Outcomes and Effectiveness of Job Crafting

The relationship between job crafting, career competencies

and positive work outcomes

Faculty of Social and Behavioural Sciences

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Author: Juliana A. Bruinsma (4300971)

First assessor: Dr. Veerle Brenninkmeijer

Second assessor: Dr. Pierre Cavalini

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Abstract

The aim of the present study was to examine the relationships between job crafting, work outcomes work engagement, performance, perceived employability, and career competencies. Job crafting was conceptualized as "increasing structural resources and challenging demands" and "increasing social resources". Data were gathered using an online survey among candidates from a consultancy bureau active in life science organizations and among social media networks ($N = 353$). It appeared that especially crafting structural resources and challenging demands had a positive relation with work engagement, performance and perceived employability. Increasing social resources had a modest positive relation with work engagement and perceived employability. Furthermore, it appeared that the effect of increasing structural resources and challenging demands on performance and employability was higher for employees with high network competencies. The present study shows the beneficial outcomes of job crafting for employees and organizations, and points to the significance for managers to stimulate employees to increase their structural resources, challenging demands and using their 'network' competency.

Keywords: job crafting, work engagement, performance, perceived employability, career competencies

Samenvatting

Het doel van de huidige studie was het onderzoeken van de relaties tussen job crafting, werkbevlogenheid, prestatie, waargenomen inzetbaarheid en carrière-competenties. Job crafting was geconceptualiseerd als het "vergroten van structurele bronnen en uitdagende werkeisen" en "vergroten van sociale bronnen". De data werd verzameld via een online vragenlijst die werd ingevuld door sociale media gebruikers en door kandidaten die zijn geregistreerd bij een adviesbureau dat actief is in biowetenschappelijke organisaties ($N = 353$). Uit de resultaten bleek dat vooral het vergroten van structurele bronnen en uitdagende werkeisen positief gerelateerd was aan werkbevlogenheid, prestatie en waargenomen inzetbaarheid. Het vergroten van sociale bronnen bleek ook positief gerelateerd aan werkbevlogenheid en waargenomen inzetbaarheid, maar deze relatie was minder sterk. Daarnaast bleek dat de effectiviteit van het vergroten van structurele bronnen en uitdagende werkeisen groter was voor werknemers met een hoge score op de carrière competentie 'netwerken'. De huidige studie laat de positieve effecten van job crafting zien voor zowel werknemers als organisaties. Daarnaast wijst de studie op het belang voor managers om werknemers te stimuleren tot het vergroten van structurele bronnen en uitdagende werkeisen en tot het vergroten en gebruiken van hun carrière competentie 'netwerken'.

Kernwoorden: job crafting, werkbevlogenheid, prestatie, waargenomen inzetbaarheid, carrière competenties

Introduction

Organizations and employees are now confronted with a more dynamic and changing environment. Due to the increasing globalization, economic crisis and technological developments, organizations feel competitive pressure. To respond to the challenges in this changing environment, organizations need to adapt actively (Cummings & Worley, 2014) and proactive employees are therefore needed (Bindl & Parker, 2010). Traditionally, organizations practice a fixed top-down process in job design in which managers are responsible for structuring and modifying jobs. Nowadays employees are more involved in flexible bottom-up processes to structure and change their job designs themselves. This allows them to respond to changing and more complex environments (Grant & Parker, 2009). Employees need to adjust their job design individually and actively to more stimulating jobs that enhance their employability, sustainability and work satisfaction (Fried, Grant, Levi, Hadani, & Slowik, 2007). Therefore, they have to develop and improve their knowledge, skills, abilities and other characteristics (KSAO's) proactively (Seibert, Kraimer, & Crant, 2001a). This can be realized by executing proactive behavior (Crant, 2000). Bindl & Parker (2010, p. 569) define proactive work behavior as "self-directed and future-focused action in an organization, in which the individual aims to bring about change, including change to the situation and/or change within oneself". Both the future focus (anticipation) and the change focus (taking control) are found to be important. If these are present, employees are more attractive for employers because they are assumed to be more productive and have lower risk of negative health outcomes (Tims et al., 2013a; Tims et al., 2013b).

In this study the proactive behavior 'job crafting' is examined, whereby employees make active changes in their work to align their job characteristics with their own preferences, skills and motivations (Tims et al., 2013a). The central aim of this study is to examine the effectiveness and (practical) implications of job crafting, especially towards positive work outcomes and possible moderators. In previous studies it has been found that job crafting has positive associations with work engagement (Bakker, Tims, & Derks, 2012; Ellis, Fritz, & Demsky, 2015), performance (Petrou, Demerouti, & Schaufeli, 2015; Tims, Bakker, & Derks, 2015) and perceived employability (Brenninkmeijer & Hekkert-Koning, 2015; Tims, Bakker, & Derks, 2012). However, support for the positive effect of job crafting on task and contextual performance is scarce. In addition, the evidence on perceived employability is also scarce and somewhat ambiguous, which makes it significant to further examine these relationships. Finally, the moderating effect of six career competencies will be examined for all three possible outcomes of job crafting. Research indicates that career competencies are

positively related to job resources and work engagement and that they have a mediating effect between both constructs (Akkermans, Schaufeli, Brenninkmeijer, & Blonk, 2013). It can be expected that job crafting has more effect if employees also have the capabilities to use their career competencies in order to increase their positive work outcomes. This information is relevant to HR managers as it provides information and motivation regarding the implementation of job crafting among their employees.

Job crafting

Wrzesniewski and Dutton (2001, p. 179) introduced job crafting as "the physical and cognitive changes individuals make in the task or relational boundaries of their work". They described three forms of crafting. Firstly, an employee can change the (amount of) tasks or the content of tasks. Secondly, employees can make changes on the relational level by adjusting the frequency or intensity of contact. Finally, it is possible to change the cognitions employees have concerning their job. An important difference between job redesign and job crafting is that the latter is initiated and executed at the individual level (e.g. proactive).

In more recent research the conceptualization of Tims and Bakker (2010) is used, which is based on the Job Demands-Resources model (JD-R model; Bakker & Demerouti, 2007). This model will be used as the theoretical framework in this study. In the JD-R model job characteristics are classified into (challenging and hindering) demands and resources (LePine, Podsakoff, & LePine, 2005). Both characteristics are physical, psychological, social or organizational aspects of the job, but demands require "sustained physical and/or psychological effort or skills and are therefore associated with certain physiological and/or psychological costs". Oppositely, resources "(1) are functional in achieving work goals, (2) reduce job demands and the associated physiological and psychological costs and (3) stimulate personal growth, learning and development" (Bakker & Demerouti, 2007, p. 312).

According to the JD-R model, two underlying psychological processes play a role in this distinction (Bakker & Demerouti, 2007). The psychological process regarding job demands is called the *health impairment process*, which states that poorly designed jobs or chronic job demands may lead to depletion of energy and health problems within individuals. The process linked to job resources concerns the *motivational process*. This assumes that resources have motivating potential and lead to positive effects both on a personal level and work outcomes. More specifically, by actively crafting job demands and job resources, individuals may proactively optimize their person-job fit towards their own preferences. Consequently, employees may experience their work as more meaningful (Tims, Bakker, &

Derks, 2016). It is proposed that workers who perceive their job as stimulating, accomplish more favorable attitudinal, behavioral and productive outcomes (Morgeson & Campion, 2003).

Tims et al., (2012) have made a distinction between four types of job crafting. Firstly, *increasing social job resources* (e.g., receiving social support or supervisory coaching) and (2) *increasing structural job resources* (e.g., higher degree of autonomy and development opportunities). Job demands are also differentiated into respectively challenging and hindering demands. (3) *Increasing challenging job demands* stimulate employees to reach different job-related tasks or goals. (4) *Decreasing hindering job demands* can cause stress and withhold employees from success and/or personal growth. However, hindering job demands will not be examined in this research.

Job crafting and work engagement

Work engagement refers to "a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption" (Schaufeli et al., 2002, p.74). This means that employees experience high levels of mental resilience and energy while working (e.g. vigor). Moreover, they feel strongly involved and experience a sense of inspiration and significance by executing job tasks (e.g. dedication), and are therefore fully concentrated and immersed (e.g. absorption; Bakker, Schaufeli, Leiter, & Taris, 2008).

