



THE RELATIONSHIP BETWEEN LEADERSHIP AND APPROACH AND AVOIDANCE JOB CRAFTING

A CASE STUDY AMONG MIDDLE MANAGERS
IN A FAST GROWING CORPORATE ONLINE
FOOD DELIVERY MARKETPLACE

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Abstract

As big corporates are often considered as hierarchical and bureaucratic organizations, employees often feel that they are not in control of their jobs and are not sure which added value they deliver. Especially in fast-growing companies, employees may feel lost as the organization is changing every day. The process of job crafting could tackle this problem by giving employees the opportunity to craft their jobs to their own preferences, competences and interests. As the role of the supervisor is crucial in the job crafting process, it is important to investigate how leaders affect the approach and avoidance job crafting process of employees. Once there is a better understanding of the influence of leadership on the different job crafting processes, middle managers can establish a more sustainable work environment which improves the overall well-being of employees. However, research is still lacking answers on the role of the supervisor and their influences the job crafting activities on the employee. Therefore, this study is the first qualitative study that provides insight on how leadership influences the job crafting activities of their employees.

The aim of this study is to gain more insight on how job crafting activities are influenced by leadership. In order to investigate this, semi-structured interviews were held among 19 middle managers in a fast growing corporate organization. These middle managers were asked questions about their overall experience of their current position as a middle manager, how they make changes in their role as middle manager, how they perceived their own leadership and how the leadership of their supervisors influences their work. Results show middle managers experience both approach and avoidance job crafting in all three levels of task, relational and cognitive crafting. An interesting contribution to the literature is that approach and avoidance crafting are two interdependent variables which is not stated in literature before. Also, cognitive job crafting plays a crucial role in the overall experience of the work of the middle managers. Furthermore, the results show that trust and encouragement are two general instruments in leadership in order to engage employees in job crafting activities on task, relational and cognitive level. Besides, middle managers get different needs from their leader as they are getting more experience with the job. Based on the results of this first qualitative research regarding the influence of leadership on job crafting activities, practical implications and future research are provided.

Keywords: approach and avoidance job crafting, leadership, self-leadership

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Introduction

As big corporates are often considered as hierarchical and bureaucratic organizations, employees often feel that they are not in control of their jobs and are not sure which added value they deliver. Especially in fast-growing companies, employees may feel lost as the organization is changing every day. The process of job crafting could tackle this problem by giving employees the opportunity to craft their jobs to their own preferences, competences and interests (Berg, Dutton, & Wrzesniewski, 2008; Wrzesniewski & Dutton, 2001). Wrzesniewski and Dutton (2001) define job crafting as the physical and cognitive changes made by the employee in order to feel more comfortable in dealing with the task and relational boundaries of ones job. According to Wrzesniewski and Dutton (2001), there are three ways to craft a job namely *task* job crafting, *social* job crafting and *cognitive* job crafting. Bruning and Campion (2018) argue that there are two main themes of job crafting: either an approach or avoidance job crafting theme. *Approach crafting* is described as the activities which are actively tackling problems and focused on improvement-based goals whereas *avoidance crafting* are tasks which are actively reduced, eliminated or evaded tasks (Bruning & Campion, 2018).

Even though job crafting is seen as a bottom-up approach in organizations, leadership has a crucial influence on the job crafting process of employees. For example, supervisors can increase the employees' perceived degrees of freedom by empowering employees (Petrou, Demerouti, & Breevaart, 2013) or actively hinder the process of job crafting by not providing employees autonomy and participation in decision making (Cordery et al., 2010; Wrzesniewski & Dutton, 2001). Leaders have the ability to raise self-confidence among the employees, develop potentials and provide feedback on the performance of the employee in order to grow (Wang et al., 2016). However, supervisors are not always at the workplace to provide feedback and focus on personal growth as their main focus point due to economic reasons (Bakker et al., 2012) and employees need to take their own responsibility at a certain point. Therefore, the role of leadership plays a crucial role in the job crafting process of employees.

As the role of the supervisor is crucial in the job crafting process, it is important to investigate how leaders affect the approach and avoidance job crafting process of employees. Once there is a better understanding of the influence of leadership on the different job crafting processes, supervisors can establish a more sustainable work environment which improves the overall well-being of the employees (Dorenbosch et al, 2011; Lichtenhaler & Fischbach, 2018). However, research is still lacking answers on the role of the supervisor and his influence on the job crafting activities of the employee (Esteves & Pereira Lopes, 2017). Although Esteves and Pereira Lopes (2017) conducted quantitative research on the relation between leadership styles and job crafting by using the model of Pearce and Sims (2002), no qualitative research is conducted yet. Therefore, this study is the first qualitative study that aims to identify the role of leadership on the process of approach and avoidance job crafting on all three levels of job crafting (task, relational and cognitive job crafting).

Clarifying the relation between leadership and job crafting is important for several reasons. First of all, this study provides more insight of how and why leadership influences the approach and avoidance job crafting process. This is done by interviewing (N=19) middle managers who do the same job by contract and work for the same food delivery market place platform, but work in different cities and have different managers. Second of all, the supervisors will have more insight on when and why approach and avoidance job crafting occurs. Taken all these topics into account, the following research question is addressed: *How does leadership influence approach and avoidance job crafting activities of middle managers in a fast growing corporate environment?*

In order to provide an answer to the research question, several steps need to be taken. First of all, the theoretical background provides an overview on previous studies regarding leadership and job crafting. Second, the method is designed and explained. Thirdly, the results of the study are present. At last, the discussion will interpret the results for both theoretical and practical implications, limitations and future research.

1. Theoretical framework

1.1. Definition of job crafting

In order to provide an answer to the research question, it is important to get a better understanding of the different job crafting approaches and how leaders influence the job crafting activities of middle managers. Especially in big organizations, it can be more difficult to fulfil ones individual needs as the higher management has less attention for their employees, or employees feel less connected with other employees due to the size of the organization (Low & Ramayah, 2018). Especially hierarchical and bureaucratic organizations make it harder to fulfil ones individual needs. Job crafting has a promising effect on well-being, performance and work engagement (Leana et al., 2009; Petrou et al., 2012; Tims et al, 2013; Van der Meuveld et al., 2015). Stimulating job crafting can be beneficial for employees in big organizations as job crafting enables fulfilment of three basic individual needs: to have some control over their job, to create a positive self-image in their work and to fulfil the need of connection with other employees (Slemp & Villa-Brodick, 2014; Wrzesniewski & Dutton, 2001). Wrzesniewski and Dutton (2001) define job crafting as the physical and cognitive changes made by the employee in order to feel more comfortable in dealing with the task and relational boundaries of one's job. In order to reach this goal, there are three different forms in one can craft their job on a daily basis namely: task, relational and cognitive crafting.

The first way of job crafting is by making physical task changes. Job crafters can change the forms and the number of tasks that have to be done (Wrzesniewski & Dutton, 2001). For example, one can expand his or her task boundaries by taking more control in participatory decision making (Bruning & Campion, 2018). However, employees can also actively reduce the number of tasks by delegating tasks or avoiding certain tasks at work (Bipp & Demoutri, 2015). The second way of job crafting is by making relational changes. By making changes in relational boundaries, the employee chooses to expand the number and quality of relations at work or avoids relations with certain employees at work (Tims et al, 2016). For instance, employees connect with each other by joking around at the workplace in order to reduce their stress levels (Bruning & Campion, 2018). The other way around is also possible, that employees avoid certain colleagues because they cause a lot of stress (Bruning & Campion, 2018). The third way of job crafting is to make cognitive changes to ones work. Especially this part of job crafting is lacking evidence in literature. However, yet it seems to be a crucial part of job crafting even though it is not as feasible as the other two ways of cognitive job crafting. Cognitive job crafting activities are often occurring when employees change perception on the job and their identification with the job (Wrzesniewski & Dutton, 2001). For example, the employee can provide less or more meaning to their job compared to other employees (Tim & Bakker, 2010; Tims et al., 2016). For example, employees who are optimistic about their job and naturally have a proactive attitude seem to craft their job in a

positive cognitive way by naturally providing meaning to their job (Grand & Ashford, 2008; Grand & Parker, 2009; Thun & Bakker, 2018).

1.2. Approach and avoidance job crafting

The process of job crafting is enabled once employees have the urge to design their jobs (Grant & Parker, 2009). Often, employees start changing the tasks and characteristics of their jobs when they have the feeling that psychological needs are not met in their jobs (Wang et al., 2016). In other words, even though job crafting seems beneficial for employees, it can be harming the organization. For instance, if employees are not capable of dealing with the degrees of freedom they receive, they can stop focusing on tasks that should be done for their job and start working on other projects in their private lives or doing leisure activities (Vogel et al., 2016). To elaborate on this, Bruning and Campion (2018) argue that within the three ways of job crafting explained in the previous section, there are two main themes in the job crafting process of the employee: either the theme of approach job crafting activities or avoidance job crafting activities.

Approach crafting is defined as the activities that are actively tackling problems and focused on improvement-based goals (Bruning & Campion, 2018). To illustrate, employees can actively ask for feedback from other employees in order to tackle problems and progress in their tasks. Furthermore, employees actively develop certain relationships at work to satisfy their needs of human connection (Berg et al., 2008; Wrzesniewski & Dutton, 2001). Avoidance crafting, on the other hand, are tasks which are actively reduced, eliminated or evaded tasks by the employee (Bruning & Campion, 2018). For example, employees could avoid doing specific tasks as they have the feeling that they might not be capable to do the task or reduce social demands (Nielsen & Abildgaard, 2012; Tims et al., 2012). As a result, the employee delegates tasks to someone else.

Bruning and Campion (2018) propose a figure where the approach and avoidance crafting are integrated into the three ways of job crafting. In general, they argue that approach crafting leads to work role expansion and social expansion whereas avoidance crafting leads to work role reduction (Bruning & Campion, 2018). Work role expansion involves active enlargement of ones tasks which are originally not included in the job description. For example, employees can enlarge their job tasks by doing extra tasks that they feel capable of doing well. Social expansion involves the self-initiated use and investment of their social environment at work. To illustrate, employees can invest time in their fellow employees by bonding with them to stimulate the relational job crafting (Leana et al., 2009). Work role reduction, on the other hand, involves reducing their work proactively, systematically and consciously in any way.

Frankly, this model is lacking the element of cognitive job crafting. Cognitive job crafting is often ignored, especially in the Job Demand Resource (JDR) model of job crafting (Tims & Bakker, 2010). Therefore, the cognitive crafting is added as a new component in the study in order to figure out

if there are cognitive crafting activities in either approach or avoidance job crafting. As there is no specific definition of cognitive approach and avoidance crafting, this study describes approach cognitive job crafting as “actively providing meaning to ones tasks and relations and/or actively increasing their organizational identification”. Providing meaning is done by everyone. Each employee draws meaning from doing creating or doing something of value, in one way or another (Steger, 2017). This can be done by either really adding cognitive value to the job you have or doing something to get the feeling of making a difference (Steger, 2017). Organizational identification is here defined as the higher collective that motivates managers to favour the collective success of the company over ones individual goals (Ashforth, Harrison, & Corley, 2008; Hogg & Terry, 2000). Avoidance cognitive job crafting, on the other hand, includes “actively reducing meaning to ones tasks and relations and/or actively decrease their organizational identification”.

