
Increasing employee job performance through Job Crafting

A study on the effectiveness of a Job Crafting intervention
at IKEA Eindhoven

L. M. A. Soyer
Student ID: 0967094

In partial fulfillment of the requirements for the degree of

**Master of science
In Operations Management & Logistics**

August 2018

Supervised by:

Prof. Dr. E. Demerouti (TU/e, Human Performance Management group)
Dr. P.M. Le Blanc (TU/e, Human Performance Management group)

and

S. van den Hoven (IKEA Eindhoven, Logistics Manager)

TU/e. School of Industrial Engineering
Series Master Theses Operations Management and Logistics

Subject headings: Job Crafting, job demands, job resources, intervention, change attitude, work engagement, organizational change, adaptive performance, job performance

Abstract

IKEA is a renowned Swedish furniture retailer, having over 400 stores in 49 countries. One of those stores is IKEA Eindhoven in the Netherlands. IKEA is known for its inspiring culture in which employees are stimulated, challenged and encouraged to make mistakes to learn from them (Synergie, 2017). Nevertheless, employees of IKEA Eindhoven's Logistics department remain to be rigid and hesitant to adapt to changes (e.g. regarding work routines or organizational changes). Moreover, according to the logistics manager, employees report increased levels of exhaustion and decreased engagement. However, changes to work routines and the organization as a whole are considered to be a constant for businesses (Day, Crown, & Ivany, 2017). Illustrative is IKEA's implementation of the Standard Operating Procedures (SOP) to ensure safety during operations. The adaptation to the SOP at the Eindhoven store was insufficient according to the management. The current study is therefore aimed at achieving increased adaptation to organizational change efforts while decreasing exhaustion and increasing work engagement and overall performance. Scholarly works indicate this may be achieved by means of a Job Crafting intervention based on the JD-R Theory (Bakker & Demerouti, 2014; Demerouti, Bakker, Nachreiner, & Schaufeli, 2001) and the Social Cognitive Theory (Bandura, 1989). It was expected and hypothesized that the intervention would yield increased Job Crafting behavior, resulting in decreased employee exhaustion, increased work engagement, change attitude and employee job performance. The quasi-experimental study revealed that after the intervention (consisting of a workshop, 4 weeks of Job Crafting and an evaluative session) employees reported an increase in two of the three trained Job Crafting dimensions (i.e. seeking challenges, optimizing demands). Additionally, although not trained, employees reported an increase reducing hindering demands. Moreover, it was found that after the intervention, employee exhaustion decreased, and their adaptive performance (adherence to IKEA's Standard Operating Procedures) increased compared to the control group and pre-test scores. Moreover, it was found that compared to the pre-test scores, employees report an increase in behavior and cognition regarding change and task performance. It is concluded that a Job Crafting intervention and resulting Job Crafting behavior can be an effective instrument to achieve successful (adaptation to) organizational change.

Preface

Eindhoven, august 2018. The publication of the current study reflects the finalization of my graduation project at IKEA, to obtain my master's degree in Operations Management & Logistics from Eindhoven University of Technology. In three years, I further developed my passion for optimization of all sorts of processes within a company. Moreover, I learned that to implement changes in work routines, or other processes within a company one should not forget about the effects of these changes on the employees of the companies. This interested me in particular: even though organizational changes may be beneficial for the organization, its employees and hopefully both. However, resistance against potential change occurs often. Studies on how to increase the success rate of organizational change are not only interesting from a theoretical point of view, but also from a business perspective as resistance often requires additional investments. From this particular study, I was able to develop a further understanding on organizational change and the role of Job Crafting during the implementation of organizational change. Moreover, I was able to contribute to the limited existing literature on this relationship by the addition of change attitude as an outcome of Job Crafting behavior and provided additional insights for the management of IKEA's logistics department. However, this would not have been accomplished without the aid of those who supported me and guided me along the way. For this I would like to express my recognition and gratitude.

First, this thesis would not have been of the same level without the help, support and feedback of my first and second supervisor prof. dr. Evangelia Demerouti and dr. Pascale Le Blanc. Demerouti's extensive knowledge on the JD-R Theory provides the base for the formulated hypotheses. Moreover, her expertise regarding Job Crafting interventions guided me to establish an effective intervention. Her involvement, support, enthusiasm and passion for the subject was contagious in a positive sense. It resulted in increased enthusiasm and motivation after every meeting. In addition, dr. Le Blanc's insights and feedback regarding the management of change implementation and adaptation processes in individuals and organizations were of great value. I would therefore like to express my sincere gratitude towards both supervisors.

Secondly, I would like to thank all those involved at IKEA. Sam van den Hoven, my company supervisor, who provided unconditional support and his consent to confiscate 1.5 team meetings to achieve to best possible results. I am thankful for the support of the team managers, who provided me with all means necessary to make this study a success. Next, I owe a large appreciation to the employees of the logistics, their enthusiastic commitment to the project and willingness to part take in the intervention are what made this project a success and an experience to not forget. Lastly, I would like to thanks Mirjam van Dalen and Caroline Crewe-Jones of IKEA Breda for their participation in the project.

Third, I thank my girlfriend, family and friends for their support during the project. First and foremost, my girlfriend, Elianne Schouten, who proofread my work (several times) and provided unconditional support and understanding during the more stressful times. Next, Ronald Bosboom, graphical designer and founder of Bosboom Design, who helped me design the booklets and questionnaires for the intervention and Mira Dreessen, who also proofread my work. Lastly, I thank my brother, Ramon, for being the cornerstone of my achievements by always providing unlimited encouragement and support.

The finalization of this report and thereby the finalization of the master's in industrial engineering marks the end of a chapter. Nevertheless, the start of the next chapter at the Galapagos Islands and Central America awaits!

Luc Soyer
August 2018

Executive Summary

Indisputably, any given business' main goal is to be as profitable as possible. This may be achieved through various channels: efficient operations, cost-consciousness and an engaged, healthy and skilled workforce for example (Orr & Orr, 2014). The former two aspects call for changes in routines for improvements. Moreover, technological advancements occur with an ever-increasing pace, demanding changes to an organization's operations (management) (Baskerville et al., 2017). These changes eventually all must be adjusted to by the workforce working with routines or using changed systems. However, organizational change often also brings about (temporary) unfavorable outcomes and should be recognized as a double-edged sword. On the one side, organizational change is an important facet of any organization and is required for viability in the company. On the other side, organizational change has been found to impact the workforce negatively and often finds resistance (Hoag, Ritschard, & Cooper, 2002; Oreg, 2006; Thomas & Hardy, 2011). IKEA Eindhoven is one of the 400 Swedish furniture store series, located in Eindhoven, the Netherlands. The company is known for its inspiring and stimulating culture: it has been awarded the most inspiring organization in the Netherlands three times (Synergie, 2017). According to the current logistics manager, the Logistics department at the Eindhoven store remains to be one of the most rigid departments and struggles to successfully implement changes in work routines. An example is the implementation of the Standard Operating Procedures (SOP), ensuring safety during daily operations of the department. Moreover, due to previous changes in management and high workload, employees report to be exhausted and less motivated according to the logistics manager. Therefore, the main aim of this study is therefore to increase the adaptation to the SOP, decrease employee exhaustion, increase work engagement and overall job performance. Several scholars have argued and shown that Job Crafting can aid in the establishment of decreased exhaustion and increased work engagement, and job performance. Job Crafting is defined as a bottom-up approach to job redesign (Wrzesniewski & Dutton, 2001). There are three distinctive actions employees may take to do so: they may seek resources (i.e. ask for advice or feedback), seek challenges (i.e. request extra responsibilities) and optimize their job demands (i.e. find smarter ways to perform a task) (Demerouti & Peeters, 2017; Petrou, Demerouti, Peeters, Schaufeli, & Hetland, 2012). Additionally, there are theoretical arguments to assume that Job Crafting can alter one's change attitude. Several studies furthermore revealed that a Job Crafting intervention can trigger Job Crafting behavior in individuals. Therefore, this study focusses on the utilization of a Job Crafting intervention to establish a Job Crafting workforce, which is hypothesized to result in the attainment of an energetic, engaged, well performing workforce with a positive change attitude.

Method

The research model of the current study is depicted in the figure below (Figure a). The study is designed as a quasi-experimental field study with 3 measurements in time. IKEA Eindhoven's logistics department comprised the experimental group and IKEA Breda's logistics department comprised the control group. The intervention consisted of three parts. First, participants attended a workshop in which the Job Crafting concept was explained, and its effects were discussed with the aid of the JD-R Theory. Also, best practices were discussed, which were deducted from structured interviews conducted beforehand. Moreover, during the 3-hour workshop, employees were presented exercises in their personal action plan booklet to analyze their current job, highlighting strenuous and energizing job characteristics by using their own experiences. These were then used as input for their SMART Job Crafting goals, complemented by actions, formulated to achieve their goals. The workshop was followed by four weeks of personal crafting with the aid of their personal action plan. During this period, participants had the chance to attain one SMART goal, respective to seeking resources, optimizing demands and seeking challenges. The fourth week was utilized to again seek resources. Four weeks after the intervention, an evaluation session was held to exchange experiences and stimulate further Job Crafting.

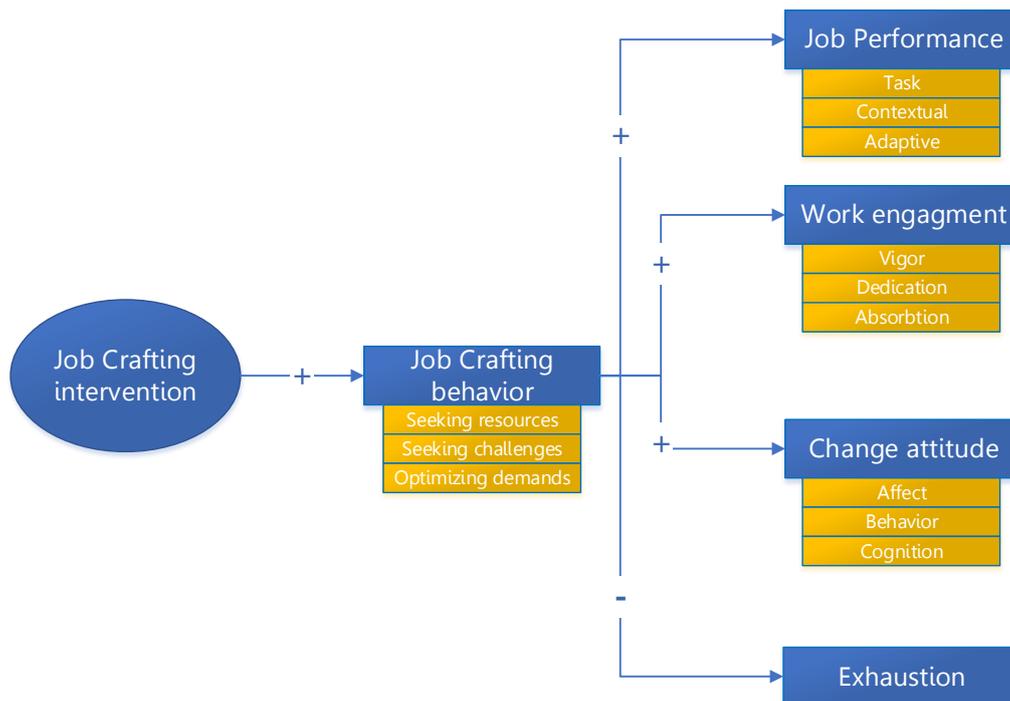


Figure a: The research model of the quasi-experimental field study

To evaluate the effectiveness of the training, there were three measurements in time, one before the intervention workshop, one after the crafting period and one during the evaluation session. Hence, there was a time lag of eight weeks between the first and last measurement. The control group only participated in the first and last measurement. The measurement consisted of a self-report questionnaire, comprised of questions measuring each of the constructs as depicted in Figure a. Pre-existing, validated measures were used, ensuring reliability of the questions.

Results and discussion

The current study revealed evidence to suggest that a Job Crafting Intervention based on the JD-R Theory and the Social Cognitive Theory can lead to increased Job Crafting behavior of employees (i.e. seeking challenges, optimizing demands and surprisingly reducing hindering demands). This effect was measurable four weeks after the intervention. Moreover, evidence was found that after the Job Crafting intervention, several positive changes in the outcome variables occurred. These findings are of theoretical value as findings regarding the effect of Job Crafting behavior on these outcomes differs amongst studies. Moreover, this study answers to the request for more research on the topic (Gordon et al., 2018; Van Wingerden, Bakker, & Derks, 2017a). First, exhaustion in employees significantly decreased four weeks after the intervention was completed. Additionally, results have revealed that employee in the experimental group are more positively oriented towards change endeavors. This finding is theoretically novel as the link between Job Crafting and change attitude has not been researched before. Work engagement has not been found to increase in the experimental group. Although in line with previous findings (Van Wingerden, Derks, & Bakker, 2017), this was not expected but may be explained. The lack of significant increase in work engagement might be explained by a lack of balance between job demands and resources (Bakker & Demerouti, 2014). Moreover, there might be a time lag in the increase of employee work engagement as discussed in (Leiter & Bakker, 2010). Lastly, there is evidence to state that employees participating in the Job Crafting intervention scored higher on adaptive performance, both compared to the control group and their pre-test scores. These findings are of theoretical and practical importance. It was found in the current study that the change in optimizing demands behavior (and not seeking challenges or resources) is significantly and positively related to the change in adaptive performance. According to the employees, the main reason that adherence to the Standard Operating Procedures (SOP) was not attained before the

intervention was because of expected workload increase. By optimizing demands, employees may have found a work-around to still achieve adherence to the SOP while minimizing the increase in workload, explaining the correlation.

Contributions to theory and practice

The current study makes important contributions to the literature. First, this intervention is a welcome addition to the limited existing literature on Job Crafting interventions. By the addition of employee change attitude as an outcome, a novel research direction has been identified. Moreover, the current intervention is conducted in a novel research context (retail) whereas previous studies have focused on other sectors. Furthermore, the current study focussed on a diversely aged experimental sample in a retail environment with different educational backgrounds and employment duration. Nevertheless, results align with previous studies, indicating effectiveness of Job Crafting through various demographic distributions. The current study finds practical use through multiple lines of reasoning. This study is practically relevant to especially managers or leaders experiencing difficulty in implementing organizational change as Job Crafting has been identified as a means to streamline organizational change implementation. Moreover, a Job Crafting intervention can aid to develop a resilient workforce, able to deal with fluctuations in job demands. Lastly, by being intrinsically motivated to seek challenges, Job Crafters can safeguard their own motivation (i.e. work engagement). Therefore, a Job Crafting intervention may be a cost-effective tool in establishing a motivated, healthy and well-performing workforce. Lastly, more specifically, this study yielded important insights and results for IKEA Eindhoven as SOP adaptation has increased and IKEA Eindhoven has been familiarized with the Job Crafting concept and corresponding intervention, which may be held at other departments as well.

Conclusion

Overall, it is concluded that the current study partly satisfied the main research objective and successfully answered the paired research question. The main objective was to enhance employee work engagement and (adaptive) job performance while decreasing job related exhaustion. Moreover, the significance of Job Crafting in achieving this has been theoretically argued and empirically justified. It has been shown that after a Job Crafting intervention, employees can engage in more challenge seeking behavior and optimize their experienced work-related demands. Moreover, employees report less exhaustion, and increased adaptive performance. Additionally, a more positive change attitude in the employees was established. In conclusion, a Job Crafting intervention and resulting Job Crafting behavior can be an effective instrument in the attainment of a decrease in employee exhaustion, an increase in positive change attitude and lastly an increase in adaptive performance, further stressing the importance of Job Crafting to achieve successful (adaptation to) organizational change.

Table of Contents

Abstract	i
Preface	ii
Executive Summary	iii
Table of Contents.....	vi
List of Figures and Tables.....	vii
1. Introduction.....	1
1.1. Business Context and Problem Statement.....	2
1.2. Research Question	3
1.3. Relevance.....	3
2. Theoretical Foundation.....	4
2.1. Research model.....	4
2.2. Job Crafting.....	4
2.3. A Job Crafting intervention triggers Job Crafting behavior	5
2.4. The JD-R Theory and the Effects of Job Crafting.....	8
2.5. Overview of Hypothesis.....	14
3. Method.....	15
3.1. Research design and procedure.....	15
3.2. Strategy of data analysis	17
3.3. Measures.....	18
3.4. Participants.....	19
4. Results	21
4.1. Sample and response.....	21
4.2. Hypotheses tests.....	22
5. Conclusions and Discussion.....	33
5.1. Discussion of theoretical implications	34
5.2. Practical implications	37
5.3. Conclusion.....	38
References.....	39
Appendix.....	46

List of Figures and Tables

List of Figures

Figure 1: The research model of the current study with hypothesized relationships.....	4
Figure 2: The Job Demands - Resources model.....	9
Figure 3: Timeline of the intervention study.....	15
Figure 4: Change in mean exhaustion score over time in the experimental group.....	26
Figure 5: Change in mean score of change attitude and its dimensions over time.....	27
Figure 6: Change in mean score of performance and its dimensions over time.....	30
Figure 7: The Job Demands - Resources model.....	49

List of Tables

Table 1: Overview of the conducted Job Crafting interventions based on the JD-R Theory	8
Table 2: Results of the independent sample t-test on the control and experimental group	22
Table 3: Results of the paired t-test on the experimental group between T0 and T1	23
Table 4: Results of the paired t-test on the experimental group between T0 and T2	23
Table 5: Results of the Two-way Mixed ANOVA on the Job Crafting dimensions.....	24
Table 6: Results of the Two-way Mixed ANOVA on the Job Crafting outcomes.....	25
Table 7: results of the OW RM ANOVA on employee exhaustion.....	26
Table 8: Results of the OW RM ANOVA on the dimensions of employee change attitude.....	28
Table 9: Results of the OW RM ANOVA on work engagement and its dimensions.....	29
Table 10: Results of the OW RM ANOVA on employee performance.....	30
Table 11: The correlations between the change in outcome variables and Job Crafting.....	31
Table 12: Output of the blocked regression predicting T2 adaptive performance.....	32
Table 13: Output of the blocked regression predicting T2 change behavior.....	32
Table 14: Output of the blocked regression predicting T2 change cognition.....	32
Table 15: Significance of Shapiro-Wilk's test on means scores.....	75
Table 16: Results of Levene's test and Box's M-test for the Job Crafting dimensions.....	76

1. Introduction

Indisputably, any given business' main goal is to be as profitable as possible. This may be achieved through various channels: efficient operations, cost-consciousness and an engaged, healthy and skilled workforce for example (Orr & Orr, 2014). The former two aspects call for changes in routines for improvements. Moreover, technological advancements occur with an ever-increasing pace, demanding changes to an organization's operations (management) (Baskerville et al., 2017). These changes eventually all must be adjusted to by the workforce working with routines or using changed systems.

However, organizational change often also brings about (temporary) unfavorable outcomes and should be recognized as a double-edged sword. On the one side, organizational change is an important facet of any organization and is required for viability in the company. On the other side, organizational change has been found to impact the workforce negatively and often finds resistance (Hoag et al., 2002; Oreg, 2006; Thomas & Hardy, 2011). Unfavorable outcomes of organizational change mainly entail negative effects on the workforce. Changes in tasks, routines or structures impose a threat to the established order, resulting in feelings of anxiety and a decrease in motivation, resulting in a decline of overall employee job performance as has been found by multiple scholars (e.g. Oreg (2006); Georgalis, Samaratunge, Kimberley & Lu (2015) and Petrou, Demerouti, & Schaufeli (2015)). This imposes a direct problem as a well-performing workforce is key to any profitable organization (Orr & Orr, 2014). Not surprisingly, planned organizational change often ends in failure (Specht, Kuonath, Pachler, Weisweiler, & Frey, 2017). According to Werkman (2009), up to 70% of the change attempts fail (partly) or are evaluated as less successful. However organizational change occurs frequently and rapidly and is therefore seen as a constant for a business (Day et al., 2017; Smith, 2005b, 2005a), therefore, there is great value in optimizing organizational change implementation.

To streamline organizational change implementation, a substantial number of scholars have conducted research on this topic. Studies have indicated multiple paths may lead to (successful) organizational change and multiple means can be used (Eaton, 2010; Georgalis et al., 2015; Heyden, Fourné, Koene, Werkman, & Ansari, 2017; Kotter, 1995, 1996; Werkman, 2009). These strategies all overlap on one aspect: for change to be implemented (e.g. for work routines to be changed) managers must rely on individual employees and their proactivity and adaptability (Ghitulescu, 2013; Smith, 2005a). Fittingly, recent literature has focused on increasing adaptive performance of employees during organizational change (Gordon et al., 2018; Peeters, Arts, & Demerouti, 2016; Van den Heuvel, Demerouti, Schreurs, Bakker, & Schaufeli, 2009). Adaptive performance reflects the level of flexibility employees have and their proactivity in a changing organizational environment and is seen as an indicator of performance during times of change (Griffin, Neal, & Parker, 2007; Peeters et al., 2016).

The link between adaptive performance and Job Crafting has recently become a topic of interest for scholars. Job Crafting is a concept that has been introduced in work psychology and job redesign literature a decade-and-a-half ago (Bakker & Demerouti, 2007, 2017; Tims & Bakker, 2010; Wrzesniewski & Dutton, 2001). Since then, much research has been conducted, stressing the benefits of Job Crafting on employee motivation and in-role performance (Bakker, Tims, & Derks, 2012; Tims, Bakker, & Derks, 2014; Weseler & Niessen, 2016b) as well as employee well-being (Hakanen, Seppälä, & Peeters, 2017; Tims, Bakker, & Derks, 2013; Van den Heuvel, Demerouti, & Peeters, 2015; Van Wingerden, Bakker, et al., 2017a; Vogt, Hakanen, Brauchli, Jenny, & Bauer, 2016). Novel works moreover, have related Job Crafting to adaptive performance (Demerouti, Xanthopoulou, Petrou, & Karagkounis, 2017; Gordon et al., 2018; Peeters et al., 2016). Preliminary evidence suggests a positive relation between the constructs and it has been argued that Job Crafting strategies might facilitate the emergence of new work roles that help employees to deal with changing situations (Petrou, Demerouti, & Xanthopoulou, 2017). However, the amount of empirical evidence linking Job Crafting to adaptive performance thus far has been limited.

Another novel research direction regarding Job Crafting is a Job Crafting intervention. A Job Crafting intervention may be seen as a way of triggering Job Crafting behavior (Gordon et al., 2018; van den Heuvel, Demerouti, & Peeters, 2015; Van Wingerden, Bakker, et al., 2017a; Van Wingerden, Bakker, & Derks, 2017b). However, an intervention as a means to create an environment in which employees proactively craft their jobs, has not been discussed by scholars elaborately thus far. Preliminary evidence suggests nevertheless that it might be an efficient tool to induce Job Crafting behavior within an organization.

This master thesis is theoretically aimed at linking these concepts. The main goal is to provide scientific evidence that Job Crafting behavior can be induced by an intervention and that consequently Job Crafting behavior is positively related to increased employee (adaptive) job performance, decreased work-related exhaustion and increased work engagement and change attitude. Consequently, this may yield evidence that Job Crafting is a means to accomplish successful organizational change. This study takes place in a retail context: the logistics department of the IKEA store in Eindhoven.

1.1. Business Context and Problem Statement

The renowned Swedish furniture retailer IKEA has over 400 stores in 49 countries. Every IKEA store is divided in a showroom (in which furniture is on display), a market hall (in which smaller furniture and decoration may be gathered) and Self-Serve warehouse (in which (most) larger furniture is stored). Some stores, IKEA Eindhoven included, have an additional external warehouse (EMPU: External Merchandise Pick-up Unit) in which other goods (which are not available in the Self-Serve warehouse) may be picked up by customers.

The company is known for its inspiring culture: it has been awarded the most inspiring organization in the Netherlands three times (Synergie, 2017). Additionally, a culture in which employees are stimulated to make mistakes - to learn from them - and find better ways to engage in everyday activities is predominant at IKEA. This results in an environment in which change is predominant and therefore presents the perfect environment for this study. IKEA Eindhoven consist of multiple departments and teams, resulting in a total workforce of over 500 employees. At IKEA Eindhoven, the logistics department consists of Goods Flow (GF) and Sales & Supply Support. This thesis' focus lies on the employees of the GF department. This department consists of around 75 employees, divided in four different teams: Market Hall, Self-Serve Replenishment, Inbound and Outbound. Each team consists of 15-20 employees, which is headed-up by a team manager. The Team Managers report to the Deputy Logistics Manager who in turn reports to the Logistics Manager.

The main tasks of the GF employees involve not only stock replenishment in the market hall, the self-serve warehouse and the EMPU but also picking goods that customers order online or in the store which have to be transported to a home address. New employees are taught one or two specific tasks (e.g. replenishment in Self-Serve or Picking & Delivery). Once these tasks are mastered, further tasks and responsibilities may be added.

The logistics department remains to be one of the most rigid departments of the store. The department has been subject to multiple changes in management over the past year and experienced a lack of managers for a period. Consequently, there were not enough team-managers available to guide and mentor all employees. Additionally, the implementation process of new work routines lacked attention and thus effectiveness. Multiple problems emerged regarding work engagement, skepticism and overall engagement of employees, and consequently job performance. An example is the implementation of the Standard Operating Procedures of IKEA (hereafter: SOP). This document was drawn up to manage and safeguard employee and customer safety during the stocking process. This document contains all rules and regulations concerning daily operations of the logistics department at IKEA. The SOP has been introduced and implemented within IKEA globally. However, the implementation at IKEA Eindhoven has been -and still is- subject to large resistance and SOP violation among employees.

1.2. Research Question

This master thesis' main goal is to increase employees' overall job performance. Part of this job performance is their adaptive performance: how well employees adapt to and adopt organizational change efforts. Moreover, an increase of overall employee motivation and decrease of job-related exhaustion is asked for. The formal objective and research question reads as follows:

Objective:

Decrease employee exhaustion, create a positive change attitude and increase their work engagement and (adaptive) job performance.

As Job Crafting has been linked to increased work engagement, decreased exhaustion and increased performance, it is hypothesized that Job Crafting can be a means to achieve the set objective. Therefore, the objective has been translated to the following research question:

Research question:

Can a Job Crafting intervention aid in decreasing employee job-related exhaustion, creating a more positive change attitude and increase their work engagement and (adaptive) performance?

1.3. Relevance

The relevance of this master thesis is two-fold. First, theoretically, this thesis is relevant as it further extends scientific knowledge on the Job Crafting intervention, the Job Crafting concept and its effects. Whereas previous interventions have mainly focused on seeking resources, seeking challenges and reducing job demands as Job Crafting strategies, this study substitutes reducing job demands for optimizing job demands. Moreover, the current study includes employee change attitude as explanatory mechanism of increased adaptive performance, thereby linking Job Crafting to organizational change. This adds to scholars' knowledge on the usefulness of Job Crafting during organizational change (evidence might be acquired that Job Crafting is a useful means to implement organizational change). This study additionally increases the amount of empirical evidence of the effectiveness of Job Crafting (interventions) as it is conducted in a novel context. Previous interventions have for example taken place in an occupational health setting (Gordon et al., 2018; Tims, Bakker, Derks, & Van Rhenen, 2013), aviation industry (Karatepe & Eslamlou, 2017) among teachers (Tims, Bakker, & Derks, 2015) or in a police district (Van den Heuvel et al., 2015). This study takes place in a dynamic retail context. Moreover, as demographics of the sample in previous studies and the current study are different, the effectiveness of the training might be different. Therefore, this adds to the scholar's knowledge of the effectiveness of a Job Crafting intervention on different age groups, contract sizes and level of education.

Second, this study finds practical relevance through the potential usefulness of a Job Crafting intervention in the specific IKEA context. It aids the specific company's (IKEA) struggle to implement changed work routines. Moreover, practical significance may be found in the fact that this study provides insight in a new means to both increase performance as well as change adaptability of employees in a broader sense. This study is conducted at the logistics department; however, the outcomes of this study may be used in a broader sense. Particularly, as IKEA's working environment is innovative, fast-paced and dynamic, this study may present the foundation for multiple other interventions to be held at other departments in store, other stores or perhaps even globally. It may therefore present to be an asset in the knowledge of the managers and the Human Resources department. Lastly, an increase in performance might result in increased profits for IKEA.

2. Theoretical Foundation

This chapter gives a study overview and presents the research model. Thereafter the involved constructs and hypothesized relationships are visited. This chapter is concluded by an overview of the formulated hypotheses.

2.1. Research model

This study is aimed at increasing employee job performance, work engagement and change attitude while decreasing employee exhaustion by means of a Job Crafting intervention. This suggests that Job Crafting behavior is the mediator in the process, and job performance, work engagement, change attitude and exhaustion as outcome variables. More formally, the central hypothesis is that a Job Crafting intervention triggers Job Crafting behavior, which in turn results in increased employee job performance, work engagement and change attitude while decreasing job related exhaustion. This research model is depicted in the figure below (Figure 1). The theoretical foundation for these hypothesized relationships can be found in the following sections.

