	Tend to Agree	45	48,4	50,0	66,7
	Strongly Agree	30	32,3	33,3	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.34. : Q34.

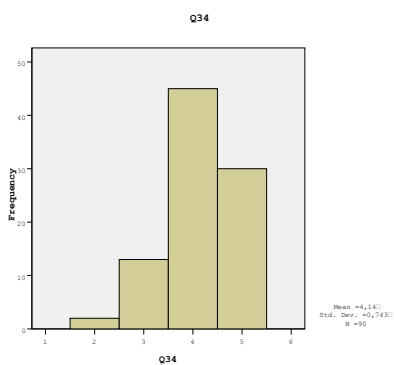


Table 3.35. : Q35. I like to trust and to cooperate with other people.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tend to Disagree	2	2,2	2,2	2,2
	Undecided	7	7,5	7,8	10,0
	Tend to Agree	57	61,3	63,3	73,3
	Strongly Agree	24	25,8	26,7	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.35. : Q35

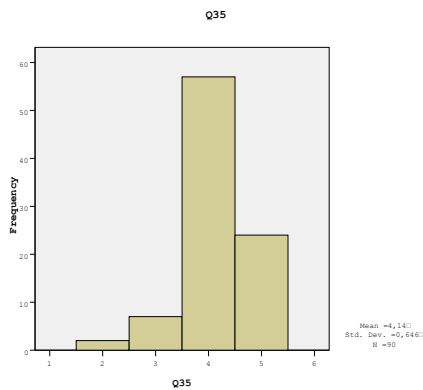


Table 3.36. : Q36. It is very important for me to receive recognition for my work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tend to Disagree	2	2,2	2,2	2,2
	Undecided	6	6,5	6,7	8,9
	Tend to Agree	50	53,8	55,6	64,4
	Strongly Agree	32	34,4	35,6	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.36. : Q36

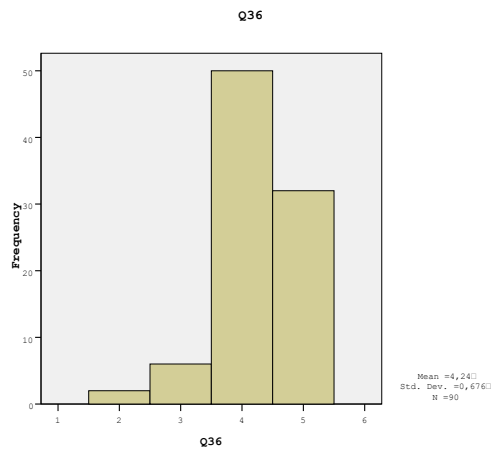


Table 3.37. : Q37. It is more important to me to be paid well than to have a close relationship with my manager.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	3,2	3,3	3,3
	Tend to Disagree	10	10,8	11,1	14,4
	Undecided	20	21,5	22,2	36,7
	Tend to Agree	39	41,9	43,3	80,0
	Strongly Agree	18	19,4	20,0	100,0
Total		90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.37. : Q37

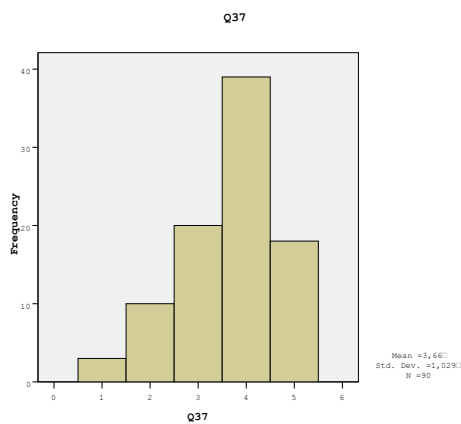


Table 3.38. : Q38. It is important for me to keep my work life separate from my private life.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tend to Disagree	3	3,2	3,3	3,3
	Undecided	5	5,4	5,6	8,9
	Tend to Agree	58	62,4	64,4	73,3
	Strongly Agree	24	25,8	26,7	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.38. : Q38

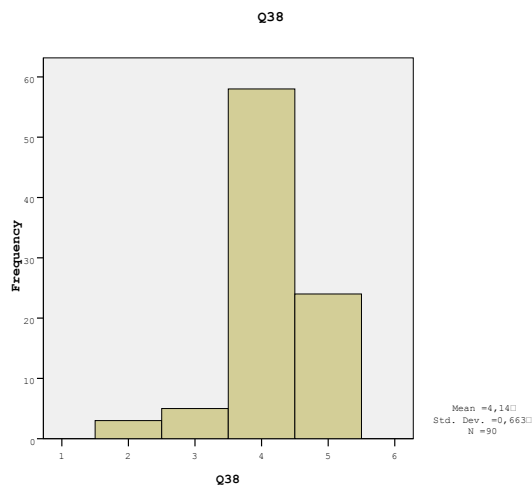


Table 3.39. : Q39. The most important thing to my career is a good salary and a job that I do well and like.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2,2	2,2	2,2
	Tend to Disagree	3	3,2	3,3	5,6
	Undecided	4	4,3	4,4	10,0
	Tend to Agree	47	50,5	52,2	62,2
	Strongly Agree	34	36,6	37,8	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.39. : Q39

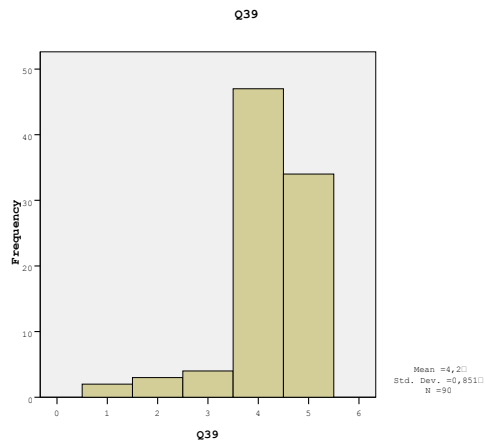


Table 3.40. : Q40. People must learn to make their own way in this world.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1,1	1,1	1,1
	Tend to Disagree	1	1,1	1,1	2,2
	Undecided	6	6,5	6,7	8,9
	Tend to Agree	42	45,2	46,7	55,6
	Strongly Agree	40	43,0	44,4	100,0
Total		90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.40. : Q40

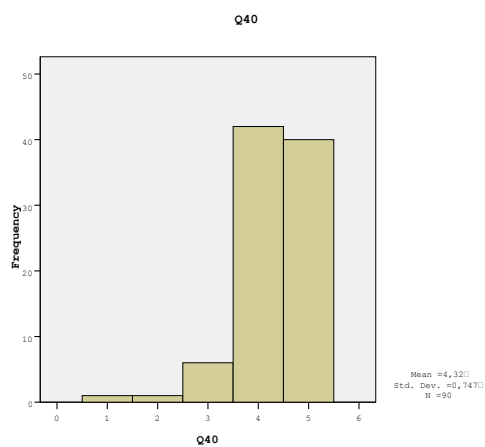


Table 3.41. : Q41. My job is only one of many parts of my life.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tend to Disagree	8	8,6	8,9	8,9
	Undecided	14	15,1	15,6	24,4
	Tend to Agree	39	41,9	43,3	67,8
	Strongly Agree	29	31,2	32,2	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.41. : Q41

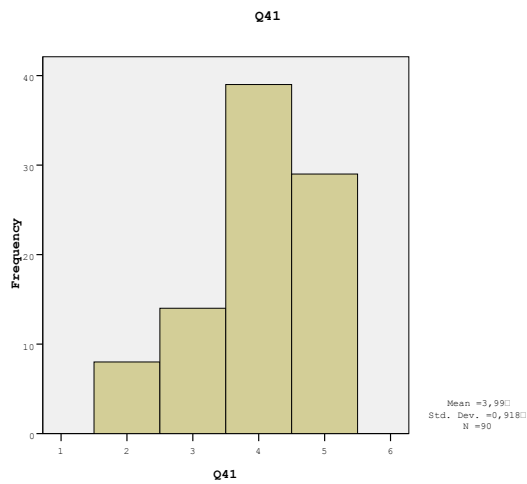


Table 3.42. : Q42. I would rather work for a small company than a big one.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	7,5	7,8	7,8
	Tend to Disagree	24	25,8	26,7	34,4
	Undecided	49	52,7	54,4	88,9
	Tend to Agree	9	9,7	10,0	98,9
	Strongly Agree	1	1,1	1,1	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.42. : Q42

