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PSYCHOSOCIAL WORK INFLUENCES
ON ADAPTIVE PERFORMANCE

A Thesis
Presented to
The Faculty of the Department of Psychological Sciences
Western Kentucky University
Bowling Green, Kentucky

In Partial Fulfillment
Of the Requirements for the Degree
Master of Science

By
Eli Dickinson

May 2021

PSYCHOSOCIAL WORK INFLUENCES
ON ADAPTIVE PERFORMANCE

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Associate Provost for Research and Graduate Education

I dedicate this thesis to Faith and San for allowing me to annoy them as we all
worked on our theses in the lab.

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PSYCHOSOCIAL WORK INFLUENCES
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Eli Dickinson

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Directed by: Katrina A. Burch, Elizabeth L. Shoenfelt, and Reagan D. Brown

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The present study sought to understand why some employees may be more or less able to adapt to the changing work environment. Adaptive performance can help employees to be resilient to technological advances, economic factors, and/or cultural shifts, making it an important form of extra-role performance. According to conservation of resources (COR) theory, one reason employees may fail to adapt is because they lack resources that are required in order to be adaptive. I proposed that the resources needed for adaptive performance aggregate in a resource caravan. Job embeddedness is a proposed resource caravan that may facilitate more adaptive performance of employees. One resource that may be associated with adaptive performance through job embeddedness is psychological capital. On the other hand, job demands (i.e., family-to-work conflict, job stress) can theoretically deplete or diminish resource caravans, thus impacting adaptive performance. I tested the direct and indirect effects of the aforementioned resources and demands on adaptive performance in a sample of 284 individuals using ordinary least squares regression and path analysis. Results indicated full mediation of job embeddedness between job stress and adaptive performance, and a partial mediation between the relationship between PsyCap, family-to-work conflict and adaptive performance. Implications for theory and practice are discussed, as well as future research directions.

Introduction

Organizations frequently fall apart because they fail to adapt their business model to reflect their current external environment. For example, Blockbuster had the opportunity to buy Netflix, however, Blockbuster didn't believe in the concept of movie rentals by mail (Chong, 2015). Blockbuster failed to see that people, if given the choice, prefer the ability to rent movies and entertainment from home. Technology improvements, and the ability to stream media from home, left Blockbuster obsolete (Lepsinger, 2017). However, adapting a business model is not enough, organizations also require an adaptable workforce who can smoothly shift with the changes in technology, culture, and/or environment. Blockbuster did not have the foresight to see how the internet would change the landscape with which people live and work.

According to experts, the next technological advancement that will completely change the landscape of industry is artificial intelligence (Forrester, 2019). During the 2020 Democratic Presidential Primary, candidate Andrew Yang pontificated on the need to prepare the nation for the coming automation of major industry jobs (Quora, 2019). This had been an under discussed issue among politicians, despite the fact technology advancements have been automating jobs for well over a hundred years. Technology is evolving every year, requiring the constant change of knowledge and skills needed to perform jobs effectively. Unfortunately, many individuals find themselves out of jobs because of either their ignorance or unwillingness to adapt. Organizations find themselves needing to make the decision between either training their workforce or overhauling it. The threat of technology is something that organizations must constantly

be preparing for. Organizations will need to adapt to these changes if they hope to survive, and in order to do this they will need to begin preparing their workforce for change. Organizations that do not consider the external environment in which they function will inevitably fail.

One way organizations can adapt to the changing nature of work, is through training employees which in many cases costs less than recruiting new employees (Bretado, 2016). But what if current employees are unable to be trained? What if the current workforce lacks the capability to adapt? An organization is likely to come across the problem where current employees fail to transfer new knowledge they gain from training to their actual job, which can cost organizations in terms of training and waste attributed to lack of transfer. What's more, if the workforce is not adapting, the organization is not adapting. Fortunately, there are solutions to this adaptability problem, and research examining the antecedents of adaptive performance may be key.

Specifically, an employee's organizational job embeddedness may directly influence their ability to adapt their performance in accordance with organizational needs. Conservation of Resources (COR) theory suggests that job embeddedness serves as a resource caravan (Wheeler et al, 2012), in that the more an employee is embedded within their job, the more resources they can apply to their performance on that job, including adaptive performance. However, antecedents of job embeddedness may increase or decrease this theoretical resource caravan, thus impacting employees' adaptive performance. It is of great importance that organizations are able to understand what resources make an employee adaptive and what demands prevent or deter adaptiveness.

An employees' psychological capital may bolster job embeddedness, thus leading to positive influences in adaptive performance. Psychological capital (PsyCap) is a set of resources that includes hope, self-efficacy, optimism, and resilience. When considering adaptive performance, it is clear that the dimensions of PsyCap should greatly increase an individual's ability to be adaptive. Yet, there is very little research on the exact effect of PsyCap on adaptive performance. Indeed, this isn't a well-studied phenomenon in the literature, as a literature search yielded only two prior studies that have examined PsyCap and adaptive performance. Madrid et al. (2017) examined the relationship between the dimensions of PsyCap and their potential differential effect on work performance. Whereas Krauter (2019) examined the effect of PsyCap on adaptive task performance in leaders, finding that PsyCap was positively associated with leader's adaptive task performance.

Conversely, job stress and family-to-work conflict may be demands that diminish job embeddedness, therefore negatively influencing employees' adaptive performance. Within the framework of COR theory, job stress occurs when an individual's resources are threatened (Hobfoll, 2001). Therefore, it makes sense conceptually that an individual who is reporting high levels of job stress, is having their resources depleted, likely decreasing their job embeddedness. Along with this demand, family-to-work conflict may play a role in depleting resources as well. Conceptually, family-to-work conflict occurs when the family role conflicts in the work domain (Obrenovic et al, 2020). When this occurs in the work domain, the resources needed to be embedded in the organization will likely be depleted.

My thesis will examine the direct and indirect influences of job stress, family-to-work conflict, and psychological capital on employees' adaptive performance via the explanatory mechanism of organizational job embeddedness. The conceptual model guiding this research is presented in Appendix A.

Adaptive Performance

Job performance is characterized by both in-role- and extra-role- performance. In-role performance concerns job performance that is directly linked to the specific job and is expected of someone in that job (Williams & Anderson, 1991). Extra-role performance is performance expected from all employees no matter the job but is necessary for an organization to be effective (Lee et al., 2004). Adaptive performance is considered an extra-role performance because all employees are expected to be adaptive, and it is critical for the success of the organization. Adaptive performance, despite its extra-role categorization, transcends its role as it is also directly linked to effective in-role job performance (Shoss et al., 2011).

Allworth and Hesketh (1999) defined adaptive performance as “behaviors demonstrating the ability to cope with change and to transfer learning from one task to another as job demands vary.” Allworth and Hesketh (1999) went on further to describe adaptive performance as comprised of two parts: a cognitive component and a non-cognitive component. The cognitive component deals with new learning and problem solving, while the non-cognitive component deals with the emotional reaction to change and the ability to cope (Allworth & Hesketh, 1999). Pulakos et al (2000) proposed an eight-dimension model termed the taxonomy of adaptive performance. The eight

dimensions are as follows: handling emergencies of crisis situations; handling work stress; solving problems creatively; dealing with uncertain and unpredictable work situations; learning work tasks, technologies, and procedures; demonstrating interpersonal adaptability; demonstrating cultural adaptability; and demonstrating physically oriented adaptability.

