Measuring the Relationship between Adaptive Performance and Job Satisfaction

by

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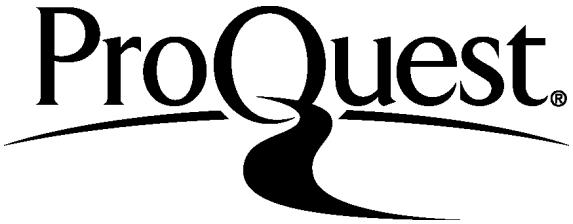

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ABSTRACT

Today, employees are required to be more flexible and able to quickly adapt on the job than ever before, due to an unpredictable and highly instable work environment. To further investigate the topic of adaptive performance, and its effects on individuals at work, the current study utilized an online survey to gather information about participants' Individual Adaptability, their Adaptive Performance on the job, and their level of Job Satisfaction. Responses from 324 participants were utilized in a correlational and regression design.

The findings of this study suggest that Individual Adaptability and Adaptive Performance on the job (i.e. how well they perform in work situations requiring Adaptive Performance) are related. Findings also suggest that certain dimensions of Adaptive Performance can predict Job Satisfaction when there is a good fit between a person's Individual Adaptability and the Adaptive Performance Requirements on the job.

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CHAPTER I: INTRODUCTION AND LITERATURE REVIEW

Background

In today's environment, most jobs are unstable and in a constant state of change. Perhaps the most ubiquitous cause of this change is the constant influx of new technology, and organizations' growing reliance on computers and more complex technologies in their everyday operations. There have also been substantial changes in the underlying structure of everyday work, including a growing focus on continuous learning and knowledge-based work, and the restructuring of work to regularly include team-based projects. Organizational competition has led to the increased integration of contingent workers, mergers and downsizing, and the rise globalism. Many of these changes have led to a power shift to customers, and limitations on leadership and supervision within organizations (Ilgen & Pulakos, 1999; Ployhart & Bliese, 2006). Due to these changes, employees are now expected to be more adaptable, flexible, and be better able to handle uncertainty than ever before (Pulakos, Arad, Donovan & Plamondon, 2000).

Employees are expected to have this adaptive orientation and skill set, as well as the ability to effectively anticipate and handle these constant changes meanwhile maintaining performance on the job (Griffin & Hesketh, 2003). Those who are unable to meet these expectations will find it harder and harder to secure and maintain a job as the working environment continues to change at a rapid pace. Therefore, understanding what adaptive performance (AP) truly is and what makes a person more adaptable than another is key knowledge that employees, and employers alike need to thrive.

Previous Adaptive Performance Research

Despite the need for such information, the amount of research conducted to date regarding the topic of AP is sparse. To make matters more problematic, the limited number of studies that have been conducted on AP have not found consistent results. The AP literature in general lacks a uniform definition, representative model of the construct, and concrete findings on the various antecedents and consequences of AP.

According to a review of the AP literature by Jundt, Shoss and Huang (2015), researchers have assessed AP in many different ways, across various domains, and use several different terms when referring to AP and its related concepts, which has left the AP literature fragmented. Some of the concepts frequently used when discussing AP include adaptive performance, adaptability, adaptation, adaptive expertise, adaptive transfer, and performance adaptation. Processes such as problem solving, flexibility and coping, are often used as synonyms of AP, as well, and although these processes may play a role in AP in certain situations, they do not appropriately represent the overarching conceptualization of AP (Jundt et al., 2015).

Baard, Rench and Kozlowski (2014) discussed this fragmentation of the AP literature, and presented two main domains that AP research typically falls within: "domain-general" and "domain-specific". Within the domain-general literature, adaptive abilities (i.e. individual differences) are viewed as relatively stable traits/performance constructs. These adaptive abilities are also thought to be generalizable across various jobs (Baard et al., 2014). Research within this domain has focused on selection and

performance management topics, typically using field settings and ratings of success in changing or new conditions to assess AP (Baard et al., 2014; Jundt et al., 2015).

The domain-specific approach on the other hand, views adaptation as a capability that can be learned and applied within specific contexts (Baard et al., 2014). Research concerning the domain-specific approach is typically aimed towards training and development areas, and is usually performed in laboratory settings where AP is assessed by an individual's performance on a learned task after shifts in difficulty and/or complexity (Baard et al., 2014; Jundt et al., 2015). Although Baard et al. (2014) suggested that there may be value in having multiple AP literatures (domain-general and domain-specific), many researchers feel that in order to find meaningful conclusions regarding AP, we should not segregate findings within different domains, but rather take into consideration all of the findings across the various study contexts, methods, and goals (Chan, 2000; Jundt et al. 2015).

What is Adaptive Performance?

Adaptive Performance has been frequently described as a set of skills or behaviors that lead a person to maintain performance during unexpected changes; however AP has been found to have both proactive aspects (i.e. anticipatory actions regarding perceived future change) and reactive components (i.e. modifying one's behavior due to change; Griffin & Hesketh, 2003; Jundt et al., 2015). Therefore, although you can find many different definitions of AP throughout the literature, for the purposes of this paper, we follow Jundt et al.'s (2015) definition of AP: "task-performance-directed behaviors individuals enact in response to or anticipation of changes relevant to job-related tasks"

(pp. 2-3). Just as there has been no consensus on a standard definition of AP in the literature, the same can be said regarding a prevailing model of the underlying dimensions of AP.

Models of Adaptive Performance

Stemming from an apparent lack of an AP component in most job performance models (i.e. Campbell, McCloy, Oppler & Sager, 1993) which have typically divided performance into two domains, task and contextual performance, many researchers have suggested the need for a third AP domain (Allworth & Hesketh, 1999; Pulakos et al., 2000). Aiming to fill this void, various models have been developed in an attempt to further describe the complex multi-dimensional concept of AP. Perhaps the most frequently reviewed model of AP was developed by Pulakos et al. (2000) through the analysis of critical incident data from a number of different jobs. Their work presented us with an eight-dimension taxonomy of AP, consisting of: (1) Handling Emergencies or Crises; (2) Handling Work Stress; (3) Solving Problems Creatively; (4) Dealing with Uncertain and Unpredictable Work Situations; (5) Learning Work Tasks, Technologies and Procedures; (6) Demonstrating Interpersonal Adaptability; (7) Demonstrating Cultural Adaptability; and (8) Demonstrating Physical Adaptability (Pulakos et al., 2000). See Table 1 for Pulakos et al. (2000) dimension definitions. Support for this model is mixed, including a follow-up study completed by Pulakos, Schmitt, Arad, Borman and Hedge (2002) that found support for the eight-dimension model through self-report data, however found a contradicting one-factor model when assessing AP using supervisor ratings.

Table 1.

Definitions of the Eight Dimensions of Adaptive Performance

Dimension Title	Dimension Definition
Handling Emergencies or Crisis Situations	Reacting with appropriate and proper urgency in life threatening, dangerous, or emergency situations; quickly analyzing options for dealing with danger or crises and their implications; making split-second decisions based on clear and focused thinking; maintaining emotional control and objectivity while keeping focused on the situation at hand; stepping up to take action and handle danger or emergencies as necessary and appropriate.
Handling Work Stress	Remaining composed and cool when faced with difficult circumstances or a highly demanding workload or schedule; not overreacting to unexpected news or situations; managing frustration well by directing effort to constructive solutions rather than blaming others; demonstrating resilience and the highest levels of professionalism in stressful circumstances; acting as a calming and settling influence to whom others look for guidance.
Solving Problems Creatively	Employing unique types of analyses and generating new, innovative ideas in complex areas; turning problems upside-down and inside-out to find fresh, new approaches; integrating seemingly unrelated information and developing creative solutions; entertaining wide-ranging possibilities others may miss, thinking outside the given parameters to see if there is a more effective approach; developing innovative methods of obtaining or using resources when insufficient resources are available to do the job.
Dealing with Uncertain and Unpredictable Work Situations	Taking effective action when necessary without having to know the total picture or have all the facts at hand; readily and easily changing gears in response to unpredictable or unexpected events and circumstances; effectively adjusting plans, goals, actions, or priorities to deal with changing situations; imposing structure for self and others that provide as much focus as possible in dynamic situations; not needing things to be black and white; refusing to be paralyzed by uncertainty or ambiguity.

Table 1 cont.

Definitions of the Eight Dimensions of Adaptive Performance cont.

Dimension Title	Dimension Definition
Learning Work Tasks, Technologies, and Procedures	Demonstrating enthusiasm for learning new approaches and technologies for conducting work; doing what is necessary to keep knowledge and skills current; quickly and proficiently learning new methods or how to perform previously unlearned tasks; adjusting to new work processes and procedures; anticipating changes in the work demands and searching for and participating in assignments or training that will prepare self for these changes; taking action to improve work performance deficiencies.
Demonstrating Interpersonal Adaptability	Being flexible and open-minded when dealing with others; listening to and considering others' viewpoints and opinions and altering own opinion when it is appropriate to do so; being open and accepting of negative or developmental feedback regarding work; working well and developing effective relationships with highly diverse personalities; demonstrating keen insight of others' behavior and tailoring own behavior to persuade, influence, or work more effectively with them.
Demonstrating Cultural Adaptability	Taking action to learn about and understand the climate, orientation, needs, and values of other groups, organizations, or cultures; integrating well into and being comfortable with different values, customs, and cultures; willingly adjusting behavior or appearance as necessary to comply with or show respect for others' values and customs; understanding the implications of one's actions and adjusting approach to maintain positive relationships with other groups, organizations, or cultures.
Demonstrating Physically Oriented Adaptability	Adjusting to challenging environmental states such as extreme heat, humidity, cold, or dirtiness; frequently pushing self physically to complete strenuous or demanding tasks; adjusting weight and muscular strength or becoming proficient in performing physical tasks as necessary for the job.

Table 1. Adapted from: Adaptability in the workplace: Development of a taxonomy of adaptive performance (p. 617), by E. D. Pulakos, S. Arad, M. A. Donovan, & K. E. Plamondon, 2000, *Journal of Applied Psychology, 85*(4), 612-624.

Other models have suggested that AP could be described more parsimoniously, and when empirically tested, models with factor structures that differ from the eight-dimensions suggested by Pulakos et al. (2000) arose. Some of these studies include Griffin and Hesketh (2003) who developed a model which compared and distinguished between proactive and reactive adaptive behaviors; and Griffin, Neal and Parker (2007) who proposed a nine-dimension model of work role performance that includes individual, team, and organization behaviors across three main domains of work role behavior (i.e. proficiency, adaptivity, proactivity).

A promising comprehensive model of AP that was derived in part from these and other studies of AP, is the Individual Adaptability (I-ADAPT) model (Ployhart & Bliese, 2006). The I-ADAPT theory suggests that an individual's knowledge, skills, and abilities (KSAs; i.e. cognitive ability, personality traits) predict individual adaptability, which then predicts task, contextual, counterproductive, and other forms of performance through a number of mediating processes (i.e. self-regulation, situation perception) and the adaptability requirements presented by the environment (See Figure 1; Ployhart & Bliese, 2006). Ployhart and Bliese (2006) also presented a 55-item I-ADAPT measure based on this model (see Appendix C).

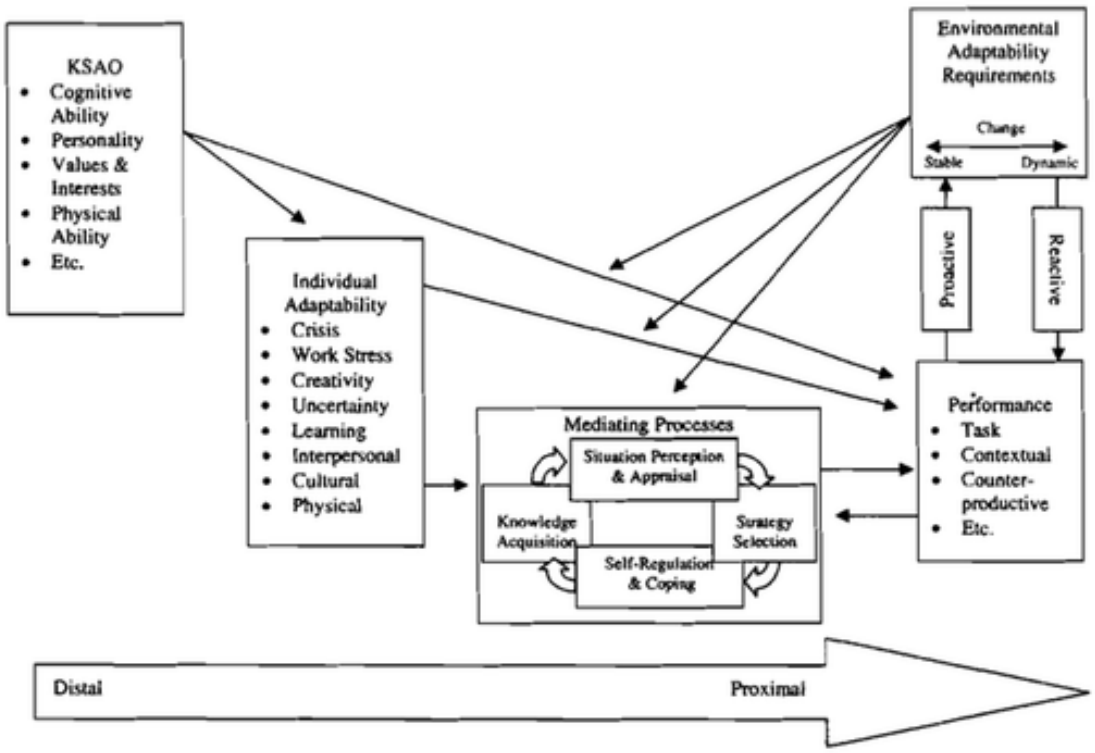

Figure 1. Individual Adaptability (I-ADAPT) Theory. Reprinted from *Understanding Adaptability: A Prerequisite for Effective Performance Within Complex Environments* (p. 16), by C. S Burke, L. G. Pierce, & E. Salas, 2006, Kidlington, Oxford: Elsevier Ltd. Copyright 2008 by Elsevier Ltd.

A less well-known measure of AP that is also based on Pulakos et al.'s (2000) model of AP was initially developed by Mark Frame and Wm. David Rigdon. This measure, originally called the Adaptive Performance Scale (Frame, Roberto, & Rigdon, 2006), has since undergone various improvements, leading to the newly named Measure of Adaptive Performance (MAP; Watts, Frame, Rigdon, & Orsak-Robinson, 2011). The

first iterations of the MAP were created to be similar to the Job Adaptability Index measure used in the Pulakos et al. (2000) study, and used the Pulakos et al. AP dimension definitions (See Table 1) to create a 41-item measure. Frame and Rigdon's work resulted in a 9-factor structure of AP. The researchers later decided to further examine the factor structure of AP in order to find a more parsimonious fit, and found results indicating a 4-factor structure of AP (Watts, Frame, Rigdon, & Orsak-Robinson, 2011) and later, a 7-factor structure of AP (Lillard, Watts, Frame, Hein, Rigdon, & Orsak-Robinson, 2012).

