

**Engaging with Turkish University Students to Volunteer for  
Fashion Revolution – Turkey**

Molly Gavens & Anna-Lena Ernst

Corporate and Organizational Communication, Northeastern University

CMN 6085: Strategies for Cross-Cultural Facilitation and Negotiation

Professors Patty Goodman and Duane Lefevre

June 26, 2022

## Overview of Project Strategy

Fashion Revolution is a non-profit organization that promotes a responsible and fair fashion industry (“Fashion Revolution,” 2022). The organization is active in 92 countries around the world, with headquarters located in the UK. For the purposes of this report, we will focus on Fashion Revolution’s organization within Turkey. Fashion Revolution – Turkey’s goal is to circulate information about sustainable fashion and textiles, and to improve environmental and social impacts of the industry by changing how people produce and consume clothing products (“Turkey. Fashion Revolution,” 2022). Turkey is one of the biggest producers of fashion, which creates a huge potential for making Fashion Revolution’s mission come to life.

To achieve their goals, Fashion Revolution - Turkey must enlist many volunteers. These volunteers participate in a multitude of activities to sustain the organization’s mission, including creating social media content, writing for fashion magazines, translating resources from English to Turkish, and helping to produce virtual and in-person events, such as Fashion Revolution Week (Goodman et al., 2022). However, the Turkish organization within Fashion Revolution is struggling to garner volunteer participation because local university students, a targeted volunteer audience, are not volunteering as much as the organization originally expected. In Turkey, students are not required to participate in volunteer activities for school and are taught that they can quit a task at any time (Goodman et al., 2022). These students may sign up to volunteer for Fashion Revolution – Turkey, but either never show up or only help a few times, and then no longer participate. It is also tough for the organization to recruit new volunteers. Fashion Revolution – Turkey needs to attract more volunteers to keep the organization running smoothly so it can continue to support its mission.

As the lack of student volunteer manpower is a specific problem for the Turkish organization within Fashion Revolution, the reason must be rooted in the Turkish student culture. By carrying out research on the Turkish culture with a focus on university students as the key stakeholder, we will evaluate the background of this problem, identify gaps within the organization's volunteer engagement practices, and provide recommendations to solve this volunteerism issue.

One example of how Fashion Revolution – Turkey tries to recruit volunteers is by using their Instagram channel (Goodman et al., 2022). The organization feels as though it can connect with potential volunteers the most through this social media platform. As of July 2021, 49.83 million people in Turkey use Instagram (“Turkey: Number of Instagram users 2021,” 2022). Instagram is college students’ favorite social media platform to use (A, 2016). Therefore, Fashion Revolution – Turkey is using the correct platform to promote their agenda and attract student volunteers. However, the organization may not be publishing the most engaging posts to connect with their intended audience. Students engage more with pictures instead of words and are attracted to filtered images that highlight the important aspects of the post itself (Salomon, 2013). Fashion Revolution – Turkey uses a lot of words in their Instagram posts and does not use many filters (“Fashion Revolution – Turkey,” 2022). Review Appendix A to see the kinds of Instagram posts the organization currently publishes to try to generate volunteers and create meaningful conversation.

### **Key Stakeholder Analysis**

Overall, national cultural values show that people in Turkey place a high value on status, prefer certainty, communicate indirectly, and focus on relationships and networks (Aperian Global, n.d.). Turkish people also have high power distance and high uncertainty

avoidance (“Country Comparison,” 2021), meaning that citizens in Turkey expect to be told what to do from their superiors and like to follow normal Turkish social interactions.

Fashion Revolution – Turkey interacts with a diverse group of stakeholders. Students are named as a very important volunteer stakeholder within Fashion Revolution – Turkey (Goodman et al., 2022). Therefore, this report will focus on students as key stakeholders for future volunteer recruitment and engagement.

As students represent a large group within Turkey, we can further identify two different types of stakeholders: functional internal stakeholders and diffused external stakeholders (Wilson et al., 2019). Functional internal stakeholders are students that volunteer for Fashion Revolution – Turkey and broadly share the organization’s mission and values. Students in this role may also act as intervening publics when trying to convince peers to volunteer with Fashion Revolution – Turkey. Additionally, these students have a direct connection to universities, which is beneficial for Fashion Revolution - Turkey to form a relationship with universities as external stakeholders. Diffused external stakeholders are students not working with Fashion Revolution – Turkey but are one of the target audiences for the organization’s educational efforts in raising awareness of issues in the production of clothing (Wilson et al., 2019). These students can help to change the fashion industry by learning about the unethical practices of many brands and updating their shopping behaviors accordingly. See Appendix B for an overview of the relevant stakeholders. Based on the difficulties in attracting university student volunteers to Fashion Revolution - Turkey, this report will focus on the role of university students as internal stakeholders.

