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Enhancing engagement by job crafting

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“Where there’s a will there’s a way” describes perfectly my university journey as a full-time student and stay-at-home mum. Three years went really fast. Studying was my way to bring balance to life as it allowed me to spend time with other adults and learn interesting things. At home I had 2 kids when I started my studies and 3 kids when I finished. I am grateful that I had this opportunity to be at home and see my kids to grow, but still develop myself professionally.

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Työn tavoitteena oli selvittää millä tavoin tietotyöntekijät tuunaavat työtään ja näin ollen ylläpitävät sekä lisäävät työn imua. Työssä on keskitytty käytännön tuunaustapoihin sekä seikkoihin, joilla tuunausta voi tukea. Tutkimus tehtiin ICT-alan case-ryityksessä yhdistämällä fokusryhmähaastatteluja ja kyselyitä. Pääpaino oli fokusryhmähaastatteluilla, joiden myötä saatiin kattava kuva tämän hetken tuunaustilanteesta, mahdollisista esteistä sekä organisatorisista tukitoimista.

Tutkimus osoitti, että tietotyöntekijöiden työn imu on erittäin korkealla tasolla ja organisaatio pyrkii tarjoamaan ympäristön, josta löytyy mahdollisuuksia ja tiloja tehdä työtä työntekijän toiveen mukaan. Työntekijät arvostavat mahdollisuutta etätyön tekemiseen, mutta suosivat töiden tekemistä toimistolla sosiaalisen kanssakäymisen vuoksi. Tällä hetkellä suurin este työn tuunaamiselle on kiire ja ”hässäkkä”, jonka takia työntekijät kokevat, ettei heillä ole aikaa ajatella ja he pyrkivät vain selviytymään annetuista tehtävistä. Kaikesta kiireestä huolimatta tietotyöntekijät olivat pääasiassa positiivisella mielellä ja nauttivat työn tuomasta mahdollisuudesta kehittyä ja oppia uutta.

Riittävät henkilöstöressurssit, kehittyneet etätyövälineet sekä mahdollisuus sosiaaliseen kanssakäymiseen ja oman työn sisältöön vaikuttamiseen ovat asioita, joilla voi edesauttaa työn tuunaamista ja työn imua sekä sen myötä parempia työtuloksia ja innovatiivisuutta. Näillä yhdessä on positiivinen vaikutus paitsi organisaation tulokseen, myös koko työyhteisöön, sillä työn imulla on taipumus levitä. Antamalla työntekijöille vapautta ja vastuuta oman työnsä tuloksesta ja sisällöstä, mahdollistetaan mahdollisimman hyvä työn ja henkilön yhteensopivuus, joka taasen näkyy pitkällä aikavälillä organisaation kulttuurin muuttumisen lisäksi myös pienempänä vaihtuvuutena.

ABSTRACT

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The aim of this study was to find out how knowledge workers craft their job in order to keep up and enhance work engagement. This work is focused on practical crafting methods and ways to support crafting. The research was made in case organization that operates in ICT-field, and focus group discussions and questionnaires were combined to conduct the study. The main focus was in focus group discussions that gave a holistic view of current crafting situation, possible obstacles and organizational support methods that are in use at the moment.

The research showed that knowledge workers have really high work engagement levels and organization aims to facilitate an environment that offers possibilities and spaces to work as employees prefer. Workers value the possibility to remote work but they favor working in the office because of possibilities for social interaction. At the moment the biggest obstacles in job crafting are hurry and hassle, which cause that employees have no time to think and they are only aiming to finish all given tasks. Despite of all the hurry, knowledge workers were mainly on positive spirits and enjoyed of the opportunity to develop oneself and learn new things.

Sufficient human resources, developed remote working tools, and opportunities for social interaction and freedom to decide about own work content are issues that enhance job crafting and work engagement, and thus also improve performance and innovativeness. These factors together have a positive impact on an organization's outcome and also on the whole work community as work engagement tends to spread around. By giving freedom and responsibility to employees to be in charge of their own work content and results, the organization enables as good person-job fit as possible. In the long run this translates to a changed organizational culture and lower turnover rate.

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1. INTRODUCTION

First in this chapter I give an outline of the ongoing changes that are the basis of this thesis. Secondly some key constructs of the thesis are covered, and in third part I present research questions, objectives and delimitations. At the end of the chapter I discuss briefly the used research methodology and the structure of the study.

1.1 Background of the study

Work is in a turning point and the way people work is changing. What has changed already is the fact that it is no longer assumed that when you get employed and do your job properly, you will have a place to work in that organization until you retire. Instead, more work needs completing with high effort but with fewer personnel (Ulrich, 2007) and people are expected to change positions and workplaces regularly (Kissler, 1994, 338). Because of these facts the psychological contract (Rousseau, 1989) that once has existed between an organization and an employee, no longer exist in a similar form. There is still a reciprocal relationship but shared expectations of each other differ from those of the past. This is why the organization must find new ways to engage an employee to the organization. The work itself plays a key role in this relationship, because that is the reason why people usually join to the organization- they apply for a specific job.

Another change, that is partly yet to materialize, is related to working habits and issues concerning employment relationships. Organizations with low levels of hierarchy are starting to become the norm. At the moment there have been some clues that freelance -culture is getting more popular, which means that at least some traditional employment relationships are changing towards self-employment. New technologies are changing some industries because due to digitalization and robotics some old jobs are no longer required. Then on the other hand technologies are becoming more available for everyone, which may lead to new business development. Digitalization and globalization allow people to work internationally but locally. Ability for remote work is seen as a remarkable fringe benefit. Col-

leagues might be positioned all over the world. Virtual teams become more common, which allow people to work globally in a home office. (Sitra, 2016)

All of these trends and changes require people to take more responsibility of their own work. This means that people should know ways to excel in whatever they are doing for a living. Self-leadership skills are becoming even more valuable than they are at the moment.

Wellbeing is very big trend at the moment and Sitra even has a project that aims to make Finland the most occupationally wellbeing nation in the world by 2020. Organizations have also started to develop ways to support their employees' wellbeing. In society people and organizations are coming up with more and more ways to combine work and leisure. People have become much more aware of and interested in their own wellbeing and they are taking actions to improve it. Work is one part of it. People are seeking opportunities to enjoy life, which is seen in work life as a drive to find a job that fits in to their life situation. They are also developing their jobs spontaneously to make them more suitable for them. This voluntary developing is called job crafting. (Sitra, 2015; Tulevaisuus2030, 2012)

In a contemporary work environment the employee is valued as the most important resource due to the knowledge and capabilities (ie. human assets (Lönnqvist, Kujansivu & Antola, 2005)) they possess. It is important to have healthy employees so that they won't have intentions to leave or signs of strain, and that they are working enthusiastically feeling proud of their work. Aura and Ahonen (2016) state in their book, that in addition to traditional human resources management, attention should be given to strategic wellbeing management. A construct that combines both HRM and the positive side of occupational health psychology is work engagement.

Even though work engagement has been mentioned in literature since 1990, it became more academically studied after the rise of positive psychology (Seligman & Csikszentmihalyi, 2000), which concentrates on positive aspects of (employee's)

well-being. It is assumed that work engagement brings mainly positive effects on well-being and actions of both employee and the organization (Hakanen, Mauno & Pyykkö, 2005; Schaufeli, 2013). Engaged employees tend to experience mainly positive emotions, have good health, create own job resources and spread the engagement to others, which together have a positive impact on business outcomes, such as productivity (Bakker, 2009).

In my research I am trying to find out how knowledge workers are crafting their job in practice and what kind of challenges they face in doing so. What also interests me is how they think the organization should support crafting. Over all, this topic as a whole is really interesting as it has such an impact for employee's well-being, turnover intentions (decreasing), and positive organizational behavior that it sure earns the attention.

1.2 Key constructs

Work engagement

Based on different perspectives and similarities in questionnaires, work engagement can be described as an affective-motivational positive psychological state that causes well-being by energetic behavior, high devotion and intensive absorption. Behind the activity are both personal and job resources, which arouse senses of meaningfulness, safety and availability. Work engagement is assumed to form a gaining spiral, which leads to constantly developing level of engagement. Work engagement is stated (Hallberg & Schaufeli, 2006) to produce positive emotions towards the organization, which increase the commitment, and thereby willingness to stay in a job.

Employee engagement

Construct "employee engagement" is used in many occasions, and in this thesis it is seen as an upper construct that includes work engagement and organizational engagement. Employee engagement is an organizational concept and looks engagement from organization's point of view, whereas work engagement relates to

person and is more personal concept. It could be described that where there is enough work engagement, it “spills over”, leading to engagement also to the organization, which is also agreed by Hallberg et al (2006). In the Saks’ (2006) study was found that there are different factors that predict job- and organizational engagement. For example perceived organizational support (POS) affected both types of engagement and job characteristics affected mainly to job engagement, whereas procedural justice was seen to affect organizational engagement.

Job demands and resources

Job resources are shown to be predictors of work engagement (Mauno, Kinnunen & Ruokolainen, 2007; May, Gilson & Harter, 2004). Job Demands - Resources (JD-R) model (Demerouti, Bakker, Nachreiner & Schaufeli, 2001; Schaufeli & Bakker, 2004) state that people have different work environments, which consist of different (job) characteristics. These characteristics can be divided into multiple job demands and job resources (see Appendix 1). Job demands are defined by Demerouti et al (2001, p.501) as those “*refer to those physical, social, or organizational aspects of the job that require sustained physical or mental effort and are therefore associated with certain physiological and psychological costs (e.g. exhaustion)*”. The reason why employees are not necessarily feeling strained in their jobs is because of the job resources, which are defined by Demerouti et al (2001, p.501) as those “*refer to those physical, psychological, social, or organizational aspects of the job that may do any of the following: a) be functional in achieving work goals; b) reduce job demands at the associated physiological and psychological costs; c) stimulate personal growth and development.*”

Job demands and resources model

According to JD-R model there are two processes that lead either to wellbeing and good performance (job resources based motivational process) via work engagement, or to health problems via burnout and strain (job demands based health impairment process). When there are enough job resources, person experiences work engagement and wellbeing. If there are too many job demands compared to resources, this can lead to burnout, and if there are not enough job resources, this

can cause withdrawal and disengagement. So the model emphasizes the role of resources in well-being and work engagement. (Schaufeli & Bakker, 2004).

This model views the work as a construct that includes a mixture of different demands and resources suitable to the specific working environment. The model has been used a lot as it is thought to be more precise than previous models, such as Karasek's Job Demand-Control (1979) and Hackman & Oldham's Job Characteristics Model (JCM) (1976), because this model is based on multiple resources and demands instead of some specific ones. This model covers also social and managerial side of work whereas for example JCM concentrates to characteristics of a specific job.

There have been criticisms lately concerning the JD-R model. For example Schaufeli & Taris (2014) state that according to Crawford, LePine & Rich's (2010) meta-analysis, demands could be considered to be divided into challenging and hindering, and then challenges could be removed to resources. After this modification hindering demands would no longer be affecting work engagement, but potential burnout. As far as I know, no amendments have been made yet, and therefore this thesis refers to the original JD-R model. However, in some occasions, demands have been divided and described as challenging and hindering demands due to job crafting.

Personal resources

Personal resources (see Appendix 1) seem to be as important to work engagement as job resources. Employees who are, for example, optimistic, and have organization-based self-esteem and self-efficacy, tend to experience work engagement. Organization-based self-esteem is defined by Pierce, Gardner, Cummings and Dunham (1989) as "*individuals' assessments of their organizational worth, which stems from a history of organizational, interpersonal, and systemic experiences*". Work engagement is likely to occur in situations where a person invests oneself to the work/present task. (Xanthopoulou, Bakker, Demerouti & Schaufeli, 2009)

Job crafting

Grant & Parker (2009) define the job design as something that “*describes how jobs, tasks, and roles are structured, enacted, and modified, as well as the impact of these structures, enactments, and modifications on individual, group, and organizational outcomes.*” Job design stems from the basic human need of autonomy, competence and relatedness (see self-determination theory, SDT, Deci & Ryan, 2000). Job design is utilized to change work in order to satisfy those needs.

Job crafting is quite a new construct within job design, aiming to improve one’s experience of work, and it is usually done without consulting a supervisor (Tims & Bakker, 2010). Job crafting is suggested to exist due to self-leadership strategies that support redesigning and managing one’s own work (Petrou, Demerouti, Peeters, Schaufeli & Hetland, 2012). Wrzesniewski and Dutton (2001) see job crafting as tool to increase meaningfulness of work and state that it is complementary for job design. They emphasize that organizations should understand that employees are active agents constantly altering their work. According to their framework there are three crafting techniques; task crafting, relational crafting and cognitive crafting. The first one is about changing e.g. how much time and energy is consumed to some task, adding/dropping tasks and changing nature of tasks. The second consists of social connections at work, e.g. how, when and with whom to work with. The latter is about mental images and the big picture, how the person sees his/her work in relation to others. Several studies (Tims, Bakker & Derks, 2012; Petrou et al, 2012; Tims, Derks & Bakker, 2016) have viewed job crafting through the JD-R model and stated that it aims to increase structural and social job resources, increase challenging job demands and decrease hindering job demands. These combined enhance self-efficacy and thus psychological availability. According to Tims et al. (2016) enough self-efficacy increases the person-job fit and therefore meaningfulness of work. Both psychological availability and meaningfulness are components of engagement (Kahn, 1990).

Job crafting aims to bring meaningfulness to one's work by improving person-job fit, which is done by seeking for structural and social resources, challenging demands and by reducing hindering demands. Job crafting in this thesis is based on the JD-R perspective that assumes that each working environment consists of its own unique bundle of resources and demands.

Engagement enhancing

Engagement enhancing in this thesis includes all activities that aim to strengthen, increase and develop engagement. It differs from supporting as supporting means all organizational activities that are done to facilitate engagement enhancing environment.

1.3 Close-by constructs

There are some constructs that might be easily mixed up with work engagement. These are presented in next paragraphs.

According to literature work engagement, commitment and job involvement are distinct constructs despite some similarities.

Commitment

Commitment is a widely used term that defines how attached a person is to the organization. According to Allen & Meyer (1990) it is common to previous studies that they define organizational commitment as a binding force between individual and organization. Though, there is still conversation what it comes to the description of organizational commitment. Despite the debate, most scholars have agreed on the three-component model of Allen et al. (1990) and it has been widely used since. According to three-component model organizational commitment can be divided in three components: affective, continuance and normative. All of them impact the link between an organization and the employee's willingness to turnover. The way they affect this, differs according to each component.

Employees who are experiencing affective commitment to organization stay because they *want* to. Employees committed through the continuance component feel they *need* to stay and employees who are committed through the normative component feel that they *have* to stay. Each component develops separately and they are not dependable of each other. Usually a person experiences these components at the same time but the level may differ. For example, an employee who works as a production manager in a small company might feel that the work doesn't give him anything new so he doesn't want to stay. However, he feels he needs to stay as his knowledge is valuable for his current employer, and because of that he might not be able to get similar position somewhere else. Partly because of the same reason he feels he has to stay as it will be nearly impossible for the company to find another employee with same knowledge and experience. Mowday, Porter & Steers (1982, cited in Allen & Meyer, 1990) suggest that factors behind the affective component are dividable to personal characteristics, job characteristics, work experiences and structural characteristics. The strongest impact, according to Allen & Meyer's research (1987, cited in Allen & Meyer, 1990), is made by the experience that fulfills employee's psychological needs for feeling comfortable within an organization and capable within one's work role.

Organizational commitment can be described as psychological and emotional attachment to the organizations' goals and values, and willingness to give one's best effort on behalf of the organization without intentions for turnover. In Herscovitch & Meyer's (2001) study commitment has suggested to have two sides - commitment of work related entities and commitment of courses of action (job task). This is quite similar to how Saks (2006) defined employee engagement - engagement to the organization and engagement to the job (work). Herscovitch et al (2001) state that commitment depends on a mind-set (ie. psychological state), and whichever factors affect commitment act through a mind-set. As noted before, work engagement is seen to be a psychological state that makes a person to work enthusiastically and devotedly. Thus, it could be stated that work engagement (as a mind-set) may cause commitment.

Job involvement

Job involvement can be seen as a need-satisfaction based construct, where the employee judges cognitively how well the job is satisfying their needs, and the job itself has a role of being part of the employee's self-image. Schaufeli et al (2001) agree that job involvement is part of work engagement but where those differ is that work engagement also includes energy and effectiveness. This is also stated by Brown & Leigh (1996) in their study where they found that job involvement and effort together cause better performance. In addition they mentioned that in previous studies job involvement itself has not been pointed out to affect performance. From this perspective it can be stated that work engagement is leading to commitment, and job involvement is part of work engagement.

My comparison of work engagement with commitment and job involvement is presented in table 1.

Table 1. Comparison of work engagement with commitment and job involvement

Construct	Work engagement	Commitment	Job involvement
Conceptual core	Optimal functioning, well-being	Desire to be part of an entity	Work as a part of self, no health or role aspect
Question answered	Am I feeling enthusiastic and proud of my work?	Should I stay in an organization?	Does the work play a remarkable role in life?
Antecedents	Right amount of resources and demands (challenges), which can be enhanced by job crafting	Emotional attachment, shared interests and values	Motivational and challenging work
Development	Motivational process (see JD-R Model, Schaufeli et al, 2004) Psychological conditions (see Kahn, 1990; May et al, 2004)	Experiences that satisfy person's psychological needs of comfort and competence in work role.	Psychological identification with work. Work satisfies needs.
Type of state	Physical, cognitive, affective	Affective, cognitive	Cognitive
Consequences	- Intrinsic and extrinsic motivation - In-role & Extra-role behavior - Wellbeing - Proactivity	- Reduced turnover intention	- commitment to work and organization - increased motivation

	<ul style="list-style-type: none"> - Reduced turnover intention - Innovativeness - Reduced absenteeism 		
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Workaholism

In addition to burnout and engagement, a third term concerning employee’s well-being, is workaholism (Schaufeli, Taris, & van Rhenen, 2008), which indicates a state where a person works more than one’s job description requires, and with an amount of effort that is not expected by co-workers or other stakeholders. This type of working can be harmful for the work-home relationship as the workaholic can’t make a difference between them. What differs between workaholism and work engagement is the root cause of work investment. In the former it is the strong intrinsic drive to work hard and in the latter the strong feeling of involvement and identification with the job (Mäkikangas, Schaufeli, Tolvanen, Feldt, 2013). In workaholism a person feels the urge to continue working because it must be done (quickly but meeting excellent quality) and in engagement a person has difficulties to stop working because the work is fascinating. In addition to this, an engaged person engages in other activities outside workplace that differ from activities at work, whereas a workaholic stresses out when not working.

