

How supervisors craft their own job and facilitate employees' job crafting

ROMY E.M. BREUKERS

S0155330

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Tutor 1: Dr. M. van Vuuren

Tutor 2: Dr. J.J. van Hoof

Summary This research provides insight into how supervisors craft their own job and how supervisors facilitate employees' job crafting. A qualitative study of 23 supervisors and 20 employees in a waste management organization is utilized. The findings of this study suggest that besides employees, supervisors craft their own job as well. Different efforts and techniques supervisors use are identified. By stimulating supervisors' job crafting, supervisors' job satisfaction can be increased. In employees' job crafting, supervisors have a relevant role because of the degrees of freedom. Although in former studies the degrees of freedom was seen as a given fact, this study identified four levels: invite, allow, discourage and block. Besides, supervisors who are satisfied about their own job will facilitate employees' job crafting more frequently than hinder employees' job crafting. Supervisors increase employees' well-being by invite and allow employees' job crafting and decrease employees' well-being by discourage and block employees' job crafting. Hence this study is innovative with new concepts of job crafting, facilitate job crafting and well-being.

Introduction

As long as people work, they have changed components in their jobs in order to improve their physical and mental well-being and their job satisfaction (Slemp & Vella-Brogdrick, 2014). For a long time researchers neglected these employee-initiated changes. Most research was about the job design initiated by the supervisor (Berg, Grant & Johnson, 2010). In 2001 the scholars Wrzesniewski and Dutton (2001) recognized the concept where employees change their job, and titled this as job crafting. Job crafting is a proactive behaviour of employees by changing components of their job without discussing with the supervisor. Although all research about job crafting focus on employees in general, Berg, Wrzesniewski and Dutton (2010) made a distinction between employees in high-ranking jobs and employees in low-ranking jobs. Employees in high-ranking jobs (supervisors) as well as employees in low-ranking jobs craft their job. Hence, this research suggests that both employees and supervisors craft their job (Berg, Wrzesniewski & Dutton, 2010). In order to craft their job employees need a 'degree of freedom' given by their supervisor. This degree of freedom determines the extent of employees' job crafting. Hence, the supervisor is seen as a boundary condition in employees' job crafting (Wrzesniewski & Dutton, 2001).

What seems to be lacking in job crafting research is the role of the supervisor in employees' job crafting. The model (Wrzesniewski & Dutton, 2001) suggests that supervisors serve as a boundary condition, since "managerial supervision" (together with "task interdependence") determines the degrees of freedom available. However, while job crafting is an initiative from employees, supervisors may facilitate or hinder employees' job crafting. In the current literature the degree of this facilitation is seen as an established fact. Insight is lacking in the way managerial supervision in relation to job crafting gets established. Therefore, the goal of this study is to provide insight into 1) supervisors' own job crafting efforts, 2) the extent to which supervisors facilitate job crafting of their employees.

Job crafting

For a long time scholars have used the design of jobs as a starting point to examine how employees experience their job (Berg, Grant & Johnson, 2010). The Job Design Theory (SDT) is about the top-down process where supervisors design the content of the job and select employees with the required knowledge, skills and competences for this job (Tims & Bakker, 2010). When a job is designed and the right employee is selected, the employee will re-design his job slowly to match or fit the job with his own capacities and preferences. These changes will be discussed with and noticed by the supervisors (Tims & Bakker, 2010).

As long as people work, they have changed components in their job in order to fit the job with their capacities and preferences and to improve their physical and mental well-being and job satisfaction (Tims & Bakker, 2010; Slemp & Vella-Brogdrick, 2014). For a long time researchers neglected these employee-initiated changes. In 2001, Wrzesniewski & Dutton (2001) recognized this and titled this concept as job crafting. These scholars have added the classical top-down view of job design with the concept of job crafting, focused on the proactive, bottom-up way in which employees change their job (Berg, Wrzesniewski & Dutton, 2010). In contrast to re-design, in the concept of job crafting employee-initiated changes are not discussed with the supervisor and are not noticed by the supervisor. Hence job crafting is not a 'prescribed behaviour' but a proactive behaviour of the employee without permission of the supervisor (Tims & Bakker, 2010).

Wrzesniewski and Dutton (2001) describe job crafting as "the physical and cognitive changes individuals make in the task and relational boundaries of their work". Wrzesniewski and Dutton (2001) divide three forms of job crafting: changing physical task boundaries, changing cognitive task boundaries and changing relational boundaries. Changing physical task boundaries, *task crafting*, implies that employees change their job by doing different, fewer or more tasks. Changing cognitive task boundaries, *cognitive crafting*, implies how an employee thinks about or 'sees' his job. Changing relational boundaries, *relational crafting*, refers to the amount and quality of relationships and interactions an employee has in their job (Wrzesniewski & Dutton, 2001). Besides these three forms of job crafting, a fourth form of job crafting is recognized: *contextual crafting*. *Contextual crafting* refers to changing the work place or work environment (Dorenbosch, Gründemann and Sanders, 2011). Hence job crafting is the activity in which employees actively craft their job by changing cognitive, task, relational and/or contextual boundaries (Berg, Dutton & Wrzesniewski, 2008). Berg, Grant and Johnson (2010) identified three techniques employees use to craft their job. The first technique is task emphasizing, by allocating more time, attention and energy to tasks related to the unanswered calling. The second technique is job expanding, whereby new tasks or projects are added, related to the unanswered calling. The third technique is role reframing, which means mentally connections between the purpose of the current role of an employee and an unanswered calling (Berg, Grant & Johnson, 2010). Van Vuuren and Dorenbosch (2011) identified sixteen different job crafting techniques. These techniques are divided into the four forms of crafting (task crafting, relational crafting, cognitive crafting and context crafting) and four crafting directions (complementing, changing, pushing off and solving) (van Vuuren & Dorenbosch, 2011). With these small changes, employees align the job more to their own needs and competences (Wrzesniewski & Dutton, 2001).

Employees have different needs to fulfil. Because of these different needs, employees have different motives to craft their job. Wrzesniewski and Dutton (2001) identified three motives why people craft their job. Employees craft their job to claim some control about the job and to avoid alienation from their job. People like to have control about their job and have the drive to make it their own. Second, employees craft their job to create a positive self-image. When the job does not create a positive self-image sufficiently, people are motivated to change this. Third, employees craft their job to fulfil a basic human need for connection with other people. This basic human need for connection can be an important influence of employees' relationships in the job (Wrzesniewski and Dutton, 2001). When employees feel that their needs are not met or fulfilled, most often it will result in motivation to craft the job. Besides, motivation to craft the job is more likely when employees perceive that opportunities for job crafting exist (Wrzesniewski and Dutton, 2001). Wrzesniewski and Dutton (2001) identified two contributors to the perceived opportunities to craft the job, 1) the task interdependence and 2) the managerial supervision. Task interdependence refers to the extent to which job elements or tasks are interrelated to other people. Therefore, changes in these elements or tasks will affect other people. When employees have more task interdependence in the job, they have less freedom to change the tasks and relationships in their job. Hence the more task interdependence an employee has, the fewer degrees of freedom the employee has to craft the job (Wrzesniewski and Dutton, 2001). The managerial supervision refers to the extent to which supervisors control employees' tasks and time. The more employees are controlled by their supervisors, the fewer degrees of freedom supervisors give to the employee to craft the job (Wrzesniewski and Dutton, 2001). Hence Wrzesniewski and Dutton (2001) pretend that "autonomy in the job leads to perceived opportunities for job crafting and encourages employees to alter the task and relational boundaries of their jobs". Berg, Wrzesniewski and Dutton (2010) suggest that there is a difference in perceiving this autonomy by employees in high-ranking jobs (managers and supervisors) and employees in low-ranking jobs. They discovered that employees at high-ranking job feel more constrained to craft their job, while employees at low-ranking jobs feel more autonomy to craft their job. It suggests that the level of the job and the level of autonomy does not necessarily influence the perceptions of employees to craft their job in the way that would be expect. It is about the perceived autonomy and degree of freedom to craft the job (Berg, Wrzesniewski and Dutton, 2010). Although (almost) all research about job crafting focus on employees in general, Berg, Wrzesniewski and Dutton (2010) made a distinction between supervisors and employees. Hence, this research suggest that both employees and supervisors craft their job (Berg, Wrzesniewski & Dutton, 2010).

The result of job crafting is that employees experience changed task and relational boundaries in the job, which affects the work meaning and work identity of employees (Wrzesniewski and Dutton, 2001). The work meaning does not only influence job crafting, but changes as well because of job crafting (Wrzesniewski and Dutton, 2001). Job crafting influences the dynamics in relationships and which and how tasks are completed by the employees. Therefore, it is possible that job crafting has a great impact on the individual performance as well as the organizational performance (Berg et al., 2008). When organizational goals are in line with this job crafting, job crafting will have a positive impact on the individual and organizational performances and vice versa (Bakker & Xanthopoulou, 2009; Wrzesniewski & Dutton, 2001). Besides, there are other positive outcomes of job crafting. Job crafting will affect the job satisfaction, resilience, motivation, development performance of employees (Tims & Bakker, 2010; Wrzesniewski & Dutton, 2001).

Job crafting and empowerment

The literature suggest that supervisors are facing difficulties into influence employees' job crafting, since job crafting is a proactive behaviour of the employee without input from the supervisor (Lyons, 2008). However, while job crafting is an initiative from the employee, supervisors are seen as a '*major contributor*' of employees' job crafting (Wrzesniewski & Dutton, 2001). Supervisors may facilitate or hinder employees' job crafting. Therefore it should be likely that supervisors have an important role in employees' job crafting (Wrzesniewski & Dutton, 2001).

To craft the job, employees need a 'degree of freedom' given by the supervisor. An important contributor to this degree of freedom is the '*managerial supervision*' (Wrzesniewski & Dutton, 2001). The more employees are controlled by their supervisor, the fewer degrees of freedom the employee has to craft the job (Wrzesniewski and Dutton, 2001). Supervisors have been identified as the '*drivers of change*' (Nielsen, 2013). Supervisors' readiness for change influence employees' readiness for change, which in turn is related to intervention outcomes. Supervisors are a role model for the behaviour of employees (Nielsen, 2013). The role of the supervisor influences the personal outcomes of employees in their job (O'discroll & Beehr, 1994). The empowering behaviour of the supervisor increases the degree to which the employee will experience motivation and participate in decision making (Cordery, Morrison, Wright & Wall, 2010). Hence the degree of freedom is related to *empowerment*. Empowerment is about examining the concepts of power and powerlessness. Empowerment is a process where people gain control over their lives, important situations and where the control over their environment increases (Spreitzer, 1995). Empowerment can be derived into two general perspectives, the macro perspective and the micro perspective. The macro perspective considers the different organizational empowering structures and policies (Liden & Arad,

1996). It is also known as structural empowerment. It focuses on the organizational and managerial practices in case of empowering employees at lower organizational levels. Practical examples are delegating decision-making to employees or giving employees responsibility to act on their own (Mills & Ungson, 2003). The micro perspective of empowerment refers to a specific form of intrinsic motivation of the employee (Liden & Arad, 1996). It is also known as psychological empowerment. In contrast to the structural empowerment, psychological empowerment focuses on the individual level and the individual experiences of empowerment. More practical, psychological empowerment is about what individuals' needed feelings to become effective (Spreitzer, 1995). In case of the psychological empowerment, four dimensions can be divided: 1) meaning (value of work goal or purpose), 2) competence (employees' believe in their own capacity), 3) self-determination (perception of autonomy) and 4) impact (perceived degree of influence). When an individual feels these dimensions of psychological empowerment he or she will become effective (Spreitzer, 1995). By providing empowerment, supervisors can enlarge employees' perceived degrees of freedom and can stimulate job crafting (Petrou, Demerouti & Breevaart, 2013). This confirms the role of the supervisor as a major contributor of employees' job crafting and the statement that the fewer employees are controlled by their supervisor, the more degrees of freedom the employee has to craft (Wrzesniewski & Dutton, 2001). However supervisors may facilitate or hinder employees' job crafting, in the current literature the degree of this facilitation is seen as an established fact. Insight is lacking in the way managerial supervision in relation to job crafting gets established.

Job crafting and well-being

People craft their job to fulfil human needs and to improve their job satisfaction and well-being (Slemp & Vella-Brodrick, 2014). Well-being is defined as the presence of optimal (psychological) functioning and the optimal development of opportunities for participation and physical and mental health (Deci & Ryan, 2008; van der Klink et. al., 2011). The employee well-being is related to the employee sustainable employment (van der Klink et. al., 2011). For developing sustainable employment, organizations should keep their employees for a long time, should focus on healthy, defiant and significant jobs for their employees, should relate the employee with the organization by giving development opportunities and good management and should keep their employees satisfied with their job (Dorenbosch et. al., 2011).

Because of demographic trends and social and societal developments, sustainable employment and well-being of employees become more important (van der Klink et. al., 2011). The literature identifies two different approaches of well-being. First, the hedonic approach, the subjective well-

being. This subjective well-being is about happiness, pleasure and 'the good life'. Second, the eudaimonic approach, the psychological well-being. This psychological well-being is about optimal functioning and self-actualisation (Slemp & Vella-Brodrick, 2014; Deci & Ryan, 2008). The level of well-being is determined by the extent to which the psychological needs are satisfied (Slemp & Vella-Brodrick, 2014). In case of the psychological needs, the Self-Determination Theory (SDT) "represents a broad framework for the study of human motivation and personality" and "their psychological needs" (Deci & Ryan, 2014). According to the SDT, the human nature has 'inherent growth tendencies' (Deci & Ryan, 2000). Motivation determines mainly the manner and extent of people's behaviour (Deci & Ryan, 2000). People act by external factors, extrinsic motivations, like evaluations, systems, opinions they think other people may have of them or bonuses. Thereby, people act by internal factors, intrinsic motivations, like values, curiosity or interests (Vansteenkiste & Ryan, 2013).