Zacher (2015) demonstrated that an individual's adaptability can change daily. It is important to note this unstable nature of adaptability as it suggests that the variables which lead to adaptive performance may not be constant in an individual. If adaptive performance is unstable in an individual, then it would line up with Hobfoll's (1989) conservation of resources (COR) theory, which would say that being adaptive requires that an individual has the necessary resources to invest in adaptive performance. In COR theory, individuals are motivated to gain and maintain resources (Hobfoll, 1989). Hobfoll (1989) defines these resources as "those objects, personal characteristics, conditions, or energies that are valued by the individual or that serve as a means for attainment of these objects, personal characteristics, conditions, or energies". Adaptive performance should require more resources than in-role performance (Kanten, 2015). Therefore, for an individual to be adaptive they would need enough resources available. Moreover, someone who is adaptive will likely be able to gain more resources than someone who is unable to adapt. Adaptive individuals should be more likely to experiment with change in behavior that other individuals will find risky (Van Den Heuvel et al., 2013).

Using COR theory as a theoretical framework, I investigated the job demands and resources that influence adaptive performance in the workplace. Since adaptive

performance requires more resources than in-role performance, this suggests that resource differences will have a greater impact on adaptive performance than in-role performance. Adaptive employees, theoretically, should be able to accumulate resources better than non-adaptive employees.

Due to the broad nature of adaptive performance and the varying definitions across research, Charbonnier-Voirin & Roussel (2012) saw a need to create a psychometrically sound adaptive performance scale. The scale includes five dimensions based upon Pulakos' (2000) typology. These five dimensions include: creativity, reactivity in the face of emergencies or unexpected circumstances, interpersonal adaptability, training effort, and handling work stress. For the purposes of this thesis, I focused on reactivity in the face of emergencies and training effort as indicative of adaptive performance. Both reactivity and training effort should be the most relevant forms of adaptive performance for adapting to changes in technology. Reactivity in the face of emergencies or unexpected circumstances refers to the ability to manage priorities and to adapt to new work situations. Training effort is defined as the tendency to initiate action to promote personal development.

Resources that Facilitate Adaptive Performance. Park and Park (2019) identified twenty-two known antecedents from the literature that lead to adaptive performance. These antecedents comprise four categories: individual, job, group, and organization. Some individual characteristics that have significant relationships with adaptive performance include personality, self-efficacy, work-requirement biodata, openness to experience, and change receptivity (Park & Park, 2019). Job characteristics

related to adaptive performance include autonomy, resources, and employees' effort to succeed in the organization (Park & Park, 2019). Group characteristics include climate and leadership, and organizational characteristics include innovation and learning at the organizational level (Park & Park, 2019). Furthermore, research supports that psychological capital is another resource that improves both work performance (Madrid et al., 2017), and leaders' adaptive task performance (Krauter, 2019), therefore it is likely that it also improves employees' adaptive performance. For the purposes of this thesis, I aim to better understand the resource of psychological capital and its relationship with adaptive performance.

Psychological Capital

Psychological capital (PsyCap) is a construct developed out of positive psychology and is comprised of four positive resources: hope, resiliency, optimism and self-efficacy (Luthans et al., 2004). Hope is defined as having the willpower and the pathways to obtain one's goals. Resiliency is the ability to push through adversity, failure, or even overwhelming positive changes. Optimism is an explanatory method in which an individual attributes a more positive outlook to internal or external events. And finally, self-efficacy is the belief that one has the capacity to mobilize resources to reach a specific outcome (Luthans et al., 2004).

PsyCap theoretically impacts job performance through two mechanisms: first, by providing resources that initiate motivation within an individual to perform (Luthans et al., 2007), and second, by reducing potential negative influences on job performance (e.g., job stress; Avey et al., 2009). COR theory suggests that an individual with PsyCap

is resource abundant, and therefore will be more likely to invest their resources for gain (Wheeler et al., 2012). One place to invest resources is in job performance (Luthans et al., 2007). As for the aforementioned second mechanism, because an individual with PsyCap is resource abundant, it will take longer for them to have their resources depleted by job demands. Furthermore, research supports that individuals with more PsyCap are better able to adapt their performance as necessary (Madrid et al., 2017). Therefore, I hypothesize that:

Hypothesis 1a: Psychological Capital will be positively associated with adaptive performance (reactivity and training effort).

Demands that Decrease Adaptive Performance. Adaptive performance requires resources in order to manifest; conversely, when resources are depleted, adaptive performance is less likely to occur because the individual lacks the resources required to be adaptive (Kantén, 2015). Factors that deplete resources required to perform are considered demands (Demerouti et al., 2001). When faced with demands, individuals must use their resources to address them. Two job-related demands that I will focus on are family-to-work conflict and job stress.

Work Family Conflict

Work family conflict is a form of inter-role conflict that occurs when role pressures from both the work and family domains conflict (Judge et al., 2006). Greenhaus and Beutell (1985) stated that any role characteristic that affected a person's time involvement, strain, or behavior within their role could cause inter-role conflict. Conflicts are intensified when each of the role expectations are critical to the individual's self-

concept (Greenhaus & Beutell, 1985). Time-based conflict examples include overtime demands and expectations of attending family events during working hours (Greenhaus & Beutell, 1985). Negative emotions along with other forms of negative affect (i.e. stress) can cause strain-based conflict (Greenhaus & Beutell, 1985). Finally, behavior-based strain occurs when behaviors expected in the work-domain are incompatible with the behaviors that are expected in the family domain and vice versa (Greenhaus & Beutell, 1985).

Work family conflict is bidirectional, thus can take the form of either work-to-family conflict or family-to-work conflict (Greenhaus & Beutell, 1985). Work-to-family conflict occurs when work-related role requirements conflict with family-related role requirements and manifests in the family domain (Judge et al., 2006). Family-to-work conflict occurs when family-related role requirements conflict with work-related role requirements and manifests in the work domain (Judge et al., 2006). Research has also found that the impacts of either conflict can spill over into other domains (e.g., Clark, 2000).

Within the framework of COR theory, Grandey and Cropanzano (1999) suggested that work-family conflict causes resource loss as the individual must go through the process of juggling between their two roles. Since adaptive performance occurs in the work domain, family-to-work conflict is the direction that should have the greatest impact. Family-to-work conflict drains resources from the individual in the work domain due to the conflict caused by the individual's family role (Obrenovic et al., 2020). Specific examples of these resources that family-to-work conflict drains include

psychological wellbeing and psychological safety (Obrenovic et al., 2020; Wang et al., 2012). Without these resources, employees are unable to perform their jobs effectively (Grandey & Cropanzano). Therefore, it is suggested that family-to-work conflict has a negative relationship with both job performance and job satisfaction (Witt & Carlson, 2006). There is little research on the relationship between family-to-work conflict and adaptive performance. However, as a job demand, according to COR theory, family-to-work conflict should deplete the resources that could otherwise be devoted to adaptive performance, therefore I hypothesize that:

Hypothesis 1b: Family-to-work conflict will be negatively associated with adaptive performance (reactivity and training effort).

Job Stress

Job stress occurs when resources are “threatened, lost, believed to be unstable, or when individuals or groups cannot see a path to the fostering and protection of their resources through their individual or joint efforts” (Hobfoll, 2001). According to COR theory, loss of resources is psychologically more harmful than the psychological benefits of resource gain (Halbesleben et al., 2014). Coinciding with that is the idea that those who lack resources are less likely to gain resources compared to those who are resource abundant (Hobfoll, 1989). Indeed, this suggests that job stress not only reflects the loss of resources but also negatively impacts an individual’s desire to gain more resources (Wheeler et al., 2012). If an individual’s resources are either drained by job stress or job stress is the reflection of those resources drained, then job stress will have a negative relationship with outcomes that require resources. Therefore, I hypothesize that:

Hypothesis 1c: Job stress will be negatively associated with adaptive performance (reactivity and training effort).

