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Crafting a way to better performance

A quantitative study of the relationship of job crafting with individual performance and the mediating role of authenticity.

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Abstract

This cross-sectional study examined job crafting in relation to individual performance and whether authenticity acts as a mediator in this relationship. Data were collected among 333 participants of which the majority was contacted via the database of an HR consultancy agency that operates within the Life Sciences branch. Results provided evidence for positive relations of crafting structural resources and challenging demands with performance. In addition, results indicated that crafting social resources was positively associated with contextual performance. There were no associations found of crafting structural resources with task performance and hindering demands with performance. Furthermore, partial mediating effects of authenticity were detected in the positive relations of crafting structural resources and challenging demands with task performance. Additionally, authenticity seemed to fully mediate the negative relationship of crafting hindering demands with performance. No mediating effects of authenticity were found in the relations of the rest of the job crafting dimensions with contextual performance, and in the relationship of crafting social resources with task performance. Companies are advised to discourage crafting hindering demands behaviour, due to its negative and by authenticity mediated relationship with performance. Organisations wanting to improve their employees' performance are advised to invest in opportunities for employees to craft structural resources and challenging demands, and in trainings clarifying how to do so effectively.

Keywords: job crafting, authenticity, task performance, contextual performance.

Introduction

Due to globalisation as well as technological and economic developments, we now live in a fast changing world. Companies are looking for ways to survive and develop in this dynamic and complex environment (Cummings & Worley, 2015). Additionally, to ensure that employees and organisations are able to adapt to today's environment, employees need to engage in more proactive behaviour (Bindl & Parker, 2010).

A specific form of proactive behaviour that can be useful to effectively adapt and respond to change, is job crafting (Petrou, Demeroutri, & Schaufeli, 2015). Job crafting includes that employees are seen as proactive agents in redesigning their jobs within the context of how the jobs are defined. Employees make these changes by striving to create a better fit between their personal preferences and needs, and the job (Tims, Bakker, & Derks, 2013; Grant & Parker, 2009). Research points out that mainly positive relations are found between job crafting and work outcomes, including authenticity (Kira, Balkin, & San, 2012; Van den Bosch & Taris, 2014ab) and performance (Petrou et al., 2015; Tims, Bakker, & Derks, 2012).

This study is scientifically relevant because insufficient research has been done on how job crafting, authenticity, and performance are associated. Additionally, there has not been done much research clarifying whether authenticity mediates in the relationship of job crafting with individual performance. Evidence of authenticity acting as a mediator may provide insights in the psychological processes of job crafting and its relation with individual performance. This is relevant to organisations due to the fact that poor or negative performance behaviour of one or more employee(s) may harm the overall performance, productivity, and other goals of an organisation (Koopmans et al., 2011). Additionally, Therefore, studies providing insights in how to increase performance can be very useful to companies.

The aim of this paper is threefold. Firstly, job crafting in relation to authenticity, individual task and contextual performance will be examined. Additionally, there will be studied whether authenticity is connected to individual performance. Furthermore, potential mediating effects of experienced authenticity in the relation of job crafting with task and contextual performance will be examined. The main question of this study will be: how is job crafting associated with individual performance, and is there a mediating effect of authenticity in the relationship of job crafting with individual performance?

Theories and hypotheses

Job crafting

Job crafting is a relatively new concept, first mentioned by Wrzesniewski & Dutton (2001). In the conducted study job crafting, a form of proactive behaviour, is defined as the process of employees proactively redesigning their job in order to align the job demands and resources with their personal competences and needs (Tims et al., 2012). Proactive behaviour can be described as self-directed and future-focused actions of individuals, including making changes within oneself and/or changing the situation (Bindl & Parker, 2010). Tims et al. (2012) indicate that job crafting differs from other studied proactive behaviours, because it is primarily aimed at improving the employees' person-job (P-J) fit and motivation. Many other sorts of proactive behaviour are aimed at increasing organisational effectiveness (Demerouti & Bakker, 2013). Additionally, research has found positive relations of P-J fit with task performance (Kristof-Brown, Zimmerman, & Johnson, 2005; Bakker, Tims, & Derks, 2012; Sekiguchi, 2004).

Another remarkable aspect of job crafting is the innovative form of job design it includes. Job design implies how "jobs, tasks, and roles are structured, enacted and modified and what the impacts of these structures, enactments, and modifications are on the individual, group, and organisational outcomes" (Grant & Parker, 2009, p.5). Traditionally, job design is interpreted as a top-down process in which a company or employer constructs a job and searches for employees with the proper knowledge, skills, and competences matching the requirements of the job. Job crafting is a job design method with a bottom-up approach in which employees are seen as proactive agents in changing their jobs. Furthermore, the employer is often unaware of job crafting taking place. This is because employees make changes within the context of how the jobs are defined, which do not require permission from the employer (Grant & Parker, 2009).

Job demands-resources model

Tims and Bakker (2010) used the job demands-resources (JD-R) model to clarify the concept of job crafting and the associated behaviour of employees (JD-R model; Bakker & Demerouti, 2007). The JD-R model describes how two sets of working conditions may affect well-being and effectiveness of the employee. The first set of working conditions concerns job demands, which require physical and mental efforts. Inadequate job design or continual job demands may often require more of these efforts, draining the employees' psychological and physical resources. This, in turn, may lead to physiological and psychological costs, resulting in

deficiency of vitality and health issues. This process can be described as a psychological health impairment process. The second set includes job resources, referring to facets of the job that may offer support in obtaining work objectives that may enhance personal learning, growth, and development, and that may reduce job demands and its negative effects (Tims & Bakker, 2010). As opposed to job demands, job resources have the potential to motivate and contribute to a high amount of work engagement, low cynicism, and outstanding performance (Bakker & Demerouti, 2007; Tims & Bakker, 2010; Demerouti & Bakker, 2013). These motivational effects of job resources can be described as a psychological motivational process (Tims & Bakker, 2010).

Tims and colleagues (2012) indicated that job crafting consists of four independent dimensions. Those dimensions include increasing social job resources, increasing structural job resources, increasing challenging job demands, and decreasing hindering job demands. Increasing structural job resources refers to the process in which employees are increasing their work resources, such as skill variety, growth opportunities, and autonomy. If employees want to increase their social job resources, they do so by increasing opportunities in order to gain social support, coaching, and performance feedback. When employees are increasing their challenging job demands, they achieve this by increasing demands that promote learning, personal growth, and development. Finally, decreasing hindering job demands involves reducing the level of job demands when employees feel those have become overpowering (Tims et al., 2012).

Job crafting and performance

Mainly positive relations are found of job crafting with work performance (Petrou et al., 2015; Tims et al., 2012). Additionally, Koopmans and colleagues (2011) provided a theoretical conceptual framework, consisting of four dimensions, for studying individual work performance. Those dimensions are task performance, contextual performance, adaptive performance, and counterproductive work behaviour. In the conducted study the outcome variables are two of those four dimensions, being task and contextual performance. Task performance, also referred to as in-role performance, includes completing the central job tasks with the necessary skilfulness. Contextual performance, also referred to as extra-role performance, refers to the behaviour of an employee strengthening the organisational, social, and/or psychological atmosphere (Koopmans et al., 2011). Studies of engagement might provide insights in the underlying processes of job crafting in relation to work outcomes (Petrou

et al., 2015; Bakker et al., 2012). Work engagement implies a positive satisfactory state of mind, characterized by vigor, absorption, and dedication, which improves well-being (Schaufeli & Bakker, 2010). The studies explain that job crafting has the potential to positively affect motivation. Due to the fact that engagement is found to be associated with increased work performance (Demerouti, Bakker, & Gevers, 2015), it can be speculated that the motivational effects of crafting job resources and job challenges also might positively affect work performance.

Searching for job resources may have an intrinsic motivational effect (fulfilling basic human needs) or an extrinsic motivational effect (successful task completion and satisfaction) (Demerouti et al., 2015). Furthermore, Hobfoll explains that people are motivated to preserve and amass resources in order to be able to secure and maintain their existing resources and build further resources (the conservation of resource theory; Hobfoll, 2001). Moreover, several studies have found a relation between the amount of job resources with increased task performance (Tims et al., 2012; Petrou et al., 2015; Gordon, Demerouti, Le Blanc, & Bipp, 2015). Based on the findings discussed above, it can be expected that crafting job resources is related to increased work performance.

Seeking for challenging job demands may cause employees to experience positive emotions and attitudes, resulting in a positive motivational state (Demerouti et al., 2015). Furthermore, these demands have the capacity to stimulate the employee to master new skills, knowledge, or to achieve complicated or more goals (Tims et al., 2012). By effectively mobilizing and rearranging personal coping resources (e.g. skills and competences) an individual can feel more confident about meeting difficult demands. This may positively affect performance (Lazarus, 1993). This reasoning seems to be in line with the goal setting theory. This theory indicates that specific and challenging goals lead to better task performance than ill-defined and easily achievable goals. This is because challenging goals are associated with experiencing higher levels of self-efficacy (Locke & Latham, 2002). Therefore it can be expected that crafting challenging demands may be associated with increased performance. Based on these findings and the studies discussed above *Hypothesis 1a (H1a)* is formulated:

H1a: Crafting job resources and challenging demands are positively related to performance.