The MAP was most recently revised by Marlow, Calarco, Frame and Hein (2015). The researchers developed and included additional MAP items, and found support for a nine-factor model of AP through both exploratory and confirmatory factor analyses of the MAP. The nine dimensions of AP included in this model are: Applied Creativity, Adaptability in Crisis Situations, Cultural Adaptability, Emotional Control, Emotional Perceptiveness, Flexibility of Opinion, Openness to Criticism, Proactive Learning, and Dealing with Ambiguous Situations.

The current study utilizes both the I-ADAPT measure and the MAP. In addition to using the full measures, this study also assesses adaptability at the dimension level, using 13 dimensions derived from the I-ADAPT and the MAP that were found to adequately represent AP (Marlow et al., 2015). These 13 dimensions are defined below (See Table 2).

Table 2.
Marlow et al. (2015) Adaptive Performance Dimension Definitions

Applied Creativity	Uniquely analyzing information and generating new, innovative approaches to problems
Adaptability in Crisis Situations	Reacting with appropriate and proper urgency in unexpected, unstable, dangerous, or emergency situations; quickly analyzing options for dealing with threats to important goals, values, income, or health
Cultural Adaptability	Learning about, integrating with, and respecting the cultures, customs, and values of others
Emotional Control	Maintaining control over one's feelings and responses in challenging or stressful situations
Emotional Perceptiveness	Quickly being able to understand the feelings, motivations, and behaviors of others
Flexibility of Opinion	Willingly changing one's own behavior, appearance, judgments, and beliefs based on the opinions of others when it is appropriate to do so
Openness to Criticism	Being open and accepting of feedback from various sources; seeking out such feedback when appropriate
Proactive Learning	Demonstrating enthusiasm for learning new approaches and technologies; taking responsibility for keeping knowledge and skills current
Dealing with Ambiguous Situations	Effectively adjusting plans, goals, actions, or priorities to deal with changing situations even in unclear circumstances.
Interpersonal Adaptability	Working well and developing effective relationships with highly diverse personalities
Dealing with Work Stress	Being resilient, remaining composed, and demonstrating the highest levels of professionalism in stressful circumstances
Physical Adaptability	Performing well despite physical discomfort and taxing or challenging environmental conditions
Dealing with Uncertainty	Appropriately responding to changing situations with or without all applicable information

Antecedents of Adaptive Performance

Individual Differences. When examining the predictors of AP, many studies found in the literature have looked towards individual differences as possible antecedents (Jundt et al., 2015), and the results vary significantly. It has been suggested that the assortment of individual differences that predict decision-making performance in relatively stable or unchanging contexts may be different than the assortment of individual differences that predict adaptability in unstable contexts (LePine, Colquitt & Erez, 2000). LePine et al. (2000) also suggested that adaptability is a function of cognitive ability, conscientiousness and openness, noting that dependability, a sub-facet of conscientiousness (i.e. order, dutifulness) caused a decrease in decision-making performance after the changes in task context were introduced, suggesting that volition, another sub-facet of conscientiousness (i.e. competence, achievement striving) is responsible for predicting a person's adaptability. Huang, Ryan, Zabel and Palmer (2014) also found some support for openness being associated with AP, along with support for emotional stability and the ambition sub-facet of extraversion being associated with reactive and proactive forms of AP, respectively. Mumford, Baughman, Threlfall, Uhlman and Costanza (1993) suggested that individual differences (specifically, personality) influence adaptability by molding an individual's beliefs, goals and reactions to change in their study where they evaluated 15 "promoters" and 13 "inhibitors" of adaptability and found that adaptive individuals were generally concerned with personal accomplishment on challenging tasks and used their self-discipline in order to successfully accomplish a meaningful goal.

Contextual Differences. In contrast with previously mentioned studies, Griffin and Hesketh (2003) found that conscientiousness did not predict AP, and suggested that the situation, rather than personality was predictive of performance, leading to belief that adaptability may be malleable, and various changes in the situation/environment may make employees more adaptable. Some of these contextual changes that have been noted in the literature include leadership, team-based work, training strategies.

Leadership. The idea that contextual or environmental aspects of the workplace may have an effect on adaptability lead Griffin, Parker and Mason (2010) to study the effects of leadership on AP. It was suggested that leaders could use a clear and compelling vision of the future in order to increase "adaptivity", or AP, for individuals high in the individual difference of 'openness to work role change', however a strong leader vision could have an adverse impact on individuals lower in openness to work role change, showing that leader vision is unlikely to be solely adequate for provoking adaptability (Griffin et al., 2010).

Team-based Work. Another contextual factor related to the study of AP is the shift to team-based work. Due to this overwhelming shift, researchers began studying the relationship between individual adaptability and team adaptability. It has been found that team AP can be represented as a sum of individual AP; in other words, the more adaptable the individuals of a team are, the more adaptable the team as a functioning unit will be (Han & Williams, 2008). It has also been suggested that in order to maximize team AP, organizations should establish practices that support continuous learning environments (Han & Williams, 2008).

Training Strategies. A link between the AP literature and the training literature has also brought about suggestions regarding enhancing AP through improvements in adaptive transfer, which is the level at which trainees can alter newly acquired knowledge and skills to successfully fit a changing or unfamiliar task environment (Jundt et al., 2015). One of the suggested training techniques to improve an individual's adaptive transfer rate is error-management training (Dormann & Frese, 1994; Keith & Frese, 2005), which promotes trainees making mistakes and discourages them from avoiding errors. Two techniques that have been shown to lead to more effective learning, and therefore consequent AP include adaptive guidance and emotion-control strategies (Jundt et al., 2015). Adaptive guidance is a training strategy where trainers provide individualized, future-oriented information regarding specific areas to focus on improving as trainees are developing a skill (Bell & Kozlowski, 2002). Emotion-control strategies teach trainees to increase the number of positive thoughts while decreasing the number of negative thoughts, and help trainees manage performance-deterring emotions such as anxiety (Bell & Kozlowski, 2008).

Consequences of Adaptive Performance

All of the studies mentioned thus far have been conducted in hopes of discovering ways to characterize individuals with high adaptability, or ways to increase a person's adaptability. However, these studies all rest upon the widely unquestioned assumption that AP has beneficial outcomes for individual and organization performance (Shoss, Witt, & Vera, 2011). In the limited amount of AP research that exists, an even smaller

portion focuses on testing the actual consequences and outcomes associated with highly adaptive workers in organizations.

Task Performance. Although it seems logical to assume that adaptive employees (i.e. those whom accept change, make a conscious effort to attain necessary KSAs and choose appropriate strategies when making decisions) will perform highly (Griffin et al., 2007), there is little research empirically testing these assumptions and any possible contingencies.

Shoss, Witt and Vera (2011) addressed this issue by using an attention-based focus on individual and organizational level performance to determine under what conditions adaptive behavior leads to desirable outcomes. Shoss et al. (2011) found that conscientiousness and organizational politics moderate the adaptive performance-task performance relationship in the sense that this relationship is positive when both perceived organizational politics (i.e. level of certainty regarding the nature of organizational decisions/procedures/roles) and an individual's conscientiousness were high, and also when both of these factors (perception of organizational politics and conscientiousness) were low. These results suggest that conscientiousness and perceptions of organizational politics have an influence on an employee's ability to appropriately allocate resources toward the goal of turning adaptive performance into effective task performance, and stress the need for management to be aware of these perceptions and to appropriately reward/support AP in their organizations if these are the results they desire (Jundt et al., 2015; Shoss et al., 2011).

Job Satisfaction. Job satisfaction is one potential consequence of AP that relates to organizational goals, but this relationship has yet to be studied. Although it is debated whether a satisfied employee is a productive employee, or a productive employee is a satisfied employee (Judge, Thorensen, Bono & Patton, 2001), it has been shown that satisfied employee tend to have higher organizational commitment (Mathieu & Zajac, 1990), lower absenteeism (Hackett & Guion, 1985), and lower turnover rates (Carsten & Spector, 1987). Seeing as individual adaptability seems to play such a large role on the job today, and that job satisfaction is also regarded as highly important in the work place, the relationship between AP and job satisfaction is a seemingly obvious and imperative next step in the study of AP.

What is Job Satisfaction?

In contrast with the under-studied topic of AP, job satisfaction is one the most commonly studied areas of Industrial/Organizational psychology (Judge, Parker, Colbert, Heller & Ilies, 2002). Job satisfaction has been defined as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (Locke, 1976; pp. 1300).

Consequences of Job Satisfaction

Perhaps the most salient reason for the large number of job satisfaction studies has to do with the important outcomes that can be related to the construct. Among these consequences are effects on other attitudes (i.e. life satisfaction, organizational commitment), job performance levels, and withdrawal behaviors (i.e. absences, lateness, turnover), among others (Judge et al., 2002).

Attitudinal Variables. Job satisfaction has been related to both positive and negative attitudes. For example, Mathieu and Zajac (1990) found the correlation between job satisfaction and organizational commitment to be .53. Job satisfaction has even been related to life satisfaction (a person's feelings about life in general; Weaver, 1978). On the other hand, burnout, has been linked to job dissatisfaction in a model by Lee and Ashforth (1993). Burnout is commonly described as a distressed emotional/psychological state experienced on the job, and has similar symptoms as depression (i.e. emotional exhaustion, low work motivation; Bakker, Demerouti & Verbeke, 2004).

Withdrawal Behaviors. A common theory is that individuals who have very low job satisfaction will avoid their job, leading to absences and turnover (Spector, 1997). According to Judge et al. (2002), there has been a relatively consistent correlation of about -.25 between both job satisfaction and absenteeism, and job satisfaction and turnover. Both absences and turnover have a large impact on organizational outcomes including effectiveness, efficiency and labor costs (Spector, 1997).

Job Performance. It seems obvious that job satisfaction and job performance should be related, however this relationship has been widely debated over the years. This debate stems from the weak correlations (e.g. .17) typically found between the two constructs (Iaffaldano & Muchinsky, 1985). However, other researchers have argued that these estimates are unexpectedly low due to the fact that performance ratings are infamously unreliable, and when correcting for sampling and measurement error, they found somewhat larger correlations of .30 (Judge et al., 2002).

Another source of debate is the direction of causality between job satisfaction and job performance. It was first believed that job satisfaction causes job performance; however evidence has shown that the opposite might actually be true, job performance may cause job satisfaction (Judge, Thoresen, Bono & Patton, 2001). In this case, employees who perform well on the job would be more satisfied than those who do not perform well. Judge et al. (2001) suggest that this relationship may occur due to the rewards that good performers receive, whether they are extrinsic or intrinsic. Jacobs and Solomon (1977) also found that the relationship between job satisfaction and job performance was stronger when rewards were tied to good performance.

Especially relevant to the study at hand, Caldwell and O'Reilly (1990) presented indirect evidence that job performance causes job satisfaction. The authors found that matching employee abilities to job requirements improves both job performance, and job satisfaction. Therefore, people who are better equipped to do their jobs, and therefore perform better, tend to have higher job satisfaction.

In addition to required performance, it seems that there may be a relationship between job satisfaction and organizational citizenship behaviors (OCBs), which are voluntary behaviors (i.e. outside of an employees' designated responsibilities) that are intended to help coworkers and/or the organization (Spector, 1997). Examples of OCBs include actions such as helping a coworker who has a large workload, and tidying up the office kitchen area during downtime. McNeely and Meglino (1994) found that both OCBs that benefit individuals and OCBs that benefit the organization significantly correlated with job satisfaction.

Antecedents of Job Satisfaction

Before these consequences surface, however, there are many factors that can lead to job satisfaction. One approach to the study and explanation of what predicts job satisfaction is to account for person-job fit (Caldwell & O'Reilly, 1990).

Person-Job Fit. Person-job (P-J) fit is defined as "the match between the abilities of a person and the demands of a job or the needs/desires of a person and what is provided by the job" (Lauver & Kristof-Brown, 2001, pp.454-455). P-J fit is one of four concepts that fall under the "umbrella term" of person-environment fit. The second concept, person-vocation fit has to do with how well an individual's career matches their interests, meanwhile person-organization fit concerns how well an employee pairs with the organization's values, goals and mission. Lastly, person-group fit has to do with how well an individual fits in with her co-workers or team members (Lauver & Kristof-Brown, 2001). According to Edwards (1991), the majority of research on P-J fit points to the idea that fit indices are positively related to job satisfaction. Therefore, the better the fit between the abilities of an employee and the demands of a job, the more satisfied the employee is expected to be (Brkich, Jeffs & Carless, 2002). This theory is the focus of the current study. For example, if we accept the notion of adaptability as an individual composite KSA (i.e. an ability; Polyhart & Bliese, 2006), and if adaptability is a requirement of a given job, then an employee in the job that is highly adaptive should have a good person-job fit, which should then ultimately result in them being satisfied with their job.

CHAPTER II: RESEARCH QUESTIONS

Based on the above descriptions, this study is designed to find a relationship between adaptive performance and job satisfaction based on the "fit" between Adaptive Performance Job Requirements and Individual Adaptability. A good fit can be represented by situations where a person's job requires high levels of AP, and the person is high in adaptability, and conversely in situations where a person's job has low AP requirements, and the person is low in adaptability. The first Research Question (RQ) and the thirteen sub questions that follow examine the association between Individual Adaptability and Adaptive Performance on the job. The second Research Question and the thirteen sub questions that follow examine the relationship that Individual Adaptability and Adaptive Performance on the job have with Job Satisfaction.

RQ1: Will a persons' Individual Adaptability be related to their self-reported Adaptive Performance on the job?

RQ1a: Will a persons' *Applied Creativity* be related to their *Applied Creativity* performance on the job?

RQ1b: Will a persons' *Adaptability in Crisis Situations* be related to their *Adaptability in Crisis Situations* performance on the job?

RQ1c: Will a persons' *Cultural Adaptability* be related to their *Cultural Adaptability* performance on the job?

RQ1d: Will a persons' *Emotional Control* be related to their *Emotional Control* performance on the job?

RQ1e: Will a persons' *Emotional Perceptiveness* be related to their *Emotional Perceptiveness* performance on the job?

RQ1f: Will a persons' *Flexibility of Opinion* be related to their *Flexibility of Opinion* performance on the job?

RQ1g: Will a persons' *Openness to Criticism* be related to their *Openness to Criticism* performance on the job?

