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MEDIATION EFFECT OF WORK ENGAGEMENT ON RELATIONSHIP BETWEEN  
TRANSFORMATIONAL LEADERSHIP AND TASK PERFORMANCE AND  
MODERATION EFFECT OF ADVERSITY QUOTIENT AMONG WORK  
ENGAGEMENT AND TASK PERFORMANCE

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Mediation effect of Work Engagement on relationship between  
Transformational Leadership and Task Performance and  
Moderation effect of Adversity Quotient among Work  
Engagement and Task Performance

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## 準碩士推薦函

本校企業管理學系管理科學碩士班研究生 娜拉 君在本系修業 2 年，已經完成本系碩士班規定之修業課程及論文研究之訓練。

1、在修業課程方面：娜拉 君已修滿 33 學分，其中必修科目：

研究方法、管理科學、決策專題、經營專題 等科目，

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2、在論文研究方面：娜拉 君在學期間已完成下列論文：

(1)碩士論文：Mediation Effect of Work Engagement on relationship between Transformational Leadership and Task Performance and moderation effect of Adversity Quotient on the relationship between Work Engagement and Task Performance

(2)學術期刊：

本人認為 娜拉 君已完成南華大學企業管理學系管理科學碩士班之碩士養成教育，符合訓練水準，並具備本校碩士學位考試之申請資格，特向碩士資格審查小組推薦其初稿，名稱：Mediation Effect of Work Engagement on relationship between Transformational Leadership and Task Performance and moderation effect of Adversity Quotient on the relationship between Work Engagement and Task Performance，以參加碩士論文口試。

指導教授：紀信堯 簽章

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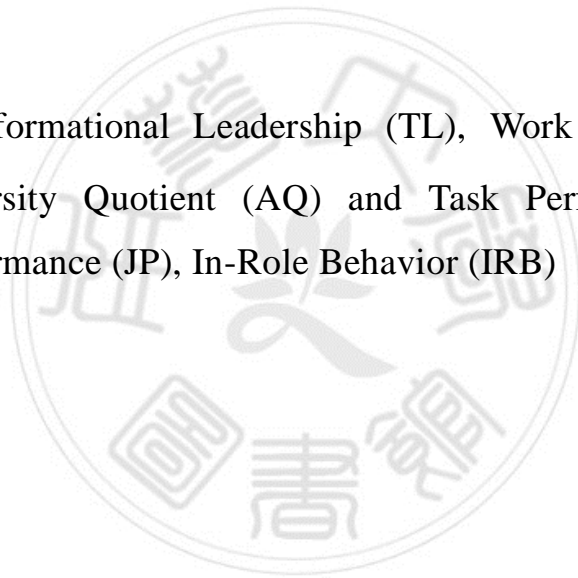
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## **Abstract**

Every company suffers to find accurate way to approach their goal and maximize their performance due to survive in tough competitive business environment in recent era. Accordingly, this study aimed to provide two ways from both employers and employees that stimulate above and beyond task performance. Transformational leadership and work engagement comprise facts related to employers for ascending task performance whereby work engagement is a manner which is mediator between transformational leadership and employees task performance. Moreover, this study asserted transformational leadership has effective influence on work engagement. In addition, this study aimed to check moderation effect of Adversity Quotient on the relationship between work engagement and task performance. The study uses questionnaire with 60 questions which handled to both on the internet and through hardcopy to Mongolian organizations. Accordingly, 337 valid responses are gathered. The findings of the research result are as follows: (1) both the transformational leadership and work engagement have a positive influence on the task performance; (2) transformational leadership has a positive effect on the work engagement; (3) the work engagement is a partially mediator on the relationship

between transformational leadership and task performance.

Keywords : Transformational Leadership (TL), Work Engagement (WE), Adversity Quotient (AQ) and Task Performance (TP), Job Performance (JP), In-Role Behavior (IRB)



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# **CHAPTER ONE**

## **INTRODUCTION**

Companies today operate in an extremely competitive business environment. Whether they are struggling to boost revenues, innovate, improve quality, increase efficiencies or plan for the future, executives have searched for tools to survive in the competitive business environment (Bain & Company). In 2013, Bain & Company, an international consulting firm, defined 25 management tools that lead to enhanced processes, products and services, deliver superior performance and greater profits based on their long term survey. One of those tools considers using Employee Engagement to improve Job Performance. Since, employees are the potentially productive resource in an organization, motivated and qualified employees who have high performance catalyze an organization approach its goals. There has been an increasing interest in work engagement's concept to maximize job performance. Accordingly, this paper attempts to defend the view that the relationship between work engagement and job performance in the case of Mongolian organizations is important and relevant.

In addition, leadership in an organization is the process which managers stimulate the attitudes, behaviors, and values of employees toward organizational goals (Bass, 1985). Particularly, one major theoretical issue that has dominated the field for many years concerns leadership which is transformational leadership which stimulates both work engagement and job performance. Companies can enhance their work engagement and job performance through conducting transformational leadership. Hence, this study argues that work engagement can be mediation between the transformational leadership and task performance.

On the other hand, since there is reciprocal relation between a company and its employees, this study also attempt to arouse another concept which can enhance work engagement and job performance from employees' side in competitive business environments. For example, this study searched about psychometry measurements such as Intelligence Quotient, Emotional Quotient and Adversity Quotient. Stoltz (1997, 2000) defined Adversity Quotient as the capacity of the person to deal and respond with the different adversities of life. As a matter of the fact that there are several studies that are about impact of Adversity Quotient on job performance from Peak Learning. Scoltz and his colleagues conducted above studies. For instance, a study relationship between Adversity Quotient and job performance is tested in Deloitte&Touche. Result of this study investigated as individuals who have high level of Adversity Quotient tend to have good performance and promoted faster than others (Peak Learning). Accordingly, this paper is also aimed to demonstrate the moderating effect of Adversity Quotient on work engagement and job performance in Mongolian companies.

# **CHAPTER TWO**

## **LITERATURE REVIEW**

### **2.1 Leadership**

There is a wide range of leaders in both style and purpose found in human history. These could include Genghis Khan, Napoleon Bonaparte, Winston Churchill, Adolf Hitler and Steve Jobs. All could “conquer” people in their time of power. They commanded their prestige through their leadership skills. To attract and impress inferior, some leaders led imperiously while some used charisma. Their citizens’ concept of leadership has been studied in a wide and deep range. The question of which kind of leadership would manipulate followers more effectively is continually subject to analysis and debate.

Earlier, most leadership studies concentrated on characteristics of leaders such as transaction leadership. Later, researchers started to consider reciprocal interaction and potential for shared value between leaders and employees the newer concept of transformational leadership became more familiar.

#### **2.1.1 Full Range Leadership Theory**

A model of leadership “full-range leadership theory” (FRLT) was proposed (Avolio & Bass, 1991). Also Bass (1991) elucidated components of Full Range Leadership Theory and a way to approach goals through congruence of goals of employees and organization and by providing an inspiring vision of the future.

FRLT model comprises 3 kinds of leadership behavior including transformational, transactional and non transactional laissez-faire leadership described below.

### **(a) Transactional Leadership**

Transactional Leadership is mutual process to based on the fulfillment of contractual obligation. They handle to set objectives and monitoring and controlling outcomes. Transactional Leadership contains the following three first-order factors: (a) Contingent Reward Leadership (i.e., constructive transactions) refers to leader behaviors focused on describing exact role and task requirements and providing employees with material or psychological rewards depending on the fulfillment of contractual obligations; (b) management-by-exception active (i.e., active corrective transactions) refers to the active attention of a leader whose goal is to ensure that standards are met; and (c) management-by-exception passive (i.e., passive corrective transactions) leaders only intervene after noncompliance has occurred or when mistakes have already happened. (Antonakis, Avolio & Sivasubramaniam, 2003).

### **(b) Nontransactional Laissez-Faire Leadership**

Laissez-Faire Leadership refers the absence of a transaction of sorts with respect to leadership in which the leader avoids making decisions and responsibility, and does not use their authority. The leader fundamentally tend to be inert and to avoid to being active. This concept is defined as the most passive and ineffective style of leadership. (Antonakis, Avolio & Sivasubramaniam, 2003).

### **(c) Transformational Leadership**

Transformational leaders are proactive, improve employees' perception for transcendent collective interests, and encourage them to achieve their target. (Bass, 1985; Yukl, 1999a, 1999b). There are five first-order factors which constitute of transformational leadership: 1. attributed idealized influence, 2. behavior idealized influence, 3. inspirational motivation, 4. intellectual



stimulation and 5. individualized consideration. The attributes refer to leaders behavior which contribute to employees' satisfaction by advising, supporting, and paying attention to the individual needs of employees, and thus allowing them to develop and "self-actualize" (Antonakis, Avolio, & Sivasubramaniam, 2003).

### 2.1.2 Transformational Leadership concept (TL)

The term transformational leadership was first coined by Downton in *Rebel Leadership: Commitment and Charisma in a Revolutionary Process* (1973).

In 1943, Abraham Maslow introduced a theory of human motivation in psychology. There are preliminary five needs including Physiological, Safety, Love and belonging, Esteem and Self-actualization.

Burns (1978) primary introduced both Transformational Leadership and Transaction Leadership together. According to Burn, Transactional Leadership can provide two basic levels of Maslow's Hierarchy needs.

However, Burns argues that transformational leadership is required to reach higher levels of the pyramid.

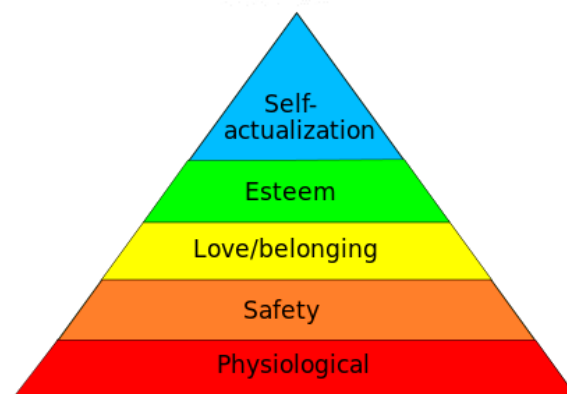


Figure 2.1 Abraham Maslow – Hierarchy needs  
Date source: Maslow, A.H. (1943). A theory of human motivation, *Psychological Review* Vol.50,No.4, pp.370-396.

Physiological needs are defined as the physical/material requirements for human survival and basic comfort as well as safety needs mean keeping safety of individuals including personal security, health and well-being and Safety net against accidents/illness and their adverse impacts. Those two levels of needs can be provided by tangible products like food and shelter. Further above 3 levels are needs which are characterized as humanizing desires to feel love, belonging, esteem and respect and ultimately self-actualization. Those 3 levels of needs cannot be fulfilled by materially, ineffectively require more psychological treatment. Additionally, those 3 levels of needs can be supported by lifting morale, motivation of individuals. In industrial revolution, humans were predominantly considered with basic two levels of needs. Individuals were probable to be motivated through transactional leadership. In current era, development of mass production solved materialism depletion and individuals tend to be satisfied in higher level of needs. Hence, not only concept of transformational leadership is becoming vital in recent years.

Transformational leadership is also proffered as leverage for enhancing moral, motivation of employees while transactional leaders provide necessities to followers (Bass, 1989). Bass investigated three ways in which leaders transform employees: 1. increasing their awareness of task importance and value 2. getting them to focus first on team or organizational goals, rather than their own interests 3. activating their higher-order needs.

Burns pointed transformational leadership as being coherent with higher order values while Bass posited it as amoral, and therefore questions the morality and ethical component of transformational leadership.

In recent study, Antonakis, Avolio and Sivasubramaniam (2003) referred five components of transformational leadership including, 1. Idealized influence (attributed) refers to the socialized charisma of the leader, whether the leader is perceived as being confident and powerful, and whether the leader

is viewed as focusing on higher-order ideals and ethics; 2. idealized influence (behavior) refers to charismatic actions of the leader that are centered on values, beliefs, and a sense of mission; 3. inspirational motivation refers to the ways leaders energize their followers by viewing the future with optimism, stressing ambitious goals, projecting an idealized vision, and communicating to followers that the vision is achievable; 4. intellectual stimulation refers to leader actions that appeal to followers' sense of logic and analysis by challenging followers to think creatively and find solutions to difficult problems; and 5. individualized consideration refers to leader behavior that contributes to follower satisfaction by advising, supporting, and paying attention to the individual needs of followers, and thus allowing them to develop and self-actualize.

### **2.1.3 Consequences of Transformational Leadership on Job Performance**

Each organization seeks a way to maximize their performance. The goal of transformational leadership is defined as to “transform” people and organizations in a literal sense - to change them in mind and heart; enlarge vision; insight, and understanding; clarify purposes; make behavior congruent with beliefs, principles, or values; and bring about changes that are permanent, self-perpetuating, and momentum building (Steven Covey, Author of 7 Habits of Highly Successful People).

Bass (1985) initially proposed the investigation of leadership behaviors on job performance. Yukl (1989) validated that transformational or charismatic leadership behaviors are more effectively enhance employee outcome variables than transactional concept due to employees' belief and reverence in their leaders. They are above and beyond catalyzed to exert more than their capability. Furthermore, there are vast studies that asserted transformational leadership displays high performance (Avolio & Bass, 1988; Bass, 1985; Bass,

Avolio & Goodheim, 1987; Bass, Waldman, Avolio & Bebb, 1987; Bennis & Nanus, 1985; Boal & Bryson, 1988; Burns, 1978; Conger & Kanungo, 1987; House, 1977; House, Spangler & Woycke, 1991; House, Woycke & Fodor, 1988; Howell & Frost, 1989; Shamir, House & Arthur, 1993; Tichy & DeVanna, 1986). For instance, Bass (1997) posited that transformational leaders stimulate their self-esteem through treating each follower as an individual (individualized consideration) and by illustrating their work as value (intellectual stimulation). This sense of self-assessment that is aroused through transformational leadership is a vital motivator that acts to commit the employees to a greater performance goal (Shamir, 1991). Besides, Bass and Avolio (1993) proposed that transformational leaders effectively impact their followers' levels of motivation and self-efficacy through inspirational appeals (inspirational motivation) and clear communication of high performance expectations (idealized influence). These leader behaviors root organizational norms that promote follower active, achievement-oriented behaviors, and goal accomplishment (Masi & Cooke, 2000), whereby contributing to a culture of employee empowerment (Harrison, 1995).

Some aspects of the approaches are mentioned distinct from each other, Podsakoff, MacKenzie, Moorman and Fetter (1990), compiled the common perspectives: 1. articulating a vision of the future of the organization, 2. providing a model that is similar with that vision, 3. fostering the acceptance of group goals, and 4. providing individualized support, effective leaders can change the basic work values, beliefs, and attitudes of followers so that they are willing to harness.

#### **2.1.4 Task Performance Consequences of Transformational Leadership**

Most previous studies proved that transformational leadership drives above and beyond performance. Transformational leadership stimulates employees' performance on own duty based on common four perspectives of transformational leadership (Podsakoff, MacKenzie, Moorman and Fetter, 1990). Carson et al. (2007) deemed that levels of task competence in the team, complexity of tasks, and task interdependence can be enhanced through shared leadership. Avolio and his colleagues (2009) sum up current theories, research, and future directions. Based on their analysis, they pointed that how transformational leadership enhance employee outcomes (Avolio, Walumbwa, & Weber, 2009). For instance, some researchers focused on eliciting the barrier conditions and motivational mechanisms through which transformational leaders catalyzes task performance (e.g., Bono & Judge, 2003; Dvir, Eden, Avolio, & Shamir, 2002; Piccolo & Colquitt, 2006; Schaubroeck, Lam, & Cha, 2007; Walumbwa, Avolio, & Zhu, 2008; Walumbwa & Hartnell, 2011).

According to Bass's two decades studies, He (2010) made a conclusion about Transformational Leader Behavior. One of his conclusions is that transformational leadership improves employees' level of maturity and ideals for achievement and self-actualization. Furthermore, he concluded that transformational leadership exhibited desirable future and vision, articulates how it is plausible to achieve, sets an exemplary, sets high standards of performance, and reveals determination and confidence. Accordingly, I surmised that articulating the vision, sets an exemplary and fostering the acceptance of group goals are more effectively influence on task performance.

First, Everyone has their own dream. Some people wait inertly for their dreams come true while some people plan to achieve it. Planning is the best way to reach goal. Some research has deemed that a clearly articulated vision can derive more success than charisma. Some leaders attract followers through

building trust because they have clear vision and people believe in it.

Next, Employees have reluctance in the workplace when their work is uncertain. Effective leaders treat followers through appropriate role model to disappear uncertainty. Role modeling helps employees to follow if they don't know what to do. It also elevates employees' skills and knowledge.

Finally, Podsakoff and his colleagues (1996) reported two on transformational behaviors that positively influence on employees' task performance based on their studies. Those two sub dimensions of transformational leadership are providing individualized support and fostering the acceptance of group goals. Particularly, Podsakoff shows why fostering the acceptance of group goals perform with high level as followers who suppose their leaders are more supportive and/or encourage the acceptance of group goals, have above and beyond performance than other followers who suppose their leaders as less supportive or are not to encourage group goals.

Therefore, transformational leaders influence employees to achieve above and beyond performance including day-to-day tasks.

