

MASTER

Triggers and outcomes of job crafting a field study at police corps Oost Brabant

Baten, R.

Award date:
2015

[Link to publication](#)

Disclaimer

This document contains a student thesis (bachelor's or master's), as authored by a student at Eindhoven University of Technology. Student theses are made available in the TU/e repository upon obtaining the required degree. The grade received is not published on the document as presented in the repository. The required complexity or quality of research of student theses may vary by program, and the required minimum study period may vary in duration.

General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain

Take down policy

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

Triggers and outcomes of job crafting

A field study at police corps Oost-Brabant

By:

R.(Richie) Baten

Student identity number 0631898

In partial fulfilment of the requirements for the degree of

Master of Science

In Operations Management and Logistics

Supervisors:

Prof. dr. E. Demerouti

Dr. J.M.P. Gevers

Inhoud

| | |
|--|----|
| Abstract | 3 |
| Introduction..... | 4 |
| Theoretical background..... | 8 |
| Hypotheses | 11 |
| Method..... | 23 |
| General questionnaire..... | 23 |
| Daily diary..... | 24 |
| Results | 26 |
| Discussion | 36 |
| Theoretical and practical implications and future research. | 41 |
| Limitations | 43 |
| Conclusion | 44 |
| References..... | 44 |
| Appendix A | 52 |
| Appendix B | 63 |

Abstract

The job demands-resources (JD-R) model was used to examine the relationship between career-orientation, empowering leadership and the outcome job crafting. The triggers did showed partial relations with the three dimensions of job crafting. Career-orientation had a positive relation with resources seeking and a negative relation with demands reducing. Empowering leadership, as another trigger, was positively related with resources seeking. Furthermore the outcomes of job crafting that were used in this study were contextual performance, task performance and work engagement. The three dimensions of job crafting had no effect on both performances. The outcome work engagement is positively influenced by resources seeking. To increase the effect of outcomes, a mediating effect of meaning making between the dimensions and the possible outcomes was also investigated. Meaning-making was found to be a positive mediator between resources seeking and work engagement. These triggers and outcomes of job crafting were not used in the insight of job crafting before, so this opens more opportunities for further studies and additional benefits for organizations.

Introduction

Work is important for the social participation. Work gives structure to someone's life and generally working people are happier than non-working people (Frey & Stutzer, 2002). Therefore it is important to have people working, who are motivated and healthy, to prevent prematurely fall outs. Fall outs will harm the persons themselves, but also the organizations. The care for a stimulating work environment belongs to the joint responsibilities of employers and employees. Currently there is growing interest for subjects like employability, self-management and personal effectiveness. These concepts have in common that they focus on what employees can do to keep their work motivation on a high level.

Jobs are developing in different ways due the fact of changing technologies. The increasing popularity of self-managing teams, re-engineering, and other organizational innovations, coupled with the increased flexibility in work arrangements made possible by advances in information technology. The effects of these changes will have an influence on the organizations. The organizations should deal with these specialized job positions, which involve unique working conditions (Demerouti, 2014). Arguing from a job characteristics perspective, the Job Demands-Resources model (Bakker & Demerouti, 2007; Demerouti, Bakker, Nachreiner & Schaufeli, 2001) assumes that every activity at work depends on different unique characteristics. The JD-R model will classify these characteristics in the terms job demands and job resources. The assumption is that job strain could develop, but also motivation could be enhanced. Job strain could be the case when there are high job demands and limited job resources. Furthermore motivation is likely to occur when many job resources are available and even with the presence of high job demands. There have been several studies who showed that workplaces which combine high job resources with tolerable demands, are jobs that facilitate employee motivation and performance (Bakker & Demerouti, 2007).

Through the continuous changing of society and inside organisations, there is an increase of research that focus on how employees influence their work and the work environment. In earlier literature it is clarified that the most favourable circumstances for employee motivation and performance, are when jobs well-designed and the conditions at work are well (Demerouti, 2014). Unfortunately there could be limitations on those favourable conditions. Most of the organizations initiate top-down organizational interventions, in the hope to improve motivation and organizational performance. Nevertheless, these interventions often seem partly ineffective (Aust, Rugulies, Finken & Jensen, 2010) which is not astonishingly, since the working conditions in each job are unique. Organizations are recognizing these different working conditions more now and are becoming aware of the partly ineffective interventions to improve motivation and organization performance. According to bottom-up redesign approaches, employees craft their jobs themselves in order to improve the design of their jobs (Demerouti, 2014). Bottom-up redesign approaches initiated by the individual or jobholder him- or herself should be promoted and combined

with approaches that are initiated by the organization, to improve motivation and performance.

Job crafting is related to changing a job in order to create a better fit with the job characteristics and employee desires (Wrzesniewski & Dutton, 2001). Since there are different kind of employees it can become a valuable mean to adjust jobs according to the needs of specific groups of employees. Some of the employee groups have more difficulties than others, in participating in jobs (Phelps, 2007). Those employees are at risk in experiencing lower fit, or have higher difficulty in adapting their job. All employees may benefit from job crafting, job crafting represents a promising way to create healthy and motivating jobs for specific groups of employees (Demerouti, 2014). According to Demerouti it could be difficult or costly to develop top-down approaches for specific groups, those will need some more attention and training to become effective crafters.

The aim of this research is to get more insight about job crafting and get more managerial implications. The lack of research about the new construct job crafting about the outcomes and motives is the purpose of this research. The knowledge about job crafting is limited. In an earlier research inside the police corps, police-officers scored high on work engagement (Van den Heuvel, Demerouti & Peeters, 2012). They also experienced more rules inside the corps and there is more cynicism. This research of Van den Heuvel et al. (2012) was based upon an earlier research about work engagement and burn-out inside the police corps. The urge for intervention methods for more self-management and pleasure of working was found in that research and therefore more research followed. The need for more intervention methods and pleasure of working is suggesting that a change is wanted inside the corps, it might be beneficial for performance when lowering the number of burn-outs and increasing the work engagement. This research will take place inside the police corps of Oost-Brabant. There have been some reorganizations inside the corps and much freedom is taken away from the police officers to make their own choices. Job crafting might be helpful in this organization to get better performance and maybe other benefits. Furthermore the research will be done on a diary basis. To find out if there are differences from day to day. Petrou, Demerouti, Peeters, Schaufeli & Hetland (2012) had findings that justified job crafting to occur daily. There are more reasons to measure on a daily basis.

Organizational behaviour should be studied at the day level, because diary studies eliminate recall biases (Ohly, Sonnentag, Niessen & Zapf, 2010). The summaries about the experiences of individuals are most of the time biased, because the memory is semantic (Beal & Weiss, 2003). Furthermore diary methods are able to find day-level outcomes, since a diary could make it able to control for individual tendencies (Daniels & Harris, 2005). Day-level predictors could have an unique effect and this could then be assessed to the day-level outcomes.

Diary methods especially seem to be true for job crafting. According to Ohly & Fritz (2010), proactive behaviours are triggered by workplace factors. Implying that proactivity is not

completely stable, since it includes components that are situational. The triggers of what makes them behave proactive, could be found by diary approaches (Fritz & Sonnentag, 2009).

Finding a relation between the daily correlates and job crafting, seem to be similar to the affective events theory. This theory suggested that specific work events influences employee affect by certain job features (Weiss & Cropanzano, 1996). Diary analysis will be useful for a study to get further insight on those daily outcomes and especially focused on the outcomes of job crafting.

Diary analysis will be useful for this study to get further insight on those daily outcomes and especially focused on the outcomes of job crafting. The possible outcomes of job crafting have been investigated in earlier researches. Petrou et al. (2012), found a significant relation between seeking challenges and work engagement, also between reducing demands and work engagement. Wrzesniewski & Dutton, (2001) contributed to the job crafting by making a model which indicated on how employees shape work meanings. Furthermore, job crafting has been found to influence performance at work, which represents a valuable outcome for organizations (Demerouti, 2014). These outcomes of job crafting are still being investigated and therefore we will use these outcomes to get more results about them. These results will give more insight of the possible outcomes of job crafting and could validate the earlier researches. How employees shape work meanings might affect and influence the outcomes. Are there possibilities to increase the outcomes of job crafting? So could there be a mediating effect? Meaning-making for instance, is a cognitive/affective resource that one can develop (Van den Heuvel et al., 2010). Meaning-making might have an influence to increase or decrease the possible outcomes, by mediating between job crafting and the possible outcomes.

These are reasons for understanding the need of job crafting to see what the outcomes are, but could there still be some motives or even predictors that stimulate the use of job crafting? In earlier research (Wrzesniewski & Dutton, 2001) they found some conditions like job autonomy, job challenges and their combination that were stimulating job crafting. These were stimulating job crafting, while task interdependency hindered job crafting (Wrzesniewski & Dutton, 2001). Job crafting seems to occur more often among employees with a proactive personality and promotion focus. Moreover, job crafting was found to have important ramifications for employee work engagement and performance. Motives for job crafting seem to be the achievement of goals, the enhancement of job-person fit, health, and motivation (Demerouti, 2014). But people look different at their jobs, so the motives could be different.

Work orientations seem to be related with the motivation in encouraging or discouraging the use of job crafting. Work orientations makes it able for people to see different kinds of opportunities, for how they could change and adjust their tasks and also how to change their relationships with other people at work. Employees are probably making changes at their

jobs that fit their work orientation, enacting the same jobs very differently (Wrzesniewski and Dutton, 2001). Career oriented people are focusing on advancements (Ellemers, de Gilder & van den Heuvel, 1998). The career oriented people could have a bigger urge to make use of job crafting, and the motives could be due to attain the higher goals. Can career orientation be a motive for job crafting? So will career-orientation predict a way of using job crafting.

On the one hand, the changes made by the employees themselves could be limited by a leader due to regulations in an organization. But on the other hand the leader could maybe have impact on the use of job crafting. Job autonomy as mentioned before, could be seen as a motive. Leadership may have some influence on this autonomy, but empowering leadership might be a motive to, by opening certain ways to make a change.

Empowering leadership is defined as the process of putting through certain conditions that could enable dividing the power with an employee by delineating the significance of the employee's job, providing greater decision-making autonomy, expressing confidence in the employee's capabilities, and removing hindrances to performance (Zhang & Bartol, 2010). Empowering leadership is more focusing on the employees, which is quite similar to some characteristics of job crafting. So could empowering leadership be a motive for job crafting to? The two predictors or motives career-orientation and empowering leadership will be used in this research. More insight about predictors could be useful in organizations, since they could adjust the conditions they get the possible benefits of job crafting. The model that is going to be used in this research is showed in Figure 1.

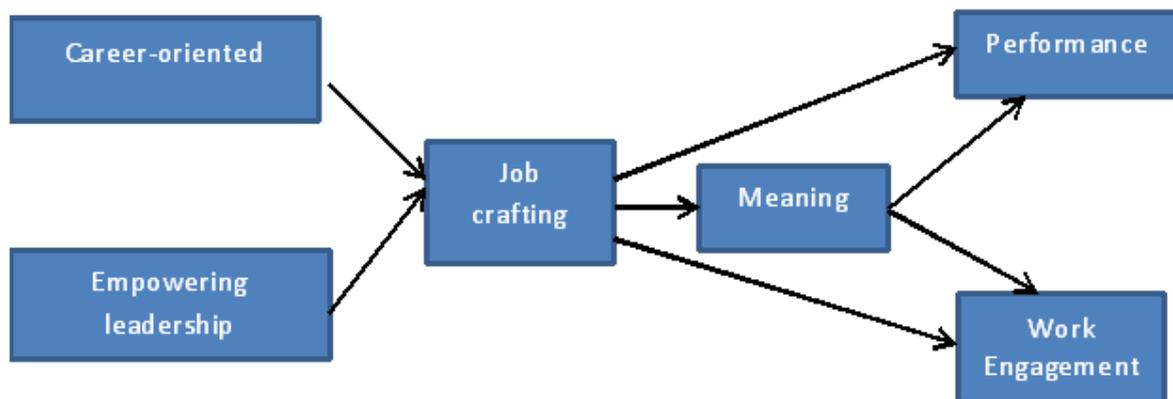


Figure 1, Model to analyse, with 2 predictors and 3 outcomes of job crafting.

Theoretical background

Job crafting

In the introduction the focus on job crafting was announced. Job crafting has a central characteristic, which is that employees alter their tasks or job characteristics on their own initiative (Tims, Bakker & Derks, 2012). It represents voluntary behaviour altering the meaning of one's job (Wrzesniewski & Dutton, 2001) and spontaneous unsupervised changes in one's job scope (Lyons, 2008). These aspects look similar to proactive behaviours, but there is a difference. Proactive work behaviour can be done by people who are acting in advance of a future situation. A person could also take control and cause some change or even both (Parker & Collins, 2010). Proactive behaviour is targeted at performance, which is an important benefit for the organization. When employees take the initiative to change certain aspects in their work environment, they are likely to contribute to organizational effectiveness (Tims et al., 2012). These views showed a small difference between job crafting and proactive behaviour. The difference between job crafters and people with proactive behaviour is that job crafters are aiming at improving their person, job fit and work motivation. This is not the case with proactive behaviour, which has more focus on performance (Tims et al., 2012).

To further make use of job crafting and get more knowledge about job crafting, earlier models that have been used for job crafting will be explained. Job crafting has been defined and operationalized based on two different perspectives. First of Wrzesniewski and Dutton (2001), they referred job crafting to the process through which employees shape their jobs. The second one is with the Job Demands-Resources, also known as the JD-R model (Bakker & Demerouti, 2007; Demerouti et al., 2001). They defined job crafting as the ways that employees will use to balance their job demands and job resources, to help them with their personal abilities and needs.

The first perspective of job crafting that will be explained is that from Wrzesniewski and Dutton. In other research it has been recognized that employees can change the design of their jobs proactively. Employees can do this by choosing certain tasks, negotiating about different job content, and by giving a particular meaning to their tasks or even their jobs (Parker & Ohly, 2008). According to Wrzesniewski & Dutton (2001), job crafting is defined as the changes that individuals make in their task or relational boundaries in a physical or cognitive manner. Physical boundaries can be changed and this involves changes in the form and scope of their jobs. Furthermore the number of job tasks one is involved in while working could also be changed and linked to physical boundaries. Changes in the cognitive boundaries refer to changing how one sees the job. Looking at changing of the relational boundaries, this refers to changes of people with whom one interacts while doing the job. When one of these boundaries is changed, individuals are changing the design of the job and the social environment in which they work.

The second perspective for job crafting is from the JD-R model. Wrzesniewski and Dutton (2001) made the assumptions in their definition, where job crafting is seen as a “everyday” behaviour, but researches about the “everyday” aspect are limited. In an earlier research they found some support against the “everyday” behaviour (Lyons, 2008). The definition of job crafting was framed in the JD-R Model (Petrou, Demerouti, Peeters, Schaufeli & Hetland, 2012; Tims & Bakker, 2010). Now it is possible to see job crafting as the changes employees may make to balance their job demands and job resources with their personal abilities and needs (Tims & Bakker, 2010).

Wrzesniewski and Dutton’s (2001) made clear that job crafting involved changes of the boundaries. The JD-R perspective expands task crafting to refer to job demands, and relational crafting to refer to job resources. Job demands are the efforts employees need to make at their job (Schaufeli & Bakker, 2004) in other words the demanding aspects of the job environment (Petrou, 2013). Job resources are the facilitating aspects of the job environment (Petrou, 2013).

The JD-R model does not focus on predefined job features, but still incorporates job demands and job resources which could be interesting for organizations (Petrou et al., 2012). According to Petrou et al. (2012) the JD-R model helped to study the behaviours of job crafting more easier and therefore offered an advantage in the study of those Job crafting behaviours. Job demands and job resources provided an opportunity to describe Wrzesniewski and Dutton’s (2001) manners of crafting, which were task crafting and relational crafting. Existing definitions of proactive behaviours are given more value, by viewing active employees as certain groups. The active employees could be seen as “attacking problems” or they could be seen as “searching for solutions” (Frese, Fay, Hilburger, Leng, & Tag, 1997). Likewise, more value could be given to existing definitions of proactive behaviours by generalizing job crafting definitions as modifying job tasks or relationships on the whole (Wrzesniewski & Dutton, 2001). What employees craft on a day is exactly described by the conceptualization of Petrou et al. (2012).