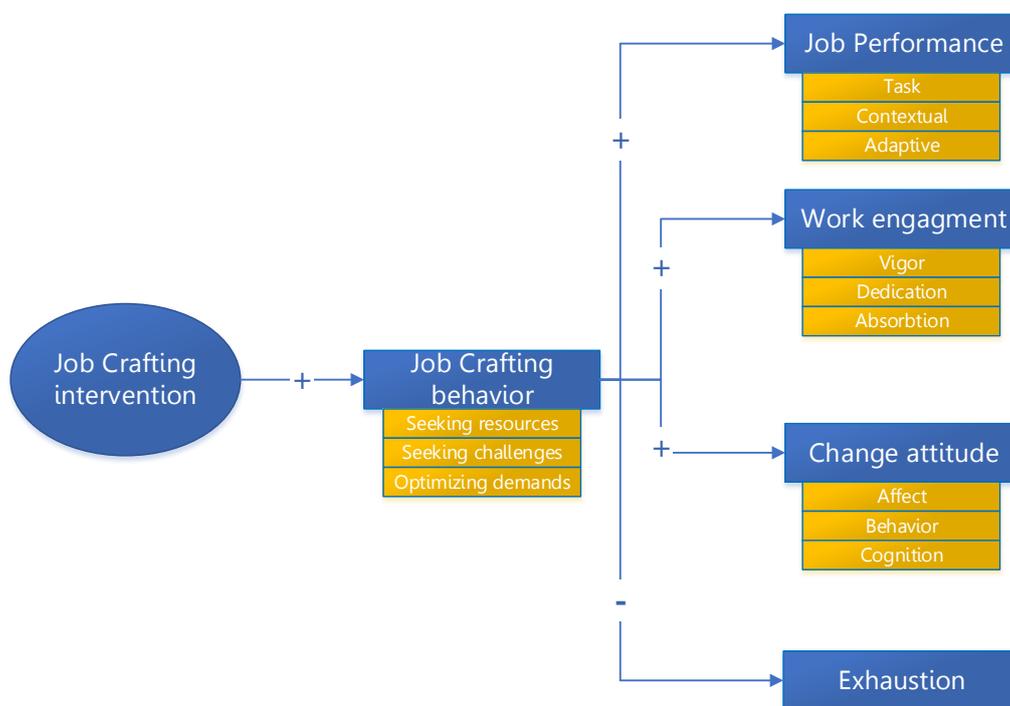


Figure 1: The research model of the current study with hypothesized relationships.

2.2. Job Crafting

Job Crafting should be seen as a bottom-up approach to job redesign in which employees may alter their jobs to make them closer to their own preferences. Job Crafting is defined as: "actions that employees take to shape, mold and redefine their jobs" (Wrzesniewski & Dutton, 2001, p. 179). Consequently, Job Crafters are people who change both physical and mental boundaries of their job. This may be done by changing the way they think about relationships and see their tasks. Moreover, they may alter task boundaries in order to make them closer to their preferences (Wrzesniewski & Dutton, 2001). More generally, Job Crafting is "whenever individuals adapt their jobs to make them closer of their personal preferences" (Esteves & Pereira Lopes, 2016, p. 763).

It can be induced from the definition of Wrzesniewski & Dutton (2001) that there are several dimensions of Job Crafting. These dimensions are task crafting (altering one's tasks boundaries), relational crafting (altering relationships during their work) and cognitive crafting (how one thinks about their work). These

dimensions are not mutually exclusive as an individual may perform all three types of Job Crafting. However, over the years, the dimensions of Job Crafting have been subject of discussion by different scholars, yielding different definitions as may be concluded from Rudolph, Katz, Lavigne & Zacher (2017). The contemporary approach categorizes Job Crafting towards demand and resource crafting. This categorization was first proposed by Tims & Bakker (2010) and found support in Tims, Bakker, & Derks, (2012, p. 174), who argued and showed empirically that Job Crafting consists out of three conceptually different dimensions. These types are defined as (1) increasing job resources (e.g. seeking feedback, maximizing autonomy); (2) increasing challenging job demands (e.g. asking more responsibility, seeking more tasks) and (3) decreasing hindering job demands (e.g. task avoidance, reducing task complexity (finding more efficient ways). Over the past years, this typology has been used in many scholarly works (e.g. Gordon et al., 2018; Hakanen, Seppälä, & Peeters, 2017; Petrou, Demerouti, & Schaufeli, 2018; Rudolph, Katz, Lavigne, & Zacher, 2017).

Nevertheless, the third dimension (decreasing hindering demands) has also been subject of discussion as it has been linked to an adverse effect on job related outcomes. For example, Weseler and Niessen (2016) found that reduction behavior is rated as counterproductive for job performance. Additionally, in a diary study conducted by Petrou, Demerouti, Peeters, Schaufeli, & Hetland (2012), the authors found evidence that demand reduction yields a less stimulating environment and a decrease in work engagement. Moreover, Petrou et al. (2015) explain this by linking to literature that states that exhausted employees are less likely to put effort in their tasks and are thus increasing workload, which then increases their exhaustion. Furthermore, Tims, Bakker & Derks (2013) argued that decreasing hindering job demands may prove to be difficult as hindering job demands may be inherent to one's job. Moreover, a meta-analytic Confirmatory Factor Analysis (CFA) suggested that decreasing hindering demands should not be included in the operationalization of overall Job Crafting (Rudolph et al., 2017). The authors found that decreasing hindering demands was less reflective of the overall Job Crafting construct and was differently associated with antecedents and outcomes as compared to the other two dimensions (i.e. increasing resources and seeking challenges). In addition, multiple scholars found that reducing hindering demands was found to have a positive, reciprocal link with exhaustion (Petrou et al., 2015; Tims, Bakker, Derks, et al., 2013). The former illustrate their findings by linking to literature that states that exhausted employees are less likely to put effort in their tasks and are thus increasing workload, which then increases their exhaustion (Petrou et al., 2015).

As a potential solution, Demerouti and Peeters (2017) introduced optimizing demands as a form of reduction-oriented crafting rather than decreasing hindering demands. Optimizing demands refers to the simplification or optimization of work processes. The rationale lies behind the notion that optimizing demand is a form of proactive demand crafting (by-passing inefficient working methods) whereas decreasing hindering demands is more reactive. In their study, they have found empirical evidence that optimizing demands was indeed positively related to work engagement, whereas decreasing demands was unrelated to work engagement. Moreover, Demerouti, Veldhuis, Coombes, & Hunter (2018) included optimizing demands as a Job Crafting dimension in their intervention study among pilots and found it to be negatively related to exhaustion and disengagement and positively to performance. Therefore, the thesis will adhere to the latest definition of the Job Crafting dimensions: Job Crafting behavior is the act of seeking resources, seeking challenges and optimizing demands. This does however not necessarily imply that the characterization of Wrzesniewski & Dutton (2001) is wrong, as both lines of reasoning might be linked (Demerouti, 2014).

2.3. A Job Crafting intervention triggers Job Crafting behavior

A core characteristic of Job Crafting is that employees themselves take initiative to engage in Job Crafting behavior. There are multiple reasons for an individual to engage in Job Crafting behavior as "*job crafting is a type of emergent behavior that may be the result of any of a variety of or combination of stimuli*" (Lyons 2008, p. 35). Or as Petrou, Demerouti, & Schaufeli (2015, p. 471) state: "*Situational factors*

shape human behavior together with individual characteristics". From these statements, one can distinguish environmental triggers from individual triggers and may thus conclude that management may create an environment to make it more likely for employees to engage in Job Crafting behavior. Examples include but are not limited to job autonomy, job ambiguity and task complexity (Demerouti, 2014; Ghitulescu, 2006; Leana, Appelbaum, & Shevchuk, 2009; Rudolph et al., 2017; Tims & Bakker, 2010; Tims, Bakker, Derks, et al., 2013). By offering the employees more autonomy, they are suggested to be more flexible to change their ways of working (craft their jobs). Moreover, through the decrease of task interdependence, employees only depend on themselves to change their job and high task complexity requires individuals to work more efficiently and prevents boredom. Other ways to trigger Job Crafting behavior in individuals reside in the employee and are difficult to change, as these are mostly predispositional. Examples include personality and work orientation (Brenninkmeijer & Hekkert-Koning, 2015; Petrou & Demerouti, 2015; Petrou et al., 2018). A last and novel approach to trigger Job Crafting behavior is by means of a Job Crafting intervention.

Triggering Job Crafting behavior by means of an intervention is seen as a more effective way to motivate people to engage in Job Crafting behavior. (Gordon et al., 2018; van den Heuvel et al., 2015). Thus far, little is known about Job Crafting interventions and their effects (Gordon et al., 2018). The first known Job Crafting intervention was conducted by Van den Heuvel, Demerouti & Peeters in 2015. In this study, employees were provided the opportunity to improve their work environment and work-related well-being using insight from Job Crafting and the JD-R Theory. The intervention consisted of a training day and 4 weeks of consecutive Job Crafting, working towards pre-set goals. This period was followed by a half-day reflection session. In the reflection session, participants discuss achievements, hindrances and possible solutions of problems they encountered during the crafting period to facilitate future crafting behavior. The authors based the effectiveness of the training on the Social-Cognitive Theory (SCT), which implies that learning occurs in a social setting where information about others' behavior is available and can be used to regulate one's own behavior (cf. the group training). The following part of the intervention is drawing up and adhering to the personal action plan. Employees reflect on their work environment, in terms of demands and resources (conform the JD-R Theory). Next, participants draw up a plan with self-chosen job crafting goals to be completed over the 4 weeks following the training. This method was deemed effective as the SCT dictates that humans rely on self-regulatory mechanisms to exercise control over their thoughts, emotions motivation and actions. A key element in developing self-directedness is self-monitoring, which refers to paying attention to one's current situation and performance. Hence, this may be used to effectively set personal goals and tracking goal attainment. Then, based on the JD-R Theory, it was expected by the authors that crafting individuals can effectively change their work environment as multiple studies had already found that the seeking resources strategy of Job Crafting could lead to increased resources (Tims, Bakker, & Derks, 2013) and that seeking challenges relates to increased work engagement (Petrou et al., 2012). In Van den Heuvel et al. (2015) fundamental, quasi-experimental pre-post study amongst 86 Dutch police officers, the authors found evidence to suggest that the experimental group reported less negative affect, higher self-efficacy, higher development opportunities and leader-member exchange (LMX) as dependent sample t-tests revealed significant differences between means.

The intervention design of Van den Heuvel et al. (2015) has been followed by multiple scholars, yielding seven intervention studies to date (see Table 1 for an overview and Appendix A (page 47)), for a more extensive evaluation). One must conclude that the number of conducted intervention studies is limited. Additionally, their findings differ, and thus no rigid conclusions on the effectiveness and potential causality between an intervention and Job Crafting behavior may be drawn. Nevertheless, preliminary evidence suggests that a positive relation between Job Crafting intervention and subsequent Job Crafting behavior exists. An explanation for this might be that the interventions have been done in different occupational groups, with different demographics and a difference in time lag between the intervention workshop and the post intervention measurement. Together, there is preliminary evidence to suggest that a positive relation between a Job Crafting intervention and subsequent Job Crafting behavior exists. Revisiting this

relationship thus adds to scholar's knowledge on the effectiveness of a Job Crafting intervention. Therefore, the following hypothesis has been formulated:

H1a.: Compared to the pre-intervention score (T0), employees participating in the intervention demonstrate an increase in Job Crafting behavior directly after the intervention (T1).

Even less is known about the longitudinal effects of a Job Crafting intervention. There is some evidence for longitudinal effects nonetheless. For example, Harju, Hakanen & Schaufeli (2016) found that seeking challenges may be a viable strategy to prevent employees from becoming bored at work and to enhance work engagement in the long term. Additionally, they argue it to be a catalyst for other crafting activities (i.e. increasing resources). The authors conclude that a Job Crafting intervention can improve Job Crafting behavior. Moreover, Van Wingerden et al. (2017b) found that one year after the Job Crafting intervention, participants who still report resource seeking behavior, additionally report increased self-efficacy and in-role performance, even though no effects were found directly after the intervention. Additionally, based on the reasoning that Job Crafting is a skill that can be learned and will be used if found useful, it is proposed that the effects of an intervention can increase over time. However, as the current study is bound to a time restriction, only limited measurements may be done. Nevertheless, a lag of 8 weeks between the baseline (T0) measurement and the T2 measurement is longer than most other studies (mostly 6 weeks, see Table 1) and thus the following is hypothesized:

H1b.: The Job Crafting intervention's effect on Job Crafting behavior in the experimental group is significant after four weeks after the intervention has been completed (T2).

Moreover, the potential effect may be compared to Job Crafting behavior in the control group:

H1c.: Compared to the control group, participants in the intervention group report higher Job Crafting behavior four weeks after the intervention has been completed (T2) when controlling for pre-intervention scores.

Table 1: Overview of conducted Job Crafting interventions based on the JD-R and their results. Key: SC = Seeking Challenges; DHD = Decreasing hindering Demands; SR = Seeking Resources; LMX = Leader-Member Exchange

AUTHORS	INTERVENTION DETAILS						RESULTS
	year	industry	N	#meetings (interval)	measurements (Timelag) [weeks]	Job Crafting Dimension	Outcomes
GORDON ET AL. (STUDY 1)	(2018)	Medical specialists	48	1 (-)	3 T0-T1 = (12) T1-T2 = (12)	SC (+) DHD (+)	Work Engagement (+) Health (+) Exhaustion (-) performance (+)
GORDON ET AL. (STUDY 2)	(2018)	nurses	32	1 (-)	2 T0-T1 = (6)	SR (+) DHD (+)	Work Engagement (+) Exhaustion (-) Adaptive performance (+)
VAN DEN HEUVEL, DEMEROUTI, PEETERS ¹	(2015)	Dutch Police	39	2 (4)	2 T0-T1= (6)	No significant changes	Negative affect (-) Self-efficacy (+) Development opportunities (+) LMX (+)
VAN WINGERDEN ET AL.	(2017b)	Teaching	75	1 (-)	3 T0-T1= (9) T1-T2= (52)	SC (+, n.s.) ² DHD (+,-) SR (n.s.,+)	Feedback (n.s., +) Development opportunities (n.s.,+) Self-efficacy (n.s., +) In-role performance (-,+) ³
DEMEROUTI, XANTHOPOULOU, PETROU & KARAGKOUNIS (STUDY 2)	(2017)	Greek municipality employees	30	2 (8)	2 T0-T1 = (4)	DHD (+)	Positive Affect (+) Openness to change (+)

2.4. The JD-R Theory and the Effects of Job Crafting

To grasp the effects of Job Crafting, an understanding of the Job Demands – Resources Theory (hereafter abbreviated to JD-R Theory) is imperative. Therefore, in this section, the fundamentals of the JD-R Theory will be discussed. Then, the effects on the Job Crafting individual; the effects on job-related exhaustion, change attitude, work engagement and overall job performance will be discussed consecutively.

2.4.1. The JD-R Theory

The Job Demands – Resources Theory is based on the understanding that two main forces influence employee job performance. On one hand, one may distinguish the motivational process: consisting out of resources, motivation and job crafting. On the other hand, one may distinguish the health-impairment process: job demands, strain and self-undermining (Bakker & Demerouti, 2014). Additionally, a reversed causality is proposed in the theory: burned out employees create more job demands whereas engaged employees attain a positive gain spiral. Moreover, resources moderate (reduce) the effect of job demands on strain whereas job demands moderate (increase) the effect of resources on motivation. Ergo, increased

¹ Analysis with RM-ANOVA insignificant, paired sample t-test reported significant changes.

² (T0-T1, T1-T2)

³ T0-T3 change is score was positively significant

resources decrease strain due to job demands and (challenging) job demands increase motivation when resources are available. An overview of the model is depicted below (Figure 2).

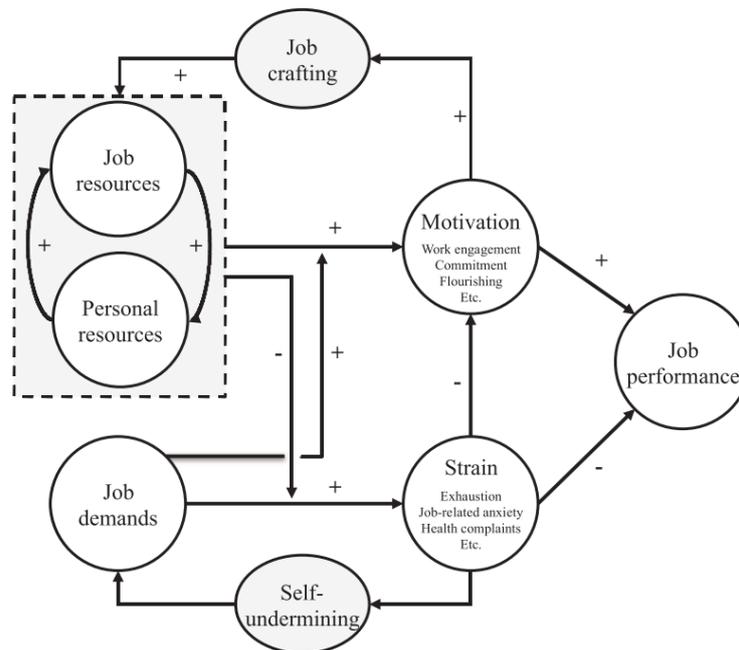


Figure 2: The Job Demands - Resources model, from Bakker & Demerouti (2017, p. 275). The motivational path consists of resources and motivation which is positively related to job performance. On contrary, the health-impairment process consists of job demands and strain and is negatively related to job performance.

As may be concluded from the above figure, Job Crafting influences multiple variables (directly or through mediation), ultimately influencing job performance. Before elaborating on this, the constructs mentioned are introduced shortly. A more elaborate discussion of these constructs may be found in the appendix (appendix B) on page 49.

Resources

Resources are all means an individual has access to, to function in a working environment. This may be differentiated towards job resources and personal resources. Job resources are physical, psychological, social or organizational aspects of one's job that help one in attaining their personal work goals (Demerouti et al., 2001). Personal resources are all mental resources an individual possesses (such as resiliency, positive self-evaluation and self-efficacy (Hobfoll, Johnson, Ennis, & Jackson, 2003; Vogt et al., 2016; Wrzesniewski & Dutton, 2001)) to help them attain their work goals.

Motivation

The motivation construct in the motivational process consists of all factors regarding employee motivation at work. This motivational component of the employee has been found to be, as opposed to the strain component in the health-impairment process, beneficial for employee job performance (e.g.: Bakker & Demerouti, 2014, 2017; Xanthopoulou et al., 2009). The most important and most studied element of the motivation component is work engagement, consisting of absorption, vigor and dedication (Bakker, 2011; Bakker & Demerouti, 2008). These dimensions characterize an individual being immersed in their job, bursting with energy and being dedicated to their activities (Bakker, 2011).

Job Demands

There is widespread consensus among scholars about the definition of job demands. In this study, job demands are -in line with Demerouti et al. (2001)- defined as all physical, social or organizational aspects of one's job that demand energy from the individual, either mentally or physical. Furthermore, one should

distinguish demands that challenge the individual to perform better and demands that hinder the individual from achieving their work goals. The former may yield increased motivation whereas the latter results in increased strain symptoms (Van den Broeck, de Cuyper, de Witte, & Vansteenkiste, 2010; Zapf, Semmer, & Johnson, 2014).

Strain

Strain is an aggregate constituted from many different constructs that impact health negatively in a work context. Strain can be defined as a state in which people experience (psychosomatic) exhaustion (Bakker & Demerouti, 2007, 2014, 2017; Bakker et al., 2005; Demerouti et al., 2001; Hakanen, Schaufeli, et al., 2008; Schaufeli & Salanova, 2014; Zapf et al., 2014), job related anxiety (Bakker & Demerouti, 2007, 2017), dissatisfaction (Bakker & Demerouti, 2007) and depression (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2007). This state leads (at best) to poorer performance at work and may eventually impair performance altogether (burnout) (Bakker & Demerouti, 2017; Bakker et al., 2005; Bakker, Demerouti, & Verbeke, 2004; Bakker, Van Emmerik, & Van Riet, 2008; Demerouti et al., 2001). In this study, the focus lies on the exhaustion component of strain. Exhaustion may be defined as the feeling of depleted energy and being overextended by the demands of one's work (Tims et al., 2015).

2.4.2. Job Crafting decreases job-related exhaustion

According to the managers at IKEA Eindhoven, employees currently report high work-related exhaustion and tiredness. The increased level of exhaustion might be explained by the fact that the department has undergone several (organizational) changes recently which may have induced increased feelings of exhaustion among employees (Petrou et al., 2015). As can be deduced from the JD-R Theory, exhaustion may be reduced through the increase of resources and optimization of demands. Tims, Bakker & Derks (2013) found that crafting additional job resources is negatively related to burnout symptoms, of which exhaustion is a component (Demerouti et al., 2001). This was already predicted by Bakker, Demerouti & Euwema (2005) who hypothesized that increased resources buffer negative effects of strain. In line with this hypothesis, Hakanen, Seppälä & Peeters (2017) found in particular that Job Crafting appeared to be helpful in reducing the negative effects of a high quantitative workload through the increase of resources in a study among Finnish teachers. This confirms the prediction of Bakker, Demerouti & Euwema (2005). Secondly, Tims, Bakker & Derks (2013) additionally found that crafting more challenging demands leads to lower burnout symptoms. The authors argue that simply knowing that one has influenced their challenging demands has beneficial effects on their well-being. Moreover, they argue that these effects may be derived from the fact that the individual feels in control during Job Crafting. Third, Demerouti, Sanz-Vergel, Petrou, & van den Heuvel (2016) argued that increased self-efficacy (resource) is negatively related to exhaustion symptoms. The authors argue this might be due to a decreased self-work conflict due to increased self-efficacy. Moreover, Work-self facilitation (positively related to self-efficacy) was found to be positively linked to optimism, which leads to exhaustion reduction. Lastly, Gordon et al. (2018) argued that demand optimization leads to a lower perception of exhaustion as lower levels of work pressure may be experienced. It is thus reasonable to assume that an increase in Job Crafting behavior (i.e. seeking resources, seeking challenges and optimizing demands) (eventually) leads to a decrease in experienced exhaustion. Hence, the following hypothesis is formulated:

H2: Four weeks post intervention (T2), employees in the experimental group report lower job-related exhaustion compared to their scores prior to the intervention and to the control group.

2.4.3. Job Crafting behavior positively relates to a positive change attitude

An attitude has been scientifically defined as a composition of feelings, thoughts and behaviors towards a certain topic (Vakola & Nikolaou, 2005). Therefore, a change attitude may be defined as one's feelings, thoughts and behavior regarding change. This is in line with Dunham, Grube, Gardner Cummings & Pierce (1989), who argued that one's change attitude is composed of an affective (feelings), a cognitive (thoughts) and a behavioral component. Even though scholars have argued that one's attitude is partly dispositional,

i.e. that attitudes are influenced by personality (Matteson & Kennedy, 2016; Schaubroeck, Ganster, & Kemmerer, 1996). Matteson & Kennedy (2016) state that managers can change an individual's attitudes by targeting one's environment, resulting in a more positive or negative change attitude.

There are five factors identified that relate to one's change attitude and that have been argued to alter either one or more of the change attitude components. In this study, it is argued that Job Crafting can provide a means to yield a more positive change attitude. First, increased organizational commitment is argued to lead to a more positive change attitude (Vakola & Nikolaou, 2005; Yousef, 2000, 2017). The former argues that if employees are committed to their organization, they are more willing to put more effort in a change project and therefore are more likely to develop more positive attitudes towards organizational change. This might be explained by the argument of Vakola & Nikolaou (2005), stating that individuals come to an organization with certain skills and needs which they hope they can use. Proactive behavior (Job Crafting) may provide a means to achieve this as employees may balance challenges and demands to find a better fit (Tims, Derks, & Bakker, 2016). Consequently, this could result in increased organizational commitment (Kirkman & Rosen, 1999). Indeed, Vakola & Nikolaou (2005) found empirical evidence supporting these theoretical claims.

Secondly, job satisfaction is positively related to a positive change attitude (Yousef, 2000, 2017). Employees who are satisfied with their work are more likely to be supportive of change attempts. Job Crafting behavior is positively related to job satisfaction. As De Beer, Tims & Bakker (2016) argued, employees who acquire adequate job resources and have an optimal level of job demands (work characteristics) more likely to be satisfied with their jobs.

Third, the act of meaning-making is also found to positively relate to willingness to change. When an individual makes meaning, this implies (s)he able to understand what happens around him/her and can link changes to their work environment to his/her own personal goals and values (Van den Heuvel et al., 2009). The authors argue that meaning-making can function as a personal resource, helping them to remain resilient when encountering organizational change. Empirical evidence was found in their study, supporting the positive relation between increased meaning making and increased openness to changes occurring at work. Tims et al. (2016) found and argued that when employees proactively change aspects of their job to increase job resources, and alter job demands (i.e. engage in Job Crafting behavior), they are likely to improve their person-job fit and consequently their experienced meaningfulness of work.

Fourth, an increase in the Psychological Capital (PsyCap) of an individual results in a positive change attitude. Van Dam (2013) discusses that resources as optimism, hope, self-efficacy and resiliency positively influence one's change attitude. These together form an employee's Psychological Capital (Avey, Wernsing, & Luthans, 2008). Vogt, Hakanen, Brauchli, Jenny, & Bauer (2016) reason that due to an increase in PsyCap, employee job satisfaction and organizational commitment is increased too. These two concepts have been linked to a positive change attitude. Moreover, the authors suggest that an increase in PsyCap is related to the ability to overcome problems or adversity, which is essential during organizational change. Vogt et al. (2016) further reason and found evidence that one's PsyCap can be increased by Job Crafting. They argue that by proactively regulating their work lives, employees enact control which increases their perceptions of self-efficacy and optimism. Moreover, they state through goal setting (inherent to Job Crafting), hope is increased as employees may set goals that make work more interesting (cf. Person-Job fit (Tims et al., 2016)). Lastly, Job Crafting can be utilized to overcome demanding work situations (i.e. optimizing demands & seeking resources), which adds to one's resiliency (Masten, 2001).

Fifth and last, poor interpersonal relationships, both between coworkers and management has been found to result in a more negative change attitude (Vakola & Nikolaou, 2005). In contrast, Jones, Jimmieson & Griffiths (2005) found evidence to suggest that employees who perceived strong human relations values reported higher levels of readiness to change, which in turn resulted in higher change adaptation. Part of

the seeking resources strategy of employee is seeking help from coworkers. Therefore, better interpersonal relationships are likely to be established through Job Crafting. Overall, Job Crafting seems to be a valid strategy to enhance employee change attitude. Hence, the following is hypothesized:

H3: Four weeks post intervention (T2), employees in the experimental group report a more positive change attitude compared to their scores prior to the intervention and to the control group.

2.4.4. Job Crafting increases work engagement

Job Crafting is hypothesized to positively relate to work engagement. The relationship between Job Crafting and work engagement has been discussed and analyzed to full extent in many different scholarly works (Bakker, 2011; Bakker et al., 2004; Bakker, Hakanen, Demerouti, & Xanthopoulou, 2007; Demerouti et al., 2001; Tims, Bakker, & Derks, 2013; Xanthopoulou et al., 2009). Theoretically it has been argued that work engagement may be increased through an increase in resources. Resources have been argued and found to buffer job demands, resulting in increased work engagement (Bakker et al., 2005, 2007). More specifically, it was found that under high job demands, the relationship between resources and work engagement was stronger as compared to low job demands. Even though results have thus already indicated work engagement can be increased through Job Crafting, this study includes work engagement also to provide further evidence for the relationship as Job Crafting is a relatively new concept and empirical evidence for a relation between the two constructs in an intervention setting is limited. Moreover, as indicated, the study context is novel, and thus findings may differ. Crafting challenges (i.e. increasing job demands), combined with crafting resources, and optimizing demands is therefore hypothesized to lead to increased work engagement. More formally:

H4: Four weeks post intervention (T2), employees in the experimental group report higher work engagement compared to their scores prior to the intervention and to the control group.

2.4.5. Job Crafting increases employee job performance

The amount of research directed at the link between Job Crafting and job performance is numerous. In this study, job performance is conceptualized as consisting of two main dimensions: objective performance and subjective performance. Objective performance may be defined as a performance judgement based on unbiased, numerical data. Subjective performance is based on opinions and may be differentiated towards task, contextual and adaptive performance (Gordon et al., 2018). Task performance entails officially required behaviors that are directly linked to the task description and add to the goals of the organization (Demerouti, Bakker, & Halbesleben, 2015; Shoss, Witt, & Vera, 2012). On the other hand, contextual performance are behaviors that are not necessarily related to functional job descriptions, but is behavior that enhances social and psychological aspects of the organization and is stated to contribute to the organization's effectiveness (Rana, Jordan, Jiang, & Tse, 2017; Shoss et al., 2012). Examples include helping others with their tasks and engage in extra-role tasks. Adaptive performance is a dimension of performance that entails the adoption and adherence to changes (e.g. new working methods or routines) (Pulakos, Arad, Donovan, & Plamondon, 2000).