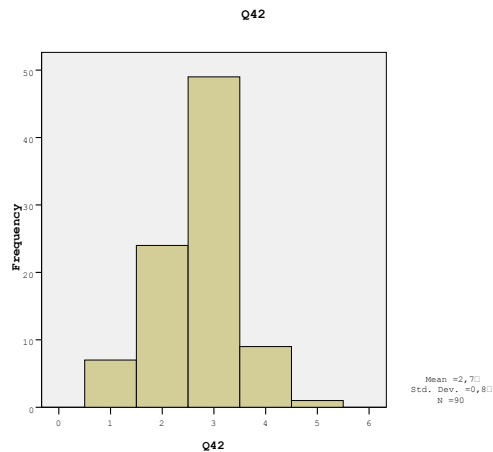


Table 3.43. : Q43. It is important to shake hands before any business interactions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	8,6	8,9	8,9
	Tend to Disagree	11	11,8	12,2	21,1
	Undecided	20	21,5	22,2	43,3
	Tend to Agree	40	43,0	44,4	87,8
	Strongly Agree	11	11,8	12,2	100,0
Total		90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.43. : Q43

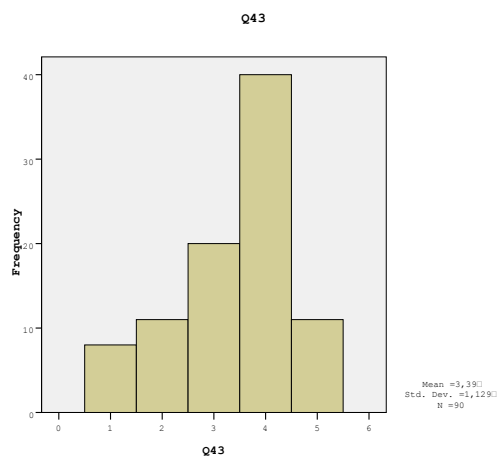


Table 3.44. : Q44. It is important to finish one interaction before rushing off to another one.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2,2	2,2	2,2
	Tend to Disagree	23	24,7	25,6	27,8
	Undecided	13	14,0	14,4	42,2
	Tend to Agree	37	39,8	41,1	83,3
	Strongly Agree	15	16,1	16,7	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.44. : Q44

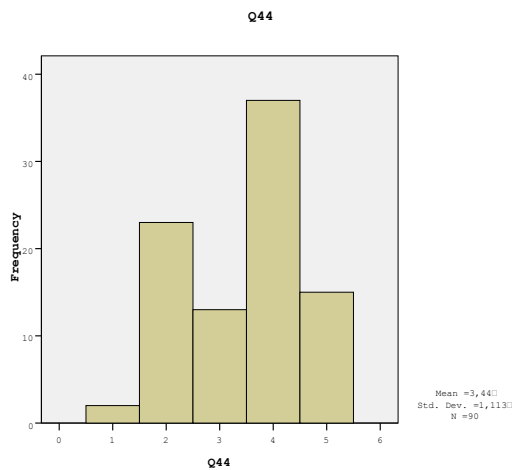


Table 3.45. : Q45. People will achieve organizational goals without being pushed.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tend to Disagree	28	30,1	31,1	31,1
	Undecided	31	33,3	34,4	65,6
	Tend to Agree	27	29,0	30,0	95,6
	Strongly Agree	4	4,3	4,4	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.45. : Q45

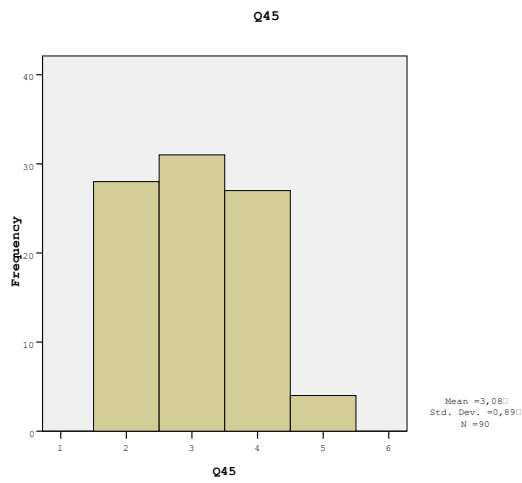


Table 3.46. : Q46. Family is the most essential part of society.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	4	4,3	4,4	4,4
	Tend to Agree	41	44,1	45,6	50,0
	Strongly Agree	45	48,4	50,0	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.46. : Q46

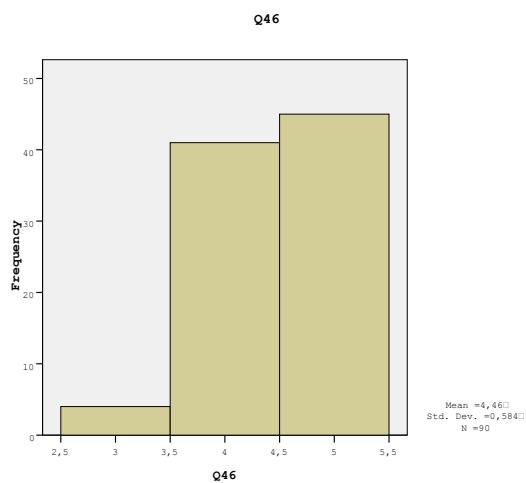


Table 3.47. : Q47. Acting extravagantly at work is not acceptable.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1,1	1,1	1,1
	Tend to Disagree	1	1,1	1,1	2,2
	Undecided	11	11,8	12,2	14,4
	Tend to Agree	40	43,0	44,4	58,9
	Strongly Agree	37	39,8	41,1	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.47. : Q47

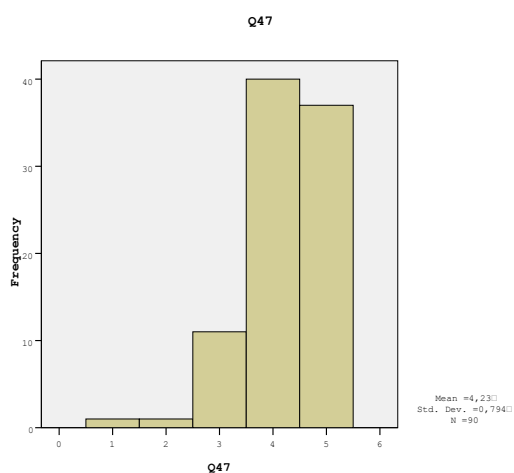


Table 3.48. : Q48. Loyalty and commitment are important at a workplace.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	3	3,2	3,3	3,3
	Tend to Agree	45	48,4	50,0	53,3
	Strongly Agree	42	45,2	46,7	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.48. : Q48

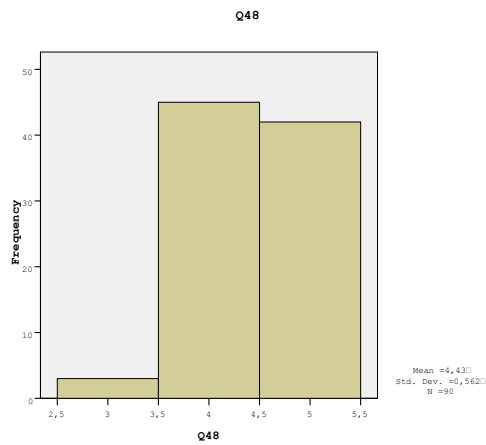


Table 3.49. : Q49. Constant changes in the workplace are not necessary.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tend to Disagree	18	19,4	20,0	20,0
	Undecided	24	25,8	26,7	46,7
	Tend to Agree	41	44,1	45,6	92,2
	Strongly Agree	7	7,5	7,8	100,0
Total		90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.49. : Q49

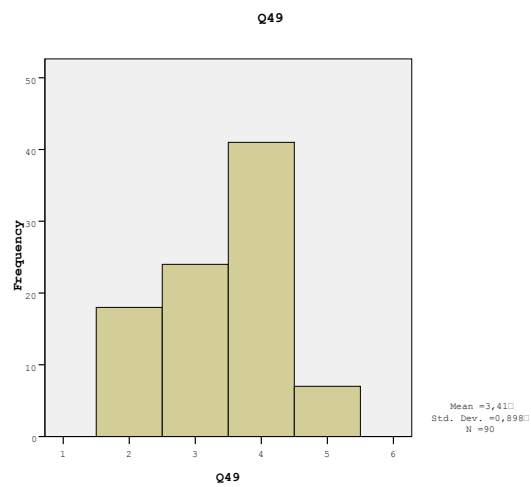


Table 3.50. : Q50. Employees shouldn't act in a manner which may make others feel uncomfortable.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tend to Disagree	1	1,1	1,1	1,1
	Undecided	1	1,1	1,1	2,2
	Tend to Agree	39	41,9	43,3	45,6
	Strongly Agree	49	52,7	54,4	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.50. : Q50

