To What Extent is the Effect of Personal Characteristics (Self-efficacy, Learning Goal Orientation and Extraversion) on Job Satisfaction Mediated by Learning Activities?

Master Thesis Human Resource Studies

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Abstract

Nowadays the significance of learning is underlined as employees need to be able to adapt to a changing environment in order to stay employable. New demands are placed on employees, they are responsible for their own learning and organizing their own professional development. Next to that, job satisfaction has become an important corporate objective. This study explicitly explored to what extent the relationship between personal characteristics (self-efficacy, learning goal orientation, extraversion) and job satisfaction is mediated by learning activities, and to what extent does age moderate the effect of personal characteristics on participation in learning activities. The quantitative research design was used to gather and analyze the data which consisted of 149 employees selected using a convenience sample method. The finding of this study show that there is a positive relationship between personal characteristics researched in this study and participation in learning activities. Furthermore, these relationships are stronger for older employees than younger employees. This study offers some interesting avenues for future research even though not all associations hypothesized were confirmed. The results of this study represent practical relevance to HRD professionals and employees.

Keywords: Self-efficacy, Learning Goal Orientation, Extraversion, Learning Activities, Job satisfaction, Age

Introduction

Current forces like globalization, aging workforce and high demands from customers challenge organizations to be more flexible (Boxall & Purcell, 2011). In order to deal with these forces, organizations seek to employ flexible, competent, and skilled workers. The significance of learning is underlined as employees need to be able to adapt to a changing environment in order to stay employable (Garsten & Jacobson, 2004). There are new demands placed on employees as they are more and more responsible for their own learning and organizing their own professional development (Poell, Chivers, Wildemeersch, & van der Krogt, 2000). Individuals are able to create learning activities that might differ from the ordinary organizational routine. In addition, individual's views, interests and characteristics influence employee participation in learning activities (Colquitt, LePine, & Noe, 2000; Major, Turner,& Fletcher, 2006; Poell & van der Krogt, 2010). Individual characteristics are relatively enduring and stable, and demonstrates a general tendency of an individual (Major et al., 2006). This study will investigate the following personal characteristics - self-efficacy, learning goal orientation and extraversion. Self-efficacy refers to the self-appraisal of skills one has in order to perform a task. Learning goal orientation describes people that seek goals that help to develop their capabilities. Extraversion can be related to individuals that are outgoing and communicative. The study will explore how these personal characteristics affect employee participation in learning activities.

Research indicates that personal characteristics might influence work-related attitudes like job satisfaction (Judge & Bono, 2001; Spector, 1997). Employee's satisfaction with their job has become an important corporate objective in recent years. A motivated and committed workforce can be a decisive element for the success of an organization (Ramlall, 2004). There are a variety of factors that can affect job satisfaction. Consequently, this study will look closer how self-efficacy, learning goal orientation and extraversion affect job satisfaction directly and indirectly through learning activities.

Nowadays, organizations are faced with an aging workforce and this contextual factor might affect the individual's engagement in learning activities. Research provides evidence that there is a negative relationship between age and training: younger employees are more likely to participate in development activities

than older employees (Colquitt, LePine, & Noe, 2000). This study will research whether age negatively affects the relationships between personality characteristics and learning activities.

The aim of this study is to contribute to the current research about learning activities and factors that influence employee participation in learning activities. In order to do so, the study will investigate several relationships. The study will look at the effect of personal characteristics on job satisfaction. Furthermore, explore the indirect effect of personal characteristics on job satisfaction through learning activities. Finally, the study will investigate whether age affects the relationship between personal characteristics and learning activities. Consequently, the following research question can be presented:

To what extent is the relationship between personal characteristics (self-efficacy, learning goal orientation and extraversion) and job satisfaction mediated by learning activities, and to what extent does age moderate the effect of personal characteristics on participation in learning activities?

This cross-sectional study contributes to the literature. Only few studies have studied how personal characteristics influence engagement in certain learning activities (Lohman, 2005). This study aims to fill this gap by examining how self-efficacy, learning goal orientation and extraversion influence participation in learning activities. Furthermore, the results of this study will contribute to the limited empirical evidence about learning activities of employees (der Pol, 2011). Next to that, the study also intends to extend the validity of the learning activity scale developed by Bearings, Gelissen and Poell (2008a) by applying it to other professions than nurses and investigating which personal characteristics affect learning activities.

Results of the study will contribute new insights for Human Resource Development (HRD) professionals about how factors, like personality, influence employee participation in learning activities and how the latter affects employee job satisfaction. In particular, HRD professionals could use the results of the study to reconsider the design of learning and development programs to achieve better alignment between employee and learning programs. Moreover, findings of this study also intend to support employees by creating the awareness of different personal characteristics that might influence engagement in learning activities.

In the upcoming paragraphs a theoretical framework will follow, where all variables of the study will be introduced and hypotheses presented. Afterwards, methods used in the study will be explained and results presented. Finally, the discussion part will follow, with interpretation of the results, theoretical and practical implications, further research suggestions and conclusion.

Theoretical Framework

Personal characteristics are defined as abilities, personality traits, and interests of an individual (Colquitt, LePine,& Noe, 2000; Bidjerano & Yun Dai, 2007). For the purpose of this study personal characteristics, such as self-efficacy, learning goal orientation and extraversion, will be used. These personal characteristics can be related to learning and development activities in the workplace.

Self-efficacy refers to an individual's judgment of his/her capability to successfully perform tasks and fulfil job responsibilities (Bandura, 1986; Kammeyer-Mueller & Wanberg, 2003). Bandura (1997, p. 3) defined self-efficacy as an individual's "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments". It is not concerned with the skills one possesses, but rather with the self-appraisal of what one can do with the set of skills one has. Such beliefs and judgments influence an individual's effort and persistence, as well as the activities and course of actions that individual chooses to pursue, and their emotional reactions when faced with challenges, shortcomings and failure (Bandura, 1997).

The concept of goal orientation can be described as a framework that explains coherent patterns in a person's beliefs, which suggest how this person makes sense of and responds to achievement situations (Brett & Van de Walle, 1999; Kadivar, Kavousian, Arabzadeh, & Nikdel, 2011). Elliott and Dweck (1988) and Dweck and Leggett (1988) proposed two classes of goal orientation that people seek in an achievement context: (a) learning goal orientation, in which individuals attempt to develop their competence and (b) performance goal orientation, in which individuals are concerned with avoiding negative judgments about their competence or are encouraged to seek for favorable judgments. Learning goal orientation (LGO) has been included in the present study because it might promote employee development. An individual having this trait this trait seeks out goals that consist of

learning new skills and developing one's capability, pursues challenges, and shows persistence when confronted with obstacles (Button, Mathieu & Zajac, 1996; Dweck, 1986). Furthermore, "learning goal orientation will promote the mastery-oriented responses to obstacles" (Dweck & Elliott, 1988, p. 5). It means that individuals high in LGO perceive negative feedback as a useful diagnostic tool and as a need for extra effort or for a different strategy that can promote their development (Dweck & Leggett, 1988).

Individuals who are extraverted can be described as outgoing, communicative, impulsive, emotionally expressive and energetic (Costa & McCrae, 1980; Morris, 1979; Zhang 2003; Bidjerano & Yun Dai, 2007). Next to that, extraverted individuals seek to engage in social situations rather than avoid them. They are likely to find social interactions to be rewarding, including those that occur at the workplace. Thus, extraverts enjoy being in the company of other people and feel comfortable and confident in social situations (Watson & Clark, 1997; Bidjerano & Yun Dai, 2007). In contrast, introverts can be characterized as more quiet and reserved, emotionally inexpressive and more detached from social interactions (Morris, 1979; Watson & Clark, 1997).

Personal characteristics influence individuals' behaviors that determine work-related outcomes that individuals are experiencing (Bandura, 1997; Hogan, Hogan & Roberts, 1996). Literature shows the importance of personal characteristics predicting job satisfaction (Meir, 1995; Tranberg, Slane, & Ekeberg 1993; Tokar & Subich, 1997). According to Spector (1997) job satisfaction can be characterized as an employee's general feelings and attitudes about their job and various aspects of their job. While a variety of explanations of job satisfaction have been suggested, this paper uses the definition suggested by Locke (1969, p.316) who has defined it as: "the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values".