Different studies show positive associations between job resources, challenging demands, and work engagement (Bakker & Demerouti, 2008; Bakker, Rodríguez-Munoz, & Vergel, 2016; Crawford, LePine, & Rich, 2010; Tims et al., 2012). The possible explanation for this is twofold. First it is possible that resources foster personal learning, development and growth, which can be assigned to the three basic human needs (1) autonomy, (2) competence, and (3) relatedness. These needs create intrinsic motivation according to the Self Determination Theory (SDT; Ryan & Deci, 2000; Van den Broeck et al., 2008). Secondly, resources can be useful instruments to achieve (work) goals. Employees are expected to demonstrate increased dedication and willingness to invest their efforts and abilities to the work task when the work environment is resourceful (Meijman & Mulder, 1998). Therefore, resources can also operate as extrinsic motivators (Bakker & Demerouti, 2007). With the appropriate resources available, the presence of work engagement in employees is likely to occur (Bakker et al., 2008).

Furthermore, it is expected that crafting challenging job demands will increase work engagement (e.g. Crawford et al., 2010). By responding to challenging demands people can

foster feelings of mastery and success that activates the engagement process through satisfaction and feelings of self-efficacy (Gorgievski & Hobfoll, 2008). Despite the fact that these goals are more difficult, employees are motivated to invest more effort (Tims et al., 2012). As a consequence, they may experience personal growth, feel more engaged and increase the possibility of receiving more formal rewards (Berg et al., 2008). Indeed, Bakker et al. (2012) have found that proactive employees who increased their job resources and their job challenges, scored higher on the dimensions vigor, dedication, and absorption. Based on this reasoning, the following hypothesis will be examined:

Hypothesis 1: *Crafting structural job resources, social job resources and challenging job demands will be positively related to work engagement.*

Job crafting and performance

Organizations are increasingly aware of their (strategic) human capital, but for most organizations the production and financial outcomes remain a primary focus. For that it is necessary that employees retain high performance. In most scientific literature, the distinction *in-role* and *extra-role* performance is used. In-role performance (e.g. task performance) refers to the contractual mandatory (work) outcomes and behaviors an employee has to fulfill to serve the organizational goals (Motowidlo & van Scotter, 1994). Extra-role performance (e.g. contextual performance) refers to the discretionary behaviors on the part of an employee that are believed to directly promote the effective functioning of an organization without necessarily directly influencing an employee's productivity (Podsakoff, MacKenzie, Paine, & Bachrach, 2000).

In previous research it has been found that resources are significant positively related with performance (Luthans, Youssef, & Avolio, 2007; Petrou et al., 2015). In addition, Petrou et al. (2015) found that seeking resources was associated with high task performance. They argue that when employees are undergoing changes, they seek additional resources that provide additional tools to improve their level of functioning. As stated before, job resources have motivating potential according to the motivational process of the JD-R model (Bakker & Demerouti, 2007). This is because they foster learning, development and personal growth in employees (intrinsic) and they are instrumental (extrinsic) in achieving work goals (Bakker & Demerouti, 2007; Ryan & Deci, 2000; Van den Broeck et al., 2008). It is expected that this increases the willingness to invest more effort into execution of work tasks.

Furthermore, it is expected that increasing challenging demands will be positively related to performance. Berg et al. (2008) proposed that employees view challenging demands as sources for personal growth and satisfaction, which will make employees feel more engaged as the use of their skills and abilities is more needed. As a result, employees are willing to invest more effort in reaching difficult goals, even though these goals require more effort (Gorgvieski & Hobfoll, 2008; Tims et al., 2012). Therefore, the following hypothesis is formulated:

Hypothesis 2: *Crafting structural job resources, social job resources and challenging job demands will be positively related to performance.*

Job crafting and perceived employability
A way to cope with the changing demands and stay flexible is by increasing one's own employability. Employability is conceptualized as "a form of work specific active adaptability that enables workers to identify and realize career opportunities" (Fugate, Kinicki, & Ashforth, 2004, p. 16). Perceived employability emphasizes the extent to which employees think of themselves as employable and that jobs are available (Van den Broeck et al., 2014). According to Fugate et al. (2004), individuals are now held more responsible for their own career path and professional development. Moreover, they state that boundaryless careers that take place within multiple organizations instead of limited number organizations are increasing among the workforce. This is because employees perceive organizations as places to develop and improve their KSAOs (Grant & Parker, 2009). By continuously improving their occupational expertise, learning how to anticipate, optimize and to balance, employees may increase their employability (Van der Heijde & Van der Heijden, 2006). This is because they are expected to know better how to use their qualities and capabilities.

Job crafting can contribute to this as a proactive and effective mechanism. Fugate et al. (2004) emphasized those employees who engage in proactive behavior and are able to adapt to changes, have a higher employability. According to Tims et al. (2012) it is important to continuously learn new skills and receive feedback from colleagues and supervisors to stay employable. In this way, employees can use their capacities to the fullest. Moreover, it can be expected that increasing development opportunities, personal growth and receiving social support, is beneficial towards employees' adaptability. Indeed, Bakker et al. (2012) and Tims et al. (2013a) have found a positive association between the crafting of job resources, challenging demands and career advancement. More specifically, Brenninkmeijer & Hekkert-

Koning (2015) have found a positive relationship between crafting social and structural resources and perceived employability. Therefore, the following hypothesis is proposed:

Hypothesis 3: *Crafting structural job resources, social job resources and challenging job demands will be positively related to perceived employability.*

Career competencies and job crafting

Findings in previous research state that career competencies are significant relevant for career development (Kuijpers & Scheerens, 2006). Employees with a broad set of career competencies are perceived to be more engaged and employable (Van der Heijde & Van der Heijden, 2006). Career competencies refer to "knowledge, skills and abilities related to career development, which can be influenced and developed by the individual" (Akkermans, Brenninkmeijer, Huibers, & Blonk, 2012, p. 5). Akkermans et al. (2012) distinguish the following three dimensions. *Reflective career competencies* refer to the possibility of combining personal reflection and (long term) career awareness. Secondly, *communicative career competencies* comprise the abilities to communicate effectively (with significant others) and as a consequence improve one's chances of career success. Finally, *behavioral career competencies* refer to the abilities to proactively shaping one's career.

Within each three dimensions, two specific career competencies were composed. Firstly, reflective career competencies include (1) *reflection on motivation* (e.g. taking one's values, motivations and passion into account and reflect on this regarding one's personal career) and (2) *reflection on qualities* (e.g. knowing one's shortcomings, strengths and skills). Communicative career competencies are divided into (3) *networking* (e.g. knowing the (professional) value of an individual network and know how to use and expand this regarding career-related purposes) and (4) *self-profiling* (e.g. have the ability to communicate and present the personal knowledge, skills and abilities to both internal and external labor market). Finally, (5) *work exploration* (e.g. extent to which one actively explores and searches for work- and career-related opportunities) and (6) *career control* (e.g. how actively an individual sets goals and makes plans to influence learning and work processes) are competencies that constitute the behavioral dimension (Akkermans et al., 2012). In line with the conceptualization of personal resources, career competencies are also to be perceived as somewhat malleable and developable (Akkermans et al., 2013). They found that career competencies play a similar role as personal resources in motivational processes and may therefore enhance positive work outcomes as work engagement.