Based on information from the German Academic Exchange Service, 7,940,133 students were enrolled in Turkish universities in the academic year of 2019-2020 (Trepke & Schmidt, 2022). Overall, there was a slight surplus of male students (51.74%) compared to

female students (48.26%). Students were enrolled in the 207 universities located across the country. Some participated in online programs, as local institutions faced an overload of students. International students hold a share of 2% of all Turkish university students, predominantly coming from the Syrian Arab Region (OECD, 2021). University students range from undergraduate to graduate, with most students aged between 20-28 years, implying that they belong to either the Gen Y or Gen Z generations (Yükseköğretim, 2022).

Turkish university students are a common group that Fashion Revolution - Turkey often seeks out for volunteer opportunities (Goodman et al., 2022). Turkish students understand that adding volunteerism to their CVs will boost their chances of getting a job post-college. However, once the students have volunteered enough to add the experiences to their CVs, they no longer return for additional volunteer opportunities. This does not work well for Fashion Revolution – Turkey because they have a culture of empowerment, where they want their volunteers to be inspired and motivated to keep coming back to make the fashion industry a better place (“Turkey. Fashion Revolution,” 2022). University students must feel like they are making a difference when volunteering. Students are much more likely to continue their volunteer experience if they can see their impact and believe in the organization’s mission (Boz & Palaz, 2007).

Without university student volunteers, Fashion Revolution – Turkey cannot run efficiently. As the college student generation shifts from Gen Y to Gen Z, so too does the amount of volunteerism students are willing to provide (Goodman et al., 2022). Gen Z students are more willing to volunteer than Gen Y, which is great for Fashion Revolution – Turkey because the organization is actively recruiting young university students. Gen Z individuals like to do things themselves, are more trustworthy, and are more entrepreneurial, leading to that generation being better equipped to volunteer (Argarwal &

Vaghela, 2018). Although not every Gen Z or Gen Y person is a student, Turkey has about 13 million Gen Z citizens and about 29 million Gen Y citizens, providing ample opportunity for the organization to attract enough student volunteers to accomplish Fashion Revolution – Turkey’s goals (Alan & Eyuboglu, 2012; Özdemir & Bellut, 2020). Marcus et al. (2017) found that Gen Z Turkish university students are more independent and care more about self-enhancement than older generations. Many Turkish Gen Z students are concerned about the welfare of their country and want to do something about it. However, due to Turkey’s unstable economy, many young individuals make plans to leave Turkey upon graduation for better economic prospects (Argarwal & Vaghela, 2018). This makes the students less willing to volunteer for local organizations while in school since they already know they are not planning to stay in the country for much longer. This planned exodus negatively affects the organization’s efforts of attracting university students within both Gen Y and Gen Z generations to volunteer for Fashion Revolution – Turkey because the students are leaving the country the organization is recruiting in: Turkey. According to recent data, 40.8% of citizens who leave Turkey are 20-34 years old (“Türkiye İstatistik Kurumu,” 2022). Therefore, impacting both, Gen Z and Gen Y students' availability to volunteer.

McGlone et al. (2011) found that Gen Y students feel a personal obligation to make the world a better place and expect that other organizations feel this same responsibility. Gen Y students volunteer because their friends or family push them to and because they want to improve their CVs. However, Gen Y students are not loyal to any one organization. They will quickly move onto better prospects when one comes along. This leads to these students leaving an organization they are volunteering for if a different organization can provide them with better opportunities.

A key formative characteristic for the Gen Y culture is growing up during the technology boom. The sudden and frequent exposure to technology has advantages and disadvantages in terms of cognitive, emotional, and social outcomes (Bolton et al., 2013). For example, this generation relies heavily on technology for entertainment, to interact with others, and for emotion regulation. Social media has changed the norms that Gen Y students follow. This has affected their civic and political views, as well as their opinions on data privacy and public safety (Bolton et al., 2013). Growing up in the technology boom has caused Gen Y individuals to have shorter attention spans. This leads to boredom when working within an organization. Gen Y students feel the need to quickly move from organization to organization to keep themselves engaged. This explains why Gen Y students are not continuing their volunteer experiences within Fashion Revolution – Turkey.

Current topics which are impacting university students are the COVID-19 pandemic and the poor economic situation in Turkey. Although the pandemic is more under control than a few years ago, Turkey has been named as one of the countries that was heavily impacted, resulting in its students showing high levels of anxiety, especially females (Durbas et al., 2021). The country has also experienced an economic crisis that has led to Turkish students' departure from the country upon graduation (Güngör & Tansel, 2006). In Turkey, wages are low across all industries and young workers are struggling to find jobs post-college. Both the pandemic and the economic crisis have contributed to the culture of Turkish university students by increasing their uncertainty avoidance ("Country comparison," 2021) and has affected their intentions to volunteer. Students anxious about getting sick are unlikely to volunteer in person or attend events such as Fashion Revolution Week. Students planning to leave the country in a few months or years do not want to become connected to a local organization.