Employees can participate in different work-related activities. According to Berings (2006) all these activities which employees use to obtain new learning experiences can be defined as learning activities. Hoeksema, Vliert, and Williams (1997, p. 308) define learning as: "any change in knowledge or behavior" and activity as a "specific type of behavior to accomplish such a change." Consequently, learning activities refer to the multiple ways in which employees learn (e.g., comparing different working methods or making a summary of a text) (Poell & Van der Krogt,

2014). Several researchers have defined various learning activities. Collin (2002) distinguished six learning activities: learning through doing the work itself, learning through co-operation and interaction with colleagues, learning through the evaluation of work experience, learning through taking over something new, learning through formal education and learning from extra work context. Furthermore, Koopmans, Doornbos and van Eekelen (2006) categorized five general types of adult learning activities: application of something new, regular job, exchange of information, information seeking and thinking about work experience. For the purpose of the present research, the more recent classification by Berings et al. (2008a) of learning activities will be used. Moreover, several research results have indicated that this classification of learning activities is reliable and easy to examine (van der Pol, 2011). Berings et al. (2008a) distinguished five learning activities. The first learning activity is *learning by doing one's regular job*. This activity includes: observing and interacting with people, helping colleagues to learn, giving and receiving feedback, learning from mistakes and/or success, and learning by executing one's daily tasks. An employee shapes his/her profession by experiencing and dealing with every day issues that result in gaining new knowledge and skills (Berings et al., 2008a). The second learning activity is *learning by applying something new in the job*, which involves broadening one's tasks by participating in special interest workgroups or other activities outside the individual's job. Individuals also learn when they do other employees' tasks or rotate their job (e.g., temporarily working in different departments within the organization) (Berings et al., 2008a). The third learning activity is *learning by social interaction with colleagues*, which involves interactions between individuals. Mostly, learning occurs when individuals learn together by exchanging knowledge and experience, or participating in interactive brainstorm sessions and team meetings (Berings et al., 2008a; Collin, 2002). The next learning activity is *learning by theory or supervision*. During this activity learning occurs when employees are involved in internal or external workshops, read profession-related articles and books or have direct supervision and coaching. Within this learning activity, it is important that individuals translate the theory that they learn to the workplace. Wrong interpretations of theory can be one of the errors that occur during this translation process (Berings et al., 2008a). The final learning activity is *learning by reflection*. Individuals learn by creating step-by-step plans, looking back and making intermediate adjustments. Both manager and employee can assist this type

of learning activity by arranging time for reflection and by being open to receiving and giving feedback (Berings, Poell, & Simons, 2008b; Berings et al., 2008a). For the purpose of the current research the different learning activities mentioned above will be treated as one variable – learning activities.

Relationship between personal characteristics and job satisfaction

Spector (1997) suggests that there are two categories of factors that affect job satisfaction: 1) the job environment itself and 2) individual factors, like personality. This study will investigate how individual factors like self-efficacy, LGO and extraversion affect job satisfaction.

Individuals with high self-efficacy are likely to handle more effectively obstacles and difficulties that they are faced with while doing their daily tasks than individuals with low self-efficacy. In addition, they are likely to be more persistent and put more effort into completing the tasks (Gist & Mitchell, 1992). Therefore, they are more likely to achieve valued outcomes and thus have satisfaction from doing their job. Moreover, individuals who have high self-efficacy will most likely look for challenging jobs and will view it as a deserved opportunity which he/she can master and benefit from. Furthermore, these individuals will appear to be confident that they can successfully manage key aspects of their work. Therefore, they will be more satisfied and committed to the organization (Anakwe & Greenhouse, 1999; Locke, McClear, & Knight, 1996). Moreover, several studies show that there is a positive relationship between self-efficacy and job satisfaction (Judge & Bono, 2001; Lai & Chen, 2012). Therefore, the following hypothesis is presented:

H1a: There is a positive relationship between self-efficacy and job satisfaction.

In regards of the relationship between LGO and job satisfaction, achievement goal research illustrates that individuals who are learning goal oriented receive satisfaction and task enjoyment from efforts exerted achieving their goals (Barron & Harackiewicz, 2000; Elliot, 1999; Harackiewicz, Barron, Carter, Lehto, & Elliot 1997; Pintrich, 2000; Van Yperen & Janssen, 2002). Individuals with high LGO are likely to be more intrinsically motivated in their jobs and when they are confronted with obstacles, they tend to identify the required strategies and put extra effort into a task itself to succeed in it (Janssen & VanYperen, 2004). Research shows that there is a

positive relationship between LGO and job satisfaction (Janssen & Van Yperen, 2004). Therefore, the following hypothesis is presented:

H1b: There is a positive relationship between learning goal orientation and job satisfaction.

A study by Costa and McCrae (1980) suggests that extraversion is related to positive affectivity, thus extraverts are likely to experience positive emotions. Moreover, Connolly and Viswesvaran (2000) in their meta-analysis indicated that positive affectivity is related to job satisfaction. Therefore, it could be expected that individuals who are energetic, enthusiastic and cheerful are likely to feel happy in life and this feeling might lead to employees feeling happy at their workplace. This means that employees who are extraverted are more likely to feel satisfied with their jobs. Next to that, Judge, Heller and Mount (2002) found in their meta-analysis that there is a relationship between extraversion and job satisfaction. Furthermore, Tokar and Subich (1997) found a positive relationship between extraversion and job satisfaction. Based on the argument presented above the following hypothesis is presented:

H1c: There is a positive relationship between extraversion and job satisfaction.

Relationship between personal characteristics, participation in learning activities and job satisfaction

Personal characteristics have received high attention in motivation theories because they create divergence in self-set goals (Kanfer, 1991) and may be a strong predictor of engagement in learning and development activities (Major et al., 2006). Furthermore, individuals' behavior, decision-making and actions are influenced by personal characteristics. For instance, research by Kwakman (2003) and van Woerkom, Nijhof, and Nieuwenhuis (2002) have indicated that participation in learning activities is predicted by personal characteristics. Moreover, researchers have proposed that personal characteristics such as self-efficacy, LGO and extraversion affect participation in learning activities (Dweck & Leggett, 1988; Lohman, 2005; Major et al., 2006) and there is a relationship between learning

activities and positive work attitudes, like job satisfaction (Johnson, Hong, Groth, & Parker, 2011). It might be that, when engaging in learning activities, individuals develop professionally and feel more comfortable to carry out their work tasks, thus derive higher job satisfaction from their work. Furthermore, when employees feel that they are using their skills and contributing to the success of their organization, they are more satisfied with their jobs. Moreover, learning activities involve interaction with colleagues and that can contribute to employee job satisfaction (SHRM, 2012).

Self-efficacy has received continuing attention in the workplace learning and HRD literature and would seem to be one of the most relevant personal characteristics to research on informal learning activities (Lohman, 2000). Research shows that self-efficacy has a positive relationship with motivation to learn and with learning (Colquitt, LePine, & Noe, 2000; Gist, Stevens, & Bavetta, 1991; Martocchio & Webster, 1992; Mathieu, Tannenbaum, & Salas1992; Quinones, 1995). Furthermore, self-efficacy plays an essential role for individual motivation to engage in learning and self-development activities (Lohman, 2005; Noe & Wilk, 1993). This means that individuals with low self-efficacy focus on obstacles and shortcomings in specific tasks, which in turn lowers their chances of successful task performance. In contrast, individuals with high self-efficacy focus their attention on challenges in the specific tasks. They use more effort to become proficient and enhance their chances of successful task performance (Werner &DeSimone, 2006). This provides support for claiming that:

H2a: Learning activities mediate the relationship between self-efficacy and job satisfaction.

