CHAPTER 4
QUALITATIVE STUDY AND CONCEPTUAL MODEL DEVELOPMENT
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This chapter explains the results of the qualitative study undertaken to conceptualize the construct of Frontline Employee Adaptability, principally, how to conceptualize FLE adaptability and what its dimensions are. Subsequently, a conceptual model was developed to explain FLE adaptability along with its antecedents and consequences. At last the hypotheses are offered, which will aid in testing the conceptual model.

4.1 Overview of the Frontline Employee Adaptability Constructs Development

The chapter 3 described the Grounded Theory Methodology in brief. The sampling and data collection processes for the qualitative research and the data coding methodology was also described. A Grounded Theory approach can be derived inductively through the systematic collection and analysis of data pertaining to a phenomenon (Corbin & Strauss, 2008). The data was collected based on the interview, open ended questionnaire and focus group discussion. Grounded Theory methods by Corbin and Strauss (2008) were used to evolve codes and develop theory. The data analysis phase of this study involved the researcher, and an expert, well versed with the Grounded Theory Methodology. Data collection and item classification was carried out simultaneously. The early coding phase was intentionally kept flexible and reflexive allowing the data to stimulate thinking about themes and their relationships, focusing on the emerging theory and the need for subsequent data collection. John and Johnson (2000) provided criteria for selection of software for data collection. Although there are
numerous text analysis software, Microsoft Excel software was employed for critical reasons as follows:

1. Cost
2. The intention of this study was not to calculate the frequency of occurrence of a theme, rather to list and classify the emerging themes.
3. Spreadsheet provided a glimpse of the various categories and themes (properties) within each category. Similarly, add new work sheet function will enable to have merged file with meaning units, condensed meaning units, theme and dimension (Kandasamy & Ancheri, 2009).
4. Computers cannot conceptualize which words or themes to be given more important and less important (Pandit, 1996).
5. Insertion of categories, themes, meaning units, condensed meaning units etc. into the existing spreadsheet and alphabetic sorting / searching was possible using this software.
6. Participant’s narratives of their experiences and its essence could be captured only by human awareness and human investigation (Seidel, 1991).

Meaning unit which was classified as condensed meaning unit, were further classified based on the understanding of its content in the circumstantial context. In Open Coding, the classification of each logical sentence was broken into meaning units. Each meaning unit was assigned, a condensed meaning unit, which will describe the meaning unit in short. In axial coding the data is then put back together by making connections between condensed meaning units and thereby creating themes. At last themes were logically connected for creating dimension. These processes can be summarized as a) meaning unit is the unit of analysis, b) condensed meaning unit is
first order categorizing, c) theme or attribute is the second order categorizing and d) the dimensions are third order categorizing.

**Figure 4.1: Process for classification of condensed meaning units**  
[Source: Conceptually adapted from (Corbin & Strauss, 2008)]

As new condensed meaning units items emerged, the strategy for classification was; (a) in case, this related to an existing dimension, then it was sub-classified under this dimension, else, if it was agreed upon as entirely unrelated to the existing dimension, then it was labeled as a new dimension. The classification for the theme followed the same logic. The figure 4.1 provides a graphical representation of the classification process and figure 4.2 represents coding process emerging themes. As grounded theory is a cyclical process between data collection and data analysis further follow up interview and also group discussion were conducted to focus on this themes (Ghauri & Gronhaug, 2005). The Frontline adaptability construct in this study comprised of seven dimensions. The data was independently analyzed by one more
person well versed with grounded theory to improve the validity of the finding. The percentage inter-rater agreement was 86.4 %, Kirpendoff alpha was calculated as 0.75 which amounts to substantial agreement (Krippendorff, 2004).

Kirpendoff alpha was calculated using a free online tool designed by (Freelon, 2010), available at http://dfreelon.org/utils/recalfront/ [last accessed on 19th September 2014]. In order to account for researcher preconceived bias, the researcher wrote an epoche at the beginning of the data collection and conceptualization process. The epoche catalogs a researchers preconceived notions about the phenomenon under study. The purpose of the epoche is to bracket an individual’s biases so that a phenomenon can be looked at “through purified consciousness”. Moustakas (1994), states that the epoche does not eliminate everything it only accounts for the natural attitude, biases of everyday knowledge, as a basis of truth and reality. A cause of concern is the scientific facts, the knowing of things in advance, from an external base rather than from internal

Figure 4.2: Coding Process using Grounded theory
[Source: Conceptually adapted from (Corbin & Strauss, 2008)]
reflection and meaning. Thus, epoche allows an individual to suspend whatever colors his or her vision and allows the individual to embrace data openly and accept the data as it truly is.

With this philosophy in mind the researcher wrote an essay about the adaptability aspect of frontline employee which was his preconceived notion and the same was handed over to the independent rater who was assisting him in the research with a view to keep a check on the bias of the researcher.

<table>
<thead>
<tr>
<th>Table 4.1: Dimensions and Themes of Frontline Employee Adaptability construct</th>
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<tbody>
<tr>
<td><strong>Dimension</strong></td>
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<td>1. Interpersonal Adaptability</td>
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<td>2. Service Offering Adaptability</td>
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<td>3. Political Aspects of Adaptability</td>
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<td>4. Social aspect of Adaptability</td>
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<td>5. Physical aspect of Adaptability</td>
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<td>6. Group Adaptability</td>
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<td>7. Organization Aspect of Adaptability</td>
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</table>

The dimensions and themes that emerged after agreement with the independent rater after removing the bias and disagreements are summarized in table 4.1.
4.2 Analysis of FLE Adaptability Construct

This section discusses the dimensions of frontline employee adaptability unearthed in this study in line with the extant literatures.

4.2.1 Interpersonal Adaptability

During the interview process, many respondents expressed the need for FLE learning to adapt, as per the interpersonal requirement of customer. They were particularly vocal on the efforts required in convincing the customers. Borg and Johnston (2013) also endorsed that even though interpersonal skills are proclaimed valuable for salespeople's performance, the field's understanding of the concept is limited, sporadic, and seemingly conflicting. Similar views endorsed by Lewis and Entwistle (1990), in their seminal article about FLE need to be adaptable along the interpersonal dimension. A similar sentiment was found from the study is depicted in table 4.2

Table 4.2: Excerpt from Study-Verbal Adaptability

<table>
<thead>
<tr>
<th>Excerpt from Study-Verbal Adaptability</th>
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</thead>
<tbody>
<tr>
<td>“….We need to make customers understand during load shedding as I can’t do anything about it. It is the policy of the organization. But still customers call us about it. Sometimes they are furious” (A –I 14-22-23: Verbal adaptability).</td>
</tr>
<tr>
<td>”...Our lines are old hence the reliability of these lines is poor. We have made umpteen proposals to renovate these lines still the organization doesn’t do it. Due to this we have bear customer brunt”(A –I 8- 16-20: Verbal adaptability).</td>
</tr>
<tr>
<td>“While carrying out repairs if people are in bad terms with their neighbors, sometimes neighbors object and we have to solve it” (B –I10-7-9: Verbal adaptability)</td>
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The open ended questionnaire has some respondents put across; about how emotionally taxing it is on them, while interpersonally dealing with customers. Since power is an essential service dealing with variety of customers, hence there is a
requirement of FLE. The responses confirm with Ealias and George (2012) research who advocated the importance of dealing with emotions while handing customers. Some of the excerpts are given in table 4.3

Table 4.3: Excerpt from Study-Emotional Adaptability

<table>
<thead>
<tr>
<th>Excerpt from Study-Emotional Adaptability</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Some customers are extremely rude to us even they use bad words especially on the phone, we have to listen to everything. We get very disturbed. I had a customer who once called me an anti national because the power to an area was down due to a 33kV line breakdown. He was calling me an anti national because he couldn’t watch the televised cricket match between India and Pakistan which India was winning”. (B – Q10-17-22: Emotional adaptability)</td>
</tr>
<tr>
<td>“Another customer was telling if we don’t restore power within 10 minutes he will bring a mob to my office and thrash us” (A – Q4-23-25: Emotional adaptability)</td>
</tr>
</tbody>
</table>

Some respondents also echoed on the necessity of rapport generation skills for the FLE. This could be due to the need of requirement of convincing a customer in power deficit, technologically absolute service utility. Harris (2013) also endorsed the respondent’s views in their study about telephone rage of customers. He found a significant relationship between telephone rage and customer employee rapport.

Table 4.4: Excerpt from Study- Nonverbal Adaptability

<table>
<thead>
<tr>
<th>Excerpt from Study- Nonverbal Adaptability</th>
</tr>
</thead>
<tbody>
<tr>
<td>“One should be always having a good eye contact even when customer is aggressive. This creates an element of trust for the customer. When you tell a customer by having an eye contact that an upstream feeder is faulty and that’s why you don’t have supply, chances are that he will believe you. ” (A – G 2-P2-12-16: Non verbal adaptability)</td>
</tr>
<tr>
<td>“When a customer is complaining to you about irregular the power supply etc. I have seen some employees listening to them while sloping in their chairs. This irks the customers more as it creates a disinterested attitude. I feel while dealing with such customers the FLE postures should be like he is attentive, he should stand or sit straight and exhibit a I can solve attitude ” (C – G 1-P2-12-16: Non verbal adaptability)</td>
</tr>
<tr>
<td>“A frontline employee should behave the way the customer is. Suppose a customer is irritated with power problems, he should behave in such a way that immediately gels together. One learns these things by experience” (B – G 1-P1-8-13: Non verbal adaptability)</td>
</tr>
</tbody>
</table>
A special reference on the importance of body language of the FLE during the group discussion was also understood. This led us to hypothesize the importance of Non verbal aspects for frontline adaptability. The significance of non verbal communication on the consumer’s evaluation of service encounter is emphasized by Gabbott and Hogg (2000). Similar study by Sundaram and Webster (2000) reveals the connotation of service employees’ nonverbal communication during service interactions. Some studies by Lages and Piercy (2012), emphasized on importance of such behaviors even for generation of ideas for customer improvement. All these studies conducted on the importance of non verbal behaviors, emphasize relationship between non verbal behaviors and employees. The table 4.4 expresses some similar sentiments.

![Interpersonal Adaptability Diagram](image)

**Figure 4.3: Themes of Interpersonal Adaptability**

However the respondents of our study delineate the importance of FLE to the need of adapting to the non verbal needs of the customer. This casts the importance of contextual significance on the non verbal behaviors exhibited by employees. These responses have led us to conjecture that interpersonal adaptability dimension will have the verbal, non verbal and emotional themes and the same is depicted in figure 4.3.
4.2.2 Service Offering Adaptability

Another potential area that impinges on the adaptability of front employees was the adaptability along service offering dimensions. Primarily the related themes that emerged in this category was that a professionally competence will enable a frontline employee to adapt well. Researchers like Kane (1992) have expressed the difficulty in assessing professional competence. Studies by Ko (2012), clearly shows that professional competence impacts job satisfaction. In resonance to this research our respondents expressed this categorically the importance of professional competence in adaptability. The interviews, group discussion and questionnaire endorsed similar views. The excerpts are given in table 4.5. Another theme expressed by the employees is skill variety adaptability. They expressed the person should have a repertoire of skills and this will enable them to adapt in power sector jobs.

Table 4.5: Excerpt from Study- Professional Adaptability

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“I was working in meter relay testing unit of the department. I had a lot of interest in circuit analysis and fault finding. This technical knowledge enables to find even the most difficult faults. My ability makes me adaptable to such jobs.” (A – I 9-14-17: Professional Competence).

“When customers approach us for any difficulty like change in load or releasing new connection, I make it a point that most of the times in front of the customer giving them a tentative idea of the estimate. This quantification impresses the customers. For this, one has to have a detail knowledge about rules, regulation etc. I guess this skill will help an employee to adapt in his service” (C – I 10-37-41: Professional adaptability)

“Do you remember the Canacona floods in South Goa? Most of the lines were submerged in water or uprooted. Would you believe in less 48 hours we restored 95% of power supply in flood affected areas. Since we knew our Job in and out, we could undertake such skill oriented works within no time” (A – I 10-34-38: Professional adaptability)
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Similar views were accorded by (Champoux, 1991) in multivariate analysis in job characteristics theory of work motivation. The excerpts on skill variety adaptability
are given in table 4.6. The respondents also expressed the need to have to adapt with uncertain and unpredictable situations. In a power sector context where the frontline employee has to deal with variety of customers, this confirms the view taken by Pulakos et al., (2000). The excerpts for Uncertain and Unpredictable situation Adaptability are given in table 4.7.

