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Barriers and facilitators of job crafting among nurses who work in a nursing home

Name: Jet Vugts

Student number: S4704266

E-mail address: jet.vugts@ru.nl

Supervisor: Rawan Ghazzawi

Second supervisor: Dr. Marloes van Engen

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Abstract

This research aims to gain more insight into the barriers and facilitators of job crafting that nurses who work in a nursing home experience. Therefore, the research question is: ''*What are barriers and facilitators of job crafting among nurses who work in a nursing home*?''. Obtained insight contributes to the total amount of knowledge about perceived opportunities for job crafting and indicates possible points of improvement for employers to enable the use of job crafting among nurses. In order to answer the research question, twelve interviews are conducted with nurses who work in a nursing home. These interviews indicate that nurses experience barriers and facilitators in four identified dimensions of job crafting. Experienced barriers in increasing social job resources are receiving negative feedback, having less time for feedback, or a low sense of security in the team. Facilitators are possibilities for collaborating and discussing work with colleagues. Barriers to increasing structural job resources are less challenging nursing procedures, strict protocols, and little time for training. Facilitators are a wide range of training options, working with multiple disciplines and opportunities for sharing knowledge. Barriers to increasing challenging job demands are a lack of time, little willingness for extra tasks/projects in free time, and staff shortages. Facilitators are options for asking for time for extra tasks. Finally, barriers to decreasing hindering job demands are a bad team atmosphere, a feeling that tasks should be accepted, no room for delay, or low acceptance of mental complaints. Facilitators are options for discussing reducing tasks and shared responsiveness.

Chapter 1: Introduction

Introduction

Currently, there is a staff shortage in the healthcare sector (Centraal Bureau voor de Statistiek, 2021a). The demand for healthcare workers is expected to continue to increase because the labor force decreases (Armstrong-Strassen, 2008). Especially, the demand for nursing home care is expected to increase due to demographic change (Genet, Boerma, Kroneman, Hutchinson, & Saltman, 2012). However, the nursing work environment has been found to be strongly related to turnover (Hayes et al., 2006). The nursing profession contains psychosocially and physically demanding work conditions, such as time pressure and less support from peers (Brulin, Winkvist, & Langendoen, 2000; Tadić, 2019, Westerberg & Tafvelin, 2014). Perceived bad working conditions and a high level of job demands often cause stress for nurses (Brulin et al., 2000). By enabling nurses to craft their job, nurses will perceive their work as more positive and meaningful, while this also contributes to a reduction in turnover (Slemp & Vella-Brodrick, 2013).

Job crafting is defined as actions that employees take for shaping, molding, and redefining their job by initiating cognitive and physical changes in tasks and relational boundaries of the job (Wrzesniewski & Dutton, 2001). There are several advantages of job crafting, such as advancing organizational adaptability and innovation (Frese & Fay, 2001), improving work engagement and satisfaction (Berg, Dutton, & Wrzesniewski, 2008), and improving job meaningfulness which increases job motivation, job satisfaction, and performance (Rosso, Dekas, & Wrzesniewski, 2010).

According to Tims, Bakker, and Derks (2012), job crafting can be divided into four dimensions increasing social job resources, increasing structural job resources, increasing challenging job demands, and decreasing hindering job demands. There are two types of job demands and job resources because job demands can be hindering and create stress, while demands can also challenge employees in a positive way. Besides, there are also two types of job resources, namely social job resources which have more influence on social aspects of a job, and structural job resources which have more influence on job design.

The largest group of employees in healthcare consists of healthcare assistants, qualified nurses and care at home (Central Bureau of Statistics, 2021b). On average, nurses experience a high workload at the job level once a week (Havaei & MacPhee, 2020). Clients in nursing homes often have worse health conditions, more disabilities and immobility, and dementia-related symptoms than clients in other healthcare facilities. Therefore, nurses in a nursing home have to deal with a greater demand for physical and emotional input during work, which puts them at an even higher risk of experiencing stress (Aylward, Stolee, Keat, & Johncox, 2003). This stress is a risk to the quality of care, which is considered an important job performance in the context of nursing homes (Wagner, Van der Wal,

Groenewegen, & Bakker, 2001). Besides, a high level of stress increases the chance to develop depression, burnout, and anxiety (Laranjeira, 2012). Therefore, it is important to look at how job crafting can contribute to the well-being and job satisfaction of these nurses because it enables them to design their job in a better manner that is more personalized (Tims & Bakker, 2010). The work well-being and performance of nursing home nurses can both benefit from participating in job crafting behaviors because job crafting increases health, reduces exhaustion, increases adaptiveness, and improves contextual performance (Gordon, Demerouti, Le, Bakker, Bipp, & Verhagen, 2018). Furthermore, engaging in job crafting has been related to improved subjective well-being and decreased levels of burnout among nurses (Qu & Wang, 2015).

Because there is less knowledge about job crafting among nurses who work in a nursing home and the barriers and facilitators that this group of healthcare professionals experiences, this study investigates the concept of job crafting experienced by nurses who work in a nursing home (Bakker, 2018). These nurses experience on average a high amount of job stressors and workload that can influence the use of job crafting, while this is important for creating a meaningful job. This study looks at the barriers and facilitators of job crafting among nurses who work in a nursing home by studying four dimensions of job crafting, namely increasing social job resources, increasing structural job resources, increasing challenging job demands, and decreasing hindering job demands. Based on this, the research question is as follows: ''*What are barriers and facilitators of job crafting among nurses who work in a nursing home*?''

Objective

This study aims to explore how nurses who work in a nursing home experience barriers and facilitators of job crafting. Research by Aylward, Stolee, Keat & Johncox (2003) showed that nursing home nurses have to deal with a greater amount of work demands. Therefore, these nurses could benefit even more from the use of job crafting as it can increase their well-being and job satisfaction, while also increasing job performance. Therefore, this research maps the possible barriers and facilitators that this group of nursing professionals faces because it has not yet been mapped out how various groups of healthcare professionals experience barriers and facilitators (Bakker, 2018). Besides, this research can indicate if there is a need for improving opportunities for job crafting and where there is room for improvement.

Furthermore, this is a qualitative study in which data is gathered by interviewing nurses who work in a nursing home and combining their perspectives on job crafting. This is based on twelve in-depth interviews with nurses who work in nursing homes in the Netherlands. Because an established theory is used to investigate a specific occupation, the study is deductive.

Theoretical relevance

This study's theoretical contribution is to elucidate understudied aspects of job crafting. Several studies have investigated the dimensions, antecedents, and consequences of job crafting since its inception (Mäkikangas, 2018; Peral & Geldenhuys, 2016). Despite this, there are minimal studies on job crafting among healthcare workers and its sectors, such as nursing homes (Mahmoud, 2017; Shusha, 2014). Furthermore, most studies look at all four dimensions of job crafting outlined by Tims et al. (2012) but do not investigate how nurses experience possibilities for job crafting by analyzing the four dimensions of job crafting separately. This study takes into account the experienced possibilities for job crafting by nurses by including all four dimensions and identifying barriers and facilitators of job crafting. Obtained insight can contribute to the total amount of knowledge about optimizing the possibilities for job crafting among nurses.

Practical relevance

This study provides more knowledge about experienced possibilities for using job crafting in the context of nurses who work in a nursing home by exploring experiences in barriers and facilitators of these nurses. The use of job crafting is relevant for nurses because it enables them to alter their job and to use job crafting as a resource for increasing well-being (Tims, Bakker, Derks, & van Rhenen, 2013). The mapped barriers and facilitators experienced by this group of nurses indicate where points of improvement are for job crafting possibilities when adjusting the policy. These improvements can be taken into account by the employer when adjusting the policy. On the other hand, employers can become more aware of the necessity of possibilities for job crafting among nurses as it can lead to an increase in performance and can save time and money (Rudolph, Katz, Lavigne, & Zacher, 2017).

Main question and sub-questions

The main question is: ''*What are barriers and facilitators of job crafting among nurses who work in a nursing home*?''

The sub-questions are as follows:

1. What are the barriers and facilitators of increasing social job resources among nurses who work in a nursing home?
2. What are the barriers and facilitators of increasing structural job resources among nurses who work in a nursing home?
3. What are the barriers and facilitators of increasing challenging job demands among nurses who work in a nursing home?

4. What are the barriers and facilitators of decreasing hindering job demands among nurses who work in a nursing home?

Structure

This study aims to map the perception of barriers and facilitators of job crafting among nurses who work in a nursing home by studying four indicated dimensions of job crafting. To answer the research question, variables are defined in the theoretical framework that has arisen from prior research and theory. In addition, key concepts from the main question are elaborated and operationalized. The data gathering strategy is described in the next chapter. This section provides the research strategy and data collection methods. The sub-questions are elaborated in the successive chapter. The information and elaboration of the sub-questions are then used to form a conclusion. The final chapter, the discussion, is where the results are analyzed and the validity, expectations, and limits of the study are critically examined. In addition, the documents and transcripts which result from data gathering have been added to the attachments.

Chapter 2: Theoretical framework, conceptual model, definition, and Operationalization

This chapter describes the theoretical framework, conceptual model, main definition of job crafting, and operationalization used for the study. The theoretical framework consists of explaining job crafting, the Job Demands-Resources models, and the four dimensions of job crafting.

Theoretical Framework

Job crafting

Research by Romeo, Yepes-Baldó, Nordin, Westerberg, Lundmark & Morales (2021) indicated the value of job crafting in the nursing home sector because job crafting positively stimulates the quality of care. This is valuable for this sector because these nurses experience on average a high workload which has negative consequences, such as stress. This can cause a decrease in the quality of care. Therefore, job crafting can decrease these negative consequences and stimulate positive effects, such as job performance, job satisfaction, and work engagement.

Job crafting is a bottom-up approach in which employees take an active part in shaping their jobs (Hornung, Rousseau, Glaser, Angerer & Weigl, 2010). Employees construct their jobs on their own initiative rather than after a debate with their employers about their work programs, which distinguishes job crafting from other bottom-up redesigning approaches (Tims et al., 2012). However, job crafting does not entail re-constructing the entire job, but it entails modifying certain aspects of the job characteristics (Berg & Dutton, 2008). Wrzesniewski and Dutton (2001) define job crafting as an individual's self-initiated changes to work tasks and, or relational tasks. The changes made in work tasks refer to adjustments in the number or kind of activities performed in the job. Whereas changes in relational tasks refer to exerting discretion about who one interacts with when doing the job (Wrzesniewski & Dutton, 2001). Employees that proactively take initiative to make changes in their work environment are likely to contribute to organizational effectiveness (Tims et al., 2012). In addition, the majority of people who craft their job use their motivations, strengths, and passion to improve the perceived meaning of their job and their job identity (Berg, Dutton, & Wrzesniewski, 2013).

Furthermore, three key motives or necessities drive job crafting (Wrzesniewski & Dutton, 2001). The need for control to prevent work alienation, the demand for a good self-image, and the need for interpersonal connection with others (Baumeister & Leary, 1995; Braverman, 1974;). Besides, the opportunities for job crafting are seen as psychologically positive because these indicate autonomy, possible gain, and abilities to act (Jackson & Dutton, 1988; Lazarus & Folkman, 1984).

Finally, job crafting generally results in increased job performance, job satisfaction, and work engagement (Tims et al., 2012).

Tims et al. (2012) divided job crafting into four dimensions, namely increasing social job resources, increasing structural job resources, increasing challenging job demands, and decreasing hindering job demands. These dimensions will be explained in more detail later in the theoretical framework.

The Job Demands-Resources model

Employee well-being has received substantial attention in most types of work (Bakker & Demerouti, 2007). Crucial for this well-being is a balance between psychological demands and decision latitude (Karasek & Theorell, 1990). The Job Demands-Resources model (JD-R model) was first developed to predict burnout (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001). The JD-R model describes two distinct sets of work conditions. The first relates to job demands, which are job characteristics that may cause strain when they exceed an employee's adaptation capacity (Bakker, Hakanen, Demerouti, & Xanthopoulou, 2007). The second involves job resources (Bakker et al., 2007). Job resources are those physical, social, psychological, and organizational factors that help achieve work-related goals, can reduce job demands, and stimulate individuals' growth and development (Tims & Bakker, 2010). Social and structural job resources are examples of job resources (Bakker, 2018).

The JD-R model can be used to understand employee well-being and it explains and predicts well-being (Bakker & Demerouti, 2007). In addition, the JD-R model shows how the healthcare profession can optimize the work environment by indirectly increasing the well-being of nurses and job performance.

Tims & Bakker (2010) used the JD-R model to guide job crafting research. Further research by Tims et al. (2012) elaborated on this model and applied it to the concept of job crafting by dividing job demands and job resources into four dimensions, namely increasing social job resources, increasing structural job resources, increasing challenging job demands, and decreasing hindering job demands. These dimensions are explained below.

Increasing social job resources & structural job resources

Job resources can be divided into two dimensions, social job resources and structural job resources (Bakker, 2018; Rudolp et al., 2017). Job resources can result in favorable work outcomes, such as job satisfaction, work engagement, and commitment (Bakker, Demerouti, & Euwema, 2005). In addition, job resources operate as a buffer against undesirable work outcomes like burnout. Employees with more resources are less likely to be stressed than those with fewer resources (Salanova, Schaufeli, Xanthopoulou, & Bakker, 2010).

An increasement in social job resources positively affects individual outcomes, the social aspects of a job and desirable management (Tims et al., 2012). Increasing social job resources refer to social and instrumental support, such as asking for feedback and support from supervisors or colleagues (Rudolp et al., 2017). Increasing social job resources exist at the team level and supervisory level (Bakker, Van Emmerik, & Van Riet, 2008). Other examples are coaching by the supervisor and social support (Tims et al., 2012). An increasement in structural job resources refers to aspects in the job design that attempt to promote autonomy, skill diversity, and other motivating aspects of a job (Rudolp et al., 2017). Examples of structural job resources are developing capabilities, developing professionally, learning new things during work, fully using capabilities, and making own decisions (Tims et al. 2012).

Possessing a high level of job resources in the work environment is beneficial if there is enough space for social support, autonomy, development, and other aspects mentioned above (Tims & Bakker, 2010). If employees get access to an insufficient amount, this is perceived as a barrier (Berg et al., 2010). If there are possibilities for increasing job resources to a desirable level then this serves as a facilitator.

Increasing challenging job demands

Employees could also increase the demands of a job by expanding tasks, volunteering for intriguing workgroups, or taking over supervisory tasks when they experience that a job does not provide them with enough opportunity to use all their skills (Tims & Bakker, 2010). These type of demands are defined as challenging demands and comprises opportunities for rewards and personal growth (Cavanaugh, Boswell, Roehling, & Boudreau, 2000). These demands should not deplete the energy level of individuals and are unrelated to negative job outcomes like dissatisfaction and illness (LePine, Podsakoff, LePine, 2005; Tims & Bakker, 2010). Besides, challenging job demands can increase job motivation and the attainment of work goals (Cavanaugh et al., 2000). Therefore, these job demands can be identified as positive kinds of job demands that increase desirable work outcomes. Examples of challenging job demands are a high level of time pressure, workload, work responsibilities, and job scope (Tims & Bakker, 2010). Employees can increase the level of challenging demands by adding work responsibilities or taking part in special projects (Rudolp et al., 2017). Besides, employees can start new projects if the level of work tasks is low, be the first ones to try new developments, or make work more challenging by studying underlying relations between aspects of a job (Tims et al., 2012). However, employees need a sufficient level of job resources in order to cope with these job demands. If employees have to deal with too many job demands compared to the level of job resources, this can increase health disruptions (Tims & Bakker, 2010).

Decreasing hindering job demands

There are job demands that obstruct employees in the achievement of goals and increase stress (Cavanaugh et al., 2000). These types of job demands are called hindering job demands. If employees do not have the capabilities to deal with these demands, these can hinder them (Tims & Bakker, 2010). As a result, employees experience too much pressure and have to make too much effort, which can result in health problems if they have to deal with high demands in combination with a low level of job resources for too long (Bakker et al., 2005). Examples of hindering job demands are problems with job security, role conflict, and role ambiguity (LePine et al., 2005). Besides, employees could decrease emotional or mental tasks, manage work to avoid emotionally hindering people, avoid making hard decisions or prevent focusing for a long time in sequence (Tims et al., 2012). If there are too many hindering job demands, employees can try to decrease the level by, for example, asking for help with work or reducing interactions with colleagues and customers (Tims & Bakker, 2010).

Employees can face barriers and facilitators in all four dimensions of job crafting that hinder them in crafting their jobs. Barriers are defined as limitations in opportunities and attempts to craft a job, whereas facilitators are defined as enablers that support opportunities to craft a job (Berg et al., 2010). The barriers and facilitators arise on three levels, namely organizational, personal and social (Leana, Appelbaum, & Shevchuk, 2009). In addition, Wrzesniewski and Dutton (2001) mention that norms, values, beliefs, and the distribution of labor influence possibilities for job crafting. However, employees can overcome barriers in job crafting with adaptive moves (Berg et al., 2010).

To ensure that employees can craft their job, it is important to create a work environment in which this is possible. Therefore, nurses should operate in an environment that enables them to create meaningful work and motivates them in their job (Chang¸ Han, & Cho, 2020). Current research on barriers and facilitators needs to be expanded because there is insufficient knowledge about the content and appearance of barriers and facilitators. However, research by Harbridge, Ivanitskaya, Spreitzer, and Boscart (2022) indicated that the nursing profession is confronted with facilitators and barriers of job crafting that can be found in management support, levels of skills, role limitations, workload, and opportunities. This research shows that nurses in the public sector are actively crafting their job by focusing on and starting tasks based on possessed talents and interests (Harbridge et al., 2022). The main reason for wanting to craft a job is to increase the meaningfulness of a job. However, the research also indicates that these nurses experience barriers and facilitators in job crafting. For the opportunity to increase social job resources, support from management and colleagues, and the amount of experience as a nurse to mentor new colleagues and/or students are perceived as mediators for the opportunity to craft a job. This means that if there is little support from management and colleagues or the amount of experience as a nurse is too low to become a mentor, this is seen as a

barrier to job crafting. However, if the support and experience are high, these are experienced as facilitators of job crafting. In modifying the quantity or quality of work tasks, which can correspond to re-designing work tasks such as hindering job demands or challenging job demands, public sector nurses experience facilitators such as chances for performing extra tasks, management support, and experience as a nurse (Harbridge et al., 2022). However, barriers could be legislation limitations in work roles and a high workload. Further, these nurses were able to improve their skills, which can correspond with increasing structural job resources, by developing professionally, following education, and applying evidence-based perspectives. These are all barriers and facilitators that nurses in other nursing sectors, such as working homes, may also experience.

Definition

Job crafting can be defined in different manners. In this study, job crafting is defined as employee-initiated changes aimed at accommodating the unique needs and preferences of employees (Peeters, De Jonge, & Taris, 2014).

Operationalization

Here, the abstract concept used in this study has been made measurable. This study focuses on the concept of 'job crafting,' which is set out in four identified dimensions of job crafting that are most commonly used in science for mapping job crafting, namely increasing social job resources, increasing structural job resources, increasing challenging job demands and decreasing hindering job demands (Tims et al., 2012; Rudolph et al., 2017). The expectation is that nurses who work in a nursing home experience barriers and facilitators of job crafting in all four dimensions. In earlier research, it is indicated that nurses in general experience barriers and facilitators in crafting their job (Harbridge et al., 2022). In this study, interviewees who work as nurses in a nursing home are asked how they experience barriers and counselors in each dimension of job crafting. Each dimension has the same three fixed questions. These questions form the basis and additional questions are also asked that have not been determined in advance. The basic questions are based on the interview protocol, which is visible in appendix one, obtained from the supervisor of this study. This supervisor has experience doing research about job crafting. The fixed questions are meant to map the experience of employees about the possibility of engaging in a dimension and the barriers and facilitators of each dimension.

Chapter 3: Plan for data collection

This chapter contains a description of the research strategy, the data sources, and methods of data collection used to obtain knowledge to answer the research question.

Research strategy

To map experienced barriers and facilitators of the four dimensions of job crafting among nurses who work in a nursing home, an explorative and qualitative study is applied by conducting interviews with these nurses. Currently, there is insufficient knowledge about barriers and facilitators of each of the dimensions of job crafting and about job crafting among nurses who work in a nursing home (Mahmoud, 2017; Shusha, 2014; Tims et al., 2012). Applying an explorative approach enables to gain more and broad insight into an understudied subject and experiences of employees (Bleijenbergh, 2016). Therefore, it can provide more insight into the barriers and facilitators of the four dimensions of job crafting that nurses who work in a nursing home experience. Further, by conducting qualitative research, linguistic information can be collected and analyzed in order to form statements based on a true phenomenon, such as experienced barriers and facilitators of job crafting (Bleijenbergh, 2016). The research results will be expressed in words. However, this does not yield conclusive results. In addition, Hornung et al. (2010) indicate that qualitative research approaches can aid in the understanding of job crafting and are therefore recommended.

The research sample consists of twelve nurses who work in a nursing home. These respondents are all direct care providers to patients in a nursing home and were therefore considered able to share knowledge about their experience of job crafting in their work. They are all women of different ages and with varying work experience in the sector. They were selected on the basis of convenience sampling, which means that the researcher had access to them and that these respondents were available (Bleijenberg, 2016). They were informed of the research conditions by means of a consent form and agreed to these before the interview was conducted. Furthermore, the respondents are processed anonymously in this report by only mentioning each respondent on the basis of a letter, so that sensitive information cannot be linked to a person and this does not form a barrier to knowledge sharing during the interview. This was also stated to the respondents before the interview was conducted. In addition, respondents were informed that everything that is told during the interview will be treated confidentially and that the research will not be distributed to third parties without their permission.

This study contains field research because twelve in-depth interviews are conducted with nurses who work in a nursing home to obtain detailed information about job crafting. These interviews are semi-structured because this provides space for the interviewer to ask follow-up

questions to get a better understanding of the answers given and get more additional information about the job crafting experiences of these nurses (Gill, Stewart, Treasure, & Chadwick, 2008). This means that the interview protocol will serve as a basis during the interviews by providing fixed questions. These fixed questions are divided based on introductory questions, the four dimensions of job crafting, namely increasing social job resources, increasing structural job resources, increasing challenging job demands, and decreasing hindering job demands, and experienced examples of job crafting. About each dimension, respondents are asked how they experience the opportunity to participate in a dimension in their work, and which barriers and facilitators are experienced in a dimension. By conducting semi-structured interviews is attempted to obtain more and broader knowledge about the perceived possibilities of job crafting by the interviewees. This improves the validity of the research by improving the understanding of the research subject (Bloor & Wood, 2006). A disadvantage is that interviews do not proceed in an identical manner, which reduces the reliability because interviews cannot be reproduced in the same way (Bloor & Wood, 2006). However, by recording the interviews, the reliability is a bit improved because future research can re-conduct this study because all questions are visible. Besides, the use of twelve interviewees can decrease the reliability of the research because the results obtained are sensitive to measurement errors. Still, interviewing several individuals is an opportunity to combine different experiences.

Because the interview protocol obtained is in English and the interviews are conducted in Dutch, the interview protocol has been translated into Dutch. This is prone to translation errors. To increase the validity, this has been translated in groups, so that the most suitable translation is selected.

Besides, the role of the researcher in this study can play a major role because it is qualitative research and the researcher serves as a human instrument (Denzin & Lincoln, 2003). Therefore, the researcher assumes to be as objective as possible. In addition, the researcher remains critical. The semi-structured interviews offer this opportunity because it is possible to ask follow-up questions about the answers given. In addition, the interviews are recorded, making them re-readable. and answers are not based purely on the researcher's memory and notes.

The interviews are recorded with the permission of the interviewees which is confirmed in a consent form, which is added in appendix two, distributed to respondents before conducting the interview. After conducting the interviews, the interviews are transcribed and qualitatively coded. First, a deductive codebook based on existing literature is used, which is visible in appendix three. This coding part is mainly done by means of open, axial, and selective coding which is followed by associating keywords to the responses of the interviewees. To do this, all the transcripts were read one by one. All pieces of text that are considered relevant for answering the research question are marked during the reading with the color that matches the code that the relevant piece of text is about.

This piece of text is summarized as descriptive code in the coding of each transcript. A thematic code is then linked to it that describes what the piece of text is about, for example, communication or needs. Finally, there is a pattern code. This is the name of the coding item that is linked to a piece of text. The next step contains making connections between the various responses of all respondents and developing conclusions based on these connections. Besides, inductive codes can be created and added to the codebook by grouping codes that do not exist in the codebook. This is done by highlighting quotes that do not match the existing items from the deductive codebook but are relevant for answering the research question. After this, the quotes are paraphrased. This means that the quote is summarized. Further, paraphrases are ordered based on topic overlap and recoded by adding an item name that matches the content of the overlapping paraphrases. Recodes are then added to the code book.

Data sources

In this research, twelve interviews are conducted. Respondents must work in a nursing home because this research focuses specifically on this sector of healthcare. Besides, in this study nurses are defined as healthcare workers of different educational levels who provide direct care to patients and who have the same job in nature because this study aims to map how nurses with similar tasks experience job crafting opportunities.

Furthermore, all respondents identify themselves as female and are between 24 and 59 years old. These respondents have different home situations. For example, not everyone has a relationship, and not everyone has children. If they have children, this number can differ, and for some respondents, the children have already left home. Further, not all respondents have permanent contracts, but most do. Besides, most of them work part-time in a nursing home, but a few also work full-time. Besides, participants have different backgrounds in the nursing sector. Most have worked in different organizations or locations of an organization. The older participants are, the more often they have worked in multiple locations. This is usually in the nursing home sector.

Necessary for being selected for participating in this research was that respondents must work in a nursing home, because this is the specific sector that this research focuses on. In addition, participants must be above the age of 18, so that they can make independent decisions about participating in this study. Besides, respondents are perceived as eligible for data collection, because they perform similar activities and are expected to share knowledge about their work based on their experience with these activities. People who do not work in a nursing home as a nurse, who are below the age of 18, and who are not perceived as eligible for data collection are excluded from this research.

Methods of data collection

The study is abductive because an established theory is used to investigate a specific occupation and new codes are generated based on surprising research data. As a result, the experiences of respondents are mapped by means of deductive reasoning on the basis of existing theory, but through inductive reasoning, there is also room for additional, surprising information from data that describes the experiences of barriers and facilitators of job crafting by nurses who work in a nursing home best (Timmermans & Tavory, 2012). By combining deductive and inductive reasoning, an attempt is made to form the best prediction about experienced barriers and facilitators.

To map the experienced barriers and facilitators of job crafting among nurses who work in a nursing home, twelve interviews with this type of nurse are conducted.

Each sub-question of this study examines the perceived barriers and facilitators of one of the four dimensions of job crafting. This is done by obtaining information from the interviews. Each interview lasts approximately 30 to 40 minutes. The interviewees were selected on the basis of being a nurse, working in a nursing home, and providing direct care to clients. The questions asked, which are added in the appendix, stem from the interview protocol obtained as described in the operationalization. The required information to answer each sub-question, which examines only one of the four dimensions, only consists of the information that addresses each specific dimension. Due to the structure, there is space to obtain detailed information about each dimension and ask follow-up questions if necessary.

By combining all information from the four sub-questions, the global facilitators and barriers of job crafting perceived by nurses who work in a nursing home can be mapped.

Chapter 4: Analysis

This chapter provides an analysis of the interviews conducted. The concept of job crafting is divided into four dimensions, namely increasing social job resources, increasing structural job resources, increasing challenging job demands, and decreasing hindering job demands. For each dimension, it is mapped how respondents experience the possibility of engaging in a dimension and how they experience the barriers and facilitators of a dimension.

Increasing social job resources

One of the job crafting dimensions is increasing social job resources. This refers to social and instrumental support, such as asking for feedback and support from others, for example, supervisors and colleagues.

Barriers

According to the respondents, one of the barriers of increasing social job resources is that colleagues don't know how to give feedback, so feedback is given in the wrong way and therefore misunderstood by the recipient. Asking and giving feedback is also experienced as a challenge. Respondent D, for example, said this: ''Asking for feedback is always difficult and giving feedback is even more difficult'' (transcript interview 4, p. 106). Most respondents experience that they receive feedback from colleagues without having asked for it and may experience this as undesirable because the feedback is perceived as critical and negative. Several respondents said that the feedback given could be more positive and that it could be given more often. Respondent D said that expressing more positive feedback makes the recipient feel better (transcript interview 4, p. 106) Another barrier is the lack of sense of security within a team, which means that little use is made of asking for feedback from colleagues even though the opportunity is there.

Respondents generally experience few barriers to asking colleagues for advice. These barriers are the lack of personal need for advice or the lack of time, which makes it difficult to ask for advice or you forget to ask for advice. Respondent B, for example, said: ''Because you're running around with too few staff, you also have a much harder time asking. Either the moment has already passed to ask or, or it just eludes you more'' (Transcript interview 2, p. 67)

Finally, the interviews show that the need for coaching or assessment of work performance by the supervisor is low because the bond and contact with colleagues are better and more frequent. Respondent D said about this that she experiences that managers are not often present on the work floor, which makes it difficult to approach them for a conversation or advice (transcript 4, p. 111).

Facilitators

Most respondents mentioned that they are able to ask others for feedback on performance. This is partly because nurses are almost always in contact with someone during their work and do a few tasks alone. For example, respondent J said that almost nothing is done without the presence of other people, except for reporting (transcript interview 10, p. 217). Respondents also indicated that many colleagues are on the work floor at the same time, which makes it easier to discuss how things are going on the work floor. Respondent K indicated that there is good cooperation in the team and that both colleagues and the supervisor are open to giving feedback if someone asks for it so that they experience receiving feedback as easily accessible (transcript interview 11, p. 234). The most frequently mentioned reason for being able to ask for feedback from colleagues is the good team atmosphere that many respondents experience. For example, respondent I indicated that many compliments are given by colleagues and that there is a pleasant atmosphere in the team of colleagues (transcript interview 9, p. 204).

In addition to asking for feedback, there are also opportunities to ask colleagues for advice. The interviews show that during work there is a lot of consultation with colleagues about the performance of work tasks and because the work is often performed as a team, respondents experience that they can almost always rely on a colleague. According to respondents, this is mainly due to the pleasant atmosphere that prevails in the team. Respondent A said about this that colleagues are willing to do things for each other, listen, and are there for each other (Transcript interview 1, p. 47).

Besides, the output of the interviews indicates there is also an option for asking a supervisor for coaching or asking the supervisor if he or she is satisfied with the work performance of nurses. According to the respondents, this is rarely done because colleagues are more likely to be approached for help or advice. For example, respondent A said that asking a supervisor for coaching is done less than asking for advice or feedback from colleagues (transcript interview 1, p. 47). Nevertheless, respondent L said that the supervisor is open to offering coaching if she needs it in her work (transcript 12, p. 254). There is also room to talk to the supervisor to discuss work performance. These conversations are scheduled, but can also be requested additionally. Respondent L said about this: ''You have standard performance reviews anyway. But there are also scheduled review moments, but it's also true that if I'm struggling with something, or I'm not feeling well, or something has happened that I request a conversation with [name]'' (transcript 12, p. 235).

Increasing structural job resources

Another dimension of job crafting is increasing structural job resources. This refers to aspects in the job design that attempt to promote autonomy, skill diversity, and other motivating aspects of a job.

Barriers

The interviews show that most respondents would like to develop themselves in their work, but that older employees, who have been working in the profession for years, are less open to it. According to respondent B, this is because she has been in the profession for years and believes that the younger generations want to develop more so they should do it (transcript interview 2, p. 66). According to respondents, another barrier is that there are few technical nursing activities in a care home, which means that there are few challenging work tasks in which they can develop themselves. Respondents experience another barrier in the lack of time to develop themselves because the work itself already takes a lot of time. Respondent J said about this: ''Well, today I also sincerely could take a break for half an hour at most. Other than that, you're constantly busy'' (transcript interview 10, p. 221).

The offer to develop yourself professionally is large, but the offer is increasing and a lot of training is required to follow. Respondents add to this that they experience too little time to follow the training during working hours and that they have to do this in their own time, although paid. Most respondents do not feel the need for this because they cherish the free time they have left. For example, respondent H said that they should be given more time for training because she does not feel like doing it at home (transcript interview 8, p. 92). Finally, training is usually online, but there are respondents who have difficulty with this because it is difficult to store new knowledge and prefer to do training physically.

When it comes to acquiring new knowledge in the workplace, respondents experience that there are few challenging work tasks and that there is little time to keep an eye on other disciplines. For example, respondent F said that she would like to have the time to be able to watch other disciplines more often, such as the wound nurse so that she can learn new things from them (transcript interview 6, p. 156). She currently experiences this time as insufficient.

Further, the interviews show that there are teams that are not self-managing. This ensures that permission has to be regularly requested from the manager and this causes delays in implementation. Respondent D said this:

> If we didn't have to ask permission, you could have undertaken or done something the day, yesterday. And now you have to ask permission for everything to be allowed to do something. So sometimes it just goes on a long run. (transcript interview 4, p. 108)

Respondents also indicate that they are dependent on colleagues in healthcare because they are jointly responsible for the performance of a task and have to coordinate a lot with each other. Finally, respondents indicated that there are many protocols in healthcare that they have to follow so they experience little room to perform actions according to their own wishes.

Facilitators

Respondents see opportunities to develop their own capabilities in the arrival of new clients with new challenges. If there is too little knowledge in the team to take care of this client, there are possibilities to increase this knowledge by immersing yourself in it and following training. As a result, respondent C experiences that she can always learn at work (transcript interview 3, p. 89).

In addition, there are opportunities to follow training. A large part of the training is compulsory, but there is also room for individual choice. Respondents experience the range of training as diverse, extensive, and sufficient. This training is often done during free time, but there are respondents who can do it during working hours. For example, respondent F said that she also works night shifts and that she can follow online training during this shift, but at the same time, she indicates that you can be less focused at night, which means that not everyone succeeds in following online training (transcript interview 6, p. 156).

Learning new things at work is done by seeing multiple disciplines at work because all disciplines possess different knowledge and can share this knowledge. In addition, a lot of knowledge is shared among the team of nurses. By seeing, doing, and discussing actions with colleagues more often, nurses learn from each other, according to respondent E (transcript interview 5, p. 125).

In addition, respondents find it important to be able to fully use their capacities in their work, because they have completed a study to be allowed to perform certain challenging nursing procedures. Respondent D said about this that if she is not allowed to perform these nursing procedures, she will quickly find her work boring (transcript interview 4, p. 108).

Finally, respondents indicated that they must follow protocols during work, but there are possibilities to deviate from them. For example, respondent H said that she should check all clients at the start of the shift, but that she does not do this because the evening shift has already done that before her shift (transcript interview 8, p. 94).

Increasing challenging job demands

Increasing challenging job demands refer to positive demands that increase desirable work outcomes, such as a high level of time pressure, workload, work responsibilities, and job scope.

Barriers

One barrier that interviewed nurses experience when proactively sacrificing as a project co-worker is finding a good work-life balance when carrying out a project. For example, respondents indicated that carrying out a project takes up private time or makes them busier at work. While not all respondents are willing to give up private time. For example, respondent B said that she finds her private time more important than work (transcript interview 2, p. 70). Another barrier is experienced in not seeing a

challenge in a new project, leaving nurses unenthusiastic enough to participate. In addition, colleagues not wanting to help with a project is also experienced as a barrier because the motivation for carrying out the project then decreases.

As for being the first to learn and try new things, respondents said there is little need for it, but if it is seen as a relevant addition to the job, they are open to it. However, it is not always possible to learn new developments because it does not match the working hours. Respondent G indicated that she would have liked to have learned how to perform PCR tests, but that she is not available when training is offered (transcript 7, p. 173).

Also for seeing new opportunities to start a new project when there is not much to do at work, interviewed nurses experience barriers. Firstly, some respondents experience that they have too little time, which prevents them from starting new projects. According to them, this is due to the high workload and a staff shortage in the healthcare sector. As a result, respondents also do not want to invent extra tasks for their colleagues because they see that their colleagues are already busy. Nevertheless, respondents do want to start new projects, partly because they see that it is respected by colleagues. Respondent G said that if you start a project, you must also be able to invest a lot of time in it and this is something that is often missing (transcript interview 7, p. 175).

Due to a lack of time, respondents also experience that they are hindered in taking on extra tasks. If additional, unpaid tasks are performed, some respondents have to do this in their spare time. In addition, most nurses are expected to spend as much time as possible in the workplace because of the staff shortage. Respondent L said: ''There is just too little time, care comes first and there is little left over to do extra tasks and people have private lives and choose to work a certain number of hours for a reason'' (transcript L, p. 237). There are also respondents who took on extra tasks that did not suit them because they understood too little about it or had negative experiences with it, which made them want to stop. For example, the respondent said that she had once been a student counselor, but that she had had a negative emotional experience by doing this that also bothered her at home so she decided to stop (transcript interview 2, p. 69).

Facilitators
Experienced facilitators are that projects can sometimes also be carried out during working hours. This can be done in consultation with the supervisor, but according to respondents, there are possibilities to plan this during working hours. Respondent E said about this that she can plan projects during working hours and that she does not come back for them in her free time (transcript 5, p. 134). In addition, carrying out a project adds something for many nurses because they indicated that they have more control over their work environment and that it is positive to bring about a change. A project also brings a positive challenge because it is something new in addition to the existing work.

Besides, if there is time left, there are respondents who carry out new projects because things are seen that can still be picked up. There are respondents who have reserved working time to be able to start new projects, but there can also be consultation with the organization. For example, respondent L indicated that the organization she works for is open to good ideas and that some of these ideas are also implemented (transcript interview 12, p. 237).

Finally, respondents experience that performing extra, unpaid tasks brings an extra, positive challenge and that they can also serve to broaden their own knowledge. In addition, respondent A indicated that work tasks and extra tasks are closely related (transcript interview 1, p. 52). There are also respondents who indicated that they can perform extra tasks because they can be scheduled at work.

Decreasing hindering job demands
The last dimension is decreasing hindering job demands. This refers to decreasing job demands that obstruct employees in the achievement of goals and increase stress, such as problems with job security, role conflict, and role ambiguity.