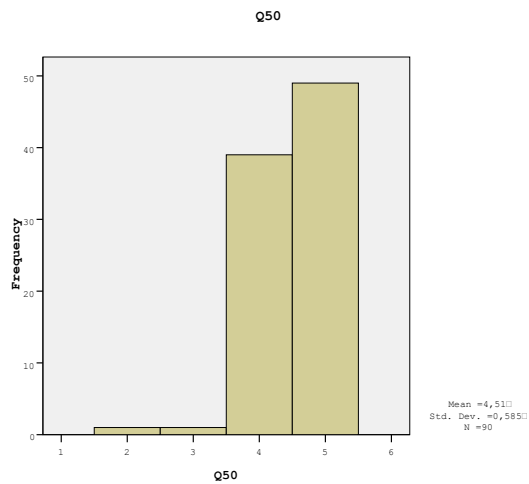


Table 3.51. : Q51. Everyone, without exceptions, has right to be promoted.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2,2	2,2	2,2
	Tend to Disagree	5	5,4	5,6	7,8
	Undecided	9	9,7	10,0	17,8
	Tend to Agree	25	26,9	27,8	45,6
	Strongly Agree	49	52,7	54,4	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure 3.51. : Q51

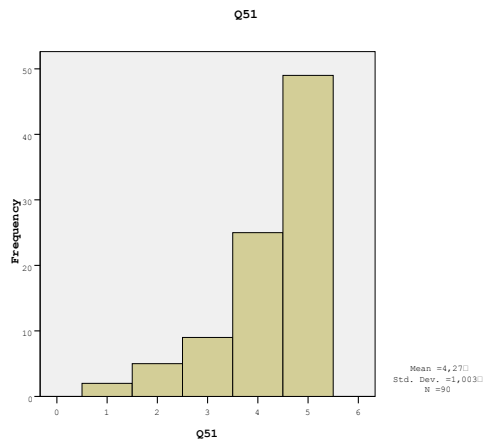


Table 3.52. : Q52. Creativity and individualism are closely connected to high organizational performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tend to Disagree	9	9,7	10,0	10,0
	Undecided	28	30,1	31,1	41,1
	Tend to Agree	34	36,6	37,8	78,9
	Strongly Agree	19	20,4	21,1	100,0
Total		90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.52. : Q52

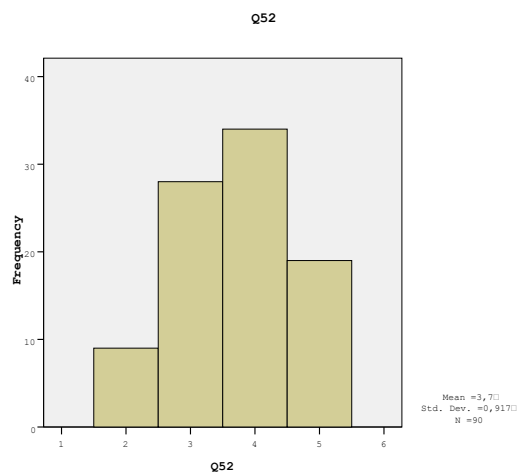


Table 3.53. : Q53. Self-actualization is more important than the group achievements.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2,2	2,2	2,2
	Tend to Disagree	13	14,0	14,4	16,7
	Undecided	28	30,1	31,1	47,8
	Tend to Agree	32	34,4	35,6	83,3
	Strongly Agree	15	16,1	16,7	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.53. : Q53

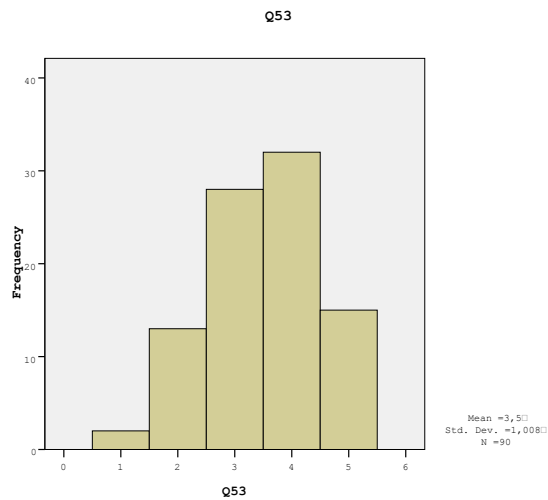


Table 3.54. : Q54. Treat others as you would like to be treated.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tend to Disagree	1	1,1	1,1	1,1
	Undecided	1	1,1	1,1	2,2
	Tend to Agree	16	17,2	17,8	20,0
	Strongly Agree	72	77,4	80,0	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.54. : Q54

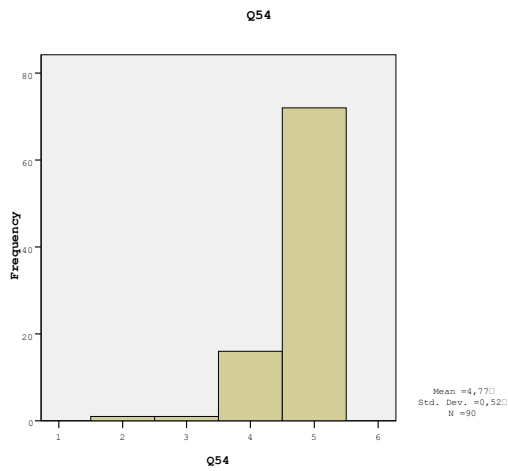


Table 3.55. : Q55. There should be no hesitation for changes in an organization.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tend to Disagree	11	11,8	12,2	12,2
	Undecided	38	40,9	42,2	54,4
	Tend to Agree	34	36,6	37,8	92,2
	Strongly Agree	7	7,5	7,8	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.55. : Q55

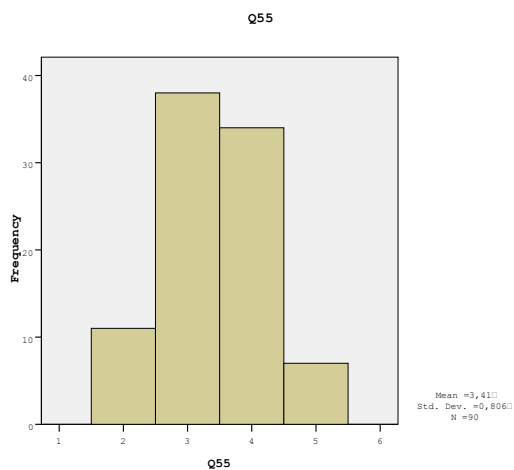


Table 3.56. : Q56. In my opinion, in the institution that I work for, the work performance of the employees is higher than that of the competitors’.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	4,3	4,4	4,4
	Tend to Disagree	29	31,2	32,2	36,7
	Undecided	33	35,5	36,7	73,3
	Tend to Agree	20	21,5	22,2	95,6
	Strongly Agree	4	4,3	4,4	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.56. : Q56

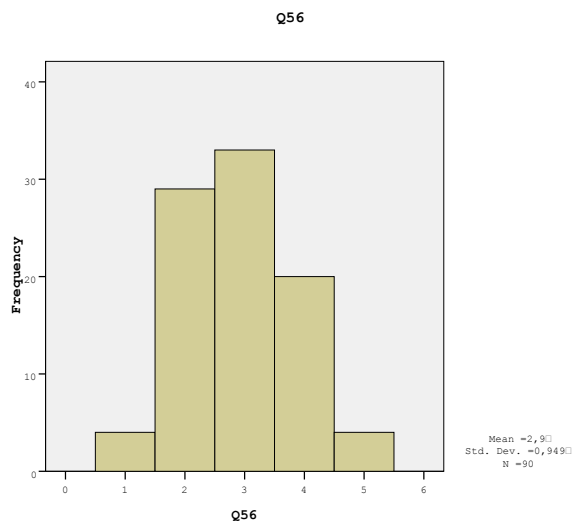


Table 3.57. : Q57. In my opinion, in the institution that I work for, the employees are better prepared professionally than the competitors’.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	24	25,8	26,7	26,7
	Tend to Disagree	35	37,6	38,9	65,6
	Undecided	17	18,3	18,9	84,4
	Tend to Agree	12	12,9	13,3	97,8
	Strongly Agree	2	2,2	2,2	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.57. : Q57

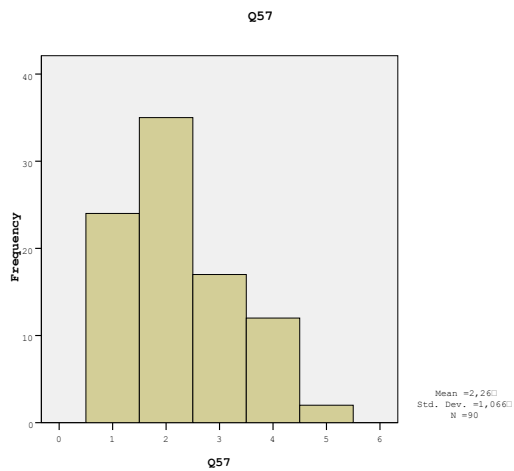


Table 3.58. : Q58. In my opinion, in the institution that I work for, the employees are more successful than the competitors’.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	5,4	5,6	5,6
	Tend to Disagree	27	29,0	30,0	35,6
	Undecided	35	37,6	38,9	74,4
	Tend to Agree	20	21,5	22,2	96,7
	Strongly Agree	3	3,2	3,3	100,0
Total		90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.58. : Q58

