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**Age differences in engagement in the five forms of organizational crafting and their
relation to work performance**

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Abstract

Although employees of different ages work together in most organizations, little is known about how they shape their work environment in different ways. This study examined age-related differences in organizational crafting and investigated whether organizational crafting is related to work performance. Organizational crafting refers to collective, proactive behaviors through which employees shape their work environment. Data were collected through an online survey among 211 employees from various organizations and sectors in the Netherlands. Regression analyses and mediation analyses using PROCESS macro with 5,000 bootstrap samples were conducted. Results showed that age was positively related to all five subscales of organizational crafting. Furthermore, only cognitive crafting was positively related to work performance when all organizational crafting subscales were considered simultaneously. Mediation analyses revealed a significant indirect effect of age on work performance through organizational crafting, with cognitive crafting emerging as the only significant mediator. These findings suggest that older employees are more likely to engage in several forms of organizational crafting and that cognitive crafting may be particularly important when linking age-related differences to work performance.

Keywords: organizational crafting, job crafting, JD-R model, work performance, age differences.

Introduction

The context in which work takes place has changed substantially, many organizations now operate in rapidly changing environments (Parker et al., 2017). These changes are driven by technological developments, globalization, and shifting expectations towards flexibility and autonomy at work (Grant & Parker, 2009; Parker et al., 2017). Consequently, traditional approaches to job design, in which organizational leaders define tasks in a top-down manner, are giving way to more dynamic work structures (Demerouti, 2014; Oldham & Fried, 2016). These structures bring about more ambiguity and increased responsibility for shaping one's own work, which increases the relevance of proactive employee behavior (Tims & Bakker, 2010). As a result, research has increasingly focused on how employees take an active role in shaping their work and work environment (Zhang & Parker, 2019).

In this light, the concept of *job crafting* has received increasing attention in recent years. Job crafting refers to behaviors through which employees adjust their tasks, work relationships, or the cognitive perception of their work to better align with their personal preferences, values, or strengths (Wrzesniewski & Dutton, 2001). This can involve altering task boundaries or developing new work relationships. Cognitive crafting involves reframing the meaning of one's work (Wrzesniewski & Dutton, 2001). Since the conceptualization of job crafting, a substantial amount of research has been done examining the positive effects on motivation and well-being (Tims & Bakker, 2010; Bakker et al., 2012; Tims et al., 2013; Slemp & Vella-Brodick, 2013; Rudolph et al., 2017). Job crafting is not only relevant for employee well-being. It is also associated with positive outcomes for organizations, such as work engagement and increased performance (Tims et al., 2013).

Where job crafting at the individual level shows many positive outcomes, increasingly

team-based work environments have created a growing need to approach job crafting as a collective activity (Grant & Parker, 2009; Parker et al., 2017). One line of research that addresses this need is collaborative crafting, which refers to employees collectively shaping their work practices through coordinated and interdependent actions within a team (Kira et al., 2010). Organizational crafting extends this idea by focusing on how collective changes are perceived and enacted on an individual level (Kira et al., 2010). Through organizational crafting, employees collectively influence how work is carried out, which may contribute to both individual and organizational outcomes. Thus, organizational crafting provides a broader perspective on proactive work behavior.

Existing studies primarily focus on individual forms of job crafting, often examining variables such as personality traits, motivation, or work engagement (Tims & Bakker, 2010; Roczniewska & Bakker, 2016; Rudolph et al., 2017). However, age may be particularly relevant for understanding crafting behavior, because work motives and goals change across the working life span (Kanfer & Ackerman, 2004; Kooij et al., 2011). These age-related differences may influence not only how employees shape their own jobs, but also how they contribute to collective changes in shared work practices. Although (individual) job crafting has been discussed in relation to age and person-job fit (Wong & Tetrick, 2017), little is known about how age relates to organizational crafting. This gap is important because organizational crafting concerns collective efforts to shape work, making it especially relevant in increasingly age-diverse workplaces.

The present study addresses the following research question: How does age relate to the different forms of organizational crafting, and how do these forms relate to work performance?

This study contributes to the literature by extending research on proactive work behavior to the relatively unexplored concept of organizational crafting (Kira et al., 2012). While previous studies have focused on age differences in individual job crafting (Rudolph et al., 2017; Kooij et al., 2020; Lichtenthaler & Fischbach, 2019), little is known about how age relates to a more collective form of crafting. This study examines how age relates to the five subscales of organizational crafting and how these subscales relate to work performance, thereby providing greater insight into organizational crafting as a mechanism for employee effectiveness. From a practical perspective, these insights may help organizations develop age-sensitive job design practices and interventions that support both employee development and performance. In doing so, organizations may create conditions that encourage organizational crafting among employees of different ages. Such knowledge is particularly relevant in the context of increasingly age-diverse workforces and ongoing changes in the nature of work (Grant & Parker, 2009; Parker et al., 2017).

Organizational Crafting and the JD-R framework

A frequently used framework for understanding individual job crafting is the Job Demands–Resources (JD-R) model (Bakker & Demerouti, 2007; Tims & Bakker, 2010). This framework is relevant because it conceptualizes employees as active designers of their work by adjusting job demands and job resources (Tims & Bakker, 2010; Tims et al., 2012). Within this model, job demands refer to aspects of the job that require sustained effort and can be associated with physiological or psychological costs. Job resources refer to aspects that support development and reduce demands (Bakker & Demerouti, 2007). More recent developments within the JD-R framework show differences between types of demands, suggesting that challenging demands (e.g., high responsibility or complex tasks) can have

positive effects and may act as a kind of job resource. Hindering demands (e.g., role ambiguity or unnecessary workload) are more likely to lead to strain (Bakker & Demerouti, 2017).

The JD-R model does not address job crafting directly but has often served as the theoretical basis for how job crafting is often conceptualized (Tims & Bakker, 2010; Tims et al., 2012). From this perspective, employees are viewed as active agents who shape their work environment by modifying job demands and job resources. The distinction between resources, challenging demands, and hindering demands therefore provides a useful framework for understanding how employees proactively influence their work. Since organizational crafting also involves proactive efforts to shape work, but at a collective level, the JD-R framework provides a useful basis for its conceptualization.

Conceptualization of Organizational Crafting

Building on the JD-R perspective, organizational crafting is conceptualized as the collective process through which employees proactively shape shared work practices, processes, and structures within their organization (Kira et al., 2012). Unlike individual job crafting, organizational crafting emphasizes efforts that influence the broader work environment. Although organizational crafting is enacted through proactive actions of individual employees, these actions are directed toward collective improvements that benefit teams as a whole.

Following the job crafting framework of Tims and colleagues (2012), organizational crafting can initially be understood through four behavioral dimensions: increasing structural resources, increasing social resources, increasing challenging job demands, and decreasing hindering job demands. These dimensions capture the ways in which employees collectively

influence the resources and demands present in their work environment. However, organizational crafting involves more than behavioral adjustments alone. It may also include a shared process of meaning-making.

In addition to the four behavioral dimensions derived from the JD-R perspective, organizational crafting also includes a cognitive dimension. Cognitive crafting originates from a study done by Wrzesniewski and Dutton (2001) and refers to changing the way work is perceived and interpreted. Rather than altering tasks or relationships directly, employees redefine the meaning and significance of their work. At the organizational level, this may involve collectively reflecting on the purpose of work activities and developing a shared understanding of how these activities contribute to broader organizational goals. Because employees not only shape their work through actions, but also through the way they interpret it, cognitive crafting is considered a fifth dimension of organizational crafting.