LGO is conceptualized as the mental framework used by individuals to interpret and behave in learning oriented activities. Individuals with high LGO are more likely to get involved in challenging tasks and implement what they have learned in order to solve the issues and to learn something new (Brett & VandeWalle, 1999; Choi, 2009; Dweck & Leggett, 1988). Choi (2009) suggests that LGO has a strong positive relationship with three types of informal learning: learning with others (e.g., attending communities of practices or study groups); learning by self-experimentation (e.g., reading books or journals, self-study and searching the

Internet); and learning by external scanning (e.g., attending a local conference for state of the art knowledge). Consequently, the following hypothesis is presented:

H2b: Learning activities mediate the relationship between learning goal orientation and job satisfaction.

Extraversion has received continuing attention in the individual personality literature and is one of the Big Five personality factors. However, there are only few studies that found a positive significant relationship between extraversion and learning activities, and extraversion and job satisfaction (Matthews & Zeidner, 2004). Individuals who are extraverted are more likely to be sociable and assertive than those who are less extraverted. These qualities seem to be related to a desire to learn and to a general life satisfaction. Extraverted individuals are likely to find social interactions to be rewarding, including those that occur at the workplace. Thus, they are experiencing a better connection with their colleagues, in turn interactions experienced while participating in learning activities has a positive effect on their job satisfaction (Woods 2011). Ghyasi, Yazdani and Farsani (2013) found that extraverted individuals use peer learning strategies and are more engaged with the external world. This links with learning activities (e.g., learning by social interaction with colleagues). In addition, extraversion found to be one of the most important personal characteristics for cooperation and is positively related to a personal development (Ross, Rausch & Canada, 2003). Furthermore, Major et. al. (2006) found that extraversion is a positive predictor of motivation to learn and has a significant indirect effect on development activities. Therefore, the following hypothesis is presented:

H2c: Learning activities mediate the relationship between extraversion and job satisfaction.

Age

Research indicates that there is a relationship between personal characteristics and age. Button et al. (1996) found a positive relationship between age and learning goal orientation. Authors suggest that as people get older they get more concerned about their self-expectations and thus increase in learning goal

orientation. Maurer (2001) suggests that as individuals get older their self-efficacy for career-relevant learning and skill development decline. Furthermore, research has shown a negative relationship between age and learning. For instance, Colquitt, LePine and Noe (2000) concluded that age was negatively related to motivation to learn. Furthermore, McEnrue (1989) found that younger employees showed more willingness to engage in self-development activities than did older employees. As older employees possess more experience and as they might feel that they have all necessary skills to carry out their daily tasks, they might be less motivated and willing to participate in different learning activities. In contrast, younger employees acknowledge that they have skill weaknesses and thus are more likely to be motivated to participate in learning activities than older employees (McEnrue, 1989). Furthermore, the negative relationship between age and learning could be due to both manager's perceptions and self-perceptions. Mangers might perceive that the employee's ability and motivation to develop are decreasing with age. Next to that, older individuals might see less of a need for training or fewer application opportunities of new skills (Maurer, Weiss, & Barbeite, 2003). This means that older employees will seek less learning opportunities than younger employees (Colquitt, LePine, & Noe, 2000). Therefore, the following hypotheses are presented:

H3a: The direct effect of self-efficacy on learning activities will be affected by age: whereby the effect of a self-efficacy on participation in learning activities will be stronger for younger individuals than for older individuals.

H3b: The direct effect of learning goal orientation on learning activities will be affected by age: whereby the effect of a learning goal orientation on participation in learning activities will be stronger for younger individuals than for older individuals.

H3c: The direct effect of extraversion on learning activities will be affected by age: whereby the effect of extraversion on participation in learning activities will be stronger for younger individuals than for older individuals.

Conceptual model

The total concept of this study is captured in the conceptual model illustrated in figure 1.

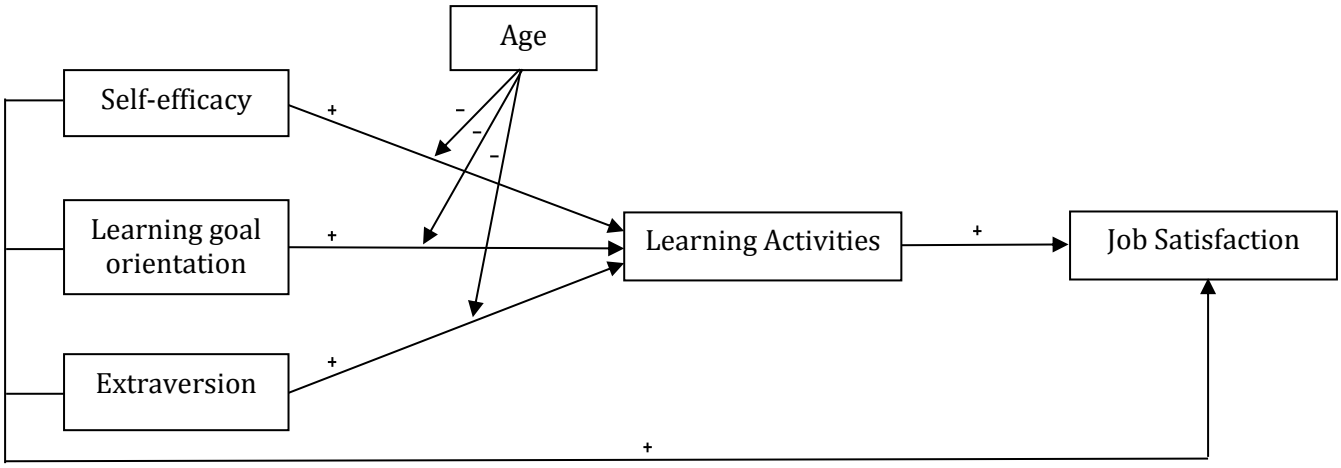

Figure 1. Conceptual model of personal characteristics (self-efficacy, learning goal orientation and extraversion) and learning activities, age (moderator) and job satisfaction.

Control Variables

This section discusses the following control variables that are included in the study: educational level, gender and employee position. Educational level and gender were chosen to be included as research by Maurer et al. (2003) associated education level and gender with learning activities. Research suggests that individuals with a university degree or higher educational background will participate in different learning activities compared with individuals who possess lower educational levels (Pol, 2011). According to previous studies by Heffler (2001; Maurer et al. (2003) women and men have different learning styles. Hence, it can be expected that gender affects learning activities. Furthermore, employee position was chosen to be included as it has been suggested that employees in non-managerial positions demonstrate greater developmental behavior than managers do (Noe, 1996). These control variables were taken into account to see if they contributed to the prediction of employees participation in learning activities and their job satisfaction.

Methods

Research design

In order to test the conceptual model above, quantitative research techniques were used. In particular, the data was collected using questionnaires. All variables in the study were measured using existing scales. For the purpose of this research, the tailor-made questionnaire was created. The study has a cross-sectional design, as data was collected at one point in time. Next to that, the study focused on perceptions of individuals and for that reason only individual level data was collected.

Procedure

For the purpose of this study a convenience sampling method was used. The data was collected from May 2014 to December 2014 using questionnaires. The contact person within each organization was approached by students of the master course of Human Resource Studies in Tilburg University and asked to participate in the study. Once the approval for the questionnaire distribution was obtained, researchers distributed the questionnaires to the organizations. The questionnaire was accompanied by a cover letter that briefly explained the goals of the research, included instructions on how to complete the questionnaire and contact information of the researchers. Furthermore, all employees that were approached were informed that participation is voluntary. Before an employee agreed to participate in the research, he/she was reassured that filling in the questionnaire was confidential and anonymous and that the data will be used only for educational and research purposes. A reminder to complete the electronic questionnaire was sent one week before the survey's closing date. As the questionnaire was used for multiple studies, it contained scales that were not used in this particular study.

Population and sample

Data was gathered from two fast-moving consumer goods (FMCG) industry organizations located in the Netherlands (N=66) and one transport industry organization located in Latvia (N=83). The sample consisted of employees working in different departments, employees with different nationalities and employees working in different hierarchical positions. There were 99 females (66.4%) and 50 males (33.6%), giving a total of 149 respondents. The average age of the sample,

was 31.3 years (*SD*= 8.82) ranging from 21 to 63 years. The educational background of the sample was 46.3% held a higher education degree (secondary and high school) and 52.3% finished university degree. From the 149 respondents 29.5% were in a managerial or higher position, 61.7% were in non-managerial positions and 8.7% held other positions (e.g. internship, junior position).

