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The Antecedents and Consequences of Individual Adaptive Performance: A Systematic Literature Study

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Abstract. The emergence of industry 4.0 and the dynamic changes in the market have urged organizations to be more agile. An organization demands that its employees have a high adaptive performance to be agile. Existing research on individual adaptive performance, however, emerges from various contexts, including the context of an employee's development process and organizational capabilities. Thus, a systematic literature study to identify the topics addressed in the existing studies and the research gap as the foundation for future research direction is scarce and needed. This study analyzes fifty-nine highly relevant papers based on the topics and research approaches/methods. From the analysis, it is found that learning and training strategies are the topics that are less investigated; therefore, such issues are suggested to be conducted in future studies to fill the knowledge gap. Moreover, it is also proposed in this paper a conceptual model that is built based on learning and training strategies. The model can be used to enhance our understanding of the mechanism of individual adaptive performance. Regarding the research approach, it is found in this study that much of the existing research employed a quantitative research approach. Therefore, it is suggested that future research use other research approaches, including a mixed-method approach. Such an approach is argued powerfully in delivering the result of a study that is both thorough and broad in addressing the topic of the mechanism of individual adaptive performance.

Keywords: Individual adaptive performance, Systematic literature research, Learning, Training

INTRODUCTION

Charbonnier-Voirin & Roussel (2012) found that the current business environment and technological advancement have created a more complex, volatile, and unstable market. This urges organizations to have sustained and flexible strategy adaptability to the market (Berggren, Magnusson & Sushandoyo, 2015; Witasari & Gustomo, 2020). Therefore, organizations need to drive their employees to continuous learning and higher adaptability, particularly in dealing with new problems (Charbonnier-Voirin & Roussel, 2012). Knowledge workers are also known as sources of organizations' competitive advantage. Thus, organizations must manage their competitive advantage based on their employees' capabilities (Breu et al., 2010).

One of the primary sources of employee capability is employee adaptive performance. Adaptive performance is reflected in an individual's proactive behavior toward various changing workplace situations (Neil & Hesketh, 1999). Kooij (2020), in particular, addressed individuals' need to adjust to their new rules by way of their self-regulation mechanism due to massive changes in work processes

caused by the COVID-19 pandemic situation. Also, the pandemic situation challenges individuals to be proactive, which is reflected in their adaptive performance. Consequently, a study on the body of knowledge related to adaptive performance is important given the various and constant changes in the workplace.

In addition to the global pandemic, technological advancement has forced companies to have an adaptive organizational design, which will develop their employee's capability to have high adaptive performance (Stokes et al., 2010; Huang et al., 2014). The previous systematic literature study emphasized that scholars seek a more profound understanding of an individual's adaptive performance mechanism (Huang et al., 2014; Jundt et al., 2015; Park & Park, 2019). Studies from Huang et al., 2014; Jundt et al., 2015; Park & Park, 2019 focused on the antecedents and managerial intervention of individual adaptive performance (Jundt et al., 2015; Park & Park, 2019; Bednall & Henricks, 2021). This literature paper focuses on the antecedents and consequences of adaptive performance and aims to highlight the knowledge gap. Our research also identified the methodology of



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the study's adaptive performance. Our findings point to potential future research.

The importance of adaptive performance is highly related to dynamic changes both from the market and organizational perspectives. First, Schraub et al. (2011) stated that market demand led the organization to develop an innovative product. It requires changing the working environment and routine based on technological advancement. Therefore, workers' adaptive performance is expected to help organizations to augment their innovation capability. Essentially, the demand for employee adaptive performance is a logical consequence of the change in market demand. On the downside, the dynamic job demand leads to higher burnout and mistrust among employees inside an organization (Shraub et al., 2011). It is shown that employee adaptive performance is also beneficial to cope with the market demand.

Second, adaptive performance based on organizations' demands is meant to increase organizational effectiveness and improve change management. For example, it was found that job autonomy and training increased employee adaptive performance (Battistelli et al., 2013; Han & Williams, 2008). Battistelli et al. (2013) found that job autonomy leads individuals to higher creativity and supports change-oriented strategies. Meanwhile, training becomes the external source for individuals to have a better adaptive mechanism in the dynamic work environment (Han & Williams, 2008). Not only that, Krauter et al. (2018) found that individual adaptive performance is also beneficial for organizational sustainability, especially for managing change within the organization. The evidence showed the importance of individual adaptive performance based on corporate demand.

Jundt et al. (2014) highlighted that the research on individual adaptive performance had been done since early 1999. Importantly, organizations in many industries change the nature of work processes and encourage employees to a continual learning process that aligns with technological innovation advancement (Charbonnier-Voirin & Roussel, 2012). It is shown that technological change urges employee's efforts in learning to produce better adaptive mechanisms. Moreover, the concept of individual adaptive performance consists of the training effort to follow the technological changes. Consequently, an organization's effectiveness can be achieved by the organization if they retain their employees to have higher adaptive performance (Adero & Odiyo, 2020).