Age and Organizational Crafting

Socioemotional selectivity theory proposes that individuals increasingly prioritize emotionally meaningful goals and experiences, as they perceive their future time as more limited (Carstensen et al., 1999). As a result, employees of different ages may prioritize different aspects of their work. Research consistently shows that younger employees tend to place greater value on career advancement, whereas older employees prioritize meaningful relationships and emotional satisfaction at work (Kooij et al., 2011; Carstensen et al., 1999). Also, older employees are often more selective in how they invest their time and energy at work, focusing more on meaningful goals and sustainable work (Kanfer & Ackerman, 2004).

These age-related motives may be reflected in different forms of organizational crafting. Wong and Tetrick (2017) argue that job crafting can help older employees maintain

person–job fit by proactively adjusting their work to changing needs and preferences. Older employees may therefore be more likely to increase structural resources that support sustainable functioning at work (Wong & Tetrick, 2017; Kooij et al., 2011). In addition, socioemotional selectivity theory suggests that older individuals place greater value on meaningful relationships (Carstensen et al., 1999), making them more likely to invest in and maintain social resources. The growing importance of meaning and purpose with age may also encourage older employees to engage in cognitive crafting by reflecting on the significance of their work (Carstensen et al., 1999; Kooij et al., 2011).

Furthermore, older employees are often more focused on preserving personal resources and maintaining sustainable employability. As a result, they may be particularly likely to reduce hindering job demands (Kooij et al., 2011; Kanfer & Ackerman, 2004). Although findings regarding age differences in increasing challenging job demands are mixed, older employees may still seek challenges that align with meaningful goals and allow them to apply their accumulated knowledge and expertise (Kooij et al., 2011; Carstensen et al., 1999). Overall, existing theory suggests that older employees are more likely to engage in all five subscales of organizational crafting. Therefore, positive relationships are expected between age and each subscale of organizational crafting.

Hypothesis 1: Age is positively related to the five different subscales of organizational crafting.

Work Performance and Organizational Crafting

Work performance refers to behaviors that contribute to organizational effectiveness and the achievement of work-related goals (Goodman & Svyantek, 1999). In-role performance measures how effectively employees fulfill their formal job responsibilities. Job

crafting has been shown to positively influence work performance by enabling employees to align work with their capabilities and by optimizing their work environment (Tims et al., 2013; Bakker et al., 2012). Given the similar basis of individual and organizational crafting, it is logical to assume a comparable relationship between organizational crafting and work performance.

However, the relationships between the specific subscales of organizational crafting and work performance may differ in strength. Structural and social resource crafting may contribute to performance by improving collaboration, learning opportunities, and access to support in the workplace (Bakker et al., 2012; Tims et al., 2012). Challenging job demands crafting may stimulate growth and proactive work behaviors that enhance performance (Leana et al., 2009; Tims et al., 2013). Cognitive crafting may strengthen motivation and task significance by increasing the perceived meaning and purpose of work (Wrzesniewski & Dutton, 2001; Slemp & Vella-Brodrick, 2013). In contrast, reducing hindering job demands may primarily focus on maintaining well-being and preventing overload rather than directly improving performance, and may therefore show a weaker relationship with work performance (Tims et al., 2013).

Hypothesis 2: The five subscales of organizational crafting are positively related to work performance.

Organizational Crafting as a Mediator

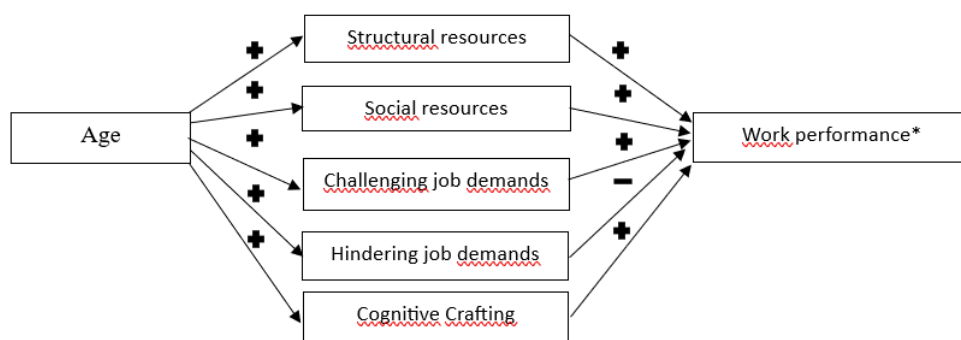
Based on Hypothesis 1, positive relationships are expected between age and each of the five subscales of organizational crafting. Given that organizational crafting is also expected to be positively related to work performance, the five subscales may function as mechanisms through which age influences work performance. Therefore, age is expected to

be related to work performance via each subscale of organizational crafting.

Hypothesis 3: Organizational crafting mediates the relationship between age and work performance.

Figure 1

Research model visualizing the proposed hypotheses



*Type of performance: in-role

Methods

Ethical approval

Before recruitment began, the Faculty of Social and Behavioural Sciences' Ethics Review Board (FERB; reference no. 26-0590) approved the study. All participants provided written consent and were informed about their right to anonymity and their ability to withdraw from participation at any time.

Procedure

This research included a cross-sectional, quantitative design where the predicted relationships were explored via data collected through an online survey. The sample was collected by six Utrecht University Work and Organizational Psychology Master students via

convenience sampling using an online Qualtrics questionnaire. A substantial number of participants were recruited through the contact network of a recruitment agency specializing in life sciences. Furthermore, a proportion of participants were approached via LinkedIn, where the survey link was shared in a post. The data collection took place between 16-03-2026 and 13-05-2026.

Upon accessing the questionnaire, participants were presented with an introductory text outlining the purpose of the study. The text also emphasized that participation was entirely voluntary, that all data would be processed anonymously and confidentially, and that participants could withdraw from the study at any time. Only after providing consent were participants able to proceed with the survey questions.

The questionnaire began with several demographic questions. Subsequently, participants completed the main measures of the study, which were assessed using scales. After finishing the survey, contact information was provided in case of questions, comments, or complaints.

Participants

An a priori analysis in G*Power 3.1.9.7 indicated that a sample of 124 participants would provide .90 power (mediation effect: .81), as determined by G*Power version 3.1.9.7. The participants' ages ranged from 18 to 68 years. In total, 294 participants completed the questionnaire. Of these, 83 participants were excluded based on the predefined exclusion criteria and incomplete responses, resulting in a final sample of 211 participants. Participants were between 18 and 68 years old, worked at least twelve hours per week, and were not employed in an internship position. All participants were recruited through connections within various companies in the Netherlands and through posts on LinkedIn. Completing the

questionnaire took approximately ten to fifteen minutes. Participation was entirely voluntary and no compensation was provided.

Table 1

Demographic Characteristics of the Sample (N = 211)

Characteristic	n	%	M	SD	Min	Max
Age (in years)			37.42	14.63	18	68
<i>Work hours per week</i>						
12 to 24 hours	49	23.2				
25 to 32 hours	37	17.5				
33 to 40 hours	81	38.4				
More than 40 hours	44	20.9				
<i>Years working in current role</i>						
0–1 years	71	33.6				
2–5 years	75	35.5				

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6–10 years	22	10.4
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More than 10 years	43	20.4
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Gender

Male	94	44.5
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Female	117	55.5
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Missing	0	0
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Education Level

Secondary education (MAVO, LBO, VMBO)	7	3.3
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Upper secondary education (HAVO, MBO)	27	12.8
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Pre-university secondary education (VWO)	9	4.3
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University of Applied Sciences (HBO)	46	21.8
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University education	120	56.9
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Work Sector

Healthcare	41	19.4
Education	23	10.9
Hospitality Industry	16	7.6
Other	33	15.6

Supervisory position

Yes	69	32.7
No	142	67.3

Work Location

On-site	85	40.3
Hybrid	117	55.5
Remote	9	4.3

Instruments

Only the variables relating directly to the main research questions are reported in this study. The complete survey including all variables can be found in Appendix B.