Job Embeddedness

Job embeddedness theory focuses on understanding the forces that keep an individual in a job (Mitchell et al., 2001). Job embeddedness is comprised of two subtypes: on-the job embeddedness (organizational job embeddedness) and off-the job embeddedness (community job embeddedness; Mitchell et al., 2001). Each subtype has three foci: links, fit, and sacrifice. Job embeddedness has predictive power when it comes to turnover, making it a concept worthy of study (Mitchell et al., 2001). When employees feel embedded, they are less likely to leave their organization, when they do not feel embedded, they are more likely to leave (Mitchell et al., 2001). Though predicting turnover is a useful application for job embeddedness, research has also found that job embeddedness is associated with other positive outcomes in the workplace (Lee et al., 2004; Holtom et al., 2006; Coetzer et al., 2018). Positive outcomes associated with job embeddedness include task performance, adaptive performance, and organizational citizenship behaviors (Lee et al., 2004).

The association between job embeddedness and adaptive performance can be understood through COR theory. COR theory states that the loss of resources is a stronger motivational force than the gain of resources, which is referred to as the primacy of resource loss (Wheeler et al., 2012). Furthermore, COR theory states that in order to protect resources and gain new resources, employees will be motivated to invest resources, which is referred to as resource investment (Wheeler et al., 2012). Due to

resource-investment motives, employees who have more resources are more motivated to gain more resources (Wheeler et al., 2012). In contrast, employees that lack resources will be less motivated to gain more resources. What's more, when employees store up these acquired resources they create "resource caravans" (Wheeler et al., 2012). Applying COR theory, job embeddedness is one of these described resource caravans (Wheeler et al., 2012). Organizational job embeddedness is a work-related resource caravan, while community job embeddedness is a community-related resource caravan (Wheeler et al., 2012). Employees that are embedded will desire to protect their resource caravans, and therefore will be less likely to sacrifice their jobs (Wheeler et al., 2012). Employees who are embedded will also be more motivated to invest their resources into job performance (i.e., adaptive performance) or organizational citizenship behaviors in order to gain more resources which will increase and replenish their on-the job embeddedness (Wheeler et al., 2012).

In the framework of COR theory, factors that are associated with increases in job embeddedness should either bolster the resource caravan or should lead to the addition of resources (Wheeler et al., 2012). Factors associated with decreases in job embeddedness should theoretically drain the resources that contribute to job embeddedness (Wheeler et al., 2012). Factors associated with increases and/or decreases in job embeddedness can be organizational or non-organizational. Organizational factors that facilitate job embeddedness include being a learning organization, socialization/onboarding processes, and human resource management practices (Kanten et al., 2015; Holtom, 2006, Tian et al., 2011). Nonorganizational factors which influence or affect job embeddedness include

work-to-family conflict, family-to-work conflict, psychological capital, and individual characteristics (Karatepe, 2013; Sun et al., 2011; Badr ElDin Aboul-Ela, 2018). How embedded an employee is in their organization or community is determined by the amount of resources they have in their related resource caravan. A person's level of embeddedness will also influence how they respond to a negative event. Therefore, it is argued that job embeddedness buffers the negative effect of these events (Burton et al., 2010). Using COR theory and prior research which supports the association between job resources, job demands, and job embeddedness, I hypothesize the following:

Hypothesis 2a: Psychological capital will be positively associated with organizational job embeddedness.

Hypothesis 2b: Family-to-Work conflict will be negatively associated with organizational job embeddedness.

Hypothesis 2c: Job stress will be negatively associated with organizational job embeddedness.

The mediating role of job embeddedness. Research supports that job embeddedness is positively associated with both in-role performance and extra-role performance (Lee et al., 2004). Using COR theory, this suggests that those who are embedded, are resource-abundant (Wheeler et al., 2012). Along with being resource-abundant, as mentioned earlier, job embeddedness is considered a resource caravan. Within COR theory, resource caravans are the result of resources aggregating together, with the idea that resources primarily do not work alone (Hobfoll, 1989). The reasoning then for job embeddedness as a mediator, is that job embeddedness reflects this

aggregation of resources and it is from this combination that leads to outcomes like adaptive performance. Further, the mediation relationship makes sense because in order to gain resources and protect resources, embedded employees will invest resources they have into their job performance (Wheeler et al., 2012). Conversely, when those resources are depleted from the caravan, the relationship between the caravan and outcomes is weakened. Therefore, I hypothesize that:

Hypothesis 3a: Organizational job embeddedness will mediate the relationship between job resources (psychological capital) and adaptive performance (reactivity and training effort).

Hypothesis 3b: Organizational job embeddedness will mediate the relationship between job demands (Family-to-Work conflict, job stress) and adaptive performance (reactivity and training effort).

The Present Study

Drawing on COR theory and prior research, this research examined the direct and indirect relationships between job resources and job demands, respectively, on adaptive performance via job embeddedness as a possible explanatory mechanism. The research examines factors that are thought to be more stable, and build up over time, therefore a cross-sectional study asking respondents to account for retrospective experiences was decided upon to be appropriate for examining the relationships of interest.

Method

Participants

Participants were recruited through Amazon's Mechanical Turk (MTurk). Participants first completed a prescreening survey to ensure that they met the inclusion criteria: a minimum of 18 years of age, currently employed full-time, and working outside of the home more days than not (the latter criterion was waived due to stay at home orders related to the COVID-19 pandemic). Out of the 771 participants who completed the prescreening survey, 414 met eligibility criteria and were enrolled in the study. Of those 414, 354 responded (85.5% response rate). Data were excluded for 70 participants for incomplete data with a sample size of 284 participants.

The majority of participants were white (77%), male (60%), and had obtained a four-year college degree or higher (74%). The average age of participants was 35.7 years (SD = 9.75), approximately 59% were married or living with a partner and 35.6% were single. About 32% of participants reported having children 18 and under living in their home. Participants reported an average time employed with their company as 5.8 years (SD = 5.02), where about 16% reported a tenure of at least 10 years. In addition, the employment of the participants varied, including professional (23.7%), management/business/financial (22.4%), office administrative (18.5%), and sales related occupations (11.7%).

Measures

Adaptive Performance. For the sake of this study, we have chosen to examine two forms of adaptive performance: reactivity in the face of emergencies, and training

effort. Reactivity in the face of emergencies was measured using the 4-item reactivity subscale of the Adaptive Performance Scale (Charbonnier-Voirin & Roussel, 2012). An example statement is, “I quickly decide on the actions to take to resolve problems.” Responses were assessed using a 7-point Likert scale ranging from strongly disagree to strongly agree, and were coded such that higher values indicate more perceived reactivity (Cronbach's $\alpha = .90$). Training effort was measured using the 4-item training effort scale of the Adaptive Performance Scale (Charbonnier-Voirin & Roussel, 2012). An example statement is, “I undergo training on a regular basis at or outside of work to keep my competencies up to date.” Responses were assessed using a 7-point Likert scale ranging from *strongly disagree* to *strongly agree*, and were coded such that higher values indicate more perceived training effort (Cronbach's $\alpha = .87$).

Psychological Capital. Psychological capital was assessed using the 24-item PsyCap Questionnaire (Luthans et al., 2007). An example item is, “I feel confident analyzing a long-term problem to find a solution.” Responses are assessed using a 6-point Likert scale ranging from *strongly disagree* to *strongly agree*, and were coded such that higher values indicate more psychological capital (Cronbach's $\alpha = .90$).

Family-to-Work Conflict. Family-to-work conflict was assessed using the 6 item family-to-work conflict subscale of the Work Family Conflict Scale (Carlson, 2000). An example item is, “The time I spend on family responsibilities interferes with my work responsibilities.” The responses were assessed using a 5-point frequency scale ranging from *never* to *a great deal*, and were coded such that higher scores indicate more family-to-work conflict (Cronbach's $\alpha = .94$).