RQ1h: Will a persons' *Proactive Learning* be related to their *Proactive Learning* performance on the job?

RQ1i: Will a persons' *ability to Deal with Ambiguous Situations* be related to their *Dealing with Ambiguous Situations* performance on the job?

RQ1j: Will a persons' *Interpersonal Adaptability* be related to their *Interpersonal Adaptability* performance on the job?

RQ1k: Will a persons' *ability to Dealing with Work Stress* be related to their *Dealing with Work Stress* performance on the job?

RQ1l: Will a persons' *Physical Adaptability* be related to their *Physical Adaptability* performance on the job?

RQ1m: Will a persons' *ability to Deal with Uncertainty* be related to their *Dealing with Uncertainty* performance on the job?

RQ2: Will the "fit" between a person's Individual Adaptability and the Adaptive Performance Requirements of their job be related to the job satisfaction experienced by participants?

RQ2a: Will participants in a job that is in "fit" with their *Applied Creativity* report higher levels of job satisfaction than participants in jobs that are not in "fit" their *Applied Creativity*?

RQ2b: Will participants in a job that is in "fit" with their *Adaptability in Crisis Situations* report higher levels of job satisfaction than participants in jobs that are not in "fit" their *Adaptability in Crisis Situations*?

RQ2c: Will participants in a job that is in "fit" with their *Cultural Adaptability* report higher levels of job satisfaction than participants in jobs that are not in "fit" their *Cultural Adaptability?*

RQ2d: Will participants in a job that is in "fit" with their *Emotional Control* report higher levels of job satisfaction than participants in jobs that are not in "fit" their *Emotional Control?*

RQ2e: Will participants in a job that is in "fit" with their *Emotional Perceptiveness* report higher levels of job satisfaction than participants in jobs that are not in "fit" their *Emotional Perceptiveness?*

RQ2f: Will participants in a job that is in "fit" with their *Flexibility of Opinion* report higher levels of job satisfaction than participants in jobs that are not in "fit" their *Flexibility of Opinion?*

RQ2g: Will participants in a job that is in "fit" with their *Openness to Criticism* report higher levels of job satisfaction than participants in jobs that are not in "fit" their *Openness to Criticism?*

RQ2h: Will participants in a job that is in "fit" with their *Proactive Learning* report higher levels of job satisfaction than participants in jobs that are not in "fit" their *Proactive Learning?*

RQ2i: Will participants in a job that is in "fit" with their ability to *Deal with Ambiguous Situations* report higher levels of job satisfaction than participants in jobs that are not in "fit" their ability to *Deal with Ambiguous Situations?*

RQ2j: Will participants in a job that is in "fit" with their *Interpersonal Adaptability* report higher levels of job satisfaction than participants in jobs that are not in "fit" their *Interpersonal Adaptability?*

RQ2k: Will participants in a job that is in "fit" with their ability to *Dealing with Work Stress* report higher levels of job satisfaction than participants in jobs that are not in "fit" their ability to *Dealing with Work Stress?*

RQ2l: Will participants in a job that is in "fit" with their *Physical Adaptability* report higher levels of job satisfaction than participants in jobs that are not in "fit" their *Physical Adaptability?*

RQ2m: Will participants in a job that is in "fit" with their ability to *Deal with Uncertainty* report higher levels of job satisfaction than participants in jobs that are not in "fit" their ability to *Deal with Uncertainty?*

CHAPTER III: METHODS

Participants

The present study collected responses from 404 participants via an online study. However, 73 participants were excluded from analyses due to not completing the survey or inattentive responding. Seven participants were excluded from analyses because they failed to answer a majority of the job satisfaction items. Therefore, the final sample size for the study was 324.

Participants were recruited from the Middle Tennessee State University (MTSU) undergraduate research pool and multiple online sources including various social media sites. Participants were also recruited from undergraduate industrial/organizational psychology courses at MTSU. Participation in the study was voluntary, and the students from MTSU received credit to fulfill a course requirement.

The sample was 62.6% female, with ages ranging from 18-65 years old with a majority (85%) falling between the ages of 18 and 24 years old. Of the sample, 207 (64.5%) participants identified as White, 70 (21.8%) identified as Black, 15 (4.7%) identified as Latino, 13 (4.0%) identified as Asian (4.0%), and 16 (5.0%) identified as another ethnicity or ethnicities.

Within the sample, 77.3% of participants reported that they were currently employed, working a range of 18-60 hours per week, with 25% of the sample reporting that they typically work approximately 20 hours per week. “Student” was the most commonly reported job category (19.4%), followed by “Sales” (19.1%), “Other”

(17.2%), and "Service Occupations" (14.8%); the remaining participants were distributed among other job categories.

Measures

The study used an online survey format. The survey was comprised of five measures, three of which were used in the current study, with the remaining two to be used in future research. The three measures of interest included two measures of Adaptive Performance and a measure of job satisfaction. The survey data used for this study included responses to 12 demographic items, 155 Adaptive Performance items, 42 job satisfaction items, and 14 quality assurance questions.

Measure of Adaptive Performance (MAP). The current study uses the most recently updated version of the MAP (Marlow et al., 2015). The MAP measures Individual Adaptability based on nine dimensions: Applied Creativity, Adaptability in Crisis Situations, Cultural Adaptability, Emotional Control, Emotional Perceptiveness, Flexibility of Opinion, Openness to Criticism, Proactive Learning, and Dealing with Ambiguous Situations. Marlow et al. (2015) produced the 9-factor model and found a mean coefficient alpha reliability estimate of $\alpha = .81$ for the nine dimensions. Scale reliability estimates for each dimension were as follows: Applied Creativity, a = .88, Adaptability in Crisis Situations, a = .79, Cultural Adaptability, a = .90, Emotional Control, a = .81, Emotional Perceptiveness, a = .86, Flexibility of Opinion, a = .80, Openness to Criticism, a = .80, Proactive Learning, a = .84, Dealing with Ambiguous Situations, a = .60.

The MAP consists of 63 items that assess Individual Adaptability. Each of these items is made up of a statement related to adaptability. For example, one item is "I think outside the given parameters to see if there is a more effective approach". Participants were asked to report how well each statement matches their opinion using a 5-point Likert scale (Strongly Disagree-Strongly Agree). See Appendix B.

Individual Adaptability Measure (I-ADAPT). Ployhart and Bliese developed the I-ADAPT in 2006. The 55-item measure was created using definitions of each of the eight dimensions of AP developed by Pulakos et al. (2000; See Table 2). Marlow et al. (2015) tested the factor structure of the I-ADAPT and found support for the eight-factor model of AP with an overall scale reliability estimate of a = .79, and dimension scale reliability estimates as follows: Creativity, a = .73, Crisis, a = .89, Cultural, a = .83, Interpersonal, a = .79, Learning, a = .87, Physical, a = .64, Work Stress, a = .86, Uncertainty, a = .74. However two of the I-ADAPT items were removed from the model due to low reliability and/or fit, resulting in the 53-item measure used in the current study. Marlow et al. (2015) found a mean coefficient alpha reliability estimate of α =.79 for the 53-item I-ADAPT measure.

I-ADAPT items resemble those of the MAP, in that they are statements related to Adaptive Performance. An example item from the I-ADAPT measure is, "I am able to look at problems from a multitude of angles". Participants were required to provide the same ratings as the MAP items, using the same directions and Likert scale. See Appendix C.

Dimension Level Items. The remaining 39 AP items inquire about the frequency, importance, and individual performance level regarding AP requirements on the job. These 39 items focus on the dimension level of AP, and participants are presented with the dimension definitions from both the MAP and the I-ADAPT measures (See Table 2) one at a time. For each dimension, participants were asked to report (1) how frequently they are required to perform the various dimension on the job (Never-Always), (2) how important the various dimension is on the job (Not Important at All-Absolutely Essential), and (3) how well they are at performing the various dimension on the job (Very Poor-Excellent). Participants that answer "Never" to the first question (frequency) were not asked about importance or their performance, and were taken directly to the next dimension. It should be noted that there were only 13, rather than 17, different dimension definitions provided, consistent with Marlow et al.'s (2015) finding that four dimensions from the MAP and I-ADAPT models (Applied Creativity/creativity, Adaptability in Crisis Situations, Cultural Adaptability, and Proactive Learning/learning) were so highly correlated (above .80) that they could confidently be considered to be measuring the same dimension. See Appendix D.

Job Descriptive Index (JDI). Job satisfaction can be measured at the global level as an overarching sentiment about all aspects of a person's job, or at the facet level (Brkich, Jeffs & Carless, 2002). The JDI serves as a facet measure of satisfaction, measuring five facets of job satisfaction: work, pay, promotion, supervision, and co-workers (Smith, Kendall & Hulin, 1969). Since the creation of the JDI in 1969, the scale has undergone three major updates taking place in 1985 (Smith, Balzer, Brannick, Chia, Eggleston,

Gibson, et al., 1987), in 1997 (Kihm, Smith & Irwin, 1997), and most recently in 2009 when the scale became free for public use (Lake, Gopalkrishnan, Sliter, & Withrow, 2010). The JDI has been praised as "one of the most carefully constructed measures of job satisfaction in existence" (Kinicki, McKee-Ryan, Schriesheim & Carson, 2002; pp. 14; Russell, et al., 2004). The average reliability estimates for each of the five facets are reported as: Satisfaction with Pay, a = .87, Satisfaction with Promotion Opportunities, a = .88, Satisfaction with Coworkers, a = .86, Satisfaction with Work, a = .88, and Satisfaction with Supervision, a = .89 (Kinicki et al., 2002).

An abridged version of the JDI became available in 2001 (Stanton, Balzer, Smith, Parra, and Ironson, 2001). The abridged 2009 version of the JDI contains 6 items for each of the 5 facets, compared to the original 18 per facet. The abridged JDI has been found to have comparable internal consistency to the original scale (Stanton, et al., 2001). In the current study, we use the abridged JDI items for four of the facets and used the full 18-item scale for the Satisfaction with Work scale. The full length scale for Satisfaction with Work was used because the current study is heavily focused on this facet, and how it relates to the abilities-demand P-J fit model that being applied to Adaptive Performance requirements and abilities.

All items on the JDI scale are made up of short words or phrases (e.g. "comfortable" for Satisfaction with Pay, "influential" for Satisfaction with Supervision) and the participant is asked to respond "Y" (yes) if the word/phrase describes their job, "N" (no) if the word/phrase does not describe their job, or "?" if they cannot decide. See Appendix E.

Survey Administration

The survey used in this study began with an informed consent page and asked participants to confirm that the participant was over the age of 18 and wished to continue with the study. Participants were asked to complete the I-ADAPT measure and the MAP measure. Upon completing those measures, participants were asked to complete the Dimension Level items. The participants then completed the JDI items. The questions within each measure were presented in a randomized order. The survey ended with questions regarding demographic information such as whether the participants were employed, their job title, how many hours they worked in a typical week, and other general demographic information (e.g. race, gender, etc.).

CHAPTER IV: RESULTS

Measures Scale Reliabilities

Before analyzing the research questions, scale reliabilities for each measure were computed. Higher reliability estimates were found in the current study compared to the previously mentioned reliability estimates for the Measure of Adaptive Performance (MAP) and the Individual Adaptability Measure (I-ADAPT). As for the Job Descriptive Index (JDI), the current study found slightly different, yet similar reliability estimates for the five facets, which was to be expected because the current study utilized the abridged version of the JDI for four of the facets (please recall, the full 18-item scale was used for the job satisfaction facet of work done on the job). Lastly, a mean coefficient alpha reliability estimate of $\alpha = .92$ was found for the Dimension Level Items. See Table 3 for all measure reliability estimates.

Table 3.
Measures Scale Reliabilities

Measure/Facet	Previous α	Current α	Number of Items
Measure of Adaptive Performance (MAP)	.81	.93	63
Individual Adaptability Measure (I-ADAPT)	.79	.91	53
Satisfaction with Work Done on Job (JDI facet)	.88	.90	18
Satisfaction with Coworkers (JDI Facet)	.86	.77	6
Satisfaction with Pay (JDI Facet)	.87	.86	6
Satisfaction with Promotion Opportunities (JDI Facet)	.88	.88	6
Satisfaction with Supervision (JDI Facet)	.89	.81	6
Dimension Level Items	N/A	.92	39

Research Question 1

Research question one focused on the degree to which a persons' Individual Adaptability is related to their self-reported Adaptive Performance (AP) on the job. In order to determine this, correlations between participants' self-reported Individual Adaptability and self-reported Adaptive Performance on the job (for all AP dimensions) were reviewed for significance. Before these correlations were computed, items regarding each AP dimension were averaged in order to come up with the participants' dimension level adaptability scores. These dimension level scores were then averaged to calculate an average Overall Individual Adaptability score (hereafter referred to as IA).

To create each participant's AP on the job score, their answers to the *performance* aspect (i.e. "how well you PERFORM the competency described at your job") of each dimension level item were averaged. The mean of these dimension level AP scores were used to compute an average Overall AP (on the job) score (hereafter referred to as JAP).

All correlations were significant ($p < .001$), providing support for research questions 1-1m. The correlation effect sizes ranged from .29 to .62, all of which can therefore be considered moderate to strong relationships (Cohen, 1988). Four AP dimensions had effect sizes that ranged from .29 to .36: Ability to Deal with Ambiguous Situations, Interpersonal Adaptability, Ability to Deal with Work Stress, and Ability to Deal with Uncertainty. Five other AP dimensions' effect sizes fell in the slightly higher range of .39 to .45. These dimensions were Applied Creativity, Adaptability in Crisis Situations, Emotional Control, Flexibility of Opinion, and Physical Adaptability.

The remaining AP dimensions of Cultural Adaptability, Emotional Perceptiveness, Openness to Criticism, and Proactive Learning had the largest effect sizes of all the dimensions, ranging from .49 to .54. The highest effect size was found for the correlation between Overall IA and Overall JAP (.62). This was not unexpected because this correlation represents the relationship between two averages. See Table 4 for descriptive statistics. See Table 5 for research question 1-1m Pearson correlations.