Organizational Crafting

Organizational crafting was assessed using a newly developed tool by Cranfield (2024) and Yaralioglu (2024), which is based on the three existing job crafting scales by Tims et al. (2012) and Ybema and Brenninkmeijer (2019). The scale consisted of 28 items divided across five subscales. The five subscales were structural resources (e.g., “I encourage that we all develop our capabilities”), social resources (e.g., “I promote that we inspire each other in our work”), challenging job demands (e.g., “I try to identify opportunities for new projects that are relevant to us”), hindering job demands (e.g., “I encourage that we try to reduce our workload”), and cognitive crafting (e.g., “I think about how our tasks can also contribute to the long-term goals of the organization”). Participants rated the items on a five-point scale ranging from 1 “never” to 5 “always”. The internal consistencies of the organizational crafting subscales were good: structural resources ($\alpha = .86$), social resources ($\alpha = .83$), challenging job demands ($\alpha = .90$), hindering job demands ($\alpha = .81$), and cognitive crafting ($\alpha = .81$).

Because the organizational crafting scale is relatively new and has not yet been extensively validated, an exploratory factor analysis (EFA) was conducted to examine its construct validity. Principal axis factoring with direct oblimin rotation was performed on the 28 organizational crafting items. Oblimin rotation was selected because the subscales of organizational crafting were expected to be correlated.

The Kaiser–Meyer–Olkin measure indicated excellent sampling adequacy ($KMO = .92$), and Bartlett’s test of sphericity was significant, $\chi^2(378) = 3544.54, p < .001$, indicating that the data were suitable for factor analysis. Based on the theoretical conceptualization of

organizational crafting, a five-factor solution was forced. The five-factor solution explained 56.10% of the variance. Most items loaded on their intended factors, although several items showed cross-loadings, suggesting some overlap between the subscales (see Appendix A). Overall, the factor structure largely supported the proposed five-dimensional conceptualization of organizational crafting.

Age

Age was measured as a demographic variable. Participants were asked to state their age in years. Age was treated as a continuous variable in the analyses.

Work Performance

Work performance was measured using the in-role performance subscale of the work performance scale developed by Goodman and Svyantek (1999). In-role performance refers to behaviors directly related to formal job requirements. The subscale consisted of nine items (e.g., “I achieve the objectives of my job”). Participants rated each item on a four-point Likert scale ranging from 1 (“strongly disagree”) to 4 (“strongly agree”). In the present study, the internal consistency of the scale was good (Cronbach’s $\alpha = .84$).

Statistical Analyses

Qualtrics responses were cleaned and analyzed in IBM SPSS Statistics 29. Additional mediation analyses were performed using the PROCESS macro (Version 5.0; Hayes, 2025). Participants who did not meet the inclusion criteria were excluded prior to the analyses. Assumptions of normality, linearity, homoscedasticity, and multicollinearity were assessed using histograms, Q-Q plots, scatterplots, residual plots, and multicollinearity diagnostics (i.e., tolerance and variance inflation factor [*VIF*] values). Reliability of the scales was assessed using Cronbach’s α . In addition, descriptive statistics and Pearson correlations were computed for all relevant variables.

To test Hypothesis 1, a series of hierarchical linear regression analyses were conducted to examine the relationship between age and the five organizational crafting subscales, controlling for gender and weekly working hours. For each analysis, the control variables were entered in the first step, and age was entered in the second step. For Hypothesis 2, a multiple linear regression analysis was conducted to examine the relationship between the organizational crafting subscales and work performance. Finally, mediation analyses using PROCESS macro Model 4 with 5,000 bootstrap samples were conducted to examine whether organizational crafting mediated the relationship between age and work performance. Indirect effects were evaluated using 95% bootstrap confidence intervals (Hayes, 2022).

Results

Descriptives and Correlations

Descriptive statistics and Pearson correlations for the study variables are presented in Table 2. The score for organizational crafting had a mean of 3.29 ($SD = 0.65$). Among the organizational crafting subscales, structural resources showed the highest mean score ($M = 3.53$, $SD = 0.76$). The mean age of the participants was 37.42 years ($SD = 14.63$), and the mean score for work performance was 3.15 ($SD = 0.39$).

Regarding the correlations, age was significantly and positively correlated with organizational crafting overall ($r = .41$, $p < .001$) and with all five organizational crafting subscales, providing preliminary support for Hypothesis 1. However, age was not significantly correlated with work performance ($r = .11$, $p = .121$). Work performance was positively correlated with organizational crafting overall ($r = .26$, $p < .001$) and with all five organizational crafting subscales, which provides initial support for Hypothesis 2. Cognitive crafting showed the strongest association with work performance ($r = .30$, $p < .01$). The organizational crafting subscales were all significantly positively intercorrelated, with correlations ranging from $r = .51$ to $r = .75$.

Table 2

Means, Standard Deviations and Correlations (N = 211)

Variable	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8
1. Age	37.42	14.63								
2. Organizational Crafting	3.29	0.65	.41**							
3. Structural Resources	3.53	0.76	.34**	.85**						
4. Social Resources	3.33	0.75	.34**	.87**	.65**					
5. Challenging Job Demands	3.08	0.93	.42**	.89**	.71**	.75**				
6. Hindering Job Demands	3.15	0.77	.20**	.75**	.55**	.56**	.51**			
7. Cognitive Crafting	3.38	0.68	.43**	.84**	.64**	.67**	.72**	.55**		
8. Work Performance	3.15	0.39	.11	.26**	.22**	.19**	.21**	.19**	.30**	

Note. * $p < .05$. ** $p < .01$.

Assumptions

Prior to the main analyses, the assumptions for linear regression were examined. An overview of the assumption checks is provided in Appendix A (Table 5). Visual inspection of scatterplots and residual plots did not indicate major violations of linearity or homoscedasticity. Histograms, normal Q-Q plots, and Shapiro–Wilk tests suggested that the residuals were approximately normally distributed. Furthermore, no influential outliers were detected, as all Cook’s distance values were well below the recommended threshold of 1 (maximum Cook’s distance = .090). Although the organizational crafting subscales were strongly intercorrelated, multicollinearity diagnostics did not indicate problematic multicollinearity, with tolerance values ranging from .31 to .60 and *VIF* values ranging from 1.66 to 3.23. The regression results involving the separate subscales should be interpreted with caution because of the shared variance between the subscales. The assumptions for the regression and mediation analyses were considered met.

Age and Organizational Crafting

Hypothesis 1 was tested by examining whether age predicted the five organizational crafting subscales after controlling for gender and weekly working hours. The results are presented in Table 3. The inclusion of age significantly increased the explained variance in each model. Age accounted for an additional 5.8% of the variance in structural resources crafting, 4.4% in social resources crafting, 8.0% in challenging job demands crafting, 2.8% in hindering job demands crafting, and 9.9% in cognitive crafting. After controlling for gender and weekly working hours, age remained a significant positive predictor of all five organizational crafting subscales. Specifically, age significantly predicted structural resources crafting ($\beta = .28, p < .001$), social resources crafting ($\beta = .24, p = .001$), challenging job demands crafting ($\beta = .32, p < .001$), hindering job demands crafting ($\beta = .19, p = .015$), and

cognitive crafting ($\beta = .36, p < .001$).

Across all models, older employees reported engaging more frequently in organizational crafting behaviors. The strongest relationship was observed for cognitive crafting, followed by challenging job demands crafting. Hypothesis 1 was supported.