Job Stress. Job stress was assessed using the 14 items from the Job Stress in General scale (Stanton et al., 2001). Participants were asked to respond to how they feel their average workday is using a string of descriptive adjectives. An example item is, “Demanding.” Responses were assessed using a 4-point, forced choice, Likert scale ranging from *strongly disagree* to *strongly agree*, and are coded such that higher scores indicate more job stress (Cronbach's $\alpha = .93$).

Job Embeddedness. Organizational job embeddedness was assessed using the 9-item organizational job embeddedness subscale of the Job Embeddedness Survey (Mitchell et al., 2001). An example item is, “My job utilizes my skills and talents well.” Responses were assessed using a 7-point Likert scale ranging from *strongly disagree* to *strongly agree*, with responses coded such that higher scores indicate more job embeddedness (Cronbach's $\alpha = .92$).

Procedure

After prescreening participants, participants were presented with the informed consent document at the beginning of the study. The measures for this thesis were included as a filler task in a vignette study reported elsewhere (Bramschreiber, 2020). In between sections related to the vignette study, the participants were asked to fill out the measures related to adaptive performance, psychological capital, family-to-work conflict, job stress and job embeddedness. Within the questionnaire there were manipulation checks related to the vignette study. The manipulation checks determined if the participants were included in the study and can be found in Bramschreiber (2020).

Finally, participants who completed the study received \$5.00 compensation through MTurk.

Results

Ordinary Least Squares regression and path analyses were utilized to examine all hypotheses of interest using Mplus 8.2. Predictor variables (i.e., psychological capital, job stress, family-to-work conflict) were entered with job embeddedness serving as the mediating variable. All direct and indirect paths were regressed onto adaptive performance (reactivity and training effort), as the dependent variable of interest. Fit statistics were examined to determine goodness-of-fit of the proposed path model (e.g., RMSEA, CFI, TLI). Bayes credibility intervals were utilized to assess the significance of the indirect effect(s).

Theoretically, marital status, gender, age, number of children in the household, and schedule control influence the relationships of interest. I examined potential control variables using zero-order bivariate correlations. Analyses indicated that age, number of children and schedule control should be controlled for in substantive analyses, therefore all substantive analyses of interest controlled for age, number of children, and schedule control. Correlation table can be found in Appendix B.

Hypothesis Testing

Hypothesis 1a stated that psychological capital will be positively associated with adaptive performance (reactivity and training effort). Hypothesis 1a was tested by regressing reactivity and training effort, respectively, on psychological capital. Results indicated that employees who reported higher levels of psychological capital reported

greater reactivity ($\beta = 0.79, p < 0.001$) and training effort ($\beta = 0.66, p < 0.001$) supporting Hypothesis 1a.

Hypothesis 1b stated that family-to-work conflict will be negatively associated with adaptive performance (reactivity and training effort). Hypothesis 1b was tested by regressing reactivity and training effort, respectively, on family-to-work. Results indicated that employees who reported family-to-work conflict reported lower levels of reactivity ($\beta = -0.22, p < 0.001$), however the effect of family-to-work conflict on training effort was nonsignificant ($\beta = -0.06, p = 0.30$), lending partial support for Hypothesis 1b.

Hypothesis 1c stated that job stress will be negatively associated with adaptive performance (reactivity and training effort). Hypothesis 1c was tested by regressing reactivity and training effort, respectively, on job stress. Results indicated that employees who reported higher levels of job stress also reported lower levels of reactivity ($\beta = -0.28, p < 0.001$) and training effort ($\beta = -0.19, p = 0.001$) supporting Hypothesis 1c.

Hypothesis 2a stated that psychological capital will be positively associated with organizational job embeddedness, and was tested by regressing organizational job embeddedness onto psychological capital. Results indicated that employees who reported high levels of psychological capital also reported high levels of organizational job embeddedness ($\beta = 0.70, p < 0.001$) supporting Hypothesis 2a.

Hypothesis 2b stated that family-to-work conflict will be negatively associated with organizational job embeddedness, and was tested by regressing organizational job embeddedness onto family-to-work conflict. Results indicated that employees who

reported high levels of family-to-work conflict had lower levels of organizational job embeddedness ($\beta = -0.17, p = 0.002$) supporting Hypothesis 2b.

Hypothesis 2c stated that job stress will be negatively associated with organizational job embeddedness, and was tested by regressing organizational job embeddedness onto job stress. Results indicated that employees who reported high levels of job stress reported lower levels of organizational job embeddedness ($\beta = -0.42, p < 0.001$) supporting Hypothesis 2c.

Hypothesis 3a stated that organizational job embeddedness will mediate the relationship between job resources (psychological capital) and adaptive performance (reactivity, training effort). Hypothesis 3a was tested by entering psychological capital as the predictor variable, entering both reactivity and training effort as the outcome variables independently, and organizational job embeddedness as the mediating variable. For reactivity, a significant indirect effect ($ab = 0.16, p = 0.002, 95\% \text{ Bayes CI} = 0.06, 0.24$), was found indicating a mediating effect of psychological capital on reactivity via organizational job embeddedness. The relationship between psychological capital and reactivity, accounting for organizational embeddedness, remained significant ($\beta = 0.67, p < 0.001$), indicating partial mediation. For training effort, a significant indirect effect, ($ab = 0.23, p = 0.003, 95\% \text{ Bayes CI} = 0.07, 0.37$), was found indicating a mediating effect of psychological capital on training effort via organizational job embeddedness. The relationship between psychological capital and training effort, accounting for organizational embeddedness, remained significant ($\beta = 0.51, p < 0.001$), indicating partial mediation.

Hypothesis 3b stated that organizational job embeddedness will mediate the relationship between job demands (family-to-work conflict, job stress) and adaptive performance (reactivity, training effort), and was tested by first entering family-to-work conflict as the predictor variable, entering both reactivity and training effort as the outcome variables independently, and organizational job embeddedness as the mediating variable. For reactivity, a significant indirect effect, ($ab = -0.09, p = 0.02, 95\%$ Bayes CI = -0.17, -0.004), was found indicating a mediating effect of family-to-work conflict on reactivity via organizational job embeddedness. The relationship between family-to-work conflict and reactivity, accounting for organizational embeddedness, remained significant ($\beta = -0.11, p = 0.01$), indicating partial mediation. I did not test the potential mediating effect of family-to-work conflict on training effort via organizational embeddedness, as Hypothesis 1b was not supported (no direct effect found for family-to-work conflict on training effort).

Hypothesis 3b also states that organizational job embeddedness will mediate the relationship between job stress and adaptive performance (reactivity and training effort). Therefore, job stress was entered as the predictor variable, entering both reactivity and training effort as the outcome variables independently, and organizational job embeddedness as the mediating variable. For reactivity, a significant indirect effect, ($ab = -0.464, p < 0.001, 95\%$ Bayes CI = -0.68, -0.29), was found indicating a mediating effect of job stress on reactivity via organizational job embeddedness. When accounting for organizational job embeddedness, the direct effect of job stress on reactivity was not significant ($\beta = -0.02, p = 0.35$) indicating full mediation. For training effort, a significant

indirect effect, ($ab = -0.52, p < 0.001, 95\% \text{ Bayes CI} = -0.71, -0.40$), was found indicating a mediating effect of job stress on training effort via organizational job embeddedness. When accounting for organizational job embeddedness, the direct effect of job stress on training effort was not significant ($\beta = 0.06, p = 0.15$) indicating full mediation.