Besides, people have innate psychological needs. These three innate needs are identified as autonomy, competence and relatedness (Quinn & Dutton, 2005). Autonomy refers to volition, the need of self-organize experience and behaviour. Competence refers to the need of having an effect on the environment and attain valued outcomes within it. Relatedness refers to the need of feeling connected to others and to care and love (Deci & Ryan, 2000). The research of Slemp and Vella-Brodrick (2014) shows that the extent to which employees engage in job crafting predict the extent to which their psychological needs are satisfied, which, in turn, predict the level of employee psychological well-being and employee subjective well-being.

Research question and research model

The goal of this study is to provide insight into 1) supervisors' own job crafting efforts, 2) the extent to which supervisors facilitate job crafting of their employees. The current literature shows that the role of the supervisor in job crafting seems to be lacking in job crafting research. Just the scholars Berg, Wrzesniewski & Dutton (2010) made a distinction between employees in high-ranking jobs and employees in low-ranking jobs and suggest that both employees and supervisors craft their job (Berg, Wrzesniewski & Dutton, 2010). However, there is no additional research about supervisors' job crafting. Besides, while job crafting is an initiative from employees, supervisors may facilitate or hinder employees' job crafting. In the current literature the degree of the facilitation is seen as an established fact. Insight is lacking in the way managerial supervision in relation to job crafting gets established.

To pursue the goal of this research the following research question is formulated:

How do supervisors craft their job and how facilitate supervisors employees' job crafting?

The motivation to craft their job is more likely when employees perceive that opportunities for job crafting exist. Because of the managerial supervision, the supervisor is an important contributor to this degree of freedom or perceived opportunities for job crafting (Wrzesniewski and Dutton, 2001). What seems to be lacking in current research is how employees experience this facilitation. Therefore, this research also provides insight in how employees experience supervisors' facilitation or hinder of job crafting. The research of Slemp and Vella-Brodrick (2014) shows that the extent to which employees engage in job crafting predict the extent to which their psychological needs are satisfied, which, in turn, predict the level of employee psychological well-being and employee subjective well-being. Therefore it is interesting to provide insight into the relation between the psychological needs (autonomy, competence and relatedness) and supervisors' facilitation and employees' experience. Based on these premises a research model is developed:

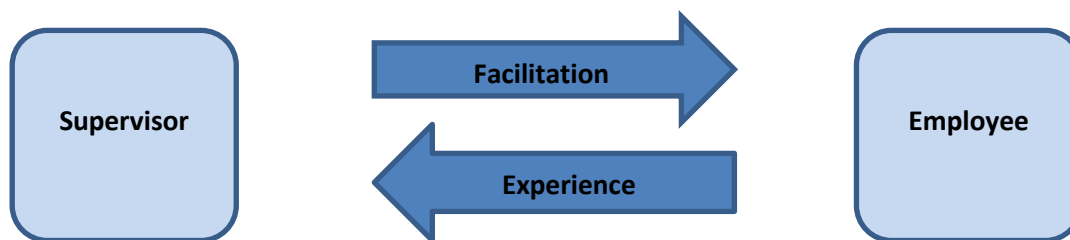


Figure 1: research model job crafting, facilitate job crafting, experience and innate needs

The cube of the supervisor is the first step of this research, to provide insight into supervisors' job crafting efforts. The second step is the arrow of facilitation, and provides insight into the extent of supervisors' facilitation of employees' job crafting. The results of supervisors' job crafting efforts and the extent of supervisors' facilitation will be compared. The cube of the employee is the fourth step, and provides insight into employees' job crafting efforts. The fifth step is the arrow experience, and provides insight into how employees experience supervisors' facilitation of employees' job crafting. The sixth step compares how supervisors facilitate employees' job crafting with employees' experience of this facilitation. Finally, the seventh step is to provide insight into the extent of the presence of the psychological needs (autonomy, competence and relatedness) in supervisors' facilitation and employees' experience.

Method

In order to provide insight into supervisors' and employees' job crafting efforts and the extent to which supervisors facilitate employees' job crafting, an explorative research design is used. An explorative research design explores the 'how and why' aspects by analysing descriptive data. To explore and deeper understand the occurrence, it is assumed that qualitative research methods an excellent choice (Baarda, de Goede & Teunissen, 2005).

Organizational context

The research was conducted amongst supervisors and employees in a Dutch waste management organization. Besides collecting garbage, the organization is specialized in sewage management, weed and rodent control and public space services. The organization emerged in 1997 as a result of the collaboration between several municipalities. Nowadays, the organization is owned by seven municipalities. Today, the organization focuses a lot on the physical and mental well-being of their supervisors and employees. In a period of a few years the organization reduced the absenteeism of their supervisors and employees by managing a physical health programme. In September 2013 the organization started the project group 'sustainable employability'. The goal of this project group is to create a plan and instruments to increase the well-being and sustainable employability of the people in the organization. Job crafting can be an instrument to fulfil psychological needs and to increase the well-being of the people in this organization.

Participants

At the moment of starting the research, the waste management organization had three main locations. All participants were employing at one of these main locations. The organization has various departments. To gain a good reflection of the organization, participants of almost all departments were selected, for example the director, the supervisor of the workplace, the supervisor financials and the truck driver. In cooperation with the coordinator human resources, 43 participants (supervisors and employees) were selected and invited to participate. All 43 invited supervisors and employees participated in this research. These 43 participants can be split up into 23 supervisors and 20 employees. There are 9 supervisors of the high-management and 14 supervisor of the middle-management. The final sample of 43 participants consists of 31 males and 12 females. Although this is a wide difference, it is a good reflection of the organization. Another wide difference is the number of years supervisors and employees work in this organization. It differs from 1 year to 17 years, since its' inception. The supervisors and employees are working average 9.6 years in this organization, where supervisors work average 7 years and employees work average 12 years in this organization.

People craft their job to fulfil innate needs and to improve their job satisfaction. When employees feel that their needs are not met or fulfilled in their job, most often it will result in motivation to craft their job (Wrzesniewski & Dutton, 2001). Hence it is important to know how employees and supervisors experience their job. Appendix 1 presents an overview of supervisors' and employees' job experience. The current job experience of both supervisors and employees is very positive. 74% of the supervisors and 80% of the employees are very satisfied about their current job *"I am a happy person in this job. I am free to do what I want. I am very satisfied"*. To improve their job satisfaction supervisors and employees want to develop themselves in their job, like to have a better allocation of tasks and especially want a better top-down communication in the organization *"Only one month before starting collecting the plastic trash, the management told us about this new task. That is very late"*. Thereby, employees would like to reduce their workload. Though, 48% of the supervisors and 50% of the employees see their future career at the current organization *"I hope I still can do my job over 10 years. I love my job. If it is up to me, I will get my pension here"*. Hence, while there are some improvements, supervisors and employees are very satisfied about their job and would like to stay working in this organization.

Data collection

In order to collect relevant data for this research two interview techniques are used: depth-interviewing and walking-along interviewing. Both are eminent techniques to provide data about attitudes, opinions, behaviours and knowledge (Baarda & de Goede, 1997; Carpiano, 2009). Usually with the walking-along interview the interviewer and participant will make a walk in the familiar neighbourhood of the participant. In this research the walking-along interview is used four times in the familiar work location of the participant, at the truck or sweeper machines of employees. The structure of both interview techniques are equally. For this research a semi-structured interview is used. The interview scheme is structured into 3 topics:

1. How employees and supervisors craft their job;
2. How and to what extent supervisors facilitate employees' job crafting;
3. How employees experience supervisors' facilitation of job crafting.

To provide insight into these three topics an interview protocol was developed. The main protocol questions were divided into five parts: the job experience, context crafting, task crafting, relational crafting and cognitive crafting. The interview protocol is added in this article as appendix 2a *'interview scheme supervisors'* and appendix 2b *'interview scheme employees'*.

In four weeks 23 supervisors were selected and invited to participate. The 23 supervisors were interviewed at their work location during working hours. For all 23 interviews the depth-interview technique is used. Before starting the interview, the interviewer introduced herself and gave a short definition about job crafting and a short introduction about the goal and structure of the research. The interviewer emphasized that the results of the interview will be treated confidentially and asked for permission to use a voice-recorder. All 23 participants agreed with it. The interviewer attempted to keep the interview informal, so the participant feels more comfortable (Baarda & de Goede, 1997). The interviewer was careful to pose the questions in a general way, to generate a description and examples of how the supervisors craft their job. Regularly participants needed more clarification, so the interviewer gave examples of job crafting. When a participant mentioned a situation of possible job crafting, the interviewer posed follow-up questions. So, each mention of job crafting was used to ask more follow-up questions, what resulted into circles (Berg et. al., 2010). The length of the interviews was between 52 minutes and 1.16 hours.

During a following four weeks, 20 employees were selected and invited to participate and all agreed to participate in the interviews. In case of 16 interviews, the depth-interview technique is used, including the same interview process as mentioned above. In case of 4 interviews the walking-along interview technique is used (Carpiano, 2009). The interviewer 'walked along' with the employee during a half work day. This meant that that the interviewer drove with 4 participants for half a day. In two cases, employees didn't agree with recording the interview. Therefore the interviewer wrote down the quotes of the participants. The length of the interviews were between the 38 and 57 minutes.

Data analysis

To manage and analyse all interview data, several steps are taken. First all recordings of the depth-interviews and walking-along interviews were listened and fully transcribed. For each separate interview relevant quotes were selected into craft their own job, facilitate or hinder employees' job crafting (for supervisors) and experience supervisors' facilitation (employees). After selecting the relevant quotes of the supervisors and employees the data could be analysed.

Supervisors' job crafting

The quotes of the supervisors about crafting their own job were categorized into the four forms of job crafting: context crafting, task crafting, relational crafting and cognitive crafting. Besides, a distinction is made between job crafting and management crafting. Management crafting is crafting specific for a supervisor, what is not possible for an employee. In case of each crafting form the

quotes were labelled into one of the 16 job crafting techniques introduced by van Vuuren and Dorenbosch (2011) or into an invented label. The crafting type *context crafting* is divided into the labels *rebuild*, *decorate*, *distraction*, *move* and *ease*. *Task crafting* is divided into *enrich tasks*, *push off/exchange tasks*, *workload*, *share/rotate tasks* and *self-improvement*. *Relational crafting* is divided into *build relations*, *avoidance*, *trust* and *approach*. *Cognitive crafting*, is divided into *reinterpret and extol*. For some labels, sub-labels were created to get a more concrete analysis. Examples are *positive*, *negative*, *business*, *private*, *to-do-lists* or *working at home during working hours*. In case of every (sub-)label, the number of supervisors whose quotes were related to this (sub-)label is counted. In the results section Table 1 presents an overview of the four crafting forms, the (sub-)labels, the number of supervisors related to this (sub-label) and one quote as a practical example.

Supervisors' facilitation of employees' job crafting

To make it possible for employees to craft their job, employees need degrees of freedom given by their supervisors (Wrzesniewski & Dutton, 2001). After a thoroughly selection and analysis of the quotes of supervisors about facilitate or hinder employees' job crafting, it became clear that the degrees of freedom given by the supervisors can be positive as well as negative. Finally, four types of degrees of freedom given by supervisors are identified: *invite*, *allow*, *discourage* and *block*. Invite and allow are positive, discourage and block are negative. The selected quotes are placed into these four facilitation types and then into the four forms of job crafting. The facilitating type invite is about how supervisors invite their employees to craft. The crafting types context, task, relational and cognitive are present. In the facilitating type allow, the crafting types context, task and relational are present and cognitive is not. The facilitation type discourage is about how supervisors discourage employees to craft. The crafting types context, task and relational are present. Finally, the last facilitation type is block, where supervisors block job crafting of employees. The crafting types context, task and relational are present. Thereafter the quotes are (sub-)labelled. For every (sub-)label in every facilitation type the related supervisors are counted. In the results section Table 2 presents an overview of the four facilitation types, the four crafting forms, the (sub-)labels and the number of supervisors related to this (sub-)label and one quote.

Job crafting by employees

The quotes of the employees about crafting their own job were categorized into the four forms of job crafting, labelled and sub-labelled as well. The crafting type context crafting is divided into the labels *rebuild*, *decorate*, *distraction*, *move* and *ease*. The crafting type task crafting is divided into *enrich tasks*, *push off/exchange tasks*, *workload*, *share/rotate tasks* and *self-improvement*. The crafting type relational crafting is divided into *build relations*, *avoidance*, *trust* and *approach*. The last

crafting type, cognitive crafting, is divided into *reinterpreted* and *extol*. In case of every (sub-)label, the number of employees whose quotes were related to this (sub-)label was counted. Table 3 in the results section presents an overview of the four crafting forms, the (sub-)labels, the number of employees related to this (sub-label) and one quote as a practical example.

Employees' experience of supervisors facilitation of job crafting

The quotes of employees' experience are selected and categorized into the four forms of job crafting and labelled as well. The selected quotes of employees' experience are placed into the four facilitation types invite, allow, discourage and block, selected into the four forms of job crafting and (sub-)labelled as well to get a concrete analysis. The facilitating type invite is about how employees experience an invitation given by the supervisors to craft their job. The crafting types context, task, relational and cognitive are present. In the facilitating type allow the crafting types context, task and relational are present and cognitive is not. The facilitation type discourage is about employees' feeling that supervisors discourage them to craft. The crafting types context, task and relational are present. Finally, the last facilitation type is block, where employees experience that supervisors block the opportunity to craft. The crafting types context, task and relational are present. For every (sub-)label in every facilitation type the related number of employees are counted. Table 4 in the results section presents an overview of the four facilitation types, the four crafting forms, the (sub-)labels and the number of employees related to this (sub-)label and one quote.