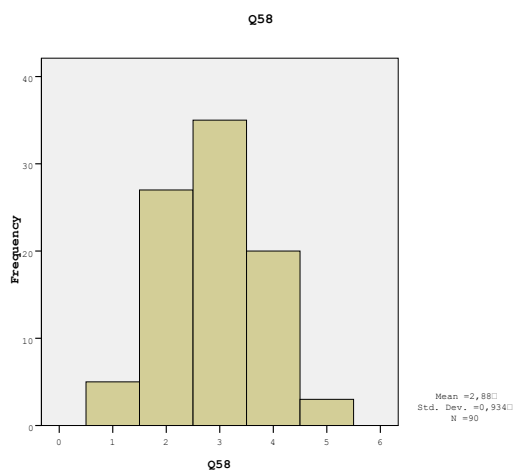


Table 3.59. : Q59. In my opinion, in the institution that I work for, the employees are much more motivated than the competitors’.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	16,1	16,7	16,7
	Tend to Disagree	25	26,9	27,8	44,4
	Undecided	14	15,1	15,6	60,0
	Tend to Agree	23	24,7	25,6	85,6
	Strongly Agree	13	14,0	14,4	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.59. : Q59

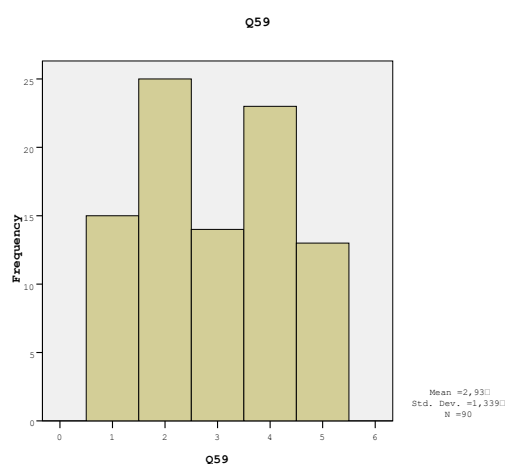


Table 3.60. : Q60. In my opinion, in the institution that I work for, the employees have a stronger feeling of belonging to the institution than the competitors’.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	4,3	4,4	4,4
	Tend to Disagree	12	12,9	13,3	17,8
	Undecided	16	17,2	17,8	35,6
	Tend to Agree	29	31,2	32,2	67,8
	Strongly Agree	29	31,2	32,2	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.60. : Q60

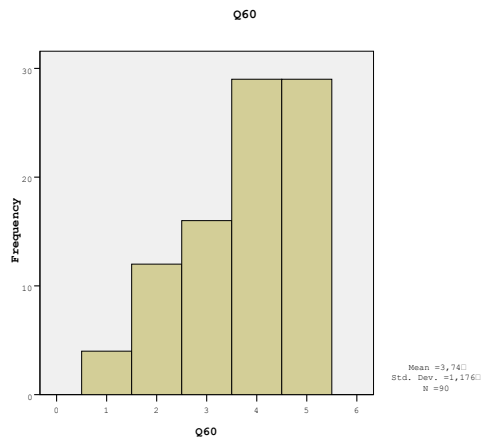


Table 3.61. : Q61. In my opinion, in the institution that I work for, the employees are given more value than the competitors’.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	7,5	7,8	7,8
	Tend to Disagree	26	28,0	28,9	36,7
	Undecided	19	20,4	21,1	57,8
	Tend to Agree	27	29,0	30,0	87,8
	Strongly Agree	11	11,8	12,2	100,0
Total		90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.61. : Q61

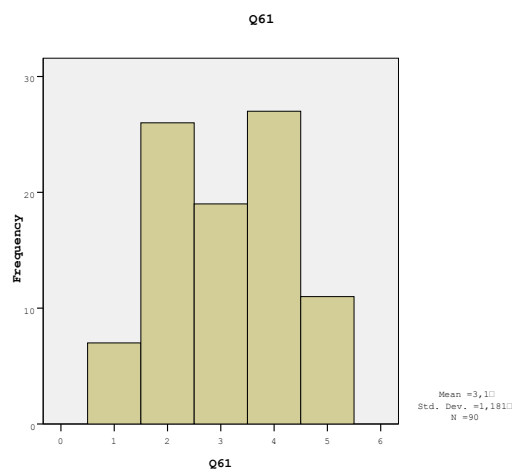


Table 3.62. : Q62. In my opinion, in the institution that I work for, the employees are more satisfied than the competitors’.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2,2	2,2	2,2
	Tend to Disagree	28	30,1	31,1	33,3
	Undecided	21	22,6	23,3	56,7
	Tend to Agree	29	31,2	32,2	88,9
	Strongly Agree	10	10,8	11,1	100,0
Total		90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.62. : Q62

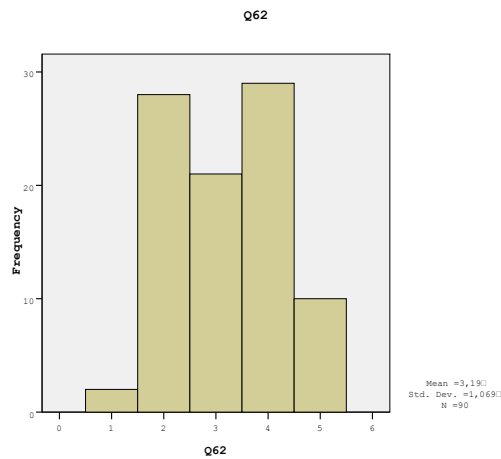


Table 3.63. : Q63. Supervisors in my work unit are committed to workforce representative of all segments of society.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1,1	1,1	1,1
	Tend to Disagree	7	7,5	7,8	8,9
	Undecided	53	57,0	58,9	67,8
	Tend to Agree	24	25,8	26,7	94,4
	Strongly Agree	5	5,4	5,6	100,0
Total		90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.63. : Q63

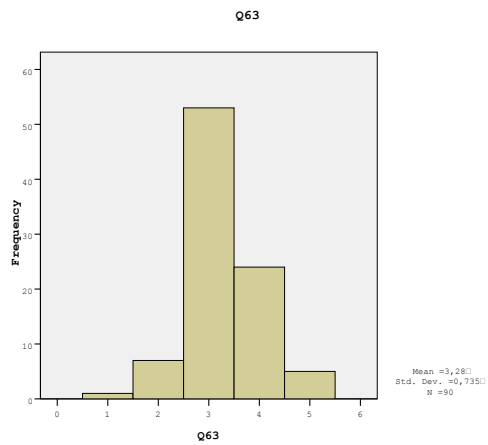


Table 3.64. : Q64. Policies and programs promote diversity in the workplace.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	24	25,8	26,7	26,7
	Tend to Agree	44	47,3	48,9	75,6
	Strongly Agree	22	23,7	24,4	100,0
Total		90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.64. : Q64

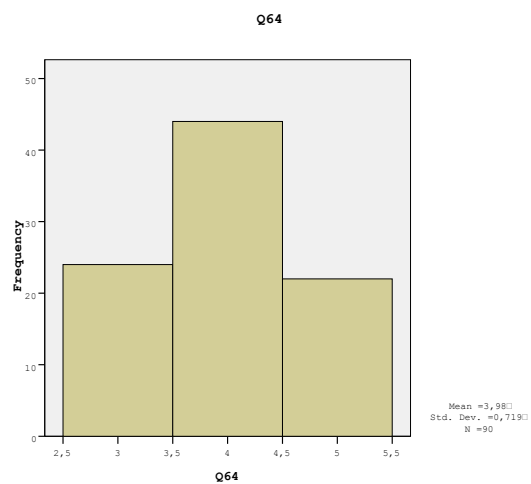


Table 3.65. : Q65. Managers/supervisors/team leaders work well with employees of different backgrounds.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	4,3	4,4	4,4
	Tend to Disagree	20	21,5	22,2	26,7
	Undecided	13	14,0	14,4	41,1
	Tend to Agree	39	41,9	43,3	84,4
	Strongly Agree	14	15,1	15,6	100,0
Total		90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.65. : Q65

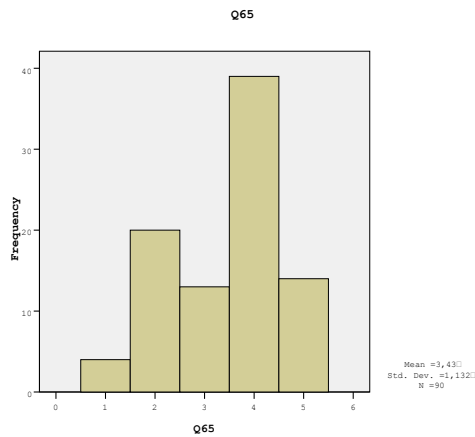


Table 3.66. : Q66. I feel comfortable to work in a harmony with people from different backgrounds.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tend to Disagree	3	3,2	3,3	3,3
	Undecided	8	8,6	8,9	12,2
	Tend to Agree	48	51,6	53,3	65,6
	Strongly Agree	31	33,3	34,4	100,0
Total		90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.66. : Q66