**Table 4.6: Excerpt from Study- Skill variety Adaptability**

<table>
<thead>
<tr>
<th>Excerpt from Study- Skill variety Adaptability</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Our Jobs require one to know some civil, mechanical and electrical engineering knowledge because to attend decapping of power lines one needs to have all these skills else one would struggle” (B-I3-16-21: Skill Variety)</td>
</tr>
<tr>
<td>“Now a day’s all the cable fault finding instruments are of electronic types. One needs to have fair good electronics knowledge to work on such systems. Because if an instrument is faulty, by the time you place a call and their technicians arrive it will take some time. You just can’t keep your customers in dark all this while” (C-I6-6-10: Skill Variety)</td>
</tr>
<tr>
<td>“I remember an incident. We were stringing a 220kV power line through a private property. The owner of the land was an advocate and he was threatening us of legal consequences. We had the land acquisition order but still he was threatening. I placed a call for the legal guys and they were not reachable. If I stop the work so many labour hour would get wasted, so since I had a fair bit of legal knowledge we started the work” (B-I8-6-12: Skill Variety)</td>
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</table>

Creative problem solving also emerged as a potent theme in service oriented adaptability. Brophy (1998) endorsed that some individual do well in creative problem solving process than others. Kaufman (2011) also supported the individual differences in Creativity.

Table 4.8 provides some excerpts on creative problem solving adaptability by the respondents. There could be other factors effecting creativity and some prominent researches were Isen, Daubman, and Nowicki (1987), hypothesizing the importance of creative problem solving.
Madjar, Oldham, and Pratt (2002), suggested that creative problem solving is affected by other factors which are within or external to the individual. Shalley, Gilson, and Blum (2000) endorsed a positive significance between higher job satisfactions for individuals whose work environments complemented the creative requirements of their jobs.

Research by Zhou and George (2001), suggested that employees with high job dissatisfaction exhibited the highest creativity when continuance commitment was high and when (1) useful feedback from coworkers, or (2) coworker helping and support, or
(3) perceived organizational support for creativity was high. This conflicting finding on Job Satisfaction and creativity warranted a qualitative study which would throw some light on the relationship of adaptability with creativity and our research endorses the views of respondents in suggesting creative problem solving as an the aspect of frontline adaptability. Table 4.8 provides the excerpts for this theme. Thus, the dimension of service offering adaptability calls for a frontline employee adapting to professional adaptability, skill variety adaptability, dealing with uncertain and unpredictable situation and creative problem solving adaptability and it is depicted in figure 4.4.

![Figure 4.4: Themes for service offering Adaptability](image)

### 4.2.3 Political Adaptability

The characteristic of adapting to local political system also came out as a potent influencer of the adaptability of frontline employees. Power utility under consideration was offering the essential service in a developing country hence there could be the influence of local political parties. This view was supported by Arnold et al., (2012), who reported the interference of political parties in essential services. Similar views are
endorsed by Post and Obirih-Opareh (2003), on the research in service sector in urban waste management in Indian town of Hyderabad. Min (2011) stated that indeed, it is often said that Indian politics centers on Bijli, Sadak, Paani (electricity, roads, water). The table 4.9 provides excerpt on political adaptability from respondents. However, Tongia (2003) specifically endorses the view that there is huge intervention of political parties in the power sector and there needs to be mechanism to reduce its effect.

Table 4.9: Excerpt from Political Adaptability

<table>
<thead>
<tr>
<th>Excerpt from Political Adaptability</th>
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</thead>
<tbody>
<tr>
<td>“We have listen and act as per the whims and fancies of the politicians. The ruling party fellow and his supporters want a street light fixture to be installed in his area and opposition party sympathizers want the other way around. Most of the times we get caught in the war between the wind and the sea” (A – I2-16-20: Political aspects of adaptability)</td>
</tr>
<tr>
<td>“If we listen to one party and do their work, the other party complains and vice versa. It is very difficult to satisfy both the parties. Sometimes we are transferred to faraway places if we don’t listen” (A – I12-19-22: Political Aspects of adaptability)</td>
</tr>
<tr>
<td>“Sometimes the sympathizers of a political party want to twist the rules to get a electricity connection without following any procedures. If we object to it, then, we start getting calls from their political masters. I remember one politician telling me Tu maka kaido shikounk naka (Don’t teach me Laws). No matter how much you convince them they just won’t listen” (A – I3-27-31: Political Aspects of adaptability)</td>
</tr>
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</table>

These researchers confirmed the views expressed by the respondents. The respondents specifically endorsed the view that adapting to the ruling political party and opposition political party as one of the major aspect of adaptability. The national daily the ("Engineer assault case: Pacheco sentenced to one year imprisonment" 2013) reports some instances of a politician assaulting an engineer from power sector in Goa. This incident proves the vulnerability of the frontline employees in essential services in a developing country. Also such instances endorse the view taken by the respondents in adapting to the ruling and opposition parties. The division of Indian political system in
ruling and opposition parties calls for a dynamic interpretation of power struggle (Brass, 1984). The opposition parties are fractionalized and have to coordinate with each other in order to replace the ruling party. As Nishikawa (2012), reports, this calls for a dynamic struggle for power. This struggle in turn leads to criticizing each other’s moves and policies. A frontline employee being an essential cog in discharging services which are of essential nature, often becomes, the target of opposition and ruling alike. This calls for adaptability to the ruling and the opposition class. Political adaptability primarily calls to adapting to the ruling and opposition party and it is depicted in figure 4.5.

![Figure 4.5: Themes for political Adaptability](image)

4.2.4 Social Adaptability

Adapting to the social fabric of society was considered by many respondents as one of the dimensions of Adaptability. The need for the employees to be sensitive to the local culture was propounded by (Mattila, 1999). Similar views were expressed by Stauss and Mang (1999), and they called for employees to be trained in this matter. In the present study the themes reported were adapting to the local culture and social consciousness a term coined by us to depict frontline employee orientation to the society.
Table 4.10: Excerpt from Social Adaptability-culture etc

| “One needs to know the society well from the local language to the major functions of the locality. If you don’t know you have to learn it else it is going to be difficult. Sometimes the slangs, the variety etc one should be aware” (A –I7-12-15: Social adaptability) |
| “One needs to understand how people in a locality act and of course try to behave accordingly” (A –I6-17: Social adaptability) |
| “Afternoon siesta is an important time for people in Goan villages. One shouldn’t plan load checking drive on customers at this time, else you will have more non cooperation from customers. (A –I4-24-27: Social adaptability) |

The frontline employee in a developing country has to deal with various factions in the society. The frequent contact of FLE with members of public of diverse social profile, warrants that the FLE to be well aware of the local culture, mores folkways etc. The table 4.10 provides the excerpts. Power supply plays an important role in the society. Electricity being more than simply a modern convenience, access to electricity is a life-altering transformation that improves quality of life and enables economic development. Electric light extends a day’s productive hours, allows children to study after the sun has set, and enhances safety at night. Powered water pumps reduce the effort needed to collect clean water. Refrigeration allows for the preservation of food and medicines (Min, 2011). Thus, the role of electricity in modern society is multidimensional.

The role of power supply is enhanced during major social events in the locality. The increase in electricity consumption in India during festivals was propounded by researchers like Min (2011). Almost every day in Goan society there is Village Zatra or church feast or Urs in Dargah (Naik & Radhakrishnan, 2003). A power failure on the Village Zatra or feast day will cause a lot customer discomfort and outrage. There are
frequent requests from the general public regarding maintaining, un-interrupted power supply during important villages / festivals like Zatra, feast, Urs etc., besides, during important social events like pulse polio immunization, village football tournament or Narakasur Competition etc. This results in the frontline employee being the very part of the society where he serves and it results in social consciousness. This phenomenon may result in employee developing a social good feeling or importance about the job that he is performing. Social consciousness may positively affect the in role and extra role behavior of employees. This behavior may probably explain why some employees work for long hours in an understaffed power utility without any financial or other incentives during major social events.

Social consciousness in other words is having an orientation towards society. When an employee considers his work to be a work to society, such attitude calls for a viewpoint wherein the employee will consider the goals of society to be bigger than his. This may enhance the adaptability of frontline employees.

**Table 4.11: Excerpt for Social Adaptability- Social Consciousness**

<table>
<thead>
<tr>
<th>Excerpt</th>
<th>Source</th>
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</thead>
<tbody>
<tr>
<td>“It is important for me to contribute to the good of general public”</td>
<td>(A – I2-8-9: Social Aspect of adaptability).</td>
</tr>
<tr>
<td>“The job which I do makes me feel that I am doing a Job which will help me to serve my fellow human being”</td>
<td>(B-G2-P2-12-15: Social Aspect of adaptability).</td>
</tr>
<tr>
<td>“Given an opportunity I would prefer to see frontline employees do what is best for the whole society, even if it were against my interest or Goals”</td>
<td>(C-I2-18-20: Social Aspect of adaptability)</td>
</tr>
<tr>
<td>“I feel a large amount of what I do is for a cause bigger than my goals. That’s why sometimes no matter how much time it takes to attend a fault, I am happy doing extra work without any monetary gains”</td>
<td>(A-I12-14-17: Social Aspect of adaptability)</td>
</tr>
</tbody>
</table>
However, the organization needs to consider this behavior with counterproductive work behavior or service sweet hearting. We envisage that the extreme forms of social consciousness may lead to counterproductive work behavior or service sweet hearting behavior (Brady, Voorhees, & Brusco, 2012). This may be kept in mind while designing training and awareness programs for FLE. The table 4.11 provides the excerpts for social adaptability. The dimension of social adaptability calls for an FLE adapting with the local culture, events, festivals and having social consciousness and the same is depicted in figure 4.6.

4.2.5 Physical Adaptability

Adapting to the physical factors was also considered by respondents as one of the important dimensions of frontline employee adaptability. The physical factors outlined by the respondents were adapting to hostile environment like rain, heat, cold etc. Besides irregular meal timings some respondents voiced their concerns regarding bearing hunger and thirst. As electric lines pass through remote areas it becomes
increasingly difficult to get food and refreshments. The effect of physical environment on employees was studied by Bitner (1992), and it was found that physical factors do affect the employee performance. However, much research is not done on the hostile environmental conditions and how an employee responds to it. The importance of meeting employee’s primary needs was discussed by (Maslow, 1969). In a developing country where employee’s even primary needs are met with difficulty, then adapting to such a scenario assumes prime importance. Many respondents expressed that adapting to hunger; thirst, etc, as sometimes while working in remote places is difficult. Some respondents have expressed the inherent nature of dangerousness of electricity work and how it can physically harm them. The table 4.12 provides the excerpts. The themes surfaced in this dimension were adapting to the hostile environment, adapting to in satiation of physical needs or adapting physical safety of employees while working on electrical systems warranting special thinking patterns for employees.