Barriers
To make the work mentally less intense, interviewed nurses indicated that they are dependent on the team. If there are mentally hindering work tasks, a bad team atmosphere can make sure that one does not dare to ask colleagues to get rid of hindering work tasks by handing them over to colleagues or swapping them. In addition, respondents indicated that they perform many tasks together and share the work floor. This allows them to see the effect of adjustments that colleagues make in their work. For example, respondent B indicated that her colleague once put stickers on shared material, but that the team did not appreciate this and spoke and grumbled about the colleague in question (transcript interview 2, p. 76). One respondent also indicated that there is little attention to and understanding of psychological problems among colleagues. She also indicated that she has the feeling that she is putting an extra burden on a colleague if she asks for something extra when she knows that something is going on in that colleague's private situation (transcript interview 7, p. 176)

In making the work less emotionally intense, respondents indicated that they are also dependent on the team. If no one is willing to help you reduce hindering work tasks, then it is said that you just have to accept it and do it. There are also nurses who think they should just do the task because it is part of their job and it's weird if they say they do not like something. Respondent C said about this: "but I think, everyone has to do those less fun things once here." (transcript interview 3, p. 91). As a result, tasks are accepted because they feel like an obligation within the work.

In addition, respondents experience that they are hindered in reducing physical strain. If there

is a sick person in the team, then tasks have to be redistributed among the colleagues who are there because these tasks cannot always be postponed to the next day. In addition, the care indication of clients is increasing, as a result of which the burden of care increases, and less attention is paid to occupational health and safety procedures. Respondent G says about this: ''The burden of care is just increasing. Yes, and at the same time there is also a certain amount of time in which certain things have to be done. And often I see that colleagues, but also I do it myself, that I just do it quickly in that way'' (transcript interview 7, p. 173).

It also happens that there are people whose problems affect a person emotionally, so that people try to reduce contact with this person. Respondents indicated that they depend on their team and communication to reduce this contact. When the atmosphere in the team is not optimal, colleagues are less willing to report problems or take over tasks from a colleague. In addition, it is indicated that it is not possible to avoid colleagues who cause a negative emotional effect because there is close cooperation. Finally, there is an idea that nurses should accept the emotional side of clients. Respondent L said about this: "I do think you have to be open to the emotional sides of a resident. Yes, you know... If people express themselves to you then you can't avoid it I think if you work in care" (transcript 12, p. 252).

Facilitators
Most respondents experience that they have a good relationship with their colleagues, which means that there are often opportunities to discuss whether they want to get rid of certain tasks because they suffer from them mentally or emotionally. Colleagues are also often willing to think about a solution. Respondent B also said about this that there is a lot of communication in healthcare and if it is good, you can achieve a lot (transcript interview 2, p. 73). Colleagues often exchange tasks with each other. If it is not possible for nurses to discuss certain matters with colleagues, they can contact the supervisor to discuss them. In addition, to make the work less emotionally intense, respondents also indicated that they deal with clients in a humorous and relaxed way. Nevertheless, respondent G indicated that she also finds it important to remain professional and to create distance (transcript interview 7, p. 170).

Further, respondents indicated that they can usually consult with colleagues if they want to make the work less physically demanding. Respondent C, for example, indicated that colleagues are always fine if she wants to perform fewer physical activities because her health does not allow this (transcript interview 3, p. 92). This is often done by switching tasks with a colleague. Interviewees experience communication as the basis for their work because in healthcare they and colleagues are jointly responsible for the performance of a task.

Also to minimize contact with people whose problems affect someone emotionally, colleagues

can be consulted to jointly look for a solution or to exchange tasks. In order to strengthen the bond within the team and to deal better with colleagues who cannot be avoided, the respondents indicated that they follow team-building sessions where necessary. Furthermore, for certain tasks, there are often schedules, division of tasks, or walking routes so all colleagues have to take care of clients who need more intensive care or who are more emotionally disruptive at some point. This is to prevent the same person from having to perform these tasks on a regular basis. Respondent B indicated that she and her colleagues are happy with the walking routes because everyone gets the annoying residents once in a while (transcript interview 2, p. 74).

Chapter 5: Conclusion & Discussion

This chapter provides an answer to the following research question: ''What are barriers and facilitators of job crafting among nurses who work in a nursing home?'' Therefore, a qualitative study with interviews was conducted among nurses who work in a nursing home. In the interviews, respondents were asked which barriers and facilitators they experience in four dimensions of job crafting. The discussion section provides a consideration of the strengths and weaknesses of this research. First, the practical implications of the research will be addressed. Following that, a reflection from the perspective of the research will be discussed. Finally, recommendations for future research will be given.

Summary of study findings

The analysis of this research shows that nurses who work in a nursing home experience barriers of job crafting in all four dimensions of job crafting. Respondents experience barriers in increasing social job resources because colleagues do not always know how to give feedback and give negative feedback. Another often mentioned reason is the lack of sense of security in the team. In addition, nurses experience little time to ask for feedback or advice from colleagues and low visibility of managers. However, facilitators for increasing social work resources are that nurses often collaborate during their work and can discuss work closely with colleagues. In addition, nurses may have an option to request work performance interviews or coaching from a supervisor.

For increasing structural job resources nurses indicate that there are less challenging nursing procedures present in a nursing home and there is little time to follow training or to develop yourself. Besides, the number of training courses to be followed is increasing, but there is too little time to follow them and this has to be done in private time. Another barrier is the presence of protocols that must be followed. Still, there can be facilitators for increasing structural job resources such as the wide range of training or seeing multiple disciplines in the workplace. In addition, there is the possibility and desire to share knowledge with colleagues.

Barriers to increasing challenging job demands are primarily experienced in the lack of time to participate in a project or perform additional tasks. In addition, there is little willingness to do this in private time. Due to the current staff shortage, nurses are also expected to spend more time in the workplace with existing work tasks. However, facilitators of increasing challenging job demands are being able to ask for time for extra tasks or having reserved working time for these demands. Respondents also experience that performing challenging job demands can broaden their knowledge and are closely linked to existing work tasks.

Finally, a frequently mentioned barrier to decreasing hindering job demands is a poorer team

atmosphere with a low sense of security. In addition, there are nurses who feel that emotionally hindering tasks are part of care and that this must be accepted. In addition, there is often less acceptance of mental complaints. It is also not possible to postpone all work tasks to the next day. A facilitator is that much can be discussed with colleagues about reducing emotional, mental, or physical hindering tasks. Colleagues usually think along about this and tasks can be exchanged. Good communication is seen as an important facilitator because nurses are jointly responsible for the performance of tasks. To improve communication where necessary, team building sessions are organized by the organization.

Theoretical implications

This research aims to gain more insight into the barriers and facilitators of job crafting that nurses who work in a nursing home experience. This is done by mapping barriers and facilitators of job crafting that are experienced by nurses who work in a nursing home. Earlier research has investigated job crafting and its dimensions, antecedents, and consequences (Mäkikangas, 2018). However, limited studies focused on job crafting in healthcare sectors, such as nursing homes (Mahmoud, 2017). In addition, most studies investigated the dimensions of job crafting by Tims et al. (2012), but do not study barriers and facilitators of job crafting.

Gained insights contribute to the knowledge about possible barriers and facilitators experienced by nurses who work in a nursing home. With this knowledge, organizations can see what nurses who work in a nursing home need to be able to use job crafting. This is important because the ability to use job crafting ensures that nurses will increase the perceived meaningfulness of the job (Slemp & Vella-Brodrick, 2013). Besides, enabling job crafting for the employee has organizational benefits, such as lower turnover and increased organizational performance (Tims et al., 2012).

Because the interpretation of job crafting is very subjective and experienced on the individual-level, job crafting is a tough theme to investigate (Berg, Grant, & Johnson, 2010). In order to map the barriers and facilitators of job crafting, four dimensions of job crafting identified by Tims et al. (2012) have been used. Operationalizing job crafting by distinguishing these four dimensions of job crafting was helpful, as it provided structure for conducting the interview and made it easier to talk about the use of job crafting. Respondents did indicate that they found it difficult to report job crafting behavior because this is interwoven with regular daily work behavior, which is also supported by other studies (Petrou, Demerouti, Peeters, Schaufeli, & Hetland, 2012). With this credibility, the semi-structured interviews could help because there were opportunities to help interviewees by explaining things. However, this may have led to a not completely theoretical explanation being used for concepts.

This study complements knowledge about perceived barriers and facilitators and therefore

serves to extend the model for the nursing home sector because these nurses have to deal with a greater physical and emotional demand for input in their work (Aylward, Stolee, Keat, & Johncox, 2003). Still, this research is mostly relevant for the nursing home sector as perceived barriers and facilitators can only be present in this specific sector. Examples of new insights gained from this research are a large number of adjustments in physical demands when crafting a job. Besides, respondents did not indicate that they explored underlying relationships between work aspects, organized their work in order to minimize contact with people with unrealistic expectations, and organized work to prevent focusing for a long time, while these are examples of job crafting in research by Tims et al. (2012).

Practical recommendations

This research is one of the to map perceived barriers and facilitators of job crafting among nurses who work in a nursing home (Bakker, 2018). Employers can try to overcome the barriers and increase the facilitators that nurses who work in a nursing home experience in order to make these nurses able to craft their job as this increases the meaningfulness of a job (Slemp & Vella-Brodrick, 2013). This also increases the performance of the organization as mentioned in the section above. The results of this study can be used by employers to rethink policies to increase possibilities for job crafting where necessary. Besides, this research provides the need for job crafting among nursing home nurses.

Further, this research can provide employees insight into the advantages of using job crafting in their job. This could increase their awareness of possibilities for crafting their job and the use of it because this initiative leads to several advantages (Berg et al., 2013).

Specific examples of improvements for the nursing home sector to create more possibilities for using job crafting are to organize team-building sessions when the team atmosphere is not sufficient because respondents indicate that they do not feel safe enough to provide feedback and advice, and indicate to colleagues that they prefer not to perform certain work tasks. Some respondents indicated that they already have experiences with team-building sessions and perceive this as helpful in creating a better bond within a team. The main focus of these team-building sessions should be about working together in a team and team communication as this seems to be relevant in the work of nurses. In addition, many nurses who work in a nursing home miss challenging work tasks because clients and work tasks are often the same and this makes it even more important. Employers could look at opportunities to increase challenging work tasks by creating more time to complete additional challenging work tasks, as time is a commonly experienced barrier to doing additional tasks or projects.

Limitations

This study does not distinguish between the age of respondents and perceived barriers and facilitators of job crafting. Nevertheless, respondents indicated that they expect the younger generation to have a greater need for learning and the older generation less. Age may play a role in the use of job crafting as indicated by Rudolp et al. (2017). The answers given by respondents show that age can also play a possible role in the experience of barriers and facilitators of job crafting.

Besides, The type of work contract and the number of working hours are not taken into account in this resource, however, this could play a role in the experience of barriers and facilitators of job crafting. The interviews revealed that for some respondents this was an important factor in their experience of possibilities for the use of crafting**.** Nurses with temporary contracts may have different long-term expectations of their commitment to additional work, or they are unsure of opportunities to participate in additional work because it is still uncertain whether they will still be employed in the organization in the future. In addition, the number of hours in the contract can influence the use of job crafting, as this can lead to a difference in the time available for crafting a job, or a difference in the importance of maintaining a work-life balance, which may vary the experienced need for using job crafting.

Another limitation is that this study only included interviews as methodology and did not include the use of surveys, or observations in order to have data triangulation. By using one methodology, the validity of the research decreases because there is a possibility for the emergence of source bias (Bloor & Wood, 2006). Conducting surveys can provide a more complete view of experiences about job crafting among a larger sample of nurses, as more data can be more easily obtained and this data can be quantified. This enables verifying whether an opinion and experience of a nurse align with the rest of the nurses who participate in the survey.

Besides, the interviews were not checked by respondents after transcribing. By applying member checking in the research process, respondents can check if their perceptions are well captured. In this study, perceptions may not be complete because respondents were not given the opportunity to complete them.

Another limitation is that the research includes twelve interviews and this is a relatively small amount. This negatively influences the validity as more respondents and interviews can increase the chance of mapping all relevant barriers and facilitators of job crafting that are experienced among nurses (Bloor & Wood, 2006).

Finally, by conducting semi-structured interviews, all interviews were conducted slightly differently, which means that interviews cannot be reproduced identically. This decreases the reliability (Bloor & Wood, 2006).

Future research

As age can lead to a difference in perceived barriers and facilitators of job crafting, future research should focus on the differences in perceived barriers and facilitators based on the differences in the age of respondents. Besides, future research can make a distinction between the type of contract and/or the number of working hours of respondents to study if perceived barriers and facilitators for job crafting differ. As barriers and facilitators are still understudied in other sectors of healthcare, but also in a lot of other sectors, future research in other sectors should also focus on the perceived barriers and facilitators in all four dimensions of job crafting identified by Tims et al. (2012) to increase the amount of knowledge about optimizing chances for job crafting. This is beneficial because employees in different sectors could also benefit from job crafting (Wrzesniewski & Dutton, 2001). Further, should future research about perceived barriers and facilitators of job crafting among nurses who work in a nursing home include more methodologies, such as questionnaires and observations to increase the validity because the use of data sources strongly reduces the likelihood of source bias triangulation. Another improvement for future research is to conduct more interviews in order to increase the validity of the research because doing more interviews increases the chance of mapping all relevant barriers and facilitators of job crafting that employees experience. Further, it is recommended that respondents check their transcripts so that they can add information that is missing or incomplete, thereby forming a more reliable and complete answer to the research question.

Role of researcher

This research is qualitative and therefore the research has an important role because this person can influence the course of the research process and the interpretation of results (Berg et al., 2010). The researcher tried to approach the research as neutrally as possible and also tried not to steer towards certain answers. Nevertheless, the research process was influenced because open questions were not always asked during the interview, but sometimes closed questions. These closed questions were often conceived during the interview, leaving little time to think about them. Nevertheless, the answers given to these closed questions are often extensive, so these did not cause a problem in the first place. In addition, sometimes two questions were asked at the same time because the first question was not clear enough. This may have caused confusion for the respondent. In addition, the researcher occasionally gave an opinion, which could influence the result of the research because this could guide the answers of the respondent. Finally, it is a challenge to keep asking questions as a researcher because additional questions have to be devised in a short period of time, so this did not always happen, but turned out to be necessary.

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Appendices

Appendix 1. Interview protocol

Interview with employees

Start

- Thank you
- Consent form - consent participation and recording→ explain what to do with it
- Study
- Research job crafting
- 30 minutes
- Ask questions

1. Can you describe the nature of your work?

2. Can you describe your daily tasks in terms of:
   - The tasks you perform where you come into contact with other people (such as colleagues and patients)?
   - The tasks you perform alone/independently?

3. Sometimes we want to put our own "touch" / "spin" on our work and the way we perform the tasks that fall under it. Can you share how you think you do/perform your job differently than others in similar positions?

4. Have you ever heard of the concept of job crafting?

Job crafting (JC) is a series of changes that employees make at work to achieve a better match between their needs and preferences in their jobs. Workers who engage in job crafting shape their job requirements-and resources-to create a work environment in which they can perform better. *So in short, it means that people can shape their jobs in such a way that they pursue their own needs and desires, so they actually put their own touch on them*.

Job crafting can be divided into four different dimensions, explained in the table below. For each dimension, I will first explain the dimension with examples and then ask the corresponding questions

Increasing Social Job Resources
I ask my supervisor to coach me
I ask my supervisor if he or she is satisfied with the work I am doing

Increasing Social Job Resources

- Can you comment on the possibility of participating in this dimension in your work environment? Describe this?
- What do you think are the **supporting/promoting** factors in increasing your social job resources in your work environment*?*
- What do you think are the **impeding** factors to increasing your social job resources in your work environment?

Increasing Structural Job Resources
I try to develop my abilities
I try to learn new things at work

Increasing Structural Job Resources

- Can you comment on the possibility of participating in this dimension in your work environment? Describe this?
- What do you think are the **supporting/promoting** factors in increasing your structural job resources in your work environment?
- What do you think are the **impediments to** increasing your structural job resources in your work environment?

Increasing Challenging Job Demands
If an interesting project comes along, I proactively offer myself as a project collaborator
If there's not much to do at work, I see that as an opportunity to start new projects

Increasing Challenging Job Demands

- Can you comment on the possibility of participating in this dimension in your work environment? Describe this?
- What do you think are the **supporting/promoting** factors in increasing your challenging job demands in your work environment*?*

- What do you think are the **limiting** factors to increasing your challenging job demands in your work environment?

Decreasing Hindering Job Demands
I arrange my work so that I have as little contact as possible with people whose problems affect me emotionally
I make sure my work is mentally less intense

Decreasing Hindering Job Demands

- Can you comment on the possibility of participating in this dimension in your work environment? Describe this?
- What do you think are the **supporting/promoting** factors in reducing your impeding job demands in your work environment*?*
- What do you think are the **limiting** factors to reduce your impeding job demands in your work environment?

6. Can you give me some examples of job crafting that you have used in your work or that you have seen someone use in their work that you feel were **effective/successful**?

About yourself:

- What did you do?
- What was the reason behind this JC behavior?
- How did you feel about this JC behavior?
- What was the result of this JC behavior?

About the other:

- What did they do?
- What was the reason behind this JC behavior?
- How did this JC behavior make them feel?
- What was the result of this JC behavior?

7. Can you give me some examples of job crafting that you have used in your work or that you have seen someone use in their work that you feel were **not effective/unsuccessful**?

About yourself:

- What did you do?

- What was the reason behind this JC behavior?

- How did you feel about this JC behavior?

- What was the result of this JC behavior?

About the other:

- What did they do?

- What was the reason behind this JC behavior?

- How did this JC behavior make them feel?

- What was the result of this JC behavior?

End

- Do you have any questions?

- Do you have any tips?

Appendix 2. Consent form

You are invited to participate in a research project in which we investigate work behavior in nursing homes by caregivers. This research project is conducted by Rawan Ghazzawi and Jet Vugts, at the Institute for Management Research at Radboud University. The procedure involves being interviewed. The questions will be about the work behavior of caregivers in nursing homes. The interview will last approximately 30 minutes. The interview will be audio taped. Your contact information will not be collected.

Confidentiality of research data
The research data will be anonymized/pseudonymized and stored securely according to the Radboud University research data management guidelines and in accordance with the General Data Protection Regulation. The collected data will remain confidential and anonymous and the answers you provide will not be linked to you in any way. Any personal data will be deleted as soon as possible. The researchers involved in this study will use the research data for scientific publications and presentations. The data will not be used for other research unless we have received your explicit permission to do so. As part of scientific integrity, the research data will be accessible to the academic community for a period of at least 10 years.

Voluntary participation
Your participation in this study is voluntary. This means that you can stop and withdraw your participation and consent at any time during the data collection period, without giving a reason. Up to six weeks after participation, you can have your research data/personal data/contact information deleted by sending a request to rawan.ghazzawi@ru.nl.

Compensation
Thank you for participating. You will not receive compensation for participating in this study. Your participation will help improve knowledge about the work behaviors of caregivers in nursing homes.

Learn more
If you have any questions as a result of this study, now or in the future, please contact *Rawan Ghazzawi* (email: rawan.ghazzawi@ru.nl ; address: Elinor Ostrom Building, room 03.611) or *Jet Vugts* (email: jet.vugts@ru.nl) ; address: Molenweg 109C Nijmegen)

If you have any complaints about this study, please contact the researcher *or*

Contact the academic integrity confidants via email: vertrouwenspersonen@ru.nl

Or

Please contact the Scientific Integrity Committee of Radboud University. The secretary of the committee is Mr. M. Steenbergen, (m.steenbergen@bjz.ru.nl or 024 3611578) Administrative & Legal Affairs.

More information about the Committee on Scientific Integrity can be found here: https://www.ru.nl/over-ons/overradboud/integriteitsbeleid/wetenschappelijke-integriteit//

ADVERTISEMENT: Please select your choice below.
By signing this form, you indicate that:
- you have read and understood this information
- you voluntarily agree to participate
- You are at least 18 years old
If you do not want to participate in the study, you can decline participation by selecting "I do not want to participate.

Do you agree to participate?
I agree

I do not want to participate

Do you agree to have the interview recorded?
I agree

I don't agree

Appendix 3. Coding scheme

All transcribed interviews are coded based on subdividing pieces of text into certain items that are coupled to a particular color. The associated colors of each item is visible in the table below.

Items	Coding colour
Ask supervisor for coaching	Code
Ask if supervisor is satisfied with work	Code
Ask colleagues for advice	Code
Ask others for feedback on performance	Code
Try to develop capabilities	Code
Try to develop professionally	Code
Try to learn new things at work	Code
Use capabilities to the fullest	Code
Make own decisions about how to do things	Code
Proactively offer as a project co-worker for an interesting project	Code
Be the first to hear about and try out new developments	Code
See a chance to start new projects when there is less work	Code
Take on new tasks without receiving salary for it	Code
Make work mentally less intense	Code
Ensure work is emotionally less intense	Code
Make work physically less intense	Code
Manage work to minimize contact with people whose problems have an emotional effect	Code

Appendix 4. Transcript interview 1

Respondent: R
Interviewer: I

I: Yes, well, I actually wanted to start by thanking you for wanting to help me with my research. And then I want to start with the form that I sent you that form. Do you give me permission to record it and do you want to take part in the research?

R: Yes, that's good.

I: So I'm currently studying my master's in business administration. And I'm doing a study right now on job crafting, which I had mentioned. So that involves making adjustments to your resources or tasks. This interview will take about thirty minutes. And if you don't understand something, especially ask questions.

R: Is good.

I: Yes. Then we'll start with some introductory questions. Can you describe the nature of your work?

R: The nature of my work. I uh work mainly with the elderly where I do the living and welfare actually for yes for care say every day. I find especially living and welfare. That grabs everything.

I: Okay and can you describe the daily tasks in terms of the tasks you perform where you come into contact with other people, such as colleagues and patients and also the tasks you perform alone?

R: Yes the tasks that you perform alone that's actually helping one on one with the residents, but actually I find that I'm always cooperating with all the colleagues, I think. And you mean the care? You mean ADL? Or what do you mean tasks that I perform?

I: Yes, of course I don't actually know what you guys do huh.

R: Well, we support people in ADL. Daily living needs actually. That's the big basis, I think. What is there yes, we arrange contacts with doctors. Yes, I think actually what I say, in daily living needs. Basically everything you do. And then there are colleagues who have certain star roles. I have the star role living and welfare. And so that's really what I do where I do very much go for actually for the welfare of the residents.

I: Okay, and what does that mean about you being that star role holder?

R: Star role, I'm doing a course on that now, also following a course and that actually means that you look at the welfare of the people. Because the people who come in are now 90, 95. Of course, they have to give up a lot. They have to do a lot of daily things that they used to do at home. They actually have to give up a lot of things. Because we think we come barging in at 8 o'clock and do the care, whereas they used to sit down for half an hour or so first or, well, I'll just say something. So that's it. And of course that's very nice but sometimes that's almost impossible to do. But I'm very, yes I think that's actually quite important.

I: Oh how nice.

R: Yes, yes.

I: okay and so what are the tasks that you do on your own?

R: Yes, yes, yes. I actually think, yes of course you do work one-on-one with residents. But I think actually you do everything together. You consult a lot of course and of course there are always tasks, yes if I go to someone alone, then I take care of that resident at that moment. But I think it is mainly consulting with each other. And of course I do, yes I say the ADL for residents. People downstairs. Well, all those things you can do alone, but actually you do it together because there is a planning. So you follow the planning and you consult with colleagues and so in this you do it together.

I: okay, yes. And sometimes we want to put our own touch or twist on our work and the way we then perform the tasks that fall under it. Can you talk about how you think you do or perform your job differently than others in similar positions?

R: Uhm, I, I think I'm very much for the resident and uh that I always assume in that what's important to them there. But whether I am very different in that respect. Yes, some people have the idea that yes, but they live here, it has to be like this. But I think you'll have to live there. Or I would be 95 myself. I am dependent on care there. I think that sometimes I intercept, yes, am different in that. That other colleagues sometimes think differently about that.

I: Okay.

R: Yes.

I: And have you ever heard of the concept of job crafting?

R: No, no.

I: Okay. Then I'll repeat it one more time. I've explained it before, of course,

R: Yes, you did explain it.

I: but job crafting is a series of changes that employees make at work

R: Oh yes.

I: to achieve a better match between their needs and preferences in a job. Employees who engage in job crafting shape their job requirements and resources to create a work environment in which they can perform best.

R: Yes.

I: So in short it means that people can shape their work in such a way that they pursue their own needs and wishes, so that they actually give it their own touch. Well, job crafting can be divided into 4 different dimensions, and I would like to go through all 4 of them now, and then I'll first give an example for each dimension, so that you have some idea of what it entails. And we start with the social job resources. So those are resources that you

have, but then social. For example, I ask my supervisor to coach me or I ask my supervisor if he or she is satisfied with the work I'm doing. But you can also think about that you ask your colleagues for feedback.

R: Yes.

I: And then some questions are, can you address the possibility of, yes, participating in this dimension, this way of job crafting, in your work?

R: Yes, I think the example of say to colleagues. We can really give each other compliments of well done today or that you've done well. But we can also say the opposite if it didn't go so well. Or if you disagree with something or someone else. We can also say that to each other, very clearly, yes.

I: Okay, and how do you do that? So is that every day or?

R: No, it's not every day. Yes I actually do work fine every day, so that doesn't bother me so much myself. But at the time it does, yes. We are very open with each other, with my colleagues. Yes, we can tell each other things. That's not always easy because it's not like that. But I think more with my colleagues than with a coach, yes. Team coach so to speak. More colleagues, yes.

I: Okay. And what do you think are supporting factors, promoting factors in increasing this kind of job crafting? What do you see reflected in your work that allows you to use social job resources?

R: What do I see in my work. Well, atmosphere in our team, I think. Because that's the social thing that we do have a lot of, have things going for each other, are there for each other, listen when you talk about that happening then. When I look at the residents. I don't know if that's also, well their gratitude and their smiles I always say. That, I actually think that radiates in that.

I: And if you look at being a caregiver, how does your job say that you can use social job resources?

R: To my colleagues?

I: Yes.

R: Yes, I do think that's a tricky question. Ask it again.

I: Yes, if you look at your work, your activities, being a caregiver. What do you see in it that ensures, yes what does being a caregiver promote that you can use social job resources? So that you can ask for feedback.

R: Yes, I think it makes you a stronger team and open to each other. And become even more powerful in that as well, listening to each other. R: Yeah, that.

I: Okay. And what are barriers to increasing your social job resources in your work?

R: Impeding factors. Uh. Yeah, I don't see those very easily, always. I never bother with that so much, but of course there are. But I'm never really bothered by them that much. That's also an attitude that is like: okay I'm not going to go along with that. But of course there are. Of course there is sometimes irritation or things that are

not arranged or not ready. Yes, that. Yes, that does make it an irritation, but it's always gone in a flash. The irritation is quickly reversed.

I: Okay, happy. Then we'll move on to the next one. That's about structural job resources. I try to develop my abilities, uh, I try to learn new things at work. What you said such a course for example.

R: Yes.

I: It's very broad, of course. What are opportunities to participate in this dimension in your work?

R: Well, there is e-learning. But I've been working as a level 2 for a few years now. And as a level 2, you don't have to participate in a lot of e-learning. And then I think well fine, I think. Because I do have that strong. I think they think we can't think or something. This irritates me sometimes, this sort of thing.

I: Yes, I get that.

R: But that's my thing. But there are plenty of e-learnings for all the colleagues who are 3 ig. They have to do all kinds of e-learnings. There was another course the other day for dementia, delirium and depression. There are enough things to educate yourself and keep up with everything?

I: And are you required to participate in those courses?

R: Yes, especially those e-learnings that that's the competent, that you stay competent. All the operations, syringes, nursing operations so to speak. And, uh, the delirium. And you also have physical strain. And that's also really nice to do because that's, you sometimes forget that sometimes you're going to work in a certain way. And those are also just nice things to do. Some of them are mandatory, actually most of them kind of are, actually.

I: Okay, and are there any others?

R: We also just started team sessions again now in our team. That we are team building so to speak. So that's then also, we've started that as well. Yes, that's actually the biggest thing. Yes, of course you can read all kinds of things yourself. But then I think, I'm actually a little bit done with learning if I'm completely honest. Yes. But that's also nonsense because you learn every day, so it's not like that. But you know what I mean.

I: But what are you currently doing to gain new knowledge?

R: I then do that care and welfare.

I: Okay.

R: And I still think. Yeah, that might sound weird, but that I can draw on a lot of experience and that's also what you do a lot.

I: Yes.

R: Yes, that's just the way it is.

I: Do you share that knowledge in the team as well?

R: Yes, really, yes.

I: Okay. Because you have a very diverse one with older people and younger people.

R: Yes, but that is also the young people. Of course it's nonsense that I because precisely those young people sometimes have things that I think: oh, also super handy like that. I do think that's for open.

I: Beautiful.

R: Yes, yes.

I: What are supporting and promoting factors in increasing these structural job resources in your work environment?

R: And supportive do you mean?

I: What are things in your work that, uh, promote structural job resources?

R: Things that? Can you give an example of that?

I: Well, more the question of what in your work allows you to develop your abilities, for example. Is there enough time are? Are there enough opportunities?

R: Oh, well first of all my pleasure. First my enjoyment of my work. I think that's already, kind of, that's the basis. I really enjoy doing my job, so that's already actually. Time, yes that varies a lot. Sometimes we have all the time for the residents. The other time, we are overflowing with residents with all kinds of problems. And I myself am never really bothered by a kind of work pressure. But I do have problems, but that is a different interpretation, that I cannot be with the residents on time. Sometimes I find that difficult. That they can't get there due to all sorts of circumstances.
Because I think: You'll just have to lie in your bed. And all you have to do is ring the bell and we say yes, we'll be right there. While you're busy with someone else. So these things can be, I think, tricky. Yes, it does.

I: Yes, okay. And so what are some impeding factors? Uh in your work to increase these structural job resources uh? So what hinders you in the, Yes, in your work, in doing gaining new knowledge, learning new things?

R: Yes, I don't think anything hinders me in that because I'm not so open to it myself anymore, actually if I'm very honest. But not being open to it, I can't say that either, but not necessarily anymore. Uh, anything but. I would uh because we recently had a course on delirium of what I just said and they are very much arguing about that on level two that also has to do. And then I think: well, fine. But I would, I think those are things that I find very interesting. Or palliative care. That's what they're going to do now. They are still debating whether level two should include it. I think that's a shame, things like that. I think it's a pity that there's such a difference, so that's kind of an obstacle.

I: Yes, okay.

R: Just saying hey. Which I then actually sometimes uh, I do regret.

R: You know, uh. It's more about the principle because we take care of those people just as much as those IG or the nurses. Maybe a lot more because those 3-IG do a lot more arranging tasks, actually. Yes, I know that from myself I think when I did that. So I think it's a pity that there is such a distinction. I understand that there must be a distinction. But in those things I think, yes. I find that a hindrance, actually.

I: Yes, I understand.

R: Or the BHV. Didn't have to as a level two either. I happened to get that last week.

I: Oh.

R: Yes, very strange. I say, yes I also say that I, uh, run away if there is a fire, but hahaha. But, uh, but now I happened to get an email, uh, that they have thought about level two, the BHV. Well, then I'm actually done with it, I have to be very honest. If there was something like that beforehand. Yes, very strange things. That's not from [name], but from ZZG.

I: Okay.

R: So now we happen to have to go him again, but then is, then I'm already, then I'm already thinking, yeah. Yeah, I think that's a shame that there's such a. Then I think let's just go with it. We also work a lot in that department there and so on. Sometimes, that's a pity, yes.

I: Yes, I get that.

R: Yes, I do find that a hindrance at times. R: Yes.

I: Yes. Okay and then we'll move on to the next one. That's about, uh, challenging work tasks.

R: Yes.

I: For example, if an interesting project comes along, I proactively offer myself as a project assistant. Or if there's not much to do at work, I always see an opportunity to start new projects. And can you tell us something. Uhm yes, how to participate in this dimension in your work.

R: Well, I'm uh, uh. I did spend quite a bit of time the other day on project relocation [name]. That seemed to be me then. Uh, no, I was in conservation [name]. I like that very much and that has something not to do with work, say, yes, with your work, but not really work. So I thought that was a very nice, uh, uh, angle. And yes, further, um, I'm not really in the project groups. No, nothing at all. No, not, no. No, that's not really, is it? I must say that I do always like very much, I'm not someone who pulls cart, either. I do follow. No I'm not always someone who says, well I want to be everywhere or uh is not really necessary for me. I do always like to be busy at work. I always see. Well again things, or yes. That that is very strong.

I: Okay.

R: But I don't necessarily have to be at the forefront of everything and with everything uh and new ideas. And well, I do have ideas, I put them on the table, but I don't think I'm really a uh, no, a very bad initiator.

I: But that's okay huh.

R: Yes, yes. Oh yeah. R: Yes.

I: Hahaha. Yeah, what do you think are? Uh, supporting and promoting factors to increase these challenging uh work tasks in your work?

R: Yeah, I think that's a tricky question. I think uh, well, maybe from the team coach or something that there's uh a uh a thing there. Yeah, I have, yeah you know, I don't have much of a need for that, for that, no.

I: Okay, and why not?

R: Challenging tasks. Yeah, I've had those.

I: Yes.

R: Yes, that also I think has more to do with me personally, my private life. What I think, that that also plays into it, so to speak.

I: Yes.

R: And then I think I just let me be good drill those people when I'm there. And I don't necessarily have to. Well, what I say again then.

I: Yes.

R: And uh. Yes that. But I, I do think because of my star role care and welfare that you do have challenging tasks in that as well, actually huh. So that's also. It's not that I don't do anything.

I: No, right.

R: But èh. so in that there are a lot of little projects. And uh those little things. But that I don't know if I find that really challenging. R: Yeah I don't know exactly what you there.

I: Yes, yes, definitely.

R: That it does challenge.

I: Yes, you took that yourself, uh there.

R: Yes.

I: Can you perform that under your job or is that really outside of your job?

R: Well, uh, so now that's what I'm learning with that training. Uh with someone. Because uh the star role task, uh, the star role living and welfare that's actually, there's actually a bit of an assumption that it's a game about

activities, but of course that's not, yes that's attached to it. But the star role of living and well-being is, well, what I said earlier, that living and well-being of residents. And that's what I'm really going for, I have to say.

I: Okay.

R: That's well, then. Then when I think about it again, fine. Yeah, that's my job actually to make their day as nice as possible. We have a lady right now and then everyone sits: ouch, ouch, difficult. And I had to go there and I thought: man oh man, it will be something. Yes, no problem. It's just a lady of 93 and of course she has her things. But then you already have, people already get such a prejudice. And uhm yes, I do like very much to brush that away and just take other people as they are actually.

I: Beautiful.

R: That's actually, yes, that's actually what I'm very much in favor of. How old are all those people sitting there? Well, you know, it is. What life experience do they all have with them? And they come to live at [name] and they just have to all of a sudden.

I: Yes.

R: I can give you an example. We had on that course the other day, we all had to write down three habits. That's on a sheet of paper and I had written down something like yogurt eat yogurt and coffee. Very, very simple things. And then the, uh, the person who gives the course said: give us a habit. So we all had to do one habit first, then the second habit and then it was coffee drinking. We had to hand that off too. Yes, but I can't do that I say to him because then I can't start. But that's what all the people who come into a nursing home do. They all give up habits.

I: Yes.

R: All of those have to hand in habits. And that's what I think about, that. That's what I try very hard to think about.

I: Yes, bizarre when you think about it like that.

R: Yes huh. Yes, I really thought it was such an eye opener. That I thought, wow.

I: Yes, yes.

R: Yes, yes.

I: Okay, and we're going to continue effusively. Yes, uh. What are impeding factors in your work to increase uh challenging work tasks?

R: Challenging work? Yes, I actually find it all a bit. Work tasks? R: Yes. Yeah, I actually find that all kind of blends together. Huh, those those those, care and tasks. And it's a whole package in my opinion, say uh.

I: Yes.

R: Yes.

I: How do you find that? Uh, you at your work say you get the chance to still take on projects for example in addition to your current work. Do you have enough time and space for that?

R: Yes, you can because that just becomes, I can put that in the schedule.

I: Oh, look.

R: That's where it's taken into account that say in the day's agenda. Uh for those, those project groups is always that. But I, there is, well, as long as you indicate that, then in the planning time can be made for that. There are also some meetings that, uh, I often have to come back for. That's less for me, so in that case, that's less than all the hours you work. But if I think it's important enough, that's what I do. I also live near [name], so that makes a difference. But that's a pity, I think, that it hangs around. And, uh, that care and welfare, that's earlier, that's not always, that colleagues who are even more of care and welfare are now busy with each other, that we are always scheduled. To do us, our tasks because that, but that also lies with yourself of course, huh. You have to, uh.

I: Yes.

R: Indicate to do. Yes.

I: Okay.

R: But that, really barriers. It's actually already possible, as long as you let it be known in advance and indicate it.

I: Okay, top.

R: Yes.

I: Then we go to the last dimension. That's taking away obstructive work tasks, which hinder you from, yes, performing your work optimally, the way you would like to. Uh, there are examples of that. I arrange my work so that I have as little contact as possible with people whose problems affect me emotionally. Or I make sure my work is mentally less intense. Uh, can you address the possibility of participating in this dimension in your work?

R: Well, I, um, it's not, um. You just said that second sentence. How did you make that one?

I: I make sure my work is mentally less intense.

R: No, you can't do that at all.

I: No.

R: No, I don't think that's possible, yes, no, I don't think so. I don't think that's possible, yes. That's, at least that's my perception.

I: Yes.

R: No, you can't. And what did you say, what did you say the first one?

I: I structure my work so that I have as little contact as possible with people whose problems affect me emotionally.

R: Oh no because I'm really an emotional wreck sometimes as far as residents are concerned haha. I sit, well, I can also really distance myself. When I'm there, I'm there, so to speak. That, that is. And I, uh, I don't, I don't have any, I don't have any barriers in that yet, so to speak, to position myself differently in that, so that I think: that's not going to affect me or it doesn't interest me or. And you know, we all have times when we think, oh today, or that lady says and I heard that 10 times yesterday too, sure. Or you try to make it clear to the person who says that: of you've already heard that yesterday or this morning, you know always that we pay attention. And I say that sometimes, but I also say: I understand if you are so dependent, how difficult it is if you always have to do it. So there is sometimes a double and that is perhaps sometimes how you yourself are put together on such a day. I don't know if that's your answer, where you, uh.

I: Yes, among other things, yes. Also just how, uh, yes, if you're doing work tasks that you don't like that much, whether you can step away from that, for example.

R: To do them then anyway?

I: No, whether you can distance yourself from it? That you can just indicate of, uh, yes, this work I would rather not do.

R: Yes, say to the other colleagues?

I: Yes, for example.