There are several arguments suggesting that Job Crafting is an important means to alter employee job performance. First and foremost, the JD-R Theory provides solid grounds to state that Job Crafting influences employee in-role performance positively (Bakker & Demerouti, 2017). Through Job Crafting both the motivational path and the health-impairment path may be altered through seeking resources and seeking challenges as well as optimizing demands. Secondly, work-related proactivity is linked to increased employee job performance (Weseler & Niessen, 2016b). The authors reason that if employees take on additional tasks, their need to enrich their jobs is fulfilled. This is suggested to lead to increased intrinsic motivation and eventually performance (Ryan & Deci, 2000). Weseler & Niessen (2016) found empirical evidence that indeed both supervisor rated as well as self-rated task performance is positively related to extending task boundaries. It is argued that Job Crafting - seeking challenges in particular - is an important

means to achieve this. A third argument may be found in the person-job fit. Job Crafting stimulates employees to initiate changes in their resources (i.e. seeking resources) and (perceived) demands (i.e. seeking challenges and optimizing demands). As a result, this may increase the fit between the employee (personal abilities & (psychological) needs) and the job characteristics (Tims et al., 2016). Moreover, Rudolph et al. (2017) indeed reason that an increase in performance may be achieved through increased person-job fit and perceived meaningfulness of one's job. This might be explained by findings of Van den Heuvel et al. (2009) indicating that meaning-making may function as a resource to help sustain employee's performance. Fourth and last, in a diary study conducted by Demerouti, Bakker, & Halbesleben (2015), they found that daily seeking resources was positively related with task performance. Theoretically, this finds justification since seeking resources represents a strategy to deal with job demands to achieve goals or to complete tasks (Demerouti, Bakker, & Halbesleben, 2015). The authors reasoned that the employees gain more autonomy and were more engaged in their job, and consequently performed better.

The first four arguments linking Job Crafting to performance have mainly focused on increasing task performance. However, adaptive and contextual performance are also dimensions of employee job performance. There are several theoretical grounds to hypothesize that adaptive performance may additionally be increased through Job Crafting as has been found in for example Petrou et al. (2018). Until recently, the amount of research available on initiating, implementing or sustaining organizational change with the aid of Job Crafting (linked to proactivity) was limited and often undervalued (Hornung & Rousseau, 2007). In recent years, research relating the two concepts has been increasing and multiple authors have hitherto found that proactive behavior (Job Crafting) might be a means to adapt to (and survive) organizational change (Demerouti et al., 2017; Ghitulescu, 2013; Kira, Van Eijnatten, & Balkin, 2010; Petrou et al., 2015; Van den Heuvel, Demerouti, Bakker, & Schaufeli, 2010). For example, Job Crafting may increase the confidence to behave in novel ways, a requirement during organizational change (Demerouti et al., 2017). In line with their hypothesis, the authors found empirical evidence that seeking resources was positively related to adaptive performance. This supports earlier findings by Tims et al. (2014) who found that self-efficacy (a personal resource) is positively related to performance through a sense of mastery. The authors reason that Job Crafting prepares employees to better adapt to and deal with increased work demands induced by organizational change through increased self-efficacy, social support or other job resources. As for contextual performance, there are no direct arguments found in established journals to suggest the Job Crafting – contextual performance relationship. The only exception being the intervention study by Gordon et al. (2018) who related seeking resources to contextual performance. This finding seems logical as helping others is expected during the Job Crafting period: the seeking resources strategy entails seeking feedback and advice. Therefore, it is reasonable to assume employee contextual performance may increase simultaneously. An important last remark on the Job Crafting – performance relationship is that Job Crafting behavior is not necessarily beneficial to an organization (Wrzesniewski & Dutton, 2001). For example, the crafting of challenging job demands is often related to an increase of performance whereas decreasing hindering demands is frequently related to a decrease in performance (Demerouti, Bakker, & Halbesleben, 2015; Petrou et al., 2012). On the other hand, creating a too challenging environment could also entail a performance decrease through decreased well-being. There is widespread consensus nonetheless, that Job Crafting is mostly beneficial to the individual and the organization and can lead to increased performance. (Bakker & Demerouti, 2017; Lyons, 2008; Tims & Bakker, 2010). As there is ample (theoretical) evidence for this relationship, it is therefore expected that in the current study empirical evidence will be found to support the following hypothesis:

H5: Four weeks post intervention (T2), employees in the experimental group report higher task (H5a), contextual (H5b) and adaptive (H5c) performance compared to their scores prior to the intervention and the control group.

Overall, this study suggests that:

H6: An increase in Job Crafting behavior is related to and predicts a decrease in exhaustion (H6a) and an increase in change attitude (H6b), work engagement (H6c) and employee job performance (H6d)

2.5. Overview of Hypothesis

Summarizing, this study evaluates 14 hypotheses. First, the effect of a Job Crafting intervention on Job Crafting behavior will be assessed, both directly after the intervention (T1) (H1a) as well as 4 weeks after the intervention (T2) (H1b) and compared to a control group (H1c). Furthermore, it is expected that through increased Job Crafting behavior, employees experience less feelings of exhaustion (H2), a more positive change attitude (H3) and increased work engagement (H4). Additionally, it is predicted that after the intervention has taken place, the experimental group demonstrates an increase in task, contextual, and adaptive performance when controlling for pre-experimental scores (H5a-c). Lastly, it is expected that an increase in Job Crafting is related to and predicts a decrease in exhaustion and an increase in employee change attitude, work engagement and job performance (H6a-c).

3. Method

In this chapter, the method used to test the hypothesis is described. In the first section (3.1) the research design and procedure are discussed. Next, the strategy of data analysis is described in section 3.2. Consecutively, in section 3.3, the used measures are evaluated. The chapter is concluded by section 3.4, in which the sample is presented.

3.1. Research design and procedure

The research is designed as a quasi-experimental intervention study, thereby following Van den Heuvel et al. (2015) and Gordon et al. (2018). Their intervention study's effectiveness is based on the JD-R Theory and Social Cognitive Theory as discussed in section 2.4. There are three measurements in time. These three measurements are labeled as follows: T0 for a base measurement, T1 four weeks after the workshop has taken place T2 eight weeks after the workshop has taken place. Measurement T1 has been conducted to determine the direct effectiveness of the intervention (cf. hypothesis 1a). Measurement T2 has been conducted to determine the effects over time of the intervention (cf. hypothesis 1b). As the research has a time-series design, the experimental group may act as their own controls (Blumberg, Cooper, & Schindler, 2008). Nevertheless, a randomized control group has been used, consisting of employees of IKEA Breda's logistics department. This group has been chosen as the organizational culture and tasks should overlap and individuals could score on the same adaptive performance scale. Moreover, by using a physically separated control group, cross-contamination is prevented (Demerouti et al., 2017).

The intervention consisted of a workshop, four consecutive weeks of self-administrated Job Crafting (Figure 3) and an evaluation session. The intervention is aimed at triggering the employees to engage in Job Crafting behavior and stimulating them to sustain this proactive behavior. Consequently, four identical 3-hour workshops have been held to ensure participation and ensure enough attention is given to all participants. Each workshop consisted of about 15-20 employees, representing a team of the Goods Flow department. The participants have been compensated for their attendance by IKEA. Moreover, each workshop was attended by at least a Team manager and a HR-representative.

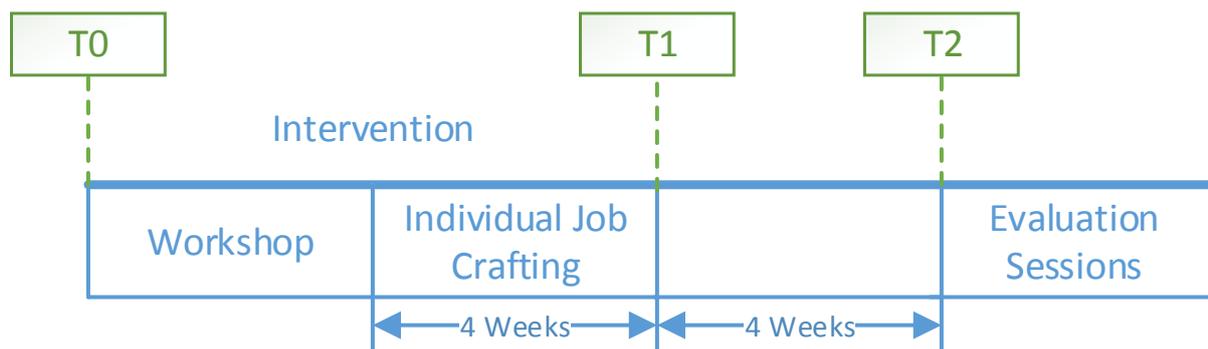


Figure 3: Timeline of the intervention and study. In green the measurements are depicted.

3.1.1. Before the workshop

Before the workshop took place, structured interviews were conducted with random employees from all teams. The aim for the structured interview was to distill key information on all dependent variables and the control variables. This includes the current resources that are used, experienced job demands and overall attitude towards the job and organizational change. The structured interview has not been recorded as this may have created a respondent bias (Crowther & Lancaster, 2008).

The main goal of the structured interview was to find best practices of people already crafting their job. Additionally, the aim was to find examples of what gave people energy in their work context and what resulted in energy depletion during their job. This could then be used to tailor the workshop to prevent a one-size-fits-all presentation. Furthermore, this was aimed at identifying influencers that could aid in stimulating other employees to craft their job. Their congregated, anonymous input was to be used during the intervention, resulting in discussion points for all participants of the intervention. Additionally, the management team of the logistics department was briefed on the upcoming research. This step was included as this may aid in the effectiveness of the intervention as they may stimulate and motivate the participants to part-take in the intervention with motivation and enthusiasm.

3.1.2. The Job Crafting Workshop

The workshop consisted of three different parts: theoretical background, work analysis and a personal action plan. The workshop was accompanied by a PowerPoint presentation which is found in appendix C, on page 51 (in Dutch). All participants were provided an information booklet (in Dutch) with all information as presented in the workshop (appendix D, page 57), to be used after the workshop; an personal action plan booklet (in Dutch, appendix E, page 64) and a questionnaire for the base measurement. Apart from the attending employees and the author, a HR-advisor and at least two team managers attended the workshop to help employees with their work analysis and aid them with their exercise booklet.

Before the start of the presentation, the base-measurement (T0) was conducted. This was done before explaining the goal of the workshop to prevent response bias. This measurement is done by means of a qualitative survey, measuring all constructs as reported in the research model (Figure 1, page 4) and 5 control questions (e.g. date of birth, gender and duration of employment).

The first part of the workshop was aimed at providing an understanding of the Job Crafting concept and the JD-R Theory. This part was mainly theoretical. Then, based on examples from structured interviews conducted before the workshop, examples of Job Crafting are provided, as well as examples of a work analysis. The participants were then asked to conduct a personal work analysis, guided by questions in their personal action plan booklet as [translated from Dutch]: "*This is a situation at work that gave me additional energy*" and "*this is a situation that taught me how to work more efficient*". Afterwards, this analysis was discussed in the group. This part was included to guide the employees on how to craft their daily activities and to give them suggestions on craftable work-related activities. Thereby aiming to increase awareness for the utility of Job Crafting in their work environment. The third and last part consisted of setting personal goals. These goals were aimed at the three Job Crafting dimensions⁴ and had to be SMART⁵. Complementary, the participants had to formulate actions to attain their personal goals. Each participant had one week to attain their goal with respect to the corresponding Job Craft dimension of that week and one last week in which they could focus on seeking resources again.

⁴ Seeking Resources; Optimizing Demands and Seeking Challenges.

⁵ Specific, Measurable, Acceptable, Realistic and Time-bound.

3.1.3. After the Job Crafting workshop

After the workshop was completed, all participants were asked to start crafting their weekly goals. To ensure participation, weekly reminder mails have been sent. These mails were aimed at placing Job Crafting at their attention and motivate and encourage participants to start crafting. Moreover, during the daily roll-call⁶, Job Crafting was brought to the attention of the employees as well.

Four weeks after the workshop, all participants were asked to fill out questions regarding their Job Crafting goals (i.e. *I feel I have attained my goal for week x*). Moreover, the participants were asked to fill-out the T1-questionnaire. To ensure a high response rate, all participants were given a coupon for a free basket of strawberries upon completion (appendix F, page 70). Scholars have found that incentives significantly increases response rate in follow-up questionnaires (Boynton, 2004; Morgan, Rapee, & Bayer, 2017). After a week, a reminder e-mail was sent to complete the questionnaire and non-responsive employees have been asked in person to complete the questionnaires.

Eight weeks after the workshop, a second, evaluative, session had been held. Again, this session was held during the department's team meetings, making attendance mandatory. Before this session, again the quantitative survey had to be filled out by the participants (T2-measurement). During this session, the first results (T0-T1 measurements) were discussed and experiences were exchanged to promote future Job Crafting behavior. The accompanying presentation is found in the appendix (page 71).

3.2. Strategy of data analysis

To analyze the data, SPSS has been used. After each wave of data had been collected, data was prepared for analysis. Reversely stated questions have been recoded and a check has been done to reveal outliers and missing data. Quick outlier scan by means of boxplots revealed some significant outliers to be removed. Little's MCAR test has been done to check whether data was missing completely at random, which was the case. Missing data under 10% for an individual case or observation may be ignored when data is MCAR or MAR, as long as remaining usable data is sufficient for analysis (Sweet & Grace-Martin, 2010). As variables have at most 1 or 2 cases missing, these values are omitted from analysis based on list-wise deletion. After the T0-measurement, a reliability analysis has been conducted to measure the scale reliability (Cronbach's Alpha). This is the most widely used metric to assess reliability of a measure and the acceptable lower limit should be set on 0.7 (Hair Jr., Black, Babin, Barry, & Anderson, 2014). The results are listed in the following measures section.

Analysis of the data sample required independent sample t-tests and ANOVA's. Independent sample t-tests require a data sample free from significant outliers and approximately normally distributed data. The former has been accounted for in the data preparation stage. The latter was tested with Shapiro-Wilk's test for normality. Insignificant results ($p > 0.05$) indicate normally distributed data. Additionally, Levene's test for equality of variances has been conducted to test the homogeneity of the variances. If variances were not equally distributed ($p < 0.05$), the Welch's test was used to determine significance. Violations are listed if they apply. Results are found in section 3.4.

Aside from dependent t-tests to test the hypotheses (cf. Hypotheses h1a and h1b), a One-Way Repeated Measures ANOVA has been performed on the group filling out T0, T1 and T2 questionnaires (Gordon et al., 2018; Van den Heuvel et al., 2015) to find within-subject differences to further assess H1b. Before a repeated measures ANOVA may be conducted, assumptions must be met. Apart from normality of the data (Shapiro-Wilk's test), homogeneity of variances (Levene's test) and equality of covariances must be met (Box's M-test). Non-significant results ($p > 0.05$) indicate valid assumptions. Moreover, Mauchly's test for sphericity has been conducted to test the sphericity assumption required for a valid RM-ANOVA. Violations ($p < 0.05$)

⁶ Roll call is a daily, concluding, meeting of all co-workers of the GF department of the shift to discuss the progress of the day.

are listed if they occur. If the assumption is violated, Greenhouse-Geisser's corrected degrees of freedom has been used.

Next mixed ANOVA's have been conducted to assess hypotheses 1c and 2-5. Mixed ANOVA's have been used in similar contexts and is a suitable strategy to analyze the intervention's effect on the experimental group when compared to the control group (Gordon et al., 2018; Van den Heuvel et al., 2015). In this study, time is the within subject factor whereas group (i.e. experimental and control) is the between-subject factor. Moreover, simple main effects for time were calculated. Statistically significant results are followed up by a RM ANOVA with the experimental group participants that completed all three (T0, T1 and T2) questionnaires (N=35) to find the effect of time. Significant results were consequently followed up with post-hoc tests with Bonferroni's adjustment (i.e. pairwise comparisons). Bonferroni's adjustment was required as comparisons between specific levels of within-subjects are considered even more sensitive to sphericity violations and a lack of robustness (Boik, 1981; Weinfurt, 2000). Hypotheses regarding relatedness and prediction (c.f. hypotheses 6a-d) were assessed using Pearson's correlation coefficients and SPSS's blocked regression. For this, the change in score of Job Crafting behavior and the respective outcome variables was used.

3.3. Measures

The chosen research model required the measurement of 5 dependent variables -or outcome variables-: Job Crafting behavior, exhaustion, change attitude, work engagement and employee job performance. Additionally, controls for gender, date of birth, education, contract size and duration of employment were included. This creates the possibility to check for results in different groups. The data of the surveys was coded by a user-created code to guarantee anonymity towards management, thereby potentially increasing participation willingness (Murdoch et al., 2014). Some of the items were reverse-coded to prevent response bias. Pre-existing measures were used as these are tested on validity, except for adaptive performance. This scale was tailored to the specific context of IKEA. As questionnaires are more effective when they are concise (Crowther & Lancaster, 2008), item selection from existing surveys was required on some scales. This selection was done by selecting items that rate highest on validity measures as reported by developers of the measures. Some items were modified to match this specific research context, and all have been translated to Dutch. Nevertheless, the core of the question was kept intact to ensure validity. All items have been rated using their corresponding scales as reported in the respective articles. Exceptions are listed if these apply.

Job Crafting (overall: $\alpha=.804$). For Job Crafting, the general Job Crafting scale by Petrou, Demerouti, Peeters, Schaufeli, & Hetland (2012) was used. This scale is partly based on Tims, Bakker, & Derks (2012b) and has "good factorial, convergent, divergent, and predictive validity" (Van Wingerden, Bakker, et al., 2017a, p. 169). This scale includes items regarding the three dimensions of Job Crafting (Seeking Resources (SR), Seeking Challenges (SC) and Reducing Hindering Demands (RHD)), $\alpha=.683$. However, as suggested by Demerouti & Peeters (2017), this intervention substituted the RHD dimension for the Optimizing Demands dimension ($\alpha=0.796$). Nevertheless, RHD is still included in the questionnaire to check if differences are still measurable. Sample items include: "I ask my colleagues for feedback"; "I ask for more responsibilities" and "I try work more efficiently."

Exhaustion ($\alpha=.850$). This outcome variable was measured using the validated Oldenburg Burnout Inventory (OLBI). The OLBI (Demerouti, Bakker, Vardakou, & Kantas, 2003) scale has been used in similar contexts (Gordon et al., 2018) and measures exhaustion with 8 items on a 4 point scale. Sample items include: "When I am doing my job, I feel energetic" [REV]; "During my work I feel emotionally drained more often."; "Somedays, I feel tired before I start my job."

Change attitude ($\alpha=.859$). This dependent variable was measured using items from Dunham, Grube, Gardner, Cummings, & Pierce (1989) attitude towards change instrument. Of the 18 items in the scale measuring the affective, cognitive and behavioral dimensions of attitude towards change, 15 items (the

ones with highest factor loadings) have been used, one for each dimension. Selected items include but are not limited to: *"I like to try new ways of working"* and *"I look forward to work-related changes"*.

Work engagement ($\alpha=.903$). Work engagement was measured using the validated and widely used UWES-9 scale (Schaufeli, Bakker, & Salanova, 2006). This scale rates high on factorial, convergent, discriminant and predictive validity (Van Wingerden, Bakker, et al., 2017a). Each one of the items either measure vigor, dedication or absorption as these are the established factors of work engagement (Bakker, 2011). Moreover, this scale has been used in similar contexts (Gordon et al., 2018; Sakuraya, Shimazu, Imamura, Namba, & Kawakami, 2016; Van Wingerden, Bakker, et al., 2017a). Sample items include: *"At my work I fell bursting with energy"*; *I am enthusiastic about my job"*; *"I feel happy when I am working intensely"*

Performance. Subjective performance (overall: $\alpha=.853$) was measured using scales for task, contextual and adaptive performance. Task performance ($\alpha = 0.865$) was assessed by 5 items of Goodman's and Svyantek's (1999) 9-item scale. The items that were not selected lacked relevance for this research setting. For contextual performance ($\alpha = 0.689$), their 16-item scale has been used, measuring altruism and conscientiousness. Each of the two factors is represented by three items that had the highest factor loading to ensure conciseness of the questionnaire. This scale has been used in similar contexts (Demerouti, Bakker, & Gevers, 2015; Demerouti, Bakker, & Halbesleben, 2015; Gordon et al., 2018). Adaptive performance ($\alpha = 0.598$) was assessed using five items with regard to IKEA's Standard Operating Procedures. Sample items for performance include: *"I feel I achieve the objectives of the job"* and *"I help my colleagues when I see they need help"*. A sample item for adaptive performance is: *"I keep my distance from a reach truck when my colleague operates one."*

3.4. Participants

The logistics department in Eindhoven consists of around 75 employees and although participation was not completely voluntarily (participants were scheduled to take part in one of the 4 workshops), it was expected that not all employees would take part in the intervention due to personal reasons, scheduling issues or other potential limitations. Moreover, some entries may be invalid due to missing participant ID's. The group completing the first round of questionnaire (T0), and thus attended the Job Crafting workshop, is composed of 65 individuals, ranging ages 20 through 68 ($M=45$, $SD=12.1$). The subjects are both male (53.8%) and female (46.2%). Their educational background differs, 63.1% highest completed level of education is HAVO, MBO or lower, 26.1% has a VWO or HBO degree and 10.8% has a university degree. Their duration of employment ranges anywhere from two months through 25 years ($M=7$ years, $SD = 6.8$ years). The distribution is skewed with 20.3% working less than one year and 39.1% working less than three years at the department⁷. Contract sizes range from 8 through 38 hours ($M=20.52$, $SD=9.3$), 73.4% of the contracts are small (≤ 20 hours). The group completing the second (T1) measurement and third (T2) measurement were smaller. The T1 questionnaire was completed by 45 employees. However, only 39 could be paired to the first measurement, which is 60% of the sample. The T2 measurement yielded a larger response and a larger set of useful questionnaires ($N=53$). Lastly, it must be noted that for the repeated measures ANOVA using time (T0, T1 and T2) as the within-subjects factor, only data of individuals completing all three questionnaires may be used this resulted in a sample size of $N=34$. To avoid potential data bias, an independent t-test has been conducted to find differences between these groups. Results of this test can be found in the 'Results' section.

Participants of the control group at T0 consisted of 17 employees, all working at the GF department of IKEA Breda. This store is smaller than Eindhoven's. The small sample size is an important limitation, on which will be elaborated in the discussion of this thesis. The age range of the control group is 24 through 62 ($M=45$,

⁷ These thresholds are a measure of expertise. After working 1 year at the department, one is considered to be skilled at most basic tasks but not certified to perform all tasks, after working 3 years at the department one is considered to be able to perform most tasks.

SD=14.2). The individuals are both male (70.6%) and female (29.4%). 41.2% of the employees is a MBO, HAVO or lower scholar. The duration of employment ranges from 1 month through 13 years (M=2.8 years, SD=3.73 years). The low mean and high standard deviation indicate a highly skewed distribution, indeed 58.8% of the employees work 16 months or less at IKEA Breda. Lastly, contract sizes range from 12 through 40 hours (M=19.53, SD=8.81). In Breda, only two measurements (T0 and T2) were conducted given the limited response of the first measurement. T2 response rate was equal to the first measurement of the control group (T0).

4. Results

In this chapter, the results of the multiple statistical tests are presented. First some general results will be discussed, results on the sample, response, inter-item correlation etcetera. Subsequently, the results of the hypothesis tests are presented, following the methodology as presented in section 3.2.

4.1. Sample and response

There is a difference in response rate of the experimental group at the different measurement occasions ($N_{T0}=65$, $N_{T1}=34$, $N_{T2}=53$). An independent sample t-test was run to determine if the respondents completing the T1 questionnaire differed from the employees completing only the T0 questionnaire. Shapiro-Wilk's test for normality showed that the normality assumption was partly violated on the mean scores of the variables (see appendix H, page 75). This was expected however, as the sample size is small, which limits the normality of the data (Sweet & Grace-Martin, 2010). Nevertheless, the independent sample t-test is considered robust enough (Larson & Farber, 2012). After the independent t-test was run between the participants completing both T0 and the T1 questionnaire and the ones completing only T0, it was concluded that the two groups did not differ significantly demographically or on the construct score. The only exception is contextual task performance, of which the T0-score of the non-respondents at T1 ($M=4.71$, $SD = 1.08$) as compared to respondents at T1 ($M = 5.16$, $SD = .38$) in which the former rated significantly lower ($\Delta M = 0.45$, $t(35.011) = -2.20$, $p = 0.035$).

The following step of analysis contains the comparison of the experimental and control group. It is important to note that the two groups (experimental and control) differ significantly regarding some demographics. Although their age⁸ ($p>0.05$; $t=1.119$) and contract size⁸ ($p>0.05$; $t= 0.390$) are statistically equal, their duration of employment⁹ is not ($p<0.01$; $t=3.442$). Nevertheless, the control and experimental group's score do not differ statistically significant on most constructs. The only exception is mean performance. The score of the control group ($M=5.12$, $SD= 0.34$) is significantly higher ($\Delta M= 0.33$, $t(80)=-2.036$, $p=0.045$) compared to the experimental group ($M=4.79$, $SD= 0.62$). The mean scores of the variables at T0 are presented in the table below (Table 2). Though not statistically significant, the control group rates their task, contextual and adaptive performance higher. The experimental group's score on Job Crafting ($M=3.66$, $SD= 0.49$) is about equal on all dimensions, with the exception for seeking challenges, which is slightly lower: $M=3.25$, $SD= 0.69$). This is important for the interpretation of the results as will be reviewed in the discussion section. Scores on the change attitude dimensions are about equal and amount to a mean score of 4.21 ($SD= 0.66$) on a scale from 1-6, implicating room for improvement. Work engagement mean score equals 4.54 ($SD= 0.96$) on a scale from 0-6. Important to note is that the standard deviations are rather high on the dimensions, around 1.00, indicating a large spread from the mean. In line with the claim of the logistics manager, employees in the experimental group indeed report high levels of exhaustion as their mean score is 2.17 ($SD= 0.53$) on a scale from 1-4.

⁸ Equal variances assumed as Levene's test for equal variances was not significant ($p>0.05$).

⁹ Equal variances not assumed as Levene's test for equal variances was significant ($p<0.01$).

Table 2: Mean scores (M), standard deviations (SD) and results of the independent sample t-test of the control (N=17) and experimental group (N=65) at T0. Score ranges are listed behind the dimensions. * = significant to 0.05 level.

T0 [M (SD)]			
	Control	Experimental	t-test (df=80)
Mean Job Crafting (1-5)	3.75 (.47)	3.66 (.49)	-0.659
<i>Increasing resources</i>	3.45 (.54)	3.58 (.61)	0.837
<i>Seeking challenges</i>	3.35 (.80)	3.25 (.69)	-0.550
<i>Reducing demands</i>	3.92 (.68)	3.78 (.82)	-0.669
<i>Optimizing Demands</i>	4.12 (.49)	3.90 (.66)	-1.241
Mean Change Attitude (1-6)	4.33 (.57)	4.21 (.66)	-0.678
<i>Affective component</i>	4.41 (.79)	4.42 (.93)	0.024
<i>Behavioral component</i>	4.47 (.56)	4.27 (.78)	-0.979
<i>Cognitive component</i>	4.12 (.71)	3.95 (.84)	-0.764
Mean Work Engagement (0-6)	4.50 (.99)	4.54 (.96)	0.134
<i>Vigor</i>	4.71 (1.01)	4.47 (1.00)	-0.876
<i>Dedication</i>	4.06 (1.51)	4.41 (1.25)	0.988
<i>Absorption</i>	4.75 (.99)	4.74 (1.09)	-0.023
Exhaustion (1-4)	2.03 (.53)	2.17 (.53)	0.886
Mean Performance (1-6)	5.12 (.34)	4.79 (.62)	-2.036*
<i>Task Performance</i>	5.39 (.43)	5.12 (.77)	-1.356
<i>Contextual Performance</i>	5.33 (.46)	4.95 (.81)	-1.830
<i>Adaptive Performance</i>	5.04 (.48)	4.76 (.74)	-1.483

4.2. Hypotheses tests

4.2.1. The effects of a Job Crafting intervention

The aim of the first hypothesis set (H1a – H1c) is to find effects of the Job Crafting workshop. The first two hypotheses predict that after the intervention's completion, the experimental group demonstrates an increase in Job Crafting behavior at T1 (H1a) and T2 (H1b). The first two hypotheses are tested with a paired sample t-test. After running the paired sample t-test comparing T0 and T1 mean scores of the experimental group (N=34), it was concluded that the Job Crafting dimensions did not differ significantly between T0 and T1, except for the seeking challenges dimension. Therefore, hypothesis 1a partly accepted (Table 3).

After running a second dependent sample t-test to compare the experimental group mean score at T0 with the mean at T2 (N=53), it was concluded that optimizing demands, seeking challenges and reducing demands all increased significantly from T0 to T2. Seeking resources did not change significantly between T0 (M = 3.62, SD = 0.62) and T2 (M = 3.72, SD=0.57); $t(52)=1.281$; $p = 0.206$. Hypothesis 1b was thus partly confirmed. All Results are found in Table 4 below.

The last hypothesis regarding the Job Crafting intervention examines the effect of the intervention on the experimental group compared to the control group (h1.c). This is done by means of a Two-way Mixed ANOVA. Results are found in Table 5 below. Time is the within-subjects factor (T0-T2) and group (experimental or control) is the between-subjects factor. After the test was run a significant interaction on seeking challenges ($F(1,67) = 0.241$, $p = 0.028$, partial $\eta^2 = 0.070$) and optimizing demands ($F(1,67) = 5.649$, $p = 0.020$, partial $\eta^2 = 0.078$) was revealed. It must be noted however, that the seeking challenges dimension did not meet the assumptions of homogeneity of variances and Box's M-test (results in Table 16; Appendix I (page 76). Further analysis on the main time effect revealed interesting results. As expected, the significant interaction effects are explained by a significant time effect of the optimizing demands and seeking

challenges dimensions of the experimental group. Where the experimental group reported an increase in the dimensions (respectively: $F(1, 52) = 7.643$, $p=0.008$, partial $\eta^2 = 0.128$; $F(1, 52) = 12.597$, $p=0.001$, partial $\eta^2 = 0.195$), the control group did not (respectively: $F(1, 15) = 1.239$, $p=0.283$, partial $\eta^2 = .076$; $F(1, 15) = 0.749$, $p=0.400$, partial $\eta^2 = 0.048$). This suggests the Job Crafting intervention elicited an increase in optimizing demands and challenge seeking behavior. Moreover, a time-effect study on the decreasing hindering demands dimension revealed a significant increase at both the control group and experimental group. A possible explanation for this is provided in the discussion section. Together, this yields partial evidence for hypothesis 1c.

