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Organisational climate and change-orientated behaviour: The mediating effects of employee learning culture and perceptions of performance appraisal

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Abstract
The characteristics of the working environment, particularly organisational climates, serve as fundamental tools for interpreting change-orientated behaviour. However, examining employees' norms and attitudes would help clarify the guidelines for supporting organisational change. The present study has two objectives: first, to analyse the effect of organisational climate on change-orientated behaviour, and secondly, to analyse the multiple mediation effect of both employee learning culture and perceptions of performance appraisal between the organisational climate and change-orientated behaviour. A questionnaire was distributed to a sample of 359 employees in Spain. The research model was tested using partial least squares structural equation modelling. Organisational climate was found to have a positive effect on change-orientated behaviour. Employee learning culture and perceptions of performance appraisal also partly mediated organisational climate and change behaviour. This work shows the importance of organisational climates in the development of employees' behaviour towards change.

KEYWORDS
change-orientated behaviour, employee learning culture, HRM, motivation, organisational change, organisational climate, performance appraisal, Spain

INTRODUCTION

The literature on the effectiveness of organisational change has highlighted the importance of employee behaviour that promote innovation (Marinova et al., 2015). Employees thus play an essential role in determining the success of organisational change (Martínez-Díaz et al., 2020; Oreg et al., 2013). The achievement of organisational change depends on the behaviour of their employees, largely because organisations only announce a change, with its implementation and support effected by employees (Shah et al., 2017). Nevertheless, organisational change is a double-edged sword; while it is necessary for organisational viability, it can also negatively affect the workforce, which may resist it (Demerouti et al., 2020). The literature has indicated that an organisational climate influences employees' behaviour (Bos-Nehles & Veenendaal, 2019), especially change-orientated behaviour (Campbell, 2020; Palumbo & Manna, 2020).

A climate of support and equanimity can reinforce employees' proactivity. Any uncertainties or insecurities generated by change can be mitigated if they perceive the organisational climate to be supportive and feel psychologically secure (Mckay et al., 2009). The employee's values, norms and attitudes can also impact change-orientated behaviour. In other words, for organisational support to be positively related to change-orientated behaviour, a favourable disposition on the part of the employee towards change is necessary (Ajzen, 1991). Amongst the norms and values that predict positive attitudes towards change, the literature has highlighted learning culture because the values associated with it, for example, the promotion of collaborative workspaces or environments that promote trust amongst employees,

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stimulate organisational change (Malik & Garg, 2017). The literature has identified numerous attitudes associated with behavioural change (Shin & Jung, 2021). The present study considers the perception of performance appraisal to be a critical factor in developing these attitudes. Several authors (Pettijohn et al., 2001) have concluded that the perception of equity in performance appraisal is an integral part of job satisfaction and commitment.

The present study had two objectives: first, to analyse the relationship between organisational climate and change-orientated behaviour; and second, to examine the multiple-mediation effect of employee learning cultures and perceptions of performance appraisal on organisational climate and change-orientated behaviour.

Scholars have highlighted the importance of research that examines individual change-orientated behaviour (Tiron-Tutor et al., 2021). The present study shows how contextual and personal factors that arise from change-orientated behaviour are closely connected. In addition, it extends the analysis of change-orientated behaviour to the domain of human resource management (HRM). According to the attribution literature (Nishii et al., 2008), HRM should endeavour to make employees more accepting of change. For Bowen & Ostroff (2004), the relationship between HRM and organisational performance depends on employees' shared perceptions of expected behaviour as well as the organisation's values and rewards. The present study aimed to discover whether this was the case in a sample of 359 workers from Spanish-based companies.

CONCEPTUAL FRAMEWORK AND HYPOTHESES

Change-orientated behaviour

Recently, there has been a significant acceleration in organisational change (Berkery et al., 2017; Kähkönen, 2020; Tiron-Tudor et al., 2021) in terms of the nature of work, new technologies, restructuring, working from home, workplace flexibility and e-leadership. Understanding organisational functioning cannot be divorced from employees' behaviour (Feldman et al., 2016) because the latter plays a critical role in whether change is successful; herein, *change-orientated behaviour* refers to a set of actions used to initiate and implement changes that improve labour practices (Lee et al., 2020; Parker et al., 2010).