Because career competencies are related to reflection on one's career, it is expected that individuals have a better view of their values, motivations, capabilities and shortcomings (Akkermans et al., 2013). This knowledge is helpful in formulating realistic career goals and personal growth plans (Meijers, Kuijpers, & Gundy, 2013). Both resources and challenging demands can be increased effectively in such a way that they suit the capabilities, strengths, shortcomings and passions of an individual. Secondly, individuals have the abilities to communicate about their career, so they have a better understanding of how to get in contact with the people that can help them realize career goals (Akkermans et al., 2013). By increasing the number and diversity of their contacts through networking behavior, their social capital increases. This provides the employees increased access to new information, resources and opportunities (Seibert, Kraimer, & Liden, 2001b). By using this increased social capital in sharing employees' own job crafting behaviors, an upward spiral effect of increasing resources can be expected. Finally, individuals can act and have impact upon their career by proactively looking for opportunities in personal and professional growth (Akkermans et al., 2013). Through planning and influencing learning and work processes, self-management, career insights and success will be increased (De Vos & Soens, 2008). With these insights employees can create a personal learning goal orientation and self-directedness, which gives them guidance regarding adapting to changes (Reamdonck, Tillema, De Grip, Valcke, & Segers, 2012). In the context of job crafting, it is expected that employees have a clearer understanding of which jobs and tasks are beneficial regarding their professional development. This makes it clearer for employees to plan and decide which resources and demands should be crafted. All this taken into account the following will be expected:

Hypothesis 4A: *The relationship between job crafting and work engagement will be moderated by career competencies*

Hypothesis 4B: *The relationship between job crafting and perceived employability will be moderated by career competencies*

Hypothesis 4C: *The relationship between job crafting and performance will be moderated by career competencies*
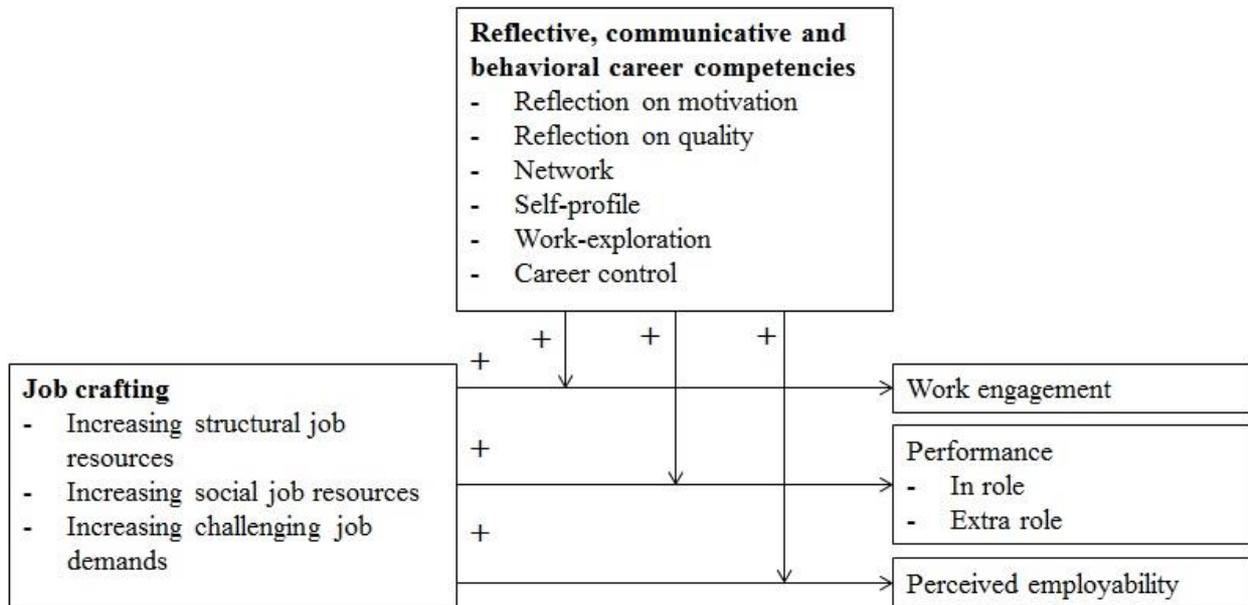
Figure 1. *The expected relationships between job crafting, career competencies, work engagement, perceived employability and performance.*

Method

Procedure and participants

Data for this study were collected via social media (Facebook and LinkedIn) and candidates registered at the consultancy organization Derks & Derks B.V. This company focuses on highly educated professionals and is specialized in Life Sciences branches (food, pharmacy, medical devices, and healthcare). Participants were informed via e-mail and the company's website with an information letter about the research on the 11th of February 2016. This letter provided an introduction and emphasized the anonymity and confidentiality. Two weeks later the official link to the online survey was send and followed by a reminder one week later. The link was also spread via social media, such as Facebook. The online survey was closed on the 18th of April. Participants were able to receive a follow up on the outcomes by e-mail.

A total of 353 participants filled in the questionnaire, of whom 186 (52.7%) were man and 167 were woman (27.3%). The sample composed of 254 participants from Derks & Derks B.V. (72.0%; a response rate of 1.78%) and the remainder (28.0%) was recruited via social media. Ages ranged from 20 to 68 years ($M = 42.3$, $SD = 12.55$). Most participants were highly (HBO+) educated (89.2%) and had more than 10 years of work experience (69.4%). 145 participants reported that they had a managing position (41.1%) and 16.4% was active as an entrepreneur. Table 1 gives an overview of the educational level, years of work experience and the branches in which the participants were employed.

Table 1. *Descriptive statistics (N = 353)*

	Category	N	%
Educational level	MBO, LBO, VMBO	3	0.8%
	HAVO, MBO	27	7.6%
	VWO	8	2.3%
	HBO	123	34.8%
	WO	192	54.4%
Years of work experience	0 to 2	54	15.3%
	2 to 5	29	8.2%
	5 to 10	25	7.1%
	> 10	245	69.4%
Branches	Food	34	9.6%
	Pharmacy/Biotechnology	89	25.2%
	Healthcare	55	15.6%
	Medical devices	21	5.9%
	Other	154	43.6%

Measures

The online survey measured, as part of a larger study, the following variables: job crafting, work engagement, performance (in-role and extra-role), perceived employability and career competencies.

Job crafting was measured with the 21-item *Job Crafting Scale* of Tims et al. (2012). All items were scored on a 5-point Likert scale ranging from (1) = 'never' to (5) = 'often'. This questionnaire measured the four dimensions of job crafting: *increasing social job resources* (e.g., "I ask others for feedback on my job performance"), *increasing structural job resources* (e.g., "I try to develop myself professionally"), *increasing challenging job demands* (e.g., "If there are new developments, I am one of the first to learn about them and try them out") and *decreasing hindering job demands* (e.g., "I try to ensure that my work is emotionally less intense"). Because decreasing hindering job demands will not be examined, only the first three constructs were taken into account during analyses. A principal component analysis with Oblique Promax Rotation showed that five components had eigenvalues over Kaiser's criterion of 1, with an explained variance of 53.83%. However, these components differed from the original dimensions. Therefore, another Oblique Promax Rotation was performed, but it was forced on three factors. After this, the principal component analysis showed three factors with an explained variance of 42.96%. The intended items did load on

social job resources and hindering demands. However, items of structural resources and challenging demands now loaded on the same factor. Therefore, the present study distinguished two dimensions: social job resources ($\alpha = 0.75$), and structural job resources and challenging demands ($\alpha = 0.796$).

Work engagement was measured with the 9-item *Utrecht Work Engagement Scale* (UWES; Schaufeli, Bakker, & Salanova, 2006). A 7-point Likert scale was used ranging from 'never' (coded as 0) 'always' (coded as 6). Three underlying dimensions were tested: vigor (e.g., "If I am working I feel fit and strong"), dedication (e.g., "I am enthusiastic about my job") and absorption (e.g., "If I am working I forget everything around me"). The internal consistence was excellent ($\alpha = 0.93$). In addition, internal consistence of dimensions vigor ($\alpha = 0.85$), dedication ($\alpha = 0.90$) and absorption ($\alpha = 0.83$) were also good.

The '*Performance*' questionnaire of Goodman & Svyantek (1999) was used to measure employees' performance. A 4-point Likert scale was used, ranging from (1) = 'Totally disagree' to (4) = 'Totally agree'. Two dimensions of performance were measured, respectively in-role (e.g., "You complete the goals of your function") and extra-role (e.g., "You help a colleague with their work if they return at work after a period of absence"). The internal consistency of the total performance scale was good ($\alpha = 0.88$), as were both subscales in-role ($\alpha = 0.84$) and extra-role ($\alpha = 0.81$).