### **2.1.5 Work Engagement Consequences of Transformational Leadership**

Kahn (1990) initially stated that leadership provides employees' work engagement through an encouraging environment. Eisenberger (1986) defined in his Organizational Support Theory that the state of being ready to reward stimulate employees' harnessing and provide self-actualization need. George et al (1993) also defined Perceived Organizational Support (POS) as an endorsement to help employees when they handle their job effectively and to deal with bad circumstances. There is no doubt, people who conduct organizational support are leaders. Leaders represent organization in front of employees. Previous surveys verified that leaders play a vital role for building healthy work place that stimulates high organization performance (Snyder &

Lopez, 2002, Chen & Silverthorne, 2005, Avery, McKay & Wilson, 2007, Devi, 2009). Furthermore, a study compared leadership styles including transactional, transformational, or laissez-faire on engagement (van Vugt, Jepson, Hart & de Cremer, 2004). The results showed that employees are more likely to leave the group when they are directed with the transactional or the laissez-faire leader rather than transformational leader. There are many studies that also prove the superior focus on transformational leadership in relation to work engagement. For example, Shamir, House and Arthur (1993) investigated that transformational leadership uplift employees' feelings of involvement, cohesiveness, commitment, potency, and performance by providing articulation of expectations and goals, along with the individualized consideration and support. Maria Tims, Arnold B. Bakker, Despoina Xanthopoulou (2011) also predicted transformational leadership as one of vital which enhance experience work as more challenging, involving and satisfying, and consequently, to become highly engaged with the job tasks.

On the basis of these findings and leadership theory, my study seeks positive impact of transformational leadership on work engagement.

## **2.2 Work Engagement (WE)**

“Engagement is about how we create the conditions in which employees offer more of their capability and potential.” (David Macleod, 2014)

“Engagement is about creating opportunities for employees to connect with their colleagues, managers and wider organization. It is also about creating an environment where employees are motivated to want to connect with their work and really care about doing a good job...It is a concept that places flexibility, change and continuous improvement at the heart of what it means to be an employee and an employer in a twenty-first century workplace.”(Professor Katie Truss, 2013).

Humans are different from other animals due to characters of psychology and social product. Every human being want to be with sense of belonging. In 21st century, Employees' psychological link to their job became vital in workplace to apply their full capabilities to their work. Employees who are psychologically associated to their job; who are on the point of contributing to company's goal; who are proactive and committed to above and beyond performance build strength as competitive organization. Thus, contemporary organization need engaged employees to survive in rival business environment. (Bakker & Leiter, 2010)

A concept of work engagement has become important issue in contemporary management as an internal state of being – both physical, mental and emotional – that presumed cause of work effort, organizational commitment, job satisfaction and ideal experience.

### **2.2.1 Researching Work Engagement**

Kahn (1990) initially posited engagement as “employees’ effort to work, colleagues and employees and personal expression physically, cognitively and emotionally to their task performance. Physically engaged employees energetically struggle to complete their duties. Cognitively engagement means employees’ trust to the organization including leaders and working environment. As well as the emotional aspect of engagement concerns employees’ endeavor to organization. Kahn (1990) also carried out several studies to clarify different level of employees’ connection to their roles. He used two antipole definitions as ‘personal engagement’ and ‘personal disengagement’, which connected to the “behaviors by which people bring in or leave out task performances themselves”. In the result, he nominated three psychological conditions that people asked themselves which predict to engagement or disengagement at work. First, How meaningful is it for me to



bring myself into this performance; Next, how safe is it to do so?; Last, How available am I to do so? Accordingly, he declared that employees are more engaged when their work situation is more psychologically meaningful and psychologically safe, and when they felt their fundamental needs were fulfilled. Later, many researchers extend this concept, extraneous variables of engagement and measured outcomes.

Nowadays, numerous of WE survey is becoming more pervasive in whole worldwide. In 2004, International Survey Research (ISR), the international research consultancy, conducted a major survey into the nature and causes of WE and how companies can increase engagement for high performance. The survey covered among world's largest economies - Australia, Brazil, Canada, France, Germany, Hong Kong, the Netherlands, Singapore, the UK and the USA, involving nearly 160,000 employees. In the result, 75 percent of employees were engaged in Brazil and US with their companies, whilst only 59 percent of employees were engaged in France. This research result also suggested to using various stimulus for engagement. For example, organization management is vital to enhance employee engagement in Australia, Singapore and Hong Kong while long-term employment and career opportunities were important to engage employees. Therefore, I will discuss about antecedents and consequences of WE in following parts.

### **2.2.2 Conceptualizing Work Engagement**

There are many definitions about WE. For example, Wellins and Concelman defined WE as the illusive force that motivates employees to higher (or lower) levels of performance. Maslach et al. suggested that engagement can be characterized by energy, involvement, and efficacy. In addition, Schaufeli, Salanova, González-Romá & Bakker (2001) illustrated work engagement as a positive, fulfilling, work-related state of mind that is characterized by vigor,

dedication, and absorption. Engagement is a more broad and constant psychological statement rather than narrow aspect such as object, event or behavior. Vigor refers to intensive energy and mental flexibility during working, to be ready to persevere in individual's work, and harness any encounter any adversity. Dedication refers to being within sense of significance, enthusiasm, inspiration, pride, and challenge. Absorption is characterized by being fully focused and happily attracted in individual's work, whereas time flies and it is difficult to detach oneself from work.

### **2.2.3 Consequences of Work Engagement**

Kahn (1992) stated that high levels of engagement stimulate both positive outcomes for individuals and organizational. Harter, et. al. (2002) proposed that "...employee satisfaction and engagement are related to beyond expected outcomes" based on their meta-analysis. They also found moderate correlation between work engagement and outcomes such as customer satisfaction, profit, productivity, turnover and safety.

Saks (2006) also posited that both practical and academic research show positive result of work engagement.

Insync Surveys Pty Ltd published that employee engagement elevates performance by increasing productivity through low absenteeism and higher focus and motivation, safety, retention, customer loyalty and profitability on their white paper.

### (a) Work Engagement and Productivity

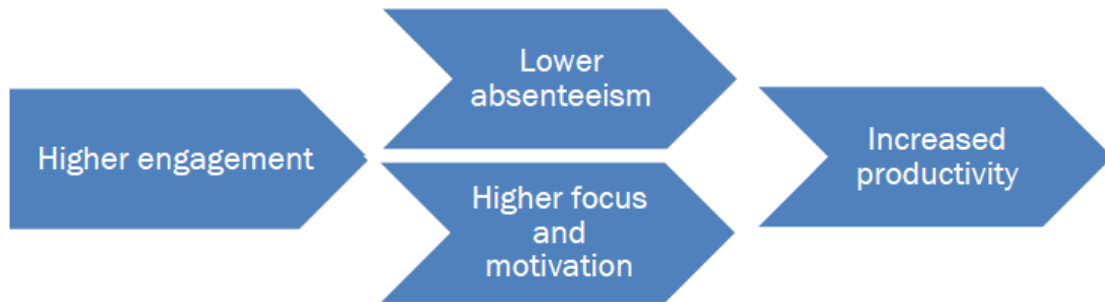


Figure 2.2 White paper: Insync Surveys Pty Ltd,  
The impact of employee engagement on performance, Page 3

Engaged employees become attentive about their organization and the work to achieve success. Such employees immerse into their duty and are willing to work overtime if it is necessary. Their absenteeism decreases since employees focus on work goal and are less likely to leave for another job. Harter et. al. (2009) identified that absenteeism was 37% higher in organizations scoring in the bottom 25% on engagement. It is clear that in terms of productivity, engagement matters.

### (b) Work Engagement and Safety



Figure 2.3 White paper: Insync Surveys Pty Ltd,  
The impact of employee engagement on performance, Page 4

Safety is a vital concept in an industry such as mining and construction in Mongolia. Safety incidents have ruinous consequences such as human and financial cost. SHRM measured that average cost of a safety incident was \$392 for a non-engaged employee while was \$63 for an engaged employee (Lockwood, 2007).

Disengaged employees are less focused on workplace and probably easy to make mistakes. Whereas engaged employees are more expected to be involved and absorbed in their work. Attentive employees can prevent any hazard and increase safety.

Harter et al. (2009) used a survey to assess the various that the top 25% of company has engaged employees have 49% less safety incidents than the bottom 25%.

### **(c) Work Engagement and Retention**



Figure 2.4 White paper: Insync Surveys Pty Ltd,  
The impact of employee engagement on performance, Page 5

Each company tries to hire talented employees. It is common in a competitive business environment that some companies lose their talented employees while its competitors hire that talent through head hunting. Recruiting, developing and retaining reliable talent is vital to management to build business strength. Employee Retention conceptualized as to keep talent employees to stay in an organization during long time. Retention decrease following costs. (Isukapally, 2006)

- Recruitment cost such as advertisements; agency costs; employee referral costs; internet posting costs.
- Training cost including orientation cost, remuneration for trainer and training material cost
- Adjusted employees work more productivity than new employees.

Harter (2005) labeled the correlation between work engagement and two turnover intention measures such as short term and long term. Engaged employees tend to not leave their jobs. Vast research studies verified work engagement to be positively associated with intent to remain with one's organization (e.g., Hackman & Oldham, 1980; Harter et al., 2002; Schaufeli & Bakker, 2004). For instance, Corporate Leadership Council (2004) examined that 87% of the most engaged employees didn't intend to leave their organization.

**(d) Work Engagement and Customer loyalty**

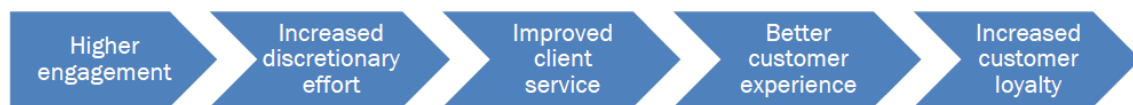


Figure 2.5 White paper: Insync Surveys Pty Ltd,  
The impact of employee engagement on performance, Page 6

The customer is the King. Any business organization's success depends on its consumers since they bring revenue into company. Retaining customers is becoming more vital in competitive business environment. There are many benefits of customer loyalty. For example, committed customers not only pay money for purchasing but also they influence to attract other new consumers.

Amount of previous research is studied that engaged employees treat customers well and build patron's satisfaction. (Haid & Sims, 2009; Harter et al., 2009; Gonring, 2008). Harter (2009) pointed that customer loyalty in high engaged company is 12% higher than less engaged company.

**(e) Work Engagement and Profitability**



Figure 2.6 White paper: Insync Surveys Pty Ltd,  
The impact of employee engagement on performance, Page 7

This white paper suggested that engaged employees more likely work intensively, attentively and vigilant. Engaged employees tend to be loyalty on their company and dip absenteeism and hit plateau of criteria in the company. They are willing to treat customers well and contribute to organization goals. It brings organizations longevity and profitability. Furthermore, Institute of Employment Studies described work engagement as a positive attitude of employee towards the organization and its values. An engaged employee is

aware of the business context, and works with colleagues to increase performance within the job for the profitability of the organization. Hence, the organization should consider to employees' engagement, which requires dyad relationship between leaders and employees.

#### **2.2.4 Task Performance (TP) Consequences of Engagement**

“Ask not what your country can do for you, ask what you can do for your country” (Jonh. F. Kennedy, 1961)

“A set of positive attitudes and behaviors enabling high job performance of a kind which are congruence mission of organization” (John Storey, 2010)

Kahn (1990) analyzed ‘personal engagement’ and ‘personal disengagement’ that if contribute or left out their personal selves during task performances”. Kahn investigated as three aspects of engagement increase job performance. Physical energy contributes to improve task performance because of levels of effort over extended periods of time. Cognitive aspect of engagement enhances concentration to employees' task. Emotionally engaged employees work more authentically so far it drives high performance.

Louis Rich, Lepine and Eean (2010) also suggested that employees' task performance will be increased since individuals invest their physical, cognitive, and emotionally energies into their task due to they work with harness during long time, they concentrate on their task and are more focused on responsibilities, and they are more emotionally linked to the duties. Briefly, engagement has conclusively shown that contribution of “hands, head, & heart” (Ashforth & Humphrey) to task performance (Louis Rich, Lepine, Eean, 2010).

Schaufeli and Bakker (2003) conceptualized engagement as predictor of performance. Vigor means intensive energy and resilience, the willingness for struggling, not easily fall in fatigued, and hard working to overwhelm any obstacle. Dedication refers to arousing a sense of significance from individual's

work, feeling enthusiastic and proud about one's job, and motivated and challenged by it. Absorption implies being totally and happily engrossed in one's work and having difficulties to detach from job whereby time flies and one forgets everything else that is around (Schaufeli & Bakker, 2003). Therefore, engagement contributes high level of job performance since engaged employees work with intensive physical energy, vigilant attention and inspired motivation.

Ultimately, there are many contemporary research verified substantively relationship between employee's workplace engagement and their performance. That research endorsed high engaged employees augment performance while disengaged employees reveals low productivity. For instance, Gallup declared that two-third of American employees are "not engaged" or "actively disengaged" and tend to be less productive while 29% of them are engaged in their work and immersed in their job and contributing to their organizations' goal.

### **2.2.5 Mediation role of Work Engagement between Transformational Leadership and Task Performance**

Research asserted effect of TL on TP is abundant and adequate. (Podsakoff, MacKenzie, Moorman and Fetter, 1990, Dvir, Eden, Avolio, & Shamir, 2002, Bono & Judge, 2003, Piccolo & Colquitt, 2006, Carson et al., 2007, Walumbwa & Hartnell, 2011). On the other hand, amount of researchers asserted that WE augment TP. (Kahn, 1990, Schaufeli & Bakker, 2003, Louis Rich, Lepine, Eean 2010).

Further, Bass (2010) made the conclusion about contextual influences of TL based on his two decades studies. His findings are similar to consequences of WE. As an example, he pointed that TL significantly drive organizational cultures that are defined as main builder of quality of products and services. He



also suggested two mediators as identifies trust and individuals' self-concept between TL and organizational outcomes.

### **(a) Trust and Work Engagement**

Putnam (1995) explained that trust and engagement are two facets which constitute social capital. Nan S. Russell (2013) suggested engagement-trust connection as trust is a requirement for engagement. If there is no trust in workplace, employees are disengaged. Instead, best-result leaders enhance employees' engagement by creating trust. It is uncertain if engagement fuels trust or trust fuel engagement. But trust is a requirement for engagement. In other word, Trust is required when employees contribute, innovate and are absorbed to their work. Employees don't believe what leaders trust show low engagement.

### **(b) Individuals' self-concept and Work Engagement**

Marsh and Shalveson (1985) investigated a hierarchal model of self-concept as well as other studies asserted his model which consist of academic and non-academic self-concepts. (Tang, 2011; Moller, Retelsdorf, Koller & Marsh, 2011). Non-academic self-concept is transferred into social, physical, and emotional self-concepts; social self-concept relies on interaction between individuals and others; physical self-concept is defined as individuals' perception on their physical ability; and self-evaluation of individuals' emotional state refers emotional self-concept. Based on the above description, it is plausible to infer that employees who have high physical self-concept can be physically engaged. And employees who have accurate emotional self-concept are more likely to be emotionally engaged. Grocott and Hunter (2009) indicated that individual's self-concept leads to greater engagement in a given task.

Additional, Bass (2010) pointed that other potential mediator between TL and job performance can be formulated and empirically examined. Therefore, on the basis of previous research and logic, it can be inferred that WE is mediator between TL and TP.

## **2.3 Adversity Quotient (AQ)**

Every human being encounters many challenges in daily life such as to fail in important exam, to get serious sick, to lose close person and setback. Some people are exhausted by their trouble while others deal with the problem within a short time. Dealing with problem successfully depends on individuals' Adversity Quotient.

### **2.3.1 Conceptualizing Adversity Quotient and Forms of Adversity**

#### **Quotient**

Stoltz (1997) initially defined AQ as a measurement of a person's ability to handle adversity. He has been studying AQ for 19 years. According to his description, AQ is used to catalyze pliancy, mindset, performance, innovation, entrepreneurship, decision making, problem solving, energy, engagement, health, optimism, profitability, stock price, and competitive strength (Peak Learning). AQ is related to three major sciences: Cognitive Psychology, Psychoneuroimmunology, and Neurophysiology. Moreover, there are 3 forms of AQ. First, AQ is a new analytical knowledge for interpreting and stimulating successes to achieve it. Second, AQ is a gauge of how people react to obstacles. Last, AQ is a scientific concept to build tools for stimulating ability to handle adversity. Those three aspects of AQ are new knowledge, the measure and practical tools, refer awareness and improvement of success. Stoltz (1997) enumerated the three level of adversity as individual, workplace and societal this is depicted in Figure 2.7. Individual adversity means difficulties which face

people in their daily lives. Workplace adversity is illustrated as obstacles which are larger than individual adversity. In the end, societal problems tend to be out of control and are a more pervasive problem.