This paper explores the topic of individual adaptive performance by conducting a systematic literature review. Okoli (2015) explains that such a review is conducted through a process that synthesizes the findings of existing-relevant papers using a certain systematic methodology. This approach had a clear and detailed flow and process explained by the researchers that provided higher validity (Xiao & Watson, 2019). It also allows another researcher to have a replication study. This research also explained the current views of individual adaptive performance

with a more in-depth explanation (Kraus et al., 2020). With such a systematic methodology, it will facilitate researchers spotting the research gap in the existing literature. Several previous studies (e.g., Jundt, Shoss & Huang, 2014; Park & Park, 2019) also use a systematic methodology to create a conceptual model.

Through the literature review process, researchers do not only collect past evidence from previous research but also obtain research gaps from prior research synthesis (Webster & Watson, 2002; Hart, 2009; Rowe, 2014). This approach can be organized by identifying the determinant of the research topic based on internal and external factors such as the organization. Therefore, re-searchers often use the systematic literature review approach to identify existing research gaps and recommend plans based on the conceptual model built by the researcher. This approach had a de-tailed flow and process that must be explained so that other researchers could replicate the process and have the same result. It showed the higher credential and validity of the research result (Xiao & Watson, 2019). The research gap addressed by this study is that training and learning intervention to optimize individual adaptive performance in an organization has a high potential to be explored in future research. This research also found that a mixed-method approach is beneficial for gaining deeper insight into the underlying mechanism of individual adaptive performance.

The Antecedents of Individual Adaptive Performance

Many organizations are advised to adopt a higher adaptive mechanism in response to today's dynamic business changes. As mentioned above, the adaptability concept has emerged for years. Especially, with the changes in technology and automation in various sectors require transformations in the way work requires learning processes (Pulakos et al., 2000). It is shown that technological advancement urges organizations to be more agile and flexible in today's market situation. Not only that, but the digital era today also causes multiple uncertainties in the market and prompts organizations to be more agile in adjusting and taking advantage of existing opportunities. In this regard, the concept of agile strategies helps organizations to survive in the uncertain and dynamic market. To support a more agile organization, organizations need competent workers who display three aspects of adaptive performance: proactive, adaptable, and resilient (Alavi & Wahab, 2013). Furthermore, scholars have proposed a global measurement of individual adaptive performance using eight dimensions as critical points, such as dealing with uncertain or unpredictable work situations, handling crises, solving problems creatively, and others (Pulakos et al., 2008).

Previous studies on individual adaptive performance have examined the mechanisms that support individuals for higher adaptive performance from internal and external factors. Internally, the personality

factor found as the significant determinant of individual adaptive performance is the Big Five Personality Traits. In line with this, the personality theory states that the big five personality traits are forms of domain-specific psychological mechanisms that have evolved, resulting in more adaptive individuals to problem-solving (Michalski & Shackelford, 2010). They stated that the combination of psychological and physiological mechanisms toward an individual's adaptivity is beneficial to explore the phenomenon in more depth. Ramos-Villagrasa et al., 2020 also explained that not only big five personalities but also dysfunctional personalities such as narcissists affected adaptive performance positively. In addition, Wihler et al. (2017) research also found that a big personality such as extraversion needs good social competency to have higher adaptive performance. It is shown that research on the impact of personality on adaptive performance has shown various results.

Moreover, recent research from Park & Park (2019) found that the concept of resilience is the individual capability to cope with new challenges in the workplace. It was found that individuals with higher resilience will lead to higher willingness and effort to learn. Therefore, they also emphasized that high resilience would lead individuals to a positive attitude toward change and failure. It is shown that internal motivation had a significant role in maintaining employees' effort to handle the dynamic job demand and led them to higher adaptive performance.

It was also found that cognitive abilities affect individual adaptive performance. Lepine (2003) discovered that after an unforeseen change in their task, individuals with higher cognitive skills, achievement, and openness showed higher adaptive performance. They also identified the importance of communication and shared knowledge about the dynamic demand or change to improve adaptive strategies.

The dynamic market and technological advancement also shifted the training process inside the organization (Kozlowski et al., 2001). Emotion-control ability and self-efficacy also played an important role in adaptive performance through exploratory learning and error-framing training (Bell & Kozlowski, 2008). Self-regulatory processes support individuals in using their existing knowledge and generate a solution toward dynamic demand in the workplace (Bell & Kozlowski, 2008). The study highlights the importance of active learning in bridging the self-regulatory process toward adaptive performance, thus bridging the adaptive performance toward the opposite, learner-centered paradigm. In the earlier research, Kozlowski et al. (2001) found that active learning drove individuals toward self-regulation to increase adaptive performance. They defined that training is no longer known as a separate part of the work routine in the workplace. Organizations need to accumulate the learning process with the work system. It helps organizations to maintain employees' skills and knowledge to deliver better adaptive performance in a dynamic work situation. Therefore,

an organization should design flexible knowledge resources and training systems that can be used for a continuous self-development process for the workers.

The external factors that significantly affect the individual adaptive performance are the organization's demands and support. Schraub (2011) found that changes lead to higher strain and affect adaptive performance negatively. Therefore, organizations need to support their employees with better job resources to buffer the impact of the job strain (Bakker et al., 2005). Additionally, managerial support is crucial for individual adaptive performance in the workplace, such as supervisor support, which improves workers' adaptive performance in the dynamic job demand (Charbonnier-Voirin et al., 2010). Besides the organizational support, companies must also have an agile and flexible structure and culture. Stanczyk (2017) argued that the organizational structure and flexibility affect its performance, reflect its atmosphere, and affect workers' motivation and behavior in the workplace. The climate for innovation also enhances individual adaptive performance. It can be concluded that to support employee adaptive performance, organizations need to facilitate it with a positive organizational environment, agile organization structure, flexible work culture, and high managerial support. It can be concluded that cognitive, internal, motivational, and organizational factors play essential roles in improving employees' adaptive performance.