Overall, negative relations are found of crafting hindering job demands with task performance (Demerouti et al., 2015; Petrou et al., 2015). Brenninkmeijer and Hekkert-Koning (2015) speculate that decreasing hindering demands may reduce opportunities for growth and

development that could result from the mastery of these demands. Therefore, crafting hindering demands might lead to excluding potential positive effects on work outcomes, such as performance. Furthermore, removing certain demands, instead of dealing with them, can be interpreted as a form of avoidance behaviour. Procrastinating or avoiding tasks may cause workload to compile. This can lead to experiencing ineffective emotions and coping styles, hindering personal growth, and it may make employees feel burdened in the end (Tims et al., 2013; Petrou et al., 2015). While crafting hindering demands mitigates negative effects on the short-term, ultimately it may trigger time pressure. This form of avoidance behaviour might lead to poor performance (Van Eerde, 2003). Based on those findings *Hypothesis 1b (H1b)* is formulated:

> *H1b: Crafting hindering demands is negatively related to performance.*

Authenticity and performance

Van den Bosch and Taris (2014a) explain that authentic people are consciously aware of their personal experiences, and that their behaviour is based on this awareness. Moreover, employees experience authenticity when they perceive a low level of self-alienation, a high level of authentic living, and a low level of accepting external influence. Those three perceived conditions are the three dimensions forming the conceptualization of authenticity as mentioned by Wood, Linley, Maltby, Baliousis, and Joseph (2008). This conceptualization is also applicable in the work context (Van den Bosch & Taris, 2014a). Employees with a lack of self-alienation have a subjective feeling which indicates they know who they really are and they experience being their true selves at work. Additionally, authentic living emphasizes employees being true to themselves in most situations, acting upon their personal objectives, desires, and beliefs at work. The last dimensions include a lack of accepting external influences, meaning that employees are not trying to live up to expectations of others when these are against their will (Wood et al., 2008).

Generally, authenticity is considered to be a state rather than a trait. Research provided evidence of how people experience different levels of authenticity when being in different situations (Van den Bosch, 2016), or when the environment changes for the better, improving the person-environment (P-E) fit. The fact that authenticity changes suggests that it is not a constant factor like a trait (Van den Bosch & Taris, 2014a).

How authenticity is related to increased performance, might be explainable using the

P-E fit theory. This theory includes that positive outcomes may occur as a result of congruence between the person and his environment (Van den Bosch & Taris, 2014a; Sekiguchi, 2004). Van den Bosch (2016) indicates that authenticity plays an important role in explaining work outcomes when examined together with the P-E fit. Alignment between the employees' work environment and the employees' true self seems to go hand in hand with employees feeling authentic at work (Van den Bosch & Taris, 2014ab; Van den Bosch, 2016). This form of alignment may indicate congruence between person and environment, as is similarly explained by the P-E fit theory. Consequently, authenticity seems to show similarities with or be related to a good P-E fit. Therefore, it can be expected that positive outcomes may occur as a result of experiencing authenticity. In line with this reasoning positive relations were found of authenticity with work performance (Van den Bosch & Taris, 2014a; Kira et al., 2012). Based on the studies discussed *Hypothesis 2 (H2)* is formulated:

    H2: Authenticity is positively related to performance.

Job crafting and authenticity

Van den Bosch (2016) indicates that job crafting can be a useful technique to enhance feelings of authenticity at work. Changing certain job characteristics may result in acting more in accordance with the true self and experiencing authenticity. Moreover, various studies indicate that job crafting behaviour is related to experiencing increased authenticity among employees (Kira et al., 2012; Van den Bosch & Taris, 2014ab). Employees experiencing a misfit may experience inauthenticity, which can lead to negative work outcomes (Van den Bosch, 2016). Therefore, the need to experience authenticity and its effect on positive work outcomes could be a motivation for employees to start crafting. Additionally, experiencing inauthenticity and its negative effects on work outcomes could be a motivation to start crafting as well. Along these lines, it can be expected that employees who are experiencing inauthenticity due to, for instance, a lack of skill variety and performance feedback will strive to increase job resources to experience more authenticity. Likewise, employees who experience inauthentic feelings as a result of, for instance, lack of learning or development are expected to strive for gaining more feelings of authenticity by increasing their challenging demands. Therefore, it is expected that crafting job resources and crafting challenging demands is associated with experiencing an increase in authenticity. Based on this information and the studies mentioned above *Hypothesis 3a (H3a)* is formulated:

H3a: Crafting job resources and challenging demands are positively associated with authenticity.

As was mentioned in the paragraph 'job crafting and performance', crafting hindering demands can be interpreted as a form of avoidance behaviour. It may cause an employee to feel burdened, which might result in experiencing psychological strain and even hinder personal growth. These negative emotions and the hindering of personal growth may not be in line with the preferences and needs of individuals. Therefore, they might experience to not be in accordance with their true selves. Along these lines, it can be expected that crafting hindering demands is associated with a decrease in experiencing authenticity. Based on this reasoning, *Hypothesis 3b (H3b)* is formulated:

H3b: Crafting hindering demands is negatively associated with authenticity.

Mediating role of authenticity

Overall, a fair amount of studies indicate that job crafting is related to increased individual performance. Moreover, empirical evidence is found of positive associations of authenticity with individual performance (Kristof-Brown et al., 2005; Bakker et al., 2012; Sekiguchi, 2004). Additionally, research shows that job crafting is associated with experiencing more authenticity (Van den Bosch & Taris, 2014ab; Kira et al., 2012). Looking at these findings it can be expected that authenticity plays a mediating role in the relationship of job crafting with individual performance. Based on this information *Hypothesis 4a* and *4b* (*H4a, H4b*) are formulated:

H4a: Authenticity functions like a mediator in the positive relations of crafting job resources and challenging demands with performance.

H4b: Authenticity functions like a mediator in the negative relation of crafting hindering demands with performance.

Figure 1 displays the expected relations and their directions as they are described in the hypotheses (*H1* to *H4*).
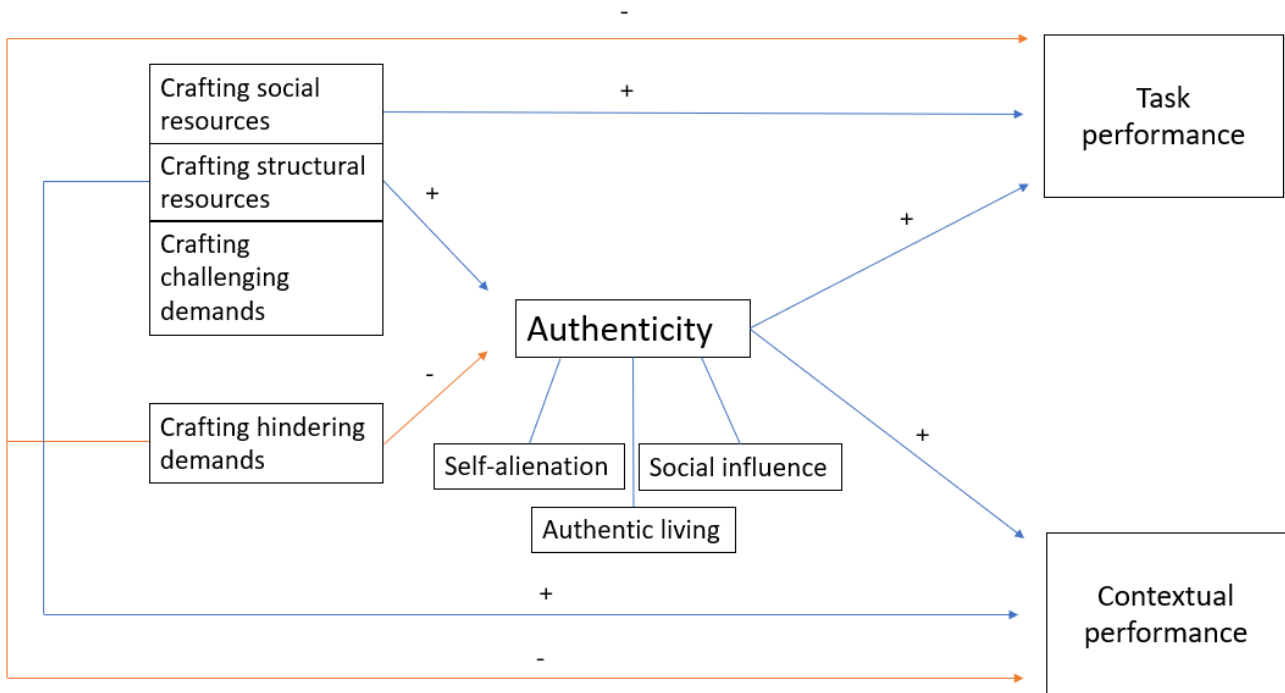
Figure 1. Proposed model of the four dimensions of job crafting, authenticity, and task and contextual performance.

Method

Procedure

Data collection was performed via a convenience sample. An online questionnaire (Appendix 3) was distributed via the database of Derks & Derks, an HR consultancy agency specialized in Recruitment & Selection, Secondment & Interim, and Assessment & Development. Their database consisted mainly out of highly educated candidates within the Life Sciences branch (medical devices, pharmacy, healthcare, and food). The survey was also distributed via LinkedIn, WhatsApp, Facebook, and e-mail.