Table 4.
Research Question 1 Descriptive Statistics

Dimension	Individual Adaptability			JAP		
	M	*SD*	*n*	*M*	*SD*	*n*
Overall IA/JAP	3.71	0.36	324	3.75	0.50	324
Applied Creativity	3.74	0.54	324	3.61	0.75	310
Adaptability in Crisis Situations	3.78	0.55	324	3.73	0.75	301
Cultural Adaptability	4.09	0.54	324	3.94	0.82	312
Emotional Control	3.63	0.55	323	3.92	0.85	320
Emotional Perceptiveness	3.89	0.62	323	3.84	0.86	312
Flexibility of Opinion	3.60	0.65	323	3.34	0.87	287
Openness to Criticism	3.70	0.66	323	3.82	0.88	314
Proactive Learning	3.93	0.47	324	3.74	0.82	316
Ability to Deal with Ambiguous Situations	3.74	0.56	322	3.72	0.84	316
Interpersonal Adaptability	4.09	0.46	324	3.93	0.83	320
Ability to Deal with Work Stress	2.84	0.88	324	3.87	0.88	317
Physical Adaptability	3.48	0.57	324	3.67	0.87	290
Ability to Deal with Uncertainty	3.72	0.53	324	3.61	0.80	310

N = 324

Table 5.
Research Question 1 Pearson Correlations

Dimension	*n*	*r*
Overall IA/JAP	324	.62**
Emotional Perceptiveness	311	.54**
Openness to Criticism	313	.54**
Proactive Learning	316	.50**
Cultural Adaptability	312	.49**
Applied Creativity	310	.45**
Emotional Control	319	.45**
Physical Adaptability	290	.42**
Adaptability in Crisis Situations	301	.40**
Flexibility of Opinion	286	.39**
Interpersonal Adaptability	320	.36**
Ability to Deal with Uncertainty	310	.30**
Ability to Deal with Ambiguous Situations	314	.29**
Ability to Deal with Work Stress	317	.29**

** Correlations significant at the .01 level
N = 324

Research Question 2

The second research question examined whether the "fit" between a person's Individual Adaptability and the Adaptive Performance Requirements of their job was related to the person's job satisfaction. To answer research question two, regression analysis was used. Three groups of independent variables were assessed in the regression analyses; one of these being the Individual Adaptability (IA) scores utilized in the previous research question's analyses.

In order to create a variable that represented the AP Requirements (hereafter referred to as APR) on the job, the self-ratings for the *frequency* (i.e. "how FREQUENTLY you are REQUIRED to perform the competency described at your job)

and *importance* (i.e. "how IMPORTANT the competency described is at your job") aspects of the dimension level items were averaged for each AP dimension. The resulting 13 variables were later averaged to create an Overall APR variable that represents job requirements regarding all dimensions of AP.

Additionally, interaction variables were created in order to test the interaction, or "fit", of IA and APR scores. Just as with the IA scores in the previous analysis, 14 interaction variables were created, one for each AP dimension, as well as one Overall variable (i.e. the interaction between Overall IA and Overall APR).

Various dependent variables were also examined for this research question, including Overall Job Satisfaction, as well as satisfaction with each of the five job satisfaction facets (i.e. the Work Done on the Job, Coworkers, Pay, Opportunities for Promotion, and Supervision on the Job). In order to create the job satisfaction facet variables, the JDI items were first grouped by facet. Then, the responses to each facet's items were added together to create five facet sums, as recommended in the Job Descriptive Index Quick Reference Guide (Brodke, et al., 2009). These facet sums were used as the dependent variable in some of the analyses for research question two; however for others an Overall Job Satisfaction score was utilized. In order to calculate Overall Job Satisfaction, the five facet sums mentioned previously were averaged, resulting in Overall Job Satisfaction.

Linear regression analyses with the stepwise selection were then used to explore whether the "fit" between a person's IA and APR of their job (for all AP dimensions) predicted job satisfaction experienced by participants. An alpha to enter of .05 and an

alpha to remove of .10 was used when selecting predictors for each analysis. Analyses results concerning research questions 2-2m are discussed below, beginning with analyses regarding Overall Job Satisfaction, and followed by analyses regarding satisfaction with each of the five job satisfaction facets.

Predicting Overall Job Satisfaction. For the first analysis, Overall IA, Overall APR, and the interaction between these two variables were considered as possible predictors of Overall Job Satisfaction. See Table 6 for descriptive statistics. Only Overall APR was found to be a useful predictor of Overall Job Satisfaction, F (1, 322) = 19.85, MSE = 15.80, $p < .001$, $Adj\ R^2 = .06$. See Table 7 for the regression model. This result did not support research question two, which asks if the *fit* (i.e. the interaction) between a person's IA and APR predicts job satisfaction.

Table 6.
Descriptive Statistics for Research Question 2

Variable	*M*	*SD*	*n*
Overall Job Satisfaction	10.95	4.09	324
Overall IA	3.71	0.36	324
Overall APR	3.78	0.54	324
Overall Interaction	14.13	2.92	324

Table 7.
Regression Model (Stepwise Selection) for Predicting Overall Job Satisfaction

Predictor	B	SE(B)	*B*	95% CI
Constant	4.02*	1.57		(0.92, 7.11)
Overall APR	1.83**	0.41	0.24**	(1.02, 2.64)

Note. CI = confidence interval
*$p < .05$
**$p < .001$

In order to test research questions 2a-2m, 13 similar regression analyses were conducted, one pertaining to each AP dimension. These individual analyses considered each dimension's IA variable, each dimension's APR variable, and the interaction between the two as possible predictors of Overall Job Satisfaction. The results are broken down by research question and discussed further below.

Research Question 2a. The first of these analyses concerned the Applied Creativity dimension of AP and therefore considered average Applied Creativity (i.e. IA regarding Applied Creativity), Applied Creativity APR, and the interaction of these two variables as possible predictors of Overall Job Satisfaction. See Table 8 for descriptive statistics. Results showed that Applied Creativity APR was a predictor of Overall Job Satisfaction, F (1, 309) = 12.53, MSE = 16.01, $p < .001$, $Adj\ R^2 = .04$. See Table 9 for the regression model. This result did not lend support for research question 2a.

Table 8.
Descriptive Statistics for Research Question 2a

Variable	*M*	*SD*	*n*
Overall Job Satisfaction	11.01	4.08	311
Applied Creativity IA	3.76	0.53	311
Applied Creativity APR	3.43	0.89	311
Applied Creativity Interaction	13.12	4.55	311

Table 9.
Regression Model 2a (Stepwise Selection) for Predicting Overall Job Satisfaction

Predictor	B	SE(B)	*B*	95% CI
Constant	7.92*	0.90		(6.15, 9.70)
Applied Creativity APR	0.90*	0.25	0.20*	(0.40, 1.40)

Note. CI = confidence interval
*$p < .001$

Research Question 2b. This research question concerned the AP dimension of Adaptability in Crisis Situations. Therefore, for this analysis, a regression was conducted that considered IA in Crisis Situations, APR regarding Crisis Situations, and the interaction of these two variables as potential predictors. See Table 10 for descriptive statistics. Results showed that the interaction variable was a predictor of Overall Job Satisfaction, F (1, 299) = 7.57, MSE = 16.26, p = .006, $Adj\ R^2$ = .02. See Table 11 for the regression model. The result of this analysis provided support for research question 2b.

Table 10.
Descriptive Statistics for Research Question 2b

Variable	*M*	*SD*	*n*
Overall Job Satisfaction	11.09	4.08	301
Crisis IA	3.81	0.53	301
Crisis APR	3.63	0.89	301
Crisis Interaction	13.93	4.35	301

Table 11.
Regression Model 2b (Stepwise Selection) for Predicting Overall Job Satisfaction

Predictor	B	SE(B)	*B*	95% CI
Constant	9.04**	0.78		(7.50, 10.57)
Crisis Interactional	0.15*	0.53	0.16*	(0.04, 0.25)

Note. CI = confidence interval
*p < .01
**p < .001

Research Question 2c. The AP dimension of Cultural Adaptability was used in research question two. Thus, another analysis was conducted that considered Cultural IA, Cultural APR, and the interaction of these two variables as possible predictors. See Table 12 for descriptive statistics. Results showed that the interaction between Cultural IA and Cultural APR was a predictor of Overall Job Satisfaction, F (1, 310) = 5.14, MSE = 16.59, p = .024, $Adj\ R^2$ = .01, providing support for research question 2c. See Table 13 for the regression model.

Table 12.
Descriptive Statistics for Research Question 2c

Variable	*M*	*SD*	*n*
Overall Job Satisfaction	10.98	4.10	312
Cultural IA	4.12	0.51	312
Cultural APR	3.86	0.93	312
Cultural Interaction	10.98	4.10	312

Table 13.
Regression Model 2c (Stepwise Selection) for Predicting Overall Job Satisfaction

Predictor	B	SE(B)	*B*	95% CI
Constant	9.24**	0.80		(7.66, 10.82)
Cultural Interaction	0.11*	0.05	0.13*	(0.01, 0.20)

Note. CI = confidence interval
*p < .05
**p < .001

Research Question 2d. This research question concerned the AP dimension of Emotional Control; consequently, Emotional Control IA, Emotional Control APR, and the interaction variable regarding this dimension were used as possible predictors in the

analysis. See Table 14 for descriptive statistics. None of these variables were found to be predictors of Overall Job Satisfaction. Thus, the results of this analysis did not support research question 2d.

Table 14.
Descriptive Statistics for Research Question 2d

Variable	*M*	*SD*	*n*
Overall Job Satisfaction	10.97	4.07	319
Emotional Control IA	3.63	0.55	319
Emotional Control APR	4.09	0.77	319
Emotional Control Interaction	14.98	3.97	319

Research Question 2e. Emotional Perceptiveness was the dimension of interest for research question 2e, leading to an analysis that considered Emotional Perceptiveness IA, Emotional Perceptiveness APR, and the interaction of these variables as potential predictors of Overall Job Satisfaction. See Table 15 for descriptive statistics. Results showed that Emotional Perceptiveness APR was a predictor of Overall Job Satisfaction, F (1, 310) = 6.39, MSE = 16.20, p = .012, $Adj\ R^2$ = .02. See Table 16 for the regression model. The result of this analysis did not offer support for this research question.

Table 15.
Descriptive Statistics for Research Question 2e

Variable	*M*	*SD*	*n*
Overall Job Satisfaction	11.08	4.06	312
Emotional Perceptiveness IA	3.91	0.60	312
Emotional Perceptiveness APR	3.90	0.84	312
Emotional Perceptiveness Interaction	15.40	4.61	312

Table 16.
Regression Model 2e (Stepwise Selection) for Predicting Overall Job Satisfaction

Predictor	B	SE(B)	*B*	95% CI
Constant	8.41**	1.08		(6.28, 10.53)
Emotional Perceptiveness APR	0.69*	0.27	0.14*	(0.15, 1.22)

Note. CI = confidence interval
*p < .05
**p < .001

Research Question 2f. The AP dimension of Flexibility of Opinion was tested for this research question. This analysis therefore included Flexibility of Opinion IA, Flexibility of Opinion APR, and the corresponding Flexibility of Opinion interaction variable as possible predictors. See Table 17 for descriptive statistics. The results of this analysis did not support research question 2f, seeing as none of the variables were found to be predictors of Overall Job Satisfaction.

Table 17.
Descriptive Statistics for Research Question 2f

Variable	*M*	*SD*	*n*
Overall Job Satisfaction	11.05	4.14	286
Flexibility of Opinion IA	3.65	0.62	286
Flexibility of Opinion APR	3.30	0.93	286
Flexibility of Opinion Interaction	12.23	4.58	286

Research Question 2g. Openness to Criticism was the AP dimension addressed in this next research question. For the corresponding analysis, a regression was conducted that considered IA regarding Openness to Criticism, Openness to Criticism APR, and the

interaction of these two variables as potential predictors. See Table 18 for descriptive statistics. Results revealed that the interaction variable was a predictor of Overall Job Satisfaction, F (1, 311) = 11.08, MSE = 16.07, p = .001, $Adj\ R^2$ = .03. See Table 19 for the regression model. The result of this analysis offered support for research question 2g.

Table 18.
Descriptive Statistics for Research Question 2g

Variable	*M*	*SD*	*n*
Overall Job Satisfaction	11.04	4.07	313
Openness to Criticism IA	3.71	0.64	313
Openness to Criticism APR	4.00	0.81	313
Openness to Criticism Interaction	15.01	4.68	313

Table 19.
Regression Model 2g (Stepwise Selection) for Predicting Overall Job Satisfaction

Predictor	B	SE(B)	*B*	95% CI
Constant	8.62**	0.76		(7.12, 10.12)
Openness to Criticism Interaction	0.16*	0.05	0.19*	(0.07, 0.26)

Note. CI = confidence interval
*p < .01
**p < .001

Research Question 2h. This research question focused on the AP dimension of Proactive Learning; thus the analysis for this research question included Proactive Learning IA, Proactive Learning APR, and the interaction regarding these two variables as possible predictors. See Table 20 for descriptive statistics. Results found the interaction between Proactive Learning IA and Proactive Learning APR to be a predictor

of Overall Job Satisfaction, F (1, 314) = 47.68, MSE = 14.69, $p < .001$, $Adj\ R^2 = .13$, providing support for research question 2h. See Table 21 for this regression model.

Table 20.
Descriptive Statistics for Research Question 2h

Variable	*M*	*SD*	*n*
Overall Job Satisfaction	11.00	4.11	316
Proactive Learning IA	3.94	0.46	316
Proactive Learning APR	3.88	0.89	316
Proactive Learning Interaction	15.48	4.55	316

Table 21.
Regression Model 2h (Stepwise Selection) for Predicting Overall Job Satisfaction

Predictor	B	SE(B)	*B*	95% CI
Constant	5.92**	0.77		(4.41, 7.43)
Proactive Learning Interaction	0.33**	0.47	0.36**	(0.23, 0.42)

Note. CI = confidence interval
**$p < .001$

Research Question 2i. The AP dimension regarding Dealing with Ambiguous Situations was tested by this research question's analyses which considered IA regarding Dealing with Ambiguous Situations, APR regarding Dealing with Ambiguous Situations, and the interaction of these two variables as potential predictors. See Table 22 for descriptive statistics. Results indicated that the interaction variable was a useful predictor of Overall Job Satisfaction, F (1, 312) = 13.73, MSE = 15.78, $p < .001$, $Adj\ R^2 = .04$. See Table 23 for the regression model. These results afforded support for this research question.

Table 22.
Descriptive Statistics for Research Question 2i

Variable	*M*	*SD*	*n*
Overall Job Satisfaction	11.04	4.05	314
Ambiguity IA	3.74	0.56	314
Ambiguity APR	3.82	0.83	314
Ambiguity Interaction	14.46	4.37	314

Table 23.
Regression Model 2i (Stepwise Selection) for Predicting Overall Job Satisfaction

Predictor	B	SE(B)	*B*	95% CI
Constant	8.29**	0.78		(6.77, 9.82)
Ambiguity Interaction	0.19**	0.05	0.21**	(0.09, 0.29)

Note. CI = confidence interval
**$p < .001$

Research Question 2j. This research question concerned the AP dimension of Interpersonal Adaptability, consequently, Interpersonal IA, Interpersonal APR, and the interaction regarding this Interpersonal dimension were included in this analysis as possible predictors. See Table 24 for descriptive statistics. Results found that the interaction variable was a predictor of Overall Job Satisfaction, F (1, 318) = 6.27, MSE = 16.40, p = .013, $Adj\ R^2$ = .02, providing support for research question 2j. See Table 25 for this regression model.