Perceived employability was measured with the modified 8-item scale of De Cuyper and De Witte (2008) by Akkermans (2013). Responses were given on a 5-point Likert scale ranging from (1) = 'totally disagree' to (5) = 'totally agree'. Participants had to score on items as "It will be easy to find another job if I would lose my current job". The internal consistency was good ($\alpha = 0.81$)

Career competencies were measured with the '*Career Competencies Questionnaire*' of Akkermans et al. (2012). A 5-point Likert scale was used, ranging from (1) = 'totally disagree' to (5) = 'totally agree'. Six subscales were examined in this study: reflection on motivation ($\alpha = 0.75$; e.g., "I know wat I like in my work"), reflection on qualities ($\alpha = 0.84$; e.g., "I know my strengths in my work"), networking ($\alpha = 0.83$; e.g., "I know a lot of people *within* my work that can help me with my career"), self-profiling ($\alpha = 0.81$; e.g., "I can clearly show others what my strengths are in my work"), work exploration ($\alpha = 0.81$; e.g., "I know how to find out what my options are for becoming further educated) and career control ($\alpha = 0.85$; e.g., "I can make clear career plans"). The internal consistency of the total scale was excellent ($\alpha = 0.92$).

Statistical analyses

To analyze the data, Statistical Program for Social Sciences (SPSS) 22.0 was used. First all scales were tested for outliers, normality, multicollinearity and linearity, and homoscedascity of residuals. Furthermore, Cook's distance and Leverage were measured, but generally all assumptions were met. When variables were computed into scales, a response rate of at least 80% was required. After that, a two-tailed correlational analysis was performed to examine whether any significant effects between the variables exist. Hierarchical multiple regression analyses were executed to examine significance of the relation between job crafting and the work outcomes and to examine the expected moderation effects of career competencies between these relationships (Aiken & West, 1991). Age and gender were inserted as control variables, due to influence on the interaction significances. Because high correlations were found on the career competencies, these regressions were executed separately for each career competency. In that way, the effect of multicollinearity between the predictors was prevented.

Results

General correlation analysis

An overview of means, standard deviations, and intercorrelations is presented in Table 2.

Table 2. *Range, means, standard deviations and intercorrelations between study variables (N= 353).*

	Range	*M*	SD	2	3	4	5	6	7	8	9	10	11
1. Struc Res. and Chall	1-5	3.97	0.49	.37	.56	.28	.52	.43	.37	.30	.36	.39	.36
2. Social JR	1-5	3.46	0.70		.28	.28	.15	.16	.14	.27	.18	.20	.20
3. Work engagement	0-6	5.18	1.04			.28	.41	.51	.38	.32	.43	.31	.45
4. Performance	1-4	3.32	0.41				.21	.44	.47	.22	.44	.35	.32
5. Employability	1-5	3.29	0.71					.21	.13	.44	.22	.38	.36
6. Reflection on motivation	1-5	4.18	0.67						.65	.41	.65	.51	.56
7. Reflection on quality	1-5	4.19	0.57							.30	.55	.43	.36
8. Networking	1-5	3.44	0.80								.43	.48	.47
9. Self-profiling	1-5	3.81	0.74									.51	.54
10. Work exploration	1-5	3.99	0.69										.58
11. Career control	1-5	3.48	0.88										

Note: all correlations were found significant at *p* < .01.

All correlations were found to be significant and in the expected direction. That is, crafting of structural resources, challenging demands and social resources were positively associated with work engagement, performance and perceived employability. Especially crafting structural resources and challenging demands hold high correlations with the outcomes work engagement (r = .56, $p < .01$) and perceived employability (r = .58, $p < .01$). Furthermore, both job crafting dimensions had positive correlations with all career competencies. Once more, especially crafting structural resources and challenging demands show high correlations with the career competencies (r = .30 to .43, ps < .01). Moreover, correlations between the subscales of career competencies were relatively high. Therefore, separate regressions will be performed to avoid multicollinearity.

Hierarchical multiple regression analyses

Main effects.

To test whether job crafting is positively related to work engagement, performance and perceived employability, multiple regression analyses were performed. The results are presented in Table 3. Hypothesis 1 suggested that job crafting was positively associated with work engagement. The dimensions of job crafting explained 33.1% of the variance in work engagement, $F(2,346) = 71.61$, $p < .001$. In support of Hypothesis 1, a significant effect on work engagement was found for crafting social job resources ($\beta = .11$, $p < .05$) and crafting structural job resources and challenging job demands ($\beta = .49$, $p < .001$).

Hypothesis 2 proposed that both job crafting dimensions would be positively related to performance. The dimensions of job crafting explained 29.3% of the variance in performance, $F(2,345) = 53.89$, p < .001. In contrast to Hypothesis 2, no significant relation was found between crafting social job resources and performance ($\beta = -.02$, ns). Moreover, the direction of the relationship appeared to be opposite of what was expected. Nevertheless, a significant positive relation was found between crafting structural job resources and challenging job demands ($\beta = .49$, $p < .001$). These results partially confirm Hypothesis 2.

Hypothesis 3 suggested that crafting of structural job resources, social job resources and challenging job demands was positively related to perceived employability. The two dimensions of job crafting explained 17.0% of the variance in perceived employability, $F(2,346) = 27.77$, $p < .001$. In line with Hypothesis 3, the results showed that crafting social job resources ($\beta = .18$, $p < .01$) and crafting structural job resources and challenging job demands ($\beta = .27$, $p < .001$) are both significantly associated with perceived employability (see Table 3).

Table 3. *Results of the Regression analyses regarding effect of job crafting on work engagement, performance and perceived employability (N = 353).*

	Work engagement			Performance			Perceived employability		
	β	*B*	SE	β	*B*	SE	β	*B*	SE
JC Social	.11*	.16	.07	-.02	-.01	.03	.18***	.18	.06
JC Str. & Chall.	.49***	1.02	.10	.49***	.41	.04	.27***	.28	.08
R^2		.33***			.29***			.12***	

Note: * *p* < .05, ** *p* < .01 and *** *p* < .001

Interaction effects.

Results of the separate hierarchical multiple regression analyses are presented below for each career competency (see Table 4, 5, 6, 7, 8, and 9).

Table 4. *Results of the Hierarchical Multiple Regression analyses regarding effects of job crafting and moderating effects of career competencies on work engagement, performance, and perceived employability (N = 353).*

	Work engagement				Performance				Perceived employability			
	β	*B*	SE	$R^{2Change}$	β	*B*	SE	$R^{2Change}$	β	*B*	SE	$R^{2Change}$
Model 1				.05***				.07***				.04**
Gender	-.03	-.06	.12		.03	.02	05		-.10	-.14	.08	
Age	.22***	.02	.01		.28***	.01	.00		-.20***	-.01	.00	
Model 2				.35***				26***				.16***
JC Soc.	.10*	.10	.05		-.03	-.01	.02		.17**	.12	.04	
JC St.Ch.	.37***	.39	.05		.41***	.17	.02		.20**	.14	.04	
CC RM	.32***	.33	.05		.23***	.10	.02		.20***	.14	.04	
Model 3				.00				.00				.01
JC Soc. x CC RM	.02	.02	.05		.04	.02	.02		-.05	-.03	.04	
JC St.Ch x CC RM	-.02	-.02	.05		.01	.00	.02		.10	.07	.04	

Note: * *p* < .05, ** *p* < .01 and *** *p* < .001

Table 5. *Results of the Hierarchical Multiple Regression analyses (Reflection on Qualities, N= 353)*

	Work engagement				Performance				Perceived employability			
	β	*B*	SE	$R^{2Change}$	β	*B*	SE	$R^{2Change}$	β	*B*	SE	$R^{2Change}$
Model 1				.05***				.07***				.04**
Gender	-.03	-.06	.12		.03	.02	05		-.10	-.14	.08	
Age	.22***	.02	.01		.28***	.01	.00		-.20***	-.01	.00	
Model 2				.30***				.30***				.14***
JC Soc.	.10***	.11	.05		-.03	-.01	.02		.17**	.12	.04	
JC St.Ch.	.43*	.45	.05		.40***	.16	.02		.23***	.17	.04	
CC RQ	.18***	.19	.05		.30***	.12	.02		.11*	.08	.04	
Model 3				.00				.00				.00
JC Soc. x CC RQ	-.01	-.01	.05		.00	.00	.02		.03	.02	.04	
JC St.Ch x CC RQ	-.04	-.03	.04		-.07	-.02	.02		-.03	-.02	.03	