The aim of the study is to dig deeper into all three elements and include the task crafting, relational crafting and cognitive crafting when it comes to avoidance and approach crafting. Table 1 provides an overview on how approach and avoidance crafting relate to these three job crafting forms of task, relational and cognitive job crafting.

Table 1

An overview on the different forms of approach and avoidance crafting

	Task crafting	Relational crafting	Cognitive crafting
Approach job crafting	Actively expanding the quality and/or number of task of ones job	Actively expanding the quality and/or amount of time with other employees	Actively providing more meaning and/or identification to activities within their job
Avoidance job crafting	Actively reducing the quality and/or number of tasks of ones job	Actively reducing the quality and/or amount of time with other employees	Actively providing less meaning and/or identification to activities within their job

1.3. The role of leadership in the job crafting process

Leaders play a crucial role in the job crafting process of their employees. However, leadership is still hard to define and scientifically not acknowledged as a crucial variable in the job crafting activities of employees. According to a leadership research review, there are almost as many definitions as researchers who have tried to define leadership (Gandolfi & Stone, 2017; Stogdill, 1974). From a core perspective, leadership is the way how a leader decides to lead and how this behaviour of the leader impacts the organization and the employees (Gandolfi & Stone, 2017). Leadership is essential to job crafting. For instance, individuals who have jobs with more degrees of freedom given by their superiors, they are more likely to engage in job crafting (Kim & Beehr, 2018; Le Blanc et al., 2017). For instance, when leaders provide autonomy to their employees in an environment with high work pressure, the job crafting process is most likely to occur (Petrou et al., 2012). Tenure can also be an important aspect to take into account when it comes to preferences of employees towards their leader over time. For example, autonomy is often valued for those employees who are comfortable with their current working situation and work longer for the organization (Shusha, 2014). For employees who need to deal with a new situation at work (e.g. they have just started their jobs), it is important for them to ask for supervisory support (relational crafting) or prioritize (task crafting) in their tasks when working under high pressure (Petrou et al., 2012; Petrou et al., 2015). Therefore, the preferences on how leaders provide an environment for job crafting activities can change over time.

Noteworthy is that the position of the middle manager is an unique position in big organizations where they do not only experience perceived leadership from the top-down perspective but are also capable of self-leadership. Self-leadership is defined as the way how employees have influence on their own processes which involves behaviour-focused strategies, natural rewards and/or constructive thought patterns (Müller & Niessen, 2018). For instance, behaviour-focused strategies include self-goal setting when tasks are unpleasant whereas natural reward strategies are general strategies to make work more enjoyable. Constructive thought patterns are strategies which enables persons to change their thoughts about several tasks in order to deal with their work (Anderson & Prussia, 1997; Müller & Niessen, 2018). Self-leadership seems to have a positive influence on job crafting activities (Bakker et al., 2016). Self-leadership is a result of employees who feel ownership over their work and purpose in their current work. The benefits of self-leadership seem endless as beneficial outcomes include job satisfaction, self-efficacy, pro-active behaviour, job crafting activities and productivity (Ashford & Grant, 2008; Stewart, Courtright, & Manz, 2011). Therefore, self-leadership is an important aspect to take into account when it comes to job crafting activities.

Furthermore, engaging in job crafting activities may not only be beneficial for employees, it may also be beneficial for leaders to have engaged employees in job crafting activities. According to Shusha (2014), employees who are involved in job crafting activities are likely to engage in organizational citizen behaviour (OCB), which is beneficial for the organization as a whole. When

employees are involved in OCB activities, they go beyond their normal tasks that the job provides (Shusha, 2014). For example, they mentor co-workers, get involved in the organization and volunteer in projects of the company (Podsakoff et al., 2009). In other words, giving employees some room for engaging in job crafting activities can be beneficial for the employee by investing in a positive environment at work.

However, the opposite can occur in organizations too. Employees who have a negative relation with their supervisor can cause counterproductive work behaviour (CWB) which is potentially destructive as it acts to hurt the organization or colleagues (Braun et al., 2018). Especially envy between the employee and supervisor can increase harm to the organization and individuals in the organizations (Schaubroeck & Lam, 2004). When leaders are inconsiderate, envy among peers is more likely to happen than when the leaders are considerate (Braun et al., 2018; Vecchio, 2005). In addition to that, even though leadership behaviour is often depended on the context a person has to deal with, employees seem to generalize and categorize their supervisors and their perception of leadership (Esteves & Pereira Lopes, 2017; Fraser & Lord, 1988). Therefore, it is important to be consistent as a leader and provide the right environment at the right time in order to have a balanced environment when employees want to engage in approach job crafting activities and avoid employees from engaging in avoidance job crafting activities.

1.4. Leadership interventions to stimulate job crafting activities

Even though little is still known about how leadership can influence job crafting, some studies have shown promising interventions towards specific leadership behaviours and job crafting. According to Nielsen (2013), supervisors are those who have the ability to drive change and can influence employees motivation at work. Therefore, supervisors have the role of empowering employees by providing them a certain degrees of freedom to craft their jobs. According to Breukers (2018), employees can either be invited, allowed, discouraged or blocked to job crafting activities by their supervisor. In this case, invite and allow employees to craft their jobs can have positive effects on engaging employees in job crafting activities. For instance, employees can be invited to share and change tasks with colleagues and are allowed to decorate their own working space (Breukers, 2018). Furthermore, Wellman and Spreitzer (2011) specifically suggest that leaders can use two forms of intervention to increase approach cognitive crafting. This can be done by enlarging the perspective of one's work or by using their best self-intuitions by identifying ones strengths and talents (Robert et al., 2015) or by teaching them the tools to improve their careers (Glick et al., 2007).

Even though there is some evidence that leadership behaviour styles affect the job crafting process of the employees, little is still known on how the job crafting process of the approach and avoidance job crafting activities is effected by their leaders. Nielsen and Randall (2013) suggest that it

is crucial to get a deeper understanding on why and how job crafting interventions are done by the employees. In order to provide an answer to this, more research should be conducted to the role of leadership in the job crafting activities of their employees. In figure 1 a flow chart shows a timeline of how the supervisor influences the middle manager and how this influences the job crafting activities of either approach job crafting or avoidance job crafting.

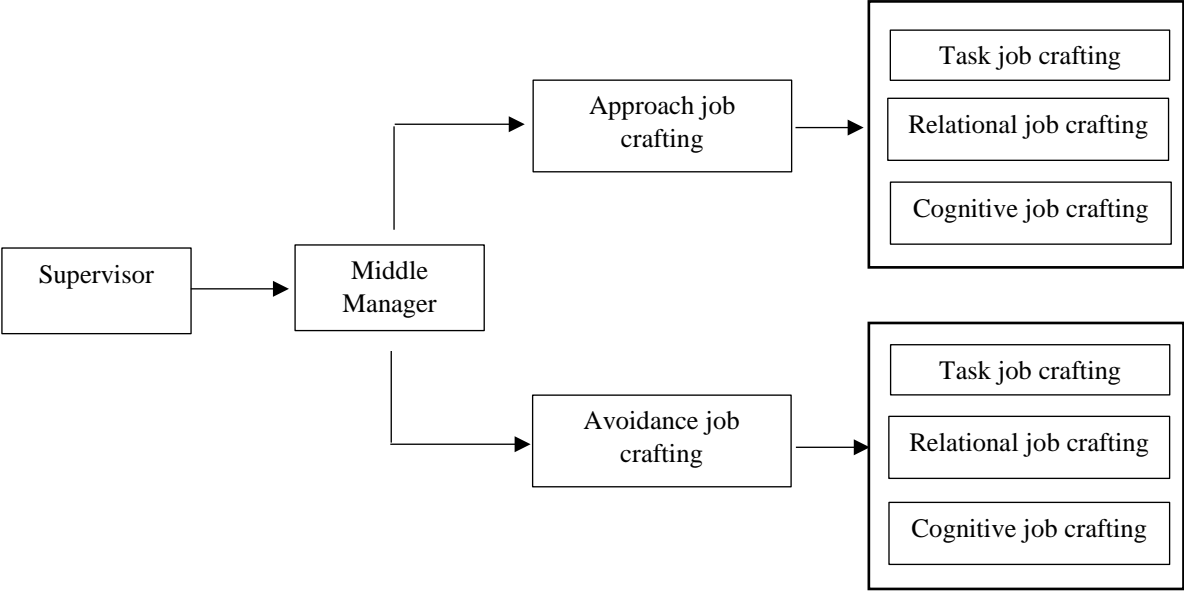


Figure 1. Flow chart of elements regarding job crafting

2. Method

In order to investigate how leadership affects the job crafting activities of employees, semi-structured interviews were conducted among 19 middle managers in a period of one month. The interviews were held in seven different locations in the Netherlands. The average time of an interview was 41.21 minutes. Out of the 19 interviews, 15 interviews were done in person individually, 1 interview was done with two employees at the same time due to lack of availability of the employees and two interviews were done through the online platform Skype.

2.1. Participants

All participants were from the organization which provides the service of food delivery for restaurants to customers. All participants practiced the same function of middle manager all over the Netherlands, in 7 different cities. The reason why middle managers are such an interesting population is because they have both the ability to execute the organizational strategy to the lower levels of the organization and can provide new information to the top management in order to improve current strategies (Tarakci et al., 2018). The participants should at least worked 24 hours a week (in the past) in order to take part in the research. The size of sample of each city was depended on the size of the city. In the biggest cities, 4 middle managers were sampled, in the middle cities sampled 3 middle managers and in the smallest cities samples 1 or 2 middle managers.

All participants were contacted personally by e-mail, on hangouts and on WhatsApp. Everyone who was asked to participate agreed on participating in the research. However, 1 person did not respond to the invitation. Therefore, one city only involved 1 respondent. The youngest middle manager was 20 years old and the oldest was 34 years old. Noteworthy is that the level of education differs between the middle managers namely VMBO ($N=3$), HAVO ($N=3$), VWO ($N=3$), MBO ($N=3$), HBO ($N=6$) and WO ($N=1$). This is quite interesting as normally for each function a specific level of education is required. In this organization, that is not specifically the case. Employees were selected based on their capacities and skills rather than on their level of education. Also, the sample involved most male ($N=18$) managers and only one female ($N=1$) manager. The organization involves most men. All leaders in this organization were male. The corporate organization is internationally oriented. For this reason, both national ($N=14$) and international people ($N=5$) were interviewed. Each city has his own supervisor, except for two cities. So, there are seven cities with six supervisors involved. The organization involves both middle managers and senior managers. Middle managers are managers who work relatively short in the organization, whereas senior middle managers have more responsibilities on a strategic level than the regular hub coordinators. Therefore, both middle managers ($N=16$) and senior middle managers ($N=3$) were interviewed to get an insight between the differences in their function. At last, all middle managers were asked for how long they work at the organization. Out of all employees, some work for less than 6 months ($N=7$), some work at the organization as middle manager for almost a year ($N=3$),

some for almost 1.5 years ($N=3$), some for 2 years ($N=4$) and others for longer than 2 years ($N=2$). Most middle managers work longer for the organization, as they got promoted from executive employee to middle manager ($N=17$).