Table 3: Results of the paired sample t-test between the experimental group's T0 and T1 Job Crafting score. ** = significant to the 0.01 level; * = significant to the 0.05 level. Significant results are printed in bold.

	Mean _{time} (SD)	Correlation T0-T1 score	t-test results
Seeking resources	M _{T0} = 3.62 (0.62)	0.647**	t(34)= 0.080 p = 0.937
	M _{T1} = 3.72 (0.57)		
Optimizing demands	M _{T0} = 3.11 (0.62)	0.357*	t(34) = 0.552 p = 0.585
	M _{T1} = 3.35 (0.64)		
Seeking challenges	M _{T0} = 3.87 (0.75)	0.483*	t(34) = 2.233 p = 0.032
	M _{T1} = 3.92 (0.61)		
<i>Reducing demands</i>	<i>M_{T0} = 3.72 (0.91)</i>	<i>0.688**</i>	<i>t(34) = 1.736</i> <i>p = 0.092</i>
	<i>M_{T1} = 3.99 (0.66)</i>		

Table 4: Results of the paired sample t-test between the experimental group's T0 and T2 Job Crafting score. ** = significant to the 0.01 level; * = significant to the 0.05 level. Significant results are printed in bold.

	Mean _{time} (SD)	Correlation T0-T2 score	t-test results
Seeking resources	M _{T0} = 3.62 (0.62)	0.531**	t(52)= 1.281 p = 0.206
	M _{T2} = 3.72 (0.57)		
Optimizing demands	M _{T0} = 3.83 (0.71)	0.524**	t(52) = 2.765 p = 0.008
	M _{T2} = 4.06 (0.50)		
Seeking challenges	M _{T0} = 3.14 (0.62)	0.481*	t(52) = 3.549 p = 0.001
	M _{T2} = 3.49 (0.59)		
<i>Reducing demands</i>	<i>M_{T0} = 3.75 (0.82)</i>	<i>0.481**</i>	<i>t(34) = 2.655</i> <i>p = 0.011</i>
	<i>M_{T2} = 4.02 (0.62)</i>		

Table 5: Results of the two-way mixed ANOVA for the Job Crafting dimensions. T0 and T2 indicate the measurement occasion. Groups include control (C) and experimental (EXP). Statistically significant results are printed in bold.

Dimension	Mean _{time} (standard deviation)		Group×Time interaction effect	Mean time effect
MEAN	C	M _{T0} = 3.69 (0.59) M _{T2} = 3.71 (0.46)	F(1, 67) = 1.894, p=0.173 $\eta^2 = 0.027$	F(1, 15) = 0.098, p=0.758 $\eta^2 = .007$
	Exp	M _{T0} = 3.62 (0.52) M _{T2} = 3.83 (0.42)		F(1, 52) = 9.259, p=0.004 $\eta^2 = 0.151$
Seeking Resources	C	M _{T0} = 3.44 (0.50) M _{T2} = 3.40 (0.52)	F(1, 67) = 0.915, p=0.342 $\eta^2 = 0.013$	F(1, 15) = 0.218, p=0.647 $\eta^2 = 0.014$
	Exp	M _{T0} = 3.62 (0.62) M _{T2} = 3.72 (0.57)		F(1, 52) = 1.642, p=0.206 $\eta^2 = 0.031$
Optimizing demands	C	M _{T0} = 4.23 (0.73) M _{T2} = 4.08 (0.47)	F(1, 67) = 0.241, p=0.028 $\eta^2 = 0.070$	F(1, 15) = 0.749, p=0.400 $\eta^2 = 0.048$
	Exp	M _{T0} = 3.83 (0.71) M _{T2} = 4.06 (0.50)		F(1, 52) = 12.597, p=0.001 $\eta^2 = 0.195$
Seeking challenges	C	M _{T0} = 3.44 (1.03) M _{T2} = 3.33 (0.83)	F(1, 67) = 5.649, p=0.020 $\eta^2 = 0.078^{10}$	F(1, 15) = 1.239, p=0.283 $\eta^2 = .076$
	Exp	M _{T0} = 3.14 (0.62) M _{T2} = 3.49 (0.59)		F(1, 52) = 7.643, p=0.008 $\eta^2 = 0.128$
Reducing Demands	C	M _{T0} = 3.64 (0.84) M _{T2} = 3.90 (0.70)	F(1, 67) = 0.014, p=0.907 $\eta^2 = 0.000$	F(1, 15) = 5.040, p=0.040 $\eta^2 = 0.252$
	Exp	M _{T0} = 3.75 (0.82) M _{T2} = 4.02 (0.62)		F(1, 52) = 7.047, p=0.011 $\eta^2 = 0.119$

¹⁰ Violation of Box's M and Levene's test (results in Table 16, page 77)

4.2.2. Changes of outcome variables

The following section presents the results of the hypotheses regarding outcome effects. In the table below (Table 6), an overview of the results of the Mixed ANOVA is included. Results of the Levene's and Box's M test are found in Table 16 in Appendix I (page 76). Further analysis on the development of the mean time effect through time (T0-T1-T2) in the experimental group is presented by means of a One-Way RM-ANOVA in the following sections.

Table 6: Results of the two-way mixed ANOVA on Job Crafting outcomes. T0 and T2 indicate the measurement occasion. Groups include control (C) and experimental (EXP). Statistically significant results are printed in bold.

Dimension		Mean _{time} (standard deviation)	Group×Time interaction effect	Mean time effect
Exhaustion	C	M _{T0} = 2.03 (0.55) M _{T2} = 2.33 (0.81)	F(1, 67) = 10.959, p = 0.002 η^2 = 0.141	F(1, 15) = 5.603, p=0.032 η^2 = 0.272
	Exp	M _{T0} = 2.21 (0.54) M _{T2} = 2.03 (0.48)		F(1, 52) = 6.726, p=0.012 η^2 = 0.115
Change Affect	C	M _{T0} = 4.46 (0.79) M _{T2} = 4.43 (1.00)	F(1, 67) = 0.095, p = 0.759 η^2 = 0.001	F(1, 15) = 0.071, p=0.793 η^2 = 0.005
	Exp	M _{T0} = 4.38 (0.93) M _{T2} = 4.42 (0.71)		F(1, 52) = 0.083, p=0.775 η^2 = 0.002
Change behavior	C	M _{T0} = 4.46 (0.58) M _{T2} = 4.50 (0.66)	F(1, 67) = 2.602, p = 0.111 η^2 = 0.037	F(1, 15) = 0.093, p=0.764 η^2 = 0.006
	Exp	M _{T0} = 4.23 (0.79) M _{T2} = 4.58 (0.55)		F(1, 52) = 12.426, p=0.001 η^2 = 0.193
Change Cognition	C	M _{T0} = 4.13 (0.73) M _{T2} = 4.13 (0.97)	F(1, 67) = 2.857, p = 0.096 η^2 = 0.041	F(1, 15) = 0.000, p=1.000 η^2 = 0.000
	Exp	M _{T0} = 3.91 (0.81) M _{T2} = 4.25 (0.58)		F(1, 52) = 11.208, p=0.002 η^2 = 0.177
Work Engagement	C	M _{T0} = 4.43 (1.06) M _{T2} = 4.42 (0.96)	F(1, 67) = 0.010, p = 0.919 η^2 = 0.000	F(1, 15) = 0.012, p = 0.913 η^2 = 0.001
	Exp	M _{T0} = 4.57 (1.00) M _{T2} = 4.54 (0.83)		F(1, 52) = 0.070, p=0.792 η^2 = 0.001
Task Performance	C	M _{T0} = 5.43 (0.89) M _{T2} = 5.39 (0.44)	F(1, 67) = 0.318, p = 0.575 η^2 = 0.005	F(1, 15) = 0.074, p = 0.790 η^2 = 0.005
	Exp	M _{T0} = 5.07 (0.79) M _{T2} = 5.15 (0.48)		F(1, 52) = 6.379, p = 0.015 η^2 = 0.109
Contextual Performance	C	M _{T0} = 5.26 (0.87) M _{T2} = 5.30 (0.46)	F(1, 67) = 1.216, p = 0.274 η^2 = 0.018	F(1, 15) = 0.066, p = 0.801 η^2 = 0.004
	Exp	M _{T0} = 4.99 (0.76) M _{T2} = 5.26 (0.41)		F(1, 52) = 0.562, p=0.457 η^2 = 0.011
Adaptive Performance	C	M _{T0} = 5.10 (0.64) M _{T2} = 5.00 (0.47)	F(1, 67) = 5.462, p = 0.022 η^2 = 0.075	F(1, 15) = 0.380, p = 0.547 η^2 = 0.025
	Exp	M _{T0} = 4.77 (0.76) M _{T2} = 5.13 (0.37)		F(1, 52) = 0.140, p<0.001 η^2 = 0.212

Changes in work-related exhaustion

The first hypothesized effect on an outcome variable relates to exhaustion. It was hypothesized that after the intervention was completed (T2), employees in the experimental group report a decrease in job-related exhaustion, compared to the control group (H2). There was homogeneity of variances ($p > 0.05$) at T0, but not at T2 ($p = 0.001$). The assumption of covariances was violated as well as assessed by Box's M ($p = 0.03$). Therefore, a correction has been done to account for this (i.e. Greenhouse-Geisser corrected degrees of freedom). As there are only two levels in time (T0 and T2), there is no need to assess sphericity. Results indicate evidence for a significant Group \times time interaction effect ($F(1,67) = 10.959$, $p = 0.002$, partial $\eta^2 = 0.141$) and thus evidence for hypothesis 2 is obtained. The exhaustion score of the control increased from T0 ($M = 2.03$, $SD = 0.55$) to T2 ($M = 2.33$, $SD = 0.81$). The exhaustion score of the experimental group decreased from T0 ($M = 2.21$, $SD = 0.54$) to T2 ($M = 2.03$, $SD = 0.48$). Further analysis on the main time effect revealed that both changes are significant (control group: $F(1, 15) = 5.603$, $p = 0.032$, partial $\eta^2 = 0.272$ and experimental group: $F(1, 52) = 6.726$, $p = 0.012$, partial $\eta^2 = 0.115$). To further analyze when the change in exhaustion score was strongest, a RM ANOVA was conducted on the subsample of the experimental group completing T0, T1 and T2 questionnaires ($N = 34$). It was concluded from the pairwise comparisons that the decrease of exhaustion was strongest between T0 and T1 ($\Delta M = -0.173$; 95% CI [-0.384, 0.038], $p = 0.139$), and continued towards T2 ($\Delta M_{T1-T2} = -0.079$; 95% CI [-0.161, 0.002], $p = 0.058$)¹¹ (Figure 4, Table 7). However, these changes separately (changes from T0 to T1 and from T1 to T2) were not significant.

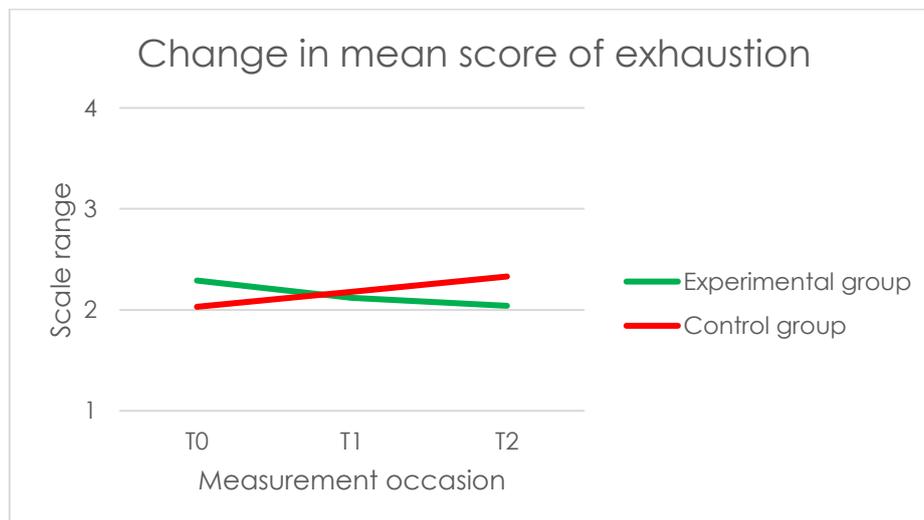


Figure 4: The change in mean score of exhaustion in the experimental group over time.

Table 7: Results of the RM ANOVA conducted on exhaustion

	Mean (SD)	Mauchly's test	Significance	Mean time effect
Exhaustion	$M_{T0} = 2.29 (0.58)$ $M_{T1} = 2.12 (0.56)$ $M_{T2} = 2.04 (0.51)$	$\chi^2(2) = 32.05$, $p < 0.001$ ¹²	$F(1.234, 41.941) = 6.820$, $p = 0.009$ $\eta^2 = 0.167$	$\Delta M_{T0-T1} = -0.173$ 95% CI = [-0.384, 0.038] $p = 0.139$
	$\Delta M_{T1-T2} = -0.079$ 95% CI = [-0.161, 0.002] $p = 0.058$			

¹¹ Deviations of mean values as compared to Fout! Verwijzingsbron niet gevonden. due to a difference in sample size. The explanation for this is given in section 3.2.

¹² Sphericity assumption violated as Mauchly's test's is significant. Greenhouse-Geisser's Corrected degrees of freedom have been used ($\epsilon = 0.617$)

Changes in employee change attitude

Secondly, it was hypothesized that employees in the experimental group would report a more positive change attitude when comparing to the control group and the pretest score (H3). After testing for homogeneity of variances and sphericity, it was concluded that the intervention group did not attain a statistically significant increase in mean change attitude compared to the control ($F(1, 67) = 2.505, p = 0.118, \text{partial } \eta^2 = 0.036$)¹³. Moreover, there is no significant Group×Time interaction effect for any of the separate dimensions of change attitude. Nevertheless, simple main effect analysis for time did reveal a significant increase in change behavior and change cognition in the experimental group ($F(1, 52) = 12.426, p=0.001, \text{partial } \eta^2 = 0.193$ and $F(1, 52) = 11.208, p=0.002, \text{partial } \eta^2 = 0.177$ respectively) (Table 6). Further analysis to reveal if the change occurred directly after the intervention (T1) or delayed (T2), a RM ANOVA was conducted on the subsample completing all three questionnaires (T0, T1 and T2); $N=35$). Interesting to see is that the RM ANOVA reveal even more significant effects (Table 8). Both the overall (mean) change attitude and the three dimensions increased significantly between T0 and T2 measurement. Post hoc analysis (pairwise comparison) revealed that the mean change attitude score significantly increased from T1 to T2 ($\Delta M = 0.244, 95\% \text{ CI} = [0.067, 0.420], p = 0.004$). When switching to the separate dimensions, it should be concluded that the score of change cognition increased significantly between T0 and T2 ($\Delta M = 0.457, 95\% \text{ CI} = [0.172, 0.735], p = 0.001$), as well as between T1 and T2 ($\Delta M = 0.189, 95\% \text{ CI} = [0.005, 0.372], p = 0.042$). As for the behavior component, a statistically significant increase occurred during T0 and T2 ($\Delta M = 0.366, 95\% \text{ CI}=[0.094, 0.638], p = 0.005$). The affective component demonstrated an interesting shift over time. Although not significant, one's feelings regarding change decreased between T0 and T1 ($\Delta M = -0.327, 95\% \text{ CI} = [-0.656, 0.002], p = 0.052$), it statistically significantly increased between T1 and T2 ($\Delta M = 0.411, 95\% \text{ CI} = [.141, .682], p = 0.002$). Inferring that directly after the intervention, employees did not have a positive affect towards change which was corrected to the base level after four weeks, as T0 to T2 scores reveal no significant changes ($p=1.000$). All results are found in Table 8 and Figure 5. Together, this provides partial evidence for accepting hypothesis 3: there is no significant effect when comparing the experimental group with the control, but within-subject scores on change attitude and its dimensions changed significantly.

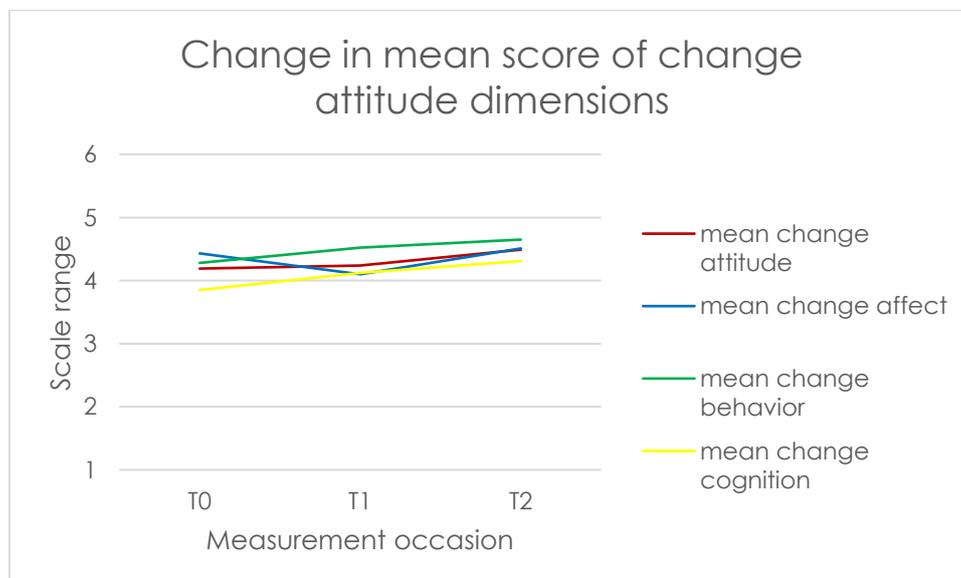


Figure 5: The change in mean score of change attitude and its dimensions in the experimental group over time.

¹³ Equality of variances assumed ($p>0.05$) and equality of covariances assumed ($p>0.05$)

Table 8: Results of the one-way repeated measures ANOVA on dimensions of employee change attitude. Significant results are printed in bold. If Mauchly's test for equality of covariances is violated ($p < 0.05$), adjusted degrees of freedom have been used as reported.

	Mean (SD)	Mauchly's test	Significance	Pairwise comparison
MEAN	M _{T0} = 4.19 (0.54) M _{T1} = 4.24 (0.47) M _{T2} = 4.49 (0.50)	$\chi^2(2) = 1.851$ p > 0.05	F(2,68) = 7.844, p = 0.001; $\eta^2 = 0.187$	$\Delta M_{T0-T1} = 0.054$ 95% CI = [-0.159, 0.267] p = 1.000
				$\Delta M_{T1-T2} = 0.244$ 95% CI = [0.067, 0.420] p = 0.004
Affective component	M _{T0} = 4.43 (0.87) M _{T1} = 4.10 (0.78) M _{T2} = 4.51 (0.72)	$\chi^2(2) = 2.650$ p > 0.05	F(2,68) = 5.966, p = 0.004; $\eta^2 = 0.149$	$\Delta M_{T0-T1} = -0.327$ 95% CI = [-0.656, 0.002] p = 0.052
				$\Delta M_{T1-T2} = 0.411$ 95% CI = [0.141, 0.682] p = 0.002
Behavioral component	M _{T0} = 4.28 (0.63) M _{T1} = 4.52 (0.46) M _{T2} = 4.65 (0.53)	$\chi^2(2) = 6.884$ p = 0.032 ¹⁴	F(1.683,57.225) = 7.056, p=0.003; $\eta^2 = 0.172$	$\Delta M_{T0-T1} = 0.234$ 95% CI = [-0.042, 0.510] p = 0.119
				$\Delta M_{T1-T2} = 0.131$ 95% CI = [-0.055, 0.318] p = 0.257
Cognitive component	M _{T0} = 3.85 (0.71) M _{T1} = 4.12 (0.39) M _{T2} = 4.31 (0.53)	$\chi^2(2) = 8.186$ p = 0.017 ¹⁵	F(1.640,55.752) = 10.542, p<0.001; $\eta^2 = 0.193$	$\Delta M_{T0-T1} = 0.268$ 95% CI = [-0.013, 0.549] p = 0.065
				$\Delta M_{T1-T2} = 0.189$ 95% CI = [0.005, 0.372] p = 0.042

Changes in employee work engagement

Hypothesis 4a states that after the intervention has been completed, the employees in the experimental group report an increase in work engagement when compared to the control group and their pre-test scores. There was no evidence to accept this hypothesis as both the Mixed ANOVA and the repeated measures ANOVA did not provide statistically significant results (Table 6), nor did the RM ANOVA (Table 9). As both tests did not reveal significant results, there was no post-hoc test on the RM ANOVA. Lastly, there is no evidence to support hypothesis 4.

¹⁴ Sphericity assumption violated as Mauchly's test's is significant. Greenhouse-Geisser's Corrected degrees of freedom have been used ($\epsilon = 0.842$)

¹⁵ Sphericity assumption violated as Mauchly's test's is significant. Greenhouse-Geisser's Corrected degrees of freedom have been used ($\epsilon = 0.820$)

Table 9: Results of the RM ANOVA conducted on work engagement and its dimensions.

	Mean (SD)	Mauchly's test	Significance
MEAN	M _{T0} = 4.57 (1.05) M _{T1} = 4.53 (0.92) M _{T2} = 4.58 (0.84)	$\chi^2(2) = 2.712$ $p > 0.05$	F(2,68) = 0.060, $p = 0.942$; $\eta^2 = 0.002$
Vigor	M _{T0} = 4.50 (1.07) M _{T1} = 4.62 (0.97) M _{T2} = 4.52 (0.88)	$\chi^2(2) = 2.865$ $p > 0.05$	F(2,68) = 0.344, $p = 0.239$; $\eta^2 = 0.010$
Dedication	M _{T0} = 4.48 (1.33) M _{T1} = 4.30 (1.03) M _{T2} = 4.37 (1.21)	$\chi^2(2) = 4.681$ $p > 0.05$	F(2, 68) = 0.403, $p=0.670$; $\eta^2 = 0.102$
Absorption	M _{T0} = 4.75 (1.14) M _{T1} = 4.68 (1.09) M _{T2} = 4.84 (0.76)	$\chi^2(2) = 0.030$ $p > 0.05$	F(2,68) = 0.450, $p = 0.640$; $\eta^2 = 0.013$

Changes in employee job performance

The last outcome hypothesis entails effects on employee job performance. It is hypothesized that four weeks after the intervention (T2), employees in the experimental group report an increase in task (H5a), contextual (H5b) and adaptive (H5c) performance, compared to the control group. The mixed ANOVA did not reveal a significant Group×Time interaction except for adaptive performance ($F(1, 67) = 5.462$, $p = 0.022$, partial $\eta^2 = 0.075$) (Table 6). Further analysis revealed significant simple time effects for contextual performance ($F(1, 52) = 6.379$, $p = 0.015$, partial $\eta^2 = 0.109$) and adaptive performance ($F(1, 52) = 0.140$, $p < 0.001$, partial $\eta^2 = 0.212$) in the experimental group. This provided a base for a RM ANOVA on the performance dimensions (Table 10). Interestingly, contextual performance now reveals no significant time effect ($F(2, 68) = 0.949$, $p = 0.392$; partial $\eta^2 = 0.027$). This is explained in the discussion section. Nevertheless, the RM ANOVA revealed significant increase in adaptive performance score ($F(1.574, 51.610) = 7.922$, $p=0.002$, $\eta^2 = .189$). Post-hoc analysis uncovered this effect mainly occurred during the intervention ($\Delta M_{T0-T1} = 0.317$, 95% CI = [0.047, 0.588]; $p = 0.017$) and stabilized over the 4 weeks after the intervention ($\Delta M_{T1-T2} = 0.006$, 95% CI = [-0.149, 0.161]; $p = 1.000$). An overview of these findings is also depicted in Figure 6 below. This suggests effectiveness of the Job Crafting intervention in achieving increased adaptive performance as the control group did not report an increase in adaptive performance over time. Overall, it is concluded that hypothesis H5a and H5b must be rejected, whereas H5c is empirically supported. It is noted however, that both contextual and task performance are positively trended, which will be elaborated on in the discussion section.

Table 10: Results of the Repeated Measures ANOVA conducted on the performance dimensions of contextual performance, task performance and adaptive performance. Significant results are printed in bold.

	Mean (SD)	Mauchly's test	Significance	Pairwise comparison
Task Performance	M _{T0} = 5.07 (0.62) M _{T1} = 5.18 (0.51) M _{T2} = 5.20 (0.50)	$\chi^2(2) = 3.273$ p > 0.05	F(2, 68) = 1.223, p = 0.301; $\eta^2 = 0.035$	$\Delta M_{T0-T1} = 0.114$ 95% CI = [-0.140, 0.368] p = 0.795
				$\Delta M_{T1-T2} = 0.017$ 95% CI = [-0.176, 0.210] p = 1.000
Contextual performance	M _{T0} = 5.19 (0.37) M _{T1} = 5.18 (0.44) M _{T2} = 5.27 (0.41)	$\chi^2(2) = 0.952$ p = 0.621	F(2, 68) = 0.949, p = 0.392; $\eta^2 = 0.027$	$\Delta M_{T0-T1} = -0.013$ 95% CI = [-0.209, 0.183] p = 1.000
				$\Delta M_{T1-T2} = 0.097$ 95% CI = [-0.080, 0.274] p = 0.527
Adaptive Performance	M _{T0} = 4.80 (0.62) M _{T1} = 5.11 (0.40) M _{T2} = 5.12 (0.37)	$\chi^2(2) = 12.610$ p = 0.002 ¹⁶	F(1.518, 51.610) = 7.922, p=0.002; $\eta^2 = 0.189$	$\Delta M_{T0-T1} = 0.317$ 95% CI = [0.047, 0.588] p = 0.017
				$\Delta M_{T1-T2} = 0.006$ 95% CI = [-0.149, 0.161] p = 1.000

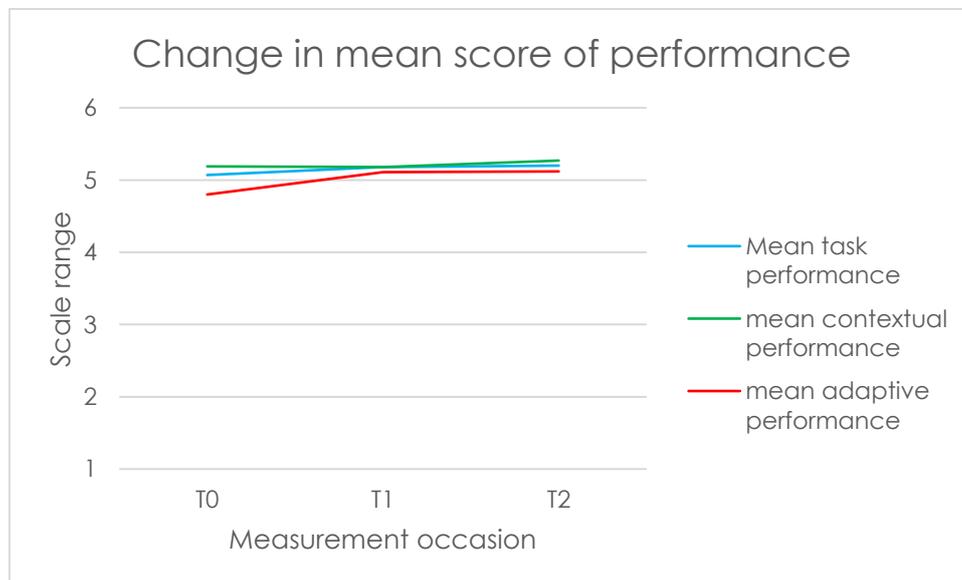


Figure 6: The change in mean score of the performance dimensions in the experimental group over time.

Changes are related to an increase in Job Crafting behavior

Hypothesis set 6 predicts that Job Crafting behavior is related to - and predicts - the changes in the outcome variables. As discussed in the method section, this hypothesis is assessed using Spearman's rho instead of Pearson's correlation coefficients as scatterplots did not reveal a monotonic relationship. If

¹⁶ Sphericity assumption violated as Mauchly's test's is significant. Greenhouse-Geisser's Corrected degrees of freedom have been used ($\epsilon = 0.759$)

correlations were significant, blocked regression was used to assess Job Crafting behavior as a predictor variable predictivity. The independent variable was the change in Job Crafting behavior whereas the dependent variable was the change in the outcome variables.

The correlation study revealed that only change behavior is positively related to all Job Crafting dimensions. Change cognition is positively related to the seeking challenges dimension and adaptive performance is positively related to optimizing demands (Table 11).

Table 11: Overview of the correlation between the change in outcome variable and change in Job Crafting dimension. The level of significance is included in brackets. Significant results are printed in bold.