Two weeks before starting the data collection, on February 22, participants were notified via e-mail about the upcoming questionnaire. On March 8 the participants received an e-mail with the link to the survey. On March 22 a reminder was sent. Den Hartog (2017) emphasized in her job crafting research that it was possible to participate in the follow-up research, one year later. Those participants (which were not included in the database of Derks & Derks) also received an e-mail with the link of the survey on March 22 and one reminder on April 5. In all e-mails the objective of the study, as well as the confidentiality and the anonymity of the results were emphasized. The survey was closed on April 17. Requirements for participation included being over 18 years old and having a form of work experience so that they were able to reflect

on their (most recent) work experiences. This experience was necessary for answering the majority of the questions. Participants had the opportunity to request information about the results of the study and/or the opportunity to participate in a follow-up study by giving their e-mail address.

Participants

A total of 467 individuals started the survey of which 134 were excluded because they had not finished it completely. Of the 333 studied participants, 67.6% of the participants were informed about this research via the database of Derks & Derks. The rest was notified via a social media channel of the researchers or personally approached by the researchers or their network.

The average age was 44.79 (SD=11.82) with a minimum of 18 and a maximum of 70. Additionally, the majority (52.8%) of the participants was 45 years or older. Of the participants, 180 (54.1%) were female whereas 153 (45.9%) were male and most (80.2%) had 10 or more years working experience. 281 (84.6%) had a higher education. Furthermore, 39.3% of the participants occupied a managerial position and 19.2% was self-employed. The variable 'contract hours per week' had an average of 34.71 hours (SD=7.98), with a minimum of 0 and a maximum of 48 hours. More details of the descriptives are presented in Table 1.

Table 1.

Descriptives of the age, educational level, function group, branch (N=333), and contract hours (N=331) of the participants. Two of the values of 'contract hours per week' were coded as missing due to the fact that they were higher than the legal maximum of 49 hours per week and plausibly were answered incorrectly. Additionally, participants could choose more than one option in the category 'branch', because of the possibility that one might work in multiple branches at the same time.

Category	Subcategories (=options)	% of the participants
Age	< 25	9.6
	25 – 35	13.5
	35 – 45	24.0
	45 – 55	34.2
	55 <	18.6
Educational level	MAVO, LBO, VMBO	2.4
	HAVO, MBO	10.8

	VWO	2.1
	Higher Vocational Education	43.5
	University Degree	41.1
Contract hours per week	< 16	3.6
	16 – 24	7.2
	24 – 32	13.5
	32 – 40	53.5
	40 <	0.3
	Non applicable	21.3
Branch	Food industry	6.6
	Pharmacy/biotechnology industry	26.1
	Healthcare	18.6
	Medical devices/laboratorial supplies	4.2
	Other/ Non applicable	47.7
Function group	QA/regulatory affairs	12.0
	Technical sales/marketing	7.2
	Medical expert	3.9
	IT	2.7
	HRM	7.8
	Purchase	1.5
	Finance	2.7
	Administrative	5.7
	Planning/logistic	3.3
	R&D	6.3
	QC/laboratory	3.9
	Management/board	18.6
	Other/Non applicable	33.9

Measures

The outcomes of the Principal Component Analyses (PCA) were analysed using the following guidelines: factors need to have an eigenvalue higher than 1 (Kaiser's criteria), items need to have a significant loading of .4 or higher on the intended dimension, as well as a communality

of .2 or higher, and a scale with a Cronbach's alpha of .7 or greater is considered acceptable. For all the PCAs in this study, Direct Oblimin Rotation was used.

Job crafting. The Job Crafting Scale, designed by Tims et al. (2012), was used to measure the four dimensions of job crafting. This scale consists of 21 items of which 5 items measured crafting social job resources (α=.812, e.g. "I ask colleagues for advice"), crafting structural job resources (α=.70 e.g. "I try to develop my capabilities"), crafting challenging job (α=.769 e.g. "I regularly take on extra tasks even though I do not receive extra salary for them"), and 6 items measured crafting hindering job demands (α=.716, e.g. "I make sure that my work is mentally less intense"). The items were rated on a 5-point Likert scale ranging from 'never' (1) to 'very often' (5). Contrary to expectations the PCA showed 6 dimensions with an eigenvalue higher than 1 (explaining 62.05% of the variance). The scree plot, however, showed a three or possibly a four-factor construction, but this was not very clear due to the gradual 'levelling off' in eigenvalue. Another PCA, forced on the expected number of four factors, was performed (explaining 51.59% of the variance). All items loaded significantly on the intended dimension, except item 5 of structural resources which loaded on three dimensions with a loading of .333 or less (Appendix 2, Table 13). After removing this item the percentage of the explained variance (53.28%) of the model and the reliability of the subscale 'crafting structural resources' (α=.73) increased.

Work authenticity. The Individual Authenticity Measure at Work (IAM Work, Van den Bosch & Taris, 2014a) was used to measure authenticity. This scale entails 12 items measuring three dimensions: self-alienation (4 items, α=.89 e.g. "At work I feel alienated"), authentic living (4 items, α=.65 e.g. "I am true to myself at work in most situations"), and excepting external influences (4 items, α=.67 e.g. "Other people influence me greatly at work"). The Cronbach's Alpha of the total scale was .81. The items were measured with a 7-point Likert scale ranging from 'strongly disagree' (1) to 'strongly agree' (7).

The table of the PCA showed, as expected, three dimensions with eigenvalues above 1 (explaining 62.35% of the variance), but the scree plot depicted a one-dimensional model. All the items loaded significantly on the intended dimensions (Appendix 2, Table, 11). Reliability of the subscale 'authentic living' increased after removing its item 1 (α=.73), as did the reliability of the subscale 'excepting external influences' after removing its item 2 (α=.68). A new PCA explained 70.86% of the variance. The Cronbach's Alpha for the new scale (10 items) was .84. Because of the strong α of the 10 items together and the results of the scree plot, this study used authenticity as one dimension (one variable) in its mediation analyses.

Task and contextual performance. To measure task and contextual performance the Performance questionnaire of Goodman and Svyantek (1999), consisting of 16 items, was used. The subscale task performance entailed 9 items (α=.82, e.g. "You achieve the objectives of the job"), where the subscale contextual performance included 7 items (α=.81, e.g. "You volunteer to do things not formally required by your job."). Participants answered using a 4-point Likert scale ranging from 'strongly disagree' (1) to 'strongly agree' (4). Surprisingly, the PCA, the table as well as the scree plot, showed three dimensions with eigenvalues above 1, explaining 54.59% of the variance. Another PCA was conducted, forced on the expected number of two dimensions. Eventually, the two-dimensional model explained 46.58% of the variance and all the items loaded significantly on the intended dimensions (Appendix 2, Table 12).

Statistical analyses

SPSS Statistics version 24.0 was used to analyse the data. Regression analyses were used to check the assumptions regarding outliers, normality, homoscedasticity, multicollinearity, and linearity. Furthermore, for the relation of authenticity with performance a linear regression was performed. Additionally, PROCESS macro version 3.0 was used for conducting the mediation analyses. The mediation model is displayed in Figure 2. To increase statistical power and to rule out possible negative effects of shortcomings concerning the assumption of normality, bootstrapping (repeatedly generating 5000 samples) is applied in all analyses (Hayes, 2013).
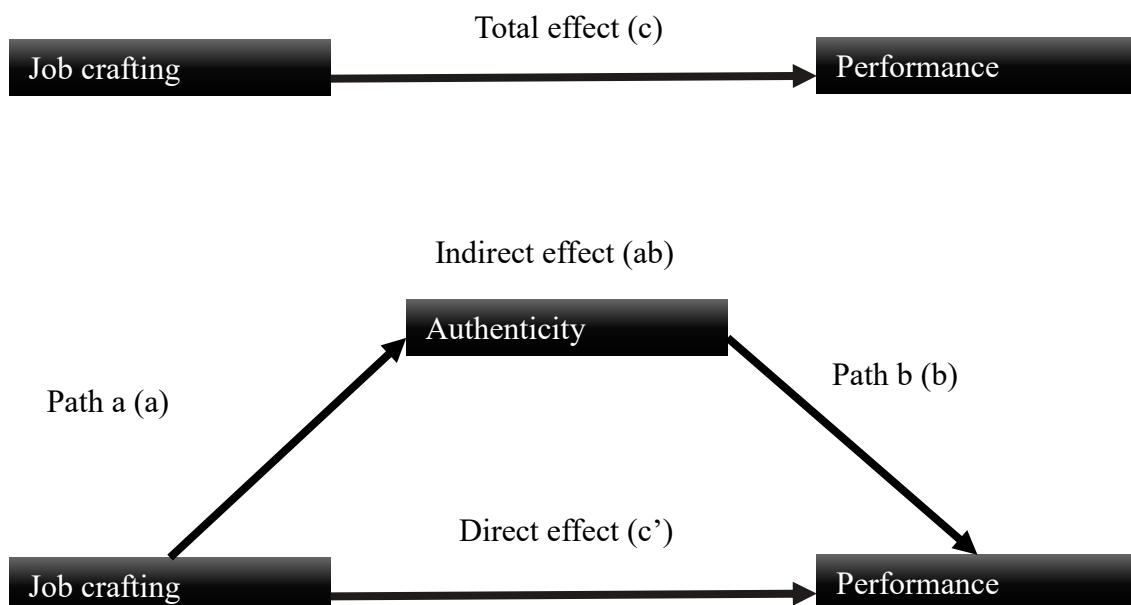

Figure 2. Basic model for mediation: total effect (c), indirect effect (ab), and direct effect (c').

Results

Descriptives

Descriptives and correlations of the study variables are displayed in Table 2. It is clear to see that crafting hindering demands has a relatively low mean (M=1.92) compared to the other dimensions of job crafting. This means that the participants in this sample are not often engaging in crafting hindering demands behaviour. Furthermore, the high averages of authenticity (M=5.41), task (M=3.24) and contextual performance (M=3.21) stand out. This means that the participants overall experienced high levels of authenticity and individual performance.