Traditionally, change-orientated behaviour has been identified with individual initiative (Rank et al., 2004). However, change ordinarily occurs in the group context (Seppälä et al., 2012). Therefore, focusing on the latter seems reasonable. Amongst other factors, group cohesion is critical in individual behaviour (Lui et al., 2017), and the relationship between the values and behaviour of group members may depend on the individual's position in the group. Thus, Morrison & Phelps' (1999) definition of change-orientated behaviour might be extended to instances where employees, whether as individuals or as members of groups, actively take charge of situations to generate change in themselves or their organisation. Engaging in change-orientated behaviour also implies a level of risk for employees. Agreements between members of a group can provide the psychological security that is needed if new approaches are to be followed (Carmeli et al., 2010). Positive behaviour within a group is associated with change and creativity (Nsenduluka & Shee, 2009).

Organisational climate and change-orientated behaviour

The organisational climate, which is understood to be 'the shared meaning organisational members attach to the events, policies, practices, and procedures they experience and the behaviour they see being rewarded, supported, and expected' (Ehrhart et al., 2014, p. 69), influences employees' behaviour and their attitude towards work (Bin Ahmad et al., 2018), which are shaped to some extent by the group (Hackman, 1992). The organisational climate moulds employees' actions, including behaviour related to change (Burke & Litwin, 1992), so it has to be perceived positively (James & Jones, 1974). An organisational climate favourable to change—or the psychological response to change (Tierney, 1999)—must provide employees with the tools they need to accept change, such as a high level of trust, which is needed before any change is initiated or accepted.

Because the first studies on organisational climate were published (Campbell et al., 1970; James & Jones, 1974), typologies of its attributes have emerged. A climate that facilitates change should offer employees emotional balance and psychological security and a positive perception of fair compensation for proactive behaviour, so the present authors proposed two groups of attributes. The first encompassed attributes related to emotional balance, for example, the perception of well-being, which has been closely associated with organisational climate (Viitala et al., 2015) and psychological security (Parker et al., 2003). Clarke et al. (2007) note that when organisations mobilise their employees to implement change, they must provide support to cope with the transition to new conditions. This support is vital; amongst other things, it facilitates employee involvement and participation (Chiang, 2010). Authors such as Wright and Cropanzano (2000) have shown that employee well-being plays a central role in the performance of organisations. In particular, it is essential for change to take place, especially if it is to be sustained in the long term (Nery et al., 2019). There is a demonstrable relationship between employees' perceptions of change and their well-being (Raffery & Jimmieson, 2017). Organisations should therefore develop employee well-being, thereby facilitating change processes (Jing et al., 2014).

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In addition, psychological safety profoundly affects employees and significantly affects the effectiveness of organisational change. As Chiang (2010) argues, the main problem when change fails is usually a lack of communication between the company and its employees. Studies such as LePine and van Dyne (1998) demonstrate that there is a link between employees' voices and changes in organisational citizenship behaviour. Voice has also been explored as part of the construct of personal initiative (Fay & Frese, 2001), that is, an employee's proactive and persistent behaviour (Nikolaou et al., 2008), which drives organisational change.

The second group of attributes encompassed the perception of rewards for behaviour. Rewards can be used as a tool to guide behaviour and performance (Bratton & Gold, 2003; Hofmans et al., 2013) and support employees (Ng & Butts, 2009). Indeed, they are an essential source of motivation (Rynes et al., 2004). In the present case, psychological rewards (e.g., recognition) do not imply a monetary cost for the organisation (De Gieter & Hofmans, 2015). Rather, they comprise two components: when the employee is rewarded for their performance, they perceive that they have been compensated. The present authors, in line with the job demands-resources model (Demerouti et al., 2001), proposed that labour rewards function as a resource, minimising potential demands relating to organisational change processes in which employees are immersed.