University students are also heavily influenced by global fashion organizations. For example, after Fashion Revolution started #WhoMadeYourClothes on Twitter, many international sustainable brands responded to the tweet with #IMadeYourClothes (“Fashion Revolution,” 2020). This started a global conversation between brands and young customers about how clothes are sustainably made. As university students become more educated, they learn about the ethical and unethical practices of different fashion brands and are choosing to purchase clothing only from the ethical organizations (Aizenman, 2016). This fact could be an important way Fashion Revolution – Turkey can influence more students to volunteer for the organization. Students who are upset by the poor choices of some fashion organizations and choose to only buy sustainable clothing will be more likely to volunteer for an organization promoting the sustainability of the fashion industry.

### **Needs & Gap Analysis**

In the following section, we will provide an analysis of the current needs and gaps that explain why Fashion Revolution – Turkey is struggling to garner additional student volunteers.

Based on the comparatively lower education levels in Turkey as in other OECD countries, there are fewer student volunteers available to recruit for Fashion Revolution – Turkey (Rankin et al., 2014). Based on the strong position of Turkey in the fashion industry, this is a significant disadvantage for the organization because students are a crucial group to help with volunteer efforts within Fashion Revolution. When further narrowing it down to the particular generations of Gen Y and Gen Z students, it has been found that they have different generational cultures and therefore require different engagement tactics to attract those groups to volunteer for Fashion Revolution – Turkey (Argarwal & Vaghela, 2018). If the



organization is only promoting their volunteer opportunities in one way to all cultures, they will see a lack of engagement across all groups.

In addition to promotion efforts, Fashion Revolution has a gap when it comes to communication styles. Based on the centralized structure, some information provided by Fashion Revolution's headquarters in the UK may not be understood in Turkey. The message style in the UK is direct, where people provide explicit information. However, in Turkey communication is indirect, where messages are expressed through actions. (Aperian Global, n.d.; Singh et al., 2013). This can make it difficult for volunteers to understand what other volunteers from other cultures are trying to say. Furthermore, Turkish volunteers also cannot perfectly translate messages from English to Turkish, as translation is always "imperfect" (Liu et al., 2019, p. 174). On top of this, Turkish students are often not proficient in English, so student volunteers may not be able to successfully translate the English messages from the UK headquarters into Turkish (Karahan, 2007). Also language skills vary among both generations; 2 million Gen Z demonstrate English language knowledge, whereas among Gen Y students 5 million can speak English ("Türkiye İstatistik Kurumu," 2022). This could lead to misleading messages being communicated out to a broad audience.

As mentioned earlier, Fashion Revolution – Turkey relies on Instagram to promote its mission and volunteer efforts. With Instagram being the preferred social media platform among college students, engaging through this medium is essential (A, 2016). However, Fashion Revolution – Turkey uses a lot of words in their Instagram posts and does not use many filters ("Fashion Revolution – Turkey," 2022).

Additionally, females are a targeted group of volunteers for Fashion Revolution – Turkey. Females have higher anxiety levels than males from the negative impacts of the COVID-19 pandemic (Durbas et al., 2021). This has caused a decrease in females signing up

to volunteer, which poses a problem for Fashion Revolution – Turkey since historically females have signed up to volunteer for their organization more than males (Goodman et al., 2022). Although Fashion Revolution – Turkey has switched to online meetings, fear of in-person events may remain and creates a barrier to actively engaging in any volunteering. The COVID-19 pandemic has generated a need for a certain level of flexibility, which does not meet the needs of the Turkish people showing a higher level of uncertainty avoidance (“Country comparison,” 2022).

Linked to the characteristics of the Turkish culture, many students only volunteer for status (Aperian Global, n.d.). They want to add their volunteer experience at Fashion Revolution – Turkey to their CVs to improve their job prospects (Goodman et al., 2022). However, as soon as they gain enough experience, they stop volunteering. Additionally, another reason for quitting could be that university students do not feel important or needed at volunteer activities (Boz & Palaz, 2007) because Fashion Revolution – Turkey does not use enough targeted attempts to motivate its volunteers (Tiltay & Islek, 2019).

### **Recommendations**

Derived from the needs and gap analysis, we will now provide recommendations for Fashion Revolution – Turkey to improve the organization’s ability to attract university student volunteers. Due to the many current issues occurring in Turkey, including the COVID-19 pandemic, the war in Ukraine, and the political and economic instability in the country, many parameters may quickly change. Yet, based on the information we have in this present moment, we recommend that Fashion Revolution – Turkey implement the following to engage with more university student volunteers:

1. Update Communications:

The organization should engage with Gen Z students through Instagram, as this generation favors this social media platform (A, 2016). Fashion Revolution – Turkey should analyze their Instagram posts to ensure they are promoting their ideas of volunteerism to students as best as possible by creating posts with filtered pictures instead of many words. Possible recommendations and inspirations can be found by checking the examples of the “Most popular posts on Instagram as of May 2022, by number of likes” published on Statista (Dixon, 2022). (See Appendix D).