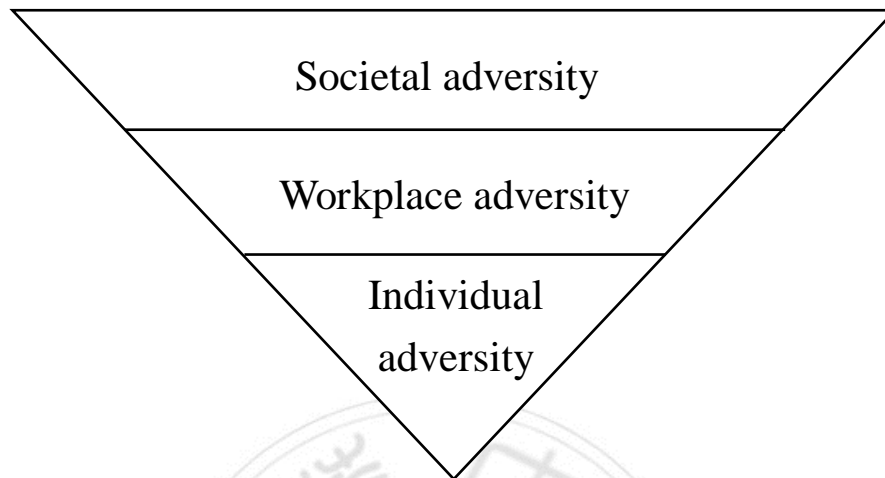


Figure 2.7 Adversity level

Date source: This Research Summarized.

Albert Einstein once said that “Adversity introduces a man to himself”. Similarity, Stoltz (1997) classified people into three group based on their reaction against adversity. He used the metaphor of a mountain which represents adversity.

The weakest groups are named quitters.

#### **(a) The Quitter**

Quitters easily give up to go ahead to their life goal and as a result are often offended. (Stoltz, P. G & Weihenmayer, E., 2010). In other words, they abandon to ascent and to work hard. They hesitate the chance the mountain presents. They avoid from their core human drive to ascend and lose their chances. (Stoltz, 1997).

The second a group of people are illustrated as a camper as it refers to their reaction against adversity.

### **(b) The Camper**

The second type of individuals is the Camper. These people go only somewhere, and say, “This is as far as I can go.” They tend to be cloyed to climb and terminate their Ascent and find a smooth, comfortable plateau on which to hide or rest from adversity. Campers, unlike performing Quitters, have at least tried the challenge to ascent and made some accomplishment even it is less than potential. (Stoltz, 1997)

To last group of people are described as climbers. They always struggle to go ahead to achieve the goals presented as adverse challenges.

### **(c) The Climber**

Climbers are optimistic. They never allowing physical such as age, gender or race or mental disability, or any other obstacle get in way to climb (Stoltz, 1997).

As a result, Quitters are passive and pessimistic and are tend to stop thinking. Or else, they may be disappointed and weary, striking out at the world around them, fed up to ascend. Campers are satisfiers. They are happy with sufficing, rather than completely hard working. Of these three types of people, only Climbers live like fully in terms of beating meet adversity often. They tend to be absorbed to achieve their goal and desire. Climbers always remember the power of the journey over the destination and they embrace the challenges to achieve their final destination (Stoltz, 1999).

Stoltz (1999) demonstrated above 3 types of people how much they can “climb” into Maslow’s Hierarchy of Needs in following Figure 2.8. Quitters stay in bottom lines of the pyramid as well as stuck with physiological and safety needs. Campers can ascent to middle portion of the pyramid while climbers can reach on the top of pyramid.

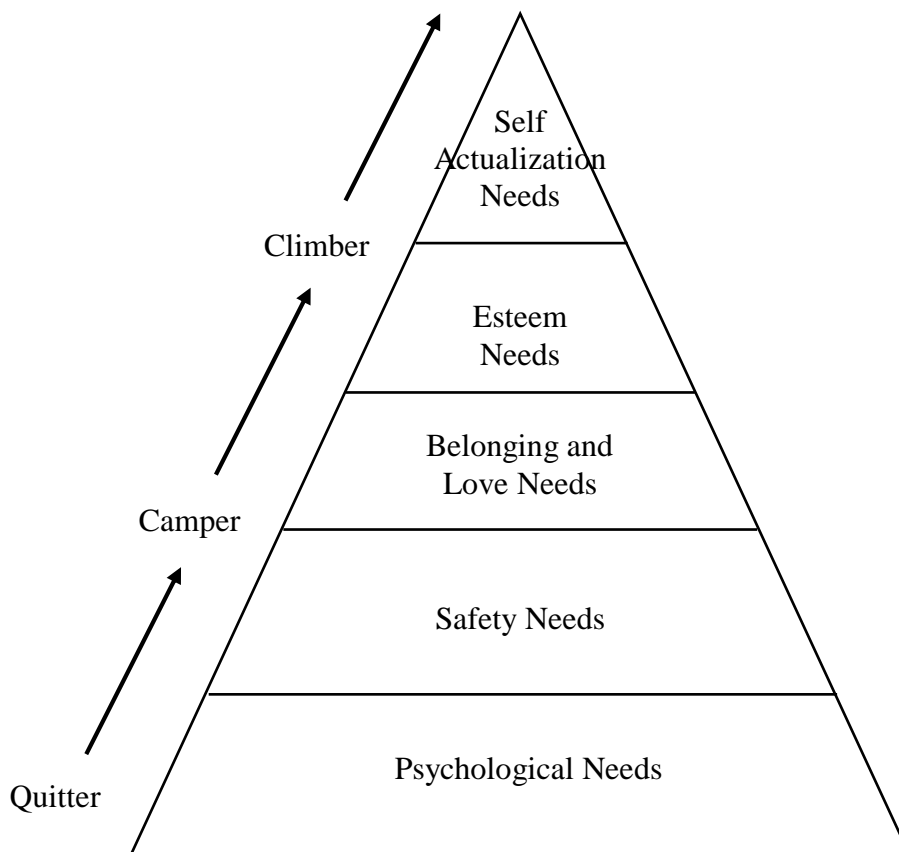


Figure 2.8 Maslow's Hierarchy Needs  
 Date source: This Research Summarized.

### 2.3.2 Norms on the Adversity Quotient

Generally, AQ norm should be often updated. Recently, Stoltz (2009) set out AQ norms based on his the latest study which covered 1743 employees of two global companies in 26 countries in the world. We can evaluate people's AQ according to AQ score's norm. AQ assessment constitute of four parts that are Control, Ownership, React and Endurance as well as each part can be scaled between 10 and 50. Moreover, total AQ can be varied between 40 and 200. The graph 1 illustrates the distribution of AQ score.

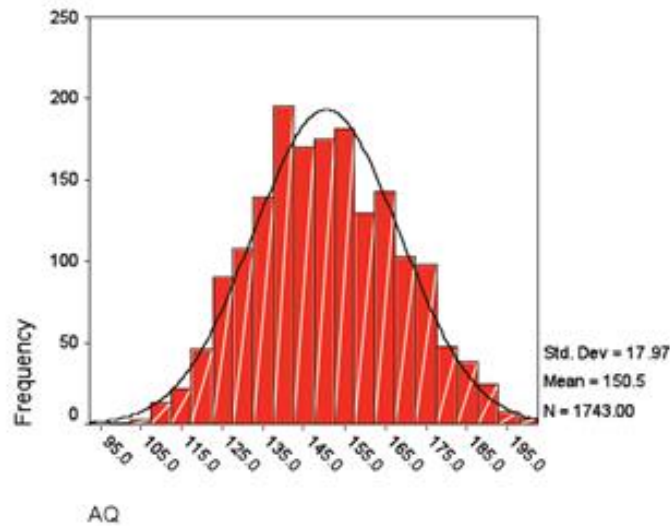


Figure 2.9 AQ Score distribution

Date source: Grandy, J. (2009), *Psychometric Properties and Analysis of the AQ PROFILE*, Psychometric Research Consultant, pp.1-14.

According to the study for AQ scaling, five percent of respondents are in less than 122 AQ scores and are in more than 181 AQ scores respectively. 25% of the sample scored 138 or less and assessed 164 scores or over separately. Half percent respondent got AQ scores of 150 or fewer than. Consequently, average AQ score is updated from 147.5 into 150.5 currently.

### 2.3.3 4 dimensions of Adversity Quotient

AQ constitute of four dimensions including control, ownership, reach and endurance (Stoltz, 2000). Control is the manipulation of obstacles in any situation. High band of control dimension expresses ones who strive to overwhelm adverse and have ability to open new avenues based on obstacles. Ownership is characterized as being accountable to negotiate with adversity and to solve problems. Individuals with high ownership score are willing to take responsibility to solve problems and learn from results. Reach dimension of AQ is illustrated as personal intention to approach settled goal. Individuals

with high score of reach dimension are well qualified to overwhelm obstacles and take over commission. They suppose adverse as temporary and struggle to ameliorate circumstance. Endurance is the standpoint of length of any events even good or bad. High scores on this dimension indicate individuals who are likely to look at adversity as agony. But they can bear it positive tendency and are more energetically. They are probably exemplary to duplicate with adversity. (Chin & Hung, 2013).

### **2.3.4 Influence of Adversity Quotient on Job Performance and Task**

#### **Performance**

Stoltz (2000) investigated that employees who have high AQ scores are more successful in their work and personal life. Therefore, he published several studies about effect of AQ on JP. For instance, Formerly BellSouth (AT&T) used AQ as catalyzer of JP among 76 sales associates. In 2004, that company faced financial setback and it aroused much dilemma, laxity, and adversity. Therefore, they implemented AQ training for enhancing sales, performance and consumer service through improving sellers and supervisors until 2006. In the result, their booked revenue grew up with 44.7% and 45.0% in 2005 and 2006 respectively.

Another study about AQ on performance is administered in Deloitte & Touche for three goals such as to evaluate relationship between AQ and performance, to enhance performance and retention of new hires, and to ascertain either employees with high AQ promote faster than other or not. The result of this study validated that AQ is positively related to and is an antecedent of, performance and promotion at D&T. Employees with higher AQ overbalanced and are more probability to be promoted than others with lower-AQ.

As well as Diversified Collection Services (DCS), the biggest loan collection agency in US, examined AQ as predictor of JP. They divided performance levels into three groups and evaluated AQ of each group's. Outcome demonstrated that level of AQ of top performers were dramatically higher than low performers.

Consequently, I inferred that high AQ capability will derive high TP.

### **2.3.5 Adversity Quotient and Work Engagement**

“When the going gets tough, the tough get going” (Joseph P.Kennedy, Father of President Jonh, F. Kennedy, 1930).

When the situation become more difficult, some people who are strong become fully engaged to meet the challenge rather than staying with complain. So, I consider that who are strong?

According to entire research of Stoltz, people who have high AQ would suppose themselves as healthy, physically strong, dynamic, happy, positive, successful and lucky. They would be also more engaged for harnessing, low stress and feel more satisfied with their work (in case of Major UK Insurance Company). Moreover, Stoltz emphasize that higher AQ people take more accountable and they are more engaged and committed to change to compare lower AQ individuals in studies of AT&T-Formerly BellSouth Company and Major UK Insurance Company.

#### **(a) Adversity Quotient and Vigor of Work Engagement**

In WE concept, it designated by characteristics of vigor, dedication and absorption (Schaufeli, 2001).

Vigor indicates to be willing to grapple with intensive energy and mental resilience for individual's work and harness even face any adverse. In like manner, Stoltz posited that high AQ individuals are more energetic and they



can persevere to overcome adverse. So, it becomes expectancy that there are positive relationship between AQ and WE.

### **(b) Adversity Quotient and Dedication of Work Engagement**

Schaufeli (2001) defined dedication as to being feeling of essence, enthusiast, motivated, satisfied and challenge. Likewise, Stoltz approved that high AQ drives employees' cognizance of their health, fitness, aspect of life, job satisfaction, and other health-related, happiness-related, and job-performance. These concepts underlie that there are relational between AQ and WE.

### **(c) Adversity Quotient and Absorption of Work Engagement**

Absorption is characterized by being fully concentrated and happily engrossed in an individual's work, whereas time flies and it is hard to detach oneself from work (Schaufeli, 2001). Similarly, Stoltz reported that people who have high AQ engage in more performance, experience less stress and feel satisfied with their jobs.

## **2.3.6 Similarities of consequences of Adversity Quotient and Work**

### **Engagement**

According to the previous studies, there are several congruences of consequences of AQ and WE such as absenteeism, sales income and performance.

### **(a) Influence of Adversity Quotient and Work Engagement on Absenteeism**

Stoltz and his colleagues reported (2009) that employees who are in the top 25% in AQ have two and half times less absences than employees who are

in the bottom 25% in AQ. Additionally, Harter et al. (2009) investigated the lowest 25% engaged employees have 37% higher absenteeism. Based on this statistical result, low absenteeism can be measured outcome from both high AQ and WE.

### **(b) Influence of Adversity Quotient and Work Engagement on Turn-Over**

There are adequate previous studies which proved negative relationship between AQ and Turn-Over. For example, ADC Telecommunications had implemented AQ service from Peak Learning for three years. Particularly, they trained sales professionals due to business importance. In the result, they reported that employee retention substantively growth with 74 percent. As well as vast previous studies manifested that more work engagement drives less turn-over. Reversibly, work engagement stimulus retention. For instance, Corporate Leadership Council (2004) reported that high engaged employees haven't intent to leave their organization based on their research. Thus, it becomes evidence that both AQ and WE are positively related to turn-over.

### **(c) Influence of Adversity Quotient and Work Engagement on Sales Income**

In case studies of Stoltz and his colleagues (2009), AQ improves sales due to high AQ employees can persevere against any obstacles. For example, AT&T (Formerly BellSouth) conducted AQ training between 2004 and 2006. In the result of AQ training, booked revenue increased with 44.7 and 45 percent each year. Besides, vast previous studies ensured that high engaged employees build customer loyalty because engaged employees tend to be willing to consumers and can treat customers. For instance, Harter (2009) provided that customer loyalty in the lowest engaged companies is 12% less than the highest engaged companies based on his studies. Hence, AQ and WE stimulate organization's

revenue.

#### **(d) Investment of Adversity Quotient and Work Engagement on Job Performance**

Stoltz (2000) proved that many people are more successful/prosperous in work as well as personal life who scored high in AQ. Because people high in Control harness to deal any difficulties without giving up. They can keep themselves in concentration for effective outcomes. Next, people who have high ownership is described as to being accountability. They are more responsibility to improve the circumstance. Reach next dimension of AQ is outlined as individuals' diligence to overcome any adversities for achieve goal. Thus it enhance individuals' outcome.

Last, high endurance score expresses capability to being patient. People who have high endurance score can more tolerate bad situations and can keep their effort.

As well as many researchers certified engaged employees are vital for high job performance.

Kahn (1990, 1992) initially illustrated three kinds of energy of engagement- physical energy, cognitive energy and emotional energy on job performance. First, over extended periods increased physical energy input leads to desired work role behavior and thus greater organizational accomplishments. Next, cognitive energy at work can mean more focused attention, leading to group goals attained. Finally, the existence and connection of emotional energy by and among coworkers can enhance their performance towards goals.

Therefore, there are such similarities and same investment between AQ and WE. Consequently, it is possible to infer moderating effect of AQ on the relationship between WE and TP.

## 2.4 Job Performance (JP)

Katz (1964) primary suggested to distinguishing job performance as extra-role which characterized as outcome of other manner excluding task duty and in-role which is outcome of duty task behavior. John P. Campbell (1990) conceptualized job performance as behavior which is personal level outcome. Moreover, Motowidlo, Borman, and Schmidt (1997, 1999) concluded job performance as assessing behavior's attribute as well as can be divided into two kinds of performance such as task performance and contextual performance. They pointed out task performance as the action on their duties that contribute to organization outcome through single performance. Furthermore, contextual performance is described as the behaviors on social and psychological environment that contribute to total organization outcome (Borman & Motowidlo, 1993). They enumerated three fundamental aspects following that depart between contextual and task performance.

- It is available to compare contextual performance in any job while task performance is different in each field.
- Task performance depends on individual's ability while contextual performance depends on form of behavior such as motivation and personality.
- Task performance refers to in-role behavior and contents of the formal job-description, while contextual performance refers to extra-role behavior and is not constrained and rarely esteemed in organization evaluation systems.

### **2.4.1 Contextual Performance**

Borman and Motowidlo (1993, 1997) described contextual performance as behavior that conduce total organizational performance through stimulating the organizational culture. For instance, helping or alerting colleagues for their duty, contagious manner of rules and policies and perseverance can be manifested as contextual performance. Furthermore, they classified contextual performance into five types.

- Free serving for activities excluding individual duty.
- Persevere constantly and patiently to achieve vital goal.
- Helping colleagues.
- Keeping away from breaking rules and accurate procedures though in not good condition.
- Protecting organizational objectives from any hazards.

### **2.4.2 Task Performance (TP)**

Originally, Katz and Kahn were first to suggest that core-task performance is behavior that is described as being part of employees' work, and is characterized by formal benefit system in organization. William and Anderson (1991) concluded that in-role behavior is employee's behavior to complete their assigned duties appropriately and on time. Furthermore, William and Anderson (1991) also investigated 5 main measurements which evaluate task performance including rating, quality measures, quantity measures, file data such as safety report, absences and postponing of job and awareness about their task performance.

Borman and Motowidlo (1993) posited that task performance is effectiveness with which job incumbents perform activities that contribute to the organization's technical core either directly by implementing a part of its

technological process, or indirectly by providing it with demanded materials or services. Hence, TP is compulsory portion of dyad contract between the employer and employees.