Path Analysis

Finally, I examined the full hypothesis model using path analysis. It should be noted that I examined two path models, one each for reactivity and training performance. The results of each path analysis are presented below in figures 2 and 3. Along with testing the significance of the paths, we also tested each of the model's goodness of fit. We assessed model via χ^2 , RMSEA, CFI and TLI. RMSEA is the root mean square error of approximation and is an absolute fit index. An acceptable RMSEA value is lower than 0.07, which indicates a good fit, values lower than 0.1 are considered poor fit and values higher than 0.1 are unacceptable (Ghasemi et al, 2017). The comparative fit index (CFI) "explain how close the hypothesized model is to a baseline ideal model" (Ghasemi et al, 2017). A CFI value higher than 0.95 indicates good fit. Lastly, the Tucker Lewis Index (TLI), also referred to as the Normed-Fit Index, indicates the percentage the model of interest improves the fit relative to the null model. A TLI that represents good fit is 0.95 or above (Kenny, 2020).

Reactivity. Please see Figure 2 and Table 2 in Appendix C for path analytic estimates, standard errors, and R^2 . Model fit of the full hypothesized model using reactivity as an outcome variable was good [$\chi^2(3) = 3.45, p = 0.33; \text{RMSEA} = 0.023$ (90%, CI = 0.00 - .105); CFI = 0.99; TLI = 0.996].

Training Effort. Please see Figure 3 and Table 3 in Appendix C for path analytic estimates, standard errors, and R^2 . Model fit of the full hypothesized model using training effort as an outcome variable was good [$\chi^2(3) = 3.54, p = 0.32$; RMSEA = 0.022 (90%, CI = 0.00, .106); CFI = 0.99; TLI = 0.994].

Discussion

I sought to examine factors that influence an employees' adaptability in their job. Using COR theory, I posited that family-to-work conflict and job stress would be demands that would lessen an employee's ability to be adaptive, while psychological capital would work as a resource to increase adaptability. Along with this, in the framework of conservation of resources theory, I posited that job embeddedness would act as a resource caravan that would mediate the relationship between job demands/resources and adaptive performance. Results indicated that employees with more psychological capital have greater adaptive performance. Results further indicated that employees who experience more job stress have less adaptive performance, while employees who have family-to-work conflict are able to appropriate react in the face of emergencies. Family-to-work conflict exhibited no relationship with training effort. In addition, I found that employees' resources (PsyCap) and demands (job stress, family-to-work conflict) were positively and negatively associated with organizational embeddedness, respectively. Finally, as expected, organizational embeddedness mediated the relationship between employee resources and adaptive performance. However, only partial support was found for the hypothesis that organizational job embeddedness mediates the relationship between demands and adaptive performance. I found that

organizational job embeddedness mediates the relationship between job stress and adaptive performance, but no mediating relationship was found for family-to-work conflict and adaptive performance.

Taken together these findings lend further support to the role of psychological capital in facilitating adaptive performance (Madrid et al., 2017; Krauter, 2019). Moreover, the strong relationship between psychological capital and adaptive performance supports the theory that employees high in psychological capital are resource abundant and are able to translate these resources to perform and adapt well in their jobs. On the other hand, the partial support for the relationship between job demands and adaptive performance is interesting. Specifically, the nonsignificant relationship between family-to-work conflict and adaptive performance may reflect what types of resources family-to-work conflict depletes. It may be that the resources that family-to-work conflict depletes are only associated with some forms of adaptive performance, but not all forms of adaptive performance. As discussed previously, adaptive performance has not been narrowly defined and involves a varying set of dimensions. It theoretically makes sense that some dimensions of adaptive performance require certain resources that others do not.

However, the relationship between job stress and adaptive performance was supported but was fully mediated by organizational job embeddedness. This finding is in accord with what is known of job stress in the COR theory framework. In the COR framework, job stress will occur when an individual's resources are threatened or lost (Hobfoll, 2001). If job stress is the result of lost resources, then it makes sense that those

with high levels of job stress would lack the necessary resources to be adaptive. Results may indicate that job stress depletes a greater amount of resources than family-to-work conflict, or that the resources job stress depletes are specifically salient to the dimensions of adaptive performance under investigation in my thesis.

Furthermore, according to the COR theory framework, job embeddedness is theorized as a resource caravan (Wheeler et al., 2012). Specifically, organizational job embeddedness would hold work related resources. Therefore, it would be expected that resources would be positively associated with job embeddedness, and demands would be negatively associated with it. My results largely support this notion and are in accordance with prior research (Badr ElDin Aboul-Ela, 2018). In addition, the finding that family-to-work conflict is associated with organizational job embeddedness suggests that the role strain that occurs when the family role conflicts in the work domain can decrease an individual's ability to be embedded in their organization.

Finally, I examined the theory that job embeddedness works as a caravan of resources, therefore mediating the relationship between demands, resources, and adaptive performance. A partial mediation was found for psychological capital and adaptive performance via organizational job embeddedness, suggesting that organizational job embeddedness does not hold all the work-related resources that are used to be adaptive on the job. Another possibility is that within the COR theory framework an employee may have multiple resource caravans that they draw resources from. In fact, some have considered that psychological capital may itself be considered a resource caravan (Krauter, 2019). If psychological capital is itself another resource caravan, then one may

rationalize from these findings that adaptive performance draws more resources from the psychological capital resource caravan than the organizational job embeddedness resource caravan.

Furthermore, I explored the potential mediating relationship of organizational job embeddedness on job demands and adaptive performance. While there was no relationship between family-to-work conflict and training effort, organizational job embeddedness did partially mediate the relationship between family-to-work conflict and reactivity. However, organizational job embeddedness fully mediated the relationship between job stress and adaptive performance. This is an interesting result, as it further highlights the differences between the job stress and family-to-work conflict as job demands. This difference may be the effect of job stress being a directly related form of role stress caused by work experiences, and therefore the resources it depletes are more likely found in the organizational job embeddedness resource caravan compared to other caravans. On the other hand, family-work-conflict, while occurring in the work domain, because of its relationship to the family domain may be more affected by community job embeddedness rather than organizational job embeddedness.

Finally, some results need to be explained and interpreted more cautiously. The first issue is that family-to-work conflict has a significant positive relationship with organizational job embeddedness. This is contrary to previous research and seems to make little theoretical sense. Family-to-work conflict produces role strain and should therefore deplete resources needed to be embedded (Karatepe, 2013). There are a few potential reasons for this strange occurrence. One, when looking at the descriptive

statistics the average mean score for the family-to-work subscale was just 1.9 out of 5. This would indicate that the sample as a whole leaned towards dealing with little to no family-to-work conflict at all. This may be a result of the fact that this data was collected during the COVID-19 pandemic, meaning that it is possible many of these employees may have been home with their families due to lockdowns. If many of the participants were completing their work from home, then any role conflict would likely be better described as work-to-family conflict, because it would be occurring in the family domain. This is a limitation of this study and will be further discussed in the limitations section.

The second issue with my original theory for the model, is organizational job embeddedness only partially mediated the relationship between psychological capital and adaptive performance. It was discussed previously that organizational job embeddedness only partially mediated the relationship between psychological capital and adaptive performance. On the other hand, organizational job embeddedness fully mediated the relationship between job stress and adaptive performance. This may indicate that while organizational job embeddedness may diminish the effects of lost resources, leading to a reduced negative impact on adaptive performance, the resources it holds as a resource caravan are less salient at affecting adaptability. Meanwhile, psychological capital may be better considered a resource caravan itself, one that holds resources that are more salient to adaptability.

Strengths and Limitations

There were a few limitations with this study. First, as this is non-experimental research and data were collected through MTurk, I am unable to control for sampling

error and environmental inference. Along with this, the data were gathered during the COVID-19 global pandemic, meaning participants may not have been working outside the home at the time of the study due to many organizations needing to rapidly shift to having their employees working from home. While this is a potential limitation, it is also a potential strength giving the salience of adaptive performance at this point in time for the sample (early pandemic). Another limitation is the lack of diversity of the sample. The sample consisted of primarily white men, and thus the results may not be representative of, or generalizable to, other ethnicities and women. A final limitation with my study is the dependence on self-report questionnaires. Self-report requires individuals to respond truthfully, and therefore results can be affected when participants are not honest in their reporting. However, there are strengths to collecting data online such as standardization, replicability, and lack of researcher error or bias.