Table 3

Hierarchical Regression Analyses Predicting Organizational Crafting Subscales from Age Controlling for Gender and Weekly Working Hours

Subscale	<i>B</i>	<i>SE</i>	β	ΔR^2	95% <i>CI</i>	<i>p</i>
Structural Resources	.014	.004	.275	.058	[.007, .022]	< .001
Social Resources	.012	.004	.240	.044	[.005, .020]	.001
Challenging Job Demands	.021	.005	.324	.080	[.012, .030]	< .001
Hindering Job Demands	.010	.004	.191	.028	[.002, .018]	.015
Cognitive Crafting	.017	.003	.360	.099	[.010, .023]	< .001

Note. *B* = unstandardized coefficient; β = standardized coefficient.

Organizational Crafting and Work Performance

A multiple linear regression analysis was conducted to examine whether the five subscales of organizational crafting were related to work performance (H2). The results are presented in Table 4. The overall regression model was significant, $F(5, 205) = 4.37, p < .001$, and explained 9.6% of the variance in work performance ($R^2 = .096$, adjusted $R^2 = .074$). Among the five predictors, only cognitive crafting predicted work performance ($\beta = .305, p = .004$). Structural resources ($\beta = .072, p = .479$), social resources ($\beta = -.050, p = .651$),

challenging demands ($\beta = -.041, p = .729$), and hindering demands ($\beta = .030, p = .730$) were not significant predictors. Hypothesis 2 was supported for cognitive crafting, which was positively associated with work performance.

Table 4

Multiple Linear Regression Analysis Predicting Work Performance from Organizational Crafting Subscales

Subscale	<i>B</i>	<i>SE</i>	β	95% <i>CI</i>	<i>p</i>
Structural Resources	.037	.052	.072	[-.065, .139]	.479
Social Resources	-.026	.056	-.050	[-.137, .086]	.651
Challenging Job Demands	-.017	.050	-.041	[-.115, .080]	.729
Hindering Job Demands	.015	.043	.030	[-.070, .100]	.730
Cognitive Crafting	.174	.059	.305	[.057, .291]	.004

Note. *B* = unstandardized coefficient; β = standardized coefficient. $R^2 = .096$; adjusted $R^2 = .074$.

Mediation of Organizational Crafting

A mediation analysis using PROCESS macro (model 4) with 5,000 bootstrap samples was conducted to examine whether the subscales of organizational crafting mediated the relationship between age and work performance (Preacher & Hayes, 2022). Detailed results of the parallel and simple mediation analyses are presented in Appendix A (Tables 8 and 9). The total effect of age on work performance was not significant ($b = .003, 95\% CI [-.001, .006]$). Controlling for the organizational crafting subscales as mediators, the direct effect of age on

work performance was non-significant as well ($b = -.001$, 95% $CI [-.005, .003]$). Age was not directly associated with work performance in the present sample.

The total indirect effect of age on work performance through the five organizational crafting subscales was significant ($b = .004$, $SE = .001$, 95% $CI [.001, .006]$). Only the indirect effect through cognitive crafting was significant ($b = .004$, $SE = .001$, 95% $CI [.001, .007]$), indicating that cognitive crafting mediated the relationship between age and work performance. The indirect effects through the other four subscales were not significant, as their confidence intervals included zero. These findings suggest that age may be indirectly related to work performance through cognitive crafting, despite the absence of a significant direct or total association between age and work performance.

Additionally, organizational crafting was examined as a single mediator in the relationship between age and work performance. Age significantly predicted organizational crafting ($b = .018$, 95% $CI [.013, .024]$), and organizational crafting significantly predicted work performance ($b = .154$, 95% $CI [.078, .231]$). Although the total effect of age on work performance was not significant ($b = .003$, 95% $CI [-.001, .006]$), the indirect effect through organizational crafting was significant, as the 95% bootstrap confidence interval did not include zero ($b = .003$, $SE = .001$, 95% $CI [.001, .005]$). This indicates an indirect-only mediation pattern, whereby age was not directly related to work performance but was indirectly associated with work performance through organizational crafting.

Discussion

The present study examined age differences in organizational crafting, investigating whether organizational crafting helps explain the relationship between age and work performance. To address these questions, data were collected from 211 employees from

different organizations and sectors in the Netherlands. Using hierarchical regression and mediation analyses, this study explored how age relates to the different subscales of organizational crafting, how these subscales relate to work performance, and to what extent organizational crafting might function as an underlying mechanism linking age to in-role work performance. As organizational crafting is a relatively new construct, this study provides new insights into its relationship with age and work outcomes.

Age and Organizational Crafting

The first goal of this study was to examine whether age was related to the five subscales of organizational crafting. Consistent with expectations, age was positively associated with all five subscales of organizational crafting, both in the correlations and after controlling for gender and weekly working hours. These findings support Hypothesis 1 and are consistent with previous research suggesting that employees increasingly engage in proactive behaviors aimed at shaping their work environment as they age (Kooij et al., 2011; Wong & Tetrick, 2017).

The findings are in line with the socioemotional selectivity theory (Carstensen et al., 1999), which proposes that individuals increasingly prioritize emotionally meaningful goals as they age. Older employees may therefore focus more on crafting behaviors that create meaning. In particular, the positive relationship between age and cognitive crafting aligns well with research suggesting that older workers increasingly seek meaningfulness and purpose in their work activities (Kooij et al., 2011; Wong & Tetrick, 2017).

Furthermore, the findings align with the meta-analysis by Ng and Feldman (2012), which showed that older workers often remain highly committed to their work and continue to contribute positively to organizational functioning. Overall, the findings suggest that age is associated with organizational crafting across all dimensions rather than to specific forms of

crafting. Older employees appear particularly likely to engage in collective behaviors aimed at enhancing resources and cognitive crafting.

Organizational Crafting and Work Performance

The second aim of this study was to investigate how the different subscales of organizational crafting relate to work performance. Although all organizational crafting subscales were positively correlated with work performance, only cognitive crafting emerged as a significant unique predictor when all five subscales were entered simultaneously in the regression model. Given the intercorrelations between the organizational crafting subscales, these findings should be interpreted as reflecting the unique contribution of cognitive crafting beyond the variance shared with other forms of organizational crafting. Hypothesis 2 was supported by the correlations, but in the regression analysis this support was limited only to cognitive crafting.

The findings suggest that cognitive crafting may play a more prominent role in work performance than the other subscales. Shared processes within cognitive crafting may enhance motivation, persistence, and goal-directed behavior, which are all factors associated with higher levels of performance (Bakker & Demerouti, 2007).

The absence of significant effects for the other organizational crafting subscales was unexpected, given previous research demonstrating positive relationships between general job crafting and performance (Tims et al., 2013; Bakker et al., 2012). A possible explanation is that organizational crafting behaviors primarily influence motivation rather than direct work performance outcomes. Some forms of organizational crafting may relate to work performance indirectly, through motivational mechanisms such as work engagement. This is consistent with the motivational process of the Job Demands–Resources (JD-R) model, where motivation is linked to performance (Bakker & Demerouti, 2007).

Another explanation may lie in the fact that individual job crafting directly alters employees' own work experiences. Organizational crafting involves collective efforts that may affect organizational functioning more indirectly. Consequently, outcomes of organizational crafting may be less visible in individual work outcomes.

Mediation of Organizational Crafting

The final aim of this study was to examine whether organizational crafting mediated an association between age and work performance. The mediation analyses showed that cognitive crafting was the only significant mediator among the five organizational crafting subscales. Furthermore, an additional mediation analysis using the overall organizational crafting scale demonstrated a significant indirect effect of age on work performance through organizational crafting. These findings partially support Hypothesis 3.