Contrary to expectations there is no significant relation between crafting hindering demands and performance. Furthermore, there is no significant relation of crafting social resources with task performance and authenticity. The rest of the correlations in Table 2 are significant and loaded in the expected direction.

Table 2.

Ranges, Means, Standard Deviations, and correlations of the study variables (N=333).

	Range	M	SD	1	2	3	4	5	6	7
1. Contextual performance	1 – 4	3.21	0.43	-	.57**	.15**	.25**	-.06	.22**	.45**
2. Task performance	1 – 4	3.24	0.41		-	.29**	.33**	-.09	.07	.43**
3. Authenticity	1 – 7	5.41	0.85			-	.33**	-.31**	-.03	.15**
4. Crafting structural resources	1 – 5	3.87	0.64				-	-.11*	.38**	.54**
5. Crafting hindering demands	1 – 5	1.92	0.58					-	.10*	-.10
6. Crafting Social resources	1 – 5	2.67	0.78						-	.42**
7. Crafting challenging demands	1 – 5	3.20	0.78							-

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

Job crafting and performance

To examine the relation between job crafting and performance, PROCESS macro was used (Hayes, 2013). In line with *H1a*, positive relations were found of crafting structural resources with task performance (b=0.21, $p<.001$, Table 3), structural resources with contextual performance (b=0.17, $p < .001$, Table 3), crafting social resources with contextual performance ($b = 0.12, p < .001$, Table 4). Furthermore, positive relations were found of crafting challenging demands with task performance (b=0.22, $p<.001$, Table 5) and challenging demands with contextual performance (b=0.25, $p<.001$, Table 5). Contrary to expectations, no significant positive connection was found between crafting social resources and task performance (b=0.03, $p<0.181$, Table 4). Therefore, *H1a* was only partially supported. In contrast with *H1b*, crafting hindering demands was not significantly related to task performance (b=-0.06, $p<.098$, Table 6) and contextual performance (b=0.04, $p<.277$, Table 6). Hence, *H1b* was not supported. Based on these results is can be concluded that crafting structural resources and challenging demands were associated with increased task and contextual performance. In addition, crafting social resources was associated with increased contextual performance.

Authenticity and performance

A linear regression was used clarifying the relation between authenticity and performance. *H2* was supported, because results showed a significant positive relation between authenticity and task performance [R^2=0.085, $F(1, 331)$=30.74, β=0.29, b=0.14, $p<.001$], and authenticity and contextual performance [R^2=0.025, $F(1, 331)$=8.5, β=0.15, b=0.08, $p<.01$]. This indicated that experiencing authenticity was associated with increased task and contextual performance.

Job crafting and authenticity

A mediation analysis in PROCESS showed that crafting structural resources (b=0.44, $p<.001$, Table 3) and crafting challenging demands (b=0.16, $p<.004$, Table 5) were positively related to authenticity. No significant relation was found between crafting social resources and authenticity (b=-0.03, $p<.569$, Table 4), and therefore *H3a* was only partially supported. *H3b* was confirmed with a significant negative connection between crafting hindering demands and authenticity (b=-0.49, $p<.000$, Table 6). Overall, this implied that crafting structural or challenging demands were associated with an increase in experiencing authenticity. Furthermore, crafting for hindering demands behaviour was related to a decrease in experiencing authenticity.

Mediating role of authenticity

The results showed indirect effects of authenticity in the positive relation of crafting structural resources with task performance (b=0.04, *95%CI* [0.016, 0.074], Table 3) and crafting challenging demands with task performance (b=0.01, *95%CI* [0.005, 0.037], Table 5). Both were considered to be partial mediation effects, due to the fact that there was a direct effect present in the relation between structural resources and task performance (b=0.17, p<.001, Table 3) and between crafting structural demands and task performance (b=0.20, p<.001, Table 5). Overall, no indirect effects of authenticity were found in the connections between crafting structural resources and contextual performance (b=0.01, *95%CI* [-0.008, 0.045], Table 3), crafting social resources and task performance (b=-0.00, *95%CI* [-0.025, 0.012], Table 4) and contextual performance (b=-0.00, *95%CI* [-0.015, 0.008], Table 4). Furthermore, no indirect effect was found in the relation of crafting challenging demands with contextual performance (b=-0.00, *95%CI* [-0.001, 0.020], Table 5). Therefore, *H4a* was only partially supported. This indicated that the positive association of crafting structural resources and crafting challenging with task performance can be partially explained by authenticity. When checking for *H4b*, the mediation analyses showed significant indirect effects in the negative relations of crafting hindering demands with task performance (b=-0.07, *95%CI* [-0.106, -0.041], Table 6) and contextual performance (b=-0.03, *95%CI* [-0.073, -0.009], Table 6). No significant direct effects were found in the relations of crafting hindering demands with task performance (b=0.00, p<.970, Table 6) and contextual performance (b=-0.00, p<.854, Table 6). Therefore both effects were considered to be full mediation effects.

Table 3.

Mediation between crafting structural resources and task performance, and between crafting structural resources and contextual performance (N=333).

	b	SE	95%CI
Crafting structural resources – authenticity (a)	0.44**	0.06	[0.308, 0.575]
Authenticity – task performance (b)	0.09**	0.02	[0.046, 0.149]
Total effect (c)	0.21**	0.03	[0.151, 0.281]
Indirect effect (ab)	0.04*	0.01	[0.016, 0.074]
Direct effect (c')	0.17**	0.03	[0.105, 0.240]
R^2 Total=0.114			

	b	SE	95%CI
Crafting structural resources – authenticity (a)	0.44**	0.06	[0.308, 0.575]
Authenticity – contextual performance (b)	0.04	0.02	[-0.015, 0.097]
Total effect (c)	0.17**	0.03	[0.104, 0.244]
Indirect effect (ab)	0.01	0.01	[-0.008, 0.045]
Direct effect (c')	0.15**	0.03	[0.081, 0.230]
R^2 Total=0.067			

Note. CI= Confidence Interval, * $p < .05$, ** $p < .01$.

Table 4.

Mediation between crafting social resources and task performance, and between crafting social resources and contextual performance (N=333).

	b	SE	95%CI
Crafting social resources – authenticity (a)	-0.03	0.05	[-0.150, 0.082]
Authenticity – task performance (b)	0.14**	0.02	[0.093, 0.194]
Total effect (c)	0.03	0.02	[-0.018, 0.095]
Indirect effect (ab)	-0.00	0.00	[-0.025, 0.012]
Direct effect (c')	0.04	0.02	[-0.010, 0.097]
R^2 Total=0.005			
Crafting social resources – authenticity (a)	-0.03	0.05	[-0.150, 0.082]
Authenticity – contextual performance (b)	0.08**	0.02	[0.031, 0.138]
Total effect (c)	0.12**	0.02	[0.065, 0.182]
Indirect effect (ab)	-0.00	0.00	[-0.015, 0.008]
Direct effect (c')	0.12**	0.02	[0.069, 0.184]
R^2 Total=0.050			

Note. CI=Confidence Interval, * $p < .05$, ** $p < .01$.

Table 5.

Mediation between crafting challenging demands and task performance, and between crafting challenging demands and contextual performance (N=333).

	b	SE	95%CI
Crafting challenging demands – authenticity (a)	0.16**	0.05	[0.050, 0.281]
Authenticity – task performance (b)	0.11**	0.02	[0.065, 0.159]
Total effect (c)	0.22**	0.02	[0.176, 0.279]
Indirect effect (ab)	0.01*	0.00	[0.005, 0.037]

Direct effect (c')	0.20**	0.02	[0.158, 0.259]
R^2 Total=0.187			
Crafting challenging demands – authenticity (a)	0.16**	0.05	[0.050, 0.281]
Authenticity – contextual performance (b)	0.04	0.02	[-0.003, 0.095]
Total effect (c)	0.25**	0.02	[0.199, 0.305]
Indirect effect (ab)	0.00	0.00	[-0.001, 0.020]
Direct effect (c')	0.24**	0.02	[0.191, 0.298]
R^2 Total=0.208			

Note. CI=Confidence Interval, * $p < .05$, ** $p < .01$.

Table 6.

Mediation between crafting hindering demands and task performance, and between crafting hindering demands and contextual performance (N=333).

	b	SE	95%CI
Crafting hindering demands – authenticity (a)	-0.49**	0.08	[-0.660, -0.338]
Authenticity – task performance (b)	0.14**	0.02	[0.089, 0.195]
Total effect (c)	-0.06	0.04	[-0.152, 0.013]
Indirect effect (ab)	-0.07*	0.01	[-0.106, -0.041]
Direct effect (c')	0.00	0.04	[-0.082, 0.085]
R^2 Total=0.008			
Crafting hindering demands – authenticity (a)	-0.49**	0.08	[-0.660, -0.338]
Authenticity – contextual performance (b)	0.07**	0.02	[0.021, 0.137]
Total effect (c)	-0.04	0.04	[-0.135, 0.038]
Indirect effect (ab)	-0.03*	0.01	[-0.073, -0.009]
Direct effect (c')	-0.00	0.04	[-0.099, 0.082]
R^2 Total=0.003			

Note. CI=Confidence Interval, * $p < .05$, ** $p < .01$.