Specifically, Petrou et al. (2012) defined job crafting as a proactive employee behaviour consisting of resources seeking, challenges seeking and demands reducing. Developing of specific individual job demands and job resources inside the work environment on a daily basis, can be known as job crafting (Petrou et al., 2012). The suggestion that the job is being re-created or crafted all the time’ (Wrzesniewski & Dutton, 2001), is also suggested by Petrou et al. (2012). Individuals can actually adjust the tasks they perform and will do, furthermore they will mobilize the resources they need to perform their tasks successfully.

The three dimensions of job crafting will be explained in more detail. Starting with resources seeking, which can be seen as different forms. Employees can use resources seeking as trying to cope with the job demands or completing tasks and achieving goals (Petrou et al., 2012). Positive outcomes of behaviours that focus on resource seeking already been examined in the earlier research, such as feedback seeking (Ashford, Blatt, & Van de Walle,

2003) and support seeking (Carver, Scheier, & Weintraub, 1989). These kind of behaviours enhanced performance, promoted goal attainment and made an accurate self-image.

According to job crafting (Wrzesniewski & Dutton, 2001), when employees do own resources they usually tend to go beyond actual goal accomplishment. Seeking resources could be characterised by acquiring more job resources to deal with job demands (Tims & Bakker, 2010).

The second dimension that was mentioned is challenges seeking. Challenges seeking also could be reflecting different forms and include certain behaviours. Employees could seek for new challenging tasks at work, but also try to keep busy during a working day. Furthermore another behaviour that could be seen as challenges seeking, is when employees ask for more responsibilities whenever he or she completed their own tasks (Demerouti, 2014). The urge of seeking challenges is debated in past research. Csikszentmihalyi & Nakamura (1989) said that individuals seek challenges to maintain motivation and avoid boredom. Challenges seeking can also influence the commitment to the job in a positive manner. Increasing the job demands will change the boundaries of the specific job. Seeking challenges motivates employees, when jobs have high demands (Petrou et al., 2012).

The last dimension is demands reducing. According to past research, demands reducing is viewed to protect the health of employees and to deal with these arising health problems when the demands of their jobs are high (Demerouti, 2014). Job crafting does not necessarily contains positive behaviours, but it could also include behaviours minimizing the emotionally, mentally, or physically demanding aspects of one's work. Furthermore demands reducing will reduce someone's workload, or even make sure that the private life of employees is not affected by their work (Demerouti, 2014). Demands reducing is in line with constructs like task avoidance, a withdrawal-oriented coping mechanism (Parker & Endler, 1996) and counterproductive behaviour (Gruys, 1999). Chu & Choi (2005) showed procrastination to be in line with demands reducing to. Procrastination is a construct where the more enjoyable task has precedence over tasks that are more important. A job that takes a lot of time, could have a negative effect on employees, like stress. When an employee reduces the demands, the number of tasks are lowered and even the time involved to the job could be reduced (Petrou et al., 2012).

The two perspectives showed a lot of similarities. The focus of both views was on employees who are changing their work to handle problems better and find solutions. There is only a small difference in the specific aspects towards which the crafting is directed. For this research we will make use of the JD-R model and use the three dimensions of job crafting. The dimensions can be useful for further managerial implications and give more insight in the way people use job crafting. The study will use the dimensions, since it will hopefully give more relations between the different reasons to make use of job crafting and the possible outcomes. The dimensions could be positively related, but also negatively and therefore the dimensions will be used to find any differences.

Hypotheses

Job crafting is not really known in organizations and still could use some further research regarding the use of it and the possible outcomes. Due the lack of information about job crafting, many answers about job crafting are missing and therefore more insight should be gathered by research. First the possible motives for job crafting will be discussed and after that the effects and outcomes of job crafting will further be hypothesized.

In the past some research showed motives for job crafting. In order to understand why individuals craft their jobs, it is instructive to look at related literature on proactive behaviour. Several motivation theories, like self-regulation theory (Bandura, 1991), but also goal-setting theory (Locke & Latham, 1990) and expectancy theory (Vroom, 1964) suggest that individuals' goals are hierarchically organized into two broad systems: Individuals anticipate to achieve desired future states or outcomes and accordingly develop strategies that makes it able to achieve those goals, what is defined as goal generation. Afterwards, mobilization will emerge and control on their day-to-day behaviours will be taken to achieve their goals, which can be defined by goal striving (Parker, Bindl & Strauss, 2010).

Some factors might influence the use of job crafting and triggers it. Work orientations are involved with the changes people will make at their jobs, enacting the same jobs very differently (Wrzesniewski and Dutton, 2001). Career-orientation therefore seem to be related to job crafting. Career-oriented people could be defined as people who are aiming at personal advancement at work (Ellemers, de Gilder & van den Heuvel, 1998). According to Parker et al. (2010), proactive goal generation involves envisioning and planning, based upon self-willingness, with the goal to bring about a new and different future by changing the self and/or the environment. Individuals are making the changes themselves instead of following instructions from others. Career-oriented people are focused on those goals they set for themselves, which could be reflected to proactive goal striving. Proactive goal striving is defined as the behavioural and psychological mechanisms by which individuals purposively seek to accomplish proactive goals. Individuals are trying to achieve their proactive goals, by reflecting whether goals are consistent with their core values and interests (Bindl & Parker, 2009). The more the envisioned future is central to one's identity or values, the more one will be motivated to bring about that future (Parker et al., 2010). The future for career-oriented people is set at a final stage after some advancement at work.

Career-oriented proactive behaviours such as several types of information proactively sought (Morrison, 1993), feedback seeking, relationship building and positive framing (Wanberg & Kammeyer-Mueller, 2000) have all been linked to higher levels of job satisfaction. There has been some past research about work orientations and job crafting. Work orientation is also determined to be a moderating variable, in the model of Wrzesniewski and Dutton (2001). Work orientation holds in mind how employees see their work. Employees could see their work as a career, a calling or a job (Wrzesniewski, McCauley, Rozin & Schwartz, 1997).

Nevertheless, Leana, Appelbaum & Shevchuk, (2009) did research about the influence of work orientations on job crafting. They found a significant relation between job crafting and the career work orientation. The relationship between career-orientation and job crafting therefore exists, but not many information is mentioned about the manners in how employees did their job crafting. Job crafting are the self-changes individuals make by using some dimensions. Career-oriented people showed to be proactive, does this say that it involves resources seeking and challenges seeking to? Resource seeking has a characteristic of achieving goals, which could imply for career-oriented people. Challenges seeking on the other hand was about to getting new challenging tasks at work, where career-oriented people have a high challenge. The advancement of their job is important, so does demands reducing is not the case for them? Career-oriented people's main drive is their career and reducing demands will not be in favour for them, since this might reduce opportunities to get career advancements. Career-oriented people want to achieve their goals and get advancements at work, whereby reducing demands could affect this by eliminating the demands that could have been positive in certain ways to get their career advancements. According to the goal-setting theory (Locke & Latham, 1990) and expectancy theory (Vroom, 1964), which were motives to make use of job crafting. These individuals anticipate desired future states or outcomes and develop strategies to reach those goals (goal generation), and then mobilize and monitor their day-to-day behaviours to attain their goals (goal striving) (Parker, Bindl & Strauss, 2010). Career-orientation has some similarities with those theories. As mentioned before their goal is to get advancement at work, which is a certain goal generation. The career-oriented people have high expectations with regard to their future and aim at career goals. Different ways of reaching those certain goals on a daily basis might be available through job crafting. The similarities with the goal generation and goal striving could suggest that career orientation could be a motive for job crafting to.

This lead to the following hypotheses:

Hypothesis 1a: Career-orientation will have a positive relation to challenges seeking.

Hypothesis 1b: Career-orientation will have a positive relation to resources seeking.

Hypothesis 1c: Career-orientation will have a negative relation to demands reducing.

Furthermore the use of job crafting could might be limited or even enhanced by the leaders. Leadership from other persons may not be directly linked to job crafting, since job crafting involves voluntary behaviours (Wrzesniewski & Dutton, 2001). The leader may still have impact on the voluntary behaviours of their employees, by acting in a particular leadership style. There has been considerable research highlighting the importance of leader behaviours for team performance (Druskat & Wheeler, 2003; Durham, Knight, & Locke, 1997; Judge, Piccolo, & Ilies, 2004). There could be a link between a leadership style and job crafting by recognizing the impact of the leader on the behaviours and opportunities employees have. When opportunities arise for employees, they seem to get more freedom

in job crafting, so leadership may even stimulate the use of job crafting by acting in a the right way towards their employees. The research of Nielsen, Randall, Yarker & Brenner (2008) suggested that management could have an influence on the job demands and resources of an employee. Management could also have an indirect influence on the performance of an employee and the engagement (Harter, Schmidt & Hayes, 2002).

Different kinds of leadership could be discussed but the focus should be on a style that could change the behaviour of employees, to get a link with job crafting. Starting with the explanation of transformational leadership, where transformational leaders contribute to employees' intrinsic motivation, because they provide a meaningful rationale for their followers' work (Avolio & Yammarino, 2002).

Transformational leaders motivate their followers to perform beyond what is expected of them (Breevaart, Bakker, Hetland, Demerouti, Olsen & Espevik, 2014). They found that transformational leadership influenced followers' daily autonomy, which consequently influenced followers' work engagement. Transformational leadership had a positive effect on job resources on a day-to-day basis, which could be important for job crafting. Talking about job crafting, the behaviours will be different towards the three dimensions with use of transformational leadership. Empowering leadership seems to be more connected to job crafting. Tuckey, Bakker, and Dollard (2012) showed that empowering leaders influence followers' work engagement, because they positively influence their followers' cognitive job demands and job resources. Empowering leadership essentially involves encouraging and facilitating employees to lead and manage themselves (Tuckey et al., 2012). The psychological aspect of empowerment can be conceptualized as a motivational construct. This stated that empowering others equates with motivating them to achieve or even enabling them to do so, rather than merely delegating responsibility and authority (Conger & Kanungo, 1988).

Among the diverse leader behaviours, empowering leader behaviours have special importance, consistent with the trend toward providing increased autonomy to the employees (Bennis & Townsend, 1997). As mentioned earlier, empowering leadership is defined as the process of putting through certain conditions that could enable dividing the power with employees. This can be done by delineating the significance of the employee's job, providing greater decision-making autonomy, expressing confidence in the employee's capabilities, and removing hindrances to performance (Zhang & Bartol, 2010). Empowering leadership has been studied from two perspectives. The first perspective focused on leader actions, where leaders can share their power with employees, give more responsibility and autonomy to employees (Kirkman & Rosen, 1997; 1999; Strauss, 1963). The second perspective focused on employees' response to empowerment, thereby highlighting the motivation of employees (Conger & Kanungo, 1988; Kirkman & Rosen, 1997; 1999; Thomas & Velthouse, 1990). These perspectives both show that there is an influence on the individuals, which is caused by the empowering behaviour of the leader. Empowering

leadership is suggested to have a positive effect on challenges seeking, due to the fact that employees will get more authorized to do things and therefore are given more freedom. The same suggestion can be made about the effect on resources seeking. Empowering leadership seems to have influence on job demands and resources, which was mentioned before (Tuckey et al., 2012). Job crafting could have more passage for employees, through the empowering leadership style.

According to Arnold, Arad, Rhoades & Drasgow (2000), empowering leaders utilize participative decision making, provide information to followers, explain their decisions and coach them toward better problem solving and performance. Those leaders encourage followers to take initiative, to manage and control their own behaviour and engage in self-leadership (Yun, Cox, & Sims, 2006). Through these behaviours, empowering leaders should provide more leverage for followers to use the available resources and to deal with job demands and overcome challenges (Tuckey et al., 2012).

To make sure the resources are fully utilized, empowering leaders seem to have influence on that by encouraging their followers own behaviour. These could be linked to resources seeking that is encouraged by the empowering leaders, by providing more leverage to make use of the available resources and thereby deal with the job demands. Empowering leadership behaviours help employees meet the basis need for self-determination or control, which could lead to enhanced motivation for task accomplishment. Empowering leadership thereby seems to affect resources seeking in a positive manner. Demands reducing also seem to occur when the followers making their own decisions to engage in self-leadership. They can make the right choices to deal with the job demands with use of the available resources. The empowering leader should help their followers to deal with their job demands. Followers seem to lower their job demands in order to do the things they want to devote time on. Empowering leaders seem to help them in making the right choices, where the followers should devote their time on. Therefore the following hypotheses will be investigated:

Hypothesis 2a: Empowering leadership has a positive relation with challenges seeking.

Hypothesis 2b: Empowering leadership has a positive relation with resources seeking.

Hypothesis 2c: Empowering leadership has a positive relation with demands reducing.

Furthermore these were possible motives that could have influence on job crafting. Job crafting can be beneficial for organizations and employees, but can also have negative outcomes. By triggering the use of job crafting, it should be clear what the effects and outcomes of job crafting are. Further investigation to find out what job crafting can do for an organization and employees is needed. The next part of this study will focus on the possible goals and outcomes of job crafting. A company has to deal with the performance to stay alive. Performance in a company can be attained by the employees. Explanatory knowledge, procedural knowledge, qualities and motivation are ways to look at performance (Landy &

Conte, 2004). Employees who take the initiative in their work environment are likely to contribute to organizational effectiveness, which could be seen as performance and seem to be an important benefit of proactive behaviour (Tims et al., 2012).

Morgeson & Humphrey (2008) showed that there is a lot of knowledge about the conditions that enhance the success of job redesign approaches, but there are still mixed findings about the effectiveness of job redesign approaches. According to Fried (1991) the mixed results had arisen through the low relationship between stimulating job characteristics and work outcomes. Job crafting can be used to supplement literature about job redesign approaches, since it includes individual proactivity and self-initiated changes in the job (Demerouti, 2014). Where Tims et al. (2012) suggested that job crafting is different from proactive constructs because the changes job crafters make are primarily aimed at improving their person–job fit and work motivation. Job crafting already showed some influence on performance, which is valuable for an organization.

Although research on the outcomes of job crafting is still limited, there are some interesting empirical findings to be reported. Wrzesniewski and Dutton (2001) proposed that job crafters are satisfied workers, as job crafting represents a way to enhance one's experienced meaning at work. In support of this suggestion, Ghitulescu (2007) found a positive link between job crafting and organizational commitment. Positive significant correlations have also been found between circumstances of work mutations and the variables of self-image, perceived control and readiness to change (Lyons, 2008).

Bakker et al. (2012) found that employees' job crafting was predictive of colleague-ratings of in-role performance. Also the longitudinal study by Petrou (2013) further showed that seeking resources predicted positively task performance one year later. Taken together, these findings suggest a favourable impact of seeking resources and seeking challenges, but a negative impact of reducing demands for motivation and performance within and outside changing environments. There are different perspectives of performance that could be measured. The focus will be on behaviours that might have effect on the actual performance. Two different perspectives regarding behaviours of performance are task performance and contextual performance. The term task performance refers to the core technical behaviours and activities involved in the job. Contextual performance refers to behaviours that support the environment in which the core operates (Griffin, Neal, & Neale, 2000). These behaviours are important for achieving organisational outcomes and supporting long-term success (Allen & Rush, 1998). Challenges seeking can be helpful when commitment to the job is stimulated in a positive manner. When challenges seeking is used the environment might change in a positive manner. The boundaries are changing when challenges seeking is used, but this might be the case for the environment in which the core operates and thereby could be linked to contextual performance. Challenges seeking seem to be positively related to contextual performance,

Contextual performance is conceptualized as being under the motivational control of individuals and less constrained by work characteristics than task performance (Borman & Motowidlo, 1993). A small note, when task demands increase, the opportunity for engaging in contextual activities may decrease. Individuals will increase the proportion of available resources to the task performance. So this suggests that the choice to engage in contextual behaviours is dependent on the situations employees are (Griffin, Neal, & Neale, 2000). The use of the available resources makes them tend to go beyond actual goal accomplishment (Wrzensniewski & Dutton, 2001), which is dependent of the situation employees are.

Extra-role performance, which can be seen as contextual performance (Bakker, Demerouti, & Verbeke (2004), is defined as discretionary behaviours on the part of an employee that have a positive effect on the functioning of an organization. Although these behaviours do not need to have a direct influence on the target productivity of an employee (Podsakoff & MacKenzie, 1994). This kind of performance derives from a psychological contract between employees and organization (Goodman & Svyantek, 1999). A psychological contract prescribes the manner in which organizations rewards employees for extra effort above their task performance (Makin, Cooper, & Cox, 1996). When organizations do not provide or reward employees with job resources, it could make employees withdraw from their work, reduced motivation and commitment (Demerouti et al., 2001).