Job crafting and innate needs (autonomy, competence, relatedness)

To explore in which way job crafting is related to the well-being of supervisors and employees, the self-determination theory is used as starting point. The SDT is a broad and important theory of motivation. Quinn & Dutton (2005) used the innate needs, *autonomy*, *competence* and *relatedness* in their study about energy and cooperation. Hereby, they related the innate needs with the quotes of participant (Quinn & Dutton, 2005). In this study, the innate needs are related to the opinions of the supervisors and employees. Quinn and Dutton (2005) made a distinction between quotes which increased the innate need and thus the energy and quotes which decrease the innate need and thus the energy. In this study this distinction is made as well. For the supervisors and employees, the number of the innate needs (positive and negative) are counted per label. Each quote of the supervisor about facilitate or hinder employees' job crafting and each quote of employees about experience this facilitation is labelled to one of these innate needs. Thereafter is counted how frequently the three innate needs were present at the four forms of job crafting. In the results section Table 5 shows an overview of this analysis.

Results

In this section the findings of this research will be presented. First, the most relevant results of supervisors' job crafting and supervisors extent of facilitate or hinder employees' job crafting will be outlined. Thereafter these results will be compared, to provide insight in the relation between crafting the job and facilitating job crafting. Second, the most relevant results of employees' job crafting and employees' experience of the facilitation given by the supervisor will be outlined. Third, the results of supervisors' facilitation of job crafting and the results of employees' experience of this facilitation will be compared, to get insight in similarities or differences. Finally, the results of the relation between job crafting and the innate needs autonomy, competence and relatedness will be presented.

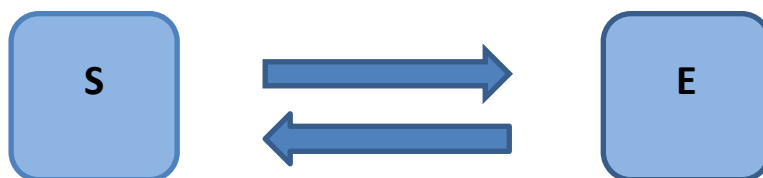


Figure 2: research model job crafting, facilitate job crafting and experience this facilitation.

Supervisors

This section presents the results of how supervisors craft their job, how they facilitate or hinder employees' job crafting and the results of a possible relation between supervisors' job crafting and supervisors' facilitation.

Job crafting by supervisors

The results of the analysis about how supervisors craft their own job will be outlined in this section. These results are presented in Table 1. The most relevant results will be singled out and discussed.

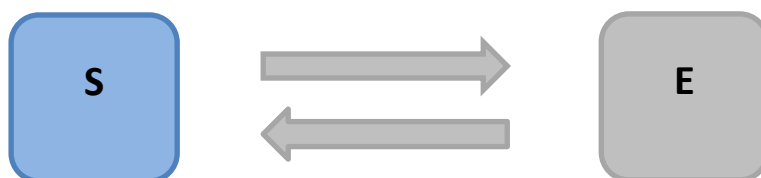


Figure 3: job crafting model: job crafting by employees

| Crafting type | Label | Sub-label | Number | Quote |
|----------------------|--|---------------------------------------|---------------|---|
| Context | Rebuild | business | 12 | I set a closet into my office by myself. I did it by myself. |
| | | private | 1 | At home I am rebuilding my study room, to make it more comfortable to work here in the evening. |
| | Decorate | business | 5 | A very ugly plant was standing in my office. I took or stole a more beautiful plant from this building and set it in my office. |
| | | personal | 10 | I spend more time here than at home. So I like to create a sense of home. Put some stuff at the wall. Create a comfortable workplace. |
| | Distraction | | 2 | I have a radio in my office. I like some distraction sometimes. |
| | Move | working at home during working hours | 14 | What I can finish in one afternoon at home, I will use 2 full days at the office. Therefore I work at home sometimes. |
| | | working at home outside working hours | 15 | As a supervisor, I have lots of meetings. To write or finish documents I work in the evenings or weekends. |
| | Ease | To-do-lists | 7 | I have made schedules with processes for the department, including task lists. |
| | | digitizing | 3 | I try to digitize documents more and more. My closet has been halved. I think I can work without papers. |
| | | purchase tools by the employer | 4 | I don't like it to write down addresses. Therefore, I wanted a label printer. I ordered it by myself for the department. |
| Task crafting | Enrich tasks | additional functions | 4 | I am a board member of the employee association |
| | | within the job | 2 | Last year I devised a plan to improve the tasks we do, which was well received by the supervisors. I did some experiments, just because I think it is important to improve ourselves. |
| | Push off / exchange tasks | negative | 5 | In the beginning, I wanted to do everything by myself. But then I realized, that's not feasible. Nowadays, I have less tasks. |
| | | | 9 | I merged some departments. I had to push off some tasks in order to manage these departments in a good way. |
| | | positive | 2 | Once a month I work with the guys in the field, behind the truck. |
| Workload | minimize workload (negative) managerial crafting | | 5 | My tasks are divided because I worked 60 or 70 hours a week. I didn't want this anymore. It was way too much. |
| | | | 2 | My workload was too much. I gave the planning to an employee. |

| | | | | |
|-------------------|-----------------------------|------------------------------|---|--|
| | | maximize workload (positive) | 3 | During the time, you take more and more. And finally, you are always busy and stressed. |
| | Share / rotate tasks | with other departments | 1 | I have merged two departments to one department, which is managed by me. So, now I'm sharing tasks with other people. |
| | | managerial crafting | 1 | The stockroom and the workroom are two different departments. But often, we do tasks for each other. So the boundary between the departments fades sometimes a bit. |
| | | within department | 2 | We try to share tasks, so we can take over tasks if it is necessary |
| | self-improvement | | 6 | I'm changed. I have developed myself more. Now, I have more helicopter view. |
| Relational | build relations | personal | 3 | I have a very good relationship with one colleague. Sometimes we are going out at night, for a dinner. |
| | | managerial crafting | 1 | I invite the people of the winter service for a barbecue in my garden. I'd like to thank them and share some personal things from me with them. |
| | | business | 6 | For a long time, I had a very bad relationship with a colleague. However, we had to work together. Now, I'm visiting him regularly. Just to create a pleasant work relationship. |
| | avoidance | | 8 | You never know for how long a new one is here. Half a year, two years? Because of many rotations of people, I don't invest in relationships. |
| | Trust | positive | 2 | I trust some people at the office. I can tell them personal things. |
| | | negative | 3 | My relationship with the managing board deteriorated. It was all about trust. In my case, I couldn't trust it anymore. |
| | approach | | 5 | men differ a lot from women. As a woman, I really had to get used to the men culture. |
| Cognitive | reinterpret | | 7 | In the beginning, the complexity of this organization overwhelmed me. But now I see it more as a challenge. |
| | extol | | 1 | I didn't like this tasks, but I have to do it. First, I thought it is an awful task. Now I think, well, it is still awful but very important too. |

Table 1: job crafting by supervisors

Context crafting

Supervisors craft their context by using distraction and in particular by rebuild and decorate their workplace, move to a different workplace or ease their work with different tools. Supervisors craft their workplace by rebuilding it, like removing a desk, place a closet or remove a wall: *“Before, the office was much smaller. We initiated and arranged to remove the wall, to create more space in our office”*. Supervisors decorate their workplace with work-related things and decorate their workplace with personal things, like photos or poster, to feel more comfortable *“In my office, a shirt of a specific football club is hanging on the wall. In this building it was full of stuff of a different football club”*. Besides, supervisors sometimes move to another workplace. Supervisors work at home during working hours, because it is more quiet and they can do more work *“When I have to write large documents, or have to finish something, I work at home”*. And they mention to work at home in their spare time, for example after work or in the weekend, to finish work tasks *“regularly, I work at home on a Saturday afternoon. To finish things what I can't finish at the office”*. To make their job easier, supervisors use to-do-lists, purchase tools or digitize documents *“I always use my to-do-list. Otherwise I will forget things”*.

Task crafting

Supervisors craft their tasks by share and rotate tasks with their own and other departments and in particular by enrich tasks, push off or exchange tasks, minimize the workload and improve themselves. Supervisors like to do more tasks or think it is important to do that. Hence supervisors enrich their tasks by adding tasks besides their job or adding tasks within their job *“officially it is not my task, but I took this mentor role to myself”*. Besides enrich tasks, supervisors push off and exchange tasks. In particular this is typically management crafting, because supervisors push tasks off and give it to their employees *“I had to push off these tasks and give it to my employees. I didn't want to do it anymore”*. Because supervisors feel they worked too much hours, need more space to breath or want to be more healthy, supervisors reduce their workload *“I try to work more efficient. Do not all the things but only the important things. Otherwise I will drowning”*. Finally, supervisors improved and developed themselves, by craft tasks like collecting knowledge, learning new things or become more strategic *“I improved myself by doing things more systematically and study things more”*.

Relational crafting

Supervisors craft their relations by trust their colleagues less or more, use a different approach to their colleagues and in particular build relationships with colleagues and avoid colleagues. Supervisors build their relation with colleagues at a personal level to feel more comfortable as well as at a business level *“I will join trips with my department, I think that is important for the relationship”*.

with colleagues". Besides getting closer with colleagues, supervisors avoid colleagues as well. Supervisors avoid colleagues to avoid negative faces, not being influenced negatively or they just don't invest in relationships because of plenty rotations of colleagues *"I had to take a very unpopular measure. During a few weeks, I started my workdays half an hour later. Just to avoid the angry faces of the people"*.

Cognitive crafting

Supervisors craft their cognition by extol their thoughts about their job and in particular to reinterpret their thoughts about their job. Supervisors reinterpret their job to create a more positive job for them, for example from an overwhelming job to a job with challenges, or to see it less as my company *"Before, I saw this as my company. Now, I try to see it less as my company, because it isn't. I do my job, that's it"*.

In case of push off/ exchange tasks, workload, share / rotate tasks and build relations some job crafting examples are specific for supervisors. Employees cannot craft their job in this way. These are mentioned as 'managerial crafting'. The efforts supervisors make to craft their context are particularly rebuild and decorate the workplace, work at home during and after working hours and use tools to ease their job. In case of task crafting, the efforts of the supervisor are enrich task, push off tasks, minimize workload and self-improvement. Besides, supervisors build on personal and business relationships and avoid colleagues are the main efforts to craft their relations. Finally, the effort supervisors make to craft their cognition is particularly reinterpret their thoughts about their job. Hence these results present that supervisors craft the context, their tasks, relations and cognition of their job.

How supervisors facilitate employees' job crafting

In this section the results of how supervisors facilitate or hinder the opportunity for employees' job crafting is presented in this section. Although this is a very interesting and important part of job crafting, yet there are no studies about it. The results of supervisors' facilitation are presented in Table 2. Only the most relevant results will be discussed.

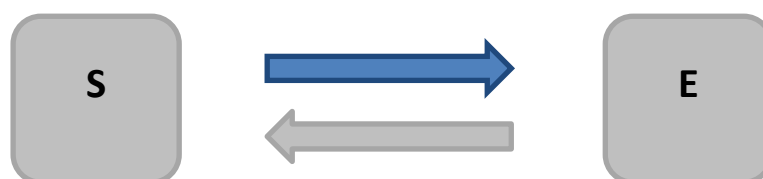


Figure 3: model job crafting: supervisors' facilitation

| facilitating type | crafting type | label | Number | Quotes |
|-------------------|---------------|--|---|--|
| Invite | Context | Move | 3 | employees work more at home. I think I stimulate this a bit. |
| | | Ease | 1 | I saw the employees struggle. I asked then, why don't you buy a water vacuum. That's much easier. |
| | | work clothes | 1 | the men outside have the best work clothes, but never it's good enough. Therefore we have a consultation to talk about it and look for improvements. |
| | Task | self improvement change / share / rotate tasks | 5 | I try to develop my employees. I stimulate it, that people improve themselves. |
| | | | 12 | The guys of the sweepers had influence on how they wanted their job. They got the opportunity to change things, they liked that. |
| | | enrich tasks | 3 | An employee had the idea to improve our 'road map'. Please, go ahead! I gave her time to do this. |
| | | minimize workload | 1 | I try to get more understanding for the importance of workload. And that it's important to deal with it in an right way. To minimize it. |
| | Relational | build relations | 4 | I tried to promote the relationship between supervisor and employee. It's difficult. I'd like to see more connection. |
| | | coping with | 4 | If two employees have an issue with each other, I invite them for coffee and try to let them solve the issues by themselves. |
| | Cognitive | extol | 3 | We are proud at the company, and the employees are more proud at the company too. I try to communicate this positiveness to them. |
| reinterpret | | 5 | I give my employees responsibility and lots of opportunities. I hope they will think more positive about their job. | |
| Allow | Context | Rebuild | 3 | When I rebuild my office, why shouldn't the employees be allowed to rebuild their office or truck. Ofcourse, not to much. |
| | | Decorate | 8 | Someone has a radio, or photos of his children at his desk, or some paintings on the wall. That's fine for me, if it makes them more comfortable. |
| | | Move | 3 | If they want to finish a document and they want to do it at home, fine. They only have to tell me that the'll work that day at home. |
| | | Ease | 5 | An employee wanted a microphone, because it's more easier to talk with costumers then. Fine, a microphone can be installed. |
| | Task | Enrich tasks | 3 | someone at my department is taking the leader role. He isn't the leader, but he act like one. I like it when someone's taking the lead. |
| | | Change / share / rotate tasks | 10 | my employees don't have to ask me if something is okay. I want to see good final results. How they accomplish these results, it's up to them. |