Flow

Flow (Csikszentmihalyi, 1996) is easily mixed up with “absorption” (Schaufeli et al, 2001) because in both a person is highly focused and work runs smoothly. However the flow is stated to last only a short while, whereas the absorption related to engagement is a longer period process.

1.4 Research questions, objectives and delimitations

The objective of this thesis is to study how an employee can craft one’s job to make it more meaningful and therefore more engaging. I aim to find out the practi-

cal means that employees have used to craft their jobs and how crafting is, and can be, supported by an organization

It is assumed that multiple challenging job demands and resources build the basis of an engaging job environment. Job crafting is found to have a role in solving the possible person-job misfit. This, in turn, leads to work engagement. Self-leadership strategies offer tools for crafting one's own work and thus increasing engagement levels.

The main research problem is:

- ***How can job crafting be used and supported to enhance work engagement?***

And the sub-questions are:

- *What causes work engagement?*
- *What is meant by job crafting?*
- *How can job crafting be used in every day work life?*
- *What challenges are there related to job crafting?*
- *What supportive activities are there for job crafting?*

Delimitations

Work engagement is a positive state based on job resources and demands that bring challenge to work. Job demands may also cause negative states such as strain, boredom, fatigue, burnout and workaholism. These constructs are not covered in this thesis as I have wanted to keep the positive perspective. Though, workaholism is partly covered because of being a close-by construct and respectively burnout has noted to be partly opposite to work engagement.

The thesis focuses on activities that are conducted individually in order to craft a job and thus to enhance the work engagement. I have taken formal leadership into

consideration as well but the main focus of the research is on individual activities. Organizational formal leader is seen as a facilitator for the use of self-leadership, and in a supporting and inspiring role, who acts when needed and asked to do so.

1.5 Research methodology

This research is a qualitative case study that aims to find out practical implications of job crafting. Qualitative case study is used to get a proper understanding of phenomena and of why end results are as they are (Laine, Bamberg & Jokinen, 2007, 10; Kananen, 2014, 16). Common for qualitative case study is that the researcher feels that the topic is somehow important and worth studying. The actual worth is discovered during the study (Laine, et al., 2007).

I chose to study one case organization to get a holistic understanding of how knowledge work has been crafted and how job crafting is supported at the moment. I looked the case from employees' point of view as they are the ones who are actually doing crafting and they are able to advise what kind of support they have experienced.

The research was conducted by focus group discussions that were held either in the organization's premises or remotely, depending on interviewees' location and current working situation. Focus group discussions are effective in organizational development and when it is necessary to get information about complex phenomenon (Moilanen, 1995). Before focus group meetings I consulted with management to get some background data, and for the same reason asked some interviewees to answer three surveys from which I got some meta-knowledge to help create questions for the focus group discussions. Those answers also worked as reflectors for the analysis of the study. The analysis is deductive by nature, and in that part I read through all transcribed interviews and did some classification to themes. Themes were the same as in the Job crafting scale, e.g. increasing social and structural resources, increasing challenging demands and decreasing hindering demands.

1.6 Structure of the study

The structure of the study is described in Figure 1. First in the introduction chapter I discuss background of the study. After this there are listed key constructs that are work engagement, employee engagement, job crafting, job resources and demands, JD-R model, and personal resources. This is followed up by defining constructs, which are easily mixed up with work engagement, namely commitment, job involvement, workaholism and flow. After these definitions I have cleared out research questions with objectives and delimitations. Then I describe shortly how the empirical research is going to be conducted. The research is covered more detailed in the results part.

After the above I present the theoretical background. Chapter two describes what causes work engagement. There I describe how psychological conditions are related to engagement, what role job resources have, and how job demands affect to work engagement. In the third chapter I discuss how self-leadership methods can be used. Self-leadership forms the basis for job crafting. Job crafting is also covered here thoroughly. In order to enhance job crafting, management can support employees to use self-leadership and the managerial implications are being covered here.

Research methodology covers empirical research, and more precisely, what methods have been in use, how the participants were chosen, and what had to be taken into consideration while the research was conducted. At the end of this chapter I discuss research reliability and validity as well. Results from the research are presented in the fifth chapter. First I list all results that are presented according to themes. After that I present an overview of all results. In the sixth chapter results are being compared to the theory, and I also answer to the research questions. The seventh chapter brings everything together and is a conclusion, in which I discuss academic contribution, and offer some suggestions for future research issues and managerial implications.

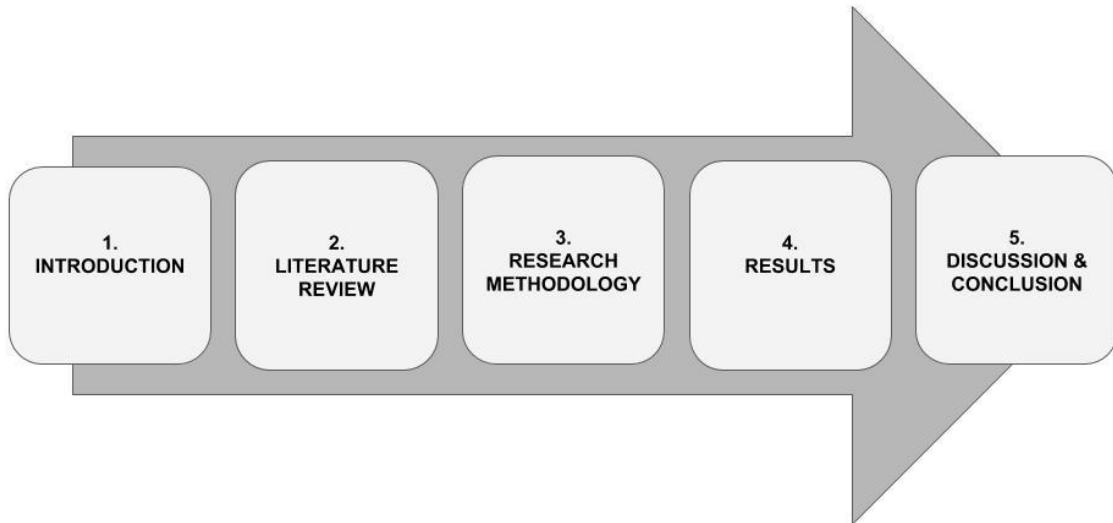


Figure 1. Structure of the study

Next I am about to tell more about the theoretical framework of my study that consists of work engagement, self-leadership and job crafting.

2. BASIS OF WORK ENGAGEMENT

In this chapter I cover what are the bases of work engagement. First I handle previous conversations in academia. After that I cover more thoroughly how the psychological environment and resources affect to work engagement.

2.1 Perspectives of work engagement

Engagement can first seem easy to define, but after reading through some studies, the amount of definitions may confuse. The roots of engagement are in the 1990's social psychology (table 2). Then, after several studies, scholars from occupational health psychology (OHP, table 3) presented similarities between OHP and social psychology views (table 4). Those perspectives of engagement are presented here:

First perspective of work engagement was the social psychology based need-satisfaction view by Kahn (1990). He was the first who viewed engagement as a distinctive construct and he defined it as *“harnessing of organization members' selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances.”* (Kahn, 1990, p. 694) On the other end of the spectrum there is disengagement, which makes people withdraw and defend themselves. Psychological experiences/needs are meaningfulness (sense of getting value from work), safety (sense of e.g. being able to work without a fear of losing a job or good relationships with co-workers) and availability (sense of having the skills needed to get the best possible results from work). According to Kahn whether people engage or disengage depends on their psychological experiences of their self-in-role. This he sees as being related to Hackman & Oldham's (1976) findings that three critical psychological states (meaningfulness, responsibility and knowledge of results) influence in people's internal work motivations.

Harter, Hayes & Schmidt (2002) studied in their research how engagement affects to business unit outcomes. This has not been studied before, which is the reason the study has become much cited in the academic field. The (employee) engage-

ment is defined as something that *“refers to the individual’s involvement and satisfaction with as well as enthusiasm for work”* (Harter, Hayes, Schmidt, 2002, p.269). They also stated that people feel engaged when they are aware that the organization is trusting of them. In their studies they found out that (employee) engagement affects all studied business outcomes, which were customer satisfaction loyalty, profitability, productivity, safety, and reduced intentions to turnover. After this there have been some studies concerning business outcomes resulting from work engagement. For example Salanova, Agut and Peiró (2005) showed in their research that work engagement is positively connected to customer loyalty.

May, Gilson & Harter (2004) based their study on Kahn’s ethnographic framework. They studied how the three psychological states were causing engagement. According to them all states are important elements in building engagement. But they emphasized the role of the emotional, physical and cognitive resources (see May et al, 2004, p. 18) which have an impact on engagement through the psychological state of availability.

According to Saks (2006) employee engagement *“is the degree to which an individual is attentive and absorbed in the performance of their roles”*, which sounds quite the same as in Kahn’s study (1990) but as a result of this research the engagement is seen to consist of two dimensions: organizational engagement and job engagement. These two types of engagement differed from another in both affecting psychological conditions and consequences. In the Saks’ (2006) study was found that there are different factors that predict job and organizational engagement. For example perceived organizational support (POS) affected both types of engagement but job characteristics affected mainly job engagement whereas procedural justice was seen to affect organizational engagement. There was uniqueness and variation in job satisfaction, intention to leave, organizational commitment and organizational citizenship behavior (OCB).

Occupational health psychology is behind another view of work engagement. Maslach & Leiter (1997, cited in Schaufeli, Maslach & Leiter, 2001) suggested that

job engagement is the straight opposite of job burnout. According to them engagement consists of energy, involvement and efficacy, and when burnout occurs, energy turns into exhaustion, involvement into cynicism and efficacy into ineffectiveness. In the study of Schaufeli et al (2001) they agreed that engagement is the positive antithesis to burnout but they don't have as black-and-white -based view as in the study of Maslach et al. (1997). The difference is that Schaufeli et al (2001) do not assume that engagement have the exactly opposite MBI (Maslach Burnout Inventory) score versus burnout, instead they think of it as a discrete attribute.

Work engagement is defined by Salanova, Schaufeli, Gonzalez-Roma & Bakker (2002, p. 74) as *"a persistent, positive affective-motivational state of fulfillment in employees that is characterized by vigor, dedication, and absorption"*. Vigor indicates the level of energy and resiliency to work hard, and investing oneself to a job, even if there are some setbacks. Dedication can be described as a state of high job involvement, inspiration, and pride of work, and sense that the work is meaningful and challenging. Absorption indicates a positive state where time flies quickly and it is hard to quit working. This definition has been widely used by many other scholars (e.g. Bakker & Demerouti, 2008; Mauno, Kinnunen & Ruokolainen, 2007; Schantz, Alfes, Truss, Soane, 2013) and a tool (Utrecht Work Engagement Scale (UWES), (Schaufeli et al, 2002; Schaufeli & Bakker, 2003) that is based on this definition is used successfully in many academic studies since it was presented. Some researchers have questioned if vigor and dedication are the core dimensions of work engagement excluding absorption (Mauno et al, 2007; Gonzalez-Roma, Schaufeli, Bakker, Lloret, 2006; Hakanen, Mauno & Pyykkö, 2005) but recently (as far as I'm aware) there have been no further discussions suggesting such.

Table 2. Engagement in social psychology “need-satisfying” perspective

Field	Researcher	Year	Definition	Essential
Social Psychology	Kahn	1990	Engagement is “harnessing of organization members' selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances. “(p.625)	Engagement occurs in a psychological state that is built by meaningfulness and safety of work, and availability to work.
	Harter, Schmidt, Hayes	2002	(Employee) engagement “refers to the individual's involvement and satisfaction with as well as enthusiasm for work” (Hartner, Hayes, Schmidt, 2002, p.269)	Study showed the linkage between engagement and business outcomes such as productivity and customer loyalty
	May, Gilson, Harter	2004	Researchers use Kahn's definition of engagement	They pointed out the meaning of physical, emotional and cognitive resources to engagement
	Saks	2006	Engagement is “is the degree to which an individual is attentive and absorbed in the performance of their roles”	Divides employee engagement to job and organizational engagement

Table 3. Engagement in occupational health psychology perspective

Field	Researcher	Year	Definition	Essential
Occupational Health Psychology (OHP)	Maslach & Leiter	1997	Job engagement is the straight opposite to job burnout. According to study engagement consists of energy, involvement and efficacy, and when burnout occurs, energy turns into exhaustion, involvement into cynicism and efficacy into ineffectiveness.	Engagement is stated to have exactly opposite scores in Maslach Burnout Inventory (MBI)
	Schaufeli, Maslach & Leiter	2001	Scholars agree that engagement is the opposite to burnout but they think it as a discrete attribute. They see that absorption is the third dimension instead of efficacy.	Researchers state that engagement doesn't have exactly opposite scores in MBI
	Salanova, Schaufeli, Gonzales-Roma, Bakker	2002	Work engagement is "a persistent, positive affective- motivational state of fulfillment in employees that is characterized by vigor, dedication, and absorption" (p.74).	This definition has been used a lot. Also Utrecht Work Engagement Scale (UWES) scale is based to this definition.
	Salanova & Schaufeli	2007	Definition is the same as mentioned in Salanova et al (2002). According to researchers antecedents of engagement are job resources. Outcomes are e.g. job performance, health and positive attitudes.	Shows similarities with social psychology view. Gaining spiral between resources, engagement and performance were also pointed out.

Table 4. Similarities between social psychology and OHP based questionnaires (Schaufeli & Salanova, 2007)

May, Gilson, and Harter (2004)	Schaufeli et al. (2002)
Physical engagement: <i>"I exert a lot of energy performing my job"</i>	Vigor: <i>"At my job, I feel that I'm bursting with energy"</i>
Emotional engagement: <i>"I really put my heart into this job"</i>	Dedication: <i>"I am enthusiastic about my job"</i>
Cognitive engagement: <i>"Performing my job is so absorbing that I forget about everything else"</i>	Absorption: <i>"When I am working, I forget anything else around me"</i>

2.2 Psychological conditions

According to Kahn (1990) personal engagement occurs when psychological conditions are suitable. This means that in work context an employee should feel the work meaningful, safe, and oneself psychologically available for work. These psychological conditions together define how a person carries out one's role. Kahn sees that employees are having self-in roles, meaning that they either employ and express (engagement) themselves, or withdraw and defend (disengagement) themselves, depending on the psychological experiences in the role. These employments and expressions are rather short term situations than long-term states. Those occur when some condition is in level that is suitable for that specific person. So it depends on the individual what the proper condition level is. According to Kahn (1990) people tend to engage more in tasks that they believe they can accomplish (i.e. they have proper resources to do that). In addition, the level of engagement varies depending on, for example, the desired benefits the individual may receive after finishing the task.

Both Kahn (1990) and Oldham & Hackman (1976) emphasized that people are seeking meaningful jobs. Meaningfulness was found to be influenced, for example, by autonomy and skill variety, which have been noted to be characteristics of a complex job. Meaningfulness rises from the feeling that the employee and the impact of one's work are valuable for the organization. There is a social side of meaningfulness as well, as it has been discovered that people try to find ways to give part of them to others and to work itself, which again gives to them, in return. People tend to seek out situations where they feel important and thereby meaningful. A sense of safety occurs when a person is able to express oneself in a role without the fear of negative consequences. In such situation there is a trusting and supportive atmosphere. Psychological availability refers to a condition that rises from the sense that a person has physical, emotional and psychological resources (effort and energy) that are required to accomplish a given task. Those resources are similar to Salanova and her colleagues' (2002) definition of work engagement, which was also found to exist where there were a proper amount of resources and demands available.

2.3 Resources and demands

Work engagement is a stable state but the amount of it may vary daily (Sonnen- tag, 2003; Xanthopoulou, Bakker, Heuven, Demerouti, Schaufeli, 2008). It is depend- able on the available resources and gets affected also by demands, which together make it malleable. Being malleable is a positive thing as it means it can be developed and enhanced.

There are several resources and demands that affect work engagement (to see full list related to JD-R, see appendix 1). Complex jobs include empowering re- sources such as participation in decision making, autonomy, professional pride, and supportive resources, including support from both supervisor and colleagues, performance feedback and appreciation. Complex jobs include also some chal- lenging demands that give an employee the engaging experience. This kind of

challenges could be, for example, complex tasks and responsibility. Some demands (e.g. work pressure) can be both challenging and hindering demands, depending on the person. If those challenging demands would be taken away, this would reduce the experienced work engagement. That is why it is important to know what demands employees experience as challenging and which as hindering. Then ways could be found ways to ensure a proper amount of resources to cope with demands. It must be noted though, that resources and demands don't go hand in hand, forming pairs that balance one another. According to Bakker, Hakanen, Demerouti and Xanthopoulou (2007) resources that help to cope with demands may be very different than demand (e.g. organizational climate and innovativeness vs. pupils misbehavior).

Resources related to personal growth and development are equally important. Those resources are, for example, opportunities for occupational development, and a challenging job description. To be able to manage one's own work, people must rely on that they have the proper amount of skills and knowledge (i.e. self-efficacy). Optimism has been found (Salmela-Aro, Tolvanen & Nurmi, 2009) to strengthen self-efficacy beliefs. Both of those are also needed in complex active jobs that require problem-solving as together with resiliency and personal initiative, those help to overcome the obstacles. Personal initiative and a desire to learn are the main components of proactive behavior that is very much appreciated in work life (Sonnentag, 2003). Overall, a positive way of thinking helps to upkeep an optimistic working environment and thus the work engagement. (Schaufeli & Taris, 2014; Salmela-Aro et al, 2009)

Engaged employees seem to recognize, activate and create both job related and personal resources. When employees have a proper amount of resources available, they feel capable of giving their best at work and thereby enhance the organization's outcome. It works the other way around too, so when person has personal resources (e.g. optimism, organization-based self-esteem, self-efficacy), one is more likely to create an engaging and inspiring working environment oneself, which then partly spreads to colleagues. (Xanthopoulou et al, 2009)

According to Conservation of Resources (COR) theory, resources are things that people value and are willing to gain, keep and protect. As a principle of COR it has been stated that where there is a loss of resources, this might lead to loss of resources in the future as well. And vice versa, when resources are being gained, this will lead to increasing resources in the future as well (loss spiral/ gain spiral). (Hobfoll, 2001)

When engagement occurs it has found not only to be contagious but also leading to new resources that increase engagement, which is in line with COR theory. That is one major reason why organizations should pay attention to engagement if they are looking to create an inspiring working environment and reduce turnover.