Discussion

This study aimed to determine whether job crafting is positively related to experiencing authenticity and if authenticity, in turn, is positively associated with individual performance at work. With its results, this study contributes to building a theoretical framework regarding authenticity as a mediator, which is currently insufficiently researched. This study found partial mediation effects of authenticity in the positive relations of crafting structural resources and

crafting challenging demands with task performance. Furthermore, full mediation effects of authenticity were found in the negative relations of crafting hindering demands with task and with contextual performance. The sample included 333 candidates, of which the majority was collected via the database of an HR consultancy firm for recruitment operating in the Life Sciences branch.

Job crafting and performance

The results partially confirmed the expectation of crafting job resources and challenging demands being positively related to performance. It implies that employees may improve their task and contextual performance by crafting structural resources. This might be explainable by an enhancing effect of the amount of resources on performance (Hobfoll, 2001; Tims et al., 2012; Petrou et al., 2015; Gordon et al., 2015). An intrinsic and extrinsic motivational effect of resources might also help to clarify these results (Demerouti et al., 2015).

Additionally, the expectation was met that crafting challenging demands is positively related to performance. First, this can be explained by the potential challenging demands have to lead to a positive motivational state (Demerouti et al., 2015). A second explanation might be that meeting these demands, which seem to be comparable to challenging goals, may result in experiencing higher levels of self-efficacy (Lazarus, 1993; Locke & Latham, 2002). The motivational state and/or the increase in self-efficacy may have had a positive influence in the connection found between crafting challenging demands and performance.

In addition, crafting social resources could be interesting for employees who are trying to improve their contextual performance. Contrary to expectations, no significant relation was found of crafting social resources with task performance. These results could be explained by the fact that actions such as asking others for advice, coaching, and performance feedback seem to contain a stronger social component (asking and receiving the input and help of others) than the other crafting dimensions. It can be speculated that these actions may contribute more to the organisational, social, and psychological atmosphere (contextual performance), than that they support completion of the core job tasks (task performance). Additionally, it can be speculated that, due to the social component, the actions performed in crafting social resources contribute more to improving the person-group (P-G) and person-organisation (P-O) fit, which are related to contextual performance, than that it might improve the P-J fit, which is related to task performance (Kristof-Brown et al., 2005).

Furthermore, contrary to expectations crafting hindering demands were found not to be associated with task and contextual performance. This non-significant result can be explained

due to the fact that participants in this sample are not often engaging in crafting hindering demands behaviour, which made it impossible to measure its effects.

Authenticity and performance

In this study the expectation that employees who experience higher levels of authenticity might report higher levels of task and contextual performance was confirmed. This means that employees who experience higher levels of authenticity might be experiencing higher levels of task and contextual performance than employees experiencing lower levels of authenticity. These results are in line with previous research (Van den Bosch & Taris, 2014a; Kira et al., 2012). The results can be explained by the information given by Van den Bosch (2016) and the P-E fit theory (Van den Bosch & Taris, 2014a; Sekiguchi, 2004). Van den Bosch indicates that authenticity is related or similar to P-E fit. In addition, the P-E fit theory explains that if there is congruence between the employee and his/her environment positive outcomes may occur. Since P-E fit and authenticity seem related or similar to each other it can be speculated that an effect, similarly to the one that is explained by the P-E fit theory, played a role in the positive association of authenticity with performance. Furthermore, Van den Bosch explains that authenticity, when it is examined with P-E fit, plays an important role in explaining work outcomes, including performance.

Job crafting and authenticity

In accordance with the expectations, crafting structural resources and challenging demands seem to be positively associated with experiencing authenticity. This implies that crafting structural resources and challenging demands can help employees to feel more aligned with and act in accordance with their true selves. These results are in line with the outcomes of previous studies (Kira et al., 2012; Van den Bosch & Taris, 2014ab). Additionally, the results can be explained by fact that a misfit might cause the employee to experience inauthenticity and negative work outcomes. Experiencing inauthenticity and the negative effects of it may have resulted in a motivation to engage in crafting behaviour, including crafting structural resources and challenging demands, to improve the fit (Van den Bosch, 2016).

Furthermore, in line with expectations the results of the conducted study indicate that crafting hindering demands is negatively related to authenticity. This means that when employees are striving to increase feelings of authenticity, they are advised not to engage in crafting hindering demands. One explanation for this negative relation could be that crafting

hindering demands can be interpreted as a form of avoidance behaviour. Therefore, it may have resulted in negative emotions and/or hindering personal growth and incongruence between the employee and his/her true self. This might have led to a connection between crafting hinder demands and a decrease in feelings of authenticity.

Contrary to expectations, crafting social resources did not seem to be related to experienced authenticity. This might be explainable by difference in personalities. The one employee may experience asking for support, feedback, and/or coaching as a way to accomplish to act more in accordance with his/her true self, thus experiencing authenticity. However, the other might experience that receiving this sort of input from others leads to a pressure to conform with expectations and opinions of others. Harter (2002) conceptualizes behaviour aimed at conforming with others instead of the true self as 'false-self actions' and indicates that it could decrease feelings of authenticity. Due to a difference in personalities, it is possible that employees experience asking for help differently. In the results these individual differences may have neutralized each other. Consequently, no relation has been found between crafting social resources and authenticity.

Mediating role of authenticity

This study examined whether authenticity functions as a mediator in the positive relations of crafting job resources and challenging demands with performance, and in the negative relations of crafting hindering demands with performance. Contrary to expectations, authenticity did not seem to play a mediating role in most of the relations of job crafting with contextual performance and in the relation of crafting social resources with task performance. The only mediating effect in relation to contextual performance was found in the negative association with crafting hindering demands. This implies that employees who are decreasing hindering demands may experience low levels of authenticity and might also experience low contextual performance.

In line with expectations, authenticity appeared partially mediate in the positive relations of crafting structural resources with task performance, and crafting challenging demands with task performance. This indicates that crafting structural and challenging demands could be associated with an increase in feelings of authenticity and that this also may be related to higher levels of task performance. In addition, as was expected, results showed a full mediation effect of authenticity in the negative relation of crafting hindering demands and task

performance. This implies that employees who are crafting hindering demands may experience low levels of authenticity and, therefore, low levels of task performance.

Study limitations

Despite the fact that this study contributes to strengthening the body of research of authenticity as a mediator, it has some limitations. First of all, this study used a cross-sectional design, which made it impossible to make cause-and-effect inferences, meaning that for all found relations, reversed causality is possible (Brenninkmeijer & Hekkert-Koning, 2015). The relation between authenticity and job crafting might be a case of 'which came first, the chicken or the egg?'. A short analysis (Appendix 1), using data of the conducted study, indeed showed partial mediation effects of crafting structural resources (b=-0.04, *95%CI* [0.023, 0.067], Table 7), and challenging demands (b=-0.02, *95%CI* [0.009, 0.052], Table 9) in the positive effect of authenticity on task performance. Additionally, a total mediation effect of crafting challenging demands in the effect of authenticity on contextual performance was found demands (b=-0.03, *95%CI* [0.011, 0.060], Table 9). Analysing correlations of other study variables, besides the one studied here, and a longitudinal study could provide more insights in the direction of these relationships.

The second limitation entails the fact that this study used self-report data, which may have led to common-method variance (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). In addition, variables like authenticity are difficult to measure without self-reported data, but concepts such as job crafting and performance are also measurable by peer-reviews, in this case colleagues (not supervisors, because they are often unaware of crafting behaviours) (Conway & Lance, 2010).

The third limitation applies to the group of participants in this study. Overall, the majority of the candidates was 45 years or older, highly educated, and working within the Life Sciences branch. Therefore, further research is needed to conclude if the results are generalizable to other groups of employees.

Additionally, the removal of one item of the Job Crafting scale and two items of the IAM Work. Due to the fact that these items were part of standardized questionnaires, it may have resulted in imbalanced psychometric proportions. Therefore, the chance exists that the removal of these items have negatively affected the validity of the scales.

Furthermore, if the causal step approach (Baron & Kenny, 1986) was used it would have resulted in different outcomes. This approach would have implied that there were no mediation

effects of authenticity in the negative relations of crafting hindering demands with task and contextual performance. This is because there were no significant total effects present. This approach was not used, due to the fact that more recent research criticizes this approach (Hayes, 2009) and that there seems to be acceptable consensus among researchers that the total effect should not be used as a gatekeeper for testing mediation effects.

The last limitation includes that people, who are currently not working, could participate as well by thinking of their last work-related experience. The reliability of memories going back months or even years can be questioned. The question of the amount of contract hours with the non-applicable option gave an indication of the minimum amount of people working. Unfortunately, the questionnaire did not contain a question which made it possible to define the exact amount unemployed. Any follow-up research should add such a question to the survey.

Study implications

As was discussed in the previous paragraph, it might be plausible that employees who experience to be more authentic are more inclined in using job crafting as a tool to act more in accordance with their true self. Future research could elaborate more on the relation between job crafting as a mediator in the relationship of authenticity with performance. Furthermore, one could strive to design a follow-up study to accomplish longitudinal measurement. Unfortunately, in the conducted study it was not possible to build on the research and data of Den Hartog (2016), because there were not enough duplicate cases.

In addition, future research could elaborate on how crafting social resources is experienced differently by employees with different personalities and how this might be related to authenticity. The five dimensions of the Big Five model of personality could be used to define the difference in personalities (Denissen, Geenen, Aken, Gosling, & Potter, 2008). Those dimensions include extraversion, neuroticism, conscientiousness, agreeableness, and openness to experience. One might, for instance, speculate that employees who score high on 'openness to experience' might be more receiving of the thoughts and advice of others. Therefore, they may experience rather positive than negative influences of it, as opposed to the employees who score low on this dimension. More research is needed to provide empirical evidence and insights concerning this issue.