The results suggest that age may correlate with work performance indirectly through differences in collective crafting behavior. Specifically, older employees appeared more likely to engage in cognitive crafting, which in turn was associated with higher work performance. This finding is consistent with socioemotional selectivity theory (Carstensen et al., 1999), which argues that older individuals increasingly focus on meaningful and more personally relevant goals.

Importantly, the findings indicate that not all subscales of organizational crafting contribute equally to explaining age-related differences in work outcomes. Although both age and work performance were positively correlated with all five organizational crafting subscales, only cognitive crafting remained significantly associated with work performance when all subscales were entered simultaneously in the regression model. This finding underscores the value of treating organizational crafting as a multidimensional construct, because different dimensions appear to serve different functions.

Limitations and Suggestions for Future Research

Several limitations should be acknowledged. First, the cross-sectional design limits the ability to draw causal conclusions (Maxwell & Cole, 2007). Although mediation analyses were conducted, no conclusions about causality can be drawn. Future research could use longitudinal or experimental designs to investigate the causal relationships between age, organizational crafting, and work outcomes directly.

All variables were measured using self-report questionnaires. As a result, common method variance may have inflated some of the observed relationships (Podsakoff et al., 2003). Future studies could incorporate supervisor ratings or objective performance indicators to reduce this potential bias.

Third, although participants were required to meet several inclusion criteria, not all questionnaire items were mandatory. Consequently, some participants provided incomplete responses and had to be excluded during the data-cleaning process. Making all questionnaire items obligatory in future studies could reduce missing data and improve data quality.

Fourth, the study relied on a convenience sample recruited primarily through professional networks and LinkedIn. In addition, the sample consisted predominantly of highly educated Dutch employees. Therefore, the generalizability of the findings to other occupational groups, industries, or cultural contexts may be limited (Bornstein et al., 2013). Future research should replicate these findings in more diverse samples.

Another limitation concerns the correlations between the organizational crafting subscales. Although multicollinearity diagnostics did not indicate problematic multicollinearity, the relatively strong correlations between the organizational crafting subscales may have made it more difficult to distinguish their unique contributions to work performance. Future research could further examine the extent to which the subscales

represent distinct subscales of organizational crafting.

Finally, organizational crafting is still a relatively new construct, and its conceptualization may require further refinement. Although the exploratory factor analysis generally supported the five-dimensional structure, the current name may not fully capture the nature of the construct. Many organizational crafting items emphasize individual actions aimed at benefiting the collective, for example by encouraging colleagues or promoting shared goals. Future research could further explore whether organizational crafting is best conceptualized as a form of individual crafting directed toward collective outcomes (Kira et al., 2010; Zhang & Parker, 2019). Alternative conceptualizations that explicitly emphasize the collective benefit of individual crafting behaviors, such as *team-oriented crafting* or *collective-benefit crafting*, could help to further clarify the theoretical boundaries and unique contribution of the construct.

Implications

The present study contributes to the growing organizational crafting literature in several ways. From a theoretical perspective, this study indicates that age-related differences in motivation may also play a role in collective forms of work redesign. While most studies have primarily focused on individual job crafting (Wrzesniewski & Dutton, 2001; Tims et al., 2012), the current findings suggest that employees also proactively shape their organizational environment. Furthermore, the findings highlight the importance of distinguishing between different subscales of organizational crafting, as these subscales seem to relate differently to work performance.

The findings also suggest that organizations may benefit from paying more attention to age differences in organizational crafting. Older employees appeared more likely to engage in specific forms of organizational crafting, particularly cognitive crafting. Conversely, younger

employees could benefit from interventions aimed at stimulating proactive and collective shaping of the work environment. Encouraging organizational crafting among younger employees may help them develop resources, find meaning in their work, and strengthen their long-term fit with the organization.

From a practical perspective, the findings suggest that organizations may benefit from creating opportunities for employees to collectively reflect on the meaning and purpose of their work. Interventions that stimulate cognitive crafting may enhance work performance by helping employees develop a shared understanding of how their work contributes to broader organizational goals. Because cognitive crafting was the only subscale consistently linked to work performance, organizations could benefit from creating opportunities for employees to reflect together on the meaning and purpose of their work. With the increasing age diversity of modern workforces (Truxillo et al., 2015), organizations may benefit from leveraging the experience of older employees when designing such interventions.

Conclusion

In conclusion, the present study demonstrates that age is positively related to all five subscales of organizational crafting and that the construct plays a meaningful role in explaining work outcomes. Cognitive crafting is shown as an important mechanism linking age to work performance. These findings contribute to the organizational crafting literature, demonstrating that age is related to several subscales of organizational crafting. Furthermore, the results suggest that these different subscales may play distinct roles in explaining work-related outcomes such as work performance.

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Appendix A

Table 1

Reliability Coefficients of Study Variables

Variable	α	Number of Items
Structural Resources	.860	5

Social Resources	.833	6
Challenging Job Demands	.898	5
Hindering Job Demands	.812	5
Cognitive Crafting	.808	7
Organizational Crafting (overall)	.946	28
Work Performance	.836	9

Note. Cronbach's alpha coefficients indicate good to excellent internal consistency.

Table 2

Exploratory Factor Analysis Summary

Statistic	Value
<i>KMO</i>	.920
Bartlett's χ^2	3544.54
<i>df</i>	378
<i>p</i>	< .001
Extraction Method	Principal Axis Factoring
Rotation	Direct Oblimin
Number of Factors	5
Variance Explained	56.10%

Note. The five-factor solution was specified based on the theoretical structure of organizational crafting.

Table 3

Pattern Matrix for the Exploratory Factor Analysis of Organizational Crafting Items

Item	SR	SoR	HD	CC	CD
Structural 1	.771				
Structural 2	.671				
Structural 3	.684				

Structural 4	.585		
Structural 5	.340		-.302
Social 1	.804		
Social 2	.678		
Social 3	.381	.303	
Social 4		-.794	
Social 5		-.876	
Social 6		-.750	
Challenging 1			-.562
Challenging 2	.414		
Challenging 3		.301	-.336
Challenging 4			-.652
Challenging 5	.343		-.463
Hindering 1		.792	
Hindering 2		.805	
Hindering 3		.600	
Hindering 4		.445	
Hindering 5		.404	
Cognitive 1			.410
Cognitive 2			.407
Cognitive 3			.754
Cognitive 4			.546
Cognitive 5		.416	
Cognitive 6			-.422
Cognitive 7			

Note. SR = Structural Resources; SoR = Social Resources; HD = Hindering Demands; CC = Cognitive Crafting; CD = Challenging Demands. Only factor loadings of $|\geq .30|$ or higher are displayed. Extraction method: Principal Axis Factoring; rotation: Direct Oblimin.

Table 4

Factor Correlations (Oblimin Rotation)

Factor	1	2	3	4	5
1	1.00				
2	-.43	1.00			
3	.54	-.42	1.00		
4	.41	-.36	.24	1.00	
5	-.42	.43	-.33	-.26	1.00

Table 5*Assumption Checks for Regression Analyses*

Assumption	Result
H1 residual normality (Shapiro-Wilk)	$p = .491$
H2 Cook's Distance (max)	.090
H2 largest <i>VIF</i>	3.23
H2 smallest tolerance	.310
H2 condition index (max)	22.35

Note. No indication of problematic multicollinearity ($VIF < 5$) or influential observations (Cook's $D < 1$).

Table 6*Hierarchical Regression Analyses Predicting Organizational Crafting Subscales from Age While**Controlling for Gender and Weekly Working Hours*

Subscale	<i>B</i>	<i>SE</i>	β	ΔR^2	95% <i>CI</i>	<i>p</i>
Structural Resources	.014	.004	.275	.058	[.007, .022]	< .001
Social Resources	.012	.004	.240	.044	[.005, .020]	.001
Challenging Job Demands	.021	.005	.324	.080	[.012, .030]	< .001
Hindering Job Demands	.010	.004	.191	.028	[.002, .018]	.015

Cognitive Crafting	.017	.003	.360	.099	[.010, .023]	< .001
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Note. Gender and weekly working hours were entered in Step 1. Age was entered in Step 2.

