

User Manual

Q1000 Dealing with change



User Manual - Dealing with Change
Everything you need to know to get
started with Q1000 Dealing with Change.



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1. Introduction

1.1 Purpose of Use

With Q1000 Dealing with Change (QON) you can collect information about people's adaptability and willingness to change. Living in a rapidly changing world demands that the individual is increasingly flexible and adaptable. This is particularly true in the context of work (Hall, 2002). Thus, employees are required to effectively deal with changes in the labour market.

Q1000 Dealing with Change has been developed to investigate employees' adaptability and willingness to change. For this purpose, the questionnaire maps out seven personality-related aspects that enable people to successfully deal with changes in their environment. These aspects are optimism, openness to change, sense of control, and learning. The result consists of a personal profile that can be used for self-insight or for predicting someone's behaviour. How is the person expected to respond to changes in their job or work environment (e.g., changes in management, mergers and acquisitions)? Which trait makes the person the most agile? Which traits can help them deal with rapidly changing situations?

1.2 In a Nutshell

In the past, careers consisted of jobs in one or a limited number of organisations, and often relied on a single employment contract (Hall & Mirvis, 2001). Nowadays, building a career is seen as the responsibility of the employee themselves rather than that of the employer (Leana & Feldman, 1992). Because the world around us is changing drastically - partly because of technologization and globalisation - people are forced to change jobs more often or go through role transitions (Ashforth, 2001).

Surviving in a turbulent career environment requires employees to deal with change continuously. Employees' willingness and ability to adapt is essential for career success (Pulakos, Arad, & Plamondon, 2000). Rapid changes require proactive behaviour (i.e. it is not necessary to react to, but to anticipate change) (Crant, 2000). Today's labour market requires employees who are willing to initiate changes that will improve their work situation. The questionnaire assesses those characteristics that influence a person's ability to anticipate or cope with change. The report provides insight into the person's strongest agility points. With this insight, the person can learn how they currently deal with changes and reflect on ways to improve their agility.

1.2.1 Questions

The questions included in Q1000 Dealing with Change (QON) have been developed according to Hofstee's guidelines (Hofstee, 1999). This means that they are concise and easy to interpret. For each question, the respondent can choose between five answer alternatives. The candidate must indicate to what extent each statement applies to them.



Answer Option	Meaning
No!	Does not apply to you at all
No	Does not apply to you
?	Hard to say whether it applies to you or not
Yes	Applies to you
Yes!	Very much applies to you

Example question: *It is important for me to be able to determine how I do my work.*

1.2.2 Results

The (personality) traits measured by Q1000 Dealing with Change are identified based on a set of questions (items). Together, each set of items form a 'scale'. The definitions of the scales are given in Chapter 4. The results of the test are displayed in a report. Consultants can view candidates' answers by clicking on 'Detail analysis'.

1.2.3 Q1000 Dealing with Change and Other Tools

The profile generated by Q1000 Dealing with Change is based on a self-description of the candidate. For this reason, it is good to combine this test with other assessment tools. When the test is used to make decisions about someone's career, the results can be compared against data from interviews or practical simulations. Consultants can also use instruments such as Q1000 Personality and Q1000 Motivation to create a more complete image of the candidate. Finally, a test that assesses employability, such as the APQ can be an interesting addition to Q1000 Dealing with Change.

1.2.4 Facts and Figures

The questionnaire consists of 68 questions. Out of the total, 12 items are experimental (i.e. included only for research purposes). Therefore, these items are not used for calculating scores. It takes about 10 minutes to complete the questionnaire. However, this is only an estimation, as there is no time limit.

1.3 Areas of Application

1.3.1 Career Development

Q1000 Dealing with Change can provide useful information for vocational orientation. This is especially true for people who seek a career that requires agility or adaptability. In addition, the questionnaire can be used to support internal or external mobility programs. By completing the questionnaire, people can become aware of how they deal with change. Thus, they can take this into account when going through transitional phases. For career development purposes, Q1000 Dealing with Change provides better results in combination with other instruments. For example, assessing candidates' cognitive abilities and talents can help to determine how valuable they might be to the organisation.