According to Goodman & Svyantek (1999), contextual performance will suffer when organizations do not provide or reward employees with job resources. In such a situation a reduction of motivation or withdrawal can be a self-protection mechanism that may prevent the future frustration of not obtaining work related goals (Hackman & Oldham, 1976). By focusing on job resources this might seem to have effect on the performance. Job crafting with resources seeking can therefore be positive for contextual performance, since contextual performance seem to suffer when not sufficient job resources are provided. Furthermore the task performance might benefit from this, since the goals and core activities will be achieved. Resources seeking is therefore also suggested to have a positive relation with task performance. When not enough job resources are provided, a reduction of motivation or a withdrawal can be a self-protecting mechanism and demands reducing seem to be related to these behaviours. Demands reducing was viewed to protect the health of employees and to deal with these arising health problems when the demands of their jobs are high (Demerouti, 2014). Lowering the demands might give more ways to reach employees own goals and a certain health-protecting mechanism for the contextual performance. Demands reducing seem to have a positive effect on contextual performance to support the health-protecting mechanism. The task performance therefore seems to decrease, due the health-protection mechanism and the core activities that will suffer from this. This suggests that the tasks that need to be done will be lowered for the health of their own. The motivational control and the avoid of boredom, which will suffer according to Goodman & Svyantek (1999), could be related to challenges seeking, since the relation between challenges seeking with motivation and avoid boredom was already found

(Csikszentmihalyi & Nakamura, 1989). Motivation is related to challenges seeking and also to contextual performance, where challenges seeking is positively related to motivation. Contextual performance refers to behaviours that support the environment and challenges seeking could influence this due the increasing commitment to the job and thereby supporting the environment. Challenges seeking could therefore be positively related to contextual performance. Task performance also seems to be increasing, since more challenges and tasks will be added to the core activities, due to challenges seeking. Since these kinds of performance seem to have influences on the job demands and resources we will formulate next hypotheses, to see the outcomes of job crafting on the two performances.

Hypothesis 3a: Challenges seeking has a positive effect on contextual performance.

Hypothesis 3b: Resources seeking has a positive effect on contextual performance.

Hypothesis 3c: Demands reducing has a positive effect on contextual performance.

Hypothesis 3d: Challenges seeking has a positive effect on task performance.

Hypothesis 3e: Resources seeking has a positive effect on task performance.

Hypothesis 3f: Demands reducing has a negative effect on task performance.

Furthermore there could be more different reasons why people make use of job crafting with the aim of achieving certain goals and outcomes. The purposes behind job crafting can be explained on the hand of earlier research. The outcomes that are probably linked to these purposes should be investigated, since job crafting already showed to affect multiple outcomes. More different outcomes will be related to job crafting in the next paragraphs.

The motivation for job crafting is triggered by three individual needs, according to Wrzesniewski & Dutton (2001). Employees will try to get control over their jobs to avoid estrangement, and therefore job crafting will be triggered. The second need to trigger the motivation for job crafting, is when employees are motivated to develop a self-image in their work, which is a positive self-image. The third need is when job crafting makes it able for employees to redeem a basic human need, to get a connection with others. Thus, according to Wrzesniewski and Dutton (2001) individuals craft their jobs in order to experience enhanced meaning of work and a positive work identity. By making changes in the job, they can experience the job in another way and craft another purpose of work. In support of this suggestion, Mattarelli and Tagliaventi (2012) found that offshore professionals responded to threats to employees their work-identity, which can be done through individual job crafting. The job crafting is aimed at restoring their psychological well-being.

Job crafting could be useful for every employee in a certain way, when looking at the different needs of Wrzesniewski and Dutton (2001) to make use of job crafting. The need for job crafting could reflect a certain outcome that employees want to achieve. A particular

outcome that could be mentioned is work engagement. Work engagement can be defined by a state of mind that is related to work in a positive or even fulfilling way. This state of mind can be characterized by vigor, dedication, and absorption (Schaufeli, Bakker, & Salanova, 2006). Work engagement also indicates successful employee adaptation to change (Van den Heuvel, Demerouti, Bakker, & Schaufeli, 2010). Research showed that when self-confidence is enhanced and the experience of feeling right, regulatory fit leads to improved health, subjective well-being (Aaker & Lee, 2006). Regulatory fit is conceptualized as the increased motivational intensity that results when there is a match between the manner in which a person pursues a goal and his or her goal orientation (Aaker & Lee, 2006). Regulatory fit occurs when the goals and outcomes that individuals pursue are framed in a way that fits with their regulatory focus. When regulatory fit occurs, positive outcomes are likely to arise for individuals in terms of motivation, performance (Lee & Aaker, 2004) and work engagement (Bakker, Schaufeli, Leiter, & Taris, 2008). The link between job crafting and the regulatory fit can be made on the goal orientation and also on the employees' health. Regulatory fit seem to be reflecting a state of mind that could further be related to work engagement, due the relation to work in a positive or even fulfilling way. Job crafting is related to changing a job in order to create a better fit with the job characteristics and employee desires (Wrzesniewski & Dutton, 2001). That certain positive state of mind and the regulatory fit that is linked to work engagement could suggest a relation between job crafting and work engagement.

Work engagement have already been linked to job resources and challenges in the literature, where job resources and challenges are targets of job crafting. Resources could be playing an intrinsic motivational role or an extrinsic role, which could lead to engagement. Resources will try to fulfil the human needs and then it is an intrinsic motivational role. When resources lead to successful task completion or satisfaction, than it can be seen as an extrinsic motivational role (Bakker & Demerouti, 2007). Challenge stressors used positive emotions and attitudes to enhance the motivational roles (Podsakoff, LePine & LePine, 2007). Workload was also found to have a link with work engagement, in the study of Prieto, Soria, Martinez, and Schaufeli (2008). Therefore it can be suggested that seeking challenges and seeking resources have influence on work engagement, due the accumulation of extra resources and challenges (Petrou et al., 2012).

As mentioned before, Petrou et al. (2012) showed that individuals can actually adjust the tasks they perform and will do, furthermore they will mobilize the resources they need to perform their tasks successfully. The work environment is different and could have impact on these certain circumstances. It has been found that employees perform the best at certain environments which facilitate their work engagement. Those work environments could be challenging or resourceful (Demerouti and Cropanzano, 2010). Organizations should keep this in mind, since their employees need an adequate number of job resources to facilitate work engagement. Since these environments facilitate work engagement, the

job crafting dimensions challenges seeking and resources seeking seem to be favourable for work engagement.

Employees will try to seek challenges and seeking resources, since work engagement is a positive, fulfilling, work-related state of mind. The motivation of employees, which is linked to challenges seeking, and the commitment employees have to the job could reflect work engagement and therefore will be further investigated. Motivation could be linked to challenges seeking and furthermore the commitment of employees to reach fulfilment, or even their goals could be linked to seeking resources. Seeking resources is used by employees trying to cope with the job demands or completing tasks and achieving goals (Petrou et al., 2012). The goals of employees are both related to work engagement and resources seeking and therefore resources seeking might be related to work engagement to. Challenges seeking can be linked to work engagement by the motivation of employees.

Reducing the job demands could be negatively associated with work engagement. The job challenge for employees will be reduced when the workload is lowered. The urge for action could reduce or the triggers for action can be lowered, this occurs when the workload is reduced (Csikszentmihalyi, 1990). When employees reduce their workload this is stated to be counterproductive (Gruys, 1999). This is also a kind of procrastination, whereas procrastination is negatively related to performance (Ferrari, 2001). This is suggesting that the state of mind will be less positive, according to the negative effects of reducing the workload. Work engagement is a positive state of mind and this seem to suffer from this. Demands reducing has similar aspects of reducing workload. Demands reducing is therefore suggested to have a negative effect on work engagement, since the triggers or necessity for action are reduced. Work engagement seems to suffer from this and therefore demands reducing should have a negative effect. The three job crafting dimensions seem to have an effect on work engagement, partly due the challenging and resourceful work environments, which facilitates work engagement and could be link to the job crafting dimension.

Furthermore the motivation and goal striving seem to be linked to the job crafting dimensions, but also to work engagement and therefore there might be an effect. The following hypotheses will be used to find the effects of job crafting on work engagement.

Hypothesis 4a: Challenges seeking has a positive effect on work engagement.

Hypothesis 4b: Resources seeking has a positive effect on work engagement.

Hypothesis 4c: Demands reducing has a negative effect on work engagement.

A final reason why individuals craft their jobs is to create a healthily environment and were they keep motivated. Following a work psychological perspective, Petrou et al. (2012) as well as Tims and Bakker (2010) suggest that the need for certain job characteristics could enable the use of job crafting. Employees have their individual needs and want to match those with the challenging demands and resources. Tims and Bakker (2010) stated that the match could

be the reason why those challenging demands and resources are increased by the employees. These could fulfil the needs and meaning of the people. According to Wrzesniewski and Dutton (2001) individuals craft their jobs in order to experience enhanced meaning of work and a positive work identity. When employees make meaning, a sense of meaningfulness could be a result when the framework of someone's values, goals or their personal meaning are changed by certain events, which are integrated in those frameworks. Those events could be ambiguous or challenging and when they are integrated in those framework it could make more sense of meaningfulness. According to Van den Heuvel et al. (2010) meaning-making is a cognitive/affective resource that one can develop. The control for certain aspects, the need for a more positive sense of self and expressed to others and to fulfil the human need for connection with others could be related to the meaning of work. Therefore we will find out what the influence of job crafting will be on the meaning of work.

In the study of Van den Heuvel et al. (2009) , meaning-making was built on the process model proposed by Wrzesniewski et al. (2003), which outlines how employees could make sense for themselves, and what could result in a meaning at work. According to Wrzesniewski et al. (2003), work meaning is defined as a result of continuous sense making, which is done by employees who understand the value and content of their work. Meaning at work in the model of Van den Heuvel et al. (2010) predicts ways to make it more meaningful. Those ways could be done by the efforts of employees who create social contexts or who create a work content. Job crafting represented voluntary behaviour altering the meaning of one's job (Wrzesniewski & Dutton, 2001). Meaning-making therefore seem to be related to job crafting, by creating work contents and social contexts.

Van den Heuvel et al. (2010) said it could be seen as a form of meaning-making when employees consider efforts to reflect the day at their work and that those employees are able to relate this to their own life. Their life contains out of certain values and goals and those should get broadened by the reflecting efforts they made, which eventually could make meaningful work. This is in line with other theories, where employees are viewed as self-regulating, active agents (Wrzesniewski & Dutton, 2001).

The performance of employees on the job and their work motivation could be shaped by work meanings (Roberson, 1990). Meaning of employees work could be pervaded by processes and a model of it could contribute to the knowledge we already possess about the meaning of work. This could be a reason why the meaning of work might be changed by job crafting, when employees change their processes. Furthermore the meaning of work could also have influence on performance and work engagement. A mediating effect of employees meaning-making might occur. Wrzesniewski and Dutton (2001) introduced that job crafting is changing the meaning of the job. Job-crafting behaviours may lead to many positive outcomes, such as work engagement, job satisfaction, resilience and thriving (Berg, Dutton & Wrzesniewski, 2008) Meaning-making could therefore be linked to job crafting, where job crafting was already suggested to have a positive effect on work engagement. Meaning-

making might be the case for performance to, due the making of meaningful work, achieving certain goals and get a sense of meaningfulness. Employees who are viewed as self-regulating, active agents suggest to be related to performance and work engagement. The meaning-making facilitates positive attitudes to change motivation to engage with the changed situation (Van den Heuvel et al., 2010). On this knowledge, Van den Heuvel et al. (2010) found a positive relation of meaning-making on work engagement. In the study of Van den Heuvel et al. (2010) they confirmed the incremental validity of meaning-making in explaining variance in positive employee outcomes in-role performance and so there is a relation between meaning-making and performance.

A lot of researchers already acknowledged that human functioning should be optimal and therefore meaning should be experienced (Frankl, 1963). Meaning in a work context serves as mechanism through which employees feel energized about their work (Spreitzer, Kizilos and Nason, 1997). The meaning for employees could be based on personal characteristics, but also their work environment and societal influences could have impact on this (James and James, 1989).

Meaning of work could be a mediator between job crafting and performance or work engagement, not only for optimal human functioning but also as a mechanism to feel energized and motivated. It is an outcome of other influences and the job crafting dimensions might be one of them. Meaning-making could have a mediating effect on these job crafting dimensions with certain outcomes, since people want to have meaningfulness and increasing willingness to invest effort in one's tasks and responsibilities. This also involved fulfilment of human needs for connection with others, like resources seeking. A relationship between resources seeking and work engagement or performances, mediated by meaning-making seem to exist. Furthermore there could be a link between challenges seeking and meaning-making due the commitment people have to their jobs, likewise people who are able and willing to make meaning at work are likely to be intrinsically motivated (Thomas and Velthouse, 1990). Challenges seeking is also about keeping motivated and influences the commitment people have to their work, so this mediating effect does also seem to exist and reinforcing the relations with work engagement or both performances. The Demands reducing can also be linked to the positive sense that meaning-making could support and therefore a mediating effect also seem to be present. The next hypotheses will be formulated with the mediator meaning-making. We will divide the separate outcomes to make it clearer and easier to comprehend the hypotheses. Starting with the hypotheses with the performances as outcomes:

Hypothesis 5a: Challenges seeking has a positive influence on contextual performance through meaning making.

Hypothesis 5b: Resources seeking has a positive influence on contextual performance through meaning-making.

Hypothesis 5c: Demands reducing has a negative influence on contextual performance through meaning-making.

Hypothesis 5d: Challenges seeking has a positive influence on task performance through meaning-making.

Hypothesis 5e: Resources seeking has a positive influence on task performance through meaning-making.

Hypothesis 5f: Demands reducing has a negative influence on task performance through meaning-making.

To make it less difficult to follow, the next part will be considered as hypothesis 6, where work engagement is set to be an outcome mediated through meaning-making.

Hypothesis 6a: Challenges seeking has a positive influence on work engagement through meaning-making.

Hypothesis 6b: Resources seeking has a positive influence on work engagement through meaning-making.

Hypothesis 6c: Demands reducing has a positive influence on work engagement through meaning-making.

Method

Participants and procedure

Forty-five people of the police corps Oost-Brabant participated in this study. The department where all the participants were working, was located in Eindhoven. Direct contact with a supervisor made it possible to take the survey inside the department. The participants received a booklet with diary questionnaires for 5 work days. The questionnaire consisted of 2 parts. The first part was for a general questionnaire and asked for information about demographics and the time involved in their present work. The second part consisted of questions on a daily basis. The daily based questions were all similar on the 5 working days. When the participants filled in the booklet, they could leave it in a special box to keep the data anonymous and private for every participant. The booklets could be collected after a deadline that was set to hand in the booklet. Not all people could work 5 days in a row, therefore the deadline was 2 weeks, which gave people more time.

The sample consisted of 32 male participants (71,1%) and 13 female participants (28,9%). The mean age of the participants was 50,4 years (SD = 8,57). Only 5 people had a leader function (11,1%). The mean number of years the participants worked was 25,49 years (SD = 11,37) and the mean number of hours per week was 35,4 hours (SD= 5,92). All the participants had an office function at the police corps.

Measures

The first part of the booklet consisted of several questions which can be found in the appendix, these were mostly questions about gender, age and other demographics. Also questions about the number of hours worked at the police. Furthermore there was asked another general question about the person, namely career-orientation. This will be explained more how this is measured.

General questionnaire

Control variables

The control variables that will be used are age, gender and whether people worked on the day before. Tims, Bakker & Derks (2013), found that age was correlated to job crafting. Petrou (2013) found gender to be significant to the job crafting dimensions. The next control variable is to check whether the participant had work the day before. This was done by the question: "Did you worked yesterday?". This is already suggested in the literature to be the case, according to Petrou (2013). The daily-basis measures can differ and impact of the previous day could occur.

Career-orientation

Career-oriented behaviour was measured with six items, which has been used in an earlier research from Van den Heuvel, Ellemers & Seghers (1998). The Cronbach's alpha is 0,811. Participants could respond to the items on a 5 point-scale,

ranging from 1 (totally disagree) to 5 (totally agree). One example of an item was: "My career is one of the most important things in my life." The items can be found in Appendix A.

Daily diary

The following measurements are on a daily basis and were asked five times, which reflects 5 days.