Table 7

Multiple Regression Analysis Predicting Work Performance from Organizational Crafting Subscales

Subscale	<i>B</i>	<i>SE</i>	β	95% <i>CI</i>	<i>p</i>	<i>VIF</i>
Structural Resources	.037	.052	.072	[-.065, .139]	.479	2.36
Social Resources	-.026	.056	-.050	[-.137, .086]	.651	2.72
Challenging Job Demands	-.017	.050	-.041	[-.115, .080]	.729	3.23
Hindering Job Demands	.015	.043	.030	[-.070, .100]	.730	1.66
Cognitive Crafting	.174	.059	.305	[.057, .291]	.004	2.43

Note. *B* = unstandardized coefficient; β = standardized coefficient. $R^2 = .096$; adjusted $R^2 = .074$; $F(5, 205) = 4.37$; $p < .001$.

Table 8

Parallel Mediation Analysis Predicting Work Performance from Age Through Organizational Crafting Subscales

Mediator	<i>a</i>	<i>b</i>	<i>ab</i>	<i>Boot SE</i>	95% <i>CI</i>
Structural Resources	.018	.037	.001	.001	[-.001, .003]
Social Resources	.018	-.026	.000	.001	[-.003, .002]
Challenging Job Demands	.027	-.015	.000	.001	[-.003, .002]
Hindering Job Demands	.010	.014	.000	.001	[-.001, .001]
Cognitive Crafting	.020	.178	.004	.001	[.001, .007]

Direct Effect of Age on Work Performance

Effect	<i>SE</i>	95% <i>CI</i>
-.001	.002	[-.005, .003]

Total Indirect Effect

Effect	Boot SE	95% Boot CI
.004	.001	[.001, .006]

Note. a = effect of age on the mediator; b = effect of the mediator on work performance; ab = indirect effect. Indirect effects were estimated using 5,000 bootstrap samples. Only cognitive crafting showed a significant indirect effect.

Table 9

Simple Mediation Analysis Predicting Work Performance from Age Through Organizational Crafting

Effect	<i>B</i>	<i>SE</i>	95% <i>CI</i>
a path	.018	.003	[.013, .024]
b path	.154	.043	[.078, .231]
Total effect (c)	.003	.002	[-.001, .006]
Direct effect (c')	.000	.002	[-.004, .004]
Indirect effect (ab)	.003	.001	[.001, .005]

Note. a = effect of age on organizational crafting; b = effect of organizational crafting on work performance. Indirect effects were estimated using 5,000 bootstrap samples. B = unstandardized coefficient.

Appendix B

OrganizationalCraftingNL01

Start of Block: Introductie

Q1 Beste deelnemer, Hartelijk dank voor uw deelname aan dit wetenschappelijk onderzoek. Dit onderzoek wordt uitgevoerd door masterstudenten aan de Universiteit Utrecht: Mitchel Hakkert, Fleur van Gorkom, Tanya Tom, Thirza van Luttikhuizen, Tanya Metha en Floris Houdijk, onder begeleiding van Dr. Veerle Brenninkmeijer. **Waar gaat dit onderzoek over?** In dit onderzoek willen wij beter begrijpen hoe mensen hun werk ervaren en op welke manieren zij hun werk actief vormgeven, zowel individueel als samen met collega's. Dit wordt ook wel *organisational crafting* genoemd. Wij onderzoeken onder andere hoe bevlogen mensen zijn in hun werk, hoe zij hun eigen prestaties beoordelen, welke leiderschapsstijlen hierbij een rol spelen, in welke mate zij psychologische veiligheid, emotionele 'empowerment' en emotionele uitputting in hun werk ervaren. Daarnaast kijken wij naar hoe teams gezamenlijk hun werkomgeving proberen te verbeteren. Door deze factoren samen te onderzoeken, willen wij beter inzicht krijgen in hoe medewerkers hun werk en werkomgeving kunnen optimaliseren. Aan het begin van deze vragenlijst worden enkele achtergrondgegevens gevraagd. De overige vragen gaan over uw werkomgeving, uw persoonlijke behoeften en uw werkervaring. **Wie kan meedoen?** U kunt deelnemen aan het onderzoek als u: • minimaal 18 jaar oud bent • minimaal 12 uur per week werkt Stagiaires zijn uitgesloten van deelname. **Wat houdt deelname in?** Het invullen van de vragenlijst duurt maximaal 10 minuten. Deelname is volledig vrijwillig. U kunt op elk moment stoppen met de vragenlijst zonder dat u daarvoor een reden hoeft te geven. Alle gegevens worden anoniem verzameld en verwerkt. De geanonimiseerde gegevens worden minstens 10 jaar bewaard na publicatie. Dit is conform de richtlijnen van de vereniging van samenwerkende universiteiten (VSNU) en American Psychological Association (APA). De resultaten worden uitsluitend gebruikt voor onderzoeksdoeleinden. Door de vragenlijst te starten, geeft u toestemming voor deelname aan dit onderzoek. **Vragen?** Heeft u vragen of opmerkingen over dit onderzoek? Neem dan gerust contact met ons op via: f.vangorkom@students.uu.nl en/of m.p.hakkert@students.uu.nl U kunt ook contact opnemen met onze begeleider dr. Veerle Brenninkmeijer (Universiteit Utrecht): v.brenninkmeijer@uu.nl. U kunt ook contact opnemen met een onafhankelijk contactpersoon Dr. Jan Fekke Ybema (Universiteit Utrecht): J.F.Ybema@uu.nl Heeft u een klacht? Neem gerust contact op met de klachtenfunctionaris: klachtenfunctionaris-fetcsocwet@uu.nl Voor vragen over gegevensbescherming kunt contact opnemen met de functionaris van gegevensbescherming: privacy@uu.nl Alvast bedankt voor uw tijd! Met vriendelijke groeten, Mitchel Hakkert, Fleur van Gorkom, Tanya Tom, Thirza van Luttikhuizen, Tanya Metha en Floris Houdijk Masterstudenten psychologie Universiteit Utrecht



Q2 Toestemming Ik heb de bovenstaande introductie gelezen en begrijp het doel van het onderzoek en hoe mijn gegevens zullen worden behandeld. Ik begrijp dat deelname volledig vrijwillig is. Ik ben me ervan bewust dat ik op elk moment tijdens het onderzoek mijn toestemming kan intrekken, zonder uitleg of nadelige gevolgen. Als u wilt deelnemen aan het onderzoek en akkoord gaat met de voorwaarden, waaronder het opslaan van gegevens over gevoelens van emotionele uitputting in uw werk, klik dan op de knop "Ja ik ben akkoord en ik wil deelnemen aan het onderzoek" hieronder.

- ☐ Ja, ik ben akkoord en ik wil deelnemen aan het onderzoek (1)
- ☐ Nee, ik ben niet akkoord en wil niet deelnemen aan het onderzoek (het onderzoek zal worden afgebroken) (2)

Skip To: End of Survey If Q2 = 2

End of Block: Introductie

Start of Block: Persoonlijke gegevens



Q3 De volgende vragen gaan over uw demografische gegevens en uw huidige werk. Mocht u meerdere banen hebben, kies er dan één om de volledige vragenlijst over in te vullen. Is uw geslacht?

- ☐ Man (1)
- ☐ Vrouw (2)
- ☐ Non-binair (3)
- ☐ Anders, namelijk: (4) _____
- ☐ Wil ik niet zeggen (5)
-

Q4 Hoe oud bent u?