Table 24.
Descriptive Statistics for Research Question 2j

Variable	*M*	*SD*	*n*
Overall Job Satisfaction	10.98	4.08	320
Interpersonal IA	4.09	0.47	320
Interpersonal APR	4.01	0.83	320
Interpersonal Interaction	16.53	4.29	320

Table 25.
Regression Model 2j (Stepwise Selection) for Predicting Overall Job Satisfaction

Predictor	B	SE(B)	*B*	95% CI
Constant	8.78**	0.90		(7.01, 10.56)
Interpersonal Interaction	0.13*	0.05	0.14*	(0.03, 0.24)

Note. CI = confidence interval
*$p < .05$
**$p < .001$

Research Question 2k. Dealing with Work Stress was the AP dimension of interest for research question 2k. Therefore an analysis was conducted considering IA regarding Dealing with Work Stress, APR regarding Dealing with Work Stress, and the interaction of these two variables as potential predictors. See Table 26 for descriptive statistics. Results indicated that the interaction variable was a useful predictor of Overall Job Satisfaction, F (1, 315) = 5.28, MSE = 16.48, p = .022, $Adj\ R^2$ = .01. See Table 27 for the regression model. These results offered support for this research question.

Table 26.
Descriptive Statistics for Research Question 2k

Variable	*M*	*SD*	*n*
Overall Job Satisfaction	11.02	4.09	317
Work Stress IA	2.84	0.87	317
Work Stress APR	4.21	0.71	317
Work Stress Interaction	11.94	4.36	317

Table 27.
Regression Model 2k (Stepwise Selection) for Predicting Overall Job Satisfaction

Predictor	B	SE(B)	*B*	95% CI
Constant	9.59**	0.67		(8.28, 10.90)
Work Stress Interaction	0.12*	0.05	0.13*	(0.02, 0.22)

Note. CI = confidence interval
*$p < .05$
**$p < .001$

Research Question 2l. For this research question, Physical Adaptability was tested. In the analysis, Physical IA, Physical APR, and the interaction variable regarding this Physical AP dimension were included as possible predictors. See Table 28 for descriptive statistics. None of these variables were found to be predictors of Overall Job Satisfaction. Thus, the result of this analysis did not support research question 2l.

Table 28.
Descriptive Statistics for Research Question 2l

Variable	*M*	*SD*	*n*
Overall Job Satisfaction	11.03	4.11	291
Physical IA	3.50	0.57	291
Physical APR	3.62	0.97	291
Physical Interaction	12.78	4.44	291

Research Question 2m. The final research question concerned the AP dimension of Dealing with Uncertainty. Therefore, in this final analysis, IA regarding Dealing with Uncertainty, APR regarding Dealing with Uncertainty, and the interaction of these two variables were used as potential predictors of Overall Job Satisfaction. See Table 29 for descriptive statistics. This research question was not supported, due to none of the predictors successfully predicting Overall Job Satisfaction.

Table 29.
Descriptive Statistics for Research Question 2m

Variable	*M*	*SD*	*n*
Overall Job Satisfaction	11.07	4.06	311
Uncertainty IA	3.73	0.53	311
Uncertainty APR	3.62	0.84	311
Uncertainty Interaction	13.58	4.02	311

Predicting the Five Facets of Job Satisfaction. Separate regression analyses, similar to those previously mentioned (stepwise selection, $\alpha = .05$ to enter, $\alpha = .10$ to remove), were also conducted utilizing each facet of job satisfaction as dependent variables. Similar to the methodology used for research questions 2-2m, 14 analyses were conducted for each

facet of job satisfaction (i.e. dependent variable). The predictors considered in these analyses are listed below, followed by the results for each job satisfaction facet.

Predictors:

- Analysis 1: Overall IA, Overall APR, and the interaction between these two variables
- Analysis 2: Applied Creativity IA, Applied Creativity APR, and the interaction between these two variables
- Analysis 3: Crisis IA, Crisis APR, and the interaction between these two variables
- Analysis 4: Cultural IA, Cultural APR, and the interaction between these two variables
- Analysis 5: Emotional Control IA, Emotional Control APR, and the interaction between these variables
- Analysis 6: Emotional Perceptiveness IA, Emotional Perceptiveness APR, and the interaction between these variables
- Analysis 7: Flexibility of Opinion IA, Flexibility of Opinion APR, and the interaction between these variables
- Analysis 8: Openness to Criticism IA, Openness to Criticism APR, and the interaction between these variables
- Analysis 9: Proactive Learning IA, Proactive Learning APR, and the interaction between these variables
- Analysis 10: Ambiguity IA, Ambiguity APR, and the interaction between these variables

- Analysis 11: Interpersonal IA, Interpersonal APR, and the interaction between these variables
- Analysis 12: Work Stress IA, Work Stress APR, and the interaction between these variables
- Analysis 13: Physical IA, Physical APR, and the interaction between these variables
- Analysis 14: Uncertainty IA, Uncertainty APR, and the interaction between these variables

Satisfaction with the Work Done on the Job. Overall AP and 11 of the AP dimensions were significant predictors of Satisfaction with Work Done on the Job. Only Flexibility of Opinion and Physical AP were not found to be predictors of Satisfaction with Work done on the job. APR was found to be a predictor for the dimensions regarding Applied Creativity, Dealing with Ambiguous Situations, Interpersonal Adaptability, Dealing with Work Stress, Dealing with Uncertainty, as well as for Overall APR. Emotional Control IA was also found to be a predictor for Work Done on the Job. These APR and IA predictors do not lend any further support for research question two.

However, the interaction variables for the AP dimensions of Crisis, Cultural, Openness to Criticism, and Proactive Learning were found as predictors of satisfaction with this facet. Therefore some additional support was found for research questions 2b, 2c, 2g, and 2h, especially with regards to Satisfaction with the Work Done on the Job. See Table 30 for descriptive statistics and Table 31 for regression models regarding these analyses.

Table 30.

Descriptive Statistics for Satisfaction with the Work Done on the Job

Analysis	Variable	*M*	*SD*	*n*
1	Work Facet Satisfaction	32.90	14.14	324
	Overall APR	3.78	0.54	324
	Overall IA	3.71	0.36	324
	Overall Interaction	14.13	2.93	324
2	Work Facet Satisfaction	33.41	13.88	311
	Applied Creativity IA	3.76	0.53	311
	Applied Creativity APR	3.43	0.89	311
	Applied Creativity Interaction	13.12	4.55	311
3	Work Facet Satisfaction	33.08	14.16	301
	Crisis IA	3.81	0.53	301
	Crisis APR	3.63	0.89	301
	Crisis Interaction	13.93	4.35	301
4	Work Facet Satisfaction	32.93	14.14	312
	Cultural IA	4.12	0.51	312
	Cultural APR	3.86	0.93	312
	Cultural Interaction	16.08	4.83	312
5	Emotional Control IA	3.63	0.55	319
	Emotional Control APR	4.09	0.77	319
	Emotional Control Interaction	14.98	3.97	319
6	Work Facet Satisfaction	33.33	13.96	312
	Emotional Perceptiveness IA	3.91	0.60	312
	Emotional Perceptiveness APR	3.90	0.84	312
	Emotional Perceptiveness Interaction	15.40	4.61	312
7	Work Facet Satisfaction	33.37	14.07	286
	Flexibility of Opinion IA	3.65	0.62	286
	Flexibility of Opinion APR	3.29	0.93	286
	Flexibility of Opinion Interaction	12.23	4.58	286
8	Work Facet Satisfaction	33.20	13.99	313
	Openness to Criticism IA	3.71	0.64	313
	Openness to Criticism APR	3.99	0.81	313
	Openness to Criticism Interaction	15.01	4.68	313
9	Work Facet Satisfaction	33.26	14.01	316
	Proactive Learning IA	3.94	0.46	316
	Proactive Learning APR	3.88	0.46	316
	Proactive Learning Interaction	15.48	4.55	316

Table 30 cont.

Descriptive Statistics for Satisfaction with the Work Done on the Job cont.

Analysis	Variable	*M*	*SD*	*n*
10	Work Facet Satisfaction	33.40	13.84	314
	Ambiguity IA	3.74	0.56	314
	Ambiguity APR	3.82	0.83	314
	Ambiguity Interaction	14.46	4.37	314
11	Work Facet Satisfaction	32.95	14.17	320
	Interpersonal IA	4.09	0.47	320
	Interpersonal APR	4.01	0.83	320
	Interpersonal Interaction	16.53	4.29	320
12	Work Facet Satisfaction	33.06	14.19	317
	Work Stress IA	2.84	0.87	317
	Work Stress APR	4.21	0.71	317
	Work Stress Interaction	11.94	4.36	317
13	Work Facet Satisfaction	33.08	14.21	291
	Physical IA	3.50	0.57	291
	Physical APR	3.62	0.97	291
	Physical Interaction	12.78	4.44	291
14	Work Facet Satisfaction	33.17	14.05	311
	Uncertainty IA	3.73	0.53	311
	Uncertainty APR	3.62	0.84	311
	Uncertainty Interaction	13.58	4.02	311

Table 31.

Regression Models (Stepwise Selection) for Predicting Work Job Satisfaction

Analysis	Predictor	B	SE(B)	*B*	95% CI
1	Constant	0.14	5.29		(-10.26, 10.55)
	Overall APR	8.67***	1.38	0.33***	(5.94, 11.39)
2	Constant	13.22***	2.90		(7.52, 18.93)
	Applied Creativity APR	5.88***	0.82	0.38***	(4.24, 7.49)
3	Constant	21.90***	2.66		(16.67, 27.14)
	Crisis Interaction	0.80***	0.18	0.25***	(0.44, 1.16)
4	Constant	24.75***	2.75		(19.34, 30.16)
	Cultural Interaction	0.51**	0.16	0.17**	(0.19, 0.83)
5	Constant	22.50***	5.20		(12.27, 32.73)
	Emotional Control IA	2.92*	1.42	0.12*	(0.13, 5.70)

Table 31 cont.

Regression Models (Stepwise Selection) for Predicting Work Job Satisfaction cont.

Analysis	Predictor	B	SE(B)	*B*	95% CI
6	Constant	17.49***	3.64		(10.32, 24.66)
	Emotional Perceptiveness APR	4.07***	0.91	0.25***	(2.27, 5.87)
8	Constant	24.80***	2.62		(19.65, 29.96)
	Openness to Criticism Interaction	0.56**	0.17	0.19**	(0.23, 0.89)
9	Constant	13.80***	2.56		(8.77, 18.84)
	Proactive Learning Interaction	1.26***	0.16	0.41***	(0.95, 1.57)
10	Constant	13.58***	3.52		(6.67, 20.50)
	Ambiguity APR	5.19***	0.90	0.31***	(3.42, 6.96)
11	Constant	16.85***	3.81		(9.36, 24.34)
	Interpersonal APR	4.02***	0.93	0.24***	(2.19, 5.84)
12	Constant	22.26***	4.77		(12.88, 31.64)
	Work Stress APR	2.57*	1.12	0.13*	(0.37, 4.77)
14	Constant	21.20***	3.47		(14.37, 28.04)
	Uncertainty APR	3.31***	0.94	0.20***	(1.47, 5.15)

Note. CI = confidence interval

*$p < .05$

**$p < .01$

***$p < .001$

Satisfaction with Coworkers. Overall AP and two of the AP dimensions were significant predictors of Satisfaction with Coworkers. One of these predictors was Cultural IA, which did not provide support for any research questions. The other two included the Overall interaction variable and the Proactive Learning interaction variable. These results provided some support for research question 2 and research question 2h, especially when considering Satisfaction with Coworkers. See Table 32 for descriptive statistics and Table 33 for regression models regarding these analyses.

Table 32.
Descriptive Statistics for Satisfaction with Coworkers

Analysis	Variable	*M*	*SD*	*n*
1	Coworker Facet Satisfaction	12.64	5.28	324
	Overall APR	3.78	0.54	324
	Overall IA	3.71	0.36	324
	Overall Interaction	14.13	2.92	324
2	Coworker Facet Satisfaction	12.61	5.29	311
	Applied Creativity IA	3.76	0.53	311
	Applied Creativity APR	3.43	0.89	311
	Applied Creativity Interaction	13.12	4.55	311
3	Coworker Facet Satisfaction	12.82	5.19	301
	Crisis IA	3.81	0.53	301
	Crisis APR	3.63	0.89	301
	Crisis Interaction	13.93	4.35	301
4	Coworker Facet Satisfaction	12.66	5.28	312
	Cultural IA	4.12	0.51	312
	Cultural APR	3.86	0.93	312
	Cultural Interaction	16.08	4.83	312
5	Coworker Facet Satisfaction	12.60	5.29	319
	Emotional Control IA	3.63	0.55	319
	Emotional Control APR	4.09	0.77	319
	Emotional Control Interaction	14.98	3.97	319
6	Coworker Facet Satisfaction	12.68	5.30	312
	Emotional Perceptiveness IA	3.91	0.60	312
	Emotional Perceptiveness APR	3.90	0.84	312
	Emotional Perceptiveness Interaction	15.40	4.61	312
7	Coworker Facet Satisfaction	12.63	5.29	286
	Flexibility of Opinion IA	3.65	0.62	286
	Flexibility of Opinion APR	3.29	0.93	286
	Flexibility of Opinion Interaction	12.23	4.58	286
8	Coworker Facet Satisfaction	12.75	5.20	313
	Openness to Criticism IA	3.71	0.64	313
	Openness to Criticism APR	3.99	0.81	313
	Openness to Criticism Interaction	15.01	4.68	313
9	Coworker Facet Satisfaction	12.63	5.32	316
	Proactive Learning IA	3.94	0.46	316
	Proactive Learning APR	3.88	0.89	316
	Proactive Learning Interaction	15.48	4.55	316

Table 32 cont.

Descriptive Statistics for Satisfaction with Coworkers cont.