2.2. Interview procedure

The interview scheme (Appendix A) was based on the literature regarding job crafting and leadership. The questions were based on respectively approach and avoidance task crafting, relational crafting and cognitive crafting. Furthermore, the interview scheme involved questions about how the middle managers perceived their leader and how they perceived their own leadership style. However, all questions were just the basis for the semi-structured interviews. There were many follow up questions to dig into their motivations for providing the certain answers the middle managers gave to the questions.

All interviews started with an introduction about the research. First of all, the respondents were told that it about their own perception so that there are no right or wrong answers. Also, the middle managers had the right to quit the interview whenever they did not want to participate anymore. The respondents were asked if it was allowed to record the interview. When the interview started, the middle managers were first asked general questions about how they become a middle manager and why they became a middle manager. These questions were used as ice breakers in order to open up the conversation. All middle managers described their way to become a middle managers and their motivation to become a middle manager back then.

After asking general questions about their job, questions about job crafting activities were asked. The questions were about their approach and avoidance job crafting based on task job crafting, relational job crafting and cognitive job crafting. First, general questions were asked and included questions like “*Can you explain me the tasks you have as a middle manager?*” and “*How did your tasks change over time?*”. With these questions, a first impression was given on which tasks the middle managers do on a daily basis and how this could differ from their colleagues. Afterwards, the middle managers were asked how their supervisor influenced those changes, and how the respondent influenced those changes themselves. These questions were asked in order to investigate the degrees of freedom middle managers have in their jobs. Next, the middle managers were asked which tasks they were actively doing themselves or which tasks they did not do that much on purpose. These questions were used in order to figure out the approach and avoidance job crafting activities.

This same structure was used for relational job crafting. For cognitive job crafting, it was a little different, because it is not possible to ask the participants how the middle managers are approaching or avoiding their thoughts on their job. As cognitive crafting is about adding meaning to their jobs and identifying with the organization, they were asked at which moments in their job they feel that they are doing meaningful work, at which moment they feel that they are doing less meaningful work and if (and how) the middle managers identified themselves with the organization. These questions were asked in

order to figure out at which moment they have a positive perception on their job and at which moment this is not the case.

Finally, the middle managers were asked how they perceive their leader, what they expect of their leader and how they would explain their own leadership. These questions were asked in order to identify the relationship between the middle managers and their supervisor. Also, if the expectations of a leader were met, and to what extent the supervisors set an example for the middle managers. This way, there was a clear image provided on how the middle managers value leadership and how they are inspired by their leader to lead the same or totally different. After asking the questions of the interview scheme, the respondents were asked if there is anything that should still be discussed but have not discussed yet. Here, the respondent had some time to think about their jobs and give them the opportunity to share their last thoughts about the topics. The complete interview scheme is shown in Appendix A.

2.3. Analysis procedure

After collecting the data, the interviews were transcribed and in order to code the interviews, a codebook was created. The codebook was based on the three ways of job crafting, task, relational and cognitive crafting (Wrzesniewski & Dutton, 2001) and based on the two approaches of job crafting, approach and avoidance crafting (Bruning & Campion, 2018). Furthermore, the codebook for the general perceptions and leadership were added based on new coding that had been derived through the inductive content analysis. This happened after first an open coding session and then an axial coding session. Therefore, both an inductive and deductive content analysis was done in order to develop the first version of the codebook (Roberts et al., 2019; Yang et al., 2018). The codebook did not cover all the topics yet, so an inductive approach was needed. Especially when it comes to general perception, it was hard to predict which topics would be discussed.

When the first version of the codebook was finished, the first coding session with the second coder was done. However, the first version of the codebook was not clear enough and some categories had to be added. For instance, the category on general perception was split into current general perception of ones' job and how their perception generally changed over time (Appendix B). Also, the item of characteristics of the middle managers was added as part of their own perceived leadership. After a discussion about the codebook, both coders eventually agreed on the codebook.

When the codebook was finalized, two transcripts were individually coded by both the second coder and the researcher over three coding sessions. The transcripts were chosen carefully with two criteria. The first criterion was that one transcript had to be from the first week of the data collection and the second interview had to be from the last week of the data collection. The reason for this is, that new information can occur, while the interviewer gets to know the organization better (Graneheim et al., 2017). The second criterion is that one respondent should be relatively long in the organization and the

other respondent should be relatively short in the organization. The reason for this, is that preferences in their job can change over time and can influence their needs from their supervisor (Shusha, 2014).

For example, a middle manager can prefer to have more autonomy when the middle manager has the feeling that he or she is more experienced and more capable of the job after some amount of time.

After coding both interviews, the intercoder reliability was measured for all three coding sessions. In the first coding session 177 text elements were coded, in the second coding session 131 and in the last coding session 103. The Cohen's kappa was eventually 0,71 which is > 0.7 and therefore seen as a substantial agreement (Cohen, 1960; McHugh, 2012).

The Cohen's kappa was also calculated for each variable shown in table 2. In order to reach a better intercoder agreement, all variables were discussed in order to get a better understanding on how to interpret the variables and codes. Task job crafting and self-leadership were relatively easy to recognize in the interviews as they are more explicitly mentioned in the interviews. However, for relational job crafting, cognitive job crafting and perceived leadership it was harder to come to an agreement as these variables have certain overlap. Therefore, the second coder and researcher agreed on that coding the relation between (and perception regarding) the supervisor and middle manager should only be coded in variable 8 and not in variable 3 or 4. This helped to create a better distinction between the relational, cognitive and perceived leadership variables and to increase the Cohens Kappa. However, the reason that the Cohens' kappa of the general cognitive perception is so low, is that only 4 out of the 9 codes were coded in the same category. The interviewer and the second coder had a discussion about how cognitive perception should be interpreted. After the discussion, an extra code was added to the codebook (see appendix B, code 3.1.2).

Table 2

Cohens kappa for each variable

#		Number of codes	Cohens Kappa
1	General perception task	21	0.83
2	Task job crafting	14	0.91
3	General perception relational	18	0.74
4	Relational job crafting	14	0.68
5	General cognitive perception	9	0.41
6	Cognitive job crafting	4	0.66
7	Self-leadership	19	0.81
8	Perceived leadership from supervisor	9	0.64

3. Results

In this section, a general perception regarding the participants' tasks and relations as well as their general perception about their job are described in order to get a better understanding of the work environment the participants work in. After illustrating the context, the job crafting activities which apply to the task, relational and cognitive crafting are described. Furthermore, the main forms of the job crafting activities are presented. In the last part, the influence of leadership of both the participants and the participants' supervisor on job crafting are described.

3.1. General perception on tasks

In order to get a better understanding of the context at work, the participants were asked which tasks they have in general and how they perceive the tasks. Their job varies on a day to day basis as they can never predict what a day will bring. Generally, one part of the participants stated that they were responsible for facilitating everything their employees need in order to do their job whereas the other part stated that their main task was to manage a team of employees and ensure that their employees would be in time for work and ensure that they live up to the rules of the company. Moreover, each participant stated that the tasks of the middle manager are very diverse. To illustrate, (interview 2, city A): *“Our tasks are endless. We have to take care of the batteries, we have to communicate with the dispatchers, we have to make sure that all the people are coming in time, when they are ill we need to cover their shifts, we are in charge of knowing if the bike is broken, if an accident is happening, to clean the hub. To figure out the best processes here in the hub, maybe I am forgetting about a lot of them. You have to control the drivers, make new rules, put some discipline here, it is quite a lot of tasks and I love that. For me, to have some stress in the work it is really important. If not, I can be bored pretty soon. And that did not happen here over one year.”*

Even though there is mostly overlap in the tasks the middle managers provide in the different cities, there are still some differences in tasks. Noteworthy is that the participants from the different locations with different leaders do not all do structurally the same tasks. For example, at one location supervising a team of employees was the main priority, whereas the other location did not work with teams whatsoever. To illustrate, someone mentions (Interview 4, city B): *“The biggest priority for me right now is my team. Coaching scores, the number of problems are noted in our system. I spend a large amount of time on answering questions of my teamies. I get all sorts of supervisors questions about availability or personal problems which need to be answered.”* To illustrate the total opposite of the situation, someone else answered (interview 15, city E): *“When I work, I am checking if we have enough people on the schedule and if needed I will call employees to ask if they can work that day. In our city we do not work with teams. I honestly do not see the value of such a team because if a team lead leaves*

then the drivers have no idea who to contact for their problems. All the middle managers are just responsible for getting enough people on the schedule.”

From this can be concluded that, in general, most of the tasks of the middle managers are the same, but that their leader have some influence on how people perceive certain tasks and which tasks are prioritized according to the local needs of the city.

3.1.1. Task job crafting

In general, job crafting activities related to task job crafting may have several forms of both approach task crafting and avoidance task crafting. Table 3 provides an overview of the different forms of task job crafting.

Table 3
Forms of task job crafting

Category	Sub category	Definition	Sample comments
Approach task crafting	Individual interests of middle manager <i>Comments 23</i>	The employee actively increases the number and/or quality of tasks by doing extra tasks based on their own interests and preferences.	“With my study background in pedagogy, I love to focus on the social aspect of the work. Therefore, I do some extra tasks regarding the well-being of the drivers.” (Interview 16)
Approach task crafting	Encouragement from their supervisor <i>Comments 5</i>	The employee actively increases the number and/or quality of tasks after their supervisor approves his or her proposal.	“My supervisor provides me a lot of freedom to do the tasks my own way. This is great, because now I don’t have to ask all the time if I can do it. I can just make it happen.” (Interview 14).
Avoidance task crafting	Lack of interest <i>Comments 8</i>	The employee actively decreases the number and/or quality of tasks because of a lack of interest.	“I am also in charge of the inventory but I would say without my colleague being there I wouldn’t be really good at it”. (Interview 4)
Avoidance task crafting	Time pressure <i>Comments 7</i>	The employee actively decreases the number and/or quality of tasks because of time pressure.	“I should normally do everything with the inventory but often it is too busy in order to focus on this task.” (Interview 10)
Avoidance task crafting	Delegation through a lack of motivation <i>Comments 6</i>	The employee actively decreases the number and/or quality of tasks by delegating tasks as he or she is not motivated to do the task.	“ If you look at the small tasks, I let my assistant solve as much as possible downstairs.” (Interview 6)
Avoidance task crafting	Delegation through a lack of skills <i>Comments 5</i>	The employee actively decreases the number and/or quality of tasks by delegating tasks as he or she feels that she is lacking skills.	“I never dived into the tasks of inventory, I don’t have the skills and patience for it to check everything all the time here.” (Interview 13)
Avoidance task crafting	Boredom <i>Comments 4</i>	The employee actively decreases the number and/or quality of tasks because of boredom.	“Well, the job is really easy and often it is not busy at all. So I can just study here or do some stuff for myself while I am working”. (Interview 19)

3.1.1.1. Task approach crafting

To begin with, approach task job crafting is mainly caused by individual interests and the approval of new proposals from their supervisors to actively expand the amount and quality of tasks. An example of approach crafting through own interests and preferences is illustrated in the next quote (interview 9, city C): *“I also do some other tasks here at the hub. If you look at this room, I have painted it myself. I love to do all sorts of jobs myself. My dad is contractor and I have worked for him for years. So, I mounted all televisions here. I mean, we can hire someone for it but I would rather do it myself”*. Another example related to preferences by being motivated to improve current policies. To illustrate, someone mentions (Interview 19, city G): *“I love to make everything I do here more efficient. I took the initiative on how to do a perfect onboarding. It was quite an issue that a lot of drivers were not onboarded by DCs and we received a lot of complains from the dispatchers. That they were not competent enough. That is also drawing back efficiency. I rearranged the hub because the flow was not really efficient. It is important to get some structure here.”* This example shows that both the quality and number of tasks can be increased in tasks crafting activities when employees craft their job based on their own interests.