Measurement

Existing scales were used in this research. A principal component analysis (PCA) was performed to check the construct validity. KMO should exceed the value of .6 and Bartlett's test of sphericity should be significant ($p < .05$) for the factor analysis to be considerate appropriate. In order to check the reliability of the scales, Cronbach's α was used. A scale was considered reliable when a scale had an $\alpha > .70$. Furthermore, if single items within a scale contributed to the Cronbach's α of the scale and if they correlated enough (corrected-item total correlation > .30) with the other items in the scale, they were considered reliable. Furthermore, in all cases attention was given to the content validity to check if the item fitted the scale and the measured variable well.

Job satisfaction was assessed with the Cammann, Fichman, Jenkins and Klesh (1979) 3-item scale. An example question was: "All in all, I am satisfied with my job". The answer scale provided five categories, ranging from 1 (strongly disagree) to 5 (strongly agree). Higher score represented higher job satisfaction. PCA analysis showed a clear one-factor model based on the eigen values and scree plot. Cronbach's α was 0.89.

Learning activities were measured using the Berings et al. (2008a) 18-item scale. An example item includes: "I, as an employee, learn while performing my job". The answer scale provided four categories, ranging from 1 (never) to 4 (always). Higher score indicates that employees participated more in learning activities. PCA analysis showed a five factor model based on the eigen values and scree plot. For the purpose of current research the five factor model will be treated as one construct. Cronbach's α was .85.

Self-efficacy was assessed with the 12-item scale modified by Bosscher and Smit (1998). The scale was originally developed and validated by Sherer and colleagues (1982); later, based on the ambiguous wording and low item-rest correlations, Bosscher and Smit (1998) excluded five items from the scale. The scale consist of three subscales – Initiative (3 items), Effort (5 items) and Persistence (4 items). All three subscales together measure self-efficacy. An example item includes: "If I cannot do a job the first time, I keep trying until I can". The answer scale provided five categories, ranging from 1 (strongly disagree) to 5 (strongly agree). Higher score represents higher self-efficacy. For this scale PCA analysis showed a three factor model based on the eigen values and scree plot. Cronbach's α was .79.

Learning goal orientation was evaluated with the 8-item subscale of the instrument developed and validated by Button et al. (1996). An example question was: "I prefer to work on tasks that force me to learn new things". The answer scale provided seven categories, ranging from 1 (strongly disagree) to 7 (strongly agree). Higher score represents that employee has stronger learning-goal orientation. PCA analysis showed a clear one-factor model based on the eigen values and scree plot. Cronbach's α was .84.

Extraversion was assessed with the Big Five Factor inventory by John and Srivastava (1999). The study used 8 items from the inventory that assess extraversion. An example item was: "I see myself as someone who is talkative". The answer scale provided five categories, ranging from 1 (strongly disagree) to 5 (strongly agree). Higher score represents that employee has higher extraversion. Also for this scale PCA analysis showed a clear one-factor model based on the eigen values and scree plot. Cronbach's α was .75.

Age was measured with the item age from the questionnaire and it was a continuous variable.

Control variables. To check whether the presented model was stable, the results were controlled for several demographic characteristics that might be linked to the model tested. Control variables were education, gender and employee position. Education level was recoded into a dummy variable, with 1 (Higher education) and 2

(University degree). Gender is a categorical variable, therefore was recoded into a dummy variable, with 1 (Male) and 0 (Female). Employee position was also recoded into a dummy variable, with 0 (Non-managerial position) and1 (Managerial or higher position).

Analysis of data

After the data collection process, the information was entered in the statistical data analyzing program SPSS version 20. The data was screened for outliers, missing values, errors and preliminary analysis was performed. Descriptive analyses did not reveal extremely high numbers of unexpected missing data for the research variables. In order to deal with the missing values in the statistical analyses, the option of pairwise exclusion was used (Pallant, 2010). Given that the underlying model of the study has both mediation and moderation effects in order to estimate the direct effects, interactions and the effects of control variables, hierarchical multiple regression analysis was used. The main purpose of hierarchical multiple regression is explanation of which variables are important influences or statistically significant predictors of some outcomes (Keith, 2006). Baron and Kenny's (1986) approach of four steps and Sobel test were used to test the mediation hypotheses.

Results

Descriptive statistics

Table 1 shows means, standard deviation and correlations of the research variables. Job satisfaction had no correlation with other scales. As expected, learning activities had a significant positive correlation with self-efficacy (r=.304, p<.001), LGO (r =.427, p<.001) and extraversion (r =.266, p<.001). This means that higher participation in the learning activities is associated with stronger learning goal orientation and higher self-efficacy and extraversion. Table 1 shows that there was a significant positive correlation between self-efficacy and learning goal orientation (r =.588, p<001), and between self-efficacy and extraversion (r =.240, p<.001). This means that higher self-efficacy is associated with stronger learning goal orientation and higher extraversion. Also, learning goal orientation had a significant positive correlation with extraversion (r =.287, p<.001), stronger learning goal orientation is associated with higher extraversion. Furthermore, there was a significant positive

correlation between age and position (r = .177, p<.005). This means that older employees are working in managerial or higher positions. Gender was significantly correlated with learning goal orientation (r = -.233, p<.001), education (r = -.177, p<.005) and learning activities (r = -.282, p<.001). Meaning that females have stronger learning goal orientation, higher education and are more engaged in learning activities. There was a significant positive correlation between position and learning activities (r = .253, p<.001). Meaning that employees who are in managerial or higher position participate more in learning activities. As control variables education and position did not have correlation with both independent and dependent variable, they were not further included into analyses.

Table 1

Means (M), standard deviation (SD) and Pearson correlations (N=149)

		M	*SD*	1	2	3	4	5	6	7	8	9
1	Job Satisfaction	3.38	1.01	1								
2	Learning Activities	2.51	.42	.065	1							
3	Self-efficacy	3.86	.42	.092	.304**	1						
4	Learning goal orientation	5.84	.66	-.008	.427**	.588**	1					
5	Extraversion	3.43	.56	-0.25	.266**	.240**	.287**	1				
6	Age	31.3	8.82	.157	.046	.007	-.120	-.087	1			
7	Gender[a]			.080	-.282**	-.090	-.233**	-.107	-.029	1		
8	Education[b]	1.55	.53	-.015	.115	.043	.155	.106	.027	-.177*	1	
9	Position[c]	.56	.88	-.020	.253**	.015	.113	.134	.177*	-.095	.063	1

* $p < 0.05$, ** $p < 0.001$

Note: Method of pairwise exclusion

[a] Gender was coded 0 (female) and 1 (male)

[b] Education was coded 1 (Higher education) and 2 (University degree).

[c] Position 0 (Non-managerial position) and 1 (Managerial or higher position)

Test of hypotheses

Hypothesis 1 (a, b, c) predicted that there is a positive relationship between (a) self-efficacy, (b) learning goal orientation, (c) extraversion and job satisfaction. In order to test hypothesis 1 (a, b, c) the Table 1 that presented correlations were used. The results of the correlations show that there is no correlation between job satisfaction and (a) self-efficacy, (b) learning goal orientation and (c) extraversion. Regression analysis was run and no significant results were found. Based on no correlations, hypothesis 1 (a, b, c) was rejected. This means that self-efficacy, learning goal orientation and extraversion are not related to do not affect job satisfaction.