To keep Gen Y volunteers on staff, the organization needs to address Gen Y short attention spans and keep them engaged in their volunteer work (Bolton et al., 2013). Messages to this group must be quick and direct to keep their attention (Akkucuk, & Turan, 2016). Fashion Revolution – Turkey should remember though, that communication styles are different when communicating with different generations. Fashion Revolution – Turkey should promote their remote and virtual volunteer opportunities to attract students who may still be anxious about participating in in-person activities due to the pandemic (Durbas et al., 2021).

2. Provide Motivation:

Fashion Revolution – Turkey should offer proof of volunteerism to students only when they fulfill the set volunteer goals, which they can add to their CVs. This will ensure students stay on staff longer but will provide them with the status improvement they are looking for (Aperian Global, n.d.).

University students must feel needed and important when volunteering (Boz & Palaz, 2007). Fashion Revolution – Turkey must clearly explain the intrinsic and extrinsic benefits students will receive in exchange for volunteering with the organization. This could be comprised of the assets of supporting a sustainable fashion organization, the benefits Fashion Revolution – Turkey provides their volunteers, as well as the status improvement volunteering would provide the students on their CVs.

3. Acknowledge Cultural Differences:

Fashion Revolution – Turkey must practice cultural intelligence by understanding that the information they are receiving from the UK headquarters may be more direct than they are comfortable with (Thomas & Inkson, 2009). Communication materials and styles from Fashion Revolution’s headquarters must be evaluated based on the needs of the different target audiences, and when necessary adjusted to the Turkish high context and indirect communication style that the students are used to (see Appendix E).

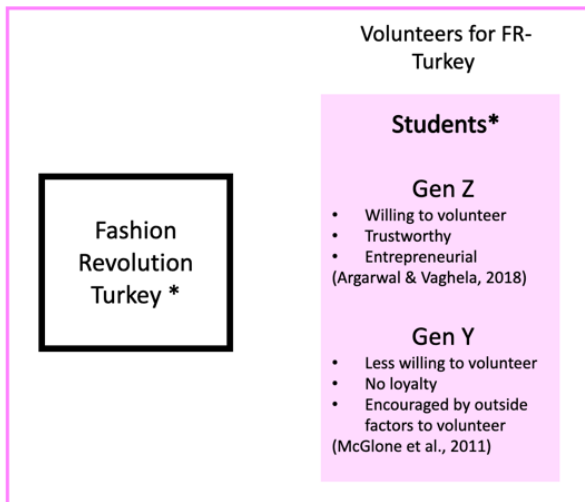
## Appendix A: Noteworthy Fashion Revolution – Turkey Instagram Posts

Instagram Post	Translation
 <p>46 likes fash_rev_turkey Unutmayın ki deęişim, sesimizi yükseltip zor sorular sorduğumuzda gerçekleşir. 🙌 Bu #FashionRevolutionWeek 'te (tabii yılın diğer tüm haftalarında da) harekete geç; giysilerimizi üreten emekçiler için daha iyi ücret ve daha iyi çalışma koşulları için sesinizi yükseltin! MARKALARA SOR: #giysilerimkiminki #whomademyclothes?</p>	<p>Remember that change happens when we raise our voices and ask tough questions. Take action in this #FashionRevolution (all other weeks of the year as well); Raise your voice for better wages and better working conditions for the workers who produce our clothes!</p> <p>("Fashion Revolution – Turkey," 2022)</p>
 <p>24 likes fash_rev_turkey Üniversiteler ve öğrenci kullanıcıları, size bir haberimiz var 📱 #FashionRevolution hareketini yakından takip ettiğinizi biliyoruz. 📱 18-24 Nisan tarihlerinde gerçekleşecek #FashionRevolutionWeek 'e nasıl dahil olabileceğinizi anlatan Türkiye rehberi hazırlandı. 📱 Hazırladığımız rehberle profildeki linkten ulaşabilirsiniz. 📱</p>	<p>University students and student clubs, we have news for you.</p> <p>We know you've been following the #FashionRevolution movement closely. It will take place on April 18-24.</p> <p>We have prepared in Turkish describing how you can join #FashionRevolution. You can reach the guide we have prepared from the link in the profile.</p> <p>("Fashion Revolution – Turkey," 2022)</p>

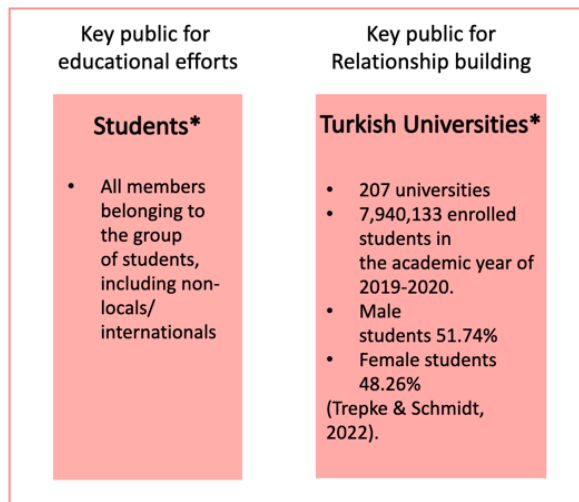
	<p>We meet at Kepler Pavilion on Sunday, April 24th!</p> <p>In the event we will be holding as Fashion Revolution Turkey, we come together with exchange, repair and conversation to share the stories of our clothes and to increase their usage time.</p> <p>The event is open to everyone and free of charge!</p> <p>("Fashion Revolution – Turkey," 2022)</p>
--	---

