

User Manual Learning Agility



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1. Q1000 Learning Agility

1.1 Purpose of Use

As the world becomes increasingly more dynamic, individuals need to stay flexible and adapt. This is particularly true when it comes to work and career development (Hall, 2002). Employees need to handle job changes effectively; they must be willing to learn continuously and embrace the newest development on the market.

Q1000 Learning Agility measures people's ability to adapt their behaviour quickly and effectively based on new experiences. In a rapidly changing labour market, it is difficult to estimate whether someone who gets hired now will also remain a good fit for the job in the next couple of years. Having an indication of the person's learning agility provides insight into this. When it is impossible to tell exactly how a position will change in the future, what matters the most is that the employee has the potential and willingness to learn. People with a high learning agility will continue to develop themselves and adapt to the circumstances.

Assessio Bloom offers a set of questionnaires that can be used in combination to get an impression of someone's learning agility. Three instruments are used to determine learning agility: Q1000 Personality (QPN), Q1000 Motivation (QDN), and Learning Agility 360.

Measuring learning agility can be important for recruitment, selection, employee development, team success, and performance management. Therefore, the test is mainly useful in a work-related setting. The concept of learning agility might be especially interesting to professionals such as: (selection) psychologists, career advisors, HRM advisors, coaches, trainers/educators, reintegration experts, and intermediaries. However, employees can also work on their learning agility independently, or in consultation with their manager and/or an HR professional.

1.2 Learning Agility in Short

1.2.1 What Is Learning Agility?

At its core, learning agility is the ability to learn from experience. This involves several things, such as being able to reflect on the past and draw the right conclusions (Lee & Song, 2020). The quality of these reflections determines how much (or how well) someone learns from experience. In addition, people also differ in how easily they can apply what they learned in new situations. People who do not reflect on their behaviour are more likely to repeat the same mistakes. By contrast, reflecting on the consequences of their actions helps people become more skilled in anticipating how different situations might play out (Ellis et al., 2014). Research studies also support this view by showing that reflecting on past performance often helps to improve future performance (Kaiser et al., 2021). Those who are exceptionally agile can also use their knowledge creatively.

Because there are multiple ways people can learn, we measure four different types of agility: mental agility, people agility, change agility, and results agility. These are based on the research of De Meuse (2017). While everyone possesses all four agility types, people differ in how well (and how often) they use each of them. Self-awareness (i.e., making accurate

observations of oneself) is at the core of learning agility, meaning the more self-aware someone is the more agile they become.

Mental Agility

Learning by Understanding

People with high mental agility learn well from theory. Before deciding how to tackle an issue, they research the topic in depth, digging through all the materials they can find. They draft detailed plans and run multiple simulations in their heads, trying to estimate their probability of success. Their problem-solving style can be described as: **methodical**.

People Agility

Learning from Others

Individuals with high people agility learn by observing and questioning others. When they don't know how to do something, they will ask someone to teach them. They value other people's input and often seek feedback from colleagues with more expertise. Their problem-solving style can be described as: **interactive**.

Change Agility

Learning by Doing

People with high change agility learn through trial and error. When faced with a problem, they will play around with different solutions until finding the one that works best. Because they understand that mistakes are inevitable, they approach new situations with curiosity rather than fear. Their problem-solving style can be described as: **hands-on**.

Results Agility

Learning from Results

Individuals with high results agility learn the most when the learning itself has a clear purpose. They are motivated by rewards and will quickly master any skills necessary to achieve their goals. When presented with new information, they will want to know how it connects to their case before deciding whether to dig deeper. Their problem-solving style can be described as: **strategic**.

Self-awareness

Learning about Oneself

Individuals with high self-awareness pay close attention to their thoughts, feelings, and actions. They try to analyse themselves from the perspective of an objective observer. This helps them form a more complete and accurate view of their strengths and weaknesses. In

turn, knowing this help them learn from mistakes, pick the most suitable projects, and assert their boundaries. While most people believe they are self-aware, research shows this is only true for 10-15% of people (Eurich et al., 2018). Therefore, raising self-awareness is key to becoming more agile.