Note: * *p* < .05, ** *p* < .01 and *** *p* < .001

Table 6. *Results of the Hierarchical Multiple Regression analyses (Networking, N= 353)*

	Work engagement				Performance				Perceived employability			
	β	*B*	SE	$R^{2Change}$	β	*B*	SE	$R^{2Change}$	β	*B*	SE	$R^{2Change}$
Model 1				.05***				.07***				.04**
Gender	-.03	-.06	.12		.03	.02	05		-.10	-.14	.08	
Age	.22***	.02	.01		.28***	.01	.00		-.20***	-.01	.00	
Model 2				.30***				23***				.25***
JC Soc.	.08	.08	.05		-.04	-.02	.02		.10*	.07	.04	
JC St.Ch.	.45***	.47	.05		.47***	.19	.02		.19***	.13	.04	
CC NW	.15**	.16	.05		.09	.04	.02		.37***	.26	.03	
Model 3				.00				.01				.01*
JC Soc. x CC NW	-.01	-.01	.05		-08	-.03	.02		-.09	-.06	.03	
JC St.Ch x CC NW	-.05	-.04	.05		.10*	.04	.02		.11*	.08	.03	

Note: * *p* < .05, ** *p* < .01 and *** *p* < .001

Table 7. *Results of the Hierarchical Multiple Regression analyses (Self-profiling, N= 353)*

	Work engagement				Performance				Perceived employability			
	β	*B*	SE	$R^{2Change}$	β	*B*	SE	$R^{2Change}$	β	*B*	SE	$R^{2Change}$
Model 1				.06***				.07***				.04**
Gender	-.04	-.08	.12		.03	.02	05		-.10	-.14	.08	
Age	.22	.02	.01		.28***	.01	.00		-.20***	-.01	.00	
Model 2				.31***				.29***				.16***
JC Soc.	.08	.08	.05		-.04	-.02	.02		.15**	.11	.04	
JC St.Ch.	.42***	.43	.05		.42***	-.02	.02		.21***	.15	.04	
CC SP	.24***	.24	.05		.27***	.11	.02		.19**	.13	.04	
Model 3				.01				.01				.00
JC Soc. x CC SP	.06	.05	.04		.09	.03	.02		-.06	-.04	.03	
JC St.Ch x CC SP	-.08	-.08	.04		-.07	-.03	.02		.04	.03	.04	

Note: * *p< .05*, ** *p< .01* and *** *p < .001*

Table 8. *Results of the Hierarchical Multiple Regression analyses (Work Exploration, N= 353)*

	Work engagement				Performance				Perceived employability			
	β	*B*	SE	$R^{2Change}$	β	*B*	SE	$R^{2Change}$	β	*B*	SE	$R^{2Change}$
Model 1				.05***				.07***				.04**
Gender	-.03	-.06	.12		.03	.02	05		-.10	-.14	.08	
Age	.22***	.02	.01		.28***	.01	.00		-.20***	-.01	.00	
Model 2				.28***				.24***				.23***
JC Soc.	.10*	.11	.05		-.03	-.01	.02		.15**	.11	.04	
JC St.Ch.	.46***	.47	.05		.44***	.18	.02		.15**	.11	.04	
CC WE	.09	.09	.05		.16**	.06	.02		.34***	.24	.04	
Model 3				.00				.01				.01
JC Soc. x CC WE	-.01	-.01	.05		.08	.03	.02		-.03	-.02	.03	
JC St.Ch x CC WE	-.03	-.03	.04		-.03	-.01	.02		.08	.05	.03	

Note: * *p< .05*, ** *p< .01* and *** *p < .001*

Table 9. *Results of the Hierarchical Multiple Regression analyses (Career Control, N= 353)*

	Work engagement				Performance				Perceived employability			
	β	*B*	SE	$R^{2Change}$	β	*B*	SE	$R^{2Change}$	β	*B*	SE	$R^{2Change}$
Model 1				.05***				.07***				.04**
Gender	-.03	-.06	.12		.03	.02	05		-.10	-.14	.08	
Age	.22***	.02	.01		.28***	.01	.00		-.20***	-.01	.00	
Model 2				.34***				.24***				.21***
JC Soc.	.09	.09	.05		-.04	-.01	.02		.16**	.11	.04	
JC St.Ch.	.40***	.41	.05		.44***	.18	.02		.18**	.13	.04	
CC CC	.28***	.09	.05		.16**	.06	.02		.29***	.20	.04	
Model 3				.00				.00				.01
JC Soc. x CC CC	-.02	-.02	.05		.04	.01	.02		-.08	-.05	.03	
JC St.Ch x CC CC	-.04	-.03	.04		-.01	-.00	.02		.09	.06	.03	

Note: * *p* < .05, ** *p* < .01 and *** *p* < .001

Hypothesis 4A expected there would be a moderating effect of career competencies between job crafting and work engagement. By including the interaction terms (Model 3), no significant increases in R^2 or significant interactions were found. Therefore, Hypothesis 4A was not confirmed by these results.

Hypothesis 4B suggested that career competencies would have a moderating effect between job crafting and performance. By including the interaction terms (Model 3), no significant increases in R^2 were found (see Table 4, 5, 6, 7, 8, and 9). However, the interaction between crafting structural resources and challenging demands and the networking career competency appeared to be statistically significant ($\beta = .103$, $p < .05$). For this, a simple slope was established and tested on significance (Aiken & West, 1991), see Figure 2. For individuals with high network competencies the positive relationship between crafting structural resources and challenging demands on performance was stronger ($\beta = .590$, $p < .001$) compared with individuals with low network competencies ($\beta = .445$, $p < .001$). It can be concluded that Hypothesis 4B was partially supported.
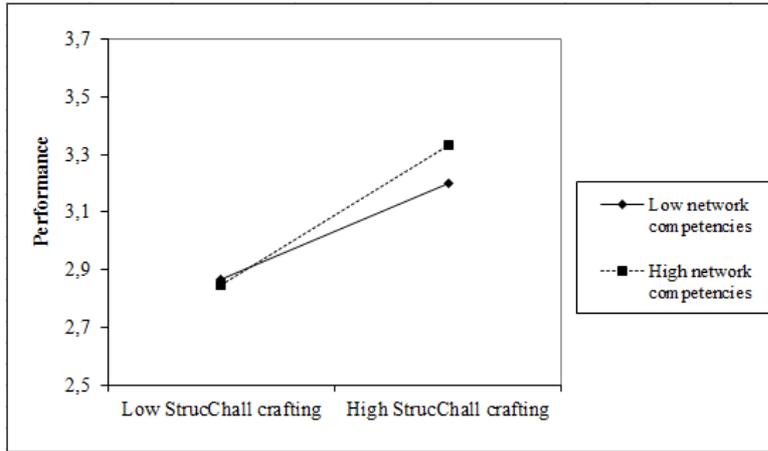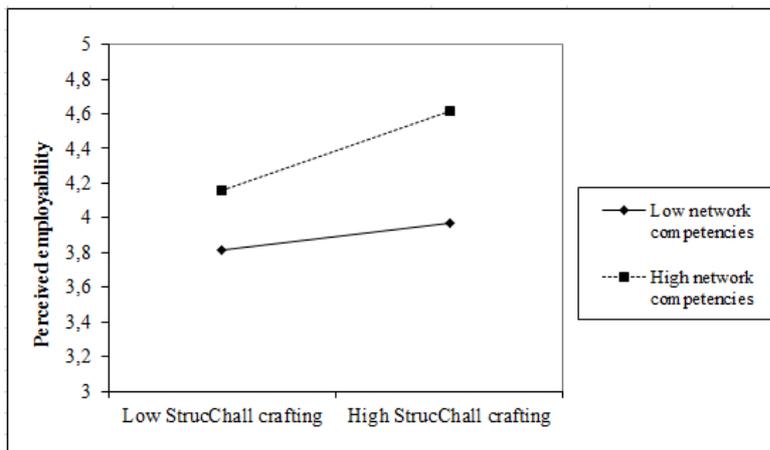
Figure 2. *Interaction plot for Hypothesis 4B. Network competencies as moderator on the relationship of crafting structural resources and challenging demands and performance.*

Finally, it was expected that career competencies would have a moderating effect between job crafting and perceived employability (Hypothesis 4C). By including the interaction terms (Model 3), only a significant increase in R^2 was found for career competency 'networking' ($F(2,343) = 3.05$, $p < .05$). In addition, the interaction between crafting structural resources and challenging demands and the networking career competency was found significant ($\beta = .113$, $p < .05$). A simple slope was established and significance was tested (see Figure 3). The significant positive relationship between crafting structural resources and challenging demands on perceived employability was stronger for individuals with high network competencies ($\beta = .251$, $p < .01$) than for employees who scored low on network competencies ($\beta = .124$, $p < .05$). With these results, Hypothesis 4C was partially confirmed.