Job crafting

To measure job crafting, we used a version of job crafting scale by Petrou et al. (2012). We retained the three dimensions, originally labelled as increasing job resources, increasing job demands, and decreasing job demands. The measurements for job crafting are on day levels. Respondents indicated whether they engaged in each job crafting behaviour during the day, using a 5 point-scale ranging from 1 (totally not applicable to me) to 5 (totally applicable to me). Seeking resources included four items with a Cronbach's alpha of 0,653. Seeking challenges included three items with a Cronbach's alpha of 0,937 and reducing demands included three items with a Cronbach's alpha of 0,889. An example item of seeking resources is: "Today, I have asked others for feedback on my job performance." An example item of seeking challenges is: "Today, I have asked for more tasks when I finish my work." At last an example for reducing demands: "Today, I have tried to ensure that my work is emotionally less intense." All the items can be found in the Appendix A.

Empowering leadership

To measure empowering leadership on a daily basis, items from Zhang & Bartol (2010) were used. This consisted of 12 items and was based on a 5 point-scale ranging from 1 (totally not applicable to me) to 5 (totally applicable to me). This construct was originally from Ahearne, Mathieu & Rapp (2005), which had four subscales. Zhang & Bartol (2010) supported the notion that the dimensions are distinct, but also collectively reflective of the overall construct. Zhang & Bartol combined the four subscales to one variable. This study will also use empowering leadership as one variable, so only got one dimension. Respondents had to indicate the level of empowering leadership during 5 days on a daily basis. An item in the questionnaire was: "Today, my manager helped me understand how my objectives and goals relate to that of the company." The rest of the items can be found in Appendix A. Empowering leadership had a Cronbach's alpha of 0,943 with the twelve items.

Meaning-making

The meaning was measured with items from Van den Heuvel, Demerouti, Schreurs, Bakker, & Schaufeli (2009). Five items were used for this measurement and was based on a 5 point-scale ranging from 1 (totally disagree) to 5 (totally agree). This measurement had a Cronbach's alpha of 0,809. An example of an item is: "Today, I understood what made my life meaningful." The other items can be found in Appendix A.

Performance

Performance can be seen as two different measures, contextual performance and task performance. Both measures consisted of four items. The items that are used are from Williams & Anderson (1991). Contextual performance had a Cronbach's alpha of 0,601 and task performance had a Cronbach's alpha of 0,819. The four items of contextual performance had some differences in communalities. Item one and four showed more communalities with each other and so did question two and three. The overall score of the Cronbach's alpha is therefore a bit low. The Cronbach's alpha should be above 0,7 to be acceptable, lower is questionable or even unacceptable (George & Mallery, 2003). The items were based on a 5 point-scale ranging from 1 (totally not applicable to me) to 5 (totally applicable to me). An example of contextual performance item is: "Today, I have passed information to colleagues." Furthermore an example of task performance item is: " Today, I have achieved the objectives of the job." The rest of the items can be found in Appendix A.

Work engagement

Work engagement consisted of 9 items from the UWES scale (Schaufeli, Bakker, and Salanova's, 2006). This measurement was based on a 5 point-scale ranging from 1 (totally not applicable to me) to 5 (totally applicable to me). The Cronbach's alpha was 0,907. An example item is: "Today, I was excited about my job." Furthermore the other items can be found in Appendix A.

Analytical approach

The data consisted of general data and repeated measurements on a daily basis. The measurements that were explained as general and were asked only once, could be used as control variables and for further regressions. Regression analyses had been done to find relations between the dependent and independent variables . The single items of each measurement were combined to form one variable and the mean was taken to get one value. Career-orientation was a general measurement and therefore will be used in a different way than the daily measurements. The daily measurements were also made by combining the particular items that were asked, but this was done for five days. The data could consist of similar answers on the five days, which could have been the case due to interdependency of the answers of each person over the five days. The daily observations of each person are not independent, but nested within each person. Centered variables about the persons mean was the solution for this problem. The variances between persons are eliminated for the hypotheses that use daily variables. In this way, we used the within person variances for the daily measurements. The variances are less independent and more individual differences could occur. For the centering of the variables , the mean of the five combined daily variables were determined, for each measurement. Every daily variable had to be filled in on one particular day. For this day the different items are combined and the

mean was taken to get a value for this day. The means of all five days are taken together and another mean was taken from these 5 days. Afterwards the means were subtracted from the original combined variables, so before the mean was taken of the 5 days, the mean of a daily variable on a particular day. The centered variables had a mean of 0 and take into account the variances for each person.

The first part of this study used the uncentered variables in the regression analysis. The person's career-orientation was a general question and can be interpreted for each person without further transformations of the data. All the other parts of the study used regression analyses, but with the centered variables. The centered variables about each person's mean are more comprehensible and easier to interpret than without the uncentering.

Results

Descriptive statistics

Table 1 shows the means, the standard deviations, and the correlations between the study variables. The centered variables, the uncentered variables and the control variables are present in this table. For the first part of this study, hypothesis 1, the uncentered variables are used. The day-level variables across five days were averaged as mentioned before. These are the normal variables, the raw data findings without the centering, to find out the correlations with career-orientation.

Pearson's correlations are used to check for significant correlations between all the variables. First the correlations between the variables that are used for the first hypotheses will be considered. The variables that are used are the three uncentered job crafting variables, challenges seeking, resources seeking, and demands reducing. Also the variable career-orientation is used and furthermore the control variables age, gender and worked yesterday.

A significant correlation was found between seeking resources and career-oriented people ($r_s = 0,262$; $p \leq .01$). Some other significant correlations were found between the other variables to. Almost every variable had a significant relation with age, except the variable worked yesterday. Resources seeking also had a significant relation with all the variables. Note to keep in mind that only the suggested variables, uncentered, are clarified in this section. Other correlations will be discussed after the first hypotheses.

Furthermore, the aggregated values can also be found in Table 1. These correlations values are above the diagonal in the table. The aggregated values are the means of each variable of the daily questionnaire. Each person had to fill in five days and the mean is calculated over that five days. The mean is then equal on every 5 days when using in a regression. The correlations that might be found are calculated with use of only one day, to find some correlations with lower possibility of interdependency errors.

Table 1 Means, standard deviations and correlations among the study variables with daily variables and with career-orientation(N=225 occasions, N=45 employees). The uncentered variables, centered variables and control variables are below the diagonal. Above the diagonal are the aggregated values of the variables (N= 45 occasions, N=45 employees). Note *p≤.05; **p≤.01;

| | Mean | SD | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|-----------------------|-------|-------|----------------|----------------|---------------|----------------|--------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| 1. Gender | 1,29 | 0,454 | | -,387** | ,567** | 0,036 | 0,005 | -0,019 | -0,136 | -0,119 | -0,01 | -0,258 | -0,019 | 0,002 | -0,139 | 0,064 | 0,09 |
| 2. Age | 50,04 | 8,569 | -,387** | | -0,055 | -,397** | -0,153 | -0,16 | -,350* | -0,104 | -0,236 | -0,198 | -0,161 | -0,128 | -0,094 | 0,241 | 0,009 |
| 3. Workel Yesterday | 1,26 | 0,439 | ,567** | -0,055 | | 0,011 | -0,036 | -0,145 | -0,273 | 0,109 | -0,028 | -0,249 | 0,139 | 0,011 | -0,016 | 0,018 | -0,013 |
| 4.Carreer | 2,32 | 0,649 | 0,036 | -,397** | 0,011 | | 0,229 | 0,104 | ,321* | -0,118 | -0,037 | ,353* | -0,082 | 0,133 | 0,285 | -0,106 | 0,048 |
| 5. Adjempowleader | 0 | 0,337 | -0,214 | -0,201 | -0,252 | 0,074 | | ,346* | ,443** | 0,187 | 0,284 | ,579** | 0,25 | ,478** | 0,243 | 0,158 | ,358* |
| 6. Seeking Challenges | 1,91 | 0,859 | -0,019 | -0,16 | -0,145 | 0,104 | 0,087 | | ,417** | ,579** | ,689** | ,464** | ,531** | 0,191 | ,295* | -0,099 | 0,151 |
| 7. Seeking Recources | 2,54 | 0,716 | -0,136 | -,350* | -0,273 | ,321* | ,309* | ,417** | | 0,102 | 0,223 | ,632** | 0,075 | ,499** | ,405** | -0,092 | 0,125 |
| 8. Demands Reducing | 1,76 | 0,694 | -0,119 | -0,104 | 0,109 | -0,118 | 0,126 | ,579** | 0,102 | | ,525** | 0,259 | ,752** | 0,273 | 0,238 | -,320* | -0,079 |
| 9. Adjseekingchal | 0 | 0,462 | -0,009 | 0,123 | -0,135 | 0,174 | 0,072 | 0,273 | 0,198 | -0,01 | | ,498** | ,801** | 0,272 | ,378* | -0,057 | 0,248 |
| 10. AdjSeekingRec | 0 | 0,479 | 0,071 | -0,259 | -0,113 | 0,075 | ,349* | 0,091 | ,677** | -0,116 | ,358* | | ,423** | ,453** | ,645** | -0,004 | 0,292 |
| 11. AdjDemandsRed | 0 | 0,378 | -0,126 | 0,106 | -0,067 | -0,029 | 0,107 | -0,047 | 0,019 | 0,167 | ,634** | ,306* | | 0,235 | 0,208 | -0,228 | 0,093 |
| 12. AdjMeaning-making | 0 | 0,388 | 0,096 | 0,286 | 0,129 | -0,056 | -0,126 | -0,038 | 0,109 | 0,048 | -0,042 | -0,004 | -0,149 | | ,579** | 0,086 | ,389** |
| 13. AdjPerfContext | 0 | 0,357 | -0,184 | -0,108 | -0,287 | 0,057 | -0,077 | -0,041 | 0,187 | -0,162 | 0,137 | -0,149 | -0,042 | -0,006 | | 0,116 | ,396** |
| 14. AdjPerfTask | 0 | 0,395 | -0,083 | 0,026 | -0,131 | -0,051 | 0,247 | -0,153 | 0,062 | -0,144 | 0,122 | -0,178 | -0,07 | 0,158 | 0,139 | | ,517** |
| 15. AdjWorkengagement | 0 | 0,341 | -0,192 | ,356* | -0,004 | -0,166 | 0,086 | 0,013 | 0,11 | 0,072 | 0,095 | 0,264 | ,311* | 0,247 | -0,004 | 0,128 | |

Note: Aggregated values had some significant correlations. Work engagement is correlated with contextual and task performance. Meaning-making and empowering leadership also had significant correlations with work engagement. Empowering leadership also had a correlation with challenges seeking.

The first hypotheses will be tested with linear regression in SPSS. These hypotheses suggested that career-orientation had a relation with the three job crafting dimensions. The dependent variable will be switched to test the different parts of hypothesis 1. Career-oriented is one of the independent variables. The other independent variables are gender, age and worked yesterday, which will be used in the other parts of hypothesis 1 to. The first part to be tested is career-oriented people with challenges seeking (H1a). Career-oriented people had a significant relation with challenges seeking ($p=0,045$), which was negative ($B=-0.192$). The model had a R^2 of 0,255. H1a is therefore not supported, since a negative relation occurred. Age had a significant negative relation with challenges seeking ($B=-0,030$; $p=0,00$). Table 2 will show the regression results for H1a.

Table 1, Results of regression analysis, H1a. Career-orientation on challenges seeking.

| Challenges seeking | | | |
|---------------------------|----------|-----------|----------|
| Variable | B | SE | p |
| <i>Gender</i> | -,238 | ,139 | ,089 |
| <i>Age</i> | -,030 | ,008 | ,000 |
| <i>Yesterday</i> | ,027 | ,132 | ,841 |
| <i>Career</i> | -,192 | ,095 | ,045 |

The second part of the first hypothesis (H1b) suggested that career-orientation had an influence on resources seeking. Resources seeking will be the dependent variable in this regression. Career-oriented people had a positive significant relation with resources seeking ($B=0,224$; $p=0,04$ and). Gender ($B=-0,380$; $p=0,001$) and Age ($B=-0,013$; $p=0,036$) had a negative significant relation with resources seeking. The model had a R^2 of 0,370. Career-oriented people showed a significant positive relation with resources seeking and so H1b is supported. The regression results can be found in Table 3.

Table 2, Results of regression analysis, H1b. Career-orientation on resources seeking.

| Resources seeking | | | |
|--------------------------|----------|-----------|----------|
| Variable | B | SE | p |
| <i>Gender</i> | -,380 | ,112 | ,001 |
| <i>Age</i> | -,013 | ,006 | ,036 |
| <i>Yesterday</i> | -,146 | ,106 | ,169 |
| <i>Career</i> | ,224 | ,076 | ,004 |

The last part of the first hypothesis (H1c) suggested a negative relation of career-orientation on demands reducing. Demands reducing will be the dependent variable. There was found a significant negative effect of career-oriented people on demands reducing ($B=-0,166$; $p=0,034$). Age ($B=-0,019$; $p=0,003$) had a significant negative effect on resources seeking.

The H1c is supported, since a significant negative effect was found. Career-orientation have a negative relation to demands reducing. The model had a R^2 of 0,214. The regression results can be found in table 4.

Table 3. Results of regression analysis, H1c. Career-orientation on demands reducing.

| Variable | Demands reducing | | |
|------------------|------------------|------|------|
| | B | SE | P |
| <i>Gender</i> | -,179 | ,114 | ,117 |
| <i>Age</i> | -,019 | ,006 | ,003 |
| <i>Yesterday</i> | ,082 | ,108 | ,447 |
| <i>Career</i> | -,166 | ,078 | ,034 |

The other hypotheses were tested using linear regression to, but as mentioned before the variables are adjusted, centered. The variables had their mean centered at the persons themselves and therefore the within persons variances were used. These variables were based on a daily basis and were analysed in SPSS to. The three job crafting dimensions, empowering leadership, contextual performance, task performance, meaning-making and work engagement are centered. The descriptive statistics of the centered variables can be found in Table 1. These variables are used for the other hypotheses. The hypotheses will be further analysed after resulting some information about the correlations.

Pearson's correlations are used again to check for significant correlations. In the correlation matrix (Table 1) it can be found that there were some significant correlations which are related to the next hypotheses. Empowering leadership had a significant correlation with seeking resources ($r_s = 0,381$; $p \leq .01$) and engagement ($r_s = 0,229$; $p \leq .01$). Seeking challenges had a significant correlation with demands reducing, resources seeking, contextual performance and work engagement. Demands reducing had a significant correlation with resources seeking. Resources seeking also had a significant correlation with meaning-making. Furthermore work engagement also had a significant correlation with meaning-making. The control variables had none correlations with the daily variables.

In table 1 both the variables of the first part and the second part are combined to find some extra correlations between them. The uncentered variables, the centered variables (from H1) and the control variables can be found in this table. Some correlations between the uncentered and centered variables have been found. The adjusted centered variables work engagement ($r_s = 0,204$; $p \leq .01$) and empowering leadership ($r_s = 0,255$; $p \leq .01,255$) had a significant correlation with the uncentered resources seeking.

The next part of this study started with the hypotheses about empowering leadership on the job crafting scales (H2). The dependent variable will change into the three scales of job

crafting, the first one is challenges seeking (H2a). The control variables are age, gender and worked yesterday. Empowering leadership had no significant relation with challenges seeking. The model had an R^2 of 0,095. The control variables also did not have a significant relation to challenges seeking. H2a is not supported, since no significant effect was found between empowering leadership and challenges seeking. Results of the regression are in table 5.

Table 4, Results of regression analysis, H2a. Empowering leadership on challenges seeking.

| Challenges seeking | | | |
|---------------------------|----------|-----------|----------|
| Variable | B | SE | p |
| <i>Gender</i> | -,007 | ,077 | ,929 |
| <i>Age</i> | ,000 | ,004 | ,971 |
| <i>Yesterday</i> | ,026 | ,074 | ,721 |
| <i>Emp. leader</i> | ,128 | ,093 | ,168 |

Hypothesis 2b suggested that empowering leadership was related to seeking resources. The second part of hypothesis 2 had resources seeking as dependent variable and the control variables are the same as previous part. Empowering leadership had a significant positive relation ($B=0,531;p=0,00$) with resources seeking. The other variables did not have a significant relation with resources seeking. The model had a R^2 of 0,392. H2b was supported, empowering leadership had a positive relation with resources seeking. Results of the regression can be found in table 6.

Table 5, Results of regression analysis, H2b. Empowering leadership on resources seeking.

| Resources seeking | | | |
|--------------------------|----------|-----------|----------|
| Variable | B | SE | p |
| <i>Gender</i> | ,026 | ,073 | ,721 |
| <i>Age</i> | ,001 | ,004 | ,869 |
| <i>Yesterday</i> | -,104 | ,070 | ,141 |
| <i>Emp. leader</i> | ,531 | ,089 | ,000 |

The last part of hypothesis 2 (H2C) suggested that empowering leadership was related to demands reducing. This part had demands reducing as dependent variable and the control variables are again equal to the previous parts. There was no significant effect between the variables and the dependent variable reducing demands. The model had a R^2 of 0,113. H2c is not supported, because the relation between empowering leadership and reducing demands was not significant. Table 7 shows the results for this regression.