### Appendix B: Overview of Relevant Stakeholders for Fashion Revolution –Turkey

#### Internal Stakeholders

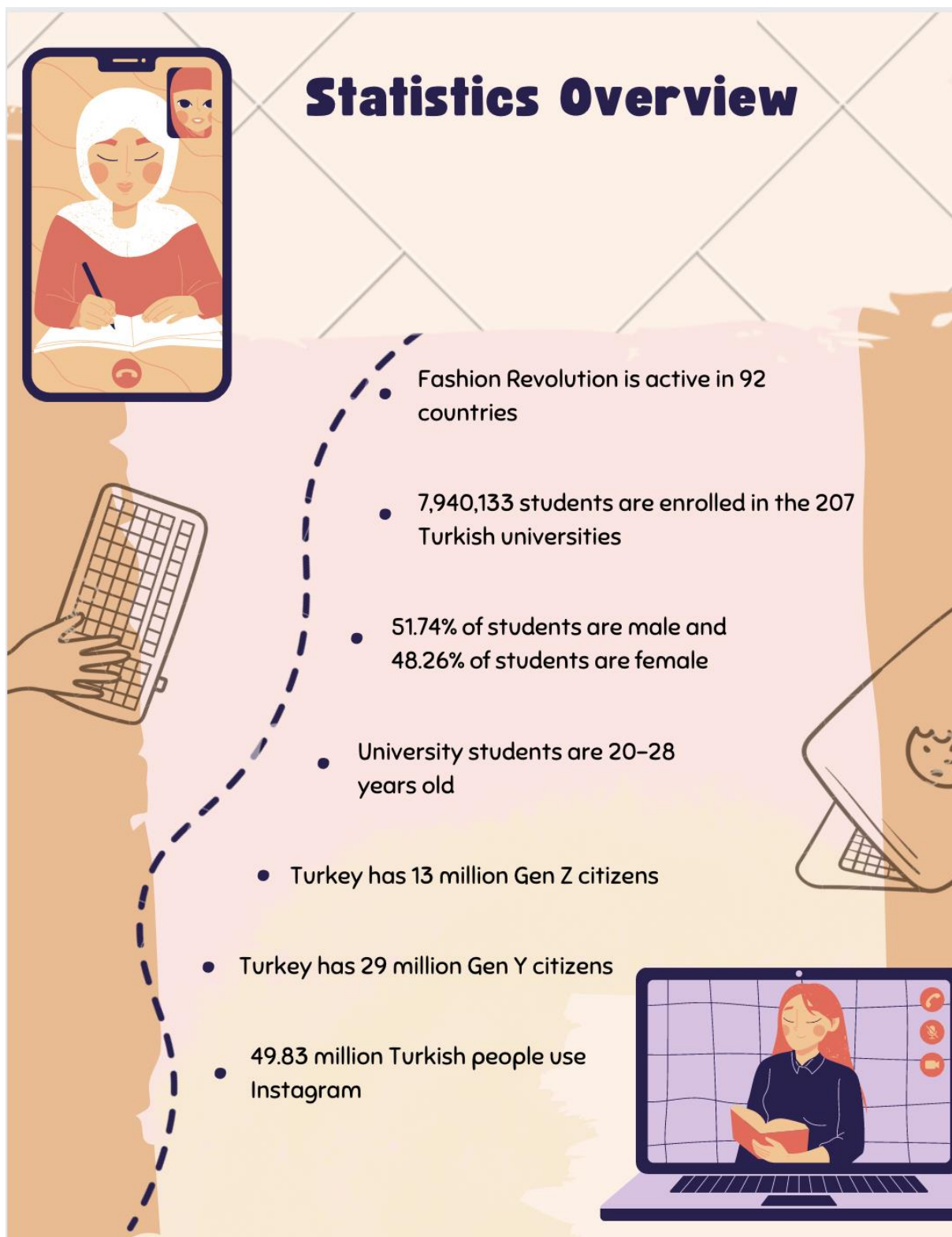


#### External Stakeholders



\* All stakeholders are interconnected. Students could help form relationships with universities or vice versa. Volunteers could encourage other students to join, etc.