1.2.2 How Is Learning Agility Measured?

Staying agile requires not only **being able** to learn but also **wanting** to learn. This means that knowing what a person is good at (i.e., their **talents**) and what gets them going (i.e., their **motivation**) can help you map out their agility style. Q1000 Learning Agility combines data from three other instruments for this: Q1000 Personality (QPN), Q1000 Motivation (QDN), and a 360-degrees assessment. Both Q1000 Personality and Q1000 Motivation have been positively reviewed by the COTAN, which represents the institution overseeing the quality of psychological tests in the Netherlands.

Q1000 Personality

What People CAN

Our personality questionnaire maps out a total of 16 traits and 20 unique talents. The underlying theories are the Big Five and the AB5C model. On the one hand, personality traits provide a description of how someone generally behaves. On the other hand, talents describe what the person is likely to be good at based on what feels natural to them (i.e., their most authentic behaviour). For instance, someone who finds it easy to express their ideas might have a talent for inspiring others. If cultivated, this talent can turn into real life competencies such as writing, presenting, or public speaking, which are useful across many different jobs (e.g., teacher, content creator, lawyer, researcher, etc.). Research shows that Big Five personality questionnaires are effective in predicting how well a person will do in a future job across a wide range of industries and cultures (Barrick and Mount, 1991; Salgado, 1997; Barrick, Mount & Judge, 2001). However, talents do not turn into competencies unless the person makes an effort to develop them. This means that motivation also plays a role in achieving success. Sometimes, a person might lack the necessary drive to pursue a career in a field they otherwise show great potential for.

Q1000 Motivation

What People WANT

Each person is motivated by something different. This is why our motivation questionnaire measures 12 types of motives (e.g., money, influence, human connection, meaning, etc.). McClelland's Theory of Needs (1985) was the main inspiration for Q1000 Motivation. What someone finds rewarding dictates where they will be spending the most effort (Van Iddekinge et al. 2023). While hard work can somewhat compensate for lesser talent, effort alone is not enough to achieve excellence. Reaching the highest levels of performance requires both talent and motivation (Nauzeer & Jaunky, 2021).

Learning Agility 360

What People DO

Sometimes, people are both driven and talented yet still struggle to perform well. How can that be? In truth, success does not depend on the individual alone. Many external factors can interfere with someone's ability to perform (e.g., temporary or permanent illness, unrealistic demands, lack of support and/or opportunities, etc.). Therefore, it is important that people who work together also check-in with each other. Doing 360-degrees feedback can provide a great context for this. The key to learning from this feedback is making sure to collect information from people with diverse perspectives. First, choose people who have different relationships with the feedback receiver (e.g., manager, senior colleague, junior colleague, mentor, etc.) or who had observed the feedback receiver in different contexts (e.g., while working on different projects or tasks). It is essential that the feedback receiver also evaluates themselves. Then, try organising a session for the people involved to compare and discuss their impressions. According to research, elaborated and detailed feedback is better received and leads to the biggest performance improvements (Mulder & Ellinger, 2012). In discussing the feedback, the feedback givers should also focus on understanding what caused the feedback receiver to act in a certain way. What extra resources did they have that helped them excel in some situations, and what resources did they lack that prevented them from doing their best in other situations? Research shows that reflecting on the feedback improves people's ability to learn from experience (Anseel et al., 2009). The feedback itself helps people grasp what others expect of them (Anseel et al., 2015). In turn, this allows them to adjust their behaviour so that it better matches these expectations (Anseel et al., 2015).

For more information on Q1000 Personality and Q1000 Motivation, please consult their respective user manuals and/or technical manuals. These can be requested from our support department (support.nl@assessiobloom.com).

The table below provides an overview of our Learning Agility model. These combinations of scales were chosen based on field research using customer data. Specifically, we investigated how personality traits and motivation relate with real work behaviour.