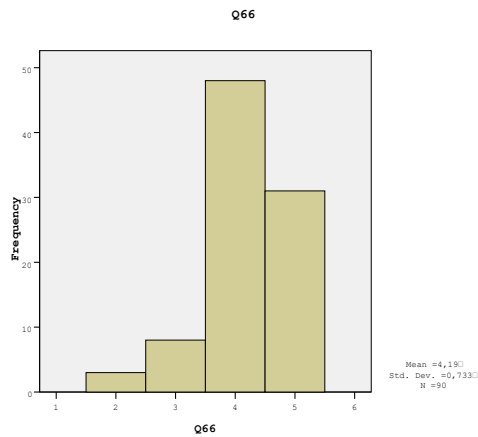


Table 3.67. : Q67. I have never witnessed political, ethnical, cultural or religious discrimination in my organization.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2,2	2,2	2,2
	Tend to Disagree	10	10,8	11,1	13,3
	Undecided	15	16,1	16,7	30,0
	Tend to Agree	41	44,1	45,6	75,6
	Strongly Agree	22	23,7	24,4	100,0
Total		90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.67. : Q67

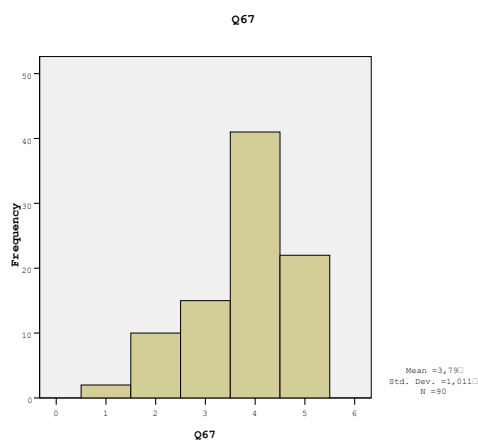
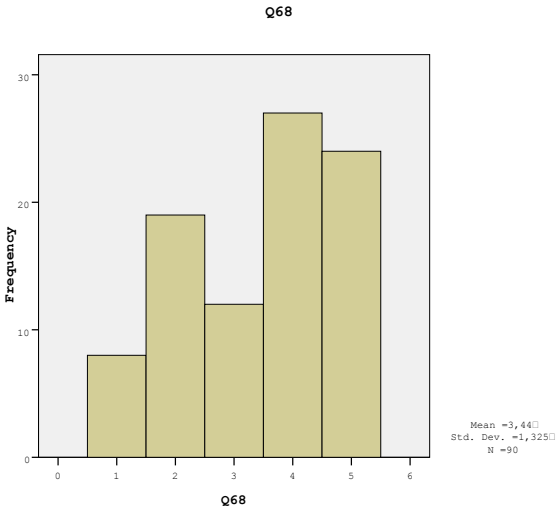


Table 3.68. : Q68. I think the diversities are well managed in my organization.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	8,6	8,9	8,9
	Tend to Disagree	19	20,4	21,1	30,0
	Undecided	12	12,9	13,3	43,3
	Tend to Agree	27	29,0	30,0	73,3
	Strongly Agree	24	25,8	26,7	100,0
	Total	90	96,8	100,0	
Missing	System	3	3,2		
Total		93	100,0		

Figure: 3.68. : Q68



Appendix D: Crosstabulation Tables

Table 3.79. If an individual thinks of a different way to perform a task, that person should be encouraged to do it that way.

			Q11				Total
			Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Tend to Disagree
nationality2	Foreigner	Count	4	7	20	13	44
		% within nationality2	9,1%	15,9%	45,5%	29,5%	100,0%
	Turkish	Count	3	10	21	11	45
		% within nationality2	6,7%	22,2%	46,7%	24,4%	100,0%
Total		Count	7	17	41	24	89
		% within nationality2	7,9%	19,1%	46,1%	27,0%	100,0%

Table 3.80. . It is important that I receive individual recognition at work.

			Q12				Total
			Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Tend to Disagree
nationality2	Foreigner	Count	1	1	26	16	44
		% within nationality2	2,3%	2,3%	59,1%	36,4%	100,0%
	Turkish	Count	2	4	19	20	45
		% within nationality2	4,4%	8,9%	42,2%	44,4%	100,0%
Total		Count	3	5	45	36	89
		% within nationality2	3,4%	5,6%	50,6%	40,4%	100,0%

Table 3.81. When I work on group projects, it is important for me to be the leader.

			Q13				Total
			Strongly Disagree	Tend to Disagree	Undecided	Tend to Agree	Strongly Disagree
nationality2	Foreigner	Count	1	19	12	12	44
		% within nationality2	2,3%	43,2%	27,3%	27,3%	100,0%
	Turkish	Count	7	17	11	10	45
		% within nationality2	15,6%	37,8%	24,4%	22,2%	100,0%
Total		Count	8	36	23	22	89
		% within	9,0%	40,4%	25,8%	24,7%	100,0%

nationality2					
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Table 3.82. It is important that people conform to company norms in order to reach company goals.

			Q14				Total
			Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Tend to Disagree
nationality2	Foreigner	Count	1	5	33	5	44
		% within nationality2	2,3%	11,4%	75,0%	11,4%	100,0%
	Turkish	Count	2	6	15	22	45
		% within nationality2	4,4%	13,3%	33,3%	48,9%	100,0%
Total		Count	3	11	48	27	89
		% within nationality2	3,4%	12,4%	53,9%	30,3%	100,0%

Table 3.83. I would always cooperate to keep group harmony.

			Q15					Total
			Strongly Disagree	Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Strongly Disagree
nationality2	Foreigner	Count	0	2	7	28	7	44
		% within nationality2	,0%	4,5%	15,9%	63,6%	15,9%	100,0%
	Turkish	Count	1	3	5	15	21	45
		% within nationality2	2,2%	6,7%	11,1%	33,3%	46,7%	100,0%
Total		Count	1	5	12	43	28	89
		% within nationality2	1,1%	5,6%	13,5%	48,3%	31,5%	100,0%

Table 3.84. When working on a project, I would rather work as a group member than as an individual.

			Q16					Total
			Strongly Disagree	Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Strongly Disagree
nationality2	Foreigner	Count	1	17	6	14	6	44
		% within nationality2	2,3%	38,6%	13,6%	31,8%	13,6%	100,0%
	Turkish	Count	4	8	14	12	7	45
		% within nationality2	8,9%	17,8%	31,1%	26,7%	15,6%	100,0%
Total		Count	5	25	20	26	13	89
		% within nationality2	5,6%	28,1%	22,5%	29,2%	14,6%	100,0%

Table 3.85. It is important to me to plan for the future very carefully.

			Q17					Total
			Strongly Disagree	Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Strongly Disagree
nationality2	Foreigner	Count	0	1	7	28	8	44
		% within nationality2	,0%	2,3%	15,9%	63,6%	18,2%	100,0%
	Turkish	Count	1	5	8	24	7	45
		% within nationality2	2,2%	11,1%	17,8%	53,3%	15,6%	100,0%
Total		Count	1	6	15	52	15	89
		% within nationality2	1,1%	6,7%	16,9%	58,4%	16,9%	100,0%

Table 3.86. Company rules are always to be followed.

			Q18				Total
			Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Tend to Disagree
nationality2	Foreigner	Count	3	9	23	9	44
		% within nationality2	6,8%	20,5%	52,3%	20,5%	100,0%
	Turkish	Count	7	2	19	17	45
		% within nationality2	15,6%	4,4%	42,2%	37,8%	100,0%
Total		Count	10	11	42	26	89
		% within nationality2	11,2%	12,4%	47,2%	29,2%	100,0%

Table 3.87. A manager must be an expert in the field in which he or she manages.

			Q19			Total
			Tend to Disagree	Tend to Agree	Strongly Agree	Tend to Disagree
nationality2	Foreigner	Count	0	18	26	44
		% within nationality2	,0%	40,9%	59,1%	100,0%
	Turkish	Count	1	9	35	45
		% within nationality2	2,2%	20,0%	77,8%	100,0%
Total		Count	1	27	61	89
		% within nationality2	1,1%	30,3%	68,5%	100,0%

Table 3.88. Managers and bosses should be selected on the basis of seniority.