Study Selection

The searches in Google Scholar and Scopus resulted in a total of 896 papers published from 2000-2019 in the context of individual adaptive performance.

Figure 1 shows the study selection stages for this

Figure 1. Flowchart of study selection process

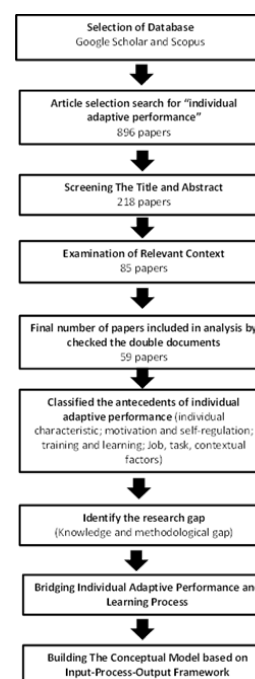


Table 1. Selected Articles (1/2)

Author	Year	Citations	Journal	Antecedents	Research Method	Research Context
LePine, J. A. et al.	2000	1017	Personnel Psychology	Openness to experience, Conscientiousness (Individual Characteristics)	Quantitative (Experiment)	Student
Kozlowski et al.	2001	742	Organizational Behavior and Human Decision Processes	Performance Orientation, Ability (Individual Characteristics); Learning Orientation, Training Strategy, Training Performance (Learning and Training Strategies)	Quantitative (Experiment)	Student
Gottfredson, L. S.	2002	386	Human Performance	Cognitive Abilities (Individual Characteristics)	Quantitative (Secondary Data Survey)	US Citizen
Pulakos et al.	2002	597	Human Performance	Openness to experience, Conscientiousness, Emotional Stability, Cognitive Ability, Achievement Motivation (Individual Characteristics); Self-Efficacy (Motivation and Self-Regulation)	Quantitative (Survey)	Military
Chen & Bliese	2002	965	Journal of Applied psychology	Skill and Knowledge (Individual Characteristics); Self-Efficacy (Motivation and Self-Regulation)	Quantitative (Experiment)	Student
Griffin & Heskeith	2003	422	Australian Journal of Psychology	Cognitive Abilities, Openness to Experience (Individual Characteristics), Self-Efficacy (Motivation and Self-Regulation)	Quantitative (Survey)	Hospital Employee
Chen et al.	2005	313	Journal of Applied psychology	Skill and Knowledge (Individual Characteristics); Self-Efficacy (Motivation and Self-Regulation)	Quantitative (Survey)	Student
Griffin et al.	2007	2590	Academy of Management	Self-Efficacy (Motivation and Self-Regulation), Commitment (Job, Task, Contextual Factors), Openness to Experience (Individual Characteristics)	Quantitative (Survey)	Governmental Employee
Bell & Kozlowski	2008	908	Journal of Applied psychology	Cognitive Ability, Goal Orientation (Individual Characteristics); Explanatory Learning (Learning and Training Strategies)	Quantitative (Experiment)	Student

paper's systematic review. The first stage involved searching the keyword of individual adaptive performance in Google Scholar and Scopus. Google Scholar and Scopus database is one of the most used literature searches and accessible for the authors.

In the first stage, we did the literature search in Google Scholar and screened the paper based on the citations and the publisher's quality. After that, we continued to search in the Scopus database. As a result, 896 primary studies were identified. Subsequently, in the next stage, we screened the title and abstract. In this stage, we identified the papers that align with our topic. According to this stage, we found 218 articles. After that, Because the Google Scholar and Scopus databases had several of the same paper, we checked for any overlapping article and found 15 articles that similar. We also excluded studies based on the whole paper that the authors cannot access. It found 59 articles. Fifty nine papers were identified that presented a conceptual framework of individual adaptive performance.

Four categorical antecedents of individual adaptive performance were identified based on these papers. The previous review paper from Jundt et al. (2015) classified the individual adaptive performance antecedents into proximal and distal factors. Proximal factors are individuals' motivational, behavioral strategies, and internal processes. On the other hand, the distal is defined as individual characteristics, training, learning strategy, job, and contextual factors. Therefore, to provide a more explicit distinction process based on the antecedent categorical, we divided this paper into four categories: individual characteristics, motivation and self-regulation, job and contextual task factors, learning, and training strategies.