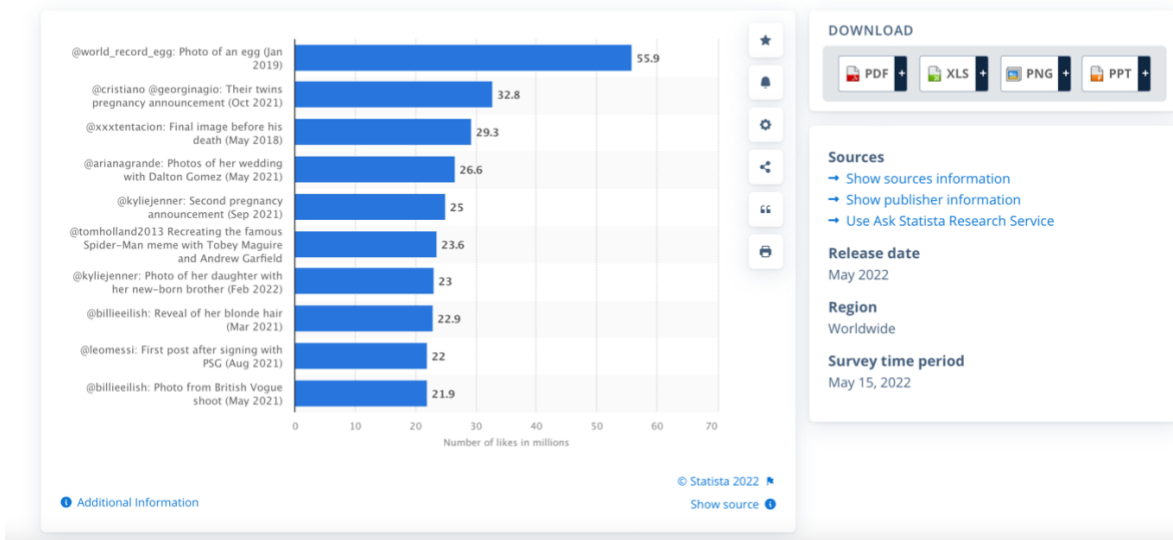
## Appendix C: Statistics Overview



### Appendix D: Most popular posts on Instagram

Internet · Social Media & User-Generated Content

#### Most popular posts on Instagram as of May 2022, by number of likes (in millions)



Dixon, S. (2022, May 18). *Most liked Instagram posts 2022*. Statista. Retrieved July 3, 2022, from <https://www.statista.com/statistics/673810/instagram-posts-most-likes>

### Appendix E: Globe Smart Overview Culture Profiles UK and Turkey



GobeSmart Compare Profile. GlobeSmart login. (2022). Retrieved June 26, 2022, from <https://globesmart.aperianglobal.com/profile/comparison?culture=TR&culture=G>



## References

- A, A. (2016, May 12). *Instagram revealed as Turkish students favorite app*. Daily Sabah. Retrieved June 7, 2022, from <https://www.dailysabah.com/life/2016/05/13/instagram-revealed-as-turkish-students-favorite-app>
- Aizenman, N. (2016, January 7). *Do these jeans make me look unethical?* NPR. Retrieved June 7, 2022, from <https://www.npr.org/sections/goatsandsoda/2016/01/07/462132196/do-these-jeans-make-me-look-unethical>
- Akkucuk, U., & Turan, C. (2016). Mobile Use and Online Preferences of the Millenials: A Study in Yalova. *Journal of Internet Banking and Commerce*, 21(1), 1-11. <https://link.ezproxy.neu.edu/login?url=https://www.proquest.com/scholarly-journals/mobile-use-online-preferences-millenials-study/docview/1799378214/se-2?accountid=12826>
- Alan, G. A., & Eyuboğlu, E. (2012). Generation Y Consumers in Turkey: Are They Really Social Media Nerds or Pretend To Be? *11th International Marketing Trends Congress 19-21th January 2012, Venice-Italy*, 1–18. [https://doi.org/https://www.researchgate.net/publication/265339651\\_Generation\\_Y\\_Consumers\\_in\\_Turkey\\_Are\\_They\\_Really\\_Social\\_Media\\_Nerds\\_or\\_Pretend\\_To\\_Be](https://doi.org/https://www.researchgate.net/publication/265339651_Generation_Y_Consumers_in_Turkey_Are_They_Really_Social_Media_Nerds_or_Pretend_To_Be)
- Aperian Global. (n.d.). Compare Profile. GlobeSmart login. Retrieved June 16, 2022, from <https://globesmart.aperianglobal.com/profile/comparison?culture=DE&culture=TR&culture=GB>
- Argarwal, H., & Vaghela, P. (2018). WORK VALUES OF GEN Z: Bridging the Gap to the Next Generation. *National Conference on Innovative Business Management Practices in 21st Century*, 1–26. [https://doi.org/efaidnbmnnnibpcajpcglclefindmkaj/https://www.researchgate.net/profile/Pratiksinh-Vaghela/publication/334400459\\_WORK\\_VALUES\\_OF\\_GEN\\_ZBridging\\_the\\_Gap\\_to\\_the\\_Next\\_Generation/links/5d39cf0c92851cd04686491e/WORK-VALUES-OF-GEN-ZBridging-the-Gap-](https://doi.org/efaidnbmnnnibpcajpcglclefindmkaj/https://www.researchgate.net/profile/Pratiksinh-Vaghela/publication/334400459_WORK_VALUES_OF_GEN_ZBridging_the_Gap_to_the_Next_Generation/links/5d39cf0c92851cd04686491e/WORK-VALUES-OF-GEN-ZBridging-the-Gap-)
- Bolton, R. N., Parasuraman, A., Hoefnagels, A., Migchels, N., Kabadayi, S., Gruber, T., Yuliya, K. L., & Solnet, D. (2013). Understanding Generation Y and their use of social media: a review and research agenda. *Journal of Service Management*, 24(3), 245-267. <https://doi-org.ezproxy.neu.edu/10.1108/09564231311326987>
- Boz, I. & Palaz, S. (2007). Factors Influencing the Motivation of Turkey's Community Volunteers. *Nonprofit and Voluntary Sector Quarterly*, 36(4), 643–661. <https://doi.org/10.1177/0899764006298364>
- Country comparison*. Hofstede Insights. (2021, June 21). Retrieved June 9, 2022, from <https://www.hofstede-insights.com/country-comparison/turkey,the-usa/>