Besides the own preferences, approach job crafting seems to occur most of the time still with the approval of new proposals from their supervisor. To illustrate the example of own preferences and leadership is shown in the next citation (interview 16, city E): *“I really prefer to the social side of the job. If something happens here, I want to check if there is something in their personal lives that influences their performance here and if we can find a suitable working environment for them. I graduated in social pedagogical assistance, so I wanted to focus more on that. I asked my manager if he would be okay with it and he was really enthusiastic. So now I am doing more that part.”* Even though it seems that this could also be relational crafting because of the role of the supervisor, this is task crafting as the middle manager actively increases his number of tasks after the approval from their supervisor.

The reasons that these are forms of tasks crafting is because in all the examples above, the middle manager is actively expanding the number of tasks or actively making changes in the current tasks in order to improve the quality of the tasks (Wrzesniewski & Dutton, 2001).

3.1.1.2. Task avoidance crafting

Avoidance job crafting also occurs among the middle managers. According to these results, there are five forms of avoidance task crafting is related to that the middle managers. These causes are either avoidance due to (a) a lack of interest, (b) time pressure, (c) delegation by feeling not responsible for the task (d) delegation due to a lack of skills (d) or (e) boredom. First of all, there are some tasks avoided by middle managers because they are simply not interested in these tasks. To illustrate, (interview 4,

city B): *“I am also in charge of the inventory but I would say without my colleague being there I wouldn’t be really good at it as I don’t really care about it. He was far better and interested in documenting everything. I am rather someone who bounces around and if something needs to be fixed I will go and fix it. I am more of a field guy.”* This example shows that when the middle manager is not interested in his task, he actively avoids it and focuses on other tasks.

Furthermore, employees who experience time pressure are more likely to avoid ones tasks. To illustrate, (Interview 7, city C): *“I sometimes try to shut myself off from everything else here because I just don't have the time to do that. I really focus on my team. I can't do extra projects, because I just don't have time for that.”* Especially the cities that work with teams have hub assistants in order to let them focus on their teams and do not feel motivated for the facilitating side of the daily routine. To illustrate, (Interview 4, city B): *“We never scan in the bikes ourselves or communicate with the team at the office on Discord, we have assistants to do that for us”.* Besides, also because the middle managers are in a higher position than they used to, they do not feel motivated to do their previous tasks anymore. A middle manager from a different city argues the same, someone mentions (interview 17, city D): *“When it is busy we are asked to help out in the field, but I do not feel responsible anymore to cycle because I have done it already so many times. It’s the drivers task to do it.”* Also, when people are working longer for the company they sometimes do not feel responsible for some tasks. To illustrate, someone said (interview 7, city C): *“The daily report, I am really done with that. The creativity is gone. It is a small task, but I never really feel like it. I certainly think it is useful, but after so many years, creativity is just gone. I have written all these things so many times! The motivation is simply gone to put that down again. I sometimes just let the assistants do it.”* These examples show that a lack of motivation can occur through different reasons. However, these examples also show that a lack of motivation causes task avoidance crafting as they are actively decreasing the number of tasks for themselves.

Also, there are tasks that some middle managers do not feel that they are experienced enough in order to perform certain tasks. For example, (interview 1, city A): *“My colleague still does some quick fixes to the bikes if necessary. I would never do that because if I want to fix it, it either takes for ever or I will make it even worse. So, I leave it up to my colleague to do these fixes”.* This example shows that as they feel not experienced enough they will avoid the task and focus on something else.

At last, sometimes the middle managers have the feeling that they are out of tasks and instead of actively expanding their tasks related to their job they would rather do something for themselves. To illustrate, (Interview 17, city F): *“When it is extremely quiet here, I sometimes watch a movie on Videoland because there is really nothing to do. All the employees are then waiting here in order to get an order and I did already everything that I could think of”.* This implies that when the supervisor does not challenge the middle manager enough they would just rather focus on personal tasks and avoid work related tasks at work.

To conclude, all these examples show that these are forms of avoidance task crafting as they are

all forms of actively reducing the number and/or quality of the specific tasks (Bruning & Champion, 2018). In summary, approach task job crafting activities are established by employees' own interests and encouraging leadership whereas avoidance task job crafting activities are occurring when there is a lack of interest, time pressure, delegation through a lack of motivation, delegation through a lack of skills or boredom.

3.2. General perception on relations

The middle managers were asked how they generally perceive the atmosphere and teamwork at work in order to get a better understanding of the general context. Most of the employees are very enthusiastic about the team they work with. For instance, someone mentioned (interview 3, city C): *“Oh, it is beautiful. I love it, I love it. For me working here, has become working but not working at the same time. Sometimes [...] Every HC are my friends.”*. Also, someone from another city argues (interview 17, city F): *Yes, it's amazing! We have a really nice group here. We are extremely open to each other [...] the nice thing here is when you say something to someone they will not see it as criticism but they are happy that you told them how you feel and that they want to improve themselves”*.

However, this is not the case for everyone. Noteworthy is that in some cities the perception regarding the relations really differ. For instance, one middle manager argues (interview 4, City B): *“I feel like I am standing by myself in the hub. For instance, I use this because it is the most recent example I can give it to you. I didn't know about your arrival until today. I have deadlines, and the expectations is that I have to sacrifice an hour of my time. And that's okay, but don't take it for granted that I am flexible. Ask me, that might be a first good step.”* On the other hand, the other middle manager from the same city argues (interview 5, city B): *I think we are doing quite well here. We have enough WhatsApp groups where we keep in touch with each other. With the drivers it is always really nice and you can always have a conversation with them. [...] Also the contact with my colleagues of the team and the assistant is going well I think.”*. From this can be concluded that individual middle managers, who have the same leader, can still have different needs from their leader. In other words, even though one can be satisfied with how his leader runs the company, another can not be satisfied at all.

3.2.1. Relational job crafting

In general, approach and avoidance job crafting activities related to relational job crafting may have several forms of both approach task crafting and avoidance task crafting. Table 4 provides an overview of the different forms of relational job crafting.

Table 4

Forms of relational job crafting

Category	Sub category	Definition	Sample comments
Approach relational crafting	Choose a mentor <i>Comments 11</i>	The employee actively expands the quality and/or amount of time with other employees by choosing a mentor.	<i>"I really see my colleague as a mentor as he knows so much about this job. Therefore, I reach out to him every time I have a question. (Interview 5)</i>
Approach relational crafting	Level with like-minded co-workers <i>Comments 9</i>	The employee actively expands the quality and/or amount of time with other employees by getting closer with employees who are like-minded.	<i>"It is great to work with my colleague, because she looks at things the same way as I do. That makes it really nice to work with her." (Interview 13)</i>
Approach relational crafting	Investing in the relationship with present colleagues <i>Comments 6</i>	The employee actively expands the quality and/or amount of time with other employees by investing in the relationship with present colleagues during work-time.	<i>"You are spending 8 hours a day with your colleagues, so I really like to invest into getting to know my colleagues". (Interview 1)</i>
Avoidance relational crafting	Avoid contact with employees from lower level <i>Comments 3</i>	The employee actively reduces the quality and/or amount of time with other employees by avoiding contact with the employees from the lower hierarchical level.	<i>"When I was a driver, you have a total different way of interaction with the driver. Now as a middle manager I became more distant with the drivers even though I am still friendly with them of course."(Interview 2)</i>
Avoidance relational crafting	Avoiding through conflict <i>Comments 2</i>	The employee actively reduces the quality and/or amount of time with other employees in order to avoid conflict with other colleagues.	<i>"I rather solve my problems with the other middle managers than going to my boss. I have the feeling that I would only bother him." (Interview 12)</i>

3.2.1.1. Approach relational crafting

When it comes to relational approach and avoidance crafting, there are several forms how the middle managers craft their relations. Relational job crafting can go three ways: either crafting the relationship with their supervisor, with their team member or with their employees. When it comes to approach crafting, the results show that the middle managers either actively seek for contact with their team members when they are experienced and on the same level and/or are personally like-minded. For example, several respondents argued that they choose a mentor in the team of the middle managers when they just enter the team in order to get to understand all the tasks. To illustrate, one of the respondents said (interview 17, city F): *"I just took the initiative to choose 1 middle manager for myself to explain everything I didn't understand yet. She also came here once on her day off and I made a list of the things I did not understand yet which was great.*

Furthermore, people who are more like-minded and have the same interests seem to approach each other more often. To illustrate, someone mentioned (interview 13, city D): *"I approach one*

colleague a lot because we do have the same interests. We also work together a lot. When she came here, she had a very different way of working and also does different work and I find that very interesting. She has applied a lot of structure [...] I am also quite a structured person myself.” Also, when the team of middle managers is smaller, the middle manager often approaches the driver and invests more time in them. To illustrate, (interview 19, city G): *“The contact with my colleagues goes really well. [...] We have a nice team of drivers here right now and I like to spend time with them”*.

At last, the presence of the supervisor can have a positive and negative effect on relational crafting. In the next section it can be seen as an issue, the presence of the supervisor is not always a problem. It can also improve the relation between the upper manager and the middle manager. To illustrate, someone mentioned (interview 19, city G): *“Back in the days I was really shy to talk to my boss and afraid of his authority and I wouldn’t speak to him as much. I did not want to bother him for the small things. Now he really likes to joke around too. His presence really helps me to see that he is just a human and now I can approach him again.”*

To conclude, all examples above show that these are forms of approach relational crafting as they are actively expanding the quality and the amount of time with their colleagues (Bruning & Campion, 2018).