1.3.2 Hiring and Career Advancement

With the help of Q1000 Dealing with Change/ Agility (QON), you can collect additional information for hiring and career advancement purposes. Due to its nature, the instrument is less suitable for informing selection decisions. However, the results can be used to paint a more complete picture of the candidate. In recruitment processes, the questionnaire should only be used in combination with other assessments, such as cognitive ability tests, interviews, and practical assignments.

1.3.3 Creating Self-insight

Q1000 Dealing with change/ Agility (QON) is good for self-insight. People are constantly confronted with changes, both in their work and private life. Some find this bothersome, but others see it as a positive thing. While some people mainly see the disadvantages of changes, others look for the best ways to cope with them. There are also people who feel hopeless or scared in the face of change. This can be because changes bring a lot of uncertainty. However, self-knowledge can help people deal with change in the way that is most effective to them.

1.4 Possibilities and Limitations

Due to its clear formulation, the questionnaire is suitable for people with a wide range of education levels and (cultural) backgrounds. However, it must be taken into account that a low level of intelligence or a poor command of the test language (i.e. NT2 level or lower than B1 in terms of the Common European Framework) hinders the understanding of the questions. In such cases, a meaningful interpretation of the test scores is not possible.

The questionnaire is mainly used for adults who are working or looking for (new) work. Our research has also been conducted on this group. Thus, we recommend using the test on working adults only.

1.5 Certified Users

Users of Q1000 Dealing with Change should be aware of the rules regarding responsible test use. For those who want to update their knowledge, an e-learning module is available on this topic. Below there is a brief summary of what a user is expected to know about responsible test use.

- The user is expected to have knowledge of basic statistical and technical concepts, such as reliability and norm scores. They should understand how these are determined and what they mean.
- In addition, it is important that the user is aware of the possibilities and limitations of the questionnaire and that they can effectively deal with those in practice.
- The user must know the intended purpose of Q1000 Dealing with Change. This means that they should know what each of measured traits entail and what are the situations in which the test can or can't be used.



- The user should be able to interpret test scores based on the reports and through their own analysis of scale scores and item scores.
- The user must be able to provide correct feedback to the candidates based on the test results.
- The user should be aware of common rules regarding professional ethics, and they should be able to apply those rules in practice.



2. Use

2.1 Administration and Instructions

The questionnaire is administered via the internet. In principle, personal instruction is not necessary. The candidate can find all the relevant information in the instruction screens. However, we do recommend that you provide candidates with the contact details of a process facilitator or certified test user. When taking the test under supervision, we recommend that a certified test user or test assistant is present to guide the candidate and answer any questions they might have. The candidates should complete the questionnaire under equitable conditions. We recommend using a pleasant and neutral space and limiting disturbing environmental influences as much as possible.

2.2 Analysis

There are several ways to view the result of Q1000 Dealing with Change.

- **Reporting.** Two reports can be generated. Both provide a detailed description of the candidate's scores. In addition, the reports highlight their strengths and weaknesses, and provide the candidate with tips. The *Dealing with Change* report describes four scales, while the *Agility* report describes all scales. The *Agility* report also provides a ranking of the measured traits. This clarifies which traits can be used by the candidate to strengthen their agility.
- **Detail analysis.** When you click on 'Detail analysis' in the report, you will be given access to the candidate's answers, and you can view their standardised scores. You can choose between deciles or Z-scores (see section 2.3). By looking at the answers, you can get an idea of the candidate's response pattern. For instance, you can see how the answers are distributed over the four scoring categories (i.e., 'No!', 'No', '?', 'Yes', 'Yes!'). Furthermore, you can see the chosen answer, the associated score, and the text accompanying each item.