Based on the results of this study, important implications for practice can be made. The outcomes of this study show that crafting structural resources and challenging demands show important relations with performance and authenticity. Firstly, they are positively associated

with authenticity, task and contextual performance. Secondly, results show mediation effects of authenticity in the relations of those two job crafting dimensions with task performance. Therefore, companies that are striving to improve the performance of their employees would be well advised to invest in opportunities for crafting structural resources and challenging demands, as well as trainings that clarify how to do so correctly. Additionally, companies are advised to discourage crafting hindering demands behaviour, due to its negative connections with performance in which authenticity fully mediates the effect(s).

Conclusion

This study provided insights in the relationship of job crafting with individual performance and the mediating effects of authenticity in this relationship. Looking at the results it can be concluded that mainly increasing structural resources and challenging demands seem to be positively related to authenticity and performance. In addition, decreasing hindering demands appeared to be negatively associated with performance in which the relationship seemed to be fully mediated by authenticity. Therefore, organisations wanting to improve their employees' performance are advised to discourage employees to engage in crafting hindering behaviours. Furthermore, these companies are advised to invest in opportunities for employees to craft structural resources, challenging demands, and in trainings that clarify how to do so effectively. So employees, start crafting to be your true self and perform better at work!

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Appendix 1: Tables with the mediation effects for job crafting as a mediator

Table 7.

Mediation between authenticity and task performance with crafting structural resources as mediator, and between authenticity and contextual performance with crafting structural resources as mediator (N=333).

	b	*SE*	*95%CI*
Authenticity – crafting structural resources (a)	0.25**	0.03	[0.179, 0.334]
Crafting structural resources – task performance (b)	0.17**	0.03	[0.105, 0.240]
Total effect (c)	0.14**	0.02	[0.091, 0.192]
Indirect effect (ab)	0.04*	0.01	[0.023, 0.067]
Direct effect (c')	0.09**	0.02	[0.046, 0.149]
R^2 Total= 0.085			
Authenticity - crafting structural resources (a)	0.25**	0.03	[0.179, 0.334]
Crafting structural resources – contextual performance (b)	0.015**	0.03	[0.081, 0.230]
Total effect (c)	0.08**	0.02	[0.021, 0.135]
Indirect effect (ab)	0.04*	0.01	[0.019, 0.065]
Direct effect (c')	0.04	0.02	[-0.015, 0.097]
R^2 Total= 0.085			

Note. CI=Confidence Interval, * $p < .05$, ** $p < .01$.

Table 8.

Mediation between authenticity and task performance with crafting social resources as mediator, and between authenticity and contextual performance with crafting social resources as mediator (N=333).

	b	SE	95%CI
Authenticity - crafting social resources (a)	-0.02	0.05	[-0.129, 0.071]
Crafting social resources – task performance (b)	0.04	0.02	[-0.010, 0.097]
Total effect (c)	0.14**	0.02	[0.091, 0.192]
Indirect effect (ab)	-0.00	0.00	[-0.009, 0.003]
Direct effect (c')	0.14**	0.02	[0.093, 0.194]
R^2 Total= 0.085			
Authenticity - crafting social resources (a)	-0.02	0.05	[-0.129, 0.071]
Crafting social resources – contextual performance (b)	0.12**	0.02	[0.069, 0.184]
Total effect (c)	0.08**	0.02	[0.026, 0.135]
Indirect effect (ab)	-0.00	00	[-0.019, 0.009]
Direct effect (c')	0.08**	0.02	[0.031, 0.138]
R^2 Total= 0.025			

Note. CI=Confidence Interval, * $p < .05$, ** $p < .01$.

Table 9.

Mediation between authenticity and task performance with crafting challenging demands as mediator, and between authenticity and contextual performance with crafting challenging demands as mediator (N=333).

	b	SE	95%CI
Authenticity - crafting challenging demands (a)	0.14**	0.05	[0.043, 0.241]
Crafting challenging demands - task performance (b)	0.20**	0.02	[0.158, 0.259]
Total effect (c)	0.11**	0.02	[0.091, 0.192]
Indirect effect (ab)	0.02*	0.01	[0.009, 0.052]
Direct effect (c')	0.11**	0.02	[0.065, 0.159]
R^2 Total= 0.085			
Authenticity - Crafting challenging demands (a)	0.14**	0.05	[0.043, 0.241]

Crafting challenging demands – contextual performance (b)	0.24**	0.02	[0.191, 0.298]
Total effect (c)	0.08**	0.02	[0.026, 0.135]
Indirect effect (ab)	0.03*	0.01	[0.011, 0.060]
Direct effect (c')	0.04	0.02	[-0.003, 0.095]
R^2 Total= 0.025			

Note. CI=Confidence Interval, $* p < .05$, $** p < .01$.

Table 10.

Mediation between authenticity and task performance with crafting hindering demands as mediator, and between authenticity and contextual performance with crafting hindering demands as mediator (N=333).

	b	SE	95%CI
Authenticity - Crafting hindering demands (a)	-0.20**	0.03	[-0.267, -0.136]
Crafting hindering demands – task performance (b)	0.00	0.04	[-0.082, 0.085]
Total effect (c)	0.14**	0.02	[0.091, 0.192]
Indirect effect (ab)	-0.00	0.00	[-.015, 0.016]
Direct effect (c')	0.14**	0.02	[0.089, 0.195]
R^2 Total= 0.085			
Authenticity - Crafting hindering demands (a)	-0.20**	0.03	[-0.267, -0.136]
Crafting hindering demands – contextual performance (b)	-0.00	0.04	[-0.099, 0.082]
Total effect (c)	0.08**	0.02	[0.026, 0.135]
Indirect effect (ab)	0.00	0.00	[-0.915, 0.019]
Direct effect (c')	0.07**	0.02	[0.021, 0.137]
R^2 Total= 0.025			

Note. CI=Confidence Interval, $* p < .05$, $** p < .01$.

Appendix 2: Pattern matrices of the items of authenticity, performance, and job crafting

Table 11.

Pattern matrix. Factor analysis of the three dimensions of authenticity, namely self-alienation, accepting external influence, and authentic living.

Item	Item name	Factor 1 Self-alienation	Factor 2 External influence	Factor 3 Authentic living
Op mijn werk voel ik me afgesloten van wie ik werkelijk ben	RAUT10_alien3	.942		
Ik voel me op mijn werk vervreemd van mijzelf	RAUT9_alien2	.901		
Ik voel me op mijn werk niet zoals ik werkelijk ben	AUT12_alien4	.880		
Ik voel me op mijn werk niet verbonden met wie ik echt ben	RAUT7_alien1	.769		
Ik word sterk beïnvloed door wat anderen op mijn werk vinden	RAUT3_extinfl3		.779	
Op mijn werk heb ik de behoefte om te doen wat anderen van mij verwachten	RAUT11_extinfl4		.681	
Andere mensen beïnvloeden mij sterk op mijn werk	AUT1_extinfl1		.674	
Op mijn werk gedraag ik me op de manier welke van mij wordt verlangd	RAUT2_extinfl2		.636	
Ik houd op mijn werk vast aan de overtuigingen waar ik in geloof	AUT5_autliv2			.762
Ik vind het gemakkelijker om goed op te schieten	AUT4_autliv1			.655

			.619
met mensen op mijn werk wanneer ik mezelf ben			
Op mijn werk gedraag ik me in overeenstemming met mijn eigen waarden en overtuigingen	AUT8_autliv4		.619
Op mijn werk blijf ik trouw aan wie ik ben	AUT6_autliv3	.333	.584

Note. Rotation method: Oblimin.

Table 12.

Pattern matrix. Factor analysis of the two dimensions of performance, namely task and contextual performance.

Item	Item name	Factor 1 Task performance	Factor 2 Contextual performance
U vervult alle eisen die uw functie aan u stelt	P8_inr4	.802	
U bent competent op alle terreinen van uw functie	P14_inr7	.789	
U presteert goed in uw functie doordat u de taken naar verwachting uitvoert	P15_inr8	.745	
U behaalt de doelen van uw functie	P2_inr1	.697	
Ik organiseer en plan het werk om doelen te realiseren en deadlines te halen	P16_inr9	.611	
U voldoet aan de normen voor goede prestaties	P4_inr2	.605	
U laat zien een deskundige te zijn op alle onderdelen van uw werkzaamheden	P6_inr3	.502	

U lijkt geschikt voor een hogere positie	P12_inr6	.453	
U kunt meer aan dan er van u gevraagd wordt	P10_inr5	.419	
U helpt collega's met hun werk als zij terugkeren van een periode van afwezigheid	P1_extr1		.767
U neemt initiatief om nieuwe medewerkers wegwijs te maken, hoewel dit formeel gezien geen onderdeel van uw functie is	P5_extr3		.745
U helpt collega's die kampen met een hoge werkdruk of die andere problemen hebben	P7_extr4		.713
U helpt uw collega's bij de uitvoering van hun werkzaamheden	P9_extr5		.712
U biedt vrijwillig aan om dingen te doen die formeel gezien niet vereist worden door de functie die u bekleedt	P3_extr2		.672
U bent bereid om dingen te doen die niet door de organisatie worden geëist, maar die goed zijn voor het imago van de organisatie	P13_extr7		.564
U doet goede suggesties om de algehele kwaliteit van de afdeling/de organisatie te verbeteren	P11_extr6		.448

Note. Rotation method: Oblimin.