Sometimes people with complex jobs score really high in UWES but still feel that they have extremely heavy workload that they barely manage. This can be explained with job resources and demands. Bakker, Hakanen, Demerouti & Xanthopoulou (2007) base their view on the JD-R model and according to them this contradiction can be explained by a buffering effect that the resources create on work engagement. In their research they studied buffering effect of six resources (job control, supervisor support, information, climate, innovativeness and appreciation) that have been identified to be either great motivators that cause engagement and commitment or, if lacking, cause strain and burnout.

The study of Bakker et al (2007) showed that the role of job resources in stressful working conditions is extremely significant. They conducted this study among teachers and found out that when pupils were misbehaving and causing a stressful environment, supervisor support, innovativeness, appreciation and organizational climate particularly helped to cope with the situations. Supervisor support creates a feeling of empowerment as you know that someone will be there for you if the workload gets too heavy. Bakker et al. also mentioned that when people are not feeling stress, they are not as likely to pay attention to job resources, and they noted that according to their research neither job control nor information have a

buffering role on work engagement. As mentioned before, demands and resources are not forming balancing pairs, so when developing a supporting environment, the most important resources for buffering demands might be something else than the first ones that come to mind.

2.4 Other impacting factors

In literature there has been some conversation (eg. Sonnentag, 2003; Salanova & Schaufeli, 2007) about the role of the work-home balance but in longitudinal study there was no clear evidence found on the causality (Hakanen, Schaufeli & Ahola, 2008). Though, it seems to be contrariwise related as work engagement has found to affect positively the holistic satisfaction of family relations, and life itself (Hakanen et al, 2008).

Recovery is the activity that should be granted attention when aiming to increase work engagement. Where there is a balance between work and recovery, there are better chances for holistic well-being. According to Sonnentag (2003), when a person recovers well enough, it will increase work engagement as it releases further job resources. Recovery consists of leisure time activities, proper amount of sleep and adequate nutrition. At work a person uses some job demands and resources, and to recover they should use other demands and resources in spare time. Also highly demanding jobs require more recovering than less demanding job. Though, Oerleman, Bakker & Demerouti (2014) found that doing work related tasks doesn't necessarily decrease the recovery, it does this only if the person is not happy while conducting the task. (Demerouti, Bakker, Geurts & Taris, 2009)

Recovery has an impact on all aspects (vigor, dedication, absorption) of work engagement but it especially affects the affective "vigor" component that has been defined energizing. To ensure proper recovery, a person should concentrate in their spare time to be active either physically or socially in some form of activity that makes them happy (Oerleman et al, 2014). Resources can be seen as batteries and when recovering those batteries are being recharged.

3. ENGAGEMENT ENHANCING AND SUPPORTING

In contemporary workplaces it is important to have a culture of leadership that supports the new way to do work. Employees are engaged to their work when they have a proper amount of job resources and challenging job demands (Schaufeli & Bakker, 2004; Schaufeli & Taris 2014). Thus, the management should do their best to ensure that employees have all the resources they need and that they are finding the work challenging enough. When an employee has sufficient resources, he/she has self-efficacy to succeed at work. This also enhances the feeling of safety as anxiety decreases when a person knows what they is doing and that they have what is needed to succeed in their work. In addition the latter increases the feeling of availability and that together with safety and meaningfulness, builds the psychological premises for engagement to occur. In this chapter I present possibilities for enhancing work engagement. In order to ensure a decent amount of resources, organizations should facilitate circumstances that allow self-leadership, job crafting, and give social support when needed (Schaufeli & Salanova, 2007; Gruman & Saks, 2011; Bakker & Demerouti, 2008).

3.1 Complex knowledge work and productivity

In contemporary firms employees are most often so called knowledge workers. This term was first introduced by Drucker in 1964 and it refers to workers who are quite educated and whose jobs mostly consist of creation, modification and/or synthesis of knowledge. Accumulation, processing and analysis of data and information are also important features of knowledge work. (Dalkir, 2011)

According to Drucker (1999) enhancing productivity of knowledge worker is the largest leadership challenge of the 21st century. Knowledge workers should be held and treated as an asset, not as a cost. Organizational aim should be that employees should want to work for the organization in question, rather than some others available. Next I will describe the main attributes of knowledge work and how they are related to productivity.

Task clarity is the key feature to succeed in knowledge work. When the task definition is clear, employees are able to focus on the task and (if possible) reduce time spent on other tasks that may arise during the day. In knowledge work tasks are complex and therefore workers usually need to familiarize themselves with the task before they are able to start working. Knowledge workers prioritize themselves what is the most important task and what can be done later. The more time the employee spends with less important tasks, productivity reduces. Drucker (1999) states, that when the task is clear, productivity rises as the time consuming other tasks can be delegated to others. In some occasions though, tasks cannot be delegated to others but where there is an understanding what the priorities are, it is more likely that productivity will rise, or at least stay stable, instead of decreasing.

Knowledge work is based on continuous learning but also continuous teaching, which combined make it interactive. Learning happens when a person improves their own knowledge, and teaching in turn when the person transfers their own knowledge to others. Knowledge spiral (SECI-model) by Nonaka and Takeuchi (Dalkir, 2011) sums this up well; according to this model tacit knowledge can be turned explicit by using socialization, externalization, combination and internalization (SECI). This happens often in knowledge work where people are working in teams and asking for support from their colleagues and vice versa. Even if people don't have official teams, they usually have colleagues or other networks whom to ask for support, which helps to increase their own knowledge.

Measuring productivity is not dependable on production quantity but the quality. According to Drucker (1999) there have been challenges in measuring quality. He sees that the key to this is task definition. When the task is clear it is easier, for example, to compare its quality. He gives an example of how quality has been highly dependable of positivity of definition. This example was about two different schools in a poor area. When the definition was success-based (*"help learning-enthusiastic people to learn"*), the organization had better results compared to a similar organization which had failure/ negative-based definition behind the task

(*“help the poor”*). The key seems to be, in addition to task definition, the definition of desirable results. Together definition and desirable results form the basis of knowledge work quality that can be, if not measured, at least evaluated.

Summa summarum, it seems that a positive point of view increases the quality of knowledge work, which tends to be complex and requires ability to solve problems. From the organization knowledge workers require trust (Brower, Lester, Korsgaard & Dineen, 2009) that manifests itself as given responsibility for decision making, enough resources to concentrate on the main tasks and ability to continuously learn new things and spread it to colleagues as well.

3.2 Self-leadership

Self-leadership has a role in ensuring that the person has all the resources, knowledge and capabilities (i.e. self-efficacy) to succeed in their work. When the person is familiar with their own strengths and weaknesses, they are able to improve themselves to better fit the job requirements. There has been research conducted over self-leadership in the 1980s and 1990s, but the remarkable role of it has gained attention only in recent years, and due to this there has become some new research after years out of highlight. Also Drucker (1999) saw self-leadership as a tool for knowledge workers to succeed in their work.

There has been discussion in literature on both self-management and self-leadership, and at the moment those are cross-utilized. Theoretical background of both can be found in Social Cognitive Theory (SCT, Bandura, 1989). According to the theory, reciprocal interaction between a person’s behavior and controlling environment is needed to maintain psychological functioning. In addition to this, Bandura noted that development is also reciprocal as the circumstances feed the behavior that will influence future environment. The theory also points out that learning through personal and vicarious experiences and symbolic mechanisms is typical for humans, as well as ability for forethought. Three self-influences was found to mediate between performance and goal. Those were self-satisfaction, self-

efficacy, and the regulation of internal standards. Especially the impact of self-efficacy has been emphasized in self-leadership literature.

The definition of self-management seems to be similar to self-control which is described by Thoresen & Mahoney (1974, cited in Manz & Sims, 1980) as “*a person displays self-control when in the relative absence of immediate external constraints, he engages in behavior whose previous probability has been less than that of alternatively available behaviors*”. The difference between self-management and self-leadership is the focus. According to Manz (1986) self-management focuses on set of cognitive and behavioral strategies that are based on a rational view about what people are expected to be doing, such as “quit gambling” or “finish a report” (ie. controlling). He believes that self-management theories are not supporting the view of intrinsic value of tasks, which is related to self-leadership. Meaningfulness and understanding of why something is done are important in self-leadership.

In addition to SCT, Cognitive Evaluation Theory (CET) also has an impact on self-leadership. According to this theory, feelings of competence and self-determination are important for intrinsic motivation. Therefore one should pay attention to natural rewards that increase those feelings. For example, having a challenging task and being able to excel in it will increase both senses and thus the intrinsic motivation. (Ryan & Deci, 2000)

Manz (1986) defined self-leadership as “*a comprehensive self-influence perspective that concerns leading oneself toward performance of naturally motivating tasks as well as managing oneself to do work that must be done but is not naturally motivating*”. According to Manz & Sims (1991) self-leadership is something that everyone does to some level, but the quality differs. A good thing is that it can be developed. Self-leadership consists of behavior-focused strategy and two cognition-focused strategies that are presented in the following paragraphs.

3.2.1 Behavior-focused strategies

Behavior-focused strategies aim to increase awareness of oneself, and thus influence and control one's behavior. Starting point for self-leadership is *self-observation*, which helps to recognize when, why, and in which circumstances one behaves in a certain way. When the behavior is recognized it can be altered. *Self-goal-setting* is for person as important as vision is for organization. According to Neck & Manz (2007, 25) the goal should be as accurate as possible and have purpose for the person. In addition to the final goal, some sub-goals should be set, that are achievable in a short amount of time, and helping to achieve the main goal.

Cueing management includes reminders and attention focusers, which are physical objects that remind the person of what they should be doing (e.g. to-do -list). In a work environment there are also different kinds of cues in existence. By removing negative cues the focus can be targeted to important things that should be done. In addition to this, it is important to increase positive cues, and, for example, co-workers may be thought of as cues if they represent values the person finds desirable. People around oneself have a huge influence on the individual and therefore it is important to choose right people to interact with. (Neck & Manz, 2007; Manz, 1992)

With *practice* it is possible to avoid some mistakes or unpleasant situations. If, for example, a presentation is rehearsed before a meeting, possible errors and other distractive issues can be corrected for the meeting. Mental rehearsal has also an important role in preparing oneself to future challenges. Preparation starts by identifying future demands and then proactively planning how to cope with these. (Manz, 1992)

Self-rewarding is an effective method for achieving goals, and it can be conducted in both physical and mental level. Physical rewards are objectives that are felt desirable and enjoyable, and can therefore be used as motivators. Those can be, for example, exquisite dinner, vacation, handbag, or a party with friends and family.

Neck & Manz (2007) state that mind is a powerful motivating tool, and one should learn to use in the most effective way to ensure successful self-leadership. It is commonly known that successful sportsmen are using mental training/rewarding. Mental rewarding is done by inner talk and imagination. To empower oneself to achieve their goals a person should concentrate on things that have gone well instead of failures. According to Neck & Manz (2007) concentrating consciously on even the smallest successes, and praising oneself on them, will keep up the positive spirit and is more likely lead to achieving the long-term goals as well. Imagination can be effectively used for rewarding alongside physical rewards. If the long-term goal is, for example, a vacation, mental imaginary rewards could be thoughts of the scenery in the destination, or some other motivating pictorial thoughts of the upcoming trip. In addition to this, there are various other ways of using imagination as a reward, such as imagining the success that comes after finishing a project and keeping those pictures in mind whilst working.

According to Neck & Manz (2007) *self-punishment* is a fairly commonly used self-leadership method. Self-criticism and guilt may have harmful effect on creativity and motivation, but some amount of self-criticism is needed to avoid socially and personally undesirable acts. Self-punishment operates similar to self-rewarding, but instead of paying attention to positive aspects and increasing the desired behavior, it concentrates on negative sides and decreasing the unwanted behavior. It has been found to be an inefficient method of controlling behavior because when it is administered by a person him/herself, it can easily be avoided, and those who use it seem to get easily discouraged at work and find work less enjoyable. In many cases self-punishment is habitual and thus done subconsciously, which creates a need for self-awareness in order to diminish the behavior.

3.2.2 Natural reward strategies

At a workplace there are typically two types of rewards - extrinsic and intrinsic (i.e. natural). Extrinsic rewards are externally administered, such as praise, bonus, time

off, and a promotion. Intrinsic rewards refer to activities and tasks that are naturally motivating. This means that the activity and reward are so close to each other that they cannot be separated. Often these rewards are used at the same time. An example could be that a person is interested in new technologies and spends their spare time learning about new trends. They are able to use these at a workplace for the organization, and due to this, get some extrinsic reward. Because of the fact, that the person is motivated even without external reward, both organizations and individuals should pay attention and make use of these naturally rewarding activities and tasks.

Natural rewards have a tendency to raise feelings of competence and/or self-controlling/self-determination (Ryan & Deci, 2000). Manz (1986) also introduced also a third factor that affects intrinsic motivation, a purpose. Purpose refers to the same as meaning of the work (Hackman & Oldham, 1976). When the work matters to the worker, this increases the intrinsic motivation. Self-controlling/self-determination (i.e. autonomy) is one aspect of active job that is featured also with high demands (i.e. work pressure) (Petrou, Demerouti, Peeters, Schaufeli & Hetland, 2012). Self-control allows people to make adjustments (e.g. decide about task execution), enabling them to better cope with demands (e.g. quantitative work load).

Whilst being demanding, and thus offering learning opportunities, active jobs offer feelings of mastery that are also related to feelings of competence. Feelings of competence rise in situations where people have enough resources (i.e. self-efficacy) to complete activities that they have participated in. Occasionally there might be external rewards (e.g. complements from others) tied to the feeling as well (Neck & Manz, 2007). These were noted to enhance the feeling and maintain it. Feelings of competence and self-controlling seem to go hand in hand as people are actively seeking for challenges (self-controlling) which they are then going to overcome by using available resources (competence).

There are two ways of using natural rewards to enhance work spirit: 1) Introducing more naturally enjoyable features into activities (i.e. job redesign (e.g. job crafting)) and 2) focusing thoughts on naturally rewarding points in activities (Neck & Manz, 2007; Manz, 1992). The former consists of identifying and harnessing things that allows the person to enjoy the ongoing tasks more, like listening to music whilst working, working in inspiring an environment such as a café, or working when the person is feeling inspired. The latter is simply choosing to focus on good things concerning the job instead of dwelling on the negative points. For example, a person might keep in mind that when they finish the ongoing task in time, other members of the project are able to start their share, and it is more likely that they will be finished before the deadline. Or when the person writes an information booklet properly, he/she might keep thinking that when the work is done precisely, readers will get the important information that helps their everyday life.

3.2.3 Constructive thought pattern creating strategies

This third approach of self-leadership strategies is focused on thinking and suggested (Manz, 1986) to be the most important approach of the strategies, and therefore the one that should be the first one to pay attention to. It aims to create and develop thought patterns that encourage to desired activities (e.g. thinking more about opportunities instead of threats) (Manz, 1992). There are four mental strategies that can be used to change ways of thinking; 1) Improving belief system; 2) Using imagination to facilitate expected performance; 3) Using internal self-talk for one's own advantage; 4) Learning and using new improved behavior and patterns.

When thinking about work as a positive thing and seeing the positive aspects of tasks, helps to maintain an enthusiastic working spirit. Counter-wise results would occur in situations where the emphasis of thoughts are in negative aspects. Improving one's belief system focuses on identifying the most affecting thoughts and then adjusting those towards the positive instead of negative. When using the imagination to facilitate performance it is important to use positive imagery. If the imagery is negative one should work to change the view. Internal talk can be either

constructive and motivating, or discouraging negative talk. To lead oneself to perform well, one should aim to use only positive self-talk. To summarize, in these strategies the emphasis is to figure out the current state of thoughts and then make some possible adjustments to set the thinking towards positive features. When the new way of thinking is adopted, this can be used effectively to change one's behavior and patterns.

3.3 Job crafting

Next I am about to discuss constructs behind job crafting and how jobs can be crafted according to past researches.

3.3.1 Person-job fit

In literature it is mentioned that people tend to see their work either as just a job, as a career or as a calling (Bellaah et al, 1985 cited in Berg, Grant & Johnson, 2010). It is suggested that when employees are experiencing their work as a job or a career, they are not fully identifying with the job. This means that they are thinking about the work as a discrete function, separated from the rest of life. Employees, who see their work as a calling, have their occupation and identity fully linked to each other. In their work they feel intrinsically motivated, enjoy what they are doing, and see the impact of their work in a bigger picture (i.e. find their work meaningful/find the purpose for their work (Neck & Manz, 2007)). People who are viewing their work as a calling tend to be more satisfied to life and work, and have better health than those who are viewing their work in another way. (Berg, Grant & Johnson, 2010)

Because people spend a lot of their time at work, awareness of answered and unanswered calls is important from both individual and organizational perspective. Unanswered calling is a calling that is acknowledged but not felt answered in a current job. People may have several occupational calling, and if they answer one, others are interpreted as additional callings. In a situation where a person is unavailable answer to the calling, frustrations may rise, and they might feel disappointed, which reduces psychological wellbeing. There are various reasons why

people leave callings unanswered, such as insufficient skills, for example. Sometimes people also choose their work based on the highest paycheck, or on what is trendy and socially appreciated, even though the work itself would be less satisfying. (Berg, Grant & Johnson, 2010)

Job crafting is a tool to help answer occupational calling. The meaning of work that is important to an employee is related to inner occupational need (calling), which may be satisfied by job crafting. If a person is unable to satisfy needs at their actual work, they might try to satisfy them in leisure time (leisure crafting). That is as just beneficial as need-satisfaction in leisure time brings the same kind of positive effects to life as the worklife need-satisfaction does (Sonnentag, 2003; Berg et al, 2010). Sometimes people are not crafting their jobs because the work is already satisfying their needs (Wrzesniewski et al, 2001). In these cases it is possible that people are crafting their work by seeking opportunities for increasing challenging demands of their work.

Whether there is a fit or a misfit between a person and the job, depends on two aspects (Tims & Bakker, 2010). First, and the most obvious, is whether the person has the right skills and knowledge required in the job. Another is related to a psychological contract concerning whether the job meets with person's individual desires and wishes (occupational calling/purpose). So it can be looked at from two angles - how the person fits the job and how the job fits the person. Hakanen & Parzefall (2010) have studied the relationship between psychological contract and work engagement and the results indicated that where there is a match between psychological desires and the job, work engagement occurs, and thus commitment to organization and well-being.