2.3 Scoring and Standardisation

2.3.1 Scoring

Q1000 Dealing with Change assigns a score to each answer: 1 for 'No!', 2 for 'No', 3 for '?', 4 for 'Yes', and 5 for 'Yes!'. For reversed items, the answers will be recoded (1 point for 'Yes!' and 5 points for 'No!'). Reversed items are questions that measure the opposite of agility (e.g., 'Sometimes I find it difficult to put problems into perspective'). When determining the raw score (i.e. unstandardised score) for a certain trait, the points are added together and divided by the number of questions in that scale. This results in the raw scale score, which can vary between 1 and 5. The raw scale score reflects the average answer given on a scale. You can find these scores under 'Detail analysis'.



2.3.2 From Raw Scores to Standardised Scores

Norms are used to compare a person's results with others' results (e.g., people who completed the test in a similar situation or who are part of the same population). The norm score is determined by administering the test or questionnaire to a group of people that is representative of the target population (i.e. adults working in the Netherlands). When someone has completed the same test or questionnaire, their score can be compared with the scores of this group. The standardised score indicates whether the person scored high or low in relation to the norm group. For example, a norm score can provide insight into the extent to which someone can be called optimistic or eager to learn compared to others.

2.3.3 Comparison with Others

For Q1000 Dealing with Change, there is one norm group available. This consists of a diverse group of workers in the Netherlands. For more information about the norm group, please refer to Chapter 4.

We use two types of standardised scores, Z-scores and deciles. These scores are not shown in the report, but you can see them by clicking on 'Detail analysis'. Below, you will find a short description of the characteristics of these scores.

2.3.4 Z-scores

To determine Z-scores, two statistical characteristics of the score distribution are used (i.e. the mean and the standard deviation). The scores are expressed in the number of standard deviation units between the score and the mean. For instance, a Z-score of -1 means that the score is one standard deviation below the mean. On the other hand, a Z-score of $+1$ means that the score is one standard deviation above the mean. Thus, the $-$ or $+$ sign indicates whether the score is lower or higher than the average of the norm group. In a normal distribution, 16% of Z-scores are equal to or lower than -1 . That means that 84% of the scores are higher than $Z = -1$. Therefore, this score is considered low compared to the average of the norm group.

2.3.5 Deciles

To calculate deciles, the scores of the people from the norm group are divided into 10 groups of 10%. The 10% lowest scores are classified in decile 1, the 10% subsequent scores in decile 2, and so on, up to the highest 10% of the scores, which are classified in decile 10.

Deciles are easy to understand and interpret. Thus, they can provide a quick indication of how a person compares to others. However, there are also disadvantages to using deciles. The main disadvantage is that deciles can lead to an over- or underestimation of the differences between scores. This is caused by the fact that when a test is administered, not all scores appear with the same frequency. For instance, average scores are more common than very high or very low scores. Because these differences are not accounted for in the calculation of deciles, scores that are close to the mean can sometimes be overestimated,



while extreme scores can sometimes be underestimated. For example, the difference between scores in deciles 5 and 6 is smaller than the difference between scores in deciles 1 and 2.