	Personality ("CAN")	Motivation ("WANT")	Behaviour ("DO")
Mental Agility Learning well from theory. Problem-solving style can be described as: methodical .	- Innovative - Inquisitive	Learning	- Sees the connection between different events or actions. - Examines a problem before reaching a conclusion.
People Agility Learning by observing and questioning others. Problem-solving style can be described as: interactive .	- Contact oriented - Agreeable	Collaboration	- Interacts easily with people from different backgrounds. - Is interested in the opinion of others.
Change Agility Learning through trial and error. Problem-solving style can be described as: hands-on .	(Not) conservative - Decisive	Excitement	- In case of change, looks for the opportunities and possibilities that the new situation offers. - Keeps going in the face of setbacks.
Results Agility Learning with purpose. Problem-solving style can be described as: strategic .	- Goal oriented - Stable	Competition	- Looks for a solution when the goal threatens not to be achieved. - Stays calm under pressure.
Self-awareness Having a complete and accurate view of your strengths and weaknesses. Self-awareness is at the core of all learning agility types .	- Self-controlled - Inquisitive	Learning	- Asks for feedback. - Can take criticism.

Table 1: Learning Agility in Assessio Bloom

1.2.3 Questions and Answer Options

Q1000 Personality

This questionnaire consists of statements describing how someone might behave at work (e.g., "I am someone who talks a lot"). Users are asked to indicate how much each statement applies to them (see Table 2). To get accurate results, the questionnaire must be completed truthfully and according to test instructions. That is, users are advised to reply based on how they behave in a professional context. If a person has no prior work experience, they can refer to their behaviour in school (e.g., what they did when they had to prepare for class, deal with exams, collaborate with other students, etc.). Alternatively, it is also possible to use hobbies or other activities as a point of reference (e.g., if the person was part of a sports club, music club, or did voluntary work).

Q1000 Motivation

This questionnaire consists of statements describing what someone might find important in their work (e.g., "I find it important to receive positive feedback"). Users are asked to indicate how much each statement applies to them (see Table 2). To get accurate results, the questionnaire must be completed truthfully and according to test instructions. Prior work experience is not necessary to answer the questions. What matters is that users reflect on what they would take into consideration when choosing a job.

Answer Options	Meaning
No!	Not or hardly applicable
No	Mostly not applicable
?	Sometimes applicable, sometimes not applicable
Yes	Largely applicable
Yes!	Totally applicable

Table 2: Answer Options for Q1000 Personality and Q1000 Motivation

Learning Agility 360

This questionnaire consists of statements related to the five dimensions of learning agility (i.e., mental agility, people agility, change agility, results agility, and self-awareness). Table 3 offers some example questions. Due to its nature, Learning Agility 360 can only be used in the context of coaching and/ or career development. It is not possible to use this questionnaire for recruitment. Professionals who want to introduce learning agility as a selection criterion for new employees will have to rely on Q1000 Personality and Q1000 Motivation alone. Employees can complete Learning Agility 360 about themselves or other individuals (e.g., their managers, colleagues, or subordinates).

Answer Options	Meaning
Unable to judge	Not possible to make a judgment
Completely disagree	Not or hardly applicable
Disagree	Mostly not applicable
Neutral	Sometimes applicable, sometimes not applicable
Agree	Largely applicable
Completely agree	Totally applicable

Table 3: Answer Options for Q1000 Learning Agility 360

A person should only be evaluated in the context of their current job. The team can decide how often they would like to complete the 360-assessment. However, we recommend allowing at least 3 months to pass between measurements. In addition, it is important that the feedback givers had enough opportunities to work closely with the feedback receiver.

Agility Component	Meaning
Mental Agility	Sees the connection between different events or actions.
People Agility	Interacts easily with people from different backgrounds.
Change Agility	In case of change, looks for the opportunities and possibilities that the new situation offers.

Results Agility	Remains focused on the goal when circumstances or working methods change.
Self-awareness	Has a realistic view of their own strengths and weaknesses.