According to the evidence, we tried to identify the knowledge and methodological gap of the past evidence from the published and eligible paper that explores the mechanism of individual adaptive performance. The knowledge void will help the researchers to fill the gap, both from theoretical

Table 1. Selected Articles (2/2)

Author	Year	Citations	Journal	Antecedents	Research Method	Research Context
Charbonnier-Voirin et al.	2010	320	Group & Organization Management	Social Support, Managerial Empowerment (Job, Task, and Contextual Factors)	Quantitative (Survey)	French Employee
Griffin et al.	2010	441	Journal of Applied Psychology	Openness to Experience (Individual Characteristics), Self-Efficacy (Motivation and Self-Regulations)	Quantitative (Survey)	Public Sector
Blickle et al.	2011	162	Journal of Applied Psychology	General Mental Ability (Motivation and Self-Regulation), Political Skill (Job, Task, Contextual Factors)	Quantitative (Survey)	Social Enterprise Companies
Shoss et al.	2012	199	Journal of Organizational Behavior	Political Skill (Job, Task, Contextual Factors); Conscientiousness (Individual Characteristics)	Quantitative (Survey)	Call Center Employees
Huang et al.	2014	277	Journal of Applied Psychology	Emotional Stability (Individual Characteristics), Ambition (Motivation and Self-Regulation)	Quantitative (Secondary Data)	Various Job
Park & Park	2019	49	Human Resource Management Review	Cognitive Ability, Goal Orientation (Individual Characteristics), Work Characteristics (Job, Task, and Contextual Factors), Explanatory Learning, Exploitative Learning (Learning and Training Strategies)	Literature Studies	Literature Studies

and practical perspectives, while the methodological gap will assist in identifying improved methodology to deliver better evidence and knowledge. It was found that learning and training strategies are the rarest antecedents that explain the mechanism of individual adaptive performance. Therefore, this paper tried to build the conceptual model based on IPO (Input-Process-Output) framework from the learning perspective.

DISCUSSION

Individual Adaptive Performance: Antecedents and Consequences

In this study, we analyzed 59 articles based on the number of citations available as the main articles shown in Table 1. The antecedents of individual adaptive performance are identified and classified into four categories: individual characteristics, motivation and self-regulation, job, task, contextual factors, and learning and training strategies. Those selected papers are an example of the most cited from the high-impact quality journal. First, Jundt et al. (2015) disclosed that the research paradigm in a particular adaptive performance context mainly explored individual differences and organizational settings.

Based on Table 1, the first mechanism of individual adaptive performance that has been explored is related to individual characteristics. In the early 2000s, Lepine et al. experimented and found that personality characteristics such as openness to experience and conscientiousness affected adaptive student performance. Therefore, factors such as personality are considered an essential antecedent that can determine

an individual's adaptive performance in a dynamic business environment (Shoss et al., 2012; Huang et al., 2014; Naami et al., 2014; Marques-Quintero et al., 2015). Also, Naami et al. (2014) found that openness to experience drives individuals to a higher sense of self-consciousness and curiosity, which then encourages them to learn and resolve the problem in their work processes in uncertain situations such as the dynamic market situation. Based on this mechanism, Blickle et al. (2011) also highlighted the importance of individuals' conscientiousness toward their adaptive performance. It is shown that individual characteristics that played in self-regulation had better adaptive mechanisms in the workplace.

Emotional stability is another main aspect of individual adaptation to uncertain environmental changes (Huang et al., 2014). This finding showed different perspectives about the relationship between personality and adaptive performance. Based on their metaanalytic investigation, they suggested that future research is needed to explore the interaction between personality and cognitive ability toward adaptive performance. Pulakos et al. (2002) found that experience with changes and cognitive ability is the most robust predictors of individual adaptive performance. It also supported the findings from Gottfredson (2002) that cognitive ability is a significant determinant. Lepine (2003) also found that an individual's cognitive ability, achievement, and openness to experience affected adaptive performance through positive behavior toward the job resources. Thus, an individual's characteristic is an important antecedent toward individual adaptive performance.

Based on the research on individual characteristics,

subsequent studies tried to explore an individual's self-regulation mechanism toward adaptive performance, such as those by Bell & Kozlowski (2002), Griffin & Hesketh (2003), Chen & Bliese (2002) and Chen et al. (2005). The study highlighted the role of motivational processes such as an individual's self-regulation mechanism, which is critical to enhance individual's performance through a motivational process (Chen & Bliese, 2002; Chen et al., 2005). For example, the research by Bell & Kozlowski in 2008 identified the importance of an individual's learning approach is affected by adaptive performance through self-regulation mechanisms such as self-efficacy and self-evaluation. It shows the importance of motivational processes to increase individual adaptive performance. In the recent synthesis of past literature reviews, Park & Park (2019) summarized that personality, knowledge, motivation, and self-leadership are found as individual adaptive performance antecedents. The findings from Park & Park (2019) also highlighted the importance of proactive behavior as a main resource for an individual's motivation to deal with job demands in the workplace through a self-regulation mechanism.

The importance of self-regulation indicates the role of an individual's self-awareness in the dynamic job environment. Pradhan et al. (2017) revealed that self-awareness leads individuals to reflect on the situation and make strategic decisions to cope with the challenges. This ability, also known as an individual's emotional intelligence, strengthens the impact of organizational learning on adaptive performance. Therefore, an organization needs to enhance employees' emotional intelligence to deliver their companies into organizational learning.

Organizations are also responsible for maintaining employees' adaptive performance, especially facilitating job resources. Griffin et al. (2010) found the importance of the leader's vision as job resources can increase employees' openness to change, which leads them to higher adaptive performance. Align with that, Veldhuis et al. (2016) stated that the job demand-resources (JD-R) model affected individual adaptive performance through work engagement in the motivational process. It is shown how organizational context is affected by adaptive performance mechanisms. The JD-R model explains that through high job demand, individuals will modify their job characteristics voluntarily (Bakker & Demerouti, 2014).