A positive organisational climate (Quinn & Cola, 2020) in which the set of attributes described above is properly weighted affects change-orientated behaviour. There is a positive effect between organisational climate and organisational citizenship behaviour (Kao, 2017; Subramani et al., 2015), while the former has a positive effect on corporate social responsibility (Shen et al., 2017). Rogiest et al. (2015) argue that communication and employee participation (two components of the organisational climate) make employees more disposed towards change. In light of the above, the following hypothesis was proposed:

> **Hypothesis 1.** Organisational climate is positively related to change-orientated behaviour.

Employee learning culture and change-orientated behaviour

People's norms and values shape their individual behaviour and organisational culture at different levels (De Long & Fahey, 2000; Schein, 1990). Culture determines how employees interact when they attempt to achieve their goals. Studies have shown that change is linked to the learning process (Jeong & Shin, 2019) because change is an output of the latter. Changes in an organisation are therefore based to a large extent on the development of values and norms that facilitate learning or, in other words, on the creation of learning cultures (Malik & Garg, 2017).

A learning culture in an organisation can be analysed at organisational, group and individual levels (Hung et al., 2010). At the individual level, the employee has a personal learning culture to the extent that they value learning as an important part of their work, which, in turn, improves the performance of their organisation (Gil et al., 2021). It may be argued that the perception of an organisational climate comprises events, policies, practices, procedures, rewards, support and expectations (Ehrhart et al., 2014). To make change possible, certain values have to be in place; these may be regarded as principles that govern the behaviour of the employee in the face of change. In light of the above, the following hypothesis was proposed:

> **Hypothesis 2.** The employee learning culture mediates the relationship between the organisational climate and change-orientated behaviour.

Perception of performance appraisal and change-orientated behaviour

An essential function of a performance appraisal is to improve the employee's future performance (Latham & Wexley, 1994). Organisational justice theory argues that the effectiveness of performance appraisals is influenced primarily by their perceived fairness (Anlesinya & Amponsah-Tawiah, 2020). When an employee feels that the organisation has treated them fairly in their evaluation, they are likely to feel satisfied with their job, and their commitment to the organisation increases (Brefo-Manuh & Anlesinya, 2023). As Rizvi (2017) points out, a perception that a performance appraisal has been fair can help improve the attitudes and performance of employees. Under the right circumstances, an appraisal is a valuable source of satisfaction and motivation (Ilgen, 1993). DeNisi and Pritchard's (2006) literature review concludes that the principal goal of a performance appraisal is to motivate the employee to improve their performance.

The perception of a supportive climate can affect change-orientated behaviour to the extent that the employee is satisfied, committed and motivated to improve (Wang & Kim, 2022). At the same time, a supportive climate requires a positive employee attitude, which in turn is affected by performance appraisals (Ubeda & Santos, 2007). The feedback intervention theory (Kluger & DeNisi, 1996) claims that feedback can motivate employees to improve their performance. Performance appraisals can also assist in decision-making processes, for example, by enabling managers to focus on the correct allocation of resources and strategic assets of the company. In light of the above, the following hypothesis was proposed:

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Hypothesis 3. The perception of performance appraisals mediates the relationship between the organisational climate and change-orientated behaviour.

Figure 1 presents the empirical analysis model together with the proposed hypotheses.

METHODOLOGY

Data collection and sample

The participants in the present study comprised 359 employees (Table 1). They were recruited using non-probabilistic sampling. To avoid possible bias, the research team contacted diverse companies from different economic sectors. The employees worked for a total of 18 companies in La Rioja, Spain. La Rioja's industrial base is similar to other regions (CaixaBank, 2020), albeit one of the most innovative.

Eleven of the companies were in the service sector: a transport firm (32 employees), seven commercial and retail traders (91 employees), a hotel (six employees), a bank (39 employees) and a software firm (47 employees). Seven of the companies were in the industrial sector: a civil construction firm (44 employees), five auxiliary manufacturers (72 employees) and an aeronautical construction firm (28 employees).

As Table 1 shows, 1.7% of the participants worked for companies with between one and nine employees; 21.2% belonged to companies with between 10 and 99 workers; and 77.2% belonged to companies with more than 99 workers. Regarding the company type, 30.4% worked in a manufacturing company and 69.9% in a service company. Regarding education, 12.5% of the participants had completed primary education, 16.2% secondary education, 28.1% baccalaureate or vocational training and 43.2% tertiary or university education. Finally, 1.1% of the participants were in management, 11.7% were in middle management and 87.2% were basic-level employees.