Practical Implications and Future Research

In a technologically advancing world of work, people and organizations will need to constantly adapt to new knowledge and skills in order to be successful. No person or organization should be caught off guard when technology makes some jobs obsolete. At the same time, new jobs will be created, and organizations will need individuals who are trained and ready to meet those needs. In fact, organizations should feel a responsibility to ensure that their workers have the necessary training and skills to adapt. Along with this, local governments and non-profits should consider enhancing their current workforce development programs with additional training to assist individuals with becoming adaptive employees, ready to handle the changes that occur in the workplace.

Organizations should consider the importance of improving their employee's psychological capital. It is clear that hope, self-efficacy, resilience, and optimism are some of the best resources' employees can have to stay adaptive. Organizations should also consider the importance of embedding their employees into the organization. Embedding them means giving them work related resources that they need to be successful. Not only will this buffer the effects of dramatic changes in the work environment, it will lead to a better performing organization.

Finally, coincidentally this thesis research was conceptualized before the COVID-19 pandemic, yet the pandemic only made the research ever more relevant. In a matter of days, many organizations went from working in a physical location, to working remotely. The organizations that succeeded with this quick change, were the ones with adaptive employees. If organizations did not see the importance of adaptive performance before the pandemic, they (hopefully) see it now.

Along with highlighting the relevance of this study, the COVID-19 pandemic also raises some interesting questions going forward for future research. One question that has yet to be fully researched is the effect of telework on job embeddedness. Can employees be as embedded in their organization when they complete all of their work from home? In like manner, how is the family and work domains affected by use of telework? I saw an interesting result in my model in which somehow family-to-work conflict was positively related to organizational job embeddedness. Now this finding may just be the result of a Type 1 error, but it definitely raises some questions about how the work domain is perceived when employees work from home.

A second area of future research is looking further into the relationship between psychological capital and different forms of adaptive performance. As I discussed early on, there is little research study the relationship between these two variables, despite the obvious theoretical connection between the two. The strength of the relationship between these two variables is a very promising result for future research. And finally, with organizational job embeddedness's failure to fully mediate the relationship between psychological capital and adaptive performance, raises questions about how to interpret psychological capital in the COR theory framework. Should psychological capital be viewed as a separate but related resource caravan? These are all important questions that further research should examine.

Lastly, within this research project I did not test my models against any competing models. Therefore, this leaves open the possibility of future research to test competing models against the ones in this thesis. By testing other competing path models, it may be found that there is greater support for my models or potentially a better path model.

Conclusion

Understanding how to improve employee adaptability in their job will be critical in order for organizations to survive. The COVID-19 pandemic was a wake-up call for organizations to start seeing the importance of an adaptive workforce if they had not already. Psychological capital is a great set of resources for organizations to start focusing on to reach this goal of an adaptability. Along with this, organizations need to be aware how job demands may hinder their employee's adaptability.

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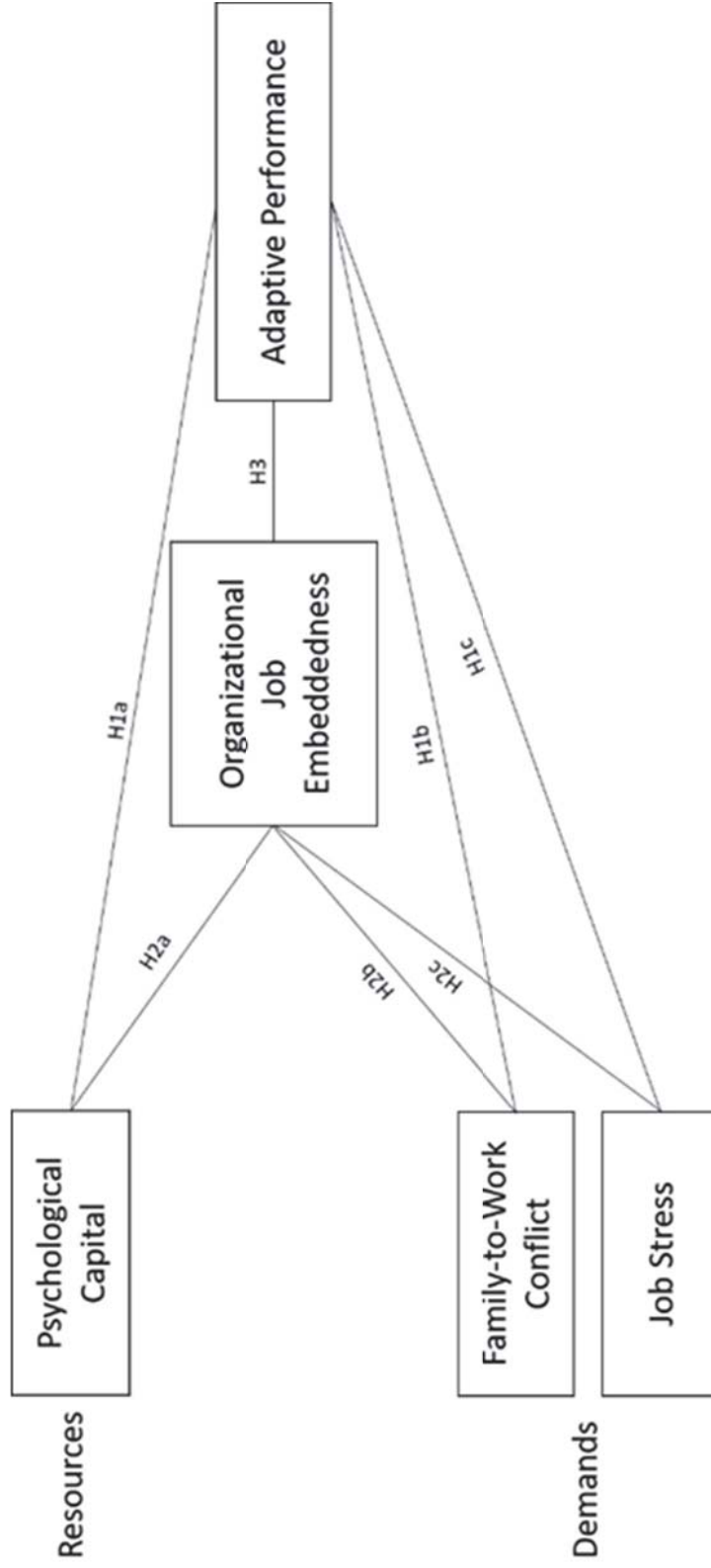
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Appendix A

Figure 1. Conceptual Model



Appendix B

Table 1. Correlation Matrix

Measure	1	2	3	4	5	6	7	8	9	M	SD
1. Age	--									35.67	9.75
2. Children	.11	--								0.53	0.93
3. Schedule control	.03	-.05	--							2.50	1.09
4. Psychological capital	.17*	.10	.11	(.95)						4.32	0.83
5. Family-to-work conflict	-.04	.17*	.15*	-.25*	(.94)					1.93	0.93
6. Job stress	.01	.02	-.21*	-.34*	.27*	(.93)				2.46	0.60
7. Organizational job embeddedness	.15*	.12*	.16*	.74*	-.09	-.39*	(.92)			5.08	1.23
8. Reactivity	.11	.03	-.03	.78*	-.18*	-.22*	.66*	(.90)		5.15	1.12
9. Training effort	.03	.11*	.09	.67*	-.01	-.18*	.60*	.66*	(.87)	4.76	1.29