**Table 4.12: Excerpt from Physical Adaptability**

```
“Sometimes an electrical HT feeder if faulty during heavy rains. Many consumers are affected. We have to find fault by physically patrolling (Walking along) the line. Sometimes the places are very dangerous like passing through vegetation which is full of reptiles. when an interstate line is faulty and we have patrol the along with line staff through the dense forest of Anmod Ghats one can even see a wild animals.” (A –I3-12-17: Physical aspects of adaptability)

“Most of the time there is no time for lunch. As faults can develop anytime. We need to adapt to having lunch at odd times or sometimes skip the meals altogether. (B-I4-12-14: Physical aspects of adaptability)

“Working on electricity lines is dangerous if one is not careful. One may work the efficiently, however, one mistake can land them in trouble” (B-I4-20-22: Physical aspects of adaptability)
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Such behavior can be accompanied by different mindsets that have particularly important implications for the explanation of frontline employee adaptability.
Thus physical adaptability involves adapting to physical requirements of job, working at odd hours/ days etc and adapting to deal with dangerous situations and the same is depicted in figure 4.7.

![Figure 4.7: Themes for Physical Adaptability](image)

### 4.2.6 Group Adaptability

The importance of adapting to the group one works is a perennial issue pointed out by the respondents. Two important aspect identified in this aspect was adapting to the group within the organization and outside the organization. Many times jobs in power sector require coordination among the police, fire service, forest etc. In this aspect it is perennial to consider the importance of inter group adaptability. Intra team support refers to the internal service and communication between teams and other units within the organization, while intra team support concerns the mutual willingness of team members to help and to deliver service to each other to reach common group goals (Campion, Medsker, & Higgs, 1993). It has been argued, that well-functioning
interpersonal processes among employees stimulate an atmosphere of idea generation and creativity (Andrews, 1995), which is especially relevant in service performance.

**Table 4.13:** Excerpt from Group Adaptability

<table>
<thead>
<tr>
<th>Group Adaptability</th>
<th>Adapting to group external to organization</th>
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<tr>
<td></td>
<td>Adapting to group internal to organization</td>
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“Even a simple tree falling on an HT line will involve coordination between police to control traffic, fire service and or officials. So one needs to gel with all the members in the group. Sometimes even after repeated request some units doesn’t report we have to face the public brunt. But we to manage that” (A-I6-12-16: Group Adaptability)

“A shutdown in the main power station will involve sometimes coordination between the Meter relay testing unit, the HT units, The EHT units, the LT units and so on. One needs to have a good rapport among the teams” (A-I8-7-10: Group Adaptability)

Cooperative support within and between teams is crucial to adaptive behavior. When service employees experience interpersonal adaptability from their colleagues, they will be motivated to carry over this adaptive approach in their encounters with customers. In addition, to increase levels of adaptability, inter team and intra team support also influence in relation to proactive behaviors. Besides, sometimes within the
organization itself the works involves coordination within different units of department like the meter relay testing units, High tension unit, low tension units, vigilance wing, etc. This also calls for adaptability within the groups within to the department. The table 4.13 provides the excerpts. Thus adapting to group involves adapting to groups external to the organization and internal to the organization and depicted in the figure 4.8.

4.2.7 Organization Adaptability

Modern organizations are exemplified by changing, dynamic environments in which the need for adaptive employee has become increasingly important (Hollenbeck, Lepine, & Ilgen, 1996; Ilgen & Pulakos, 1999; Pulakos, Dorsey, & White, 2006).

Table 4.14: Excerpt from Organizational Adaptability

| “One needs to be adaptable to organizational rules, regulations, policies etc. The faster one learns it he will be better off”. (A –G1-P3-2-3: Organization aspect of adaptability) |
| “Knowing what an organization wants us to do will help us to perform better” (C-G2-P2-15: Organization aspect of adaptability) |
| “One should know that an organization cannot stock all the materials required for a maintenance activity, so I need to operate within that limitations. At the same I should look for new solutions” (A-G2-P1-14-17: Organizational Aspect of adaptability) |
| “One should understand the policy of the organization and take steps to operate within the organizational limitations”(A –B2-G1-P3-12-14: Organizational Aspect of adaptability) |
| “Every organization has some set of values, the faster a person adapts he is well off” (B –G1-P2-12-14: Organizational Aspect of adaptability) |
| “The employee should bring in line his needs with organizational needs” (B –G3-P4-7-9: Organizational Aspect of adaptability) |
For example, employees must frequently adjust to new ways of performing their jobs, as changing technologies and automation continue to alter the nature of work tasks. Similar viewpoints are expressed by the respondents of this study. In this adapting to organizational rules, regulations, procedures were an important factor pointed out by many respondents. The table 4.14 provides the excerpt. Organizational adaptability calls for adapting to organizational rules, procedures, culture, etc and the same is depicted in figure 4.9.

4.3 Frontline Employee Adaptability: Conceptualization

Issues about employee adaptability construct are discussed in the literature review section, and prior studies define employee adaptability as context specific e.g. in sales situation “the altering of behaviors during a customer interaction or across customer interactions based on perceived information about the nature of the selling situation”. However, Pulakos et al. (2000), was the first to conceptualize adaptability
as a multidimensional model. The criticism of the model were that the Pulakos’s multidimensional model of adaptability is dependent on the type of job being considered (Gwinner et al 2005) and many subsequent researchers argued that many of Pulakos’s multiple dimensions, can be viewed as single dimension.

This was the primary tenet that led to this qualitative inquiry to re conceptualize the employee adaptability among the frontline employee. The qualitative inquiry revealed seven the dimensions of front line employee adaptability which is summarized in figure 4.10. These attributes are discovered in qualitative research using Grounded Theory and these attributes are unique and applicable among the frontlines. The focal object is the interaction between the frontline employee and other stakeholders, environment, event or a new situation. Edwards and Bagozzi (2000) defines a construct is “a conceptual term used to describe a phenomenon of theoretical interest” . The (COARSE) procedure (Construct definition, Object classification, Attribute classification, Rater identification, Scale formation, and Enumeration) designed by Rossiter (2002), posited that constructs be conceptually defined (described) in terms of

1) The object, including its constituents or components,

2) The attribute, including its components, and

3) The rater entity.

Failing this, the conceptual definition of the construct will be inadequate for indicating how the construct should be (operationally) measured.
Figure 4.10: Conceptual Schema of Frontline Employee Adaptability Dimensions
With this procedure in mind the construct of frontline employee adaptability is defined as the frontline employee (rater) exhibiting interpersonal, service offering, political, social, physical, group, and organizational adaptive behavior (attributes) as per the demands or requirement of stakeholders, environment, event or a new situation (focal object). The figure 4.11 depicts graphically the FLE adaptability conceptualization.

Attributes of adaptability

Interpersonal Adaptability
Service Offering Adaptability
Political Adaptability
Social Adaptability
Group Adaptability
Physical Adaptability
Organizational Adaptability

To meet demands or requirement of

a) Stakeholders
b) Environment
c) Event
d) New Situation

Figure 4.11: Conceptualizing frontline Employee Adaptability
4.4 Definitions of Dimensions of FLE Adaptability

The definition of dimensions of FLE adaptability explored in this qualitative phase which is designed by the authors is explicated below,

4.4.1 Interpersonal Adaptability

Interpersonal Adaptability among FLE is defined as the verbal\(^1\), non verbal \(^2\)and emotional \(^3\) adaptive behavior\(^4\) exhibited by the FLE, as per the requirement of the customer or situation through interpersonal communication. \(^5\)

(1) Verbal adaptive behavior- FLE exhibits behavior as per the verbal requirement of the customer or situation. In other words, it is adapting to the requirement of verbally communicating with customers or other constituent who are not part of the organizations.

(2) Non-Verbal adaptive behavior- Adapting to the requirement of wordless communication between FLE and customer. Some examples are wordless rapport generation, body language, politeness, eye contact etc.

(3) Emotional adaptive behavior - Adapting to the requirement of displaying organizationally desired emotions during the interaction with the customer or situation. It calls for adapting to intelligently deal with ones emotions while serving customer.

(4) Adaptive behavior is a type of behavior that is used by the FLE to adjust to the customer requirement or a new situation or a new event.

(5) FLE and customers communicate within the context of service encounter, suggesting that the onus for communication is shared by both partners in an interchange.
4.4.2 Service Offering Adaptability

Service offering adaptability among FLE is defined as the ability to produce the desired service. It include Professional Adaptability\(^1\), skill variety Adaptability\(^2\), creative problem solving Adaptability\(^3\)and dealing with uncertain and unpredictable situations adaptability\(^4\) to manufacture the service.

(1) Professional Adaptability -Adapting to the skills, knowledge valued by the ones current profession. E.g. for FLE’s working in Power system, it could be core Electrical engineering skills like designing, maintaining electrical systems in the domain of one’s duty as an FLE.

(2) Skill Variety Adaptability: - Variety of skill set possessed by the FLE which may help to discharge the jobs for example In power system skills of other discipline besides electrical engineering knowledge like electronics, mechanical, civil, fabrication, law, etc.

(3) Creative problem solving Adaptability - Timely arrival of solution to problems in one’s job in an unstructured, novel and financially viable manner. Some of the examples are to solve problems which involve new designs, modification / retrofitting, maintenance etc, which benefits the organization / customer / other constituents who are not part of the organization.

(4) Dealing with uncertain and unpredictable situation Adaptability: - Ability of the FLE to deal with situation which cannot be foreseen with reasonable expectation. It includes dealing with rare & emergency events.

4.4.3 Political Adaptability

Political Aspects of Adaptability is defined as the ability to manage the legitimate / illegitimate demands of the ruling or opposition political parties of the area.
where FLE is working. It includes adapting to the ruling party representatives and adapting to the opposition party representatives as most of the times their demand are conflicting.

(1) Consideration of legitimate demands of representatives of the ruling political party of the state. Convincing them when illegitimate demands are placed on the FLE & dealing with the pressures of threats, abuse etc. Convince the ruling party on organizations / FLE decisions on demands of opposition party in terms of day to day organizational works which are legitimate demands.

(2) Consideration of legitimate demands of representatives of the opposition political party of the state. Convincing them when illegitimate demands are placed on the FLE & dealing with such pressures. Convince the opposition party on organizations / FLE decisions on previous demands of ruling party in terms of day to day organizational works which are legitimate demands.

4.4.4 Social Adaptability

Social Aspects of Adaptability is defined as an FLE consciousness or competency to adapt to the society. It includes adapting to local culture, language etc and social consciousness. Social aspect of adaptability is a set of formal/ informal values and norms and subjectively-felt obligations that FLE perceive about the society, which are instrumental in shaping the FLE adaptability in the organization.

(1) Adapt with local culture, language: - FLE adapts to the language, culture or major events of the place where FLE is posted. Some examples are Language, festivals, major events in the locality etc.

(2) Social consciousness: - FLE developing a conscious social good feeling or importance about the Job he/she is performing, with / without compromising self goals
and without harming the organization. Such an orientation calls for minimizing or non-minimizing of one’s outcomes and maximizing social and organizational outcomes.

4.4.5 Physical Adaptability

FLE exhibits competency of adapting to the physical factors of the Job. FLE adapting to the physical requirements of the Job e.g. working in physically in convenient working conditions like heat, noise, inclement of the weather, dangerous working condition as dealing with electricity, working at long hours & odd days, standing for a long time or a carrying weight etc.

4.4.6 Group Adaptability

FLE adapting to groups within the organization\(^1\) and external to organization\(^2\)

(1) Adapting to team members with the teams of concerned organization.

(2) Adapting to team members beyond the teams of concerned organization.

4.4.7 Organization adaptability

FLE exhibiting competency to adapt to organizational culture, rules, policies, procedures, politics etc.

4.5 Conceptual Model Development of Antecedents and Consequences

The development of the conceptual framework guiding this model set forth in this dissertation is based on the Qualitative data collected during the qualitative study and the literature reviewed. The figure 4.12 presents a model of antecedents and consequences of frontline employee adaptability. It can be viewed as a process model which presents individual related variables and Organizational related variables as antecedents of FLE adaptability. Job satisfaction and Job Performance are presented as consequences of FLE adaptability. The model was built based on the data collected,
during the qualitative phase through interview, open ended questionnaire and focus group. During the qualitative phase respondents were requested to List some factors which according to respondents make a frontline employee successful in adapting to their Job in Power sector, along with the necessary justification. The 10 themes that emerged from the data were classified into two categories based on constant comparison method (Corbin & Strauss, 2008; Spiggle, 1994).

The themes were organized in line with extant literatures to understand the research findings in terms of prior literatures (Maxwell, 2012), and also to make conceptual decisions regarding, which words or themes are important to focus (Pandit, 1996). In order to understand, the theme further flip-flop technique (Corbin & Strauss, 2008) was used. This indicates that a concept is turned “inside out” or “upside down” to obtain a different perspective on the event, object, or action/interaction, e.g. for the theme of employee spirituality the inside out question was a) are employees who are not spiritual non adaptive? And upside down question was b) are always employees who are spiritual adaptive? The operational definition in the extant literatures was compared with themes of the antecedents that emerged from the data for corroboration and operationalization of variables.