Q5 Wat is de hoogste opleiding die u heeft afgemaakt?

☐ Lagere school (1)

☐ MAVO, LBO, VMBO (2)

☐ HAVO, MBO (3)

☐ VWO (4)

☐ HBO (5)

☐ WO (6)

☐ Anders, namelijk; (7) _____



Q7 In welke sector bent u werkzaam?

- ☐ Landbouw, bosbouw en visserij (1)
- ☐ Industrie (2)
- ☐ Bouwnijverheid (3)
- ☐ Groot- en detailhandel (4)
- ☐ Vervoer en opslag (5)
- ☐ Informatie en communicatie (6)
- ☐ Financiële dienstverlening (7)
- ☐ ICT en technologie (8)
- ☐ Vrije beroepen en wetenschappelijke activiteiten (9)
- ☐ Administratieve en ondersteunende dienstverlening (10)
- ☐ Openbaar bestuur en defensie (11)
- ☐ Onderwijs (12)
- ☐ Gezondheids- en welzijnszorg (13)
- ☐ Kunst, amusement en recreatie (14)
- ☐ Horeca (15)
- ☐ Anders, namelijk: (16) _____



Q8 Hoeveel uur per week werkt u gemiddeld?

- ☐ Minder dan 12 uur (1)
- ☐ 12 tot 24 uur (2)
- ☐ 25 tot 32 uur (3)
- ☐ 33 tot 40 uur (4)
- ☐ Meer dan 40 uur (5)

Skip To: End of Survey If Q8 = 1



Q9 Werkt u voornamelijk op locatie, hybride of volledig remote?

- ☐ Volledig op locatie (1)
- ☐ Hybride (gedeeltelijk op locatie en gedeeltelijk thuis) (2)
- ☐ Volledig remote (3)

Q10 Heeft u een leidinggevende functie?

- ☐ Ja (1)
- ☐ Nee (2)



Q11 Hoeveel jaar werkt u binnen uw huidige functie?

- ☐ 0-1 jaar (1)
- ☐ 2-5 jaar (2)
- ☐ 6-10 jaar (3)
- ☐ 10+ jaar (4)

Page Break

End of Block: Persoonlijke gegevens

Start of Block: Bevlogenheid: (UWES - Short)

Q12 - BEVLOGENHEID De volgende uitspraken gaan over de manier waarop u uw werk beleeft en hoe u zich daarbij voelt.

49

[illegible]

End of Block: Bevlogenheid: (UWES - Short)

Start of Block: Psych Empowerment

Q13 De volgende vragen gaan over hoe u uw werk ervaart, met name in termen van betekenis, vertrouwen in uw eigen kunnen, zelfstandigheid en invloed binnen uw afdeling. Wilt u voor elke uitspraak aangeven in hoeverre deze voor u van toepassing is?

	Volledig mee oneens (1)	Mee oneens (2)	Enigszins mee oneens (3)	Neutraal / Geen mening (4)	Enigszins mee eens (5)	Mee eens (6)	Volledig mee eens (7)
Het werk dat ik doe, is zinvol voor mij. (1)	☐	☐	☐	☐	☐	☐	☐
Ik heb vertrouwen in mijn vermogen om mijn werk te doen. (2)	☐	☐	☐	☐	☐	☐	☐
Ik heb aanzienlijke mogelijkheden om in onafhankelijkheid en vrijheid mijn werk uit te voeren. (3)	☐	☐	☐	☐	☐	☐	☐
Mijn invloed op wat er op mijn afdeling gebeurt is groot. (4)	☐	☐	☐	☐	☐	☐	☐

End of Block: Psych Empowerment

Start of Block: Organisational crafting

Q1 De volgende vragen gaan over uw gedrag in relatie tot uw directe collega's, dat wil zeggen over de collega's met wie u nauw samenwerkt, bijvoorbeeld in een team. Lees elke uitspraak zorgvuldig en geef aan hoe vaak u het beschreven gedrag vertoont.

Structureel & social In relatie tot mijn directe collega's..

	Nooit (1)	Af en toe (2)	Soms (3)	Vaak (4)	Altijd (5)
Ik moedig aan dat we allemaal onze capaciteiten ontwikkelen. (1)	☐	☐	☐	☐	☐
Ik neem initiatief om ons te helpen onze professie te ontwikkelen. (2)	☐	☐	☐	☐	☐
Ik moedig aan dat we allemaal nieuwe dingen leren op het werk. (3)	☐	☐	☐	☐	☐
Ik neem initiatief om ons te helpen onze capaciteiten ten volle te benutten. (4)	☐	☐	☐	☐	☐
Ik moedig aan dat we zelf beslissen hoe we dingen doen. (5)	☐	☐	☐	☐	☐
Ik moedig aan dat we elkaar feedback en/of advies geven over ons werk. (6)	☐	☐	☐	☐	☐
Ik probeer ervoor te zorgen dat we elkaar inspireren in ons werk. (7)	☐	☐	☐	☐	☐
Ik neem initiatief om onderlinge samenwerking te bevorderen. (8)	☐	☐	☐	☐	☐

Ik probeer
nieuwe relaties
op te bouwen
die ons kunnen
voorzien van
feedback en/of
advies met
betrekking tot
ons werk. (9)



Ik zoek actief
naar relaties die
ons kunnen
inspireren in
ons werk. (10)



Ik probeer
nieuwe relaties
op te bouwen
met wie we
kunnen
samenwerken.
(11)



Uitdagingen In relatie tot mijn directe collega's..

	Nooit (1)	Af en toe (2)	Soms (3)	Vaak (4)	Altijd (5)
Ik probeer mogelijkheden te identificeren voor nieuwe projecten die relevant zijn voor ons. (1)	☐	☐	☐	☐	☐
Als er nieuwe ontwikkelingen zijn, moedig ik mijn collega's aan om over deze ontwikkelingen te leren en eraan deel te nemen. (2)	☐	☐	☐	☐	☐
Ik neem het initiatief om het werk interessanter voor ons te maken, door reflectie op de onderliggende aspecten van ons werk aan te moedigen. (3)	☐	☐	☐	☐	☐
Ik probeer nieuwe projecten op te starten die relevant zijn voor ons. (4)	☐	☐	☐	☐	☐
Ik nodig mijn collega's uit om mogelijkheden te verkennen die ons kunnen helpen ons verder te ontwikkelen. (5)	☐	☐	☐	☐	☐

Eisen In relatie tot mijn directe collega's..

	Nooit (1)	Af en toe (2)	Soms (3)	Vaak (4)	Altijd (5)
Ik neem initiatief om ons werk mentaal minder veeleisend te maken. (1)	☐	☐	☐	☐	☐
Ik neem initiatief om ons werk emotioneel minder intens te maken. (2)	☐	☐	☐	☐	☐
Ik moedig aan dat we onze werkdruk proberen te verminderen. (3)	☐	☐	☐	☐	☐
Ik moedig aan dat we zaken bespreken die ons belemmeren in ons werk. (4)	☐	☐	☐	☐	☐
Ik moedig aan dat we problemen aanpakken die onze prestaties negatief kunnen beïnvloeden. (5)	☐	☐	☐	☐	☐

Cognitief In relatie tot mijn directe collega's..