Table 4: Example Questions for Learning Agility 360

1.2.4 Length and Duration

To get a full report, one needs to complete all three instruments included in Q1000 Learning Agility. The table below shows the number of questions and average completion time for each of these questionnaires. In total, the entire Q1000 Learning Agility takes an average of 35 to 50 minutes to complete.

Assessment	Length	Duration
Q1000 Personality	188 questions	20-25 minutes
Q1000 Motivation	100 questions	10-15 minutes
Learning Agility 360	20 questions	5-10 minutes

Table 5: Length and Duration of Q1000 Learning Agility

None of the questionnaires included in Q1000 Learning Agility have limited completion time. This means that people can take as long as they need to answer the questions. It is also possible to pause and come back to finish the questionnaires later. All answers will be automatically saved. There is no limit to how many times a person can pause the assessment.

1.3 Areas of Application

1.3.1 Recruitment and Selection

Q1000 Learning Agility can be used to assess a person's suitability for one or more jobs. In selection procedures, learning agility can also be used in combination with other predictors of job success, such as cognitive ability or interview answers.

1.3.2 Career Counselling

The information provided by Q1000 Learning Agility can help people in finding the most suitable career path for them. Learning agility is especially important in jobs where adaptability is key. Because of this, Q1000 Learning Agility can also be used to support internal or external mobility programs. The test results say something about the way people deal with changes. This should be considered when employees transition to a new position or department. Other programs and instruments (e.g., My Strengths) can also be used in combination with Q1000 Learning Agility to support career changes (e.g., due to transfers, reappointments, promotions, etc.).

1.3.3 Getting Self-insight

Q1000 Learning Agility is useful for providing self-insight. People are often confronted with changes, both in their work and private life. While some find this inconvenient, others embrace changes with ease. There are people who only see the disadvantages of change

and the difficulties that come with it. Others adopt a more passive attitude, simply waiting for changes to happen and going along with them. Sometimes, people might also feel like they lack power to make changes. At the opposite side of the spectrum, there are those who believe they always have a choice. Some people try to anticipate the changes that will come and prepare themselves by planning ahead. Others fear the uncertainty caused by unexpected changes and often struggle to cope. Getting insights into their learning agility helps people deal better with uncertainty.

1.4 Possibilities and Limitations

The questionnaires included in Q1000 Learning Agility were designed for adults who work or are looking for work in the Netherlands. Consequently, the quality of these questionnaires was researched on people aged 18 to 74 who applied for various positions in the Dutch labour market. We have no information on the usability of Q1000 Learning Agility for children and adolescents (i.e., individuals younger than 18), or seniors (i.e., adults older than 74). In addition, no studies were conducted on clinical populations (e.g., people who struggle with mental illness such as a mood disorder or a personality disorder). While neurodiversity can influence how people react in certain situations, this does not equate to a lower learning agility. Each person has their own way of learning from experience, and one method is not necessarily better than others. Therefore, Q1000 Learning Agility is suitable for both neurotypical and neurodivergent candidates. In addition, getting a good test result does not depend on the person's education level or cultural background. All questions are formulated in simple language, which makes them suitable for both native and non-native speakers. Q1000 Learning Agility is currently available in English and Dutch. To complete the assessment successfully, people need to have a reasonable understanding of either one of the test languages. This means that their reading comprehension level should be at least B1 (NT2). People with a lower level will have difficulty understanding the questions, which can lead to less accurate results.

1.5 Responsible Testing

Q1000 Learning Agility should only be interpreted by people who have completed an (online) training course. When psychological tests are used in selection or coaching, the results can have a big impact on a person's career. Therefore, it is essential that tests are administered and interpreted properly. As a competent test admin, you are expected to use the tests in a correct, professional, and ethical manner. Consider the needs and rights of those involved in the testing process and make sure to only use the test for its designated purpose. This requires that you are aware of the possibilities and limitations of the test and study the user manual in depth.

As a responsible user, you should be able to:

- Practically use the test (i.e., create a candidate file, prepare the test for candidates, access the test results, and generate reports).
- Understand basic notions of statistics such as reliability and norm groups.