3.3.2 Circumstances and methods for job crafting

Now, when ways to organize are changing, it is important that individuals are able to adjust their work to better meet the requirements of changing environment. Some work is easier to craft than others. Wrzesniewski et al (2001) suggest that ability to craft depend on task interdependence and the level of freedom the organ-

ization grants to an individual. As acknowledged, supervisor control and strict job descriptions are still in use in some fields, e.g. in telemarketing. In these jobs it is not easy to craft a job and if there are some ways, those might be unwanted by management. Also in modern workplaces there might be monitoring technologies at use that hinder job crafting. On the other hand in contemporary workplaces a lot of control and decision-making powers are given to employees, which balances the hindering effect of the monitoring systems. Thus there are possibilities for crafting a job despite the monitoring. In complex jobs where there are lot of task interdependencies (e.g. project work), employees are expected to schedule and act so, that each task is done in time and in relation to other tasks that were interconnected. Thereby the task interdependency might hinder the sense of control concerning the job.

Based on the JD-R theory, job crafting can be used to increase structural (e.g. autonomy, task variety and opportunities for professional development) and social (e.g. social support, performance feedback and coaching) resources. It can also be used either to increase challenging demands such as new responsibilities, or to diminish hindering demands like hassle at work (Figure 2.).

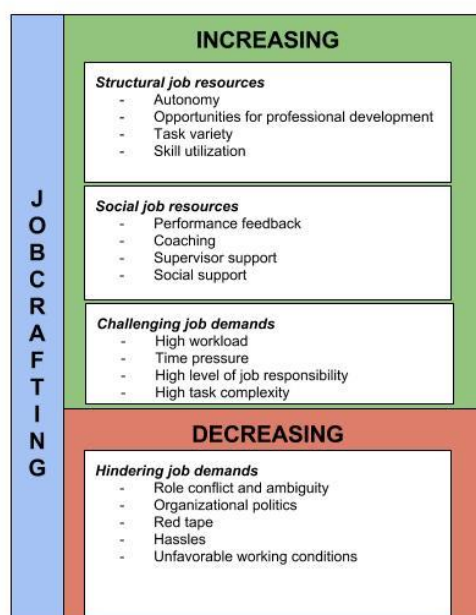


Figure 2. Job crafting methods according to JD-R model

The article by Berg, Wrzesniewski & Dutton (2013) helps to deepen the view of job crafting as their explanations of job crafting methods were more practical than the explanations in the JD-R based studies. Their paper is one of the few that covers how a job is actually crafted in a workplace. They base their study to Wrzesniewski & Dutton's (2001) framework, and state that there are three techniques for job crafting— job crafting through changing tasks, through changing relationships, and through changing perceptions.

Job crafting through changing tasks consists of adding, emphasizing and redesigning tasks. Adding tasks means that employee adds some new tasks that he/she finds attractive and that somehow eases his/her work in a long run. Usually this includes some skill development as well. Task emphasizing means that the employee concentrates on tasks he/she finds interesting. Redesigning tasks means bringing something inspiring into old work. For example, allowing a trainee to come and see how routines are done. (Berg et al., 2013)

Job crafting through changing relationships includes building, reframing and adapting relationships. Building relationships is job crafting in which an employee develops a relationship with someone who allows employee to feel sense of pride and value related to the work. Classic example is a hospital cleaner who talks with patients and personnel who all appreciate his/her work. Reframing relationships means changing the nature of the relationship to get a more meaningful purpose for it. For example, a manager can try to reframe relationship with subordinates by starting to ask questions instead of giving orders. By doing this the manager is able to get familiar with subordinates points of view and to clarify his/her opinions as well. (Berg et al, 2013)

Adapting relationships is job crafting in which an employee aims to offer and receive reciprocally help and support when needed. Berg and his colleagues (2013) have noted that *“These adaptations are likely to deepen and strengthen the relationships that comprise employees’ jobs by fostering higher quality connections,*

through increasing levels of mutual trust, positive regard, and vitality.” This type of crafting is typical in situations in which there are not that many colleagues at work (small office) or where the work is highly structured.

Job crafting through changing perceptions includes expanding, focusing and linking perceptions. In crafting where employees expand their perception, they tend to look at their work in a bigger context instead of a chain of small tasks. Focusing perceptions is crafting that is mostly used in cases where the employee doesn't find most of the tasks interesting but some tasks bring the meaningfulness to the work. So the employee should think of the opportunity to do those meaningful tasks as a reward and the fact that they know that these desirable tasks are soon available for them, help them to gain motivation for less desirable tasks. Linking perceptions is a crafting technique that is about linking task to a certain area of interest. For example, if sales person is finding solving customer's problem boring but this employee is really interested in a specific law series on tv, he/she can reimagine this work situation as court case solving.

Over all it could be said that despite some negative outcomes of job crafting, when it is done with good intentions, it is a good method for enhancing the sensed meaning of work and therefore work engagement. According to Tims and her colleagues (2012) in most cases it is impossible to reduce demands such as amount of tasks or responsibilities. In research of Tims, Bakker, Derks & Van Rhenen (2013), they stated that by decreasing hindering job demands person is helping him/herself to cope with stressful situation and thus preventing burnout. So actually this is not improving work engagement and might even indirectly affect negatively on performance because whilst a person is acting to reduce hindering demands, those acts might be unrelated to actual work. Therefore the emphasis of job crafting in order to increase work engagement should be on increasing resources and challenges. As a result of crafting, an employee can use the meaning of work, and work identity, as a feedback of crafting. If the meaning of work diminishes because of crafting, a person can craft previous level back by crafting the job contrary-wise. (Wrzesniewski et al, 2001)

Tims et al (2013) replicated in their research the job crafting model at an individual level (Bakker et al, 2012; Petrou et al, 2012) and successfully extended it to the team level. This means that when aiming to increase work engagement and performance also at a team level, attention should be paid to increasing resources and challenging demands just like in individual crafting. In addition to this, they found out that the vigor component is the one that has the biggest effect on performance, and according to research by Bakker & Xanthopoulou (2009) vigor spreads from employee to another. Researchers also found evidence that when people are crafting as a team, they were likely to start crafting individually, too, and team job crafting improves individuals' performance via work engagement (i.e. vigor –component) (Figure 3). Tims et al (2013) state that team crafting may set a stage for individual performance, and that team crafting becomes a norm that inspires individuals to redesign their work to better meet their desires and to make a better job-person match. Team crafting helps enable sufficient resources and challenges to the team, which increases the team's work engagement, which again spreads to the individuals.

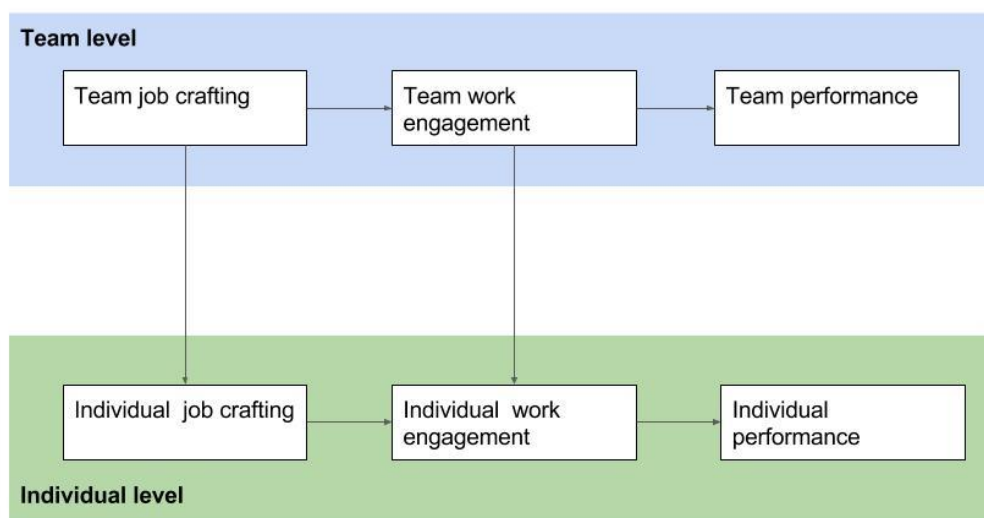


Figure 3. Job crafting in team and individual level (according to Tims et al, 2013)

3.4 Engagement supportive leadership

Work engagement is found to be contagious by nature (Salanova & Schaufeli, 2007). For example engaged supervisors (Bakker, Gierveld & van Rijkswijn, 2006, cited in Bakker, 2009) were found to inspire and coach co-workers, and according to Xanthopoulou and colleagues (2009) coaching was in a key role in engaging employees in the fast food industry.

In contemporary workplaces managers are more like leaders or coaches. Trust plays a central role as the supervisor must be able to rely on the self-leading employee (Brower, Lester, Korsgaard & Dineen, 2009). When the employee gets support from an inspiring supervisor, he/she finds the work more satisfying, involving and challenging, which makes it more engaging. The supervisor should have sufficient skills for improving subordinate's resources and for maintaining a balance between resources and demands. (Tims, Bakker & Xanthopoulou, 2011; Schaufeli, 2015).

Transformational leadership has been shown to have a positive impact on work engagement (Tims, et al, 2011). At their best, a transformational leader gives support to followers when needed, and encourages them to develop their skills and hence improve business performance. Thus they support employee's self-leadership. Transformational leadership is divided into four components; ideal influence, inspirational motivation, intellectual stimulation, and individualized consideration (see Bass & Riggio, 2006)

On the other hand servant leadership has also been mentioned to be work engagement supportive as according to it, the leader ensures right circumstances, for example, by empowering employee decision making, and supporting them in self-development. It also steers the employees to use self-leadership, and encourages proactivity and thinking outside the box. So the leader aims to do their best to ensure that the employee has the best possible working environment and circumstances for work. (Hakanen, 2012).

In addition to transformational and servant leaderships, Schaufeli (2015) have studied “engaging leadership” and the role it has in the JD-R model. Leadership has been as a resource in that model but in Schaufeli’s recent research he has studied how leadership at its own right influences well-being at work. Schaufeli sees that engaging leadership consists of inspiring, strengthening and connecting. By these activities the leader satisfies employees’ basic needs (autonomy, competence and relatedness). Inspiring leader clarifies the vision and makes employees enthusiastic to work for the common goal. A strengthening leader empowers employees by giving them freedom, authority and responsibility, and by delegating interesting tasks. A connecting leader encourages subordinates to interact with other colleagues, and have energizing strive to excel in project.

Interplay between formal leadership and self-leadership

The supervisor, who wants to enhance engagement in organization, should be a supportive coach and empowering leader. To draw up the leadership and management methods, that enhance engagement, management should facilitate an inspiring working environment, make sure subordinates have enough resources to excel at work, delegate challenging tasks, face the employee as an individual, and give performance feedback and appraisals.

Because the emphasis of this thesis is on job crafting, the role of intellectual stimulation must not be ignored as it aims to improve employee’s innovativeness. Even though managers are not able to directly influence in how and when employees craft their jobs, they are able to create and facilitate an environment that supports job crafting. Tims and her colleagues (2016) suggested that to ensure job crafting, the management should support it by providing employees opportunities for using self-leadership. They stated that instead of managers telling employees how to redesign work, employees should be given a freedom to think (and put into practice) themselves how the work could be modified to better match their individual needs and desires. This is supported also by Breevaart, Bakker, Demerouti & Derks

(2016). They state that whereas formal leaders should be given training in transformational leadership, employees should be trained in self-leadership.

According to Breevart and colleagues (2015) transformational leadership should be used in situations where the employee is lacking of resources. For example at an entry level, after recruitment, the supervisor should first show the follower the basic routines of the workplace. Then little by little, after capabilities and knowledge increase, give more space to operate and autonomy to make decisions. When responsibilities are increased gradually, the employee won't experience a too heavy workload at once. When the employee has sufficient self-leadership skills and enough resources, he/she is capable to keep him/herself engaged and motivated to work. Right balance between self- and formal leadership seems to be the key to keep employees engaged.

3.5 Theoretical framework

In this thesis I have chosen work engagement as a main construct, and most researches concerning job crafting as an engagement enhancer are talking about work engagement instead of employee engagement, that on the other hand is a commonly known construct outside of academia. I see the relationship between work engagement and employee engagement as such, that employee engagement is highly dependable of work engagement. Therefore when I use the word "engagement" in this thesis, I refer to work engagement, which may lead to employee engagement when the level is high enough.

To get employees engaged there should be suitable facilities on an organizational level, and a proper amount of job resources and challenging demands available. On a personal level there should be enough self-efficacy to excel in tasks and to cope with hindering job demands. Giving more responsibilities gradually to an employee ensures that he/she has time to adapt and for example get more resources. When there are enough resources and a suitable amount of challenging demands, there is fertile soil for engagement to develop and enhance.

In this thesis the JD-R model (Demerouti, Bakker, Nachreiner & Schaufeli, 2001; Schaufeli & Bakker, 2004) is the theoretical combining factor between work engagement (Salanova, Schaufeli, Gonzalez-Roma & Bakker, 2002) and job crafting (Tims et al, 2010; Tims et al, 2012; Petrou et al, 2012; Tims et al, 2016). Wrzesniewski & Dutton's (2001) perspective of job crafting isn't based on the JD-R model, but similarly aims for meaningful work. Berg and his colleagues (2013) have presented some practical crafting techniques in their research, and in this thesis those help me to understand job crafting more in-depth but the theoretical framework is based on job resources and demands.

Job resources and job demands build the basis of engagement, and by job crafting is tried to increase structural and social resources, challenging demands, and to diminish hindering demands (Figure 2.). Job crafting is based on self-leadership (Neck & Manz, 2007) and I see job crafting as a tool for an employee to modify one's own work to better match it with their professional desires. In other words by job crafting a person is able to "spice up" their work and thus make it more enjoyable. It is desirable for the organization to facilitate circumstances that allow job crafting as the positive effects are noteworthy and affect many organizational outcomes through occupational (and holistic) well-being. I assume that job crafting and engagement will flourish when organizations give guidance for supervisors to coach and support subordinates when needed, and guidance and freedom for all employees to succeed in self-leadership.

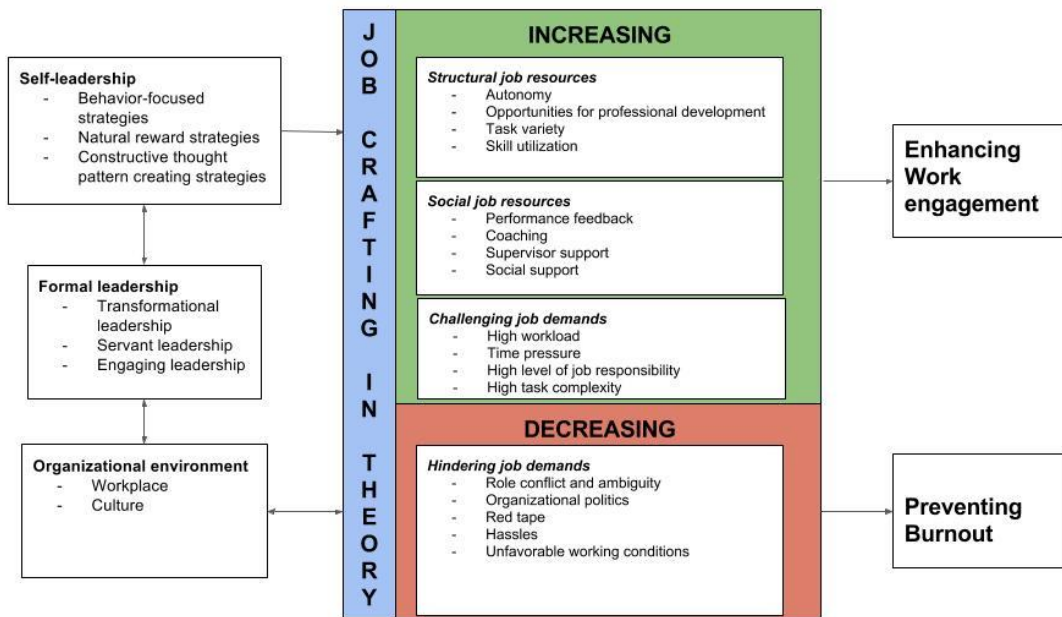


Figure 4 Theoretical framework

4. RESEARCH OF JOB CRAFTING IN PRACTICE

This chapter presents the research from the planning stages to the execution. At first I describe the research phases and after that I will give a better look at research methodology, data collection and analysis. At the end I will cover validity and reliability related to the research.

4.1 Research process

The aim of the study was to find out how job crafting has been used in practice in order to maintain and enhance work engagement. The whole process started in September 2015 when I got interested in work engagement as a phenomenon. I started to read the literature to get familiar with issues related to work engagement in order to find a topic to study. Employee's own opportunities for enhancing work engagement felt as the most interesting topic for me and I found job crafting as one of the enhancing methods. After that I decided that I will study how job crafting is used in practice, and what possible obstacles there are. I continued by studying more literature and at the same time I sought a case organization in which to execute my research. It was not as easy as it might sound. I tried to find a local organization as this would have made it easy to organize meetings, but eventually and fortunately in December my case organization turned out to be my current employer. I was thrilled to be able to study a large organization that has a good employer reputation and brand.

After this I did some pre-interview with management and told them what kind of persons I would like to include in my focus groups discussions. They started to look for candidates and I continued writing my literature review. Confirmation of candidates took quite a while, and first two groups were confirmed at the end of February 2016. I asked these groups to complete three questionnaires (Utrecht Work Engagement Scale (UWES), Self-leadership Questionnaire (1&2) and Job crafting scale to get some background data for support when creating focus group steering questions. I conducted the focus group discussions with these two groups in April and waited for some more group confirmations. Finally I got those at the end of April and was able to conduct further focus group discussions in the middle

of June 2016. Handling, analyzing and interpreting of data was done between April and July 2016. After empirical part was done, some more theory was added to support the results. The paper was sent then to examiner for some feedback. After some corrections the paper was sent to both examiners and a representative of the case organization. The final version of the thesis was ready at the end of August 2016.

The research process is described in figure 3. Because this is a qualitative study, I went back and forth between the phases when it was necessary.