### **2.4.3 Concluding relationship among Transformational Leadership, Work Engagement, Adversity Quotient and Task Performance**

In summary, this study suggest that there are several theoretical linkages among TL, WE, AQ and TP. First, it argues that TL is positively related to WE and TP. Next, WE can be stimulus of TP. As well as there are empirical evidence what can assert similarities between WE and AQ and same outcomes of WE and AQ. From this, my research reiterates hypotheses that WE can be mediator between TL and TP. Together, there are abundant empirical evidence that AQ is a key predictor to higher job performance. And I reiterate that positive relationship between AQ and TP in my study. Finally, I inferred that AQ has moderator role between WE and TP due to resemblances of AQ and WE as well as congruence of consequences of AQ and WE, particularly on job performance.

# CHAPTER THREE

## METHODOLOGY

### 3.1 Introduction

The purpose of this study is to examine the relationships among TL, WE, AQ and TP. Thus, questionnaire consists of perceptions of TL, WE, AQ and TP as well as Podsakoff et. al.'s (1990) transformational leadership behavior inventory (TLI), Wilmar Schaufeli and Arnold Bakker (2003) Utrecht Work Engagement Scale, Stoltz (2009) AQ Profile, Williams and Anderson (1991) in-role performance (IRB) are used to examine the weight among TL, WE, AQ and TP respectively. Some its' items and factors are modified based on literature research and pilot test. In addition, Likert scale between one and seven is used to measure variables. Afterward, settled questionnaire is translated into Mongolian and a pilot test is conducted to fortify questionnaire valuable and it consist of 50 respondents that is not included in sampling data. There was a bit modification based on pilot test and the questionnaire is finalized in both English and Mongolian. The empirical data collection is aimed to cover five main business fields including mining, whole and retail sale, service, construction and civil service due to those fields are vital in Mongolian social recently. 400 questionnaires are handled to respondents through hardcopy and 228 responses collected with 70.5% returning. Together with 55 responses are collected through online survey. Totally, the sampling data is gathered from 337 employees. Last, factor analyze, reliability test, correlation and linear and multiple regression and hierarchical regression are used to examine hypothesizes.

### **3.2 Constitutive Definition**

There are four major constructs in this study : transformational leadership, work engagement, adversity quotient, task performance. The following definitions of those constructs are utilized in the study.

Transformational Leadership is defined as leverage for catalyzing moral, motivation of employees (Bass, 1989).

Work Engagement is determined as a positive, fulfilling, work-related state of mind that is specified by vigor, dedication, and absorption (Schaufeli, Salanova, González-Romá & Bakker, 2001).

Adversity Quotient is illustrated as new knowledge, the measurement and practical tools that refer awareness and melioration of success. (Stoltz, 1997).

Transformational Leadership refers in-role behavior which is employee's behavior to accomplish their assigned duties accurately and on time (William & Anderson, 1991).

### **3.3 Research Model and Hypotheses**

According to the literature review and hypotheses as developed in the above section, the study formulates the research framework that is illustrated in Figure 3.1. There are four major variables and following six hypotheses are considered for testing in the in the research framework.

Hypothesis 1: Transformational Leadership is positively related to Task Performance.

Hypothesis 2: Transformational Leadership is positively related to Work Engagement.

Hypothesis 3: Work Engagement is positively related to Task Performance.

Hypothesis 4: Work Engagement is mediator between Transformational Leadership and Task Performance.



Hypothesis 5: Adversity Quotient positively affects to Task Performance.

Hypothesis 6: Adversity Quotient plays as moderator role on the relationship between Work Engagement and Task Performance.

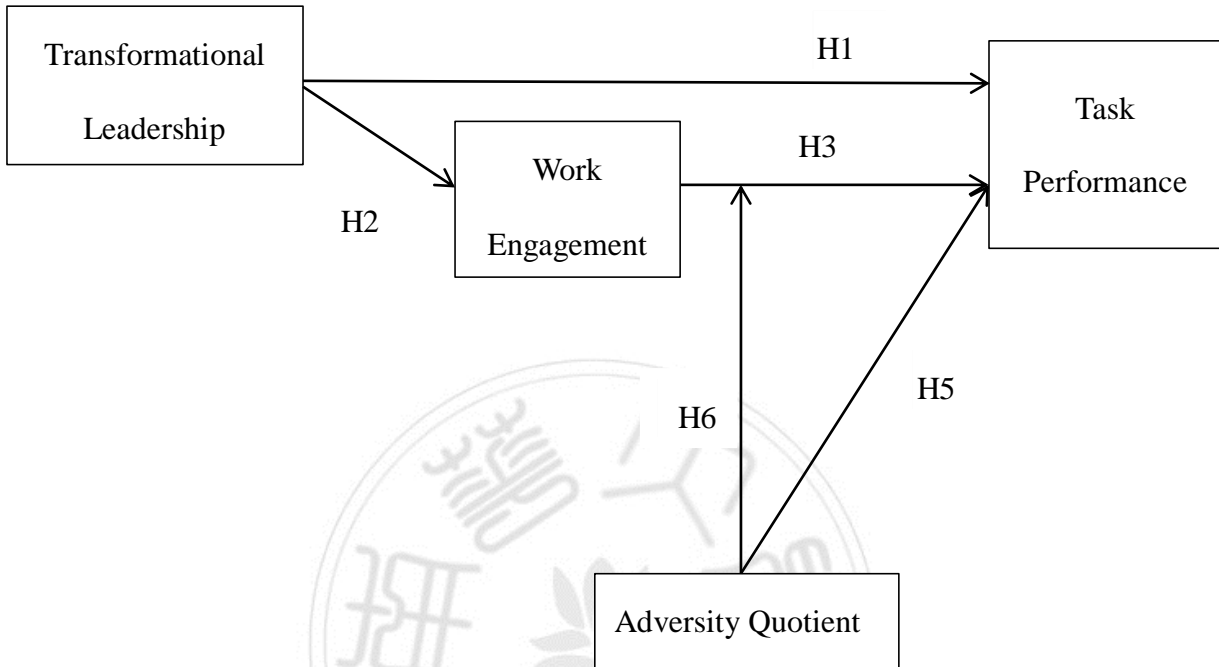


Figure 3.1 Research model

Date source: This Research Summarized.

### 3.4 Instrument (Questionnaire; Scaling)

A self-administered questionnaire is used to gather sampling data to measure variables of Transformational Leadership, Work Engagement, Adversity Quotient and Task performance.

The study chooses questionnaire items from previous studies. As well as some of them are modified for successfully achieve the objective of the study. Research questionnaire is designed into two parts that are first, to measure variables listed in the measurement section and second, for sampling characteristics. The questionnaire contained 60 questions: 10 items relate to TL, 17 items refer to WE, 20 items belong to AQ and TP includes 5 items and there

are 8 questions conducted to estimate sampling characteristics. Moreover, Likert-type scale is used in the questionnaire with in seven scales between 1 and 7.

### **3.5 Measurement**

In this study, four major constructs are operationalized: (1) Transformational Leadership, (2) Work Engagement, (3) Adversity Quotient and (4) Task Performance. The operational definitions of each section are described as follows:

#### **3.5.1 Measurement of Transformational Leadership**

The study chooses questionnaire items from the research of Podsakoff, P. M., MacKenzie, S. B., & Bommer, W. H. (1996). There are 10 items to measure the level of Transformational Leadership.

My supervisor/leader:

- (1) Is always seeking new opportunities for the unit/department/organization
- (2) Paints an interesting picture of the future for our group
- (3) Encourages employees to be “team players”
- (4) Leads by “doing” rather than simply by “telling”
- (5) Gets the group to work together for the same goal
- (6) Has a clear understanding of where we are going
- (7) Inspires others with his/her plans for the future
- (8) Is able to get others committed to his/her dream of the future
- (9) Develops a team attitude and spirit among his/her employees
- (10) Leads by example

All the above items are measured on a seven-point Likert scale. Respondents are involved the questions to indicate their level of agreement toward each statement between 1 = strongly disagree to 7= strongly agree.

### **3.5.2 Measurement of Work Engagement**

Items measuring AQ adopted from the Utrecht Work Engagement Scale which is the research of Schaufeli, Bakker (2013). There are 17 items to measure the level of Work Engagement.

- (1) At my work, I feel bursting with energy
- (2) I find the work that I do full of meaning and purpose
- (3) Time flies when I'm working
- (4) At my job, I feel strong and vigorous
- (5) I am enthusiastic about my job
- (6) When I am working, I forget everything else around me
- (7) My job inspires me
- (8) When I get up in the morning, I feel like going to work
- (9) I feel happy when I am working intensely
- (10) I am proud on the work that I do
- (11) I am immersed in my work
- (12) I can continue working for very long periods at a time
- (13) To me, my job is challenging
- (14) I get carried away when I'm working
- (15) At my job, I am very resilient, mentally
- (16) It is difficult to detach myself from my job
- (17) At my work I always persevere, even when things do not go well

All the above 17 statements are measured on a seven-point Likert scale. Respondents are asked as how often they feel about statements at work by crossing the number (from 1-never to 7-always).

### **3.5.3 Measurement of Adversity Quotient**

The study chooses questionnaire items from the research of Stoltz (1997). There are 20 items to measure the level of Adversity Quotient.

- (1) You suffer a financial setback. To what extent can you influence this situation? To evaluate from “not responsible at all – 1” to “completely responsible – 7”.
- (2) You are overlooked for a promotion. To what extent do you feel responsible for improving the situation? To evaluate from “affect all aspects of my life – 1” to “be limited to this situation-7”.
- (3) You are criticized for a big project that you just completed. The consequences of this situation will: from “last forever-1” to “quickly pass-7”.
- (4) You accidentally delete an important email. The consequences of this situation will: from “last forever-1” to “quickly pass-7”.
- (5) The high-priority project you are working on gets canceled. The consequences of this situation will: from “affect all aspects of my life – 1”; to “be limited to this situation-7”.
- (6) Someone you respect ignores your attempt to discuss an important issue. To what extent do you feel responsible for improving this situation? To evaluate from “not responsible at all – 1” to “completely responsible – 7”.
- (7) People respond unfavorably to your latest ideas. To what extent can you influence this situation? To evaluate from “not responsible at all – 1” to “completely responsible – 7”.

- (8) You are unable to take a much-needed vacation. The consequences of this situation will: from “last forever-1” to “quickly pass-7”.
- (9) You hit every red light on your way to an important appointment. The consequences of this situation will: from “affect all aspects of my life – 1”; to “be limited to this situation-7”.
- (10) After extensive searching, you cannot find an important document. The consequences of this situation will: from “last forever-1” to “quickly pass-7”.
- (11) Your workplace is understaffed. To what extent do you feel responsible for improving this situation? To evaluate from “not responsible at all – 1” to “completely responsible – 7”.
- (12) You miss an important appointment. The consequences of this situation will: from “affect all aspects of my life – 1” to “be limited to this situation-7”.
- (13) You, personal and work obligations are out of balance. To what extent can you influence this situation? To evaluate from “not responsible at all – 1” to “completely responsible – 7”.
- (14) You never seem to have enough money. The consequences of this situation will: from “last forever-1” to “quickly pass-7”.
- (15) You are not exercising regularly though you know you should. To what extent can you influence this situation? To evaluate from “not responsible at all – 1” to “completely responsible – 7”.
- (16) Your organization is not meeting its goals. To what extent do you feel responsible for improving this situation? To evaluate from “not responsible at all – 1” to “completely responsible – 7”.
- (17) Your computer crashed for the third time this week. To what extent can you influence this situation? To evaluate from “not responsible at all – 1” to “completely responsible – 7”.

- (18) The meeting you are in is a total waste of time. To what extent do you feel responsible for improving this situation? To evaluate from “not responsible at all – 1” to “completely responsible – 7”.
- (19) You lost something that is important to you. The consequences of this situation will: from “last forever-1” to “quickly pass-7”.
- (20) Your boss adamantly disagrees with your decision. The consequences of this situation will: from “affect all aspects of my life – 1” to “be limited to this situation-7”.

All the above items will be measured on a seven-point Likert scale. Respondents are asked to indicate their level of evaluation toward each statement between 1 and 7.

#### **3.5.4 Measurement of Task Performance**

Items measuring TP adopted from the William and Anderson (1991). There are 5 items to measure the level of Task Performance.

- (1) I adequately complete assigned duties
- (2) I fulfill responsibilities specified in my job description
- (3) I meet formal performance requirements of the job
- (4) I complete tasks that are expected of me
- (5) I respect aspects of the job I am obligated to perform

All the above items will be measured on a seven-point Likert scale. Respondents are asked to indicate their level of agreement toward each statement between 1=strongly disagree and 7=strongly agree.

### **3.6 Translation**

The questionnaire used in this study was originally composed in English. Afterward, it is translated into Mongolian for data collection from Mongolian organizations. Each item of survey is discussed respectively with a business consultant and a head of HR Club in Mongolia. According to their suggestion, some questions are modified. Moreover, 10 Mongolian classmates who study in Nanhua University discussed to make sure translation validity as well as they give response to the questions. From here, some questions are cultivated.

### **3.7 Pilot test**

A trial test is conducted in Mongolian version to fortify questionnaire's effectiveness. Pilot test is handled on the internet and 50 responses are collected intentionally. Consequently, this trial data is analyzed in reliability test to get internal consistence of each items and factors. The Cronbach's  $\alpha$  is used as measurement and the criteria was above than 0.7 for constructs. In the result of the analyze, Cronbach's  $\alpha$  of four constructs meet settled criteria. According to the respondents' recommendation, some questions are elaborated for more apparent.

### **3.8 Sampling Plan**

The empirical data collection is aimed to mainly cover five major business areas. In recently, the fields of mining industry, whole and retail sale, construction and civil service are prospering in Mongolia and most people of population work in those areas. Hence, those fields are considered as represents in Mongolian organizations. In addition, participants were informed of the purpose of the study as well as treated anonymously and remain completely confidential.

### **3.9 Data Collection Procedures**

Real data collection is handled through two ways. First, it is put on the internet and respondents are invited to response questions through social networks as well as 55 completed responses are collected on the internet. In another way, 400 hardcopy questionnaires are handled to employees and 282 of them are returned.

### **3.10 Data Analysis (SPSS)**

In order to test the hypotheses, this study used SPSS 18.0 software as main tool to analyze data. To examine the hypotheses, the following data analysis methods are utilized.

#### **3.10.1 Descriptive Statistic Analysis**

To better cohere the characteristics of sample, Descriptive Statistic Analyze is used to illustrate the means, and standard deviation of each characteristic of sampling such as tenure and democratic.

#### **3.10.2 Purification and Reliability of the Measurement Variables**

Components factor analysis with varimax rotation and Reliability test will be used to canvass the collected data to purify the measurement scales and to identify their dimensionality and to confirm the reliability of each research factors.

##### **1. Factor Analysis**

The aim of this analyze is the underlying variance structure of a set of correlation coefficients for summarizing data and exploratory or confirmatory purpose. In this study, measurement items with factor loadings greater than 0.6 will be selected as the member of a specific factor. Besides, Eigen value with



above that 1 and Explained variance (accumulative) is bigger than 60 percent will be accepted as factor of its variable.

## 2. Reliability test

Item-to-total correlation estimates the correlation of each item to the sum of the remaining items within one factor. Items with correlation lower than 0.5 will be deleted. Cronbach's alpha ( $\alpha$ ) will be engaged to test the internal consistency of each factor. Factors with  $\alpha$  is greater than 0.7 are assumed that they have high reliability.

### 3.10.3 Pearson product-moment correlation coefficient

It is used as a measure of the linear correlation between two variables, providing a value between +1 and -1. Accordingly, where 1 is total positive correlation, 0 is no correlation, and -1 is total negative correlation.

### 3.10.4 Multiple Regressions

Multiple regressions analysis will be used to analyze the relationships between a single dependent variable and several independent variables to understand of the relationships between all the variables and to test mediator and mediator roles in this study. Following criteria are used in the regression analysis.

1. R square > 0.1
2.  $\beta \neq 0$ ;  $t > 1.96$
3. Correlation among independent variables
  - R square and Adj- R square < 0.5
  - F value >4; p-value is significantVIF  $\leq$  2 (Variance Inflation factor)

# **CHAPTER FOUR**

## **FINDINGS**

### **4.1 Introduction**

This research model aimed to test mediator role of WE between TL and TP and moderator role of AQ between WE and TP. Together with, all TL, WE and AQ are antecedent of TP as well as TL is a precondition of WE. Sampling data consists of 337 participants that is collected through hardcopy and internet. In the present study, descriptive analyze is utilized to describe sampling characteristics as well as factor analysis and reliability test are used to explore the underlying variance structure of a set of correlation coefficients and internal consistency respectively. Moreover Pearson correlation is to measure of the degree of linear dependence between two variables. For analyzing the relationships between a single dependent and independent variables and roles of moderator and mediator between antecedent and consequence, this study uses multiple regressions analyze with SPSS -18. In one word, this chapter will present the result of descriptive analyze, factor analyze, reliability test, Pearson correlation and multiple regression based on research hypotheses.

### **4.2 Sample Characteristic**

The sample dwelled 337 individual respondents who work in Mongolian organizations (effective response rate of hardcopy questionnaire is 70.5%). Sampling questionnaire covered 12 sectors of Mongolian organizations, it includes Finance and Insurance, Retail and whole sale, Manufacturing, Mining, Service, Transportation, Construction, Agriculture, Civil Service, Education, Health and Technology and software. Table 4.1 shows rate and percentage of kind of industry.