2.4 Reporting

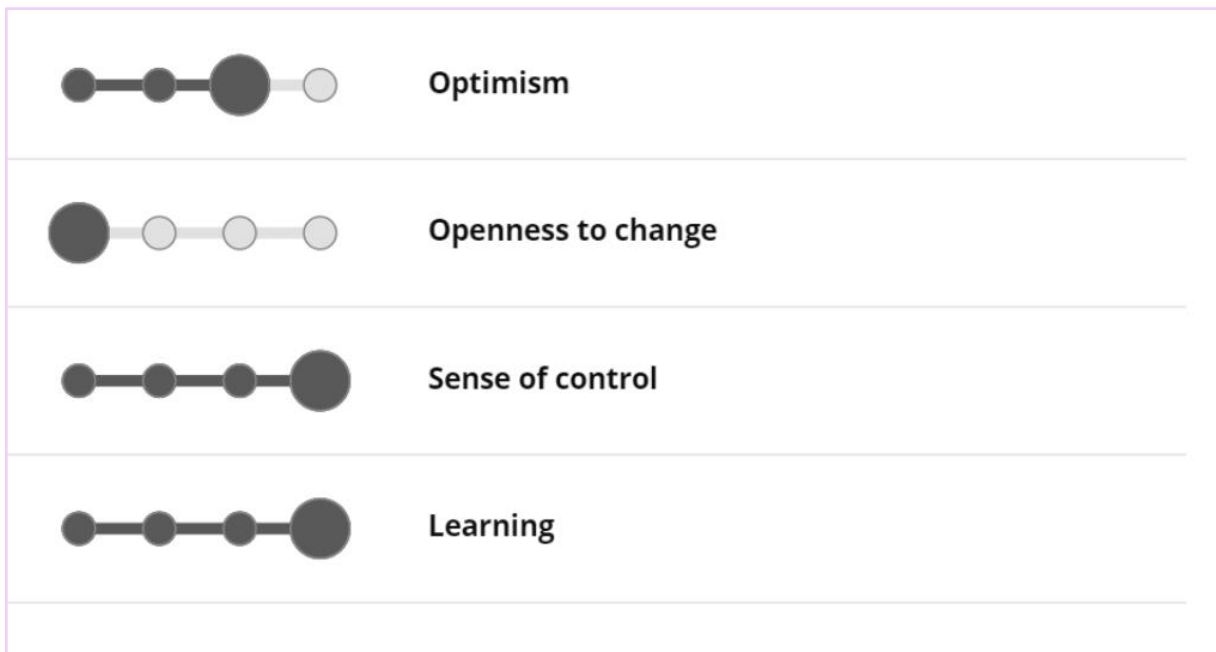
2.4.1 Category Scores

In the test reports, four scoring categories are used:

Category Scores	Percentage	Meaning
Category 1	15%	Low
Category 2	25%	Below average
Category 3	35%	Average
Category 4	25%	High

Table 2.1: Category scores for Q1000 Dealing with Change

The category scores will be displayed as in the picture below.



The score says something about the extent to which the candidate compares to the norm group.



3. Theoretical Background

3.1 Employability

Q1000 Dealing with Change was developed in 2005 and is based on the concept of employability (Fugate, Kinicke, & Ashforth, 2004). Employability is a quality that enables employees to deal with the work-related changes in today's economy. Employability requires personal characteristics such as cognition, affect, and behaviour. To effectively deal with change, one must be able and willing to adjust their behaviour.

Employability has several underlying factors. Hall (2002) and Fugate (2004) list career identity, social and human capital, and coping with change as the most important pillars. Career identity refers to the image someone has of their own career (i.e., how they think of themselves within a work context). Social and human capital refer to a person's circumstances and characteristics, such as their age, education, work experience, and social network. Finally, effectively dealing with changes is essential for employability.

People who cope well with change are willing and able to adapt their behaviour to the demands of the situation. This enables them to remain productive and attractive employees in a fast-changing labour market (Chan, 2000). Someone's ability to adapt is determined by their personal characteristics. Adaptive qualities are intrinsic (i.e. belong to the person themselves) but have an external focus (i.e. influence work behaviour). Fugate (2004) distinguished between five characteristics that relate to adaptive behaviour: optimism, eagerness to learn, flexible beliefs about the world, internal locus of control, and confidence in one's own abilities. Thus, we have designed items that cover all these aspects. Based on the analyses of the first empirical data, it was eventually decided to integrate self-confidence into the notion of optimism. In addition, the compositions and definitions of the scales have also been adjusted based on empirical data.

3.2 (Learning) Agility

In May 2017, the questionnaire was updated to match the concept of 'learning agility'. These changes were in line with the latest scientific insights regarding adaptability to change.