TABLE 1 Sample - employees characteristics.

Variables	*N*	%
Companies size		
1–9 employees	6	1.7
10–99 employees	76	21.1
+ than 99 employees	277	77.2
Sector		
Manufacturing company	109	30.4
Service company	250	65.6
Employees educational level		
Primary education	45	12.5
Secondary education	58	16.2
Baccalaureate or vocational education	101	28.1
University education	155	43.2
Employees job level		
Management	4	1.1
Middle management	42	11.7
Employees	313	87.2
N	359	100

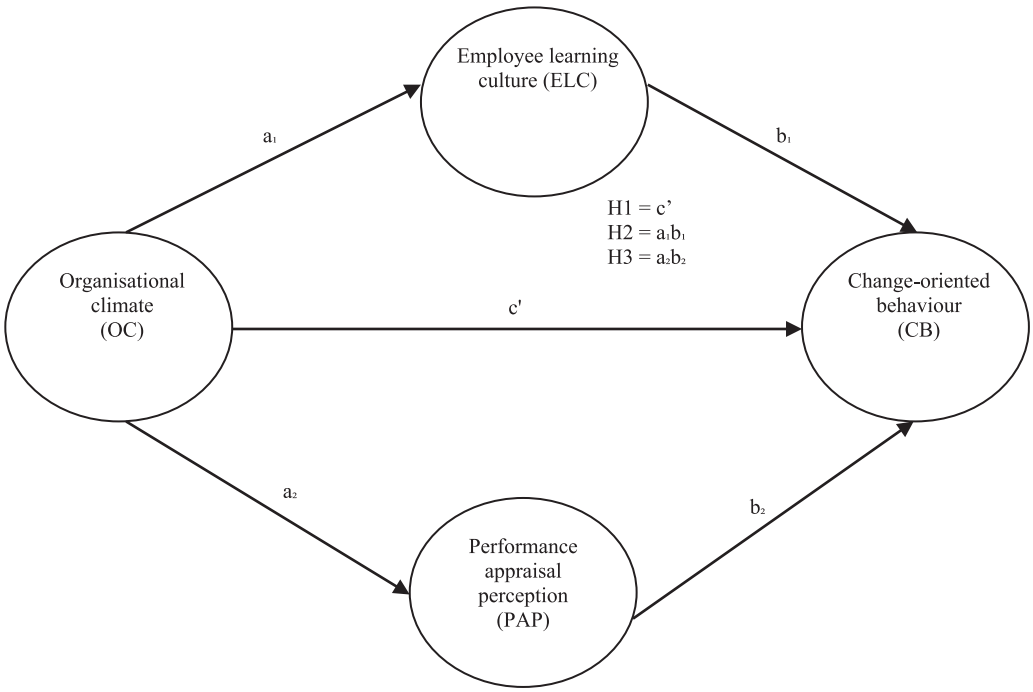

FIGURE 1 Research model and hypotheses.

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Measurements

An ad hoc questionnaire was distributed to the participants. After requesting permission from the companies' management, the surveys were delivered by the research team to the employees, who responded anonymously to the questions and were later collected by the research team. Thirteen questions referred to the four constructs analysed in the present study (see Appendix). All responses were measured on a 7-point Likert scale (1 = *I disagree with the proposed statement* and 7 = *I totally agree with the statement*).

Change-orientated behaviour has been described as a means of introducing innovation and change into work routines (Morrison & Phelps, 1999). The present study also examined individuals' behaviour in workgroups and formal structure (e.g., departmental) groups (Campbell, 2020). The four constructs that were examined were the behaviour of the department regarding change (Van de Vyver & John, 2017); the support of the department towards individual change initiatives; change behaviour at the individual level (Lui et al., 2017; Strauss et al., 2017); and the behaviour of the workgroup in response to change (Caliskan & Isik, 2016; Carmeli et al., 2010).