Table 4.1 Frequency of Sectors

No	Sector	Frequency	Valid Percent
1	Finance and Insurance	5	1.484%
2	Retail and whole sale	45	13.353%
3	Manufacturing	7	2.077%
4	Mining	57	16.914%
5	Service	85	25.222%
6	Transportation	6	1.780%
7	Construction	27	8.012%
8	Agriculture	2	0.593%
9	Civil Service	32	9.495%
10	Education	5	1.484%
11	Health	10	2.967%
12	Technology and software	48	14.243%
13	Other	8	2.374%
<b>Total</b>		<b>337</b>	<b>100%</b>
<b>Std.Deviation</b>		<b>3.636</b>	

Date source: This Research Summarized.

This survey aimed to gather data from industries of Retail and whole sale, Mining, Service, Construction, Civil Service and Technology and Software. From here, 70 questionnaires transferred into each field and data is also collected on the internet questionnaire. Hence, those six fields constitute vast of sample. Figure 4.1 illustrates percentage of organization's operational fields.

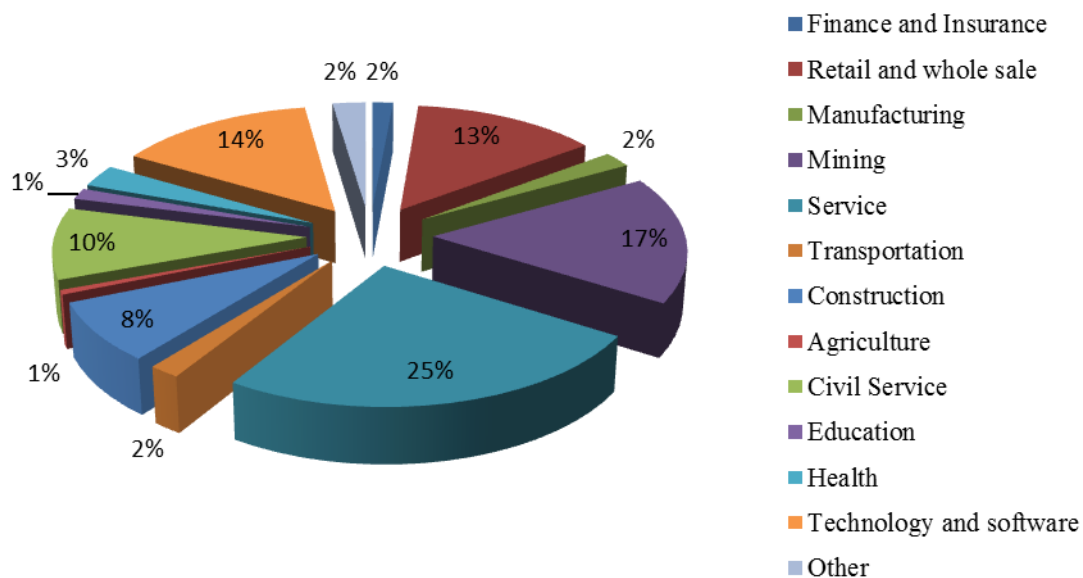


Figure 4.1 Percentage of organization's sector

Date source: This Research Summarized.

Companies included in the sample distinguished their employees' number between below 50 and over 500 employees. In all, 337 employees work in the companies (32.938% companies have less than 50 employees, 23.442% company have employees between 51 and 100, companies they have employees between 101 and 250 constitute 10.682%, employees number of between 251 and 500 companies found 12.166% and rest 20.771% companies have over than 501 employees) that are given in the Table 4.2 and Figure 4.2 with detail.

Table 4.2 Frequency of Employee number

No	Total Employee	Frequency	Valid Percent
1	Less than 50	111	32.938%
2	51-100	79	23.442%
3	101-250	36	10.682%
4	251-500	41	12.166%
5	Over than 501	70	20.771%
<b>Total</b>		<b>337</b>	<b>100.0</b>
<b>Std.Deviation</b>		<b>1.544</b>	

Date source: This Research Summarized.

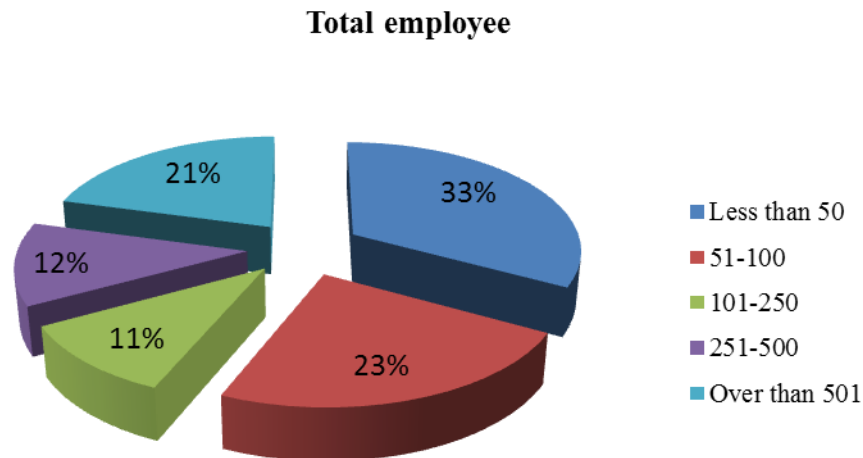


Figure 4.2 Percentage of Employee number

Date source: This Research Summarized.

The participants' age ranged from under 24 to above 45 (M=30.975 years, SD=1.343 years) and their gender consist 46.3% male and 53.7% female (SD=0.499) which are showed in the Table 4.3 with detail.

Table 4.3 Frequency of Participants' Age and Gender

<b>No</b>	<b>Total Employee</b>	<b>Frequency</b>	<b>Valid Percent</b>
1	Under 24	65	19.288%
2	25-29	149	44.214%
3	30-34	63	18.694%
4	35-39	22	6.528%
5	40-44	18	5.341%
6	above 45	20	5.935%
7	Male	156	46.3%
8	Female	181	53.7%
<b>Total</b>		<b>337</b>	<b>100.0</b>

Date source: This Research Summarized.

Most employees are educated the following level: Basic Education (5.638%), General Education (16.914%), College degree (9.792%), Bachelor degree (56.677%), Master degree (10.979%) and no respondent have PHD or Doctor degree. See Table 4.4.

Table 4.4 Frequency of Participants' Education Level

<b>No</b>	<b>Total Employee</b>	<b>Frequency</b>	<b>Valid Percent</b>
1	Basic Education	19	5.638%
2	General Education	57	16.914%
3	College	33	9.792%
4	Bachelor	191	56.677%

No	Total Employee	Frequency	Valid Percent
5	Master	37	10.979%
Total		337	100.0
Std.deviation		1.072	

Date source: This Research Summarized.

Moreover, the sampling data includes 60 types of professional and 69 kinds of position. Employment length for the respondents ranged from below 1 year to over 21 years (M=1.88, SD=0.888). Table 4.5 depicts tenure of all respondents.

Table 4.5 Frequency of Participants' Work Experience Level

No	Tenure	Frequency	Valid Percent
1	Below 1 year	122	36.202%
2	2-5 years	159	47.181%
3	6-11 years	37	10.979%
4	12-20 years	12	3.561%
5	Over 21 years	7	2.077%
<b>Total</b>		<b>337</b>	<b>100.0</b>

Date source: This Research Summarized.

### 4.3 Factor Analysis and Reliability Test

Factor analysis and Reliability test are conducted in this study for verifying the dimensionality and reliability of the variables. Factor analysis is initially used to choose the items with higher factor loading and then to compare

with the theoretically suggested items for examining the staple structure of the data. After factor analysis, reliability test is organized to furnish the internal consistency measurement to each variable as well as it patronizes the multi-collinearity among variables besides Cronbach's alpha asserts the internal consistency of each construct.

Table 4.6 illustrates the questionnaire items and the results of factor analysis and reliability test with detail explanation.

Table 4.6 Factor analysis and Reliability test

Construct	Variables	Items	Factor Loading	Eigenvalue	Accumulative Explanation %	Item-to-Total Correlation	Cronbach's $\alpha$
(Transformational Leadership)	<b>(Transformational Leadership)</b>			<b>8.036</b>	<b>80.364</b>		<b>0.973</b>
	tlav5	Is able to get others committed to his/her dream of the future.	0.930			0.911	
	tlpam2	Leads by example.	0.919			0.898	
	tlav4	Inspires others with his/her plans for the future.	0.918			0.897	
	tlpagg3	Develops a team attitude and spirit among his/her employees	0.918			0.898	
	tlpam1	Leads by "doing" rather than simply by "telling"	0.912			0.890	
	tlpagg2	Gets the group to work together for the same goal	0.904			0.879	
	tlav3	Has a clear understanding of where we are going	0.899			0.874	
	tlpagg1	Encourages employees to be "team players"	0.896			0.870	
	tlav2	Paints an interesting picture of the future for our group	0.866			0.834	
	tlav1	Is always seeking new opportunities for the unit/department/organization	0.795			0.754	



Construct	Variables	Items	Factor Loading	Eigenvalue	Accumulative Explanation %	Item-to-Total Correlation	Cronbach's $\alpha$
(Work Engagement)	<b>(Dedication)</b>			<b>6.488</b>	<b>40.552</b>		<b>0.950</b>
	wea3	I feel happy when I am working intensely	0.860			0.851	
	wev3	When I get up in the morning, I feel like going to work	0.799			0.830	
	wed4	I am proud on the work that I do	0.792			0.783	
	wed1	I find the work that I do full of meaning and purpose	0.784			0.766	
	wed2	I am enthusiastic about my job	0.765			0.805	
	wed3	My job inspires me	0.757			0.822	
	wev1	At my work, I feel bursting with energy	0.740			0.775	
	wev2	At my job, I feel strong and vigorous	0.723			0.774	
	wea4	I am immersed in my work	0.672			0.773	
	wea1	Time flies when I'm working	0.672			0.694	
	<b>(Vigor, absorption)</b>			<b>4.252</b>	<b>67.125</b>		<b>0.876</b>
	wev5	At my job, I am very resilient, mentally	0.752			0.693	
	wev6	At my work I always persevere, even when things do not go well	0.749			0.698	
	wea5	I get carried away when I'm working	0.732			0.608	
	wea6	It is difficult to detach myself from my job	0.729			0.691	
	wev4	I can continue working for very long periods at a time	0.671			0.707	
	wed5	To me, my job is challenging	0.620			0.679	
	wea2	When I am working, I forget everything else around me	0.512	DELETE D			
(Adversity Quotient)	<b>(Control and Ownership)</b>			<b>3.485</b>	<b>41.512</b>		<b>0.859</b>
	aqo4	Your organization is not meeting its goals. To what extent do you feel responsible for improving this situation?	0.779			0.723	

Construct	Variables	Items	Factor Loading	Eigenvalue	Accumulative Explanation %	Item-to-Total Correlation	Cronbach's $\alpha$
	aqc5	Your computer crashed for the third time this week. To what extent can you influence this situation?	0.745			0.614	
	aqc4	You are not exercising regularly though you know you should. To what extent can you influence this situation?	0.704			0.710	
	aqc3	You personal and work obligations are out of balance. To what extent can you influence this situation?	0.606			0.659	
	aqo3	Your workplace is understaffed. To what extent do you feel responsible for improving this situation?	0.602			0.668	
	<b>(Reaction)</b>			<b>3.26</b>	<b>60.688</b>		<b>0.848</b>
	aqr4	You miss an important appointment. The consequences of this situation will:	0.815			0.646	
	aqe5	You lost something that is important to you. The consequences of this situation will:	0.699			0.621	
	aqr5	Your boss adamantly disagrees with your decision. The consequences of this situation will:	0.610			0.639	
	aqr2	The high-priority project you are working on gets canceled. The consequences of this situation will:	0.593			0.633	
	aqo5	The meeting you are in is a total waste of time. To what extent do you feel responsible for improving this situation?	0.565			0.579	

Construct	Variables	Items	Factor Loading	Eigenvalue	Accumulative Explanation %	Item-to-Total Correlation	Cronbach's $\alpha$
	aqe3	After extensive searching, you cannot find an important document. The consequences of this situation will:	0.536			0.657	
	aqc1	You suffer a financial setback. To what extent can you influence this situation?	0.400 DELETE D				
	aqe4	You never seem to have enough money. The consequences of this situation will:	0.450 DELETE D				
	<b>(Endurance)</b>			<b>3.572</b>	<b>21.010</b>		<b>0.838</b>
	aqc2	People respond unfavorably to your latest ideas. To what extent can you influence this situation?	0.756			0.672	
	aqe2	You are unable to take a much-needed vacation. The consequences of this situation will:	0.711			0.666	
	aqe1	You accidentally delete an important email. The consequences of this situation will:	0.673			0.600	
	aqr1	You are criticized for a big project that you just completed. The consequences of this situation will:	0.634			0.565	
	aqo2	Someone you respect ignores your attempt to discuss an important issue. To what extent do you feel responsible for improving this situation?	0.556			0.582	
	aqr3	You hit every red light on your way to an important appointment. The consequences of this situation will:	0.535			0.588	
	aqo1	You are overlooked for a promotion. To what extent do you feel responsible for improving the situation?	0.505 DELETE D				

Construct	Variables	Items	Factor Loading	Eigenvalue	Accumulative Explanation %	Item-to-Total Correlation	Cronbach's $\alpha$
(Task Performance)	(Task Performance)			3.815	76.307		0.922
	tp2	I fulfill responsibilities specified in my job description	0.920			0.865	
	tp4	I complete tasks that are expected of me.	0.896			0.829	
	tp5	I respect aspects of the job I am obligated to perform	0.865			0.781	
	tp1	I adequately complete assigned duties	0.855			0.770	
	tp3	I meet formal performance requirements of the job	0.830			0.738	

Date source: This Research Summarized.

There are a total of 52 items in four constructs including Transformational Leadership (10 items), Work Engagement (17 items), Adversity Quotient (20 items) and Task Performance (5 items).

#### 4.3.1 Transformational Leadership

Totally 10 items constitute Transformational Leadership level. Factor loading score of all items are higher than 0.7. Hence no item is deleted in the factor analyze. Eigenvalue indicates 8.036 out of 10 items as well as those items explain its construct within 80.364% of Accumulative Explanation. Moreover, the Cronbach's  $\alpha=0.973$  is above than 0.7 and representing a high internal consistency to the construct.

#### 4.3.2 Work Engagement

There are a total of 17 items in this construct that used to explain the Work Engagement. Originally, this variable has three factors in the literature part that are vigor, dedication and absorption. However, it is divided into 2 factors in the

rotated component matrix. Hence, for further analysis purposes and items of each factor are listed in above table. (10 items in factor 1 which is named as Dedication and 7 items in factor 2 that refer Vigor and Absorption). Factor loading of all items of Dedication (factor 1) are higher than 0.6 while an item (wea2, When I am working, I forget everything else around me) has low score as 0.512. It was lower than 0.6 in the second factor. After this item deleted, rest items' factor loadings are higher than 0.6. Eigenvalues of two factors are 6.488 out of 10 for first factor and 4.252 out of 6 for second factor. As well as those factors explain the construct within 67.125% of Accumulative Explanation. In the reliability test, there is no item deleted since all items to-total correlations are higher than 0.5 and Cronbach's  $\alpha$  of two factors indicates high internal consistence as 0.950 and 0.876 respectively.

#### **4.3.3 Adversity Quotient**

There are a total of 20 items in this construct that used to explain the Adversity Quotient. This variable initially has four dimensions namely CORE in the literature part. However, they are combined into three factors in the rotated component matrix. Hence, for further analysis purposes and items of each factor are listed in above table. (First factor, Control and Ownership, includes 5 items, second factor, namely Reaction consists of 8 items and last factor, Endurance, has 7 items). There is no item deleted from a factor of Control and Ownership due to factor loadings of all items are over than 0.6. Eigenvalue of first factor is 3.485 out of 5 items. There are two items (aqc1- "You suffer a financial setback. To what extent can you influence this situation?" and aqe4- "You never seem to have enough money. The consequences of this situation will:") are deleted since their factor loadings are 0.400 and 0.450 that are less than 0.6 in second factor. After deleting two items, 6 items rest in Reaction factor. And Eigenvalue of this factor with 6 items is 3.26. Together

with, an item (aqo1-“You are overlooked for a promotion. What extent do you feel responsible for improving the situation?”) is removed as well as Eigenvalue indicates 3.572 out of 6 rest items with higher than 0.6 factor loading in the third factor. According to the Accumulative Explanation (60.688), AQ construct can be 60.688% excused from it’s CORE dimension. Furthermore, all items to total correlation are dramatically higher than 0.5 and Cronbach’s alphas of three factors signalize high internal consistence as 0.859, 0.848 and 0.838 respectively in the reliability test.

#### **4.3.4 Task Performance**

5 items configure Task Performance construct. Factor loadings of all the variables are higher than 0.6 and those items substantively build the construct with high Eigenvalue (3.815) and Accumulative Explanation (76.307%). Reliability test exposed all items in the construct which is contributing to high value of Cronbach’s  $\alpha = 0.922$ , thus representing a high internal consistency within Task Performance.