| | | | | |
|-------------------|-------------------|---|---|---|
| | Relational | Build relations | 4 | Because of the issues with the managing board, I saw that some employees were more close. I think that's a good thing, in difficult times. |
| | | avoid | 5 | Some people take some distance from each other. When this is more comfortable for them, it's okay. |
| | | collaborate | 2 | when a truck finished picking up the garbage, he will always help his colleague to finish. I like that so much. |
| Discourage | Context | decorate | 5 | I don't forbid personal stuff in the truck, but I don't stimulate it either. I always tell them, it has to be a comfortable place for everyone. |
| | | Move change / share / rotate tasks | 1 | My employees have the opportunity to work at home, but I discourage it. I prefer to have some control. |
| | Task | | 3 | I have to decide and make a base, otherwise they do things wrong. |
| | Relational | Build relations | 1 | there is a group of four people, they are dominant. So sometimes, you have to break down their time together. |
| | | avoid | 1 | Some people try to avoid others. I try to discourage this, yes. |
| | | coping with | 1 | Sometimes, I interfere with a conflict. I take the lead to solve the conflict, not the employees. |
| Block | Context | decorate | 3 | I removed one thing from my colleague. I didn't like what he put on the wall. |
| | | ease | 1 | Some drivers want a smartphone, but we will not give a smartphone to them. |
| | | working clothes | 3 | If they do not wear working clothes, they will get a warning. |
| | Task | enrich tasks change / share / rotate tasks | 1 | Doing more or new tasks is not always a good idea. So, sometimes I have to limit their freedom to do this. |
| | | | 2 | You have to do some tasks in that way. It is not about you can change it because you dislike it. It's about what is good for the organization. |
| | Relational | Build relations | 2 | Sometimes it's necessary to isolate the people who not function very well. That helps them. |
| | | avoid | 2 | When a person tells he doesn't want to work with him, it doesn't bother me. They can't avoid each other. So I will put them on a truck together. |
| | | collaborate | 1 | If you have 2 negative persons together, sometimes it will be better to stop that collaboration and roulade. That will be better for the whole group. |
| | | Gossip | 4 | Gossiping is forbidden. I really forbid my employees to gossip. |

Table 2: supervisors' facilitation or hinder of employees' job crafting

Invite

Supervisors invite employees to craft the context, tasks, relations and cognition in the job. In case of context crafting, supervisors suggest that they invite employees to move to a different workplace *“when I notice that it's difficult for an employee to focus here, I say, you can go home and do your work there. If you like it”*. In case of task crafting, supervisors invite employees to improve themselves, to change or share tasks with colleagues and to minimize the workload. Supervisors think it is important that employee have the opportunity and the willing to improve themselves *“First, he didn't want to do the study. But I wanted it, just for himself, so I tried to convince him. Now he starts his second study!”* Besides, supervisors invite employees to change and share tasks with colleagues, because this is important for employees' well-being *“I stimulated to share more tasks, because it's important. Now, they'll do this much more by themselves. That's not good for their well-being”*. In case of relational crafting, supervisors are less active to invite employees to craft their job. Supervisors invite employees to build relations with colleagues and to cope with issues. Supervisors invite employees to build relations in their job, because employees will feel more comfortable *“Because of the history, a few employees were suspicious. I have organized some things with our department to create relationships and improve these relationships”*. Supervisors think it is important for employees to cope with issues and to invite them to do so *“Sometimes there are struggles. I will put the people together, so they have to talk with each other and solve their struggles”*. In case of cognitive crafting, supervisors invite employees to extol their job and to reinterpret their job *“I try to make them aware of the importance of recycling possibilities, commodities. I hope they'll see their job as important for the whole world”*.

Allow

Supervisors allow that employees craft the context, tasks, relations and cognition of the job. In case of context crafting, supervisors mention that they allow employees to rebuild and decorate their workplace, move to another workplace and ease their job. Most frequently, supervisors allow employees to decorate and to ease their job *“If there is some personal stuff in the truck, that's fine. But it has not to become a funfair”*. In case of task crafting, supervisors suggest that they allow the possibility to enrich tasks and share/rotate tasks. Supervisors allow employees to share/rotate tasks because they think it is important to give employees this freedom and responsibility *“I think, when you'll create openness and give people responsibility, they will function in a good way. If they want to change things in their jobs, fine”*. In case of relational crafting, supervisors allow employees to build relations, avoid colleagues and collaborate. Supervisors allow employees to build relations with colleagues, but avoid colleagues as well because it is up to them how they maintain their

relationships *"If people avoid each other, and is not irritating other employees, or it's not at the escalating level, then I will let it go"*.

Discourage

In case of context crafting, supervisors discourage employees to decorate their workplace to keep the workplace professional and ordered *"A sweeper shouldn't be a lightning Christmas tree. When I think it is, I ask them to remove it"*. In case of task crafting supervisors discourage employees to share/rotate tasks, because they think this is not the right choice for the employee or the organization *"To finish the tasks, it's important to follow right steps. Sometimes, they want to change those steps. Then I tell them I don't like that, so they will follow the right direction"*. In case of relational crafting, supervisors are not very active in discourage employees' job crafting.

Block

In case of context crafting supervisors block employees to decorate the workplace and to change their work clothes *"Some drivers take their sweater off, however it's required to wear them. I don't tolerate that at all"*. Supervisors do not block employees' task crafting frequently. Two supervisors mentioned that they block the possibility to share/rotate tasks *"Sometimes I say, it's not possible, the way you want it. It's about how the organization wants it"*. Supervisors block employees' opportunity to craft their relations not frequently. Blocking the opportunity to gossip is blocked the most in order to maintain a good ambiance *"I don't tolerate gossiping at all. If I notice it, I will stop it immediately"*.

Concluding, supervisors invite and allow employees most frequently to change and share tasks with colleagues and supervisors allow employees most frequently to decorate their workplace. Though, supervisors discourage employees to decorate their workplace most frequently as well. Besides, supervisors block gossiping by employees most frequently. Hence supervisors both facilitate and hinder employees' job crafting. Yet there is a difference in the frequency of facilitate or hinder employees' job crafting. Supervisors are more active in facilitate (invite and allow) employees to craft their job than hinder (discourage and block).

Supervisors' job crafting vs. supervisors' facilitation of employees' job crafting

This section will provide insight into the relation between supervisors' job crafting and supervisors' facilitation of employees' job crafting. When a supervisors craft his or her own job, does the supervisor facilitate the opportunity for employees to craft their job as well and vice versa?



Figure 4: model job crafting: supervisors' crafting vs. supervisors' facilitation

Table 3 presents the results of this equation. In case of every supervisor is checked if he or she craft his own job and if he or she invite, allow, discourage or block employees to craft the job. For example, in case of context crafting almost all supervisors (22) craft their own job of which 5 supervisors invite employees to craft the context and 17 supervisors do not invite employees to craft the context of their job. The most relevant results will be discussed.

| Crafting | Facilitation | | | | | | | | | |
|------------|--------------|--------|----|-------|----|------------|----|-------|----|--|
| | | Invite | | Allow | | Discourage | | Block | | |
| | | Yes | No | Yes | No | Yes | No | Yes | No | |
| Context | Yes (22) | 5 | 17 | 12 | 10 | 4 | 18 | 5 | 17 | |
| | No (1) | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | |
| Task | Yes (21) | 13 | 8 | 8 | 14 | 3 | 18 | 3 | 18 | |
| | No (2) | 1 | 1 | 0 | 1 | 0 | 2 | 0 | 2 | |
| Relational | Yes (16) | 4 | 12 | 5 | 11 | 2 | 14 | 3 | 13 | |
| | No (7) | 2 | 5 | 3 | 4 | 1 | 6 | 2 | 5 | |
| Cognitive | Yes (13) | 3 | 10 | 0 | 13 | 0 | 13 | 0 | 13 | |
| | No (10) | 2 | 8 | 0 | 10 | 0 | 10 | 0 | 10 | |

Table 3: supervisors' job crafting versus supervisors' facilitation of employees' job crafting

First this section provides insight into the extent if supervisors craft their own job, they will facilitate employees' job crafting as well. Almost all supervisors (22) craft the context of their job. Half of this number of supervisors allow employees to craft the context of their job as well. Besides, a majority of these supervisors do not invite, discourage or block employees' context crafting. Almost all supervisors (21) craft the tasks in their job as well. More than a half of the number of supervisors invite employees to craft their tasks as well. A majority of these supervisors do not discourage or block employees' task crafting. In case of relational crafting a majority of the supervisors (16) craft the relations in their own job. A small part of these supervisors invite or allow employees to craft the relations in their job, the majority does not invite, allow, discourage or block employees' relational crafting. Besides, a small part of the supervisors do not craft their own relations, but do invite and allow employees' relational crafting. In case of cognitive crafting the half number of the supervisors craft their cognition. Though, only a small part of these supervisors invite employees to craft their cognition as well. Besides, all supervisors who craft their cognition do not allow, discourage or block employees' cognitive crafting.

Second, this section provides insight in when supervisors facilitate or hinder employees' job crafting, they will craft their own job as well. Remarkable is that (almost) all supervisors who invite and allow employees to craft the context and tasks of the job, craft the context and tasks in their own job as well. Though, supervisors who invite or allow employees' relational or cognitive crafting, do not necessarily craft the relations and cognitions in their own job. Hence it seems that when supervisors facilitate (invite and allow) employees to craft the context or tasks in the job, supervisors will craft the context and tasks in their own job as well. Though, when supervisors hinder employees' job crafting, by discouraging or blocking, supervisors still craft their own jobs as well.

Concluding, a majority of the supervisors who craft the context in their job, allow employees' context crafting. And a majority of the supervisors who craft the tasks in their job, invite employees to craft the tasks in their jobs. However, the majority of the supervisors who craft the context, tasks, relations or cognition in their job, do not facilitate (invite or allow) or hinder (discourage or block) employees' job crafting. Hence there is no significant relation in when supervisors craft their own job, they will facilitate or hinder employees' job crafting. Besides, the main part of the supervisors who facilitate (invite or allow) or hinder (discourage or block) employees' job crafting, craft their own jobs as well. It seems that supervisors who are active in facilitating or hinder employees' job crafting, are active in crafting their own job as well. However, there is no strong evidence for a significant relation between supervisors' job crafting and supervisors' facilitation of employees' job crafting and vice versa.

Employees

How employees craft their job

This section will provide insight in how employees craft their own job. Table 4 presents the results of the analysis. The relevant results will be discussed.

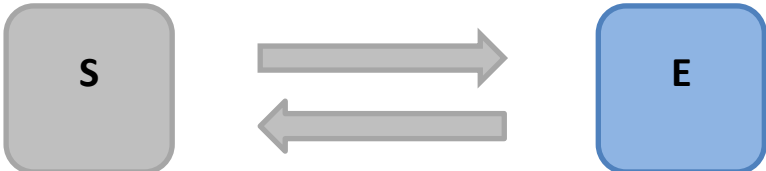


Figure 5: employees' job crafting

| Crafting type | Label | Sub label | Number | Quotes |
|---|----------------------------------|---------------------------------------|---|--|
| Context | Rebuild | business | 6 | knowingly, I moved my desk in front of the desk of my colleague. Discuss things or take the telephone of each other is much easier. |
| | | | | |
| | Decorate | Business | 4 | I put some mini-containers at my desk. Furthermore no personal stuff. |
| | | Personal | 10 | I have a photo with my kids on my desk. |
| | | negative | 2 | I had some personal stuff in the sweeper, which was not allowed anymore. I don't need it anymore. I don't like a funfair in my machine. |
| | Distraction | | 4 | I use the Internet for distraction. I can't work for 8 hours on end. |
| | Move | working at home during working hours | 9 | With this system and my login code, it is possible for me to work at home. In the period I was sick, I worked at home. |
| | | working at home outside working hours | 7 | At night or on a Sunday I do some work stuff at home. It is more quiet and I have more time to doing research. |
| | Ease | To-do-lists | 11 | I like to use check lists. I these in Outlook. I make a to-do-list and use schedules to create structure. |
| | | digitizing | 2 | I digitized all my photos and I have these photos on the screen of my pc. |
| purchase tools purchase tools at their own expense | | 4 3 | At the truck, there is a camera that allows mee to check the right position to the container. The position from the camera was not perfect, so with the mechanic I changed the position of the camera. I bought this smartphone by myself, because I wanted a smartphone and not an old-fashioned phone. The simcard is from the organization. | |
| Task crafting | Enrich tasks | additional functions | 8 | I am a board member of the employee association. Just because I like it. |
| | | witin the job | 13 | Besides picking up the trash in the daytime, it is possible to pick up for example paper at night. It is not obliged to it 2 or 3 times a week, but I do it for the money. |
| | Push off / exchange tasks | | 7 | In the beginning, I helped colleagues with software because they didn't understand how it works. But now, I don't do it anymore. I'm not a helpdesk. |
| | Workload | minimize workload | 4 | Before, I did so much more. Tasks from my colleague. But now, I don't do it anymore. I felt like I was always working at the max. That's not healthy. |
| maximize workload | | 4 | During the years, you'll get more experience and pick up more tasks, which you should not do. But I did. So I maximized my workload automatically. | |

| | | | | |
|----------------------------|-----------------------------|------------------------|----|--|
| | Share / rotate tasks | with other departments | 2 | officially we are two different departments. But we share tasks and work together often. |
| | | within department | 8 | Sometimes, we have to sweep at night, for example with events. We do this together. I don't do it for the money, but I do it to help my colleagues. |
| | self-improvement | | 4 | Develop instruction for the drivers, I do it by myself. I'm learning from it, and I can share it with my colleagues. |
| Relational crafting | build relations | personal | 11 | we share private things, joys and sorrows. We meet outside working hours, for a dinner or something else. |
| | | business | 3 | Of course relationships with colleagues grow. Not personal, but good enough to work in an enjoyable way. |
| | avoidance | | 5 | At the truck, I work alone. I don't see my colleagues frequently. Only in the morning and normally during lunch. But I don't lunch here, I spent my lunch break at home. |
| | Trust | positive | 4 | for many years I work together with one person. We have a strong relationship. I really trust her. |
| | | negative | 7 | I told something private to my supervisor. He used this information in a meeting with others. My confidence has been undermined. |
| | approach | | 5 | I'm more careful with my statements to others. |
| Cognitive | reinterpret | | 3 | It became more my job. And therefore I thought, well, it's more my responsibility. |
| | | extol | 4 | when I got a new supervisor, I was a little scared. I thought, everything will be changed. But 2 weeks later, I thought maybe making some changes is not bad. Maybe it is even better. |