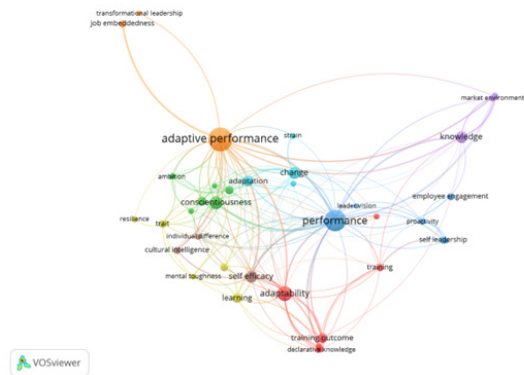
The other function of the Job-Demand Resource theory is used to explain the individual's capabilities to modify their job characteristics and seek a new challenge in their work process. For example, previous research found that individuals with behavior like seeking a challenge in the job demand, reducing the job demand, and proactively seeking job resources will have better adaptive performance (Demerouti et al., 2017). This behavior, also known as job crafting, helps individuals perform better in changing work environments (Petrou et al., 2012). These findings highlighted the importance of job,

task, and contextual factors in the workplace to promote higher individual adaptive performance. A complex, unpredictable, and dynamic training and learning approach is one of the most optimal interventions to enhance employee capability that aligns with the market demand situation (Kozlowski et al., 2001). Kozlowski et al. (2001) argued that to enhance employee adaptive performance, the organization needs to combine the training design with motivation, self-efficacy, and self-regulation to maintain a continual learning process. Another example on the importance of an individual's learning to enhance an employee's adaptive performance is from Shoss et al. (2012). They found that conscientiousness and self-efficacy influence individual learning behavior and lead employee to higher adaptive performance. Besides, Greco et al. (2019) confirmed that collective learning mindsets like exploitative and explorative drive individuals to higher adaptive performance. Their findings have highlighted the importance of strategic change between exploitative and explorative learning mindsets to maintain a better adaptation in a dynamic work environment. This point of view highlighted the importance of the knowledge acquisition process to improve new capabilities related to adaptive performance. Also, that research underlined the organization's need to shift its training paradigm to be more dynamic and facilitate continual skill development.

The research on individual adaptive performance is based on two main problems faced by organizations, namely technological change and market demand. The first problem relates to the development of technology and the market as external demands for an organization. Huang et al. (2014) emphasize that technological changes require routine and more dynamic work processes in the workplace. The second problem is the dynamic market demand. It is shown that globalization encourages a faster product development process. So, market conditions that tend to be turbulent force employees to adapt quickly according to current market conditions. Apart from external demand, such as the market, demands for change come from within the organization and demand for a higher employee's adaptive performance. Research shows that corporate strategy changes within the organization, to mergers and acquisitions, also require employees' higher adaptive performance, especially in transition (Huang et al., 2014; Pradhan et al., 2017). Organizational support for learning, like a positive learning climate, also drives an individual's adaptive performance through the motivational mechanism of employee engagement (Eldor & Harpaz, 2016). It shows how micro-level antecedents benefit macro perspectives such as firm competencies.

In this paper, the 59 papers were analyzed using VOS Viewer. Based on the cooccurrence of keyword overlay visualization, there were seven clusters: organizational roles, work context, individual characteristics, personality, the determinant of the emerging variable of individual adaptive performance,

Figure 2. Co-occurrence of keyword overlay visualization based on average publications per year



motivation and learning process, and knowledge creation process. Figure 2 contains network visualization groups of closely related keywords in different colors, indicating the cluster to which they belong. It identifies six keyword network clusters from the network visualization. The first cluster contains transformational leadership and job embeddedness. The second cluster contains the change, job strain, leader vision, proactivity, self-leadership, and employee engagement. It showed that the research related to individual adaptive performance emerges to cope with various dynamic changes from the inside organization (i.e., companies change policies) or outside organization (i.e., market dynamic demand). Thus, the related variable in the second cluster is associated with the mechanism of individual adaptive performance in a changing context: job strain, leader vision, proactivity, and others.

The third cluster contains individual differences, self-efficacy, and cultural intelligence, which are known as individual characteristics. The fourth cluster relates to ambition and conscientiousness, which are also related to personality. The fifth cluster is the knowledge and market environment that become the source of resources to build a competitive advantage through employees' adaptive performance mechanism. The sixth cluster contains an individual's resilience, mental toughness, and learning. It is known as an employee's mechanism to increase their employees' adaptive performance. The last cluster contains training outcomes and declarative knowledge. Combining employee declarative knowledge and high adaptive performance would optimize the training outcome.