	Nooit (1)	Af en toe (2)	Soms (3)	Vaak (4)	Altijd (5)
Ik denk na over de doelen die we willen bereiken. (1)	☐	☐	☐	☐	☐
Ik ben me bewust van de betekenis en het nut van onze taken. (2)	☐	☐	☐	☐	☐
Ik denk na over hoe onze taken kunnen bijdragen aan de lange termijn doelen van de organisatie. (3)	☐	☐	☐	☐	☐
Ik moedig ons aan om na te denken over de bijdrage van ons werk aan de organisatie als geheel. (4)	☐	☐	☐	☐	☐
Ik heb geprobeerd te veranderen hoe we tegen ons werk aankijken. (5)	☐	☐	☐	☐	☐
Ik heb geprobeerd nieuwe doelen voor ons te stellen. (6)	☐	☐	☐	☐	☐
Ik moedig ons aan om stil te staan bij ons werk en er betekenis in te vinden. (7)	☐	☐	☐	☐	☐

End of Block: Organisational crafting

Start of Block: Leadership 3x

Q84 De volgende vragen gaan over verschillende stijlen van leidinggeven. Geef voor elke uitspraak aan in hoeverre deze van toepassing is op de manier waarop jouw leidinggevende leiding geeft, of in hoeverre u op deze manier leiding geeft.

Q82 Mijn leidinggevende....

	Nooit (1)	Af en toe (2)	Soms (3)	Vaak (4)	Altijd (5)
Zorgt ervoor dat de randvoorwaarden worden geschapen zodanig dat medewerkers hun werk goed kunnen doen. (1)	☐	☐	☐	☐	☐
Hecht veel waarde aan heldere afspraken en een eerlijke beloning. (2)	☐	☐	☐	☐	☐
Ziet erop toe dat afspraken worden nagekomen. (3)	☐	☐	☐	☐	☐
Bekritiseert medewerkers alleen met goede reden. (4)	☐	☐	☐	☐	☐
Is te vertrouwen, houdt zich aan zijn/haar woord. (5)	☐	☐	☐	☐	☐
Is betrouwbaar in het nakomen van zijn/haar verplichtingen. (6)	☐	☐	☐	☐	☐

Q88 Mijn leidinggevende....

	Nooit (1)	Af en toe (2)	Soms (3)	Vaak (4)	Altijd (5)
Praat met medewerkers over wat voor hen belangrijk is. (1)	☐	☐	☐	☐	☐
Stimuleert medewerkers om op nieuwe manieren over problemen na te denken. (2)	☐	☐	☐	☐	☐
Heeft visie en een beeld van de toekomst. (3)	☐	☐	☐	☐	☐
Is altijd op zoek naar nieuwe mogelijkheden voor de organisatie. (4)	☐	☐	☐	☐	☐
Moedigt medewerkers aan om onafhankelijk te denken. (5)	☐	☐	☐	☐	☐
Is in staat anderen enthousiast te maken voor zijn/haar plannen. (6)	☐	☐	☐	☐	☐
Betrekt medewerkers bij besluiten die van belang zijn voor hun werk. (7)	☐	☐	☐	☐	☐
Stimuleert medewerkers hun talenten zo goed mogelijk te ontwikkelen. (8)	☐	☐	☐	☐	☐
Geeft medewerkers het gevoel aan een belangrijke, gemeenschappelijke missie/opdracht te werken. (9)	☐	☐	☐	☐	☐
Laat zien overtuigd te zijn van zijn/haar idealen, opvattingen en waarden. (10)	☐	☐	☐	☐	☐
Delegeert uitdagende verantwoordelijkheden aan medewerkers. (11)	☐	☐	☐	☐	☐

Q89 Mijn leidinggevende...

	Nooit (1)	Af en toe (2)	Soms (3)	Vaak (4)	Altijd (5)
De manager staat open voor het horen van nieuwe ideeën. (1)	☐	☐	☐	☐	☐
De manager is attent op nieuwe mogelijkheden om werkprocessen te verbeteren. (2)	☐	☐	☐	☐	☐
De manager staat open voor discussie over de gewenste doelen en nieuwe manieren om deze te bereiken. (3)	☐	☐	☐	☐	☐
De manager is beschikbaar voor overleg over problemen. (4)	☐	☐	☐	☐	☐
De manager is een voortdurende 'aanwezigheid' in dit team – iemand die direct beschikbaar is. (5)	☐	☐	☐	☐	☐
De manager is beschikbaar voor professionele vragen waarover ik hem/haar wil raadplegen. (6)	☐	☐	☐	☐	☐

De manager staat klaar om naar mijn verzoeken te luisteren. (7)

☐☐☐☐☐

De manager moedigt mij aan om hem/haar te benaderen over opkomende kwesties. (8)

☐☐☐☐☐

De manager is toegankelijk voor het bespreken van opkomende problemen. (9)

☐☐☐☐☐

End of Block: Leadership 3x

Start of Block: Psych Safety

De volgende vragen hebben betrekking op uw directe collega's: de collega's met wie u regelmatig en intensief samenwerkt (bijvoorbeeld binnen een team of projectgroep). Geef per uitspraak aan in hoeverre u het eens of oneens bent.

Q1 Stellingen

[illegible]

Door samen
te werken
met de leden
van dit team
worden mijn
unieke
vaardigheden
en talenten
gewaardeerd
en benut (7)



End of Block: Psych Safety

Start of Block: Emotional Exhaustion

Q97 De volgende vragen hebben betrekking op hoe u zich de afgelopen periode in uw werk heeft gevoeld. Het gaat hierbij om gevoelens van emotionele uitputting. Geef per uitspraak aan in hoeverre deze op u van toepassing is.

	Nooit (1)	Af en toe (2)	Soms (3)	Vaak (4)	Altijd (5)
Ik voel me mentaal uitgeput (1)	☐	☐	☐	☐	☐
Alles wat ik doe, vergt veel inspanning (2)	☐	☐	☐	☐	☐
Aan het einde van de dag vind ik het moeilijk mijn energie terug te krijgen (3)	☐	☐	☐	☐	☐
Ik voel me fysiek uitgeput (4)	☐	☐	☐	☐	☐
Als ik 's ochtends opsta, ontbreekt het me aan energie om de dag te beginnen (5)	☐	☐	☐	☐	☐
Ik wil actief zijn, maar ik kan het om de een of andere reden niet volhouden (6)	☐	☐	☐	☐	☐
Wanneer ik mezelf inspan, word ik snel moe (7)	☐	☐	☐	☐	☐
Aan het einde van mijn dag voel ik me mentaal uitgeput en leeg (8)	☐	☐	☐	☐	☐

Start of Block: Prestatie (in-role)

PRESTATIE IN-ROLE De volgende uitspraken gaan over de manier waarop u uw werk uitvoert en hoe u uw eigen prestaties beoordeelt.

	Helemaal mee oneens (1)	Mee oneens (2)	Mee eens (3)	Helemaal mee eens (4)
U behaalt de doelen van uw functie. (1)	☐	☐	☐	☐
U voldoet aan de normen voor goede prestaties. (2)	☐	☐	☐	☐
U laat zien een deskundige te zijn op alle onderdelen van uw werkzaamheden. (3)	☐	☐	☐	☐
U vervult alle eisen die uw functie aan u stelt. (4)	☐	☐	☐	☐
U kunt meer aan dan er van u gevraagd wordt. (5)	☐	☐	☐	☐
U lijkt geschikt voor een hogere positie. (6)	☐	☐	☐	☐
U bent competent op alle terreinen van uw functie. (7)	☐	☐	☐	☐
U presteert goed in uw functie doordat u de taken naar verwachting uitvoert. (8)	☐	☐	☐	☐
U organiseert en plant het werk om doelen te realiseren en deadlines te halen. (9)	☐	☐	☐	☐

End of Block: Prestatie (in-role)

Start of Block: Aanvullende opmerking of suggesties

Q1 Heeft u nog aanvullende opmerkingen of suggesties over deze vragenlijst of over het onderwerp dat we hebben behandeld?

End of Block: Aanvullende opmerking of suggesties