3.2.1.2. Relational avoidance crafting

When the team of managers and drivers get too big, middle managers sometimes try to avoid their employees. For example, on respondent of one of the biggest cities mentions (interview 6, city B): *“When I am sitting downstairs, it can be so hectic. I leave all the scanning and answering all the questions of the drivers up to our assistants behind the desk.”* This is could also be related to the task job crafting as he is avoiding the scanning. However, it seems to be more related to relational avoidance as they try to limit the amount of contact with their employees from the lower level.

Also, the longer people work for the company, the better they get to know their colleagues. This can influence their approach and avoidance job crafting. For example, the longer they are working and the more they get to know their colleagues they feel more comfortable with them. To illustrate, someone said (interview 1, city A): *“If you are a middle manager, you really spend 8 hours with a person and then you really get to know each other better. [...] I have become much closer especially with my colleagues who are a middle manager too”*.

Besides that, avoidance relational crafting occurs when middle managers have the feeling that only the negative situations are pointed out. To illustrate, one person mentioned (interview 4, city B): *“I am avoiding my supervisor sometimes because, it sounds so childish, I hate something to being told that I didn’t do at the same pace or time you want it done. I know I haven’t forgotten. My leader is really quick to point out stuff I didn’t do and criticize about it. If you knew what I was doing right now, you*

would understand why I put priority on this.” This example clearly shows that middle managers avoid their supervisors in order to avoid conflict with them.

When certain incidents had happened in the past, it can also cause relational avoidance crafting activities. For example, when the employee is put back in position by his manager because according to them they did not perform well. To illustrate, someone argued (interview 3, city A): *“The way they treated me was just not nice [...] Now, the contact that has faded is with my supervisor. I am no longer in touch with them. But honestly, I no longer seek that contact myself either. That is also me. I no longer feel the urge to keep in touch with them.”* From this can be concluded that relational approach crafting often occurs once people are like-minded, share the same interests and are present at work. However, when there are unsolved issues between colleagues or are perceived as not accessible, people seem to avoid each other more.

To conclude, these are all examples of making active changes in the relations with colleagues by actively reducing the quality and/or the amount of time they spent with colleagues at work (Bruning & Campion, 2018).

3.3. General perception on the job

The middle managers were asked how they generally perceive their job in order to get a better understanding of the overall context. In general, the middle managers enjoy the job because of its diversity, the relatively informal working environment and the freedom they receive from their leader. For example, someone mentioned (interview 9, city C): *“I really love the job and I really love people around me. Then I am in the right place here. I like it when there is a lot of stuff going on at the same time. I really like chaos.”* and also someone else mentioned (interview 12, city D): *“I really like that it is so varied and that it is not from 9 to 5. I also don't really like to sit still and I like it if you have a bit more variety and you have many conversations with the drivers.”*

However, the perception on the job is not always positive. Especially, when they have a lot to do it brings in some frustration and stress. When it comes to stress, someone mentioned (interview 8, city C): *“The job is stressful and unclear. If I am just very honest, yes. It is unclear that I am not even explaining to you clearly what my job description is and which tasks I do because it simply changes every day and it is extinguishing from large projects to ad hoc decision making, so it is a mix of everything. That immediately makes it stressful.”*

To conclude, the middle manager are generally positive about their job. However, sometimes they are struggling with the moments when people experience that it is extremely busy or when they are not seen by their supervisors. This can cause stress and provides the feeling that there is not enough time in a day to tackle all the problems they need to tackle.

3.3.1. Cognitive job crafting

In general, approach and avoidance job crafting activities related to cognitive job crafting may have several forms of both approach task crafting and avoidance task crafting. Table 5 below provides an overview of the different forms of cognitive job crafting activities.

Table 5

Forms of cognitive job crafting

Category	Sub category	Definition	Sample comments
Approach cognitive crafting	Opportunities for personal development <i>Comments 11</i>	Actively providing more meaning and/or identification to activities within their job as the organization provides room for personal development.	<i>“It is more the personal development than that I really love to manage the team. I had the freedom that I could make it what I wanted to make it and make it successfully. It was the joy in it.” (Interview 4)</i>
Approach cognitive crafting	Organizational identification <i>Comments 9</i>	Actively providing more meaning and/or identification to activities within their job by identifying themselves with the organization.	<i>“If it was an extremely busy day and I am exhausted but we broke our record when it comes to orders. We managed to pull through, it was still a great day.” (Interview 19)</i>
Approach cognitive crafting	Increasing the satisfaction of the lower employees <i>Comments 6</i>	Actively providing more meaning and/or identification to activities within their job by increasing the satisfaction of the lower employee.	<i>“If the drivers go home happy, I go home happy”. (Interview 18)</i>
Approach cognitive crafting	Autonomy <i>Comments 3</i>	Actively providing more meaning and/or identification to activities within their job by having autonomy.	<i>“I get the freedom to work on my own projects and especially projects that are really related to my interests. That is great” (Interview 13)</i>
Approach cognitive crafting	Appreciation from their supervisor <i>Comments 3</i>	Actively providing more meaning and/or identification to activities within their job by being appreciated by their supervisor.	<i>“It is such a great feeling when you hear that you did a great job and accomplish something. It always puts a smile on my face when my supervisors mentions it” (Interview 17)</i>
Avoidance cognitive crafting	Lack of appreciation <i>Comments 2</i>	Actively providing less meaning and/or identification to activities within their job because of the lack of appreciation.	<i>“Sometimes, I feel that I am lacking support. I have worked the almost the most hours in the hub here and my supervisor still doesn’t see me as an experienced middle manager (Interview 2)</i>
Avoidance cognitive crafting	No feasible improvements <i>Comments 6</i>	Actively providing less meaning and/or identification to activities within their job because of no feasible improvements.	<i>“ I really don’t like it when there is nothing to do here and that everything is the same for over a month. It feels like standing still instead of improving. (Interview 1).</i>

4.1.3.1. Cognitive approach crafting

When it comes to approach cognitive job crafting, there are several forms that influence these activities namely: feeling that the organization contributes to personal development, when middle managers

satisfy their lower employees, when they perceive autonomy and when the middle managers feel appreciated by their supervisor.

The first form, is that the organization is a fast growing company and provides a lot of possibilities. Therefore, a few of the middle managers are actively seeing providing meaning to their job because of the opportunities the organization has to offer. The middle managers really like the organization for the reason that they can professionally grow. For instance, several employees mentioned to have desire to grow. To illustrate, one person mentioned (interview 18, City F): *“I like it very much, it is very much linked to my interests. I also want to grow into the company, but of course I want to start here. As soon as I'm done with my studies I would like to make promotion, preferably within the company. The business is growing very fast and that was also a reason why I wanted to work here. Then you also have a better chance of getting promoted.”* This example illustrates that employees perceive their job as added value for their own future, as they have the chance to personally and professionally develop themselves.

Also, organizational identification plays an important role here too. When middle managers identify their goals with the organization, middle managers have the idea that they really contribute. To illustrate, someone mentioned (14, city E): *“Getting 1000 orders, even though it was a shitty day getting through lunch well when it rains. I don't know what it is, just make sure the operation runs smoothly and I like that very much.”* Here the employees identifies with the goals of the organization even though for them it might be an exhausting day, the targets of the organization are reached. The goal of the organization becomes the goal of the middle manager him or herself.

Besides providing meaning to reach targets, being there as a leader for their employees was often mentioned by the respondents. They argue that being a leader is most of the time fulfilling for the middle managers. To illustrate, someone mentioned (interview 18, city F): *“If the drivers leave the door with a good feeling, we are happy. They have to do the hard work. That's the thing I've always had with my leadership of the team. I also want to take care of people.”* Also, getting things done was often seen as a way of contributing to the organization by the middle managers. Someone mentioned (Interview 19, city G): *“I really like to implement some rule as I have the authority now to do so. Especially with the raingear for instance, normally the drivers just took them here and brought them back but now we gave everyone their own gear because it became such a mess in the hub. I am really happy that there is some structure now here”*. This example is also an example of satisfying employees as improving these processes increase the conditions for the employees and therefore increase the satisfaction of the lower employees.

The appreciation from their supervisors also can do a lot to the cognitive crafting activities of the employee. For example, when their supervisor tells that they did a good job, it gives the employees the feeling that they are really appreciated. To illustrate, someone mentioned (interview 9, city C): *“Before my current supervisor was here, my supervisor never looked at the things that went well and I really missed that appreciation. I really experienced that in my previous job [...]after every little thing*

he said "good job!" And that just gives such a good feeling. Such a small thing can already have so much impact. My current supervisor does that too, not with each little thing, but he often says "good job" and that does a lot with me. I now know that if I do something it will be appreciated". This shows that appreciation by their supervisor can be of great value of the middle manager which provides more meaning to his or her work.

Noteworthy is that some middle managers, who got promoted by their supervisor as a way to show appreciation, have the feeling that they contribute to the society when they work longer at the organization. To illustrate, someone mentioned (interview 2, city A): *"In the beginning, I really did not know what this company was about. At first, I was not really happy about it, but in some weeks it was better than imagined. Now I think it a company that helps to the society in so many ways! We help students, we have people who do not study but they get paid a good salary under very nice conditions in a really good environment. We help restaurants to get their foods on the market and provide the service when they do not have drivers."*

These are all forms of approach cognitive crafting as middle managers have the idea that they add value to the organization (provide meaning) and/or that they get motivated and positively triggered when the goals of the organizations are reached (Ashforth, Harrison, & Corley, 2008; Bruning & Campion, 2018; Hogg & Terry, 2000; Steger, 2017).

4.1.3.2.. Cognitive avoidance crafting

Middle managers who do not get along well with their supervisor and experience a lack of appreciation, seem to participate in avoiding cognitive crafting activities. To illustrate, someone said (interview 13, city D): *"There has just been things here within the hub that didn't make it all that great. My current supervisor and I applied for the same job. He got the job eventually and I did not. Of course is was not nice that I did not get the position, but I moved on. However, my supervisor closed himself off very much for us afterwards and we got very little to know about what was happening. [...] There was no appreciation what so ever. There was a time that I also started to look for a new job because my motivation only declined. Now I just have better contact with my other colleagues and I am doing different projects. So now it's okay."* Also, the feeling of not improving the organization can have an impact on avoidance cognitive crafting. Employees can have the feeling that do not get feasible results or no support from their supervisor to improve things, the middle managers get the feeling that their effort is not worth it. To illustrate, someone mentioned (interview 1, city A): *"I miss the feedback [...] That was also the time that I thought we were standing still. We all have ideas, but it disappears into a black hole for my feelings. What are we doing, because nothing is happening?"*. This example is a specific example of cognitive avoidance crafting as the middle managers have the feeling that they are not actively adding value to the organization.

From these results, it can be concluded that approach cognitive crafting is often occurring when

employees have spent some time in the company and have the feeling that they are appreciated by their employer and have the feeling of moving forward. Avoidance cognitive crafting, on the other hand, is caused by a feeling of lack of appreciation and when no feasible improvements are made over time.