Note. Reliability is displayed in parenthesis on the diagonal. * $p < .05$

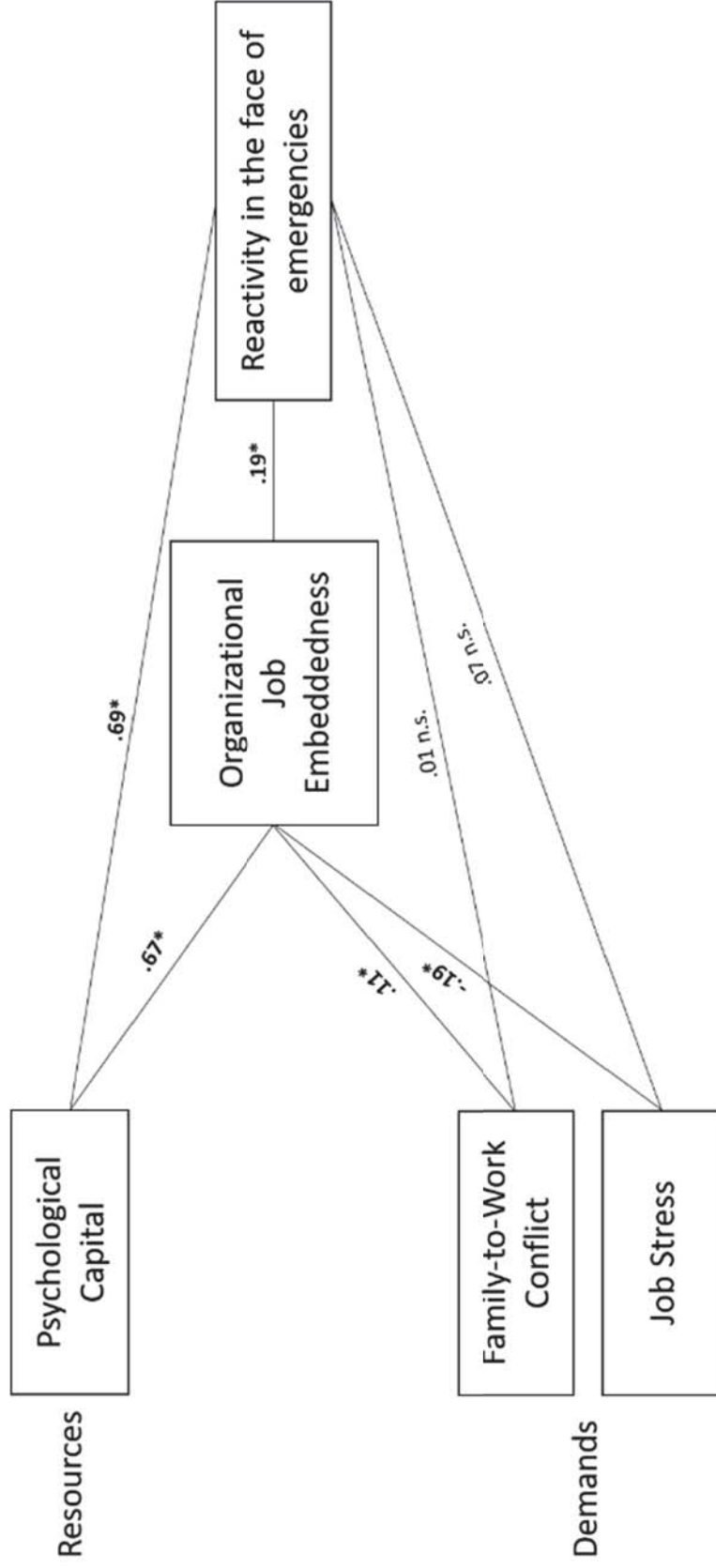
Appendix C

Table 2. Reactivity Path Analytics Table

	Reactivity			Organizational JE			Indirect Effect		
	β	SE	R ²	β	SE	R ²	Est.	SE	95% Bayes CI
Direct Effects									
PsyCap	0.69*	0.05		0.67*	0.04				
Job Stress	0.07	0.04		-0.19*	0.05				
FWC	0.02	0.04		0.11*	0.04				
Organizational JE	0.19*	0.06							
Total			0.63			0.55			
Controls									
Age	-0.05	0.04							
Schedule Control	-0.12	0.04							
Children	-0.07	0.04							
Indirect Effect									
PsyCap -- Organizational JE -- Reactivity							0.16*	0.05	0.06 0.24
FWC-- Organizational JE -- Reactivity							-0.09*	0.05	-0.17 -0.004
Job Stress-- Organizational JE -- Reactivity							-0.46*	0.08	-0.68 -0.30

Note. $p < .05^*$

Figure 2. Adaptive Performance Model 1



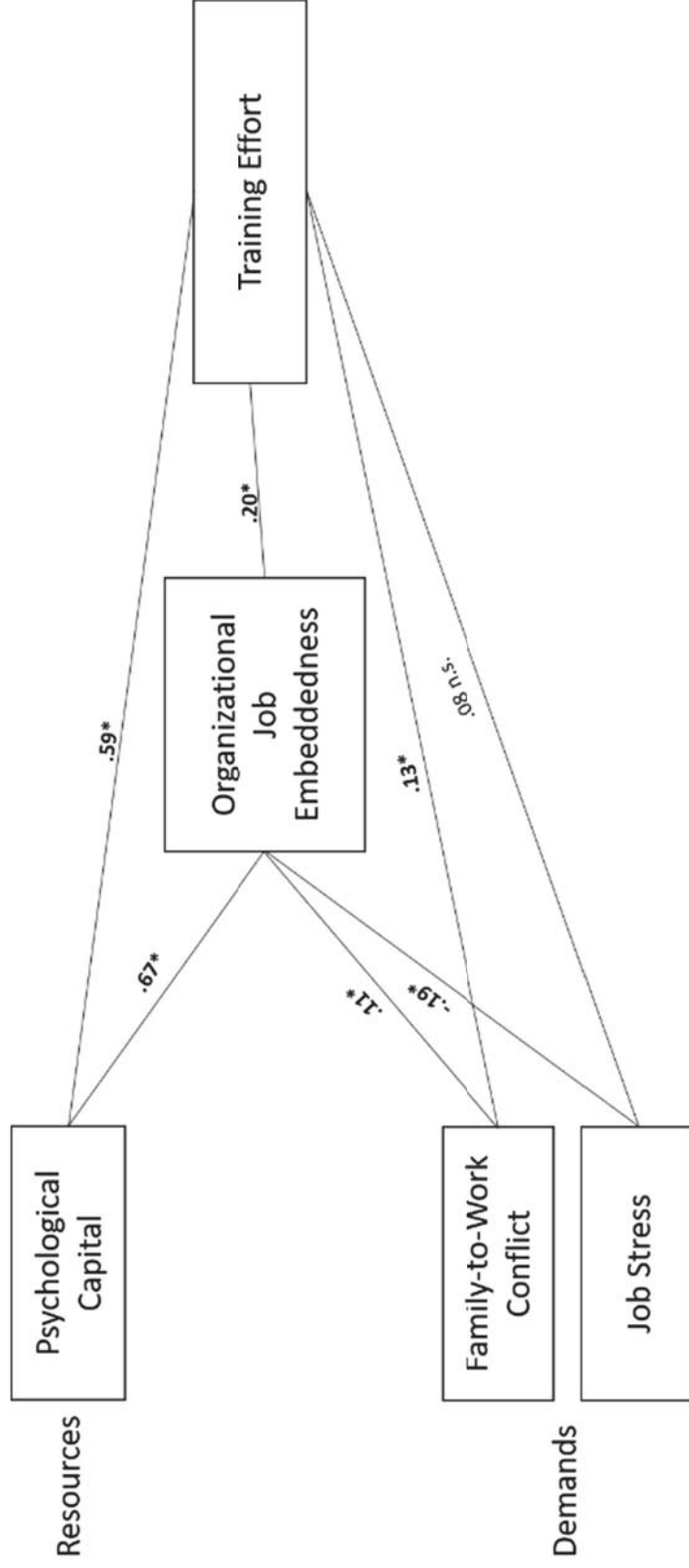
Note. Figure 2 show β weights; * = significant at $p < .05$; n.s = not significant