- Dixon, S. (2022, May 18). *Most liked Instagram posts 2022*. Statista. Retrieved July 3, 2022, from <https://www.statista.com/statistics/673810/instagram-posts-most-likes/>
- Durbas, A., Karaman, H., Solman, C. H., Kaygisiz, N., & Ersoy, Ö. (2021). Anxiety and stress levels associated with COVID-19 pandemic of university students in Turkey: A year after the pandemic. *Frontiers in Psychiatry*, 12. <https://doi.org/10.3389/fpsy.2021.731348>
- Fashion Revolution. (2020). *Fashion Revolution Impact Report*. Staffordshire, UK; Fashion Revolution.
- Fashion Revolution – Turkey [@fash\_rev\_turkey]. (2022, April 19). Nisan Pazar günü, Kepler Pavilion’da buluşuyoruz! Fashion Revolution Türkiye olarak gerçekleştireceğimiz etkinlikte, kıyafetlerimizin hikâyelerini paylaşmak ve kullanım sürelerini arttırmak için takas, tamir ve söyleşi ile bir araya geliyoruz. Etkinlik herkese açık ve ücretsizdir! Detaylar için takipte kalınız :) [Instagram photograph]. Retrieved from <https://www.instagram.com/p/Cch54h4lolu/>
- Fashion Revolution – Turkey [@fash\_rev\_turkey]. (2022, April 7). Üniversiteliler ve öğrenci kulüpleri, size bir haberimiz var. #FashionRevolution hareketini yakından takip ettiğinizi biliyoruz.18-24 Nisan tarihlerinde gerçekleşecek #FashionRevolutionWeek 'e nasıl dahil olabileceğinizi anlatan Türkçe bir rehber hazırladık. Hazırladığımız rehberdeki linkten ulaşabilirsiniz. [Instagram photograph]. Retrieved from [https://www.instagram.com/p/CcDwyXmLf\\_Z/](https://www.instagram.com/p/CcDwyXmLf_Z/)
- Fashion Revolution – Turkey [@fash\_rev\_turkey]. (2022, March 29). Unutmayın ki değişim, sesimizi yükseltip zor sorular sordüğümüzde gerçekleşir. Bu #FashionRevolutionWeek 'te (tabii yılın diğer tüm haftalarında da) harekete geç; giysilerimizi üreten emekçiler için daha iyi ücret ve daha iyi çalışma koşulları için sesini yükselt! [Instagram photograph]. Retrieved from <https://www.instagram.com/p/CbslSuYg0Gj/>
- GobeSmart Compare Profile. *GlobeSmart login*. (2022). Retrieved June 26, 2022, from <https://globesmart.aperianglobal.com/profile/comparison?culture=TR&culture=GB>
- Goodman Hayward, P., Yanpar Coşdan, İ., & Grevers, K. (2022, May 31). Connecting CMN6085 & FR Turkey. *Zoom*. Retrieved June 11, 2022, from [https://northeastern.zoom.us/rec/play/TcAdZ9xjQWsshUWVJ\\_IMQC\\_TbeUUS3uOYFG\\_UWcixmxHLFMhAsnjKEPFyYyuUcQzfOG2Bd5U9Kh1OvZN0.3KbpWsBbEMxRa52O?continueMode=true&\\_xzm\\_rtaid=-h7gFtWcTMWvStlmpwO6Q.1654963648163.3edbc440892541414884b270690f5caa&\\_xzm\\_rhtaid=731](https://northeastern.zoom.us/rec/play/TcAdZ9xjQWsshUWVJ_IMQC_TbeUUS3uOYFG_UWcixmxHLFMhAsnjKEPFyYyuUcQzfOG2Bd5U9Kh1OvZN0.3KbpWsBbEMxRa52O?continueMode=true&_xzm_rtaid=-h7gFtWcTMWvStlmpwO6Q.1654963648163.3edbc440892541414884b270690f5caa&_xzm_rhtaid=731).
- Güngör, N. D., & Tansel, A. (2006). Brain Drain from Turkey: An investigation of students' return intentions. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.926068>
- Karahan, F. (2007). Language attitudes of Turkish students towards the English language and its use in Turkish context. *Journal of Arts and Sciences*, 73–87.