A primary feature of Grounded Theory which should clearly be a hallmark is that when Grounded Theory is compared to other qualitative research like content analysis, is the flexibility in categorization. The assignment of a given unit to as many categories as possible is referred to as open coding. This technique separates the grounded theory method from content analysis since, in the content analysis approach; a given datum is assigned to only one category (Rennie, Phillips, & Quartaro, 1988).
Coding connotes transformation of information into categories. In research it describes the operation of assigning qualitative material into categories in content analysis.

Here, the qualitative feature of the meaning unit, is lost once it is assigned a category because, it becomes a frequency count. In Grounded Theory, it involves the assignment of material to the category where in the qualitative feature of the material is preserved. It is for this reason in grounded theory a given unit can be assigned to multiple categories. In this research two primary categories of antecedents were emerged from the data. The antecedents related to individual were categorized as individual related factors and the factors which were under the control of organization are called organizational related factors. Likewise as regards to consequences, the data from qualitative study suggested the outcomes related to Jobs. The primary property that emerged in consequences was Job satisfaction and Job performance. This process of categorizing was done by the researcher and one of his friend, who was well versed with Grounded Theory Methodology, and in case of any disagreement the tie was broken by the supervisor.

4.5.1 Individual Related Factors

One might argue that adaptability is an innate part of individuals’ personalities. Some careers research has followed this approach, seeing adaptability as a relatively inflexible disposition (Metz, 2004; O'Connell, McNeely, & Hall, 2008). At the same time, specific advice has been offered on how individuals might increase their personal adaptability (Charbonnier-Voirin & Roussel, 2012; Heslin, 2005; Pulakos et al., 2000; Pulakos & O’Leary, 2011; Pulakos et al., 2002) assuming that adaptability is malleable or can be learnt or is flexible. To explore these contrasting views, researcher relied on the qualitative data and from that assumed that adaptability is shaped by a number of
factors that are both internal and external to individuals i.e. Individual and organizational related factors. Besides, during qualitative inquiry many respondents were of the view that FLE can learn to adapt and hence, in line with extant literatures, present dissertation also support this viewpoint.

The themes that emerged from qualitative inquiry were individual related factor like inclination to serve customers, trust in themselves to solve issue, simplify complex problems, emotionally stable, enjoy work, sympathising with customers, presence of mind, learning to appreciate work, ability to calm down a customer, balanced mind, alert about situation etc. Extant literatures were surveyed to place these themes in line with extant literatures. In previous literatures, broad-based personality dimensions have been associated with the performance of service providers (Stewart, Carson, & Cardy, 1996) like the Big five personality factors. However, many social science researchers have argued that the Big Five personality dimensions are too coarse for accurate use in personnel selection (Hogan, Hogan, & Roberts, 1996; Schneider, Hough, & Dunnette, 1996). As such, they call for fine-grained personality dimensions to be used for performance prediction, heeding that call; this section reviews literature on three fine-grained personality predispositions and as suggested in the literature to have relevance for one's adaptive behavior capabilities and also have conceptual resemblance to the themes uncovered in the qualitative inquiry: 1) self-efficacy, 2) tolerance for ambiguity, and 3) service orientation. These skills were chosen as they signify specific skills that relate to functional flexibility (Paulhus & Martin, 1988). Emotional Intelligence was found to impact Job satisfaction (Hosseinian et al., 2008; Sy, Tram, & O’hara, 2006) and Job performance (Cote & Miners, 2006; Sy et al., 2006) and also many respondents consistently suggested about emotions handling aspect of individual personality. In
existing literatures, employee spirituality as well is found to impact Job satisfaction (Clark et al., 2007; Millison & Dudley, 1990) and Job performance (Milliman, Czaplewski, & Ferguson, 2003; Tischler, Biberman, & McKeage, 2002) and in addition some respondents during qualitative research expressed statements like concern of customers problems, understanding importance of work one is doing, finding happiness to help a customer, one should think about happiness one gets after doing a Job well etc.

In this dissertation, it is envisaged to quantitatively test the antecedent factors. Hence to actuate this primary goal, the goal of parsimony (Rousseau & Fried, 2001) would be of paramount importance, else, it would be extremely difficult to handle the manageability of the model. So frequency dimension was brought into picture (Mayring, 2004), and themes with higher frequency were considered as antecedents. Therefore, self-monitoring, tolerance for ambiguity, service orientation, emotional intelligence and employee spirituality, are hypothesized to have positive relationship with frontline employee adaptability. Hence, it is proposed

**Proposition 1:** There is a positive relationship between Individual related factors and FLE adaptability.

**4.5.1.1 Service Orientation**

Having an authentic desire to meet customer needs has been referred to as possessing a customer or service orientation (Carraher, Parnell, & Spillan, 2009; Gwinner, et al., 2005; Hogan, Hogan, & Busch, 1984). Our qualitative data nonetheless revealed similar conceptual resemblance and the same is elucidated in table 4.15.
Table 4.15: Excerpts for Service Orientation

“One should have a helping nature to handle customers, sometimes, the fault is in their installations and still they complain to you. You have take interest in the situation and try to handle the customer and convince him”. (B-Q2-12-15:Service Orientation)

“Some customers have some legal issues, while applying with documents for a new connection, you tell him that, he will say that his documents are authentic, we have to act make him understand and sometimes you have make them understand the legalities of the document. One will get problems like this everyday and one should take interest and solve their problems I feel ” (C-Q4-13-19:Service Orientation)

“One should be of helping nature like sometimes, customer complains of billing mistake are not true and the meters have recorded actual consumption, now to make him understand is a difficult task. You have to persist”. (C-G3-P1-14-15:Service Orientation)

“One has to easily deal with different types of people from the society and should be happy to deal with them” (A-Q1-14:Service Orientation)

Personality traits can exist at various levels of abstraction (Allport, 1961), and service orientation is described as a surface trait by Brown et al., (2002), as it combines basic personality traits with context-specific situations. "Surface traits are contextual; because a given person's general disposition to perform behaviours may diverge in different aspects of life (e.g. the service worker who is attuned to the needs of customers when at work yet is seemingly insensitive to the needs of family members when at home)" (Brown et al., 2002). Service orientation taps an important aspect of non technical performance, unrelated to an employee's knowledge or skills (Hogan et al., 1984). It has been argued that it is imperative to hire service-oriented employees, as it is not easy to train individuals who are not service oriented to become service oriented (Cran, 1994). As such FLE adaptability behaviour being in role, organizationally desired and purposeful behaviour, it is pertinent to hypothesize a relationship between service orientation and FLE Adaptability construct. Alge et al, (2002) stressed the impact of service orientation on interpersonal skills, thus, leading to
hypothesize a relationship between service orientation and interpersonal adaptability. Matsuo (2006) argued over the impact of service orientation on innovation and suggested that service orientation influences innovativeness.

**Figure 4.12:** Conceptual Model of antecedents and consequences of frontline employee adaptability
In order to manufacture a service, to satisfy the customer and organization, it calls for creativity and innovation, while designing solutions, as such it hypothesized a relationship between service orientation and service offering adaptability. Employees with a service orientation predisposition may be more inclined to engage in customer-satisfying, organization satisfying or society satisfying adaptive behaviours due to their propensity for being helpful and cooperative in their dealings with stakeholders. An adaptable frontline employee would be changing behaviour as per the demands of customer or situation or other external constituents.

A service encounter is rarely an isolated activity. Most of services like e.g. electricity service may involve number of subsystems working together to manufacture a service. In order to have power supply in ones residence, the low tension distribution systems, high tension distribution systems, extra high voltage transmission system and generation system should work in tandem. In other words, it calls for high amount of coordination among the employees leading to the requirement of within group and external group adaptability. As service orientation is a contextual behaviour, hence, a frontline employee being aware and conscious about the role of other group members, to serve the customers, may inturn exhibit adaptive behaviour towards fellow members of group within or external to the organization, as such it is pertinent to hypothesize a relationship between service orientation and group adaptability. In the course of working the frontline employee has to deal with political parties or deal with the society and contextual behaviour like service orientation may help an FLE to adapt in these dimensions, hence, it is pertinent to hypothesize a relationship between service orientation and political and social adaptability. Consequently, it is relevant to
hypothesize that service orientation may be positively related to frontline employee adaptability.

**Hypothesis H1:** Service Orientation will be positively related to FLE Adaptability.

In order to understand service orientation impacts which dimension of frontline employee adaptability following Sub-hypothesis are offered,

**Hypothesis H1a:** Service orientation will have a positive effect on Interpersonal adaptability.

**Hypothesis H1b:** Service orientation will have a positive effect on Service Offering adaptability.

**Hypothesis H1c:** Service orientation will have a positive effect on Political adaptability.

**Hypothesis H1d:** Service orientation will have a positive effect on Social adaptability.

**Hypothesis H1e:** Service orientation will have a positive effect on Group adaptability.

**Hypothesis H1f:** Service orientation will have a positive effect on Physical adaptability.

**Hypothesis H1g:** Service orientation will have a positive effect on Organizational adaptability.

**4.5.1.2 Tolerance for Ambiguity**

Tolerance for ambiguity is defined as the general tendency to perceive ambiguous situations as non-threatening (Budner, 1962). Those having a high tolerance for ambiguity are thought to excel in the performance of ambiguous tasks and may actually seek them out (Mac Donald Jr, 1970). Our qualitative study also supports this viewpoint an example is illustrated in table 4.16. Ambiguous situations exist
when, due to a lack of sufficient cues, one cannot adequately structure or characterize the situation (Budner, 1962). Those employed as a frontline employee may experience such a predicament while attempting to classify the customer or situations or solve problems during a service encounter.

Table 4.16: Excerpts for Tolerance for ambiguity

<table>
<thead>
<tr>
<th>Excerpt</th>
<th>Source</th>
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</thead>
<tbody>
<tr>
<td>“We have listen and act as per the whims and fancies of the politicians. The ruling party supporters want more number of street light fixtures to be installed in their area and opposition party sympathizers want the other way around. Most of the times we get caught in the war between the wind and the sea and people who can handle such tricky situations can carry on”</td>
<td>(B-I3-12-15:Tolerence for ambiguity)</td>
</tr>
<tr>
<td>“As per departmental instruction we were carrying out load checking drive for low income group customers. LIG are granted only 200W for very nominal charges as it is heavily subsidized for economically backward classes. However upon inspection we found that existing load was ten times more. We initiated departmental action for recovery but the local politician was pressing hard to drop the recovery but we had to bear a lot of hardship to persist with it. Such things are very common and we need to learn like such things.”</td>
<td>(C-I4-8-15:Tolerence for ambiguity)</td>
</tr>
<tr>
<td>“During meter shifting from one premise to the other the consumer on paper shows the electrical map of their internal network etc but when we physically inspect there is a lot of altercation and than one should handle such situations coolly.”</td>
<td>(C-Q5-6-8:Tolerence for ambiguity)</td>
</tr>
<tr>
<td>“While doing excavating work with JCB a contractor accidently damaged 11kV cable on the Christmas eve there was no ring available to restore the supply arranging material staff etc was a really tough but we had to do it and somehow did it”.</td>
<td>(C-G3-P2-4-6:Tolerence for ambiguity)</td>
</tr>
</tbody>
</table>

It could be dealing with a politician or dealing with other group members that may cause ambiguity. Adapting to society calls for learning about the society. Understanding society is a complex task and therefore, dealing with such task may too be ambiguous. A similar study on medical students proves that those who were tolerant of ambiguity were significantly less likely to have declines in attitudes toward the underserved patients in society (Wayne et al., 2011). This research stressed an
important link between tolerance for ambiguity and social attitudes of employees and employee, who is tolerant for ambiguous situation, may also be adaptable in social dimension.

The service needs of customer are changing day by day, hence to manufacture the service as per the needs of customer, calls for simplifying the need structure of customers in order to design a service, hence a employee who has tolerance for ambiguity may be successful in such situations. Services like electricity or fire fighting calls for inherent risk to the employees who are handling it. A wrong move can put the life of employee or customer in jeopardy; hence an employee who can handle the ambiguity of day to day work which are inherently dangerous, may be successful in physical adaptability. The act of performing adaptive behaviours is inherently ambiguous in two ways. First, the situation or customer or event can be difficult to handle in a service encounter. Second, for those employees behaving adaptively, the appropriate behavioural response may differ in every encounter. Thus, through adaptive behaviour activities, the ambiguous nature of the service performance is exacerbated. Given this inherent ambiguity, it is reasonable to hypothesize that those tolerant of ambiguity to be more successful in performing adaptively. Per se, employees with tolerance for ambiguity may be more inclined to engage in customer & organization-satisfying adaptive behaviours due to their propensity for being helpful and cooperative in their dealings with consumers. Hence we hypothesize that tolerance for ambiguity may be related to frontline employee adaptability.