Hypothesis 2 aimed to examine whether learning activities mediates the relationship between personal characteristics and job satisfaction. Hypothesis 2 suggested that the; (a) higher an employee's self-efficacy, (b) stronger employee's learning goal orientation, (c) higher extraversion, the more they participate in learning activities that in turn increase job satisfaction. To analyze the indirect effect of different personal characteristics on job satisfaction through learning activities, the four step approach of the Baron and Kenny's (1986) were used. In the first step, job satisfaction was regressed on (a) self-efficacy, (b) learning goal orientation and (c) extraversion while controlled for gender, the relationships were not significant (β = .100, p = .238; β = .012, p = .890; β = -.016, p = .846). In the second step, variable learning activities was regressed on (a) self-efficacy, (b) learning goal orientation and (c) extraversion while controlled for gender, the relationships were significant (β = .281, p = .001; β = .381, p = .000; β = .239, p = .004). In the third step, job satisfaction was regressed on learning activities, the relationship was not significant (β = .065, p = .448). As two out of three steps did not prove significant relationship (Table 2, 3 and 4) it can be concluded that the mediation is not possible, therefore, hypothesis 2 (a, b, c) has been rejected. The results suggest that learning activities are not mediating the relationship between (a) self-efficacy, (b) learning goal orientation or (c) extraversion and job satisfaction.

Table 2

Results from hierarchical multiple regression analysis for hypothesis 2a

	Learning activities	**Job satisfaction**	
	β	β	β
Self-efficacy	.281***	.100	.080
Learning Activities			.071
Control effects			
Gender	-.257**	.089	.107
Δ R^2	15.8%	1.6%	.4%
F	12.649***	1.159	.933

Note * *p*< .05; ** *p*< .01; *** *p*< .001

Table 3

Results from hierarchical multiple regression analysis for hypothesis 2b

	Learning activities	**Job satisfaction**	
	β	β	β
Learning goal orientation	.381***	.012	- .028
Learning Activities			.106
Control effects			
Gender	-.191*	.083	.103
Δ R^2	21.7 %	.7 %	.9%
F	18.672***	.444	.694

Note * *p*< .05; ** *p*< .01; *** *p*< .001

Table 4

Results from hierarchical multiple regression analysis for hypothesis 2c

	Learning activities	**Job satisfaction**	
	β	β	β
Extraversion	.239**	-.016	- .042
Learning Activities			.105
Control effects			
Gender	-.256**	.078	.105
Δ R^2	13.6 %	.7 %	1%
F	10.606***	.453	.739

Note * *p*< .05; ** *p*< .01; *** *p*< .001

Hypothesis 3 aimed to examine the moderating effect of age between personal characteristics and learning activities. Hypothesis 3 predicted that the direct effect of (a) self-efficacy, (b) learning goal orientation and (c) extraversion on learning activities will be affected by age: whereby the effect of a (a) self-efficacy, (b) learning goal orientation or (c) extraversion on participation in learning activities will be stronger for younger individuals than for older individuals. In order to test hypothesis 3, three separate hierarchical multiple regression analysis were run. In the first step, variable learning activities was regressed on gender. In the second step, to each model (a) self-efficacy, (b) learning goal orientation or (c) extraversion was added to the equation and variable age was added. In the third step, interaction term (a) self-efficacy X age (b) learning goal orientation X age (c) extraversion X age was added. Tables 5, 6 and 7 show results of the regressions run to test the moderation effect. For hypothesis 3 the total variance explained by the model as a whole was (3a) 22.2%, (3b) 26.9% and (3c) 17.3%. As indicated in Table 5, 6 and 7 the change after adding the interaction term was positively significant for hypothesis 3a ($F = 9.519$, $p= .000$), 3b ($F = 12.268$, $p= .000$) and 3c ($F = 6.923$, $p= .000$). These results suggest that age is a significant moderator of the relationship between (a) self-efficacy, (b) learning goal orientation, (c) extraversion and learning activities. However, the direction of the effect for hypothesis 3a, 3b and 3c is not as predicted (Appendix D). Based on this analysis the effect of self-efficacy, learning goal orientation and extraversion on participation in learning activities is stronger for older individuals than for younger individuals. Thereby the hypothesis 3a, 3b and 3c were partially supported.

Table 5

Results from hierarchical multiple regression analysis for hypothesis 3a

	Learning Activities	**Learning Activities**
	β	β
Self-efficacy	.281***	-.816*
Age	.037	-2.924*
Self-efficacy X age		3.176***
Control effects		
Gender	- .256**	- .227
Δ R^2	15.9 %	6.3 %
F	8.455***	9.519***

Note * $p < .05$; ** $p < .01$; *** $p < .001$

Table 6

Results from hierarchical multiple regression analysis for hypothesis 3b

	Learning Activities	**Learning Activities**
	β	β
Learning goal orientation	- .393***	- .354
Age	.088	- 1.535**
Learning goal orientation X age		1.722**
Control effects		
Gender	.186*	- .145
Δ R^2	22.4 %	4.5 %
F	12.913	12.268***

Note * $p < .05$; ** $p < .01$; *** $p < .001$

Table 7

Results from hierarchical multiple regression analysis for hypothesis 3c

	Learning Activities	**Learning Activities**
	β	β
Extraversion	- .244**	- .379
Age	. 060	- .958*
Extraversion X age		1.164*
Control effects		
Gender	- .254**	- .225**
Δ R^2	13.9%	3.3 %
F	7.231	6. 923***

Note * $p < .05$; ** $p < .01$; *** $p < .001$

Additional analysis

Next to the model tested, there were few remarkable findings, which should not be left unnoticed. In order to explore whether there is a difference in results between position employees held and the whole data set, the data was split into three categories: non-managerial, managerial or higher position, other. After using four step approach of the Baron and Kenny's (1986) and Sobel test, in order to analyze the indirect effect of personal characteristics on job satisfaction, additional analysis showed support for hypothesis 2a and 2b within non-managerial position (N=90) (Appendix A, B and C). In the first step, there was a positive significant

relationship between (a) self-efficacy, (b) learning goal orientation and learning activities as a dependent variable (β = .324, p = .002; β = .379, p = .000). In the second step, the job satisfaction was regressed on learning activities, the relationship was significant (β = .278, p = .012). In the third step, job satisfaction was regressed on a) self-efficacy and b) learning goal orientation, the relationship was not significant (β = .100, p = .238; β = .012, p = .890). In the fourth step, (a) self-efficacy and (b) learning goal orientation was no longer significant when controlled for learning activities. Furthermore, the Sobel test was used in order to test the significance of additional hypothesis 2a and 2b. The z-value for hypothesis 2a was 2.005 and for hypothesis 2b 2.120. Based on these results, additional analysis supports full mediation. This means that the (a) higher an employee's self-efficacy, (b) stronger employee's learning goal orientation, the more they participate in learning activities that in turn increase job satisfaction within the non-managerial position.

In addition, the data was split into two industries (FMCG and transport), into two countries (the Netherlands and Latvia) and into males and females in order to see whether there is a difference in results compared to the whole data set. However, the additional analyses did not show support for any of the hypotheses.

Discussion and Conclusion

Summary

The purpose of this study was to examine the effect of personal characteristics on job satisfaction, mediated by learning activities and moderated by age. It explicitly explored to what extent the relationship between personal characteristics (self-efficacy, learning goal orientation, extraversion) and job satisfaction is mediated by learning activities, and to what extent does age moderate the effect of personal characteristics on participation in learning activities. The quantitative research design was used to gather and analyze the data which consisted of 149 employees selected using a convenience sample method. Results of correlation and regression analysis showed that there is no relationship between personal characteristics (self-efficacy, learning goal orientation, extraversion) and job satisfaction. The analysis revealed that learning activities do not mediate relationship

between personal characteristics used in this study and job satisfaction. Furthermore, results of analysis showed that age moderates the direct relationship between self-efficacy, learning goal orientation, extraversion and learning activities. However, the direction of the effect is not as predicted.

Interpretation

Unexpectedly, the findings do not show support to the proposed positive relationship between self-efficacy, learning goal orientation, extraversion and job satisfaction (hypothesis 1). The lack of association between self-efficacy, learning goal orientation, extraversion and job satisfaction does not imply that personal characteristics do not influence job satisfaction. It may be that other factors like external environment have a stronger effect on job satisfaction, than individual factors (Spector, 1997). Nowadays, due to the recent economic crisis and current competitive labor market, people might be forced into poor career choices (Korkki, 2010). Meaning that individuals might accept a job based on different reasons than a job that is challenging and offer possibilities to develop one's capabilities. For example, even if people do not perceive the job as the best fit for them, they might choose to accept or stay in a job because of rewards or job stability (Korkki, 2010).