Analysis	Variable	*M*	*SD*	*n*
10	Coworker Facet Satisfaction	12.66	5.29	314
	Ambiguity IA	3.74	0.56	314
	Ambiguity APR	3.82	0.83	314
	Ambiguity Interaction	14.46	4.37	314
11	Coworker Facet Satisfaction	12.65	5.30	320
	Interpersonal IA	4.10	0.47	320
	Interpersonal APR	4.01	0.83	320
	Interpersonal Interaction	16.53	4.29	320
12	Coworker Facet Satisfaction	12.70	5.26	317
	Work Stress IA	2.84	0.87	317
	Work Stress APR	4.21	0.71	317
	Work Stress Interaction	11.94	4.36	317
13	Coworker Facet Satisfaction	12.60	5.27	291
	Physical IA	3.50	0.57	291
	Physical APR	3.62	0.97	291
	Physical Interaction	12.78	4.44	291
14	Coworker Facet Satisfaction	12.70	5.29	311
	Uncertainty IA	3.73	0.53	311
	Uncertainty APR	3.62	0.84	311
	Uncertainty Interaction	13.58	4.02	311

Table 33.

Regression Models (Stepwise Selection) for Predicting Coworker Job Satisfaction

Analysis	Predictor	B	SE(B)	*B*	95% CI
1	Constant	9.05***	1.44		(6.23, 11.87)
	Overall Interaction	0.25*	0.10	0.14*	(0.06, 0.45)
4	Constant	7.84**	2.43		(3.07, 12.61)
	Cultural IA	1.71*	0.59	.11*	(0.02, 2.32)
9	Constant	7.82***	1.03		(5.80, 9.84)
	Proactive Learning Interaction	0.31***	0.06	0.27***	(0.19, 0.44)

Note. CI = confidence interval

*$p < .05$

**$p < .01$

***$p < .001$

Satisfaction with Pay. Three AP dimensions were determined to be significant predictors of Satisfaction with Pay. The first of these predictors was Emotional Control IA, which did not lend support for the research questions. The interaction variables for the AP dimensions regarding Proactive Learning as well as Work Stress were also significant predictors however, thus providing further support for research questions 2h and 2k, particularly with regards to the facet of Satisfaction with Pay. See Table 34 for descriptive statistics and Table 35 for regression models regarding these analyses.

Table 34.
Descriptive Statistics for Satisfaction with Pay

Analysis	Variable	*M*	*SD*	*n*
1	Pay Facet Satisfaction	9.22	6.55	324
	Overall APR	3.78	0.54	324
	Overall IA	3.71	0.36	324
	Overall Interaction	14.13	2.92	324
2	Pay Facet Satisfaction	9.23	6.58	311
	Applied Creativity IA	3.76	0.53	311
	Applied Creativity APR	3.43	0.89	311
	Applied Creativity Interaction	13.12	4.55	311
3	Pay Facet Satisfaction	9.26	6.53	301
	Crisis IA	3.81	0.53	301
	Crisis APR	3.63	0.89	301
	Crisis Interaction	13.93	4.35	301
4	Pay Facet Satisfaction	9.22	6.54	312
	Cultural IA	4.12	0.51	312
	Cultural APR	3.86	0.93	312
	Cultural Interaction	16.08	4.83	312
5	Pay Facet Satisfaction	9.24	6.55	319
	Emotional Control IA	3.63	0.55	319
	Emotional Control APR	4.09	0.77	319
	Emotional Control Interaction	14.98	3.97	319

Table 34 cont.

Descriptive Statistics for Satisfaction with Coworkers cont.

Analysis	Variable	*M*	*SD*	*n*
6	Coworker Facet Satisfaction	12.68	5.30	312
	Emotional Perceptiveness IA	3.91	0.60	312
	Emotional Perceptiveness APR	3.90	0.84	312
	Emotional Perceptiveness Interaction	15.40	4.61	312
7	Coworker Facet Satisfaction	12.63	5.29	286
	Flexibility of Opinion IA	3.65	0.62	286
	Flexibility of Opinion APR	3.29	0.93	286
	Flexibility of Opinion Interaction	12.23	4.58	286
8	Coworker Facet Satisfaction	12.75	5.20	313
	Openness to Criticism IA	3.71	0.64	313
	Openness to Criticism APR	3.99	0.81	313
	Openness to Criticism Interaction	15.01	4.68	313
9	Coworker Facet Satisfaction	12.63	5.32	316
	Proactive Learning IA	3.94	0.46	316
	Proactive Learning APR	3.88	0.89	316
	Proactive Learning Interaction	15.48	4.55	316
10	Coworker Facet Satisfaction	12.66	5.29	314
	Ambiguity IA	3.74	0.56	314
	Ambiguity APR	3.82	0.83	314
	Ambiguity Interaction	14.46	4.37	314
11	Coworker Facet Satisfaction	12.65	5.30	320
	Interpersonal IA	4.10	0.47	320
	Interpersonal APR	4.01	0.83	320
	Interpersonal Interaction	16.53	4.29	320
12	Coworker Facet Satisfaction	12.70	5.26	317
	Work Stress IA	2.84	0.87	317
	Work Stress APR	4.21	0.71	317
	Work Stress Interaction	11.94	4.36	317
13	Coworker Facet Satisfaction	12.60	5.27	291
	Physical IA	3.50	0.57	291
	Physical APR	3.62	0.97	291
	Physical Interaction	12.78	4.44	291
14	Coworker Facet Satisfaction	12.70	5.29	311
	Uncertainty IA	3.73	0.53	311
	Uncertainty APR	3.62	0.84	311
	Uncertainty Interaction	13.58	4.02	311

Table 35.

Regression Models (Stepwise Selection) for Predicting Pay Job Satisfaction

Analysis	Predictor	B	SE(B)	*B*	95% CI
5	Constant	4.19	2.43		(-0.58, 8.97)
	Emotional Control IA	1.39*	0.66	0.12*	(0.09, 2.69)
9	Constant	6.50***	1.31		(3.93, 9.07)
	Proactive Learning Interaction	0.18*	0.08	0.12*	(0.02, 0.33)
12	Constant	6.42***	1.06		(4.34, 8.51)
	Work Stress Interaction	0.24**	0.08	0.16**	(0.08, 0.41)

Note. CI = confidence interval

*$p < .05$

**$p < .01$

***$p < .001$

Satisfaction with Opportunities for Promotion. Overall AP and four dimensions of AP were found to be significant predictors of Satisfaction with Opportunities for Promotion. All five predictors were APR variables including Overall APR, Applied Creativity APR, Openness to Criticism APR, Proactive Learning APR, and APR regarding Dealing with Ambiguous Situations. Since no interactions were found to be predictors, support was not provided for the study's research questions. See Table 36 for descriptive statistics and Table 37 for regression models regarding these analyses.

Table 36.
Descriptive Statistics for Satisfaction with Opportunities for Promotion

Analysis	Variable	*M*	*SD*	*n*
1	Promotion Facet Satisfaction	8.22	6.49	324
	Overall APR	3.78	0.54	324
	Overall IA	3.71	0.36	324
	Overall Interaction	14.13	2.92	324
2	Promotion Facet Satisfaction	8.28	6.50	311
	Applied Creativity IA	3.76	0.53	311
	Applied Creativity APR	3.43	0.89	311
	Applied Creativity Interaction	13.12	4.55	311
3	Promotion Facet Satisfaction	8.41	6.50	301
	Crisis IA	3.81	0.53	301
	Crisis APR	3.63	0.89	301
	Crisis Interaction	13.93	4.35	301
4	Promotion Facet Satisfaction	8.37	6.48	312
	Cultural IA	4.12	0.51	312
	Cultural APR	3.86	0.93	312
	Cultural Interaction	16.08	4.83	312
5	Promotion Facet Satisfaction	8.26	6.50	319
	Emotional Control IA	3.63	0.55	319
	Emotional Control APR	4.09	0.77	319
	Emotional Control Interaction	14.98	3.97	319
6	Promotion Facet Satisfaction	8.35	6.54	312
	Emotional Perceptiveness IA	3.91	0.60	312
	Emotional Perceptiveness APR	3.90	0.84	312
	Emotional Perceptiveness Interaction	15.40	4.61	312
7	Promotion Facet Satisfaction	8.40	6.55	286
	Flexibility of Opinion IA	3.65	0.62	286
	Flexibility of Opinion APR	3.29	0.93	286
	Flexibility of Opinion Interaction	12.23	4.58	286
8	Promotion Facet Satisfaction	8.38	6.51	313
	Openness to Criticism IA	3.71	0.64	313
	Openness to Criticism APR	3.99	0.81	313
	Openness to Criticism Interaction	15.01	4.68	313
9	Promotion Facet Satisfaction	8.30	6.51	316
	Proactive Learning IA	3.94	0.46	316
	Proactive Learning APR	3.88	0.89	316
	Proactive Learning Interaction	15.48	4.55	316

Table 36 cont.
Descriptive Statistics for Satisfaction with Opportunities for Promotion cont.

Analysis	Variable	*M*	*SD*	*n*
10	Promotion Facet Satisfaction	8.37	6.50	314
	Ambiguity IA	3.74	0.56	314
	Ambiguity APR	3.82	0.83	314
	Ambiguity Interaction	14.46	4.37	314
11	Promotion Facet Satisfaction	8.24	6.49	320
	Interpersonal IA	4.10	0.47	320
	Interpersonal APR	4.01	0.83	320
	Interpersonal Interaction	16.53	4.29	320
12	Promotion Facet Satisfaction	8.30	6.50	317
	Work Stress IA	2.84	0.87	317
	Work Stress APR	4.21	0.71	317
	Work Stress Interaction	11.94	4.36	317
13	Promotion Facet Satisfaction	8.48	6.56	291
	Physical IA	3.50	0.57	291
	Physical APR	3.62	0.97	291
	Physical Interaction	12.78	4.44	291
14	Promotion Facet Satisfaction	8.29	6.53	311
	Uncertainty IA	3.73	0.53	311
	Uncertainty APR	3.62	0.84	311
	Uncertainty Interaction	13.58	4.02	311

Table 37.
Regression Models (Stepwise Selection) for Predicting Promotion Job Satisfaction

Analysis	Predictor	B	SE(B)	*B*	95% CI
1	Constant	0.22	2.53		(-4.77, 5.20)
	Overall APR	2.12**	0.66	0.18**	(0.81, 3.42)
2	Constant	4.12**	1.45		(1.28, 6.97)
	Applied Creativity APR	1.21**	0.41	0.17**	(0.41, 2.01)
8	Constant	3.51	1.83		(-0.08, 7.11)
	Openness to Criticism APR	1.22**	0.45	0.15**	(0.34, 2.11)
9	Constant	0.96	1.59		(-2.16, 4.09)
	Proactive Learning APR	1.89***	0.40	0.26***	(1.11, 2.67)
10	Constant	4.55**	1.72		(1.16, 7.94)
	Ambiguity APR	1.00*	0.44	0.13*	(0.13, 1.87)

Note. CI = confidence interval
*$p < .05$
**$p < .01$
***$p < .001$

Satisfaction with Supervision. Overall AP and nine AP dimensions were found to be significant predictors of Satisfaction with Supervision. Of these, two predictors were IA variables (Interpersonal IA and Uncertainty IA) and one was an APR variable (Flexibility of Opinion APR). These three predictors did not offer support for any of the research questions. Support was provided for 7 of the research questions however, when the interaction variables regarding Crisis, Cultural, Openness to Criticism, Proactive Learning, Ambiguity, Work Stress, as well as the Overall interaction variable were discovered to be useful predictors. These results support research questions 2, 2b, 2c, 2g, 2h, 2i, and 2k, especially when considering Satisfaction with Supervision. See Table 38 for descriptive statistics and Table 39 for regression models regarding these analyses.

Table 38.
Descriptive Statistics for Satisfaction with Supervision on the Job

Analysis	Variable	*M*	*SD*	*n*
1	Supervision Facet Satisfaction	12.58	5.57	324
	Overall APR	3.78	0.54	324
	Overall IA	3.71	0.36	324
	Overall Interaction	14.13	2.92	324
2	Supervision Facet Satisfaction	12.62	5.50	311
	Applied Creativity IA	3.76	0.53	311
	Applied Creativity APR	3.43	0.89	311
	Applied Creativity Interaction	13.12	4.55	311
3	Supervision Facet Satisfaction	12.70	5.50	301
	Crisis IA	3.81	0.53	301
	Crisis APR	3.63	0.89	301
	Crisis Interaction	13.93	4.35	301
4	Supervision Facet Satisfaction	12.52	5.58	312
	Cultural IA	4.12	0.51	312
	Cultural APR	3.86	0.93	312
	Cultural Interaction	16.08	4.83	312

Table 38 cont.

Descriptive Statistics for Satisfaction with Supervision on the Job cont.

Analysis	Variable	*M*	*SD*	*n*
5	Supervision Facet Satisfaction	12.63	5.52	319
	Emotional Control IA	3.63	0.55	319
	Emotional Control APR	4.09	0.77	319
	Emotional Control Interaction	14.98	3.97	319
6	Supervision Facet Satisfaction	12.76	5.46	312
	Emotional Perceptiveness IA	3.91	0.60	312
	Emotional Perceptiveness APR	3.90	0.84	312
	Emotional Perceptiveness Interaction	15.40	4.61	312
7	Supervision Facet Satisfaction	12.63	5.57	286
	Flexibility of Opinion IA	3.65	0.62	286
	Flexibility of Opinion APR	3.29	0.93	286
	Flexibility of Opinion Interaction	12.23	4.58	286
8	Supervision Facet Satisfaction	12.58	5.55	313
	Openness to Criticism IA	3.71	0.64	313
	Openness to Criticism APR	3.99	0.81	313
	Openness to Criticism Interaction	15.01	4.68	313
9	Supervision Facet Satisfaction	12.59	5.55	316
	Proactive Learning IA	3.94	0.46	316
	Proactive Learning APR	3.88	0.89	316
	Proactive Learning Interaction	15.48	4.55	316
10	Supervision Facet Satisfaction	12.67	5.50	314
	Ambiguity IA	3.74	0.56	314
	Ambiguity APR	3.82	0.83	314
	Ambiguity Interaction	14.46	4.37	314
11	Supervision Facet Satisfaction	12.58	5.54	320
	Interpersonal IA	4.10	0.47	320
	Interpersonal APR	4.01	0.83	320
	Interpersonal Interaction	16.53	4.29	320
12	Supervision Facet Satisfaction	12.63	5.54	317
	Work Stress IA	2.84	0.87	317
	Work Stress APR	4.21	0.71	317
	Work Stress Interaction	11.94	4.36	317
13	Supervision Facet Satisfaction	12.65	5.57	291
	Physical IA	3.50	0.57	291
	Physical APR	3.62	0.97	291
	Physical Interaction	12.78	4.44	291
14	Supervision Facet Satisfaction	12.72	5.52	311
	Uncertainty IA	3.73	0.53	311
	Uncertainty APR	3.62	0.84	311
	Uncertainty Interaction	13.58	4.02	311

Table 39.