Table 6, Results of regression analysis, H2c. Empowering leadership on demands reducing.

| Demands reducing | | | |
|-------------------------|----------|-----------|----------|
| Variable | B | SE | P |
| <i>Gender</i> | -,021 | ,063 | ,741 |
| <i>Age</i> | ,000 | ,003 | ,894 |
| <i>Yesterday</i> | ,080 | ,060 | ,184 |
| <i>Emp. leader</i> | ,086 | ,075 | ,255 |

The next hypothesis (H3) consisted of 6 parts, which were all focused on performance outcomes. Hypotheses 3a to 3c are for the outcome contextual performance and hypotheses H3d till H3f had task performance as the outcome. Starting with the first part where the dependent variable is contextual performance (H3a, 3b, 3c) and the independent variables are seeking challenges, demands reducing and resources seeking. Control variables that are used are gender, age and worked yesterday. The model had an R^2 of 0,238. There was found that seeking challenges had a significant negative effect on contextual performance ($B=-0,173$; $p=0,005$). The first hypothesis 3a suggested that challenges seeking will have a positive effect on contextual performance. Hypothesis 3a is not supported, because challenges seeking was negatively related to contextual performance. The other hypotheses 3b and 3c are not supported. There was no significant effect between resources seeking and contextual performance, neither did demands reducing on contextual performance. The results of the regression can be found in the table 8.

Table 7, Results of regression analysis, H3a, H3b and H3c. Three job crafting dimensions on contextual performance.

| Contextual performance | | | |
|-------------------------------|----------|-----------|----------|
| Variable | B | SE | p |
| <i>Gender</i> | ,025 | ,058 | ,664 |
| <i>Age</i> | ,000 | ,003 | ,880 |
| <i>Yesterday</i> | -,095 | ,056 | ,093 |
| <i>Adj. seeking chal.</i> | -,173 | ,061 | ,005 |
| <i>Adj. demands red.</i> | ,114 | ,075 | ,130 |
| <i>Adj. resources seek</i> | ,082 | ,051 | ,113 |

The last three parts of hypothesis 3 (3d,3e,3f) were all focused on the outcome task performance and therefore the dependent variable was task performance. The independent variables are seeking challenges, demands reducing and resources seeking. Control variables that were used are gender, age and worked yesterday. The model had an R^2 of 0,082. No significant effects were found between task performance and the three dimensions of job crafting. Hypotheses 3d,e and f are not supported.

Table 8, Results of regression analysis, H3d, H3e and H3f. Three job crafting dimensions on task performance.

| Task performance | | | |
|----------------------------|----------|-----------|----------|
| Variable | B | SE | p |
| <i>Gender</i> | ,002 | ,066 | ,970 |
| <i>Age</i> | ,000 | ,003 | ,951 |
| <i>Yesterday</i> | -,001 | ,063 | ,990 |
| <i>Adj. seeking chal.</i> | ,049 | ,069 | ,483 |
| <i>Adj. demands red.</i> | -,087 | ,085 | ,308 |
| <i>Adj. resources seek</i> | ,038 | ,058 | ,513 |

Hypothesis 4 consisted of three parts and all were focused on the outcome work engagement. The three parts are again the three dimensions of job crafting. The dependent variable is work engagement and the independent variables are seeking challenges, demands reducing, and resources seeking. Control variables that are also used are gender, age and worked yesterday. The model had an R^2 of 0,326. See Table 10 for the regression results.

Table 9, Results of regression analysis, H4a, H4b and H4c. Three job crafting dimensions on work engagement.

| Variable | B | SE | p |
|----------------------------|----------|-----------|----------|
| <i>Gender</i> | ,019 | ,054 | ,725 |
| <i>Age</i> | ,000 | ,003 | ,884 |
| <i>Yesterday</i> | -,074 | ,052 | ,161 |
| <i>Adj. seeking chal.</i> | ,053 | ,057 | ,357 |
| <i>Adj. demands red.</i> | ,004 | ,070 | ,952 |
| <i>Adj. resources seek</i> | ,197 | ,048 | ,000 |

There was found a significant positive effect of seeking resources on work engagement ($B=0,197;p=0,00$). This supports hypothesis 4b. The other parts a and c are not supported. No significant effects between the job crafting dimensions challenges seeking and demands reducing on work engagement were found. Hypothesis 4 is partly supported, since the only effect that was found is the positively influence of seeking resources on work engagement.

The fifth hypothesis (H5) consisted of six parts and the outcomes were related to the two different performances, but this effect is suggested to be mediated by meaning-making. The three dimensions of job crafting are used again and so are task performance and contextual performance. Meaning-Making is supposed to be the mediator in a positive or negative manner between the job crafting dimensions and the performances. Linear regression is used to identify the single significant effects and the Sobel test is used to validate the possible mediating effect (Sobel, 1982).

The dependent variable is transformed by centering around the person's mean, to identify the single relations between the variables. The dependent variable will be contextual performance, task performance or meaning-making. Starting with one of the three dimensions of job crafting as independent variable and meaning-making as dependent variable. Resources seeking had a significant relation with meaning-making ($B=0,122;p=0,24$). The other dimensions challenges seeking and reducing demands had no significant relation with meaning-making. The results of these regressions can be found in table 11.

Table 10, Results of regression analysis, H5. Three job crafting dimensions on meaning-making. Single regressions with one of the job crafting dimensions and the dependent meaning-making.

| Meaning-making | | | |
|----------------------------|----------|-----------|----------|
| Variable | B | SE | P |
| <i>Adj. seeking chal.</i> | 0,048 | 0,056 | 0,389 |
| <i>Adj. demands red.</i> | -,074 | ,069 | ,283 |
| <i>Adj. resources seek</i> | 0,122 | 0,054 | 0,024 |

The next part to test the mediating effect, was done using the performance outcomes as dependent variables again and one of the three dimensions of job crafting as independent variable. Furthermore meaning-making was also used as independent variable. Started with contextual performance as the dependent variable. Seeking challenges had a significant negative effect on contextual performance ($B=-0,104;p=0,043$). No other significant effects were found with contextual performance, which can be found in table 12.

Table 11, , Results of regression analysis, H5. Three job crafting dimensions on contextual performance. Single regressions with one of the job crafting dimension and the dependent contextual performance.

| Contextual performance | | | |
|-------------------------------|----------|-----------|----------|
| Variable | B | SE | P |
| <i>Adj. seeking chal.</i> | -0,104 | 0,051 | 0,043 |
| <i>Adj. demands red.</i> | 0,013 | 0,063 | 0,837 |
| <i>Adj. resources seek</i> | 0,073 | 0,05 | 0,144 |

The mediating effect should consist of significant effects between the independent variable (one of the job crafting dimensions) and the dependent variable (the dependent outcome), but also between the mediator (meaning-making) and the dependent variable. Even the effect between the dependent variable and mediator should be significant. In table 13 the regression results can be found, were meaning-making is the independent variable and contextual performance the dependent variable.

Table 12, Results regression analysis, H5. Contextual performance as dependent, meaning-making independent variable.

| Contextual performance | | | |
|-------------------------------|----------|-----------|----------|
| Variable | B | SE | p |
| <i>Adj. Meaning making</i> | ,057 | ,061 | ,356 |

The mediator meaning-making had no significant effect on contextual performance. The mediating effect is not supported, since the absence of the significant effects of the mediator and the related job crafting dimension on contextual performance. As mentioned multiple significant effects were needed to create the mediating effect. The first parts of H5 (a,b,c) are not supported due the absence of the multiple significant effects that were needed. The three job crafting dimensions do not have an effect on contextual performance mediated by meaning-making.

The next parts of H5 (d,e,f) also suggested that the three job crafting dimensions had an effect on task performance, mediated through meaning-making. The only difference between the first parts of H5 (a,b,c) is that the performance outcome is changed to task performance. The regressions independent variables are similar to the previous parts of H5 (a,b,c). The regression coefficients for the dependent variable task performance and the independent variables, job crafting dimensions and meaning-making can be found in table 14. The three job crafting dimensions were not significantly related to task performance. Furthermore the mediator meaning-making also had no significant relation with task performance. The multiple significant effects that are needed for the mediating effect are not present. Therefore hypotheses H5,d,e and f are not supported. No mediating effect through meaning-making was found between the job crafting dimensions and the performance outcomes. The mediating effect is not supported for the performance outcomes (H5).

Table 13, , Results of regression analysis, H5. Three job crafting dimensions on meaning-making. Single regressions with one of the job crafting dimensions or meaning-making with the dependent variable task performance.

| Task performance | | | |
|----------------------------|----------|-----------|----------|
| Variable | B | SE | p |
| <i>Adj. seeking chal.</i> | 0,019 | 0,057 | 0,738 |
| <i>Adj. demands red.</i> | -0,044 | 0,07 | 0,532 |
| <i>Adj. resources seek</i> | 0,031 | 0,055 | 0,57 |
| <i>Adj. Meaning-making</i> | 0,115 | 0,068 | 0,092 |

Hypothesis 6 is tested in the similar way as hypothesis 5, since it also suggested an effect of the job crafting dimensions on an outcome, mediated trough meaning-making. The outcome is suggested to be work engagement. So the job crafting dimensions might have an effect on work engagement, mediated by meaning-making. The dependent variable of the performances is replaced by work engagement.

Furthermore the individual effects of the three job crafting dimensions on meaning-making are already tested in H5. Resources seeking had a significant effect on meaning-making, which is similar in hypothesis 5. The next step was to test for significant effects of the three job crafting dimensions on work engagement. These are individually used in the regression as independent variable, where work engagement was the dependent variable. Meaning-making also will be individually seen an independent variable and work engagement as dependent variable.

Resources seeking had a significant positive effect on work engagement ($B=0,218;p=0,00$). The variable meaning-making also had a significant positive effect on work engagement ($B=0,261;p=0,00$). Challenges seeking had a significant effect with work engagement in this individually situation ($B=0,101;p=0,041$), but challenges seeking had no relation with meaning-making. Demands reducing ($p=0,146$) had no significant effect on work engagement, neither on meaning-making. The regression values can be found in table 15.

Table 14, Results of regression analysis, H6. Three job crafting dimensions on meaning-making. Single regressions with one of the job crafting dimensions or meaning-making with the dependent variable work engagement.

| Work engagement | | | |
|----------------------------|----------|-----------|----------|
| Variable | B | SE | p |
| <i>Adj. seeking chal.</i> | ,101 | ,049 | ,041 |
| <i>Adj. demands red.</i> | ,088 | ,060 | ,146 |
| <i>Adj. resources seek</i> | ,218 | ,045 | ,000 |
| <i>Adj. Meaning-making</i> | ,261 | ,056 | ,000 |

These results support H6b. A Sobel test is done to validate the mediation effect, which also gave a significant positive effect ($p=0,048$), also see Appendix B. Therefore H6b is supported, seeking resources had a positive influence on work engagement, mediated through meaning-making. Hypotheses 6a and 6c are not supported, since no significant mediating effects were found. The final values of the regression for the mediating effect and their influences can be found in table 16. H6 is partly supported, since a mediating effect of meaning-making occurred.

Table 15, Results regression analysis, resource seeking on work engagement, mediated through meaning-making.

| Work engagement | | | |
|-----------------------------|----------|-----------|----------|
| Variable | B | SE | P |
| <i>Adj. resources seek.</i> | ,190 | ,044 | ,000 |
| <i>Adj. Meaning-making</i> | ,225 | ,055 | ,000 |

Discussion

The purpose of this study was to get a firmer grip on job crafting behaviour. By combining a daily diary approach with a general survey, this study contributed to the literature in several ways. The possible motives and outcomes of job crafting are analysed and gave some further insight on job crafting. Job crafting consisted of the expected three dimensions, namely seeking resources, seeking challenges and reducing demands. Career-orientation and empowering leadership were the hypothetical triggers that were investigated for job crafting. The outcomes of job crafting that were investigated were task performance, contextual performance and work engagement. Furthermore a mediating effect is analysed, where meaning-making is the mediator between the different dimensions of job crafting and the three possible outcomes.

This study addressed and partially confirmed a link between career-orientation and job crafting. Career-orientation was found to engage people in higher resources seeking. It is consistent when resources seeking is seen as achieving goals (Petrou et al., 2012), since career-orientation is stated to get advancements at work and strive at career goals (Ellemers, de Gilder & van den Heuvel, 1998). Career-oriented people will make more use of resources seeking to achieve their goals and can therefore be seen as a motive for job crafting. Career-orientation should be stimulated in order to get more beneficial outcomes of job crafting, with use of resources seeking. Resources seeking behaviours enhanced performance, promoted goal attainment and made an accurate self-image. All these behaviours are meaningful for the organizations and therefore career-orientation should be stimulated.

It was also found that career-orientation will lower seeking challenges, which was the opposite of what was suggested. Career-orientation is negatively related to seeking challenges. The literature provided support for a positive relation, but this relation was not supported in this study. According to Petrou et al., (2012) the behaviours that challenges seeking include, like seeking new challenges and ask for more responsibilities, are not used more when people have a career-orientation. As Csikszentmihalyi and Nakamura (1989) said that individuals seek challenges to maintain motivation and avoid boredom, might be more the case for career-orientated people when linking to challenges seeking. It could be that career-oriented people are high driven and have a high motivation to work. Those people are driven to work and get career advancements and already getting the full use of their challenges in order to be driven and motivated.

Those with career-orientations are progressing through their work life by achieving success and advancement within an occupation. This investment, and the prestige it confers on the worker, is an additional source of self-esteem (Bellah, Madsen, Sullivan, Swindler & Tipton, 1985). Thus, when those with career-orientations lose their jobs, the event represents the loss of many bases of meaning that have come to be associated with working. The difficult

nature of this loss is echoed in Kaufman & Rosow's (1982) work, in which the author claims that it is this loss of status and prestige that accompanies job loss that is the hardest to bear for those with careers. Career-orientated people will see the loss of some particular aspects, when the job to be done, does not supports toward their own goals.

Career-orientation seem to be negatively related to challenges seeking due the losses and choices to be made about their achievements. Vroom's (1964) expectancy theory of motivation is consistent with this self-focused view, suggesting rational self-interest drives work behaviours, as individuals pursue goals that maximize one's own values based on systematic, rational calculations. A person with a higher career orientation, being more focused on his or her own achievement and success (Shea-Van Fossen, 2010).

As hypothesized career-orientation had a negative relationship with demand reducing. Demands reducing is in line with a construct like counterproductive behaviour (Gruys, 1999), but as mentioned before career-oriented people are having more urge to achieve goals and further advancements at work. Therefore career-orientation showed a negative effect on reducing demands. Career-orientation is influencing job crafting and this was not investigated in the past. Another trigger for job crafting had been found in this study.

Empowering leadership was also hypothesized to be a motive for the three dimensions of job crafting. The first part was to find a relationship between empowering leadership and challenges seeking. This relationship was not found and so not supported by this study. Empowering leadership was defined as the process of implementing conditions that enable sharing power with an employee by delineating the significance of the employee's job (Zhang & Bartol, 2010). Police officers may be aware of this already. The power and authorities police officers have, is already been taught on the police academy. Police officers have to follow the law to make the right decisions for their job and high integrity is needed. Integrity is defined as the quality of acting in accordance with relevant moral values, norms and rules accepted by society (Huberts, Kaptein, & Lasthuizen 2007). Police organizations have paid more attention to integrity thanks to the Minister of Interior's appeal to improve integrity and combat corruption (Lambooy, 2005). Integrity is considered to be very important for the police, because it is the institution that has to uphold and enforce the rules and norms of society (Huberts, Kaptein, & Lasthuizen 2007). Empowering leadership might not be the case for the officers due the law restrictions and the standard protocols that are used by them. The suggestion that empowering leadership had a positive effect on challenges seeking, due to the fact that employees will get more authorized to do things and therefore are given more freedom, can be considered to be not the case by the integrity of the police officers. The officers do not seem to have much freedom and are not able to get more authorization.