	Δ Seeking Resources	Δ Seeking Challenges	Δ Optimizing demands	Δ Reducing demands
Δ Exhaustion	0.119 (0.398)	-0.155 (0.268)	0.049 (0.727)	-0.119 (0.397)
Δ Change affect	0.027 (0.850)	0.236 (0.089)	0.152 (0.279)	0.187 (0.180)
Δ Change behavior	0.371 (0.006)	0.454 (0.001)	0.448 (0.001)	0.363 (0.008)
Δ Change cognition	0.144 (0.302)	0.426 (0.009)	0.131 (0.348)	-0.037 (0.795)
Δ work engagement	0.125 (0.374)	0.112 (0.426)	0.172 (0.217)	0.273 (0.048)
Δ task performance	-0.223 (0.112)	0.142 (0.314)	0.023 (0.872)	0.102 (0.474)
Δ contextual performance	-0.176 (0.208)	0.158 (0.259)	0.177 (0.204)	0.060 (0.669)
Δ adaptive performance	0.012 (0.933)	0.107 (0.446)	0.278 (0.044)	0.051 (0.719)

Next, blocked regression was used to determine if an increase in Job Crafting behavior can predict the change in change behavior change cognition and adaptive performance. The T2 score of the variable was the dependent variable which is predicted by the T0 score (block 1) and the Job Crafting dimension that significantly correlated (block 2). Table 12-Table 14 display the results of this analysis and it must be concluded that the predictive power of the Job Crafting dimensions is not statistically significant. It must thus be concluded that hypotheses set 6 is rejected as there is no evidence to suggest that the change in outcome variables can be predicted from a change in Job Crafting behavior.

Table 12: Output of the blocked regression. Predicting the T2 behavioral component of change attitude as dependent variable from T0 change behavior and the change in job crafting dimensions. ** = significant to the 0.01 level.

model	Variables	T2 change attitude (behavior)	
		B (SE)	β
1 (R ² =0.229)	(constant)	3.183** (0.365)	
	T0 change attitude (behavior)	0.330** (0.085)	0.478
2 (R ² =0.383)	(constant)	2.669** (0.390)	
	T0 change attitude (behavior)	0.436** (0.088)	0.633
	Δ Job Crafting (seeking resources)	-0.068 (0.145)	-0.072
	Δ Job Crafting (seeking challenges)	0.161 (0.86)	0.234
	Δ Job Crafting (reducing hindering demands)	0.010 (0.113)	0.018
	Δ Job Crafting (optimizing demands)	0.207 (0.133)	0.317

Table 13: Output of the blocked regression. Predicting T2 adaptive performance as dependent variable from T0 adaptive performance and increase in optimizing demands. ** = significant to the 0.01 level.

model	Variables	T2 adaptive performance	
		B (SE)	β
1 (R ² =0.169)	(constant)	4.171** (0.302)	
	T0 adaptive performance	0.201** (0.063)	0.411
2 (R ² =0.171)	(constant)	4.201** (0.318)	
	T0 adaptive performance	0.194** (0.066)	0.397
	Δ optimizing demands	-0.020 (0.060)	-0.045

Table 14: Output of the blocked regression. Predicting the T2 cognitive component of change attitude as dependent variable from T0 change cognition and change in seeking challenges. ** = significant to the 0.01 level.

model	Variables	T2 change attitude (cognitive)	
		B (SE)	β
1 (R ² =0.454)	(constant)	2.989** (0.355)	
	T0 change attitude (cognitive)	0.323** (0.089)	0.454
2 (R ² =0.455)	(constant)	2.940** (0.397)	
	T0 change attitude (cognitive)	0.332** (0.095)	0.466
	Δ Job Crafting (seeking challenges)	0.027 (0.060)	0.038

5. Conclusions and Discussion

The main goal of this master thesis was to increase overall employee job performance at IKEA Eindhoven's Logistics department. Employee performance during (organizational) change intentions (i.e. adaptive performance) required attention as this department is one of the most rigid departments, unwilling to engage in change endeavors. Moreover, an increase of overall employee motivation (i.e. work engagement) and a decrease of job-related exhaustion was asked for. This was required as the implementation of IKEA's Standard Operating Procedures was heavily resisted to, yielding a motivation dip and increased exhaustion amongst employees according to their manager. Moreover, the department expected a new, significant reorganization.

Supported by scholarly works on the relationship between Job Crafting and organizational change implementation, Job Crafting was suggested as a means to achieve the above-mentioned changes. There is theoretical and empirical evidence that Job Crafting behavior (i.e. seeking resources, optimizing demands and seeking challenges) is related to increased motivation, decreased exhaustion and increased performance. Moreover, there is preliminary (theoretical) evidence to suggest that these Job Crafting dimensions are related to a more positive change attitude. A Job Crafting intervention (based on the JD-R Theory and the Social Cognitive Theory) focusing on seeking resources, optimizing demands and seeking challenges has previously been found to indeed result in increased Job Crafting behavior in individuals. For Job Crafting strategies to be successful, a stimulating environment in which employees are provided sufficient task autonomy is required (Petrou et al., 2012; Van den Heuvel et al., 2015; Wrzesniewski & Dutton, 2001). IKEA is known for its inspiring culture: it has been awarded the most inspiring organization in the Netherlands three times (Synergie, 2017). Additionally, a culture in which employees are stimulated to make mistakes - to learn from them - and find better ways to engage in everyday activities is found at IKEA. As both theory and practice align, the problem statement was converted to the following research question: "Can a Job Crafting intervention aid in decreasing employee job-related exhaustion, creating a more positive change attitude and increase their work engagement and (adaptive) performance?" It was expected that a Job Crafting intervention would result in increased Job Crafting behavior (i.e. seeking resources, optimizing demands and seeking challenges). It was furthermore predicted that this would consequently result in decreased exhaustion, increased employee work engagement (i.e. vigor, dedication and absorption), a more positive change attitude (i.e. change affect, behavior and cognition) and increased employee job performance (i.e. contextual, task and adaptive performance). Moreover, this was expected to result in increased employee job performance.

The current study revealed evidence to suggest that a Job Crafting intervention based on the JD-R Theory and the Social Cognitive Theory can lead to increased Job Crafting behavior (i.e. seeking challenges, optimizing demands and surprisingly reducing hindering demands) in employees. This effect was measurable four weeks after the intervention. Moreover, exhaustion in employees significantly decreased four weeks after the intervention was completed. Within-subject differences of change attitude and its dimensions revealed that employees participating in the Job Crafting intervention attained a significantly more positive outlook on change. Their feelings, thoughts and behavioral intentions with regard to change initiatives were significantly more positive compared to their pre-test score. Lastly, there is evidence to state that employees participating in the Job Crafting intervention scored higher on adaptive performance, both compared to the control group and their pre-test scores. Even though employees participating in the experimental group did report an increase in Job Crafting behavior and a change in exhaustion, change attitude and adaptive performance, no correlation between a change in the Job Crafting behavior and a change in the outcome variables has been found. Consequently, there is no rigid empirical evidence to suggest that the changes in outcome variables are a consequence of the Job Crafting intervention.

5.1. Discussion of theoretical implications

In this section, first the change in Job Crafting behavior is discussed and the theoretical implications of the findings are presented. Thereafter, the changes in the outcome variables are discussed and the section is concluded by listing the limitations of the study.

5.1.1. Change in Job Crafting behavior

The current study was first and foremost aimed theoretically at developing a further understanding of the Job Crafting intervention's effectiveness. The study followed the intervention design of Van den Heuvel et al. (2012), however optimizing demands substituted reducing hindering demands as a Job Crafting dimension as suggested by Demerouti & Peeters (2017). Moreover, the current intervention is conducted in a novel research context (retail). Whereas previous studies have focused on the public sector (Van den Heuvel et al., 2015; Van Wingerden, Bakker, et al., 2017a, 2017b), health care (Gordon et al., 2018) or among Greek employees (Demerouti et al., 2017), the current study focusses on a diversely aged experimental sample in a retail environment with different educational backgrounds and employment duration. This answers to the identified future research direction in the study of Van Wingerden, Bakker et al. (2017a) who request future intervention studies to be conducted in different occupational groups. This intervention is a welcome addition to the limited existing literature on Job Crafting interventions.

The results of the current study align with previous results on Job Crafting interventions: the intervention can lead to increased seeking challenges and increased optimizing demands (Gordon et al., 2018; Van Wingerden, Bakker, et al., 2017a). The latter is specifically important as this Job Crafting dimension is newly suggested in the Job Crafting literature. Optimizing demands is proposed to replace the reduction of hindering demands dimension (Demerouti & Peeters, 2017), as this dimension has been found to lead to negative job outcomes (Petrou et al., 2012; Weseler & Niessen, 2016b). Interestingly, although not trained towards, employees participating in the Job Crafting intervention did report an increase in hindering demand reduction behavior. An increase in demand reduction behavior was however also found in the control group. The explanation for this may be twofold. First, the increase in demand reduction behavior in the experimental could be explained by the fact that optimizing demands and reducing hindering demands are closely linked as they both are forms of reduction oriented crafting (Demerouti & Peeters, 2017; Petrou et al., 2012). Nevertheless, the effect size of optimizing demands was slightly higher, suggesting that the Job Crafting intervention training did also induce behavior in which bypassing strenuous working methods (i.e. optimizing demands) were chosen over avoiding those (i.e. reducing hindering demands). The increased demand reduction behavior in the control group may be explained through the reported increase in exhaustion. Reducing job demands includes behaviors targeted towards minimizing emotional, mental or physical job aspects to reduce one's workload or pressure (Petrou et al., 2012). During the measurement period, workload at IKEA Breda may have increased, resulting in increased exhaustion symptoms. Consequently, demand reduction strategies may have occurred as a natural coping mechanism to deal with this increased workload (Demerouti, Bakker, & Halbesleben, 2015; Petrou et al., 2012). In contrast to previous studies, there is no evidence that the current Job Crafting intervention can yield resource seeking behavior. An explanation for this is that some employees may have found it difficult to ask for advice or feedback from colleagues, partly due to the dynamic working environment and perceived time pressure to complete their tasks and partly because of their notion that they do not need help from colleagues as concluded from the evaluative sessions. Together, this study forms a valuable addition to the scholars' knowledge on the effects of a Job Crafting intervention on Job Crafting behavior.

5.1.2. Change in outcome variables.

Secondly, the effect of increased Job Crafting behavior on outcomes as exhaustion, change attitude, work engagement and job performance has been studied. New findings on these variables are of value as findings regarding the effect of Job Crafting behavior on these outcomes differ amongst studies. As suggested by scholars, further evidence on this must be gathered to draw rigid conclusions (Gordon et al., 2018; Van Wingerden, Bakker, et al., 2017a). This study answers to this request. As the study sample and

context strongly differs from earlier studies, findings are extremely relevant for overall generalizability of the results of a Job Crafting intervention. In line with previous findings and the author's expectation, feelings of exhaustion amongst employees have decreased significantly between the start of the intervention (T0) and 4 weeks after the intervention (T2). Hence, employees now feel less exhausted than before the intervention. As the decline did not stagnate between T1 and T2, it might be reasonable to assume that a further decrease of exhaustion symptom can be expected. This is in line with the suggestion that Job Crafting is a skill to be learned and remains effective after the intervention is completed (Van Wingerden, Bakker, et al., 2017b). Moreover, it has been suggested and supported by scholars that Job Crafting can be contagious (Demerouti & Peeters, 2017; Mäkikangas, Bakker, & Schaufeli, 2017; Peeters et al., 2016), which could also explain the continuance of the decrease in exhaustion.

Theoretically novel and statistically relevant is the inclusion of change attitude in the Job Crafting literature. Results have revealed that employees in the experimental group are more positively oriented towards change endeavors. It has been found that their feelings, thoughts and intentions to act upon change have been positively influenced, as was hypothesized. These findings are exciting as, to the author's knowledge, this is the first Job Crafting intervention study in its form including employee change attitude as an outcome variable of Job Crafting behavior. Although Job Crafting behavior has previously been linked to organizational change (Petrou et al., 2018). Attention has been focused on increasing adaptive performance through Job Crafting behavior. This study presents preliminary empirical evidence that employee change attitude may be influenced by Job Crafting behavior, providing an avenue for further research. Furthermore, these findings further strengthen suggestions by Van den Heuvel et al. (2010) that personal resources lead to a more positive change attitude.

Based on the results, work engagement did not increase in the experimental group. Scores on work engagement remained about equal both compared to the control as compared to pre-intervention scores. Although in line with previous findings (Van Wingerden, Derks, et al., 2017), this was not expected but may be explained. First, as stated in the JD-R Theory, work engagement is the results of an optimal balance between job demands and resources (Bakker & Demerouti, 2014). The lack of significant increase in work engagement might therefore be explained by a lack of balance. Employees might still experience a high workload and perceive a lack of resources to deal with them. Moreover, there might be a time lag in the general increase of employee work engagement as discussed in (Bakker & Albrecht, 2018). The authors explain that work engagement may fluctuate as a function of daily demands.

Lastly, the change in employee job performance. Employee job performance was stated to be comprised of three dimensions: task, contextual and adaptive performance. First there was no significant increase in employee task performance, however there is a positive trend. The explanation for a lack of significant improvement is twofold. First, the participants in the experimental group already rated high on task performance (M=4.99 on a scale from 1-6). Therefore, there is only little room to improve. Especially since 6 would indicate perfect performance. Second, it must be noted that the repeated measures ANOVA made use of the subsample which consisted of only 39 respondents. Furthermore, it was found that the subsample's T0 score was higher compared to the T0 score of participants completing only T0 and T2 questionnaires, leaving also little room for improvements to be discovered with the RM ANOVA. Hence, the changes were non-significant, but positively trended. For contextual performance, the same may hold. Scores were already high, and thus significant improvements may be difficult to attain. While there was a mean time effect of within-subjects changes there was no significant group interaction effect. Moreover, RM ANOVA on the subsample did not reveal any significant changes. This might be explained by the difference in base score of the subsample and the full sample, in which the subsample scored higher in the base score. Again, the contextual performance dimension was positively trended. On a different line of reasoning, seeking resources has been linked to contextual performance (Gordon et al., 2018) and was not changed. Therefore, a lack of change in this performance dimension might also be explained by a lack of change in resource seeking behavior of the participants. Indeed, it seems viable that a lack of change in

strategies as seeking help, advice and feedback from others, results in a lack of change in contextual performance as there are limited possibilities to help others. Third and last, adaptive performance changed significant. Based on several scholarly works, this was expected. Job Crafting (intervention) studies have frequently addressed the role of Job Crafting behavior in positively influencing adaptive performance of individuals. In e.g. works of Gordon et al. (2018), Peeters et al. (2016) and Demerouti et al. (2017) it was found that adaptive performance is positively related to seeking challenges and seeking resources. Opposed to these findings, it was found in the current study that the change in optimizing demands behavior (and not seeking challenges or resources) is significantly and positively related to the change in adaptive performance. According to the employees, the main reason that adherence to the Standard Operating Procedures (SOP) was not attained before the intervention was because of expected workload increase. By optimizing demands, employees may have found a work-around to still achieve adherence to the SOP while minimizing the increase in workload, explaining the correlation. In contrast to previous findings, it seems logical that the change in seeking resources behavior does not relate to the change in adaptive performance as the change was not significant. However, for the seeking challenges dimension, results were not as expected.

5.1.3. Limitations of the current study

Although carefully designed and executed, some limitations of this study must be noted. First, the research design and context brings forth some limitations. First, the study may have been influenced by organizational factors. For example, the perceived workload may have increased during the study due to managerial decisions, a new team manager and deputy team manager were hired, and a large organizational restructuring has been announced. This consequently may have influenced the work experience of the employees. Furthermore, it must be noted that due to the quasi-experimental study design, some limitations exist. The control group consisted of IKEA Breda's Logistics department and was thus not randomly chosen from the participating employees. This brings forth several limitations with regard to validity and reliability. As the store used is different, management is different which may influence outcomes. It is furthermore unknown if any (organizational) changes occurred between the two measurements at IKEA Breda. Lastly, the sample size of the control group is small, which may impede reliability of the results. Nevertheless, the potential benefits of using a physically separated location as a control group was reckoned to be of increased value as it prevents cross contamination between the experimental and the control group. Quasi experimental field studies are prone to issues regarding internal validity due to differences in demographics of the experimental versus control group as there is no strict random sampling. It is concluded however, that these differences are negligible as independent t-tests revealed no significant differences to exist. Moreover, by including IKEA Breda as control group a benefit was yielded. A larger experimental sample was obtained as the employees of the IKEA Eindhoven store were not split into two groups.

Moreover, there are limitations with regard to the results. Due to the very specific research context, generalizability of the results is limited. The current study was conducted in a very specific context, in a company that differs in culture and organization compared to other companies due to its inspiring, stimulating culture (Synergie, 2017). This might influence the openness to Job Crafting in a positive fashion. Moreover, as opposed to previous studies conducted amongst health care professionals, the job activities in the current sample require less skills. Commitment, understanding and consequently outcomes of Job Crafting may be different in jobs which require more mental or emotional exertion.

Second, there are two identified limitations regarding the intervention workshop. The workshop was not performed by a professional trainer. Previous intervention studies may have used a professional – or experienced – trainer to promote the Job Crafting behavior. This may have limited the effectiveness of the intervention. Nevertheless, it was tried to enhance the workshop experience by including an HR representative and the respective team's manager. Moreover, participation was not voluntary, and all employees were urged to part-take in the workshop preceding the Job Crafting period. This may limit

effectiveness as it has been argued that the training is more effective if employees voluntarily participate (Van den Heuvel et al., 2015). This is argued to increase commitment to the training. Moreover, Job Crafting is seen as self-initiated behavior and should not be forced (Petrou et al., 2015). Consequently, the results of the effectiveness of the training could have been biased by the unwilling, reluctant or hesitant employees, thereby impairing the strength of the drawn conclusions.

Third and last, there are several limitations regarding the questionnaire. First, they are self-report measures which may be biased. Second, the used questions were translated from English to Dutch. Although this was done with care, it is possible that some questions may have lost their power. Nevertheless, Cronbach's alpha measures were deemed sufficient. The scale for adaptive performance was created for this specific context and no CFA was conducted. Cronbach's alpha was lower than desired but still acceptable. An explanation may be that the questions with regard to the SOP are very diverse and measure several dimensions of the operating procedures. Next, participants found some questions of the questionnaire too difficult to answer, impairing reliability. Lastly, some questions were reversely coded. Although a common technique and prevailing wisdom (Larson & Farber, 2012) to counter response bias, it is also seen as not advisable as it may impair response accuracy. (Schriesheim & Hill, 1981)

5.1.4. Directions for further research

The current study is unique due to the special research context. The retail environment with a mix of employees with different educational and demographical backgrounds may very well influence the results as suggested by Demerouti (2014). Therefore, more intervention studies with a variety of backgrounds in the study sample is reckoned to be of added value. Moreover, this study is another in the series of Job Crafting interventions with Dutch participants. Future research may also focus on Job Crafting interventions (based on the JD-R Theory and the SCT) in an international setting.

It may furthermore be of value to develop an enhanced understanding of the Job Crafting dimensions. Recently, optimizing demands has substituted the dimension of reducing hindering demands in the literature (Demerouti & Peeters, 2017). However, the current study reveals that even though not trained for, employees engage in demand reduction strategies alongside optimizing job demand strategies. A better understanding and explanation for this can be valuable to optimize future results regarding the outcomes of Job Crafting since demand reduction (as opposed to optimizing demands) strategies have been affiliated with negative job outcomes (i.e. increased exhaustion and decreased engagement) (Petrou et al., 2015; Tims, Bakker, Derks, et al., 2013).

A very interesting and novel avenue for future research is the inclusion of employee change attitude as outcome variable. It should be investigated if employee change attitude can serve as explicatory mechanism for changes in adaptive performance after the Job Crafting intervention. Change attitude may present to (fully) mediate the effects of Job Crafting behavior on adaptive performance. In the same vein, an understanding of the effects of Job Crafting behavior on change attitude may be further developed. Theoretically, several explanations for the change in employee change attitude have been discussed. Scholars are invited to further draw upon this and see which theories (if any) explain the effects best.

5.2. Practical implications

The current study finds practical use through multiple lines of reasoning. Generally, within organizations there remains lot to gain to streamline organizational change as still many change attempts fail or are evaluated as less successful (Werkman, 2009). The aid of Job Crafting in this process is new and as it has been argued and found it can be of great significance in the change process. This makes this study practically relevant to especially managers or leaders experiencing difficulty in implementing organizational change. By using Job Crafting, these managers or leaders acquire a new means to streamline organizational change, thereby possibly increasing the chances of success. Moreover, although not currently studied, there is preliminary evidence (e.g. Van Wingerden, Bakker, et al., 2017b) that Job Crafting behavior may continue

to occur far after the intervention as it seems to be contagious (Bakker, Rodríguez-Muñoz, & Sanz Vergel, 2016; Peeters et al., 2016; Tims, Bakker, Derks, et al., 2013). Moreover, a Job Crafting intervention can aid to develop a resilient workforce. After the Job Crafting intervention, employees can be skilled to seek resources to adapt to increased job demands. Moreover, by optimizing their job demands through seeking smarter ways to work, they can further find a balance between demands and resources on the job. Lastly, by being intrinsically motivated to seek challenges, they can safeguard their own motivation (i.e. work engagement). This may create room for management to reprioritize their work as the workforce is provided the skills to manage their own motivation and health (Bakker et al., 2012). Therefore, a Job Crafting intervention may therefore be a cost-effective tool in establishing a motivated, healthy and well-performing workforce.

More specifically, this study yielded important insights and results for IKEA Eindhoven. First and foremost, the change attitude and adaptive performance was positively influenced. Increased adaptation to IKEA's Standard Operating Procedures was obtained, resulting in a safer working environment. Furthermore, with a forthcoming, considerable, organizational change pending, it is essential to have a workforce with a positive outlook on change. Additionally, the employees have been taught a skill to be able to manage their own resources and demands to deal with this change. Consequently, the effects of the change endeavor on employee motivation, health and performance, characteristic for organizational change (Werkman, 2009), remain limited. Second, IKEA Eindhoven has been acquainted with a tool to establish a proactive workforce, ready to manage their resources and demands bottom-up. This is particularly important as IKEA is known for its dynamic environment in which workload varies per day and per season. By providing the employees an adequate amount of autonomy to deal with those changes bottom up, management may be alleviated from this task, creating room for other tasks. Third and last, although the current study focused only on employees of the logistics department, the intervention may also be applied in other departments (e.g. Customer Relations or Sales). This may result in multi-faceted gains (e.g. increased well-being, motivation and performance) throughout the company.

5.3. Conclusion

Overall, it is concluded that the current study partly satisfied the main research objective and successfully answered the related research question. The main objective was to decrease employee exhaustion, create a positive change attitude and increase employee work engagement and (adaptive) job performance. The significance of Job Crafting in achieving this has been theoretically argued and empirically justified. Moreover, it is concluded that although not all results were as expected, the Job Crafting intervention was a success. It has been shown that after the Job Crafting intervention, employees engage in more challenge seeking behavior and optimize their experienced work-related demands. Moreover, employees report to be less exhausted, report an increase in adaptive performance, and attain a more positive change attitude. This again stresses the importance of Job Crafting to achieve successful (adaptation to) organizational change.

References

- Albrecht, S. L., & Marty, A. (2017). Personality, self-efficacy and job resources and their associations with employee engagement, affective commitment and turnover intentions. *The International Journal of Human Resource Management*, *5192*, 1–25. <https://doi.org/10.1080/09585192.2017.1362660>
- Avey, J. B., Wernsing, T. S., & Luthans, F. (2008). Can Positive Employees Help Positive Organizational Change? Impact of Psychological Capital and Emotions on Relevant Attitudes and Behaviors. *The Journal of Applied Behavioral Science*, *44*(1), 48–70. <https://doi.org/10.1177/0021886307311470>
- Bakker, A. B. (2011). An Evidence-Based Model of Work Engagement. *Current Directions in Psychological Science*, *20*(4), 265–269. <https://doi.org/10.1177/0963721411414534>
- Bakker, A. B., & Albrecht, S. (2018). Work engagement: current trends. *Career Development International*, *23*(1), 4–11. <https://doi.org/10.1108/CDI-11-2017-0207>
- Bakker, A. B., & Demerouti, E. (2007). The Job Demands-Resources model: state of the art. *Journal of Managerial Psychology*, *22*(3), 309–328. <https://doi.org/10.1108/MBE-09-2016-0047>
- Bakker, A. B., & Demerouti, E. (2008). Towards a model of work engagement. *Career Development International*, *13*(3), 209–223. <https://doi.org/10.1108/13620430810870476>
- Bakker, A. B., & Demerouti, E. (2014). Job Demands-Resources Theory. In T. W. Taris, J. De Jonge, & M. C. W. Peeters (Eds.), *An Introduction to Contemporary Work Psychology* (1st ed., pp. 414–433). Chichester, UK: John Wiley & Sons, Ltd.
- Bakker, A. B., & Demerouti, E. (2017). Job demands–resources theory: Taking stock and looking forward. *Journal of Occupational Health Psychology*, *22*(3), 273–285. <https://doi.org/10.1037/ocp0000056>
- Bakker, A. B., Demerouti, E., de Boer, E., & Schaufeli, W. B. (2003). Job demand and job resources as predictors of absence duration and frequency. *Journal of Vocational Behavior*, *62*(2), 341–356. [https://doi.org/10.1016/S0001-8791\(02\)00030-1](https://doi.org/10.1016/S0001-8791(02)00030-1)
- Bakker, A. B., Demerouti, E., & Euwema, M. C. (2005). Job Resources Buffer the Impact of Job Demands on Burnout. *Journal of Occupational Health Psychology*, *10*(2), 170–180. <https://doi.org/10.1037/1076-8998.10.2.170>
- Bakker, A. B., Demerouti, E., & Verbeke, W. (2004). Using the job demands-resources model to predict burnout and performance. *Human Resource Management*, *43*(1), 83–104. <https://doi.org/10.1002/hrm.20004>
- Bakker, A. B., Hakanen, J. J., Demerouti, E., & Xanthopoulou, D. (2007). Job resources boost work engagement, particularly when job demands are high. *Journal of Educational Psychology*, *99*(2), 274–284. <https://doi.org/10.1037/0022-0663.99.2.274>
- Bakker, A. B., Rodríguez-Muñoz, A., & Sanz Vergel, A. I. (2016). Modelling job crafting behaviours: Implications for work engagement. *Human Relations*, *69*(1), 169–189. <https://doi.org/10.1177/0018726715581690>
- Bakker, A. B., Tims, M., & Derks, D. (2012). Proactive personality and job performance: The role of job crafting and work engagement. *Human Relations*, *65*(10), 1359–1378. <https://doi.org/10.1177/0018726712453471>
- Bakker, A. B., Van Emmerik, H., & Van Riet, P. (2008). How job demands, resources, and burnout predict objective performance: A constructive replication. *Anxiety, Stress & Coping*, *21*(3), 309–324. <https://doi.org/10.1080/10615800801958637>
- Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist*, *44*(9), 1175–1184.
- Baskerville, R., Marco, M. De, Pouloudi, N., Spagnoletti, P., Te'eni, D., Brocke, J. Vom, & Winter, R. (2017). *Digital Technology and Organizational Change: reshaping technology, people and organizations towards a global society (Lecture notes in information systems and organization, v.23)*. (S. Za, C. Rosignoli, & F. Virili, Eds.). Cham, Switzerland: Springer. <https://doi.org/10.1007/978-3-319-62051-0>
- Blumberg, B., Cooper, D. R., & Schindler, P. D. (2008). *Business Research Methods* (second Eur). London: McGraw-Hill.
- Boik, R. J. (1981). A priori tests in repeated measures designs: Effects of nonsphericity. *Psychometrika*, *46*(3), 241–255. <https://doi.org/10.1007/BF02293733>
- Boynton, P. M. (2004). Administering, analysing, and reporting your questionnaire. *BMJ*, *328*(7452), 1372–

1375. <https://doi.org/10.1136/bmj.328.7452.1372>
- Brenninkmeijer, V., & Hekkert-Koning, M. (2015). To Craft or not to craft: The relationships between regulatory focus, job crafting and work outcomes. *Career Development International*, *20*(2), 147–162. <https://doi.org/10.1108/MBE-09-2016-0047>
- Crowther, D., & Lancaster, G. (2008). *Research Methods* (second). London: Elsevier Butterworth-Heinemann.
- Day, A., Crown, S. N., & Ivany, M. (2017). Organisational change and employee burnout: The moderating effects of support and job control. *Safety Science*, *100*, 4–12. <https://doi.org/10.1016/j.ssci.2017.03.004>
- De Beer, L. T., Tims, M., & Bakker, A. B. (2016). Job crafting and its impact on work engagement and job satisfaction in mining and manufacturing. *South African Journal of Economic and Management Sciences*, *19*(3), 400–412. <https://doi.org/10.17159/2222-3436/2016/v19n3a7>
- Demerouti, E. (2014). Design your own job through job crafting. *European Psychologist*, *19*(4), 237–243. <https://doi.org/10.1027/1016-9040/a000188>
- Demerouti, E., Bakker, A. B., & Gevers, J. M. P. (2015). Job crafting and extra-role behavior: The role of work engagement and flourishing. *Journal of Vocational Behavior*, *91*, 87–96. <https://doi.org/10.1016/j.jvb.2015.09.001>
- Demerouti, E., Bakker, A. B., & Halbesleben, J. R. B. (2015). Productive and counterproductive job crafting: A daily diary study. *Journal of Occupational Health Psychology*, *20*(4), 457–469. <https://doi.org/10.1037/a0039002>
- Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. *Journal of Applied Psychology*, *86*(3), 499–512. <https://doi.org/10.1037/0021-9010.86.3.499>
- Demerouti, E., Bakker, A. B., Vardakou, I., & Kantas, A. (2003). The Convergent Validity of Two Burnout Instruments. *European Journal of Psychological Assessment*, *19*(1), 12–23. <https://doi.org/10.1027//1015-5759.19.1.12>
- Demerouti, E., & Peeters, M. C. W. (2017). Transmission of reduction-oriented crafting among colleagues: A diary study on the moderating role of working conditions. *Journal of Occupational and Organizational Psychology*, 1–26. <https://doi.org/10.1111/joop.12196>
- Demerouti, E., Sanz-Vergel, A. I., Petrou, P., & van den Heuvel, M. (2016). How work–self conflict/facilitation influences exhaustion and task performance: A three-wave study on the role of personal resources. *Journal of Occupational Health Psychology*, *21*(4), 391–402. <https://doi.org/10.1037/ocp0000022>
- Demerouti, E., Veldhuis, W., Coombes, C., & Hunter, R. (2018). Burnout among Pilots: Psychosocial Factors related to Happiness and Score on Simulator Training. *Ergonomics*, *0139*, 1–39. <https://doi.org/10.1080/00140139.2018.1464667>
- Demerouti, E., Xanthopoulou, D., Petrou, P., & Karagkounis, C. (2017). Does job crafting assist dealing with organizational changes due to austerity measures? Two studies among Greek employees. *European Journal of Work and Organizational Psychology*, *26*(4), 574–589. <https://doi.org/10.1080/1359432X.2017.1325875>
- Dunham, R. B., Grube, J. a, Gardner, D. G., Cummings, L. ., & Pierce, J. L. (1989). The development of an Attitude toward Change Instrument. *Organizational Development*, (September 2014), 1–22.
- Eaton, M. (2010). Why change programs fail. *Human Resource Management International Digest*, *18*(2), 37–42. <https://doi.org/10.1108/09670731011028492>
- Esteves, T., & Pereira Lopes, M. (2016). Leading to Crafting: The Relation Between Leadership Perception and Nurses Job Crafting. *Western Journal of Nursing Research*, 0193945916659507. <https://doi.org/10.1177/0193945916659507>
- Füllemann, D., Brauchli, R., Jenny, G. J., & Bauer, G. F. (2016). Individual and group-level job resources and their relationships with individual work engagement. *Journal of Occupational Health*, *58*(3), 255–268. <https://doi.org/10.1539/joh.15-0044-OA>
- Georgalis, J., Samaratunge, R., Kimberley, N., & Lu, Y. (2015). Change process characteristics and resistance to organisational change: The role of employee perceptions of justice. *Australian Journal of Management*, *40*(1), 89–113. <https://doi.org/10.1177/0312896214526212>
- Ghitulescu, B. E. (2006). *Shaping tasks and relationships at work: Examining the antecedents and consequences of employee job crafting*. Unpublished doctoral dissertation. University of Pittsburgh,

PA, USA.