Table 4: job crafting by employees

Context crafting

Employees craft the context of their job the most by decorating the workplace, moving to another workplace and using different tools to ease the job. Employees decorated their workplace, to make it more comfortable for themselves. Employees keep it functional *"I have some things that I like, but it should be stay a work office. No funfair"*, but the most employees decorate the workplace with personal things, even when it officially is not allowed *"Officially, it is not allowed to make the truck personal. But I have little curtains, clogs, a photo of the kids. I am very frugal with my truck, so for that reason I think they are turning a blind eye"*. Sometimes, employees move to another workplace, because it is more quiet. Employees work at home in their spare time, to, for example, finish tasks or checking their email *"I often do reading work at home, for the evening or the weekend. It is more quiet. I don't mind"*. Employees work at home during working hours as well, mainly to finish tasks *"When I have to write large documents, or have to finish something, I work at home. I can work without being disturbed"*. It is necessary to make a note here, because some employees, for example garbage men, are not able to work at home during work hours. Employees ease their job in different ways, by using to-do-lists, digitizing documents or purchasing tools. Popular is using to-do-lists to get more structure or to not forget *"I have a to-do-list. When I have finished a task, I write a check mark"*. Besides, employees purchased tools to ease their job, like a cup holder, an extra computer screen, or a camera. Interesting is that some employees bought these tools by themselves *"I bought a cup holder and hand cleaner for my truck, because I missed it in my truck"*.

Task crafting

In case of task crafting, most frequently employees enrich tasks, push off tasks and share or rotate tasks within their department. Employees enrich tasks, mainly by adding tasks, because they like to do more tasks or because they think it is important to do that. Employees add tasks besides their job *"I am a member of the Works council. Because I think it is an important club for us"*, as well as within the job *"officially it is not my task, but I took this mentor role to myself"*. Besides enrich tasks, employees push off tasks, because they have too much tasks, tasks cost too much time or it receives less priority *"for example, making coffee for colleagues who have a meeting. We did it before, but now we don't do this anymore. It costs too much time. We ask our colleagues to make coffee by themselves. Nowadays they do it automatically"*. Thereby, employees share and rotate tasks, mainly within their department. These tasks could be small tasks like getting coffee, but also more job tasks like doing administrative tasks *"When I'm finished with picking up the garbage, I always call my colleague. If he is still not finished I'll help him and pick up the garbage in his district. We share our work"*.

Relational crafting

In case of relational crafting, employees mainly build relations with colleagues and decrease their trust in colleagues. Employees build business relations with colleagues because they think it is important in their job , *“the relationship with colleagues improves, because you'll know each other better. That is important for the work relationship”*. Mainly employees build personal relations and even friendships with colleagues by going out for dinner, sharing a hobby or visit each other at home *“we share private things, joys and sorrows. We meet outside working hours, for a dinner or something else”*. Trust is frequently mentioned by employees. However, while employees have positive feelings with trust, most employees have negative feelings with trust. Employees mention that the trust in some colleagues declined, because of gossiping or using private information in an inappropriate way *“There is lots of gossip in this organization. I protect myself to keep distance and trust nobody”*.

Cognitive crafting

In case of cognitive crafting, employees reinterpret and extol their job. Employees reinterpret their job in a more positive way, for example, by feeling more responsibility or thinking along with the organization *“Some colleagues tell me, that's not our problem. It's the boss's problem. But now, I think along with my manager. I think, well, it's our problem”*. Besides, employees extol changes or extra tasks in their job *“On one side, I want to close the door from my job at 5. But, on the other hand, I like doing other things than my main tasks. It is good for my own development, and that's why I think, it's not bad when I think about job cases after 5”*.

The efforts employees make to craft the context of their job, are mainly decorate the workplace, work at home during and after working hours and use tools to ease their job. In case of task crafting, the main efforts of the employees are enrich task, push off tasks and share and rotate tasks within the department. Besides, the efforts employees make to craft the relations in their job are building business and, mainly, personal relationships with colleagues and, in contrast, distrust colleagues. Finally, the efforts supervisors make to craft their cognition is particularly reinterpret and extol their job. Hence these results present that employees craft the context, tasks, relations and cognition of their job.

How employees experience supervisors' facilitation of job crafting

Now there is more insight into how supervisors facilitate and hinder employees' job crafting, it is interesting to provide how employees experience this facilitation or hinder of supervisors. Table 5 presents the results of employees' experience. The most relevant results will be discussed.

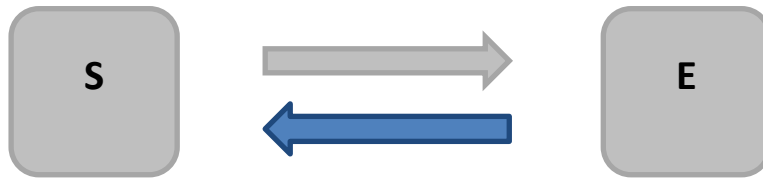


Figure 6: employees' experience of supervisors' facilitation

| Facilitating type | Crafting type | Label | Number | Quotes |
|-------------------|---------------|--|---|---|
| Invite | Context | Rebuild | 2 | We were asked to thinking along with the new building. How do you see it, how do you want it? |
| | | Decorate | 2 | when the supervisor came into my office, he said, make sure you get some nice things on the wall. I liked that. |
| | | Ease | 1 | The mail Format was not optimal. So my supervisor asked me for my ideas and together we changed the format. |
| | Task | Self-improvement Push off / exchange tasks | 4 | My manager stimulated me a lot. Together, we searched for a good course, and still he's coaching me. |
| | | | 1 | The managers asked us, what can be changed, what do you want to push off? They stimulated us to reduce our tasks. |
| | | Change / share / rotate tasks | 5 | Always my supervisor says, if you have an idea, a comment or whatever, please share it with me and your colleagues. |
| | | | 2 | My supervisor always stimulates me to do other things than my main tasks. |
| | Relational | Build relations | 1 | my supervisor asks me for comments, ideas. And she tries to stimulate us to do the same. To make more and better relationships. |
| | | | 2 | We have a bit a difficult group. The manager always stimulates collaboration. |
| | | | 5 | I didn't know how to deal with a difficult issue. My supervisor invited me for coffee, gave advice and let me solve it. |
| Cognitive | Extol | 1 | Our supervisor gives us more self-confidence. It's important to be yourself. | |
| | | 1 | In the beginning I only focused on my job. My supervisor tries to let me be more courageous. That I'm important not only for my tasks, but for the whole company. | |
| Allow | Context | Rebuild | 4 | When I want to move something, or when I think I need an extra closet, I can do or buy it. |
| | | Decorate | 6 | How I decorate my office is up to myself. It has to be proper, of course, but I can do what I want. |
| | | Move | 3 | With this system it's possible to work at home. |

| | | | |
|-------------------|-------------------|--------------------------------------|---|
| | | Ease | 2 We didn't want another type of truck. The managing board didn't listen to us. However, now, if we need something or we don't like a system they propose, they'll listen to our opinion. |
| | Task | Enrich tasks | 4 When I told my supervisor I would participate into the works council, my supervisor reacted positive. |
| | | Change / share / rotate tasks | 11 Of course, our manager is managing us. But everyone can make own choices in their jobs. We decide by ourselves how we get things done. |
| | Relational | Build relations | 1 It doesn't bother my supervisor that me and my colleagues are good friends. He thinks it's fine. I like that. |
| | | Coping with | 4 when I have a conflict with a colleague, my supervisor will not interfere with this conflict. It's our case, we have to solve it. |
| | | Collaborate | 1 When I finished my tasks, but my colleague isn't ready yet, I'll help him. My supervisor thinks this is okay. |
| Discourage | Context | Decorate | 1 I didn't change things. It was like, here you are, this is your room. |
| | Task | Change / share / rotate tasks | 6 I had more freedom before. Now, the city district says what I suppose to do. It's very difficult to help a colleague for example. |
| | | Self-improvement | 1 Some supervisors are scared to train their employees, because they think those employees will leave the company. |
| | Relational | Coping with | 1 my manager interferes with a conflict. He told me how I could solve the conflict. |
| Block | Context | Decorate | 1 I had some personal stuff on the machine. But I had to remove it. |
| | | Ease | 2 The management decides which tools we have to use. If we don't like it, it's our problem. |
| | Task | Enrich tasks | 2 I wanted to do some extra tasks, but they didn't listen to me. |
| | | Change / share / rotate tasks | 8 Sometimes, it's like the manager is a police agent. Checking what you are doing, where you are. That is frustrating. |
| | Relational | Gossip | 3 someone was gossiping about me. My supervisor didn't accept it and took action. |

Table 5: employees' experience of supervisors' facilitation

Invite

Employees experience supervisors' invitation to craft the context, tasks, relations and cognition in their job. In case of context crafting, employees experience supervisors' invitation to rebuild and decorate the workplace and to use tools to ease their job. Though the number of employees who experience this invitation is very low. In case of task crafting, employees mainly experience supervisors' invitation to improve themselves and to share or rotate tasks. Employees experience that supervisors stimulate them to improve themselves *"This is a company with lots of opportunities. You can do many studies if you want it. My supervisor is stimulating me to do some studies"*. Besides, employees experience that supervisors invite employees to share or rotate tasks, in order to achieve more collaboration and self-initiative *"Many colleagues asked my attention for nonsense. My supervisor invited me to things by myself. How do you want to change this?"* In case of relational crafting, employees experience supervisors invitation to build relations, collaborate and mainly to cope with issues. Sometimes supervisors give advice, but overall employees have to cope with issues by themselves *"I thought I had a huge issue. I asked my supervisors what to do, but he said, first try to cope with it yourself"*. In case of cognitive crafting, employees experience supervisors' invitation to extol and reinterpret the job. Though, the number of employees in these is negligible.

Allow

Employees experience supervisors' allowance to craft the context, tasks and relations in their job. In case of context crafting, employees experience the allowance of supervisors mainly to decorate and rebuild the workplace. Employees feel free to rebuild the workplace and think supervisors allow it in order to make the workplace more comfortable *"I'm getting all the freedom to rebuild the office how I want. Of course, big rebuilding I discuss with my manager"*. Although formally it is not allowed to decorate the workplace, employees still decorate their workplace. They experience that this decorating is still allowed by the supervisors *"Officially it's not allowed to have personal things at the truck. But I have some personal things. They know it, but they still allow it"*. In case of task crafting, employees experience that supervisors allow them to enrich tasks and, mainly, to share or rotate tasks. Employees mention that supervisors are interested in the results of employees' tasks and not in how employees reach these tasks, for example by share or rotate tasks *"my manager gives me lots of freedom, and I like that. For him the final results are important, not how I achieved those results"*. In case of relational crafting, employees experience that supervisors allow to build relations, collaborate and mainly cope with issues. Employees mention that supervisors think that employees' issues are not their issues *"Only when the conflict is escalating, my supervisor will interfere with it. But normally, he let it go. It's our problem, we have to cope with it"*.

Discourage

Employees experience that supervisors discourage employees' context, task and relational crafting. However, overall a small number of employees experience supervisors' discouraging. In case of context crafting, only one employee experience that a supervisors discourage an employee to decorate the workplace. In case of task crafting, employees experience that supervisors discourage employees to improve themselves and mainly to share and rotate tasks. Employees experience they have not much freedom to share or rotate tasks and will be corrected by the supervisor "sometimes I think, I'm on the right direction. But then my supervisor corrects me. It's better to do it this way". In case of relational crafting, only one employee experiences that the supervisor discourages to cope with issues.

Block

Employees experience that supervisors block their context, task and relational crafting. Overall, a small number of employees experience this blocking behaviour of the supervisor. In case of context crafting, employees experience that supervisors block to decorate the workplace and to introduce tools to ease the job. Employees experience that the supervisors has the authority, not the employee "*It is not up to me to decide which tool I can use to ease my job. The supervisor determines what is usable or not. That's it*". In case of task crafting, employees experience that supervisors block employees to enrich tasks and mainly to share and rotate tasks. The supervisors determines and controls how employees do their tasks. Employees think this is very frustrating sometimes "*If the manager says, you have to do this first, you will do it first. So, it's not possible to switch tasks*". In case of relational crafting, employees experience that supervisors only block gossiping to keep a healthy atmosphere "*Many colleagues were gossiping about other colleagues. I did this too actually. Then, my supervisor forbid this gossiping*".