As hypothesized a positive relationship between empowering leadership and resources seeking was found. Empowering leadership is stimulating the use of resources seeking. People are trying to cope with the job demands or completing tasks and achieving goals (Petrou et al., 2012). Behaviours like feedback seeking and support seeking are encouraged by empowering leadership. This kind of leadership style should get more attention in order to get the beneficial effects of job crafting. It was found that empowering leadership enhances the use of resources seeking, where resources seeking could add valuable outcomes to an organization. The trigger empowering leadership for this job crafting dimension was not found in earlier research. This is an interesting finding, that the leadership style influences job crafting, since job crafting is a voluntary behaviour. This finding opens opportunities for more triggers that could enhance job crafting. It is possible to trigger job crafting with other possibilities than was expected before. Thus, future research could give even more triggers for job crafting, which eventually could lead to more beneficial outcomes for an organization.

The last part suggested a relationship between empowering leadership and reducing demands. This is not supported and therefore empowering leadership does not have a positive relation with reducing demands. Demands reducing seemed to occur when the followers made their own decisions to engage in self-leadership. The followers of the empowering leader could also have made the right choices to deal with the job demands, but this is not the case. The time devoted to jobs that need to be done, which could be done by lowering demands, is not enhanced by empowering leadership. Empowering leadership is influencing their followers own behaviours (Tuckey et al., 2012), but in this study it does not seem to help the followers where they should devote their time on. Even the health-protecting coping mechanism when demands are excessively high (Demerouti, 2014), which was seen as demands reducing, is not supported by the police officers. The demands might not be considerable high enough for the police officers, to even lower their demands.

The next part of this study focused on the possible outcomes of job crafting. The three dimensions were tested to find some possible outcomes. Challenges seeking was suggested to have a positive effect on contextual performance, but the results showed a significant negative effect. The environment, that is part of contextual performance, will change but in a negative manner. Challenges seeking motivates people when job demands are high. Contextual performance was said to derive from a psychological contract between employees and organization (Goodman & Svyantek, 1999). When organizations do not provide or reward employees with job resources, it could make employees withdraw from their work, reduced motivation and commitment (Demerouti et al., 2001). A reduction of motivation could occur, whereas challenges seeking is said to increase motivation. It does suggest that police officers are lacking the job resources and therefore contextual performance is decreasing. According to Goodman & Svyantek (1999), contextual performance will suffer from this, which might be the case in this study and the suggestion of challenges seeking to be positively influencing contextual performance.

Resource seeking was suggested to have a positive effect on contextual performance, but this relationship was not found. Neither was the positive effect of demands reducing on contextual performance (H3c). Griffin, Neal, & Neale, (2000) suggested that the choice to engage in contextual behaviours is dependent on the situations employees are. The situation of the police offers might be unfavourable for contextual performance. The job crafting dimensions does not seem to be effective on contextual performance in this situation the police officers have to deal with and are therefore not engaged in contextual performances. The police environment, with high integrity and rules that have to be strictly followed, could be an unfavourable situation to engage in contextual performance. A psychological contract prescribes the manner in which organizations rewards employees for extra effort above their task performance (Makin, Cooper, & Cox, 1996), where contextual performance is derived from (Goodman & Svyantek, 1999). Discretionary behaviours on the part of an employee to directly promote the functioning of an organization, but not directly have an influence on the productivity of an employee (Podsakoff & MacKenzie, 1994), which was defined as contextual performance, seem to be limited in this police environment. In this police environment it is restricted to make much more effort above their task performance and therefore promoting of effective functioning of this organization does not seem to occur in this environment. The job crafting dimensions are limited to contextual performance, since contextual performance does not seem to be used.

The last parts suggested effects on the other performance outcome task performance. In this study it came out that the three dimensions of job crafting do not have an effect on task performance. The term task performance was referring to the core technical behaviours and job activities (Griffin, Neal, & Neale, 2000). Job crafting, developing of job demands and resources (Petrou et al., 2012), did not have an effect on task performance. The police officers might have to less freedom to develop specific individual job demands and job resources inside the work environment. The performance of the police officers is also very standard due the laws they have to follow. They have to face a lot of situations, but when they face similar situations they have to come up with the solution in the same way and follow a strict protocol. There might be to less freedom to leave the current environment and act in different ways for the performance outcomes.

The next part of the study suggested an effect of the three job crafting dimensions on work engagement. Challenges seeking was said to have a positive effect on work engagement, but this was not supported. In an earlier research of Bakker, Tims and Derks (2012), it was found that employees who were characterized by a proactive personality were most likely to craft their jobs, like increasing social job resources and increase challenges. The police officers might not be that proactive and are not characterized proactive personality. Since already some findings for job crafting were found this does not seem the main reason, but could partly be the case. Work engagement, which is a positive, fulfilling, work-related state of mind characterized by vigor, dedication, and absorption (Schaufeli, Bakker, & Salanova, 2006), indicates successful employee adaptation to change. Challenges seeking does not

influence work engagement in this setting, might due to the absence of the challenging tasks and high workload. Challenge stressors enhance positive employee motivational states (Podsakoff et al., 2007), but the demands might be not challenging enough for the officers.

As hypothesized a positive effect of resources seeking on work engagement was found in this study. This relation was also found in other studies. Resources seeking is positively associated with work engagement. According to Bakker et al. (2012) it is said that when employees proactively adjust their work environment, they manage to stay engaged. The police officers will experience more vigour, dedication and absorption at work by use of resources seeking. According to earlier research and this study, the effect of resources seeking on work engagement can be stated to be a positive effect. Resources seeking and work engagement are related and organizations might want to consider this relation in order to have the beneficial outcomes.

The last part made the suggestion that demands reducing is negatively associated with work engagement. This is not supported and therefore demands reducing does not negatively affect work engagement. The reason for this is most probably that hindrance demands need to be taken care of in order to prevent exhaustion (Demerouti et al., 2001). Also the daily fluctuations in job crafting, which were related to daily fluctuations in work engagement could be the reason. In the study of Petrou et al. (2012) they found that reducing demands have detrimental effects on the motivational process, like work engagement, but suggested that it could have beneficial effects on the health impairment process, like exhaustion. Reducing demands can be very negotiable in which manner it is affecting the outcomes, but it is not supported in this study and therefore has no effect.

The fifth hypothesis is about the performance outcomes with the three dimensions of job crafting, mediated by meaning-making. The mediating effect was not found for all the possible ways. No mediating effects were found in this study. The mediating effect is dependent of more significant effects, which are needed to validate the mediating effect. Resources seeking was the only variable that had a significant relation with meaning-making, but did not have a significant effect on contextual performance. Seeking challenges did have a significant negative effect on contextual performance, but not with meaning-making. Even the variable meaning-making had no significant effect with the performances. A mediating effect was not even mentionable, due the absence of this significant effect. Meaning-making was said to be a cognitive/affective resource that one can develop (Van den Heuvel et al., 2010). Van den Heuvel et al. (2010) also mentioned that deliberate efforts to reflect on what happens at work and the ability to link this to broader values and life goals is a form of meaning-making that can help employees make meaningful work. Meaning-making is found to function as a resource and help employees to sustain their performance despite changing requirements. These relations make us belief that meaning-making can function as a personal resource (van den Heuvel et al., 2009). Resources seeking had no influence on the performance outcomes in this study. Meaning-making, might not be the case, when the

construct is seen as a personal resource. Meaning-making, might not be fully comprehended by the police officers when it is seen as a resource, which could be further related to seeking resources.

The last hypotheses suggested mediating effects through meaning-making on the job crafting dimensions with work engagement. The three job crafting dimensions were supposed to influence work engagement by meaning-making. A part of this hypothesis supported and a mediating effect occurred. Resources seeking and meaning-making both had a significant effect on work engagement. Resources seeking also had a significant effect on meaning-making, so all the significant effects were found for this relation. To verify the mediating effect a Sobel test was used, which also showed a significant result. The other two job crafting dimensions did not showed a significant influence on work engagement. The meaning-making does indeed facilitates positive attitudes to change motivation to engage with the changed situation, but it is partly recognised in this study. Challenges seeking and demands reducing might be absence because of the workload that police officers possess. The last hypothesis is partly supported and could be investigated more, but the effect that is found is valuable for the literature. The positive effect of resources seeking on work engagement was found in this study and in earlier research, but by adding meaning-making to this relation, work engagement could be stimulated even more. The mediating effect also open more ways to look at the different job crafting dimensions and possible outcomes. A mediating effect could have influence on the relation between job crafting and the outcomes, which could be attained even better or faster.

Theoretical and practical implications and future research.

This study revealed some more insight in the phenomena job crafting. The trigger career-orientation did show some interesting relations with job crafting. Resources seeking and demands reducing are influenced by career orientation. This orientation might be useful to be used in changing managerial situations to enhance the use of job crafting and for further outcomes. Career-orientation should be encouraged for resources seeking since this relationship could make major differences in the use of job crafting and the possible outcomes of job crafting. The relationship is not found in earlier research but definitely could use some further research. The negative effect of career-orientation on demands reducing also adds value to existing literature. The police officers might be authorised on different manners than other sectors in a work environment, but they still do working activities like all other sectors and persons. This finding could have impact in other organizations and environments to. Future research could give replications of career-orientation on job crafting in other environments, but maybe other orientations are influencing job crafting as a trigger to.

Empowering leadership as another trigger, was partly influencing job crafting. Empowering leadership enhanced resources seeking, which is useful to cope with the demands. The

positive behaviours related to resources seeking said to enhance performance and promote goal attainment is practicable in organizations. The performance outcomes are in this study not supported, but this might be due the situations police officers have to deal with in their work. The performance outcomes seem to be different for particular work environments, this could use some further research to find the barriers about the performance outcomes of job crafting and the different environments. This study adds sufficient knowledge for future research, due the lack of information between the relation of empowering leadership and job crafting in the literature. The positive effect of empowering leadership on resources seeking, what is found here, could be valuable in determining the kind of leader that is appropriate in particular situations.

In this study the outcome work engagement is further investigated and is partly recognised. Resources seeking was positive for work engagement. Police officers could make use of resources seeking to get more vigor, dedication and absorption at work. Positive outcomes of individuals in terms of motivation and performance can be achieved, by encouraging police officers to make use of resources seeking and further freedom for job crafting. The effect of resources seeking could even be increased by meaning-making, since the mediating effect of meaning-making was positively between resources seeking and work engagement. Job-crafting interventions can be effectively used to encourage employees to modify their own work environment proactively in order to stay engaged. The other two dimensions need some more research in order to become valuable for job crafting related to work engagement in this setting.

Age was correlated to the three job crafting dimensions, which could be different in every environment. Furthermore age showed significant relations with the three job crafting dimensions. The age of the police officers was clearly related to the use of job crafting. This might be the case in more similar situations and could be further investigated to see what the influence of age does in different environments.

Another finding was that seeking challenges had a negative relationship with contextual performance. Wrzesniewski and Dutton's (2001) theoretical proposition that job crafting could be positive but also can have negative sides, could be an answer to these negative relations. Oldham and Hackman's (2010) also wanted more research on the dysfunctional consequences, so the positive or negative sides of job crafting. The effects of job crafting can be positive or maybe negative for the working place, this still need some further investigating to implement the phenomena job crafting in the organizations. Challenges seeking seemed to be favourable in the study of Wrzesniewski and Dutton's (2001), but here it negatively affects contextual performance.

Police officers have been investigated and challenges seeking and demands reducing are not their frequently used behaviours, as it seems in this study. As mentioned before the police officers are strictly following procedures at work, this could be influencing the use of job crafting. The freedom to use job crafting and even other aspects at the police department

could be analysed, to give them more insight and maybe the beneficial outcomes of job crafting as mentioned by the literature.

Replications of our study with a longer time period can test for a system of interrelated forces. Job characteristics, job crafting, and work engagement might not only be connected through causal relationships, but could be a system of interrelated forces. Furthermore, longer time intervals between measurements might give more insight and other clarifying triggers and outcomes for job crafting. Job crafting which is seen as voluntary behaviour and so it is a costless form of job changes. This is useful in organizations to keep the costs low but still get improvements of their employees outcomes.

Job crafting is an unique opportunity for managers to achieve multiple positive organizational outcomes and to maximize the potential of employees. Managers should acknowledge job crafting more and see the existence of this option to be helpful for their organization. The leadership style does have impact on this as was found in this study, maybe other forms of leadership can provide more relatedness for job crafting to. Other leadership styles could be used in future research and get managerial decisions towards the use of job crafting.

Limitations

The study had some limitations that could have influenced the results. The control variable work yesterday did not show any significant effects, but Petrou et al. (2012) found that daily fluctuations in job crafting were related to daily fluctuations of work engagement. The differences each day could be influencing the current results. The police officers could have high fluctuations on the different days. The average amount of police officers worked on the day before, since worked yesterday had a mean of 1,26. It was also known that 25,9% answers were filled in without people been working on the day before. The daily diary could have been biased through this.

Another limitation is that the data is based on answers of employees themselves, which could lead to a common method bias (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). The sample that was used is not drawn by random selection, which may introduce biases into the parameter estimates. Furthermore some of the measurement reliabilities were below the proposed cut-off levels, although it has been reported in diary studies before with use of those measurements (Xanthopoulou et al., 2009).

Furthermore the Cronbach's alpha of contextual performance was a bit low. The questions could have been miscomprehended. A closer look to these items might have impact on the internal validity of contextual performance.

Conclusion

Police officers can be triggered to job crafting and could have some positive outcomes by use of some job crafting dimensions. Job crafting is partly beneficial for the police department, as a result of this study. Career-orientation and empowering leaderships are triggers for some dimensions of job crafting. The performance benefits are not related for the police officers in this setting, but work engagement does. With the help of meaning-making this could even be increased. Police officers therefore should be using job crafting in the future to get engaged and the benefits of being engaged.

References

- Aaker, J. L., & Lee, A. Y. (2006). Understanding regulatory fit. *Journal of Marketing Research*, 43, 15–19.
- Ahearne, M., Mathieu, J., & Rapp, A. (2005). To empower or not to empower your sales force? An empirical examination of the influence of leadership empowerment behavior on customer satisfaction and performance. *Journal of Applied Psychology*, 90(5), 945.
- Allen, T. D., & Rush, M. C. (1998). The effects of organizational citizenship behavior on performance judgments: a field study and a laboratory experiment. *Journal of Applied Psychology*, 83(2), 247.
- Arnold, J. A., Arad, S., Rhoades, J. A., & Drasgow, F. (2000). The empowering leadership questionnaire: The construction and validation of a new scale for measuring leader behaviors. *Journal of Organizational Behavior*, 21(3), 249-269.
- Ashford, S. J., Blatt, R., & Vandewalle, D. (2003). Reflections on the looking glass: A review of research on feedback-seeking behavior in organizations. *Journal of Management*, 29, 769–799.
- Aust, B., Rugulies, R., Finken, A., & Jensen, C. (2010). When workplace interventions lead to negative effects: Learning from failures. *Scandinavian journal of public health*, 38(3 suppl), 106-119.
- Avolio, B. J., & Yammarino, F. J. (2002). *Transformational and charismatic leadership: The road ahead*. Oxford, UK: Elsevier Science.
- Bakker, A. B., Demerouti, E., & Verbeke, W. (2004). Using the job demands-resources model to predict burnout and performance. *Human resource management*, 43(1), 83-104.
- Bakker, A. B., & Demerouti, E. (2007). The job demands–resources model: State of the art. *Journal of Managerial Psychology*, 22, 309–328.

Bakker, A. B., Schaufeli, W. B., Leiter, M. P., & Taris, T. W. (2008). Work engagement: An emerging concept in occupational health psychology. *Work & Stress, 22*(3), 187-200.

Bandura, A. (1991). Social cognitive theory of self-regulation. *Organizational Behavior and Human Decision Processes, 50*, 248-287.

Beal, D. J., & Weiss, H. M. (2003). Methods of ecological momentary assessment in organizational research. *Organizational Research Methods, 6*(4), 440-464.

Bennis, W., & Townsend, T. (1997). *Reinventing leadership: Strategies to empower the organization*. New York, NY: Quill, William Morrow.

Bellah, R. N., Madsen, R., Sullivan, W. M., Swindler, A., & Tipton, S. M. (1985). Habits of the heart: Individualism and commitment in American life. *Berkeley: University of California Press*.

Berg, J. M., Dutton, J. E., & Wrzesniewski, A. (2008). What is job crafting and why does it matter? Retrieved June 22, 2009.

Bindl, U. K., & Parker, S. K. (2009). *Investigating self-regulatory elements of proactivity at work*. Working paper, Institute of Work Psychology, University of Sheffield, Sheffield, UK.