R: Oh, yes, that's possible with us, that's possible, yes. Yes, you can because I have, nja that's something else. I have very bad back pain at the moment actually. So I can just, I've passed on to the planning: not too heavy people. And it's all possible. And we sometimes sit together in the morning and then someone says: oh, I really can't go to that one today. And then they just switch. Well I've never felt that very strongly.

I: Okay.

R: Yes,yes. I just don't have that. No, not that strong, no.

I: Okay.

R: No.

I: And what are the facilitating factors that allow you to reduce obstructive tasks in your work?

R: What did you say? What did you say, what factors?

I: Promoting factors. What are some things in your work that make it happen.

R: Well, what you just said. Sharing with your colleagues what you sometimes find difficult with some resident. And that well, that's what you're talking about, giving feedback to each other or how. Yes, then they ask: how do you handle that with that lady? And then it is: oh yes, yes. So that, that, being there for each other as a team. Yes, but well that is almost self-evident to me].

I: Yes.

R: And, uh, but that, uh, yeah. Yeah, yeah you know, I'm never that bothered by things. That sounds like maybe, that's kind of an attitude too. But that's what I have. Sure I get irritated sometimes, but I actually just really like my job.

I: Well, beautiful.

R: Yes, and that's what I actually always do then in that, like, ooze through it and think of: you'd be sitting there yourself.

I: Indeed.

R: Yes, so saying, I think our team because I think that's where the foundation is anyway, that a lot of things can be discussed in our team.

I: Yes.

R: About all kinds of factors but that are there. To make all those things that you just mentioned discussable and to be there for each other. And to take over something from each other, which I think, there that a kind of balance comes, yes.

I: and what would be limiting factors to?

R: Yes, hindering, yes, that hindering factors. Well, my back can be a limiting factor haha. At least physically.

I: And further in your work? Because of your work as a caregiver, are there things that, yes, are holding you back from reducing obstructive work?

R: No.

I: Okay. Then we'll go.

R: Do you have another example? That I just. Do you have an example.

I: No, nja, maybe you say of: in my work I have a fixed schedule of tasks and I can't deviate from it. But I just heard you say that's different.

R: You can.

I: But it could have been, of course I don't know.

R: No, but you can. I can actually, that's why it might be for me, I can do quite a lot, if we just let it be known, what we're bothered by. R: Yeah.

I: Okay, well now we'll go to the last question. Can you give me examples of job crafting that you have used in your work that were successful for you?

R: Uh. Oh, I think that's a pretty tough one. Uh.

I: It actually goes into everything that we just talked about a little bit like this from job crafting. From that you make adjustments in your work so that it aligns better with you.

R: Yes.

I: So what are some things that you say but they were very successful for me?

R: Boy, that's tough. Those are tough questions.

I: Yes, haha.

R: So what are pursuits for myself, oh. Well, yeah, I guess, I can't really, but when I point out things that aren't, that aren't going well for me at the moment or aren't clear. Yeah, I'm totally, I'm actually just open. I'm not so bothered by all of that. I do share with colleagues or I ask, what I also just said. So that's actually a positive, positive thing for me because then I can, or I have more time for residents, or someone comes to help me, or, well, that always results in a positive thing for me. That, yes, I am, yes. That is then. And yes, what I just said, I indicate if something is not working for me. And I get a kind of positive response to that, almost always. You know what's so strange, Jet? You ask those questions and then I think: well, I just like my job.

I: Yes, but it's nice that it can be done because it may not always be so obvious that it can be done.

R: No. Therefore, for me it's that I think, Well.

I: It also sounds very positive.

R: Huh?

I: It also sounds very positive. A nice workplace.

R: Yes, but I think, you know the workplace of course, and we have, that's also, a nice team. And that's kind of a nice base. And there are always things, that's everywhere. But that doesn't really bother me, no, no.

I: Okay. Are there any things you've done to job crafting that you say well those were really unsuccessful, I'm not doing that again?

R: Well, I have sometimes, whether that is not successful. We've had residents who, you'll remember them too, have been a couple and there you went, there we really crossed our boundaries, our line in terms of care.

I: Yes.

R: And the reactions we got back, got back from residents especially. And then I think: every time we are there, I still talk about it. And then I think that was just bad that we all did that. And there, I find that really a very negative experience, yes. I think that's really the most negative experience I've had in healthcare as well.

I: Okay.

R: Yes.

I: But I do hear that you are repeating it so now. So it does seem to be something that you never want to do again I think, it sounds like.

R: Never again, no.

I: Okay. Well, this was it, the interview. Do you have any questions?

R: No, no, no questions. Well, I hope you get something out of it.

I: Sure.

R: Yes, okay because I think.

I: I'm also very curious what the rest say, if you have a total because it can also vary from one individual to another.

R: Yes, and you know, of course there are irritations, but I talk about it with people and then we just go on, actually. And that always prevails with me, actually. Yes, yes, that's what I have. I never go to work reluctantly.

I: Fortunately.

R: Never ever. Well, that's actually a good start.

I: Yes, definitely.

R: Yes, yes.

I: Do you have any tips for me for next interviews? Did you find it understandable?

R: I found the questions quite difficult, but well that could just be me. I've read it all too, but I think, yes. And not hindering and obstructing. Yes, I have the feeling that it doesn't play that way with me. Maybe that's what gives me the difficulty, so to speak.

I: Yes

R: Of which I think, ooh. I'm also curious what the other colleagues are saying.

I: Well, thank you so much for the tips. What I'm going to do now is, I'm going to close this recording, I'm going to type it out. I'm processing it totally anonymously, also in my research, so your name won't come up at all. Uh, and when it's finished, then I think, I'll send you all another email, it's in English, but I can do it for a while, I can make sure I throw through a Dutch translator.

R: Yes, English, the big picture I understand about that.

I: But you can also always ask me about how it turned out. I'm wrapping it up in mid-June. I can always tell you a little bit about it.

R: No, yes, but that's good. I'm curious about the global overview though.

I: Yes, me too.

R: I am very curious about that.

R: Me too.

R: What comes in that, yes. I think that's kind of fun, too.

I: Well, then I hereby close the recording.

Appendix 5. Coding interview 1

5.1 Deductive part

Transcript Interview 1	Descriptive code	Thematic code	Pattern code
I: Okay, and what does that mean about you being that star role holder? R: Star role that's what I'm doing now coincidentally, also taking a course yes and that actually involves looking at people's well-being.	Busy with a course for star role	Take a course	Try to develop professionally
R: No, it's not every day. Yes I actually do work fine every day, so that doesn't bother me so much myself. But at the time it does, yes. We are very open with each other, with my colleagues. Yes, we can tell each other things. That's not always easy because it's not like that. But I think more with my colleagues than with a coach, yes. Team coach so to speak. More colleagues, yes.	Asks for feedback from peers more often Asks coach for feedback less often	Asking for feedback from colleagues Requesting feedback from coach	Ask others for feedback on performance Ask supervisor for coaching
I: Okay. And what do you think are supporting factors, promoting factors in increasing this kind of job crafting? What do you see reflected in your work that allows you to use social job resources? R: What do I see in my work. Well, atmosphere in our team, I think. Because that's the social thing that we do have a lot of, have things going for each other, are there for each other, listen when you talk about that happening then.	The atmosphere in the team ensures that colleagues are there for each other, have things to spare for each other and listen	Communication with colleagues	Ask colleagues for advice
I: It's very broad, of course. What are opportunities to participate in this dimension in your work? R: Well, there is e-learning. But I've been working as a level 2 for a few years now. And as a level 2, you don't have to participate in a	There are e-learnings as further training	Follow refresher courses	Try to develop professionally

lot of e-learning. And then I think well fine, I think. Because I do have that strong. I think they think we can't think or something. This irritates me sometimes, this sort of thing.	Level 2 does not have to do all of the e-learning Feeling that they think level two cannot think and this causes irritation	Amount of continuing education Being underestimated	Try to develop professionally Use capabilities to the fullest
R: But that's my thing. But there are plenty of e-learnings for all the colleagues who are 3 ig. They have to do all kinds of e-learnings.	Plenty of e-learnings for colleagues at 3-ig	Amount of continuing education available	Try to develop professionally
I: And are you required to participate in those courses? R: Yes, especially those e-learnings that that's the competent, that you stay competent. All the operations, syringes, nursing operations so to speak.	E-learnings for staying competent are mandatory	Degree of voluntariness in following continuing education	Try to develop professionally
I: Okay, and are there any others? R: We also just started team sessions again now in our team. That we are team building so to speak. So that's then also, we've started that as well. Yes, that's actually the biggest thing. Yes, of course you can read all kinds of things yourself. But then I think, I'm actually a little bit done with learning if I'm completely honest. Yes. But that's nonsense because you learn every day, so it's not like that.	Finished learning Every day you learn	Degree of need for continuing education Amount of learning new things	Try to develop professionally Try to learn new things at work
I: Do you share that knowledge in the team as well? R: Yes, really, yes.	Sharing knowledge within the team	Knowledge sharing	Try to learn new things at work
R: Oh, well first of all my pleasure. First my enjoyment of my work. I think that's already, kind of, that's the basis. I really enjoy doing my job, so that's already actually. Time, yeah that's very variable.	Pleasure in work is the basis for development Available time for developing at work is variable	Opportunity for development Time to develop	Try to develop capabilities Try to learn new things at work
R: Yes, I don't think anything hinders me in that because I'm not so open to it myself anymore,			

actually if I'm very honest. But not being open to it, I can't say that either, but not necessarily anymore. Uh, anything but. I would uh because we recently had a course on delirium of what I just said and they are very much arguing about that on level two that also has to do. And then I think: well, fine. But I would, I think those are things that I find very interesting. Or palliative care. That's what they're going to do now. They are still debating whether level two should include it. I think that's a shame, things like that. I think it's a pity that there's such a difference, so that's kind of an obstacle.	Is no longer open to more development	Willingness to develop	Try to develop capabilities
	Dislikes distinction between levels for taking continuing education courses	Possibility to follow further training	Try to develop professionally
R: Yes, very strange. I say, yes I also say that I, uh, run away if there is a fire, but hahaha. But, uh, but now I happened to get an email, uh, that they have thought about level two, the BHV. Well, then I'm actually done with it, I have to be very honest	No desire to attend further training after doubts about participation	Possibility to follow further training	Try to develop professionally
R: Well, I'm uh, uh. I did spend quite a bit of time on project move [name] the other day. That seemed to be me then. Uh, no, I was in conservation [name]. I like that very much and that has something not to do with work, say, yes, with your work, but not really work. So I thought that was a very nice, uh, uh, angle. And yes, further, um, I'm not really in the project groups. No, nothing at all. No, not, no.	Took part in project	Project participation	Proactively offer as a project employee for an interesting project
No, that's not really, is it? I must say that I do always like very much, I'm not someone who pulls cart, either. I do follow. No I'm not always someone who says, well I want to be everywhere or uh is not really necessary for	Does not pull the cart in a new project	Position within project	Proactively offer as a project employee for an interesting project
	No need to participate in all projects	Need for project participation	

me. I do always like to be busy at work. I always see. Well again things, or yes. That that is very strong.	Sees new possible work	Identify new opportunities	Proactively offer as a project employee for an interesting project See a chance to start new projects when there is less work
R: Yes, that also I think has more to do with me personally, my private life. What I think, that that also plays into it, so to speak.	Not being open to new tasks has to do with private life	Willingness to take on new tasks	Take on new tasks without receiving salary for it
R: Challenging work? Yes, I actually find it all a bit. Work tasks? R: Yes. Yeah, I actually find that all kind of blends together. Huh, those those those, care and tasks. And it's a whole package in my opinion, say uh.	Work tasks and additional tasks blend together	Coherence of tasks	Take on new tasks without receiving salary for it
R: Yes, you can because that just becomes, I can put that in the schedule.	Scheduling additional work	Space for new tasks	Take on new tasks without receiving salary for it
R: That's where it's taken into account that say in the day's agenda. Uh for those, those project groups is always that. But I, there is, well, as long as you indicate that, then in the planning time can be made for that. There are also some meetings that, uh, I often have to come back for. That's less for me, so in that case, that's less than all the hours you work. But if I think it's important enough, that's what I'll do. I also live near [name], so that makes a difference.	Returning for project groups in free time	Additional work within working hours	Take on new tasks without receiving salary for it
R: But that, really barriers. It's actually already possible, as long as you let it be known in advance and indicate it.	Additional tasks can be done if you indicate it in advance	Possibility of additional work tasks	Take on new tasks without receiving salary for it
I: I make sure my work is mentally less intense. R: No, you can't do that at all. I: No. R: No, I don't think that's possible, yes, no, I don't think so. I don't think that's possible, yes. That's, at least that's my perception.	Make work mentally less intense, can't	Ability to reduce mental work tasks	Make work mentally less intense

R: Oh no because I'm really an emotional wreck sometimes as far as residents are concerned haha. I sit, well, I can also really distance myself. When I'm there, I'm there, so to speak. That, that is. And I, uh, I don't, I don't have any, I don't have any barriers in that yet, so to speak, to position myself differently in that, so that I think: that's not going to affect me or it doesn't interest me or. And you know, we all have times when we think, oh today, or that lady says and I heard that 10 times yesterday too, sure. Or you try to make it clear to the person who says that: of you've already heard that yesterday or this morning, you know always that we pay attention. And I say that sometimes, but I also say: I understand if you are so dependent, how difficult it is if you always have to do it. So there is sometimes a double and that is perhaps sometimes how you yourself are put together on such a day. I don't know if that's your answer, where you, uh.	Can be emotional with residents	Becoming emotional from social contact	Manage work to minimize contact with people whose problems have an emotional effect
	Can consciously distance himself from work	Emotional distancing	Ensure work is emotionally less intense
	Understand that clients are dependent on care	Acceptance of client behavior	Manage work to minimize contact with people whose problems have an emotional effect
	Difference in how I handle emotional behavior depending on feeling that day	Acceptance behavior of clients	Manage work to minimize contact with people whose problems have an emotional effect
R: Well, what you just said. Sharing with your colleagues what you sometimes find difficult with some resident. And that well, that's what you're talking about, giving feedback to each other or how. Yes, then they ask: how do you handle that with that lady? And then it is: oh yes, yes. So that, that, being there for each other as a team. Yes, but well that is almost a given for me.	Team is there for each other to help with care issues	Helpfulness of colleagues	Ask colleagues for advice
	Asking for help from colleagues is almost a given	Helpfulness of colleagues	Ask colleagues for advice
R: And, uh, but that, uh, yeah. Yeah, yeah you know, I'm never that bothered by things. That sounds like maybe, that's kind of an attitude too. But that's what I have. Sure I get irritated sometimes, but I actually just really like my job.	Irritation is there at work, but work is a lot of fun	Balance of work enjoyment	Ensure work is emotionally less intense

R: So what are pursuits for myself, oh. Well, yeah, I guess, I can't really, but when I point out things that aren't, that aren't going well for me at the moment or aren't clear. Yeah, I'm totally, I'm actually just open. I'm not so bothered by all of that. I do share with colleagues or I ask, what I just said as well.	Share experience with colleagues or seek advice	Helpfulness of colleagues	Ask colleagues for advice
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5.2 Inductive part

paraphrase

Can reduce physically obstructive work tasks by changing tasks in consultation with colleagues

quote

R: And we also sometimes sit together in the morning and then someone, they say: oh, I really can't go to that one today. And then that's just switched. Well I never have that very strong. (transcript interview 1, p. 41)

paraphrase

Much can be discussed in the team about reducing all kinds of tasks and this is seen as basic

quote

R: Yes, so saying, I think our team because I think that's where the foundation is anyway, that a lot of things can be discussed in our team. (transcript interview 1, p. 43)

Appendix 6. Transcript interview 2

Respondent: R

Interviewer: I

I: Yes well, then I want to start by thanking you, at least that you do help with this research. And I've given you a form, a consent form, and do I get permission from you that you participate in the research and that I record it?

R: You get permission from me.

I: Super. Thank you. Well, so I'm now in my master's in business administration in graduation phase. So I'm doing this research and the research is about job crafting. I'm going to explain that in a moment, what that means. The interview will take a maximum of 30 minutes and please ask questions if anything is not clear. Can we get started?

R: Yes.

I: Yes. Can you write the nature of your work? What do you do at work?

R: What do I do at work? R: Yeah, I'm in healthcare then, uh. Am a 3-IGer. I take care of people, both physically, mentally actually also, uh, medication, wound care. Basically the whole package.

I: Okay, and can you describe your daily tasks in terms of the tasks you perform alone and tasks where you come into contact with other people, such as clients and colleagues?

R: Yes, yes, you're just so busy there with daily care, physical care. Then you're busy with the client.

I: Yes.

R: Uh, yes, handing out pills you actually do on your own, but you reach out to some, you reach out to the client. Uh, yes, what do you do on your own? R: Yeah, then it's very simple things. Making the beds or doing the dishes. Those are things you do alone. The administration you do alone, so. Some people are such that you have to take care of them in pairs, so then a colleague helps again.

I: Okay, and sometimes we want to put our own touch and spin on our work, and the way the tasks are performed under that. Can you talk about how you think you do or perform your job differently than others in similar positions?

R: Hmm, yes, actually my turn with with the residents is, uh, that for the most part I do try to, uh, be cheerful with the residents and, uh, have a little giggle, a little sing with them, with, yes, pay attention to them.

I: Okay.

R: Yes. Haha.

I: Nice.

R: Does she immediately start laughing.

I: Yes, I like that. are there any other things you think you do differently or?

R: No because largely in terms of basic care, we all do the same thing anyway because that's also the most important thing, just regularity for the residents.

I: Okay.

R: Yes, yes.

I: And have you ever heard of the concept of job crafting?

R: No.

I: Okay, job crafting is a series of changes that workers make at work to achieve a better match between their needs and preferences in a job. Workers who engage in job crafting shape their job requirements and resources. That basically means your tasks that you have to perform and the resources, time and knowledge that you have to create a work environment in which they perform best. So in short it means that people can shape their work to pursue their own needs and desires and so they actually start to put their own touch on it. And it's very broad. And job crafting can be divided into four dimensions and each dimension I'll explain and also mention some examples, uh. And then for each dimension we're going to ask if there are things in the job that are hindering them that are promoting them and if you can do job crafting at your job through that, yes, dimension.

R: Okay.

I: Then we start with, uh, social job resources and job resources are so the resources that you have to do your job. And that's about the social and examples of social job resources are: I ask my supervisor to coach me or I ask my supervisor if he or she is satisfied with the work I'm doing. Or you have to think of social, for example, that you ask your colleagues for feedback or for help, if indeed you think of: how would you do this? And can you address the possibility of participating in social job resources in your work?

R: Uh, yeah, even I'm always like, am I open to criticism or or tips. Uh, I'm not one to ask easily because, uh, I'm always like yeah, if I don't do something right, I'll hear about it. Uh. I also have to be honest, at the moment I'm not super open to saying 'I want to develop myself further',

I: Yes.

R: Because I've been in the business for so long, I feel like letting the young people do their thing. They still want to develop, they still want to go further. And let me do my thing. Yes. Look, and if training has to be done, I'll do it, but I don't have to do it anymore.

I: No. I understand.

R: Lots to do with it.

I: Okay.

R: Yes.

I: And what do you think are facilitating factors in your work, uh, that allow you to participate in social job resources? It's really purely working as if as a caregiver being. What promotes that you could ask colleagues for feedback or a supervisor for feedback?

R: Well, I do, for example, if there is a difficult situation or if there is a new technique in terms of wound care. I'll just mention a street. From gosh, am I doing it right this way and and that can be to the colleagues, then that can be the physiotherapist, that can be the wound care nurse. So I always do that kind of thing. So that kind of thing I do always.

I: Yes.

R: And still. yes, that is very important though. Yes, yes, but just the basics, yes.

I: Yes, I understand.

R: Yes, but are there really new things, then yes.

I: Okay, and what do you think are impeding factors to increasing social job resource is in the work?

R: By which you wouldn't ask: how do you mean?

I: Yes, or maybe don't have the ability, let me put it this way. Do you have enough space? Do you have enough time?

R: Yes, you know not enough time. As soon as you get to a point where you're understaffed with each other, then often you're actually thundering along a little bit. And that's what you're up against.

I: Yes.

R: Because you're running around with too few staff, you also have a much harder time asking. Either the moment has already passed to ask or, or it just eludes you more.

I: Yes, no, I get that.

R: So, yes.

I: Tricky, yes. Okay. Let's move on to the next one. That's increasing structural job resources. I try to develop my abilities or try to learn new things at work. That's really about structural. Can you elaborate on the possibility of participating in this dimension in your work?

R: Yeah, just what I just said of I, I'm not into developing new things anymore. I'm open to it if it's offered to me of guys we're going to try this way, we want to try it out. Then I say, is good if it is to promote. Absolutely fine, teach it to me. Or yes, what do I need for it? But no, I'm not someone who's going to say at this point, oh, I want to tackle that too.

I: Do you have the ability to do it though, if you wanted to so?

R: Yea if I were to really point it out at the front, then, uh.

I: Okay.

R: could well be.

I: But does that fit within your current work? Do you have enough time for it?

R: Time is another, haha, another thing, haha. That, yes, it's down to staffing.

I: Yes

R: Because I'm not one to claim that time either.

I: Got it.

R: Because you also have to be the person for that to claim that time, like guys: you have to schedule me out now because I'm going to do this or that. No, I'm not trying to do any of that.

I: With a staff shortage, that's already a challenge. Yes, I understand that.

R: Yes, yes.

I: Okay. And what are supporting factors in increasing structural job resources in your work?

R: What are the?

I: Promoting factors to increase structural job resources in your work. Basically. It's very much about: what do you see at work, do you experience in your work that allows you to gain more structural job resources, that allows you to gain knowledge, that allows you to learn new things.

R: We have so so so those those e-learnings.

I: Yes.

R: What we do, what we have to do.

I: Have to?

R: Should do.

I: Okay.

R: And, uh, yes, and then again you have to do the practice checkoff. Those are the things that you, uh, yes, what what is just done.

I: Okay, but so you said it should be. Uh, is it also desirable?

R: Desirable for me. For me, it's not necessarily. For me, it's not necessarily. It is indeed that it has to be, but what I just find annoying about e-learnings, is, uh, it's behind the computer. I'd much rather you, uh, go to Dekkerswald and have the theory repeated.

I: Yes.

R: You test it off and done. Instead of you have rags of text and they say then it's level three. But it's level four, five and then you have to take a test as well. You have to get at least a certain grade for that. Because otherwise you fail, you have to do it again. So there is a, quite a, at least for me an annoying pressure behind it.

I: Yes.

R: Because I'm already not a learning student. I'm really a practice person and, uh, so then it's, the e-learnings, a must feel

I: Yes.

R: Instead of, uh, oh, I'm going to enjoy an e-learning. I'm going to brush up on my theory again.

I: Yes.

R: While I do think that's very important, but then they can be better for my liking. We go to Dekkerswald, which is what we used to do all the time, polish up the theory and be done with it.

I: Yeah, no, I get that. Okay, and then what are, maybe it ties into this, the impeding factors to increase structural job resources?

R: Yeah, I'm just no, no, no, no, no person who is really good at theory. I remember it all, on, well well, I do, but to do tests of that again, no, but in practice

I: Yes

R: and then I come a long way.

I: Okay. Uh, we'll go to the next one. That's increasing challenging work tasks. If an interesting project comes along I proactively offer myself as a project officer and if there is not too much to do at work, I always see an opportunity to start new projects. Can you elaborate on the possibility of participating in this dimension, increasing challenging work tasks in your work?

R: Not anymore.

I: Okay.

R: Now I have, then, they had at one point of planning, you know, if we had to start making those walking routes and I really enjoyed doing that, still enjoy doing that. But because I, uh, had so many things going on at home, at one point I chose to be like, first at home and that's where I shaved that off. And I was also, at one point, a student counsellor. I liked that in itself, uh, only one student gave me such a hard time that at a certain point I was like: never mind, I don't need that anymore. Yes, I, no, I spend so much time at home dealing with pupils

I: Yes.

R: And I don't want that. I just want work and personal.

I: Okay. Do you still have an opportunity now to supervise students so intensively?

R: I could still do it, but I do I more.

I: Okay,

R: Yes.

I: No, I understand that very well.

R: Yes.

I: And what do you think are the supporting and promoting factors in increasing challenging workdays in your work environment?

R: It does have to be able to be with, uh, a good balance. Private and work. It shouldn't be that, uh, that a lot of private time is cut off so that I'm busy with work. That's not with me right now, but that's very much going on right now and all the way back when we were still doing those moves.

I: Yes.

R: That Aaron, when I see how much time that took up with colleagues, private time. Yeah, sure you do get paid for it. Of course you do. But I think private is more important than working.

I: Yes, Do you feel you have a good work-life balance now?

R: No because I'm sitting at home at the moment, so.

I: No, I get that, but when you weren't at home?

R: When I wasn't at home, uh, that balance was gone at some point.

I: Okay

R: Yes.

I: And where did that come from?

R: Not enough staff.

I: Yes, okay.

R: Well, that's the hot item anyway.

I: Have you experienced that throughout your career, or is that really something of the last few years?

R: No, no that that really goes up and down like that.

I: Okay.

R: It really goes up and down. But especially the last few years it has indeed been, uh, yes, I haven't always had it.

I: Connects maybe a little bit to the next one, but what are impeding factors to increase challenging work tasks?

R: My limiting factor is, I think just being at home is much more important than work.

I: Yes.

R: So is also because you have now reached a certain age, uh. that your work is no longer number one, whereas if work is number one for you, then you want to tackle all of that.

I: Yes.

R: And that's nice too and that's what we should do and that's also very good. But I have so many other things in the meantime. I I have my parents, uh my kids, my husband of course. Hahaha.

I: Hahaha.

R: The family,

I: Yes

R: I think that is many times more important.

I: Yes.

R: Like like the work, but it's very double because the work I also really like. And, and my colleagues I also find very important and that's why it also makes it very difficult to say no.

I: Yes.

R: And because it is difficult for you to say no, the balance in your work is lost. It's also an answer, that's true, but then again, you're burdening someone else.

I: Yes. And then you also don't have room to design your own work that way through additional challenging tasks?

R: No, no because then you have to go and do that again in your private time because in your working time you don't have time for that. And I don't want that. I don't want my private time to be taken away any more, so I'm not going to do any more extra tasks.

I: No, no. Sounds logical.

R: Yes.

I: Then the last one. That is to take away hindering work tasks. I arrange my work so that I have as little contact as possible with people whose problems affect me emotionally. Or I make sure that my work is mentally less

intense. But there are many more things you can think about with obstructive work tasks. Can you elaborate on the possibility of participating in this dimension in your work environment?

R: No, I don't avoid things very easily. In the past, I did have one occasion when I was avoiding a colleague.

I: Okay.

R: That's the only thing. Further, Yes, you know, if it comes to my pap, it comes to my path.

I: Yes.

R: And so be it and you just have to deal with that.

I: Would you want to have this taken away? Work tasks that, yes, actually get in your way, that you enjoy less or?

R: Well, you know that administration. Uh, if it doesn't have to be done anymore, I wouldn't mourn it.

I: No.

R: That first of all, but yes, it has to be done.

I: Okay.

R: Anyway, what I really like is, uh, calling doctors and stuff. But yes, that, that is, uh, sometimes done by other people, where you think, yes, I can do that too. You don't have to do that, you know.

I: Yes, I understand.

R: And then there are consultations there as well and then again something is agreed upon much better in consultation.

I: Okay, that's nice.

R: Yes.

I: And then you can give, uh, promoting and supporting factors in reducing obstructive work tasks in your work?

R: One more time. Can you?

I: Promote factors in reducing obstructive work tasks in your work reduce?

R: Even well, then you're talking about consulting for example, yes.

I: Yes, that you the ability to consult in your team.

R: Yes, it's just with us a lot of communication and if you get that right. Yeah, you actually come a long way.

I: Have you experienced that throughout your career? Or is that very dependent on a team?

R: No, it depends on the team.

I: Okay.

R: Yeah, that's, uh, what one team is, the other team is not.

I: No.

R: So and and also your age, yes, that also plays quite a role. See, when you're just out of school and you're just starting out, you're still very different in life than when you have several years on it.

I: Yes, I understand.

R: Then you are still so pale. Yes, some, they are equal and that is very clever.

I: I understand, and so what are impeding factors to reduce, uh, yes, impeding work tasks?

R: What are the limiting factors? With me, just a limiting factor is that I just can't do some things that I want to do. That's just a worn out back.

I: But then you can so, but you can get rid of that? It's not that you have to do it therefore.

R: I can get off my back, I can never get off.

I: No, but I mean, can you hand off the work tasks to your colleagues then?

R: No because that's why I'm sitting at home right now.

I: Yes.

R: So then I couldn't drop off

I: No

R: And there was some attempt to take that into account. But given too few staff. Haha, yeah, sorry. Then again, you have that and then it just can't be done, couldn't be done. Yes, then it just stops.

I: Yes.

R: Look, that's not desirable in the future either, of course. That I, uh, only do the pills, for example, and their have to do all the heavy people. Well, you're not going to work for that. You just want to do it together, want to do it together. And time, if something is temporary, it can be done, but not structurally and you still have to make sure all of that is running. And sometimes there are fun tasks and sometimes there are less fun tasks.

I: But is part of it.

R: Yes.

I: Okay.

R: Yeah, if you can all just carry that. That's like, look you can also see a task of actually doing something or taking care of an annoying resident, taking care of nice resident. Yeah, that's why we, most are happy with those walking routes. Everybody gets to take care of the annoying residents then.

I: Yes.

R: Don't you have that, what we had before. Did you see that even the people were constantly going to the same ward. That's where the nice residents were.

I: Yes, then you don't want to have either.

R: You don't want to have that either and then you just have to.

I: Okay, well okay.

R: Yes.

I: And, uh, then we'll go to another piece. Can you give me some examples of job crafting that you've used in your job or that someone has used in their job, what you've seen and that you think were successful? Have you made any adjustments in your own work that it better suits you?

R: Hmm is a very good question, a very difficult question. Yeah, I I've never been much of a career person. I have been in the past, I have been HKM'er though. That's the hygiene quality employee. Just like my other colleague does now at [name]. I was like that at the Weegbree. And then I was involved in something and that eventually, uh, came to be. And they still have that there now.

I: Oh really, how fat.

R: That, of course that's nice again. Uh, that you put your own effort into that so that again. Uh, but yes, I, I, let me just work. Let me do my thing. And what I also notice is, uh, if you deal with some residents in a certain way, you get breakthroughs like: yes because they can laugh, they can.

I: Yes.

R: Yes.

I: Okay.

R: That's just listening to the residents.

I: What was actually the reason you became, as you just said, uh, hygiene quality officer?

R: Yes, you know, there was that at the time. At one point that was required within Zzg and everybody has to have a starring role, right.

I: So you are required to have a star role?

R: Yes, actually. Uh, and then the HKM, seemed like a fun thing to do then.

I: Okay.

R: So that's what I did for about eight or nine years.

I: Yes.

R: But then at some point I was done with it too. But, yeah, well, then I went here too. And, um, Anne did ask me if I wanted to do that here too, but it didn't get off the ground at all and then at a certain point I said and fortunately now it is off the ground.

I: Okay, happy, And have you also seen other, uh, make adjustments in their work that it fits better?

R: Hmm with other colleagues? Yes, well, some colleagues have taken on certain tasks, and you can see that they are in their element.

i: Yes.

R: Well, fine, good thing. Nice to have it done, haha.

I: So are those also the young people, what you just said, mostly or do you also see older colleagues who?

R: Well just all ages, all ages, yes.

I: Okay.

R: Yes, yes.

I: Okay, then moving on. Then we'll go to the last one. Can you give me some examples of job crafting applied in your work or that you've seen someone apply in their work that were not effective or successful? Have you made any adjustments in your work yourself that you think, yes, I shouldn't have done that.

R: Yes, well, yes, then you end up talking about mentoring students. Yes, I shouldn't have started that, in my opinion. But then again, someone else said: you're doing really well and you. But then again, you don't want to see that.

I: Yes.

R: For my feeling, instinctively, that's done now.

I: Yes, why, uh, did you choose to become a counselor at the time?

R: Uh, it was my team coach, my team coach who said, you can do that, then you should do that and that's good, is development. Well, okay, well, then I'm going to do that.

I: Yes.

R: And I liked it in itself, but because you then get a knock from one, a student actually, who, uh, also said at given. Or yes, she didn't let me hear from me at one point while I was on vacation and then she left, uh, yes. And then with the final interview you indicate that, yes, you should have sent an email. Yes, but you were on vacation. Yes, but I indicated from the front, you know, and I want to, and that makes me very insecure. I'm already very insecure, then yes, then you get there then. Then I'm like, yeah, okay. I have to stop doing that.

I: I get that.

R: Not good for me and then.

I: Okay.

R: Well choosing for myself.

I: And do you have other people do things that you think, Well, that wasn't successful?

R: Have I seen other people do that?

I: Yes, you can think of these four dimensions: social, structural, taking on extra tasks or, on the contrary, taking away tasks that hinder. Is there something in there that makes you think: Well, I've seen a colleague do that once and?

R: Yes, I can so. Well well, I I, I indeed know from from my colleague that she, but I think from yes, everyone chats about.

I: Yes.

R: That's just not convenient when you do that, you know. And then to impose on others to do that then as well, yes.

I: To do what?

R: Yes, well, very, very structured stickers on everything.

I: Nja if that might work for someone, but it won't for everyone.

R: Working like this.

I: So then you actually have a colleague who imposes on others to adopt her way of working or?

R: Yes.

I: Okay. And that doesn't work with the rest of the team?

R: No.

I: Because?

R: No, yes, you can also just remember it like that, right? Or you take care of your own making a bill. Or you don't have to do anything there.

I: What then is the result with the collegians who have that imposed on them?

R: Well a little bit, a little bit of grumbling or the mutual role talking about it, some unrest, yes.

I: Okay, and are there other things you see in colleagues that you think, well, that's not successful? It's better not to make that adjustment.

R: No, not too bad.

I: Okay.

R: Yeah, you know, I'm not easily one, one, one. Some people can see that really well and and the role of squealing, but, yeah, you know, everybody does it in their own way.

I: Yes.

R: And if I think at that moment of yes, then you have to do differently. Then I also say that at that moment, but then I'm also, then it's done.

I: Can you also, uh, talk about, uh, how everyone creates their own way of working? That you can say, well, I do it this way, that that works very well for me, maybe for you too.

R: Yes.

I: Okay.

R: Yes, yes and you also sometimes ask each other of: gosh, why, why do you do that? Why? Yes, okay. Or do you have tips for me because with you it works with the resident. Why not with me?

I: Yes, well good.

R: Yes.

I: Well, that was actually the end.

R: Haha.

I: Crazy ending.

R: I hope you get some use out of it.

I: Do you have any questions?

R: No.

I: Okay, do you have any tips for me?

R: No, I actually thought it went pretty well.

I: Okay

R: I said, I just hope you get a little something out of the answers.

I: Sure.

R: What about the answers.