3.4. Overview of the causes in job crafting activities

When it comes to job crafting activities, there are many forms that are caused by the middle manager and by their supervisor. Taken all the results into account, there is whole list of causes that influence the approach or avoidance job crafting activities related on the task, relational and cognitive crafting. All the causes that are mentioned earlier, are presented in table 6 below.

Table 6

An overview of forms of job crafting activities

	Task crafting	Relational crafting	Cognitive crafting
Approach crafting <i>Number of tasks, amount of time and organizational identification</i>	<ul style="list-style-type: none"> ○ Individual interests ○ Encouragement of supervisor 	<ul style="list-style-type: none"> ○ Engaging through presence 	<ul style="list-style-type: none"> ○ Identifying with the goals of the organization
Approach crafting <i>Quality of tasks, quality of relations, providing meaning</i>	<ul style="list-style-type: none"> ○ Individual interests ○ Encouragement of supervisor 	<ul style="list-style-type: none"> ○ Choose a mentor ○ Level with like-minded middle managers 	<ul style="list-style-type: none"> ○ Opportunities for personal development ○ Satisfying employees in the lower level ○ Autonomy ○ Appreciation of supervisor
Avoidance crafting <i>Number of tasks, amount of time and organizational identification</i>	<ul style="list-style-type: none"> ○ Lack of interest ○ Time pressure ○ Delegation through a lack of motivation ○ Delegation through a lack of skills 	<ul style="list-style-type: none"> ○ Avoiding employees in the lower level 	<ul style="list-style-type: none"> ○ No feasible improvements
Avoidance crafting <i>Quality of tasks, quality of relations, providing meaning</i>	<ul style="list-style-type: none"> ○ Time pressure ○ Boredom 	<ul style="list-style-type: none"> ○ Avoidance through conflict 	<ul style="list-style-type: none"> ○ Lack of appreciation from their supervisor ○ No feasible improvements

3.5. Influence of leadership from supervisor and job crafting

The middle managers have a unique role in organizations. Middle managers have the ability to facilitate and enhance the strategy from the top-management and improve organizational performance (Engle et

al., 2017) as well as being the main voice of the frontline employees towards top-management in order to build the bridge the information gaps that affects strategic implementation both in positive and negative ways (Birken et al., 2013). Therefore, middle managers were asked how they perceive their leader and how their leader influences their overall job. First of all, the leaders seem to be very different at the different locations. From the current results can conclude that leaders from different locations differ the way they lead the team. The main to differences are in presence and the degrees of freedom they provide to their employees in order to craft their own jobs.

To start with, two leaders of two different cities are often not present at the office. This causes that when middle managers have questions, they go to the senior middle manager instead of their leader. To illustrate, someone mentioned (interview 1, city A): *“It is still unclear who is our leader here of the city. We see our senior middle manager as our leader because the current leader is never there. [...] If I have questions, I will go to senior middle manager because he knows what is best for the city. Our current leader has no idea because he is never here.”* The advantage of this is that the middle managers perceive way more freedom do to the tasks their way. Later in the interview, the respondent mentioned (interview 1, city A): *“But I also have a lot of freedom to think of new things. I still seek for approval from my team members because I can’t make a decision on my own.”* This is also experienced in other cities. Someone else from another city pointed out the same issue. He mentioned (interview 10, city D): *“I don’t go to my manager that often, he’s often upstairs and I don’t know what he’s doing. But I don’t have much contact with him. I greet him, but I’m not going that way for small questions.”* Accessibility of their leader influences the way they craft their jobs. This is not always the case when their leader is more present, either at location or digitally by calling a lot or sending emails or messages on WhatsApp. For example, the employee has the feeling that he or she receives some freedom but that it still has to fit the agenda of their leader. Someone mentioned (interview 14, city E): *“I get quite some freedom to set priority to things, but I do it in such a way as I think that my leader would want it.”*

Besides their presence, the personality of the leader seems to influence the job crafting activities of the middle managers. Noteworthy is that providing some degrees of freedom is often seen as a way of appreciation and trust. Some leaders are described as very direct and hands on, whereas other leaders are more laid back and provide a lot of freedom and trust. For example, someone mentioned that his manager was really hands on and that there was not a lot of room for doing your own thing at work. Later on, he described that he was not really happy with his job anymore. To illustrate, someone mentioned (interview 4, city B): *“My leader does not give you a lot of freedom. He says he will give you some freedom but he will try to get you into a position that he thinks is best. He is really hands on. I would like to experience something different to get some more freedom. [...] But well, it is just a job and you just have to do it.”* So, it seems that providing freedom to a certain extent is necessary in order to stimulate approach crafting activities. Moreover, trust is very crucial for some of the middle managers. One person mentioned (interview 3, city A): *“I just need you to trust me. If I do not have the trust, I would feel disappointed[...] If you have resistance in the other way, it’s not worth it to push myself.”*

However, providing too much freedom can also cause stress for the employees who just started at their job. They need more guidance in order to perform their tasks well. To illustrate, one person mentioned (interview 18, city F): *“From the first day on my manager was like okay, we will see how it goes and good luck with everything. The first day at work I needed to close the office, a huge responsibility and my manager had already left. I was quite stressed at that moment and checked everything over and over again [...] That really took some time getting used to.”* This example shows that middle managers can have different needs from their supervisor over time.

3.6. Own leadership perception and job crafting

At last, the middle managers were asked how they perceive themselves as a leader and how it influences the way they perform their job. According to the results, most of the middle manager perceive themselves as leaders but also want to be there as a friend to help the employees from the lower level. To illustrate, someone mentioned (interview 4, city B): *“I just really enjoy being DC and coaching people. Trying to be a mentor for them even when I am only 21 years old. Some guys call me uncle because I am there for them.”* Being there for their employees seem like an important aspect in the leadership styles of the middle managers. Someone mentioned (interview 18, city F): *“I also want to take care of people. That when they need something that is just there and when they come in they also have a nice evening and go home with a smile.”* Someone else from a different city also confirms this (interview 3, city A): *“I also think it is important that people feel comfortable here at the hub. When people come in, it is very simple. Just say hello and know the names of the drivers that arrive. That sounds very corny, but I really believe in it.”*

Even though it is important for them to take care of their employees who do the executing tasks, some seem more strict than others in the same team. It seems that especially those who have more work experience are being more strict. To illustrate, some mentioned (interview 17, city F): *“Look, if I have to have a conversation with a driver and it is not a nice conversation then I am of course the bad guy. But if I stay in that position when I sit behind the desk then I am not a nice manager to work with. I must be strict when it is needed and I let everyone know that too. You can go very far with me but you also have to take your responsibility because this is your job. And if you can't do that, I'm probably not your friend. You must be able to make that distinction. I just think that if we have made agreements, then we should just look forward.”* This shows that there are different ways that the middle managers lead and approach their employees on the lower level.

However, not only work experience influences their leadership. Also often is mentioned during the interviews that middle managers lead by their instinct. To illustrate, someone mentioned (interview 8, city C): *“I just think nature of the beast. I always like a good atmosphere and keep everything in harmony and consultation, that just who I am. If I am very honest, I am sometimes just very insecure about making the right decision because I am afraid I will make a mistake”.* Someone else from another

city mentioned (interview 12, city D): *“I have a sharp tongue and I just say it when I do not agree with something. I know how to manage others.”*

Moreover, individual behaviour seem to influence their job crafting activities. When people are assertive, they are more willing to do extra tasks and often have a positive perception towards their job. To illustrate, someone mentioned (interview 17, city F): *“I am someone who is very assertive [...] I told my manager if there is anything I can do please let me know. Right after I received 6 different mails and got access to more documents in order to do extra tasks”*. Being assertive seems to play a big role in especially the approach job crafting activities. Someone from the same team, who seemed less assertive mentioned (interview 18, city F): *“I am not used to getting all the freedom you get here. I received some tasks from my supervisor but I do not know what everything involves. I know I am responsible for the inventory, but unfortunately my supervisor is the only one who can access the document to really order stuff when needed.”* This means that too much freedom can cause stress for the middle managers as he has no idea what to do with the freedom he receives. This is something important to take into account when it comes too degrees of freedom. Even though freedom is something that is seen as something positive, from this can be concluded that it seems that there is also something as *too much freedom*.

Overall, the leadership style of the middle managers affects the job crafting activities of their lower employees. As mentioned before, delegating tasks can affect the tasks of the employees in the lower level as they are sometimes asked to perform different tasks (see paragraph 4.1.1.2.). Noteworthy is that the employees who are helping out the middle managers on a regular basis seem to get more credits and more freedom. To illustrate, someone argues (interview 14, city E): *“Those who are helping me out during the weekends, can do everything. I will even go to the city centre for them to get them a sandwich. However, those who only want to work during the day for a couple of hours a week don’t have any credits.”* Also, encouraging employees who are really working hard is sometimes very important to middle managers. For example, when they see that the employees from the lower level have the capabilities to be promoted. To illustrate, someone argues (interview 7, city C): *“I had a driver from my team and she was really good. I really encouraged her to learn as much as possible and now she is a hub coordinator too.”*

To conclude, the general leadership style of the middle managers is mostly focused on creating an good atmosphere but also being strict when necessary. They lead mostly on instinct and previous work experience. This influences their employees in several ways. First of all, the way how middle managers craft their job influences the way how they facilitate in the needs of their lower employees and how they stimulate lower employees. Especially approach job crafting influences these aspects. Besides, avoidance job crafting activities also influence the degrees of freedom employees receive to do tasks. For instance, when middle managers delegate tasks to their lower employees, the tasks from the employees at the lower level expand and receive freedom to do these tasks their own way as the middle managers do not want to be involved in these tasks.

3.7. How leadership influence job crafting

To conclude, there are two ways how leadership can be interpreted: either the leadership that the middle managers experience from their supervisors or the leadership that influences the lower level of the employees within the organization. First of all, autonomy, trust and encouragement seem to influence approach job crafting activities whereas dependency, doubt and physical absence of the leader seems to influence avoidance job crafting activities. This effects the employees of the lower level in three different ways: the way how employees of the lower level are facilitated in their needs, how they are encouraged personally and professionally to grow and how their tasks differ from time to time. This is all shown in the figure 2 below.