- Understand the possibilities and limitations of the test and apply this knowledge in practice.
- Understand the measurement pretension of the test (i.e., the meaning of its underlying components and scales).
- Interpret test results by analysing reports, scale scores, and item scores.
- Provide correct feedback to candidates based on their test results.
- Understand and follow professional guidelines regarding ethical test use.

2. Scoring and Interpretation

Once both Q1000 Personality and Q1000 Motivation are completed, a Learning Agility report is automatically generated. The user can find this report attached to their personal file. It can be read online or downloaded on the user's personal device in pdf format. Inside this report, the user can find a complete and easy to understand description of their learning agility results. If a 360-degrees assessment has also been completed about the user, this report will also include a summary of the feedback received.

2.1 What Information is Included in the Report?

On the first page, the user can see a diagram of all Learning Agility components, as well as their total score for each component. In addition, they are explained how to interpret their scores. The scores range from 1 to 9 and are classified into four categories: "less strong" (1-2), "moderate" (3), "average" (4-6), and "strong" (7-9). The strength of the scores is determined by comparing them against a norm group (i.e., large group of people who completed the questionnaire in a similar situation). In addition, each score is accompanied by a short description. In the example picture below, a fictional employee received a score of 7 on Change Agility. This is considered a "strong" score, indicating the person "loves to experiment". For clarity, the report also states what the definition of each agility dimension is.

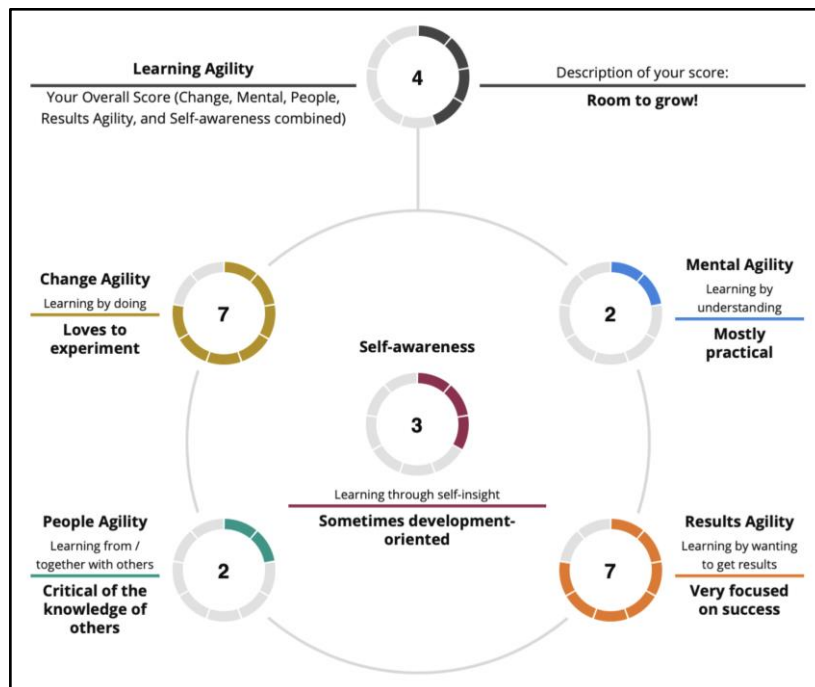


Figure 6: Representation of Learning Agility Scores for a Fictional Employee

On the second page, the user can read about what Learning Agility is and why it is important.

The rest of the report contains in-depth explanations of the user's scores and tips for improving their learning agility. When only Q1000 Personality and Q1000 Motivation were completed, the report will only display scores for the “CAN” and “WANT” aspects of learning agility. When the 360-assessment is also completed, the report will display an additional “DO” score for each agility dimension. The picture below provides an example of how these scores are displayed in the report. In this example, all three scores (i.e., “CAN”, “WANT”, and “DO”) are available. The employee has average “CAN” and “WANT” scores on Change Agility. This means their personality makes it somewhat easy for them to embrace changes, and they are also motivated to do so. In practice, this person is perceived by others as very change oriented, as indicated by the high “DO” score. How can this be the case, though? What causes someone to achieve more than their personality or motivation might predict? There are a couple possible explanations for this. On the one hand, a person can have an average score compared to the general population, but a high score compared to others in their team. In this example, the person might be more comfortable with changes than the people who offered them feedback. On the other hand, the work context and culture also play a role. If the organisation pushes for lots of changes, then effectively coping with those changes becomes a job requirement. Therefore, employees who are motivated to perform well in their jobs will do their best to adapt even when the changes imposed are not always easy to implement. Taking a different perspective, employees might become more change oriented when the company has policies and procedures that support innovation and a smooth implementation of changes.