- Ghitulescu, B. E. (2013). Making Change Happen. *The Journal of Applied Behavioral Science*, 49(2), 206–245. <https://doi.org/10.1177/0021886312469254>
- Goodman, S. A., & Syvanteck, D. J. (1999). Person-organization fit and contextual performance: Do shared values matter? *Journal of Vocational Behavior*, 55(2), 254–275.
- Gordon, H. J., Demerouti, E., Le Blanc, P. M., Bakker, A. B., Bipp, T., & Verhagen, M. A. M. T. (2018). Individual job redesign: Job crafting interventions in healthcare. *Journal of Vocational Behavior*, 104(June 2017), 98–114. <https://doi.org/10.1016/j.jvb.2017.07.002>
- Griffin, M. A., Neal, A., & Parker, S. K. (2007). A new model of work role performance: positive behavior in uncertain and interdependent contexts. *Academy of Management Journal*, 50(2), 327–347. <https://doi.org/10.5465/AMJ.2007.24634438>
- Hair Jr., J. H., Black, W. C., Babin, Barry, J., & Anderson, R. E. (2014). *Multivariate Data Analysis* (7th ed.). Essex: Pearson Education Limited.
- Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of School Psychology*, 43(6), 495–513. <https://doi.org/10.1016/j.jsp.2005.11.001>
- Hakanen, J. J., Schaufeli, W. B., & Ahola, K. (2008). The job demands-resources model: A three-year cross-lagged study of burnout, depression, commitment, and work engagement. *Work and Stress*, 22(3), 224–241. <https://doi.org/10.1080/02678370802379432>
- Hakanen, J. J., Seppälä, P., & Peeters, M. C. W. (2017). High Job Demands, Still Engaged and Not Burned Out? The Role of Job Crafting. *International Journal of Behavioral Medicine*, 24(4), 619–627. <https://doi.org/10.1007/s12529-017-9638-3>
- Harju, L. K., Hakanen, J. J., & Schaufeli, W. B. (2016). Can job crafting reduce job boredom and increase work engagement? A three-year cross-lagged panel study. *Journal of Vocational Behavior*, 95–96, 11–20. <https://doi.org/10.1016/j.jvb.2016.07.001>
- Heyden, M. L. M., Fourné, S. P. L., Koene, B. A. S., Werkman, R., & Ansari, S. S. (2017). Rethinking ‘Top-Down’ and ‘Bottom-Up’ Roles of Top and Middle Managers in Organizational Change: Implications for Employee Support. *Journal of Management Studies*, 54(7), 961–985. <https://doi.org/10.1111/joms.12258>
- Hoag, B. G., Ritschard, H. V., & Cooper, C. L. (2002). Obstacles to effective organizational change: the underlying reasons. *Leadership & Organization Development Journal*, 23(1), 6–15. <https://doi.org/10.1108/01437730210414526>
- Hobfoll, S. E., Johnson, R. J., Ennis, N., & Jackson, A. P. (2003). Resource loss, resource gain, and emotional outcomes among inner city women. *Journal of Personality and Social Psychology*, 84(3), 632–643. <https://doi.org/10.1037/0022-3514.84.3.632>
- Hornung, S., & Rousseau, D. M. (2007). Active on the Job—Proactive in Change. *The Journal of Applied Behavioral Science*, 43(4), 401–426. <https://doi.org/10.1177/0021886307307555>
- Jones, R. A., Jimmieson, N. L., & Griffiths, A. (2005). The Impact of Organizational Culture and Reshaping Capabilities on Change Implementation Success: The Mediating Role of Readiness for Change. *Journal of Management Studies*, 42(2), 361–386. <https://doi.org/10.1111/j.1467-6486.2005.00500.x>
- Karatepe, O. M., & Eslamlou, A. (2017). Outcomes of job crafting among flight attendants. *Journal of Air Transport Management*, 62, 34–43. <https://doi.org/10.1016/j.jairtraman.2017.02.005>
- Kira, M., Van Eijnatten, F. M., & Balkin, D. B. (2010). Crafting sustainable work: development of personal resources. *Journal of Organizational Change Management*, 23(5), 616–632. <https://doi.org/10.1108/09534811011071315>
- Kirkman, B. L., & Rosen, B. (1999). Beyond Self-Management : Antecedents and Consequences of Team Empowerment Author (s): Bradley L . Kirkman and Benson Rosen Source: The Academy of Management Journal , Vol . 42 , No . 1 (Feb ., 1999), pp . 58-74 Published by: Academy of Management St. *The Academy of Management Journal*, 42(1), 58–74.
- Kotter, J. P. (1995). LEADING CHANGE : WHY TRANSFORMATION EFFORTS FAIL THE PROMISE OF THE GOVERNED CORPORATION. *Harvard Business Review*, 73(2).
- Kotter, J. P. (1996). *Leading Change*. Boston, Massachusetts, USA: Harvard Business School Press.

- Larson, R., & Farber, B. (2012). *Elementary Statistics: Picturing the World* (5th ed.). Amsterdam: Prentice Hall.
- Leana, C., Appelbaum, E., & Shevchuk, I. (2009). Work Process and Quality of Care in Early Childhood Education: The Role of Job Crafting. *The Academy of Management Journal*. Academy of Management. <https://doi.org/10.2307/40390365>
- Leiter, M. P., & Bakker, A. B. (2010). Work Engagement: Introduction. In A. B. Bakker & M. P. Leiter (Eds.), *Work Engagement: A Handbook of Essential Theory and research* (1st ed., pp. 1–9). New York: Psychology Press.
- Lyons, P. (2008). The crafting of jobs and individual differences. *Journal of Business and Psychology*, 23(1–2), 25–36. <https://doi.org/10.1007/s10869-008-9080-2>
- Mäkikangas, A., Bakker, A. B., & Schaufeli, W. B. (2017). Antecedents of daily team job crafting. *European Journal of Work and Organizational Psychology*, 26(3), 421–433. <https://doi.org/10.1080/1359432X.2017.1289920>
- Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist*, 56(3), 227–238. <https://doi.org/10.1037/0003-066X.56.3.227>
- Matteson, M. L., & Kennedy, S. (2016). The Relationship Between Trait Affect and Job Attitudes in Library Employees. *Journal of Library Administration*, 56(7), 810–822. <https://doi.org/10.1080/01930826.2016.1179493>
- McClelland, G. P., Leach, D. J., Clegg, C. W., & McGowan, I. (2014). Collaborative crafting in call centre teams. *Journal of Occupational and Organizational Psychology*, 87(3), 464–486. <https://doi.org/10.1111/joop.12058>
- Morgan, A. J., Rapee, R. M., & Bayer, J. K. (2017). Increasing response rates to follow-up questionnaires in health intervention research: Randomized controlled trial of a gift card prize incentive. *Clinical Trials: Journal of the Society for Clinical Trials*, 14(4), 381–386. <https://doi.org/10.1177/1740774517703320>
- Murdoch, M., Simon, A. B., Polusny, M. A., Bangerter, A. K., Grill, J. P., Noorbaloochi, S., & Partin, M. R. (2014). Impact of different privacy conditions and incentives on survey response rate, participant representativeness, and disclosure of sensitive information: a randomized controlled trial. *BMC Medical Research Methodology*, 14(1), 90. <https://doi.org/10.1186/1471-2288-14-90>
- Oreg, S. (2006). Personality, context, and resistance to organizational change. *European Journal of Work and Organizational Psychology*, 15(1), 73–101. <https://doi.org/10.1080/13594320500451247>
- Orr, L. M., & Orr, D. J. (2014). *Eliminating Waste in Business: run Lean, boost profitability*. Berkeley, CA: Apress. <https://doi.org/10.1007/978-1-4302-6089-9>
- Peeters, M. C. W., Arts, R., & Demerouti, E. (2016). The crossover of job crafting between coworkers and its relationship with adaptivity. *European Journal of Work and Organizational Psychology*, 25(6), 819–832. <https://doi.org/10.1080/1359432X.2016.1160891>
- Petrou, P., & Demerouti, E. (2015). Trait-level and week-level regulatory focus as a motivation to craft a job. *Career Development International*, 20(2), 102–118. <https://doi.org/10.1108/MBE-09-2016-0047>
- Petrou, P., Demerouti, E., Peeters, M. C. W., Schaufeli, W. B., & Hetland, J. (2012). Crafting a job on a daily basis: Contextual correlates and the link to work engagement. *Journal of Organizational Behavior*, 33(8), 1120–1141. <https://doi.org/10.1002/job.1783>
- Petrou, P., Demerouti, E., & Schaufeli, W. B. (2015). Job crafting in changing organizations: Antecedents and implications for exhaustion and performance. *Journal of Occupational Health Psychology*, 20(4), 470–480. <https://doi.org/10.1037/a0039003>
- Petrou, P., Demerouti, E., & Schaufeli, W. B. (2018). Crafting the Change: The Role of Employee Job Crafting Behaviors for Successful Organizational Change. *Journal of Management*. <https://doi.org/10.1177/0149206315624961>
- Petrou, P., Demerouti, E., & Xanthopoulou, D. (2017). Regular versus cutback-related change: The role of employee job crafting in organizational change contexts of different nature. *International Journal of Stress Management*, 24(1), 62–85. <https://doi.org/10.1037/str0000033>
- Pulakos, E. D., Arad, S., Donovan, M. A., & Plamondon, K. E. (2000). Adaptability in the workplace: Development of a taxonomy of adaptive performance. *Journal of Applied Psychology*, 85(4), 612–624. <https://doi.org/10.1037/0021-9010.85.4.612>

- Rana, V., Jordan, P. J., Jiang, Z., & Tse, H. H. M. (2017). The Role of Job Crafting and Affect in the Relationship between Non-Preferred Work Tasks and Contextual Performance. In *Reference Services Review service review* (Vol. 45, pp. 245–263). <https://doi.org/10.1108/S1746-979120170000013013>
- Rudolph, C. W., Katz, I. M., Lavigne, K. N., & Zacher, H. (2017). Job crafting: A meta-analysis of relationships with individual differences, job characteristics, and work outcomes. *Journal of Vocational Behavior, 102*(September 2016), 112–138. <https://doi.org/10.1016/j.jvb.2017.05.008>
- Ryan, R., & Deci, E. (2000). Self-determination theory and the facilitation of intrinsic motivation. *American Psychologist, 55*(1), 68–78. <https://doi.org/10.1037/0003-066X.55.1.68>
- Sakuraya, A., Shimazu, A., Imamura, K., Namba, K., & Kawakami, N. (2016). Effects of a job crafting intervention program on work engagement among Japanese employees: a pretest-posttest study. *BMC Psychology, 4*(1), 49. <https://doi.org/10.1186/s40359-016-0157-9>
- Schaubroeck, J., Ganster, D. C., & Kemmerer, B. (1996). Does trait affect promote job attitude stability? *Journal of Organizational Behavior, 17*(2), 191–196. [https://doi.org/10.1002/\(SICI\)1099-1379\(199603\)17:2<191::AID-JOB777>3.0.CO;2-X](https://doi.org/10.1002/(SICI)1099-1379(199603)17:2<191::AID-JOB777>3.0.CO;2-X)
- Schaufeli, W. B., Bakker, A. B., & Salanova, M. (2006). The Measurement of Short Questionnaire: A Cross-National Study UWES-9. *Educational and Psychological Measurement, 66*(4), 701–716. <https://doi.org/10.1177/0013164405282471>
- Schaufeli, W. B., & Salanova, M. (2014). Burnout, Boredom and Engagement in the Workplace. *An Introduction to Contemporary Work Psychology, 293–318*.
- Schriesheim, C. A., & Hill, K. D. (1981). Controlling Acquiescence Response Bias by Item Reversals: The Effect on Questionnaire Validity. *Educational and Psychological Measurement, 41*(4), 1101–1114. <https://doi.org/10.1177/001316448104100420>
- Shoss, M. K., Witt, L. A., & Vera, D. (2012). When does adaptive performance lead to higher task performance? *Journal of Organizational Behavior, 33*(7), 910–924. <https://doi.org/10.1002/job.780>
- Smith, I. (2005a). Achieving readiness for organisational change. *Library Management, 26*(6/7), 408–412. <https://doi.org/10.1108/01435120510623764>
- Smith, I. (2005b). Continuing professional development and workplace learning 11: Managing the ‘people’ side of organizational change. *Library Management, 26*(3), 152–155. <https://doi.org/10.1108/01435120510580898>
- Specht, J., Kuonath, A., Pachler, D., Weisweiler, S., & Frey, D. (2017). How Change Agents’ Motivation Facilitates Organizational Change: Pathways Through Meaning and Organizational Identification. *Journal of Change Management, 1–20*. <https://doi.org/10.1080/14697017.2017.1378696>
- Stevenson, A. (2010). *Oxford dictionary of English*. (3rd ed.). New York, NY: Oxford University Press.
- Sweet, S., & Grace-Martin, K. (2010). *Data Analysis with SPSS: A First Course in Applied Statistics* (4th ed.). Pearson.
- Synergie. (2017). *Inspirerende 40*. Utrecht. Retrieved from <https://inspirerende40.nl/>
- Thomas, R., & Hardy, C. (2011). Reframing resistance to organizational change. *Scandinavian Journal of Management, 27*(3), 322–331. <https://doi.org/10.1016/j.scaman.2011.05.004>
- Tims, M., & Bakker, A. B. (2010). Job crafting: Towards a new model of individual job redesign. *SA Journal of Industrial Psychology, 36*(2), 1–9. <https://doi.org/10.4102/sajip.v36i2.841>
- Tims, M., Bakker, A. B., & Derks, D. (2012a). Development and validation of the job crafting scale. *Journal of Vocational Behavior, 80*(1), 173–186. <https://doi.org/10.1016/j.jvb.2011.05.009>
- Tims, M., Bakker, A. B., & Derks, D. (2012b). Development and validation of the job crafting scale. *Journal of Vocational Behavior, 80*(1), 173–186. <https://doi.org/10.1016/j.jvb.2011.05.009>
- Tims, M., Bakker, A. B., & Derks, D. (2013). The impact of job crafting on job demands, job resources, and well-being. *Journal of Occupational Health Psychology, 18*(2), 230–240. <https://doi.org/10.1037/a0032141>
- Tims, M., Bakker, A. B., & Derks, D. (2014). Daily job crafting and the self-efficacy – performance relationship. *Journal of Managerial Psychology, 29*(5), 490–507. <https://doi.org/10.1108/JMP-05-2012-0148>
- Tims, M., Bakker, A. B., & Derks, D. (2015). Examining Job Crafting from an Interpersonal Perspective: Is Employee Job Crafting Related to the Well-Being of Colleagues? *Applied Psychology, 64*(4), 727–753.

- <https://doi.org/10.1111/apps.12043>
- Tims, M., Bakker, A. B., Derks, D., & Van Rhenen, W. (2013). Job Crafting at the Team and Individual Level. *Group & Organization Management, 38*(4), 427–454. <https://doi.org/10.1177/1059601113492421>
- Tims, M., Derks, D., & Bakker, A. B. (2016). Job crafting and its relationships with person-job fit and meaningfulness: A three-wave study. *Journal of Vocational Behavior, 92*, 44–53. <https://doi.org/10.1016/j.jvb.2015.11.007>
- Vakola, M., & Nikolaou, I. (2005). Attitudes towards organizational change. *Employee Relations, 27*(2), 160–174. <https://doi.org/10.1108/01425450510572685>
- Van den Broeck, A., de Cuyper, N., de Witte, H., & Vansteenkiste, M. (2010). Not all job demands are equal: Differentiating job hindrances and job challenges in the job demands-resources model. *European Journal of Work and Organizational Psychology, 19*(6), 735–759. <https://doi.org/10.1080/13594320903223839>
- Van den Heuvel, M., Demerouti, E., Bakker, A. B., & Schaufeli, W. B. (2010). Personal Resources and Work Engagement in the Face of Change. In *Contemporary Occupational Health Psychology* (pp. 124–150). Oxford, UK: Wiley-Blackwell. <https://doi.org/10.1002/9780470661550.ch7>
- van den Heuvel, M., Demerouti, E., & Peeters, M. C. W. (2015). The job crafting intervention: Effects on job resources, self-efficacy, and affective well-being. *Journal of Occupational and Organizational Psychology, 88*(3), 511–532. <https://doi.org/10.1111/joop.12128>
- Van den Heuvel, M., Demerouti, E., & Peeters, M. C. W. (2015). The job crafting intervention: Effects on job resources, self-efficacy, and affective well-being. *Journal of Occupational and Organizational Psychology, 88*(3), 511–532. <https://doi.org/10.1111/joop.12128>
- Van den Heuvel, M., Demerouti, E., Schreurs, B. H. J., Bakker, A. B., & Schaufeli, W. B. (2009). Does meaning-making help during organizational change? *Career Development International, 14*(6), 508–533. <https://doi.org/10.1108/13620430910997277>
- Van Wingerden, J., Bakker, A. B., & Derks, D. (2017a). Fostering employee well-being via a job crafting intervention. *Journal of Vocational Behavior, 100*, 164–174. <https://doi.org/10.1016/j.jvb.2017.03.008>
- Van Wingerden, J., Bakker, A. B., & Derks, D. (2017b). The longitudinal impact of a job crafting intervention. *European Journal of Work and Organizational Psychology, 26*(1), 107–119. <https://doi.org/10.1080/1359432X.2016.1224233>
- Van Wingerden, J., Derks, D., & Bakker, A. B. (2017). The Impact of Personal Resources and Job Crafting Interventions on Work Engagement and Performance. *Human Resource Management, 56*(1), 51–67. <https://doi.org/10.1002/hrm.21758>
- Vogt, K., Hakanen, J. J., Brauchli, R., Jenny, G. J., & Bauer, G. F. (2016). The consequences of job crafting: a three-wave study. *European Journal of Work and Organizational Psychology, 25*(3), 353–362. <https://doi.org/10.1080/1359432X.2015.1072170>
- Weinfurt, K. P. (2000). Repeated measures analysis: ANOVA, MANOVA, and HLM. In L. G. Grimm & P. R. Yarnold (Eds.), *Reading and understanding MORE multivariate statistics* (pp. 317–361). Washington DC, US: American Psychological Association.
- Werkman, R. A. (2009). Understanding failure to change: a pluralistic approach and five patterns. *Leadership & Organization Development Journal, 30*(7), 664–684. <https://doi.org/10.1108/01437730910991673>
- Weseler, D., & Niessen, C. (2016a). How job crafting relates to task performance. *Journal of Managerial Psychology, 31*(3), 672–685. <https://doi.org/10.1108/JMP-09-2014-0269>
- Weseler, D., & Niessen, C. (2016b). How Job Crafting Relates to Task Performance. *Journal of Managerial Psychology, 31*(3), 672–685. <https://doi.org/10.1108/MBE-09-2016-0047>
- Wrzesniewski, A., & Dutton, J. E. (2001). Crafting a Job: Revisioning Employees as Active Crafters of Their Work. *Academy of Management Review, 26*(2), 179–201. <https://doi.org/10.55465/AMR.2001.4378011>
- Xanthopoulou, D., Bakker, A. B., Demerouti, E., & Schaufeli, W. B. (2007). The role of personal resources in the job demands-resources model. *International Journal of Stress Management, 14*(2), 121–141. <https://doi.org/10.1037/1072-5245.14.2.121>
- Xanthopoulou, D., Bakker, A. B., Demerouti, E., & Schaufeli, W. B. (2009). Reciprocal relationships between job resources, personal resources, and work engagement. *Journal of Vocational Behavior, 74*(3), 235–

244. <https://doi.org/10.1016/j.jvb.2008.11.003>

Yousef, D. A. (2000). Organizational commitment and job satisfaction as predictors of attitudes toward organizational change in a non-western setting. *Personnel Review*, 29(5), 567–592. Retrieved from <https://search.proquest.com/docview/214810185?accountid=27128>

Yousef, D. A. (2017). Organizational Commitment, Job Satisfaction and Attitudes toward Organizational Change: A Study in the Local Government. *International Journal of Public Administration*, 40(1), 77–88. <https://doi.org/10.1080/01900692.2015.1072217>

Zapf, D., Semmer, N. K., & Johnson, S. (2014). Qualitative Demands at Work. In T. W. Taris, J. De Jonge, & M. C. W. Peeters (Eds.), *An Introduction to Contemporary Work Psychology* (1st ed., pp. 96–110). Chichester, UK: Wiley-Blackwell.

Appendix

Contents

A.	Evaluation of conducted Job Crafting interventions	47
B.	Further discussion of the JD-R Theory	49
C.	Powerpoint presentation used during the Job Crafting workshop	51
D.	Information booklet used during the workshop.....	57
E.	Personal action plan booklet used during the workshop.....	64
F.	Voucher for free basket of strawberries	70
G.	PowerPoint presentation used during the evaluative session	71
H.	Significance of Shapiro-Wilks Test on mean scores.....	75
I.	Results of Box's M and Levene's test for the mixed ANOVA	76

A. Evaluation of conducted Job Crafting interventions

An intervention at a Dutch police district (Van den Heuvel et al., 2015)

This is the first Job Crafting intervention based on the JD-R Theory. In this quasi-experimental field study, the authors aimed at boosting job resources, affective well-being, and self-efficacy by means of a Job Crafting intervention. 39 employees received a 1-day training after which they had 4 weeks to work towards self-set Job Crafting goals. The intervention was concluded by a half-day reflection session in which experiences were exchanged. They included a control group (N=47) in their study. Their study revealed several beneficial outcomes on for example self-efficacy, positive affect, leader-member exchange and development opportunities within the company. Repeated Measures ANOVA's did not reveal significant change, but dependent sample t-test did. An explanation for this is given by the authors. They reason authors that the used measure for Job Crafting behavior was not complete, some behavior was not measured (like applying for a new job). Additionally, the authors state that the effects might need more time to emerge. Lastly, they state that the sample size might have been too small.

Concluding their article, the authors give some recommendations for future interventions. First, the authors suggest including scales for general proactive behavior alongside a more specific scale to assess Job Crafting. Next the authors suggest using a larger sample size. Furthermore, it is advised to divide the intervention into modules over several weeks, separating the type of Job Crafting activities (e.g. cognitive crafting or reflection activities). Continuing, the authors strongly advise to use group crafting as this increases the learning experiences and thereby strengthening the effects of the intervention, which is advised by other scholars as well (McClelland, Leach, Clegg, & McGowan, 2014). Lastly, close contact with the crafters might increase effectiveness according to the authors.

An intervention in a Japanese hospital setting (Sakuraya et al., 2016)

The next successful intervention took place in Japan. The participants of the intervention were managers of a private company of a private hospital. The program consisted of two 120-minute sessions with two weeks in between. There were 3 assessment moments: at the beginning of the intervention (T0); after the second intervention (T2) and one month after the second intervention (T3). The authors found a significant positive effect on work engagement, increased Job Crafting behavior and reduced psychological distress¹⁷.

Some limitations however need to be stated: there was no control group. Therefore, it remains unclear whether the effects were due to the intervention. Additionally, the sample size was mediocre (N=50), limiting statistical power. Third, the subjects were all senior staff, who are suggested by the authors to have more discretion. Fourth, the authors state that the follow-up period was too short to determine longitudinal effects. Fifth, the effect of the intervention on resources (an essential Job Crafting dimension) was not measured.

Job Crafting interventions in Healthcare (Gordon et al., 2018)

In two studies, Gordon et al. (2018) tested the impact of a general and a specific Job Crafting intervention on well-being and job performance, both subjective and objective. In both studies, participants received a training and set individual Job Crafting goals for a period of three consecutive weeks. Participation was voluntary and yielded 119 and 58 participants respectively. It was found that participation in the intervention was positively linked to an increase in Job Crafting behaviors. Empirical evidence suggests that there was an increase in well-being: health, work-engagement and reduced exhaustion. Additionally, findings suggest an increase in subjective job performance, relative to a control group. The authors conclude that Job Crafting is a "promising job redesign intervention strategy that individual employees can use to improve their well-being and job performance" (Gordon et al., 2018, p. 98).

¹⁷ Strong resemblance with the strain concept as discussed in the JD-R Theory.

The authors discuss some limitations. First, self-report measures may induce common method biases. Furthermore, they stress the limitations of quasi-experiments, yet obtaining completely randomized samples was not feasible as participation may not be enforced. Cross contamination was also a concern, as control groups and experimental groups work in the same hospital setting. Moreover, they authors explain that only more engaged employees may have participated as several employees did not fill in the surveys.

Fostering well-being through a Job Crafting intervention (Van Wingerden, Bakker, et al., 2017a)

The aim of this study was to assess the impact of a Job Crafting intervention on participants' (41 teachers) work engagement. The intervention was aimed at optimizing job demands and resources. The intervention consisted of exercises and goal setting to increase social job resources, increase challenging demands and increase job resources. There were three training sessions over a six-week period. The first and second session were on one day, whereas the last one took place 4 weeks later. The first session contained a person and job analysis, the second session contained a person-job analysis and the formulation of goals and the third session evaluated the success and provided an experience-sharing environment. They also discussed what was needed to sustain Job Crafting behavior.

The authors found that employees' Job Crafting behavior can be increased through a Job Crafting training. In contrast to the study of van den Heuvel, Demerouti, & Peeters (2015), it was found that a significant increase of employee's Job Crafting behavior was achieved compared to a control group. Additionally, they achieved an increase in basic need satisfaction. The longitudinal effect of this intervention was positive as well as discussed in (van Wingerden, Bakker, & Derks, 2017b)

As the authors focus on points of improvement in a teaching setting, they are not general. Therefore, they are omitted from this discussion. One may argue however, in line with the earlier mentioned suggestions that the sample size was too small. Additionally, the sample size consisted of mainly female individuals which the authors claim is representative of the specific occupational group, it does limit the generalizability.

A Job Crafting intervention to adapt to changes due to austerity (Demerouti et al., 2017)

The last intervention to be discussed took place in a Greek municipality. The intervention consisted of a one-day training aimed at an increase in seeking resources and reducing demands. 72 participants took part voluntarily and there was a control group. The subjects filled out a pre-test questionnaire, went through a 1-day (3-hour training) intervention and completed a post-test questionnaire. During the training the subjects were familiarized with the JD-R Theory and the Job Crafting concept. Then a personal crafting plan was made after a discussion about crafting change on the workplace. Participants in the intervention showed higher levels of demand reduction as well as higher positive affect and openness to change. Seeking resources did however not increase. Overall the authors conclude that stimulating employees to part-take in Job Crafting relates to improvements in well-being, openness to change and adaptation over time.