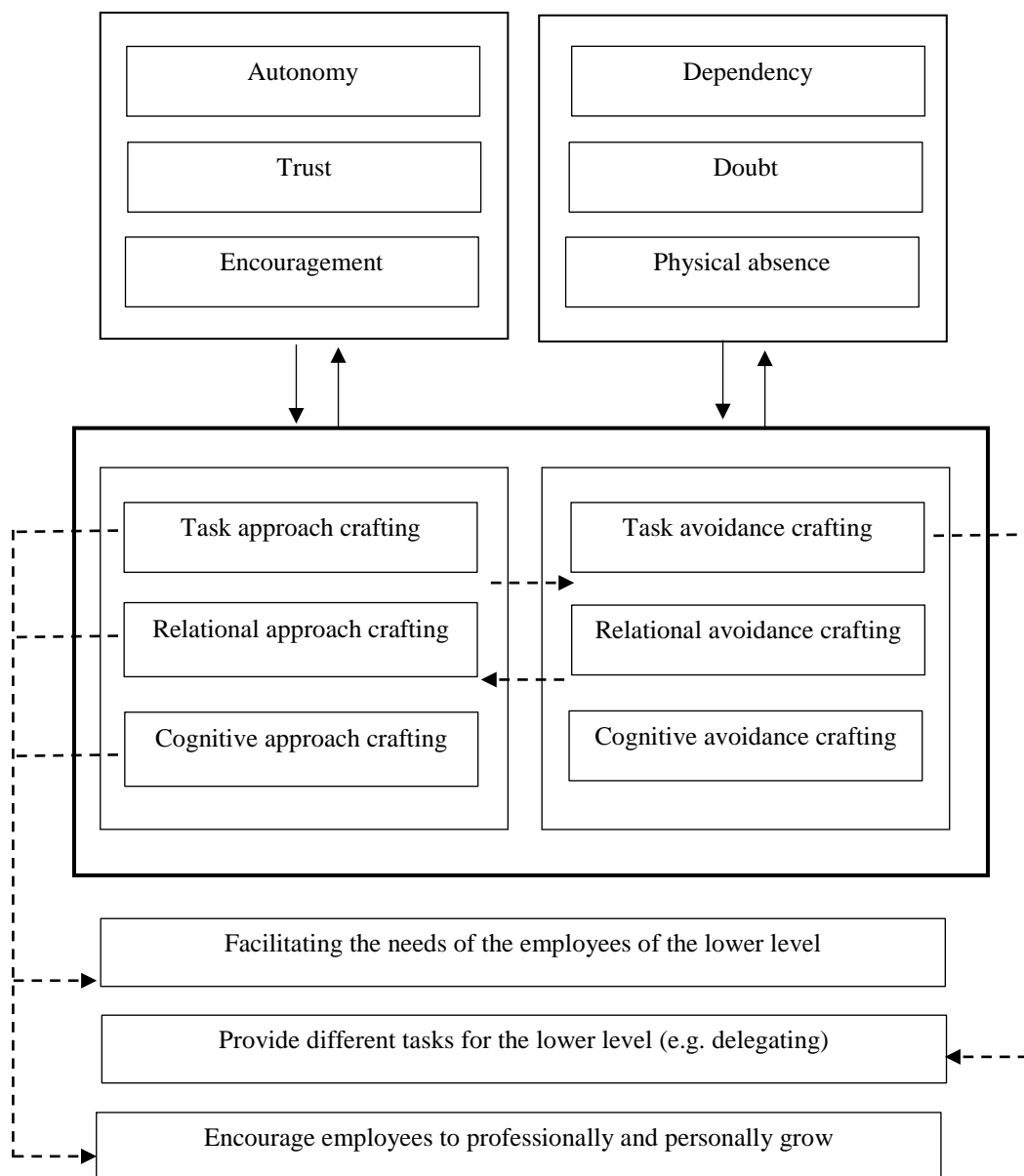


Figure 2. Influence of leadership on the job crafting activities of middle managers

4. Discussion

4.1. Theoretical implications

The main objective of this study was to get a better understanding of how leadership influences job crafting activities. First of all, can be concluded that forms of approach and avoidance crafting are established in all three domains job crafting: task crafting, relational crafting and cognitive crafting. Even though Bruning and Campion (2018) implicitly mention cognitive job crafting, their research only explicitly focuses on approach and avoidance crafting in task and relational crafting. Frankly, the concept of cognitive crafting is completely denied in the scientific movement of the job demand and resource model (JDR) model to measure job crafting (Tims et al., 2012). This study, on the other hand, provides evidence of and stresses the importance of cognitive crafting (see paragraph 4.1.3.). Moreover, cognitive crafting can be even seen as the birthplace of task and relational crafting, as actively changes in tasks and relations can only be done when middle managers make up their minds about the job and make changes in their perception in order to overcome task and relational challenges. To illustrate, middle managers will not actively change their tasks if they do not have the idea that it will add value to the organization. In other words, middle managers first have to make up their minds about how they perceive the organization before they can make tangible changes.

Also, interesting to see is that approach and avoidance job crafting are not two independent variables as suggested in the study of Bruning and Campion (2018). This research provides evidence that once employees start to engage in approach crafting activities, they often explicitly do not choose to do other tasks. This can also be visa versa, as employees are not willing to do certain tasks, they start to do other tasks instead. A good example was given when the middle manager of interview 6 wanted to escape the hectic situation downstairs and start cleaning instead. This dynamic is important to take into account because this shows that approach crafting and avoidance crafting are not only caused by for instance own preferences or encouragement of their supervisors, but can depends on the context that the middle manager is in. Someone who does not like to clean at all can eventually start cleaning as there are other threats in the situation the employee wants to avoid even more.

Furthermore, the research shows that leadership definitely influences the job crafting activities of the middle managers (see paragraph 4.5). There are three main elements a supervisor can implement in order to stimulate job crafting activities from middle managers, namely: providing them with the right amount of autonomy at the right time, trust the middle managers and encourage them. As middle managers get more experienced, the need of autonomy is higher. Also, trust is valued by the middle managers in order to engage in approach crafting activities and encouragement in job crafting activities has a positive influence on the activities. On the other hand, giving middle managers too much freedom can also be a problem for middle managers who are not able to deal with the freedom. It seems that there is also something like too much freedom. Whereas literature encourages this degrees of freedom, there seems to be also a limitation to it. It seems that dependency on supervisors is needed in some way.

However, making the middle managers too dependent on their supervisors can encourage employees to participate in avoidance crafting activities, as well as when they do not feel appreciated or doubted by their current supervisors of their abilities. At last, physical absence provides more freedom for the middle managers to engage in approach and avoidance crafting. This study provides evidence that leadership is inseparable from job crafting activities. Even though it is a bottom-up approach, leaders provide the context where job crafting activities are established.

At last, interestingly to see is how job crafting is unique to middle managers in a way. As said before, middle managers have the unique position that they do not only receive leadership from their supervisors. However, the middle manager also the ability to influence his own processes. This unique position the middle manager has can affect their job crafting activities in such a way that they can delegate certain tasks to lower employee levels and find their own ways to facilitate the needs of their employees and how they encourage employees to professionally and personally grow. In the contrary to the employees in the lower level, middle managers have the ability to delegate tasks they receive from the higher management. This provides more tasks complexity for the employees in the lower level and buys the middle managers more time to engage in approach crafting activities.

4.2. Practical implications

Next to the theoretical implications, there are also some implications for the higher management of fast growing online food delivery marketplace. First of all, leadership is inseparable when it comes to job crafting activities. Higher management should be aware of the consequences their leadership has on the middle managers. The first practical implication of this study is that higher management should take some individual approach into account when it comes to the needs of their middle managers over time. In the beginning, employees seem to seek for more feedback and confirmation that they are doing it right but once the employees become more experienced, they seek for more autonomy and more responsibility. In order to realise this, supervisors can ask themselves what desirable behaviour would I like to see in my team and what does my middle manager need in order to enable this desirable behaviour?

The second practical implication is that even though some individual approaches seem to be necessary, there are also some universal approaches which are important for the middle managers in big organizations. Especially trust and appreciation are two elements that keep the employees motivated and encourage them to invest in organizational citizen behaviour. Especially when they have the feeling that they are contributing to the organization and they have a good bound with their manager, they get more engaged with the company and will identify with the organization on a higher level. These things can all be beneficial, not only for the employees themselves but also for the organization as a whole. Especially top management can limit the damage of counterproductive work behaviour. In order to limit the damage, the top managers should avoid that their middle managers are totally depended on them,

have the feeling that they are not trusting them or that they are not present or unreachable. To overcome this, supervisors could ask the middle managers what they need in order to work independently and what he or she needs from him in order to succeed. If the supervisor does not take this seriously, it could damage the organization in the long term.

The third practical implication is that even though employees who are assertive and open for feedback are more likely to engage in job crafting activities right away, are not always what is best for the company. Both assertive and reactive middle managers need to have the right support and guidance from their superiors when they have specific needs over time. Too assertive middle managers could have the risk of creating too much stress for themselves whereas too reactive employees with a lot of freedom will drown into the size of the organization. In order to overcome this, bi-weekly one-to-one meetings with the supervisor and employee could help to set realistic goals for the next two weeks and only focus on specific tasks in those two weeks.

4.3. Limitations

There are also some limitations when it comes to this research. First of all, the context in which the research is conducted is very specific. It is a fast growing corporate environment which could influence the job crafting activities. Besides, this organization grows extremely fast and money plays an important role in big profit organizations. Moreover, the organization is dominated by men. The influence of leadership could be different when the organization would be more feminine. This is a real limitation as women and men might have different values, norms and needs in the workplace. However, this could not be analysed in this research as 18 out of the 19 respondents were men.

The second limitation of the research is that the study only lasted for one month, which makes it difficult to seek for structural patterns in leadership over time. Only one interview done with the respondent which automatically implies that it is only a coincidence of time of that specific moment in time. Even though some forms of job crafting were often mentioned, it is still hard to define which are real patterns compared to leadership and which are just occasional forms. For example, the same team could have already a different leader by now and could craft their job differently than they did two months ago. It would be better to study an organization for a year in order to see more solid patterns.

The last limitation of the research is that it was still hard to define the cognitive approach and avoidance crafting as no research is specifically done on this topic before. Only the evidence of this study could imply some interpretation of what cognitive approach and avoidance should include. However, it is important that future research should focus more on cognitive job crafting. For instance, this can be done by only focusing on cognitive job crafting and leadership. Especially to figure out how cognitive job crafting relates to task and relational crafting.

4.4. Future research

As this was the first qualitative research on approach and avoidance job crafting and leadership, there are some suggestions for future research as more research is needed in order to provide better answers on the relation between leadership and approach and avoidance crafting. Therefore, there are three suggestions for future research. First of all, a longitudinal study could investigate the patterns between leadership and job crafting activities more in depth. Especially, when the layers of the higher management and the lower employees are investigated in depth, the interaction between the levels can provide more insight on how perceived leadership and self-leadership influence one another.

The second suggestion for future research is to test how leadership and approach and avoidance crafting in different contexts are evaluated in order to determine if these findings are applicable in other contexts too. For instance in the public sector, as these kind of organizations are not growing rapidly fast. This is the first study done based on leadership and approach and avoidance job crafting, so still too little is known on how context can influence these processes.

The third suggestion for future research is to investigate how cognitive approach and avoidance crafting can be defined, especially once more research is done in other contexts. There is still not enough known about the cognitive job crafting activities. Yet, this study provides proof that cognitive job crafting should be acknowledged in the process and could even be the birthplace of task and relational crafting. However, this should be investigated in future research in order to make these findings more solid.