Hypothesis 2 that suggested that the; (a) higher an employee's self-efficacy, (b) stronger learning goal orientation, (c) higher extraversion, the more they participate in learning activities that in turn increase job satisfaction, was not supported by the results of the study. The reason why learning activities does not mediate the relationships between personal characteristics and job satisfaction, may be due to the increased workload and pressure at work, as a result of frequent layoffs (Van Jaarsveldt, 2015; "The impact of forced layoffs," 2012). However, as expected the findings show that there is a positive relationship between (a) self-efficacy, (b) learning goal orientation, (c) extraversion and learning activities. This indicates that employees who score high on (a) self-efficacy, (b) learning goal orientation and (c) extraversion will participate more in different learning activities. These findings are consistent with previous research by Lohman (2005), Choi (2009) and Major et al. (2006) where it was found that self-efficacy, learning goal orientation and extraversion play an essential role for individual motivation to engage in learning and self-development activities.

Furthermore, the additional analysis show support for hypothesis 2a and 2b for employees that hold non-managerial positions. This means that employees who work in non-managerial position and have higher self-efficacy or stronger learning goal orientation, are participating more in learning activities than employees with lower self-efficacy or weaker learning goal orientation. The participation in learning activities in turn increase their job satisfaction. These results are in line with previous research that suggests that employees in non-managerial position demonstrate greater developmental behavior than managers do (Noe, 1996). It can be explained that employees at their early career stage have lack of experience and knowledge, therefore they might be more eager to participate in learning activities than managerial or higher position employees, in order to develop their skills and grow professionally. Furthermore, it could be that employees holding non-managerial positions can use their new skills at work more than employees holding managerial positions and contribute to the success of their organization that in turn increase their satisfaction with their job.

Hypothesis 3 predicted that the direct effect of (a) self-efficacy, (b) learning goal orientation or (c) extraversion on learning activities will be affected by age: whereby the effect of a (a) self-efficacy, (b) learning goal orientation or (c) extraversion on participation in learning activities will be stronger for younger individuals than for older individuals. The hypothesis (a, b and c) was partially supported. The findings indicate that direct effect of self-efficacy, learning goal orientation and extraversion on learning activities is moderated by age. Unexpectedly, the effect was positive, it means that the effect of a self-efficacy, learning goal orientation and extraversion on participation in learning activities will be stronger for older individuals than younger individuals. Younger employees might have the fear of failure, so they might avoid participation in some learning activities. Opposite to that, older employees might be less bothered by what others will think if they fail. Also, as older employees have more experience, they might feel more confident about their skills and in turn successful participation in different learning activities.

Furthermore, the fact that majority of respondents of this study where from Latvia might be the reason for a positive effect of age. Due to the lack of employment and entrepreneurial opportunities in Latvia high number of young people have left

the country (“Latvia struggles,” 2012). Therefore, organizations are spending more resources to attract and develop older workforce, who is not planning to leave the country and are more secure for organizations (“Young and older workers,” 2012). This means that older employees might be more encouraged to participate in learning activities than younger. Future studies could explore closer the difference between different age groups.

Limitations and directions for future research

There are a few limitations in the present study that should be considered before addressing the theoretical and practical implications. The first limitation is that the use of a cross-sectional research design makes it infeasible to make any causal inferences about the relations among personal characteristics, participation in learning activities and job satisfaction. Therefore, it is advised for future research to use a longitudinal research design in order to determine the causal effect between the variables. The second limitation is that the data was collected by convenience sampling. The researchers selected respondents based on their convenient accessibility and that limits interpretation and generalization. In order to achieve a better variance between individual results within a sample and within overall population, it is recommended for future research to use a random sampling. Another limitation is that questionnaire consisted of questions that were specifically tailored for two studies. Due to the high amount of questions, it took more time for participants to complete it. As a result some participants declined participation in this study. Therefore it would be suggested for future research to include in the questionnaire only the specific questions for the study. Finally, answers to the question regarding the education level might be biased. Using words higher education in the questionnaire might have caused the bias as Dutch nationality people might have assumed this to be a higher vocational education and university together, but not the secondary education.

Next to the recommendations for future research already mentioned above, this study revealed some additional research entries. First, future research could consider adding other personal characteristics from Big Five personality traits as it is most commonly used model to describe individual personality. Those could be used to obtain a deeper view about how personality affects individual participation in different learning activities. Secondly, future research could explore closer the effect

of personal characteristics on different learning activities within employees who work in non-managerial position. As additional analyses of this study show that there is a different result between employees who work in non-managerial position and those who work in managerial or higher positions. Furthermore, future studies might take into consideration also the external environment factors, for example if relations are affected by experience of a job insecurity.

Theoretical and Practical implications

Despite the limitations, the findings of this study represent contribution to the theoretical field of the learning activities literature and have practical implications.
This study contributes to research about how personal characteristics influence employee participation in learning activities. The positive relations found between self-efficacy, learning goal orientation, extraversion and learning activities confirm that participation in learning activities is predicted by personal characteristics (Kwakman, 2003; van Woerkom et al., 2002). Furthermore, the study extends the validity of learning activity scale developed by Berings, Gellisen and Poell (2008a) by applying it to different professions within different industries and by linking different personal characteristics to learning activities. Finally, the results add new contribution to the research about the effect of age on the relation between personal characteristics and learning activities.

The results of this study represent practical relevance to HRD professionals and employees. HRD professionals could use the results of the study to reconsider the design of learning and development programs based on different; age groups, personality and employee's position. For instance, the mere existence of training opportunities may be enough to ensure that employees whose personal characteristics predispose toward learning engage in learning activities. However, for others more encouragement might be required. Nowadays, when employees are more and more responsible for their own learning and professional development, they could benefit from better awareness about how to influence their professional development. The findings add to employee awareness about how different personal variables, like age and personal characteristics, might affect engagement in learning activities. The awareness might help act up on the personal variables and influence their professional development by helping individuals to choose the right learning methods.

Conclusion

This study offers some interesting avenues for future research even though associations hypothesized were not all confirmed. There are many dependencies that play their part in the association between personal characteristics and job satisfaction that may explain the lack of support. One of which is external context that might be highly influential, therefore it might be interesting for further research to explore closer effect of external context. The finding of this study show that there is a positive relationship between personal characteristics researched in this study and participation in learning activities. Furthermore, these relationships are stronger for older employees than younger employees. Next to that, additional analysis show that learning activities mediate the relationship between self-efficacy, learning goal orientation and job satisfaction within an employees who work in non-managerial position. Overall, this research suggest that age and personal characteristics influence employee's participation in learning activities.

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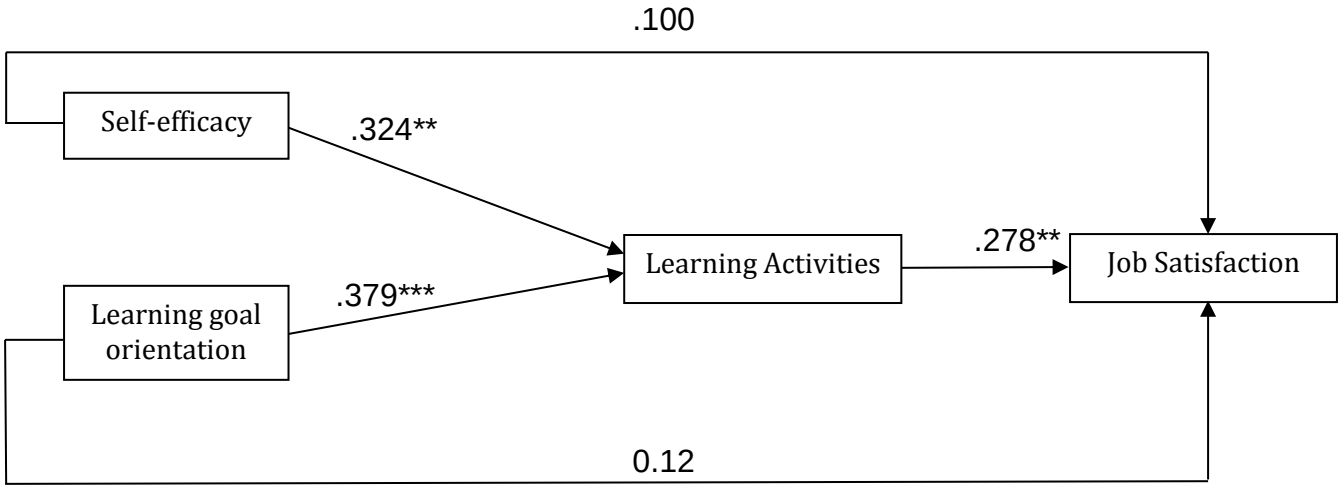
Appendix A