Concluding, employees experience that supervisors invite them most frequently to change, share and rotate tasks with colleagues and to cope with issues. Employees experience that supervisors allow them most frequently to change, share and rotate tasks as well and to decorate their workplace. Though employees experience that supervisors hinder employees job crafting as well. Employees experience that supervisors discourage and block employees to change, share and rotate tasks and block employees gossiping. Hence employees experience that supervisors both facilitate and hinder employees' job crafting. Yet there is a difference in the frequency of employees' experience of facilitate or hinder employees' job crafting. Employees experience more that supervisors facilitate (invite and allow) employees' job crafting than hinder (discourage and block) employees' job crafting.

Supervisors' facilitation vs. employees' experience of this facilitation

This research provides insight into supervisors' facilitation of employees' job crafting and employees' experience of this facilitation. Besides, it is interesting to provide insight in how supervisors' facilitation of job crafting matches or differs from the experience of employees about this facilitation. This section discusses the relevant outcomes of this equation.



Figure 7: supervisors' facilitation vs. employees' experience

The first remarkable result of this equation is that supervisors frequently invite and allow employees to change, share and rotate tasks. Employees frequently experience this invitation of the supervisors and experience this allowance (less frequently) to change, share and rotate tasks as well. Besides, supervisors frequently allow employees to decorate their workplace. Frequently, employees experienced this allowance as well. This is a remarkable similarity. The second remarkable result is a difference between supervisors' facilitation and employees' experience of this facilitation. While only two supervisors mention that they block the opportunity for employees to share and rotate tasks, eight employees experienced that supervisors block this opportunity. Hence, there are some labels whereby supervisors mention a facilitation, while the employees didn't experience this and vice versa. Though, in most cases, the facilitation of the supervisors and the experience of employees differ not much from each other. Overall, supervisors mention that they facilitate and hinder employees' job crafting. Employees experience that supervisors facilitate and hinder employees' job crafting as well. Interesting is that supervisors suggest and employees experience that supervisors facilitate (invite and allow) employees' job crafting more frequently than hinder (discourage and block) employees' job crafting.

Job crafting facilitation, experience and well-being

To explore in which way the facilitation of job crafting and the experience of this facilitation are related to the well-being of supervisors and employees, the innate needs autonomy, competence and relatedness are related to the results of supervisors' facilitation and employees' experience of this facilitation. Hence this section provides insight into the similarities and difference in which innate needs of the employees supervisors try to influence by facilitating or hinder employees' job crafting and which innate needs of the employees will be influenced.

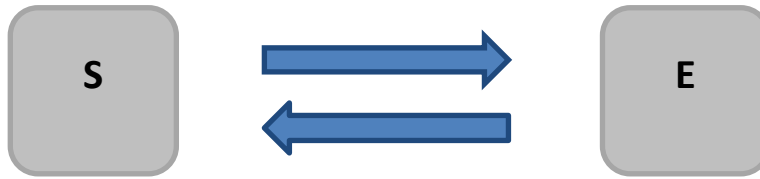


Figure 8: the innate needs related to supervisors' facilitation and employees' experience

For the supervisors and employees, the number of the innate needs (positive and negative) are counted per label. Appendix 3 presents the crafting types, the facilitation types and the innate needs. Table 6 presents the general results of this equation.

| crafting type | Level | Autonomy positive | Autonomy negative | Competence positive | Competence negative | Relatedness positive | Relatedness negative |
|-------------------|------------|-------------------|-------------------|---------------------|---------------------|----------------------|----------------------|
| Context | supervisor | 23 | 11 | 7 | | | |
| | employee | 14 | 4 | 3 | | | |
| Task | supervisor | 21 | 7 | 18 | | | |
| | employee | 20 | 18 | 11 | 1 | | |
| Relational | supervisor | | | 4 | | 25 | 5 |
| | employee | 1 | | 3 | | 16 | |
| cognitive | supervisor | 1 | | 8 | | | |
| | employee | | | 2 | | | |

Table 6: innate needs (autonomy, competence, relatedness) and job crafting

For supervisors and employees contextual crafting is related to autonomy positive, autonomy negative and competence. Remarkable is that supervisors facilitate or hinder the contextual crafting of employees, to create more autonomy for the employee. Employees experience the facilitation of the supervisors as they get more autonomy as well. Focussing on task crafting, supervisors mention that supervisors facilitate or hinder job crafting to give the employee more autonomy and more competence. Some employees experience that the autonomy increases, while some employees experience that the autonomy decreases. In case of relational crafting, the experience of supervisors as well as employees are most related to positive relatedness. Supervisors mention that they facilitate or hinder employees' job crafting to increase the relatedness in employees jobs and employees experience this increase in relatedness as well. Remarkable is that some supervisors experience negative relatedness. They facilitate or hinder employees' job crafting because they think less relatedness is necessary. Finally, in case of cognitive crafting, supervisors facilitate or hinder employees to increase employees' competence. Some employees experience this in the same way. Although Table 6 shows the general results, it is interesting

to mention that the counted quotes of the negative innate needs are related to hinder job crafting (see appendix 3). Supervisors discourage or block employees' job crafting in order to decrease employees' autonomy, competence or relatedness. Employees experience the same. Supervisors invite and allow employees' job crafting in order to increase employees' autonomy, competence and relatedness. Employees experience the same.

Concluding there are some similarities and differences in which innate needs supervisors try to influence by facilitating or hinder employees' job crafting and which influenced innate needs employees experience. In case of relational and cognitive crafting the innate needs supervisors try to influence are similar to the influenced innate needs employees experience. Though, in case of context and task crafting there are differences in the innate needs supervisors try to influence and employees experience. Hence, supervisors influence the innate needs of employees and therefore the well-being of employees. Supervisors increase employees' well-being by invite and allow employees' job crafting and decrease employees' well-being by discourage and block employees' job crafting.

Discussion

The primary goal of this study was to get insight into 1) supervisors' own job crafting efforts and 2) the extent to which supervisors facilitate job crafting of their employees. Thereby taking into account employees job crafting, employees' experience of supervisors' facilitation and the influence of supervisors' facilitation on the well-being of employees. What seems to be lacking in job crafting research is the role of the supervisor in employees' job crafting. The expectation was that supervisors craft their own job and supervisors facilitate or hinder employees' job crafting (Berg, Wrzesniewski & Dutton, 2010; Wrzesniewski & Dutton, 2001). Hence the following research question is investigated:

How do supervisors craft their job and how facilitate supervisors employees' job crafting?

Several interesting results emerged in this study. First of all, the result that supervisors craft their own job. Almost all research about job crafting focus on employees in general. Only Berg, Wrzesniewski and Dutton (2010) made a distinction between supervisors and employees in job crafting. They suggest that supervisors as well as employees craft their job. Though, supervisors feel more constrained to craft their job, while employees feel more autonomy to craft their job (Berg, Wrzesniewski & Dutton, 2010). This study confirms that supervisors craft their job. However, while the study of Berg, Wrzesniewski and Dutton (2010) suggest that supervisors feel more constrained to craft their job than employees, this study did not mention this. Although this study did not focus on this difference in particular and there is no significant evidence, this study suggests that supervisors craft their job actively as well as employees do. Supervisors craft the context, tasks, relations and cognition in their job. The made efforts and used techniques by supervisors are partially similar to the job crafting techniques introduced by van Vuuren and Dorenbosch (2011). This study introduces new crafting techniques as well, like, for example, self-improvement, trust, gossiping and workload. In context crafting, supervisors mainly rebuild and decorate the workplace, work at home during and after working hours and use tools to ease their job; in task crafting, supervisors mainly enrich task, push off tasks, minimize workload and improve themselves; in relational crafting, supervisors mainly build personal and business relationships and avoid colleagues; in cognitive crafting, supervisors mainly reinterpret their job. However, while this study presents which efforts and techniques are frequently used by supervisors to craft the context, tasks, relations and cognition of the job, it is not possible to make a general conclusion already. In this study, the supervisors are very satisfied about their current job. Therefore, supervisors' efforts and techniques could be very different when this research will be accomplished in a different organization with a different context and with supervisors who are less satisfied about their current job. Though, with more research and more results it will be more allowable to relate specific job crafting efforts and techniques to supervisors.

Thereby, job crafting will affect in job satisfaction, motivation, development and performance of employees (Tims & Bakker, 2010; Wrzesniewski & Dutton, 2001), and will influence the well-being (Slemp & Vella-Brodrick, 2014). Because of these positive outcomes, it seems that job crafting will affect supervisors' job experience and well-being in a positive way as well. Because supervisors craft their own job and supervisors have a positive job experience and are very satisfied about their job, it seems that there is a positive relation between supervisors' job crafting and supervisors' well-being.

Additionally, this study confirms that supervisors facilitate and hinder employees' job crafting and provides insight in the extent to which supervisors facilitate or hinder employees' job crafting. The current literature suggests that employees need a 'degree of freedom' to craft their job. This degree of freedom determines the extent of employees' job crafting (Wrzesniewski & Dutton, 2001). The model of Wrzesniewski & Dutton (2001) suggests that supervisors serve as a boundary condition, since "managerial supervision" (together with "task interdependence") determines the degrees of freedom available. While job crafting is an initiative from employees, supervisors facilitate or hinder employees' job crafting. In the current literature the degree of freedom is seen as an established fact (Wrzesniewski & Dutton, 2001). This study confirms that supervisors are an important contributor to employees' job crafting, but it refutes the assumption that the degree of freedom given by the supervisors are an established fact. This study identified four levels of degree of freedom: two levels of facilitating employees' job crafting by supervisors and two levels of hinder employees' job crafting by supervisors. This is a new concept in job crafting research. Supervisors invite and allow (facilitate) employees' job crafting and discourage and block (hinder) employees' job crafting. Although this study identifies four levels of degrees of freedom, it is possible that there are more levels of degrees of freedom. Besides, this study suggests that supervisors are more active in facilitate (invite and allow) employees to craft their job than hinder (discourage and block) employees to craft their job. Why supervisors are more active in facilitate employees' job crafting is not clear. It seems that supervisors who are active in both facilitate or hinder employees' job crafting, are active in crafting their own job as well. Hence there is no evidence for a significant relation between supervisors' job crafting and supervisors' facilitation of employees' job crafting and vice versa. Another possibility is that supervisors' job satisfaction predicts the extent of supervisors facilitation or hinder of employees' job crafting. It seems that supervisors who are very satisfied about their job, are more active in facilitate (invite and allow) employees' job crafting than hinder (discourage and block) employees' job crafting. Therefore, it is possible that supervisors in a different organization and with less job satisfaction, are, for example, more active in hinder employees' job crafting. Therefore more research is needed.

Subsequently, this study suggests that employees experience that supervisors facilitate and hinder employees' job crafting. In case of employees' job crafting, employees are an important contributor.

Supervisors serve as a boundary condition, since “managerial supervision” (together with “task interdependence”) determines the degrees of freedom available (Wrzesniewski & Dutton, 2001). Besides, the motivation to craft their job is more likely when employees perceive that opportunities for job crafting exist (Wrzesniewski & Dutton, 2001). To perceive these opportunities or not, it is necessary that employees experience that supervisors facilitate and hinder employees’ job crafting. This study suggests that employees experience that supervisors invite, allow, discourage or block them to craft. As well as supervisors’ facilitation, this is a new concept in job crafting research. Compared with the facilitation of supervisors, just as supervisors predict, employees experience that supervisors facilitate (invite and allow) employees’ job crafting more than hinder (discourage and block) employees’ job crafting. There are some differences though. Supervisors mention a facilitation, while the employees didn’t experience this and vice versa. For example, only two supervisors mentioned that they block the opportunity for employees to share and rotate tasks, while eight employees experienced that supervisors block this opportunity. Though, in most cases, the facilitation of the supervisors and the experience of employees differ not much from each other. Though, it is necessary to make a note here. Because this is a new concept in job crafting research, there are no studies to compare with. It is possible that the experience of employees will be different in another organization with a different context.

Furthermore, this study suggests that supervisors influence the innate needs, and thus the well-being of employees by facilitate or hinder employees’ job crafting. Recently Slemp and Vella-Brodrick (2014) studied the relation between job crafting and employee well-being and suggest that the extent to which employees engage in job crafting predicts the satisfaction of their intrinsic needs, which predict employee well-being. Supervisors are an important contributor in employees’ job crafting, because they facilitate or hinder employees’ job crafting. Therefore it is plausible that supervisors influence the innate needs, and thus the well-being of employees. This study suggests that supervisors influence the innate needs of employees and therefore the well-being of employees. There are some similarities and differences in which innate needs supervisors try to influence by facilitating or hinder employees’ job crafting and how this is experienced by employees. But overall, supervisors increase employees’ well-being by invite and allow employees’ job crafting and decrease employees’ well-being by discourage and block employees’ job crafting. However, while the relation between employees’ job crafting and employees’ well-being was identified already by Slemp and Vella-Brodrick (2014), this study provides a new concept in job crafting research with the suggested relation between supervisors’ facilitation or hinder of employees’ job crafting and employees’ well-being.

Practical implications

This study found that not only employees craft their job, but supervisors craft their job as well. Different efforts and techniques supervisors use to craft their job are identified. Besides, this study suggests that supervisors' job crafting results into a positive job experience. Here organizations can play a role. By stimulating supervisors' job crafting, supervisors' job satisfaction can be increased.