			Q20					Total
			Strongly Disagree	Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Strongly Disagree
nationality2	Foreigner	Count	10	16	10	8	0	44
		% within nationality2	22,7%	36,4%	22,7%	18,2%	,0%	100,0%
	Turkish	Count	6	12	11	11	5	45
		% within nationality2	13,3%	26,7%	24,4%	24,4%	11,1%	100,0%
Total		Count	16	28	21	19	5	89
		% within nationality2	18,0%	31,5%	23,6%	21,3%	5,6%	100,0%

Table 3.89. Employees should remain with one employer for life.

			Q21					Total
			Strongly Disagree	Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Strongly Disagree
nationality2	Foreigner	Count	18	14	7	4	1	44
		% within nationality2	40,9%	31,8%	15,9%	9,1%	2,3%	100,0%
	Turkish	Count	11	17	8	7	2	45
		% within nationality2	24,4%	37,8%	17,8%	15,6%	4,4%	100,0%
Total		Count	29	31	15	11	3	89
		% within nationality2	32,6%	34,8%	16,9%	12,4%	3,4%	100,0%

Table 3.90. I enjoy taking risks.

			Q22					Total
			Strongly Disagree	Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Strongly Disagree
nationality2	Foreigner	Count	2	14	8	17	3	44
		% within nationality2	4,5%	31,8%	18,2%	38,6%	6,8%	100,0%
	Turkish	Count	4	17	14	8	2	45
		% within nationality2	8,9%	37,8%	31,1%	17,8%	4,4%	100,0%
Total		Count	6	31	22	25	5	89
		% within nationality2	6,7%	34,8%	24,7%	28,1%	5,6%	100,0%

Table 3.91. Organizational conflict is healthy.

			Q23					Total
			Strongly Disagree	Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Strongly Disagree
nationality2	Foreigner	Count	1	13	18	9	3	44
		% within nationality2	2,3%	29,5%	40,9%	20,5%	6,8%	100,0%
	Turkish	Count	4	13	18	9	1	45
		% within nationality2	8,9%	28,9%	40,0%	20,0%	2,2%	100,0%
Total		Count	5	26	36	18	4	89
		% within nationality2	5,6%	29,2%	40,4%	20,2%	4,5%	100,0%

Table 3.92. I can achieve anything I set out to achieve.

			Q24				Total
			Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Tend to Disagree
nationality2	Foreigner	Count	1	9	30	4	44
		% within nationality2	2,3%	20,5%	68,2%	9,1%	100,0%
	Turkish	Count	4	15	21	5	45
		% within nationality2	8,9%	33,3%	46,7%	11,1%	100,0%
Total		Count	5	24	51	9	89
		% within nationality2	5,6%	27,0%	57,3%	10,1%	100,0%

Table 3.93 Change in my life is important to me.

			Q25				Total
			Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Tend to Disagree
nationality2	Foreigner	Count	2	5	33	4	44
		% within nationality2	4,5%	11,4%	75,0%	9,1%	100,0%
	Turkish	Count	2	5	30	8	45
		% within nationality2	4,4%	11,1%	66,7%	17,8%	100,0%
Total		Count	4	10	63	12	89
		% within nationality2	4,5%	11,2%	70,8%	13,5%	100,0%

Table 3.94. It is important to be flexible during negotiations.

			Q26				Total
			Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Tend to Disagree
nationality2	Foreigner	Count	0	2	27	15	44
		% within nationality2	,0%	4,5%	61,4%	34,1%	100,0%
	Turkish	Count	1	3	27	14	45
		% within nationality2	2,2%	6,7%	60,0%	31,1%	100,0%
Total		Count	1	5	54	29	89
		% within nationality2	1,1%	5,6%	60,7%	32,6%	100,0%

Table 3.95. Employees should not talk to their managers about personal matters.

			Q27					Total
			Strongly Disagree	Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Strongly Disagree
nationality2	Foreigner	Count	1	13	4	21	5	44
		% within nationality2	2,3%	29,5%	9,1%	47,7%	11,4%	100,0%
	Turkish	Count	6	22	11	4	2	45
		% within nationality2	13,3%	48,9%	24,4%	8,9%	4,4%	100,0%
Total		Count	7	35	15	25	7	89
		% within nationality2	7,9%	39,3%	16,9%	28,1%	7,9%	100,0%

Table 3.96. Power and wealth are evil.

			Q28					Total
			Strongly Disagree	Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Strongly Disagree
nationality2	Foreigner	Count	10	20	9	5	0	44
		% within nationality2	22,7%	45,5%	20,5%	11,4%	,0%	100,0%
	Turkish	Count	9	24	9	2	1	45
		% within nationality2	20,0%	53,3%	20,0%	4,4%	2,2%	100,0%
Total		Count	19	44	18	7	1	89
		% within nationality2	21,3%	49,4%	20,2%	7,9%	1,1%	100,0%

Table 3.97. It is important for managers to make all decisions.

			Q29					Total
			Strongly Disagree	Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Strongly Disagree
nationality2	Foreigner	Count	3	25	10	5	1	44
		% within nationality2	6,8%	56,8%	22,7%	11,4%	2,3%	100,0%
	Turkish	Count	10	17	10	7	1	45
		% within nationality2	22,2%	37,8%	22,2%	15,6%	2,2%	100,0%
Total		Count	13	42	20	12	2	89
		% within nationality2	14,6%	47,2%	22,5%	13,5%	2,2%	100,0%

Table 3.98. It is important that managers closely supervise their employees.

			Q30					Total
			Strongly Disagree	Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Strongly Disagree
nationality2	Foreigner	Count	0	12	16	14	2	44
		% within nationality2	,0%	27,3%	36,4%	31,8%	4,5%	100,0%
	Turkish	Count	2	6	11	22	4	45
		% within nationality2	4,4%	13,3%	24,4%	48,9%	8,9%	100,0%
Total		Count	2	18	27	36	6	89
		% within nationality2	2,2%	20,2%	30,3%	40,4%	6,7%	100,0%

Table 3.99. Employees should participate in company decision making.

			Q31				Total
			Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Tend to Disagree
nationality2	Foreigner	Count	2	7	32	3	44
		% within nationality2	4,5%	15,9%	72,7%	6,8%	100,0%
	Turkish	Count	0	7	25	13	45
		% within nationality2	,0%	15,6%	55,6%	28,9%	100,0%
Total		Count	2	14	57	16	89
		% within nationality2	2,2%	15,7%	64,0%	18,0%	100,0%

Table 3.100. It is all right for employees to disagree openly with their managers.

			Q32					Total
			Strongly Disagree	Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Strongly Disagree
nationality2	Foreigner	Count	0	4	11	25	4	44
		% within nationality2	,0%	9,1%	25,0%	56,8%	9,1%	100,0%
	Turkish	Count	1	7	14	19	4	45
		% within nationality2	2,2%	15,6%	31,1%	42,2%	8,9%	100,0%
Total		Count	1	11	25	44	8	89
		% within nationality2	1,1%	12,4%	28,1%	49,4%	9,0%	100,0%

Table 3.101. It is all right for employees to call their managers by their first names.

			Q33					Total
			Strongly Disagree	Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Strongly Disagree
nationality2	Foreigner	Count	3	15	6	15	5	44
		% within nationality2	6,8%	34,1%	13,6%	34,1%	11,4%	100,0%
	Turkish	Count	14	22	8	1	0	45
		% within nationality2	31,1%	48,9%	17,8%	2,2%	,0%	100,0%
Total		Count	17	37	14	16	5	89
		% within nationality2	19,1%	41,6%	15,7%	18,0%	5,6%	100,0%

Table 3.102. It is important for me to be able to work independently.

			Q34				Total
			Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Tend to Disagree
nationality2	Foreigner	Count	0	6	26	12	44
		% within nationality2	,0%	13,6%	59,1%	27,3%	100,0%
	Turkish	Count	2	6	19	18	45
		% within nationality2	4,4%	13,3%	42,2%	40,0%	100,0%
Total		Count	2	12	45	30	89
		% within nationality2	2,2%	13,5%	50,6%	33,7%	100,0%

Table 3.103. I like to trust and to cooperate with other people.

			Q35				Total
			Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Tend to Disagree
nationality2	Foreigner	Count	1	4	32	7	44
		% within nationality2	2,3%	9,1%	72,7%	15,9%	100,0%
	Turkish	Count	1	3	24	17	45
		% within nationality2	2,2%	6,7%	53,3%	37,8%	100,0%
Total		Count	2	7	56	24	89
		% within nationality2	2,2%	7,9%	62,9%	27,0%	100,0%

Table 3.104. It is very important for me to receive recognition for my work.

			Q36				Total
			Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Tend to Disagree
nationality2	Foreigner	Count	1	2	25	16	44
		% within nationality2	2,3%	4,5%	56,8%	36,4%	100,0%
	Turkish	Count	1	3	25	16	45
		% within nationality2	2,2%	6,7%	55,6%	35,6%	100,0%
Total		Count	2	5	50	32	89
		% within nationality2	2,2%	5,6%	56,2%	36,0%	100,0%

Table 3.105. It is more important to me to be paid well than to have a close relationship with my manager.