Appendix 7. Coding interview 2

7.1 Deductive part

Transcript Interview 2	Descriptive code	Thematic code	Pattern code
I: Yes, I like that. are there any other things you think you do differently or? R: No because largely in terms of basic care, we all do the same thing anyway because that's also the most important thing, just regularity for the residents.	Implementation of basic care is the same for every caregiver, so there is regularity for residents	Execution tasks	Make own decisions about how to do things
R: Uh, yeah, even I'm always like, am I open to criticism or or tips. Uh, I'm not one to ask easily because, uh, I'm always like yeah, if I don't do something right, I'll hear about it. Uh. I also have to be honest, at the moment I'm not super open to saying 'I want to develop myself further',	Is not open to tips himself Is not open to criticism himself Is not open to further development	Need for tips Need for criticism Need for development	Ask colleagues for advice Ask others for feedback on performance Try to develop capabilities
R: Because I've been in the business for so long, I feel like letting the young people do their thing. They still want to develop, they still want to go further. And let me do my thing. Yes. Look, and if training has to be done, I'll do it, but I don't have to do it anymore.	Let the youngsters develop because they want to go even further. Does schooling when needed, but doesn't want to anymore	Need for development Need for training	Try to develop capabilities Try to develop professionally
R: Well, I do, for example, if there is a difficult situation or if there is a new technique in terms of wound care. I'll just mention a street. From gosh, am I doing it right this way and and that can be to the colleagues, then that can be the physiotherapist, that can be the wound care nurse. So I always do that kind of thing. So that kind of thing I do always.	Seek advice on work performance from colleagues, physiotherapists and wound care nurses Learn new techniques from peers, physical therapists and wound care nurses	Ask for advice Learning new techniques	Ask colleagues for advice Try to learn new things at work

R: And still. yes, that is very important though. Yes, yes, but just the basics, yes.	Still want to learn the basic things	Need to learn new things	Try to learn new things at work
R: Because you're running around with too few staff, you also have a much harder time asking. Either the moment has already passed to ask or, or it just eludes you more.	Staff shortages make it difficult to ask questions	Possibility to ask for advice	Ask colleagues for advice
R: Yeah, just what I just said of I, I'm not into developing new things anymore. I'm open to it if it's offered to me of guys we're going to try this way, we want to try it out. Then I say, is good if it is to promote. Absolutely fine, teach it to me. Or yes, what do I need for it? But no, I'm not someone who's going to say at this point, oh, I want to tackle that too.	Not being open to developing new things If new things are offered, I want to try it if it promotes work	Need for new developments Utility of developments	Be the first to hear about and try out new developments Try to develop capabilities
I: Do you even have the ability to do it, if you wanted to so? R: Yea if I were to really point it out at the front, then, uh.	Opportunity to develop if indicated at the front end	Opportunity to develop	Try to develop capabilities
I: But does that fit within your current work? Do you have enough time for it? R: Time is another, haha, another thing, haha. That, yes, it's down to staffing.	Develop within working hours depending on staffing levels	Opportunity to develop	Try to develop capabilities
R: Because I'm not one to claim that time either.	Don't claim time to develop yourself	Opportunity to develop	Try to develop capabilities
R: We have so so so those those e-learnings.	E-learnings as further training	Types of continuing education	Try to develop professionally
I: Have to? R: Should do.	E-learnings are mandatory	Degree of voluntary participation in continuing education	Try to develop professionally
R: Desirable for me. For me, it's not necessarily. For me, it's not necessarily. It is indeed that it has to be, but what I just find annoying about e-learnings, is, uh, it's behind the computer. I'd much rather you, uh, go to Dekkerswald and have the theory repeated.	E-learnings are tedious because they are behind computer	Continuing Education Experience	Try to develop professionally

	Prefer physical continuing education, rather than online	Training location	Try to develop professionally
R: You test it off and done. Instead of you have rags of text and they say then it's level three. But it's level four, five and then you have to take a test as well. You have to get at least a certain grade for that. Because otherwise you fail, you have to do it again. So there is a, quite a, at least for me an annoying pressure behind it.	Continuing education would be level 3, but feels like 4.5	Difficulty of continuing education	Try to develop professionally
	Pressure behind continuing education because you have to pass it and otherwise do it again	Continuing Education Experience	Try to develop professionally
R: Because I'm already not a learning student. I'm really a practice person and, uh, so then it's, the e-learnings, a must feel.	More a practical man than theoretical	Difficulty of continuing education	Try to develop professionally
R: Now I have, then, they had at one point of planning, you know, if we had to start making those walking routes and I really enjoyed doing that, still enjoy doing that. But because I, uh, had so many things going on at home, at one point I chose to be like, first at home and that's where I shaved that off. And at one point I was, uh, a student counsellor. I liked that in itself, uh, only one student gave me such a hard time that at a certain point I was like: never mind, I don't need that anymore. Yes, I, no, I spend so much time at home dealing with pupils	Making walking routes fun to do	Enjoyment from projects	Proactively offer as a project employee for an interesting project
	Busy at home so no time for extra projects	Time for additional projects	Proactively offer as a project employee for an interesting project
	Being an apprentice mentor was fun	Enjoyment from additional tasks	Take on new tasks without receiving salary for it
	Unpleasant experience as a student counselor affected motivation	Enjoyment from additional tasks	Take on new tasks without receiving salary for it
	At home I was busy with the students	Work-life balance	Take on new tasks without receiving salary for it
I: Okay. Do you still have an opportunity now to supervise students so intensively? R: I could still do it, but I do I more.	Could still mentor students, but don't	Need for student mentoring	Take on new tasks without receiving salary for it

I: And what do you think are the supporting and promoting factors in increasing challenging workdays in your work environment? R: It does have to be able to be with, uh, a good balance. Private and work. It shouldn't be that, uh, that a lot of private time is cut off so that I'm busy with work. That's not with me right now, but that's very much going on right now and all the way back when we were still doing those moves.	Additional work tasks can be done if there is a work-life balance Currently little work-life balance among colleagues	Time for additional tasks Time for additional tasks	Proactively offer as a project employee for an interesting project Proactively offer as a project employee for an interesting project
R: That Aaron, when I see how much time that took up with colleagues, private time. Yeah, sure you do get paid for it. Of course you do. But I think private is more important than working.	Additional project gobbles up colleagues' time	Time for projects	Proactively offer as a project employee for an interesting project
I: And where did that come from? R: Not enough staff.	Balance gone due to understaffing	Staffing	See a chance to start new projects when there is less work
I: Have you experienced that throughout your career, or is that really something of the last few years? R: No, no that that really goes up and down like that.	Staffing varies over the years	Staffing	See a chance to start new projects when there is less work
I: Yes. And then you also don't have room to design your own work that way through additional challenging tasks? R: No, no because then you have to go and do that again in your private time because in your working time you don't have time for that. And I don't want that. I don't want my private time to be taken away any more, so I'm not going to do any more extra tasks.	No need for additional tasks if it takes up private time No need for project if it takes private time	Time for additional tasks Time for projects	Take on new tasks without receiving salary for it Proactively offer as a project employee for an interesting project
I: Promote factors in reducing obstructive work tasks in your work reduce? R: Even well, then you're talking about consulting for example, yes.	There is a lot of consultation in the	Alignment with colleagues	Make work mentally less intense

I: Yes, that you the ability to consult in your team. R: Yes, it's just with us a lot of communication and if you get that right. Yeah, you actually come a long way.	team which allows you to delegate tasks Through good communication in the team, you can get rid of obstructive tasks	Alignment with colleagues	Ensure work is emotionally less intense
I: Have you experienced that throughout your career? Or is that very dependent on a team? R: No, it depends on the team.	Tasks reduce depending on team Tasks reduce depending on team	Alignment with colleagues Alignment with colleagues	Make work mentally less intense Ensure work is emotionally less intense
R: So and and also your age, yes, that also plays quite a role. See, when you're just out of school and you're just starting out, you're still very different in life than when you have several years on it.	Age affects need for work reduce Age affects need for work reduce	Need for work reduction Need for work reduction	Ensure work is emotionally less intense Make work mentally less intense
R: Yeah, if you can all just carry that. That's like, look you can also see a task of actually doing something or taking care of an annoying resident, taking care of nice resident. Yeah, that's why we, most are happy with those walking routes. Everybody gets the annoying residents then.	All colleagues get nasty residents from time to time	Distribution of tasks	Manage work to minimize contact with people whose problems have an emotional effect
R: That, of course that's nice again. Uh, that you put your own effort into that so that again. Uh, but yes, I, I, let me just work. Let me do my thing. And what I also notice is, uh, if you deal with some residents in a certain way, you get breakthroughs like: yes because they can laugh, they can.	Through certain work, you see breakthroughs in residents	Challenge in obstructive tasks	Manage work to minimize contact with people whose problems have an emotional effect
R: Yeah, you know, there was that at the time. At one point that had to be within [name] and everybody has to have a starring role, right.	Everyone had to have a starring role within the organization	Commitment to additional tasks	Take on new tasks without receiving salary for it
R: But then at one point I was done with it too. But, yeah, well, then I went here too. And, um, then [name] did ask me if I wanted to do that			

here too, but it didn't get off the ground at all and then I said it at a certain point and now it's fortunately off the ground.	Task did not get off the ground and then it was issued	Issuing tasks	Make work mentally less intense
R: Hmm with other colleagues? Yes, well, some colleagues have taken on certain tasks, and you can see that they are in their element.	Colleagues are in their element through certain additional tasks	Addition of additional tasks	Take on new tasks without receiving salary for it
R: Uh, it was my team coach, my team coach who said, you can do that, then you should do that and that's good, is development. Well, okay, well, then I'm going to do that.	Team coach said student mentor was something for me and good for development	Motivation additional tasks	Take on new tasks without receiving salary for it
R: And I liked it in itself, but because you then get a knock from one, a student actually, who, uh, also said at given. Or yes, she didn't let me hear from me at one point while I was on vacation and then she left, uh, yes. And then with the final interview you indicate that, yes, had sent an email. Yes, but you were on vacation. Yes, but I indicated from the front, you know, and I want, I become insecure, very insecure of it. I'm already very insecure, then yes, then you get there then. Then I'm like, yes, okay. Then I have to stop doing that.	Becoming unsure of unpleasant situation with student	Resulting additional tasks	Take on new tasks without receiving salary for it
R: Yes, well, very, very structured stickers on everything.	Colleague put structured stickers on everything	Structuring work	Make work mentally less intense
R: Well a little bit, a little grumbling or the mutual role talking about it, some unrest, yes.	Colleagues talked and grumbled about colleague sticking stickers	Opinions of others	Make work mentally less intense
R: Yes, yes and you also sometimes ask each other of: gosh, why, why do you do that? Why? Yes, okay. Or do you have tips for me because with you it works with the resident. Why not with me?	Seek advice from colleagues where something does work	Ask for advice	Ask colleagues for advice

7.2 Inductive part

paraphrase

If the communication in the team is good, then a lot can be discussed about taking down different types of hindrance tasks

quote

R: it's just with us a lot of communication and if you get that right. Yeah, then you actually come a long way. (transcript interview 2, p. 59)

paraphrase

Much can be discussed in the team about reducing all kinds of tasks and this is seen as basic

quote

R: Look, that's not desirable in the future either, of course. That I, uh, only do the pills, for example, and their have to do all the heavy people. Well, you're not going to work for that. You just want to do it together, want to do it together. (transcript interview 2, p. 60)

Appendix 8. Transcript interview 3

Respondent: R

Interviewer: I

I: Well, then I want to thank you first for wanting to help me with this research. And I've given you a form and do you give me permission to record this, uh, interview and that you're participating in the research?

R: Yes, I consent.

I: Okay, super, thank you very much. And so I'm currently doing my master's in in HR in business administration, for that I'm doing this research and the research will be about job crafting and will take up to 30 minutes. And if you have any questions, feel free to ask. Uh, let's get started. Can you describe the nature of your work? What do you do?

R: Well, what I do, I take care of the older people, I have a chat, I. You're asking me again though. yes, actually giving the care, having a chat, uh, yes and what the residents run into that we solve that.

I: Okay, and can you describe your daily tasks in terms of the tasks you perform, where you interact with colleagues or residents?

R: Um.

I: What are tasks you perform with colleagues?

R: Uh, Consultation. Uh, who does what, who goes to which resident. And from there you reconnect with your resident.

I: Yes, okay, and what are tasks that you do on your own?

R: Um. That you put out medication for the residents, or?

I: Yes, for example, yes.

R: And if something happens, that you solve it for those residents without asking another colleague.

I: Okay, okay. And then we move on. Sometimes we want to put our own spin on our work and the way we perform the tasks that fall under it. Can you talk about how you think you do your job slash differently than others in similar positions?

R: It's a very difficult, yes, um. Can you maybe rephrase it because this is kind of tricky.

I: Do you feel that you perform your work differently from colleagues and if so, how?

R: I don't think I execute them differently than other colleagues.

I: No.

R: We are often on the same page.

I: Okay, okay. Have you ever heard of the concept of job crafting?

R: No.

I: Okay, then I'm going to explain. Uh, job crafting is a series of changes that employees make in work to achieve a better match between their needs and preferences in work. Employees who do job crafting shape their, uh, job requirements and resources, and so that's basically the tasks and resources, for example, knowledge and time, to create a work environment in which they perform better. So in short it involves people being able to shape their work in such a way that they pursue their own needs and desires. And so that's actually giving it your own touch. Job crafting can be divided into four different dimensions, uh, and for each dimension, I'll explain, uh, what it is, with some examples added and then ask some related questions.

R: Uhu.

I: And one dimension of job grafting is increasing social job resources and then I explain that. social job resources are actually social resources, auxiliary resources in your work. For example: I ask my supervisor to coach me or I ask my supervisor if he or she is satisfied with the work I am doing. But you can also think, for example, I ask my colleagues, uh, what they think of my work or or ask them for help. And can you address the possibility of participating in this dimension in your work.

R: Hmm, I think so.

I: Okay.

R: Yes, haha. Uh, very quick thought, though.

I: Yes, that's good. And if I need to repeat something, just indicate it.

R: Yes, do you want to repeat it again?

I: Yes, Can you address the possibility of, uh, using social job resources, so social tools, uh, in your work? Can you ask for feedback from colleagues or a supervisor?

R: Basically, you could just ask colleagues for feedback. but also the supervisor.

I: Yes.

R: So on both sides you can basically just.

I: Okay, do you make use of that for yourself as well?

R: If I need it, I will.

I: Okay, and what do you think are promoting slash supporting factors in your work that allow you to utilize those social job resources? Do you think it's a difficult question.

R: Yes haha.

I: Haha they are also very difficult.

R: But I think I'm not the only one haha.

I: Haha, no way. No, I'm going to try to ask them as comprehensibly as possible. What do you see in your work? What makes you, uh, ask for help, for example?

R: You just notice that from the colleagues how they respond to you. So when you would ask your something, they just respond to that.

I: Okay.

R: It's not like they say yes, we won't do anything with that and never mind.

I: Okay.

R: Because you can basically ask any colleague if you need something.

I: Okay.

R: And it's not like you're on your own.

I: And do you use colleagues or the supervisor more often?

R: More collegians.

I: Okay. Do you feel that this also, uh, allows you to do your work better when you've asked for help so?

R: Yes.

I: Okay. And, uh, what do you think are some hindering things, so that you can't ask for feedback like that?

R: I think if you're not comfortable in your own skin at the time and if someone, if you ask someone and they respond a little bit bluntly, you think of never mind because everyone has a day when you're not comfortable in your own skin,

I: Yes.

R: so then you kind of react it to each other and then I think of never mind.

I: Okay, but then why don't you ask? What does that do to you?

R: I think: yes I will ask another colleague.

I: Okay.

R: It's not like I'm staying with a colleague.

I: No, okay, and then we move on to the next one, which is structural, uh, yes, work resources, so to speak. For example, uhm: I try to develop my abilities or I try to learn new things at work. And yes, can you do this at work?

R: Uhm, I think so too.

I: Yes.

R: Because you're always learning.

I: Yes and what are some real examples of things to learn?

R: If a new resident comes and you don't know him yet and of course you don't know what his behavior is like, so then you can learn to deal with that. Of course we work with somatics and sometimes we happen to have someone who is demented, yes, you have to learn to deal with that. That is a learning point.

I: Yeah, sure. And, uh, do you do that on your own or?

R: We do that together.

I: Okay, you do get help.

R: Yes.

I: Okay. And, uh, are you also taking, what should I say, uh, courses or developing yourself?

R: Of course, we receive regular e-learnings and courses and then you do develop yourself on that. And you learn from that as well.

I: Okay, and can you also choose which courses you do?

R: No, not that again.

I: Okay.

R: You get a few schoolings that we have to do. Some are interesting and some you think of, yeah, what good is that?

I: Okay. But they have to then?

R: Yes.

I: Okay, and what do you think are impediments to using these structural work resources, yes? To learn new things, develop new things?

R: Yes, just participate in trainings and ask colleagues a lot if you don't know.

I: Are you ever hindered in that? Are there things at work that counteract that so to speak.

R: No, I haven't experienced that yet, anyway.

I: No.

R: No.

I: Do you also experience, uh, enough time and space to take those courses?

R: Uh, Sometimes you do have to make e-learnings often and that, on the job you just don't have time for that and when you're at home you don't feel like it either, so sometimes I think of yes, maybe we should get a little more time for that.

I: Yes. Because do you get paid for it if you do it in your spare time, or?

R: Yes, we are allowed to write down hours anyway.

I: Okay. But you just don't feel like it anymore then, do you?

R: No because sometimes you're just glad when you have a day at home and can do nothing and not have to deal with that.

I: Yes, I understand. Okay, let's move on to the third one. That's increasing challenging work tasks. So those are the positive work tasks, where you really get energy. If an interesting project comes along I proactively offer myself as a project officer or if there's not too much to do at work, I see that as an opportunity to start new projects. But there are other examples you can think of, of course. For example, if I have spare time, I like to go and help people a little bit extra, or something like that.

R: Yes, exactly.

I: Can you talk a little about the possibility of participating in this dimension?

R: Those questions just get harder from you. Can you explain it just a little bit differently for me?

I: Yes, uh, can you, uh, perform extra work tasks, that, that you think, well, that challenge me?

R: Yes, there are regularly.

I: And and what for?

R: For example, we all have these star roles and I, for example, am for team affairs, so I do that as well. And a few colleagues, of course, have such a star role, something for star roles. And sometimes one of them is added and then we'll just see who hasn't got anything yet, who will do it, so to speak.

I: Okay.

R: Because we do want to make sure that not everyone is taking everything on the pitchfork.

I: No, but are you open to doing a starring role or do you feel obligated?

R: Yes, I am open to it.

I: Okay, and is it also really a starring role that you think, well, it suits me?

R: Well, does fit me just fine.

I: And are there any other challenging work tasks that you do? Are you someone who is quick to invent new tasks at work or do extra things when you have time to spare?

R: If I have time to spare, I do, uh, make sure I do other things. For example, we have care plans, of course, that you put that in order. It's not like I'm going to make up extra tasks for everybody because everybody does so much already.

I: Yes, and do you also have favorite tasks that you do yourself, then that you would rather do earlier? Or do you really have to go down a list of tasks and are there any that you don't like as much?

R: Is of course less fun with it, but I think, everyone has to do those less fun things once here. It's not like I'm saying I have a favorite.

I: No, but then you can choose your own tasks or is there no room for it?

R: Um yes, we all have tasks already, so then you can't do tasks that you would really enjoy doing extra.

I: Yes. Okay, and what are, uh, things in your, say in this environment that make you have the opportunity to do extra challenging work days?

R: Um, of course you have to have time for it,

I: Yes.

R: Because we sometimes run into the fact that some things you just don't have time for and sometimes that's a real shame.

I: Yes, and how come you don't have time for it?

R: Because, of course, there was a time when the department was very busy. Now it's a little less, so now you have a little more time, but it could just be that it's busier again soon and then you drop it.

I: So then you focus more on that?

R: On the residents.

I: Yes, okay, and are there other things? Other facilitating factors here, besides time.

R: Just depends on who you work with as well.

I: Okay. Why?

R: One college is more chaotic than the other, so then you start off messier already.

I: Yes.

R: And the other one is very quiet. Yes, then it doesn't bother you so much.

I: Okay, oh, that's kind of interesting.

R: Yes because one is also faster than the other, of course.

I: Yes, that's true, too. Yeah, you keep that anyway. Okay, and what do you think are some limiting things in the job that keep you from doing more challenging work tasks?

R: Not that I know of at the moment honestly.

I: Yes, maybe what you just said, that time, of course, that that, that keeps you from it.

R: Yes.

I: Okay, well the last one. Um, impeding work tasks. So those are really things that you, yes, that you don't actually enjoy doing that much, that you'd rather say, well, I'd like to get rid of that. I organize my work in such a way that I have as little contact as possible with people whose problems affect me emotionally. Or I make sure that my work is mentally less intense. Um, can you elaborate on the possibility of, yes, decreasing the hindering work tasks in your work?

R: Um, again, can you say that differently?

I: Yes, yes. I do my best. Um. Do you feel that your, um, yes, hindering work tasks, um, that you can reduce those here in your work?

R: Yes, I don't really have one that I'm very much against.

I: No. Do you always do everything you need to do?

R: Yes, I'm decent enough to do that though.

I: And if you do, if something is holding you back, for example, your back is bothering you or you don't feel like it.

R: But then I say.

I: Yes.

R: Yes.

I: To your colleagues or?

R: I have, a few weeks ago I had very bad shoulder pain and then I say, yes, sorry but I can't do that to the very heavy people kwa residents. And then, if you say that, then they think that's okay too.

I: Yes, how is that responded to within the team then?

R: And then you just go and see what does work for you.

I: Okay.

R: It's not like they say oh, you have back problems, you're posturing.

I: No.

R: They often just believe that then and then you can also adjust your schedule.

I: Okay.

R: Which residents you go to then.

I: Yes. And and do you also sometimes find yourself trying to avoid certain residents or?

R: Yes, sometimes I think of: oh, I have that resident again. I think of: Give it to somebody else. But you think of: yeah, you have to go there anyway, so I'll just go there.

I: Okay. Do you get to choose which resident you go to or?

R: No, you just get a schedule. And um, you basically just have to work those, but should it be that you want to swap something, you can.

I: Okay, well fine, yes. And then what are, connect to it maybe a little bit, conducive things in your work environment that will allow you to, yes, get rid of these hindering work tasks?

R: That you're just going to consult well with each other.

I: Yes.

R: If you don't, yes, you're going to reluctantly do that, of course. You don't want to do that either. That's not going to make it better.

I: Okay, and what do you think are hindering things that keep you from getting rid of your hindering work tasks?

R: Hmm, Some colleagues that to grumble.

I: Yes, what then?

R: You sometimes get that, you ask something and then they say: yes, yes, she's coming or something. But fortunately it doesn't bother me that much, but sometimes you do see it in other colleagues: if someone has back problems, for example, for a long time and they try to move a little, they say: oh, yes, here she comes again.

I: Yes, that is unfortunate.

R: Yes.

I: Okay, And so then we've had the four dimensions. Then I'm going to guide you a little bit now because it gets a little bit more difficult. Can you give me some examples of job crafting, so of adaptations that you've applied in your job or that you've seen someone else apply, that you thought, Well, that's very successful? Then you have to think about those four dimensions that we just had. Social, maybe a structural of extra courses or just being in a work group. Or getting rid of those tasks or just adding extra work tasks. Do you feel like you're doing something in that or have done something in the past that you think is successful?

R: Mmm no, actually not.

I: No.

R: I have not been working here very long.

I: No.

R: Yes, I don't really have any of that yet: Oh, how good of you.

I: And have you seen another person do something that you thought, well?

R: For example, um, we have quite a few residents who do need a bit more care and I was taught by a colleague how to pay better attention to your posture.

I: Okay.

R: So that you will have less trouble with your shoulders and back.

I: And then did you get that because you asked for it or is it really just then?

R: I did say: yes, I do have back problems and I think it is nice to look at some people to see how we, eh, how you can do better. That's where it came in a bit.

I: Okay.

R: And a number of colleagues also pay attention to me when I give care like: watch your back, you know.

I: Oh, how good.

R: Yes.

I: You think about each other.

R: Because of course you're young too, you still need that here.

I: Yes, that's also definitely. And are there also things that were not successful, in terms of, in terms of adjustments in the work? Did you do anything yourself, um, yes, ask for feedback or, um, take an extra course that you thought afterwards, well, I shouldn't have done that.

R: No, not that, but I was in the beginning, when I just came here, I was of course a bit more uncertain, so then I did ask a lot more things from colleagues. Because you're just starting out and then you're really just starting to learn. And then. In the beginning I had to ask a lot of questions to be sure: am I doing it right?

I: Yes, ah.

R: But now I don't have that anymore. At the beginning, of course, I did.

I:Did you also then feel, yes, a little antagonized or something, that you had to ask that or embarrassed, or what did it do to you?

R: I was like, do I have to go and ask again?

I: Yes.

R: And then, yes, they have to give the same answer again, but I think of: yes, but now you have learned from it of, oh, now it has to be like this.

I: How was it responded to then by colleagues when you asked questions?

R: Yes, good. Only afterwards they did start to gossip a little bit of: oh, here she comes again with those questions.

I: Oh, that's kind of annoying.

R: Because I came across as insecure. But at a certain moment I stop asking and then I think, yes: I think I've done well now. And then afterwards you hear: yes, you did well.

I: But then you do get a compliment then. That's really sweet though.

R: That is.

I: But I do understand that. Yes, well, better to ask too much than too little.

R: So do I.

I: Yes, and about others, do you also have that others have ever done something that you think well that wasn't successful?

R: Mmm.

I: Have you ever heard any bad stories from colleagues that they have done something, taken a course? Or?

R: No, not from a course or from the training in any case. Well, that they find it annoying that there are more and more trainings.

I: Yes, why is that annoying?

R: That they already have to do quite a lot on the work floor and then they expect us to go to school in our spare time. Then I think: yes, sometimes it's just not nice. Sometimes you have the idea that we are here so much and then of course you also want to be able to do your own thing at home and then you have to go to school. That is just not nice.

I: No, I understand that one.

R: Because then it becomes so much for us.

I: But it's mandatory or?

R: Yes.

I: Okay, and they other things that you think, I would never do that myself, that's not successful?

R: No.

I: Okay.

R: I don't.

I: Do you do have a need, maybe a different question, to be able to, um, make adjustments, more adjustment in your work, that it fits you more? Or do you feel like it's a sufficient fit at the moment?

R: For now, it is enough.

I: Okay. Well, that was the end. Do you have any questions?

R: No.

I: No. Do you have any tips for me?

R: No, not that, but I do think they are very difficult questions.

I: Yeah, I understand, maybe I can just look there that it's more understandable. Well, then I'm going to close it.

Appendix 9. Coding interview 3

9.1 Deductive part

Transcript Interview 3	Descriptive code	Thematic code	Pattern code
I: Yes, Can you address the possibility of, uh, using social job resources, so social tools, uh, in your work? Can you ask for feedback from colleagues or a supervisor? R: Basically, you could just ask colleagues for feedback. but also the supervisor.	Asking for feedback from colleagues can Asking for feedback from supervisor can	Possibility to ask for feedback Possibility to ask for feedback	Ask others for feedback on performance Ask others for feedback on performance
I: Okay, do you make use of that for yourself as well? R: If I need it, I will.	Ask for feedback when there is a need	Needs feedback questions	Ask others for feedback on performance
I: Haha, no way. No, I'm going to try to ask them as comprehensibly as possible. What do you see in your work? What makes you, uh, ask for help, for example? R: You just notice that from the colleagues how they respond to you. So when you would ask your something, they just respond to that.	Colleagues respond to your questions	Helpfulness of colleagues	Ask colleagues for advice
R: Because you can basically ask any colleague if you need something.	All colleagues are accessible for feedback	Helpfulness of colleagues	Ask colleagues for advice
I: And do you use colleagues or the supervisor more often? R: More collegians.	Asks for advice from peers more often than supervisor	Possibility to ask for advice	Ask colleagues for advice
I: Okay. And, uh, what do you think are some hindering things, so that you can't ask for feedback like that? R: I think if you're not comfortable in your own skin at the time and if someone, if you ask someone and they respond a little bit bluntly, you think of never mind because everyone has a day when you're not comfortable in your own skin,	If someone is not feeling well and gives a blunt response, feedback is not solicited	Possibility to ask for feedback	Ask others for feedback on performance
I: Okay, but then why don't you ask? What does that do to you?			

R: I think: yes I will ask another colleague.	Can request feedback from other colleague if colleague does not want to give feedback	Helpfulness of colleagues	Ask others for feedback on performance
R: Because you're always learning. I: Yes and what are some real examples of things to learn? R: If a new resident comes and you don't know him yet and of course you don't know what his behavior is like, so then you can learn to deal with that. Of course we work with somatics and sometimes we happen to have someone who is demented, yes, you have to learn to deal with that. That is a learning point. I: Yeah, sure. And, uh, do you do that on your own or? R: We do that together.	You always learn New residents can bring new challenges that allow new things to be learned New things about new residents colleagues learn together	Opportunity for development Opportunity for development Developing independence	Try to develop capabilities Try to develop capabilities Try to develop capabilities
R: Of course, we receive regular e-learnings and courses and then you do develop yourself on that. And you learn from that as well. I: Okay, and can you also choose which courses you do? R: No, not that again.	Follow e-learnings and courses regularly May not choose which continuing education to attend	Continuing Education Opportunities Choice of continuing education	Try to develop professionally Try to develop professionally
R: You get a few schoolings that we have to do. Some are interesting and some you think of, yeah, what good is that?	Some continuing education is interesting, others useless	Utility of continuing education	Try to develop professionally
I: Are you ever hindered in that? Are there things at work that counteract that so to speak. R: No, I haven't experienced that yet, anyway.	Is not hindered in following refresher courses Is not hindered in development	Possibility of further training Opportunity for development	Try to develop professionally Try to develop capabilities
I: Do you also experience, uh, enough time and space to take those courses? R: Uh, Sometimes you do have to make e-learnings often and that, on the job you just don't have time for that and when you're at	Sometimes don't have time to create e-learnings on the job, but don't want to do it at home either	Time to follow refresher courses	Try to develop professionally

home you don't feel like it either, so sometimes I think of yes, maybe we should get a little more time for that. I: Yes. Because do you get paid for it if you do it in your spare time, or? R: Yes, we are allowed to write down hours anyway.	Should perhaps be given more time for e-learnings May write hours for e-learnings	Time to follow refresher courses Contribution to further training	Try to develop professionally Try to develop professionally
R: For example, we all have these star roles and I, for example, am for team affairs, so I do that as well. And a few colleagues, of course, have such a star role, something for star roles. And sometimes one of them is added and then we'll just see who hasn't got anything yet, who will do it, so to speak. I: Okay. R: Because we do want to make sure that not everyone is taking everything on the pitchfork.	Every colleague has a starring role Star roles are distributed so that not everyone takes everything on the pitchfork	Types of additional tasks Distribution of additional tasks	Take on new tasks without receiving salary for it Take on new tasks without receiving salary for it
I: And are there any other challenging work tasks that you do? Are you someone who is quick to invent new tasks at work or do extra things when you have time to spare? R: If I have time to spare, I do, uh, make sure I do other things. For example, we have care plans, of course, that you put that in order. It's not like I'm going to make up extra tasks for everybody because everybody does so much already.	When there is time left over, extra things are done Additional work is not made up for everyone, Because everyone is already doing a lot	Quantity of work Quantity of work	See a chance to start new projects when there is less work See a chance to start new projects when there is less work
I: Yes, and do you also have favorite tasks that you do yourself, then that you would rather do earlier? Or do you really have to go down a list of tasks and are there any that you don't like as much? R: Is of course less fun with it, but I think, everyone has to do those less fun things once here. It's not like I'm saying I have a favorite.	Everyone has to do less fun things once	Acceptance tasks	Ensure work is emotionally less intense

I: No, but then you can choose your own tasks or is there no room for it? R: Um yes, we all have tasks already, so then you can't do tasks that you would really enjoy doing extra.	Tasks are divided, preventing you from doing additional tasks you enjoy	Possibility of additional tasks	Take on new tasks without receiving salary for it
R: Because we sometimes run into the fact that some things you just don't have time for and sometimes that's a real shame. I: Yes, and how come you don't have time for it?	Sometimes no time for extra work	Time for additional work	Take on new tasks without receiving salary for it
R: Because, of course, there was a time when the department was very busy. Now it's a little less, so now you have a little more time, but it could just be that it's busier again soon and then you drop it.	No time for additional work due to busy workload in the department	Time for additional work	Take on new tasks without receiving salary for it
R: Just depends on who you work with as well. I: Okay. Why? R: One college is more chaotic than the other, so then you start off messier already. I: Yes. R: And the other one is very quiet. Yes, then it doesn't bother you so much. I: Okay, oh, that's kind of interesting. R: Yes because one is also faster than the other, of course.	Opportunity for additional tasks lies with colleagues with whom you work, as some are more chaotic, others calm and others faster	Dependence on colleagues	Take on new tasks without receiving salary for it
I: Yes, yes. I do my best. Um. Do you feel that your, um, yes, hindering work tasks, um, that you can reduce those here in your work? R: Yes, I don't really have one that I'm very much against. I: No. Do you always do everything you're supposed to do? R: Yes, I'm decent enough to do that though.	So neat to do what is asked of me Doing what is asked of me	Execution tasks Execution tasks	Make work mentally less intense Ensure work is emotionally less intense
I: Yes. And and do you also sometimes find yourself trying to avoid certain residents or? R: Yes, sometimes I think of: oh, I have that resident again. I think of: Give it to somebody	Sometimes irritate resident, but still go because they have to	Ability to avoid people	Manage work to minimize contact with people whose problems have an emotional effect

else. But you think of: yeah, you have to go there anyway, so I'll just go there.			
I: Okay. Do you get to choose which resident you go to or? R: No, you just get a schedule. And um, you basically just have to work those, but should it be that you want to swap something, you can.	Get a schedule that we have to stick to Being able to swap tasks	Schedule work Change work	Make own decisions about how to do things Make own decisions about how to do things
I: Okay, well fine, yes. And then what are, connect to it maybe a little bit, conducive things in your work environment that will allow you to, yes, get rid of these hindering work tasks? R: That you're just going to consult well with each other. I: Yes. R: If you don't, yes, you're going to reluctantly do that, of course. You don't want to do that either. That's not going to make it better.	By consulting with colleagues, you can get rid of work, otherwise you go reluctantly	Change work	Ensure work is emotionally less intense
I: Okay, and what do you think are hindering things that keep you from getting rid of your hindering work tasks? R: Hmm, Some colleagues that to grumble.	Some colleagues grumble when you want to get rid of tasks Colleagues may grumble if you want to change tasks	Understanding colleagues Understanding colleagues	Make work mentally less intense Ensure work is emotionally less intense
I: And have you seen another person do something that you thought, well? R: For example, um, we have quite a few residents who do need a bit more care and I was taught by a colleague how to pay better attention to your posture.	Colleague told how to pay better attention to your posture	Advice from colleagues	Ask colleagues for advice
I:Did you also then feel, yes, a little antagonized or something, that you had to ask that or embarrassed, or what did it do to you? R: I was like, do I have to go and ask again?	When questioned, hesitate to ask a colleague again	Dare to ask for help	Ask colleagues for advice
I: How was it responded to then by colleagues when you asked questions?			

R: Yes, good. Only afterwards they did start to gossip a little bit of: oh, here she comes again with those questions.	Colleagues gossiped about amount of help requested	Willingness to help	Ask colleagues for advice
I: Have you ever heard any bad stories from colleagues that they have done something, taken a course? Or? R: No, not from a course or from the training in any case. Well that they find it annoying that more and more training is added. I: Yes, why is that annoying?	Colleagues find it annoying that more training is being added	Amount of continuing education	Try to develop professionally
R: That they already have to do quite a lot on the work floor and then they expect us to go to school in our spare time. Then I think: yes, sometimes it's just not nice. Sometimes you have the idea that we are here so much and then of course you want to be able to do your own things at home and then you have to go to school. That is just not nice	Annoying to attend further training because it cannot be done on the shop floor, but has to be done in free time	Time for continuing education	Try to develop professionally

9.2 Inductive part

paraphrase	**May indicate physical complaints to co-workers and they will give approval to care for less heavy residents**
quote	R: I have, a few weeks ago I had very bad shoulder pain and then I say, yes, sorry but I can't do that to the very heavy people kwa residents. And then, if you say that, then they are okay with it. (transcript interview 3, p. 79)

Appendix 10. Transcript interview 4

Respondent: R

Interviewer: I

I: Yes, well, then I want to thank you at least for wanting to help me with this research.

R: You're welcome.

I: I just gave you a form. Do you give me permission to participate in the study and recording?

R: Yes

I: Top! Then, um, I'll just tell you what I do. Well, you know me, of course, but I'm doing a research right now for my master's and, um, it's about job crafting. Yes, and for that I'm doing some interviews and they take up to 30 minutes.

R: Yes.

I: And so if you have any questions, feel free to ask them during the interview.

R: Yes.

I: And then we'll get started. Can you describe the nature of your work?

R: I'm a cared for IG-er. I take care of elderly people, um, with the daily support, with adl, so, um, washing, dressing, um, with breakfast and the rest of the whole day. Furthermore, I do medication and nursing care operations.

I: Okay, and can you describe your daily tasks in terms of the tasks you perform that involve contact with other people, such as co-workers or residents?

R: Well, of course that's early in the morning with the transfer from the night. That's to the day shift and then in the afternoon again from colleagues to the evening shift colleagues and from the evening again to the night shift colleague.

I: Yes.

R: During the day, there are five of us working, so contact with colleagues is throughout the day. We also take care of people in pairs. Ehm, and then the other disciplines: you regularly have to deal with relatives or doctors that you have to call during a crisis situation or the like.

I: Okay, and what are some tasks that you do on your own?

R: Um, care-living plans. I customize those for the clients. Um, morning care, mostly alone, handing around the medication myself. Yes, what else do I do alone? Yes, yes, a lot of it is done in consultation.

I: Yes.

R: But.

I: Yes, and if you, if you look at your work now, do you do more alone or more together?

R: More together.

I: Okay.

R: Yes.

I: And then the next question. Sometimes we want to put our own touch on our work and the way we perform the tasks that fall under it. Can you share how you think you do your job differently than others in similar roles?

R: Yes, of course we are much more contact-oriented towards other residents. The one thing that I can give my own touch to is that I am especially very amicable towards my residents. I like to joke around and most clients respond well to that. So I give my own touch to the other side of other colleagues as well. Um, I can say of myself that I am the smooth, smooth employee. So I'll also pacify a bit faster and I pay less attention to details. I would be more likely to forget to empty a wastebasket anyway because I'm not focused on that. I'm really focused on the clients.

I: Okay.

R: Yes.

I: Nice.

R: Yes.

I: That sounds good. Have you ever heard of the concept of job crafting?

R: No.

I: Okay, well I'm going to explain to you what that is. Job crafting is a series of changes that workers make at work to achieve a better match between their needs and preferences in a job. Workers who engage in job crafting shape their job requirements and resources, tasks, and knowledge for example, to create a work environment in which they can perform better. So in short it means that people can shape their jobs in such a way that they pursue their own needs and desires and so they actually put their own touch on them.

R: Yes.

I: Job crafting can be divided into four different dimensions. I'm going to explain those now, one by one, and then I'll also give you some examples.

R: Yes.

I: And then one by one we're going to answer some questions.

R: Absolutely right.

I: Well, then we'll start with increasing social job resources. That sounds a little difficult, but social job resources are actually social resources in your work. And by resources you have to think, for example, of colleagues, knowledge, and so on.

R: Yes.

I: So we're going to talk about increasing social, um, work resources and an example of that is: I ask my supervisor to coach me or I ask my supervisor if he or she is satisfied with the work I am doing.

R: Yes.

I: But you can also think about getting feedback from colleagues.

R: Yes.

I: Or feedback asks, and can you address the possibility of doing to this dimension, this, in your work?

R: Yes, definitely.

I: Yes?

R: Yes, my colleagues, they are pretty good at giving feedback. Um, how can I best exemplify that? I, um, for example with a meeting. I can never keep my mouth shut and I always can't do it in the most tactical way, and then my colleagues say: well, [name], shut up for a minute.

I: Yes.

R: But from my supervisor, no, that's really colleagues among themselves.

I: Okay. And then you also ask for feedback sometimes or you just get it.

R: We get it. Yeah, I won't be asking for it anytime soon. R: No, no.

I: Do you even need it?

R: No.

I: Oh.

R: No, I know I'm good at my job. Bad is that huh.

I: Yes, no, that's okay anyway. Yes.

R: Haha yes.

I: Fine. Um, so what do you think are facilitating factors in your work that allow you to use social job resources, social work resources? Maybe for other colleagues as well.

R: Hmm, yes, I think we do need to pause a little more often, give compliments to each other.

I: Yes.

R: Yes. I think there may be some more often.

I: And why?

R: Yes, you notice at the end of the day, for example last night, we admitted a client and then no doctor or colleague will say to you: hey, we did good. While if you were to say that, yes, it would give you a better feeling.

I: Yes, yes. And are there any barriers to asking for feedback?

R: Asking for feedback is always difficult and giving feedback is even more difficult.

I: Yes.

R: Yes, you don't want to hurt another person and you don't want to be hurt yourself in your actions. So giving feedback.

I: On the other hand, your feedback can of course be positive.

R: Yes, yes, but it is more often taken negatively than positively.

I: Yes.

R: I think so, yes. I think the rules of feedback are that you always have to keep it to yourself and sometimes that doesn't work.

I: No, no, okay, and are there any other facilitating factors in your work that allow you to ask for feedback?

R: To the client.

I: Yes.

R: You might also ask a client: how do you think I'm doing?

I: Yes, yes, do you ever do that or?

R: I sometimes say to clients, gosh, if you find it annoying or you want me to do something else, you do have to just say it.

I: Yes, yes, okay, then we move on to the next dimension. Yes, and that's about structural job resources, work resources. Um, I try to develop my abilities or I try to learn new things at work.