Figure 3. *Interaction plot for Hypothesis 4C. Network competencies as moderator on the relationship of crafting structural resources and challenging demands and perceived employability.*

Discussion

The current study examined the relationships between job crafting and positive work outcomes work engagement, perceived employability, and performance. Job crafting was conceptualized as "increasing social resources" and "increasing structural resources and challenging demands". In addition, six career competencies were examined as possible moderators on the relation between job crafting and all three work outcomes. This research was performed among 353 participants who were recruited via a consultancy bureau and social media.

Interpretation of Results

Job crafting, work engagement, performance, and perceived employability.

Based on the motivational process of the JD-R model it was expected that crafting social job resources, structural resources, and challenging job demands would be positively related to positive work outcomes (Bakker & Demerouti, 2007). These expectations were mostly confirmed in the current study, except for the non-significant association between crafting social job resources and performance. Other associations between both job crafting dimensions and outcomes work engagement, performance and perceived employability were found significant in the expected direction. These findings are in line with previous findings regarding the positive relation between job resources and challenging demands with work engagement (Bakker & Demerouti, 2008; Bakker et al., 2016; Crawford et al., 2010; Tims et al., 2012), performance (Bakker & Demerouti, 2007; Petrou et al., 2015), and perceived employability (Bakker et al., 2012, Brenninkmeijer & Hekkert-Koning, 2015; Tims et al., 2013a).

When the effects of both job crafting dimensions were distinguished and compared regarding their contribution to the outcomes with the correlation analyses, it appeared that especially crafting structural resources and challenging demands had a strong positive correlation with work engagement and performance. To remain engaged and hold a high performance level, it is therefore important for employees to craft their autonomy, development opportunities and take on extra challenges. By crafting structural resources and challenging demands employees may have a clearer understanding of how to use their skills and abilities to develop themselves, feel themselves more responsible and motivated, resulting in more work engagement and higher performance (Bakker & Demerouti, 2007; Tims et al., 2012).

The present study also demonstrates that the effect of crafting social resources on work engagement and performance seemed to become obscured when there was corrected for both job crafting dimensions. Although the relation between social resources and performance was not significant, it did reach significance in the correlation matrix ($r = 0.28$). Possibly, employees do craft their social resources, but do not receive the beneficial effects of it yet. It can be expected that the beneficial effects are only visible on the long term before the positive association with work outcomes becomes significant.

Furthermore, this study shows that crafting social resources, structural resources and challenging demands associate positively with employees' perceived employability. This implies that the crafting of autonomy, supervisory coaching/feedback, social support and taking on challenging tasks is important to stay employable as an employee. It can be expected employees then have a better understanding of how to use and increase their capacities, recognize job opportunities and know how to adapt and anticipate to changes. Nevertheless, it must be noted that these effects are significant but small.

Career competencies as moderator.

The current study also demonstrates the presence of a moderating effect of the career competency 'networking' between crafting structural resources and challenging demands and work outcomes performance and perceived employability. Especially employees with high network competencies have significant greater benefit of crafting their structural resources and challenging demands. In previous research it has been found that employees who increase their social capital, have more access to new information, resources and opportunities (Seibert et al., 2001b). It can be reasoned that employees with high network competencies who craft their autonomy, development opportunities and challenging tasks, create an upward spiral effect of increasing resources. Possibly these employees know better how and with whom they have to share these changes, which increases the effect of their job crafting.

Contrary to what was expected, no significant interaction was found between the other career competencies and job crafting. Nevertheless, all career competencies appeared to correlate strongly with job crafting behaviors. Furthermore, they show a significant association with the positive work outcomes, except for self-profiling with performance. All this taken into account, it can be expected that career competencies could contribute to job crafting. Moreover, they may be significant for career development. Implications for other possible explanations and relations are discussed in the following section.

Limitations and future research

The findings reported should be interpreted against some limitations. The first limitation is the cross-sectional design of the current study, which makes it impossible to draw conclusions regarding causality (Taris & Kompier, 2006). Therefore, it is advised to use a longitudinal study design in the future in order to examine the possible causal effects between the studied variables and examine reversed causality.

A second limitation of this study is that it is based on self-reports, which could be of influence on the results (Podsakoff et al., 2003). This type of influence could be decreased by gathering more objective data. For example by including the opinions of managers and colleagues about perceived employability of employees. Furthermore, by including interviews in the data collection more in-depth knowledge could be retrieved about how the job crafting dimensions are perceived by the employees since these dimensions seem to deviate from the original dimensions (Podsakoff et al., 2003).

A third limitation concerns the participant composition. Most participants were employed in the life sciences and are highly educated. Therefore, it can be said that the examined sample was homogeneous, which decreases the generalizability of the results. Furthermore, highly educated individuals are more inclined to perform job crafting behaviors since they have more opportunities to craft (Wrzesniewski & Dutton, 2001). Therefore, it is advisable to examine job crafting behaviors among other work settings and lower educated employees.

A final issue is the measurement of job crafting. Factor analyses indicated that two dimensions loaded on the same construct. Earlier research has also reported concerns about the measurement of job crafting (Brenninkmeijer & Hekkert-Koning, 2015). Therefore it should be further examined how the validity and reliability of job crafting dimensions can be improved.

Concluding, it is interesting to further examine the following. As not all career competencies seemed to moderate the relation between job crafting and positive work outcomes, the question arises whether the nature of career competencies can differ from what was expected. Because career competencies refer to the knowledge, skills and abilities that are related to career development, they can possibly also function as an antecedent for job crafting, (Akkermans et al., 2013). These KSAOs could create a clearer understanding among employees of which resources and demands should be crafted in order to positively affect work outcomes (Meijers et al., 2013). Furthermore it is possible that the effect of career competencies should be examined over a longer period of time. Before outcomes are

significant positively influenced, the resources of employees have to further accumulate by using their career competencies during job crafting. Because networking has a significant positive association with the effect of job crafting behaviors and career competencies are highly associated with job crafting, it is significant to further examine these relations.

Theoretical and practical implications

This study contributes to the existing literature regarding the positive effects of job crafting. In previous research it has been found that individuals who craft their job resources and challenging demands are perceived to be more engaged (Bakker et al., 2016; Crawford et al., 2010), expected to perform better (Bakker & Demerouti, 2007; Petrou et al., 2015) and may possess a higher perceived employability (Tims et al., 2012, Brenninkmeijer & Hekkert-Koning, 2015). This study expands these earlier findings, by showing the importance of especially crafting structural resources and challenging demands. This information may contribute to the theorizing about this dimension of job crafting and its relation with positive work outcomes (Crawford et al., 2010; Petrou et al., 2015; Tims et al., 2013a). Furthermore, the information regarding employees' employability that was found in this study, may also contribute to the research domain of career development. Moreover, by pointing toward the relevance of this job crafting dimension for employees' performance, this study may contribute to theorizing about organizational effectiveness.

Another contribution of this study is that is shows a significant moderating effect of the career competency 'networking' between crafting structural resources and challenging demands and work outcomes performance and perceived employability. Seibert et al. (2001b) emphasized that an increase of social capital (e.g. 'networking') provides access to more information, resources and opportunities. This study contributes to this literature in such a way that employees with high network competencies are expected to benefit more of job crafting behaviors. This information may contribute to the theorizing about job crafting effectiveness.

The results of this study suggest that it is important for managers to stimulate employees to craft their structural resources and challenging demands, in order to increase their engagement, performance and employability. Finally, it is advisable that managers stimulate and facilitate opportunities for employees to use and increase their network competencies. With this, employees and organizations can benefit even more of job crafting behaviors.