**Hypothesis H2:** Tolerance for ambiguity will be positively related to FLE Adaptability.
In order to investigate Tolerance for ambiguity impacts which dimensions of frontline employee adaptability following Sub hypothesis are offered.

**Hypothesis H2a:** Tolerance for ambiguity will have a positive effect on Interpersonal adaptability.

**Hypothesis H2b:** Tolerance for ambiguity will have a positive effect on Service offering adaptability.

**Hypothesis H2c:** Tolerance for ambiguity will have a positive effect on Political adaptability.

**Hypothesis H2d:** Tolerance for ambiguity will have a positive effect on Social adaptability.

**Hypothesis H2e:** Tolerance for ambiguity will have a positive effect on Group adaptability.

**Hypothesis H2f:** Tolerance for ambiguity will have a positive effect on Physical adaptability.

**Hypothesis H2g:** Tolerance for ambiguity will have a positive effect on Organizational adaptability.

4.5.1.3 Self Efficacy

The social cognitive theory of Bandura and Cervone (1986), proposed an interconnection between, an individual’s behaviour, environment, and cognitive factors (i.e., outcome expectations and self-efficacy) and hypothesized all are highly inter-related. In this context he relied on earlier definition by Bandura (1977), stating self-efficacy as "a judgment of one's ability to execute a particular behaviour pattern."

This was further expanded by Wood and Bandura (1989), by suggesting that self-efficacy beliefs form a central role in the regulatory process through which an individual's motivation and performance attainments are governed. Self-efficacy judgments also determine how much effort an employee will spend on a task and how long they will persist with it. Various research suggest that people with strong self-
efficacy beliefs exert greater efforts to master a challenge while those with weak self-efficacy beliefs are likely to reduce their efforts or even quit (Bandura & Schunk, 1981; I. Brown & Inouye, 1978). The following excerpts from the qualitative inquiry have a similar conceptual resemblances and the same is given in table 4.17.

**Table 4.17: Excerpts for Self Efficacy**

<table>
<thead>
<tr>
<th>Excerpt</th>
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<tbody>
<tr>
<td>“One should have a feel that one can handle a problem such a thing is most important when we handle a mob or a drunk or abusive customer. People are furious that they don’t have power supply and they are no mood to listen at all and want to express their outrage. I have seen many raising their hands up and blaming somebody else but some believe that they can solve this puzzle and have a crack at it” (C-I3-10-15:Self Efficacy)</td>
</tr>
<tr>
<td>“Some faults are difficult to trace e.g. a pin insulator getting temporarily grounded during early mornings due to dew faults like these are going to test one patience and a persistent man who feels he can do it can only do it” (B-G2-P3-6-9:Self Efficacy)</td>
</tr>
<tr>
<td>“During testing of meter if the meter is found to be ok still the consumer wants to blame you for the increase in the bill he wants to know what procedure of the test is applied etc. we have to explain the technicality in a non technical manner he will be going on saying the same thing again and again we have to keep on with ours” (B-I5-8-13:Self Efficacy)</td>
</tr>
<tr>
<td>“I have seen employees who are hopeful are good at handling difficult customers. No matter how bad a customer is if you persist with him with a hope that he is understand, sometimes such persistence will see you through” (B-I7-3-7: Self Efficacy)</td>
</tr>
</tbody>
</table>

There are some studies suggesting negative effects of self efficacy on performance. Powers (1991), suggest that negative effect on performance is due to perceptual control theory which state organisms control their own perception not their observed actions. Vancouver et al., (2002), while examining two studies that examine negative effects on Job performance suggests that self-efficacy led to overconfidence and hence increased the likelihood of committing logic errors. Vancouver and Kendall (2006), suggests that self efficacy negatively affects motivation and performance in learning environment. These contrasting studies on self efficacy warrant an
investigation as adaptability being a meta-competency, it demands, mastering many challenges. An FLE who has a judgement of one’s ability to execute a particular behavioural pattern will be adaptable to the requirement of customer or situation. Thus, it is pertinent to hypothesize, a relationship between self efficacy and the adaptability of frontline employees, hence we propose

**Hypothesis H3:** Self Efficacy is positively related to FLE Adaptability

In order to look into Self Efficacy impacts which dimensions of frontline employee adaptability following Sub hypothesis are offered.

**Hypothesis H3a:** Self Efficacy will have a positive effect on Interpersonal adaptability.

**Hypothesis H3b:** Self Efficacy will have a positive effect on Service Offering adaptability.

**Hypothesis H3c:** Self Efficacy will have a positive effect on Political adaptability.

**Hypothesis H3d:** Self Efficacy will have a positive effect on Social adaptability.

**Hypothesis H3e:** Self Efficacy will have a positive effect on Group adaptability.

**Hypothesis H3f:** Self Efficacy will have a positive effect on Physical adaptability.

**Hypothesis H3g:** Self Efficacy will have a positive effect on Organizational adaptability.

**4.5.1.4 Emotional Intelligence**

Scholars tend to view emotional intelligence as a factor which has a potential to contribute to more positive attitudes, behaviors and outcomes. All together, as Schutte, et al., (2002) reported substantiation subsists emotional intelligence can be conceptualized as either competency or ability (Ciarrochi, Chan, & Caputi, 2000; Mayer, Caruso, & Salovey, 1999) or a personality trait (Schutte & Malouff, 1999; Schutte et al., 1998). In this study, we rather view emotional intelligence as a competency that is expected to augment positive attitudes toward work, and drive
positive behaviors and better outcomes. Salovey and Mayer (1989), coined first, the term as emotional intelligence and the building block for this work was Gardner (1993) who conceptualized intrapersonal intelligence and interpersonal intelligence and Steiner (1984) worked on emotional literacy. Emotional intelligence as a non cognitive intelligence and as an array of emotional, personal, social abilities and skills that influence an individual’s ability to cope effectively with environmental demands and pressures as proposed by Denburg and Bechara (2004). The emotional intelligence as the subset of social intelligence that occupies the ability to monitor one’s own and others’ feelings and emotions, to differentiate among them and use this information to steer one’s thinking and actions was proposed by Salovey and Mayer (1989). Mayer et al., (1999) stated emotional intelligence as the ability to perceive emotions, to access and generate emotions so as to aid thoughts, to understand emotions and emotional knowledge, and to reactively regulate emotions so as to promote emotional and intellectual growth. Wong and Law (2002) and Mayer et al. (1999) defined Emotional Intelligence, as a set of interrelated skills concerning “the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth”. Salovey and Mayer (1989), Mayer et al. (1999) and Wong and Law (2002) conceptualized EI as composed of four distinct dimensions:

1. **Appraisal and expression of emotion in the self (self emotional appraisal [SEA]).**

   This relates to the individual’s ability to understand their deep emotions and be able to express these emotions naturally. People who have great ability in this area will sense and acknowledge their emotions well before most people.
2. **Appraisal and recognition of emotion in others (others’ emotional appraisal [OEA])**. This relates to peoples ability to perceive and understand the emotions of those people around them. People who are high in this ability will be much more sensitive to the feelings and emotions of others as well as reading their minds.

3. **Regulation of emotion in the self (regulation of emotion [ROE])**. This relates to the ability of people to regulate their emotions, which will enable a more rapid recovery from psychological distress.

4. **Use of emotion to facilitate performance (use of emotion [UOE])**. This relates to the ability of individuals to make use of their emotions by directing them towards constructive activities and personal performance.

The qualitative data from the qualitative study corroborates that emotional competency will have major role in FLE adaptability and the same is depicted in table 4.18. Adaptive employees are also identified as having the ability to combine cognitive and affective skills to promote learning, curiosity, self-confidence, and coping abilities in approaching new tasks (Hesketh & Neal, 1999; Savickas, Brown, & Lent, 2005). Goleman (1998) explains that emotional intelligence, can lead to more adaptive and productive behaviour in the workplace. They further suggest the importance of emotional competency for higher and lower management levels as such in the adaptability spectrum of frontline employees; the emotional intelligence might play a vital role in adaptability. Huy (1999), contends that the present theories of individual and organizational change have focused mostly on cognitive processes, at the expense of social and emotional bases of change. At the individual level, emotional intelligence is defined as “the subset of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this
information to guide one’s thinking and actions” (Mayer & Salovey, 1995), to put it simply is how we handle ourselves and others.

Table 4.18: Excerpts for Emotional Intelligence

| “We need to make customers understand during load shedding as I can’t do anything about it. It is the policy of the organization. But still customers call us about it. Sometimes they are furious; they abuse us with all possible bad words in the dictionary. One needs to understand his problems if we let such incidences disturb you and then you are gone every day will be a hell. I feel many people drink after work to forget such issues” (B-I2-6-11: Emotional Intelligence) |
| “At night some drunk customer complains about electricity problems and starts firing bad words at us on telephone sometimes they fire bad words in name of our parents (e.g. you son of a bitch or “Chediyechea” in Konkani language) under such circumstances it is difficult to control ones emotions but if you retaliate it is against the organizational rules. Hence we need to pacify him and try to control the situation”. (B-G2-P1-13-17: Emotional Intelligence) |
| “There are instances like you are off duty and have gone to the market and suddenly you meet someone whose electricity problem exist he will go on in front of the crowd it is embarrassing” (B-Q12-3-5: Emotional Intelligence) |
| “Sometimes you are attending an important fault of one customer and another customer for no fault of ours will abuse us with bad words” (C-Q3-4-6: Emotional Intelligence) |
| “While handling customers it is better to be in a good mood as it helps to deal with situations and people” (B-Q3-4-6: Emotional Intelligence) |

Although emotional intelligence is considered innate, emotional competencies can be developed with motivation, practice, feedback, and support. They enhance the potential emotional intelligence of a given individual. Goleman (1998) defines emotional competence as “a learned capability based on emotional intelligence that results in outstanding performance at work”. There is growing evidence that emotional competence is learnable and can be grown for employees. Among the frontline employees due to the close nature of interactions with constituents external to the organization, emotions can make or break a situation. Under such conditions it may
help an FLE who is emotionally competent to exhibit behaviours which are desired by other stakeholders. It is hypothesized, that all four dimensions of emotional intelligence self emotional appraisal, others’ emotional appraisal, regulation of emotion and use of emotion to impact the adaptability dimensions of frontline employees.

**Hypothesis H4:** Emotional Intelligence is positively related to FLE Adaptability.

In order to look into which dimension of Emotional Intelligence impacts which dimensions of frontline employee adaptability following Sub hypothesis are offered.

**Hypothesis H4a:** Self emotional appraisal will have a positive effect on Interpersonal adaptability.

**Hypothesis H4b:** Self emotional appraisal will have a positive effect on Service offering adaptability.

**Hypothesis H4c:** Self emotional appraisal will have a positive effect on Political adaptability.

**Hypothesis H4d:** Self emotional appraisal will have a positive effect on Social adaptability.

**Hypothesis H4e:** Self emotional appraisal will have a positive effect on Group adaptability.

**Hypothesis H4f:** Self emotional appraisal will have a positive effect on Physical adaptability.

**Hypothesis H4g:** Self emotional appraisal will have a positive effect on Organizational adaptability.

**Hypothesis H4h:** Others’ emotional appraisal will have a positive effect on Interpersonal adaptability.

**Hypothesis H4i:** Others’ emotional appraisal will have a positive effect on Service offering adaptability.

**Hypothesis H4j:** Others’ emotional appraisal will have a positive effect on Political adaptability.

**Hypothesis H4k:** Others’ emotional appraisal will have a positive effect on Social adaptability.
Hypothesis H4l: Others’ emotional appraisal will have a positive effect on Group adaptability.

Hypothesis H4m: Others’ emotional appraisal will have a positive effect on Physical adaptability.

Hypothesis H4n: Others’ emotional appraisal will have a positive effect on Organizational adaptability.

Hypothesis H4o: Regulation of emotion will have a positive effect on Interpersonal adaptability.

Hypothesis H4p: Regulation of emotion will have a positive effect on Service Offering adaptability.

Hypothesis H4q: Regulation of emotion will have a positive effect on Political adaptability.

Hypothesis H4r: Regulation of emotion will have a positive effect on Social adaptability.

Hypothesis H4s: Regulation of emotion will have a positive effect on Group adaptability.

Hypothesis H4t: Regulation of emotion will have a positive effect on Physical adaptability.

Hypothesis H4u: Regulation of emotion will have a positive effect on Organizational adaptability.

Hypothesis H4v: Use of emotion will have a positive effect on Interpersonal adaptability.

Hypothesis H4w: Use of emotion will have a positive effect on Service Offering adaptability.

Hypothesis H4x: Use of emotion will have a positive effect on Political adaptability.

Hypothesis H4y: Use of emotion will have a positive effect on Social adaptability.

Hypothesis H4z: Use of emotion will have a positive effect on Group adaptability.

Hypothesis H4a1: Use of emotion will have a positive effect on Physical adaptability.

Hypothesis H4b1: Use of emotion will have a positive effect on Organizational adaptability.
4.5.1.5 Employee Spirituality

Organisational behaviour may be regarded as an interdisciplinary field of study which is dedicated to an improved understanding and management of people at work.

In order to achieve this objective, behaviour should be studied using a holistic approach. This implies that an individual should be studied from diverse perspectives, taking the individual’s various dimensions into consideration (Kreitner, Kinicki, & Buelens, 2001). From systems perceptive, an individual may be regarded as a system consisting of various subsystems such as physical, psychological (including cognitive and emotional dimensions), and spiritual subsystems (Giacalone & Jurkiewicz, 2003). Although the impact of the physical and psychological subsystems of individuals has been thoroughly studied within the context of the workplace, until recently the spiritual dimension has received little attention.