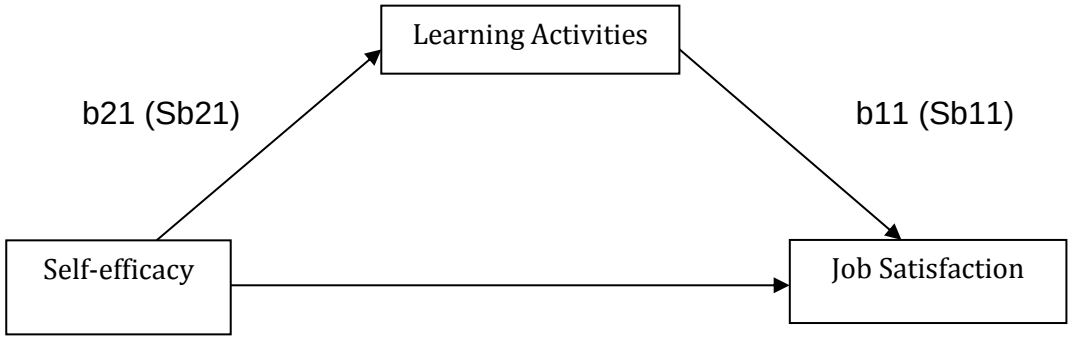
Additional analysis for hypothesis 2a and 2b within non-managerial position



Note: * $p < .05$
** $p < .01$
*** $p < .001$

Appendix B

The details of Sobel test of additional analysis for hypothesis 2a



b11: .770 z-value: 2.005

Sb11: .301

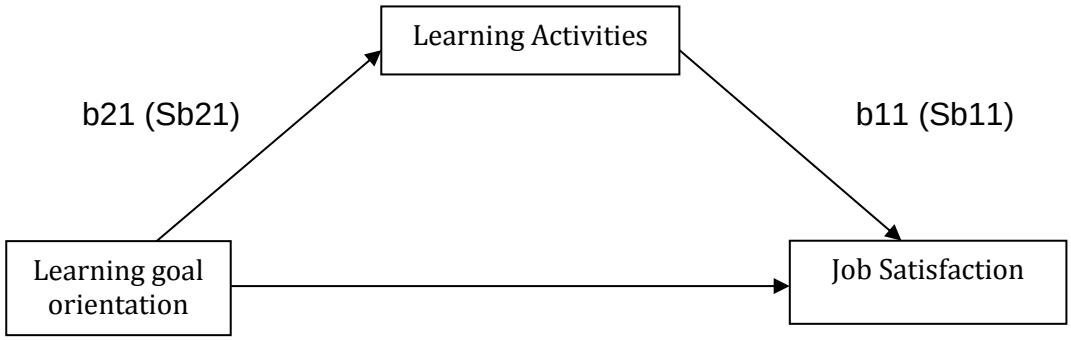
b21: .268

Sb21: .083

Interpretation: if | z-value | >1.96, then *p*-value < 0.05

Appendix C

The details of Sobel test of additional analysis for hypothesis 2b



b11: .770 z-value: 2.120

Sb11: .301

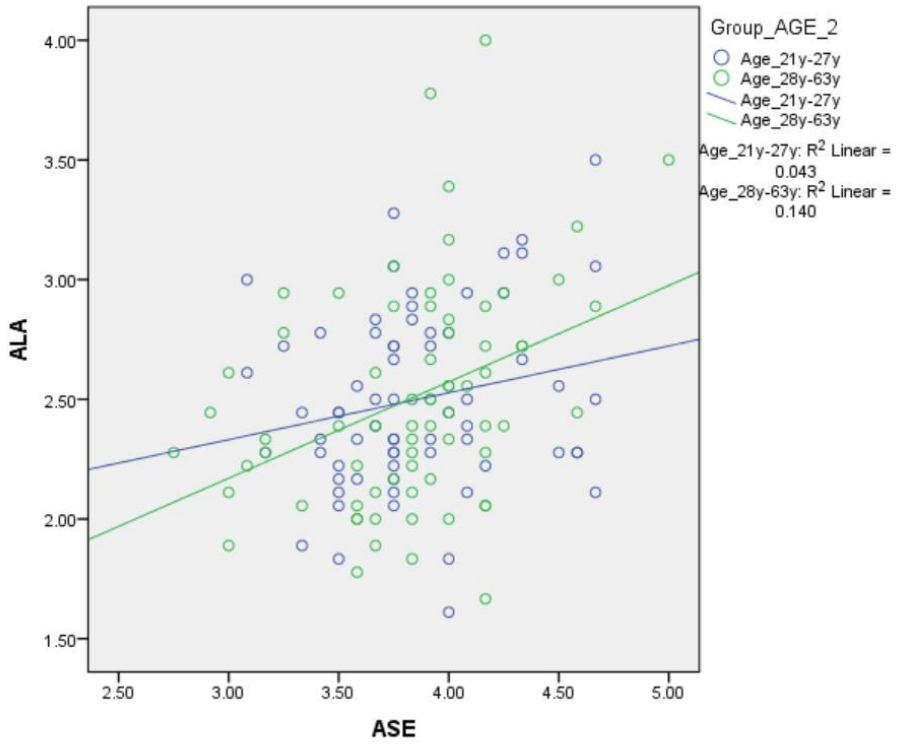
b21: .235

Sb21: .0.62

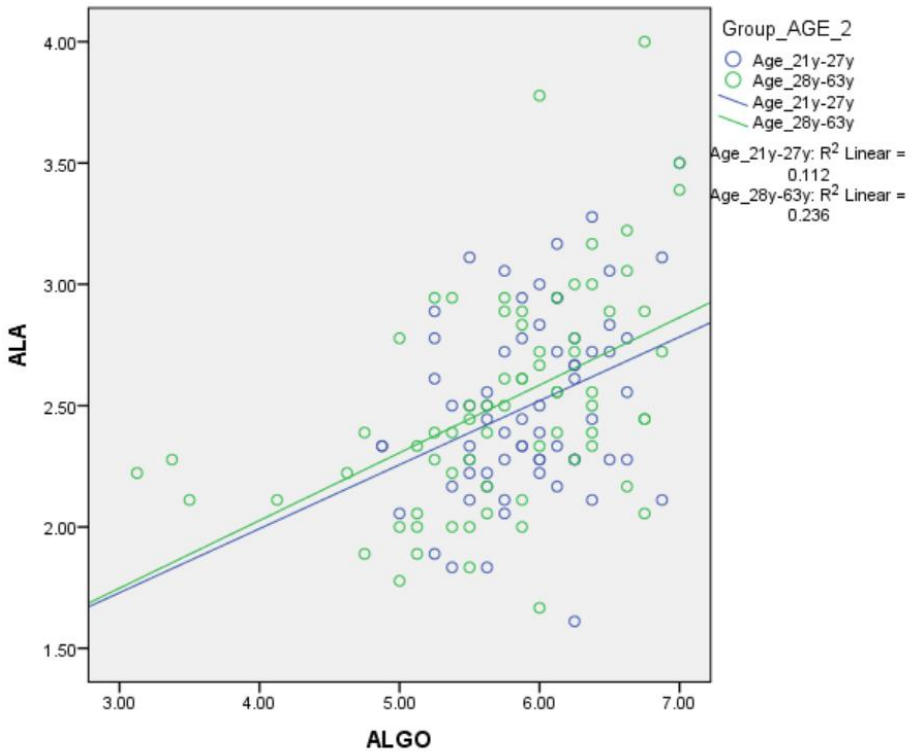
Interpretation: if | z-value | >1.96, then *p*-value < 0.05