Identifying the Knowledge Gap and Methodological Gap

Based on the analyzed papers, we grouped the antecedents into four categories: an individual's characteristics, motivation and self-regulation, job, task, and contextual factors, and training and learning. The categorization provides a more apparent research gap for future research direction. Our results show that the training and learning strategies category has

Table 2. Antecedents of Individual Adaptive Performance

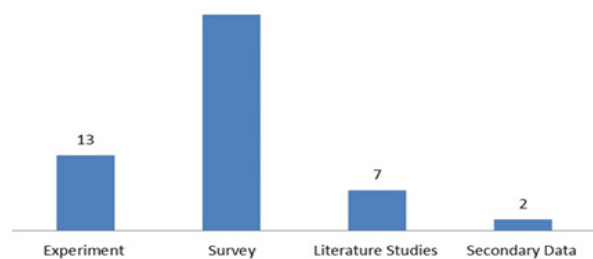
Individual Characteristic	Motivation and Self-Regulation	Job, Task, Contextual Factors	Training and Learning
26 papers	23 papers	21 papers	9 papers
Openness to experience (9)	Ambition (1)	Job Demand (5)	Trainee (3)
Emotional Stability (3)	Psychological Hardiness (1)	Political skill (2)	Continuous Learning (1)
Conscientiousness (4)	Psychological Capital (1)	Social Support (2)	Explanatory Learning (2)
Cognitive Ability (8)	Psychological Flexibility (1)	Managerial Empowerment (1)	Error Encouragement Framing (2)
Achievement Motivation (1)	Resilience (1)	Company Strategy (2)	Exploitative Learning (1)
Neuroticism (1)	Mindfulness (1)	Organizational Structure (1)	Learning Organization (1)
Type A Personality (1)	Self-Efficacy (11)	Autonomy (2)	Learning Orientation (1)
Cultural Intelligence (1)	Self-Esteem (1)	Proactive Behavior (1)	
Skill and Knowledge (2)	Self-Regulation (2)	Innovative Work Behavior (1)	
Goal Orientation (3)	General Mental Ability (4)	Work Engagement (1)	
Emotional Intelligence (1)	Ego Depletion (1)	Procedural Justice (1)	
Age (1)		Work Characteristic (1)	
		Commitment (1)	
		Work Ethic (1)	
		Job Crafting (2)	
		Career Planning (1)	

minor empirical evidence to explain the underlying mechanism of individual adaptive performance (see Table 2).

We have identified the types of research methodology conducted by previous researchers regarding individual adaptive performance. Figure 3 shows the most common research method for the 59 articles is surveys, followed by experiments. Both literature studies and the use of secondary data are secondary to surveys. It is fair to say that findings on individual adaptive performance mechanisms are achieved through the quantitative method and that qualitative or mixed-method approaches are still scarce.

Lang & Bliese (2009) found that the potential for ambiguity in interpreting the performance context related to the transition adaptation process is very diverse for each individual, thus contending for a mixed-effect modeling approach to get better data results. The qualitative approach is useful for obtaining new insights based on phenomena in the field,

Figure 3. Total Paper based on Research Methodology



especially with adaptive mechanisms and knowledge transfer processes in the workplace (Morgan et al., 2003). By using a qualitative approach, the study conducted by Morgan et al. 2003 found an indirect relationship between employee performance and the organization's knowledge base in the company. The constraint of the individual adaptive performance construct through the development of general measurement with a qualitative approach presents a challenge whereby its mechanisms tend to have complex and dynamic organizational processes. Riazi (2017) proposed that the mixed method allows researchers to investigate complex problems thoroughly. Thus, it widens the horizon of the underlying mechanism of individual adaptive performance from qualitative and quantitative perspectives. This idea aligns with Cao & Philp's (2006) analysis that both qualitative and quantitative approaches are beneficial to obtain more general conclusions due to the willingness to communicate.

The Future Research Agenda

Our analysis identified three categories of main antecedents that affected individual adaptive performance (See Figure 3). The first antecedent factor is individual characteristics. Individuals respond differently to their external environment (Confer et al., 2010). Significantly, each individual has different processes of filtering, encoding, and interpreting the external information and environment situation (Neisser, 1967). Thus, it is shown that an individual's characteristics such as personality, type of intelligence and skills, and knowledge has different process of absorption and processing the information and the external environment (Naami et al., 2014; Sherehiy & Korwoski, 2014; Pradhan et al., 2017). Moreover, previous literature showed that an individual's characteristics allow higher salience and allow individuals to have better adaptive mechanisms toward the changing environment (Buss, 2009; Major & Litano, 2014).

The first example of an individual's characteristics is personality. The personality of openness to experience is one of the most significant factors in adaptive performance (Huang et al., 2014; Wihler et al., 2017). Naami et al. (2014) found that individuals with the traits of openness to experiences will see job challenges as new opportunities and have higher salience to decrease their stress level and high adaptive performance. In the later research, Pan & Sun (2017) emphasized the other roles of an individual's motivation and self-regulation mechanism, such as emotion control and cognitive adaptability, as mediators between personality and individual characteristics toward adaptive performance. Meanwhile, the other mediator from the previous research is work engagement as the job, task, and contextual factors. The significant mediator role of work engagement between an individual's characteristics and adaptive performance reflects a high salience mechanism (Van den Heuvel et al., 2020). Therefore, the research from Pan & Sun (2017) and Van den Heuvel et al. (2020)

strengthen the role of an individual's characteristics toward adaptive performance through motivation and self-regulation and positive job behavior such as an individual's salience mechanism.