No matter what the reason is, for this shortcoming, spirituality is fundamental to the human experience and, in accordance with a holistic perspective, it should be studied within the organisational context. People often associate spirituality with spiritual images or figures such as Jesus Christ, St. Francis Xavier, Lord Ganesha, or Prophet Mohammed etc who represented a sense of being removed from the material world. Ashmos and Duchon (2000), illuminate that they, lived their lives in contemplation of the inner life, the sacred journey. But spirituality at work is not about being an isolate or a mystic. It is, rather, about finding an opportunity at work to express many aspects of one's being, not merely the ability to perform physical or intellectual tasks. Understanding spirituality at work begins with acknowledging that people have both an inner and an outer life and that the nourishment of the inner life can lead to a more meaningful and productive outer life (Fox, 1994).
This is consistent with Vaill (1998), concern that organizations should pay attention to the "spiritual condition" of their leaders, meaning "the feeling individuals have about the fundamental meaning of who they are, what they are doing, the contributions they are making" (p. 218). Miovic (2004), conceptualized spirituality as a universally experienced phenomenon and Wilber (2007), theorized it to be a higher order construct than Emotional Intelligence. Fry (2003), explicated through his research that an employee’s pursuit of his spiritual experience to be intrinsically motivated. The role of spirituality in organizations was found to be significant by Zohar and Marshall (2004), on Job performance. They further provide evidence that spirituality provides organisations and employees with an entirely different way of knowing and experiencing work. This results in a way of experiencing work that does result in measurable market advantage (Aburdene, 2005). The ‘deeper’ an individual employee’s spiritual experience, the greater the benefits to them – in managing their career – and the organisations in which they work (Aburdene, 2005). Spirituality provides employees with the inner awareness to better identify and pursue the in-and-extra role aspects of their daily work. Activities that in the aggregate promote the effective functioning of the organisation (Podsakoff et al., 2000). Sprung, Sliter, and Jex (2012), term spirituality can take on a variety of meanings, and is often confused with the term religiosity. It is important to understand, however, that spirituality and religion are not the same entity; rather, they are two related, but distinct constructs.

While spirituality and religion are commonly thought of as synonymous, researchers have acknowledged the differences between the two. Zinnbauer et al. (1997), state that religion is typically associated with formal/organizational membership and beliefs/rituals, whereas spirituality is associated with closeness to a higher being and/or feelings of interconnectedness with the world and living things. In
other words, religion incorporates beliefs and practices associated with a church or organized group, whereas spirituality entails feelings/experiences linked to the quest for meaning and purpose in life (Henningsgaard & Arnau, 2008). Although they may often co-occur, spirituality represents a more individualized phenomenon that is distinct from formal organized religion. The recognition of spirituality in the workplace means seeing the workplace as populated by people who have both a mind and a spirit and believing that the development of the spirit is as important as the development of the mind. Employee spirituality as captured by three distinct dimensions (Liu & Robertson, 2011):

1. Interconnection with human beings
2. Interconnection with nature and all living things
3. Interconnection with a higher power

Organizational being a secular environment where people of different religion work together, it is expected that the first element of interconnection with human beings will have a daunting influence. This research imports the partial definition of spirituality by Petchsawang and Duchon (2009) “which is about having compassion toward others and experiencing a mindful inner consciousness in the pursuit of meaningful work.” Mindfulness is defined as a state of inner consciousness in which one is aware of one’s thoughts and actions moment by moment. Mindfulness is about a person’s mind being present, not wandering with past, future thoughts or other distractions. It is important to note that mindfulness is about acting with awareness; therefore, it stands in contrast to notions of “automatic pilot,” acting without awareness (Baer, Smith, & Allen, 2004). By being aware of their thoughts and actions in the present, people are better able to control their emotions and behaviors.
Meaningful work is defined as one’s experience that his/her work is a significant and meaningful part to his/her life. Indeed, one feels that work has meaning for him/her beyond the material rewards (Duchon & Plowman, 2005). Meaningful work also creates a sense of joy and energy at work (Duchon & Plowman, 2005). In another sense, meaningful work answers the question of why one is in the workplace by acknowledging that his/her work helps him/her to express his/her inner self (Krishnakumar & Neck, 2002; Pratt & Ashforth, 2003).

Table 4.19: Excerpts for Employee Spirituality

<table>
<thead>
<tr>
<th>Excerpt</th>
<th>(Participant ID)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“When I realise that my work play a major part in important events in the locality from village Zatra to a political rally from school examination to pulse polio programs I have to put in more efforts some way or the other. My Department always does not compensate me for that but such a feeling of importance makes our feelings high”</td>
<td>(A-I3-6-10:Employee Spirituality)</td>
</tr>
<tr>
<td>“The joy I felt when I released a low income group electricity connection (electricity connection given to poor consumers at subsidized rate) is impossible to tell you as I could see the happiness on their faces from the children to the old. Children were clapping. And when people sometime say thank you to you in such a way that I felt as if I have done it from my pocket. Such things are hard to forget and make us realize how much we can chip in with our job. I realize at one time when we were giving connection on a hilltop to low income group family they were so happy seeing light in their house it was like celebration time seeing light the children clapped”</td>
<td>(B-I6-4-12:Employee Spirituality)</td>
</tr>
<tr>
<td>“During a village Zatra festival we are posted for long duty hours due to lack of staff we have to work for even 24 hours and usually the procession of village deity is carried out at night if the zatra goes without any tripping or interruptions we feel we have also contributed I proudly go and tell my wife when she is serving me food that because of me the villagers could enjoy the Zatra”.</td>
<td>(C-I5-4-9:Employee Spirituality)</td>
</tr>
<tr>
<td>“I am happy as my work helps to solve other people’s problems. Everyday I look forward to come to work and I am sad that I will get retired next year”</td>
<td>(C-Q8-3-6: Employee Spirituality).</td>
</tr>
</tbody>
</table>

Compassion is defined as a “deep awareness of and sympathy for others (Olson, Parayitam, & Twigg, 2006) and a wish to relieve their suffering”. Compassion leads to
a responsibility for another who is less fortunate or suffering (Delgado, 2007). Additionally, (Delgado, 2007), argues that it is a desire for mutual caring and supporting others. The qualitative study also found the importance of meaningful work and the table 4.19 provides some excerpts for employee spirituality. The above incidence highlights the importance of meaningful work in employees. In this sense, a spiritual person generates an awareness of the needs of others and a desire to help other people (Ingersoll & Bauer, 2004). During the course of interaction with customer or other stakeholders external to the organization these higher order feeling or competency can influence the employee. In order to adapt to different situation or circumstances or demands one need to be motivated. Gwinner et al. (2005), has explained the positive role of intrinsic motivation in adaptability of employees. A spiritual employee is said to be intrinsically motivated and hence employee spirituality will naturally be related to frontline employee adaptability. The organization needs employees who are mindful in their jobs and definitely such awareness of employees of one’s thoughts and actions will be an asset to perform a task. Besides an employee, who finds meaning in the work can hypothesized to adapt to all the dimensions. Compassion creates a desire to help others it could be customers or other stakeholders. Hence compassion may affect employee to adapt. To sum up employee spirituality may be positively related to FLE adaptability.

**Hypothesis H5:** Employee Spirituality is positively related to FLE Adaptability.

In order to investigate which dimensions of Employee Spirituality impacts which dimension of frontline employee Adaptability following sub hypothesis are offered.

**Hypothesis H5a:** Meaningful work will have a positive effect on Interpersonal adaptability.
Hypothesis H5b: Meaningful work will have a positive effect on Service Offering adaptability.

Hypothesis H5c: Meaningful work will have a positive effect on Political adaptability.

Hypothesis H5d: Meaningful work will have a positive effect on Social adaptability.

Hypothesis H5e: Meaningful work will have a positive effect on Group adaptability.

Hypothesis H5f: Meaningful work will have a positive effect on Physical adaptability.

Hypothesis H5g: Meaningful work will have a positive effect on Organizational adaptability.

Hypothesis H5h: Compassion will have a positive effect on Interpersonal adaptability.

Hypothesis H5i: Compassion will have a positive effect on Service Offering adaptability.

Hypothesis H5j: Compassion will have a positive effect on Political adaptability.

Hypothesis H5k: Compassion will have a positive effect on Social adaptability.

Hypothesis H5l: Compassion will have a positive effect on Group adaptability.

Hypothesis H5m: Compassion will have a positive effect on Physical adaptability.

Hypothesis H5n: Compassion will have a positive effect on Organizational adaptability.

Hypothesis H5o: Mindfulness will have a positive effect on Interpersonal adaptability.

Hypothesis H5p: Mindfulness will have a positive effect on Service Offering adaptability.

Hypothesis H5q: Mindfulness will have a positive effect on Political adaptability.

Hypothesis H5r: Mindfulness will have a positive effect on Social adaptability.

Hypothesis H5s: Mindfulness will have a positive effect on Group adaptability.

Hypothesis H5t: Mindfulness will have a positive effect on Physical adaptability.

Hypothesis H5u: Mindfulness will have a positive effect on Organizational adaptability.

4.5.2 Organizational Related Factors

According to Lincoln and Kalleberg (1985), every organization uses several dimensions of structure to control and influence employee bonds to the organization such as Centralization, formalization and so forth. Although it is acknowledged that many structural components comprise organizations, however after critically analysing
the organizational variables, this study examines 1) organizational structural variables i.e. formalization and centralization, 2) organizational support systems i.e. perceived organizational support and perceived supervisor support and 3) service scape. The qualitative study conducted also yielded similar themes like organization taking care of employees, supporting bosses, safety, clean workplace, regular supply of spares, work rules and regulations etc.

Three major category emerged in this category were organizational structural variables, support systems and physical settings of the organizations. Among organizational structural variables, formalization and centralization being the formal control mechanisms in the organization were selected, because, adaptive capabilities may vary with regard to the individual compatibility in organization. Formalization and centralization as formal controls is deeply embedded in the marketing literatures (Auh & Menguc, 2007; Hartline, Maxham, & McKee, 2000; Jaworski, 1988; Kirca, Jayachandran, & Bearden, 2005) and is found to impact the employee behaviours (Chen & Huang, 2007; Ferrell & Skinner, 1988; Glisson & Martin, 1980) and besides, the qualitative inquiry substantiated its consideration. Employees value the support systems, and hence, this research examines two organizational support systems i.e. perceived organizational support and perceived supervisor support which are found to impact employee behaviours (DeConinck & Johnson, 2009; Shore & Wayne, 1993) in line with findings from our qualitative study. Another organizational related factor which impacts the behaviour of employees is the service scape (Bitner, 1992).

The qualitative study gave us an insight that employees primarily looked for clean or pleasant work place, convenient and safe for the employees and customer. Previous research on adaptability like Charbonnier-Voirin and Roussel (2012), and
Gwinner et al. (2005), advocated that other variables may affect the adaptability of employees, as such; proposing the impact organizational related factors on FLE adaptability carried this research trend further. As FLE’s are boundary spanners and the organization expects a large repertoire of in role behaviours, under such circumstances, it is prudent to construe an affect of these organization related factors like formalization, centralization, perceived organizational support, perceived supervisor support and Servicescape on the frontline employees adaptability.

**Proposition 2:** There is a relationship between Organizational related factors and Frontline employee adaptability.

**4.5.2.1 Formalization**

Formalization is the extent to which an organization relies on standard operating procedures or rules to predetermine the actions of employees (Walker Jr & Ruekert, 1987). The work activities of service personnel in highly formalized work environments are restricted by a variety of rules and standard operating procedures resulting in task standardization (Zeithaml, Berry, & Parasuraman, 1988). These rules and standard operating procedures help to ensure that service personnel are provided with the means for accomplishing their work-related tasks; hence the exercise of routine discretion is facilitated. The previous research proves the effect of degree of formalization, on the work related tasks. Adler and Borys (1996) conclude the organizations benefit from formalization of routine task and Robert and Wally (2003), finds a positive relationship between formalization and firms performance. Though formalization and standardization share some degree of similarity, but they are also different (Dalton et al., 1980).
Formalization refers to the extent to which appropriate behaviour is described in writing. Standardization is closely aligned to formalization. Standardization prescribes or limits behaviour and procedures of members of the organization. Formalization in this sense might be a job description, outlining those activities expected in a job classification. Notice that in formalization, although this written statement describes a certain behaviour expected of persons in the classification, it does not in any way limit or prescribe procedures by which the employees should fulfil this responsibility, however, standardizations limits the behaviour. Formalization, then, refers to what one is asked to do; standardization refers to how one is to do it.

**Table 4.20: Excerpts for Formalization**