Employees who can cope well with change are more likely to be successful in an uncertain and turbulent world. This is because they adapt themselves to their environment. This ability to learn and adapt is called '(learning) agility'. Agile people are flexible, adaptable, and versatile. They are constantly looking for new challenges, actively seek feedback from others, engage in self-reflection, and think about how they can develop themselves.

Lombardo and Eichinger (2000) argued that jobs are increasingly complex and subject to rapid change, and therefore require people who are adaptable and able to learn from experience. They introduced the concept of *learning agility*, which they defined as follows: 'Learning agility is the willingness and ability to learn new competencies in order to perform under first-time, tough, or different conditions'. Initially, four types of agility were distinguished: mental agility, people agility, change agility, and results agility (Lombardo and Eichinger, 2000). Later, self-awareness was added (De Meuse, Dai & Hallenbeck (2010), DeRue, Ashford & Myers (2012)).



- **People agility:** People who possess this type of agility are cooperative and respond in a controlled manner to the tension that change brings. They encourage others to be the best they can be.
- **Results agility:** People who possess this type of agility can achieve results under difficult circumstances or in situations they have not experienced before. They are driven, tenacious, and have great confidence in themselves.
- **Mental agility:** People who possess this type of agility look at problems from unique points of view. They are at their best in complex and ambiguous work situations. They see these situations as challenges, and they like to learn.
- **Change agility:** People who possess this type of agility are willing to change, curious, and full of ideas. They experiment regularly and are confident that changes will lead to improvement.
- **Self-awareness:** People with high self-awareness know their strengths and weaknesses. They evaluate their own performance regularly and reflect on the image others might have on them. They use these insights to adjust their behaviour.

Q1000 Dealing with Change already covered a large part of the characteristics that underlie these forms of agility. The newly developed scales are *Openness to others*, *Belief in one’s own ability*, and *Self-reflection*. The table below explains which characteristics are related to the different forms of agility.

Agility Type	Corresponding Scale (Q1000 Dealing with Change)
Mental agility	Learning – is curious and eager to learn
People agility	Openness to others – has respect and appreciation for others
Change agility	Openness to change – welcomes innovation Optimism – has faith in the future
Results agility	Sense of control – is action-oriented, takes self-direction Belief in one’s own ability – trusts in oneself
Self-awareness	Self-reflection – is focused on personal development

Table 3.1 Types of agility and their relationship with Q1000 Dealing with Change

3.3 Descriptions of the Scales

3.3.1 Sense of Control

Is action oriented, takes self-direction

This scale is based on the difference between external and internal locus of control (Skinner, 1996). People with an internal locus of control believe that they generally exercise control over their environment, while people with an external locus believe that the environment influences their behavior more than they do. People with an internal locus of control do not believe in fate, but in their own strength. They can adapt more easily to role transitions than those with an external locus of control (Wanberg & Banas, 2000).



3.3.2 Learning

Is curious and eager to learn

Continuous learning is a characteristic of people who work on their employability. By learning about their environment, they will quickly become aware of opportunities and threats. In addition, they use the consequences of their actions as feedback. Thus, they rely on experience to figure out the most effective ways to solve problems. Learning is important for job success (London & Smithner, 1999); it is necessary to meet the ever-changing demands of the workplace.

3.3.3 Openness to change

Welcomes innovation

Being open to change and new experiences supports learning and enables you to discover career opportunities. People with an open view of the world will respond flexibly to the challenges posed by uncertain situations (Digman, 1990). They see change as an opportunity rather than a threat. People who are open to change have little trouble accepting new (working) circumstances. They feel more comfortable in unfamiliar environments and uncertain situations, and achieve better training results than others (Barrick & Mount, 1991). Accepting change related with higher job satisfaction, less irritation, and less intention to leave (Wanberg & Banas, 2000).