Borman, W. C., & Motowidlo, S. M. (1993). Expanding the criterion domain to include elements of contextual performance. *Personnel selection in organizations; San Francisco: Jossey-Bass, 71*.

Breevaart, K., Bakker, A., Hetland, J., Demerouti, E., Olsen, O. K., & Espevik, R. (2014). Daily transactional and transformational leadership and daily employee engagement. *Journal of Occupational and Organizational Psychology, 87*(1), 138-157.

Carver, C. S., Scheier, M. F., & Weintraub, J. K. (1989). Assessing coping strategies: A theoretically based approach. *Journal of Personality and Social Psychology, 56*, 267-283.

Chu, A. H. C., & Choi, J. N. (2005). Rethinking procrastination: positive effects of "active" procrastination behavior on attitudes and performance. *Journal of Social Psychology, 145*, 245-264.

Conger, J. A., & Kanungo, R. N. (1988). The empowerment process: Integrating theory and practice. *Academy of management review, 13*(3), 471-482.

Csikszentmihalyi, M., & Nakamura, J. (1989). The dynamics of intrinsic motivation: A study of adolescents. In C. Ames & R. Ames (Eds.), *Research on motivation in education* (Vol. 3, pp. 45-71). New York: Academic Press.

Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York, NY: Harper Perennial.

Daniels, K., & Harris, C. (2005). A daily diary study of coping in the context of the job demands–control–support model. *Journal of Vocational Behavior*, 66(2), 219-237.

Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands–resources model of burnout. *Journal of Applied Psychology*, 86, 499–512.

Demerouti, E., & Cropanzano, R. (2010). From thought to action: Employee work engagement and job performance. *Work engagement: A handbook of essential theory and research*, 147-163.

Demerouti, E. (2014). Design your own job through job crafting. *European Psychologist*

Druskat, V. U., & Wheeler, J. V. (2003). Managing from the boundary: The effective leadership of self-managing work teams. *Academy of Management Journal*, 46(4), 435-457.

Durham, C. C., Knight, D., & Locke, E. A. (1997). Effects of leader role, team-set goal difficulty, efficacy, and tactics on team effectiveness. *Organizational Behavior and Human Decision Processes*, 72(2), 203-231.

Ellemers, N., de Gilder, D., & van den Heuvel, H. (1998). Career-oriented versus team-oriented commitment and behavior at work. *Journal of applied psychology*, 83(5), 717.

Ferrari, J. R. (2001). Procrastination as self-regulation failure of performance: Effects of cognitive load, self-awareness, and time limits on “working best under pressure”. *European Journal of Personality*, 15, 391–406.

Frankl, V.E. (1963), *Man’s Search for Meaning*, First Washington Square Press, New York, NY.

Frey, B. S., & Stutzer, A. (2002). The economics of happiness. *World Economics*, 3(1), 25-41.

Fried, Y. (1991). Meta-analytic comparison of the job diagnostic survey and job characteristics inventory as correlates of work satisfaction and performance. *Journal of Applied Psychology*, 76, 690–697.

Fritz, C., & Sonnentag, S. (2009). Antecedents of day-level proactive behavior: A look at job stressors and positive affect during the workday. *Journal of Management*, 35, 94–111.

George, D., & Mallery, P. (2003). *SPSS for Windows step by step: A simple guide and reference*. 11.0 update (4th ed.). Boston: Allyn & Bacon.

Ghitulescu, B. E. (2007). *Shaping tasks and relationships at work: Examining the antecedents and consequences of employee job crafting* (Doctoral dissertation, University of Pittsburgh).

- Griffin, M., Neal, A., & Neale, M. (2000). The contribution of task performance and contextual performance to effectiveness: Investigating the role of situational constraints. *Applied Psychology, 49*(3), 517-533.
- Goodman, S. A., & Svyantek, D. J. (1999). Person–organization fit and contextual performance: Do shared values matter. *Journal of Vocational Behavior, 55*(2), 254-275.
- Gruys, M. L. (1999). *The dimensionality of deviant employee performance in the workplace*. Unpublished doctoral dissertation. University of Minnesota.
- Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance, 16*, 250–279.
- Huberts, L. L., Kaptein, M. M., & Lasthuizen, K. K. (2007). A study of the impact of three leadership styles on integrity violations committed by police officers. *Policing: An International Journal of Police Strategies & Management, 30*(4), 587-607.
- James, L.A. and James, L.R. (1989). Integrating work environment perceptions: explorations into the measurement of meaning. *Journal of Applied Psychology, Vol. 74*, pp. 739-51.
- Judge, T. A., Piccolo, R. F., & Ilies, R. (2004). The forgotten ones? The validity of consideration and initiating structure in leadership research. *Journal of applied psychology, 89*(1), 36.
- Kaufman, H. G., & Rosow, J. M. (1982). *Professionals in search of work: Coping with the stress of job loss and underemployment*. New York: Wiley.
- Kirkman, B. L., & Rosen, B. (1997). A model of work team empowerment. *Research in organizational change and development, 10*, 131-167.
- Kirkman, B. L., & Rosen, B. (1999). Beyond self-management: Antecedents and consequences of team empowerment. *Academy of Management journal, 42*(1), 58-74.
- Lamboos, M.E.D. (2005), *Integriteitsbeleid van de Nederlandse politie (Integrity Policy of the Dutch Police)*, Eburon, Delft.
- Landy, F. J., & Conte, J. M. (2004). *Work in the 21st century*. McGraw Hill co.
- Leana, C., Appelbaum, E., & Shevchuk, I. (2009). Work process and quality of care in early childhood education: The role of job crafting. *Academy of Management Journal, 52*, 1169-1192.
- Lee, A., & Aaker. J. (2004). Bringing the Frame into Focus: The Influence of Regulatory Fit on Processing Fluency and Persuasion. *Journal of Personality and Social Psychology, 86*, 205–218.
- Locke, E. A., & Latham, G. P. (1990). *A theory of goal setting and task performance*. Englewood Cliffs, NJ: Prentice Hall.

- Lyons, P. (2008). The crafting of jobs and individual differences. *Journal of Business Psychology, 23*, 25–36.
- Makin, P. J., Cooper, C. L., & Cox, C. P. (1996). Organizations and the psychological contract. British Psychological Society.
- Mattarelli, E., & Tagliaventi, M. R. (2012). How Offshore Professionals' Job Dissatisfaction Can Promote Further Offshoring: Organizational Outcomes of Job Crafting. *Journal of Management Studies*.
- Morgeson, F. P., & Humphrey, S. E. (2008). Job and team design: Toward a more integrative conceptualization of work design. *Research in personnel and human resources management, 27*, 39-91.
- Morrison, E. W. (1993). Newcomer information seeking: Exploring types, modes, sources, and outcomes. *Academy of Management Journal, 36*(3), 557-589.
- Ohly, S., & Fritz, C. (2010). Work characteristics, challenge appraisal, creativity, and proactive behavior: A multi-level study. *Journal of Organizational Behavior, 31*(4), 543-565.
- Ohly, S., Sonnentag, S., Niessen, C., & Zapf, D. (2010). Diary studies in organizational research. *Journal of Personnel Psychology, 9*(2), 79-93.
- Parker, J. D. A., & Endler, N. S. (1996). Coping and defense: A historical overview. In M. Zeidner & N. S. Endler (Eds.), *Handbook of coping - theory, research, applications* (pp. 3-23). New York: Wiley.
- Parker, S. K., & Ohly, S. (2008). Designing motivating jobs: An expanded framework for linking work characteristics and motivation. In R. Kanfer, & G. Chen, & R. D. Pritchard (Eds.), *Work motivation: Past, present and future* (pp. 233–284). New York: LEA/Psychology Press.
- Parker, S. K., Bindl, U. K., Strauss, K. (2010). Making things happen: A model of proactive motivation. *Journal of Management, 36*, 827-856.
- Parker, S. K., & Collins, C. G. (2010). Taking stock: Integrating and differentiating multiple proactive behaviors. *Journal of Management, 36*, 633–662.
- Phelps, E. S. (2007). *Rewarding work: How to restore participation and self-support to free enterprise*. Cambridge, MA: Harvard University Press.
- Petrou, P., Demerouti, E., Peeters, M. Schaufeli, W.B., & Hetland, J. (2012). Crafting a job on a daily basis: contextual antecedents and the link to work engagement. *Journal of Organizational Behavior, 33*, 1120–1141.
- Petrou, P. (2013). Crafting the change: the role of job crafting and regulatory focus in adaptation to organizational change.

- Podsakoff, P. M., & MacKenzie, S. B. (1994). Organizational citizenship behaviors and sales unit effectiveness. *Journal of marketing research*, 31(3), 351-363.
- Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88, 879–903.
- Podsakoff, N. P., LePine, J. A., & LePine, M. A. (2007). Differential challenge stressor-hindrance stressor relationships with job attitudes, turnover intentions, turnover and withdrawal behavior: A meta-analysis. *Journal of Applied Psychology*, 92, 438–454.
- Prieto, L. L., Soria, M. S., Martinez, I. M., & Schaufeli, W. (2008). Extension of the job demands-resources model in the prediction of burnout and engagement among teachers over time. *Psicothema*, 20, 354–360.
- Roberson, L. (1990). Prediction of job satisfaction from characteristics of personal work goals. *Journal of Organizational Behavior*, 11(1), 29-41.
- Schaufeli, W. B., & Bakker, A. B. (2004). Job demands, job resources and their relationship with burnout and engagement: A multi-sample study. *Journal of Organizational Behavior*, 25, 293–315.
- Schaufeli, W. B., Bakker, A. B., & Salanova, M. (2006). The measurement of work engagement with a short questionnaire: A cross-national study. *Educational and Psychological Measurement*, 66, 701–716.
- Schaufeli, W. B., & Bakker, A. B. (2010). Defining and measuring work engagement: Bringing clarity to the concept. *Work engagement: A handbook of essential theory and research*, 10-24.
- Shea-Van Fossen, R. J. (2010). Why we work: An investigation of work meaning through work orientation (Doctoral dissertation, City University of New York).
- Spreitzer, G.M., Kizilos, M.A. and Nason, S.W. (1997). A dimensional analysis of the relationship between psychological empowerment and effectiveness, satisfaction, and strain. *Journal of Management*, Vol. 23, pp. 679-704.
- Thomas, K. W., & Velthouse, B. A. (1990). Cognitive elements of empowerment: An “interpretive” model of intrinsic task motivation. *Academy of management review*, 15(4), 666-681.
- Tims, M., & Bakker, A. B. (2010). Job crafting: Towards a new model of individual job redesign. *South African Journal of Industrial Psychology*, 36, 1–9.
- Tims, M., Bakker, A. B., & Derks, D. (2012). Development and validation of the job crafting scale. *Journal of Vocational Behavior*, 80, 173-186.

- Tims, M., Bakker, A. B., & Derks, D. (2013). The impact of job crafting on job demands, job resources, and well-being. *Journal of occupational health psychology, 18*(2), 230.
- Tuckey, M. R., Bakker, A. B., & Dollard, M. F. (2012). Empowering leaders optimize working conditions for engagement: a multilevel study. *Journal of occupational health psychology, 17*(1), 15.
- Van den Heuvel, H., Ellemers, N. & Seghers, B. (1998). Het belang van carrièrecommitment en collegiale commitment bij mannelijke en vrouwelijke werknemers: een studie onder promovendi. *Socialepsychologie en haar toepassingen, 9*, 168-186.
- Van den Heuvel, M., Demerouti, E., Schreurs, B. H., Bakker, A. B., & Schaufeli, W. B. (2009). Does meaning-making help during organizational change?: Development and validation of a new scale. *Career Development International, 14*(6), 508-533.
- Van den Heuvel, M., Demerouti, E., Bakker, A. B., & Schaufeli, W. B. (2010). Personal resources and work engagement in the face of change. *Contemporary occupational health psychology: Global perspectives on research and practice, 124-150*.
- Van den Heuvel, M., Demerouti, E. & Peeters, M. (2012). Succesvol job craften door middel van een groepstraining [Successful job crafting through group training]. In J. de Jonge, M. Peeters, S. Sjollemma & H. de Zeeuw (Eds). *Scherp in werk: 5 routes naar optimale inzetbaarheid* (pp. 27-49). Assen: Koninklijke van Gorcum BV.
- Vroom, V. H. (1964). Work and motivation. *New York: John Wiley*.
- Wanberg, C. R., & Kammeyer-Mueller, J. D. (2000). Predictors and outcomes of proactivity in the socialization process. *Journal of Applied Psychology, 85*(3), 373.
- Weiss, H. M., & Cropanzano, R. (1996). Affective events theory: A theoretical discussion of the structure, causes and consequences of affective experiences at work.
- Williams, L. J., & Anderson, S. E. (1991). Job satisfaction and organizational commitment as predictors of organizational citizenship and in-role behaviors. *Journal of management, 17*(3), 601-617.
- Wrzesniewski, A., McCauley, C., Rozin, P., & Schwartz, B. (1997). Jobs, careers, and callings: People's relations to their work. *Journal of research in personality, 31*(1), 21-33.
- Wrzesniewski, A., & Dutton, J. E. (2001). Crafting a job: Revisioning employees as active crafters of their work. *Academy of Management Review, 26*, 179–201.
- Xanthopoulou, D., Bakker, A. B., Demerouti, E., & Schaufeli, W. B. (2009). Work engagement and financial returns: A diary study on the role of job and personal resources. *Journal of Occupational and Organizational Psychology, 82*, 183–200.

Yun, S., Cox, J., & Sims Jr, H. P. (2006). The forgotten follower: a contingency model of leadership and follower self-leadership. *Journal of Managerial Psychology, 21*(4), 374-388.

Zhang, X., & Bartol, K. M. (2010). Linking empowering leadership and employee creativity: The influence of psychological empowerment, intrinsic motivation, and creative process engagement. *Academy of Management Journal, 53*(1), 107-128.

Appendix A



Onderzoek Job crafting

Fijn dat u wilt deelnemen aan ons onderzoek.

Voor u ligt het eerste deel van het onderzoek naar job crafting. Dit onderdeel bestaat uit het eenmalig invullen van een korte vragenlijst. We verwachten dat het invullen ervan ongeveer 5 minuten van uw tijd in beslag zal nemen. De antwoorden op de vragen zijn anoniem en zullen niet aan derden worden verstrekt.

Op de volgende pagina start de vragenlijst. Eerst wordt u gevraagd naar een aantal algemene persoonlijke gegevens. Hierna volgen een aantal stellingen waarbij u per stelling kunt aangeven in hoeverre deze op u van toepassing is. Ten behoeve van het onderzoek is het zeer belangrijk dat u alle vragen invult. Er bestaan geen foute antwoorden. Indien u twijfelt over een antwoord dan willen wij u toch vragen om een keuze te maken uit een van de antwoordmogelijkheden die het dichtst bij uw mening ligt.

In het tweede deel van het onderzoek vragen we u 5 achtereenvolgende werkdagen een dagboekje bij te houden. De instructies over het invullen van het dagboekje kunt u vinden na de algemene vragenlijst.

We willen u vragen om het boekje, bestaande uit Deel 1 (vragenlijst) en Deel 2 (dagboek), te retourneren door deze terug te geven aan de persoon die ze uitdeelt, voor uiterlijk 29 April.

Alvast hartelijk dank voor uw medewerking!

Richie Baten (student Technische Universiteit Eindhoven)

Voor vragen en/of opmerkingen: r.baten@student.tue.nl of 06-36309501

Prof. Dr. Evangelia Demerouti (Technische Universiteit Eindhoven)

DEEL 1: DE VRAGENLIJST

Algemene gegevens

Hieronder volgen een aantal vragen over uw achtergrond.

1. Wat is uw geslacht?

- Man
- Vrouw

2. Wat is uw leeftijd?

.... Jaar

3. Wat is uw burgerlijke staat?

- samenwonend of gehuwd, geen thuiswonende kinderen
- samenwonend of gehuwd, wel thuiswonende kinderen
- alleenstaand, geen thuiswonende kinderen
- alleenstaand, wel thuiswonende kinderen
- anders, namelijk

4. Wat is de hoogste genoten opleiding?

- Lagere school
- MAVO, LBO
- HAVO, MBO
- VWO
- HBO
- WO

5. Hoeveel jaren bent u werkzaam bij uw huidige werkgever?

.... Jaren

6. Wat is de omvang van uw aanstelling in uren per week volgens uw contract?

.... (svp aantal uren invullen)

7. Hoeveel uren werkt u feitelijk gemiddeld per week (dus inclusief overwerk)?

.... (svp aantal uren invullen)

8. Heeft u een leidinggevende functie?

- Ja
- Nee

Verandering

Hieronder volgen twee vragen over een mogelijke verandering die heeft plaatsgevonden op uw werk.