Organisational climate has been measured in many ways (Patterson et al., 2005). In the present study, the number of items was limited to five. As indicated in the theoretical framework, these five items concern change-orientated behaviour (the dependent variable). The five items measured the organisational climate's two essential components: emotional balance/psychological safety and rewarded behaviour. The perception of well-being at work was considered to be an example of the former category (Guillaume et al., 2017), along with employee voice (Chiang, 2010). The latter, which refers to the attempt to solve problems by communicating one's concerns and suggestions, is regarded as the most effective way of coping with relationship dissatisfaction problems (Langford, 2009) and providing support (Clarke et al., 2007). Rewarded behaviour, which is primarily psychological in its effect (De Gieter & Hofmans, 2015), covered effort and results (Appendix).

In general, organisational culture refers to the values shared by members of an organisation. Specifically, a learning culture (Marsick & Watkins, 2003) relates to the individual, group or corporate values that promote learning. In the first instance, the employee's values might reflect a positive attitude towards learning (Gil et al., 2021). Employees might consider learning to be an essential part of their work or regard it as an organisational development tool.

Performance appraisal has long been studied by business scholars (Meyer & Smith, 2000). Colquitt et al. (2001) propose a measurement model based on items that collate many of the features and functions of performance appraisal. The present study considers the latter to be an efficient evaluation process (Ellington & Wilson, 2017) based on the concepts of equality and justice (Harbi et al., 2017). These two dimensions are predicated on the motivating effect of the positive perception of performance appraisal (Ng & Butts, 2009).

RESULTS AND ANALYSIS

The present study used partial least squares structural equation modelling (PLS-SEM) for multivariate analysis. SmartPLS 3 was used to design the research model (Richter et al., 2015). This was chosen because the structural model was complex and contained a double mediation (Chin, 2010), while the present authors aimed to analyse the relationships between factors such as preparing for change, organisational capacity for change, individual learning culture and performance appraisal (Richter et al., 2015). The authors first evaluated the measurement model, then the structural model.

Measurement model evaluation

Following the measurement model proposed by PLS-SEM, the evaluation of the individual reliability of the *artefact* elements depended on the examination of the factor load values. In general, the factor load of all the elements (items) was found to be higher than 0.70, so they were retained in the scales (Hair et al., 2011; see Table 2).

Regarding internal consistency reliability (Table 2), Cronbach's alpha and composite reliability were ≥0.70 (Hair et al., 2017). The Cronbach's alpha values complied with the recommendation for both change-orientated behaviour and organisational climate constructs. For the individual learning culture and performance appraisal constructs, the Cronbach's alpha values were close to the recommendation; however, in other investigations (Peterson & Kim, 2013), Cronbach's alpha values of slightly lower than 0.70 have been reported, so we considered the constructs to have internal consistency. For the constructs as a whole, the composite reliability was higher than 0.70. Convergent validity was evaluated by examining the average variance extracted (AVE), which provided the sum of the variance that a construct obtained from its elements notwithstanding measurement error (Fornell & Larcker, 1981). As Table 2 shows, all AVE values were more significant than the 0.50 value recommended by Fornell and Larcker (1981).

The present study used the Fornell–Larcker criterion to examine discriminant validity. The square root of the AVE was compared with the correlations between the focal construct and the rest of the construct. All the variables met this criterion because the square roots of each AVE were higher than the correlations between the other latent variables (Table 3).

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TABLE 2 Convergent reliability and validity.

Construct/dimension	Loading	α Cronbach	Composite reliability	AVE
Change-orientated behaviour		0.709	0.821	0.534
Department change behaviour	0.746			
Department support individual change behaviour	0.709			
Individual change bahaviour	0.734			
Team change behaviour	0.733			
Employee learning culture		0.686	0.795	0.660
Value learning for improve company	0.838			
Value learning for improve job	0.786			
Organisational climate		0.807	0.867	0.566
Listens opinions	0.782			
Offers help in problem	0.774			
Care about well-being	0.790			
Situation reflects contribution	0.727			
Situation justified by performance	0.781			
Performance appraisal perception		0.670	0.823	0.699
Appraisal efficiency	0.829			
Appraisal apply in a similar way	0.843			

Abbreviation: AVE, average variance extracted.

TABLE 3 Discriminant validity.