4.5. Conclusion

From this qualitative study, it can be concluded that approach and avoidance job crafting appear in all three forms of job crafting, namely task, relational and approach crafting. Perceived leadership and self-leadership influence these job crafting domains of middle managers in fast growing corporate organizations. When the middle managers receive trust, autonomy and encouragement from their supervisors, there are more likely to engage in job crafting activities. However, their needs can change over time as the employees get more experienced. This individual process should be watched over by the top management. As middle managers are in the unique position of having a certain amount of self-leadership, they can influence the way on how to facilitate their employees in the lower level, as well as, how to encourage them personally and professionally. Moreover, middle managers are in the positions to change specific tasks of the lower level employees. However, since this is the first qualitative research derived on leadership and approach and avoidance crafting in a very specific context, future research is needed in order to investigate if these results are applicable to other contexts too.

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Appendix A: Interview scheme (Dutch)

Gezien de informele context van de organisatie wordt er tijdens de interviews getutoyeerd om de afstand te verkleinen.

Onderzoeker: Ontzettend bedankt alvast dat je tijd voor me wilt vrijmaken om wat meer te vertellen over jouw functie als hub coördinator. Voordat we beginnen wil ik je vragen of ik het gesprek op mag nemen, zodat ik goed naar je kan luisteren en het interview later uit kan werken, ga je hiermee akkoord?

Wanneer de respondent akkoord geeft om de opname te starten wordt bij aanvang van de gestarte opname wederom gevraagd of er toestemming verleend is om het gesprek op te nemen.

Onderzoeker: Is het akkoord dat ik het interview volledig opneem?

Indien er wederom akkoord gegeven is door de respondent wordt het interview voortgezet.

Onderzoeker: Perfect. Ik zal even uitleggen waarom ik dit interview afneem. Ik wil graag meer inzicht krijgen in jouw functie als hub coördinator. De onderwerpen die we zullen bespreken zijn jouw taken als hub coördinator, de omgang met je collega's hier op de loods en hoe je werkt in het algemeen ervaart. Het interview is volledig anoniem en ik ben enkel nieuwsgierig naar jouw persoonlijke ervaringen hier als hub coördinator. Er zijn daarom geen goede noch foute antwoorden. Verder wil ik benadrukken dat wanneer je de vraag niet volledig begrijpt mag vragen om verduidelijking en indien je geen antwoord wilt geven dat ook volledig is toegestaan. Heb je verder nog vragen voordat ik het interview start?

Indien er geen vragen zijn, start het interview.

1. Algemene vragen

- a. Waarom ben je hub coördinator geworden?
- b. Hoe lang ben je nu werkzaam als hub coördinator?

2. Task crafting

- a. Wat zijn jouw taken als hub coördinator? Welke verschillen zie je in de manier waarop hu coördinatoren hun werk aanpakken.
- b. Zijn er veranderingen in de taken die je doet sinds je hier werkt?
- c. Zijn er taken die je zelf hebt opgepakt in de loop der tijd?
- d. Zijn er taken die je zelf hebt vermeden in de loop der tijd?
- e. Wat vindt je leidinggevende ervan dat je deze veranderingen doorvoert?
- f. In hoeverre heb jij hier zelf actief een rol in gespeeld?
- g. Welke rol heeft jouw leidinggevende hierin gespeeld?

3. Relational crafting

- a. Hoe is het contact met je collega's?
- b. Zijn er veranderingen in het contact met mensen sinds je hier werkt? Hoe komt dat?
- c. Zijn er mensen waarmee je zelf actiever het contact hebt opgepakt in de loop der tijd? Waarom?
- d. Zijn er mensen waarmee je zelf het contact verminderd in de loop der tijd? Waarom?
- e. Wat vindt je leidinggevende ervan dat je deze veranderingen doorvoert?
- f. In hoeverre heb jij hier zelf een rol in gespeeld?
- g. Welke rol heeft jouw leidinggevende hierin gespeeld?

4. Cognitive crafting

- a. Hoe ervaar je het werk als hub coördinator?
- b. Zijn je gedachten over jouw baan veranderd sinds je hier werkt?
- c. Op welke momenten heb je het idee dat je betekenisvol werkt doet?
- d. Op welke momenten heb je het idee dat je minder betekenisvol werk doet?
- e. Wat vind je leidinggevende ervan dat je deze veranderingen doorvoert?
- f. In hoeverre heb jij hier zelf een rol in gespeeld?
- g. Welke rol heeft jouw leidinggevende hierin gespeeld?

5. Perceived leadership supervisor

- a. Hoe ervaar jij de manier waarop jouw leidinggevende leiding geeft?
- b. Wat verwacht je van je leidinggevende?
- c. Hoe zou je jouw relatie omschrijven met je leidinggevende?

6. Self-leadership

- a. Hoe zou je jezelf omschrijven als leidinggevende?
- b. Op welke manier heeft jouw leidinggevende invloed gehad op de manier waarop jij leiding geeft?

7. Afsluitend

- a. Zijn er nog dingen die je wilt bespreken die tot op heden nog niet aan bod zijn gekomen en volgens jou wel belangrijk zijn om mee te nemen?

Appendix B: Coding scheme

1.1. Algemene perceptie over het werk

Code	Naam	Beschrijving	Voorbeeld
1.1.1.	Algemene taken van de middel manager	Medewerker beschrijft de taken die op dit moment door de managers worden uitgevoerd	De medewerker noemt een opsomming van de verschillende taken die hij of zij nu uitvoert.
1.1.2	Persoonlijke taken voor individu	Medewerker beschrijft taken die verschillen ten opzichte van collega's	De medewerker noemt hoe de taken zijn verdeeld en wat zijn of haar specifieke taken zijn.
1.1.3.	Taakverandering vanuit bovenaf	Medewerker beschrijft taken die uit handen zijn genomen door zijn of haar managers	De medewerker voert bepaalde taken niet meer uit omdat er vanaf bovenaf besluiten zijn genomen door de manager.

1.2. Taak job crafting

Code	Naam	Beschrijving	Voorbeeld
1.2.1.	Taken zelf opgepakt door medewerker	Medewerker beschrijft taken die zelf actief opgepakt zijn door de medewerker zelf.	De medewerker is geïnteresseerd in klussen, dus doet nu klusjes op kantoor.
1.2.2.	Taken die worden vermeden door de medewerker	Medewerker beschrijft taken die zij vermijden en/of zelf zo min mogelijk uitvoeren.	De medewerker heeft geen kennis van bepaalde taken, dus pakt deze bewust niet op.

2.1. Algemene perceptie over de relaties op werk

Code	Naam	Beschrijving	Voorbeeld
2.1.1.	Algemeen contact met collega's onderling	Medewerker beschrijft hoe het contact met collega's is onderling in het algemeen	De medewerker ervaart de sfeer in het algemeen als prettig.
2.1.2.	Perceptie samenwerking algemeen	Medewerker beschrijft hoe het contact met collega's in het algemeen op professioneel vlak	De medewerker ervaart soms wat problemen in de samenwerking.
2.1.3.	Verandering in het contact met collega's algemeen	Medewerker beschrijft hoe het contact veranderd is in de afgelopen tijd	De medewerker ervaart een verbetering in de samenwerking in der loop der tijd.

2.2. Relational job crafting

Code	Naam	Beschrijving	Voorbeeld
2.2.1.	Actief contact opzoeken	Medewerker beschrijft met wie hij of zij zelf het contact bewust heeft opgezocht de afgelopen tijd	De medewerker zoekt veel contact met zijn of haar collega omdat zij dezelfde interesses delen.
2.2.2.	Actief contact begrenzen	Medewerker beschrijft met wie hij of zij zelf het contact bewust heeft begrenst de afgelopen tijd	De medewerker ontloopt zijn of haar leidinggevende.

3.1. Algemene perceptie over het werk

Code	Naam	Beschrijving	Voorbeeld
3.1.1.	Algehele perceptie over het werk	Medewerker beschrijft hoe hij of zij het werk ervaart	De medewerker vindt het werk erg chaotisch en druk.
3.1.2	Verandering in perceptie over (gebeurtenissen op) het werk	Medewerker beschrijft hoe zijn of haar perceptie is veranderd in de afgelopen tijd op korte en/of lange termijn	De medewerker vond het werk in het begin erg interessant, maar is nu minder gemotiveerd.

3.2. Cognitive job crafting

Code	Naam	Beschrijving	Voorbeeld
3.2.1.	Momenten van betekenisvol werk	Medewerker beschrijft wanneer de perceptie tegenover het werk betekenisvol is voor hem of haar.	De medewerker haalt het meeste voldoening uit zijn of haar werk wanneer de bezorgers tevreden naar huis gaan.
3.2.2.	Momenten van minder betekenisvol werk	Medewerker beschrijft wanneer de perceptie tegenover het werk minder betekenisvol is voor hem of haar.	De motivatie van de medewerker loopt achteruit doordat hij of zij het gevoel heeft dat ze niet verder komen.

4. *Perceptie eigen leiderschapsstijl*

Code	Naam	Beschrijving	Voorbeeld
4.1.1.	Eigen manier van leiding geven	Medewerker beschrijft zijn of haar eigen leiderschapsstijl	De medewerker ziet zichzelf als een directe leidinggevende
4.1.2.	Karakter eigenschappen middel manager	Medewerker beschrijft zijn of haar karaktereigenschappen die invloed hebben op zijn of haar manier van leidinggeven.	De medewerker is van zichzelf altijd erg open en eerlijk.

5. Perceptie leidinggevende

Code	Naam	Beschrijving	Voorbeeld
5.1.1.	Perceptie leiderschapsstijl van leider	Medewerker beschrijft zijn of haar perceptie met stijl van leidinggevende	De medewerker ziet zijn of haar leidinggevende als een goede steun waar hij of zij op terug kan vallen.
5.1.2.	Verwachting leidinggevende	Medewerker beschrijft welke verwachting hij of zij heeft van de leidinggevende.	De medewerker verwacht dat zijn of haar leidinggevende toegankelijk is
5.1.3.	Waargemaakte verwachting leidinggevende	Medewerker beschrijft welke verwachtingen zijn waargemaakt door zijn of haar leidinggevende	De medewerker ervaart ook dat zijn of haar leidinggevende toegankelijk is
5.1.4.	Niet waargemaakte verwachting leidinggevende	Medewerker beschrijft welke verwachtingen niet zijn waargemaakt door zijn of haar leidinggevende	De medewerker ervaart dat zijn of haar leidinggevende niet toegankelijk is
5.1.5.	Leidinggevende stimuleert job crafting	Medewerker ervaart steun van de leidinggevende om job crafting activiteiten te ondernemen.	De medewerker wordt gestimuleerd en vrijgelaten om zelf dingen op te pakken en uit te proberen door zijn of haar leidinggevende
5.1.6.	Leidinggevende stimuleert job crafting niet	Medewerker ervaart geen steun van de leidinggevende om job crafting activiteiten te ondernemen.	De medewerker wordt niet gestimuleerd en vrijgelaten om zelf dingen op te pakken en uit te proberen door zijn of haar leidinggevende