#### **4.4 Correlation Analysis**

This study used Pearson’s  $r$  statistic Table 4.7 for examining the correlation between independent four variables.

Table 4.7 Correlation for Key Study Variables

No	Variables	1	2	3	4
1	Transformational Leadership	1			
2	Work Engagement	0.670**	1		
3	Adversity Quotient	0.499**	0.659**	1	
4	Task Performance	0.520**	0.640**	0.564**	1

**Note:** \*\*\*. Correlation is significant at the 0.01 level (2-tailed).

Date source: This Research Summarized.

There are strong relationships among four major variables. Transformational Leadership is positive correlated to all Work Engagement, Adversity Quotient and Task Performance with acceptable correlation coefficient 0.670\*\*, 0.499\*\* and 0.520\*\* separately. In addition, there is a statistically significant correlation between Transformational Leadership and other three variables at the 0.01 level (2-tailed). Work Engagement have statistically significant positive correlation with both Adversity Quotient (0.659\*\*) and Task Performance (0.640\*\*). As well as the correlation (0.564\*\*) between Adversity Quotient and Task Performance indicates that when the amount of employees' Adversity Quotient increases, the employees' Task Performance also significantly raises.

## 4.5 Regression (Multiple regression, mediation and moderation)

Simple and multiple regression analysis are utilized to test research hypothesizes. First, hypothesis H1 to hypothesis H3 and hypothesis H5 are examining, Hypothesis H1 and H2 focus on the relation of Transformational Leadership on Work Engagement and Task Performance. Hypothesis H3 and H5 consider the relation of Work Engagement and Adversity Quotient on Task Performance. Second, this study tested mediator role of Work Engagement between Transformational Leadership and Task Performance in Hypothesis H4. Finally, moderator role of Adversity Quotient on the relationship between Work Engagement and Task Performance is examined in Hypothesis H6.

### 4.5.1 Hypothesis-H1: Transformational Leadership is positively affected to Task Performance

Table 4.8 Result of Influence of Transformational Leadership on Task Performance

Independent Variable	Dependent Variable— Task Performance (TP)
Transformational Leadership (TL)	Beta ( $\beta$ )
TL	0.520***
R <sup>2</sup>	0.270
Adj-R <sup>2</sup>	0.268
F-value	123.922
P-value	0.000
VIF	1.000

**Note:** \*\*\*  $p < 0.001$ , \*\*  $p < 0.01$ , \*  $p < 0.5$ , + $p < 0.1$

Date source: This Research Summarized.



Table 4.8 expresses the linear regression coefficient between Transformational Leadership and Task Performance which is 0.520 \*\*\* and coefficient of Determination is  $R^2 = 0.270$  and the adjusted  $R^2$  is 0.268, refers that 27% of the variance in Task Performance can be predicted from Transformational Leadership. F value is 123.922 ( $p=0.000$ ). In addition, Tolerance value is 0.73 ( $1-R^2$ ) together with VIF range is 1 that refers to a situation in which two explanatory variables are highly linearly related. Hence, hypothesis 1 is supported.

#### 4.5.2 Hypothesis-H2: Transformational Leadership is positively affected to Work Engagement

Table 4.9 Result of Influence of Transformational Leadership on Work Engagement

Independent Variable	Dependent Variable — Work Engagement (WE)
Transformational Leadership (TL)	Beta ( $\beta$ )
TL	0.670***
$R^2$	0.448
Adj- $R^2$	0.447
F-value	272.238
P-value	0.000
VIF	1.000

**Note:** \*\*\*  $p < 0.001$ , \*\*  $p < 0.01$ , \*  $p < 0.5$ , + $p < 0.1$

Date source: This Research Summarized.

Table 4.9 exposes the linear regression between Transformational Leadership and Work Engagement. Regression  $\beta$  coefficient is 0.67 and significant.  $R^2 = 0.448$  and the adjusted  $R^2$  is 0.447, refers that around 45% of the variance in Task Performance can be predicted from Transformational Leadership. F value is 123.922 ( $p=0.000$ ). In addition, Tolerance value is 0.552 ( $1-R^2$ ) together with VIF is 1 that refers to a situation in which two explanatory variables are highly linearly related. Thus, hypothesis 2 is supported.

### 4.5.3 Hypothesis-H3: Work Engagement is positively affected to Task Performance

Table 4.10 Result of Influence of Work Engagement on Task Performance

Independent Factors	Dependent Variable — Task Performance (TP)		
	Model 1	Model 2	Overall Model
“Work Engagement”	Beta ( $\beta$ )	Beta ( $\beta$ )	Beta ( $\beta$ )
Vigor and Absorption—(WEVA)	0.600***		0.343***
Dedication—(WED)		0.600***	0.341***
<b>R<sup>2</sup></b>	0.360	0.360	0.411
<b>Adj-R<sup>2</sup></b>	0.358	0.358	0.407
<b>F-value</b>	188.058	187.019	116.067
<b>P-value</b>	0.000	0.000	0.000
<b>VIF</b>	1.000	1.000	2.315

**Note:** \*\*\*  $p < 0.001$ , \*\*  $p < 0.01$ , \*  $p < 0.5$ , + $p < 0.1$

Date source: This Research Summarized.

The model 1 in a table 4.10 shows that the regression coefficient ( $\beta$ ), using one predictor, is 0.600\*\*\* with in significantly and coefficient of Determination is  $R^2 = 0.360$  and the adjusted  $R^2$  is 0.358, refers that 35% of the variance in Task Performance can be predicted from Vigor and Absorption of Work Engagement. F value is 188.058 ( $p = 0.000$ ). In this model, multicollinearity is secured due to the Tolerance value is equal to 0.640 ( $1-R^2$ ) as well as VIF range is 1.000. In overall, it is concluded that there are positive regression between Vigor and Absorption of Work Engagement and Task Performance.

The model 2 in a table 4.10 shows that the regression coefficient ( $\beta$ ), using one predictor, is 0.600\*\*\* with in significantly and coefficient of Determination is  $R^2 = 0.360$  and the adjusted  $R^2$  is 0.358. Moreover,  $F = 188.058$  ( $p = 0.000$ ) is significant. In this model, multicollinearity is secured due to the Tolerance value is equal to 0.640 ( $1-R^2$ ) as well as VIF range is 1.000. In overall, it is concluded that there are positive regression between Dedication of Work Engagement and Task Performance.

The Model 3 in table 4.10 shows that the regression coefficients ( $\beta$ ), using all the antecedents simultaneously, are 0.343\*\*\* and 0.341\*\*\* respectively. And coefficient of determination ( $R^2$ ) is 0.411 and the adjusted  $R^2$  is 0.407. Thus, this model is predicting 40% of the variance in Task Performance. In addition,  $F = 116.067$  ( $p < 0.001$ ) is significant. In this model, since adjusted  $R^2$  is 0.407, and  $1-R^2$  is about 0.693. As well as VIF range is 2.315.

Overall,  $\beta$  values are significant and positive whereby Work Engagement and it's two factors are positively related to Task Performance. Therefore, hypothesis 3 is supported.

**4.5.4 Hypothesis-H4: The mediator role of Work Engagement between “Transformational Leadership” and “Task Performance”**

Table 4.11 Result of Mediation of Work Engagement between Transformational Leadership” and Task Performance

Independent Variables	Dependent Variable			
	M1	M2	M3	M4
	Work Engagement (M)	Task Performance (Y)	Task Performance (Y)	Task Performance (Y) (mediation)
	Beta ( $\beta$ )	Beta ( $\beta$ )	Beta ( $\beta$ )	Beta ( $\beta$ )
Transformational Leadership	0.670***		0.520***	0.165**
Work Engagement		0.640***		0.530***
<b>R<sup>2</sup></b>	0.448	0.410	0.270	0.425
<b>Adj-R<sup>2</sup></b>	0.447	0.408	0.268	0.422
<b>F-value</b>	272.238	233.017	123.922	123.521
<b>P-value</b>	0.000	0.000	0.000	0.000
<b>D-W</b>	1.000	1.000	1.000	1.813

**Note:** \*\*\* p < 0.001, \*\* p<0.01, \* p< 0.5, +p<0.1

Date source: This Research Summarized.

The research verifies whether the Transformational Leadership influences Task Performance via the mediation of the Work Engagement.

As shown in Table 4.11, Model 1 indicates that the Transformational Leadership has a significantly positive influence on the Work Engagement ( $\beta=0.670$ ,  $p=0.000$ ). Pursuant to the verification of the mediation effect suggested by Baron and Kenny (1986), the significant standard regression coefficient has to exist between the independent variable and mediation variable.

The Model 2 in table refers relationship between Work Engagement and Task Performance. Furthermore, regression coefficient ( $\beta$ ) is  $0.640^{***}$  between those 2 constructs and coefficient of determination is ( $R^2 = 0.410$ ) and the adjusted  $R^2$  is  $0.408$ , meaning that 40% of the variance in Task Performance can be presumed caused from Work Engagement. In addition,  $F=233.017$  and that is significant ( $p=0.000^a$ ). Tolerance value is  $0.592 (1-R^2)$  together with VIF range is 1 that refers to a situation in which two explanatory variables are highly linearly related. Thus, the relationship between those two variables is significant and positive.

The Model 3 in the table 4.11 depicts regression between Transformational Leadership and Task Performance as well as the result and conclusion are in tandem with the table 4.8. It is resolved that the regression between those two constructs is positive and significant.

In addition, in the model 4, when the mediating variable, the Work Engagement, is controlled, it shows that the Task Performance and Work Engagement are significantly affected from the Transformational Leadership ( $p=0.000<0.05$ ), and the regression coefficient of the Task Performance reduces from  $0.520$  to  $0.165$ . Pursuant to the verification of the mediation effect suggested by Baron and Kenny (1986), the Work Engagement has part of the mediation effect in the influence of the Transformational Leadership on the

Task Performance, and the partial mediation effect is 0.355. In sum up, Work Engagement is partially mediator between Transformational Leadership and Task Performance. Hypothesis 4 is supported.

#### 4.5.5 Hypothesis-H5: Adversity Quotient is positively affected to Task Performance

Table 4.12 Result of Influence of Adversity Quotient on Task Performance

<b>Independent Variable</b>	<b>Dependent Variable— Task Performance (TP)</b>
<b>Adversity Quotient (AQ)</b>	<b>Beta (<math>\beta</math>)</b>
<b>AQ</b>	0.564***
<b>R<sup>2</sup></b>	0.318
<b>Adj-R<sup>2</sup></b>	0.316
<b>F-value</b>	156.055
<b>P-value</b>	0.000
<b>VIF</b>	1.000

**Note:** \*\*\*  $p < 0.001$ , \*\*  $p < 0.01$ , \*  $p < 0.5$ , + $p < 0.1$

Date source: This Research Summarized.

Table 4.12 illustrates the linear regression between Adversity Quotient and Task Performance. Regression  $\beta$  coefficient is 0.564 and significant ( $p < 0.001$ ).  $R^2 = 0.318$  and the adjusted  $R^2$  is 0.316 which refers that 32% of the variance in Task Performance can be predicted from Adversity Quotient. F value (156.055,  $p = 0.000$ ) places Adversity Quotient is a significant presumed cause of Task Performance when it entered by itself. In addition, Tolerance value is

0.684 (1-R<sup>2</sup>) together with VIF is 1.000 that refers to a situation in which two explanatory variables are highly linearly related. Thus, hypothesis 5 is supported.

#### 4.5.6 Hypothesis-H6: The moderator role of Adversity Quotient on the relationship between “Work Engagement” and “Task Performance”

Table 4.13 Result of Moderation of Adversity Quotient on the relationship between “Work Engagement” and “Task Performance

Independent Variables	Dependent Variable			
	M1	M2	M3	M4
	Task Performance	Task Performance	Task Performance	Task Performance (moderation)
	Beta (β)	Beta (β)	Beta (β)	Beta (β)
Work Engagement	0.640***		0.476***	0.418***
Adversity Quotient		0.564***	0.250***	0.278***
WE*AQ (interactive variable)				-0.155***
<b>R<sup>2</sup></b>	0.410	0.318	0.446	0.468
<b>Adj-R<sup>2</sup></b>	0.408	0.316	0.442	0.463
<b>F-value</b>	233.017	156.055	134.248	97.548
<b>P-value</b>	0.000	0.000	0.000	0.000
<b>VIF</b>	1.749	1.762	1.769	1.766

**Note:** \*\*\* p < 0.001, \*\* p<0.01, \* p< 0.5, +p<0.1

Date source: This Research Summarized.

The Model 1 in the table 4.13 indicates regression between Work Engagement and Task Performance as well as the result and conclusion are in tune with Model 2 of the table 4.11. It is resolved that the regression between those two constructs is positive and significant.

The Model 2 in the table refers relationship between Adversity Quotient and Task Performance which is introduced in the table 4.12. It is concluded that the regression between those two constructs is positive and significant.

The Model 3 in the table refers influence of both Work Engagement and Adversity Quotient on Task Performance. It is concluded that both Work Engagement and Adversity Quotient have significant and positive relationship to Task Performance.

The Model 4 in the table illustrates the moderating effect of Adversity Quotient. Regression  $\beta$  coefficient is 0.155 and significant ( $p < 0.001$ ).  $R^2 = 0.468$  and the adjusted  $R^2$  is 0.463 which refers that 46% of the variance in Task Performance can be predicted from moderator role of Adversity Quotient. F value (97.548,  $p = 0.000$ ). In addition, Tolerance value is 0.537 ( $1 - R^2$ ) together with VIF range is 1.766 that refers to a situation in which two explanatory variables in a multiple regression model are highly linearly related. Thus, it is concluded that the Adversity Quotient have negative and significant interaction on the relationship between Work Engagement and Task Performance.

Figure 4.2 presents the interaction effect of two level of AQ as low and high for more understanding about the moderating effect of Adversity Quotient.



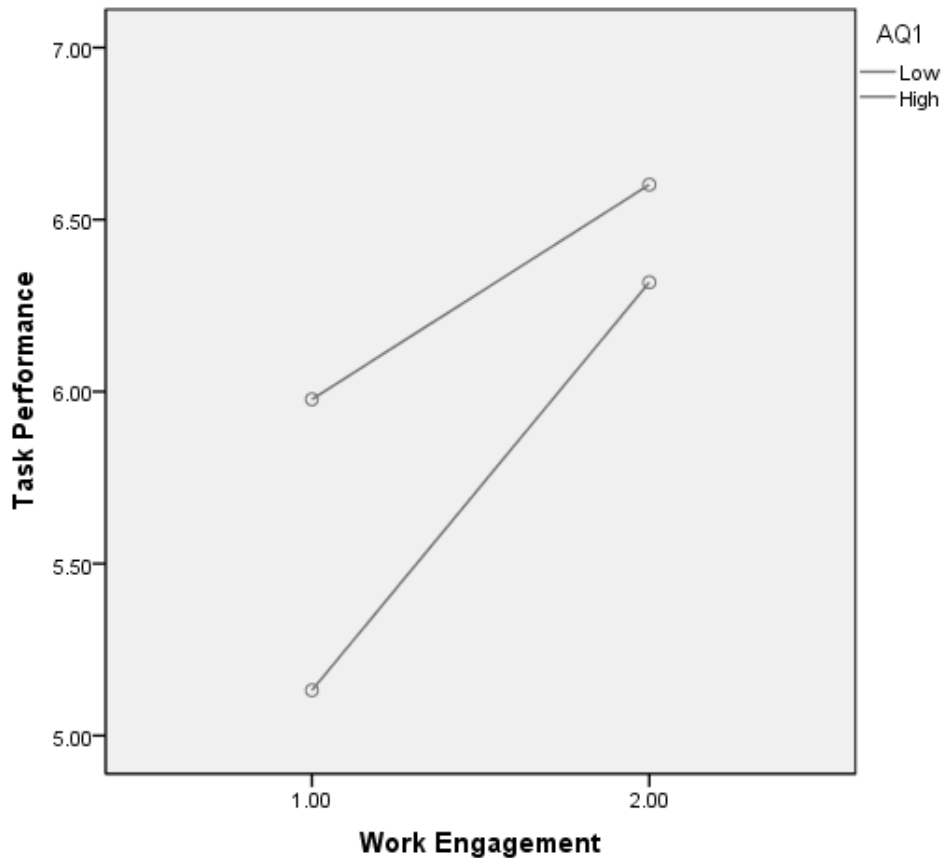


Figure 4.2 Interaction effects of AQ, WE and TP  
 Date source: This Research Summarized.

Meanwhile, in order to further understand the moderating effect of AQ between Work Engagement and Task Performance, the study adopted Aiken and West's (1991) suggestion to divide AQ into high level AQ group and low level AQ group as well as plotted the diagram of interactive moderation effect. The result in Figure 4.5.1, the plot evaluates the values of Task Performance for high and low values of both Work Engagement and AQ. The bottom line on the plot represents the effect of Work Engagement on Task Performance at the low value of AQ. Alternately, upper line illustrates the effect of Work Engagement on Task Performance at the high value of AQ. It expresses Work Engagement is positively and significantly related to Task Performance for

employees in case of both low and high AQ individuals. Moreover, Work Engagement more effectively impact on Task Performance for employees with low AQ rather than employees with high AQ.