Appendix D

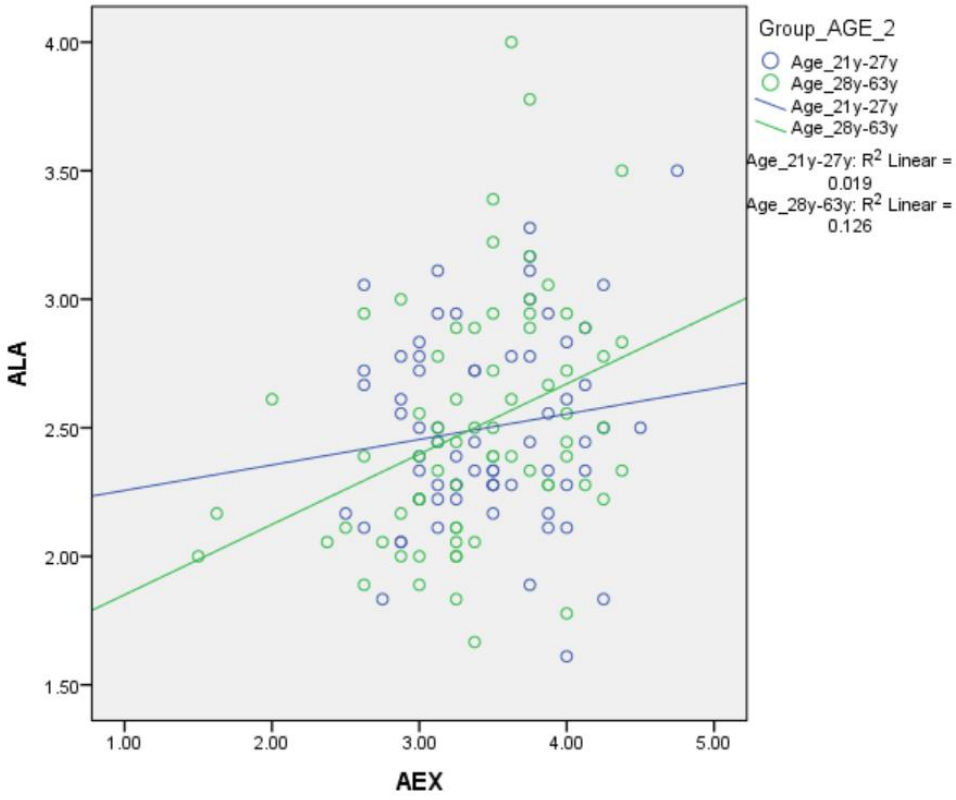
Plot of regression lines illustrating the interaction of age and self-efficacy in their effects on learning activities.



Plot of regression lines illustrating the interaction of age and learning goal orientation in their effects on learning activities.



Plot of regression lines illustrating the interaction of age and extraversion in their effects on learning activities.



Appendix E

Questionnaire

1. Name

2. Company Name, Department

3. Position

- ○ Managerial and higher level
- ○ Non-Mangerial (supervisor level, junior level)
- ○ Other (please specify)

4. Age

5. Gender

- ○ Female
- ○ Male

6. Education

- ○ Higher education (e.g. highschool, secondary school)
- ○ University degree
- ○ Other (please specify)

7. The following statements concern the activities in which you participate to learn. I as an employee,

	Never	Sometimes	Often	Always
Learn when I do my job				
Learn by imitating what colleagues do				
Learn by helping others to learn				
Learn by having contact with clients				
Learn by looking for new situations				
Learn by taking on some tasks from others				
Learn by working in different departments				
Learn by taking on colleague's job for a while				
Learn by asking colleagues for help in doing my job				
Learn by asking feedback from colleagues				
Learn by exchanging knowledge and experience with colleagues (such as team meetings, brainstorm sessions and/or daily evaluations)				
Learn by consulting media (such as internet, books, television)				
Learn by attending information meetings (such as conferences and symposiums)				
Learn by participating in education activities (such as workshops, training and/or courses)				
Learn from individual guidance (such as trainer, coach and/or manager)				
Make a planning in advance about what I want to learn				
Adjust my initial plans along the way				
Look by critically on my initial plans				

8. Who do you interact with when you participate in these activities (more than one answer possible)

- [ ] Colleagues with peer position
- [ ] Colleagues with higher position
- [ ] Colleagues with lower position
- [ ] Clients
- [ ] Family and friends
- [ ] Other (please specify)

9. Who influence you when you participate in these activities (more than one answer possible)

- [ ] Colleagues with peer position
- [ ] Colleagues with higher position
- [ ] Colleagues with lower position
- [ ] Clients
- [ ] Family and friends
- [ ] Other (please specify)

10. The following statement concern your personal mastery

	Strongly Disagree	Disagree	Somewhat disagree	Neither Disagree Nor Agree	Somewhat agree	Agree	Strongly Agree
I can do just about anything I really set my mind to	○	○	○	○	○	○	○
When I really want to do something I usually find a way to succeed at it	○	○	○	○	○	○	○
Whether or not I am able to get what I want is in my own hands	○	○	○	○	○	○	○
What happens to me in the future mostly depends on me	○	○	○	○	○	○	○

11. The following statement concern your perceived constraints

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Disagree Nor Agree	Somewhat Agree	Agree	Strongly Agree
Other people determine most of what I can and cannot do							
There is little I can do to change many of the important things in my life							
I often feel helpless in dealing with the problems of life							
What happens in my life is often beyond my control							
There are many things that interfere with what I want to do							
I have little control over the things that happen to me							
There is really no way I can solve all the problems I have							
I sometimes feel I am being pushed around in my life							

12. The following statements concern your initiative, effort and persistence

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
If something looks too complicated, I will not even bother to try it.					
I avoid trying to learn new things when they look too difficult.					
When I try something new, I soon give up if I am not initially successful.					
When I make plans, I am certain I can make them work.					
If I can't do a job the first time, I keep trying until I can.					
When I have something unpleasant to do, I stick to it until I finish it.					
When I decide to do something, I go right to work on it.					
Failure just makes me try harder.					
When I set important goals for myself, I rarely achieve them.					
I do not seem to be capable of dealing with most problems that come up in my life.					
When unexpected problems occur, I do not handle them very well.					
I feel insecure about my ability to do things.					

13. The following statements concern your goal orientation

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Disagree Nor Agree	Somewhat Agree	Agree	Strongly Agree
The opportunity to do challenging work is important to me							
When I fail to complete a difficult task, I plan to try harder the next time I work on it							
I prefer to work on tasks that force me to learn new things							
The opportunity to learn new things is important to me							
I do my best when I'm working on a fairly difficult task							
I try hard to improve on my past performance							
The opportunity to extend the range of my abilities is important to me							
When I have difficulty solving a problem, I enjoy trying different approaches to see which one will work							

14. The following statements concern your personality

I see myself as someone who...

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
Is talkative					
Is reserved					
Is full of energy					
Generates a lot of enthusiasm					
Tends to be quiet					
Has an assertive personality					
Is sometimes shy, inhibited					
Is outgoing, sociable					

15. The following statement concern the support you receive at work

	Never	Sometimes	Often	Always
My supervisor cares about my opinions	○	○	○	○
My supervisor strongly considers my goals and values	○	○	○	○
My work supervisor really cares about my well-being	○	○	○	○
My supervisor shows very little concern for me	○	○	○	○

16. The following statement concern satisfaction with your work and organization.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
I am thinking about changing jobs	○	○	○	○	○
I am planning to search for a job at another company this year	○	○	○	○	○
I expect to be working at another company soon	○	○	○	○	○