3.3.4 Optimism

Has faith in the future

Optimism at work enables employees to see change as a challenge - a learning experience with intrinsic value (Stokes, 1996). Optimistic people have positive expectations about future events and are convinced that they will be able to overcome challenges (Judge, Thoresen, Pucik, & Welbourne, 1999). Optimistic employees will spot opportunities in the workplace, see job changes as challenges, and persist in achieving their desired outcomes (Fugate, Kinicke, & Ashforth, 2004).

3.3.5 Openness to others

Has respect and appreciation for others

Those who score high on this scale are tolerant of individuals with different opinions and backgrounds. They seek to understand others and take their opinions seriously. Because they approach others with understanding and respect, others will quickly share their feelings and knowledge with them. As a result, open people are able to learn from others. In addition, they can adapt more easily to people (e.g., people with a different cultural background than theirs). They also encourage others to make the best out of their talents (Lombardo & Eichinger, 2000)



3.3.6 Belief in own ability

Trusts in oneself

People who believe in themselves are convinced that their opinions matter and their actions will make an impact. When they experience adversity, they will not let that stop them. They will find a solution. Believing in oneself is also referred to as 'self-efficacy', and has been heavily researched (Bandura, 1977). In one study, self-efficacy predicted innovative behaviour among junior researchers with 10 months of work experience (Ashforth & Saks, 2000). Another study showed that insurance agents with higher self-efficacy set more sales targets (Erez & Judge, 2001). In addition, self-efficacy has a positive relationship with job satisfaction and job performance (Judge & Bono, 2001).

3.3.7 Self-reflection

Is focused on personal development

People who engage in self-reflection know their strengths and weaknesses, and how they impact is others. They take time to evaluate what is currently going well and how they could further improve. They actively ask for feedback. They think a few steps ahead, plan for the future, and keep various options open. If they see room for improvement, they will work on it (De Meuse et al. 2010).



4. Research Data

4.1 Reliability

Reliability ensures that the scores can be used to make valid statements about the constructs being measured. Typically, the reliability of a questionnaire is determined by calculating the internal consistency coefficient. The most used coefficient is the Cronbach's alpha (α). Some authors also use McDonald's omega or Guttman's lambda 2 (λ^2). The COTAN (The Committee on Testing Affairs in the Netherlands) states that the appropriate value for the reliability coefficients depends on the intended use of the test. For important decisions (e.g., hiring new employees), reliability should be at least .80. For less important decisions (e.g., setting development goals), .70 is sufficient. According to the COTAN, important decisions are those that are, in principle or in the short term, irreversible and that have an influence on aspects outside of the testing situation. Q1000 Dealing with Change was designed for less important decisions (e.g., career orientation, mobility programs, etc.). Thus, our aim was to create scales with a reliability of at least .70.

The data regarding internal consistency (i.e. for both the old scales and the new ones) was collected between 2017 and 2021. The research sample consisted of 3102 employees working for a large number of clients (i.e. both large and small companies, profit and non-profit, and working in various industries). The clients used the test results for career orientation, outplacement, reintegration, or employee development. 58% of the sample consisted of women, and the average age was 43.

Scale (Number of Items)	Cronbach's α	Lambda 2	M(X)	SD(X)
Learning (9)	.83	.84	4,02	0,49
Belief in ones' own ability (9)	.83	.83	3,65	0,53
Openness to change (8)	.84	.84	3,07	0,49
Optimism (9)	.79	.80	3,65	0,50
Sense of control (12)	.79	.79	3,84	0,42
Self-reflection (8)	.69	.70	3,90	0,43
Openness to others (10)	.71	.71	3,84	0,41

Table 4.1 Internal consistency (Cronbach's α and lambda 2), averages (M), and standard deviations (SD) for Q1000 Managing Change/ Agility 2021

For Lambda 2 coefficients, all values are higher or equal to .70. Cronbach's α coefficients range from .69 (*Self-reflection*) to .84 (*Openness to change*). Thus, the questionnaire is suitable for supporting less important decisions, such as choosing a career path. The test scores should not be used to make decisions regarding the hiring or rejection of job candidates. However, the test can be used in selection processes to get an impression of candidates' learning agility.