R: Yes.

I: Really some continuing education. And can you address the possibility of doing this in your work?

R: Well, I'm star role quality myself, so I'm already working on that, um, what's it called? Clinical classes, which we have to take once a year, we have to take different clinical classes, and that has all been on hold now thanks to Corona.

I: Oh.

R: Yes, so we've had now the clinical classes three Ds, so dementia, depression and delirium. And we're now moving on to the next clinical classes. That's palliative care, so I'm the one here in the house who picks up these things.

I: Okay.

R: so that our colleagues also stay up-to-date and continue to grow in it.

I: And do you share this with your colleagues as well?

R: Yes. Yes, they are all aware that next month is palliative care.

I: And everyone is there or are you the only one then?

R: No, everyone is there except the aide.

I: Okay, yes, and you are then the one who is then say the point of contact for that?

R: Yes, and together with [name] and with [name] we then make sure that those lessons are there.

I: Well.

R: Yeah, yeah, sure, yeah, yeah.

I: Does it take you a lot of time to do this?

R: Um, once a month we have consultations and then sometimes I have some extra tasks besides that, but that is yes, sometimes make a call or send an email. Other than that, not much special.

I: Okay.

R: Yes.

I: And what do you think are the facilitating factors in your work that allow you to, yes, learn new things and develop your capacity?

R: For me, especially the nursing procedures. Last month I was allowed to insert a female catheter for the first time. That doesn't happen very often and yes, I was allowed to do that and those are the things that keep me growing in my profession. Yes, and of course in the starring roles you have.

I: So you have a need for that as well?

R: Yes, definitely, yes,

I: Okay and and why do you need that?

R: I don't have my piece of paper just to wash butts and pass around medicine.

I: Okay.

R: I did go into nursing 3 to do the nursing tasks. And if you're not allowed to do that, then your work becomes boring very quickly.

I: Okay.

R: Yes.

I: And what do you think are the impediments to learning new things and developing your abilities in your work?

R: Um, that we are not yet self-directed teams. We still have to ask permission from [name] or from [name] very often and that sometimes hinders.

I: Yes, and why does that hinder?

R: Um, if we didn't have to ask permission, you could have undertaken or done something the day, yesterday. And now you have to ask permission for everything to be allowed to do something. So sometimes it just goes on a long run.

I: Okay.

R: Yes.

I: Well, I didn't know at all that you were not self-directed teams yet.

R: We are self-directed as far as [name] allows. Yes.

I: Pretty old-fashioned.

R: Very old fashioned, yes. Yes, yes, if there is to be staff, then we have to do it all ourselves and otherwise we have to go to [name] first.

I: Okay, then we go to the third dimension. That's, um, increasing positive, challenging work tasks.

R: Yes.

I: So what you need. And those are examples of: If an interesting project comes along I proactively offer myself as a project officer or if there's not too much to do at work, I see that as an opportunity to start new projects. And can you address, um, or the opportunity to do this in your work?

R: It is more likely that if a project is offered, I will respond to it if I am interested. We don't really start up projects ourselves. No. Um, am I proactive in that? Yes, it really depends on what it is about. Like with the move to Aaron, I did not participate, no.

I: And why not?

R: Um, first of all, I wasn't going to move and neither were almost all of my clients and neither were my colleagues. So I didn't feel like I needed to have input on that.

I: No.

R: If we are going to move ourselves, of course it is different, then you want everything arranged properly yourself.

I: Yes.

R: But I really didn't feel like I had to participate in that.

I: No.

R: No.

I: Do you only need additional tasks if it is a?

R: If it has something, yes, a use for me and if I grow from it.

I: Yes

R: If I really get something out of it.

I: Okay, and are there other things that you, um, yes, do extra, extra work tasks that you take on?

I: Are there other things that you do extra, extra work tasks that you take on?

R: Yes, I am the planner of the department, so I take care of the walking routes, which client gets which colleague in the morning care and quality then and for the rest I am work supervisor. I train apprentices.

I: So.

R: Yes, I have three tasks.

I: Does it cost you a lot of time too?

R: No, I don't think so. I do deal with planning almost daily, but I picked that up from day one, so I'm done with that in five minutes.

I: Oh, that's still doable, I think.

R: Yes and if it fails once, it fails once.

I: That's also true. So what are, in your opinion, facilitating factors that allow you to ask for more challenging work tasks?

R: I find very few of those here.

I: Why?

R: Anyway because we don't have many clients with nice, challenging wounds or nursing technical acts in them, um, and the star roles, yes, it's about a wound care or, I don't find all that interesting. I do when I'm on the floor, but to take a star role with that, no. That doesn't attract me.

I: So what, in your opinion, are some of the barriers to taking on extra challenging work tasks?

R: Actually anyway, the managers.

I: Why?

R: Because you have to ask permission for that every time, that sometimes you think, 'Well, you know what? Never mind.'

I: So that hinders?

R: Sometimes, yes. [Name] hasn't been there that long, of course, so you're still kind of feeling out what's possible and what's not.

I: Are they often present to address?

R: No, I don't think so. At least with [name] I don't have that idea. [name] I talk to everywhere once every day, but that's not my manager. That's the case manager, that's for the clients there.

I: Because [name] is your manager then?

R: Yes.

I: Okay. Then the last dimension, which is about hindering work tasks and then decreasing them. 'I arrange my work so that I have as little contact as possible with people whose problems affect me emotionally or I make sure that my work is mentally less intense.' Of course, this can be done in many ways. Can you elaborate on the possibility of doing this in your work?

R: I do have that possibility. We have a lady at [number] that I can't get along with at all. That is really water and fire. Then we just agree as colleagues: "That's fine. Then we'll temporarily distance ourselves from that, so you don't have to go there for a while."

I: Oh, how nice.

R: Yes. We can do that on our team, fortunately. That's happened quite often. So we can actually decide that ourselves.

I: Okay. Are there other things, other examples, maybe?

R: Yes, if you're not comfortable in your own skin and you go to see a client in the morning, you have them on your schedule, which takes a lot of energy from you, in connection with... Really that sucking, really that nagging, that hangs on you and then you can really say in the morning shift, 'Guys, I'm not comfortable in my skin today. Does anyone want to take over from me?'

I: Then you just switch?

R: Then you just switch clients. If you yourself are not comfortable in your own skin and you go to your client, which you can't do at that moment, then the client suffers from it too and then we suffer from it all day long because the woman doesn't become more sociable, so if you can undermine it like that, it's only perfect.

I: Yeah, sounds good. So what are - maybe it ties into this a little bit - facilitating factors to reduce obstructive work tasks here at work?

R: My colleagues.

I: Okay. So what are some impeding factors in getting rid of it?

R: Sometimes family too.

I: Why?

R: The family always has a different relationship with the client than as we know them. They know their father, mother, uncle, aunt from the past. In the past they may not have been very nice or they may have been very nice, but that changes over the years, and often the clinical picture involved changes as well, but the family member does not always notice that or they do not see that someone is becoming demented. Then it is sometimes very obstructive that we A say: 'This is necessary,' for a client 'The client must go to small-scale,' 'The client must go to PG,' but the family does not see it and then you have someone living here who we really fail to care for, who we cannot supervise, who is unhappy and lonely in a room. If family doesn't see that, someone doesn't get moved, so family can also be quite a limiting factor.

I: So is it a burden for you as well? 'Burden' may sound very heavy, but...?

R: Yes. Someone is going to wander, in time. We have three departments, of course. I have no view of what happens on ward six. If someone is in PG and they go downstairs naked, I don't see that, you see that, the restaurant sees that, the hallway sees that, but then family has seen it too.

I: Yeah, how bad really, right? Sad.

R: Yes, definitely sad.

I: Okay. Can you give me some examples of job crafting or adaptations so in your work, that you've applied or what you've seen someone else apply that you think, 'That's successful or effective'? Underneath that, for example, some questions about yourself: 'What did you do? What was the reason you did this job crafting? How did it make you feel? What was the result?' That may be a lot, but what are some adjustments that you have ever made in your job? That's actually what we just surveyed a little bit, those four dimensions, social, structural, extra work tasks, getting off tasks.

R: What can I say? I have on occasion had a colleague, who was my scheduler, who we saw was not doing well, that we had to take them off the schedule, to maintain the positivity in the department as well, for example.

I: How did you do that?

R: Listened very carefully to my colleagues' feedback because of course I don't run with my co-planner's schedule. I walk with my own planning. Then I consulted the colleague who was my planner and said that I was getting a lot of complaints, which I also found very annoying. Then we decided that she would leave the planning after all.

I: How did you feel about it at the time?

R: I did find it very hard to tell. You don't want to hurt someone and say, 'Sorry, but you're not doing your job right.' That was not a nice thing to do.

I: What was the result in the end? Was that quite positive, that everyone was happier?

R: Yes and in the end she was happier with it herself, with not doing it anymore.

I: Oh, thankfully.

R: Thankfully, yes. She has also been crying at a team meeting on occasion because of the planning, when we

were going to set up the net, so in the end it was better for her too. She also had it in the end

INCLUDING.

I: That's kind of hard, but good that you did it in the end.

R: Yes, it should.

I: Are there other things you see colleagues doing from time to time?

R: Yes, giving each other feedback. You see it sometimes.

I: What is the result of it, when you give each other feedback in the workplace?

R: That you become all conscious again for a while. I get regular feedback myself about the

emptying garbage cans and then I think about it again for two weeks and then it slips away again, but really whole

big things I can't mention.

I: Why is that, do you think, that you guys don't adapt a lot of big things?

R: It's running well, so why change something that's running well?

I: I get that. Okay. Can you give me some examples of job crafting that you've used or

others have applied that were ineffective or unsuccessful?

R: Then I have to think hard.

I: Yeah, just take it easy. Maybe if we go by those four dimensions?

R: Yes, do.

I: First that social, that you ask for feedback, there maybe a negative example of that, that that didn't turn out well once?

R: No.

I:Or with the structural, with developing and gaining additional knowledge, maybe someone or yourself has had an issue with that, that it was too much or?

R: Yes, we have experienced that as a team, that someone steps down from the starring role because it became too much.

I: So is that a problem within the team, if that happens?

R: No, that's not a problem.

I: Okay. There's always someone who's willing to take that on again then?

R: Yes or it just stays there for a while.

I: Okay. You can?

R: Yes, if there is no one to pick it up, then it stops for a while. If the colleague indicates, 'I can't do it anymore,' then.

I: What happens then? Do you then wait until a new colleague comes in once or someone does have time for it?

R: Usually they wait until a new colleague comes in.

I: That's possible. Who knows, maybe that one has a need for it.

R: That's usually what is said when applying for a job, "This starring role is still open. If you're interested in that, we'd love to hear from you."

I: Good. Maybe negative experiences about taking on extra challenging work tasks, for example, doing extra duties at work or doing a project?

R: What I've been doing lately, That might be a little bit of gossip, what I'm going to do now

I: Oh, but it stays between us.

R: Yes, that's why I say it. The new development was that we got the nurse there, but what the task or added value of that is, I don't see it, especially now that we as a team have become even smaller, now I don't see the point at all. I think it's actually been a bit of a waste of money. She was going to take on extra tasks from [name]. I don't see it happening, so I think that's a negative effect, but she is trying to take over our extra tasks, which we had clearly said we didn't want. She does the doctor's visit every Friday, whereas we can just do that too. Those are things that are challenging for us, but she takes on.

I: Oh, what a shame.

R: Yes, that is certainly unfortunate.

I: Bizarre.

R: So I don't see the added value of her. I do think that's a negative factor.

I: I've already interviewed one nurse who indicated - I don't think that's the one you're referring to - that she also felt her work wasn't challenging enough, that she was actually just a 3 IG nurse, but she was a nurse. So I think it works both ways.

R: Yes, it definitely works both ways.

I: But tricky.

R: Yes.

I: And decreasing obstructive work tasks, have you ever seen a negative thing in that, yourself or in a colleague?

R: Yes, what are hindering work tasks? If you have to wait for a very long time on the phone of the pharmacy, that's very inconvenient.

I: Why?

R: If I have to wait ten minutes, I could have already brought three clients down.

I: Do you have this often?

R: Yes, even in the crisis situation, last night services. Sir was very stuffy, really needed to be admitted to the hospital and I hung on the care center phone for ten minutes before I got someone on the line, before the ball started rolling, before someone came to me, but the man was so stuffy, he had a saturation of 83.

I: Who might not even spend those ten minutes....

R: No. Those ten minutes are very painful for him.

I: You have to call the care center then? You're not allowed to call 911 yourself?

R: No because he's in treatment, so then I have to go behind the clapper first, to see who the SO doctor is and meanwhile I have to leave my clients alone all the time, which is not possible.

I: Bizarre.

R: Such things are very inconvenient.

I: Well, all right. It was.

R: Absolutely right.

I: Thank you, anyway.

R: You're welcome.

I: I got a lot out of it, I think, from these answers.

R: Well, I hope so.

I: Very interesting. Do you have any questions or tips for me?

R: No. You're doing well.

I: Thank you.

R: Please.

I: Then I'll close it.

R: Absolutely right.

Appendix 11. Coding interview 4

11.1 Deductive part

Transcript Interview 4	Descriptive code	Thematic code	Pattern code
R: During the day, there are five of us working, so contact with colleagues is throughout the day. We also take care of people in pairs. Ehm, and then the other disciplines: you regularly have to deal with relatives or doctors that you have to call during a crisis situation or the like.	During the day there is contact with colleagues all day long People are also cared for by two men	Contact with colleagues Support caregiving	Ask colleagues for advice Ask colleagues for advice
R: Um, care-living plans. I customize those for the clients. Um, morning care, mostly alone, handing around the medication myself. Yes, what else do I do alone? Yes, yes, a lot of it is done in consultation.	Many activities are done in consultation with colleagues	Contact with colleagues	Ask colleagues for advice
I: Yes, and if you, if you look at your work now, do you do more alone or more together? R: More together.	Most work is done together	Support work	Ask colleagues for advice
R: Yes, of course we are much more contact-oriented towards other residents. The one thing that I can give my own touch to is that I am especially very amicable towards my residents. I like to joke around and most clients respond well to that. So I give my own touch to the other side of other colleagues as well. Um, I can say of myself that I am the smooth, smooth employee. So I'll also pacify a bit faster and I pay less attention to details. I would be more likely to forget to empty a wastebasket anyway because I'm not focused on that. I'm really focused on the clients.	Is amicable to residents by making a joke that is usually well responded to	Humor in work	Ensure work is emotionally less intense
R: Yes, my colleagues, they are pretty good at giving feedback. Um, how can I best exemplify that? I, um, for example with a meeting. I can never keep my mouth shut and I always can't do it in the most tactical way, and then my	Colleagues are good at giving feedback	Rating feeback	Ask colleagues for advice

colleagues say: well, [name], shut up for a minute.			
R: But from my supervisor, no, that's really colleagues among themselves.	Feedback is sought not from supervisor, but from peers	Person providing feedback	Ask if supervisor is satisfied with work
I: Do you even need it? R: No. I: Oh. R: No, I know I'm good at my job. Bad is that huh.	No need for feedback because person is good at work	Need for feedback	Ask others for feedback on performance
I: Yes, yes. And are there any barriers to asking for feedback? R: Asking for feedback is always difficult and giving feedback is even more difficult. I: Yes. R: Yes, you don't want to hurt another person and you don't want to be hurt yourself in your actions. So giving feedback.	Asking for feedback is difficult Giving feedback is more difficult You don't want to hurt another person's actions	Difficulty asking for feedback Difficulty giving feedback Difficulty giving feedback	Ask others for feedback on performance Ask others for feedback on performance Ask others for feedback on performance
R: You might also ask a client: how do you think I'm doing?	You can ask client how you do it	Approachable persons	Ask others for feedback on performance
R: Well, I'm star role quality myself, so I'm already working on that, um, what's it called? Clinical classes, which we have to take once a year, we have to take different clinical classes, and that has all been on hold now thanks to Corona.	Does star role quality Must attend clinical classes once a year Due to corona, clinical classes were at a standstill	Types of additional tasks Try to develop professionally Try to develop professionally	Take on new tasks without receiving salary for it Try to develop professionally Try to develop professionally
R: Um, once a month we have consultations and then sometimes I have some extra tasks besides that, but that is yes, sometimes make a call or send an email. Other than that, not much special.	Once a month star role consultation and sometimes additional tasks, such as calling or emailing	Work additional tasks	Take on new tasks without receiving salary for it

I: And what do you think are the facilitating factors in your work that allow you to, yes, learn new things and develop your capacity? R: For me, especially the nursing operations. Last month I was allowed to insert a female catheter for the first time. That doesn't happen very often and yes, I was allowed to do that and those are the things that keep me growing in my profession. Yes, and of course in the starring roles you have.	Especially nursing operations are interesting when developping Special nursing operations are rare, but make me grow as nurse	Development interests Development opportunities	Try to develop capabilities Try to develop capabilities
R: I did go into nursing 3 to do the nursing tasks. And if you're not allowed to do that, then your work becomes boring very quickly.	Became a level 3 nurse to do nursing operations because else work becomes boring quickly	Work challenge	Use capabilities to the fullest
I: And what do you think are the impediments to learning new things and developing your abilities in your work? R: Um, that we are not yet self-directed teams. We still have to ask permission from [name] or from [name] very often and that sometimes hinders. I: Yes, and why does that hinder? R: Um, if we didn't have to ask permission, you could have undertaken or done something the day, yesterday. And now you have to ask permission for everything to be allowed to do something. So sometimes it just goes on a long run.	Are not a self-managing team and must often seek permission which hinders Asking for permission causes delays and plans on the back burner	Choice of activities Work Dependency	Make own decisions about how to do things Make own decisions about how to do things
R: It is more likely that if a project is offered, I will respond to it if I am interested. We don't really start up projects ourselves. No. Um, am I proactive in that? Yes, it really depends on what it is about. Like with the move to Aaron, I did not participate, no.	At interesting offer of project, I respond We do not start up projects ourselves	Responding to project Starting projects yourself	Proactively offer as a project employee for an interesting project See a chance to start new projects when there is less work

	proactive response to a project depends on what it is about hole	Responding to project	Proactively offer as a project employee for an interesting project
I: Do you only need additional tasks if it is a? R: If it has something, yes, a use for me and if I grow from it.	I do extra tasks if they make sense and if they help me grow	Interested in additional tasks	Take on new tasks without receiving salary for it
I: Does it cost you a lot of time too? R: No, I don't think so. I do deal with planning almost daily, but I picked that up from day one, so I'm done with that in five minutes.	Additional tasks do not take much time	Time for additional tasks	Take on new tasks without receiving salary for it
I: That's also true. So what are, in your opinion, facilitating factors that allow you to ask for more challenging work tasks? R: I find very few of those here. I: Why? R: Anyway because we don't have many clients with fun, challenging wounds or nursing technical actions in them, um yeah, and the star roles, yeah, it's about a wound care or, I don't find all that interesting. I do.	Few challenging work tasks due to lack of fun, challenging wounds about nursing procedures Star roles not so interesting because they are about wound care	Challenge work tasks Interested in additional tasks	Try to develop capabilities Proactively offer as a project employee for an interesting project
I: So what, in your opinion, are some of the barriers to taking on extra challenging work tasks? R: Actually anyway, the managers. I: Why? R: Because you have to ask permission for that every time, that sometimes you think, 'Well, you know what? Never mind.	Managers impede additional work tasks by having to ask permission each time	Requesting permission	Make own decisions about how to do things
I: Are they often present to address? R: No, I don't think so. At least with [name] I don't have that idea. [name] I talk to everywhere once every day, but that's not my manager. That's the case manager, that's for the clients there.	Managers low attendance	Presence of managers	Make own decisions about how to do things
R: I do have that possibility. We have a lady at [number] that I can't get along with at all. That is really water and fire. Then we just agree as colleagues: "That's fine. Then we'll temporarily	If you don't get along with a resident, you can avoid that person by making	Caring tasks change	Manage work to minimize contact with people whose problems have an emotional effect

distance ourselves from that, so you don't have to go there for a while."	arrangements for this with colleagues		
R: Yes. We can do that on our team, fortunately. That's happened quite often. So we can actually decide that ourselves.	Self-determination if we want to get rid of care task	Changing walking route	Make own decisions about how to do things
R: Then you just switch clients. If you yourself are not comfortable in your own skin and you go to your client, which you can't do at that moment, then the client suffers from it too and then we suffer from it all day long because the woman doesn't become more sociable, so if you can undermine it like that, it's only perfect.	If you don't feel good about yourself and you go to a client that you can't handle at that moment, the client suffers, but so does the rest of the team because it doesn't make the client more sociable	Effect mood on others	Manage work to minimize contact with people whose problems have an emotional effect
R: The family always has a different relationship with the client than as we know them. They know their father, mother, uncle, aunt from the past. They may not have been very nice or they may have been very nice, but that changes over the years, and often the clinical picture involved changes as well, but the family member does not always notice that or they do not see that someone is becoming demented. Then it is sometimes very obstructive that we A say: 'This is necessary,' for a client 'The client must go to small-scale,' 'The client must go to PG,' but the family doesn't see it and then you have someone living here whom we really fail to care for, whom we cannot supervise, who is unhappy and lonely in a room. If family doesn't see that, someone doesn't get moved, so family can also be quite a limiting factor.	Family has different opinion about care needs, but we see client becoming unhappy and lonely	Seeing suffering client	Ensure work is emotionally less intense
R: What can I say? I have on occasion had a colleague, who was my scheduler, who we saw was not doing well, that we had to take them	Colleague removed from schedule to maintain positivity in team	Reduce additional tasks	Take on new tasks without receiving salary for it

off the schedule, to maintain the positivity in the department as well, for example.	Colleague removed from schedule to maintain positivity in team	Maintaining a team atmosphere	Ensure work is emotionally less intense
R: Listened very carefully to my colleagues' feedback because of course I don't run with my co-planner's schedule. I walk with my own planning. Then I consulted the colleague who was my planner and said that I was getting a lot of complaints, which I found very annoying myself. Then we decided that she would leave the planning after all.	In consultation with colleague discussed complaints and released additional work task	Reduce additional work tasks	Ensure work is emotionally less intense
I: What was the result in the end? Was that quite positive, that everyone was happier? R: Yes and in the end she was happier with it herself, with not doing it anymore.	Colleague was glad she didn't have to do the planning anymore	Reduce additional work tasks	Take on new tasks without receiving salary for it
I:Or with the structural, with developing and gaining additional knowledge, maybe someone or yourself has had an issue with that, that it was too much or? R: Yes, we have experienced that as a team, that someone steps down from the starring role because it became too much.	Someone stepped down from star role because it became too much	Reduce additional work tasks	Take on new tasks without receiving salary for it
I: What happens then? Do you then wait until a new colleague comes in once or someone does have time for it? R: Usually they wait until a new colleague comes in.	Star role that remains often stays until a new colleague arrives	Filling work tasks	Take on new tasks without receiving salary for it
I: That's possible. Who knows, maybe that one has a need for it. R: That's usually what is said when applying for a job, "This starring role is still open. If you're interested in that, we'd love to hear from you."	Often mentioned on application that there is a star role open	Filling work tasks	Take on new tasks without receiving salary for it
R: Yes, that's why I say it. The new development was that we got the nurse there, but what the task or added value of that is, I don't see it, especially now that we as a team			

have become even smaller, now I don't see the point at all. I think it's actually been a bit of a waste of money. She was going to take on extra tasks from [name]. I don't see it happening, so I think that's a negative effect, but she is trying to take over our extra tasks, which we had clearly said we didn't want. She does the doctor's visit every Friday, whereas we can just do that too. Those are things that are challenging for us, but she takes on.	Challenging work tasks are taken over by a colleague, while other colleagues also want and find this challenging	Challenging work tasks	Try to develop capabilities
I: And decreasing obstructive work tasks, have you ever seen a negative thing in that, yourself or in a colleague? R: Yes, what are hindering work tasks? If you have to wait for a very long time on the phone of the pharmacy, that's very inconvenient. I: Why? R: If I have to wait ten minutes, I could have already brought three clients down. I: Do you have this often?	Annoying that you have to wait a long time on the phone with pharmacy	Dependence on work tasks	Make own decisions about how to do things
R: Yes, even in the crisis situation, last night services. Sir was very stuffy, really needed to be admitted to the hospital and I hung on the care center phone for ten minutes before I got someone on the line, before the ball started rolling, before someone came to me, but the man was so stuffy, he had a saturation of 83.	Hung up on the care center phone for ten minutes in a crisis situation	Dependence on work tasks	Make own decisions about how to do things
R: No because he's in treatment, so then I have to go behind the clapper first, to see who the SO doctor is and meanwhile I have to leave my clients alone all the time, which is not possible.	Should call in SO physician and leave client alone until then	Dependence on work tasks	Make own decisions about how to do things

Appendix 12. Transcript interview 5

Respondent: R

Interviewer: I

I: Well, then I want to start by thanking you for participating in this study.

R: You're welcome.

I: I just gave you a consent form, permission form. Do you give me permission to participate and record the interview?

R: Yes indeed. Yes.

I: Super. Thank you. Right now I'm in the finishing stages of my studies and doing a master's thesis. And for that I'm doing a research on job crafting. And for that, I'm doing some interviews and they take 30 minutes maximum. And if you have any questions during the interview, feel free to ask them. Then we'll start. Can you describe the nature of your work?

R: You mean?

I: Yes, what you do in your work.

R: Well, I do the ADL huh, the, In the morning we start with the transfer. And then we go and see where they send us. And then I start applying the ADL, the care. And that is often from seven to ten, half past ten. And then the people go for coffee. And then, yes, we have some dishes, bring people downstairs, change beds. And then we actually have to bring people to the restaurant again.

I: Yes.

R: And yes, and in the afternoon, yes, is very variable huh. Because we have different shifts also in our profession and it's very variable. Seven to eleven. From seven to half past one.

I: Yes.

R: From seven to three. We have evening shift from quarter to three to eleven. And then we also have a night shift from eleven to seven, quarter past seven in the morning.

I: Okay. Do you do them all as well?

R: No. I only work the day shifts now, during the day.

I: Okay.

R: I was always 3-IG first. The old training MBO-VZ elderly caregiver. And I'm now since 2015, 2016 I'm working as a helper.

I: And then you don't have to work evening shifts?

R: No. No.

I: Okay.

R: Do we only have day shifts.

I: Okay.

R: And do weekends alternately, but just on the day.

I: Yes. Okay.

R: Yes.

I: And can you describe your daily tasks in terms of the tasks you perform that involve contact with other people, such as colleagues and patients?

R: Well, I always say to myself of: "The days are not the same huh". Because that also depends on what kind of resident, what kind of colleagues you work with. One is a bit busier in dealing with them. The other is very quiet. And it also depends on what is going on at work. The day is not the same. And I always say, yes, you're never changed, you're always learning, I say.

I: Yes.

R: But it's also just, yes, how you stand in things. I have a lot of work experience, of course. And yes, then you share things. And I always try to make a good turn around so that it doesn't come across as conducted. That you just use positive feedback to carry it out together.

I: Yes.

R: Or that you're open to dings. Yes.

I: Okay. And are there any tasks that you do alone?

R: If people need to be showered for example, yes, what a bit.

I: Yes.

R: Little help asking, yes, I can do that. And put on people's stockings. Making breakfast.

I: Yes.

R: In and out of bed. But then we do that sometimes with the transfers. With hoists and sometimes with the passive elevator we really do it in pairs. But the active elevator and the passive elevator also sometimes. And... Yes. And you never have to do it alone. You're part of a team.

I: Yes.

R: You do have some residents, but you are on a team.

I: Yes.

R: You can always fall back on someone.

I: Okay.

R: That's how I feel about it.

I: Yes.

R: I don't feel that either of that I have to do that all by myself that day or something. Or in the morning.

I: Okay. Only good, I think.

R: Yes. Yes.

I: Yes. And now if you look at the distribution of tasks that you do alone and together, what do you do more of?

R: Well, we, not that I really do more in it, but just together we do.

I: Okay.

R: To just also for your safety huh.

I: Yes.

R: And yes, is anyway... Especially with a passive and active elevator. That's quite a few actions that you have to do. And also from a health and safety point of view and so on. Yes, you do have to pay attention to that. Also for your back and such.

I: Yes.

R: So, yes.

I: Okay. Then we'll move on to the next one. Sometimes we want to put our own touch slash twist on our work and the way we perform the tasks that fall under it. Can you talk about how you think you do your job differently than others in similar positions?

R: Well, what I also indicated for a moment. At least, yes, you have a lot of experience in your work anyway. And then, yes, that all comes naturally. You've grown into it, haven't you? And you have learned things. And then you want to try to do that together again.

I: Yes.

R: And by seeing it more often or doing it and talking to each other about it and experience, yes, you get, I always say, together you get the furthest.

I: Yes. But your experience do you share with others?

R: Yes.

I: Okay. And have you ever heard of the concept of job crafting?

R: Have we ever, I think, had something in the past with that. But not really that I really so.

I: No. Well, let me explain. Job crafting is a series of changes that employees make at work to achieve a better match between their needs and preferences in their jobs. Employees who engage in job crafting shape job requirements and resources to create a work environment in which they can perform better. So in short, it means that people can shape their jobs in such a way that they pursue their own needs and desires, so they actually put their own touch on them. And job crafting can be divided into four different dimensions. These are all four ways of job crafting. And I'm actually going to go through all four of them with you for a moment. And then I'm also going to give some examples. And then I'm going to ask some questions about that as to whether you can do that in your job.

R: Yes.

I: Whether you want to do something about that. And what promotes and hinders. Okay?

R: Yes.

I: Beginning with an increase in social job resources. Those are work resources. Yes, social job resources. For example, I ask my supervisor to coach me. I ask my supervisor if he or she is satisfied with the work I'm doing. But you can also think, for example, about feedback that you get from colleagues. And can you address the possibility of doing this in your work?

R: Yes, you can. For example, by purchasing a feedback notebook huh. For a student or where you are in.

I: You have?

R: Yes.

I: Okay.

R: What you can do in, what you can grow in or what you're doing well at the moment. Or what you're very good at or not so good at. But then you can also

I: Yes.

R: making a U-turn in it. Yes, we've also had occasional training or team building of: how do you deal with this? Do you find it difficult? Do you find it difficult? That's why I say, it's not all negative. You have to, I always see it as constructive feedback.

I: Yes.

R: And yes, also simply that you have worked wonderfully. That that may also be named.

I: Sure.

R: Like: what a nice atmosphere we have with each other. Yes, that may be said.

I: Yes.

R: That's really too little said.

I: Do you think it is said too little?

R: Often sometimes. Yes.

I: Okay.

R: That's all so automatic that you just do it all.

I: Yes.

R: And then, yes, then I think that's wonderful if you can say that once anyway.

I: And those team building sessions what you just mentioned, do you have that often?

R: No, we've had times in a team when things weren't going so well. Or that it was just, yes, that we just, yes, we have that again, the team sessions. Team five joins six, seven, eight. And we first have a separate team session. Six, seven, eight. And then later we have two team sessions with team five joining.

I: Okay.

R: And so team five has again because they have new employees.

I: Yes.

R: And then had a lot to do with the move.

I: Yes.

R: So then, yes, then you get that again. Then you look.

I: Yes.

R: Yes. Because we do want to have unity together.

I: Yes.

R: And have we also said and we've also had groups in there, of: Listen, you're not going to stay in the past. We're going to move forward. We're going to make a fresh start. We now have two teams together.

I: Yes.

R: We're going to be one team. And we just go for it.

I: Because you guys are really becoming one team then?

R: Yes. But you can't do that alone.

I: No.

R: You have to do that with each other.

I: Yes.

R: And just what I say, not everyone is the same. They don't have to be. But you have to see it, yeah, positively.

I: Yes. Okay, tricky. Challenging. But fun.

R: It's a challenge. And fun.

I: Yes. Yes.

R: I think so.

I: Okay. And i to what extent do you need feedback from others, from colleagues?

R: I already love it when you look at each other and the aura huh. Or when you have a chat. Yes, you know, I'm a bit of a talker myself, but yes, just with residents, but also with your colleagues.

I: Yes.

R: You stand together at the bedside or something. You tune things out. Yeah, that's just really nice.

I: Yes.

R: The first commitment from me then: communication with each other. Is very important. Keep communicating all day long. Is sometimes difficult, but you have to, yes, stay to the point. You have to.

I: Yes. Okay. And now what do you think are fostering factors in your work to increase social work resources? So to get and ask for more feedback.

R: I actually never ask for feedback. I get a lot of feedback.

I: And what do you think promotes that? What is it that causes you to get that?

R: The work atmosphere.

I: Okay.

R: How you are yourself, I think.

I: Yes.

R: Because you do have times when you're not having your day. And then we can just express that.

I: Okay.

R: And we have that too. You have to learn that too, of course huh.

I: Yes.

R: Yes, but that's.

I: Yes. Yes.

R: It is because when you go to work in the morning, god huh you have to go, "But something happened, I want to share that with you guys anyway. That you know what's going on." And further, I love it, but then I go back to it anyway. You know.

I: Yes.

R: Then you are understood a little bit. And some people come back to it from time to time, like: "God, what's it like?

And?" But, yes, then you've already won half, I sometimes say.

I: Yes, I believe so. Yes.

R: To also work fine again and feel fine again.

I: Yes.

R: And also a piece of security huh, at work.

I: Yes.

R: So.

I: Okay.

R: A bit of security and, yes, I think so.

I: And what do you think are some of the barriers to asking for feedback in your work?

R: Let's see. Yes.

I: Do you experience any limiting factors in this?

R: No. You know what it is? That sometimes it's restless in your team huh. And where does that come from? That's because of different factors that are there and some things that are going on.

I: Yes.

R: And yes, you can also think of: "Looking ahead." You can get stuck in it. We have to look for the solution together. And that's not always possible, but you still have to talk about it together.

I: And does that work?

R: Sometimes I do and sometimes I don't.

I: Okay.

R: Yes.

I: Then we move on to the next dimension. That's about structural work resources. I try to develop my capacity or I try to learn new things at work. Those are some examples, but it's mainly about getting more resources, more knowledge for example to do your job. And can you address the possibility of doing this in your work?

R: Yes, by also showing interest. If you can't work something out, you call someone in. Because as a helper I am not allowed to take any pills or do any wounds. Yes, and if I notice something or a resident asks me something, which of course I sometimes have an answer to, but where I still call in a 3-IG.

I: Yes.

R: My colleague. And then we'll look together at what we can do with it. And yes, there are also trainings given from time to time. Of dementia or yes, to refresh a bit.

I: Yes.

R: And yes, I do think it's a lot huh because of course you already have a whole backpack with experience and stuff and of course you're getting a bit older. And I love doing the work, but I think, it comes, it's quite a lot sometimes.

I: Yes.

R: Yes. And then you have to find balance in that again huh. So.

I: And how is that, do you think, that it's a lot?

R: Well because it's very hard to store anyway huh.

I: Yes.

R: In your head. Or that you have to do a lot anyway. And with the 3-IG and level 2, yes, there is a lot of fiddling. First it's allowed. Then it's not allowed again. And then it is again. And that also makes you a bit restless.

I: Yes.

R: Well, fortunately we do have helpers who are all three on the same page. So then it's also very nice to talk about it.

I: Yes.

R: How do you stand in that? And we also discuss it with the team. And then some colleagues say, "Yes, you're right." Also if, for example, there is no evening shift: "Yes, don't you want that?" Yes, we do want that, but then there is a double standard. Double standards, you know. Then you're allowed. Then you're not allowed.

I: Yes.

R: And yes, you're actually not as competent and skilled at it anymore either. Because you're only level 2. But you're just standing there anyway.

I: Yes.

R: Yes, that is still sometimes said. There are only two of us VIGs and the rest are just helpers. I say, "Excuse me?" Then we say, you know. So there's... Yes, that's... Yes, that's... And that's not out of, out of... That's more out of helplessness though.

I: Yes.

R: But sometimes, yes.

I: A little too much?

R: Yes. So, well.

I: I'll be honest, I really didn't notice who was doing what.

R: No. No.

I: I really don't realize that when I'm standing there. Who is helping and who is.

R: No. No.

I: But above.

R: But again, you have to remain professional. Also to the colleagues, but also to the family and

bystanders.

I: Yes.

R: And also for the resident because the resident is always the focus for me. I always say, if you take the pills, the resident has had the medication, you've already gained half with the day huh, I say. The resident is with me, yes.

I: Yes.

R: I do this with my heart actually to take care of those people as best I can.

I: Yes, I understand.

R: And still have a nice contact.

I: Yes.

R: You don't have to get along with everybody. But anyway, when things come up, we sometimes have, "Oh, I have to go back there today. To that lady or that gentleman." I say, "Oh, come on. Then I'll take that one over from you. I get it. If you've done that for so long, often, in that week I'll do it once." You know. You have to be able to do that too huh.

I: Yes. You guys can just do that?

R: Yes, you can.

I: Okay. Top.

R: Yes.

I: Do you feel that too much training is offered?

R: Pretty much. Yes.

I: Yes because the training is also mandatory, I understood.

R: Yes. Yes.

I: And are you taking any schooling yourself?

R: Well, I do then, I'm star role care and welfare I'm in.

I: Okay.

R: And, along with [name]

I: Yes, nice.

R: And that's what we go to school for together.

I: Yes.

R: Yes, so.

I: And you still enjoy doing that in addition to your work?

R: Well, I found it, actually I was looking forward to it. And we actually came together. And eventually [name] and [name] joined. And two or three other colleagues from other work environments of the [name]. And then you sit together like that and you talk about it. It's not just activities. It's many more things.

I: Yes.

R: And then you start expanding that. And then that's just wonderful to be involved with that. But then again you have to do all kinds of things. But then I think, yes, well, this is training, this is, is that. I make a balance. You have to try and do that yourself.

I: Yes.

R: To stay balanced in your personal life, work and all the things around it.

I: Yes.

R: So I also make choices that I can't always go to a team meeting. Because sometimes you have to come back on your day off. That's it then huh.

I: Yes. Okay.

R: Sometimes the workload, is present, but also still things are required around you.

I: Yes.

R: And yes, that's quite a lot, I think.

I: Yes.

R: So.

I: Okay. Then we go to the third dimension. That is increasing of positive challenging work tasks.For example, if an interesting project comes along, I proactively offer myself as a project assistant. Or if there's not too much to do at work I always see an opportunity to start new projects. And can you address the possibility of participating in this dimension? So taking on more challenging work tasks in your job.