Table 13.

Pattern matrix. Factor analysis of the four dimensions of job crafting, namely crafting challenging demands, crafting hindering demands, crafting social resources, and crafting structural resources.

Item	Item Name	Factor 1 Challenging demands	Factor 2 Hindering demands	Factor 3 Social resources	Factor 4 Structural resources
Als er een interessant project voorbij komt, bied ik mezelf proactief aan als projectmedewerker	JC20_chaldem1	.729			
Ik probeer mijn werk wat zwaarder te maken door de onderliggende verbanden van mijn werkzaamheden in kaart te brengen	JC19_chaldem5	.702			
Ik neem geregeld extra taken op me hoewel ik daar geen extra salaris voor ontvang	JC14_chaldem4	.666			
Als het rustig is op mijn werk, zie ik dat als een kans om nieuwe projecten op te starten	JC16_chaldem3	.566			
Ik zorg ervoor dat ik minder emotioneel inspannend werk moet verrichten	JC11_hindem2		.778		
Ik zorg ervoor dat ik minder geestelijk inspannend werk hoef te verrichten	JC18_hindem1		.722		
Ik zorg ervoor dat ik niet teveel hoef om te gaan met mensen die onrealistische verwachtingen hebben	JC15_hindem4		.681		

Ik zorg ervoor dat ik niet teveel hoef om te gaan met personen wier problemen mij emotioneel raken	JC2_hindem3		.602		
Ik zorg ervoor dat ik minder moeilijke beslissingen in mijn werk hoef te nemen	JC8_hindem5		.591		
Ik zorg ervoor dat ik me niet lange tijd achter elkaar hoef te concentreren	JC21_hindem6		.429		
Ik vraag mijn leidinggevende om mij te coachen	JC17_socres1			-.826	
Ik zoek inspiratie bij mijn leidinggevende	JC12_socres3			-.769	
Ik vraag of mijn leidinggevende tevreden is over mijn werk	JC6_socres2			-.726	
Ik vraag collega's om advies	JC3_socres5			-.556	
Ik vraag anderen om feedback over mijn functioneren	JC10_socres4	.301		-.542	
Ik zorg ervoor dat ik zelf kan beslissen hoe ik iets doe	JC7_strucres5	.303		.333	.332
Ik probeer mezelf te ontwikkelen	JC13_strucres1				.784
Ik probeer mezelf bij te scholen	JC4_strucres2				.707
Ik zorg ervoor dat ik mijn capaciteiten optimaal benut	JC1_strucres4				.707
Ik probeer nieuwe dingen te leren op mijn werk	JC9_strucres3				.588
Als er nieuwe ontwikkelingen zijn, sta ik vooraan om ze te horen en uit te proberen	JC5_chaldem2	.399			.416

Note. Rotation method: Oblimin.

Appendix 3: the questionnaire

Enquête job crafting, authenticiteit, prestatie, welbevinden, werkgedrag en leiderschap

Introductie

Geachte deelnemer,

Hartelijk dank dat u (wederom) meewerkt aan het onderzoek naar job crafting! Het doel van huidig onderzoek is inzicht krijgen in de relatie tussen 'job crafting' (de manier waarop een individu zelf zijn/haar baan vormgeeft), authenticiteit, prestatie, welbevinden, werkgedrag en leiderschap.

Aan het begin van de vragenlijst worden een aantal achtergrondgegevens gevraagd. De overige vragen hebben betrekking op uw werk. Indien u op dit moment niet werkzaam bent, denk dan terug aan de functie die u voor het laatst uitgeoefend heeft. De informatie die u verstrekt, zal geheel anoniem en strikt vertrouwelijk behandeld worden. Dit betekent dat de resultaten alleen verwerkt worden door de Universiteit Utrecht en niet worden gekoppeld aan (uw inschrijving bij) Derks & Derks B.V.

Het invullen van de vragenlijst neemt ongeveer 15 minuten van uw tijd in beslag. Over uw antwoorden hoeft u niet lang na te denken, het gaat om uw eerste ingeving. Bovendien bestaan er geen goede of foute antwoorden. Let op: u kunt geen vragen overslaan. Voor de verwerking van de data is het van belang dat u alle vragen invult. Verder is het goed om te weten dat u niet terug kunt naar een vorige pagina. Wanneer u de vragenlijst heeft ingevuld, is het voor de verwerking van antwoorden noodzakelijk deze te verzenden door op het zwarte pijltje te drukken.

Uiteraard is deelname geheel vrijblijvend en kunt u gedurende het onderzoek op elk moment stoppen. Uw gegevens worden dan niet verwerkt. Wanneer u voor, tijdens of na het onderzoek vragen of suggesties heeft, kunt u ons bereiken via sophie@derksenderks.nl en r.j.m.vangool@students.uu.nl. Zodra u naar de volgende pagina gaat, stemt u in met deelname aan dit onderzoek. Alvast hartelijk dank hiervoor!

Met vriendelijke groet,

Sophie van Baalen Masterstudent Social, health and organisational psychology aan de Universiteit Utrecht en stagiaire bij Derks & Derks B.V.

en Renée van Gool Masterstudent Social, health and organisational psychology aan de Universiteit Utrecht

In samenwerking met: dr. Veerle Brenninkmeijer Onderzoeksbegeleidster Universiteit Utrecht Jan DerksDirecteur Derks & Derks B.V.

Persoonlijke code

Hieronder vragen wij u of u een persoonlijke code aan wilt maken. Met behulp van deze code kunnen we de antwoorden koppelen aan eventueel eerder gegeven antwoorden (indien u vorig jaar heeft meegewerkt aan het onderzoek) of bij eventueel vervolgonderzoek uw antwoorden

koppelen. Op deze manier blijft uw anonimiteit gewaarborgd. Deze code wordt niet verbonden aan Derks & Derks en zal uitsluitend beheerd worden door de Universiteit Utrecht.

De persoonlijke code bestaat uit de 4 cijfers van uw geboortedag, de eerste letter van de voornaam van uw vader, gevolgd door de eerste letter van de voornaam van uw moeder. Voorbeeld: Is uw geboortedag 6 oktober, de voornaam van uw vader Bert en de voornaam van uw moeder Jannie, dan wordt uw persoonlijke code dus: 0610BJ Indien u ons wilt helpen door een persoonlijke code aan te maken en uw anonimiteit te waarborgen, vul deze dan hieronder in.

_____

Achtergrondgegevens

Q1 Wat is uw geslacht?

Man (1)

Vrouw (2)

Q2 Wat is uw leeftijd?

_____

Q3 Wat is uw hoogst afgeronde opleiding?

Lagere school (1)

MAVO, LBO, VMBO (2)

HAVO, MBO (3)

VWO (4)

HBO (5)

WO (6)

Q4 Heeft u een leidinggevende functie?

Ja (1)

Nee (2)

Q5 Bent u zelfstandig ondernemer?

Ja (1)

Nee (2)

JOB CRAFTING, AUTHENTICITY, TASK AND CONTEXTUAL PERFORMANCE

Q6 Voor hoeveel uur per week heeft u contractueel een aanstelling?

Indien dit niet van toepassing is, kunt u het volgende invullen: nvt

_____

Q7 Hoeveel jaar bent u in totaal werkzaam?

0 tot 2 jaar (1)

2 tot 5 jaar (2)

5 tot 10 jaar (3)

> 10 jaar (4)

Q8 Hoeveel jaar bent u werkzaam in uw huidige functie?

Indien dit niet van toepassing is, kunt u het volgende invullen: nvt

_____

Q9 Tot welke functiegroep behoort uw functie?

QA/ regulatory affairs (1)

Technisch sales/ marketing (2)

Medisch expert (3)

IT (4)

HRM (5)

Inkoop (6)

Financiën (7)

Administratief (8)

Planning/ logistiek (9)

R&D (10)

QC/ laboratorium (11)

Management/ directie (12)

Overig (13)

n.v.t. (14)

Q10 In welke branche bent u momenteel werkzaam?

Voedingsmiddelenindustrie (1)

Farma/ Biotechnische industrie (2)

Gezondheidszorg (3)

Medical devices/ laboratoriumbenodigdheden (4)

Overig (5)

n.v.t. (6)

Q11 **Job crafting**

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

 Antwoordschalen:
1 = nooit
2 = soms
3 = regelmatig
4 = vaak
5 = heel vaak

Ik zorg ervoor dat ik mijn capaciteiten optimaal benut. (1)

Ik zorg ervoor dat ik niet teveel hoef om te gaan met personen wier problemen mij emotioneel raken. (2)

Ik vraag collega's om advies. (3)

Ik probeer mezelf bij te scholen. (4)

Als er nieuwe ontwikkelingen zijn, sta ik vooraan om ze te horen en uit te proberen. (5)

Ik vraag of mijn leidinggevende tevreden is over mijn werk. (6)

Ik zorg ervoor dat ik zelf kan beslissen hoe ik iets doe. (7)

Ik zorg ervoor dat ik minder moeilijke beslissingen in mijn werk hoef te nemen. (8)

Ik probeer nieuwe dingen te leren op mijn werk. (9)

Ik vraag anderen om feedback over mijn functioneren. (10)

Ik zorg ervoor dat ik minder emotioneel inspannend werk moet verrichten. (11)

Ik zoek inspiratie bij mijn leidinggevende. (12)

Ik probeer mezelf te ontwikkelen. (13)

Ik neem geregeld extra taken op me hoewel ik daar geen extra salaris voor ontvang. (14)

Ik zorg ervoor dat ik niet teveel hoef om te gaan met mensen die onrealistische verwachtingen hebben. (15)

Als het rustig is op mijn werk, zie ik dat als een kans om nieuwe projecten op te starten. (16)

Ik vraag mijn leidinggevende om mij te coachen. (17)

Ik zorg ervoor dat ik minder geestelijk inspannend werk hoef te verrichten. (18)

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

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

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

Q12
Persoonlijke kenmerken
De volgende stellingen hebben betrekking op uw meest recente werksituatie.