	(1)	(2)	(3)	(4)
1. Change-orientated behaviour	0.731			
2. Employee learning culture	0.667	0.812		
3. Organisational climate	0.718	0.608	0.752	
4. Performance appraisal perception	0.631	0.525	0.735	0.836

Evaluation of the structural model

Table 4 shows the main parameters for the three models. Model 1 presents the total effect of the organisational change climate on change-orientated behaviour, which is significant (c = 0.691***), while Model 2 reveals how the effect of the organisational change climate on change-orientated behaviour was less significant when the individual learning culture and performance appraisal were mediated (c' = 0.385***). Routes a_1 and b_1 and Routes a_2 and b_2 were also significant. The decrease in the direct effect (c') and the importance of the regression effects of a_1 and b_1 and a_2 and b_2 suggest the potential indirect effect of the organisational change climate on change-orientated behaviour through individual learning culture (H2) and performance appraisal (H3). However, it was also necessary to determine the mediating effect to demonstrate the results of both $a_1 \times b_1$ and $a_2 \times b_2$ (Hayes, 2009).

The value of the indirect effect ($a_1 \times b_1 = 0.210$***) was found using Smart PLS. It was significant (Table 5), enabling it to be compared with H2. The value of the

TABLE 4 Results of the structural model.

	Model 1	Model 2
		R^2ELC = 0.369
		R^2PAP = 0.541
Relationships	R^2CB = 0.477	R^2CB = 0.612
H1: OC → CB	c = 0.691*** (18.302) [0.610; 0.757]	c' = 0.385*** (7.803) [0.288; 0.480]
OC → ELC = a_1		0.608*** (10.859) [0.490; 0.707]
ELC → CB = b_1		0.346*** (8.857) [0.268; 0.423]
OC → PA = a_2		0.735*** (21.298) [0.659; 0.794]
PAP → CB = b_2		0.166** (3.100) [0.060; 0.271]

Note: (Based on t[4999], one-tailed test) t(0.05; 4999) = 1.645; t(0.01, 4999) = 2.327; t(0.001, 4999) = 3.092; (based on t[4999], two-tailed test); t(0.05, 4999) = 1.960, t(0.01, 4999) = 2.577; t(0.001, 4999) = 3.292.
Abbreviations: CB, change-orientated behaviour; ELC, employee learning culture; OC, organisational climate; PAP, performance appraisal perception.
*$p < 0.05$.
**$p < 0.01$.
***$p < 0.001$.

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TABLE 5 Results of the structural model with mediating effects.

Total effect on CB (Model 1)					Total effect on CB (Model 2)				
			BCCI					BCCI	
	Path	t	Lower	Upper	Path	Path	t	Lower	Upper
CC (c)	0.723***	20.273	0.643	0.783	H1: CC (c')	0.385***	7.803	0.286	0.479

Indirect effect on OCC (Model 2)

			BCCI			
	Point estimate	t	Lower	Upper	Sig.	VAF
H2: a_1b_1 (via ELC)	0.210***	6.475	0.156	0.263	Yes	35.29%
H3: a_2b_2 (via PAP)	0.122**	3.171	0.148	0.182	Yes	24.06%
Total indirect effect	0.333***	7.367	0.057	0.188	Yes	59.35%

Note: (Based on t[4999], one-tailed test) t(0.05; 4999) = 1.645; t(0.01, 4999) = 2.327; t(0.001, 4999) = 3.092; (based on t[4999], two-tailed test); t(0.05, 4999) = 1.960, t(0.01, 4999) = 2.577; t(0.001, 4999) = 3.292.

Abbreviations: BCCI, bias corrected confidence intervals; CB, change-orientated behaviour; ELC, employee learning culture; OC, organisational climate; PAP, performance appraisal perception; Sig., Significatividad; VAF, variance accounting for.

*$p < 0.05$.

**$p < 0.01$.

***$p < 0.001$.

indirect effect ($a_2 \times b_2 = 0.122$**) was significant (Table 5). Therefore, the partial mediation effect of the employee learning culture relationship between organisational change climate and change-orientated behaviour was confirmed, together with the performance appraisal relationship between organisational change climate and change-orientated behaviour, because it reduced the significance of the direct effect (H1 = c'); the indirect effects (H2 = $a_1 \times b_1$; H3 = $a_2 \times b_2$) were significant (Hayes & Scharkow, 2013).