Conclusion

The present study provides contributions to knowledge regarding the relationships between job crafting, work outcomes and career competencies. The results show that job crafting is positively related with work engagement, performance and perceived employability. Especially crafting structural resources and challenging demands have a significant positive association with work engagement and performance. Furthermore, the effect of crafting structural resources and challenging demands on performance and perceived employability is significant stronger for employees with high network competencies This information may help managers to facilitate and encourage job crafting behaviors and development of career competencies among employees. With these insights, job crafting appears to be an unique opportunity to maximize the potential of employees and increase organizational positive outcomes.

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Appendix 1. Briefing

Aankondiging vervolgonderzoek 'Job crafting: regie nemen in uw carrière'

Geachte relatie,

Hoe bevlogen bent u? Hoe maakt u uw eigen werk (nog) leuker, boeiender, uitdagender? U kunt hierin de regie nemen! Doet u dat ook?

Derks & Derks investeert voortdurend én met plezier in onderzoek naar aan ons vak gerelateerde arbeids- en organisatiepsychologische thema's. In samenwerking met de Universiteit Utrecht lanceren wij daarom binnenkort een vervolgonderzoek naar 'Job crafting': de mate waarin professionals zelf hun werk fysiek en mentaal aanpassen, zodat ze dit werk (nog) meer betekenis geven. De resultaten van eerder onderzoek kunt hier u vinden.

Dr. Veerle Brenninkmeijer van de Universiteit Utrecht begeleidt dit onderzoek dat door stagiaire Jule Bruinsma uitgevoerd wordt.

Omdat u als professional ingeschreven staat in de database van Derks & Derks nodigen wij u binnenkort uit om aan dit onderzoek deel te nemen door online een vragenlijst in te vullen. Uiteraard gebeurt dit anoniem en worden uw antwoorden niet verbonden aan uw inschrijving bij Derks & Derks.

Dit onderzoek, onder de hoogopgeleide professionals uit onze database, is belangrijk. Uw deelname is nodig om dit thema nader te onderzoeken. U ondersteunt tevens stagiaire Jule Bruinsma en draagt bij aan kennis over dit thema én aan de ontwikkeling van methoden en technieken om werk nóg boeiender te maken.

Wij stellen uw deelname zeer op prijs.
Met vriendelijke groet,

Jan Derks
Directeur

Informatie: Jule Bruinsma: Jule@derksenderks.nl, 033-4728087

P.S. Please note that this is a Dutch study. If you can't read Dutch, you may consider this email unsent. Sorry for the inconvenience

Appendix 2. Questionnaire

<u>**Startpagina**</u>

Onderzoek naar effectiviteit van 'job craften'

Geachte deelnemer,

Wij stellen het zeer op prijs dat u (wederom) meewerkt aan dit onderzoek! Het doel van het onderzoek is om meer inzicht te krijgen in 'job craften' (zelf aanpassingen in het werk maken) en de toepassing ervan. Deze vragenlijst start met een aantal vragen over uw persoonlijke gegevens en wordt gevolgd door vragen omtrent uw werk. Mocht u momenteel niet werkzaam zijn, denk dan terug aan eerdere functies die u bekleed heeft. De door u verstrekte informatie zal geheel anoniem en strikt vertrouwelijk verwerkt worden. De resultaten van de vragenlijst zullen door de Universiteit Utrecht verwerkt worden en zullen niet verbonden worden aan Derks & Derks B.V.

Het invullen van de vragenlijst vergt een investering van ongeveer 15 minuten. Denk niet te lang na over uw antwoorden, het gaat om uw eerste ingeving. Er zijn geen goede of foute antwoorden in de vragenlijst. Let op: het is voor de verwerking van de data van belang dat u ALLE vragen invult, u kunt dus geen vragen overslaan. Daarnaast is het goed om te weten dat u NIET terug kunt naar een vorige pagina, u dient dus meteen antwoord te geven op alle getoonde vragen.
Voor de verwerking van uw antwoorden is het noodzakelijk dat u aan het einde van de vragenlijst op 'Einde enquête' klikt.

Deelname is uiteraard geheel vrijblijvend, u kunt op elk moment stoppen gedurende het onderzoek. Uw gegevens worden dan echter niet verwerkt. Wanneer u voor- of achteraf vragen of suggesties heeft, dan hoor ik die graag via Jule@derksenderks.nl. Zodra u naar de volgende pagina gaat stemt u in met de bovengenoemde voorwaarden van dit onderzoek. Alvast hartelijk dank voor uw deelname.

Met vriendelijke groet,

Jule Bruinsma

(Masterstudente Arbeid- en Organisatie Psychologie Universiteit Utrecht en stagiaire bij Derks & Derks B.V.)

In samenwerking met Tessa Havenaar

(Masterstudente Arbeid- en Organisatie Psychologie Universiteit Utrecht)

dr. Veerle Brenninkmeijer

(Onderzoekbegeleidster Universiteit Utrecht)

drs. Jan Derks

(Directeur Derks & Derks B.V.)

Hoofdsectie

Hieronder vragen wij u of u een persoonlijke code aan wilt maken. Met behulp van deze code kunnen we de antwoorden koppelen aan eventueel eerder gegeven antwoorden (indien u vorig jaar heeft meegewerkt aan het onderzoek) of bij eventueel vervolgonderzoek uw antwoorden koppelen. Op deze manier blijft uw anonimiteit gewaarborgd. Deze code wordt uitsluitend door de Universiteit Utrecht beheerd en zal niet worden verbonden aan Derks & Derks. De persoonlijke code bestaat uit de 4 cijfers van uw geboortedag, de eerste letter van de voornaam van uw vader, gevolgd door de eerste letter van de voornaam van uw moeder.

Voorbeeld: Is uw geboortedag 6 oktober, de voornaam van uw vader Bert en de voornaam van uw moeder Jannie, dan wordt uw persoonlijke code dus: 0610BJ

Indien u ons wilt helpen door een persoonlijke code aan te maken en uw anonimiteit te waarborgen, vul deze dan hieronder in.

…………………….

Achtergrondgegevens

1. Wat is uw geslacht?	Man/vrouw
2. Wat is uw leeftijd?	………..
3. Wat is uw hoogst afgeronde opleiding?	Lagere school
	MAVO, LBO, VMBO
	HAVO, MBO
	VWO
	HBO
	WO
4. Heeft u een leidinggevende functie?	Ja/nee
5. Bent u zelfstandig ondernemer?	Ja/nee
6. Voor hoeveel uur per week heeft u contractueel een aanstelling?	…………..
7. Hoeveel jaar bent u werkzaam?	0 tot 2 jaar
	2 tot 5 jaar
	5 tot 10 jaar
	> 10 jaar
8. Hoeveel jaar bent u werkzaam in uw huidige functie?	…………..
9. Tot welke functiegroep behoort uw functie?	QA / regulatory affairs
	Technisch
	Sales / marketing
	Medische expert
	IT
	HRM
	Inkoop
	Financiën
	Administratief
	Planning / logistiek
	R&D
	QC / laboratorium
	Management / directie
	Overig

10. In welke branche bent u momenteel werkzaam?

Voedingsmiddelenindustrie

Farma / Biotechnische industrie

Gezondheidszorg

Medical Devices / Laboratoriumbenodigdheden

Overig

Job Crafting Scale

De volgende uitspraken gaan over uw gedrag op werk. Kies bij iedere stelling het antwoord dat op u van toepassing is.