			Q37					Total
			Strongly Disagree	Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Strongly Disagree
nationality2	Foreigner	Count	1	1	6	21	15	44
		% within nationality2	2,3%	2,3%	13,6%	47,7%	34,1%	100,0%
	Turkish	Count	2	8	14	18	3	45
		% within nationality2	4,4%	17,8%	31,1%	40,0%	6,7%	100,0%
Total		Count	3	9	20	39	18	89
		% within nationality2	3,4%	10,1%	22,5%	43,8%	20,2%	100,0%

Table 3.106. It is important for me to keep my work life separate from my private life.

			Q38				Total
			Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Tend to Disagree
nationality2	Foreigner	Count	1	2	27	14	44
		% within nationality2	2,3%	4,5%	61,4%	31,8%	100,0%
	Turkish	Count	2	2	31	10	45
		% within nationality2	4,4%	4,4%	68,9%	22,2%	100,0%
Total		Count	3	4	58	24	89
		% within nationality2	3,4%	4,5%	65,2%	27,0%	100,0%

Table 3.107. The most important thing to my career is a good salary and a job that I do well and like.

			Q39				Total	
			Strongly Disagree	Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Strongly Disagree
nationality2	Foreigner	Count	0	0	2	24	18	44
		% within nationality2	,0%	,0%	4,5%	54,5%	40,9%	100,0%
	Turkish	Count	2	3	2	22	16	45
		% within nationality2	4,4%	6,7%	4,4%	48,9%	35,6%	100,0%
Total		Count	2	3	4	46	34	89
		% within nationality2	2,2%	3,4%	4,5%	51,7%	38,2%	100,0%

Table 3.108. People must learn to make their own way in this world.

			Q40				Total	
			Strongly Disagree	Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Strongly Disagree
nationality2	Foreigner	Count	0	0	5	17	22	44
		% within nationality2	,0%	,0%	11,4%	38,6%	50,0%	100,0%
	Turkish	Count	1	1	1	24	18	45
		% within nationality2	2,2%	2,2%	2,2%	53,3%	40,0%	100,0%
Total		Count	1	1	6	41	40	89
		% within nationality2	1,1%	1,1%	6,7%	46,1%	44,9%	100,0%

Table 3.109. My job is only one of many parts of my life.

			Q41				Total
			Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Tend to Disagree
nationality2	Foreigner	Count	4	4	21	15	44
		% within nationality2	9,1%	9,1%	47,7%	34,1%	100,0%
	Turkish	Count	4	9	18	14	45
		% within nationality2	8,9%	20,0%	40,0%	31,1%	100,0%
Total		Count	8	13	39	29	89
		% within nationality2	9,0%	14,6%	43,8%	32,6%	100,0%

Table 3.110. I would rather work for a small company than a big one.

			Q42				Total	
			Strongly Disagree	Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Strongly Disagree
nationality2	Foreigner	Count	1	16	22	4	1	44
		% within nationality2	2,3%	36,4%	50,0%	9,1%	2,3%	100,0%
	Turkish	Count	6	8	27	4	0	45
		% within nationality2	13,3%	17,8%	60,0%	8,9%	,0%	100,0%
Total		Count	7	24	49	8	1	89
		% within nationality2	7,9%	27,0%	55,1%	9,0%	1,1%	100,0%

Table 3.111. It is important to shake hands before any business interactions.

			Q43				Total	
			Strongly Disagree	Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Strongly Disagree
nationality2	Foreigner	Count	0	3	14	24	3	44
		% within nationality2	,0%	6,8%	31,8%	54,5%	6,8%	100,0%
	Turkish	Count	8	7	6	16	8	45
		% within nationality2	17,8%	15,6%	13,3%	35,6%	17,8%	100,0%
Total		Count	8	10	20	40	11	89
		% within nationality2	9,0%	11,2%	22,5%	44,9%	12,4%	100,0%

Table 3.112. It is important to finish one interaction before rushing off to another one.

			Q44					Total
			Strongly Disagree	Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Strongly Disagree
nationality2	Foreigner	Count	2	11	6	21	4	44
		% within nationality2	4,5%	25,0%	13,6%	47,7%	9,1%	100,0%
	Turkish	Count	0	12	7	15	11	45
		% within nationality2	,0%	26,7%	15,6%	33,3%	24,4%	100,0%
Total		Count	2	23	13	36	15	89
		% within nationality2	2,2%	25,8%	14,6%	40,4%	16,9%	100,0%

Table 3.113. People will achieve organizational goals without being pushed.

			Q45				Total
			Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Tend to Disagree
nationality2	Foreigner	Count	12	17	13	2	44
		% within nationality2	27,3%	38,6%	29,5%	4,5%	100,0%
	Turkish	Count	16	13	14	2	45
		% within nationality2	35,6%	28,9%	31,1%	4,4%	100,0%
Total		Count	28	30	27	4	89
		% within nationality2	31,5%	33,7%	30,3%	4,5%	100,0%

Table 3.114. Family is the most essential part of society.

			Q46			Total
			Undecided	Tend to Agree	Strongly Agree	Undecided
nationality2	Foreigner	Count	3	21	20	44
		% within nationality2	6,8%	47,7%	45,5%	100,0%
	Turkish	Count	1	19	25	45
		% within nationality2	2,2%	42,2%	55,6%	100,0%
Total		Count	4	40	45	89
		% within nationality2	4,5%	44,9%	50,6%	100,0%

Table 3.115. Acting extravagantly at work is not acceptable.

			Q47					Total
			Strongly Disagree	Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Strongly Disagree
nationality2	Foreigner	Count	1	0	7	25	11	44
		% within nationality2	2,3%	,0%	15,9%	56,8%	25,0%	100,0%
	Turkish	Count	0	1	3	15	26	45
		% within nationality2	,0%	2,2%	6,7%	33,3%	57,8%	100,0%
Total		Count	1	1	10	40	37	89
		% within nationality2	1,1%	1,1%	11,2%	44,9%	41,6%	100,0%

Table 3.116. Loyalty and commitment are important at a workplace.

			Q48			Total
			Undecided	Tend to Agree	Strongly Agree	Undecided
nationality2	Foreigner	Count	2	32	10	44
		% within nationality2	4,5%	72,7%	22,7%	100,0%
	Turkish	Count	1	13	31	45
		% within nationality2	2,2%	28,9%	68,9%	100,0%
Total		Count	3	45	41	89
		% within nationality2	3,4%	50,6%	46,1%	100,0%

Table 3.117. Constant changes in the workplace are not necessary.

			Q49				Total
			Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Tend to Disagree
nationality2	Foreigner	Count	11	13	18	2	44
		% within nationality2	25,0%	29,5%	40,9%	4,5%	100,0%
	Turkish	Count	7	10	23	5	45
		% within nationality2	15,6%	22,2%	51,1%	11,1%	100,0%
Total		Count	18	23	41	7	89
		% within nationality2	20,2%	25,8%	46,1%	7,9%	100,0%

Table 3.118. Employees shouldn't act in a manner which may make others feel uncomfortable.

			Q50				Total
			Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Tend to Disagree
nationality2	Foreigner	Count	0	1	27	16	44
		% within nationality2	,0%	2,3%	61,4%	36,4%	100,0%
	Turkish	Count	1	0	11	33	45
		% within nationality2	2,2%	,0%	24,4%	73,3%	100,0%
Total		Count	1	1	38	49	89
		% within nationality2	1,1%	1,1%	42,7%	55,1%	100,0%

Table 3.119. Everyone, without exceptions, has right to be promoted.

			Q51					Total
			Strongly Disagree	Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Strongly Disagree
nationality2	Foreigner	Count	1	1	1	16	25	44
		% within nationality2	2,3%	2,3%	2,3%	36,4%	56,8%	100,0%
	Turkish	Count	1	3	8	9	24	45
		% within nationality2	2,2%	6,7%	17,8%	20,0%	53,3%	100,0%
Total		Count	2	4	9	25	49	89
		% within nationality2	2,2%	4,5%	10,1%	28,1%	55,1%	100,0%

Table 3.120. Creativity and individualism are closely connected to high organizational performance.

			Q52				Total
			Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Tend to Disagree
nationality2	Foreigner	Count	4	13	20	7	44
		% within nationality2	9,1%	29,5%	45,5%	15,9%	100,0%
	Turkish	Count	5	14	14	12	45
		% within nationality2	11,1%	31,1%	31,1%	26,7%	100,0%
Total		Count	9	27	34	19	89
		% within nationality2	10,1%	30,3%	38,2%	21,3%	100,0%

Table 3.121. Self-actualization is more important than the group achievements.

			Q53					Total
			Strongly Disagree	Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Strongly Disagree
nationality2	Foreigner	Count	0	4	12	18	10	44
		% within nationality2	,0%	9,1%	27,3%	40,9%	22,7%	100,0%
	Turkish	Count	2	8	16	14	5	45
		% within nationality2	4,4%	17,8%	35,6%	31,1%	11,1%	100,0%
Total		Count	2	12	28	32	15	89
		% within nationality2	2,2%	13,5%	31,5%	36,0%	16,9%	100,0%

Table 3.122. Treat others as you would like to be treated.