R: I'll have to check. Yes, I won't stay away from picking things up. But if it's a lot then I'll stay away sometimes too.

I: Yes. And why?

R: Because then I choose to have that rest anyway.

I: Yes.

R: Yes.

I: Do you feel you get little rest in your work?

R: Depends. Sometimes moments then it just goes. Some moments I think of: Well. Because one week I work five days and the other week three days.

I: Oh. Okay.

R: Well, and that's saying something already.

I: Yes.

R: Then sometimes you stay with a training or a team meeting or something else you stay a little longer at work or something. Totally fine. But then you may also write time for it, but then one week you have, say, 32 hours or 40 hours and the other week only 18 or 20 hours. Whereas you have to make 25.

I: Yes, I understand.

R: Well, I just have that I do have everything in order and that I just do my hours and that I also have a lot of overtime. But yes, I can indicate my limits very well now and ?

I: Yes.

R: Yes, I think so.

I: Yes, I get that.

R: Because it's also really nice to just do other fun things huh.

I: Yes. But do you need space to take on more challenging work tasks?

R: We do have space because we are allowed to take time for activities and we, or, activities are not. We do get to take space to, we actually have to plan for that as well by the way. And we're doing a really good job of that too now. You learn that too. That you just plan dates to sit down with the star role welfare.

I: Yes.

R: And then during working hours. And if necessary or after, whatever suits us. But not keep coming back. Just also, and then you pass that on to the planners and they do take that into account.

I: Okay.

R: Yes. So.

I: Because do you do this starring role mostly in addition to your work, say, in your spare time? Or?

R: No, but during working hours. We learned too, you know.

I: Yes.

R: Did we also have to from the schooling, from that teacher, did we actually have to start scheduling that.

I: Okay. Good.

R: Yes.

I: And what do you think are the facilitating factors in your work to take on extra challenging work tasks?

R: Can you give an example because?

I: Yes, maybe you have, for example, promoting factors are that you have time for it, for example, or that it's very much encouraged. Maybe a reward. Just for example, name things that make you think, "Well, that's why I want to take on extra work tasks."

R: No. We all get assigned starring roles.

I: Okay. And are you obligated to take on a star role?

R: Actually, they do want to in all disciplines.

I: Okay.

R: All things they want something, yes.

I: Did you feel obligated when you took on the star role?

R: No, not required because some things were already all given away. Often also because it was 3-IG. I used to do team affairs in another team. Did I do the agenda and distribute the note takers and stuff. And manage the pot of the team and so on. And also a bit of the star role so together with welfare.

I: Yes.

R: And at some point I actually kind of stopped doing that because I thought, yeah, you can't take on everything. You have to do it together.

I: Yes.

R: And then it was also for a while, another team, but then I just actually went to another team and there it does run a little better as this team. But we still have to become one again, we do become one team again of course.

I: Yes.

R: Do we want to go huh.

I: Yes.

R: The rest is also just very nice and yes, I think the communication is very nice.

I: Yes.

R: Because you just have to do it with each other.

I: Is just important.

R: Restaurant, all disciplines around it, cleaning.

I: Yes.

R: But maybe that's also the nature of the beast. I don't know. But it could also be that you've been in the business for so long and you've already kind of gone along with everything. But I don't take it all home anymore. And I'm not like: I have to do all this.

I: No.

R: No. I'm there and then I'm there.

I: Yes.

R: And when it's done, it's done. Well they say, "What are you..." I say, "Yes, you have to stand up for yourself."

I: Yes, definitely.

R: And yourself, yes. Otherwise you'll only suffer from it huh.

I: Yes, that's right. Yeah, I guess that's something you learn over the years.

R: But yes, that is, yes. R: Yeah.

I: I have a little more difficulty with that. I am.

R: Yes. Well, but yes, well, if you already had such an example as later, yes, you also have to grow into that, but that's very good that you then indicate your boundaries there. And I will also never discuss it with yourself, but also with others, with others indeed.

I: Yes.

R: And also with your supervisor or huh.

I: Yes. Okay.

R: Look, everything can be better huh. There's always room for improvement. The care. The eating. The drinking. How you treat each other. It can always be better. But you also have to be open to that together.

I: Yes.

R: And watching, yes.

I: No, I understand that. Okay.

R: We do it together anyway, I think.

I: Yes.

R: Yes.

I: Yes. Okay. Then the last dimension. That's about decreasing the hindering work tasks. I arrange my work so that I have as little contact as possible with people whose problems affect me emotionally. Or I make sure that my work is mentally less intense. And can you enter to do this at work?

R: Well, I used to have a colleague who could get under your skin. Because then you would think along with her and she would say, "Why? That's none of your business." Or, "That's none of your business." Yes, I do. We are a team together and we do it together.

I: Yes.

R: And I think, what's the difference in this? You tell me?

I: Yes.

R: That you are different from me, okay. But we have to do it together. "Yes, but don't pull it towards you like that. "No, it's a challenge and it interests me.

I: Yes.

R: Otherwise I won't be sitting here or I won't be working here.

I: Yes. And how did that person react?

R: And I did always find that very difficult. Yes, very blunt and very, yes.

I: Could you do then reduce contact with her?

R: That's true. But when it did come back to normal I was like, oh, here she comes again. You know? Or hey, yeah.
R: Yeah, really.

I: Okay. And are there other things, like work... Yeah, that you make sure that your work is just, yeah, what you're up against that you can get rid of that.

R: You can always discuss things huh.

I: Yes?

R: That you don't like it.

I: Okay.

R: For example: at work or something else that's going on.

I: Yes.

R: And then, or however you care for someone.

I: Yes.

R: Then you sometimes have that you are tired or that you have it more in your lower back and then you talk about, "Oh, I actually suffer from that too." I say, "But then with those residents or how you help them then huh." "Yeah, it's actually getting pretty... That's actually pretty." I think, yes, but well, then you talk about it and then you achieve something.

I: Yes. Okay. And to what extent do you experience that you sometimes perform obstructive work tasks? Do you often have that, that you think, Well, I'd rather not do this?

R: Well, I have sometimes, we have sometimes indicated as helping people that we sometimes had heavier people than the VIG'ers did. And that's actually because the VIGs do the medication and the activities. And we were with residents, but then we had heavy people.

I: Yes, just obese people, say?

R: Yes. Yes.

I: Yes.

R: Well, and then later they also sometimes said of: You guys are right about that. We're going to make the distribution different sometime.

I: Yes. Okay.

R: Or we will do things more together.

I: Yes. Okay. And so what are some facilitating factors in your work that allow you to take these activities down?

R: Yes, just because it's well organized, planned, and that you can just get on with it.

I: Okay. And what are some examples of limiting factors that keep you from getting away from work? Or avoiding certain people who affect you emotionally, yes?

R: Yes, to talk about it though. Does that bother you too? Or is that just me? Is it just me? Or is it because of each other? Or is it because of the situation? And then sometimes it's because of the person or the situation and then we talk about it, but then it wasn't just with me, but then it was with multiples.

I: Yes.

R: And in the end, she chose for herself. And then she left herself anyway.

I: Yes.

R: She wasn't bullied away or anything, but she was like: "Well, I don't want this either. I'm not going to keep that up. I'm not going to do that."

I: No. Then maybe this is not the right work environment either.

R: No.

I: No.

R: But yeah, then, that's possible, but then you go to work small or somewhere else in home care and then she ran into that too.

I: Yes, then you keep that anyway. Yes.

R: So then you don't know either huh, you know. R: Yeah.

I: Yes.

R: But it's, you always have, they do say, a rotten apple there or something. And nobody's perfect.

I: No. Everyone has their things.

R: Everyone has their things.

I: Yes.

R: But you have to, after all, you have to do it with each other.

I: Yes.

R: Yes, we have for example [name]. Who left here eleven years ago on [name] and came back here. And who still says: you are still the same. And I love working with you. She just said it as I was coming down the stairs.

I: Oh, how nice.

R: "How wonderful," she said.

I: Yes.

R: "We're going to miss each other again." I said, "Sure. But yes, you're going to work small-scale now because you don't want to, yes, wait a while yet until we, huh, start working somewhere else, with the house also going small-scale."

I: Yes.

R: But anyway, yes.

I: Okay. Then we'll go to the last questions. Can you give me some examples of job crafting that you have used in your work or that others have used? That were successful and effective. So basically examples of adjustments in your work in those four areas. Maybe taking away obstructive work tasks or just asking for feedback or taking extra courses. Which you now think, "Well, I did that or someone else did that and it was successful."

R: Well, an example because you get older and things sometimes go less well. That you get back problems or other things. That you then talk to each other about it. And how best to care for the resident.

I: Yes.

R: And then you bring in the ergo, the ergocoach. Then that's someone also from our team.

I: Yes.

R: And then we go a step further. And then we start looking at, is it indeed so or what is the physical load? Well, you go to one of those training sessions. You get a little refreshed. And then you try to implement these things in your work. But very often you have to say: "Would you put the bed higher?" Or when changing the bed: "We don't have high beds for nothing, do we? "Oh yes, that's true too." These are often small tips.

I: Yes. But then do you give those tips to each other?

R: Yes. And for example with the elevators, yes, they are electric elevators. You should just leave those elevators and then come to them with the wheelchair. You should not use those elevators as much as possible. Only where it is necessary

is.

I: Yes.

R: In one room. "Oh," another student said this morning, "I was never told." I said, "Yes, you can." "But I really like you saying that."

I: Yes.

R: I said, "Yes, but I'm actually trying to do it for you too, as little burden as possible, so to speak."

I: Yes.

R: Well, that's another piece of insight, experience.

I: Yes.

R: So I sometimes say, the piece of paper doesn't always mean that you've had it or will get it. Of course, I also have that in my job as an elderly care worker, say, I also had to do the training 3IG.

I: Yes.

R: They did think, I can do that. But I was actually not guided well in this. Because they didn't see me as a student at the time. And so yes, then I actually went swimming and drowned, so to speak. And I actually should have said just, and it was said and done or tried later, but there was nowhere else for me to do an apprenticeship there. I should have just gone to another house or something.

I: Yes. In retrospect, yes.

R: Yes.

I: Yes. And because then you are so, yes, they know you as a full-fledged colleague of course and then.

R: Yes.

I: Yes.

R: Well, sometimes I ended up telling them how to do it with protocol and everything. Yes, and then they looked with me and then they had to take from me and then I thought, "Yes, I don't think you know yet."

I: No.

R: But that's why I say, the bill sometimes they made it that way huh. And then I think of, yes. But then I stopped at one point.

I: Yes, I understand.

R: And then I said of: It's okay.

I: Understandable.

R: Yes.

I: Yes. Okay. And then the very last question. Can you give me examples of job crafting that you have applied or someone else has applied that were not effective and successful?

R: Actually very little, I must say.

I: Yes?

R: Only yes, that there sometimes with a colleague actually. But yes, just what I gave as an example or story told. But other than that, no. I'm, I don't want to beat my chest, but a very sought after colleague by everyone.

I: Yes?

R: Yes, so.

I: How do you notice that?

R: Yes. Just by being enthusiastic towards you and.

I: Yes.

R: Delicious.

I: Well, fortunately.

R: So, yes.

I: Okay. Well, then I'm going to wrap it up. Do you have any questions or tips for me?

R: Well, I see you as a very nice colleague.

I: Fortunately.

R: in the restaurant and around me. And you have a smooth talk and keep going. Make it known. Keep being yourself. And also look at yourself first if there would be something with a development and then, yeah, can you apply that to your work or something.

I: Yes.

R: But you're doing a great job.

I: Well, fortunately.

R: And lots of success.

I: Thank you very much. Rounding it up.

Appendix 13. Coding interview 5

13.1 Deductive part

Transcript Interview 5	Descriptive code	Thematic code	Pattern code
R: Well, I always say to myself of: "The days are not the same huh". Because that also depends on what kind of resident, what kind of colleagues you work with. One is a bit busier in dealing with them. The other is very quiet. And it also depends on what is going on at work. The day is not the same. And I always say, yes, you're never changed, you're always learning, I say.	The days are different and this ensures that you can always learn	Learning Opportunities	Try to learn new things at work
R: But it's also just, yes, how you stand in things. I have a lot of work experience, of course. And yes, then you share things. And I always try to make a good turn around so that it doesn't come across as conducted. That you just use positive feedback to carry it out together.	Take feedback positively by implementing and improving it together	Work attitude	Ensure work is emotionally less intense
R: In and out of bed. But then we do that sometimes with the transfers. With hoists and sometimes with the passive elevator we really do it in pairs. But the active elevator and the passive elevator also sometimes. And... Yes. And you never have to do it alone. You're part of a team.	Work you never have to do alone because you are a team	Collaboration	Ask colleagues for advice
R: You can always fall back on someone.	You can always fall back on a colleague	Collaboration	Ask colleagues for advice
R: And by seeing it more often or doing it and talking to each other about it and experience, yes, you get, I always say, together you get the furthest.	By doing certain work tasks more often and sharing experience, you will come furthest together	Repetition of work tasks

Knowledge sharing | Try to learn new things at work |
| R: Yes, you can. For example, by purchasing a feedback notebook huh. For a student or where you are in. | A feedback notebook will be created for students | Receiving Feedback | Ask others for feedback on performance |

R: making a U-turn in it. Yes, we've also had occasional training or team building of: how do you deal with this? Do you find it difficult? Do you find it difficult? That's why I say, it's not all negative. You have to, I always see it as constructive feedback.	Seeing feedback as constructive	Perceiving feedback	Ask others for feedback on performance
R: The first commitment from me then: communication with each other. Is very important. Keep communicating all day long. Is sometimes difficult, but you have to, yes, stay to the point. You have to.	Continuing to communicate with colleagues is important	Consultation with team	Ask colleagues for advice
R: It is because when you go to work in the morning, god huh you have to go, "But something happened, I want to share that with you guys anyway. That you know what's going on." And further, I love it, but then I go back to it anyway. You know.	Sharing when there are emotional issues going on in your personal life with colleagues	Communication with colleagues	Ensure work is emotionally less intense
R: Then you are understood a little bit. And some people come back to it from time to time, like: "God, what's it like? And?" But, yes, then you've already won half, I sometimes say.	Some colleagues revisit emotional issues	Communication with colleagues	Ensure work is emotionally less intense
R: To also work fine again and feel fine again. I: Yes. R: And also a bit of security huh, at work.	Communication of emotional issues makes you work more finely and feel more comfortable	Communication with colleagues	Ensure work is emotionally less intense
R: And yes, you can also think of: "Looking ahead." You can get stuck in it. We have to look for the solution together. And that's not always possible, but you still have to talk about it together.	Working together to find a solution and looking ahead when feedback is given to each other	Perceiving feedback	Ask others for feedback on performance
R: Yes, by also showing interest. If you can't work something out, you call someone in. Because as a helper I am not allowed to take any pills or do any wounds. Yes, and if I notice something or a resident asks me something,	Showing interest yourself by asking for help when you can't do it yourself	Asking for posture advice	Ask colleagues for advice

which of course I sometimes have an answer to, but where I still call in a 3-IG.			
R: My colleague. And then we'll look together at what we can do with it. And yes, there are also trainings given from time to time. Of dementia or yes, to refresh a bit.	Training is provided to refresh	Reason for training	Try to develop professionally
R: And yes, I do think it's a lot huh because of course you already have a whole backpack with experience and stuff and of course you're getting a bit older. And I love doing the work, but I think, it comes, it's quite a lot sometimes.	When you get older and have a lot of experience, schooling is a lot of	Training experience	Try to develop professionally
R: Well because it's very hard to store anyway huh.	Difficult to store new knowledge	Training experience	Try to develop professionally
R: In your head. Or that you have to do a lot anyway. And with the 3-IG and level 2, yes, there is a lot of fiddling. First it's allowed. Then it's not allowed again. And then it is again. And that also makes you a bit restless.	Level 2 is unclear whether or not you should take certain training and this creates anxiety	Admission requirements for training	Try to develop professionally
R: Well, fortunately we do have helpers who are all three on the same page. So then it's also very nice to talk about it.	Helping colleagues are on the same page, so you can talk about it	Bond with colleagues	Ask colleagues for advice
R: I do this with my heart actually to take care of those people as best I can.	I do work with my heart to take care of people in the best way possible	Work attitude	Ensure work is emotionally less intense
R: You don't have to get along with everybody. But anyway, when things come up, we sometimes have, "Oh, I have to go back there today. To that lady or that gentleman." I say, "Oh, come on. Then I'll take that one over from you. I get it. If you've done that for so long, often, in that week I'll do it once." You know. You have to be able to do that too huh.	You don't have to be able to get along with everyone By mutual agreement, delegate tasks to each other if you have often had the same client	Work attitude Communication team	Ensure work is emotionally less intense Manage work to minimize contact with people whose problems have an emotional effect
I: Do you feel that too much training is offered? R: Pretty much. Yes.	A lot of training is offered	Training offerings	Try to develop professionally

I: And you still enjoy doing that in addition to your work? R: Well, I found it, actually I was looking forward to it. And we actually came together. And eventually [name] and [name] joined. And two or three other colleagues from other work environments of the [name]. And then you sit together like that and you talk about it. It's not just activities. It's many more things.	Was looking forward to starring alongside current work	Need for additional tasks	Take on new tasks without receiving salary for it
R: And then you start expanding that. And then that's just wonderful to be involved with that. But then again you have to do all kinds of things. But then I think, yes, well, this is training, this is, is that. I make a balance. You have to try and do that yourself.	Wonderful to be busy with star role Additional training for star role You need to create a balance with additional tasks	Addition of additional tasks Retraining through additional tasks Time for additional work	Take on new tasks without receiving salary for it Try to develop professionally Take on new tasks without receiving salary for it
R: Sometimes the workload, is present, but also still things are required around you. I: Yes. R: And yes, that's quite a lot, I think.	Sometimes there is work pressure, but many extra things are required	Time for new projects	See a chance to start new projects when there is less work
R: Need to check. Yes, I won't stay away from picking things up. But if it's a lot then I'll stay away sometimes too. I: Yes. And why? R: Because then I choose to have that rest anyway.	Does not run away from new things, but sometimes does when it is too much because then there is a need for rest	Need for project participation	Proactively offer as a project employee for an interesting project
R: Well I just have that I do have everything in order and that I just do my hours and that I just also have a lot of overtime. But yes, I can very well indicate my limits and.	Is good at setting boundaries in terms of time	Time for projects	Proactively offer as a project employee for an interesting project
R: Because it's also really nice to just do other fun things huh.	Fun to do new things	Need for projects	Proactively offer as a project employee for an interesting project

R: We do have space because we are allowed to take time for activities and we, or, activities are not. We do get to take space to, we actually have to plan for that as well by the way. And we're doing a really good job of that too now. You learn that too. That you just plan dates to sit down with the star role welfare.	We may schedule projects	Time for projects	Proactively offer as a project employee for an interesting project
R: And then during working hours. And if necessary or after, whatever suits us. But not keep coming back. Just also, and then you pass that on to the planners and they do take that into account.	Projects are during working hours, but don't want to come back for it	Time for projects	Proactively offer as a project employee for an interesting project
R: Actually, they do want to in all disciplines.	Organization wants someone in all disciplines of star role	Filling additional work tasks	Take on new tasks without receiving salary for it
R: And at some point I actually kind of stopped doing that because I thought, yeah, you can't take on everything. You have to do it together.	At some point stopped taking on extra tasks because it has to be together	Collaboration additional work tasks	Take on new tasks without receiving salary for it
R: Yes. Well, but yes, well, if you already had such an example as later, yes, you also have to grow into that, but that's very good that you then indicate your boundaries there. And I will also never discuss it with yourself, but also with others, with others indeed.	Grow in setting and discussing boundaries Grow in setting and discussing boundaries	Personal growth Personal Growth	Make work mentally less intense Ensure work is emotionally less intense
R: And also with your supervisor or huh	Also discuss things in leadership	Communication with supervisor	Make work mentally less intense Ensure work is emotionally less intense
I: Could you do then reduce contact with her? R: That's true. But when it did come back to normal I was like, oh, here she comes again. You know? Or hey, yeah. R: Yeah, really.	Contact with colleague I could reduce, but not always	Escaping colleagues	Manage work to minimize contact with people whose problems have an emotional effect

I: Okay. And are there other things, like work... Yeah, that you make sure that your work is just, yeah, what you're up against that you can get rid of that? R: You can always discuss things huh.	You can always discuss work	Communication team or supervisor	Ensure work is emotionally less intense
R: Well, an example because you get older and things sometimes go less well. That you get back problems or other things. That you then talk to each other about it. And how best to care for the resident.	Discussing together how best to care for client	Communication team	Ask colleagues for advice
R: And then you bring in the ergo, the ergocoach. Then that's someone also from our team.	Bring in Ergo to improve work	Types of colleagues	Ask colleagues for advice
R: And then we go a step further. And then we start looking at, is it indeed so or what is the physical load? Well, you go to one of those training sessions. You get a little refreshed. And then you try to implement these things in your work. But very often you still have to say: "Would you put the bed higher?" Or when changing the bed: "We don't have high beds for nothing, do we? "Oh yes, that's true too." These are often small tips.	To training to refresh work that is not going as well	Reason for following training	Try to develop professionally
R: They did think, I can do that. But I was actually not guided well in this. Because they didn't see me as a student at the time. And so yes, then I actually went swimming and drowned, so to speak. And I actually should have said just, and it was said and done or tried later, but there was nowhere else for me to do an apprenticeship there. I should have just gone to another house or something.	Colleagues overestimated me as a learner because they still saw me as a colleague instead of a learner	Position in team	Try to develop professionally

13.2 Inductive part

paraphrase	**If you discuss with your colleagues that you are experiencing physical discomfort, you will reach out for help and co-thinking**
quote	R: Then you sometimes have that you are tired or that you have it more in your lower back and then you talk about, "Oh, I actually suffer from that too." I say, "But then with those residents or how you help them then huh." "Yeah, it's actually getting pretty... That's actually pretty." I think, yes, but well, then you talk about it and then you achieve

Appendix 14. Transcript interview 6

Respondent: R

Interviewer: I

I: Yes, well, then I actually want to start by thanking you for wanting to help me with this research and

R: Yes, no problem.

I: I sent you a form, consent form whether you give permission for your participation and recording?

R: Yes, quite right.

I: Okay, um, I'm currently studying my master's in business administration.

R: Yes.

I: And for that I'm doing a study on job crafting and this interview would take no longer than 30 minutes. And if you have any questions in between, feel free to ask.

R: Yes, is good.

I: Yes? Okay, then let's get started. Can you describe the nature of your work?

R: The nature of my work?

I: Yes.

R: Um. what exactly do you mean by that?

I: Yes, what you do in your work.

R: What I do in my job, so then I just graduated as a nurse, but I actually work at ZZG, I, um, actually still work as a level three, so to speak. Because, that's my transition certificate from third to my fourth year. Do you then actually, yes, not officially work as level three, but actually work as level three caregiver, so that's actually what I do at ZZG. I'm at there caring, yes, what do I do? helping with people, yes, helping people, I guess.

I: Yes, okay, and can you describe your daily tasks in terms of the tasks you perform that involve contact with other people, such as colleagues and clients?

R: Um, yes, then of course it depends a bit on the day. It's kind of, um, in the morning we always start first with a handover. If we come in at seven o'clock. Well, then you have the the, the interaction with you, with your colleagues, communication in there. And then you actually just start reading by yourself, so then not for a while. And then and then you usually start in the morning with your own route and then you'll visit the different residents like that. Um, with sometimes you only have to do little things. Sometimes you spend a very long time, with all the different requests for help. Um, mostly that have to do with starting the day. Getting dressed, washing, medication, wound care, um, things like that.

I: Okay.

R: Yes, that it is, yes, certainly that it is about half past ten, then we are usually done and then it is just a matter of seeing, indeed, what for, what else needs to be arranged in terms of care around it. Do the doctors need to be consulted, is there anything else that needs to be arranged, does the occupational therapist need to be called in, that sort of thing. And then at a certain point you start working towards the lunch again. Making sure everyone is downstairs, making sure everyone has their medication and the afternoon and then everyone back to the apartment. Making sure who wants to rest on their bed, rest and another round of medication. Yes.

I: Okay.

R: Yes, that's kind of the day shift.

I: Okay. Haha, I didn't know that.

R: And the evening the opposite.

I: Oh, yes, then of course you go everyone.

R: Yes, then then, yes, everyone goes to bed. That indeed, so then you are working towards that again.

I: Do you also work all the shifts?

R: Yes, I run all the shifts.

I: Oh, well nice. Okay.

R: Yes.

I: And what are some tasks that you do on your own? Mostly the caring tasks?

R: Yes, in principle, most tasks you do alone. On some, um, residents that are a little heavier in terms of care, that you do indeed, that it's just easier and safer to do in pairs.

I: Okay.

R: But for the most part you actually work alone, um. What I said, you have your own route that you actually run on the day and in the evening. Then you go to those people yourself. R: Um, yeah, except for a few people.

I: Well, kind of fun. Seems like fun work all the time.

R: Yes, definitely, yes.

I: Beautiful. Sometimes we want to put our own touch slash spin on our work and the way we perform the tasks that fall under it. Can you share how you think you do your job differently than others in similar positions?

R: Oh, I find that difficult. Um, I'm just thinking what would be an example of that because a lot of actions, of course, we just have protocols for. So we also have to carry out exactly how it is, how it is. But of course everyone has their own, um, way. I, yes, I'm just thinking what I do differently than others. I know, yes, I'm really thinking

too, you know. I think it's mainly a piece of how, how, how you set your, um, with your own priorities. So who do you go to first? Who do you go to first? How do you care? Yeah because because of that, especially if you know people a little bit at a time, that just works faster. If you can do that a little bit well. And, um, yeah, there, there especially I think there's a big difference in how people find their own turns, in in the way they act and things like that.

I: Okay.

R: Yes.

I: Because you can decide who you do first, of the residents you have to take care of?

R: Um, yeah, so there's actually a route there, but I don't quite follow the route 100 percent, but I feel like almost nobody does. That's a bit of a guide, so you have a bit of an idea where to go. But in the end I always follow my own route. For example, I also never wake people up early in the morning. If someone is deep asleep, I go to the next one first to see if they are awake or not. Then yes,

I: Okay.

R: Even though that one would be number one

I: Yeah, no, okay, understandable. Um, have you ever heard of the concept of job crafting?

R: Half, I think you explained it a little bit earlier. It's kind of the other tasks that you pick up in addition to your regular work right or so?

I: Um, among other things, I'll tell you, but job crafting is a series of changes that workers make at work to achieve a better match between their needs and preferences in a job. Workers who do job crafting shape their job requirements and resources. So that's basically those tasks and yes, um, the knowledge and time and stuff that you all have, to create a work environment where they can perform best. So in short it means that people can shape their jobs in such a way that they pursue their own needs and desires and so they actually put their own touch on it. And job crafting can be divided into four different dimensions, which are all forms of job crafting. And I actually want to go through each one of them with you one by one and then I'll give some examples of what falls under that. The first one is increasing social job resources and that's actually social resources, people and everything around you. An example is I ask my supervisor to coach me or I ask my supervisor if he or she is satisfied with the work I'm doing, but you can also think of feedback from colleagues. So basically social tools that you can, yes, can use in your work.

R: But rather that you do consciously deploy them, ask them, say?

I: Yes, the question now is for example: Can you address the possibility of participating in this dimensi in your work? So then it's very much about your work and whether you can engage in social job resources.

R: Yes.

I: And can you comment on the possibility of participating in this?

R: Okay, and how, how that is for me as well?

I: Yes, can you ask for feedback from colleagues, supervisor? How do you experience that?

R: Um, yes, yes, yes, I think definitely. Um, I'm just thinking, I never very much. Yeah, I'm official of the flex, lol.

I: Yes.

R: So I never really had a familiarisation period at ZZG either so at the beginning I did ask that from time to time, or at least I did at the recovery center, but not at [name], um, so at the beginning of was that indeed, I found that a bit trickier too. You know because I started something in the night, here you have a phone and success a bit haha. So then it was a little bit: Okay, okay. But, um, yeah, so that's what I'm with, little bit that I miss the familiarization period so to speak. That I never really had that at [name]. But then eventually you still have in between and um um learn more and more about the organization, say knowing [name] and how things work too. Um, yes, so I've had a little half actually and I feel just safe enough now to also ask feedback to colleagues or: how do you do this or how do you deal with that person, resident? Or that for sure. But I especially miss the settling-in period with you because I ended up staying much longer than planned. A little bit of a settling-in period would have been helpful, so to speak.

I: Yes. Haha. And to what extent do you need feedback from others?

R: Um, yes, depends very much on the situation I think. I think, if I indeed find a situation a bit more difficult, eh, then I do find that very important. Um, but I think that, yes, but in between I have to say that I also forget it sometimes and also just to give some positive feedback for example, um, um, even though nobody is actually asking for it, so to speak. So that you can indeed say: well, you handled that well or that, yes. I think that subconsciously you actually find that important.

I: Yes and and does that happen at work? Or?

R: Yes, occasionally, but I say that I also that I need to do that more myself actually.

I: Yes.

R: That you have to be aware of that that it's also good to say once if things have happened right and if things are different, yes.

I: But positive news is often not news, hey, we forget that.

R: Yes, yes, exactly.

I: Yes, okay, and then I'm going to ask you now about the promoting and hindering factors and start with the promoting. So what are things in your work that, um, yes promote that you can use the social job resources, social resources, that you can ask for feedback?

R: Um, let's see. I think überhaput a one, a good team atmosphere and of course that's what they're all working on now too that they have that team session, so that you feel more of a one. And, um, yes, I'm just thinking about what is important here. I do know what is not done here then, but is done in many other locations. Is that you have eight, say after every service just get together with all of them before you start handing over to the next service of.:Well, how, how did everyone's service go? Some days you don't feel like it at all and nothing special has happened. But then again I often did. But I do think that that is important, that it should be done more.

I: Oh don't you?

R: No.

I: Oh, okay.

R: No, in the department actually or non-structural say.

I: Okay.

R: What I say at some locations is it really structural or of. Is it really just that everyone really gets together for a little while and we get together for the handover, but not indeed to go through how did we actually think the day went. And what was done well and things like that.

I: Okay, and what are impeding factors yet to ask for feedback?

R: Eh, well a bit of it, in a way I belong to the team, but also not, haha and I notice that now and then. You know what, even with some things, I'm not part of the team meetings, well, those kinds of things I'm not there.

I: Oh.

R: Those are, of course, moments when you, um, um, talk to each other about these kinds of things.

I: Yes. Oh how crazy.

R: And there, yes, I've never been invited to that, haha, even though I've been around for a year and a half or so.

I: Yes or indicate it once yourself.

R: Yes exactly, but yes, now I'm thinking of: I'm leaving in a week now.

I: Oh, are you going all the way?

R: No, I'm going to travel for two and a half months at least.

I: Okay, fat.

R: And then I come back to the Netherlands, but then I also don't know yet what I want because I do eventually go back to another job, but maybe until that time when I have another job, I just stay in the Flex of ZZG and then I will probably visit [name] again.

I: But fat plans. Okay, then we'll go to the next one. That's about structural job resouces,the structural middle. Have to think about knowledge and and time. For example: I try to develop my abilities or I try to learn new things at work. But you can also think about other things. And can you address the possibility of increasing structural eh work resources, yes, in your work?

R: Um, yes, I'm just thinking. Eh you always have online schooling that is, say, continuous, that eh that I think most, once every two years say must be retested. Eh, so at least you have that in terms of knowledge and things like that. But it's also often a bit of a wait and see as to what kind of care will naturally be provided in terms of residents, on the ward. Um, yes, so that can vary a lot. Sometimes you don't have to do something, certain actions, for example, for a very long time because it just doesn't happen.

I: Yes.

R: You do have that of course in nursing homes the the the real, the nursing operations, there are not extremely many of those.

I: Okay. Do you think that's a shame?

R: Yes, yes, occasionally, but I also like it because I notice then indeed also when they are there. Some people find that. I like to do that, so that I have to do them quite often too, haha.

I: Yes.

R: Then I'm always like: Do I put that catheter again or do I do that or that? R: Yeah, I do like that and. R: Yeah.

I: Yes, okay, Let's see. And and do you also have a desire to learn new things?

R: Um, yes, yes indeed.

I: And what are things you do then?

R: Um, No, for example, I always like to, so say when the wound nurse comes to go with her and that actually takes quite a lot of time because she is quite long always busy. But I often enough gave up my break for that. Just because I thought, yes, I want to see that and learn and, um, I find it very interesting, um, how she does that and what, yes, she, quite often explains things about it and that, yes, also because we have to take care of the wound afterwards. But also just, yes, I like that.

I: Oh yeah, fat. Yes.

R: Also, the direction I do want to go, more towards the wound.

I: Yes, well good to have a look with you then.

R: Yes, exactly yes.

I: See what's new. And, um, now what do you think are facilitating factors in your work that allow you to gain more structural work resources, yes, knowledge?

R: Um, no, kind of what I was saying that that you see multiple disciplines. But I'm saying that you have a wound care nurse, um, you have the the there runs, of course often physical therapists, occupational therapists as well. And so you also all work together and you also learn from them again. You know those little things, that the other day with the physical therapist I put someone in bed better and how to do those again the right techniques and how to best engage the slide sails actually and all those kinds of little things. Um, I think I like that a lot. No, and you then have that that course, that anyway or that online, that e-learnings that you have to do continuously. So that, I think it does. Um, it does just get given, say that, that yes, that your knowledge is up to date and things like that.

I: Yes, okay.

R: Yes.

I: And and what are some of the impediments to doing this?

R: Time.

I: Yes?

R: What I say. Also if, for example, I want to walk with that wound care nurse, that does often take me an hour, which I don't always have because you actually just have to be on the ward as well. Um, you get other calls in between. So especially if we are with not very many staff, is just time that you can't walk along and not, um um, or that you don't have time for the e-learnings at work and then again separate from may you write hours for to make those e-learnings. But that, yes, you have little time at work to sit on that because you just have to, yes, at that time you're just busy with other things.

I: Did you take that into account when you went to work, or does that add up for you?

R: This does come to my mind.

I: Okay.

R: Yes, and it makes a difference, I also work night shifts. And night shifts are in that case, you do have time for the e-learnings, but not everyone can do that because you are mentally more distracted or less focused at night. So, yes, yes, it works for me, but for a lot of people it doesn't work.

I: No. Okay.

R: And not everyone works night shifts.

I: Yes, yes is of course a very different rhythm. You just have to be able to.

R: Yes, that's why and so yes, I also understand that many people can't do that in terms of focus. To then start making an e-learning, that you don't know anything about it the next day. R: Yes.

I: Yes, okay. Do we follow through to the next one. That's about increasing positive, challenging work tasks. If an interesting project comes along, I proactively offer myself as a project assistant. Ff there's not too much to do at

work, I see that as an opportunity to start new projects. And can you elaborate on the possibility of doing this in your work?

R: Um, yes and no, maybe also because I have always seen it as a temporary job and that I am indeed in the flex, I would less easily take on some tasks because they are actually not meant for me as a Flexer. Then I must indeed really be fixed in a team, then of course I can only do something good for the department structurally or within the organization. So at the moment I'm not very busy with that, with the loose tasks indeed.

I: Would you d'r need, would you d'r need?

R: Yes, in the end, yes.

I: And why?

R: What I said, eventually I did, but not engaged in it now, also because yes, I just finished, also with my thesis and yes.

I: And so why do you want to add these extra tasks?

R: Um, bit of an extra challenge, a bit of a sort of, um, yes, but also for example to broaden your own knowledge yes, on one subject or yes, I don't know.

I: Do you feel that if you do your standard work, that it is challenging enough?

R: Um, not at the moment at [name]. But what I'm saying, yes, I'm actually also just an HBO expert, yes, and I'm now working as level three here actually. So but in itself I don't find that extremely bad. I've had a lot of fun lately working slightly below my level, but creating a lot of self-confidence precisely because of that.

I: Yes.

R: In working just and getting used to working. Um, so I definitely don't find that, I certainly haven't found that bad. I find that yes.

I: Well fortunately.

R: Yes, no, yes.

I: Yes, you are still young, will come.

R: Yes, exactly. I actually like that I started working quietly.

I: So besides your studies is also nice right?

R: Yes.

I: Well, beautiful. Let's go, skip the obstructive things, if you don't do that anyway. Um, taking away hindering work tasks. I arrange my work so that I have as little contact as possible with people whose problems affect me emotionally, or I make sure that my work is mentally less intense. So then you actually consciously take away

tasks of which you think: that doesn't suit me or I'd rather not do that. And can you elaborate on the possibility of doing this in your work?

R: Um, But how? How exactly do you mean then, I I?

I: Well, that you can just get rid of, say, tasks that you don't want to do because, yes, it's obviously about adapting your work because you think well, I'd rather not do that whether you can and want to.

R: But which do, say among my standard tasks say are actually.

I: Yes, yes.

R: Or more extra tasks that come your way and then thinking, no, I'm not doing those or yes.

I: Yes, both yes.

R: Both of them, yes, um, I'm sitting for a while, I don't really know what tasks I don't usually do.

I: But could you ask d'r at work of? Could you point it out to people? Are they open to it?

R: I think so, I think that anyway everyone in the team has their own quality and they find some tasks more fun to do than others. And you see that very much. That the one example that is always the one that is always the one, you know, with the bandages always completely clean up. You know I don't do that very often I have to admit. That's not quite my thing, that I see that less well than others. So everyone has their own extra task, say where they pay extra attention.

I: Okay.

R: Yes.

I: And what are, what do you think are supportive factors to reduce work tasks that hinder you?

R: Sorry, one more time.

I: What are supportive and facilitating factors in your work to reduce obstructive work tasks?

R: Um, well, I think mainly: if the group atmosphere is also good in the team. What I say, then you also know indeed that it is also not bad that some people do more that task and if you communicate well about that, eh, then it is not bad at all that some people do other things along than the others. And as long as it's well coordinated.

I: Yes.

R: So if the atmosphere is not good, or you feel easily attacked or eh eh, if colleagues start to nag each other more because: ah who doesn't do that and that yes.

I: Yes.

R: So I think that's very important: how the, how the mutual team atmosphere is in a group, of yes and how you communicate with each other and coordinate with each other who does what tasks and who is good at what, and that you are aware of who, where each other's characteristic, what qualities lie.

I: Yes, do you also feel that you are very dependent on your colleagues?

R: Um, no, yes, a little bit.

I: Yes.

R: Yes, but I think in healthcare you are always dependent on your colleagues. Because you just: yes, you have one task together actually, um, and you all kind of have to accomplish it. And of course you have all separate tasks in between. But basically you kind of have one task together to provide the best possible care. And yes, you do do that together.