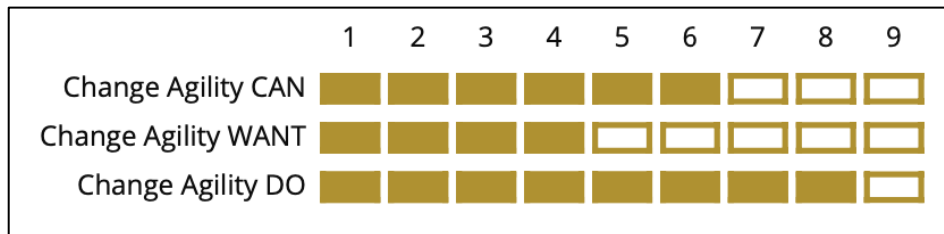


Figure 7: Representation of Change Agility Scores for a Fictional Employees

Some reflection questions are offered on the very last page to help guide the user in making sense of their results. In principle, users should be able to read and understand their reports without expert help. However, questions whose answers can't be found in the report may be forwarded to our team via support.nl@assessiobloom.com.

3. Scientific Basis of Learning Agility

In the past, most people worked the same job for their whole career (Hall & Mirvis, 2001). Nowadays, working has become more flexible – career growth can happen both vertically (i.e., growing in rank) and horizontally (e.g., switching to a different position in a different department). In addition, changing employers happens very frequently, and because of technologization, some undergo drastic role transitions (Ashforth, 2001). Altogether, these cultural changes resulted in employees having more freedom (and responsibility) to shape their careers (Leana & Feldman, 1992). Therefore, the ability to not only adapt to but also anticipate changes becomes essential for career success (Crant, 2000; Pulakos, Arad, & Plamondon, 2000).

The concept of learning agility was first introduced by Lombardo and Eichinger (2000), which defined it as “willingness and ability to learn new competencies in order to perform under first-time, tough, or different conditions”. According to their research, this characteristic is especially important in complex jobs that require people to constantly learn from experience and improve themselves. Lombardo and Eichinger (2000) proposed a distinction between four different types of agility: mental, people, change, and results agility (see 1.2 Learning Agility in Short). Later, other researchers (De Meuse et al., 2010; DeRue et al., 2012) suggested adding self-awareness as a component as well.

With Q1000 Learning Agility, you can measure how eager to learn, flexible, and adaptable someone is, deep diving into all five components of learning agility. Employees need these qualities to succeed in a labour market that is constantly evolving (Hall, 2002). People who are able and willing to adapt their behaviour cope better with changes. Even when faced with uncertainty, they remain efficient and focused on their goals. This makes them great assets in dynamic work environments (Chan, 2000).

Learning agility is partly determined by personal characteristics, such as personality traits and motivation. While these characteristics are intrinsic (i.e., coming from the person themselves), they have an external focus (i.e., influence how people engage with different situations at work). Q1000 Learning Agility offers support in assessing the personal characteristics that determine how someone responds to changes and learns from experience. The report generated based on the results can be used for self-reflection or to predict someone's behaviour at work. It provides insight into the person's strongest agility type and what can be done to further improve their agility. How will this person respond to reorganisations in their work environment? How fast will they pick up on new tasks and responsibilities? In which circumstances are they the most agile? What would help them deal with changes better? The results can help you (i.e., consultant, recruiter, hiring manager, coach, etc.) answer these questions.

4. Literature

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