The authors list several limitations. The authors used self-report measures and suggest the objectivity may be increased by using more objective measures. The authors further state the use of a small sample size (72 participants). The authors also indicate that the intervention group consisted of people that scored lower on the openness to change scale compared to the control group. Individuals who are open to change may react differently on the intervention. Lastly, as the effects of the intervention were measured 4 weeks after the intervention, it is unknown what the short-term or longitudinal effects are.

B. Further discussion of the JD-R Theory

In this appendix entry the constructs as mentioned in the JD-R Theory (Figure 7) are discussed more elaborately. Resources, motivation, demands, strain and job performance will be discussed consecutively.

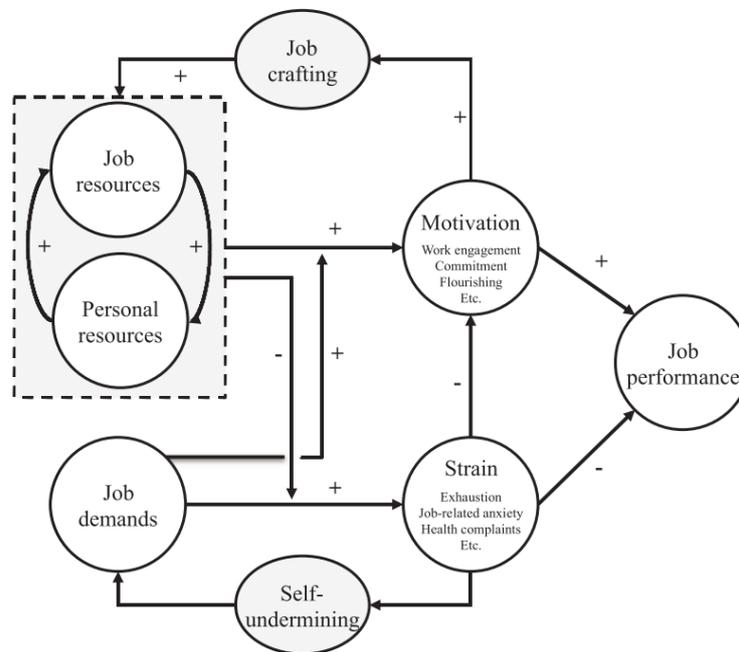


Figure 7: The Job Demands - Resources model, from Bakker & Demerouti (2017, p. 275).

The motivational path in the JD-R Theory

The motivational path in the JD-R Theory consists of resources, motivation and a positive relation with performance. Resources are all means an individual has access to in order to function in a working environment. This may be differentiated towards job resources and personal resources. Job resources have been defined by many scholars. The first known definition, used in the JD-R literature, was made by Demerouti, Bakker, Nachreiner, & Schaufeli (2001). From then on, it has been adopted by many other scholars; see for example Fülleman, Brauchli, Jenny, & Bauer (2016); Hakanen, Schaufeli, et al. (2008); Xanthopoulou, Bakker, Demerouti, & Schaufeli (2007). The definition as made by Demerouti, Bakker, Nachreiner, & Schaufeli (2001, p. 501) reads as follows:

"Job resources refer to those physical, psychological, social or organizational aspects of the job that may do any of the following: (a) be functional in achieving work goals; (b) reduce job demands at the associated physiological and psychological costs; (c) stimulate personal growth and development."

Personal resources are "aspects of the self that are generally linked to resiliency" (Hobfoll, Johnson, Ennis, & Jackson, 2003, p.632). Hobfoll, Johnson, Ennis, & Jackson (2003) continue to elaborate on this by defining personal resources as an individual's perception of their capacity to control and influence their environment successfully, which was also adopted, amongst others, by Schaufeli & Taris (2014). Personal resources are, as opposed to job resources, thus directly linked to the individual and their perception of the self and the environment.

The motivation construct in the motivational process consists of all factors regarding employee motivation at work. This Motivational component of the employee has been found to be, as opposed to the strain component in the Health-Impairment Process, beneficial for employee Job Performance (e.g.: Bakker & Demerouti, 2014, 2017; Xanthopoulou et al., 2009). The most important and most studied element of the motivation component is work engagement. Work engagement has been defined by many scholars, and

many small deviations exist. Nevertheless, most of the definitions do seem to overlap and define work engagement as a positive, affective-motivational and fulfilling, work related, state of mind. Typically, this state of mind demonstrates signs of vigor, dedication and absorption (see e.g. Bakker, 2011; Bakker, Hakanen, Demerouti, & Xanthopoulou, 2007; Hakanen, Bakker, & Schaufeli, 2006; Hakanen, Schaufeli, & Ahola, 2008; Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2009). Bakker (2011, p. 265) illustrates that *"Employees who are engaged in their work are fully connected with their work roles. They are bursting with energy, dedicated to their work, and immersed in their work activities"*, thereby again referring to dedication, vigor and absorption. Contemporary works provide equal definitions, see for example Albrecht & Marty (2017); Hakanen, Seppälä, & Peeters (2017); Karatepe & Eslamlou (2017)

The Health-Impairment Process in the JD-R Theory

The Health-Impairment Process consist of job Demands and strain. Job Demands are stated to refer to: *"[...] those physical, social or organizational aspects of the job that require sustained physical or mental effort and are therefore associated with certain physiological and psychological costs (e.g. exhaustion)"* (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001, p. 501). This definition has been adopted by many scholars throughout the past decade-and-a-half, see for example Bakker, Demerouti, & Euwema, (2005); Hakanen, Bakker, & Schaufeli, (2006); Hakanen, Schaufeli, & Ahola, (2008); Petrou, Demerouti, Peeters, Schaufeli, & Hetland, (2012) and Schaufeli & Salanova, (2014). It is well-known that high Job Demands may lead to increased strain when resources are inadequate. On contrary, increased job demands may also increase motivation (through moderation) when resources are sufficiently available (Bakker et al., 2007).

There are two distinctive types of job demands. Van den Broeck, de Cuyper, de Witte, & Vansteenkiste (2010) report about energy-draining job demands as well as energy depleting and stimulating job demands. The former being labeled hindering demands (e.g. role ambiguity, work constraints) and the latter being labeled challenging demands (e.g. time pressure, workload). Both types of demands may be seen as stressors causing strain. Challenges however, potentially add to the motivational process (job motivation, job satisfaction) as well as to Health-Impairment Process (strain) (Van den Broeck et al., 2010; Zapf et al., 2014). Indisputably, job hindering demands influence strain negatively. Zapf, Semmer, & Johnson (2014) legitimately state that challenges, even though they may positively influence motivation, are a *"double edged sword"* (p. 97) and still may result in increased strain when resources are insufficient.

Strain is an aggregate constituted from many different constructs that impact health negatively in a work context. Strain can be defined as a state in which people experience (psychosomatic) exhaustion (Bakker & Demerouti, 2007, 2014, 2017; Bakker et al., 2005; Demerouti et al., 2001; Hakanen, Schaufeli, et al., 2008; Schaufeli & Salanova, 2014; Zapf et al., 2014), job related anxiety (Bakker & Demerouti, 2007, 2017), dissatisfaction, (Bakker & Demerouti, 2007) and depression (Xanthopoulou et al., 2007). The Oxford dictionary of English defines a state of strain as: *"[a state in which] a severe or excessive demand [is exercised] on the strength, resources, or abilities of someone or something"* and as: *"a force tending to pull or stretch something to an extreme or damaging degree"* (Stevenson, 2010, p. 9063), which is in line with the above mentioned terms proposed by scholars.

Due to this negative -health impairing- state in which employees have to perform, performance is influenced negatively. Increased strain has been linked to increased absence duration (Bakker, Demerouti, de Boer, & Schaufeli, 2003), increased turnover intention and poor commitment (Schaufeli & Salanova, 2014), reduced overall in-role performance (Bakker et al., 2004, 2008; Petrou et al., 2015; Schaufeli & Salanova, 2014) and burn out (Bakker & Demerouti, 2017; Bakker et al., 2005, 2004, 2008; Demerouti et al., 2001). Concluding, strain is a negative state with several health-impairing consequences. This state leads (at best) to poorer performance at work and may eventually impair performance altogether (burnout).

C. Powerpoint presentation used during the Job Crafting workshop

IKEA [®]

TU/e Technische Universiteit Eindhoven
University of Technology

Zelf de regie nemen

Workshop Sleutelen aan je werk

Luc Soyer
Luc.soyer@ikea.com
l.m.a.soyer@student.tue.nl

Waar innovatie start

TU/e Technische Universiteit Eindhoven
University of Technology

Even voorstellen...

- 23 jaar
- Master Operations Management & Logistics (TU/e)
- 2,5 jaar IKEA Eindhoven Customer Relations
- Afstuderen bij Goodflow ☺

[Introdactie](#) - achtergrond - oefening - PAUZE - doelen - actieplan - afsluiting

TU/e Technische Universiteit Eindhoven
University of Technology

Voor we beginnen...

[Introdactie](#) - achtergrond - oefening - PAUZE - doelen - actieplan - afsluiting

TU/e Technische Universiteit Eindhoven
University of Technology

Even een balletje opgooien...

Wat is jullie verwachting voor vandaag?

[Introdactie](#) - achtergrond - oefening - PAUZE - doelen - actieplan - afsluiting

TU/e Technische Universiteit Eindhoven
University of Technology

Wat gaan we doen?

- Een training waarmee je zelf leert hoe je je werk dichter bij je eigen voorkeuren kan brengen

Inhoud:

• Vragenlijst
• Introductie en achtergrond
• Oefening
• Pauze
• Doelen stellen
• Actieplan maken
• Afsluiting

[Introdactie](#) - achtergrond - oefening - PAUZE - doelen - actieplan - afsluiting

TU/e Technische Universiteit Eindhoven
University of Technology

Werk analyse

"Ik werk graag zo efficiënt mogelijk, het geeft me een boost en ik weet dat het mijn werk beter maakt. Het helpt mij vanzelfsprekend om mijn werkzaamheden uit te voeren!"

[Introdactie](#) - achtergrond - oefening - PAUZE - doelen - actieplan - afsluiting

Werk analyse

"Soms is mijn werk extra lastig omdat ik niet de juiste $=$ middelen heb om mijn werk te doen. Het is niet zozeer de werkdruk of de werkdruk die mij niet goed werken."



Introdactie – achtergrond – oefening – PALIZE – doelen – actieplan – afsluiting

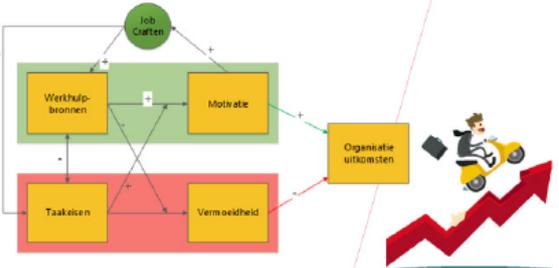
Waarom deze workshop?

- Veel interviews gehouden met collega's. Iedereen geeft aan dat ze graag dingen willen verbeteren.
- Soms mist uitdaging
- Voor niemand past het werk nu 100%
- Veel geluiden over afhankelijkheid (van leiding, collega's, klanten, etc.)
- Na deze training kun je zelf je werk dichterbij je voorkeuren brengen!
 - Meer plezier in je werk
 - Meer energie en toewijding
 - Minder vermoeidheid



Introdactie – achtergrond – oefening – PALIZE – doelen – actieplan – afsluiting

Hoe dan?



Introdactie – achtergrond – oefening – PALIZE – doelen – actieplan – afsluiting

Leuk, maar...

- ... hier heb ik geen tijd voor.
- ... de leiding luistert niet.
- ... ik heb al vaker nieuwe werkmethodes aangedragen, die zijn ook niet ingevoerd.
- ... ik heb hier geen zin in.



Introdactie – achtergrond – oefening – PALIZE – doelen – actieplan – afsluiting

Leuk, maar...

- ... er zijn altijd redenen om dingen niet te doen.
- ... er zijn genoeg redenen om het juist wel op te pakken:
 - Nu de kans om zelf verantwoordelijkheid te nemen in plaats van wijzen naar anderen.
 - Word de baas over je eigen werkzaamheden!
 - Wetenschappelijk bewijs dat het kan werken, bij voldoende eigen inzet!



Introdactie – achtergrond – oefening – PALIZE – doelen – actieplan – afsluiting

Oké, ik doe mee, gevolgen?

- Sleutelen doe je zelf, op eigen initiatief, aan dingen waar je zelf (grotendeels) invloed op hebt en verantwoordelijkheid voor kan nemen.
- Je werk zal qua taken niet veranderen.
- Je werk kan wel anders, fijner aanvoelen als het beter 'past'.
- Dit kun je ook doen met veranderingen: zorg dat je er iets uit haalt voor jezelf: ontwikkeling, efficiëntie, nut, etc.



Introdactie – achtergrond – oefening – PALIZE – doelen – actieplan – afsluiting

Hoe ziet het onderzoek er uit?

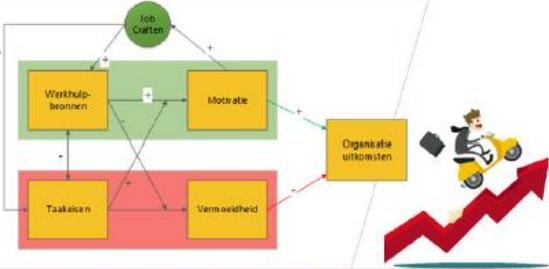
- Vragenlijst 0-meting
- Workshop
- Zelf sleutelen (met actieplan)
- Vragenlijst T1-meting 4 weken na de workshop
- Zelf sleutelen
- Discussie- en evaluatiebijeenkomst

Workshop
28 maart



introduce – achtergrond – oefening – PAUZE – doelen – actieplan – afsluiting

Job Demands – Resources model



introduce – achtergrond – oefening – PAUZE – doelen – actieplan – afsluiting

Job Craften: sleutelen aan je werk

Wanneer mensen proactief hun werk aanpassen (omstandigheden, taken en/of relaties) met als doel hun werkbeleving positief beïnvloeden.
(Wrzesniewski & Dutton, 2001)

- Werkhulpbronnen verhogen
- Taakeisen optimaliseren
- Uitdaging zoeken



introduce – achtergrond – oefening – PAUZE – doelen – actieplan – afsluiting

Job Craften: werkhulpbronnen

Tastbare of ontastbare (mentale/sociale) aspecten van werk die kunnen helpen

- met het behalen van werkdoelen
- je werk minder zwaar maken (mentaal of fysiek)
- persoonlijke groei en ontwikkeling stimuleren



introduce – achtergrond – oefening – PAUZE – doelen – actieplan – afsluiting

Job Craften: Taakeisen

Fysieke, mentale, sociale of organisatie aspecten die inspanning vragen en daardoor fysieke of mentale energie kosten.



introduce – achtergrond – oefening – PAUZE – doelen – actieplan – afsluiting

Job Craften: Uitdaging

Iets dat inspireert omdat het moeilijk is; een motiverende prikkel



introduce – achtergrond – oefening – PAUZE – doelen – actieplan – afsluiting

Bewezen effecten

- Persoonlijke effecten
 - Mentaal: PsyCap (Hoop, optimisme, weerbaarheid en zelfvertrouwen)
 - Minder mentale en fysieke uitputting
 - Minder spanning
- Werk-gerelateerde effecten
 - Social support (werksfeer)
 - Betere werkmethode
 - Meer motivatie (werktevredenheid, verbintenis, werkbevoegenheid)

Een betere gezondheid en fijnere werkplek!



introdactie – achtergrond – oefening – PALIZE – doelen – actieplan – afsluiting

Zelf aan de slag: Werkanalyse

- Probeer de vragen in het werkboekje te beantwoorden. (20 min)
- Overleggen met de buurman mag!
- Bedenk een situatie tijdens je werk...
 - ... waar je energie van kreeg / die je fijn vond
 - ... die energie kostte / die je minder fijn vond
 - ... die je werk extra leuk maakt
 - ... waarvan je geleerd hebt om makkelijker of effectiever te werken
- Denk aan samenwerking, communicatie, ondersteuning relaties met bijvoorbeeld leiding, collega's of klanten.

Bedenk alléén dingen waar je zelf invloed op had kan hebben!



introdactie – achtergrond – oefening – PALIZE – doelen – actieplan – afsluiting

Bespreking werkanalyse



introdactie – achtergrond – oefening – PALIZE – doelen – actieplan – afsluiting

Pauzell!



introdactie – achtergrond – oefening – PALIZE – doelen – actieplan – afsluiting

Van werkanalyse naar Doelen

- Het doel van deze training: zelf de regie nemen op je werk
- Aanknopingspunt: werkanalyse
 - In kaart gebracht wat fijn is
 - Wat minder fijn is
 - Hoe je makkelijker/effectiever kan werken
- Nu: doelen stellen en actieplan maken!



introdactie – achtergrond – oefening – PALIZE – doelen – actieplan – afsluiting

Job Crafting: Recap

Wanneer mensen proactief hun werk aanpassen (omstandigheden, taken en/of relaties) met als doel hun werkbeleving positief beïnvloeden.
(Wrzesniewski & Dutton, 2002)

- Werkhulpbronnen verhogen
- Taakeisen optimaliseren
- Uitdaging zoeken



introdactie – achtergrond – oefening – PALIZE – doelen – actieplan – afsluiting

Slutelen op het werk

TU/e Technische Universiteit Eindhoven University of Technology

- Met je buurman:
 - Een voorbeeld van de drie manieren om je werk aan te passen
 - Hulpmiddelen zoeken
 - Taakeisen optimaliseren
 - Uitdagingen zoeken



introduce - achtergrond - oelening - PAUZE - doelen - actieplan - afsluiting

Job Craftern: slutelen aan je werk

TU/e Technische Universiteit Eindhoven University of Technology

- Werkhulpbronnen; Welke middelen heb ik tot mijn beschikking?
 - Voorbeelden?
- Taakeisen optimaliseren; Hoe kan het slimmer?
 - Voorbeelden?
- Uitdagingen; Hoe kan ik mezelf ontwikkelen?
 - Voorbeelden?



introduce - achtergrond - oelening - PAUZE - doelen - actieplan - afsluiting

Doelen stellen en actieplan maken

TU/e Technische Universiteit Eindhoven University of Technology

- SMART-doelen
 - Specifiek -> precies geformuleerd.
 - Meetbaar -> wanneer heb je je doel bereikt?
 - Aangrijpen -> 100% erachter staan.
 - Realistisch -> haalbaar doel.
 - Tijdsgebonden -> Wanneer ga je het doen/ heb je het bereikt?
- Acties koppelen
 - Hoe bereik ik mijn doelen?



introduce - achtergrond - oelening - PAUZE - doelen - actieplan - afsluiting

Voorbeeld hulpbronnen creëren en gebruiken

TU/e Technische Universiteit Eindhoven University of Technology

- Analyse:
 - "Ik haal energie uit kwalitatief goed werken."
- Doel:
 - "De komende week vraag ik 3 collega's om feedback over hoe ik mijn werk beter kan doen."
- Actie:
 - "Tijdens het vullen wil ik met iemand samen werken, na afloop vraag ik of mijn collega tips heeft."



introduce - achtergrond - oelening - PAUZE - doelen - actieplan - afsluiting

Voorbeeld taakeisen optimaliseren

TU/e Technische Universiteit Eindhoven University of Technology

- Analyse:
 - "Ik haal energie uit efficiënt werken."
- Doel:
 - "Tijdens mijn eerstvolgende dienst wil ik een mes, een pen, een werkende stift, een werkende RDT, een geel hesje en eventueel een telefoon kunnen gebruiken zodat ik efficiënt kan werken."
- Actie:
 - "Voordat ik mijn volgende shift begin, controleer ik of ik een mes, pen, werkende stift, werkende RDT en eventueel een telefoon bij me heb."



introduce - achtergrond - oelening - PAUZE - doelen - actieplan - afsluiting

Voorbeeld uitdagingen zoeken

TU/e Technische Universiteit Eindhoven University of Technology

- Analyse:
 - "Ik werk graag 'voor de klant'."
- Doel:
 - "De komende week wil ik minimaal 3 beschadigde producten afschrijven."
- Actie:
 - "Tijdens mijn dienst ga ik proactief beschadigde goederen afschrijven en laat ik deze niet liggen."



introduce - achtergrond - oelening - PAUZE - doelen - actieplan - afsluiting

TU/e Technische Universiteit Eindhoven University of Technology



Tijd voor je eigen actieplan!

Introductie – achtergrond – oefening – PAKUZE – doelen – actieplan – afsluiting

TU/e Technische Universiteit Eindhoven University of Technology

En nu?

- Komende 4 weken iedere week doelen nastreven
 - Week 1: Werkhulpbronnen verhogen
 - Week 2: Taakeisen optimaliseren
 - Week 3: Uitdaging zoeken
 - Week 4: Werkhulpbronnen verhogen
- Na vier weken vragenlijst 2 invullen en actieplan in postvak "Job Crafting" leggen bij goodsflow.

Workshop	Zelf sleutelen	Vragenlijst 2 invullen	Zelf sleutelen	Discussie en evaluatie bijeenkomst
28 maart		25 april		10 april 2018

Introductie – achtergrond – oefening – PAKUZE – doelen – actieplan – afsluiting

TU/e Technische Universiteit Eindhoven University of Technology

Resumé

- Sleutelen aan je werk: **zelf** aanpassingen maken aan je werk zodat dit beter past bij je eigen voorkeuren.
 - Zoeken naar uitdaging
 - Hulpmiddelen zoeken/gebruiken
 - Taakeisen optimaliseren
- Verwachtingen: wat hebben jullie nodig van TM?
- De kans om je werk leuker en makkelijker te maken ligt **bij jullie zelf!** Grijp hem nu het kan!
- Mocht je vastlopen, spreek me aan! Ik help graag ☺



Introductie – achtergrond – oefening – PAKUZE – doelen – actieplan – afsluiting

TU/e Technische Universiteit Eindhoven University of Technology

Contact

Luc Soyer
E-mail:

Telefoon:



Begeleider (TU/e)
Prof. Dr. E. Demerouti
E.Demerouti@tue.nl




Introductie – achtergrond – oefening – PAKUZE – doelen – actieplan – afsluiting

D. Information booklet used during the workshop

The image shows a booklet titled "JOB CRAFTING" with a warning sign icon. It includes a section on "Hulpbronnen" (Resources) with gear icons and the text "Uitdaging zoeken" (Seeking challenges) and "Taakeisen optimaliseren" (Optimizing task requirements). A process flow diagram shows "Workshop" and "Craften" leading to "Evaluatie", with "Meting" (Measurement) boxes below. Below the flow are four arrows representing "Motivatie", "Prestatie", "Werksfeer", and "Vermoeidheid". The booklet also features the TU/e logo (Technische Universiteit Eindhoven University of Technology) and the IKEA logo. The background of the booklet is a stylized construction site with cranes and buildings.

Zelf de regie nemen
Brochure met informatie

TU/e Technische Universiteit Eindhoven University of Technology

IKEA

JOB CRAFTING

Hulpbronnen

Uitdaging zoeken

Taakeisen optimaliseren

Workshop

Craften

Evaluatie

Meting

Meting

Motivatie

Prestatie

Werksfeer

Vermoeidheid

Introductie

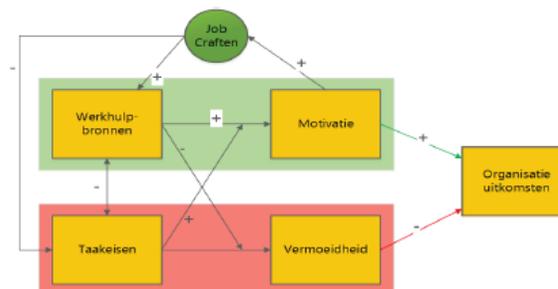
Het wordt vaak niet beseft, maar je hebt je eigen werk meer in de hand dan je zelf in de eerste instantie denkt. Door na te gaan waar het werk niet lekker aansluit op je voorkeuren, kun je zelf aanpassingen maken. Op deze manier zorg je ervoor dat je werk wel weer bij jou past. Dit heeft verschillende voordelen: werk dat je leuk vindt doe je beter en het kan ertoe leiden dat je je werk met meer plezier doet. Het is natuurlijk fijn als je werk doet dat je leuk vindt, in plaats van dat je werk doet "omdat het moet". Belangrijk hiervoor is dat je de juiste werkhulpbronnen hebt, taakeisen optimaliseert en dat je je werk uitdagend vindt. Omdat de workshop erg veel informatie bevatte, staat alle informatie ook nog een keer in deze brochure. Zo kun je altijd nog wat informatie nazoeken!

In deze brochure vind je allereerst informatie over het concept Job Crafting. Daarna kun je nog een keer terugzoeken op welke manieren je dit kan doen en kun je voorbeelden vinden.



Job Craften

Job Craften. Leuk, maar wat heb ik eraan? Job Craften, ofwel sleutelen aan je werk is een manier om zelf de regie over je werkzaamheden te pakken om zo je werk dichter bij je eigen voorkeuren te krijgen. Je kan spreken over Job Craften wanneer mensen proactief hun werk aanpassen (omstandigheden, taken en/of relaties) met als doel hun werkbeleving positief te veranderen (Wrzesniewski & Dutton, 2001). Het nut van Job Craften tijdens het werk komt vanuit een wetenschappelijk model: het Job Demands – Resources model (Demerouti, Bakker, Nachreiner & Schaufeli, 2001). Hieruit kan worden afgeleid dat organisatie uitkomsten worden bepaald door twee verschillende processen: motivatie en vermoeidheid. Zie ook onderstaand figuur.



Figuur 1: Het JD-R Model. In het rood staat het vermoeidheidsproces, dat een negatieve invloed heeft op de organisatie uitkomsten. In het groen het motivationele proces. Dit heeft een positieve invloed op de organisatie uitkomsten. Job Crafting beïnvloedt beide op een positieve manier!

De kracht van Job Crafting ligt in het feit dat je door deze strategie je vermoeidheid kan verminderen en je motivatie kan verhogen. Dit komt doordat je met Job Crafting je werkhulpbronnen kan verhogen, je taakeisen kan optimaliseren en jezelf kunt ontwikkelen door uitdagingen te zoeken. Deze drie manieren worden op de volgende pagina's verder uitgelegd en er worden voorbeelden gegeven. Daarnaast is Job Crafting een individuele taak, dat betekent dat je zelf de verantwoordelijkheid kan nemen om je hier mee bezig te houden en dat je niet afhankelijk bent van andere mensen. Dus kun je "zelf de regie nemen" van je eigen werk.

Door regelmatig bezig te zijn met Job Crafting, kun je voorkomen dat je je verveelt op het werk, overspannen raakt en draag je er zelf zorg voor dat je presteert op een niveau dat bij je past. Er is veel wetenschappelijk bewijs dat wanneer mensen dit doen, hun werkbevoegdheid omhoog gaat, vermoeidheid omlaag gaat en dat mensen beter om kunnen gaan met veranderingen op de werkplek. Dit is uiteindelijk allemaal voor een gezonde werkomgeving, waar je je fijn voelt, goed kunt werken en goede resultaten worden behaald. Klinkt goed toch?

Zelf de regie nemen
Workshop Job Crafting

pg.4

Zelf de regie nemen

Zoals al een aantal keer is aangestipt heb je de effectiviteit van deze training zelf in de hand. Deze training wordt voor jullie aangeboden omdat de teammanagers ervan overtuigd is dat jullie dit allemaal kunnen. En belangrijker, omdat de leiding graag ziet dat jullie plezier hebben in het werk dat jullie doen. Hieronder staan de drie manieren om te sleutelen aan je werk verder uitgelegd en worden voorbeelden gegeven.

Werkhulpbronnen verhogen

Het verhogen van werkhulpbronnen is alles wat jij als werknemer doet om ervoor te zorgen dat je meer tastbare of ontastbare (mentale/sociale) middelen tot je beschikking hebt die kunnen helpen tijdens je werk. Die je kunnen helpen met het behalen van werkdoelen, die je werk minder zwaar maken (mentaal of fysiek) of die zorgen voor persoonlijke groei of ontwikkeling. Bij ontastbare middelen kun je bijvoorbeeld denken aan advies, steun of feedback van collega's, maar ook je eigen zelfvertrouwen bijvoorbeeld.

Voorbeelden

Voordat je je dienst begint kijk je er een beetje tegenop. Je staat op het extern ingedeeld en moet gaan rechenen. Je hebt meer zin om te gaan orderpicken. Je collega heeft misschien het tegenovergestelde. Die wil juist rechenen en heeft helemaal geen zin om te gaan rekenen. Door dit met elkaar te bespreken, kunnen jullie allebei gaan werken op de taak die je leuk vindt!

Je collega's kunnen ook 'hulpmiddelen' zijn. Daarom is een goede omgang met elkaar belangrijk. Door tips uit te wisselen, elkaar om feedback te vragen en goed met elkaar om te gaan wordt de werkplek gezelliger en effectiever. Hiervoor is het belangrijk om frustraties direct constructief te bespreken!

Op het platform kunnen 6 Euro's staan. Alleen kun je vanaf beneden slecht zien hoe vol het platform staat. Door daar een spiegel op te hangen heb je daar beter zicht op, wat het werk makkelijk maakt.

Door met je collega's te bespreken als je op iets vastloopt kan er voor zorgen dat je feedback krijgt en een slimme manier ontdekt om je werk uit te voeren. Op deze manier kan je werk makkelijker worden, waardoor je effectiever werkt, en dus minder werkdruk ervaart.