1. Ik zorg ervoor dat ik mijn capaciteiten optimaal benut.
2. Ik zorg ervoor dat ik niet teveel hoef om te gaan met personen wier problemen mij emotioneel raken.
3. Ik vraag collega's om advies.
4. Ik probeer mezelf bij te scholen.
5. Als er nieuwe ontwikkelingen zijn, sta ik vooraan om ze te horen en uit te proberen.
6. Ik vraag of mijn leidinggevende tevreden is over mijn werk.
7. Ik zorg ervoor dat ik zelf kan beslissen hoe ik iets doe.
8. Ik zorg ervoor dat ik minder moeilijke beslissingen in mijn werk hoef te nemen.
9. Ik probeer nieuwe dingen te leren op mijn werk.
10. Ik vraag anderen om feedback over mijn functioneren.
11. Ik zorg ervoor dat ik minder emotioneel inspannend werk moet verrichten.
12. Ik zoek inspiratie bij mijn leidinggevende.
13. Ik probeer mezelf te ontwikkelen.
14. In neem geregeld extra taken op me hoewel ik daar geen extra salaris voor ontvang.
15. Ik zorg ervoor dat ik niet teveel hoef om te gaan met mensen die onrealistische verwachtingen hebben.
16. Als het rustig is op mijn werk, zie ik dat als een kans om nieuwe projecten op te starten.
17. Ik vraag mijn leidinggevende om mij te coachen.
18. Ik zorg ervoor dat ik minder geestelijk inspannend werk hoef te verrichten.

19. 19. Ik probeer mijn werk wat zwaarder te maken door de onderliggende verbanden van mijn werkzaamheden in kaart te brengen.

20. Als er een interessant project voorbij komt, bied ik mezelf proactief aan als projectmedewerker.

21. Ik zorg ervoor dat ik me niet lange tijd achter elkaar hoef te concentreren.

Utrecht Work Engagement Scale

De volgende uitspraken gaan over de manier waarop u uw werk beleeft en hoe u zich daarbij voelt. Kies bij elke uitspraak het voor u best passende antwoord.

1. Op mijn werk bruis ik van energie.

2. Als ik werk voel ik me fit en sterk.

3. Als ik 's morgens opsta heb ik zin om aan het werk te gaan.

4. Ik ben enthousiast over mijn baan.

5. Mijn werk inspireert mij.

6. Ik ben trots op het werk dat ik doe.

7. Ik ga helemaal op in mijn werk.

8. Mijn werk brengt mij in vervoering.

9. Wanneer ik heel intensief aan het werk ben, voel ik mij gelukkig.

Perceived Employability Scale

De volgende stellingen gaan over de mogelijkheden die u hebt in uw loopbaan. Kies bij iedere stelling het antwoord dat op u van toepassing is.

1. Ik vind gemakkelijk een baan als ik mijn huidige baan verlies.

2. Ik zou snel ander werk kunnen vinden, als ik daar naar zou zoeken.

3. Ik ben in staat om bij een ander bedrijf een betere baan te vinden als ik daar naar zou zoeken.

4. Ik zou een andere, betere baan kunnen vinden als ik dat zou willen.

5. Ik ben in mijn huidige werk inzetbaar voor verschillende soorten werk.

6. Ik ben in staat om bij mijn huidige werkgever door te stromen naar andere functies.

7. Ik kan in mijn huidige baan hogerop komen.

8. Ik zou binnen mijn huidige organisatie door kunnen groeien naar een betere baan.

Career Competencies

De volgende stellingen gaan over de motivatie en controle over uw carrière. Geef bij elke stelling aan in welke mate u zich in de stelling herkent.

1. Ik weet wat ik leuk vind in mijn werk.
2. Ik weet wat voor mij belangrijk is in mijn loopbaan.
3. Ik heb duidelijk voor ogen wat mijn passies zijn.
4. Ik weet wat mijn sterke punten zijn in mijn werk.
5. Ik ken mijn eigen beperkingen in mijn werk.
6. Ik ben bewust van mijn talenten in mijn werk.
7. Ik weet over welke vaardigheden ik beschik.
8. Ik ken veel mensen binnen mijn werk die mij kunnen helpen met mijn loopbaan.
9. Ik ken veel mensen buiten mijn werk die mij kunnen helpen met mijn loopbaan.
10. Ik weet hoe ik mensen in mijn werk om hulp kan vragen.
11. Ik kan de juiste mensen benaderen om mij te helpen met mijn loopbaan.
12. Ik kan duidelijk aan anderen laten merken waar ik goed in ben in mijn werk.
13. Ik ben in staat aan mensen duidelijk te maken wat ik wil bereiken in mijn loopbaan.
14. Ik kan aan mijn omgeving laten zien wat ik belangrijk vind in mijn werk.
15. Ik weet hoe ik mogelijkheden kan onderzoeken die er voor mij zijn om me verder op te laten leiden.
16. Ik kan zoeken naar de ontwikkelingen binnen mijn vakgebied.
17. Ik ben in staat om de mogelijkheden te verkennen die er voor mij zijn op de arbeidsmarkt.
18. Ik kan duidelijke plannen maken voor mijn loopbaan.
19. Ik weet wat ik over een jaar bereikt wil hebben in mijn loopbaan.
20. Ik weet hoe ik een planning maak voor wat ik wil bereiken in mijn loopbaan.
21. Ik kan voor mezelf doelen stellen die ik wil bereiken in mijn loopbaan.

Performance Questionnaire

De volgende vragen gaan over hoe u functioneert in uw werk. Wilt u aangeven wat op u van toepassing is door steeds het best passende getal te kiezen?

1. U helpt collega's met hun werk als zij terugkeren van een periode van afwezigheid.
2. U behaalt de doelen van uw functie.
3. U biedt vrijwillig aan om dingen te doen die formeel gezien niet vereist worden door de functie die u bekleedt.
4. U voldoet aan de normen voor goede prestaties.

5. U neemt initiatief om nieuwe medewerkers wegwijs te maken, hoewel dit formeel gezien geen onderdeel van uw functie is.

6. U laat zien een deskundige te zijn op alle onderdelen van uw werkzaamheden.

7. U helpt collega's die kampen met een hoge werkdruk of andere problemen hebben.

8. U vervult alle eisen die uw functie aan u stelt.

9. U helpt uw collega's bij de uitvoering van hun werkzaamheden.

10. U kunt meer aan dan er van u gevraagd wordt.

11. U doet goede suggesties om de algehele kwaliteit van de afdeling/de organisatie te verbeteren.

12. U lijkt geschikt voor een hogere positie.

13. U bent bereid om dingen te doen die niet door de organisatie worden geëist, maar die goed zijn voor het imago van de organisatie.

14. U bent competent op alle terreinen van uw functie.

15. U presteert goed in uw functie doordat u de taken naar verwachting uitvoert.

16. U organiseert en plant het werk om doelen te realiseren en deadlines te halen.

Afsluiting

Tot slot zouden wij graag van u weten via welke weg u op de hoogte bent gebracht van deze enquête?

- Derks & Derks B.V.
- Social media (persoonlijke pagina van Jule of Tessa)
- Persoonlijk benaderd door de enquêteur(s)
- Anders, namelijk………..

Indien u verder geïnformeerd wilt worden over de resultaten van dit onderzoek, willen wij u vragen om uw e-mailadres hieronder in te vullen. Deze resultaten zult u in augustus 2016 ontvangen. Uw e-mailadres wordt niet gekoppeld aan uw persoonlijke antwoorden waardoor uw anonimiteit gewaarborgd blijft.

Vergeet niet op 'Einde enquête' te klikken!

Wilt u het eindresultaat van het onderzoek ontvangen? Vul dan hieronder uw e-mailadres in:
……………..

Appendix 3. Reminder questionnaire

Reminder vervolgonderzoek 'Job crafting: regie nemen in uw carrière'

Twee weken geleden heeft u een mail van ons ontvangen met de vraag of u mee wilt werken aan een vervolgonderzoek naar Job crafting.

Uw deelname is nodig om dit thema nader te onderzoeken. Uiteraard gebeurt dit anoniem en worden uw antwoorden niet verbonden aan uw eventuele inschrijving bij Derks & Derks. Wij kunnen uw hulp zeer goed gebruiken!

Indien u de vragenlijst al heeft ingevuld, is dit bericht uiteraard niet aan u gericht en danken wij u graag voor uw bijdrage.

Het onderzoek betreft een vragenlijst die u online kunt invullen via onderstaande link. Het invullen van de vragenlijst zal ongeveer 15 minuten van uw tijd vragen. De vragenlijst kan tot en met 3 april 2016 ingevuld worden.

Klik hier om de vragenlijst te starten.

Wij stellen uw deelname zeer op prijs!

Met vriendelijke groet,

Jan Derks
Directeur

Informatie: Jule Bruinsma: Jule@derksenderks.nl, 033-4728087