Additionally, this study found that supervisors play an important role in employees' job crafting. Supervisors invite, allow, discourage and block employees to craft the job. In an organization with satisfied supervisors, supervisors facilitate (invite and allow) employees' job crafting more than hinder (discourage and block) employees' job crafting. Thereby, supervisors increase employees' well-being by invite and allow employees' job crafting and decrease employees' well-being by discourage and block employees' job crafting. By facilitating employees' job crafting, supervisors can play an important role in employees' well-being.

Hence, when an organization stimulates supervisors' job crafting, supervisors' job satisfaction and well-being increase. Subsequently, satisfied supervisors facilitate (invite and allow) employees' job crafting, what increases the well-being of the employee. These new concepts in job crafting research can help organizations to increase the well-being of supervisors and employees.

Limitations

This study contributes to literature about job crafting. Though, this study has some limitations that should be taken into account.

For this study qualitative research methods are used. In contrast with quantitative data, qualitative data are more susceptible for a biased interpretation of the researcher. For example, in this study the researcher determines which quotes are relevant for this research and determines how the quotes will be selected and labelled. The used data depends on the selection of the researcher.

Another limitation is that this study only explores how supervisors craft their own job and facilitate or hinder employees' job crafting in one organization at a given point at time. Therefore, it is difficult to make conclusions about the causality of the relationships. For example, this study suggest that satisfied supervisors facilitate (invite and allow) employees' job crafting, what increases the well-being of the employee. However, the results can be different in another organization with a different organizational context, atmosphere and less or more satisfied supervisors and employees. However, while for this research the timeline was too short, a longitudinal research can examine this causality.

Furthermore, another limitation is that this research did only measure the perception of the supervisors and employees. In the interviews, supervisors and employees were asked about what did they do in job crafting, why did they do this and how the supervisor/employee react on this. Since the employees and supervisors judge their own actions in job-crafting this can be self-serving bias (Campbell & Sedikides, 1999). Longitudinal research and using different kinds of participants can avoid this problem.

Future research

This study provides insight in supervisors' job crafting, supervisors' facilitation of employees' job crafting and the relation with supervisors' and employees' well-being. These are new concepts in job crafting research. This study only explores these new job crafting concepts in one organization at a given point at time. Because of this and because of the newness of the concepts, it is difficult to make conclusions about the causality of the explored relationships. It would be recommended to do more research to provide more insight in these concepts and to do a longitudinal research to examine the causality of the suggested relations. A longitudinal research will limit the self-serving bias as well. Besides, it is possible that the results can differ in another context. Hence will be recommended to do research in organizations with another organizational context with another composition of supervisors and employees with a different extent of job experience.

Conclusion

This research provides insight into how supervisors craft their own job and how supervisors facilitate employees' job crafting. Besides employees, supervisors craft their own job as well. Different efforts and techniques supervisors use are identified. The job crafting by supervisors results into a positive job experience. Hence by stimulating supervisors' job crafting, supervisors' job satisfaction can be increased. Additionally, supervisors play an important role in employees' job crafting, by invite, allow, discourage and block employees to craft the job. Supervisors who are satisfied about their own job will facilitate (invite and allow) employees' job crafting more frequently than hinder (discourage and block) employees' job crafting. By facilitating employees' job crafting, supervisors can play an important role in employees' well-being. Supervisors increase employees' well-being by invite and allow employees' job crafting and decrease employees' well-being by discourage and block employees' job crafting. These new concepts in job crafting research can help organizations to increase the well-being of supervisors and employees. However, while this study has some limitations and the causality of the given relationships are not explored yet, this study gives new perspectives and new concepts about job crafting. Hence, this study is innovative and an added value in job crafting research and organizational well-being.

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Appendices

Appendix 1: job experience of supervisors and employees

Job experience supervisors:

| Job experience | Label | Number | Quotes |
|------------------------|--------------------------------|--------|---|
| Current job experience | Satisfaction | 17 | What I am doing now, I like the most. The job what I am doing, the possibilities I get, that is awesome. |
| | Challenge | 5 | my job is a challenge and I get the possibilities to make good results. |
| Future | Self-development | 5 | Over the long term, I see myself in another function in this organization. |
| | Divide tasks | 2 | However we have a clear vision, we run into all directions. |
| | Communication | 6 | The management made agreements with municipalities, without discuss it with us. That results in not feasible agreements. However, we have to solve this and make it feasible. A better communication will prevent this. |
| | Insecurity | 2 | I think, it could go in two ways. Or, still I will be a member of the management board, or I will be in a function at a lower level. I don't know. |
| | Future at current organization | 11 | I hope there will be still a place for me in this organization. I like it here. |

Job experience employees:

| Job experience | Label | Number | Quotes |
|------------------------|--------------------------------|--------|--|
| Current job experience | Satisfaction | 16 | I have a nice job. I can work here with my hands. That's what I like about my job. |
| | Challenge | 4 | I need some challenge in my job. Otherwise I don't like my job. Now, I still like it. |
| Future | Self-development | 6 | I still like my job. But I think it would be nice to do other things, just to develop myself. |
| | Workload | 2 | I would like to have less pressure and workload. It is very high in my job. You have to do this and that. |
| | Divided tasks | 2 | Still there are a few tasks which our department accomplish, but do not belong to our department. |
| | Communication | 11 | After the relocation, we were informed that the sweepers were moved. That is not nifty. |
| | Insecurity | 1 | Sometimes I wonder myself, will I still in my job next year. The car will be out of use next year. So, will I am still needed next year? |
| | Future at current organization | 10 | I love my job. I wouldn't leave here for anything. It is a wonderful company. |

Appendix 2a: interview scheme supervisors

Informatie welke van tevoren bekend moet zijn per participant

Geslacht;

Leeftijd;

Locatie;

Functie;

Aan hoeveel mensen hij/zij leiding geeft;

Wat de functies van deze ondergeschikten zijn.

Inleiding

Mijn naam is Romy Breukers. Jouw werkgever Twente Milieu is gestart met het project Duurzame Inzetbaarheid 2020. Het doel van dit project is om mensen van Twente Milieu langer, gezonder, beter en tevredener aan het werk te houden. Dus het gaat om de duurzame inzetbaarheid van alle medewerkers van Twente Milieu. Als onderdeel van dit project heeft Twente Milieu mij gevraagd om het project te versterken. Dat doe ik door het uitvoeren van een wetenschappelijk onderzoek, in het kader van de Master Communicatiewetenschap aan de Universiteit Twente.

Met dit onderzoek wil ik nagaan op welke manieren mensen binnen Twente Milieu vormgeven aan duurzame inzetbaarheid. Hierbij richt ik mij op een specifiek onderdeel, namelijk job crafting. Job crafting houdt in dat mensen zelf aan hun werk sleutelen. Straks zal ik je er nog iets meer over vertellen. Hiervoor inventariseer ik voorbeelden en meningen van mensen binnen Twente Milieu. Dit doe ik door het afnemen van interviews. Ik neem dit interview dan ook op, zodat ik alles naderhand nogmaals kan beluisteren en kan uitwerken. De opnames blijven strikt vertrouwelijk en de voorbeelden en meningen die ik ga gebruiken in mijn onderzoek worden zo verwerkt dat ze niet tot een persoon te herleiden zijn. Kun je hiermee akkoord gaan?

Job crafting over het algemeen

1. Kun je me je huidige baan/functie beschrijven?
 - a. Wat voor soort taken en projecten zijn dagelijks onderdeel van je baan? Hoe zijn deze taken een onderdeel van je baan geworden?
 - i. Hoe lang ben je werkzaam binnen de afvalinzamelingssector?
 - ii. Hoe lang werk je voor Twente Milieu?
 - iii. Hoe lang werk je binnen deze functie?
-

Wat is job crafting nu eigenlijk? De activiteiten die jijzelf onderneemt om je werk leuker en mooier te maken, dus door je werk beter te laten aansluiten op je behoeftes, valt onder de term job crafting. Met grote of kleine aanpassingen kun jij je werk aanpassen. Dit sleutelen aan je werk door jouzelf is een continu proces. Soms zijn het duidelijke veranderingen, soms vallen ze bijna niet op. Voorbeelden zijn het verzetten van je bureau zodat je prettiger kunt werken; je trekt naar bepaalde collega's toe, met sommige

lunch je vaak samen, met anderen minder; je bouwt naast je kerntaken andere activiteiten in, zoals OR-lidmaatschap, lid van de personeelsvereniging; coachen van nieuwe collega's.

2. Als je kijkt naar hoe je baan nu is, en hoe je baan was toen je begon: hoe is je baan dan veranderd?
 - a. Hoe heb jij je baan eigen gemaakt?

Motives

- i. Waarom heb je deze veranderingen gemaakt?*
 - ii. Waren er hoofdzaken, keerpunten die het maken van deze verandering verduidelijken? Kun je me dat proces beschrijven?*
-

3. Als je kijkt naar hoe je werknemers nu hun werk uitvoeren en hoe ze dat deden toen ze hier net werkzaam waren, zijn de banen van je werknemers veranderd? Als dit zo is, hoe is dit dan veranderd?
 - a. Wat voor soort taken en projecten zijn dagelijks onderdeel? Hoe zijn deze taken een onderdeel van hun baan geworden?
 - b. Hoe hebben zij hun baan eigen gemaakt?
 - c. Welke rol heb jij als hun leidinggevende hierin gespeeld?

Motives

- i. Waarom hebben de werknemers deze veranderingen gemaakt?*
 - ii. Waarom heb jij ervoor gezorgd dat ze deze veranderingen hebben gemaakt?*
 - iii. Waren er hoofdzaken, keerpunten die het maken van deze verandering begrijpelijk maken/verduidelijken?*
-

Binnen job crafting, dus het sleutelen aan je baan, wordt er een vierdeling gegeven: contextueel craften, het sleutelen aan je omgeving, taak craften, dus het sleutelen aan je taken, relationeel craften, het sleutelen aan je contacten met anderen binnen je werk en cognitief craften, dus hoe je uiteindelijk over je werk denkt.

Contextueel craften

4. Iedere werknemer heeft een eigen werkomgeving. Bij contextueel craften gaat het niet om het veranderen van je werk, maar sleutel je aan de omgeving waarin je werkt, de hulpmiddelen waarmee je werkt of het tijdstip waarop je je werk doet. Als je kijkt naar hoe je omgeving er uit zag toen je hier kwam werken en nu, zie je dan veranderingen? Heb je bepaalde dingen in je omgeving veranderd? Kun je me een voorbeeld geven?
 - a. Heb je je kantoor of andere dingen in je fysieke werkomgeving veranderd?
 - b. Heb je zelf hulpmiddelen geïntroduceerd, wat je werk makkelijker of plezieriger maakt?
 - c. Heb je het tijdstip of plek waar je je werk doet veranderd?

- i. *Ben je bij het maken van deze veranderingen problemen of obstakels tegengekomen? Hoe heb je deze overwonnen?*
 - ii. *Heeft iemand je dwars gezeten bij het maken van deze veranderingen?*

 - 5. Als je kijkt naar hoe jouw werknemers nu hun omgeving hebben ingevuld en hoe dat was toen ze hier net kwamen, zie je dan veranderingen? Kun je me een voorbeeld geven?
 - a. Hebben zij hun werkomgeving veranderd?
 - b. Gebruiken ze hulpmiddelen wat hun werk plezieriger of makkelijker maakt?
 - c. Hebben ze het tijdstip of de plek waar ze hun werk doen veranderd?
 - i. *Is er een specifiek voorbeeld van iets waardoor zij deze verandering hebben gemaakt?*
 - ii. *Heb jij je werknemers geholpen of juist tegengewerkt voor het maken van deze verandering?*
 - iii. *In hoeverre maakt Twente Milieu het mogelijk dat zij deze verandering doen?*
 - iv. *Wat in hun als persoon maakt het mogelijk dat zij deze verandering maken?*
-

Taak craften

- 6. Wat zijn je taken als...?

- 7. Organisaties geven hun werknemers taakbeschrijvingen en verantwoordelijkheden welke duidelijk maken wat er moet gebeuren. Soms beslissen mensen zelf hoe ze deze taken en verantwoordelijkheden binnen hun baan invullen. Of mensen veranderen dit gedurende hun loopbaan binnen de functie. Als je kijkt naar hoe je nu je taken en verantwoordelijkheden uitvoert en hoe je dat in het begin deed, zie je dan veranderingen? Heb jij bepaalde taken of verantwoordelijkheden bewust veranderd? Kun je me een voorbeeld geven?
 - a. Heb je aanvullende taken uitgevoerd, welke formeel gezien niet onder jouw baan vallen? Of juist minder taken? Of andere soort taken?
 - b. Heb je de manier waarop je taken uitvoert veranderd?
 - i. *Ben je bij het maken van deze veranderingen problemen of obstakels tegengekomen? Hoe heb je deze 'overwonnen'? Rol werkomgeving?*
 - ii. *Heeft iemand je dwars gezeten bij het maken van deze veranderingen?*

- 8. Wat zijn de taken van je werknemers?

- 9. Als je kijkt naar hoe je werknemers nu hun taken en verantwoordelijkheden uitvoeren en hoe ze dat in het begin deden, zie je dan veranderingen? En kun je me een voorbeeld geven?
 - a. Zijn er aanvullende taken uitgevoerd, welke formeel gezien niet onder hun baan vallen? Of juist minder taken? Of andere soort taken?
 - b. Is de manier waarop taken door hunzelf zijn uitgevoerd veranderd?
 - c. Hoe zijn de taken veranderd sinds dat ze met deze baan zijn gestart? Zijn deze veranderingen het resultaat van hun eigen initiatief?