Probeer bij het beantwoorden zo goed mogelijk voor te stellen in hoeverre de stellingen op u van toepassing zijn in de laatste vier weken.

Antwoordschalen:
1 = helemaal niet op mij van toepassing
2
3
4 = neutraal
5
6
7 = helemaal op mij van toepassing

Andere mensen beïnvloeden mij sterk op mijn werk. (1)

Op mijn werk gedraag ik me op de manier welke van mij wordt verlangd. (2)

Ik word sterk beïnvloed door wat anderen op mijn werk vinden. (3)

Ik vind het gemakkelijker om goed op te schieten met mensen op mijn werk wanneer ik mezelf ben. (4)

Ik houd op mijn werk vast aan de overtuigingen waar ik in geloof. (5)

Op mijn werk blijf ik trouw aan wie ik ben. (6)

Ik voel me op mijn werk niet verbonden met wie ik echt ben. (7)

Op mijn werk gedraag ik me in overeenstemming met mijn eigen waarden en overtuigingen. (8)

Ik voel me op mijn werk vervreemd van mijzelf. (9)

Op mijn werk voel ik me afgesloten van wie ik werkelijk ben. (10)

Op mijn werk heb ik de behoefte om te doen wat anderen van mij verwachten. (11)

12. Ik voel me op mijn werk niet zoals ik werkelijk ben. (12)

Q13
Functioneren
De volgende stellingen hebben betrekking op uw meest recente werksituatie.

De volgende stellingen gaan over hoe u op uw werk functioneert. Kies bij elke uitspraak het voor u best passende antwoord.

Antwoordschalen:
1 = helemaal mee oneens
2 = mee oneens
3 = mee eens
4 = helemaal mee eens

U helpt collega's met hun werk als zij terugkeren van een periode van afwezigheid. (1)

U behaalt de doelen van uw functie. (2)

U biedt vrijwillig aan om dingen te doen die formeel gezien niet vereist worden door de functie die u bekleedt. (3)

U voldoet aan de normen voor goede prestaties. (4)

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

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

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

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

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

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

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

U lijkt geschikt voor een hogere positie. (12)

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

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

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

Ik organiseer en plan het werk om doelen te realiseren en deadlines te halen. (16)

Q14
Welbevinden (1)
De volgende uitspraken gaan over de manier waarop u uw werk beleeft en hoe u zich daarbij voelt. Kies bij elke uitspraak het voor u best passende antwoord.

Antwoordschalen:
1 = nooit
2 = sporadisch (een paar keer per jaar of minder)
3 = af en toe (eens per maand of minder)
4 = regelmatig (een paar keer per maand)
5 = dikwijls (eens per week)
6 = zeer dikwijs (een paar keer per week)
7 = altijd (dagelijks)

Op mijn werk bruis ik van energie. (1)

Als ik werk, voel ik me fit en sterk. (2)

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

Ik ben enthousiast over mijn baan. (4)

Mijn werk inspireert mij. (5)

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

Ik ga helemaal op in mijn werk. (7)

Mijn werk brengt mij in vervoering. (8)

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

Q15
Welbevinden (2)
De volgende uitspraken gaan over de manier waarop u uw werk beleeft en hoe u zich daarbij voelt. Kies bij elke uitspraak het voor u best passende antwoord.

Antwoordschalen:
1 = nooit
2 = sporadisch (een paar keer per jaar of minder)
3 = af en toe (eens per maand of minder)
4 = regelmatig (een paar keer per maand)
5 = dikwijls (eens per week)
6 = zeer dikwijs (een paar keer per week)
7 = altijd (dagelijks)

Ik voel me mentaal uitgeput door mijn werk. (1)

Een hele dag werken vormt een zware belasting voor mij (2)

Ik voel me 'opgebrand' door mijn werk. (3)

Aan het einde van de werkdag voel ik me leeg. (4)

Ik voel me vermoeid als ik 's morgens opsta en er weer een werkdag voor me ligt. (5)

Q16 **Waargenomen leiderschapsstijl**
De volgende stellingen hebben betrekking op uw meest recente werksituatie.

Hieronder vindt u een aantal uitspraken over leiderschap. Geef voor iedere uitspraak aan in hoeverre deze het gedrag van uw leidinggevende weergeeft. Kies bij elke uitspraak het voor u best passende antwoord.

Antwoordschalen:
1 = helemaal niet mee eens
2 = niet mee eens
3 = meer niet dan wel mee eens
4 = midden
5 = meer wel dan niet mee eens
6 = mee eens
7 = helemaal mee eens

Mijn leidinggevende ...

Praat met medewerkers over wat voor hen belangrijk is. (1)

Toont zich aanhanger van het gezegde "grijp alleen in als het noodzakelijk is". (2)

Is de baas en geeft bevelen als het er op aankomt. (3)

Stimuleert medewerkers om op nieuwe manieren over problemen na te denken. (4)

Heeft visie en een beeld van de toekomst. (5)

Zorgt ervoor dat de randvoorwaarden worden geschapen zodanig dat medewerkers hun werk goed kunnen doen. (6)

Is altijd op zoek naar nieuwe mogelijkheden voor de organisatie. (7)

Moedigt medewerkers aan om onafhankelijk te denken. (8)

Hecht veel waarde aan heldere afspraken en een eerlijke beloning. (9)

Onderneemt geen poging tot verbetering, zolang het werk beantwoordt aan de gestelde eisen. (10)

Ziet erop toe dat afspraken worden nagekomen. (11)

Komt pas in actie wanneer problemen chronisch worden. (12)

Is in staat anderen enthousiast te maken voor zijn/haar plannen. (13)

Bekritiseert medewerkers alleen met goede reden. (14)

Vermijdt betrokken te raken bij tijdrovende kwesties. (15)

Betrekt medewerkers bij besluiten die van belang zijn voor hun werk. (16)

Stimuleert medewerkers hun talenten zo goed mogelijk te ontwikkelen. (17)

Treedt hard op als het moet. (18)

Geeft medewerkers het gevoel aan een belangrijke, gemeenschappelijke missie/opdracht te werken. (19)

Duldt geen afwijkende meningen meer als hij/zij een beslissing heeft genomen. (20)

Is te vertrouwen, houdt zich aan zijn/haar woord. (21)

Vindt dat er uiteindelijk één de baas moet zijn. (22)

Laat zien overtuigd te zijn van zijn/haar idealen, opvattingen en waarden. (23)

Verliest zijn/haar eigenbelang nooit uit het oog. (24)

Beoordeelt nieuwe ideeën heel kritisch. (25)

Delegeert uitdagende verantwoordelijkheden aan medewerkers. (26)

Is betrouwbaar in het nakomen van zijn/haar verplichtingen. (27)

Q17 **Werkgedrag**

De volgende stellingen hebben betrekking op uw meest recente werksituatie.

De volgende uitspraken hebben betrekking op uw gedrag op werk. Kies bij elke uitspraak het voor u best passende antwoord.
Antwoordschalen:
1 = nooit
2
3
4 = neutraal
5
6
7 = altijd

Hoe vaak komt het voor dat u…

…nieuwe werkwijzen, technieken of instrumenten bedenkt? (1)

…originele oplossingen bedenkt voor werkproblemen? (2)

…nieuwe ideeën verzint voor moeilijke vraagstukken? (3)

…steun mobiliseert voor vernieuwende ideeën? (4)

…bijval oogst voor vernieuwende ideeën? (5)

…medewerkers enthousiast maakt voor vernieuwende ideeën? (6)

…vernieuwende ideeën uitwerkt tot werkbare toepassingen? (7)

…vernieuwende ideeën planmatig invoert? (8)

…de invoering van vernieuwende ideeën grondig evalueert? (9)

Q18 **Afsluiting**

Tot slot willen wij graag weten via welke weg u op de hoogte bent gesteld van deze vragenlijst?

- Derks & Derks B.V. (1)

- Social media (persoonlijke pagina van Sophie of Renée)   (2)

- Persoonlijk benaderd door de enquêteur   (3)

- Anders, namelijk……….. (4) _____

Q19 **Einde vragenlijst**

Indien u geïnteresseerd bent in de resultaten van dit onderzoek, kunt u uw e-mailadres hieronder invullen. Uw e-mailadres wordt niet gekoppeld aan uw persoonlijke gegevens, waardoor anonimiteit gewaarborgd blijft. Naar verwachting ontvangt u de resultaten in augustus 2018.

_____

Q20 Als u in de toekomst wilt meewerken aan dit onderzoek, kunt u hieronder uw e-mailadres invullen. Uw mailadres zal strikt vertrouwelijk behandeld worden en uitsluitend gebruikt worden voor een eventuele vervolgmeting.

_____

Q21 Hartelijk dank voor uw deelname en vergeet niet op het zwarte pijltje te drukken om de vragenlijst te verzenden!