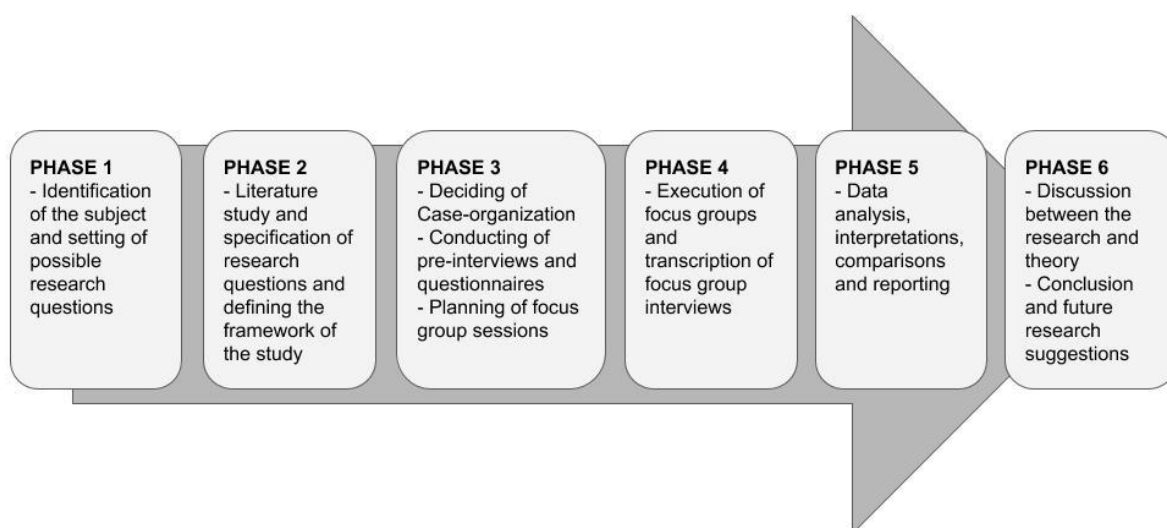


Figure 5. Research phases

4.2 Research strategy and methodology

According to Tuomi and Sarajärvi (2009) methodology can be viewed in wide or narrow perspective. Wide perspective views methodology as a basis for ideology. In this thesis has been used the narrow perspective, which means that by word “methodology” is meant usage of methods, which define how new data of the research subject is gathered and analyzed. Research methodology describes something about how and what kind of constructs are used to understand the reality and to get some academic data. (Tuomi & Sarajärvi, 2009)

In this research my strategy was to use both quantitative and qualitative methods. The emphasis was on qualitative methods but some quantitative methods were used to strengthen the background data. Mixing methods is typical for case-studies (Kananen, 2014) and therefore a case-study itself should not be considered as a method but as an approach (Saarela-Kinnunen & Eskola, 2015). Using of different research methods is called triangulation, which has been described to strengthen the study. Triangulation helps to test the consistency of data and gives a deeper understanding of the subject. Possible inconsistencies are not evidences of weak credibility of results but can be explained by small real-life nuances. (Patton, 2002)

There are different forms of qualitative research, which is many times forgotten when discussing about qualitative research. This means, there isn't one exact pattern to follow when conducting a research. Though, despite a large amount of research types, there are some coherent characteristics (Hirsjärvi, Remes & Sajavaara, 2009) that describe qualitative research in general. In my research I collected the data in real interactive situation, in which I was able to observe and steer the discussion, and later interpret results. It is common to qualitative research that data is collected in real situations and researcher relies on own observations and interpretations as the aim is to reveal some new unexpected points. (Hirsjärvi, et al., 2009) Also common is to use qualitative research methods as I have done in this thesis as well.

Qualitative research can be described as a process. Usually the reason for the study is importance of topic but the final value of the study won't be clear until the end of the research (Laine et al, 2015). Research phases are not necessarily possible to be decided beforehand, and for example, decisions of data collection will be done during the research. Research phases get overlapped and the researcher's increasing knowledge of subject allows flexible research development. When the researcher gets more familiar with the subject, he/she might find new better methods to conduct the research or new ways to continue. (Kiviniemi, 2010) After I

got more knowledge of the subject I was able to look things in a wider scope and do better interpretations, which also forced me to update the theory part to make it match better with the results.

I chose qualitative case study to be the main research strategy as it is stated to be the most suitable in situations when is wanted to study some phenomenon, event or chain of events in some specific environment (Laine, Bamberg & Jokinen, 2015; Tuomi & Sarajärvi, 2009), and get data about practical implications of research topic. Practical implications of job crafting, in order to enhance engagement, have not been studied a lot before, and therefore it is justified to use qualitative case study as a research strategy. Because of few numbers of previous researches, I wanted data that is in-depth and precise by nature to get deeper knowledge about structures behind job crafting in practice. That is another reason why I chose qualitative method as the main research method. It aims to increase the understanding of the case, the circumstances that led to the case, and it can be studied by questions “why” and “how”. In addition to this, my aim is not to do generalizations but study the case organization’s knowledge workers as thoroughly as possible. If aiming to universal generalizing, quantitative study would have been more suitable method. (Laine, Bamberg & Jokinen, 2015; Saarela, Kinnula & Eskola, 2015; Tuomi & Sarajärvi, 2009).

4.2 Data collection and analysis

Before I conducted the qualitative research, I collected preliminary data by structured surveys and did some pre-interviews by e-mail and phone. Pre-interviews were basically conversation with management to get some deeper knowledge about the work which interviewees are doing. In conversations was mentioned that it would be interesting to know if there is found an answer to why there are not that many internal applicants when there are some project manager vacancies available. This was not the point of my study but I promised to keep my eyes open, if some clues are found.

I chose interviewees purposefully, which is one of the characteristics of qualitative research (Hirsjärvi et al, 2009). In this research I based the selection on examinees job description. By this I wanted to ensure that the work itself is the combining factor between the focus groups. Participants were project managers, managers and telecommunications specialists. Similar to all of them was that none of them had subordinates. They have bit different job descriptions but they all are knowledge workers. I wanted to have a bit wider sampling to be able to study knowledge workers in a larger scope, not just a specific job.

Surveys which I used in this research, were Utrecht Work Engagement Scale (UWES), Self-Leadership Questionnaire (SLQ) 1 and 2 (Neck & Manz, 2007), and quite new and not yet widely used job crafting scale (Tims, Bakker & Derks, 2012). In structured form surveys it is important to ask only about issues that are important in solving the research problem. Every question should have some basis in research theory (Tuomi & Sarajärvi, 2009). Those above mentioned quantitative surveys were used to increase my knowledge of the subject. These surveys offered me numeric data about the current levels of work engagement, job crafting and self-leadership. The data is used both as a background data and as a reflector when I do the interpretations of the qualitative research. Because of the structured form, surveys have quantitative nature but the results can also be used in qualitative research to categorize interviewees to qualitative categories (Tuomi & Sarajärvi, 2009; 74-75).

Interviewees were all Finns and Finnish is their mother tongue. To minimize misunderstandings Finnish was chosen for the language in interviews. UWES has been validated in Finnish and the Finnish version was used in the research. Even though it is not recommended to translate questions freely as it might affect the results, I translated the self-leadership questionnaires 1 & 2, and job crafting scale to Finnish. During translation, I tried to ensure that there won't be other ways to interpret the question and that the English version is exactly the Finnish version and vice versa. (Vastamäki, 2015)

Using existing indicators have benefits compared to self-created indicators. Existing indicators are, in many occasions, tested and therefore reliable. Creating an own indicator asks a lot of time and effort, and it needs to be tested several times to find out the reliability and validity. (Vastamäki, 2015) Job crafting scale has not been validated in several occasions, but it is suitable in this context as it is used only to show the current job crafting level and to make the steering questions, not to statistical analyses. Because of this same matter, I didn't hesitate to use my own translation of questionnaires mentioned in previous paragraph.

In first two groups I conducted these surveys before discussions to get the background data which I used to fine-tune my focus group steering questions. In two latter groups I conducted surveys after the interview as I already had my questions and I wanted to minimize the possibility to affect the answers. When I was interpreting the results of qualitative research, I used all answers as reflector.

I formed focus group discussion's steering questions according to upper level crafting methods in job crafting scale which is based on the JD-R model (i.e. increasing strategic and social resources and challenging demands, and decreasing hindering demands). I decided to go with this classification as in job crafting studies it has found to be current, and therefore the material would be easier to analyze as well. In the results of my preliminary surveys didn't come up anything that would support changes in themes (crafting methods). These methods as themes helped me to categorize different crafts and gave some clue how each craft possibly affect to work engagement.

The main data was collected in four focus group discussions. Focus group discussions provide multiple views at the same time about the subject, which gives a wider perspective for the researcher. In focus groups participants are able to tell their opinions, debate and even find some new solutions or thoughts of the subject. It's been said that the group interview may be greater as a whole than the sum of its parts. (Roller & Lavrakas, 2015)

Usually focus groups include 4-10 participants. In this research focus groups consisted of 2-6 members, who can all be described as knowledge workers with complex job descriptions. Discussion durations varied from 32 minutes to 1hr 38 minutes. Durations varied that much because of different amount of participants and I didn't want to rush interviewees in their answers. One basic requirement in qualitative research is that the researcher has enough time to do the research (Tuomi & Sarajärvi, 2009, 142). I had booked interviews to last a certain amount of time but in one discussion we exceeded this time. This was accepted by interviewees so I didn't have to rush or ask them to give short and quick answers. When I am looking the study process in general, there was no pressure to proceed quicker and I had all the time that I needed to do analysis and interpretations that are the most important for the study.

I conducted the first two focus groups in company's premises and those both had some remote participants as well. Two latter focus groups I conducted remotely as all participants lived in different parts of Finland. There is not much literature about remotely conducted focus groups, but I assume the biggest concern could be trust building. It might be difficult to create a trusting atmosphere, if you don't know the person with whom you are having the discussion.

Advantage in using face-to-face focus groups for data collection is the natural way to communicate. Participants and the moderator are able to see all gestures and other non-verbal activities that would be invisible, for example, in online interviews. (Roller & Lavrakas, 2015) Although some invisibilities, that have occurred before, are now visible if using videoconferences.

There are some limitations in face-to-face focus groups. Results might get threatened because of too talkative participants that dominate the discussion and leave others a side. In this kind of situation some interesting and important opinions might stay unsaid and may affect critically to the results. There is a risk that the quality of the data is poor, if the group moderating is not done precisely. The mod-

erator should stay neutral and concentrate to steer the conversation instead of actively participating. (Roller & Lavrakas, 2015)

Before starting the focus group discussion, I introduced myself and told what I came to do and why. I did this to create a trusting atmosphere for interviewees and to make them feel that I came with good intentions. Then I clarified what is meant by concept “job crafting”. My role as moderator in focus group discussion is crucial because I am able to affect straight to the final results of the study. A successful moderator is highly organized with good time management skills to be able to keep a fruitful group discussion in agreed timeline, and able to steer the discussion respectfully. I tried to ensure this by having well planned steering questions and by changing answering order, so that everyone was able to be the first to tell own thoughts and the last to sum some points up and add some extra. By doing this I wanted to show them equality and that everyone’s opinion is important. I exceeded the timeline in one discussion but participant didn’t take it negatively because they enjoyed the conversation. Questions were answered smoothly in given order. People didn’t start conversational talking, so I mainly asked them by name to tell their opinion. Then during answers someone had something more to say and there were some discussions. It is important that the moderator doesn’t influence to participant’s responses. Moderator’s role is to reduce risks and strengthen credibility, which I did by making sure that all the planned categories were covered during the session, and that everyone was able to tell their thoughts. I tried to avoid any negative or otherwise hindering impressions of feelings, to diminish possibility to effect on answers. (Roller & Lavrakas, 2015)

I didn’t use videoconference in remote focus groups but still I felt that I got created an atmosphere that made people talkative and interested in sharing their thoughts and experiences. Those weren’t as discussion-like as those possibly could have been if being held in one space, but there were not that much difference compared to those that were held in organization’s premises. Also the fact that interviewees are used to participate and discuss remotely, supports the choice to use remote

focus groups, and therefore I am confident that my research material is good quality.

I recorded all discussions and transcribed those afterwards. I did this because during discussions I wanted to be fully concentrated to the discussion instead of writing notes. Answers in focus groups started to saturate quite quickly, which indicates that answers are representing knowledge workers opinion very well and no bigger study group was needed (Tuomi & Sarajärvi, 2009, 87). After transcribing I categorized the material according to four upper level job crafting methods.

Analysis, interpretations and conclusions based on collected material are the most important part of the research. In analysis the researcher is able to find out possible answers to research questions. In empirical research conclusions can be made only after some preliminary work. First should be checked if the collected information is current, are there some mistakes or is something missing. Secondly the researcher can complete information by asking some more information either by interviewing or sending questionnaires. Third, and the most time consuming phase in qualitative method, is material organizing. It is recommendable to start working with material as soon as possible after collecting. I started transcribing right after collecting when the discussion was still fresh in my mind. There are several benefits to do so, for example, I still have inspiration towards the material and subject left, and I was able to find out easier, if there are some pieces of information missing. After analyzing, the researcher is expected to interpret and explain the results. The researcher should also tell own thoughts, and give some own recommendations based on the findings. (Hirsjärvi et al, 2009)

I started my analysis by reading through transcribed material and seeking some crafting methods that were mentioned often. I did this already after first two interviews as I didn't know when I was going to have third and fourth interview, and I wanted to proceed with my work. At this point I kept upper level job crafting methods in mind but was open for possible crafting methods that would not fit in to previously mentioned crafting methods/themes. There was no other possible crafting

method mentioned, so I collected all crafts and placed each under the most suitable upper level job crafting method. After finding and placing crafting methods I sought some ways to support crafting and possible obstacles as well. When all these were on their places, I was able to start interpreting the material.

In analyzing I wanted first to know what kind of similarities and possible differences there are between empirical research and theory. I also wanted to understand why people are crafting their jobs as they are by reflecting study results to the theory, and how these crafts can be seen to enhance engagement. In addition to this, I wanted to know what kind of organizational support activities interviewees appreciate. I was also interested in about possible obstacles and willing to know what those obstacles are, and also, how big influence those seem to have.

What it comes to interpretations and conclusions, I was really inspired. I tried to do my best to look the whole job crafting in a bigger scale and interpret the results. For organization I aimed to give practical advices and some tips that could enhance job crafting in the future. It was rewarding to think solutions to cope with different situations and possible ways to enhance work engagement, performance and business outcome. At the end, I was able to give some suggestions for future research topics, and bind this research to previous researches as well.

Whilst I was already writing my report I got a feeling that the reason why there are not that many internal project manager applicants might have something to do with issues that affect also to crafting. Therefore, I sent e-mail to some interviewees hoping to get support for my thoughts. I also wanted to know why they had or had not applied. These answers helped me to clarify the situation to myself and see some general challenges. In addition to this, there were some working environmental issues pointed out in material, and therefore I found it important to study about working environment renovation process in organization's intranet. This helped me to understand more of both interviewees and organization.

4.3 Validity and reliability

Mistakes are tried to be avoided in researches but still there are differences in reliability and validity of results. In qualitative study reliability and validity are different than in quantitative study. Reliability of study describes if the research can be repeated. In quantitative study there are some statistical procedures that help to measure reliability of indicators but there are not similar in qualitative approach. In qualitative study some researchers (Wolcott, 1995; Holstein & Gubrium, 1995, cited in Hirsjärvi, et al., 2009; Tuomi & Sarajärvi, 2009, 137)) have expressed their concern to use terms reliability and validity in qualitative studies. Even though those terms might be misleading in qualitative research, the researcher should be able to show that the reader can trust that results are accurate. Therefore validity in qualitative research means description of the case and how well all explanations and interpretations match to the case. It answers to the question “is the explanation reliable”. (Hirsjärvi et al, 2009; Tuomi & Sarajärvi, 2009)

In qualitative research validity improves when the researcher explains thoroughly how the research has been executed phase by phase. Especially areas of interest are interview places, duration, possible interruptions, misinterpretations and how the researcher self sees the situation (Hirsjärvi et al, 2009). Results become more clear and understandable when research process has been described as in-depth as possible, which I have tried to do in this chapter 4. This precise description allows reader to make own interpretations about reliability and validity. (Tuomi & Sarajärvi, 2009)

Classifications and codifications are important in qualitative research, so all stages and background for each class should be told (Hirsjärvi, et al., 2009). In my research it was justified to use upper level job crafting methods as classes because those methods have been studied to cover job crafting thoroughly. Three classes (i.e. increasing structural and social resources, and increasing challenging demands) were found to support work engagement and fourth (decreasing hindering demands) was found to prevent potential burnout. Even though this thesis is about work engagement, it is important to take into account also the fourth method be-

cause while preventing burn out, it reduces productivity and chances to improve engagement.

Face-validity means that results of the research is shown to interviewees or some person who is familiar with the phenomenon and environment (Tuomi & Sarajärvi, 2009). Results of this thesis have been shown to organization's representative before publishing. This preliminary reading was done because organization asked for it and one aim is to find some ideas how job crafting can be supported. Therefore it is justified to give representative possibility to tell if there is something organizational behind certain activities. Representative was able to note if there are some factual errors but was not able to affect to my analysis or interpretations.

Reliability in focus group method is based on two issues - data collection and scope. This means that the participants should be chosen by care, and make sure that they represent well the target population. In this case, group discussion participants were selected by using personal and firmographic (i.e. information of businesses related to company) information, which is more involving approach for selecting (Roller & Lavrakas, 2015). First I gave the attributes of the possible candidates to the organization and then participating departments were assigned by human resources director of the organization. Final choosing of participants I made together with supervisors of candidates. (Roller & Lavrakas, 2015)

Interviews were held in organizations conference rooms and remotely. All interviews had some remote participants. At the beginning I was going to keep all focus group discussions face-to-face but because organization has several units all over the country, it was not wise to try to organize all participants into one room. In addition to this, company's culture is highly pro remote work so I assume this was also another feature that led to remote participation. Even though I knew about this culture, I didn't see this coming when I sent the invitations to focus group discussions. People were accepting it and when I went to make the interviews, I noticed that some are participating remotely. In first focus group most participants (4/6) were present in the office but then the next group didn't work out as well because

there I had only two participants, one present and one remotely. Some people who had accepted the invitation didn't cancel or give me any notifications that they would not make it. For all of them I had written that it would be important that they are present. Perhaps it would have been more successful, if there would have been remote option already in the invitation. Then there became some delays because organization faced some challenges to find new interviewees. After some discussion we decided that the location doesn't matter, and so I got final two groups. I held those interviews remotely in 8th of June, and all invited persons were able to participate. One interviewee had to leave in the middle of discussion because of a business trip. Otherwise all discussions went without bigger interruptions.