- i. Zijn je werknemers bij het maken van deze veranderingen problemen of obstakels tegengekomen? Hoe hebben ze deze 'overwonnen'?*
 - ii. Heeft jij of iemand anders dwars gezeten bij het maken van deze veranderingen door je werknemers? Of heb je ze juist gestimuleerd? Of heb je niets in de gaten gehad?*
 - iii. Welke rol speelde jullie werkomgeving hierbij?*
-

Relationeel craften

10. Als je kijkt naar je contacten met collega's, klanten of andere mensen binnen je werk, heb jij je contacten met anderen actief veranderd, sinds je deze functie hebt?
 - a. Bijvoorbeeld, soms maken mensen bewust keuzes in hoeveel ze graag met iemand willen omgaan, met wie ze willen praten om hun werk uit te voeren of bepalen wie bij hun baan betrokken zijn. Heb jij contacten met anderen op deze manier gevormd? Als dat zo is, kun je een voorbeeld noemen van hoe je dit hebt gedaan?
 - b. Hoe zijn contacten met anderen veranderd sinds het begin van je baan? Heb jij hier initiatief in genomen?
 - i. Is er een specifiek voorbeeld van iets waardoor je deze verandering hebt gemaakt?*
 - ii. Heb je hulp gekregen van iemand voor het maken van deze verandering?*
 - iii. In hoeverre maakt Twente Milieu het mogelijk dat jij deze verandering doet?*
 - iv. Wat in jou als persoon maakt het mogelijk dat jij deze verandering maakt?*
 11. Zijn de contacten tussen je werknemers en anderen, bijvoorbeeld tussen je werknemers onderling, tussen je werknemers en managers of tussen je werknemers en klanten actief veranderd?
 - a. Bijvoorbeeld, soms maken mensen bewust keuzes in hoeveel ze graag met iemand willen omgaan, met wie ze willen praten om hun werk uit te voeren of bepalen wie bij hun baan betrokken zijn. Zijn de contacten van jouw werknemers met anderen op deze manier gevormd? Als dat zo is, kun je een voorbeeld noemen van hoe dit is gedaan?
 - b. Hoe zijn contacten met anderen veranderd sinds het begin van hun baan? Hebben zij hier zelf initiatief in genomen?
 - i. Is er een specifiek voorbeeld van iets waardoor deze verandering is gemaakt?*
 - ii. Heb jij je werknemers geholpen of juist tegengewerkt voor het maken van deze verandering?*
 - iii. In hoeverre maakt Twente Milieu het mogelijk dat zij deze verandering doen?*
 - iv. Wat in hun als persoon maakt het mogelijk dat zij deze verandering maken?*
-

Cognitief craften

12.
 - a. Als je kijkt naar nu en toen je met deze functie begon, zijn je gedachten over je baan veranderd? Kun je me een voorbeeld hiervan geven?
 - i. Is er een specifiek voorbeeld van iets waardoor je deze verandering hebt gemaakt?*
 - ii. Heb je hulp gekregen van iemand voor het maken van deze verandering?*

- iii. *In hoeverre maakt Twente Milieu het mogelijk dat jij deze verandering doet?*
- iv. *Wat in jou als persoon maakt het mogelijk dat jij deze verandering maakt?*

13.

- a. Als je kijkt naar nu en toen je werknemers met deze functie begonnen, zijn hun gedachten over hun baan veranderd? Kun je me een voorbeeld hiervan geven?
 - i. *Is er een specifiek voorbeeld van iets waardoor zij deze verandering hebben gemaakt?*
 - ii. *Heb jij je werknemers geholpen of juist tegengewerkt voor het maken van deze verandering?*
 - iii. *In hoeverre maakt Twente Milieu het mogelijk dat zij deze verandering doen?*
 - iv. *Wat in hun als persoon maakt het mogelijk dat zij deze verandering maken?*

Desired crafting

- 14. Als jou de mogelijkheid wordt gegeven om je baan zelf te creëren en te definiëren binnen deze organisatie, hoe zou je baan er dan uitzien? Wat zijn je verantwoordelijkheden? Hoe verschilt deze 'gewenste baan' dan met je baan zoals deze nu is?
 - i. *Waarom wil je dit veranderen?*
 - ii. *Wat zorgt ervoor dat je deze verandering niet uitvoert? Wat houdt je tegen?*
 - iii. *Wat zou ervoor kunnen zorgen dat je deze verandering kunt doorvoeren?*

- 2. Als jij de mogelijkheid geeft aan jouw werknemers om hun baan zelf te creëren en te definiëren binnen deze organisatie, hoe zou hun baan er dan uitzien? Wat zijn hun verantwoordelijkheden? Hoe verschilt deze 'gewenste baan' dan met de baan zoals deze nu is?
 - i. *Waarom denk je dat ze deze baan zo willen veranderen?*
 - ii. *Wat zorgt ervoor dat zij deze verandering niet uitvoeren? Wat houdt hen tegen?*
 - iii. *Wat zou ervoor kunnen zorgen dat zij deze verandering kunnen doorvoeren?*

(bron: Berg, Wrzesniewski & Dutton, 2010 maar aangepast).

Danken voor deelname en vertellen over vervolg onderzoek.

Appendix 2b: Interview scheme employees

Informatie welke van tevoren bekend moet zijn per participant

Geslacht;

Leeftijd;

Locatie;

Functie;

Inleiding

Mijn naam is Romy Breukers. Jouw werkgever Twente Milieu is gestart met het project Duurzame Inzetbaarheid 2020. Het doel van dit project is om mensen van Twente Milieu langer, gezonder, beter en tevredener aan het werk te houden. Dus het gaat om de duurzame inzetbaarheid van alle medewerkers van Twente Milieu. Als onderdeel van dit project heeft Twente Milieu mij gevraagd om het project te versterken. Dat doe ik door het uitvoeren van een wetenschappelijk onderzoek, in het kader van de Master Communicatiewetenschap aan de Universiteit Twente.

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Job crafting over het algemeen

1. Kun je me je huidige baan/functie beschrijven?
 - a. Wat voor soort taken en projecten zijn dagelijks onderdeel van je baan? Hoe zijn deze taken een onderdeel van je baan geworden?
 - i. Hoe lang ben je werkzaam binnen de afvalinzamelingssector?
 - ii. Hoe lang werk je voor Twente Milieu?
 - iii. Hoe lang werk je binnen deze functie?
-

Wat is job crafting nu eigenlijk? De activiteiten die jijzelf onderneemt om je werk leuker en mooier te maken, dus door je werk beter te laten aansluiten op je behoeftes, valt onder de term job crafting. Met grote of kleine aanpassingen kun jij je werk aanpassen. Dit sleutelen aan je werk door jouzelf is een continu proces. Soms zijn het duidelijke veranderingen, soms vallen ze bijna niet op. Voorbeelden zijn het verzetten van je bureau zodat je prettiger kunt werken; je trekt naar bepaalde collega's toe, met sommige lunch je vaak samen, met anderen minder; je bouwt naast je kerntaken andere activiteiten in, zoals OR-lidmaatschap, lid van de personeelsvereniging; coachen van nieuwe collega's.

2. Als je kijkt naar hoe je baan nu is, en hoe je baan was toen je begon: hoe is je baan dan veranderd?
- a. Hoe heb jij je baan eigen gemaakt?

Motives

- i. *Waarom heb je deze veranderingen gemaakt?*
 - ii. *Waren er hoofdzaken, keerpunten die het maken van deze verandering verduidelijken? Kun je me dat proces beschrijven?*
 - iii. *Wat is de rol van je leidinggevende hierin geweest?*
-

Contextueel craften

3. Iedere werknemer heeft een eigen werkomgeving. Bij contextueel craften gaat het niet om het veranderen van je werk, maar sleutel je aan de omgeving waarin je werkt, de hulpmiddelen waarmee je werkt of het tijdstip waarop je je werk doet. Als je kijkt naar hoe je omgeving er uit zag toen je hier kwam werken en nu, zie je dan veranderingen? Heb je bepaalde dingen in je omgeving veranderd? Kun je me een voorbeeld geven?

- a. Heb je je kantoor of andere dingen in je fysieke werkomgeving veranderd?
- b. Heb je zelf hulpmiddelen geïntroduceerd, wat je werk makkelijker of plezieriger maakt?
- c. Heb je het tijdstip of plek waar je je werk doet veranderd?

- i. *Ben je bij het maken van deze veranderingen problemen of obstakels tegengekomen? Hoe heb je deze overwonnen?*
 - ii. *Heeft iemand je dwars gezeten bij het maken van deze veranderingen?*
 - iii. *In hoeverre heeft je leidinggevende je hierin gestimuleerd of tegengewerkt?*
-

Taak craften

4. Wat zijn je taken als...?
5. Organisaties geven hun werknemers taakbeschrijvingen en verantwoordelijkheden welke duidelijk maken wat er moet gebeuren. Soms beslissen mensen zelf hoe ze deze taken en verantwoordelijkheden binnen hun baan invullen. Of mensen veranderen dit gedurende hun loopbaan binnen de functie. Als je kijkt naar hoe je nu je taken en verantwoordelijkheden uitvoert en hoe je dat in het begin deed, zie je dan veranderingen? Heb jij bepaalde taken of verantwoordelijkheden bewust veranderd? Kun je me een voorbeeld geven?

- a. Heb je aanvullende taken uitgevoerd, welke formeel gezien niet onder jouw baan vallen? Of juist minder taken? Of andere soort taken?
- b. Heb je de manier waarop je taken uitvoert veranderd?
- c. Hoe zijn de taken veranderd sinds dat je met deze baan bent gestart? Is dit een verandering uit eigen initiatief?

- i. *Ben je bij het maken van deze veranderingen problemen of obstakels tegengekomen? Hoe heb je deze 'overwonnen'? Rol werkomgeving?*

- ii. *Heeft iemand je dwars gezeten bij het maken van deze veranderingen? Of ben je juist gestimuleerd?*
 - iii. *Wat is de rol van je leidinggevende hierin geweest?*
-

Relationeel craften

6. Als je kijkt naar je contacten met collega's, klanten of andere mensen binnen je werk, heb jij je contacten met anderen actief veranderd, sinds je deze functie hebt?
- a. Bijvoorbeeld, soms maken mensen bewust keuzes in hoeveel ze graag met iemand willen omgaan, met wie ze willen praten om hun werk uit te voeren of bepalen wie bij hun baan betrokken zijn. Heb jij contacten met anderen op deze manier gevormd? Als dat zo is, kun je een voorbeeld noemen van hoe je dit hebt gedaan?
 - b. Hoe zijn contacten met anderen veranderd sinds het begin van je baan? Heb jij hier initiatief in genomen?
 - i. *Is er een specifiek voorbeeld van iets waardoor je deze verandering hebt gemaakt?*
 - ii. *Heb je hulp gekregen van iemand voor het maken van deze verandering?*
 - iii. *In hoeverre maakt Twente Milieu het mogelijk dat jij deze verandering doet?*
 - iv. *Wat in jou als persoon maakt het mogelijk dat jij deze verandering maakt?*
 - v. *Wat is de rol van je leidinggevende hierin geweest?*
-

Cognitief craften

- 7.
- a. Als je kijkt naar nu en toen je met deze functie begon, zijn je gedachten over je baan veranderd? Kun je me een voorbeeld hiervan geven?
 - i. *Is er een specifiek voorbeeld van iets waardoor je deze verandering hebt gemaakt?*
 - ii. *Heb je hulp gekregen van iemand voor het maken van deze verandering?*
 - iii. *In hoeverre maakt Twente Milieu het mogelijk dat jij deze verandering doet?*
 - iv. *Wat in jou als persoon maakt het mogelijk dat jij deze verandering maakt?*
 - v. *Wat is de rol van je leidinggevende hierin geweest?*
-

Desired crafting

8. Als jou de mogelijkheid wordt gegeven om je baan zelf te creëren en te definiëren binnen deze organisatie, hoe zou je baan er dan uitzien? Wat zijn je verantwoordelijkheden? Hoe verschilt deze 'gewenste baan' dan met je baan zoals deze nu is?
- i. *Waarom wil je dit veranderen?*
 - ii. *Wat zorgt ervoor dat je deze verandering niet uitvoert? Wat houdt je tegen?*
 - iii. *Wat zou ervoor kunnen zorgen dat je deze verandering kunt doorvoeren?*
-

(bron: Berg, Wrzesniewski & Dutton, 2010 maar aangepast).

Danken voor deelname en vertellen over vervolg onderzoek.

Appendix 3: innate needs, facilitating types and crafting types

| Facilitating type | Crafting type | Level | Autonomy | Competence | Relatedness |
|-------------------|---------------|------------|----------|------------|-------------|
| Invite | Context | supervisor | 3 | 4 | |
| | | employee | 2 | 2 | |
| | Task | supervisor | 15 | 6 | |
| | | employee | 9 | 6 | |
| | Relational | supervisor | | | 8 |
| | | employee | 1 | | 6 |
| | cognitive | supervisor | 1 | 8 | |
| | | employee | | 2 | |
| Allow | Context | supervisor | 17 | 3 | |
| | | employee | 12 | 1 | |
| | Task | supervisor | 6 | 12 | |
| | | employee | 11 | 5 | |
| | Relational | supervisor | | | 13 |
| | | employee | | | 9 |
| Discourage | Context | supervisor | 3, -3 | | |
| | | employee | -1 | | |
| | Task | supervisor | -3 | | |
| | | employee | -7 | -1 | |
| | Relational | supervisor | | | 2, -2 |
| | | employee | | | 1 |
| Block | Context | supervisor | -8 | | |
| | | employee | -3 | | |
| | Task | supervisor | -4 | | |
| | | employee | -11 | | |
| | Relational | supervisor | | 4 | 2, -3 |
| | | employee | | 3 | |