I: Yes, understandable.

R: Because if I leave something unfinished, it must be taken up again by the next person. Yes, it's not just that I haven't finished something because sometimes it's just busy.

I: Yes, okay, and, um, what are some impeding factors in taking away impeding work tasks?

R: Um Impeding tasks or what did you say?

I: Obstacles in your work to take away obstructive work tasks.

R: Um, yeah, that's kind of what I was saying, that if you have the mutual atmosphere is bad actually.

I: Okay.

R: If so then, yes.

I: Only that do you see as a limiting factor?

R: Um, yeah, let's see what else. I don't remember.

I: Okay, okay.

R: Yes, yes.

I: That's good. Then we'll move on to the last one.

R: Yes.

I: That's not a dimension anymore, but can you give me some examples of job crafting that you've applied in your work or that you've seen someone else apply, that you thought well that was successful?

R: Um, well, good question. Um, I'm sitting for a moment, um. Tricky. I'm just thinking about what, what, what exactly, what you include in addition. What I said I also do not know exactly what tasks, from which, with whom you all belong. I don't know for a moment.

I: Have you seen something yourself with a colleague that made you think, well, I'd like to do or pick that up later as well?

R: Um, Yes, just thinking.Um, no, I don't know what I'm doing for a moment. Yes, I'm also still a bit half. I think that the whole term, even if it's still a bit tricky to hear, that what exactly falls under that completely.

I: Yes, I think so myself. Yes.

R: Yes, of yes, the very specific things I see indeed what I'm saying, some of them really have extra kind of extra duties, um, but that's kind of distributed at all like that. I do think, for example, very well that [name] joined the ORT a while ago. That is in the yes, you can also tell about that and indeed, eh, kind of stand up for the interests of indeed you know cared for staff. I think that's very good of her. I thought it was very sweet, I don't know if you know, but on on on, the seat is on five now, hey.

I: Yes.

R: From ward three, four, five, and then in dr own free time just went with the daughter stuff, one, made a nice seating area and things like that.

I: Oh.

R: Yes, you know that that, I don't know if I would have done that myself, so to speak, but I do think it's very clever and very, um, you do try that indeed. Then you do have a real best for it, so to speak.

I: Yes, wow.

R: [Name] I saw come in with her daughter. They went up the corner for a while, Yes.

I: How nice.

R: Yes.

I: And yes, da da da then the very last question: can you also mention things you have seen in colleagues or in yourself, of which you think: ou, I would not make that adjustment myself in my work?

R: Um, just thinking. Not very specific, I guess. Um, what I said: I do think that certain tasks must suit you as well. I do see a few people in the department that I think: ooh, I don't know if it was wise for you to take on this extra task. That it actually creates a lot of stress for you, eh, and that that is also, yes, yes. Not conducive to the team, but also not to yourself and, um, more sort of careful not to take on too much at times if you can't handle it at the time.

I: No.

R: I do see that in a few people. That they actually want to do too much, but that that's actually not possible anymore.

I: Yes.

R: Then I think keeping a little more calm in yourself and taking a step back and then not doing that task for a while. Then the task with a lot of effort and stress, and yeah, yeah.

I: Well okay. Um, let's see. That's the end of it. Do you have any questions or tips?

R: Um, no, I don't think so. I do think it's a fun topic, but also a difficult topic. Or not.

I: Yes.

R: To make it as concrete as possible, yes.

I: Yes, I notice that too.

R: Yes, that I myself sometimes find it difficult to indeed of what does it specifically entail and what are indeed the different, yes.

I: Yes, I understand.

R: That it does represent a topic where it is perhaps a little underexposed indeed

I: Yes.

R: Is that maybe good that there is extra attention to that, and yes.

Appendix 15. Coding interview 6

15.1 Deductive part

Transcript Interview 6	Descriptive code	Thematic code	Pattern code
R: What I do in my job, so then I just graduated as a nurse, but I actually work at ZZG, I, um, actually still work as a level three, so to speak. Because, that's my transition certificate from third to my fourth year. Do you then actually, yes, not officially work as level three, but actually work as level three caregiver, so that's actually what I do at ZZG. I'm at there caring, yes, what do I do? helping with people, yes, helping people, I guess.	Am level four, but work as three	Education level	Use capabilities to the fullest
R: But for the most part you actually work alone, um. What I said, you have your own route that you actually run on the day and in the evening. Then you go to those people yourself. R: Um, yeah, except for a few people.	Largely, you only work down a walking path	Allocation of tasks	Make own decisions about how to do things
R: Oh, I find that difficult. Um, I'm just thinking what would be an example of that because a lot of actions, of course, we just have protocols for. So we also have to carry out exactly how it is, how it is. But of course everyone has their own, um, way. I, yes, I'm just thinking what I do differently than others. I know, yes, I'm really thinking too, you know. I think it's mainly a piece of how, how, how you set your, um, with your own priorities. So who do you go to first? Who do you go to first? How do you care? Yeah because because of that, especially if you know people a little bit at a time, that just works faster. If you can do that a little bit well. And, um, yeah, there, there especially I think there's a big difference in how people find their own turns, in in the way they act and things like that.	Many protocols for operations	Fixed tasks	Make own decisions about how to do things

R: Um, yeah, so there's actually a route there, but I don't quite follow it 100 percent, but I feel like almost nobody does. That's a bit of a guide, so you have a bit of an idea where to go. But in the end I always follow my own route. For example, I also never wake people up early in the morning. If someone is deep asleep, I go to the next one first to see if they are awake or not. Then yes,	You walk a route, but do not follow it completely	Fixed tasks	Make own decisions about how to do things
R: So I never really had a familiarisation period at ZZG either so at the beginning I did ask that from time to time, or at least I did at the recovery center, but not at [name], um, so at the beginning of was that indeed, I found that a bit trickier too. You know because I started something in the night, here you have a phone and success a bit haha. So then it was a little bit: Okay, okay. But, um, yeah, so I'm with that, bit that I miss the familiarization period so to speak. That I never really had that at [name]. But then in the end you still have in between and eh eh learn more and more the organization, say getting to know [name] and how things work too. Eh, yes, so I've had a bit half actually and I feel just safe enough now to also ask feedback to colleagues or: how do you do this or how do you deal with that person, resident? Or that for sure. But I especially miss the settling-in period with you because I ended up staying much longer than planned. A little bit of a settling-in period would have been helpful, so to speak.	You get to know more and more about the organization and how it works Feel safe enough to ask for feedback Ask colleague how they do something	Work Experience Safety team Ask for advice	Try to learn new things at work Ask others for feedback on performance Ask colleagues for advice
R: Um, yes, depends very much on the situation I think. I think, if I indeed find a situation a bit more difficult, eh, then I do find that very important. Um, but I think that, yes, but in between I have to say that I also forget it sometimes and also just to give some	Find asking for feedback important, if a situation is a little trickier	Importance of asking for feedback	Ask others for feedback on performance

positive feedback for example, um, um, even though nobody is actually asking for it, so to speak. So that you can indeed say: well, you handled that well or that, yes. I think that subconsciously you actually find that important.			
R: Um, let's see. I think at all a one, a good team atmosphere and of course that's what they're all working on now too that they have that team session, so that you feel more of a one. And, um, yes, I'm just thinking about what is important here. I do know what is not done here then, but is done in many other locations. Is that you have eight, say after each service a little bit of a get together before you start to carry over to the next service of: Well, how, how did everybody's shift go? Some days you don't feel like it at all and nothing special happened. But then I often did that again. But I do think that somewhere that is important, that it may be done more.	A good atmosphere is important for soliciting feedback Have team sessions to become more of a unit within the team	Team atmosphere Team atmosphere	Ask others for feedback on performance Ask others for feedback on performance
R: Eh, well a bit of it, in a way I belong to the team, but also not, haha and I notice that now and then. You know what, with some things, I am not part of the team meetings, well, all those kinds of things I am not part of.	Sometimes belong to team and sometimes not due to flexible work Flex worker may not attend team meetings where feedback may be requested	Role within the team Possibilities of asking for feedback	Ask others for feedback on performance Ask others for feedback on performance
R: Um, yes, I'm just thinking. Eh you always have online schooling that is, say, continuous, that eh that I think most, once every two years say must be retested. Eh, so at least you have that in terms of knowledge and things like that. But it's also often a bit of a wait and see as to what kind of care will naturally be provided in terms of residents, on the ward.	Online training courses Training depending on what care is needed in terms of residents	Types of training Types of training	Try to develop professionally Try to develop professionally

Um, yes, so that can vary a lot. Sometimes you don't have to do something, certain actions, for example, for a long time because it just doesn't happen.			
R: You do have that of course in nursing homes the the the real, the nursing operations, there are not extremely many of those.	Are not extremely many nursing care operations in a nursing home	Diversity of work tasks	Try to develop capabilities
R: Yes, yes, occasionally, but I also like it because I notice then indeed also when they are there. Some people find that. I like to do that, so that I have to do them quite often too, haha.	Enjoys doing challenging nursing procedures	Challenging work tasks	Use capabilities to the fullest
R: Um, No, for example, I always like to, so say when the wound nurse comes to go with her and that actually takes quite a lot of time because she is quite long always busy. But I often enough gave up my break for that. Just because I thought, yes, I want to see that and learn and, um, I find it very interesting, um, how she does that and what, yes, she, quite often explains things about it and that, yes, also because we have to take care of the wound afterwards. But also just, yes, I like that.	Like to go with wound care nurse, but it takes a lot of time.

Gives up break to go with wound care nurse | Interested in additional tasks

Time for additional tasks | Try to learn new things at work

Try to learn new things at work |
| R: Um, no, kind of what I said that that you see multiple disciplines. But I'm saying that you have a wound care nurse, um, you have the the there runs, of course often physical therapists, occupational therapists as well. And so you also all work together and you also learn from them again. You know those little things, that the other day with the physical therapist I put someone in bed better and how to do those again the right techniques and how to best engage the gliding actually and all those kinds of little things. Um, I think I like that a lot. No, and you then have that that | Find it challenging to see multiple disciplines

Learns together and from other disciplines | Seeing different disciplines

Seeing different disciplines | Try to learn new things at work

Try to learn new things at work |

course, that anyway or that online, that e-learnings that you have to do continuously. So that, I think it does. Um, it does just get given, say that, that yes, that your knowledge is up to date and things like that.			
R: What I say. Also if, for example, I want to walk with that wound care nurse, that does often take me an hour, which I don't always have because you actually just have to be on the ward as well. Um, you get other calls in between. So especially if we are with not very many staff, is just time that you can't walk along and not, um um, or that you don't have time for the e-learnings at work and then again separate from may you write hours for to make those e-learnings. But that, yes, you have little time at work to sit on that because you just have to, yes, at that time you're just busy with other things.	Walking with other discipline takes time you don't have

No time for e-learnings at work, but are allowed to write hours for them | Time for extra work

Time for training | Try to learn new things at work

Try to develop professionally |
| I: Did you take that into account when you went to work, or does that add up for you?
R: This does come to my mind. | E-learnings are in addition to expected work hours | Time for training | Try to develop professionally |
| R: Yes, and it makes a difference, I also work night shifts. And night shifts are in that case, you do have time for the e-learnings, but not everyone can do that because you are mentally more distracted or less focused at night. So, yes, yes, it works for me, but for a lot of people it doesn't work. | On night shift, more time for e-learning | Time for training | Try to develop professionally |
| R: Um, yes and no, maybe also because I have always seen it as a temporary job and that I am indeed in the flex, I would less easily take on some tasks because they are actually not meant for me as a Flexer. Then I must indeed really be fixed in a team, then of course I can only do something good for the department structurally or within the organization. So at | Is less likely to take on some tasks due to flexible work | Interested in additional tasks | Take on new tasks without receiving salary for it |

the moment I am not very busy with that, with the loose tasks indeed.			
R: Um, bit of an extra challenge, a bit of a sort of, um, yes, but also for example to broaden your own knowledge yes, on one subject or yes, I don't know.	Additional tasks provide a bit of extra challenge Additional tasks allow you to broaden knowledge	Motivation additional tasks Knowledge Broadening	Take on new tasks without receiving salary for it Try to develop capabilities
R: Um, not at the moment at [name]. But what I'm saying, yes, I'm actually also just an HBO expert, yes, and I'm now working as level three here actually. So but in itself I don't find that extremely bad. I've had a lot of fun lately working slightly below my level, but creating a lot of self-confidence precisely because of that.	By working below level, a lot of self-confidence came	Education level	Use capabilities to the fullest
R: Um, well, I think mainly: if the group atmosphere is also good in the team. What I say, then you also know indeed that it is also not bad that some people do more that task and if you communicate well about that, eh, then it is not bad at all that some people do other things along than the others. And as long as it's well coordinated.	If the team atmosphere is good, you can divide tasks among yourself In a good team atmosphere, you can communicate with each other about task distribution	Communication colleagues Communication colleagues	Make work mentally less intense Manage work to minimize contact with people whose problems have an emotional effect
R: So if the atmosphere is not good, or you feel easily attacked or eh eh, if colleagues start to bitch more at each other because: ah, who doesn't do that and that yes.	If the atmosphere is not good, people feel attacked more quickly and start pissing on each other more	Team atmosphere	Ensure work is emotionally less intense
R: Yes, of yes, the very specific things I see indeed what I'm saying, some of them really have extra kind of extra duties, um, but that's kind of distributed at all like that. I do think, for example, very well that [name] joined the ORT a while ago. That is in the yes, you can also tell	Additional type of tasks are distributed	Division of work tasks	Take on new tasks without receiving salary for it

about it well and indeed, eh, kind of stand up for the interests of indeed you know cared staff. I think that's very good of her. I thought it was very sweet, I don't know if you know, but on on on, the seat is on five now, hey.	Being in a project group allows you to advocate for interests of caregiver staff	Project Group Interests	Proactively offer as a project employee for an interesting project
R: Um, just thinking. Not very specific, I guess. Um, what I said: I do think that certain tasks must suit you as well. I do see a few people in the department that I think: ooh, I don't know if it was wise for you to take on this extra task. That it actually creates a lot of stress for you, eh, and that that is also, yes, yes. Not conducive to the team, but also not to yourself and, um, more sort of careful not to take on too much at times if you can't handle it at the time.	With some people, it has not been wise to do a certain extra task because it is stressful and it is not conducive to the team	Being able to handle additional work tasks	Take on new tasks without receiving salary for it
R: I do see that in a few people. That they actually want to do too much, but that that's actually not possible anymore.	Some colleagues want to do more than goes	Being able to handle additional work tasks	Take on new tasks without receiving salary for it

Appendix 16. Transcript interview 7

Respondent: R

Interviewer: I

I: Then I want to thank you for agreeing to help me with this interview. I have sent you a consent form, but as I saw, you have already filled it out and given your consent to participate and record the interview. Um, I'm currently studying my master's at Radboud University, business administration. And for that I'm doing a research on job crafting and this interview will take about 30 minutes. And if you have any questions, feel free to ask them during the interview.

R: Yes.

I: Um, then we'll get started. Can you describe the nature of your work? What do you do at work?

R: Um, yes, I am, um, I work as a caregiver. Um, and the nature of my job is actually to um the residents that I provide care for, um, yes, to live in as pleasant, yes healthy, yes living environment um as possible.

R: And then for me it means that I, um, make sure that they, yes, can be washed, the daily adl activities, but also medication and nursing technical actions, um, yes, so that they are in as good condition and health as possible.

I: Okay.

R: Yes.

I: And can you describe your daily tasks in terms of the tasks you perform that involve contact with other people, such as colleagues and clients?

R: Ugh wait, that's a really long question.

I: Tasks that you perform, say, together with colleagues or clients.

R: Okay, um, yes, in the team, yes, yes, we actually try, um, through star role holder say to look. Because we all have areas of focus so for example quality, um, team affairs, um welfare. So we actually have a whole package of all kinds of focus areas that we then flesh out with colleagues. I, for example, am the star quality person, so I look at quality issues in the field of health and, eh, on the shop floor. Yes, so yes, we all actually look at certain things from a different perspective.

I: Okay.

R: But trying to have that also with each other about that, how everyone stands in that themselves.

I: Yes

R: And how who experiences that, um, yeah, I, I, I find it hard to answer your question. Maybe, but.

I: No, this is fine.

R: Yes?

I: Yes. I hear so many answers of course. I do find it interesting that way that everyone says something different.

R: Yes.

I: And can you name some tasks that you only do when you're working?

R: Yes, these are very practical things, eh, like yes, real adl operations so help residents, accompany them with dressing or changing clothes, eh, but also administrative things. So reports of what you observe, but also calling the GP, eh, contact with specialist geriatric medicine because of course they have different treatment methods in the house. Um, so actually that, very practical things. But also, yes, also look beyond the observation sometimes, so also think further. But often the nurse in our team also does that, eh, so we also often ask questions. Or, eh, yes, and she is also the one who is our point of contact if we really see things that we think: okay, we don't quite understand, what should we do with that kind of thing.

I: Okay, and sometimes we want to put our own touch slash twist on our work and the way we perform the tasks that fall under it. Can you talk about how you think you do your job differently than others in similar positions?

R: Ugh, so. What a question, too.

I: Um is it about my own role, or?

R: Yeah, just maybe you do things in a certain way that others might not do that way, that you think, well, that works for me.

I: Okay, um, yes, I always try to keep my work, yes, as close to myself as possible, so to keep it personal. But at the same time to create a distance so that you can remain somewhat professional. Um, but I do think it is very important to give warm care. That's really sitting close to a resident and quietly observing what exactly is going on with that person and also being able to listen well. I think that's very important. n not very busy and all sorts of things in the meantime, or venting your own opinion on things. Eh, so maybe, yes, I do think that that is my strength, what distinguishes me from another care provider. I don't know.

R: Okay.

I: I do think, we also had a lot of team sessions the other day or a lot, we've had two so far with our team and yes, I think there are a lot of different types, yes, people and colleagues on the team who do it again in a different way. Yeah.

R: Yes, that's okay of course.

I: Yes definitely.

R: Yes, have you ever heard of the concept of job crafting?

I: No, actually never.

R: Okay. Well, job crafting is a series of changes that workers make at work to achieve a better match between their needs and preferences in their jobs. Workers who do job crafting shape their job requirements and resources, so basically your tasks and the knowledge and so on that you have and time, to create a work environment in which they can perform better. So in short it means that people can shape their jobs in such a way that they pursue their own needs and desires and so they actually put their own touch on it. And job crafting can be divided into four different dimensions. And I actually want to go through all four of them with you and then I'll name them, explain it and also give some examples and then I'll ask some questions about that, also for your experience with that.

I: Okay.

R: Then start at we start at increasing social job resources. And job resources are actually the resources that you have in your work. Think time, think knowledge, colleagues. Um, so increasing social job resources. Um, examples of that are: I ask my supervisor to coach me or I ask my supervisor if he or she is satisfied with the work I'm doing. But you can also think about that you ask colleagues for feedback, for example. So purely the social means. Can you elaborate on the possibility of participating in this dimension in your work?

I: Yes, we have just all been appointed say that those opportunities are all there.

R: Okay.

I: And yes, those are definitely there now. I, I also think that there is not yet very much use of it, if I may say so myself because I also think that in my opinion there is not yet enough safety in the team that I am currently working in to do that, for to really ask for feedback. It's given, um, but that's often not asked for either, so and then also at a time when you're not open to it yet, or so is often done as well. So unannounced. Um, but I do see possibilities to that our team coach can coach in certain things, um, so I do think there are possibilities.

I: Okay, and have yourself.

R: Does that answer your question?

I: Yes, definitely. Do you need feedback yourself?

R: Yes, I certainly do need feedback. Um because, um, yes, I'm just doing my job, so to speak, but at the same time I've often been in a situation where there were many colleagues on the work floor at the same time, so then you also work with several colleagues for a certain amount of time. So then it's easier to talk about how things went.

I: Yes.

R: Now I work with one other colleague during the evening or the day. So that's different, but then I like to be able to give or receive feedback.

I: Yes

R: But it's not, not really done very much.

I: Okay.

R: No.

I: And what do you think are some facilitating factors in your work environment that would allow you to, um, yes ask for feedback?

R: Well, if you have doubts about whether you have handled a situation well. Eh that you can then communicate with each other for a moment of: gosh, I just experienced this. How should, should I, should I have handled it differently? Or how would you have done it? Or how did you think it went today or tonight? and or f just from: well, I worked well. Or well, I didn't really work that well or anything. You know, you can just say that to each other and it's also without judgment, or the person or situation itself. But yes, that's just because you can express it then.

I: Yes

R: Yes.

I: Okay, and what do you think are some of the limiting factors in your work that keep you from asking for feedback?

R: Yes, yes, if I have to be very honest, is what people themselves do not know how to give feedback. Um, so that there is actually often no sense of security, so to speak. To be able to open up from within yourself, but also to others. Really super important in my opinion because if that is not there, then yes, you can have the feeling that you hurt another person or so, that you also make it personal. But also that you can't be open to that yourself yet because you don't know yet, okay, I can get feedback now, so that you really grab the moment together that now is the moment that feedback can be given. That it is clear to the parties, that you prepare for it a little bit. Um, yes, I think so.

I: Okay, well, thank you very much. Good answers. Let's go to the next one. That's increasing structural job resources, structural resources for example. I try to develop my capabilities or I try to learn new things at work. Can you go into the possibility of increasing your structural job resources in your work?

R: One more time, sorry.

I: Can you comment on the possibility of increasing your structural work resources? Then you really have to think about doing new things or, for example, continuing education, creating more knowledge.

R: Whether I can contribute anything to that myself.

I: Oh no, how you see that at work, whether you can do that.

R: Um, yes, yes, I think, um, if you yourself notice if you come across certain repeated things in your work of which you think: oh, this is really something that I run into continuously. For example, with patient elevators or

with the use of certain aids. I do think, yes, there would be possibilities to really change that. That you know how to work with them or that you receive a regular update from colleagues who have a special interest in them or something. That you, yes, that, that would certainly be a possibility, I think. Where I now often encounter something, um, and that's also super important because I also notice that there are often quite a few complaints, physical complaints, in there. Um, so I think it's very good to get something from colleagues on a regular basis, some kind of training or something. Or even if it's just a short explanation of how it works again? Or.

I: Because for your feeling, then, that's too little now?

R: I personally think so because yes, the burden of care is just increasing. Yes, and at the same time there is also a certain amount of time in which certain things have to be done. And often I see that colleagues, but also I do it myself, that I just do it quickly in that way. While, yes, if you know what tools there are and how to use them properly, then you might benefit from them a lot less, in the end a lot more. Or so, for yourself, for your own body or yes.

I: Yes.

R: Just busy in healthcare and stuff. But yeah, yeah, I think that's kind of underestimated or something. Of that it does seem important to repeat from time to time or so or get a little more time and attention for it. Yeah.

I: Okay, and are you taking any courses or continuing education yourself?

R: Yes, I did want to take the PCR test, for example, but at the time the training did not take place. And now I'm here all the time, it's always given on certain days, the training and then I can't and then, well, it's just like that while I would really like to. For example, that I would be able to take it. Um, yes, so I'm also looking now at quality, for example, we're also looking at what's going on at work and what people need. So, for example, paliative care and so on, so that yes, that is also followed jointly. But personally, eh, I would also have to go and see if I haven't quite mastered nursing tasks, that I also follow e-learnings for that. Um, I'll have to look into that again soon.

I: Yes. To what extent do you feel you can voluntarily, um, attend continuing education?

R: Well, it's actually not that high in my opinion. It's not necessarily mentioned much in team meetings. Um, it is really, it is assumed that you yourself take the initiative and see what you need and that you yourself. Yes, immerse yourself in it.

I: And then also do you have a requirement of? Of how much do you have to have done by the end of the year, or not that?

R: Yes, that's a good question, I would actually have to take another look at that because I have just entered the star role myself, but I really don't know all the ins and outs of it yet, but I do know that there are a number of mandatory trainings that have to be followed. Um, but also yes, we have a document that states exactly who still has to follow which trainings and e-learnings.

I: Okay.

R: We do have that, we keep track of that and then you can see exactly: oh, that person still has to, um, or in a year's time do those e-learnings again because, um, yes, too much time has passed. Or yes, so we do keep track of that.

I: Okay. And what do you think are the facilitating factors that allow you to develop your capabilities in your work?

R: Oh, um, can you just repeat it one more time?

I: What do you think are facilitating factors in your work to, um, develop your abilities?

R: Um, yes, promoting factors. I think yes, safety is very important. Um, I also think, yes, that through safety you can also just be who you are so still, yes, you can actually say what's going on in you, but also that you can name what you see happening. So I think that's really super important.

I: Do you feel like you can be yourself at work on your current team?

R: No, not necessarily, but I do think that will come because yes, we have had quite a change in our team, eh, but that really has to be cultivated all over again and at the moment it is not there yet. But I do think the possibilities are there that it can come about. Yeah.

I: Okay, and what do you think are the limiting factors that prevent you from developing your abilities or implementing new things in your work?

R: Um, yes, also a good one. I think that has to do with that too, meekness. Because, yeah, if you don't say or can't think what you see or, but also what you think yourself, then yeah, you probably miss a lot of dingy. You can improve, also in healthcare. Um, yes, I also think that, yes, that that is also very important, that the information is also transferred properly, so that you know what the possibilities are. Um.

I: Is that right at the moment? Is that right at this moment?

R: Well, I also think some improvement is allowed.

I: Okay.

R: For example, there are also a lot of e-mails, a lot of reports and sometimes it's so confusing, even in a care process, for example with a resident alone that there are so many reports, that I sometimes think: but how can you actually get something concrete out of this for yourself? Something that is really important. So information transfer, but also communication via email or whatsapp. Also within my team or you know and yes, also through the work email. Sometimes I think: how do you keep track of all that in concrete terms?

I: Yes.

R: Because if I have a week of vacation, for example, yes, I don't go, yes, I try not to read my mail in my vacation, but yes sometimes I also think: if I don't do it, then I miss a lot again.

I: Oh, gosh.

R: Yes, it's also healthy to just not look at your email, work emails for a week.

I: Yeah, sure. Okay.

R: Yes.

I: Then we go to the third one. That's about increasing challenging work tasks. Um, those are, for example: if an interesting project comes along, I proactively offer myself as a project officer. Or if there's not too much to do at work, I see that as an opportunity to start new projects. And can you elaborate on the possibility of doing this in your work?

R: Um, yes, I do think that there are a lot of opportunities for me to take the lead in certain things. Um, I also see that certain colleagues do that very much already or yes, well, not every colleague, I do see that especially in our team very much one colleague does that. Um, yes, I definitely think that the possibilities are there and that it is really appreciated when someone does that. Um, I also see that if you do that, you have to be able to put in a lot of time. Um, so yes, I, I do think that the possibilities are there, but you have to create them, the circumstances after which you have to create them yourself. So yes, you must then really indicate: I am doing this and I need time for this. And yes, maybe even outside your own working hours to do that. So it's, it's possible. Yeah.

I: Okay, and what do you think are some of the promoting factors that you see in your work that allow you to take on more challenging work tasks?

R: Um, yes, do have support from your colleagues in that. Yes, I also think you need it to really have the involvement of your colleagues as well, so that they, so that you also know that what you're doing is going to work. Yes, but also the time to be able to do it.

I: Yes. Do you have one at the moment?

R: Myself?

I: Yes in your work.

R: No, I don't think so, but maybe that's also because I work 20 hours a week and I notice that when I'm on duty, I often don't have the space to really pick up certain things. But there are moments where I think: this is also a moment where I can really work out my own tasks, which I do next to the care. Um, but this is not always, in my opinion, now, no.

I: Okay. And what do you think are other impediments to increasing the number of challenging work tasks? So what's actually stopping you from doing additional challenging work tasks for you?

R: Um, wow good question. Yes, I also often think, eh, when I see that colleagues around me are already busy and I try to do that myself, I think: okay, I can do this, then, what I see, what I think of myself, well, I'm going to clean up all that mess in the hallway for example, you know, otherwise it's just there. Yes, and then I think: well,

I'll just do that then. And then other colleagues are busy with something else. So it's often like: yes, I'll do something myself or something like that. And then I think, yes, it would be more convenient if we could all do it together, then it would be done faster. But then again, if everyone finds something else more important than that, then yes, eh, yes, I don't know. Everyone might think something else is important or something so that you then also tend to do it: okay, I'm going to do it, but I don't know if it can be done completely or something. You know, how it's going to work out. So it might be nice if you could all take on one task completely and then it would definitely work. I'm just giving an example, you know.

I: Yes, no, I understand.

R: So yeah, think that's kind of important, that you can actually expect from, from others on your team that you can get help there too, so that it's going to work out or something.

I: Yes.

R: Yes, you do have, you can do it yourself, or want to do it all the way, but at the end of the day, you all have to do it too.

I: Yes, so I understand. Okay, let's go to the last one. That's taking away obstructive work tasks. For example: I arrange my work so that I have as little contact as possible with people whose problems affect me emotionally. Or I make sure that my work is mentally or perhaps physically less intense. Can you elaborate on the possibility of doing this in your work? To what extent can you take away hindering work tasks?

R: Oh, um, so you mean actually, um, sorry. Yes, the question is quite long in fact.

I: To what extent can you let your obstructive work tasks, um, diminish in your work?

R: Yes, I also think it's important to name what you encounter or what you've encountered with colleagues, that you can share it. Um, that is actually already very important to me to have an empty head, yes, empty head, just that you can go home again in a nice way.

I: Yes.

R: Um, yes.

I: Do you, do you ever ask colleagues not to do a certain task? Do you have room for that?

R: To not carry it out?

I: Yes, that you say for example: well, my back is bothering me today. It doesn't work that way.

R: In such a way. Yes, that space is definitely there. Um, yes, there certainly is. I think especially if someone is physically not quite right, for example, that, um, at the moment in my team there is a lot of understanding for that. But I do think, if you look at it in a completely different way, what if there is something psychological or so on, that there is much less understanding for that. I think that, yes, that that part of it is still quite underestimated or so.

I: Okay.

R: And that's actually what I think, There have been quite a few changes in the team. But I think that, yes, the mental burden, so to speak, which can also come from the private situation, is much less visible. But if you really have something physical, for example you suffer from back problems and you tell your boss about it, there is a lot of room for each other.

I: Okay, yes. And so what are facilitating factors that will allow you to reduce your work tasks in your job?

R: Um.

I: But that you see in your work, right. What facilitating factors do you see in your work that would allow you to reduce your hindering work tasks?

R: Yes, yes, maybe. Yes, I don't know if I have the right answer or yes. Or whether it's an answer hear. By delegating more or something.

I: Yes.

R: Shifting work off to yes, to helping, um, that could be. But at the same time, sometimes it doesn't feel at all like that's actually possible, like I can do it. More, some situations you just can't delegate everything.

I: No.

R: So yes, that is one one, one thing, of which I think: there is a possibility in that, yes.

I: Yes. And what are currently hindering factors, um, to reduce those hindering work tasks? What do you see at work right now, for example, in your team, that prevents you from reducing obstructive work tasks?

R: Yes, I also think, eh, that I, that there is quite, eh, yes, I, yes, I do notice that there is quite a lot going on, say so in the private situation of, eh, colleagues, which sometimes gives me the feeling that if I ask for something extra or something like that, that that is already a burden or something.

I: Yes.

R: While, yes, that is my own interpretation.

I: Yes, I get that.

R: Um, that, but also there's just been a lot going on now with the move. There's just a lot going on or something, you know. So then a lot of times you already feel like maybe you can ask for a little too much already. Then yeah.

I: Okay, then I'll go to two more general questions.

R: Yes.

I: Can you give me some examples of job crafting that you have used in your work or that you have seen someone else use in their work that you think were successful?

R: Um, good one, yeah. Do I really need to think about it or something.

I: It's all about those four dimensions. For example, someone who takes on extra tasks, someone who actually wants fewer tasks. Or someone who takes additional training, or someone who just asks for feedback.

R: Well, I do see, um, that one colleague on my team really does take the lead in the move, so she does take on a lot of extra tasks. Eh and she also chooses that completely consciously. Um, so I see that really happening and she really wants to do it all in tip-top shape. And she, yes, doesn't let the situation, eh, she really wants to create the situation herself, that it's all arranged the way she sees it. Eh, and, yes, does not use any external parties per se anymore, eh, who can also mean something in that. Yes, so arranges everything herself. Um, so I can see that happening.

I: Do you feel that is a successful addition in her work?

R: Yes, I think so, but at the same time I also just see a very bad pitfall in it.

I: And what trap?

R: But then again, that's just different for everyone. So I can, yeah, I find it hard to keep an opinion of my own from that again.

I: No, but I do understand what you mean. Everyone looks at it so differently.

R: Yes, but I think, say, it's super that that someone takes the lead in that, otherwise it doesn't happen. And they don't let it depend on others either. So what happens, a lot actually happens. But at the same time I also think that, yes, if you are going to stand in the elevator with heavy stuff and move everything, yes, that can't actually be your job, to do all that yourself.

I: No.

R: Also in your own free time, so I can see a pitfall in that as well.

I: Yes.

R: Yes, look, if someone does choose to do that completely and stands behind it one hundred percent yes, who am I to say that it can't be done or anything. But yes, I do see that happening. I also see colleagues taking fruit for residents, for example.

I: Oh.

R: Yes, super sweet, but I also think of yes, that professional distance you have to take in there again. For example, the family must arrange their own shopping. And yes, I, I, yes, I personally find that quite a bit further, while I also find it a very nice gesture. Eh, but I see that it does happen. Yes, it does, that piece of taking the lead in the, in the say in the arranging of things, but also really for the residents themselves for example. Yes, I, yes, I see that happening in our team, yes, that happens quite a lot.

I: Yes.

R: And that's also very positive, but also think of: Yes, is it then also expected of me to do that? You know?

I: Yes, I understand.

R: I guess that's tricky again or something.

I: Yes, I had one more question about what you just said. For example, what are? What might be advantages for your colleague to be so involved in the move?

R: Benefits?

I: Yes, for her, to then take on such a task.

R: Yes, I think it's also, um, that it's something very positive to just bring about a change.

I: Yes.

R: Do you think that, that person also really has a vision, say in how they want it to be, the work. Yes, and I think we can benefit quite a bit from that. To put it in black and white because someone actually has to do it and at the same time, I think: yes, if that is the person, who also wants to do it, then I fully support that, you know. And, and for her I think it's a very nice distraction.

I: Yes.

R: I think. And that she also just likes to do it.

I: Okay. Then we're at the end. Do you have any questions or tips?

R: Um, not necessarily. Um, sometimes I found the questions a bit, well, maybe that's just me, but I did find them a bit complicated. Sometimes I had to think about what you meant exactly, but I think that's also because the whole subject of job crafting is new. But I did find it interesting.

I: Okay.

R: Very nice. Also very much, yes also fits very much into how we are in our work. It does really very much relate to how we do our work as well and what we do. That's kind of nice.

I: Okay, good to hear.

R: Yes.