Even though I had explained the term "job crafting" before discussions, sometimes people forgot that it is about spontaneous, self-starting behavior that doesn't need approval from supervisor. Another word that confused during discussions was "challenging" and "challenge". In my research "challenge" has been seen as a positive thing but interviewees associated it negatively – more like hindering demands. In these situations I tended to remind them of the meaning again. I took these possible misunderstandings into account while I was interpreting material.

Triangulation has been said to improve validity of research because it combines different methods, researchers, information resources or theories and thus give larger understanding of the phenomenon as a whole (Hirsjärvi, et al., 2009, 233). There has been some debate whether triangulation is a proper way to show validity because differences in study materials are possible due to different methods or angles that researchers used. Despite the debate, triangulation is used and said to be related either on study's confirmation or comprehensiveness of studied phenomenon (Tuomi & Sarajärvi, 2009, 143-144). Even though these might not necessarily show straight evidence of validity, those help to explain and give width for the research, which then gives better possibilities for reader to decide whether study seems to be reliable or not.

There are different types of triangulation: 1) Triangulation related on study material, which means that information is collected from many informant groups that are related with the study topic. 2) Triangulation related on researcher, which means that there are many researchers (e.g. observation studies). 3) Triangulation related on theory, which means that many point of views are taken into consideration in the study. 4) Triangulation related to methodology, which means using of different methods. This type can be divided in two categories – within-method and between-/across-method. The first means situation in which researcher picks one method (e.g. survey) and asks the same thing in many different ways. The latter is about collecting information about one issue in different methods or strategies (survey, interview, observation, document analysis, etc.) (Tuomi & Sarajärvi, 2009, 144-145)

In this research I used types 1, 3 and 4. I wanted to have many types of knowledge workers to tell their thoughts in focus group discussions. If there would have been only one type of job presented (e.g. project managers), results would have told only about project managers' abilities for crafting. Having wider variety of jobs, give general (in this organization) view of crafting possibilities. In theory part I used different perspectives related to work engagement and job crafting, which together gave a good insight to the subject. Self-leadership combined these two constructs to each other. I used different research methods to get wider perspective of the phenomenon and survey results as reflector when interpreting the data. Without this the results may have been misunderstood and poorly interpreted. Combining different research methods really supported one another and helped to see the bigger picture. Of course theories played a remarkable role in this, too, as results were combined with theory as well.

One element in research validity is researcher's objectivity. Even though, for example, researcher's own values, thoughts and age affect to view how researcher looks the case, the researcher should try to be as neutral as possible when interpreting the results (Tuomi & Sarajärvi, 2009, 136). I am working in the case organization but in different unit than in which the study was executed. I didn't know any

participant beforehand. Perhaps because I was being “one of them” I was able to create trusting atmosphere even without being face-to-face. It also helped me to understand the culture and see bigger picture. Still while writing the report I took a role as an outsider, so my relationship with the organization cannot be seen in results.

5. JOB CRAFTING IN PRACTICE

5.1 Case-organization

The actual name of case-organization is confidential but in this study I refer to it by the name Thecase. Thecase is one of the largest telecommunication, ICT- and online service companies in Finland. It offers different solutions for consumer and corporate customers. There is also a large production unit to ensure the functions of products and services provided by customer units.

The importance of employees is noted in the whole corporation. Employees are part of corporate responsibility and seen as the most important resource because the daily work that employees do affect directly on customers' everyday life. Thecase sees it itself as a trailblazer, which, in human resources context, means that Thecase is doing its best to ensure the wellbeing of employees. Thecase offers possibilities for flexible work by remote work and modern work equipment. They have also different methods to support better work-leisure balance, such as sports and culture clubs. Occupational health care services are high quality and Thecase is committed to activities that ensure long careers for employees. Personal growth and development is supported in Thecase and according to their webpage they provide opportunities to get challenging jobs and new capabilities by different methods.

5.2 What work gives to knowledge workers

After conducting the Utrecht Work Engagement Scale questionnaire, results showed that knowledge workers seem to be really engaged to their work. According to answers, in Thecase employees are more engaged than in ICT-branch in average (table 5). But in this case must be noted that ICT-business and working habits are changing rapidly, so it might be that in 2006 when Mauno, Kinnunen & Ruokolainen made their research, which numeric results Hakanen (2009) used as reference value in his UWES user guide, working environment was not as engaging as it is now.

Table 5. Work engagement levels and reference values

	Knowledge workers in The- case	Reference value in ICT- branch among specialists /planners/directors (Mauno, Kinnunen & Ruokolainen, 2006)
Vigor	4,42	3,9 /4,01 /4,49
Dedication	4,88	3,64 /3,65 /4,63
Absorption	4,44	3,35/ 3,45 /4,12
Total sum	4,57	3,63/ 3,71/ 4,40

Usage of self-leadership methods were measured because job crafting is one way of self-leadership and related to natural rewarding. Over all could be said that knowledge workers in Thecase use self-leadership methods (Table 6.) widely and they are familiar with it. Especially they seem to observe their own behavior, and set their own goals. They didn't score as high in self-rewarding, but actually they scored quite well what it came to natural rewarding, rates decreased because of questions about if knowledge workers treat themselves with something concrete like fancy dinner, shopping trip, etc. It seems that knowledge workers are not buying anything for them after succeeding at work but they seem to feel joy and happiness about it. Self-punishment got high rate, which is typical for knowledge workers, who are eager to succeed and get the best results.

Table 6. Self-leadership methods rated

Self-leadership method	Score	Max.	Rate
Self observation	11,70	15	High
Cueing strategies	10,96	15	High
Self goal setting	11,62	15	High
Self rewarding	9,32	15	Moderate
Self punishment	11,51	15	High
Practise	10,38	15	High

First question in focus group discussion concerned about what the work gives to the interviewees. This was asked to find out what might be the factors behind interviewees work engagement and what brings meaningfulness to their work. Naturally they pointed out the salary aspect but also some issues that are more related to the actual work. It seems that knowledge workers in The case value challenges that their work gives to them and possibilities to develop their capabilities while working. Social relationships and especially colleagues are highly appreciated and interaction between team members is also valued. When they were talking about unpleasant work, they saw that it would be horrible to do something that you don't like about for a living.

“It would be something horrible because you use so much time of your life to this so if the work would be unpleasant, it (life) would be pretty miserable.”

They also pointed out that doing the same tasks every day is not what they value.

“Task variety gives a lot. I am not a person who would work monotonically in ice cream factory or as market cashier”

Some discussions brought out the fact that while doing the work an employee is part of a bigger picture. Thinking of bigger picture was seen to be useful for motivating oneself on days when you have to do some task that is not so pleasant. They see themselves and their work helping not only themselves, their families and their employee but also society, country and even mankind. It was mentioned in many answers that they don't want only to sit on a couch and get money from society, instead they want to feel to be useful.

“Maybe only joy that you can imagine is that if you can serve family, society, country and mankind in some own small way, and of course individual's

way is probably really small and worthless alone but what it becomes when you sum it up with all doings made by others. That's pretty huge then."

Interviewees emphasized that one definitely a good thing is that there are no two similar days. The work is versatile itself and there are several issues concerning projects and processes that bring difference to daily work such as different customers, and technology.

They seem to get enthusiastic about the feeling that they put forward things and get things done. One difference between specialists and project managers was that there where project managers were inspired of finding out ways to motivate project team, specialists got inspired when they managed to do instructions that could help others to solve cases. Similar to both of these were that both motivating and making instructions help things to go forward and allow interviewees to use their creativity. Besides, those both have social aspect included as well - they help others to succeed. Even though these methods were found interesting and rewarding, the biggest reward seemed to be customer satisfaction.

"It sort of gives you kind of satisfaction every time you succeed and especially when you success well in customer's point of view"

"--- customer is happy and then you get happy, too"

5.3 Job resources and demands concerning knowledge work

In this chapter I cover the results from the focus group discussion related to increasing resources and challenging demands, and decreasing of hindering demands. I point out how job crafting is used at the moment and what kind of supporting organization is offering. At the end of this chapter I tell interviewees point of views concerning some possible development areas.

5.3.1 Increasing structural resources

Company's knowledge workers get inspired by ability to decide themselves for example about the schedule and task ordering. They enjoy of their freedom to make decisions and especially they like to see the end results of the decisions they have made.

"(When you have) freedom to sort of make those decisions and execute networks and services according to own point of view, it then gives you sort of satisfaction every time you success"

According to interviewees it is mostly dependable on person's own activity to develop oneself and one's own work. For example, following the development of technologies, industry, and other work related issues were mentioned as ways to develop oneself and at least get familiar with issues that should be learned in near future.

Most participants told that they are actively trying first to see the big picture and understand how everything works as a whole. After that they start to think if there are some other ways to work that would be more suitable for them. In every discussion I was able to sense that participants liked their jobs and were enthusiastic to develop both work and themselves to fit better together. Knowing the big picture and seeing oneself in it gives clarity to tasks and enhances ability to better succeed in them.

"Those have always been the steps for me that when I start to do (some new work), first I learn how to actually do the work but then it always follows that I try to understand a bit deeper that thing so that it won't stay sort of robotic doing without understanding of the work itself."

"—I have had always as baseline that I try to learn as widely as possible the whole picture because the on the long run it helps to solve some problem situations"

Even though they are interested in of the big picture, people seem to be unfamiliar with work their work mates are doing in other positions. This might be misleading sometimes. For example, some people thought that project managers are having one project at time and that they have time off when there is nothing to do on that moment in the project. The truth is that project managers have several projects running at the same time. Similarly some people thought that specialists ask to use processes and right procedures just because they can, but the truth is that they are asking those because in that way processes go further quicker as those procedures have been tested several times.

Willingness to learn new things was mentioned as one of the crucial features of knowledge work. Knowledge workers emphasized that in rapidly evolving industry in which The case is offering the network and customer has the newest technological equipment, they have to stay on the same line with development and have the knowledge of what is coming.

According to the knowledge workers they are themselves responsible of developing them and their skills. They say that no education or courses can offer them the knowledge they need in their work. As mentioned before, they want to get familiar with the big picture and to do that they need to get a wide understanding of processes and technology involved in processes. Skills develop while they are solving cases at work and through discussions with colleagues and other stakeholders.

Interviewees named “*going away from the comfort zone*” as one effective method for learning new things. New technology and some tasks that are not straightly related to own main work were stressed several times during discussions as methods that bring meaningfulness to work, despite it might feel a bit stressful to try something new for the first time.

“I try to go out from my, what is it called, comfort zone, so that I do not always stay in situation where it is nice but instead have occasionally the

courage to do things that doesn't feel natural or feels uncomfortable because then you develop yourself"

Projects and tasks differ from another, for example by technology. Interviewees enjoy learning of new technologies that give them deeper knowledge about the current issue. It will naturally increase the ability to take tasks and projects that require deeper understanding of that new type of technology.

To get a deeper understanding, some knowledge workers develop their skills in spare time. They read literature (especially when preparing to some certification tests) and some of them are active online in different technology websites and forums.

"I have been several years in equipment manufacturer's support forum and almost all the time (in spare time) I have open browsers to that website and I get automatic notifications to my e-mail when some new internet security related conversation is opened, and I have used it sort of self-educational tool in free time and it has helped a lot. You get all topic areas to your mind and --- no commercial course or school will give same kind of capabilities and knowledge to some field."

Some interviewees have crafted their workspace to make some parts of work quicker. According to them, it brings them great joy when they know that some shorter command that they have created (sense of autonomy) have made their work slightly quicker, which gives them more time to concentrate on other tasks.

"I organize for example windows on my screen so that the length to move the mouse is as short as possible. I for example repeat some specific actions so that those go logically and try to think (those). I have done these so called aliases e.g. some specific commands that we use often by replacing so that it is enough to use only a couple of letters instead of the whole command. All that kind of micro managerial stuff that has the nice thing that

even though it doesn't improve the actual work so much, it makes the small upgrade and I feel satisfied every time when I know that the work went again a bit smoother and funnier."

5.3.2 Increasing social resources

In modern working environment in which there is a possibility for remote work and facilities that encourage it, interviewees still see that the physical presence is important. They value their relationships with co-workers and some colleagues even become friends who meet in spare time as well. Interviewees saw remote work as a good thing but they felt that it is a pity that nowadays even more and more meetings are held via Lync and you don't see people that much. According to them working in office empowers as you can talk to someone face-to-face on coffee breaks or in informal corridor meetings. They also mentioned that a threshold to start informal conversation via remote tools is really high. By being present in office allows them to hear more about what is going on in the company and general feelings as well.

"To be as much as possible in same space, not only in contact with this remote work equipment. It increases sort of meaningfulness when you are able to get things done without waiting some response to e-mail or messenger. It is that kind of interaction that I myself appreciate and try to foster."

When workers are present in the office, they are able to ask straight from a colleague and get the answer immediately or after a short conversation. This makes it easier for employee to form a bigger picture of some issues and increase their knowledge as they can easily ask questions that are in their mind. On the other hand, this availability was also seen as a negative point as interruptions are really frustrating when you are doing work that requires thinking. Interviewees pointed out that even though they like to be present in the office, they don't like open offices in which there usually are a lot of talking, trespassers and shoulder knockers.

Collegial help and support have been appreciated and the expertise of older colleagues has been highly valued. Interviewees feel that it is important to have colleagues who help when necessary. Possibilities to help are wide. In all discussions were mentioned that when you don't know about some issue, you should go then to find some co-worker who has the knowledge. According to interviewees when you help others, others help you, when needed. Sometimes a quick answer helps the colleague to continue one's own work, and sometimes it requires that someone comes to you and shows you how it is done.

"I have tried to help extremely lot and for example I have systematically done with people so that we take a session. If someone asks that how this is configured, we open remote desktop and phone connection and look through the process, even though it would not be necessarily very complicated."

"When someone gets a new project or something, we quite commonly discuss that "have you done this, what do you do, have you some plan or whatever there is". Quite well there always pops out (knowledge/experiences) when you start asking. Sharing the knowledge and experience, so that no one needs to reinvent the wheel."

In one focus group was pointed out that helping culture in units that work in customer interface is more open and knowledge sharing than in technical units where helping is more specific. According to interviewees, to get a proper answer in technical unit you need to know to ask the right question. They called for spreading the helping culture through the company and more team work as well. If I have interpreted right, they don't have wide knowledge sharing channels anymore. They used to have irc-channel in which there were experts from many fields and you could ask whatever and you got proper answers quickly. At the moment they have Skype but in interviewees' opinion, it is not working as well as irc.

What it comes to feedback, interviewees are willing to know how they have managed in their work. According to them, they get feedback in some way all the time but some of them think that feedback could be given more than it is given at the moment. Usually feedback makes people to think their behavior and habits, which may lead to self-development activities. Therefore both positive and critical feedback should be given when it is necessary.

“If something has not went so successfully, you make a bit better next time and find out in which parts you can develop your own performance”

Project managers brought out a leadership part in their conversations. Leadership can be used to make social interaction smoother and help team members to work better together. Interviewees are working in different project teams that differ from project to another. In these teams they learn a lot about communication with different people. They found it fascinating to learn how “people work”. They saw themselves in a role that requires “*situational adaptive leadership*”, which refers to a method in which manager changes, for example, own behavior and communication methods depending on the other party.

“If we think some specialists, who don’t seem to give their best, well, I don’t start to think what that specialist does the wrong way but how I am myself capable to change my behavior and thereby get some meaningfulness to my work after better reaching some person by changing own ways to communicate.”

Interviewees saw these changes in communication and motivation as keys to success in projects and to manage those better. When I was starting this study I had a conversation with one director who were wondering why project managers move often on to leader positions instead of staying in project management. Maybe this is one of the reasons – they like to see how their own behavior enhances other people’s working spirit.

5.3.3 Increasing challenging job demands

Many interviewees mentioned that they don't actually want any more challenges to their work. They told that their schedules are already full, so they are working on their present challenges and possibilities to use those to develop themselves. When I was discussing with the director about project work, this director wondered why there are not so many internal applicants to project manager positions. I asked this from five persons who are not working in project management and got quite unanimous answer. They have not applied project manager positions because they see that there is too much responsibility compared to benefits, and that they are really happy with their current positions in which they are able to develop themselves and have enough challenge.

Challenging job demands are wanted mainly for developing own skills and as mentioned before in part 5.3.1, getting away from comfort zone is straightly related to challenging demands. Interviewees are seeking some challenges by getting different project or tasks that include some new technology, new customer or other issues that are not so familiar to interviewees. In these cases the knowledge worker needs to find out methods to succeed and ways to get the required knowledge.

“You cannot stay still, you must definitely want more yourself and be ambitious, that takes you further and you get absolutely more challenges”

When getting gradually more challenging work, it maintains your motivation and both widen and deepen your knowledge. Many times the newest worker gets tasks and projects which no one other wants, and it might not be a bad thing at all as you learn a lot about those. Sometimes you can even get a case solver role in which you get all the trickiest cases but on the other hand, again, you learn the most from those and are able to develop yourself professionally.

5.3.4 Decreasing hindering job demand

One word was really top of all in all discussions, and it was hassle. Interviewees in all focus groups mentioned that they have either full schedules or then so much work that they are just trying to cope without having time to think any extra. This means, too, that hurry and lack of time are seen to be the main obstacles for job crafting.

“Sometimes you have to say actually that now some task must be left out, I can’t handle these all, and maybe even more, it is that we don’t have the capacity to do more work. And you, even if you have will, are unable to put things forward (because other stakeholders are as busy)”

People are trying to reduce hassle by creating to-do –lists and deciding in the morning what they shall do on that day.

“In the morning I try to think a couple of things, usually it is two, max three, can be even one, which I want to do on that day. Which I have to do, because if none is finished, it strains whole body and the next day. That gives a feeling that you get even something done”

Coherent to all discussions were that the main reason for hassle is unexpected tasks that come during the day from different channels and typical to these tasks are that those are something that should be done right away. These tasks cause re-prioritizing and interrupt mental work that interviewees do. When contacts and number of unexpected tasks start to rise, workers try to remind themselves of the list they made in the morning. In all discussions was brought out that people are actively seeking ways to handle the hurry but even after many years they still have not found a proof method.

“—actually around last decade I have tried to solve this problem and am still on half way because I always figure out new ways to organize myself and my attention but then the next catastrophe might blow up my good plans

and then we are again in the familiar place, which is in the middle of a small chaos.”