1. Heeft er onlangs op uw werk een belangrijke verandering plaatsgevonden?

(U kunt hierbij denken aan nieuwe taken uitvoeren, met andere producten/diensten werken, op een andere manier samenwerken met collega's/klanten, met nieuwe technologie werken, flex-werken etc.).

- Ja
- Nee

2. In hoeverre raakt de verandering u in uw dagelijks werk?

(Indien deze vraag niet op u van toepassing is kunt u deze vraag overslaan)

1 2 3 4 5 6 7 8 9 10
Ik heb er nauwelijks mee te maken Ik word er dagelijks mee geconfronteerd

Machtsafstand

Hieronder staat een aantal stellingen over de machtsafstand van u en uw werkgever. Geef aan in hoeverre u het eens bent met de stellingen.

| | Geheel mee oneens | Mee oneens | Neutraal | Mee eens | Geheel mee eens |
|---|-------------------|------------|----------|----------|-----------------|
| 1. Managers moeten de meeste beslissingen maken zonder overleg met ondergeschikten. | 1 | 2 | 3 | 4 | 5 |
| 2. Het is vaak noodzakelijk voor een manager om gezag en macht te gebruiken bij het omgaan met ondergeschikten. | 1 | 2 | 3 | 4 | 5 |
| 3. Managers moeten zelden vragen naar de meningen van de werknemers. | 1 | 2 | 3 | 4 | 5 |
| 4. Managers moeten sociale contacten met werknemers proberen te vermijden. | 1 | 2 | 3 | 4 | 5 |
| 5. Managers moeten niet belangrijke taken delegeren aan medewerkers. | 1 | 2 | 3 | 4 | 5 |
| 6. Medewerkers moeten niet oneens zijn met beslissingen van het management. | 1 | 2 | 3 | 4 | 5 |

Carrièregerichtheid

Hieronder staat een aantal stellingen over uw carrièregerichte. Geef aan in hoeverre u het eens bent met de stellingen.

| | Geheel mee oneens | Mee oneens | Neutraal | Mee eens | Geheel mee eens |
|---|-------------------|------------|----------|----------|-----------------|
| 1. Mijn carrière is één van de belangrijkste dingen in mijn leven. | 1 | 2 | 3 | 4 | 5 |
| 2. Ik vraag me vaak af wat ik kan doen om voortgang te maken op het werk. | 1 | 2 | 3 | 4 | 5 |
| 3. De ambities die ik heb in mijn leven hebben voornamelijk te maken met mijn carrière. | 1 | 2 | 3 | 4 | 5 |
| 4. Mijn carrière speelt een belangrijke rol in mijn leven. | 1 | 2 | 3 | 4 | 5 |
| 5. Ik denk dat ik een succesvolle carrière zou moeten hebben. | 1 | 2 | 3 | 4 | 5 |
| 6. Ik ben bereid om extra klusjes te doen als dit ten goede komt voor mijn carrière. | 1 | 2 | 3 | 4 | 5 |

Situationele sterkte

Hieronder staat een aantal stellingen over de situationele sterkte in uw bedrijf. Geef aan in hoeverre u het eens bent met de stellingen.

| | Geheel mee oneens | Mee oneens | Neutraal | Mee eens | Geheel mee eens |
|--|-------------------|------------|----------|----------|-----------------|
| 1. Het bedrijf biedt gedetailleerde informatie over het takenpakket. | 1 | 2 | 3 | 4 | 5 |
| 2. Informatie over de taakeisen is eenvoudig te begrijpen. | 1 | 2 | 3 | 4 | 5 |
| 3. Het bedrijf zal voor accurate informatie zorgen om een werknemer succesvol te laten zijn. | 1 | 2 | 3 | 4 | 5 |
| 4. Informatie over het werk is altijd consistent van verschillende bronnen. | 1 | 2 | 3 | 4 | 5 |
| 5. Alle taakverantwoordelijkheden zijn compatibel | 1 | 2 | 3 | 4 | 5 |
| 6. Toezichthouders geven instructies die overeenkomen met die van het bedrijf. | 1 | 2 | 3 | 4 | 5 |
| 7. Er zijn een aantal beperkingen van de baan die ervoor zorgen dat de werknemer niet kan werken op zijn eigen manier. | 1 | 2 | 3 | 4 | 5 |
| 8. De taak belemmert medewerkers uit het kiezen van hun eigen aanpak om te werken. | 1 | 2 | 3 | 4 | 5 |

| | Geheel mee oneens | Mee oneens | Neutraal | Mee eens | Geheel mee eens |
|--|-------------------|------------|----------|----------|-----------------|
| 9. De vrijheid voor een werknemer om een beslissing te maken is beperkt door andere. | 1 | 2 | 3 | 4 | 5 |
| 10. De beslissing gemaakt door een werknemer zal belangrijke gevolgen creëren voor andere. | 1 | 2 | 3 | 4 | 5 |
| 11. Een fout gemaakt door een werknemer zal leiden tot heel serieuze gevolgen. | 1 | 2 | 3 | 4 | 5 |
| 12. Een actie van een werknemer heeft een grote impact op de gevolgen. | 1 | 2 | 3 | 4 | 5 |

EINDE ALGEMENE VRAGENLIJST

Hartelijk dank voor het invullen van de algemene vragenlijst. Op de volgende pagina kunt u verder gaan met het invullen van het dagboekje voor de eerste dag. Dit dagboekje dient u aan het einde van de werkdag in te vullen.

Bedankt!

Onderzoek Job crafting deel 2:

Dagboek

We starten nu met het tweede deel van het onderzoek naar job crafting. Dit onderdeel bestaat uit het invullen van een dagboek gedurende 5 achtereenvolgende werkdagen en zal per dag ongeveer vijf tot tien minuten van uw tijd in beslag nemen.

In dit gedeelte stellen we u een aantal vragen over uzelf. Dit doen we om na te gaan in welke mate er een verandering is in een aantal dagen. De antwoorden op de vragen zijn anoniem en zullen niet aan derden worden verstrekt.

Op de volgende pagina vindt u de stellingen die horen bij dag 1. We beginnen met enkele vragen over het gedrag dat u mogelijk vertoont op de werkvloer. U kunt per stelling aangeven in hoeverre deze op uw van toepassing is. Ten behoeve van het onderzoek is het zeer belangrijk dat u alle vragen invult. Er bestaan geen foute antwoorden. Indien u twijfelt over een antwoord dan willen wij u toch vragen om een keuze te maken uit een van de antwoordmogelijkheden die het dichtst bij uw mening ligt. We willen u vragen de dagboekjes telkens **na uw werk nog op uw werkplek** in te vullen.

Alvast hartelijk dank voor uw medewerking!

DAG 1

Let op! De vragen gaan niet over uw algemene situatie, maar **over de dag van vandaag**.

Vul onderstaande gegevens en stellingen op het eind van de werkdag in, liefst nog op uw werkplek.

Datum:

Tijdstip van invullen ... : ... uur

Heeft u gisteren gewerkt? Ja Nee
(omcirkel wat van toepassing is)

De volgende vragen gaan over gedrag dat uzelf mogelijk vertoont op de werkvloer. **Ook hier geldt weer; als u niet zeker weet of e.e.a vandaag gebeurd is, vult u dan het antwoord in dat u het meest waarschijnlijk acht.**

| | Helemaal niet van toepassing op mij | Niet op mij van toepassing | Enigszins op mij van toepassing | Op mij van toepassing | Helemaal op mij van toepassing |
|--|-------------------------------------|----------------------------|---------------------------------|-----------------------|--------------------------------|
| Vandaag ... | | | | | |
| 1. ... heb ik om meer taken gevraagd toen ik klaar was met mijn werk. | 1 | 2 | 3 | 4 | 5 |
| 2. ... heb ik om meer verantwoordelijkheden gevraagd. | 1 | 2 | 3 | 4 | 5 |
| 3. ... heb ik om meer uitdagende klussen gevraagd. | 1 | 2 | 3 | 4 | 5 |
| 4. ... heb ik ervoor gezorgd dat ik minder emotioneel inspannend werk hoefde te verrichten. | 1 | 2 | 3 | 4 | 5 |
| 5. ... heb ik ervoor gezorgd dat ik minder geestelijk ¹ inspannend werk hoefde te verrichten. | 1 | 2 | 3 | 4 | 5 |
| 6. ... heb ik ervoor gezorgd dat ik minder fysiek zwaar werk hoefde te verrichten. | 1 | 2 | 3 | 4 | 5 |
| 7. ... heb ik anderen gevraagd om mij feedback te geven over mijn functioneren. | 1 | 2 | 3 | 4 | 5 |
| 8. ... heb ik collega's om advies gevraagd. | 1 | 2 | 3 | 4 | 5 |
| 9. ... heb ik mijn leidinggevende om advies gevraagd | 1 | 2 | 3 | 4 | 5 |
| 10. ... heb ik geprobeerd nieuwe dingen te leren op mijn werk. | 1 | 2 | 3 | 4 | 5 |

¹ Dat wil zeggen: bijvoorbeeld moeilijke beslissingen nemen, hoge concentratie en veel informatie moeten onthouden.

| | Helemaal niet van toepassing op mij | Niet op mij van toepassing | Enigszins op mij van toepassing | Op mij van toepassing | Helemaal op mij van toepassing |
|--|-------------------------------------|----------------------------|---------------------------------|-----------------------|--------------------------------|
| Vandaag ... | | | | | |
| 11. ... heb ik andere collega's geholpen die kampten met een hoge werkdruk. | 1 | 2 | 3 | 4 | 5 |
| 12. ... heb ik de tijd genomen om naar de problemen en zorgen van andere collega's te luisteren. | 1 | 2 | 3 | 4 | 5 |
| 13. ... heb ik persoonlijke interesse in andere collega's getoond. | 1 | 2 | 3 | 4 | 5 |
| 14. ... heb ik informatie aan collega's doorgegeven. | 1 | 2 | 3 | 4 | 5 |
| 15. ... heb ik vooropgestelde werkzaamheden op een adequate manier volbracht. | 1 | 2 | 3 | 4 | 5 |
| 16. ... heb ik de verantwoordelijkheden die bij mijn baan horen op me genomen. | 1 | 2 | 3 | 4 | 5 |
| 17. ... heb ik de werkzaamheden verricht die van me verwacht worden. | 1 | 2 | 3 | 4 | 5 |
| 18. ... heb ik voldaan aan de formele prestatievereisten van mijn baan. | 1 | 2 | 3 | 4 | 5 |

De volgende vragen gaan over de zingeving van het uw werk. Als u niet zeker weet of e.e.a vandaag gebeurd is, vult u dan het antwoord in dat u het meest waarschijnlijk acht.

| | Geheel mee oneens | Mee oneens | Enigszins mee eens | Mee eens | Geheel mee eens |
|---|-------------------|------------|--------------------|----------|-----------------|
| Vandaag... | | | | | |
| 1. ...zocht ik actief naar reflectiemomenten om me te bezinnen op wat er gebeurt. | 1 | 2 | 3 | 4 | 5 |
| 2. ...begreep ik wat mijn leven zinvol maakt | 1 | 2 | 3 | 4 | 5 |
| 3. ... hielp zelfreflectie mij om zin aan mijn leven te geven | 1 | 2 | 3 | 4 | 5 |
| 4. ...richtte ik me actief op dingen die ik ervaar als waardevol | 1 | 2 | 3 | 4 | 5 |
| 5. ...heb ik het gevoel gehad dat ik een zinvol leven leid. | 1 | 2 | 3 | 4 | 5 |

De volgende vraag gaat over eventuele dagelijkse positieve emotie.

| | Geheel mee oneens | Mee oneens | Enigszins mee eens | Mee eens | Geheel mee eens |
|--|-------------------|------------|--------------------|----------|-----------------|
| Vandaag... | | | | | |
| ... kwam ik in een aangename stemming naar het werk. | 1 | 2 | 3 | 4 | 5 |

De volgende vragen gaan over uw dagelijkse behoeften op het werk

| | | Geheel mee oneens | Mee oneens | Enigszins mee eens | Mee eens | Geheel mee eens |
|---------------------------------------|---|-------------------|------------|--------------------|----------|-----------------|
| Vandaag had ik de behoefte ... | | | | | | |
| 1. | ...om mezelf te kunnen zijn op het werk. | 1 | 2 | 3 | 4 | 5 |
| 2. | ...dat mijn taken op mijn werk overeenstemmen met wat ik echt wil doen. | 1 | 2 | 3 | 4 | 5 |
| 3. | ...om mijn werk te doen zoals ik denk dat het goed is. | 1 | 2 | 3 | 4 | 5 |
| 4. | ...om de taken op mijn werk goed onder de knie te hebben. | 1 | 2 | 3 | 4 | 5 |
| 5. | ...om me bekwaam te voelen in mijn werk. | 1 | 2 | 3 | 4 | 5 |
| 6. | ...om ook de moeilijke taken op mijn werk tot een goed einde te brengen | 1 | 2 | 3 | 4 | 5 |
| 7. | ...om me een deel van een groep te voelen op het werk. | 1 | 2 | 3 | 4 | 5 |
| 8. | ...om met andere op het werk te kunnen praten over wat ik echt belangrijk vind. | 1 | 2 | 3 | 4 | 5 |
| 9. | ...om echte vrienden te zijn met collega's op mijn werk | 1 | 2 | 3 | 4 | 5 |

De volgende vragen gaan over het plezier dat u in uw werkzaamheden ervaart.

| | | Helemaal niet van toepassing op mij | Niet op mij van toepassing | Enigszins op mij van toepassing | Op mij van toepassing | Helemaal op mij van toepassing |
|--------------------|--|-------------------------------------|----------------------------|---------------------------------|-----------------------|--------------------------------|
| Vandaag ... | | | | | | |
| 1. | ... bruiste ik op mijn werk van energie. | 1 | 2 | 3 | 4 | 5 |
| 2. | ... voelde ik mij als ik werkte fit en sterk. | 1 | 2 | 3 | 4 | 5 |
| 3. | ... was ik enthousiast over mijn baan. | 1 | 2 | 3 | 4 | 5 |
| 4. | ... inspireerde mijn werk mij. | 1 | 2 | 3 | 4 | 5 |
| 5. | ... had ik toen ik 's morgens opstond zin om naar mijn werk te gaan. | 1 | 2 | 3 | 4 | 5 |
| 6. | ... voelde ik mij gelukkig wanneer ik heel intensief aan het werk was. | 1 | 2 | 3 | 4 | 5 |
| 7. | ... was ik trots op het werk dat ik doe. | 1 | 2 | 3 | 4 | 5 |
| 8. | ... ging ik helemaal op in mijn werk. | 1 | 2 | 3 | 4 | 5 |
| 9. | ... bracht mijn werk mij in vervoering. | 1 | 2 | 3 | 4 | 5 |

De volgende vragen gaan over de manier van leiderschap, empowerment leiderschap.

| | Helemaal niet van toepassing op mij | Niet op mij van toepassing | Enigszins op mij van toepassing | Op mij van toepassing | Helemaal op mij van toepassing |
|--------------------|-------------------------------------|----------------------------|---------------------------------|-----------------------|--------------------------------|
| Vandaag ... | | | | | |
| 1. | 1 | 2 | 3 | 4 | 5 |
| 2. | 1 | 2 | 3 | 4 | 5 |
| 3. | 1 | 2 | 3 | 4 | 5 |
| 4. | 1 | 2 | 3 | 4 | 5 |
| 5. | 1 | 2 | 3 | 4 | 5 |
| 6. | 1 | 2 | 3 | 4 | 5 |
| 7. | 1 | 2 | 3 | 4 | 5 |
| 8. | 1 | 2 | 3 | 4 | 5 |
| 9. | 1 | 2 | 3 | 4 | 5 |
| 10. | 1 | 2 | 3 | 4 | 5 |
| 11. | 1 | 2 | 3 | 4 | 5 |
| 12. | 1 | 2 | 3 | 4 | 5 |

EINDE VRAGENLIJST DAG 1

Appendix B

Sobel test

<http://quantpsy.org/sobel/sobel.htm>

| Work engagement and meaning-making | | | |
|------------------------------------|-------------|------------|-------------------|
| | statistics | std error | p value |
| demands | -4,37033101 | 0,04537871 | 0,00001241 |
| challenges | 0,84234947 | 0,01453079 | 0,39959237 |
| recources | 1,97770574 | 0,01387972 | 0,04796191 |