```
“We should clearly know what job every position in the organization has to perform. Sometimes just people push on the jobs to each other and person on the lowest end finds it hardest to handle. During electrical accidents top people wash their hands push the responsibility on lower level officers and hence to prevent such things the organization should clearly spell out what are the things one should perform for a role”. (C-G2-P2-P6:Formalization)

“Clearly we should know what is my job, sometimes to save themselves from angry customers other employees tell it is not their job but somebody else’s jobs and customer goes to that somebody and take him to task for no fault of theirs. By the time the customer realize this they have already given a share of troubles to the employee”. (A-G3-P2-8-12:Formalization)
```

The qualitative study outcomes also suggested similar themes and is illustrated in table 4.20. From the qualitative inquiry, it is established that general task or functions and responsibilities etc., for a position should be clearly laid down in addition to what behaviour is appropriate to handle a situation or problems etc, and hence formalization will be an important aspect to consider in an organization. Formalization is found to increase organizational commitment and reduce work alienation (Michaels, et al 1988).
Without a level formalization, role ambiguity would occur (Dalton et al., 1980) and that in turn may affect member attitude and performance (Rizzo, House, & Lirtzman, 1970).

Adaptability is also exhibiting behaviours to actuate work related tasks (Sony & Mekoth, 2012b) and formalization helps in this process by codifying the rules and regulation relating to work related task. Formalization is defined by Hackman and Oldham (1975), and Finlay et al., (1995), as the use of well-defined rules and regulations to govern the behaviour of individuals so that actions within the organization become standardized. An adaptable employee has to deal with other constituents external to the organization, hence, formalized organization will be governed by rules and procedures and the processes of work related task be easily performed on account of having SOP or codified manuals to rely upon, hence, as such formalization may be positively related to FLE adaptability.

**Hypothesis H6:** Formalization is positively related to FLE Adaptability.

In order to explore Formalization impacts which dimension of frontline employee Adaptability following sub hypothesis are offered

**Hypothesis H6a:** Formalization will have a positive effect on Interpersonal adaptability.

**Hypothesis H6b:** Formalization will have a positive effect on Service Offering adaptability.

**Hypothesis H6c:** Formalization will have a positive effect on Political adaptability.

**Hypothesis H6d:** Formalization will have a positive effect on Social adaptability.

**Hypothesis H6e:** Formalization will have a positive effect on Group adaptability.

**Hypothesis H6f:** Formalization will have a positive effect on Physical adaptability.

**Hypothesis H6g:** Formalization will have a positive effect on Organizational adaptability.
4.5.2.2 Centralization

The degree of centralization in an organization is determined by the hierarchical level of the organization which is granted decision-making authority (Ferrell & Skinner, 1988). John (1984) and Kelley, Longfellow, and Malehorn (1996), describe the degree of centralization in an organization is determined by the hierarchical level of the organization which is granted decision-making authority. A service organization which is highly centralized will provide little decision-making authority to its customer contact personnel. Centralization also provides the service organization with a mechanism for reducing the exercise of deviant discretion, as employees are provided with fewer decision-making opportunities (Kelley et al., 1996). Yen and Teng (2013), indicate that centralization is positively related to organizational citizenship behaviour, and negatively related to deviant work behaviour. The empirical findings of Yen and Teng (2013) study contradict those of (Stamper & Van Dyne, 2003) and (Raub, 2008), which found that centralization negatively relates to OCB. The result of this research is also inconsistent with the social exchange theory (Wat & Shaffer, 2005). However, this finding is consistent with previous empirical researches (Jogaratnam & Tse, 2006). The qualitative inquiry yielded a similar perspective and the same is explicated in table 4.21.
These glaring examples depict the importance of centralization in the power sector context. Yen and Teng (2013) reported that within the Asian context, it would seem that decentralized structures tend to have a negative effect on performance, while centralized structures have a positive effect on performance. The result indicates that cultural values would likely override values in organizational culture (Laurent, 1986), and this explain the positive association between centralization and OCB. Klotz and Bolino (2013) reported that despite the generally negative relationship between organizational citizenship behaviours and counterproductive work behaviours, employees often engage in both. This is a major concern as it is the objective of every organization to increase the organization citizenship behaviour and reduce deviant work behaviour (DWB). Hence an organization which is centralized will promote OCB and reduce DWB. Frontline employees have to interact with customers, organization and other stakeholders. The needs of stakeholders are increasing e.g. increasing customer demands (Henke Jr & Zhang, 2010) and hence there will be a thin and dynamic line of boundary in role and extra role behaviour (Belogolovsky & Somech, 2012). In order to meet such diverse demands FLE will have to exhibit OCB and reduce the demands of
customers which want the FLE to indulge in DWB. To be adaptable in dynamic situations, it is pertinent to hypothesize a positive relationship between centralization and FLE adaptability.

**Hypothesis H7**: Centralization is positively related to FLE Adaptability.

In order to study centralization impacts which dimension of frontline employee Adaptability following sub hypothesis are offered,

**Hypothesis H7a**: Centralization will have a positive effect on Interpersonal adaptability.

**Hypothesis H7b**: Centralization will have a positive effect on Service Offering adaptability.

**Hypothesis H7c**: Centralization will have a positive effect on Political adaptability.

**Hypothesis H7d**: Centralization will have a positive effect on Social adaptability.

**Hypothesis H7e**: Centralization will have a positive effect on Group adaptability.

**Hypothesis H7f**: Centralization will have a positive effect on Physical adaptability.

**Hypothesis H7g**: Centralization will have a positive effect on Organizational adaptability.

### 4.5.2.3 Perceived Organizational Support

Perceived Organizational support (POS) is “the extent to which employees perceives that their contributions are valued by their organization and that the firm cares about their well-being” (Eisenberg et al., 1989). The qualitative study substantiates the inclusion of this construct and the excerpts are given in table 4.22.
Table 4.22: Excerpts for Organizational Support

<table>
<thead>
<tr>
<th>Quote</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Political party’s representatives threaten for faraway postings some even go to the extent to threaten that we will be suspended if we do not submit. If organization is with us than we can handle such threats with ease”</td>
<td>B-Q11-12-16: Organizational Support</td>
</tr>
<tr>
<td>“There are instances when our colleagues have been slapped by people in anger because of power issues and if organization supports us by taking legal action than such incidences will be nipped in bud”.</td>
<td>C-I11-7-11: Organizational Support</td>
</tr>
<tr>
<td>“In case if any employee meets with fatal accidents their dependants are given job in addition to all his benefits such moves makes us to work with a feeling for the organization”.</td>
<td>C-I12-3-6: Organizational Support</td>
</tr>
</tbody>
</table>

These statements echo’s the impact of organization support on employees. According to POS theory, feelings of trust between the parties will develop, leading to long-term obligations (Eisenberger et al., 2002). POS involves the degree to which the organization is willing to compensate employees for their efforts, provide them with interesting work assignments, and provide adequate working conditions (Eisenberg et al., 1989; Neves & Eisenberger, 2014). POS derived from social exchange theory (Blau, 1964) and the norm of reciprocity (Gouldner, 1960). Blau (1964), defines social exchange as “voluntary actions of individuals that are motivated by the returns they are expected to bring and typically do in fact bring from others”. Essentially, social behaviour involves an exchange of resources (Homans, 1958). Social exchanges involve unspecified obligations in contrast to economic exchanges where, for example, the employee gets paid a specified wage for performance. Social exchanges differ from economic exchanges, in that social exchanges involve high levels of trust and obligation and go beyond the employment contract (Murphy et al., 2003). One major difference between social and economic exchanges is that social exchanges involve the parties working for a future unspecified reward, whereas economic exchanges involve
receiving reciprocation now. During the past 15 years, POS has been the focus of many empirical studies in nonsales settings. In their meta-analysis, (Rhoades & Eisenberger, 2002) cited 70 studies that had investigated the antecedents and consequences of POS. Their findings indicated that POS is correlated highly with fair treatment, rewards and job conditions, supervisor support, and affective commitment. POS theory emphasizes the importance of employees supporting the organization and vice versa. Support by the organization may be interpreted by employees as a commitment to them (Rhoades & Eisenberger, 2002; Wayne, Shore, & Liden, 1997). In turn, employees will feel an obligation to reciprocate this support by their enhanced commitment to the organization.

For example, when the organization provides employees with proper training and fair compensation for their efforts, employees’ organizational commitment will increase as a result of developing a positive attitude toward the organization based on their perception of being treated fairly. Thus, the results supporting a statistical link between POS and both job satisfaction and organizational commitment are not surprising (Bishop et al., 2005; Rhoades & Eisenberger, 2002; Wayne et al., 1997), to be adaptable in any role a two way exchange between the organization and employee, similarly employee and organization is a vital link. Adaptability is not a short term goal but rather a long term goal, hence getting paid for specific performance will boost the employee but the social exchanges between the organization and employee will naturally affect the employees for a long term. Hence it is pertinent to hypothesize a relationship between perceived organizational support and adaptability.

**Hypothesis H8**: Perceived Organizational Support is positively related to FLE Adaptability.
In order to study Perceived organizational Support impacts which dimension of frontline employee Adaptability following sub hypothesis are offered,

**Hypothesis H8a:** Perceived Organizational Support will have a positive effect on Interpersonal adaptability.

**Hypothesis H8b:** Perceived Organizational Support will have a positive effect on Service Offering adaptability.

**Hypothesis H8c:** Perceived Organizational Support will have a positive effect on Political adaptability.

**Hypothesis H8d:** Perceived Organizational Support will have a positive effect on Social adaptability.

**Hypothesis H8e:** Perceived Organizational Support will have a positive effect on Group adaptability.

**Hypothesis H8f:** Perceived Organizational Support will have a positive effect on Physical adaptability.

**Hypothesis H8g:** Perceived Organizational Support will have a positive effect on Organizational adaptability.

**4.5.2.4 Perceived Supervisor Support**

While much research has analysed the influence of POS in organizations, Perceived supervisor support (PSS) also has been shown to have an important influence on employees’ attitudes and behaviour. PSS is the extent to which the supervisor values the employee’s contributions. The qualitative study echoes the importance of these variables and the same is illustrated in table 4.23
Table 4.23: Excerpts for supervisor support

“Sometimes there is Gherao i.e. group of people protesting regarding electricity issues situations are uncontrollable and they want to hear from our bosses. It is great to have a boss who supports us instead of blaming us for all the problems” (A-113-10-13: Supervisor Support)

“There are instances where a solution is difficult to find under such circumstances we rely on our boss for giving us a way out” (A-Q3-5-7: Supervisor Support)

“When someone demands for an illegitimate demand and we don’t succumb to them they sometimes approach our boss and if boss don’t submit to their demands than problem is solved in case if they submit than we have a hell lot of problems to deal with”. (C-I9-4-7: Supervisor Support)

These examples offer a glimpse of the importance of supervisor support. Perceived supervisor support has been linked to POS (Dysvik & Kuvaas, 2013; Eisenberger et al., 2002). PSS and POS have been shown to be distinct constructs (Hutchison, 1997). Research has indicated that the supervisor has an important role in developing employees’ perceptions of the organization. The supervisor’s influence on employees can be seen in the research conducted in leader–member exchange (Gerstner & Day, 1997) and procedural justice (Cohen-Charash & Spector, 2001). PSS is an important variable influencing employees’ job attitudes and behaviour for non sales employees (Chan, 2006; Stinglhamber, De Cremer, & Mercken, 2006). PSS is also found to impact the organizational citizen behaviour (Chen & Chiu, 2008). Thus it is pertinent to hypothesize a positive relationship between perceived supervisor support and FLE adaptability.

**Hypothesis H9:** Perceived Supervisor Support is positively related to FLE Adaptability.
In order to investigate Perceived Supervisor Support impacts which dimension of frontline employee Adaptability following sub hypothesis are offered

**Hypothesis H9a:** Perceived Supervisor Support will have a positive effect on Interpersonal adaptability.

**Hypothesis H9b:** Perceived Supervisor Support will have a positive effect on Service offering adaptability.

**Hypothesis H9c:** Perceived Supervisor Support will have a positive effect on Political adaptability.

**Hypothesis H9d:** Perceived Supervisor Support will have a positive effect on Social adaptability.

**Hypothesis H9e:** Perceived Supervisor Support will have a positive effect on Group adaptability.

**Hypothesis H9f:** Perceived Supervisor Support will have a positive effect on Physical adaptability.

**Hypothesis H9g:** Perceived Supervisor Support will have a positive effect on Organizational adaptability.

### 4.5.2.3 Service Scape

Literature assessing the influence of specific physical design features on facility users can be found in multiple disciplines, including environmental psychology, organizational behaviour, marketing, and medicine (Ezeh & Harris, 2007). Research in environmental psychology has considered the influence of the physical environment on social interactions (Barker, 1968; Bennett & Bennett, 1970); cognition (Rapoport, 1982), emotion (Mehrabian & Russell, 1974; Russell & Pratt, 1980) and physiology (Oborne, 1987; Riley & Cochran, 1984). Researchers also have considered the effects of specific environmental features, such as lighting and music, and specific types of environments, such as private residences and hospitals. Research consistently shows that the environment can influence the behaviour of its users (Rapoport, 1982). Most of