Taakeisen optimaliseren

Taakeisen zijn fysieke, mentale, sociale of organisatie aspecten die inspanning vragen en daardoor fysieke of mentale energie kosten. Taakeisen optimaliseren kan eigenlijk worden samengevat als: werk slimmer, niet harder. Een simpel voorbeeld is als volgt: stel je voor, je wil een wandje in een huis afbreken. Dan kun je dit doen met een huistuin-en-keuken hamer, maar je kunt ook een sloophamer pakken. Wat kost minder moeite en veroorzaakt minder stress als je die dag nog veel meer moet doen? Hieronder volgen enkele voorbeelden van slimmere manieren van werken.

Voorbeelden

Je moet een order pakken. Dit moet laminaat zijn. Het zijn er veel, maar je besluit ze over te stapelen op een pallet, en vervolgens met een stapelaar naar het overdrachtshok te brengen. Je had ook een gele Jungheinrich kunnen pakken; dit had niet alleen tijd gescheeld, maar ook energie en moeite bespaard van het overstapelen.

Het is een drukke dag vandaag. Er is een flinke vullijst of MHS staat vol met orders die gepickt moeten worden. Je staat al op de vloer en dan bedenk je je dat je gele hesje bent vergeten. Nadat je deze hebt aangedaan ben je 5 minuten verder. Klaar om aan de slag te gaan, besef je je dat je RDT nog boven ligt. Weer terug, en weer een aantal minuten verder. Dit kost allemaal tijd, en dat zorgt er uiteindelijk voor dat je meer 'taken' moet doen in een kortere tijd. Als je er voor zorgt dat je goed voorbereid bent maak je je werk minder druk.

Je bent bezig op de vloer, en je beseft dat je hulpmiddel kapot is. Dit wist je al, maar je was vergeten dit door te geven en op te volgen. Nu moet je werken met een hulpmiddel dat minder effectiever werkt, waardoor je werk langer duurt. Met als gevolg een hogere werkdruk. Door dit wel op te pakken en op te volgen voorkom je dit.

Je moet handgrepen pakken voor een Pax combinatie. In het CZM is het op. Vanuit het CZM naar de showroom lopen en terug kost al gauw tien minuten, als je niet wordt afgeleid door klantenvragen. Je zou een showroom collega kunnen vragen om die mee te nemen als deze richting CZM gaat.

Er is een grote vullijst en er moeten veel vrachtwagens gelost worden. Je voelt een hoge werkdruk. Als resultaat probeer je je werk zo snel mogelijk te doen en houd je niet 100% aan de vulregels. Als gevolg moet een andere collega (of jijzelf) op een ander moment de producten verplaatsen omdat er niet genoeg ruimte is, of afschrijven omdat ze kapot zijn gegaan. Dit is onnodig en dubbel werk en zorgt voor een nog hogere werkdruk. Door het in een keer goed te doen voorkom je dit.

Uitdagingen zoeken

Een uitdaging is iets dat inspireert omdat het moeilijk is; een motiverende prikkel. Het zoeken van uitdagingen zal op het eerst gezicht vervelend lijken. "We hebben het al zo druk". Klopt. Toch kan ik het me ook voorstellen dat er wel eens momenten zijn dat je even niks te doen hebt. Op dit soort momenten kun je extra uitdagingen zoeken. Denk hierbij aan het oefenen met nieuwe werkmethodes, routines, of het leren van nieuwe vaardigheden. Niet alleen kan dit ervoor zorgen dat je je werk leuker gaat vinden, maar het kan je ook helpen om in de toekomst effectiever en met meer motivatie te werken.

Voorbeelden

Een collega die momenteel niet kan bereiken ervaart extra stress omdat er bijvultaken zijn. Deze bijvultaken kunnen alleen worden afgemaakt door een collega die kan bereiken. Je moet hier op wachten. Als je zelf kan bereiken, ben je hier niet meer van afhankelijk, waardoor je werklust afneemt. Daarnaast leer je een nieuwe vaardigheid, waardoor je jezelf kan blijven uitdagen.

Een collega is heel goed in orderpicken en vindt hier geen uitdaging meer in, het begint te vervelen. Door nieuwe werkzaamheden te zoeken, of extra taken op te pakken kun je je werk weer uitdagend proberen te maken. Bijvoorbeeld pakketten actief op schade controleren terwijl je langs de stellingen loopt.

Door extra uitleg over MHS te vragen (aan collega's/leesmateriaal), leer je het systeem beter kennen. Op korte termijn geeft dit een hogere taaklast, omdat je het systeem nog niet beheerst. Op de langere termijn kan dit heel veel tijds winst geven. Je hebt meer kennis over je taken, en je bent minder afhankelijk van anderen. Daarnaast kun je je collega's helpen.

Algemene voorbeelden

Tot slot geef ik jullie wat algemene voorbeelden van hoe je je werk dichter bij je persoonlijke voorkeuren kunt brengen. Dit kan helpen bij het volgende deel van de workshop: het stellen van je eigen doelen.

Algemene voorbeelden sleutelen aan je werk		
Hulpbronnen	Taakeisen optimaliseren	Uitdagingen zoeken
<ul style="list-style-type: none">• Feedback zoeken• Steun zoeken• Leermogelijkheden zoeken• Aankleding werkplek (bijv. complimenten map)• Investeren in relaties	<ul style="list-style-type: none">• Taken versimpelen, verlichten• Effectiever werken/plannen• Perfectionisme loslaten• Heldere afspraken maken• Rustige ruimte zoeken om bij te komen	<ul style="list-style-type: none">• Talenten en interesses inzetten• Nieuwe dingen leren• Werken met 100% kwaliteit

TU/e

pg.7

2018

l.m.a.soyer@ikea.com

Begeleid door:
Prof. Dr. E. Demerouti (TU/e)
A. McElmurray (IKEA)

TU/e Technische Universiteit
Eindhoven
University of Technology

Department of Industrial Engineering & Innovation Sciences
Operations Management and Logistics
Human Performance Management Group

E. Personal action plan booklet used during the workshop



Werkanalyse

Op basis van de beschreven situaties in de brochure met informatie kun je voor jezelf nagaan hoe je je eigen werkomgeving kan aanpassen aan je eigen wensen. Voordat je dit kan doen is het belangrijk om te bedenken wat jij fijn vindt in je werk of wat juist energie kost. Bij de volgende vragen is het belangrijk dat je dingen noemt waar je zelf invloed op hebt. Je kan bijvoorbeeld denken aan situaties die verband hebben met samenwerking, communicatie, ondersteuning of relaties met collega's, de leiding of klanten.

Dit is een situatie op mijn werk waar ik energie van kreeg / die ik fijn vond:

Dit is een situatie op mijn werk die energie kostte / die ik niet fijn vond:

Zelf de regie nemen
Workshop Job Crafting

pg.2



Dit is een situatie die mijn werk extra leuk maakte die dag:

Dit is een situatie waardoor ik heb geleerd makkelijker/effectiever te werken:

Dit zijn dingen waar ik zelf invloed op heb en die mijn werk makkelijker/effectiever kunnen maken:

TU/e

pg.3

Doelen stellen en acties koppelen

Nu gaan we dit koppelen aan doelen en acties. We gaan proberen om de werkanalyse van het eerste deel te gebruiken om richting te geven aan het craften van werkhulpbronnen, het optimaliseren van taakeisen en het zoeken van uitdaging. Dit doen we door middel van het opstellen van doelen. Doelen kun je opstellen volgens de SMART-methode. Een doel moet dan voldoen aan de volgende eisen:

- **S**pecifiek -> precies geformuleerd.
- **M**etbaar -> wanneer heb je je doel bereikt?
- **A**angrijpen -> 100% erachter staan.
- **R**ealistisch -> haalbaar doel.
- **T**ijsgebonden -> Wanneer ga je het doen/ heb je het bereikt?

Het is de bedoeling dat je per week gaat proberen om 1 doel te bereiken. De eerste week draait het om het verhogen van werkhulpbronnen, de tweede week om het optimaliseren van taakeisen en de derde week om het vinden van uitdaging in je werk. Tijdens de vierde week heb je de kans om doelen die je niet hebt gehaald nogmaals na te streven.

Een voorbeeld voor het verhogen van werkhulpbronnen:

"Tijdens mijn werk merk ik dat ik veel energie krijg van een fijne samenwerking met collega's. Meestal werken we erg gehaast en balen we aan het einde van de dag/shift als het werk niet af is. Ik wil graag een positieve, gezellige werksfeer om in te werken."

Mijn doel op hulpbronnen te verhogen:

Ik wil aan het eind van mijn volgende dienst stilstaan bij dingen die goed zijn gegaan.

Mijn gekoppelde actie:

Aan het einde van mijn volgende dienst bespreek ik met mijn collega's de dingen die we fijn vonden aan het werk van die dag en sluiten we positief af.

Zelf de regie nemen
Workshop Job Crafting

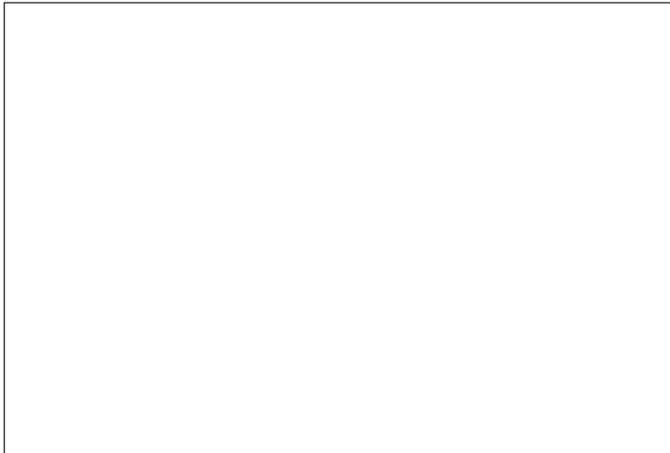
pg.4

Week 1: Hulpbronnen verhogen

In de eerste week ga ik het volgende doel nastreven om mijn **hulpbronnen te verhogen**:

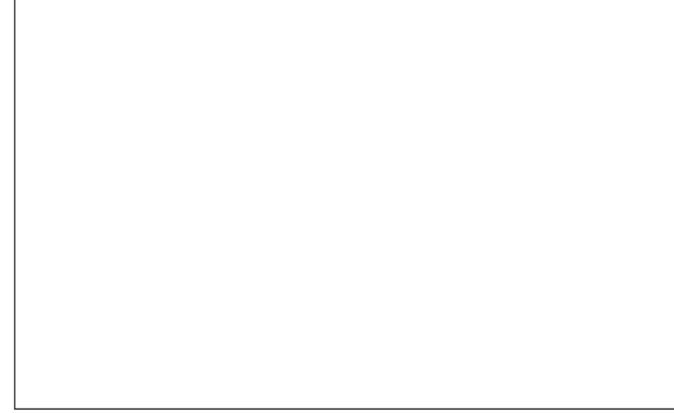


Hieraan koppel ik de volgende actie(s):

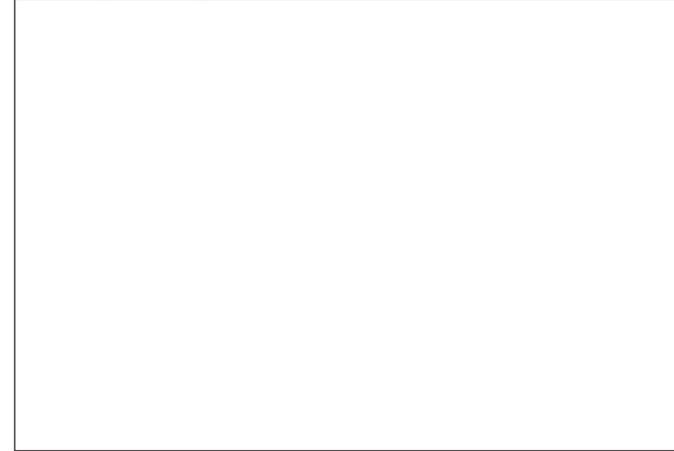


Week 2: Taakelsen optimaliseren

In de tweede week ga ik de volgende doelen nastreven om **taakelsen te optimaliseren**:

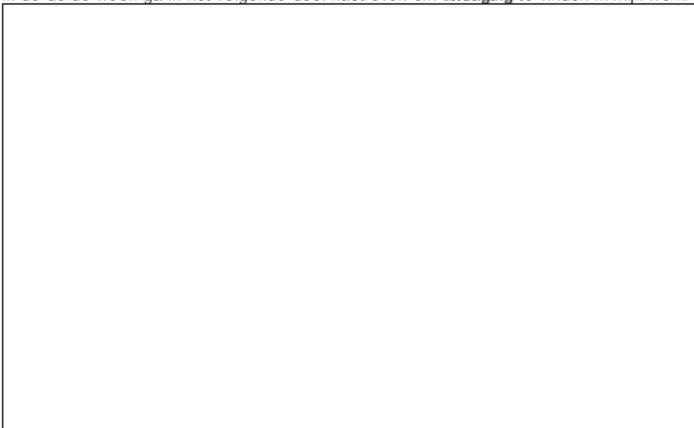


Hieraan koppel ik de volgende actie(s):

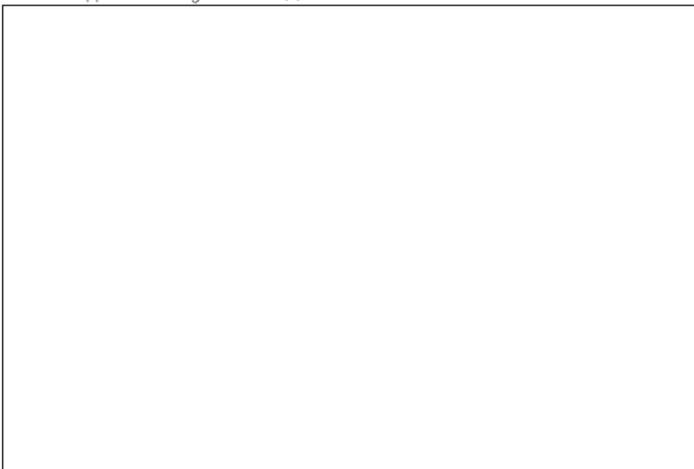


Week 3: Uitdagingen zoeken

In de derde week ga ik het volgende doel nastreven om **uitdaging** te vinden in mijn werk:



Heraan koppel ik de volgende actie(s):



week 4: Werkhulpbronnen Verhogen

De laatste week ga je benutten om nogmaals je werkhulpbronnen te verhogen. Misschien heb je door de nieuwe uitdaging die je hebt gevonden wel weer behoefte om extra werkhulpbronnen te zoeken. Daar krijg je de vierde en tevens laatste week de kans voor.

In de vierde en laatste week ga ik het volgende doel nastreven om mijn **werkhulpbronnen te verhogen**:



Heraan koppel ik de volgende actie(s):



Afronding

Tijdens vier weken Job Craften heb je geprobeerd om je werk dichterbij je eigen voorkeuren te brengen. Ik vraag je nu om dit oefeningenboekje in te leveren in het Job Crafting postvakje bij de ingang (van de afdeling logistiek). In je eigen postvakje zul je een vragenlijst vinden. Ik wil je vragen om deze dan in te vullen en weer in te leveren. Dan kan ik mijn onderzoek vervolgen. Over een aantal weken zal er een bijeenkomst zijn om de eerste resultaten met elkaar te bespreken.

Om dit boekje te koppelen aan de vragenlijsten wil ik je vragen om onderstaande versleuteling in te vullen om te zorgen dat alles anoniem blijft, maar dat ik resultaten wel aan elkaar kan koppelen.

		Geheel mee eens	Mee oneens	Erigzins mee oneens	Erigzins mee eens	Mee eens	Geheel mee eens
CG1	Ik heb vooruitgang geboekt in het bereiken van de door mij gestelde doelen in week 1.	1	2	3	4	5	6
CG2	Ik heb vooruitgang geboekt in het bereiken van de door mij gestelde doelen in week 2.	1	2	3	4	5	6
CG3	Ik heb vooruitgang geboekt in het bereiken van de door mij gestelde doelen in week 3.	1	2	3	4	5	6
CG4	Ik heb vooruitgang geboekt in het bereiken van de door mij gestelde doelen in week 4.	1	2	3	4	5	6

Anonimiteit

Wil je de antwoorden van de volgende vragen in de tabel hieronder invullen? Als je het antwoord niet weet, mag je een 9 invullen.

1. De **2e letter** van de **voornaam** van je **moeder**?
2. De **1e letter** van de **voornaam** van je **vader**?
3. Heb je een broer (ouder of jonger)? 1 voor ja, 0 voor nee.
4. Heb je een zus (ouder of jonger)? 1 voor ja, 0 voor nee.
5. De **laatste letter** van de **voornaam** van de moeder van je moeder (**oma**).

1	2	3	4	5

Notities

Notities



TU/e

pg.11

F. Voucher for free basket of strawberries



G. PowerPoint presentation used during the evaluative session



TU/e Technische Universiteit Eindhoven University of Technology

Zelf de regie nemen

Workshop Sleutelen aan je werk
Evaluatie



Luc Soyer
Luc.soyer@ikea.com
l.m.a.soyer@student.tue.nl

Waar innovatie start

TU/e Technische Universiteit Eindhoven University of Technology

Wat gaan we doen?

Inhoud:

- Terugblik op de workshop
 - Achtergrond, nut & doel
- Ervaringen delen
- Vragenlijst (*De laatste keer!* ☺)
- Vervolg?



TU/e Technische Universiteit Eindhoven University of Technology

Waarom de workshop?

- Job Craftern heeft veel voordelen:
 - Meer werkbevoegdheid
 - Minder vermoeidheid
 - Open voor verandering
 - Hogere werkprestatie
- Je bent er niet voor afhankelijk van anderen
 - Dat betekent dat je zelf de regie kan nemen om je werk dichterbij je eigen voorkeuren te brengen
 - Extra/betere hulpmiddelen om je werk uit te voeren
 - Mentaal / fysiek
 - Minder mentale/fysieke belasting
 - Meer uitdaging



TU/e Technische Universiteit Eindhoven University of Technology

Hoe zat het theoretisch?



```

    graph LR
      Motivatie --> JobCraftern[Job Craftern]
      Vermoeidheid --> JobCraftern
      JobCraftern --> Werkbronnen[Werkbronnen]
      JobCraftern --> Taakisen[Taakisen]
      Werkbronnen --> Organiseren[Organiseren uitkomsten]
      Taakisen --> Organiseren
      Organiseren --> Prestatie[Taak Prestatie]
      Organiseren --> Prestatie[Contextuele Prestatie]
      Organiseren --> Prestatie[Adaptieve Prestatie]
      Organiseren --> Prestatie[Creativiteit]
  
```



TU/e Technische Universiteit Eindhoven University of Technology

Hoe ziet het onderzoek er ook alweer uit?

- Vragenlijst nulmeting
- Workshop
- Zelf sleutelen (met actieplan)
- Vragenlijst T1-meting 4 weken na de workshop
- Zelf sleutelen
- Discussie- en evaluatiebijeenkomst + T2 meting

Workshop
maart / april



TU/e Technische Universiteit Eindhoven University of Technology

Job Craftern: sleutelen aan je werk

Wanneer mensen proactief hun werk aanpassen (omstandigheden, taken en/of relaties) met als doel hun werkbeleving positief beïnvloeden.
(Wrzesniewski & Dutton, 2001)

- Werkhulpbronnen verhogen
- Taakisen optimaliseren
- Uitdaging zoeken



TU/e Technische Universiteit Eindhoven University of Technology

Job Craften: werkhulpbronnen

Tastbare of ontastbare (mentale/sociale) aspecten van werk die kunnen helpen

- met het behalen van werkdoelen
- je werk minder zwaar maken (mentaal of fysiek)
- persoonlijke groei en ontwikkeling stimuleren



TU/e Technische Universiteit Eindhoven University of Technology

Terugblik: werkhulpbronnen verhogen

- Enkele voorbeelden:
 - Ik ga mijn collega's vragen om feedback te geven op de manier waarop ik heb gevuld;
 - Ik ga er naar streven om elkaar minder werkdruk en meer persoonlijk contact en positieve behulpzaamheid bezorgen zodat we allemaal een fijne en gezellige werkdag hebben;
 - Tijdens mijn dienst ga ik er voor zorgen dat ik op tijd om hulp vraag als ik denk dat ik het werk niet af krijg;
 - Ik ga zorgen dat ik voldoende reserve mesjes bij me heb zodat ik deze niet hoeft te halen tijdens mijn dienst;
 - Ik ga mijn collega's vragen om feedback en advies over het rijden met een stapelaar;
 - Ik wil zorgen dat stapelaars netjes en opgeladen zijn zodat deze de volgende dag goed te gebruiken zijn.



TU/e Technische Universiteit Eindhoven University of Technology

Job Craften: Taakeisen

Fysieke, mentale, sociale of organisatie aspecten die inspanning vragen en daardoor fysieke of mentale energie kosten.



TU/e Technische Universiteit Eindhoven University of Technology

Terugblik: Taakeisen opfalsieren

- Enkele voorbeelden:
 - Tijdens mijn dienst op het EMPU neem ik direct al een kar mee naar de verre stellingen zodat ik niet dubbel hoeft te lopen;
 - Om het proces efficiënter te laten lopen ga ik proberen om pauzes van reachers en lossers beter op elkaar af te stemmen;
 - Om het proces vroeender te laten verlopen ga ik er voor zorgen dat er meer communicatie is door collega's hierop aan te spreken;
 - Vaker afwisselen van taak om eenzijdige belasting van het lichaam te voorkomen;
 - Ik ga meer gebruik maken van het communicatiebord zodat het proces efficiënter kan lopen.



TU/e Technische Universiteit Eindhoven University of Technology

Job Craften: Uitdaging

Iets dat inspireert omdat het moeilijk is; een motiverende prikkel



TU/e Technische Universiteit Eindhoven University of Technology

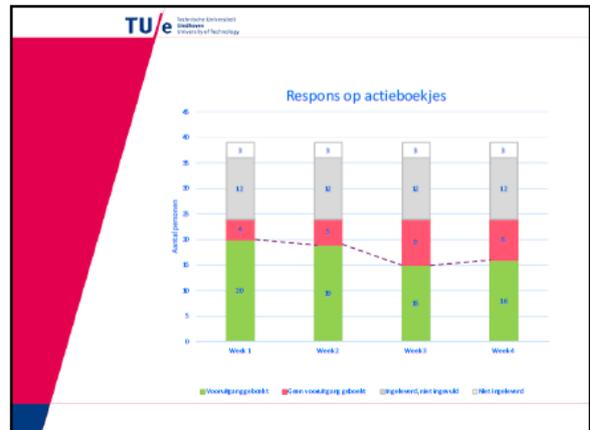
Terugblik: uitdaging zoeken

- Enkele voorbeelden:
 - Tijdens deze week ga ik proberen om mij het programma I-site eigen te maken;
 - Ik wil tijdens deze week locatiemanagement met mhs leren gebruiken en toepassen;
 - Vullen met klant in perspectief door bijvoorbeeld altijd naam en artnr. goed in het zicht te plaatsen;
 - Tijdens deze week wil ik oefenen met het rijden op de stapelaar;
 - Als ik kapotte producten zie schrijf ik deze meteen af;
 - Postcodes die fout zijn ga ik direct met sales bespreken;
 - In deze periode ga ik mezelf wegwijs maken en beheren van het verwerken van vrachten.



Evaluatie

- 20 minuten
- Bedenk en schrijf voor ieder van de drie thema's op:
 - Wat er goed ging bij het nastreven van je persoonlijke doel?
 - Wat je geleerd hebt?
 - Wat de gevolgen waren van je actie/doelen?
 - Voor jou persoonlijk of voor je collega's
 - Wat ging minder goed?
 - Feedback voor mij?
- Daarna: bespreken

Enkele reacties

O111A:
"Vanwege de druk te tijdens het proces was het niet altijd mogelijk tijdens het werk de tijd eraan te besteden die ik er eigenlijk aan wilde besteden. Desondanks was het prettig om 'gedwongen' te worden dingen op te pakken. Prettig dat de kans geboden is!"

Enkele reacties

R110:
"Leuk om op deze manier bezig te zijn en vooral erg nuttig!"

Enkele reacties

O111A:
"Ondanks dat er vanuit ons gemopperd werd over deze workshop (wéér iets erbij, daar heb ik toch geen tijd voor, geen idee wat ik moet opschrijven) denk ik dat het goed is dat we via IKEA de gelegenheid hebben gekregen deze workshop "Job Crafting" te doen. Het heeft mensen aan het denken gezet en bovendien kunnen we niet klagen dat er niets wordt gedaan. De kans om dingen te veranderen hebben we hiermee gehad."



Vragenlijst T-2 meting
 De laatste... ☺

TU/e Technische Universiteit Eindhoven University of Technology

Hoe nu verder?



TU/e Technische Universiteit Eindhoven University of Technology

Job Craften eindigt niet hier!

- Jullie zijn nu allemaal getrainde Job Crafters!
- Jullie weten wat je kan doen en hoe je er voor kan zorgen dat je zelf de regie kan nemen over je werkzaamheden. Voor jezelf & door jezelf;
- Jullie hebben de vaardigheden om jezelf te voorzien van de juiste werkhulpbronnen en uitdaging op het werk;
- En kunnen er voor zorgen dat jullie de taakbelasting optimaliseren, zodat het werk fysiek of mentaal minder zwaar wordt!



TU/e Technische Universiteit Eindhoven University of Technology

Top Tips & Take Aways

- Durf te Craften; fouten maken mag!
 - Je moet het uitproberen om te weten of het werkt;
 - Oefening baart kunst!
- Houd het klein & haalbaar (SMART)
- Let op eigen invloedscirkel
- Deel successen met elkaar!
- Lukt iets niet? Probeer na te gaan waarom niet en kijk wat je kan doen om het op te lossen 😊



TU/e Technische Universiteit Eindhoven University of Technology

Vanaf nu:

Zelf de regie over je werk nemen en er voor zorgen dat je werk zo veel mogelijk past bij hoe je het fijn vindt om te werken!

JULLIE KUNNEN HET!



TU/e Technische Universiteit Eindhoven University of Technology

BEDANKT VOOR JULLIE INZET!



TU/e Technische Universiteit Eindhoven University of Technology

Contact

Luc Soyer
 E-mail: l.m.a.soyer@student.tue.nl
luc.soyer@ikea.com
 Telefoon: 06 523 207 41



Begeleider (TU/e)
 Prof. Dr. E. Demerouti
E.Demerouti@tue.nl




H. Significance of Shapiro-Wilks Test on mean scores

Table 15: Significance of Shapiro-Wilks test on mean scores. Significant results are printed in bold.

	Dimension	T0	T1	T2
Job Crafting	MEAN	p>0.05	p>0.05	p>0.05
	Seeking Resources	p>0.05	p>0.05	p>0.05
	Optimizing Demands	p<0.05	p>0.05	p<0.05
	Decreasing Demands	p<0.05	p<0.05	p>0.05
	Seeking Challenges	p>0.05	p<0.05	p<0.05
Change Attitude	MEAN	p<0.05	p>0.05	p>0.05
	Affect	p>0.05	p>0.05	p>0.05
	Behavior	p<0.05	p>0.05	p<0.05
	Cognition	p>0.05	p<0.05	p<0.05
Work Engagement	MEAN	p<0.05	p>0.05	p>0.05
	Vigor	p<0.05	p>0.05	p<0.05
	Dedication	p<0.05	p<0.05	p<0.05
	Absorbtion	p<0.05	p<0.05	p<0.05
Exhaustion	MEAN	p>0.05	p>0.05	p>0.05
Performance	MEAN	p<0.05	p>0.05	p>0.05
	Task	p<0.05	p>0.05	p<0.05
	Contextual	p<0.05	p<0.05	p>0.05
	Adaptive	p<0.05	p>0.05	p>0.05

I. Results of Box's M and Levene's test for the mixed ANOVA

Table 16: Results of Box's M-test and Levene's test for the Mixed ANOVA

Construct	Dimension	Levene's test		Box's M-test
		T0	T2	
Job Crafting	Seeking resources	F(1,67)=1.920, p=0.170	F(1,67)=0.665, p=0.418	p=0.376
	Optimizing demands	F(1,67)=0.017, p=0.896	F(1,67)=0.700, p=0.406	p=0.774
	Seeking challenges	F(1,67)=5.347, p=0.024*	F(1,67)=1.159, p=0.285	p=0.011
	Reducing demands	F(1,67)=0.000, p=0.987	F(1,67)=0.797, p=0.375	p=0.108
Exhaustion		F(1,67)=0.065, p=0.800	F(1,67)=12.366, p=0.001	p=0.030
Change Attitude	Affect	F(1,67)=0.026, p=0.873	F(1,67)=0.353, p=0.555	p=0.129
	Behavior	F(1,67)=0.016, p=0.901	F(1,67)=0.109, p=0.743	p=0.405
	Cognition	F(1,67)=1.752, p=0.190	F(1,67)=1.048, p=0.310	p=0.223
Work engagement		F(1,67)=0.160, p=0.690	F(1,67)=0.828, p=0.366	p=0.001
Performance	Task	F(1,67)=1.743, p=0.191	F(1,67)=0.212, p=0.647	p=0.075
	Contextual	F(1,67)=1.549, p=0.218	F(1,67)=0.34, p=0.854	p=0.035
	adaptive	F(1,67)=0.003, p=0.958	F(1,67)=1.383, p=0.244	p=0.502