Regression Models (Stepwise Selection) for Predicting Supervision Job Satisfaction

Analysis	Predictor	B	SE(B)	*B*	95% CI
1	Constant	7.33***	1.50		(4.37, 10.28)
	Overall Interaction	0.37***	0.10	0.20***	(0.17, 0.58)
3	Constant	10.47***	1.06		(8.38, 12.55)
	Crisis Interaction	0.16*	0.07	0.13*	(0.02, 0.30)
4	Constant	9.27***	1.08		(7.14, 11.40)
	Cultural Interaction	0.20**	0.07	0.18**	(0.08, 0.33)
7	Constant	10.21***	1.21		(7.82, 12.60)
	Flexibility of Opinion APR	0.74*	0.35	0.12*	(0.04, 1.43)
8	Constant	9.93***	1.04		(7.34, 11.44)
	Openness to Criticism Interaction	0.21**	0.07	0.18**	(0.08, 0.34)
9	Constant	7.71***	1.07		(5.59, 9.82)
	Proactive Learning Interaction	0.32***	0.07	0.26***	(0.18, 0.45)
10	Constant	9.29***	1.06		(7.21, 11.37)
	Ambiguity Interaction	0.23**	0.07	0.19**	(0.10, 0.37)
11	Constant	6.52*	2.73		(1.15, 11.90)
	Interpersonal IA	1.48*	0.66	0.12*	(0.18, 2.78)
12	Constant	10.91***	0.90		(9.13, 12.69)
	Work Stress Interaction	0.14*	0.07	0.11*	(0.004, 0.28)
14	Constant	7.91***	2.22		(3.55, 12.27)
	Uncertainty IA	1.29*	0.59	0.12*	(0.13, 2.45)

Note. CI = confidence interval

*$p < .05$

**$p < .01$

***$p < .001$

CHAPTER V: DISCUSSION

General Discussion

Work environments are often unstable, unpredictable and constantly changing, causing workers to be more adaptable on the job than ever before. The current study focused on these factors, and sought to provide valuable information regarding this important, yet under-studied topic of adaptive performance (AP), by linking it to the domain of job satisfaction.

Positive relationships between a person's Individual Adaptability and their AP on the job were found for all 13 dimensions of AP, as well as Overall AP (research questions 1-1m). These results support for the idea that a person's level of Individual Adaptability is related to how well they utilize this adaptability while performing on the job. More specifically, highly adaptable people perform better on jobs that require AP than those who score low on Individual Adaptability. Also, the results provide support for the current study's design and item content, because each Individual Adaptability dimension was related to the corresponding dimension level items concerning Adaptive Performance on the job.

The results from research question two shed light on the relationship between Individual Adaptability and AP in terms of the "fit" between Overall Individual Adaptability and Overall AP requirements on the job (*overall* referring to participants' scores that take into account all AP dimensions). The fit between Overall Individual Adaptability and Overall AP job requirements was not found to predict Overall Job Satisfaction. Rather, it was discovered that the level of AP required on the job predicted

Overall Job Satisfaction. This finding suggests that people in jobs that require AP are generally more satisfied with their jobs, regardless if they are an adaptable person or not.

Further analyses regarding the individual dimensions of AP, however, found more intriguing results. The "fit" between Individual Adaptability and AP requirements on the job successfully predicted Overall Job Satisfaction for seven of thirteen AP dimensions. These dimensions include: Adaptability in Crisis Situations, Cultural Adaptability, Openness to Criticism, Proactive Learning, Dealing with Ambiguous Situations, Interpersonal Adaptability, and Dealing with Work Stress. All of these relationships were positive, indicating that the better the fit between Individual Adaptability and AP requirements for these dimensions, the more satisfied employees will be. For example, a person that does not possess a lot of Cultural Adaptability and is in a job that does not require much Cultural AP would be more satisfied at work than a person who does not possess a lot of Cultural Adaptability and is in a job that requires a lot of Cultural AP.

Additionally, AP requirements on the job regarding two dimensions, Applied Creativity and Emotional Perceptiveness, were found to predict Overall Job Satisfaction. These results indicate that the more Applied Creativity and/or Emotional Perceptiveness required on the job, the more satisfied workers will be, whether they possess adaptability in these dimensions or not.

In an effort to obtain further information regarding adaptability/AP and job satisfaction, predictors of each of the five job satisfaction facets were determined. For two of these facets, satisfaction with the work done on the job and opportunities for promotion, once again the Overall AP requirements of the job were found to predict

satisfaction. These findings offer similar results as those found for Overall Job Satisfaction, being that people in jobs that require AP are more satisfied with the work they do and their opportunities for promotion than those in jobs that don't require much AP, with no regard to their Individual Adaptability. When determining which specific adaptability/AP dimensions predicted satisfaction with these job satisfaction facets however, differences emerged.

AP requirements regarding the dimensions of Applied Creativity, Emotional Perceptiveness, Dealing with Ambiguous Situations, Interpersonal Adaptability, Dealing with Work Stress, and Dealing with Uncertainty were found to predict the level of satisfaction with the work done on the job. These dimensions were positively related to Satisfaction with Work, signifying that more AP regarding these dimensions required on the job will lead to higher satisfaction with the work done. Emotional Control Individual Adaptability was also found to predict satisfaction with the work on the job, suggesting that people who are high in this dimension of adaptability are generally more satisfied with the work done on the job. However, the fit between Individual Adaptability and AP requirements was found to be important in predicting Satisfaction with Work for the AP dimensions regarding Crisis, Cultural Adaptability, Openness to Criticism, and Proactive Learning. These positive relationships suggest that the better the fit is for these dimensions, the more satisfaction workers will have with the work done on the job.

As for the Satisfaction with Promotion Opportunities, AP requirements regarding Applied Creativity, Openness to Criticism, Proactive Learning, and Dealing with Ambiguous Situations were positively related to satisfaction. This suggests that the

higher the level of these AP dimensions required on the job, the more satisfied with promotion opportunities a person will be.

When attempting to determine which, if any AP dimensions predicted Satisfaction with Pay, three results were found. First, Individual Adaptability regarding Emotional Control was found to predict Satisfaction with Pay, indicating that the more Emotional Control a person has, the more satisfied with pay they will be. The fit between Individual Adaptability and AP requirements was once again found to be significant for the dimension of Proactive Learning and Dealing with Work Stress. This suggests that the better aligned a person's Individual Adaptability and the requirements on the job regarding these two AP dimensions, the more Satisfaction with Pay the person will experience.

For the remaining job satisfaction facets, the interaction of Overall Individual Adaptability and Overall AP required on the job predicted satisfaction with each facet. This indicates that it is the fit between Individual Adaptability and AP requirements on the job that causes the level of Satisfaction with Coworkers and supervision on the job. Thus, the better the fit, the more satisfaction with these facets a person will experience. The same results were found to be true regarding Proactive Learning and Satisfaction with Coworkers, as well as Adaptability in Crisis Situations, Cultural Adaptability, Openness to Criticism, Proactive Learning, Dealing with Ambiguous Situations, and Dealing with Work Stress for Satisfaction with Supervision. AP requirements related to Flexibility of Opinion were also found to predict Satisfaction with Supervision, indicating that the more of this dimension required on the job, the more satisfied people will

typically be. And lastly, Interpersonal Adaptability and the ability to Deal with Uncertainty were found to be significant predictors of Satisfaction with Supervision at the Individual Adaptability level. This finding suggests that the more adaptability regarding these dimensions a person has, the more satisfied with supervision they will be.

Although the various facets of job satisfaction were not specified in the research questions, many of these results provide support for the idea that it is the fit between Individual Adaptability and AP requirements on the job that predicts aspects of job satisfaction, not factor one or the other, although this was not the case for Overall Job Satisfaction. The results of the current study supply a foundation for practical as well as theoretical implications, which are discussed after limitations of the current study and future directions for research.

Limitations and Future Research Directions

Although there was some variation, the characteristics of the current study's sample, with particular emphasis on age and the number of jobs represented in the sample was limited because the majority of the participants were university students. In future studies, a sample that is more representative of the workplace could be selected in order to draw conclusions for a specific population of interest such as an organization or a single industry.

Also, the Overall Job Satisfaction variable created and utilized in this study was derived from responses to the Job Descriptive Index, which is a facet measure of job satisfaction, rather than a global measure of job satisfaction. Therefore, although the current study did not find the fit between Overall Individual Adaptability and Overall AP

job requirements to be a predictor of Overall Job Satisfaction, results may differ if a more robust measure of overall job satisfaction, such as the Job in General Scale (Brodke, et al., 2009) was used.

Practical Implications

Individual Adaptability and AP on the job were determined to be related, thus it seems that both employers and employees should take Individual Adaptability into consideration when making employment decisions. This is especially true in two cases: organizations/jobs that are continually evolving (a characteristic of most organizations today), and organizations/jobs that require Cultural Adaptability, Emotional Perceptiveness, Openness to Criticism, and/or Proactive Learning, as these were the dimensions with the strongest relationships between Individual Adaptability and AP requirements on the job. Therefore, whether you are the person selecting an applicant for a job that requires a great deal of AP, or you are the person applying for said job, it is in your best interest to ensure that the applicant/yourself is highly adaptable, in order to have the best chance at successful performance on the job. Also, because the interaction between an individual's adaptability and AP requirements on the job for seven AP dimensions (Crisis, cultural, Openness to Criticism, Proactive Learning, Ambiguity, Interpersonal, Work Stress) predicted Overall Job Satisfaction, the "fit" between these factors should be considered whenever an individual is considering/considered for a position, if Overall Job Satisfaction is deemed as important.

Additionally, the finding that AP requirements on the job alone, with additional emphasis on Applied Creativity and Emotional Perceptiveness requirements, led to

higher Overall Job Satisfaction means that employers and those looking for jobs should put a focus on ensuring that the job and its duties requires at least some degree of AP, and if possible, AP related to these two dimensions. Therefore, organizations with tedious/repetitive jobs, and/or jobs involving a lot of coworker/client interactions should reevaluate the job, in order to provide a opportunities to complete tasks, solve problems, and interact in new exciting and effective ways. Increasing the Applied Creativity and/or Emotional Perceptiveness AP requirements on the job should also then raise employees' satisfaction towards the work done on the job, as well as opportunities for promotion.

The current study also suggests that hiring people who possess a high level of certain adaptability dimensions can help increase satisfaction with various aspects of job satisfaction. For example, a person who has a high level of Emotional Control is likely to be satisfied with the work done on the job as well as pay. Also, people with high levels of Cultural Adaptability will typically be more satisfied with coworkers. And lastly, if a person possess a high level of Interpersonal Adaptability and/or the ability to Deal with Uncertainty, they are likely to be satisfied with supervision on the job.

Furthermore, the current study's results suggest that organizations that are having specific issues maintaining high employee satisfaction with certain aspects of job satisfaction place an emphasis on placing employees in positions/organizations that create a good "fit", or match between the person's Individual Adaptability and the AP requirements of the job. The dimension of Proactive Learning may potentially have the largest impact on implementation of this idea, as the fit regarding this dimension of AP predicts four of the five job satisfaction facets.

Theoretical Implications and Future Research Directions

Aside from being potentially useful and interesting, the results from the current study open the door to many other theoretical questions and research opportunities regarding AP and job satisfaction. First, the significant findings in the current study provide incentive to pursue a similar study using more complex methods and procedures. For example, task-based job analyses could be conducted in order to develop task-based items that measure AP on the job. The use of these specialized items rather than the Dimension Level Items used in the current study could produce more reliable results.

Additionally, there are numerous subpopulations that could be studied using the current study's research questions. For example, it could be determined if subgroup characteristics, such as industry, job level (e.g. entry level, managerial), or organization size have an impact on the "fit" between Individual Adaptability and AP job requirements predicting job satisfaction. It would also be possible to investigate and compare the amount of AP required for these subgroups.

There is a dearth of research surrounding the construct of AP as a whole – especially research examining other possible relationships of AP – similar studies could be conducted to determine if adaptability/AP is related to other constructs or outcomes such as motivation, turnover, or attitudinal variables, among others. The results of these studies would help us understand more about AP and its potential impact(s) on the world of work.

Lastly, because Individual Adaptability has been deemed relevant and important on the job, it leaves us wondering, can you teach or train someone to be more adaptable?

And if so, how? Research regarding these questions could be conducted within many different disciplines including Training and Industrial/Organizational Psychology; and the answers to these questions could have a profound impact on the organizations of the world.

Conclusion

With the world of work becoming increasingly unpredictable and fast changing, the topic of AP will continue to be a factor in employee and organization success. The current study suggests that Individual Adaptability, Adaptive Performance on the job, and Job Satisfaction are related. Therefore, further research should be conducted that further examines these, and other possible relationships. Doing so will allow for a deeper understanding of AP as a construct, and the ways in which it can have an impact on organizations in today's world.

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APPENDICES

APPENDIX A: IRB Approval Letter

IRB
INSTITUTIONAL REVIEW BOARD
Office of Research Compliance,
010A Sam Ingram Building,
2269 Middle Tennessee Blvd
Murfreesboro, TN 37129

MIDDLE TENNESSEE STATE UNIVERSITY

EXEMPT APPROVAL NOTICE

11/3/2015

Investigator(s): Kristopher Marlow, Hayley Calarco, Michael Hein, Mark Frame
Department: Psychology
Investigator(s) Email: kkm3h@mtmail.mtsu.edu; hnc2u@mtmail.mtsu.edu; michael.hein@mtsu.edu; mark.frame@mtsu.edu
Protocol Title: "Relationship of Adaptive Performance to Engagement and Satisfaction "
Protocol ID: 16-1098

Dear Investigator(s),

The MTSU Institutional Review Board, or a representative of the IRB, has reviewed the research proposal identified above and this study has been designated to be EXEMPT.. The exemption is pursuant to 45 CFR 46.101(b) **(2) Educational Tests, Surveys, Interviews, or Observations**

The following changes to this protocol must be reported prior to implementation:

- Addition of new subject population or exclusion of currently approved demographics
- Addition/removal of investigators
- Addition of new procedures
- Other changes that may make this study to be no longer be considered exempt

The following changes do not have to be reported:

- Editorial/administrative revisions to the consent of other study documents
- Changes to the number of subjects from the original proposal

All research materials must be retained by the PI or the faculty advisor (if the PI is a student) for at least three (3) years after study completion. Subsequently, the researcher may destroy the data in a manner that maintains confidentiality and anonymity. IRB reserves the right to modify, change or cancel the terms of this letter without prior notice. Be advised that IRB also reserves the right to inspect or audit your records if needed.

Sincerely,

Institutional Review Board
Middle Tennessee State University

NOTE: All necessary forms can be obtained from www.mtsu.edu/irb.