the research in marketing draws from environmental psychology theories to examine the physical environment’s impact on customers (Donovan & Rossiter, 1982; Kotler & Armstrong, 2010).

**Table 4.24: Excerpts for Servicescape**

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“We want our organization to be clean and pleasant. Storing files and materials in a haphazard way creates a dull feeling to look at you don’t feel like looking at those. Sometimes even customers joke about it.” (A-I11-3-6:Servicescape)

“People approach us for testing their transformers or meters. Laboratories used for testing has high voltage such places should be safe.” (A-Q7-2-4:Servicescape)

“Our network lines are strung sometimes anyhow because of lack of space. An electrical pole is sometimes crowded in all the direction no way to sit and work. Such things are dangerous. Organization should take care of our safety” (A-G2-P3-4-8:Servicescape)

“Usually stores are not constructed at Sub divisional level and even if exists it is small and materials are overflowing. To locate something in it is like finding needle in haystack” (C-I6-12-15:Servicescape)
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These Customer-centric studies have considered the effects of music (Milliman, 1982), colours (Bellizzi & Hite, 1992), and olfactory cues (Spangenberg, Crowley, & Henderson, 1996), among other variables. Bitner (1990), Bitner (1992) and Baker, Grewal, and Parasuraman (1994), are among the few marketing researchers to consider the influence of design features on employee attitudes and behaviours. Many of the studies on the physical environment’s influence on employees are in the organizational behaviour literature (Kearney, Coughlan, & Kennedy, 2013). Literature reveals the physical environment’s influence on employee performance and satisfaction in office and factory settings (Ezeh & Harris, 2007; Sundstrom & Sundstrom, 1986). In a review article, Wineman (1982) found that environmental factors, such as work-space design and ambient conditions, are critical to employee productivity and satisfaction. There is far less research on the effects of facility design on staff members (Parish, 2013).
Berry, & Lam, 2008). The qualitative study revealed similar sentiments and is exemplified in table 4.24.

The examples illustrate impact of physical variables on employees. Previous literature suggests that environments affect staff members’ health and safety and that improving workplaces can increase staff members’ effectiveness and satisfaction and reduces errors (Parish et al., 2008). For parsimony, it is envisaged not cover every aspect of the service scape in our model. Instead, focus is on three aspects that are prominent in the service literature and should be relevant for many types of service workers: convenience, safety, and pleasantness. Besides, the qualitative study reinforces these viewpoints. Positive perceptions of each of these physical aspects should lead to positive outcomes.

The convenience of work spaces includes convenient access to needed supplies and equipment and a floor plan that facilitates the work. Conceptually, it is similar to the concept of functionality discussed in the service scape literature (Bitner, 1992). The combination of role intensity and place immersion should make the convenience of a work space a salient issue. Safety involves the degree of hazard present in a work space. Safety is a basic need, and immersion in a facility likely would raise sensitivity to potential safety issues, especially in work roles that are inherently dangerous like employees in power sector. Pleasantness captures an overall evaluation of the ambience of a facility’s design and is related to specific design features such as natural light, views of nature, and “off-stage” areas (Parish et al., 2008). Frontline employees are in service place for extended periods and hence it is hypothesized that perceived service scape affect frontline employee adaptability.

**Hypothesis H10:** Service-scape is positively related to FLE Adaptability.
In order to investigate servicescape impacts which dimensions of frontline employee adaptability following sub hypothesis are offered.

**Hypothesis H10a:** Convenience of Service-scape will have a positive effect on Interpersonal adaptability.

**Hypothesis H10b:** Convenience of Service-scape will have a positive effect on Service offering adaptability.

**Hypothesis H10c:** Convenience of Service-scape will have a positive effect on Political adaptability.

**Hypothesis H10d:** Convenience of Service-scape will have a positive effect on Social adaptability.

**Hypothesis H10e:** Convenience of Service-scape will have a positive effect on Group adaptability.

**Hypothesis H10f:** Convenience of Service-scape will have a positive effect on Physical adaptability.

**Hypothesis H10g:** Convenience of Service-scape will have a positive effect on Organizational adaptability.

**Hypothesis H10h:** Safety of Service-scape will have a positive effect on Interpersonal adaptability.

**Hypothesis H10i:** Safety of Service-scape will have a positive effect on Service offering adaptability.

**Hypothesis H10j:** Safety of Service-scape will have a positive effect on Political adaptability.

**Hypothesis H10k:** Safety of Service-scape will have a positive effect on Social adaptability.

**Hypothesis H10l:** Safety of Service-scape will have a positive effect on Group adaptability.

**Hypothesis H10m:** Safety of Service-scape will have a positive effect on Physical adaptability.

**Hypothesis H10n:** Safety of Service-scape will have a positive effect on Organizational adaptability.

**Hypothesis H10o:** Pleasantness of Service-scape will have a positive effect on Interpersonal adaptability.
**Hypothesis H10p:** Pleasantness of Service-scape will have a positive effect on Service Offering adaptability.

**Hypothesis H10q:** Pleasantness of Service-scape will have a positive effect on Political adaptability.

**Hypothesis H10r:** Pleasantness of Service-scape will have a positive effect on Social adaptability.

**Hypothesis H10s:** Pleasantness of Service-scape will have a positive effect on Group adaptability.

**Hypothesis H10t:** Pleasantness of Service-scape will have a positive effect on Physical adaptability.

**Hypothesis H10u:** Pleasantness of Service-scape will have a positive effect on Organizational adaptability.

### 4.5.3 Job Outcomes

While analysing the consequences of FLE adaptability the respondents of qualitative research were most vocal on the impact of adaptability on Job related outcomes. An adaptable employee would exhibit job outcomes measures, which will benefit him / her and also other stakeholders. There are numerous measures of Job outcomes, however, this research study the impact of Frontline Employee Adaptability on Job Satisfaction and Job Performance. The Job satisfaction measures the employee’s feelings towards his / her job and hence, captures ones feelings towards the Job. The second measure captures the impact of his/her behaviour towards achievement of organizational goals and this captures performance dimension. The qualitative study has employees exhibiting following views and the table 4.25 illustrates the same.
Table 4.25: Excerpts for Job outcomes

“A employee’s who is tuned to working here will feel he is fulfilled” (C-Q7-2-3:Job Satisfaction)

“If someone cannot adjust to working there will be people resigning from their positions people unhappy at the end of the day or feeling that health is suffering or employees will be simply thrown out” (A-Q8-6-8:Job Satisfaction)

“Employees perform well and they gets pat on their back from both their customers and bosses” (B-Q15-2-4:Job performance)

“One feels like working more and tries to manage work time more efficiently”. (C-Q11-7:Job Performance)

A satisfied employee is an asset to the organization and customer alike. Besides from employee perspective it builds up a sense of contentment from work. Similarly, Job performance is a measure which reports the performance measure of the employee concerned. The present research for this reasons studies, the impact of adaptability on Job Satisfaction and Job performance, and proposed as

**Proposition 3**: There is a relationship between Frontline employee adaptability and Job Outcome.

### 4.5.3.1 Job Satisfaction

Robbins (2005) defined job satisfaction as a collection of feelings that an individual holds towards his or her job. Adams, Bond, and Arber (1995) stated that Job Satisfaction is the collection of feelings that an individual holds towards his or her job. Numerous factors influence employee job satisfaction, as reviewed by Rad and Yarmohammadian (2006). Job satisfaction has been observed to affect levels of job dissatisfaction, absenteeism, grievance expression, tardiness, low morale, high turnover, quality improvement and participation in decision-making. Locke (1976)
defined job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences." He differentiated between job satisfaction and morale by noting that satisfaction has an individual rather than a group referent and a temporal orientation toward the past and present rather than toward the future.

Churchill Jr, Ford, and Walker Jr (1974), delineated the conceptual domain of the job satisfaction construct as "all characteristics of the job itself and the work environment which employee find rewarding, fulfilling, and satisfying, or frustrating and unsatisfying. An adaptable employee would be exhibiting behaviours as per the requirement of various stake holders. This leads to an internal appraisal state for the employee about his/her performance. If the employee is able to exhibit behaviours which benefit the stakeholders then this will definitely impact his internal appraisal system, which will result in a pleasurable or positive emotional state. Therefore it is an important step to undertake, whether FLE adaptability would constitute job satisfaction. Thus it is hypothesized that

**Hypothesis 11:** FLE Adaptability is positively related Job Satisfaction.

In order to investigate which dimensions of frontline employee adaptability impacts Job Satisfaction

**Hypothesis 11a:** Interpersonal Adaptability will have a positive effect on Job Satisfaction.

**Hypothesis 11b:** Service Offering Adaptability will have a positive effect on Job Satisfaction.

**Hypothesis 11c:** Political Adaptability will have a positive effect on Job Satisfaction.

**Hypothesis 11d:** Group Adaptability will have a positive effect on Job Satisfaction.

**Hypothesis 11e:** Physical Adaptability will have a positive effect on Job Satisfaction.
**Hypothesis 11f:** Social aspect of Adaptability will have a positive effect on Job Satisfaction.

**Hypothesis 11g:** Organizational Adaptability will have a positive effect on Job Satisfaction.

### 4.5.3.2 Job Performance

Employee Job performance, in general, refers to behaviors that are relevant to organizational goals and that are under the control of individual employees (Babin & Boles, 1996; Ellinger et al., 2008). Murphy (1989), defines job performance as a function of the individual’s performance of specific tasks that comprise standard job descriptions, and declares that it is also affected by variables such as maintaining good interpersonal relations, absenteeism, and withdrawal behaviours, substance abuse and other behaviours that increase hazards at the workplace. Befort and Hattrup (2003), indicate that the essence of job performance relies on the demands of the job, the goals and the mission of the organization and the beliefs of the organization about which behaviour are mostly valued. Carmeli (2003), emphasized that employees with a high level of intelligence can manage their emotions in terms of retaining a positive mental state which can lead to improved job performance.

The performance of service employees is a critical component of service quality and customer satisfaction (Bowen & Schneider, 1985; Gronroos & Shostack, 1983). Employee performance includes both the functional (core) and the relational (soft) aspects of performance (Iacobucci & Ostrom, 1993). The functional aspects include items such as the quality of work accomplished, the frequency of errors, and the amount of work completed. The relational aspects include personalized attention, listening to the customer, and explaining features. Various researchers have proposed relationship between adaptive selling behaviour and Job performance (Giacobbe et al.,
From the previous research it can be deductively hypothesized that FLE adaptability is related to Job performance, hence it is hypothesized that:

**Hypothesis H12:** FLE Adaptability is positively related Job Performance.

In order to investigate which dimensions of frontline employee adaptability impacts Job Performance,

**Hypothesis 12a:** Interpersonal Adaptability will have a positive effect on Job Performance.

**Hypothesis 12b:** Service Offering Adaptability will have a positive effect on Job Performance.

**Hypothesis 12c:** Political Adaptability will have a positive effect on Job Performance.

**Hypothesis 12d:** Group Adaptability will have a positive effect on Job Performance.

**Hypothesis 12e:** Physical Adaptability will have a positive effect on Job Performance.

**Hypothesis 12f:** Social aspect of Adaptability will have a positive effect on Job Performance.

**Hypothesis 12g:** Organizational Adaptability will have a positive effect on Job Performance.

4.5.4 Performance – Satisfaction or Satisfaction-Performance or both

There are numerous researches propagating the Job Performance - Job satisfaction link (Locke, 1976) and plentiful research on Job Satisfaction –Performance link (Shore & Martin, 1989). Also some research suggests bidirectional link (March & Simon, 1958). Some researchers have also suggested no link between Job Satisfaction and Job Performance (Brief & Roberson, 1989; Organ & Near, 1985). In frontline employee adaptability context it is important to examine these disputed link in academia in order to further understand construct of frontline employee adaptability. Hence it is proposed that
**Hypothesis 13a:** Job Performance is positively related to Job satisfaction

**Hypothesis 13b:** Job satisfaction is positively related to Job Performance

**Hypothesis 13c:** Job Satisfaction is positively related to Job Performance and Job Performance is positively related to Job Satisfaction.

### 4.5.5 Testing for Mediation

The hypothesized conceptual model proposes that frontline employee adaptability mediates the relationship between individual, organizational related factors and Job Satisfaction and Job Performance.

**Hypothesis H14:** FLE Adaptability mediates the relationship between individual, Organization, related factors and Job Satisfaction, Job Performance.

This chapter provided the conceptualization of the construct of FLE adaptability along with its dimensions and definition using grounded theory Methodology. Subsequently, a conceptual framework was developed using data collected from the qualitative phase. Lastly the hypotheses are offered which will aid in testing the conceptual model. The next chapter will explicate the development of the scale FLEADAPT.