4.2 Standardisation

Scale	Decile 1	Decile 2	Decile 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9
Optimism	3,00	3,30	3,50	3,60	3,70	3,82	3,94	4,00	4,20
Openness to change	2,40	2,64	2,80	3,00	3,10	3,20	3,30	3,50	3,70
Sense of control	3,20	3,40	3,60	3,70	3,80	3,90	4,00	4,10	4,30
Learning	3,33	3,56	3,78	3,89	4,00	4,11	4,22	4,33	4,56
Belief in one's own ability	2,89	3,11	3,44	3,56	3,67	3,78	3,89	4,00	4,20
Openness to others	3,22	3,44	3,56	3,78	3,78	3,89	4,00	4,11	4,33
Self-reflection	3,03	3,33	3,50	3,67	3,67	3,83	4,00	4,17	4,47

Table 4.2 Decile limits for Q1000 Dealing with Change

The norm is a general norm. The comparison group completed the questionnaire for a variety of purposes, but mostly in relation to career orientation, outplacement, reintegration, or development. See the previous section for a description of the data. For reference, the upper limits of decile scores are given here. To exemplify how these should be interpreted, a raw score of 3.65 on *Optimism* falls in decile 5.

4.2 Q1000 Dealing with Change and Other Tools

As part of a large customer project that took place in 2016, Q1000 Dealing with Change was administered together with Q1000 Personality and Q1000 Motivation. This provided an opportunity to take a closer look at the relationships between these instruments. The information from this research supports the construct validity of the scales. It should be noted that the study took place before the 2017 update. Thus, only the scales *Sense of control*, *Learning*, *Openness to change*, and *Optimism* were included.

In the table below you can find the correlations between Q1000 Dealing with Change and Q1000 Personality. Because many correlations have been found, we will limit ourselves to the three highest correlations between the scales. Candidates who feel they can influence their own future (*Sense of Control*) also report being *Self-confident* ($r = .61$), *Goal-oriented* ($.58$), and *Decisive* ($r = .46$). Candidates who are interested in new developments and possibilities (*Learning*) score high on the *Inquisitive* trait ($r = .77$), as expected. In addition, the traits *Constructive* ($r = .48$) and *Friendly* ($r = .43$) also correlate strongly with *Learning*. The extent to which someone looks at changes with an open mind (*Openness to change*) has a strong negative correlation with the *Conservative* scale ($r = -.73$) and a positive correlation with the *Decisive* ($r = .58$) and *Stable* ($r = .50$) scales. The tendency to look on the bright side and have faith in the future (*Optimism*) is strongly correlated the traits *Decisive* ($r = .67$), *Stable* ($r = .66$), and *Self-confident* ($r = .66$). In terms of content, the correlations found are all explainable and in line with each other.



Q1000 Personality Scales	Sense of Control	Learning	Openness to Change	Optimism
Conservative	-0,15	-0,14	-0,73	-0,33
Self-controlled	0,28	0,24	0,38	0,52
Inquisitive	0,34	0,77	0,31	0,30
Constructive	0,41	0,48	0,18	0,34
Contact-oriented	0,30	0,30	0,35	0,38
Goal-oriented	0,58	0,38	0,30	0,51
Decisive	0,46	0,26	0,58	0,67
Extravert	0,34	0,26	0,38	0,35
Structured	0,31	0,24	0,03	0,18
Innovative	0,29	0,41	0,44	0,43
Persuasive	0,38	0,36	0,42	0,47
Socially-skilled	0,45	0,38	0,43	0,51
Stable	0,33	0,23	0,50	0,66
Friendly	0,26	0,43	0,22	0,23