# CHAPTER FIVE

## CONCLUSIONS

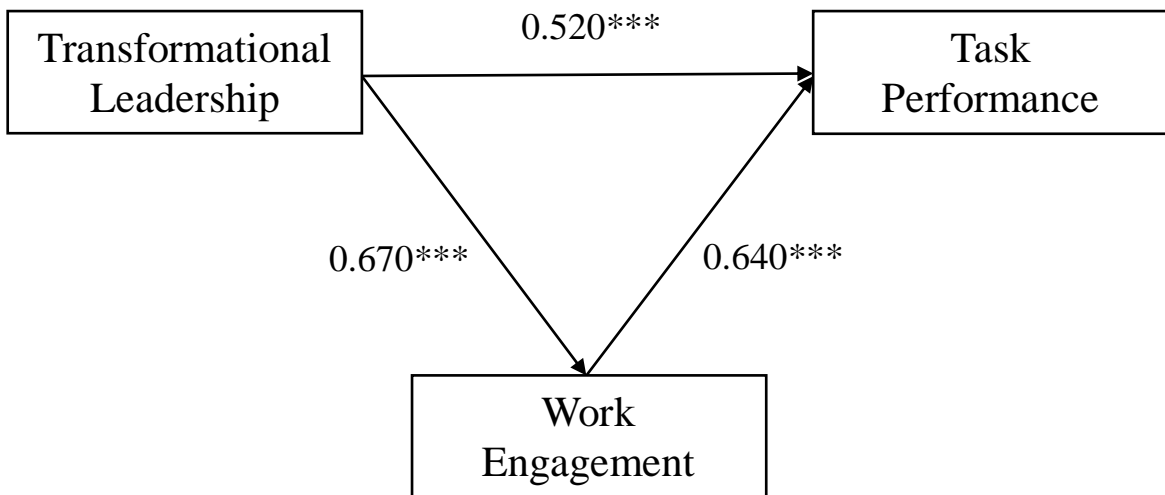
### 5.1 Summary

This study aimed to study effect of antecedents of Task Performance to stimulate its' consequence based on the evidences of previous empirically and conceptually studies. Accordingly, there are six main hypotheses in this study (1) to canvass interdependent between Transformational Leadership and Task Performance, (2) to analyze direct effect of Transformational Leadership on Task Performance, (3) to test influence of Work Engagement on Task Performance, (4) mediation of Work Engagement on the contact between Transformational Leadership and Task Performance, (5) positive impact of Adversity Quotient on Task Performance and (6) moderation of Adversity Quotient on interaction between Work Engagement and Task Performance.

Sampling data is collected from 337 employees in Mongolian organizations including Industries of Retail and whole sale (13.35%), Mining (16.91%), Service (25.22), Civil Service (9.49) and Technology and software (14.24%). Companies with less 50 employees are 32.938%, Companies with from 50 to 100 employees are 23.442%, 10.682% of all companies have 101to 250 employees, 251-500 employees worked companies constitute of 12.166% as well as 20.771% companies have over than 500 employees in the sampling data. Responders' work experience with less than five years on their current company covered huge amount of responders with 83.383%.

Several statistical analyses in SPSS are conducted to examine sampling data including Descriptive analyze, Factor analyze, Reliability test, Pearson Correlation and Multiple regression in this study. Descriptive analyze is used to explain characteristics of samples. In order to test if items labeled to related factors and construct, this study utilized Factor analyze and Reliability test. All variables are indicated strong correlation between each other in the result of Pearson Correlation analyze. Finally, Multiple regression analyze is used to examine main hypotheses in tandem with results are exposed following paragraphs:

- The result of influence of Transformational Leadership on Task Performance was significant and positive ( $\beta=0.520$ ,  $p<0.001$ ). Hypothesis 1 is supported.
- The result of effect of Transformational Leadership on Work Engagement was significant and positive ( $\beta=0.670$ ,  $p<0.001$ ). Hypothesis 2 is supported.
- Items of Work Engagement divided into two factors such as (1) Vigor and Absorption and (2) Dedication in the Factor analyze. The influences of both factors on Task Performance are tested in the multiple regression analyze. The outcome of the relationship between Vigor and Absorption and Task Performance was direct effective and dramatically. ( $\beta=0.600$ ,  $p<0.001$ ) in tandem with Dedication had sharply impact on Task Performance with same  $\beta$  coefficient and  $p$  value as Vigor and Absorption. In other word, both factors of Work Engagement have equal influence on Task Performance. In the relationship between Work Engagement with two factors together and Task Performance, relation powers of two factors are gradually dipped with  $\beta=0.343^{***}$  and  $\beta=0.341^{***}$ . However, there is still strong and positive effect on Task Performance from Work Engagement. Hypothesis 3 is supported.
- Next analyze was mediation of Work Engagement between Transformational Leadership and Task Performance. Figure 5.1 depicts the result of this regression. It is concluded that partially mediation. Hypothesis 4 is supported.



Mediation:  $\beta_1=0.165^{***}$ ;  $\beta_2=0.530^{***}$

Figure 5.1 Mediation of Work Engagement on Transformational Leadership and Task Performance

Date source: This Research Summarized.

- Next, the result of effect of Adversity Quotient on Task Performance was significant and positive ( $\beta=0.564$ ,  $p<0.001$ ). Hypothesis 5 is supported.
- Finally, moderation role of Adversity Quotient on the interaction between Work Engagement and Task Performance is tested. Moderation effect was significant but slightly negative ( $\beta= -0.155$ ,  $p<0.001$ ). To analyze two-way interaction (a relationship between an independent variable and dependent variable moderated by Adversity Quotient), this study used procedures by Aiken and West (1991), Dawson and Richter (2006) to plot the interaction effects. The result is interpreted as employees with low AQ have positive and dramatically effect of Work Engagement on their Task Performance than high AQ employees though they have direct reaction of Task Performance from Work Engagement. Hence, hypothesis 6 is supported.

## **5.2 Discussion**

Following points that are organized by research questions and hypotheses are discussed based on the result of this study.

### **(a) What are the contributions of Transformational Leadership, Work Engagement and Adversity Quotient on Task Performance?**

Every company suffers to find accurate way to approach their goal and maximize their performance due to survive in tough competitive business environment in recent era. Accordingly, this study aimed to provide two ways from both employers and employees that stimulate Task Performance. Transformational Leadership and Work Engagement comprise facts related to employers for ascending Task Performance whereby Adversity Quotient is a manner which is labeled into individuals' above and beyond performance. Following sections discuss their respective impact on Task Performance.

### **(b) Transformational Leadership on Task Performance**

Vast previous studies focused to analyze the barrier conditions and motivational mechanisms through transformational leaders for catalyzing Task Performance (e.g., Bono & Judge, 2003; Dvir, Eden, Avolio, & Shamir, 2002; Piccolo & Colquitt, 2006; Schaubroeck, Lam, & Cha, 2007; Walumbwa, Avolio, & Zhu, 2008; Walumbwa & Hartnell, 2011). Bass (2010) pointed that Transformational Leadership provokes employees' level of maturity and ideals for achievement and self-actualization through which yielding desirable future and vision, articulates how it is plausible to achieve, sets an exemplary, sets high standards of performance, and reveals determination and confidence. Consequently, this study deemed that articulating the vision, sets an exemplary and fostering the acceptance of group goals are more effectively influence on

day-to-day performance. In the firmness of purpose, induction of Transformational Leadership to Task Performance is reiterated significantly ( $\beta=0.520$ ,  $p<0.001$ ).

### **(c) Work Engagement on Task Performance**

In this study, three dimensions are used to construct Work Engagement that are vigor, dedication and absorption. Wilmar Schaufeli and Arnold Bakker (2003) asserted that Work Engagement contributes high level of job performance through vigor which refers intensive physical energy, dedication which implies vigilant attention and absorption which interprets inspired motivation. The result outcome indicates two factors of Work Engagement whereas Vigor and Absorption are merged into a factor. This factor had crucial and positive ( $\beta=0.600$ ,  $p<0.001$ ) influence on Task Performance. In tandem with, Dedication had influence on dependent dimension with same  $\beta$  and  $p$  values. However, its' relationship power is dipped in overall model both together ( $\beta_1=0.343$ ,  $p<0.001$  and  $\beta_2=0.341$ ,  $p<0.001$ ). In addition, Wilmar Schaufeli & Arnold Bakker (2003) suggested that to utilize overall mean of Work Engagement in their studies. Hence, this study examined relationship between Work Engagement with total mean value and Task Performance. In that case, influence of Work Engagement on Task Performance is become more crucial and valuable ( $\beta=0.640$ ,  $p<0.001$ ).

### **(d) Mediation of Work Engagement in the relationship between Transformational Leadership and Task Performance**

In the literature study, contextual influences of Transformational Leadership (Bass, 2010) were similar to consequences of Work Engagement. Bass (2010) also suggested two mediators as identifies trust and individuals' self-concept between TL and organizational outcomes. Together with, Russell

(2013) connected engagement and trust as trust is a requirement for engagement. As well employees with positive emotional self-concept are more likely to be emotionally engaged (Tang, 2011; Moller, Retelsdorf, Koller & Marsh, 2011). The empirical study asserted that Work engagement had partially mediation effect (0.355) on Task Performance.

#### **(e) Adversity Quotient (AQ) on Task Performance**

There are adequate validation's studies of Adversity Quotient from Peak Learning which is belong to Stoltz. Stoltz is a person who initially investigated that employees who have high AQ scores are more successful in their work and personal life. In the result of this study, AQ had strong relationship ( $\beta=0.564$ ,  $p<0.001$ ) on Task Performance in tune with previous both practical and academic studies.

#### **(f) Moderation effect of Adversity Quotient on the relationship between Work Engagement and Task Performance**

Several congruences of consequences of AQ and Work Engagement were observed in the literature research of this study, namely absenteeism, turn-over, sales income and performance (Stoltz et al., 2009, Harter et al., 2009, Corporate Leadership Council, 2004). Consequently, moderating effect of AQ on the relationship between Work Engagement and Task Performance is examined in the empirical part of this study. The result indicated significant ( $\beta=-0.155$ ,  $p<0.001$ ) influence while both AQ and Work Engagement had significant and affect ( $\beta=0.418$ ,  $p<0.001$  and  $\beta=0.2788$ ,  $p<0.001$ ) simultaneously. In the empirical study, Task Performance of Individuals with both high and low AQ have sustainability affection from engagement on their in-role performance. Furthermore, employees with low AQ have more stimulation from engagement to their Task Performance than others who have high AQ.



### **5.3 Limitation & Recommendation**

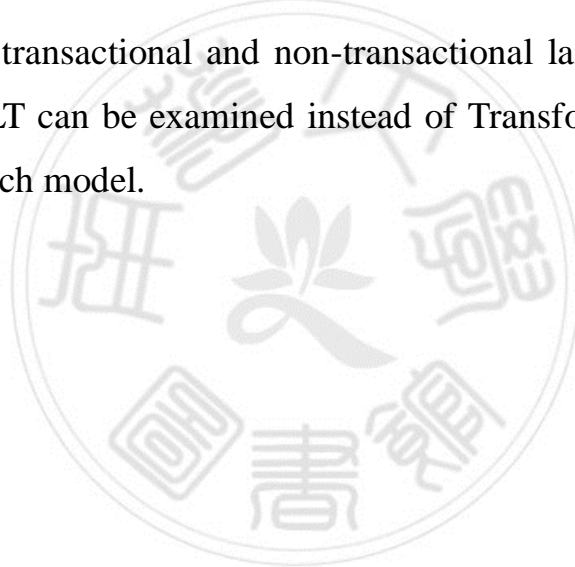
Outcomes of this study are generally supportive of hypotheses. However, there are some limitations in the research design that could be addressed in the future research.

First, the degree to which our results would generalize to other countries' organizations and employees is unknown. For example, level of leadership, engagement and AQ of the Mongolian organization may have different from other countries organizations and employees. Thus, future research can address to test another countries' sample.

Next, this study did not measure some concepts (i.e., Full Range Leadership Theory and Extra-role Performance) that can consummate the research. Katz (1964) initially conceptualized to classify Job Performance into two concepts as In-Role Performance and Extra-Role Performance. In tune with his point, Motowidlo, Borman, and Schmidt (1997, 1999) concluded job performance as assessing behavior's attribute as well as can be distal notion such as task performance and contextual performance. Accordingly, if this study included Extra-Role Performance, the outcome would empirically indicate entire Job Performance. Hence, Extra-Role Performance can be tested in the future research.

Besides, there are several objective measures that are congruence of consequences of Transformational Leadership, Work Engagement and Adversity Quotient such as absenteeism, safety, productivity, sales, efficiency, customer loyalty or quality are noted in this study. Although these types of objective measures may be less appropriate for Mongolian organizations and employees, given the nature of the work outcomes for which they are responsible, it would be worthwhile to consider their use in research for certain purpose. In fact, future research could examine above objective indicators (safety, productivity, absenteeism, customer loyalty etc.).

Furthermore, Burns (1978) initially yielded that both Transformational Leadership and Transaction Leadership allows Maslow's Hierarchy needs. He pointed that Transactional Leadership can provide two basic levels of Maslow's Hierarchy needs, while Transformational Leadership is required to reach higher levels of the pyramid. However, human primary needs should be provided before social desires according to the Maslow's theory. Hence discussing sole Transformational Leadership is lopsided. Thus, leaders should try to achieve more transformational and less transactional simultaneously. Moreover, Avolio and Bass (1991) offered a model of leadership "full-range leadership theory" (FRLT). FRLT model constitute three kinds of leadership behavior including transformational, transactional and non-transactional laissez-faire leadership. Accordingly, FRLT can be examined instead of Transformational Leadership with in this research model.



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# APPENDIX A: Survey Questionnaire in English

## A questionnaire for Work Engagement: Transformational Leadership, Adversity Quotient and Job Performance

**Purpose of the survey:** To test relationships among Transformational Leadership, Adversity Quotient, Work Engagement and Job Performance

**Instruction for Part 1:** Imagine the following events as if they were happening right now. Then circle the number that represents your answer to each of the related questions.

No	Action	Question	Answer
1	You suffer a financial setback	To what extent can you influence this situation?	Not at all <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 Completely
2	You are overlooked for a promotion	To what extent do you feel responsible for improving the situation?	Not responsible at all <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 Completely responsible
3	You are criticized for a big project that you just completed.	The consequences of this situation will:	Affect all aspects of my life this situation <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 Be limited to this situation
4	You accidentally delete an important email.	The consequences of this situation will:	Last forever <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 Quickly pass
5	The high-priority project you are working on gets canceled.	The consequences of this situation will:	Affect all aspects of my life this situation <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 Be limited to this situation
6	Someone you respect ignores your attempt to discuss an important issue.	To what extent do you feel responsible for improving this situation?	Not responsible at all <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 Completely responsible
7	People respond unfavorably to your latest ideas.	To what extent can you influence this situation?	Not at all <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 Completely
8	You are unable to take a much-needed vacation.	The consequences of this situation will:	Last forever <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 Quickly pass
9	You hit every red light on your way to an important appointment.	The consequences of this situation will:	Affect all aspects of my life this situation <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 Be limited to this situation
10	After extensive searching, you cannot find an important document.	The consequences of this situation will:	Last forever <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 Quickly pass
11	Your workplace is understaffed.	To what extent do you feel responsible for improving this situation?	Not responsible at all <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 Completely responsible
12	You miss an important appointment.	The consequences of this situation will:	Affect all aspects of my life this situation <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 Be limited to this situation
13	Your personal and work obligations are out of balance.	To what extent can you influence this situation?	Not at all <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 Completely
14	You never seem to have enough money.	The consequences of this situation will:	Last forever <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 Quickly pass
15	You are not exercising regularly though you know you should.	To what extent can you influence this situation?	Not at all <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 Completely
16	Your organization is not meeting its goals.	To what extent do you feel responsible for improving this situation?	Not responsible at all <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 Completely responsible
17	Your computer crashed for the third time this week.	To what extent can you influence this situation?	Not at all <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 Completely
18	The meeting you are in is a total waste of time.	To what extent do you feel responsible for improving this situation?	Not responsible at all <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 Completely responsible
19	You lost something that is important to you.	The consequences of this situation will:	Last forever <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 Quickly pass
20	Your boss adamantly disagrees with your decision.	The consequences of this situation will:	Affect all aspects of my life this situation <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 Be limited to this situation



**Instruction for Part 2:** The following 17 statements are about how you feel at work. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, cross the ‘1’ (one) in the space after the statement. If you have had this feeling, indicate how often you feel it by crossing the number (from 1 to 7) that best describes how frequently you feel that way.

Scale	1	2	3	4	5	6	7
<b>Frequency</b>	Never	Almost never	Rarely	Sometimes	Often	Very often	Always
<b>Explanation</b>	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Everyday

No.	Statements	Frequency of your feeling
1	At my work, I feel bursting with energy* (VI1)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
2	I find the work that I do full of meaning and purpose (DE1)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
3	Time flies when I'm working (AB1)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
4	At my job, I feel strong and vigorous (VI2)*	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
5	I am enthusiastic about my job (DE2)*	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
6	When I am working, I forget everything else around me (AB2)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
7	My job inspires me (DE3)*	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
8	When I get up in the morning, I feel like going to work (VI3)*	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
9	I feel happy when I am working intensely (AB3)*	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
10	I am proud on the work that I do (DE4)*	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
11	I am immersed in my work (AB4)*	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
12	I can continue working for very long periods at a time (VI4)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
13	To me, my job is challenging (DE5)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
14	I get carried away when I'm working (AB5)*	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
15	At my job, I am very resilient, mentally (VI5)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
16	It is difficult to detach myself from my job (AB6)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
17	At my work I always persevere, even when things do not go well (VI6)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7

**Instruction for Part 3:** The following 13 statements are about your job performance at work. Please read each statement carefully and give a score how much you agree based on following table.