The variance accounted for (VAF; Hair et al., 2017) determined the size of the indirect effects of $a_1 \times b_1$ and $a_2 \times b_2$ in relation to the full effect (c). When VAF has values between 20% and 80%, it indicates partial mediation; in the present case, it indicated an indirect effect of 59.35% (Hair et al., 2017; Table 5).

DISCUSSION

Change-orientated behaviour is critical to the development of an organisation (Campbell, 2020). Although managers ordinarily propose changes, these are largely implemented by individuals and groups. Organisations need people who are open to change and who take the initiative, either independently or as part of formal or informal groups. As Butler and Tregaskis (2018) point out, employee reactions are crucial to the success of organisational change. The present study (which aimed to examine the effect of the organisational change climate on change-orientated behaviour and the mediation effect of individual learning culture and performance appraisal on it) fills a gap in the literature by relating change management with elements of organisational behaviour and HRM (Butler & Tregaskis, 2018).

The first hypothesis concerned the relationship between organisational climate and change-orientated behaviour. The literature suggests that the organisational climate influences employees' cognitive and affective states, makes them behave in particular ways and motivates them to demonstrate required and accepted behaviour (Reichers & Schneider, 1990). The results, therefore, confirmed H1. In accordance with the literature (Kraft et al., 2018), there was a significant relationship between positive organisational climate and change-orientated behaviour. Employee support, which was embodied in organisational climates that valued people's emotional balance (e.g., by encouraging a feeling of well-being and psychological safety), was positively related to change-orientated individual and group behaviour (Lin et al., 2016). The participants were therefore more inclined to take the initiative to support change.

The second and third hypotheses concerned the mediation effect of employee learning cultures and the perception of performance appraisal on change-orientated behaviour. The findings confirmed partial mediation. In other words, organisational climate partially influenced change-orientated behaviour through the values that denoted a learning culture at the individual level (Hung et al., 2010) and the motivation that performance evaluation implies (DeNisi & Pritchard, 2006; Memon et al., 2020). Accordingly, organisational climate continued to influence change-orientated behaviour, which strengthens the argument for the importance of providing support and psychological compensation for employees and groups (Shen & Zhang, 2019).

In addition, to cultivate a favourable climate, managers must trust individual employees to be proactive (Ghitulescu, 2013), encourage them to improve their

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performance (DeShon & Gillespie, 2005), and then move them and their organisation towards sustainable change. Employees' proactivity was related to the company's learning culture (Choi & Ruona, 2011), which should be based on effective performance appraisal mechanisms (Maurer & Lippstreu, 2008).

PRACTICAL IMPLICATIONS

Organisations have to recognise that the 'proactive behavioral intention to support and work toward the success of a change initiative' (Choi, 2011, p. 484) is the key to success. The present study shows that developing a favourable organisational climate affects the development of change-orientated behaviour and that HRM practices based on this notion (Gelade & Ivery, 2003; Mossholder et al., 2011) lead to enhanced performance (Adiguzel et al., 2020). It has been found that organisations that are flexible and open to change tend to support their employees (Hameed et al., 2019).

Human resource departments should seek to understand and improve employees' attitudes and behaviours so they can map successful change strategies (Shah et al., 2017). Whether directly or indirectly, HRM practices influence behaviour at both the individual and organisational levels (Jiang et al., 2012; Shen & Zhang, 2019). Management should instil a culture of sharing, creativity and error acceptance in a way that facilitates change and innovation (McGinnis & Verney, 2020). Similarly, performance appraisal moderates the relationship between organisational climate and change-orientated behaviour. This is a result of the dual functions of performance appraisal, motivation and continuous improvement (Kim & Rubianty, 2011; Mohammad et al., 2021). This is especially important because coordinating the design and implementation of performance appraisals rests with the HR department and line managers (Soltani & Wilkinson, 2020). The present study has highlighted the role of attribution in employees' responses to positive and negative feedback (Bannister, 1986); strategic HR leaders must ensure that they have a clear picture of their goals and convey their message accordingly (Hewett et al., 2018).