[https://doi.org/https://www.academia.edu/35992432/Language attitudes of Turkish students towards the English language and its use in Turkish context](https://doi.org/https://www.academia.edu/35992432/Language_attitudes_of_Turkish_students_towards_the_English_language_and_its_use_in_Turkish_context)

- Liu, S., Volčič, Z., & Gallois, C. (2019). *Introducing intercultural communication: Global cultures and contexts*. Sage.
- Marcus, J., Ceylan, S., & Ergin, C. (2017). Not So “Traditional” Anymore? Generational Shifts on Schwartz Values in Turkey. *Journal of Cross-Cultural Psychology*, 48(1), 58–74. <https://doi.org/10.1177/0022022116673909>
- McGlone, T., Spain, J. W., & McGlone, V. (2011). Corporate Social Responsibility and the Millennials. *Journal of Education for Business*, (86), 195–200. <https://doi.org/10.1080/08832323.2010.502912>
- OECD. (2021). *Education at a Glance 2021: OECD Indicators Turkey*. OECD iLibrary. Retrieved June 12, 2022, from <https://www.oecd-ilibrary.org/sites/bf1a85fe-en/index.html?itemId=%2Fcontent%2Fcomponent%2Fbf1a85fe-en>
- Özdemir, S., & Bellut, D. D. (2020, May 7). *Generation Z puts pressure on Turkey's Erdogan: DW: 05.07.2020*. DW.COM. Retrieved June 7, 2022, from <https://www.dw.com/en/generation-z-turkey/a-54057490>
- Rankin, B., Ergin, M., & Gökşen, F. (2014). A Cultural Map of Turkey. *Cultural Sociology*, 8(2), 159–179. <https://doi.org/10.1177/1749975513494878>
- Salomon, D. (2013). *Moving on from Facebook: Using instagram to connect with undergraduates and engage in teaching and learning*. College & Research Libraries News. Retrieved June 9, 2022, from <https://crln.acrl.org/index.php/crlnews/article/view/8991/9770>
- Singh, V., Dong, A., & Gero, J. S. (2013). Social Learning in design teams: The importance of direct and indirect communications. *Artificial Intelligence for Engineering Design, Analysis and Manufacturing*, 27(2), 167–182. <https://doi.org/10.1017/s0890060413000061>
- Thomas, D. C., & Inkson, K. (2009). Communicating, Negotiating, and Resolving Conflicts across Cultures. In *Cultural Intelligence: Living and Working Globally* (pp. 84–106). essay, Communicating, Negotiating, and Resolving Conflicts across Cultures.
- Tiltay, M. A., & Islek, M. S. (2019). Volunteer management of local and national nonprofit organisations: An exploratory study from Turkey. *International Review on Public and Nonprofit Marketing*, 17(2), 183–201. <https://doi.org/10.1007/s12208-019-00234-2>
- Trepke, F., & Schmidt, D. V. (2022, February). DAAD Globus Länderbericht Türkei. Bonn; Deutscher Akademischer Austauschdienst/ German Academic Exchange Service.

Turkey. Fashion Revolution. (2022, April 22). Retrieved June 7, 2022, from [https://www-fashionrevolution-org.translate.google.com/translate/asia/turkey/?x\\_tr\\_sl=tr&x\\_tr\\_tl=en&x\\_tr\\_hl=en&x\\_tr\\_pto=sc](https://www-fashionrevolution-org.translate.google.com/translate/asia/turkey/?x_tr_sl=tr&x_tr_tl=en&x_tr_hl=en&x_tr_pto=sc)

Turkey: Number of Instagram users 2021. Statista. (2022, January 28). Retrieved June 7, 2022, from <https://www.statista.com/statistics/1024714/instagram-users-turkey/>

Wilson, L. J., Ogden, J. D., & Wilson, C. E. (2019). *Strategic communications: For Pr, Social Media and Marketing* (7th ed.). Kendall Hunt Publishing Company.

Türkiye İstatistik Kurumu (TÜİK). TÜİK. (2022). Retrieved June 27, 2022, from <https://www.tuik.gov.tr/>

Yükseköğretim Bilgi Yönetim Sistemi. (2022). Hochschulstatistik - Anzahl der Schüler nach Alter. Yükseköğretim Bilgi Yönetim Sistemi. Retrieved June 12, 2022, from <https://istatistik.yok.gov.tr/>