One issue that was mentioned in discussions and related to hurry and hassle is lack of quality. When people need to make solutions they base their decision-making to knowledge they have available. If they don't have enough knowledge or they don't have time to seek the knowledge, quality suffers. Bad quality on the other hand may accumulate causing increasing work load in the future. Uncertainty relates to lack of quality as you can't know for sure, if you have all the knowledge that you need, and are everyone related to the project doing their share.

“ – I try mainly to reduce (workload) by doing my job which is bringing clarity to where it is fuzziness... This same clarity helps the whole organization with workload when it reduces overlapping work, doing twice, like fixing old bad performances, etc...”

To ensure sufficient level of available knowledge, knowledge workers are doing their best to produce guidance material available for everyone. According to them they are trying to make it as specific and understandable as possible so that people would find answers to their questions there. Quality of work increases when they have all the information they need, they ask (interrupt) less and get themselves some learning experiences when they find out how something is done. In a long run proper guidance material reduces contacts and allows knowledge workers to concentrate more to issues with which they are working on. Other quality improvers are well proofed processes to order some things. Project managers mentioned that sometimes processes feel to be clumsy and those should be more agile. According to specialists, those processes have been very often crafted based on the experience, and thus working as efficiently as possible. They pointed out that sometimes project workers are trying to use some other procedure than recommended and then they wonder why the process is not working.

Another method to decrease sense of hassle is to take care of oneself by exercising and resting. When you have enough time to recover and something else besides work in life, too, you cope better at work as well. Way of thinking was pointed out to be efficient method to reduce workload, either by thinking work as “just work” or then, for example, by concentrating on issues you can affect yourself.

When I asked people about their ways to ensure full concentration, many interviewees stressed focusing on one or two issues at time. They didn't find it easy as there are many projects and tasks running at the same time, and in addition to this, some ad hoc tasks come daily. Even if mastering prioritizing, they found it straining if they need to focus on several, 5-6, different projects or tasks at the same time. When there are too many different subjects, quality starts to suffer. They are willing to give their best but sometimes they have to be in several places at the same time. This was emphasized especially among project managers.

“Sometimes it is easy to concentrate on one, sometimes not. To one or two you can but if you have six things on the table at the same time, absorption to work suffers. And that feels easily straining and output suffers, so it is not the ideal situation”

5.4 Supporting job crafting

Next I am about to discuss some supporting methods that were mentioned in focus group discussions. These supporting methods are related to the organization and thus those are something that organization can pay attention to and do changes if necessary.

5.4.1 Leader's role

Work prioritizing in general level is not seen as a problem but when there are too many tasks or projects in line waiting for you to do your share, interviewees called for support from organization and leaders.

“Has guts to say at work that now I just can’t do this - that insist of prioritizing, if you for example have five projects and you go and say to your foreman that I can only do three in this given timeframe, so please prioritize which I shall do.”

As far as I understood right, interviewees have got the support whenever needed. Support activities have been permissions to turn off interactive tools, do remote work and different work flow arrangements. In all discussions was pointed out, that both Thecase’s environment and procedures supported remote work. They also highly appreciated this opportunity.

Some knowledge workers have found it relieving that they can keep their e-mails and other tools turned off and view, for example, twice per day. According to them, urgent tasks never come via e-mail, and therefore pros are higher than cons. They are able to concentrate and be more productive when they are not seeing the new mail sign all the time.

There were times when people sent messages directly to knowledge workers and asked them to join to some project or do some tasks. Occasionally they felt that they should join even though they would not necessarily have time and other resources available. At the moment all those requests go through official routes (supervisors) which reduces knowledge worker’s mental work load.

5.4.2 Remote work and specialized workspaces

Remote work is something that was highly valued in every focus group. It gives a possibility to work at home when there are some tasks that require full attention or just to make it easier to combine work with other life. Remote work was seen as an organizational way to support job crafting. It allows to decide a suitable place to do one’s work either it is at the customer’s place or at one’s own summer house. In most cases though, people tend to work either in the office or at home. Whilst working at home, knowledge workers like to take the advantage of the early silent

hours before 9 am. Usually amount of contacts start to rise after 9 am. Actually people were hoping to be able to start earlier to be able to leave earlier. At the moment they might be starting earlier but as most people use standard office hours and due to that some meetings are held in late afternoon, they are not able to leave earlier.

Working environment at Thecase is mainly open office, but after a large renovation in office building, employees got many new kind of workspaces from which they can choose of, depending on requirements of current task. There are no own desks for people, so they are asked to always leave an empty desk behind them. For quiet work there is a room, in which talking is prohibited. Then there are several small conference rooms as in many occasion, even though there are many participants in a meeting, large amount of them are participating online. If you are the only participant in the office, probably the most suitable option is then a soundproof phone booth that they have several. Sometimes people don't care if there are other people around, and then they can have a meeting in a public coffee room, or they can even organize an event there. There are also some other larger places that are public for every employee, which can be used to throw an event. As proven above, there are a lot of options from which employees can find the best suitable space for themselves.

5.5 Development areas and ideas concerning job crafting

Next I list some development suggestions that were mentioned in focus group discussions.

5.5.1 Time to think

Many of the knowledge workers were hoping to have some kind of get-together with people who have similar job descriptions and to be able to discuss about their possibilities to jointly craft their work, combine all their individual crafts and spread the good. After some projects, managers have tended to discuss the project through to find the best successes and also learning points. Still knowledge workers as a larger group were seeing that some bigger get-together would be benefi-

cial to each party as they also saw that when people have time to think, they are able to brainstorm and better able to do crafting.

Participants were also hoping to have enough human resources that everyone would have enough time to think and find the best possible ways to craft their work. When there would be enough people in team, everyone's workload would be bearable and it could accumulate to better quality. Knowledge workers agreed that formal processes and templates help them to save time as they "*don't need to re-invent the wheel*".

5.5.2 More flexible working hours

Even though there is a lot of conversation about that the firm is not having fixed working hours, people are quite fixed to work during the standard office hours 9-17. This has seen to be problematic in jobs which require creativity. Sometimes creativity peak comes in the evening, or during the weekend. If you work then, your family life might suffer especially, if you still need to work full days next week because either of meetings, position that requires that you have to be there when services are available, or customers expect that they can reach you on business days.

Knowledge workers were hoping to be better able to decide themselves when they work and when to take some time off. They stated that when they are in a flow and able to think, they are really productive and might perform more in one day than in some week when they are not able to concentrate. They were also hoping that there would be possibilities to take that time off on business days, if they were working through the weekend for some reason. They understand the importance of rest for their health.

5.5.3 Meeting policy

During discussions were mentioned unnecessary meetings which were told to be held time to time. Interviewees found those really demotivating. In addition to this, some knowledge workers found it unpleasant that meetings are often booked

where ever there is space as this means that you have to quit your valuable mental work concerning subject A to go to meeting concerning subject B. In mental work it is not easy to start thinking process again after an interruption, which in this case is the meeting. One hour meeting might disturb the flow that is not easy to be found again. It is understood that when there are many participants in one meeting, you just have to place the meeting somewhere that fits everyone's calendar. On the other hand, people were wondering if it is allowed to spend a couple of days being unavailable and focus on those days to some issue that requires full attention. Unavailability at this point means that you cannot be reached during a day.

5.6 Summary of results

Because job crafting is about modifying own work to make it better match with own desires, it is natural that self-based features are in bigger role than organizational features (figure 6.). Knowledge workers in Thecase are eagerly seeking ways to develop their skills and knowledge and then willing to use those skills in tasks that are more complex. At the moment they are facing a lot of hassle because of heavy work load, time pressure and interruptions, which they find straining and the situation unsustainable. They would like to have time to do their job properly and have time to think. To do that, they are trying to diminish the feelings of hassle and hurry. When looking the work at a social point of view, knowledge workers are enjoying a lot of interaction between colleagues, and they try to foster it as much as they can. They work remotely when it is necessary to fully concentrate on some task. Otherwise they want to work in the office. Informal conversations are valuable for them.

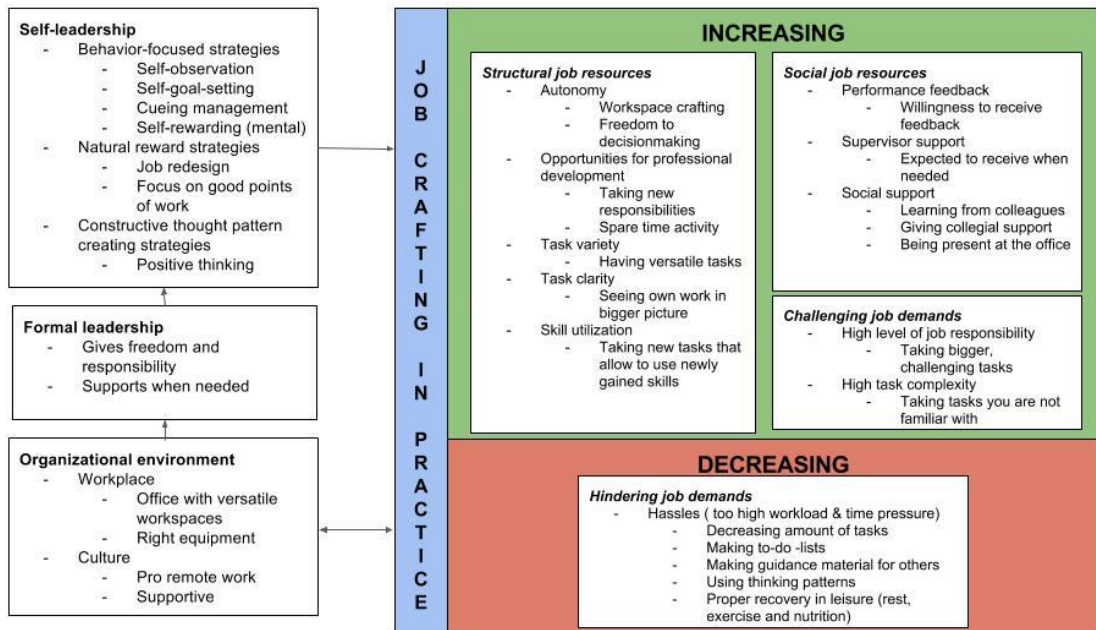


Figure 6. Summary of results

6. DISCUSSION

Figure 7 shows differences between theory and practice of job crafting. Those go quite well hand in hand but in Thecase there were not that many hindering demands. However, the one that is there has a really strong emphasis on knowledge workers' working spirit. This research was first aiming to study job crafting habits that would enhance work engagement. But according to my focus group discussions there are some obstacles related to job crafting, namely hurry and lack of time that together cause continuous hassle. I want to lift these obstacles up because in case the organization is willing to keep employees healthy and innovative, those are something that should get attention. Other issues that got my attention were social interaction and continuous learning, which are found to be highly valued by individuals.

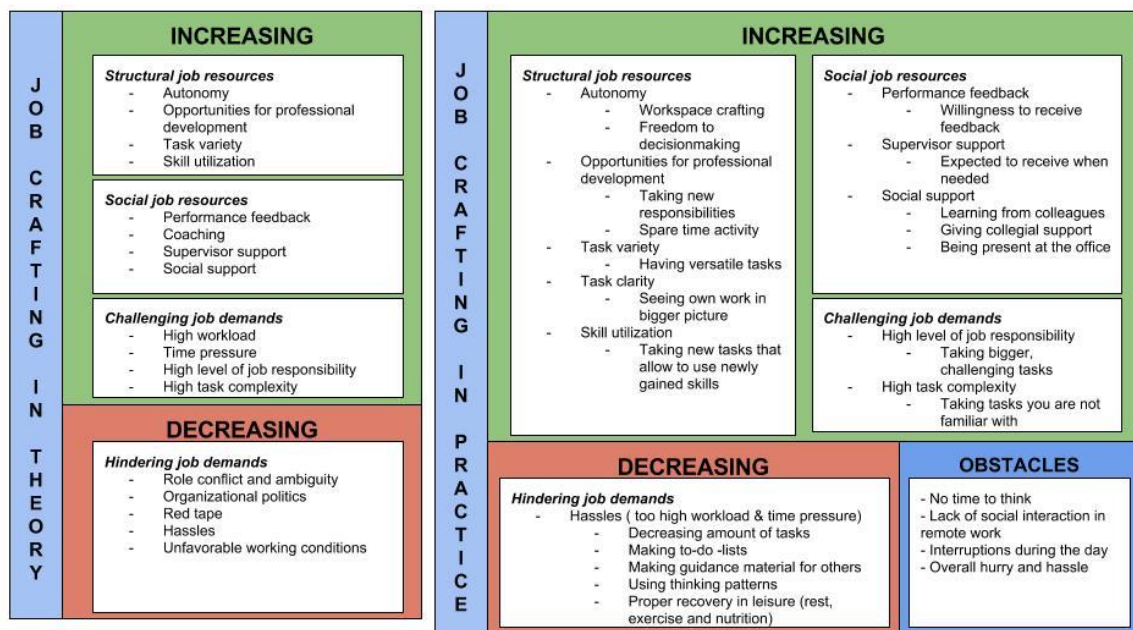


Figure 7. Job crafting in theory and practice

6.1 Self-leadership as a buffer

In theory time pressure and high workload are categorized to be part of challenging demands but in Thecase it seems that knowledge workers are experiencing too much of both, which then leads to hassle. As mentioned several times in discussions, interruptions during a day, whether it is a meeting, colleague who stop by asking something or someone contacting online, can be really annoying and

hindering mental work. For reducing workload, knowledge workers are using many self-leadership methods (Manz, 2007) to manage their day, such as to-do –lists, prioritizing, and constructive thought pattern by thinking work as “just work” in order to make it less mentally consuming. These methods are working as buffers, similarly as Bakker & co (2007) stated resources to help to cope with stressful situations. When interviewees know that there is busy day coming, they do to-do –list that consists of one or two things that they know they can accomplish during that day. After accomplishing they feel that they have got at least something done, which reduces feelings of strain. Actually quite many of their crafting acts, that are most time consuming, are made to reduce hassle in their work and possible feelings of strain.

As stated by Tims and her colleagues (2013), decreasing hindering demands might not be strengthening work engagement but helping to prevent potential burn out. These decreasing acts might decrease also individual performance while person is doing something else than the actual work. This seems to be happening also in Thecase, for example, when employees are making guidance for others in order to reduce interruptions at own work. Therefore organization should aim to reduce workload. This would have benefits in a long run when people don't have to fight against feelings of strain and suffer of possible burnout. When people would be able to focus on increasing resources and challenges, they could improve their person-job fit and thus their work engagement and innovativeness.

6.2 Importance of social interaction and continuous learning

At the moment there is a lot of buzz in media about changing work life and how remote work is getting more and more popular and becoming “the new normal”. So therefore it was interesting and fascinating to find out that interviewees were really pro office days instead of remote days. They liked that they have opportunities to work remotely but they saw that social connections face-to-face are really important to their wellbeing at work. Remote days were often used when they wanted to do something that they really had to focus on.

Helping others in learning or succeeding in something, and expecting to get same kind of help when needed, are ways to craft (adaptive relationships (Berg et al, 2013)) the social part of work. Knowledge workers learn from colleagues who are more experienced, and spread to their co-workers things that they have learned, for example, from others, in courses, or by reading on magazine. This type of crafting is typical in organizations in which work is highly structured and organization is small. Interviewees in my case work in teams so therefore it is explainable that they use this crafting technique a lot.

There is this dilemma about time consuming interruptions during a day and willingness to help. The fact that they are not having “time to think” as they say, might slightly hinder knowledge flow. Because social interaction helps to maintain the enthusiastic working spirit and spread the knowledge, it is something that should get attention. When people are working remotely they are lacking important empowering social connections, which give even more for supervisors to concern. Socialization is one element in Nonaka & Takeuchi’s knowledge spiral, and if there would be time to have a proper chat with colleagues, more pieces of knowledge would be spread (Dalkir, 2011). Therefore those get-togethers that interviewees mentioned can be really worth organizing.

According to Bakker & colleagues (2007) information didn’t play any role as buffer on work engagement in stressful situation, but as far as I am familiar with only one question that was asked (“Is the flow of information at your workplace between the management and the personnel sufficient”), I keep wondering if it could have some role after all. This question measures only information between management and personnel. In my case, knowledge workers wanted to spread their knowledge, give tips to colleagues and even show remotely how some tasks are done. Berg and his colleagues (2013) describe this as job crafting through adapting relationships. According to them this increases senses of meaningfulness of work and mutual trust. When people get new information, they get new resources, which increase self-efficacy, which together lead to improved work engagement. Also in contemporary work that is often done in projects, tasks have interdependencies which

require knowledge sharing to get projects finished. Therefore perhaps information could play a role in knowledge sharing between colleagues, and the buffering effect comes from the knowledge spiral.

As found out in research of Bakker et al (2007), supervisors are expected to be there for employees as a back-up which will give empowering feeling if the workload is heavy. In my research, leader's role was emphasized when interviewees were discussing about reducing workload and hindering demands. Individuals called for support from supervisor in situations where there were too many tasks on to-do –list, or too many contacts coming in through different channels. This is also very well in line with Tims and her colleagues (2016) who stated that to support job crafting and work engagement, people should be given enough freedom to operate and guiding in situations where it is necessary or asked. Interviewees were also hoping that the organization would organize some events for networking with colleagues, which would increase their social resources and widen their professional network.

Continuous learning was mentioned in previous researches to be one characteristics of complex knowledge work. It increases job resources, which improves feelings of self-efficacy, which again increases work engagement (Salanova, 2002; Kahn, 1990). Role of learning was also emphasized in my study when focus group participants were discussing about structural resources. They pointed out that they are having work that requires continuous learning because technology, teams and projects vary all the time. They saw that this opportunity to increase own capabilities and knowledge is giving a lot for them and means a lot, too. They appreciated this natural way to get more challenge to work. As mentioned in theory (Manz, 1997), this sense of increasing competence is naturally rewarding and thus increasing their intrinsic motivation to work.

6.3 Organizational support

It seems that organization has managed to create an organizational climate that also works as a buffer on work engagement in stressful situations. As mentioned

in focus group discussion individuals feel themselves energetic and empowered after spending time in the office, even though the day itself would not have been the most productive. They stated that colleagues and other stakeholders are important, and they appreciate informal discussions. This might have also something to do with team work engagement and team job crafting that spreads vigor over to individuals.