The second main antecedents of individual adaptive performance are the role of motivation and self-regulation mechanisms. Specifically, the role of motivational and self-regulation mechanisms is to reflect an individual's self-regulation mechanism to act and behave toward the change to achieve their specific goals, which is higher adaptive performance (Chen et al., 2005). Also, the previous research showed the significant role of general mental ability, mindfulness, and resilience toward adaptive performance (Shoss et al., 2012; Kossek et al., 2016; Hashemi et al., 2019). Therefore, based on the previous explanation, we emphasized the importance of future research to explore a specific individual's behavior or internal mechanism in the organization's change context situation. The third main antecedent factor is the job, task, and contextual factors. The concept of job, task, and contextual factors has been studied massively with the relationship between levels of adaptive performance (See Table 1). One of the theoretical bases often used is the Job Demand Resources and Job Demand Control Theory (i.e., Tucker et al., 2008; Nandini et al., 2022; Rabiul et al., 2022). One example is the research conducted by Lichtenthaler & Fischbach, 2017 which emphasizes that job crafting positively influences adaptive performance. This research shows the ability of individuals to increase their job resources to face high job demands to produce better adaptive mechanisms in the workplace (Demerouti, 2020).

Another job and task contextual factor that significantly affects individual adaptive performance is innovative work behavior (Javed et al., 2017). Specifically, innovative work behavior leads individuals to give higher effort, described as the individual adaptive performance context such as training effort, handling work stress, interpersonal adaptability, and others (Yousef, 2001). Further research also showed the role of work engagement as a mediator between job demand and adaptive performance (Park et al., 2020).

In addition, previous research also found that autonomy, job demand, and job uncertainty as job and task contextual in an organization can affect individual adaptive performance (Sherehiy & Karwoski, 2014). Their research also emphasized the importance of organizational support and roles to maintain high individual adaptive performance in dynamic market situations. Further study also showed the role of job control as an intervening variable between job demand and adaptive performance (Hashemi et al., 2019).

Overall, Table 1 emphasizes that the previous research has mainly discussed the role of job, task, and contextual factors toward individual adaptive performance. It also showed that the role of job, task, and contextual factors still had a high potential to explore in the future as an intervening variable (Williamson,

2001; Solberg & Wong, 2016). Furthermore, the findings in Table 1 show that the learning process has very limited ability to explain the individual adaptive performance since most research is related to the individual's mechanism. It suggests that there is a lack of linkage between the role of the organization and the perspective of the employee development process related to adaptive performance. It also strengthens the importance of employees' adaptive performance function to fulfill the dynamic job demand from the market or their supervisor. Employees' adaptive performance is closely related to the organization's role in developing employee skills and capabilities continuously. This finding is in line with the analysis conducted by Park & Park (2019), where the importance of research related to the role of HR in employee adaptive performance as an employee development process in the workplace is confirmed. A more in-depth analysis emphasizes the importance of learning factors and employee training in the workplace in supporting adaptive performance for the continuous development of skills and capabilities.

Future research should explore individual adaptive performance from a learning perspective. Kozlowski et al. (2001) underlined the importance of the relationship between an individual's learning and adaptive performance due to the dynamic work environment. Such dynamics demand higher skill adaptability of the worker, thus emphasizing the importance of self-efficacy and knowledge structure in training performance and an individual's learning orientation. In other words, the findings highlight the importance of an individual's self-regulation mechanism in their learning process to have skill and capabilities enhancement.

Later, the previous research showed the importance of a training approach that allows individuals to have explorative learning and emotion control strategy leads to better self-regulation mechanisms that help an individual to have higher adaptive performance (Bell & Kozlowski, 2002; Bell & Kozlowski, 2008). Moreover, it also strengthens the research from Hughes et al. (2013). Their study showed that training and learning inside an organization that allows a trial-error work process drive individuals to have higher adaptive performance. It shows the organization's important role in delivering an optimal training and learning environment that stimulates higher individual adaptive performance.

Further research from Kantan et al. (2015) showed a broader learning perspective at the organizational level. They found that organizational structure affected learning organizations and led employees to higher adaptive performance. Tabiu et al. (2020) also found that HR support such as training helps individuals achieve higher adaptive performance in the workplace. These findings showed the importance of the organization's role in enhancing individual adaptive performance through the learning process.

Simon et al., (2013) also explained that an individual's continual learning enhances an employee's

adaptability and productivity in a dynamic business situation. Concerning this, Greco et al., 2019 also stated that the learning process is one of the organization's media in developing its talents and helping employees to answer various organizational challenges. Greco et al., 2019 stated that worker characteristics (i.e., cognitive ability, goal orientation) and work characteristics (i.e., slack resources, performance monitoring) influence employee choices in the explorative or exploitative learning process and improve individual adaptive performance.

Moreover, they discovered that there is different behavior between a high and low-performance orientation in the training process. It shows the importance of individuals' optimal mindset between exploratory and exploitation learning mindsets. Therefore, training strategies become crucial for employee development with diverse individual characteristics. It has been shown that training and learning strategies become an important tool for organizations to enhance individuals' adaptive performance by supporting their skills and capabilities enhancement. This process facilitates individuals with better resources by their skills that always developed align with the market demand and lead them to higher adaptive performance.