			Q54			Total
			Tend to Disagree	Tend to Agree	Strongly Agree	Tend to Disagree
nationality2	Foreigner	Count	1	9	34	44
		% within nationality2	2,3%	20,5%	77,3%	100,0%
	Turkish	Count	0	7	38	45
		% within nationality2	,0%	15,6%	84,4%	100,0%
Total		Count	1	16	72	89
		% within nationality2	1,1%	18,0%	80,9%	100,0%

Table 3.123. There should be no hesitation for changes in an organization.

			Q55				Total
			Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Tend to Disagree
nationality2	Foreigner	Count	4	22	15	3	44
		% within nationality2	9,1%	50,0%	34,1%	6,8%	100,0%
	Turkish	Count	7	16	18	4	45
		% within nationality2	15,6%	35,6%	40,0%	8,9%	100,0%
Total		Count	11	38	33	7	89
		% within nationality2	12,4%	42,7%	37,1%	7,9%	100,0%

Table 3.124. In my opinion, in the institution that I work for, the work performance of the employees is higher than that of the competitors’.

			Q56					Total
			Strongly Disagree	Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Strongly Disagree
nationality2	Foreigner	Count	1	24	18	1	0	44
		% within nationality2	2,3%	54,5%	40,9%	2,3%	,0%	100,0%
	Turkish	Count	3	5	15	19	3	45
		% within nationality2	6,7%	11,1%	33,3%	42,2%	6,7%	100,0%
Total		Count	4	29	33	20	3	89
		% within nationality2	4,5%	32,6%	37,1%	22,5%	3,4%	100,0%

Table 3.125. In my opinion, in the institution that I work for, the employees are better prepared professionally than the competitors’.

			Q57					Total
			Strongly Disagree	Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Strongly Disagree
nationality2	Foreigner	Count	19	21	4	0	0	44
		% within nationality2	43,2%	47,7%	9,1%	,0%	,0%	100,0%
	Turkish	Count	5	14	13	11	2	45
		% within nationality2	11,1%	31,1%	28,9%	24,4%	4,4%	100,0%
Total		Count	24	35	17	11	2	89
		% within nationality2	27,0%	39,3%	19,1%	12,4%	2,2%	100,0%

Table 3.126. In my opinion, in the institution that I work for, the employees are more successful than the competitors’.

			Q58					Total
			Strongly Disagree	Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Strongly Disagree
nationality2	Foreigner	Count	5	22	15	2	0	44
		% within nationality2	11,4%	50,0%	34,1%	4,5%	,0%	100,0%
	Turkish	Count	0	5	20	17	3	45
		% within nationality2	,0%	11,1%	44,4%	37,8%	6,7%	100,0%
Total		Count	5	27	35	19	3	89

% within nationality2	5,6%	30,3%	39,3%	21,3%	3,4%	100,0%
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Table 3.127. In my opinion, in the institution that I work for, the employees are much more motivated than the competitors’.

			Q59					Total
			Strongly Disagree	Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Strongly Disagree
nationality2	Foreigner	Count	13	22	6	3	0	44
		% within nationality2	29,5%	50,0%	13,6%	6,8%	,0%	100,0%
	Turkish	Count	2	3	7	20	13	45
		% within nationality2	4,4%	6,7%	15,6%	44,4%	28,9%	100,0%
Total		Count	15	25	13	23	13	89
		% within nationality2	16,9%	28,1%	14,6%	25,8%	14,6%	100,0%

Table 3.128. In my opinion, in the institution that I work for, the employees have a stronger feeling of belonging to the institution than the competitors’.

			Q60					Total
			Strongly Disagree	Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Strongly Disagree
nationality2	Foreigner	Count	4	10	9	15	6	44
		% within nationality2	9,1%	22,7%	20,5%	34,1%	13,6%	100,0%
	Turkish	Count	0	2	7	14	22	45
		% within nationality2	,0%	4,4%	15,6%	31,1%	48,9%	100,0%
Total		Count	4	12	16	29	28	89
		% within nationality2	4,5%	13,5%	18,0%	32,6%	31,5%	100,0%

Table 3.129. In my opinion, in the institution that I work for, the employees are given more value than the competitors’.

			Q61					Total
			Strongly Disagree	Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Strongly Disagree
nationality2	Foreigner	Count	6	20	10	8	0	44
		% within nationality2	13,6%	45,5%	22,7%	18,2%	,0%	100,0%
	Turkish	Count	1	6	9	18	11	45
		% within nationality2	2,2%	13,3%	20,0%	40,0%	24,4%	100,0%
Total		Count	7	26	19	26	11	89

% within nationality2	7,9%	29,2%	21,3%	29,2%	12,4%	100,0%
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Table 3.130. In my opinion, in the institution that I work for, the employees are more satisfied than the competitors’.

			Q62					Total
			Strongly Disagree	Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Strongly Disagree
nationality2	Foreigner	Count	2	21	14	7	0	44
		% within nationality2	4,5%	47,7%	31,8%	15,9%	,0%	100,0%
	Turkish	Count	0	7	7	21	10	45
		% within nationality2	,0%	15,6%	15,6%	46,7%	22,2%	100,0%
Total		Count	2	28	21	28	10	89
		% within nationality2	2,2%	31,5%	23,6%	31,5%	11,2%	100,0%

Table 3.131. Supervisors in my work unit are committed to workforce representative of all segments of society.

			Q63					Total
			Strongly Disagree	Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Strongly Disagree
nationality2	Foreigner	Count	0	7	29	8	0	44
		% within nationality2	,0%	15,9%	65,9%	18,2%	,0%	100,0%
	Turkish	Count	1	0	23	16	5	45
		% within nationality2	2,2%	,0%	51,1%	35,6%	11,1%	100,0%
Total		Count	1	7	52	24	5	89
		% within nationality2	1,1%	7,9%	58,4%	27,0%	5,6%	100,0%

Table 3.132. Policies and programs promote diversity in the workplace.

			Q64			Total
			Undecided	Tend to Agree	Strongly Agree	Undecided
nationality2	Foreigner	Count	19	22	3	44
		% within nationality2	43,2%	50,0%	6,8%	100,0%
	Turkish	Count	5	22	18	45
		% within nationality2	11,1%	48,9%	40,0%	100,0%
Total		Count	24	44	21	89
		% within nationality2	27,0%	49,4%	23,6%	100,0%

Table 3.133. Managers/supervisors/team leaders work well with employees of different backgrounds

			Q65					Total
			Strongly Disagree	Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Strongly Disagree
nationality2	Foreigner	Count	4	15	11	14	0	44
		% within nationality2	9,1%	34,1%	25,0%	31,8%	,0%	100,0%
	Turkish	Count	0	5	2	24	14	45
		% within nationality2	,0%	11,1%	4,4%	53,3%	31,1%	100,0%
Total		Count	4	20	13	38	14	89
		% within nationality2	4,5%	22,5%	14,6%	42,7%	15,7%	100,0%

Table 3.134. I feel comfortable to work in a harmony with people from different backgrounds.

			Q66				Total
			Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Tend to Disagree
nationality2	Foreigner	Count	2	3	21	18	44
		% within nationality2	4,5%	6,8%	47,7%	40,9%	100,0%
	Turkish	Count	1	5	26	13	45
		% within nationality2	2,2%	11,1%	57,8%	28,9%	100,0%
Total		Count	3	8	47	31	89
		% within nationality2	3,4%	9,0%	52,8%	34,8%	100,0%

Table 3.135. I have never witnessed political, ethnical, cultural or religious discrimination in my organization.

			Q67					Total
			Strongly Disagree	Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Strongly Disagree
nationality2	Foreigner	Count	2	9	12	18	3	44
		% within nationality2	4,5%	20,5%	27,3%	40,9%	6,8%	100,0%
	Turkish	Count	0	1	3	22	19	45
		% within nationality2	,0%	2,2%	6,7%	48,9%	42,2%	100,0%
Total		Count	2	10	15	40	22	89
		% within nationality2	2,2%	11,2%	16,9%	44,9%	24,7%	100,0%

Table 3.136. I think the diversities are well managed in my organization.

			Q68					Total
			Strongly Disagree	Tend to Disagree	Undecided	Tend to Agree	Strongly Agree	Strongly Disagree
nationality2	Foreigner	Count	6	16	9	13	0	44
		% within nationality2	13,6%	36,4%	20,5%	29,5%	,0%	100,0%
	Turkish	Count	2	3	3	14	23	45
		% within nationality2	4,4%	6,7%	6,7%	31,1%	51,1%	100,0%
Total		Count	8	19	12	27	23	89
		% within nationality2	9,0%	21,3%	13,5%	30,3%	25,8%	100,0%

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