Organization has made a big investment in working environment and acts as a trailblazer what it comes to remote work. By giving opportunity for remote work, organization gives employees autonomy to decide where to work, which is a way to increase structural resources and intrinsic motivation (Ryan & Deci, 2000; Berg et al, 2013). Another way is to give employees chance to use and develop their skills. The case has been doing this regularly by offering employees tasks and projects which require adapting some new skills. The case seems to be an organization that values its employees and wants them to be able to excel in their work. Organization is working as a facilitator that offers proper environment, tools, and supervisor support whenever it is needed. Employees are trusted and empowered to lead themselves to succeed in their work. The cherry on top would be the total freedom, i.e. possibility to actually decide yourself when to work and how much per day. Results should be that count. To succeed in this requires that employees understand task interdependencies.

7. CONCLUSION

7.1 Theoretical contribution

Aim of my study was to find out in which ways job crafting is used and supported in practice. This study participates to discussion about job crafting as one method to enhance and maintain work engagement and thus organizational commitment, better performance and better business outcome.

What it comes to structural resources, my study goes quite well in line with previous researches. Knowledge workers value their work, in which they can continuously develop themselves professionally and thus make the work a bit more challenging. They like the fact, that they are able to make decisions and put things forward. In many occasions, interviewees emphasized that they don't have two similar days, which goes well hand in hand with previous research concerning task variety.

In previous literature have not been covered remote work, and its impact to social resources. This is a pity as the nature of work has changed and remote work is getting more and more popular all the time. As I found out in my study, knowledge workers like the opportunity to work remotely when they prefer but they highly appreciate their colleagues and their presence. It was quite surprising that networking was not mentioned in any previous researches as relating to social resources, because instead of emphasizing leader's role, interviewees in my study stressed the importance of their colleagues and the reciprocal supporting whenever they needed. In the study of Berg & colleagues (2013) they emphasized job crafting through adapting relationships as one crafting method, and in this type of crafting reciprocal help and support were mentioned. However, according to them this method is related to already existing relationships instead of expanding network.

7.2 Managerial implications

Next I am about to give a few suggestions how Thecase could enhance job crafting and thus work engagement.

7.2.1 Big picture and social support

During discussions I was able to sense the enthusiasm people had towards their work. They were all proud of their work, willing to help others, and expecting help from others when they needed. In addition to this, they were able to see the big picture and make decisions that are the best in a long run. To clarify the big picture even more to everyone, I recommend Thecase to organize some small events in which all employees in one process would participate in small groups. In figure 8 is presented how groups could be formed to get full knowledge of the process to each group. When people know what kind of work is required in each phase of the process, they might get more understanding and tolerate better possible delays or other inconveniences. On the other hand, they can know quicker to whom to contact, when they have some issue or problem in their work.

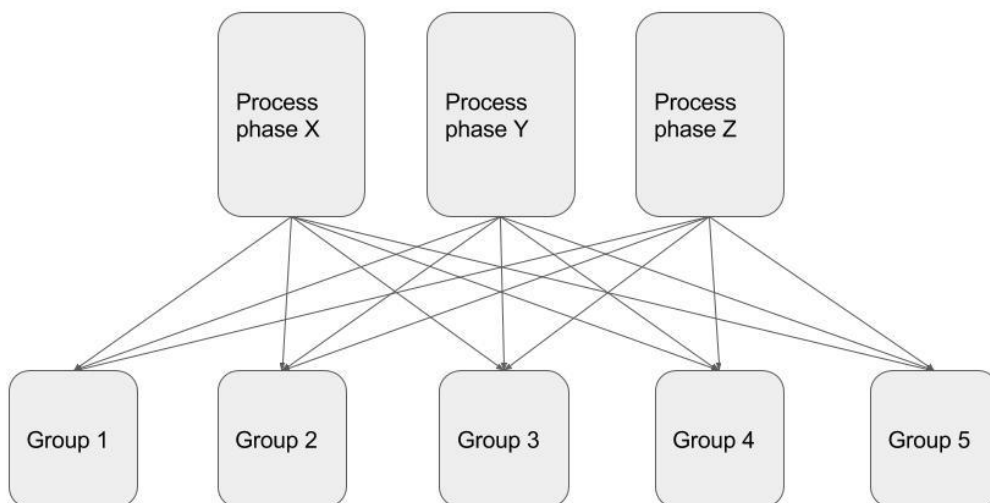


Figure 8. Suggestion for group formation

It might be easy to think that this is cheaper and quicker to organize online so, that from all positions someone writes one's own story and everyone interested can go and read it through. But by this way people lack personal connection that was highly appreciated in my study. When people are able to actually know someone who is in some position, they might contact them easier. As mentioned in my re-

search, social connections and relationships with stakeholders are important, so possibility for networking should be supported.

7.2.2 Possibilities for joint crafting

To craft job in a bigger picture Thecase could organize some big get-together/workshop that knowledge workers mentioned of. In this event knowledge workers could first tell about their work in order to make others familiar with their work days, then they could jointly discuss about different ways to craft their work as knowledge workers. A difference between this event and the one mentioned in 7.2.1 is that in this one would be mixed different units, such as production and customer service. The reason for this is the discussion about customer services as they have such helping spirit that people in production unit would like to adopt. Then after these sessions people could be divided in groups based on their job descriptions and in these groups they could discuss about their work and how they could be able to craft it in daily basis. Participants to these workshops could be chosen according to their crafting history and motivation. Well motivated persons are a) innovative and b) spread the new information to their colleagues with enthusiastic spirit. After the workshop and spreading the new pieces of knowledge to own colleagues, it is likely that people start to see more possibilities for crafting their own work. These jointly agreed methods work as a trigger that hopefully starts a positive snow ball effect, which then spreads also to the whole company crafting the norms as well. When people are given responsibility and freedom to craft their work, and do tasks which they prefer, they are more likely staying longer in an organization and spreading the energetic working spirit around them.

7.2.3 Investment in resources

What worries me is the hurry and hassle that people are facing constantly. Because this hurry and hassle is all over the organization, it increases employees' feelings of stress because they cannot be sure if their colleagues at the process are doing their share in time. In Thecase's case, knowledge workers are heavily using their personal and job resources as buffers on work engagement. This study shows that busy schedules and insufficient human resources seem to be the most

crucial factors that hinder job crafting. Work engagement levels were not bad at all, but if organization would like to ensure employees health and wellbeing also in the future, management should pay attention to resourcing. In these times when savings and personnel decreasing are popular in work life, a true trailblazer would be an organization that makes investment to employee wellbeing by hiring new employees to share current work load. By doing this the organization enables better innovation as people have time to think. This move would also be great PR and improve Thecase's employer brand. In the longer run, a few new employees would probably become cheaper than burn out workers on sick leave or poor task quality (and corrections afterwards) because of the hurry. Perhaps, after this step, those specialists who are not yet willing to apply to project management would not hesitate anymore, and current project managers would stay in project management for a longer period of time. Knowledge workers are willing to make the best possible quality because they are proud of their work. Therefore it is beneficial to both – employee and organization – to fix the environment as a whole to support it.

7.3 Suggestions for future research

Next I will list some suggestions for future research topics. All of these ideas arouse while I was writing this thesis, and especially these academic suggestions are something that I found myself interesting. These lacking pieces of information would have given something more to my thesis, too.

7.3.1 Future academic research suggestions

The fact that there is not much if all previous research about the role of networking in social resources is something that could be studied in future. This would be important field of study as the nature of work has changed towards networked culture. Importance to know right people to get the right answers, and the helping culture in general were mentioned as appreciated features of working environment. Therefore it would be interesting to find out in larger scope how big role networking actually has in job crafting and maintaining work engagement.

At the moment Job crafting scale measures social resources basically with questions concerning supervisor support and collegial support. Supervisor support part is wide and when thinking of what was supervisor's role in this study, perhaps in the future could be studied other stakeholder's (e.g. customers) role in job crafting and how networking affects to job crafting.

Another academically interesting subject to study would be information's role as a buffer on work engagement. This is also partly related to networking because getting new information and sharing it requires some kind of network. Perhaps there is a connection between knowledge sharing and buffering on work engagement.

7.3.2 Future research in the case organization

As far as I see it, it seems that meeting policies have something to do with these feelings of hurry. People have full schedules and only a short amount of time to do actual work or preparation for the meetings. I don't know the exact meeting policy that there is at the moment but if there would be meeting policy which asks the organizer to send the agenda at the same time with an invitation, every participant to prepare own material beforehand, and the organizer to send memo right after the meeting, those meetings would be more fruitful for all. And if there are some participants whose presence is vital only a short while, those issues should be covered at the beginning of the meeting so that those participants won't have to wait the whole meeting to give their share. That helps to give more time for something more productive and make meetings efficient. To be able to make better and more detailed suggestion to improve meeting policies, I should get deeper knowledge of the present policies and habits. That could perhaps be an area to study in the future.

The case is having really good UWES scores and organizational climate with valued remote work possibilities are in good shape, therefore it could be interesting to find out what kind of difference to organization's business outcomes would come, if there would be done some human resourcing and thus enabling to spend some

time to thinking. Would it increase innovativeness and wellbeing and inspire for job crafting and better performance?

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APPENDICES

APPENDIX 1. Job Demands and Resources

Job Demands	Job resources
<ul style="list-style-type: none">● Centralization● Cognitive demands● Complexity● Computer problems● Demanding contacts with patients● Downsizing● Emotional demands● Emotional dissonance● Interpersonal conflict● Job insecurity● Negative spillover from family to work● Harassment by patients● Performance demands● Physical demands● Problems planning● Pupils' misbehavior● Qualitative workload● Reorganization● Remuneration● Responsibility● Risks and hazards● Role ambiguity● Role conflict● Sexual harassment● Time pressure● Unfavorable shift work schedule● Unfavorable work conditions● Work pressure● Work-home conflict● Work overload	<ul style="list-style-type: none">● Advancement● Appreciation● Autonomy● Craftsmanship● Financial rewards● Goal clarity● Information● Innovative climate● Job challenge● Knowledge● Leadership● Opportunities for professional development● Participation in decision making● Performance feedback● Positive spillover from family to work● Professional pride● Procedural fairness● Positive patient contacts● Quality of the relationship with the supervisor● Safety climate● Safety routine violations● Social climate● Social support from colleagues● Social support from supervisor● Skill utilization● Strategic planning● Supervisory coaching● Task variety● Team cohesion● Team harmony● Trust in management <p>Personal resources</p> <ul style="list-style-type: none">● Emotional and mental competencies● Extraversion● Hope● Intrinsic motivation● Low neuroticism● Need satisfaction (autonomy, belongingness, competence)● Optimism● Organization-based self-esteem● Regulatory focus (prevention and promotion focus)● Resilience● Self-efficacy● Value orientation (intrinsic and extrinsic values)

APPENDIX 2: Focus group steering questions

- Mitä työ antaa sinulle?
- Miten voi itse mahdollistaa oppimisen elämykset, omien kykyjen maksimaalisen käytön ja itsensä ammatillisen kehittämisen varsinaisessa työssä?
- Miten pyrit/voi pyrkiä työn mielekkyyden lisäämiseen sosiaalisen kanssakäymisen keinoin?
- Millä tavoin voi pyrkiä/pyrit saamaan työhösi lisää haasteita? Millaisia haasteita?
- Miten vähentää työn kuormittavuutta?
- Miten maksimoida työhön keskittyminen?
- Mitkä koet suurimpina haasteina työn tuunaamiselle?
- Miten työn tuunaamista voisi mielestäsi tukea?
- Miten tekisit työtä juuri itsellesi sopivalla tavalla?

APPENDIX 3: Utrecht Work Engagement Scale

Kuinka usein sinulla on seuraavanlaisia tuntemuksia?	En koskaan	Muutaman kerran vuodessa	Kerran kuukaudessa	Muutaman kerran kuukaudessa	Kerran viikossa	Muutaman kerran viikossa	Päivittäin
Tunnen olevani täynnä energiaa, kun teen työtäni.							
Työni on mielestäni merkityksellistä ja sillä on selvä tarkoitus.							
Työskennellessäni unohdan ajankulun.							
Tunnen itseni vahvaksi ja tarmokkaaksi työssäni.							
Olen innostunut työstäni.							
Kun työskentelen, unohdan kaiken muun ympärilläni.							
Työni inspiroi minua.							
Aamulla herättyäni minusta tuntuu hyvältä lähteä töihin.							
Tunnen tyydytystä, kun olen syventynyt työhöni.							
Olen ylpeä työstäni.							
Olen täysin uppoutunut työhöni.							
Jaksan työskennellä hyvinkin pitkiä aikoja kerrallaan.							
Minulle työni on haastavaa.							
Kun työskentelen, työ vie minut mukanaan.							
Olen hyvin sinnikäs työssäni.							
Minun on vaikea irrottautua työstäni, kun olen siihen uppoutunut.							
Jatkan hellittämättä työssäni silloinkin, kun asiat eivät suju niin hyvin.							
Yhteensä							

APPENDIX 4: Self-Leadership Questionnaire 1

Miten väittämät sopivat sinuun?	Ei kuvaa minua ollenkaan	Ei kuvaa minua kovin hyvin	Kuvaa minua jotenkuten	Kuvaa minua hyvin	Kuvaa minua erittäin hyvin
Yritän pysyä kartalla suoritukseni tasosta työni aikana.					
Käytän usein muistuttajia apuna muistamaan asioita, joita minun pitää tehdä.					
Tykkään työskennellä kohti tiettyjä itseasetettuja tavoitteita.					
Suoriuduttuani hyvin tehtävästä, olen tyytyväinen itseeni.					
Minulla on tapana pettyä itseeni, jos olen suoriutunut jostain välttävästi.					
Harjoittelen usein tärkeitä tehtäviä ennen kuin varsinaisesti teen niitä.					
Olen yleensä tietoinen siitä kuinka suoriuduin tehtävässä.					
Yritän järjestää työalueeni niin, että se auttaa positiivisesti keskittämään huomion työhöni.					
Luon omia tavoitteita itselleni.					
Kun olen saanut tehtävän onnistuneesti tehdyksi, palkitsen itseni usein jollain, josta pidän.					
Minulla on tapana olla ankara itselleni, jos en ole onnistunut tehtävässä.					
Tykkään käydä läpi tärkeän tehtävän ennen kuin varsinaisesti alan suorittamaan sitä.					
Seuraan edistymistäni projekteissa, joissa olen mukana.					
Yritän ympäröidä itseni sellaisilla asioilla ja ihmisillä, jotka saavat minut toimimaan parhaalla mahdollisella tavalla.					
Tykkään asettaa tehtäväkohtaisia tavoitteita toiminnalleni.					
Kun teen tehtävän hyvin, tykkään hemmotella itseäni asialla tai toiminnalla, josta pidän.					
Olen usein itsekriittinen koskien virheitäni.					
Minulla on suunnitelma haastavien tilanteiden varalle ja harjoittelen sitä etukäteen ennen kuin varsinaisesti kohtaan haasteet.					

APPENDIX 5: Self-leadership Questionnaire 2

Miten väittämät sopivat sinuun?	Ei kuvaa minua ollenkaan	Ei kuvaa minua kovin hyvin	Kuvaa minua jotenkuten	Kuvaa minua hyvin	Kuvaa minua erittäin hyvin
Yritän olla tietoinen niistä työhöni kuuluvista tehtävistä, joista erityisesti nautin.					
Kun minulla on mahdollisuus, yritän tehdä työni paikoissa (mukava tila, ulkona, jne.), joista pidän.					
Etsin työstäni osa-alueita, joiden tekemisestä nautin.					
Käytän enemmän aikaa miettimällä työni hyviä kuin huonoja puolia.					
Kiinnitän enemmän huomiota työstäni saamaan nautintoon kuin palkkioihin, joita saan sen tekemisestä.					
Tiedän ne osat työssäni, joista pidän.					
Yritän järjestää mahdollisuuksien mukaan niin, että voin tehdä työtäni miellyttävässä ympäristössä.					
Kun voin valita, yritän tehdä työni mieluiten niin että nautin siitä kuin vain tehdä sen päästäkseni siitä eroon.					
Työskennellessäni ajattelen vähemmän asioita joista en pidä kuin asioita, joista pidän.					
Ajatteluni keskittyy enemmän asioihin, joista pidän tehdessäni varsinaista työtä kuin etuihin, joita odotan saavani.					
Pystyn nimeämään asioita, joita teen työssäni ja joista todella nautin.					
Kun pystyn, teen työni ympäristössä, josta pidän.					
Yritän sisällyttää työhöni tehtäviä/aktiviteetteja, joita tykkään tehdä.					
Keskitän ajatukseni mielummin työhön liittyviin miellyttäviin tunteisiin kuin epämiellyttäviin.					
Ajattelen vähemmän palkintoja, joita oletan saavani työni tekemisestä kuin nautintoa työn varsinaisesta tekemisestä.					

APPENDIX 6: Job Crafting Scale

Kuinka usein työssäsi teet seuraavia?	En koskaan	Harvoin	Joskus	Melko usein	Usein
Yritän kehittää kyvykkyyksiäni.					
Yritän kehittää itseäni ammatillisesti.					
Yritän oppia uusia asioita töissä.					
Varmista, että käytän kyvykkyyksiäni maksimaalisesti.					
Päätän itse miten teen asioita.					
Varmistan, että työni on henkisesti mahdollisimman vähän kuormittavaa.					
Yritän varmistaa, että työni on emotionaalisesti vähemmän intensiivistä.					
Järjestän työni niin, että minimoin kontaktit ihmisiin, joiden ongelmat vaikuttavat minuun emotionaalisesti.					
Organisoin työni niin, että minimoin kontaktit ihmisiin, joiden odotukset ovat epärealistisia.					
Yritän varmistaa, ettei minun tarvitse tehdä isoja päätöksiä työssäni.					
Organisoin työni niin, etten joudu keskittymään kerralla liian pitkää aikaa.					
Pyydän esimiestäni koutsaamaan/ohjaamaan minua.					
Kysyn onko esimieheni tyytyväinen työhöni.					
Saan inspiraatiota esimieheltäni.					
Pyydän muilta palautetta suoriutumisesstäni tehtävissä.					
Pyydän neuvoa kollegoilta.					
Kun mielenkiintoinen projekti tulee eteen, tarjoan itseäni proaktiivisesti tiimiin mukaan.					
Olen ensimmäisenä kokeilemassa, oppimassa ja testaamassa uusia juttuja.					
Kun ei ole paljoa tekemistä töissä, koen sen mahdollisuutena aloittaa uusia projekteja.					
Otan säännöllisesti ylimääräisiä tehtäviä, vaikken saa niistä ylimääräistä palkkaa.					
Yritän tehdä työstäni haasteellisempaa selvittämällä taustalla vaikuttavia suhteita työni eri osa-alueiden/puolien välillä					