Table 4.3 Correlations between Q1000 Dealing with Change and Q1000 Personality Normative (QPN)

The following table presents the correlations between Q1000 Dealing with Change and an older version of Q1000 Motivation. The three highest correlations are discussed. Having a high *Sense of Control* goes hand in hand with the pursuit of *Perfection* ($r = .32$), *Learning* ($r = .27$), and *Career* ($r = .26$). The *Learning* scale correlates strongly with the *Learning* drive ($r = .40$), but also with *Perfection* ($r = .30$). *Openness to Change* correlates primarily with the drive *Sensation* ($r = .38$). The other correlations are less strong. This trait correlates negatively with *Appreciation* ($r = -.22$) and positively with *Learning* ($r = .20$). The extent to which someone is inclined to look on the bright side and has confidence in the future (*Optimism*) appears to be positively related to the candidate's pursuit of excitement and adventure (*Sensation*). In addition, the drivers *Learning* ($r = .22$) and *Career* ($r = .21$) appear to correlate positively with *Optimism*. All in all, the relationships found here are easy to explain, although the correlations somewhat are lower than in the case of Q1000 Personality.

Q1000 Motivation Scales	Sense of Control	Learning	Openness to Change	Optimism
Autonomy	0,21	0,13	0,03	0,16
Competition	0,09	0,08	0,12	0,11
Learning	0,27	0,40	0,20	0,22
Influence	0,16	0,07	0,15	0,20
Helping others	0,17	0,27	0,15	0,19
Cooperation	-0,01	0,10	-0,07	-0,01
Appreciation	-0,12	0,05	-0,22	-0,16
Perfection	0,32	0,30	0,11	0,20
Sensation	0,24	0,23	0,38	0,29
Career	0,26	0,11	0,11	0,21
Rewards	0,01	-0,09	-0,14	0,00
Prestige	-0,04	-0,02	-0,07	0,03

Table 4.3 Correlation between Q1000 Dealing with Change and Q1000 Motivation Normative (QDN)



5. Literature

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6. Appendix

Agility Aspects	Definitions Q1000 Dealing with Change*/ Agility
Optimism* Has faith in the future	People with an optimistic mindset look on the bright side. They have confidence in the future and focus on the the positive aspects of life. They tend to have a positive image of their qualities and possibilities. Furthermore, they are action-oriented - they start new and unexpected things with enthusiasm.
Open to change* Welcomes innovation	People who are open to change are also curious. They are enthusiastic about new opportunities. They welcome new and unusual ideas, and are not quick to judge. The challenges that come with change give them a lot of energy.
Sense of Control* Is action-oriented, takes self-direction	People who have a strong sense of control feel that they are in the driver's seat. They do not think that their success depends on other people or circumstances. They assume that they have influence over their own situation. They work towards their personal goals. If they are confronted with something unexpected or unpleasant, they take action to quickly regain their sense of control.
Learning* Is curious and eager to learn	Those who are eager to learn spend a lot of time gathering information and practising their skills. They tend to be critical thinkers - they ask a lot of questions and look for arguments and examples. This way, they are able to form nuanced opinions.
Belief in one's own abilities Trusts in oneself	People who believe in themselves trust thair ability to succeed. They are convinced that their opinions matter and their actions will make an impact. They believe that it is okay to make mistakes, as long as you manage to solve them. When they experience adversity, they will not let that stop them. They will find a solution.
Openness to others Has respect and appreciation for others	People who are open to others are often tolerant and understanding of different opinions. They are not quick to condemn. They accept that every person is different, and that other people may have different thoughts or motivations than they do. They empathise with others and they are happy to see people succeed.
Self-reflection Is focused on personal development	People who are focused on self-reflection think a lot about themselves and their goals. They take the time to evaluate what is going well and what is not. They think a few steps ahead, plan for the future, and keep various options open. If they see room for improvement, they will work on it.

* These scales are described in the Dealing with Change report. They are also reflected in the Agility report.