1	2	3	4	5	6	7
Strongly disagree	Disagree	Rather disagree	Neither agree nor disagree	Rather agree	Agree	Strongly agree

No.	Statements	Your evaluation
1	I adequately complete assigned duties	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
2	I fulfill responsibilities specified in my job description.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
3	I meet formal performance requirements of the job.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
4	I complete tasks that are expected of me.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
5	I respect aspects of the job I am obligated to perform.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7

**Instruction for Part 4:** The following 22 statements are about your leader/supervisor at work. Please read each statement carefully and give a score how much you agree based on following table.

1	2	3	4	5	6	7
Strongly disagree	Disagree	Rather disagree	Neither agree nor disagree	Rather agree	Agree	Strongly agree

No.	My supervisor/leader...	Your evaluation
1	Is always seeking new opportunities for the unit/department/organization.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
2	Paints an interesting picture of the future for our group.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
3	Encourages employees to be "team players".	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
4	Leads by "doing" rather than simply by "telling"	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
5	Gets the group to work together for the same goal.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
6	Has a clear understanding of where we are going.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
7	Inspires others with his/her plans for the future.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
8	Is able to get others committed to his/her dream of the future.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
9	Develops a team attitude and spirit among his/her employees	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
10	Leads by example.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7

**General Information:**

1. Age:
  - a. Under 24
  - b. 25-29
  - c. 30-34
  - d. 35-39
  - e. 40-44
  - f. above 45
2. Gender:
  - a. Male
  - b. Female
3. Education:
  - a. Elementary school
  - b. High school
  - c. College
  - d. Bachelor
  - e. Master
  - f. Professor/Doctor
4. Professional: \_\_\_\_\_
5. Job position: \_\_\_\_\_
6. Tenure in position?
  - a. Below 1 year

- b. 2-5 years
- c. 6-11 years
- d. 12-20 years
- e. Over 21 years

7. Company main business:

- 1. Finance and Insurance
- 2. Retail and whole sale
- 3. Manufacturing
- 4. Mining
- 5. Service
- 6. Transportation
- 7. Construction
- 8. Agriculture
- 9. Government
- 10. Education
- 11. Health
- 12. Technology and software
- 13. Other \_\_\_\_\_

8. The number of employees in my organization:

- a. Less than 50
- b. 51-100
- c. 101-250
- d. 251-500
- e. Over than 501



## APPENDIX B: Survey Questionnaire in Mongolian

### Хөрвөх чадвартай манлайллын чадвар, ажилтны бэрхшээлийг даван туулах илтгэцүүр, сэтгэлтэй ажилтны төлөвшил, ажлын гүйцэтгэлийн судалгаа

Судалгааны зорилго: Ажилтны ажлын гүйцэтгэлийг сайжруулахтай холбоотой олон улсын түвшинд чухал гэж үзээд байгаа ойлголтуудыг Монголын нөхцөл байдалд хир тохиромжтойг шалгаж, улмаар эдгээр ойлголтуудыг дэлгэрүүлэх зорилготой болно.

**I хэсгийг бөглөх заавар:** Доорхи үйл явдлууд танд яг одоо тохиолдож байна гэж төсөөлж, энэ үйл явдалтай холбогдох асуултанд хариулна уу.

№	Үйл явдал	Асуулт	Хариулт
1	Таны санхүүгийн хямралд орж, мөнгөгүй болоод байна.	Та энэ нөхцөл байдлаас гарахад хир хэцүү вэ?	Хямралаас гарахад хэцүү биш Энэ тийм ч хэцүү асуудал <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
2	Таныг албан тушаал дэвшүүлэх бүх нөхцөл бүрдсэн байтал дэвшүүлсэнгүй.	Та санаачлагыг гартаа авч, албан тушаал дэвших алхамаа хэрхэн хийх вэ?	Миний хийж чадах зүйл тун бага Бүх асуудал дээр санаачлагатай ажиллана <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
3	Таны хариуцан ажиллаж байсан томоохон ажлыг хүмүүс шүүмжилж байна.	Энэ нөхцөл байдал танд хэрхэн нөлөөлөх вэ?	Сэтгэлээр унаж, өөрийгөө азгүйд тооцно Энэ надад хүндээр тусахгүй <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
4	Танд маш чухал бичиг баримтаа та санаандгүй устгачихлаа.	Та санаагаар унаж, хямарсан байгаа бөгөөд энэ нөхцөл байдал танд хэрхэн нөлөөлөх вэ?	Урт хугацаанд хугацаанд хямарна Богино хямралаа даван туулна <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
5	Таны бүхий л боломжоо дайчлан ажиллаж байсан чухал ажил бүтэлгүйтэж нурлаа.	Энэ нөхцөл байдал танд хэрхэн нөлөөлөх вэ?	Сэтгэлээр унаж, өөрийгөө азгүйд тооцно Энэ надад хүндээр тусахгүй <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
6	Таны хүндэлж явдаг хүн тантай хамтарч ажиллахаас татгалзсан.	Та цаашид энэ хүнтэй хамтарч ажиллахын тулд, илүү амжилтанд хүрэхийн тулд юу хийж чадах вэ?	Миний хийж чадах дээр зүйл тун бага Бүх асуудал санаачлагатай ажиллана <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
7	Таны гаргасан шинэ санаа хүмүүст таалагдсангүй.	Энэ нөхцөл байдал танд хэрхэн нөлөөлөх вэ?	Миний амьдралд нэг хүндээр тусна Энэ бол зөвхөн удаагийн л тохиолдол <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
8	Танд ээлжийн амралтаа авах чухал шаардлагатай байсан ч ажлын ачааллаас болж амарч чадсангүй.	Энэ нөхцөл байдал танд хэрхэн нөлөөлөх вэ?	Урт хугацаанд хямарна Богино хугацаанд хямралаа даван туулна <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
9	Та чухал уулзалтанд	Энэ нөхцөл байдал	Сэтгэлээр унаж, Энэ надад

	оролцохоор яарч явахдаа замын уулзвар болгон дээр улаан гэрлээр зогсож байна.	танд хэрхэн нөлөөлөх вэ?	өөрийгөө азгүйд тооцно хүндээр тусахгүй □1 □2 □3 □4 □5 □6 □7
10	Та тухайн ажлыг хийх гэж маш их цаг хугацаа зарцуулсан ч олигтой үр дүн гарсангүй.	Энэ нөхцөл байдал танд хэрхэн нөлөөлөх вэ?	Урт хугацаанд Богино хугацаанд хямарна хямралаа даван туулна □1 □2 □3 □4 □5 □6 □7
11	Таны ажлын байранд ажиллах хүч дутуу, маш ачаалалтай ажиллана байна.	Та нөхцөл байдлыг сайжруулахын тулд ямар хариуцлага хүлээж ажиллаж чадах вэ?	Миний хийж чадах Бүх асуудал дээр зүйл тун бага санаачлагатай ажиллана □1 □2 □3 □4 □5 □6 □7
12	Та ажил хэргийн маш чухал уулзалтандаа очиж чадсангүй.	Энэ нөхцөл байдал танд хэрхэн нөлөөлөх вэ?	Сэтгэлээр унаж, Энэ надад өөрийгөө азгүйд тооцно хүндээр тусахгүй □1 □2 □3 □4 □5 □6 □7
13	Таны ажил болон хувийн амьдралын тэнцвэр алдагдсан.	Та нөхцөл байдлыг сайжруулахын тулд юу хийж чадах вэ?	Миний хийж чадах Бүхнийг хяналтандаа зүйл тун бага авч хариуцлагатай ажиллана □1 □2 □3 □4 □5 □6 □7
14	Та хэзээ ч хангалттай мөнгөтэй байж үзээгүй. Танд санхүүгийн асуудал байнга тулгардаг.	Энэ нөхцөл байдал танд хэрхэн нөлөөлөх вэ?	Удаан хугацаанд Богино хугацаанд хямарна хямралаа даван туулна □1 □2 □3 □4 □5 □6 □7
15	Та өөрийн бодож байсан шигээ өндөр түвшинд ажиллаж чадсангүй.	Та нөхцөл байдлыг сайжруулахын тулд юу хийж чадах вэ?	Миний хийж чадах Бүхнийг хяналтандаа зүйл тун бага авч хариуцлагатай ажиллана □1 □2 □3 □4 □5 □6 □7
16	Таны ажиллаж байгаа байгууллага зорилгодоо хүрч ажиллаж чадсангүй.	Та нөхцөл байдлыг сайжруулахын тулд ямар хариуцлага хүлээж ажиллаж чадах вэ?	Миний хийж чадах Бүх асуудал дээр зүйл тун бага санаачлагатай ажиллана □1 □2 □3 □4 □5 □6 □7
17	Таны компьютер энэ долоо хоногт 3 дахь удаагаа эвдэрлээ.	Та нөхцөл байдлыг сайжруулахын тулд юу хийж чадах вэ?	Миний хийж чадах Бүхнийг хяналтандаа зүйл тун бага авч хариуцлагатай ажиллана □1 □2 □3 □4 □5 □6 □7
18	Таны оролцож байгаа хурал таны цагийг хий дэмий үрж, чухал хэлэлцэх асуудлаа хэлэлцэхгүй байна.	Та нөхцөл байдлыг сайжруулахын тулд ямар хариуцлага хүлээж ажиллаж чадах вэ?	Миний хийж чадах Бүх асуудал дээр зүйл тун бага санаачлагатай ажиллана □1 □2 □3 □4 □5 □6 □7
19	Таны хувьд үнэ цэнэтэй, чухал зүйлээ та алдчихлаа.	Энэ нөхцөл байдал танд хэрхэн нөлөөлөх вэ?	Удаан хугацаанд Богино хугацаанд хямарна хямралаа даван туулна □1 □2 □3 □4 □5 □6 □7
20	Таны удирдлага таны шийдвэрийг ямагт эсэргүүцдэг.	Энэ нөхцөл байдал танд хэрхэн нөлөөлөх вэ?	Сэтгэлээр унаж, Энэ надад өөрийгөө азгүйд тооцно хүндээр тусахгүй □1 □2 □3 □4 □5 □6 □7

**II хэсгийг бөглөх заавар:** Доорхи 17 төрлийн мэдрэмжийг та мэдэрдэг эсэхээ тунгаан бодно уу. Хэрвээ та тухайн нөхцөл байдлыг хэзээ ч мэдэрч байгаагүй бол “1”, хэрвээ мэдэрдэг бол хир давтамжтай мэдэрдэгээсээ хамаараад 2-7 хүртэл оноогоор үнэлнэ үү.

Оноо	1	2	3	4	5	6	7
Давтамж	Огт үгүй	Бараг л үгүй	Хааяа	Заримдаа	Үе үе	Голдуу	Байнга
Тайлбар	Хэзээ ч үгүй	Жилдээ цөөн удаа	Сард 1 удаа эсвэл түүнээс бага	Сард хэдэн удаа	7 хоногт 1 удаа	7 хоногт хэдэн удаа	Өдөр бүр

No.	Statements	Танд энэ мэдрэмж төрдөг давтамж
1	Би ажлаасаа улам ихийг хийж бүтээх эрч хүч, энерги авдаг.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
2	Миний ажил миний амьдралын зорилго, утга учрыг хангаж чаддаг гэж боддог.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
3	Намайг ажлаа хийж байхад цаг хугацаа харвасан сум шиг хурдан өнгөрдөг.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
4	Би ажил дээрээ байхдаа эрчимтэй, идэвхитэй байдаг.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
5	Би ажлаа хийхдээ урам зоригтой байдаг.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
6	Би ажлаа хийж байхдаа эргэн тойронд байгаа бүх зүйлийг мартдаг.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
7	Миний ажил миний ажиллах хүсэл эрмэлзлийг бадраадаг.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
8	Би өглөө босоод ажилдаа явахдаа дуртай байдаг.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
9	Би ажилд дээрээ сэтгэл ханамжтай байдаг.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
10	Би хийж байгаа ажлаараа бахархдаг.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
11	Би өөрийн хийж байгаа ажлынхаа гүнд орж (оюун санаагаа бүрэн зориулж) ажилладаг.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
12	Би ажлаа хичнээн л бол хичнээн урт хугацаагаар тасралтгүй үргэлжлүүлэн хийж чадна.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
13	Би өөрийн бүхий л боломж бололцоо, ур чадвараа дайчлан ажилладаг.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
14	Би ажлаа хийж байх явцдаа ертөнцөөс тусгаарлагдсан байдаг.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
15	Би ажлын байран дээрээ байхдаа аливаа асуудалд ухаалгаар хандаж, асуудлыг уян хатнаар зохицуулж чаддаг.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
16	Намайг миний ажлаас хөндийрүүлнэ тийм ч амар биш	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
17	Ажил дээрээ удаа дараалан бүтэлгүйтсэн ч, би бууж өгөхгүйгээр ажлаа үргэлжлүүлж чаддаг.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7

**III хэсгийг бөглөх заавар:** Доорхи 13 ойлголтуудтай хир санал нийцэж байгаагаа 1-7 хүртэл оноогоор үнэлнэ үү.

1	2	3	4	5	6	7
Огт үгүй	Үгүй	Хааяа	Дунд зэрэг	Байж болох юм	Тийм	Яг тийм

No.	Statements	Таны үзэл бодол (оноогоор үнэлбэл)
1	Би удирдлагаас өгсөн үүрэг даалгаврыг хангалттай сайн биелүүлдэг.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
2	Би өөрийн хариуцсан үүрэг даалгавраа бүрэн дүүрэн гүйцэтгэдэг.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
3	Миний ажлын гүйцэтгэл нь албан ёсны гүйцэтгэлийн шалгуур үзүүлэлтүүдэд нийцдэг.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
4	Би ажлаа өөрийн чадах хэмжээгээрээ, хамгийн сайнаараа хийхийг хичээдэг	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
5	Би өөрийн үүрэг хариуцлагаа бүрэн ухамсарладаг	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
6	Миний шууд удирдлага байгууллага/алба/нэгжид хэрэгтэй шинэ боломжуудыг үргэлж эрэлхийлж байдаг	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
7	Миний шууд удирдлага багийнхаа талаар сонирхол татахуйц ирээдүйн дүр зургийг тодорхойлдог	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
8	Миний шууд удирдлага ажиллагсдыг багийн гишүүн болж ажиллахад дэмжлэг үзүүлдэг	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
9	Миний шууд удирдлага хэлэхээсээ илүү, үлгэр жишээ болж ажиллах замаар биднийг удирддаг	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
10	Миний шууд удирдлага багийг нэг зорилгын төлөө ажиллахад чиглүүлдэг	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
11	Миний шууд удирдлага бидний ажлыг бүрэн ойлгодог	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
12	Миний шууд удирдлага бусдад ирээдүйн сайн сайхных нь төлөө урам өгч, зоригжуулж чаддаг	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
13	Миний шууд удирдлага бусдыг ирээдүйн зорилгоо хүрэхэд нь чиглүүлэх чадвартай	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
14	Миний шууд удирдлага багийн хандлагыг хөгжүүлж чаддаг бөгөөд бидний хувьд маш чухал хүн юм	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
15	Миний шууд удирдлага үлгэр жишээгээр удирддаг	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7

**Ерөнхий мэдээлэл:**

1. Нас:

- а. 24 хүртэл      б. 25-29      в. 30-34  
г. 35-39      д. 40-44      е. 45 –аас дээш

2. Хүйс:

- а. Эрэгтэй      б. Эмэгтэй

3. Боловсрол:

- а. Бүрэн бус дунд  
б. Бүрэн дунд  
в. Тусгай дунд  
г. Бакалавр  
д. Магистр  
е. Профессор/Доктор

4. Мэргэжил: \_\_\_\_\_

5. Албан тушаал: \_\_\_\_\_

6. Та энэ байгууллагад хэд дэх жилдээ ажиллаж байна вэ?
- а. 1 жил хүртэл
  - б. 2-5 жил
  - в. 6-11 жил
  - г. 12-20 жил
  - д. 21-ээс жилээс дээш
7. Байгууллагын үйл ажиллагааны чиглэл:
- а. Банк, санхүү, даатгалын салбар
  - б. Худалдааны салбар
  - в. Боловсруулах үйлдвэрийн салбар
  - г. Уул уурхайн салбар
  - д. Үйлчилгээний салбар
  - е. Тээвэр, агуулахын салбар
  - ж. Барилгын салбар
  - з. Хөдөө аж ахуй, газар тариалангийн салбар
  - и. Төрийн байгууллага
  - к. Боловсролын салбар
  - л. Эрүүл мэндийн салбар
  - м. Техник, технологи, программ хангамжийн салбар
  - н. Бусад \_\_\_\_\_
8. Таны ажилладаг байгууллагын нийт ажиллагсдын тоо:
- а. 50-аас бага
  - б. 51-100
  - в. 101-250
  - г. 251-500
  - д. 501-ээс их