APPENDIX B: Measure of Adaptive Performance (MAP)

Below are the directions and scales used in the current study for the MAP items:

This survey asks a number of questions about your preferences, styles, and habits at work. If you are not currently employed, please take former employment, or experience as a student, into consideration when answering the following. Read each statement carefully. Then, for each statement choose the corresponding option that best represents your opinion. There are no right or wrong answers.

1 = Strongly Disagree
2 = Disagree
3 = Neither Agree nor Disagree
4 = Agree
5 = Strongly Agree
6 = Not Applicable

MAP Items (Quality Assurance Items included):

1. 1. I take effective action when necessary without having to know the total picture or have all the facts at hand
2. I readily and easily change gears in response to unpredictable or unexpected events and circumstances
3. I deal with situations that are not black and white
4. I respect the culture of other people
5. For quality assurance purposes, please select “Not Applicable" for this statement
6. I refuse to be paralyzed by uncertainty or ambiguity
7. I enjoy working with people of different backgrounds
8. I learn about the needs and values of other people and cultures
9. I take action to understand other groups, organizations, and cultures
10. I am able to read the emotions of others well
11. I can understand how other people are feeling at any particular moment
12. I integrate well with people from different cultures
13. I am not a good person to rely on in life threatening, dangerous, or emergency situations
14. I am able to become comfortable with people with different values and customs
15. I would willingly alter my behavior to show respect for others' values and customs
16. I remain flexible and open-minded when dealing with others
17. For quality assurance purposes, please select “Strongly Disagree" for this statement
18. I listen to and consider others' viewpoints and opinions
19. I can be open and accepting of negative or developmental feedback regarding my work
20. I work well in developing effective relationships with highly diverse personalities

21. I demonstrate keen insight of others' behavior
22. For quality assurance purposes, please select “Neither Agree nor Disagree" for this statement
23. I tailor my behavior to persuade or influence others
24. I react with appropriate and proper urgency in life threatening, dangerous, or emergency situations
25. I make split-second decisions based on clear and focused thinking
26. I quickly analyze options for dealing with danger or crises and their implications
27. I maintain emotional control and objectivity while keeping focused on the situation at hand
28. I step up to take action and handle danger or emergencies as necessary and appropriate
29. I remain composed when faced with difficult circumstances
30. I remain calm when faced with a highly demanding workload
31. I manage frustration by directing effort to constructive solutions
32. I maintain high levels of professionalism in difficult situations
33. I demonstrate enthusiasm for learning new approaches and technologies for conducting work
34. I do what is necessary to keep my knowledge and skills current
35. I quickly learn new methods to complete work tasks
36. For quality assurance purposes, please select “Not Applicable" for this statement
37. I adjust to new work processes and procedures
38. I anticipate changes in the work demands
39. I actively participate in training that will prepare me for change
40. I seek out assignments that will prepare me for change
41. I take action to improve work performance deficiencies
42. I analyze information in unique ways
43. I generate new ideas in novel situations
44. I turn problems upside-down and inside-out to find fresh, new approaches
45. I integrate seemingly unrelated information and develop creative solutions
46. I entertain wide-ranging possibilities others may miss
47. For quality assurance purposes, please select “Disagree" for this statement
48. I think outside the given parameters to see if there is a more effective approach
49. I develop innovative methods of obtaining resources when faced with insufficient
50. I create unique ways to use existing resources when the desired resources are unavailable
51. I maintain a sense of humor in emotionally challenging situations
52. I maintain control over my negative emotions
53. I hide my emotions easily
54. I understand others’ emotions quickly
55. I know when people are frustrated with me
56. I see other people's criticism of my work as an opportunity to improve
57. I continuously ask for constructive criticism

58. I am open to feedback from others, even if they do not know as much as I do
59. For quality assurance purposes, please select “Agree" for this statement
60. I accept criticism from those who have not been around as long as I have been
61. I alter my own action when it is appropriate to do so based on the opinions of others
62. I willingly adjust my behavior as necessary to show respect for others
63. I willingly alter my appearance if necessary to comply with others' values and customs
64. I change my behavior when it is appropriate to the situation
65. I have the ability to determine other people's expectations
66. I get along with people from different countries
67. I get along with people of different religious beliefs
68. I alter my own opinion when it is appropriate to do so
69. There are some emotions that I cannot control
70. For quality assurance purposes, please select “Strongly Agree" for this statement

APPENDIX C: Individual Adaptability Measure (I-ADAPT)

Below are the directions and rating scales used in the current study for the I-ADAPT items:

This survey asks a number of questions about your preferences, styles, and habits at work. If you are not currently employed, please take former employment, or experience as a student, into consideration when answering the following. Read each statement carefully. Then, for each statement choose the corresponding option that best represents your opinion. There are no right or wrong answers.

1 = Strongly Disagree
2 = Disagree
3 = Neither Agree nor Disagree
4 = Agree
5 = Strongly Agree
6 = Not Applicable

I-ADAPT Items (Quality Assurance Items included):

1. I am able to maintain focus during emergencies
2. I enjoy learning about cultures other than my own
3. I usually over-react to stressful news
4. I believe it is important to be flexible in dealing with others
5. I take responsibility for acquiring new skills
6. I work well with diverse others
7. I tend to be able to read others and understand how they are feeling at any particular moment
8. I am adept at using my body to complete relevant tasks
9. In an emergency situation, I can put aside emotional feelings to handle important tasks
10. I see connections between seemingly unrelated information
11. I enjoy learning new approaches for conducting work
12. I think clearly in times of urgency
13. I utilize my muscular strength well
14. It is important to me that I respect others' culture
15. I feel unequipped to deal with too much stress
16. I am good at developing unique analyses for complex problems
17. I am able to be objective during emergencies
18. My insight helps me to work effectively with others
19. I enjoy the variety and learning experiences that come from working with people of different backgrounds
20. I am easily rattled when my schedule is too full

21. For quality assurance purposes, please select “Not Applicable" for this statement
22. I usually step up and take action during a crisis
23. I need for things to be ‘‘black and white’’
24. I am an innovative person
25. I feel comfortable interacting with others who have different values and customs
26. If my environment is not comfortable (e.g., cleanliness), I cannot perform well
27. I make excellent decisions in times of crisis
28. I become frustrated when things are unpredictable
29. I am able to make effective decisions without all relevant information
30. I am an open-minded person in dealing with others
31. I take action to improve work performance deficiencies
32. For quality assurance purposes, please select “Strongly Agree" for this statement
33. I am usually stressed when I have a large workload
34. I am perceptive of others and use that knowledge in interactions
35. I often learn new information and skills to stay at the forefront of my profession
36. I often cry or get angry when I am under a great deal of stress
37. When resources are insufficient, I thrive on developing innovative solutions
38. I am able to look at problems from a multitude of angles
39. I quickly learn new methods to solve problems
40. When something unexpected happens, I readily change gears in response
41. I would quit my job if it required me to be physically stronger
42. I try to be flexible when dealing with others
43. I can adapt to changing situations
44. I train to keep my work skills and knowledge current
45. I physically push myself to complete important tasks
46. I am continually learning new skills for my job
47. I perform well in uncertain situations
48. I can work effectively even when I am tired
49. I take responsibility for staying current in my profession
50. I adapt my behavior to get along with others
51. I cannot work well if it is too hot or cold
52. For quality assurance purposes, please select “Neither Agree nor Disagree" for this statement
53. I easily respond to changing conditions
54. I try to learn new skills for my job before they are needed
55. I can adjust my plans to changing conditions
56. I keep working even when I am physically exhausted

APPENDIX D: Dimension Level Items

Below are the directions, rating scales, and items used in the current study for the Dimension Level items:

Read the following definition and indicate how FREQUENTLY you are REQUIRED to perform the competency described at your job.

1 = Never
2 = Rarely
3 = About Half the Time
4 = Usually
5 = Always

1. Applied Creativity – Uniquely analyzing information and generating new, innovative approaches to problems
2. Adaptability in Crisis Situations– Reacting with appropriate and proper urgency in unexpected, unstable, dangerous, or emergency situations; quickly analyzing options for dealing with threats to important goals, values, income, or health.
3. Cultural Adaptability – Learning about, integrating with, and respecting the cultures, customs, and values of others
4. Emotional Control – Maintaining control over one's feelings and responses in challenging or stressful situations
5. Emotional Perceptiveness – Quickly being able to understand the feelings, motivations, and behaviors of others
6. Flexibility of Opinion – Willingly changing one's own behavior, appearance, judgments, and beliefs based on the opinions of others when it is appropriate to do so
7. Openness to Criticism – Being open and accepting of feedback from various sources; seeking out such feedback when appropriate
8. Proactive Learning – Demonstrating enthusiasm for learning new approaches and technologies; taking responsibility for keeping knowledge and skills current
9. Dealing with Ambiguous Situations – Effectively adjusting plans, goals, actions, or priorities to deal with changing situations even in unclear circumstances.
10. Interpersonal Adaptability – Working well and developing effective relationships with highly diverse personalities
11. Dealing with Work Stress – Being resilient, remaining composed, and demonstrating the highest levels of professionalism in stressful circumstances
12. Physical Adaptability – Performing well despite physical discomfort and taxing or challenging environmental conditions
13. Dealing with Uncertainty – Appropriately responding to changing situations with or without all applicable information

Read the following definition and indicate how IMPORTANT the competency described is at your job.

1 = Not Important at All
2 = Of Little Importance
3 = Of Average Importance
4 = Important
5 = Absolutely Essential

14. Applied Creativity – Uniquely analyzing information and generating new, innovative approaches to problems
15. Adaptability in Crisis Situations– Reacting with appropriate and proper urgency in unexpected, unstable, dangerous, or emergency situations; quickly analyzing options for dealing with threats to important goals, values, income, or health.
16. Cultural Adaptability – Learning about, integrating with, and respecting the cultures, customs, and values of others
17. Emotional Control – Maintaining control over one's feelings and responses in challenging or stressful situations
18. Emotional Perceptiveness – Quickly being able to understand the feelings, motivations, and behaviors of others
19. Flexibility of Opinion – Willingly changing one's own behavior, appearance, judgments, and beliefs based on the opinions of others when it is appropriate to do so
20. Openness to Criticism – Being open and accepting of feedback from various sources; seeking out such feedback when appropriate
21. Proactive Learning – Demonstrating enthusiasm for learning new approaches and technologies; taking responsibility for keeping knowledge and skills current
22. Dealing with Ambiguous Situations – Effectively adjusting plans, goals, actions, or priorities to deal with changing situations even in unclear circumstances.
23. Interpersonal Adaptability – Working well and developing effective relationships with highly diverse personalities
24. Dealing with Work Stress – Being resilient, remaining composed, and demonstrating the highest levels of professionalism in stressful circumstances
25. Physical Adaptability – Performing well despite physical discomfort and taxing or challenging environmental conditions
26. Dealing with Uncertainty – Appropriately responding to changing situations with or without all applicable information

Read the following definition and indicate how well you PERFORM the competency described at your job.

1 = Very Poor
2 = Below Average

3 = Average
4 = Above Average
5 = Excellent

27. Applied Creativity – Uniquely analyzing information and generating new, innovative approaches to problems
28. Adaptability in Crisis Situations– Reacting with appropriate and proper urgency in unexpected, unstable, dangerous, or emergency situations; quickly analyzing options for dealing with threats to important goals, values, income, or health.
29. Cultural Adaptability – Learning about, integrating with, and respecting the cultures, customs, and values of others
30. Emotional Control – Maintaining control over one's feelings and responses in challenging or stressful situations
31. Emotional Perceptiveness – Quickly being able to understand the feelings, motivations, and behaviors of others
32. Flexibility of Opinion – Willingly changing one's own behavior, appearance, judgments, and beliefs based on the opinions of others when it is appropriate to do so
33. Openness to Criticism – Being open and accepting of feedback from various sources; seeking out such feedback when appropriate
34. Proactive Learning – Demonstrating enthusiasm for learning new approaches and technologies; taking responsibility for keeping knowledge and skills current
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36. Interpersonal Adaptability – Working well and developing effective relationships with highly diverse personalities
37. Dealing with Work Stress – Being resilient, remaining composed, and demonstrating the highest levels of professionalism in stressful circumstances
38. Physical Adaptability – Performing well despite physical discomfort and taxing or challenging environmental conditions
39. Dealing with Uncertainty – Appropriately responding to changing situations with or without all applicable information

APPENDIX E: Job Descriptive Index (JDI)

Below are the directions, rating scales and items (quality assurance items included) used in the current study for the JDI items:

Think of the work you do at present. How well does each of the following words or phrases describe your work? For each word or phrase below, choose:
Y for "Yes" if it describes your work N for "No" if it does not describe it, or "?" if you cannot decide.

1. Fascinating
2. Routine
3. Satisfying
4. Boring
5. Good
6. For quality assurance purposes, please select "Cannot Decide" for this statement.
7. Gives sense of accomplishment
8. Respected
9. Exciting
10. Rewarding
11. Useful
12. Challenging
13. Simple
14. Repetitive
15. Creative
16. Dull
17. Uninteresting
18. For quality assurance purposes, please select "Yes" for this statement.
19. Can see results
20. Uses my abilities

Think of the majority of people with whom you work or meet in connection with your work. How well does each of the following words or phrases describe these people? For each word or phrase below, choose:
Y for "Yes" if it describes your work N for "No" if it does not describe it, or "Cannot Decide" if you cannot decide.

21. Boring
22. Slow
23. Responsible
24. Smart
25. Lazy
26. For quality assurance purposes, please select "Cannot Decide" for this statement.

27. Frustrating

Think of the pay you get now. How well does each of the following words or phrases describe your present pay? For each word or phrase below, choose:
Y for "Yes" if it describes your work N for "No" if it does not describe it, or "Cannot Decide" if you cannot decide.

28. Barely live on income
29. Bad
30. Well paid
31. Underpaid
32. Comfortable
33. Enough to live on

Think of the opportunities for promotion that you have now. How well does each of the following words or phrases describe these? For each word or phrase below, choose:
Y for "Yes" if it describes your work N for "No" if it does not describe it, or "Cannot Decide" if you cannot decide.

34. Good opportunities for promotion
35. Opportunities somewhat limited
36. Dead-end job
37. Good chance for promotion
38. Fairly good change for promotion
39. Regular promotions
40. For quality assurance purposes, please select "No" for this statement.

Think of the kind of supervision that you get on your job. How well does each of the following words or phrases describe this? For each word or phrase below, choose:
Y for "Yes" if it describes your work N for "No" if it does not describe it, or "Cannot Decide" if you cannot decide.

41. Praises good work
42. Tactful
43. Influential
44. Up to date
45. Annoying
46. Knows job well