The findings have significant implications for management. They show that organisational climate is closely associated with change-orientated behaviour, which is indirectly associated with individual culture. Managers should therefore attempt to align organisational and personal objectives (DeShon & Gillespie, 2005). Realistic employee appraisals and the provision of development opportunities (e.g., through training) would assist in this task. Such an approach would be consistent with the mediation function of performance appraisal in the proposed hypothesis model.

THEORETICAL IMPLICATIONS

As was noted in the introduction, studies have shown that organisational climate impacts employee behaviour (Bos-Nehles & Veenendaal, 2019). The roots of what may be termed the organisational climate approach to change (Denison, 1996) lie in the field theory of Kurt Lewin (1951). The present study demonstrates that a climate that favours the development of employees has a significant positive effect on change-orientated behaviour. It has also addressed the relationships and synergies between organisational climates, employee values and behaviour, and HRM, a methodology that has been underused in the literature (Butler & Tregaskis, 2018).

The present study extends the meaning of change-orientated behaviour by situating it within the context of individual employee and group behaviour. Indeed, people tend to share their organisational experiences as a group rather than as an assortment of individuals (Parker et al., 2003).

LIMITATIONS AND FURTHER RESEARCH

The present study's limitations could be addressed by future researchers. For instance, the findings are based on self-report, so there may be a risk of relationship overestimation because of the standard method variation (Podsakoff et al., 2003). Both the reliability and validity of the measurement model were verified, however. An attempt was made to limit the potential problems of variation from the standard method by ensuring anonymity during data collection. Another limitation concerns the sample, which was an incidental sample of subjects from a region of Spain noted for innovation and change. It covered a variety of organisational types and personal/work situations, but a more representative sample would have included individuals from a wider spread of geographical areas. Another limitation was that of the dependent variable, that is, change-orientated behaviour. The relationship between the capacity for change and an organisation's concrete response to it might be examined further, along with the relationship between change management and company performance (Judge et al., 2009).

CONCLUSIONS

Organisational change is an important element of a company's strategy, structure and culture (Chebbi et al., 2020). If change-orientated behaviour is crucial for successful change, organisations should focus on developing a climate that fosters it (Rogiest et al., 2015), for example, by encouraging learning values in their employees (Reissner, 2005) and appraising performance

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fairly (Selvarajan et al., 2018). It should be noted, however, that organisational climate is socially constructed and that work interactions influence how employees respond to, define and interpret the different elements of those interactions (Schneider & Reichers, 1983). The relationship between supervisor and employee, for example, in the collection and dissemination of information, is therefore key to enhancing the employee's experience of change (Tierney, 1999). In addition, interactions between members of workgroups, cohesion, cooperation, collaboration and interpersonal support encourage change.

AUTHOR CONTRIBUTIONS

Alfonso J. Gil conducted the literature review, analysed the data and formulated the discussion. Mara Mataveli conducted the literature review and formulated the discussion. Jorge L. Garcia-Alcaraz conducted the literature review and analysed the data. Laura Ibanez-Somovilla conducted the literature review and collected and analysed the data.

CONFLICT OF INTEREST STATEMENT

The authors have no conflict of interest to declare.

DATA AVAILABILITY STATEMENT

The authors elect not to share data.

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APPENDIX

Change-orientated behaviour

1. My department is open to change and responds to changes appropriately.
2. My department supports its members in the development and application of new ideas.
3. I am always willing to seek new solutions to problems.
4. In my work team, we are willing to seek new solutions to problems.

Organisational climate

1. My organisation listens to my opinions.
2. My organisation offers me help when I have a problem.
3. My organisation cares about my well-being.
4. My current situation in the organisation reflects what I have contributed to the organisation.
5. My performance justifies my current situation in the organisation.

Employee learning culture

1. Learning is an essential component of the job.
2. Learning is an instrument of improvement in the company.

Perception of performance appraisal

1. My department evaluates my job and contributes new ideas to improve my efficiency.
2. Performance appraisal processes apply similarly to all employees.

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