Table 3. Training Effort Path Analytics Table

	Training Effort			Organizational JE			Indirect Effect		
	β	SE	R ²	β	SE	R ²	Est.	SE	95% Bayes CI
Direct Effects									
PsyCap	0.59*	0.06		0.67*	0.04				
Job Stress	0.08	0.05		-0.19*	0.05				
FWC	0.13*	0.05		0.11*	0.04				
Organizational JE	0.20*	0.06							
Total			0.48			0.55			
Controls									
Age	-0.12*	0.04							
Schedule Control	-0.001	0.05							
Children	0.02	0.05							
Indirect Effect									
PsyCap -- Organizational JE -- Training Effort							0.23*	0.05	0.07 0.37
FWC-- Organizational JE -- Training Effort							-0.09	0.06	-0.21 0.020
Job Stress-- Organizational JE -- Training Effort							-0.52*	0.08	-0.71 -0.40

Note. $p < .05$ *

Figure 3. Adaptive Performance Model 2



Note. Figure 3 show β weights; * = significant at $p < .05$; n.s = not significant

Appendix D

Survey Codebook

Job Stress (14)			
REFERENCE: Stanton, J., Balzer, W., Smith, P., Parra, L., & Ironson, G. (2001). A general measure of work stress: The stress in general scale. <i>Educational and Psychological Measurement</i> , 61(5), 866-888.			
STEM: Please indicate the extent to which you agree with the following statements. <i>Today</i> , WORK felt...			
Q#	Var. Name		Response Scale
1	JSP1	Demanding	1 = strongly disagree 2 = disagree 3 = agree 4 = strongly agree
2	JSP2	Pressured	
3	JSP3	Hectic	
4	JSP4	Calm (Reverse)	
5	JSP5	Relaxed (Reverse)	
6	JSP6	Stressful	
7	JSP7	Pushed	
8	JST1	Irritating	
9	JST2	Under control (Reverse)	
10	JST3	Nerve-wracking	
11	JST4	Hassled	
12	JST5	Comfortable (Reverse)	
13	JST6	More stressful than I'd like	
14	JST7	Smooth running (Reverse)	

FWC (6)			
REFERENCE: Carlson, 2000			
STEM: How often have you experienced each of the situations listed below in the PAST MONTH? Work is defined as any activity related to your job, including the time you spend at your work site, commuting, and working while at home.			
Q#	Var. Name		Response Scale
7	FWC	The time I spend on family responsibilities interferes with my work responsibilities (7)	1= Never 2= Rarely 3= Sometimes 4= Often 5= A Great Deal
8		The time I spend with my family causes me not to spend time in activities at work that could be helpful to my career (8)	
9		I have to miss work activities due to the amount of time I must spend on family responsibilities (9)	
10		Due to stress at home, I am preoccupied with family matters at work (10)	
11		Because I am stressed from family responsibilities, I have a hard time concentrating on my work (11)	
12		Tension and anxiety from my family life weakens my ability to do my job (12)	

PsyCap (24)

REFERENCE: Luthans et al, 2007

STEM: Please indicate the extent to which you agree with the following statements.

Q#	Var. Name		Response Scale
1	Efficacy	I feel confident analyzing a long-term problem to find a solution. (1)	1= Strongly disagree 2= Disagree 3= Somewhat disagree 4= Somewhat agree 5= Agree 6= Strongly agree
2	Efficacy	I feel confident in representing my work area in meetings with management. (2)	
3	Efficacy	I feel confident contributing to discussions about the company's strategy. (3)	
4	Efficacy	I feel confident helping to set targets/goals in my work area. (4)	
5	Efficacy	I feel confident contacting people outside the company (e.g., suppliers, customers) to discuss problems. (5)	
6	Efficacy	I feel confident presenting information to a group of colleagues. (6)	
7	Optimism	If I should find myself in a jam at work, I could think of many ways to get out of it. (7)	
8	Optimism	At the present time, I am energetically pursuing my work goals. (8)	
9	Optimism	There are lots of ways around any problem. (9)	
10	Optimism	Right now I see myself as being pretty successful at work. (10)	
11	Optimism	I can think of many ways to reach my current work goals. (11)	
12	Optimism	At this time, I am meeting the work goals that I have set for myself. (12)	
13	Resilience	When I have a setback at work, I have trouble recovering from it and/or moving on. (13)	
14	Resilience	I usually manage difficulties one way or another at work. (14)	
15	Resilience	I can be "on my own" so to speak, at work if I have to. (15)	
16	Resilience	I usually take stressful things in stride. (16)	
17	Resilience	I can get through difficult times at work because I've experienced difficulty before. (17)	
18	Resilience	I feel I can handle many things at a time at this job. (18)	
19	Hope	When things are uncertain for me at work, I usually expect the best. (19)	
20	Hope	If something can go wrong for me work-wise, it will. (20)	
21	Hope	I always look on the bright side of things regarding my job. (21)	
22	Hope	I'm optimistic about what will happen to me in the future as it pertains to work. (22)	
23	Hope	In this job, things never work out the way I want them to. (23)	
24	Hope	I approach this job as if "every cloud has a silver lining." (24)	

Adaptive Performance: Reactivity (4) and Training Effort (4) Sub-Scales			
REFERENCE: Charbonnier-Voirin & Roussel, 2012			
STEM: Thinking about your performance at work, please indicate the extent to which you agree with the following statements.			
Q#	Var. Name		Response Scale
5	Reactivity1	I am able to achieve total focus on the situation to act quickly. (5)	1 = strongly disagree 2 = disagree 3= somewhat disagree 4 = neither agree nor disagree 5= somewhat agree 6 = agree 7 = strongly agree
6	Reactivity2	I quickly decide on the actions to take to resolve problems. (6)	
7	Reactivity3	I analyze possible solutions and their ramifications quickly to select the most appropriate one. (7)	
8	Reactivity4	I easily reorganize my work to adapt to new circumstances. (8)	
13	Training Effort1	I undergo training on a regular basis at or outside of work to keep my competencies up to date. (13)	
14	Training Effort2	I am on the lookout for the latest innovations in my job to improve the way I work. (14)	
15	Training Effort3	I look for every opportunity that enables me to improve my performance (training, group projects, exchanges with colleagues, etc.). (15)	
16	Training Effort4	I prepare for change by participating in every project or assignment that enables me to do so. (16)	

Organizational Job Embeddedness Sub-Scale (9)			
REFERENCE: Mitchell et al, 2001			
STEM: Please indicate the extent to which you agree with the following statements.			
Q#	Var. Name		Response Scale
1	Organizational Fit	My job utilizes my skills and talents well. (1)	1 = strongly disagree 2 = disagree 3= somewhat disagree 4 = neither agree nor disagree 5= somewhat agree 6 = agree 7 = strongly agree
2	Organizational Fit	I feel like I am a good match for my organization. (2)	
3	Organizational Fit	If I stay with my organization, I will be able to achieve most of my goals. (3)	
7	Organizational Sacrifice	I have a lot of freedom on this job to pursue my goals. (7)	
8	Organizational Sacrifice	I would sacrifice a lot if I left this job. (8)	
9	Organizational Sacrifice	I believe the prospects for continuing employment with my organization are excellent. (9)	
13	Organizational Links	I am a member of an effective work group. (13)	
14	Organizational Links	I work closely with my coworkers. (14)	
15	Organizational Links	On the job, I interact frequently with my work group members. (15)	