Training strategies are also one organization's strategies to develop employees' behavior, skill, and performance. This approach is important to survive in the dynamic market situation (Kozlowski et al., 2001; Chen et al., 2005). Meanwhile, Kozlowski et al. (2001) found that training performance in a dynamic work environment affected an individual's adaptive performance based on their performance orientation and declarative knowledge. Moreover, Chen et al. (2005) emphasized that organizations need a better understanding of a flexible training approach to facilitate employees' skills and abilities in unpredictable markets. Although, it was found that research that links the relationship between learning and training strategies found less evidence and needs to explore in the future. Especially with today's technological advancement that urges individual's continual skill enhancement.

Based on the analyzed articles, there are several other mediators found. Pan & Sun (2007) stated that emotional control as a self-regulation process could support the individual learning process towards better adaptive performance in dynamic work conditions. Eldor & Harpaz (2016) confirmed the importance of employee organization because of the rapid technological advancement and market demand. They also found that employee engagement, job satisfaction, and job involvement are mediators between organizational contexts toward employee adaptive performance.

In this mechanism, Eldor & Harpaz (2016) argued that job resources would stimulate individual personal growth while encouraging them to meet various job demands to be more adaptive. Meanwhile, job satisfaction and involvement are employee resource investments, especially in carrying out different

dynamic job demands. Meanwhile, Hashemi (2019) found that psychological flexibility is the mediator and predictor of adaptive performance. The previous research also found some moderators of adaptive performance. Climate for innovation and emotional stability was one example of the significant moderator of the adaptive performance mechanism (Charbonnier-Voirin et al., 2010; Huang et al., 2014).

Kanten et al. (2015) also affirmed that the design of an organization's structures should follow its strategies and both internal and external working environment conditions for the higher adaptive performance of the employees. They pointed out that organizational structures that support the company in organizational learning will promote employees toward better adaptive performance (Kanten et al., 2015). Based on the explanation above, we analyzed the existing mechanisms for individual adaptive performance based on the evidence in the previous paper. Based on this analysis, we found several mediators and the main antecedents of individual adaptive performance.

Thus, a conceptual model of the mechanism of individual adaptive performance with the learning process as the mediator can be built (see Figure 3). We built this model based on the framework for combining mediation and mediator built by Baron & Kenny (1986). Based on that theoretical foundation, the antecedents in the figure have represented

Figure 4. Conceptual Model of Individual Adaptive Performance

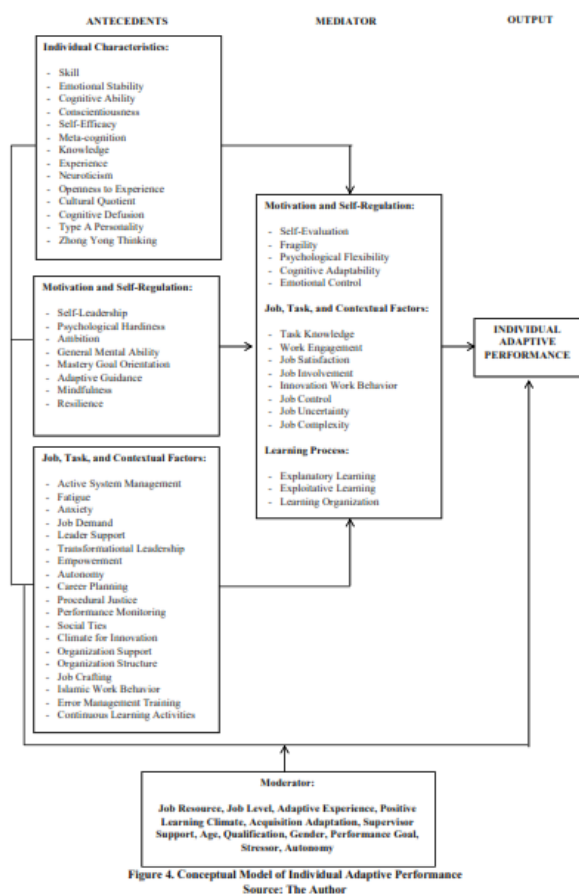


Figure 4. Conceptual Model of Individual Adaptive Performance
Source: The Author

the manipulation of control toward the output variable (i.e., individual adaptive performance). In comparison, the mediator is depicted as the result of the perceived control (i.e., the antecedents). Lastly, the moderator is a stressor based on the operational theoretical model. Therefore, the model above explained how the trait and attitude resulted in the behavior.

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CONCLUSION

This systematic literature study aims to explore the research gap in an individual adaptive performance. Based on the body of knowledge, it was found that the variable least explored in the mechanism of individual adaptive performance is the aspect of the learning process. The learning process is critical for maintaining continuous employee's skill and capabilities development. An optimal individual learning process generates employees' resources for better adaptive performance in the dynamic market demand. In terms of research methodology, quantitative approach is the most common methodology employed in individual adaptive performance research. A mixed-method method is rarely applied in assessing individual adaptive performance mechanisms, notwithstanding its benefit in providing a broader perspective particularly in the case of exploring the mechanism of individual adaptive performance based on several mediators, such as the emotional process, learning, work engagement, and others. Finally, this paper proposes a conceptual model that reflects the underlying mechanism and identifies specific future research in the context of individual adaptive performance.

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