Appendix 17. Coding interview 7

17.1 Deductive part

Transcript Interview 7	Descriptive code	Thematic code	Pattern code
R: Okay, um, yes, in the team, yes, yes, we actually try, um, through star role holder say to look. Because we all have areas of focus so for example quality, um, team affairs, um welfare. So we actually have a whole package of all kinds of focus areas that we then flesh out with colleagues. I, for example, am the star quality person, so I look at quality issues in the field of health and, eh, on the shop floor. Yes, so yes, we all actually look at certain things from a different perspective.	Everyone has a field of interest, a star role	Distribution of additional tasks	Take on new tasks without receiving salary for it
I: Okay, um, yes, I always try to keep my work, yes, as close to myself as possible, so to keep it personal. But at the same time to create a distance so that you can remain somewhat professional. Um, but I do think that it is very important to give warm care. That's really sitting close to a resident and quietly observing what exactly is going on with that person and also being able to listen well. I think that's very important. n not very busy and all kinds of things in the meantime, or venting your own opinion on things. Eh, so maybe, yes, I do think that that is my strength, what distinguishes me from another care provider. I don't know.	Create a distance with client that you can remain professional	Emotional bond	Ensure work is emotionally less intense
I: And yes, those are definitely there now. I, I also think that it is not yet very much used, if I may say so myself because I also think that in my opinion there is not yet enough safety in the team where I currently work to do that, for to really ask for feedback. It's given, um, but that's often not asked for either, so and then also at a time when you're not open to it yet,	Not very much use of feedback questions yet	Amount of feedback	Ask others for feedback on performance
	Not enough safety in the team yet	Connection team	Ask others for feedback on performance
	Feedback is given without asking for it	Self ask feedback	Ask others for feedback on performance

or so is often done as well. So unannounced. Um, but I do see possibilities to that our team coach can coach in certain things, um, so I do think there are possibilities.	Sees potential that team coach can coach in certain things	Coaching opportunities	Ask supervisor for coaching
R: Yes, I certainly do need feedback. Um because, um, yes, I'm just doing my job, so to speak, but at the same time I've often been in a situation where there were many colleagues on the work floor at the same time, so then you also work with several colleagues for a certain amount of time. So then it's easier to talk about how things went.	With many colleagues on the shop floor at the same time, it makes it easier to discuss how things are going with each other	Speaking opportunities with colleagues	Ask others for feedback on performance
R: Now I work with one other colleague during the evening or the day. So that's different, but then I like to be able to give or receive feedback.	Works with one other colleague now, which makes, but it's nice to give or receive feedback	Speaking opportunities with colleagues	Ask others for feedback on performance
R: Well, if you have doubts about whether you have handled a situation well. Eh that you can then communicate with each other for a moment of: gosh, I just experienced this. How should, should I, should I have handled it differently? Or how would you have done it? Or how did you think it went today or tonight? and or f just from: well, I worked well. Or well, I didn't really work that well or anything. You know, you can just say that to each other and it's also without judgment, or the person or situation itself. But yes, that's just because you can express it then.	When in doubt about your approach, communicate with colleagues and seek advice without judgment	Helpfulness of colleagues	Ask colleagues for advice
R: Yes, yes, if I have to be very honest, is that people themselves do not know how to give feedback. Um, so that also because of this there is often no sense of security, so to speak. To be able to open up from within yourself, but also to others. Really super important in my opinion because if that is not there, then yes, you can have the feeling that you hurt another	Colleagues do not know how to give feedback, so there is no sense of security	Colleague response	Ask others for feedback on performance

person or so, that you also make it personal. But also that you can't be open to that yourself yet, that you don't know yet, okay, I can get feedback now, so that you really grab the moment together that now is the moment that feedback can be given. That both parties are clear, that you prepare a little bit for this. Um, yes, I think so.	You yourself cannot be open to feedback and know that you can receive feedback	Asking for attitude feedback	Ask others for feedback on performance
R: Um, yes, yes, I think, um, if you yourself notice if you come across certain repeated things in your work of which you think: oh, this is really something that I run into continuously. For example, with patient elevators or with the use of certain aids. I do think, yes, there would be possibilities to really change that. That you know how to work with them or that you receive a regular update from colleagues who have a special interest in them or something. That you, yes, that, that would certainly be a possibility, I think. Where I now often encounter something, um, and that's also super important because I also notice that there are often quite a few complaints, physical complaints, in there. Um, so I think it's very good to get something from colleagues on a regular basis, some kind of training or something. Or even if it's just a short explanation of how it works again? Or.	If you run into things you don't know how to master, there is the option to ask colleagues who do It's good to get regular training because back pain is common	Opportunities to learn new things Amount of training	Try to learn new things at work Try to develop professionally
R: Just busy in healthcare and stuff. But yeah, yeah, I think that's kind of underestimated or something. Of that it does seem important to repeat from time to time or so or get a little more time and attention for it. Yeah.	Important to repeat training and get a little more time and attention for it because busy-ness in care is underestimated	Time for training	Try to develop professionally
R: Yes, I did want to take the PCR test, for example, but at the time the training did not take place. And now I'm always here, it's always given on certain days, the training and	Would have liked to learn how to take the pcr test, but days of	Time for new developments	Be the first to hear about and try out new developments

then I can't and then, well, it's just like that while I would really like to. For example, that I would be able to take it. Um, yes, so I'm also looking now at quality, for example, we're also looking at what's going on at work and what people need. So, for example, paliative care and so on, so that yes, that is also followed jointly. But personally, eh, I would also have to go and see if I haven't quite mastered nursing tasks, that I also follow e-learnings for that. Um, I'll have to look into that again soon.	training do not match own capabilities Looks from star role what is going on at work and what training staff needs Must look for themselves to see what operations can be improved through e-learning	Training needs Free choice of training	Try to develop professionally Try to develop professionally
R: Um, yes, promoting factors. I think yes, safety is very important. Um, I also think, yes, that through safety you can also just be who you are so anyway, yes, you can actually say what's going on in you, but also that you can name what you see happening. So I think that's really super important.	Safety in the team is important to be able to name what's going on and what you see happening if you want to be able to develop	Understanding required developments	Try to develop capabilities
R: No, not necessarily, but I do think that will come because yes, we have had quite a change in our team, eh, but that really has to be cultivated all over again and at the moment it is not there yet. But I do think the possibilities are there that it can come about. Yeah.	Current security is not there, but will be, as there has been a change in team	Team atmosphere	Try to develop capabilities
R: Because if I have a week of vacation, for example, yes, I don't go, yes, I try not to read my mail in my vacation, but yes sometimes I also think: if I don't do it, then I miss a lot again.	During vacations try not to read mail, but sometimes think: if I don't do it, I'll miss a lot	Work-life balance	Make work mentally less intense
R: Um, yes, I do think that there are a lot of opportunities for me to take the lead in certain things. Um, I also see that certain colleagues do that very much already or yes, well, not every colleague, I do see that especially in our			

team very much one colleague does that. Um, yes, I definitely think that the possibilities are there and that it is really appreciated when someone does that. Um, I also see that if you do that, you have to be able to put in a lot of time. Um, so yes, I, I do think that the possibilities are there, but you have to create them, the circumstances after which you have to create them yourself. So yes, you must then really indicate: I am doing this and I need time for this. And yes, maybe even outside your own working hours to do that. So it's, it's possible. Yeah.	Opportunities for new projects are available and it is appreciated by colleagues when you do it	Opportunities and appreciation projects	See a chance to start new projects when there is less work
	Must put a lot of time into a project though	Time for projects	See a chance to start new projects when there is less work
R: Um, yes, do have support from your colleagues in that. Yes, I also think you need it to really have the involvement of your colleagues as well, so that they, so that you also know that what you're doing is going to work. Yes, but also the time to be able to do it.	Support and involvement from colleagues is important to know if a project will succeed	Support colleagues in project	See a chance to start new projects when there is less work
R: No, I don't think so, but maybe that's also because I work 20 hours a week and I notice that when I'm on duty, I often don't have the space to really pick up certain things. But there are moments where I think: this is also a moment where I can really work out my own tasks, which I do next to the care. Um, but this is not always, in my opinion, now, no.	Find that there is not enough time to start projects	Time for projects	See a chance to start new projects when there is less work
R: Um, wow good question. Yes, I also often think, eh, when I see that colleagues around me are already busy and I try to do that myself, I think: okay, I can do this, then, what I see, what I think of myself, well, I'm going to clean up all that mess in the hallway for example, you know, otherwise it's just there. Yes, and then I think: well, I'll just do that then. And then other colleagues are busy with something else. So it's often like: yes, I'll do something myself or something like that. And then I think,	If colleagues are busy with something else, I think it would have been more convenient to take on a job	Collaboration	See a chance to start new projects when there is less work

yes, it would be more convenient if we could all do it together, then it would be done faster. But then again, if everyone finds something else more important than that, then yes, eh, yes, I don't know. Everybody might think something else is important or something so that makes you tend to: okay, I'm going to do it, but I don't know if it can be done completely or something. You know, how it's going to work out. So it might be nice if all of you could take on one task altogether or something like that and then it would definitely succeed. I'm just giving an example, you know.	together, so it gets done faster If a job is taken on together, it is sure to succeed	Collaboration	See a chance to start new projects when there is less work
R: Yes, I also think it's important to name what you encounter or what you've encountered with colleagues, that you can share it. Um, that is actually already very important to me to have an empty head, yes, empty head, just that you can go home again in a nice way.	Understand what you encounter and share it with colleagues, so you can clear your head and go home fine	Sharing Experience	Make work mentally less intense
R: In such a way. Yes, that space is definitely there. Um, yes, there certainly is. I think especially if someone is physically not quite right, for example, that, um, at the moment in my team there is a lot of understanding for that. But I do think, if you look at it in a completely different way, what if there is something psychological or so on, that there is much less understanding for that. I think that, yes, that that part of it is still quite underestimated or so.	Physical complaints are more understood than psychological complaints	Type of complaints	Make work mentally less intense
R: And that's actually what I think, There have been quite a few changes in the team. But I think that, yes, the mental burden, so to speak, which can also come from the private situation, is much less visible. But if you really have something physical, for example you suffer from back problems and you tell your	There is less attention for mental strain from the private situation	Type of complaints	Make work mentally less intense

boss about it, there is a lot of room for each other.			
R: Yes, I also think, eh, that I, that there is quite, eh, yes, I, yes, I do notice that there is quite a lot going on, say so in the private situation of, eh, colleagues, which sometimes gives me the feeling that if I ask for something extra or something like that, that that is already a burden, or something like that.	Difficult to ask for something extra when you know there is a lot going on privately with colleague	Accessibility colleagues	Make work mentally less intense
R: Well, I do see, um, that one colleague on my team really does take the lead in the move, so she does take on a lot of extra tasks. Eh and she also chooses that completely consciously. Um, so I see that really happening and she really wants to do it all in tip-top shape. And she, yes, doesn't let the situation, eh, she really wants to create the situation herself, that it's all arranged the way she sees it. Eh, and, yes, does not use any external parties per se anymore, eh, who can also mean something in that. Yes, so arranges everything herself. Um, so I can see that happening.	Colleague takes the lead on a project and arranges everything the way she wants it for herself and colleagues	Project implementation	Proactively offer as a project employee for an interesting project
R: Yes, but I think, say, it's super that that someone takes the lead in that, otherwise it doesn't happen. And they don't let it depend on others either. So what happens, a lot actually happens. But at the same time I also think that, yes, if you are going to stand in the elevator with heavy stuff and move everything, yes, that can't actually be your job, to do all that yourself.	Additional tasks sometimes should not be tasks of caregiving	Types of tasks	Take on new tasks without receiving salary for it
R: Also in your own free time, so I can see a pitfall in that as well.	Extra tasks are also taken up in free time and there is a pitfall in that	Time for additional tasks	Take on new tasks without receiving salary for it
R: Yes, I think it's also, um, that it's something very positive to just bring about a change.	It is positive to bring about a change	Utility of project	Proactively offer as a project employee for an interesting project

17.2 Inductive part

paraphrase

The burden of care is increasing, but there is a time when work tasks must be done, so the quick, non-occupational way of doing things is preferred

quote

R: I personally think so because yes, the burden of care is just increasing. Yes, and at the same time there is also a certain amount of time in which certain things have to be done. And often I see that my colleagues, but also I do it myself, that I do it quickly in that way.

paraphrase

There is understanding in the team when someone is physically unwell

quote

R: Yes, that space is definitely there. Um, yes, there certainly is. I think especially if someone is physically not quite right, for example, that, um, at the moment in my team there is a lot of understanding for that. (transcript interview 7, p. 162)

Appendix 18. Transcript interview 8

Respondent: R

Interviewer: I

I: Yes, well then I want to start by thanking you for agreeing to help me with this research and then I've sent you a, um, consent form. Do you give me permission to participate and record this interview?

R: Yes.

I: Super, then I'll briefly tell you what I do. I'm currently in my master's in business administration and for that I'm doing a research project on job crafting. This interview will take no longer than 30 minutes and if you have any questions during the interview, please feel free to ask. Then we will begin. Can you describe the nature of your work. What do you do?

R: I work in the yes, as a nurse IG mainly in care. Um, last years did add more and more, um, administrative tasks.

I: Okay. And what are some tasks that you do on a daily basis where you come into contact with other people, like colleagues or clients?

R: Eh, clients, yes, taking care of people and washing them, dressing them, helping them with meals, eh giving them medicines. Eh, yes, with colleagues work meetings, eh, possibly discuss things during your shift, cooperate of course where necessary with residents. Um, yes, that a little bit actually.

I: Okay, so what are the tasks that you do on your own?

R: Um, yes, also care. Doing it on your own, too. And, um, and my star role I do mostly alone. I prepare those alone and that is my star role. And in case of bottlenecks I have to give feedback to the team. Um, yes, for the rest there is also a lot of consultation and cooperation.

I: Yes, how do you feel about the division between tasks you do alone and those you do with colleagues?

R: Um, yeah is very variable, um. A little bit where you need help, then you ask and then you get it. Um, yeah, it's not. Yes, I find it difficult to say. For me the balance is good, but it is also very variable. One day you work a lot together and the other day you don't.

I: Yes, Okay, no, clearly. Sometimes we want to put our own touch or spin on our work and the way we do the tasks that come under it. Can you talk about how you think you do your job differently than others in similar positions?

R: Well, that's is pretty funny. Because that is sometimes a point of discussion because I am someone who is never busy and who just always finishes on time. Um, yes, then it is very often a discussion point of where is the difference in that someone else is working and that someone else is always very busy and never makes it and someone else does. We still haven't found an answer to that.

I: Haha, yes, is true, yes. You have that everywhere I think.

R: Yes.

I: In any team. Also just depends on how fast you work, how easily you, um, think about things or you spend a little bit longer maybe having a chat, being distracted faster, yeah.

R: Yes, it can have all kinds of causes, but yes, it's just hard sometimes to do that.

I: And when you, yes, when you compare yourself to colleagues what really sets you apart from your colleagues in doing your job?

R: Um, yes, we all do the same job, but yes, I do notice that I'm someone who doesn't stress so quickly and doesn't eh. Yeah, you know just do it and and tackle it and don't run around whining because yeah, then you've actually done it in that time that you've been whining, you can get it done.

I: Yes.

R: Yes. So.

I: Okay, beautiful.

R: Yes.

I: And have you ever heard of the concept of job crafting?

R: No.

I: Okay, well, job crafting is a series of changes that workers make at work to achieve a better match between their needs and preferences in their jobs. Workers who engage in job crafting shape their job requirements and resources to create a work environment in which they can perform better. So in short it means that people can shape their jobs in such a way that they pursue their own needs and desires, and so they actually specify their own thouch. And Job crafting can be divided into four different dimensions and I actually want to go through all four dimensions with you now and then I'll explain what it means, I'll give some examples and then I'll ask some questions that go along with it. And we start with increasing social job resources and Job resources are so to speak resources that you have. Work, resources, knowledge, time, things like that, um. And examples of social job resources are: I ask my supervisor to coach me. Or I ask my supervisor if he or she is satisfied with the work I am doing. But you can also think about when you ask for feedback or advice from colleagues. And can you address the possibility of doing this in your work?

R: Yes, that can, um. Yes, with us you know, we just think it's very important to address each other about things and, um, also both colleagues and the manager. With us it's called manager. And yes, the other day I happened to have a conversation with the manager and they also said: you know, you shouldn't wait to give feedback or say things if you don't like them. Usually something is not good because if it is, you often don't hear it. Then nothing is said until it's a one, a, what's it called, feature berry review. What do you call it? Appraisal. That you

just have to be able to do that in the interim as well, that's something that both the team and our manager are very open to.

I: Okay. And, um, do you give feedback daily or weekly then.

R: Daily, daily it is.

I: And how do you do that?

R: Just during coffee for a moment or when we sit for a moment or just during work, when you're working on something. Um, yeah, that things are discussed or given back anyway, yeah,

I: Yes. And to what extent do you need feedback or advice?

R: Um, I do like that when it's given. You can learn from it, I think, and I'd rather have them say it to me than hear afterwards that something is not right or or it was done wrong or you name it. Yeah, I'm open to that. I do like that, yes.

I: Okay, and what are now, um, if we look at your work environment, facilitating factors that allow you to use more social work resources, so that allow you to ask for feedback or advice more easily in your work?

R: Oh, I don't quite understand what to answer to that. I find that tricky.

I: Well, then you have to think about supportive and facilitating factors, for example. Maybe the composition of the team, the time you have to maybe ask for advice or feedback, how it's received. And what are, yes, what are the facilitating factors?

R: Sometimes it might be, I don't know, I don't know if that's what you mean, that people, um, sometimes take it very personally when things are said. That they then immediately say: yes, but I didn't do that because I wasn't there that day. Or I only worked one shift, something like that. And that, yes, they take it more personally while sometimes it's just a general comment that you can do things differently or you should do them. Yes, if that's what you mean.

I: Yes, those are actually hindering factors because then you don't ask for feedback so quickly anymore I think.

R: Yes, no, then I think: yes, well you know, I am also inclined then when people react like that to say of yes, listen, it is not meant personally, but like this.

I: Yes.

R: Yes.

I: And are there other facilitating factors that make it easy to ask for feedback?

R: Yes, promoting. I find that tricky because I just do it.

I: So you also have enough time for it and?

R: Yes, now I do, yes, I think so.

I: Okay. Good. And what are some impeding factors, besides what you just mentioned? How it's received?

R: Yes.

I: Yes, maybe that's the only one hear.

R: Yes, I can't think of anything so quickly.

I: No, that's fine. No, that's fine. Then we'll move on. Increasing structural work resources. And that's mostly about knowledge and capabilities. For example: I try to develop my capabilities or I try to learn new things at work. And can you address the possibility of participating in this dimension in your work?

R: Um, Do you mean things like schooling and courses then?

I: Yes.

R: Right and things like that?

I: Yes, or also.

R: They're fans of that, though, at our place of work. Yes, yes, that, you can register for that huh. So that, there, we are also expected to, eh, also our e-learnings , that you do that of the nursing skills, five per year. Um, yes, for the rest there is a lot of training offered and some of it is actually, is also mandatory. Not everything, but a lot. So sometimes I think: oh, it's a bit much. But yes, it is simple.

I: And then why do you sometimes find it too much?

R: Well because of course you also have to do your work, you have to do your star role and you also have to have some time off.

I: Yes. Okay, and so you can take more than those five courses?

R: Yes.

I: Do you ever follow more of them?

R: Yes, if I, I think I should be qualified and competent for everything and I want to be. So if I have something that I think of, oh my, I'm finally not allowed to do that anymore, then I'm going to, those, I'm going to follow those e-learnings yes.

I: Okay.

R: Yes.

I: Um, what do you think are promoting factors in increasing structural work resources in your work?

R: Yes, those from offerings of those courses think.

I: Yes

R: Yes.

I: For do you find the range of courses sufficient?

R: Yes, it's a lot, yes.

I: Okay.

R: Yes.

I: And are there perhaps other facilitating factors?

R: I can't think of that right away.

I: Okay, and and what do you think are some of the limiting factors that prevent you from easily increasing your knowledge?

R: Um, yes, what I just said, that sometimes it's quite a lot. Um, yes, that shouldn't really be a reason not to increase your knowledge, so to speak. But yes, sometimes we think: not right now.

I: Yes, understandable, okay. Then we go to the third one. That's about increasing positive, challenging work tasks. For example: if an interesting project comes along, I proactively offer myself as a project assistant. Or if there's not too much to do at work, I see that as an opportunity to start new projects. And can you elaborate on the possibility of doing this in your work?

R: Well, we just happened to move house and I was indeed in many project groups or eh many project groups and eh, yes, that is a nice challenge. And for the rest we have, of course, yes, in healthcare you don't really have, yes, you do have projects, but yes, when I hear the word 'project', I quickly think of something more business-like, so to speak.

I: Yes.

R: Not really on on in our workplace. But of course those projects were really fun and challenging to do.

I: And why were those projects challenging for you?

R: Because it was a new, a new challenge for me to move to [name] and what all that entails, um, yes, is new of course, and you can then, yes, set it up yourself a bit, think along, yes, decide along, start doing things. Yes, that's really quite nice, yes.

I: Well beautiful. And now what do you think are facilitating factors in increasing challenging work tasks in your work environment?

R: Geez what a question. Haha. Should have given it in advance. Could I have thought about it more.

I: I hear that more often.

R: Yes, and what are facilitating factors? Yes, for me a promoting factor is if I can see a challenge in it.

I: Yes.

R: For my, that's a facilitating factor. And um, yes, then of course you're going to ask what is an impeding factor as well.

I: Yes, haha.

R: Um, yes, well, a limiting factor for me is if I don't see a challenge in it, but also if people don't want to cooperate. I find that sometimes that we're working on something. Then think of: well, guys, um, I, am I now alone who has to do it. Then let it be. Then I don't like it anymore.

I: Well okay, then we'll go to the fourth one and that's taking away obstructive work tasks. Those are work tasks that, yes, literally get in your way, that you actually prefer not to do. I arrange my work so that I have as little contact as possible with people whose problems affect me emotionally. Or I make sure that my work is mentally less intense. And can you address the possibility of, yes, reducing obstructive work tasks in your work?

R: Just indicate that you don't like it and, um, talk about it. And then, yes, hope, but that's actually it, that you are listened to and that you can change it.

I: And who are you going to talk to about that?

R: Initially with the team. Or yes it also depends a bit on what it's about. If it's something personal, then you usually go to the manager. But if it's really something that just happens in the team, then you first try to solve it with the team. And, um, that doesn't work, yes, then you also have to go to the manager.

I: Yes, and is it always well received overall?

R: Most of the time, yes.

I: Okay, so what do you think are facilitating factors to reduce obstructive work tasks?

R: Yes, by talking to each other and indicating that that, yes, that something doesn't suit you or that it costs you more energy than it brings in. Yes, you actually have to do that because otherwise it won't go well.

I: And what do you think are the hindering factors in reducing these work tasks?

R: Myself.

I: Yes, explain.

R: Thinking that you, that you just have to do it like: yes, but it's weird if I say that I don't like that or that I don't want that anymore and then actually keep on walking with it for too long.

I: Yes.

R: So it's more like thinking for yourself that you just have to do it all. I have become easy in recent years, but I do notice that it is sometimes difficult. R: Yes.

I: And can you also get rid of work tasks easily or?

R: Yes.

I: Yes.

R: Well now, better, but that is also because I indicate it more quickly so to speak.

I: Yes, okay, then I have two more somewhat, yes, broader, um, concluding questions. Can you give me some examples of job crafting that you've applied in your work or that you've seen someone else apply and that you think were successful?

R: Well, I don't know if that yes, I find it very difficult or if that is something. But what I do myself, for example, on the night shift, there's a fixed rhythm, what you all have to do. And what I, um, and one of them is that you have to walk a round at half past eleven in the evening and check on people, while the evening shift has just been there. So I don't do that.

I: No.

R: I think is that an example of that?

I: Yes because why don't you do that?

R: Well because the evening shift has just been and then I think: these people are asleep and then I come in there and I'm like: yes, you're only going to create unrest.

I: Okay, yes, yes.

R: That's one thing I can think of in this way.

I: That's certainly something. And and then when we go through those four dimensions, for example, um. Examples of things that you've asked for feedback once or asked for advice that you were very positive about. Or maybe that you've taken courses or indeed taken extra project. Of which you think: well, that really added something.

R: Well, the project groups that I was in for the start-up of [name], that yes, that did help make it what it is now, so to speak. Of course not by me alone, but how we have done that together, that has made, so that we, as we wanted to have it as colleagues who went to work there. And, of course, not everything because some things just go at the management level. But, yes, well by sitting in those project groups, that did become the way it is now.

I: And how do you feel now, having been in that project group and now seeing the results?

R: Yes, nice because I'm having a good time for a reason.

I: Yes.

R: Yes.

I: Well, happy, nice, okay. Now those are good examples. And then we also have negative examples. Have you also, yes, seen situations where you've done something or seen someone else perform an example of job crafting that you think, well, that wasn't successful?

R: Um, yes, I'm sure it is, but I can't think of it right away.

I: I can help you a little bit, though, maybe. I always think, for example, of the situation that you may have seen that someone defected from an extra project or, um, became very negatively motivated because you were required to take certain courses. Or that feedback didn't quite go down well.

R: Yes, those are things that I have experienced, but I can't think of an example. And really sometimes things that make me think: guys, just act normal or yes, but I can't think of an example.

I: Have you had a negative experience yourself with a, um, with the star role, for example, or with one?

R: Yes, I have for years back I have star role quality, is my then a little bit in the stomach actually. And I just didn't find that very difficult. I couldn't get a grip on it and that, that's what I thought, that's what I said to myself: I'm not going to do that because this costs me so much energy and it doesn't really give me anything. I just don't understand it at all.

I: No.

R: So I did repel that at the time, yes.

I: Okay. There was a good response to that though when you wanted to divest that?

R: Yes, they didn't like it, but good that you pointed it out.

I: Yes definitely.

R: Yes.

I: Yes, no, that's a good example, but you have to come up with that. Well, this was it.

R: Oh. okay.

I: Yes, we went through it smoothly, but sometimes that's fine too. You know some people talk about it easier than others. Do you have any questions or tips?

R: Well, tips indeed, of perhaps making the questions known in advance that you can think about them a bit more, but on the other hand I think of yes, you should also give the answer that comes to mind perhaps.

I: Yes, it is because according to science, it is indeed not allowed because that can affect the result if everyone has it in advance.

R: Yes, yes.

I: But it's hard.

R: Yes, that's tricky, yes.

I: I notice it in more people I've interviewed, that they find the questions difficult and they really have to think about it for a while and it's also not something they think about on a daily basis.

R: No, and then when you're on talk or with your examples, you're like: Oh, yeah, yeah, yeah, you know, but it's not something you're very much involved with all day.

I: But again, I think it's already a challenge for myself to see where I can help people in the interview that you kind of guide them.

R: Yes, you do, you do that well too.

I: Well, fortunately, I have that feeling too. Well nice. Well I'll just close the interview.

Appendix 19. Coding interview 8

19.1 Deductive part

Transcript Interview 8	Descriptive code	Thematic code	Pattern code
R: Eh, clients, yes, taking care of people and washing them, dressing them, helping them with meals, eh giving them medicines. Eh, yes, with colleagues work meetings, eh, possibly discuss things during your shift, cooperate of course where necessary with residents. Um, yes, that a little bit actually.	Confer with colleagues during shift or work meetings	Communication team	Ask colleagues for advice
R: Um, yes, also the care. Doing it on your own, too. And, um, and my star role I do mostly alone. I prepare those alone and that is my star role. And in case of bottlenecks I have to give feedback to the team. Um, yes, for the rest there is also a lot of consultation and cooperation.	Perform star role mainly alone In case of bottlenecks within star role, feed back to team	Independence Communication team	Take on new tasks without receiving salary for it Ask colleagues for advice
R: Well, that's is pretty funny. Because that is sometimes a point of discussion because I am someone who is never busy and who just always finishes on time. Eh, yes, then it is very often a discussion point of where is the difference in that someone else works and that another is always very busy and never makes it and someone else does. We still haven't found an answer to that.	One college keeps more time than another and no one knows why	Time Available	See a chance to start new projects when there is less work
R: Um, yes, we all do the same job, but yes, I do notice that I'm someone who doesn't stress so quickly and doesn't eh. Yeah, you know just do it and and tackle it and don't run around whining because yeah, then you've actually done it in that time that you've been whining, you can get it done.	Just do it and tackle it, instead of whining and thus wasting time	Work attitude	Ensure work is emotionally less intense
R: Yes, that can, um. Yes, with us you know, we just think it's very important to address each other about things and, um, also both			

colleagues and the manager. With us it's called manager. And yes, recently I happened to have a conversation with the manager and there is also indicated: you know, you should not wait with giving feedback or saying things if you do not like something. Usually something is not good because if it is, you often don't hear it. Then nothing is said until it's a one, a, what's it called, feature berry review. What do you call it? Appraisal. That you just have to be able to do that in the interim as well, that's something that both the team and our manager are very open to.	Feedback is usually not good and if it is good it is only discussed during a performance review, but this can also be done in between	Possibilities of asking for feedback	Ask others for feedback on performance
I: And how do you do that? R: Just during coffee for a moment or when we sit for a moment or just during work, when you're working on something. Um, yeah, that things are discussed or given back anyway, yeah,	Feedback can be given over coffee or while working	Possibilities of asking for feedback	Ask others for feedback on performance
I: Yes. And to what extent do you need feedback or advice? R: Um, I do like that when it's given. You can learn from it, I think, and I'd rather have them say it to me than hear afterwards that something is not right or or it was done wrong or you name it. Yeah, I'm open to that. I do like that, yes.	Happy to give feedback because you can learn from it and you'd rather hear it directly than behind your back	Need for feedback	Ask others for feedback on performance
R: Sometimes it might be, I don't know, I don't know if that's what you mean, that people, um, sometimes take it very personally when things are said. That they then immediately say: yes, but I didn't do that because I wasn't there that day. Or I only worked one shift, something like that. And that, yes, they take it more personally while sometimes it's just a general comment that you can do things differently or you should do them. Yes, if that's what you mean.	Feedback is taken personally	Picking up feedback	Ask others for feedback on performance

I: So you also have enough time for it and? R: Yes, now I do, yes, I think so.	Enough time to ask for feedback	Time to ask for feedback	Ask others for feedback on performance
R: They're fans of that, though, at our place of work. Yes, yes, that, you can register for that huh. So that, there, we are also expected to, eh, also our e-learnings , that you do that of the nursing skills, five per year. Um, yes, for the rest there is a lot of training offered and some of it is actually, is also mandatory. Not everything, but a lot. So sometimes I think: oh, it's a bit much. But yes, it is simple.	Five e-learnings on nursing procedures per year Is offered a lot of training, mandatory and non-mandatory Sometimes think it's a bit much, but simple	Amount of training Amount of training & obligation of training Amount of training & degree of difficulty training	Try to develop professionally Try to develop professionally Try to develop professionally
I: And then why do you sometimes find it too much? R: Well because of course you also have to do your work, you have to do your star role and you also have to have some time off.	Sometimes too much schooling because you still have work, star role and free time	Amount of training	Try to develop professionally
I: Do you ever follow more of them? R: Yes, if I, I think I should be qualified and competent for everything and I want to be. So if I have something that I think of, oh my, I'm finally not allowed to do that anymore, then I'm going to, those, I'm going to follow those e-learnings yes.	Wants to do more training himself to remain competent	Motivation schooling	Try to develop professionally
I: Um, what do you think are promoting factors in increasing structural work resources in your work? R: Yes, those from offerings of those courses think.	Supply of courses promotes opportunities for continuing education because there is a lot of choice in training	Training offerings	Try to develop professionally
I: Okay, and and what do you think are some of the limiting factors that prevent you from easily increasing your knowledge? R: Um, yes, what I just said, that sometimes it's quite a lot. Um, yes, that shouldn't really be a reason not to increase your knowledge, so to	Sometimes training is too much because there is not always a need	Time for training	Try to develop professionally

speak. But yes, sometimes we think: not right now.			
R: Because it was a new, a new challenge for me to move to [name] and what all that entails, um, yes, is new of course, and you can then, yes, set it up yourself a bit, think along, yes, decide along, start doing things. Yes, that's really quite nice, yes.	Served on project group and found that a fun challenge because you get to help decide, think and do something to set something up	Project Motivation	Proactively offer as a project employee for an interesting project
R: Yes, and what are facilitating factors? Yes, for me a promoting factor is if I can see a challenge in it.	Promoting factor for participating project is seeing a challenge	Project Motivation	Proactively offer as a project employee for an interesting project
R: Um, yes, well, a limiting factor for me is if I don't see a challenge in it, but also if people don't want to cooperate. I find that sometimes that we're working on something. Then think of: well, guys, um, I, am I now alone who has to do it. Then let it be. Then I don't like it anymore.	If colleagues don't want to collaborate on project and I have to do it alone, I don't do it because I don't like it	Project Motivation	Proactively offer as a project employee for an interesting project
R: Just indicate that you don't like it and, um, talk about it. And then hope, yes, but that's actually it, that you're listened to and that you can change it.	Indicate when you do not like activities and then they are often listened to	Communication colleagues	Ensure work is emotionally less intense

Make work mentally less intense |
R: Initially with the team. Or yes it also depends a bit on what it's about. If it's something personal, then you usually go to the manager. But if it's really something that just happens in the team, then you first try to solve it with the team. And, um, that doesn't work, yes, then you also have to go to the manager.	In the first instance you consult with the team, but with personal things first with the manager	Communication colleagues	Make work mentally less intense
	If there is something going on in the team, try to resolve it with the team first and only then with the manager	Communication colleagues	Ensure work is emotionally less intense
R: Thinking that you, that you just have to do it like: yes, but it's weird if I say that I don't like that or that I don't want that anymore and	Work is often done with the thought that you just have to do it	Acceptance work	Ensure work is emotionally less intense

then actually keep on walking with it for too long.	and that it's weird if you say something about it		Make work mentally less intense
R: Well now, better, but that is also because I indicate it more quickly so to speak.	Learned to indicate obstructive work tasks earlier, which has led to better performance now	Reduce work	Make work mentally less intense

Ensure work is emotionally less intense |
R: Well, I don't know if that yes, I find it very difficult or if that is something. But what I do myself, for example, on the night shift, there's a fixed rhythm, what you all have to do. And what I, um, and one of them is that you have to walk a round at half past eleven in the evening and check on people, while the evening shift has just been there. So I don't do that.	Deviates from shift schedule in the evening because the evening shift has just checked people out and you are creating unrest with residents	Implementation work	Make own decisions about how to do things
R: Well, the project groups that I was in for the start-up of [name], that yes, that has contributed to how it is now, so to speak. Of course not by me alone, but how we have done that together, that has made, so that we, as we wanted to have it as colleagues who went to work there. And, of course, not everything because some things just go at the management level. But, yes, well by sitting in those project groups, that did become the way it is now.	Being in a project group allows you and a team to determine how something is going to be	Motivation project group	Proactively offer as a project employee for an interesting project
I: And how do you feel now, having been in that project group and now seeing the results? R: Yes, nice because I'm having a good time for a reason.	Enjoys that she has been in project group and enjoys her job because of it	Impact project group	Proactively offer as a project employee for an interesting project
R: Yes, I have for years back I have star role quality, is my then a little bit in the stomach actually. And I just didn't find that very difficult. I couldn't get a grip on it and that, that's what I thought, that's what I said to	Star role was given to her and this one she found difficult, but she could indicate that	Impact of additional tasks	Take on new tasks without receiving salary for it

myself: I'm not going to do that because this costs me so much energy and it doesn't really give me anything. I just don't understand it at all.			202
R: Yes, they didn't like it, but good that you pointed it out.	Divested project and this the executive did not like, but good that she pointed it out	Reduce work	Make work mentally less intense

Appendix 20. Transcript interview 9

Respondent: R
Interviewer: I

I: Okay, well, then I want to start by thanking you for wanting to help me with this research. I just have provided you a consent form; do you give me permission to participate and record this interview?

R: Yes.

I: Okay. And then I'll just briefly tell you what I'm currently doing; I'm currently doing my Business Administration studies at [name] and for my master's degree I have to write a master's thesis and for that I'm doing research about job crafting. And this interview will be about thirty minutes long, and if you have any questions, please ask also feel free during the interview. Then we'll get started: can you describe the nature of your work? What do you do at work?

R: Medication, calling a doctor, taking care of people, accompanying them; both physically and mentally.

I: Okay and can you describe your daily tasks in terms of the tasks you perform, putting in come into contact with others, such as colleagues and clients? What are some tasks that you perform that involve working with comes into contact with other people?

R: Yes if they, then you call in the psychologist or physical therapist or SO doctor. Depends on what you need.

I: And then you also have a lot of contact with your colleagues?

R: Yes.

I: Yeah like, what are some things that you need to discuss with colleagues then?

R: Um, Wounds. Um, Also mental deterioration of the client. Yes, you name it.

I: Okay.

R: Or small actions with volunteers, informal care, with activities; could be anything.

I: Yes, and now if you have to look at the division, things that you perform alone and things that you perform together; so what do you do most?

R: The most you do is with yourself. Because you know the care plan, so you look at that first - and if you doesn't do, then you're needed, then, um, SO doctor then you call them in.

I: Okay. And sometimes they want to put our own touch/twist on our work and the way we do tasks perform that fall under it; can you tell how you think you do your job differently from others in similar positions?

R: I think with the ergo I do some different things than others. Because, I'm an erg coach, so

there I think I execute certain things differently. Because I then also have to guide people in that, colleagues. That they're doing well too, that they're not overburdened and so on. So I do take great care of that.

I: Yes and is that just clients or do you really do that mostly with colleagues?

R: Also the clients and colleagues, yes.

I: Yes and what are some examples of things you do then?

R: Lifting, passive lifting, active lifting, you name it.

I: So you know a little bit more about that than your colleagues?

R: Yes.

I: Okay, nice.

R: And with mentoring students, I do too, so. And occasionally service. Those are all kind of little things that I do.

I: Nice. And have you ever heard of the concept of job crafting?

R: No.

I: Okay. Well, job crafting is a series of changes that workers make at work to achieve a better match between their needs and preferences in their jobs. Workers who do job crafting shape their job requirements and resources - basically tasks and things you have to do those tasks, like knowledge and time, colleagues. Workers who do job crafting shape job requirements and resources to create a work environment in which they can perform better. So in short, it means that people can shape their work in such a way that they pursue their own needs and desires, so they actually put their own touch on it. And job crafting can be divided into four different dimensions, I want to go through those with you by dimension, and then I'll also explain a little bit about what that dimension entails and then I'll ask how you experience it here at work.

R: Okay.

I: The first is to increase social work resources, and social work resources are, for example, colleagues; at least people with whom you can perform something social. And one example is: I ask my supervisor to coach me, or: I ask my supervisor if he or she is satisfied with the work I'm doing. But you can also ask your colleagues, "Hey, what do you think of the work I do or what would you do differently? And can you address the possibility of doing this in your work?

R: Well, I sometimes have that about it, of how do you do that? Or I ask the question to another colleague: how do you handle that? And then you look at something and then you consult together. And then you just ask what's better and then the two of you pick it up and then you see what's better and what's not better.

I: Do you do that often?

R: You do that regularly yes, I think. That's with everything; with wounds, with adjusting care plans. R: Yes.

I: Okay and?

R: At least, that's what you're supposed to do. And also with wounds huh, that's actually, that's very important. And or someone with dying wounds huh, how they look.

I: And why do you think it's important to consult?

R: Well, that's for the client and for yourself. For your development too huh, that is.

I: Okay and to what extent do you yourself need feedback from your peers or from a supervisor?

R: That something more can be done. Good feedback in any case. That I can do something with it myself and that I. I also always ask the reason why they give me that because otherwise, yes I can't do anything with it.

I: Okay and what do you think are some of the things in your work that make it easier for you to ask for feedback?

R: Easier to ask for feedback?

I: Yes it is actually about: what do you see in your work, for example in your work environment, colleagues or new work tasks, that makes you able to ask for feedback more?

R: Yes, I think that comes from the compliments we get at work. We do have a pleasant team and we indicate to each other what is going well and we address people right away, yes if you're not doing something right and don't beat around the bush.

I: And what does that take care of then, what is say the result of that?

R: Yes that you don't get agitation and the no.

I: Okay. And are there any other promoting things?

R: No.

I: And what do you think are some of the limiting things in your work that make you less likely to ask for feedback?

R: Yes if people are not really interested, I do have a problem with that. That they are a bit, yes. You've had some in between and it's annoying. But I don't leave it at that, I do go into it.

I: Yes? Happy. Good.

R: Yes, not vehemently, but I do say something about it and they always think about it, I think. Whether they, yes, whether it comes out a bit blunt or not, I think they always do something with it, I have the idea.

I: At least you are someone who dares to say it.

R: Yes I don't find it easy, I am also shaking sometimes, but I do say it. Because otherwise I suffer myself.

I: Okay and, let's see, the next one: increasing structural work resources. Structural work resources are things that you use to do your job, for example; knowledge, maybe time as well. And examples of them are: I try to

develop my abilities, or I try to learn new things at work. And can you address the possibility of doing this in your work environment?

R: Well, learning new things I do, but then I do a lot of things at home too.

I: Yes like?

R: Yes some sort of ergo or figuring things out, then with me it all has to go pretty well because if I don't do it well myself, then I suffer myself.

I: Okay. And then you do that on your own time?

R: Yes.

I: Okay and why do you do that on your own time?

R: Yes because I like that better, that I have it right. Yes that's actually a tick of myself, I think. Or a tick of myself.

I: Do you have room for that at work, too, or?

R: No, not always either. I think you have too few spaces for that too. And I do want to do it right actually.

I: And what are some things that you do then?

R: Or that you think is doing good.

I: But what are some things that you still pick up in your own time then?

R: Schooling. Yes looking things up.

I: Okay and are there any required courses that you have to take?

R: Yes here you have five e-learnings, right, that you have to do per year.

I: Five?

R: Five. And then you have some things in between. And I think that's also your own responsibility, so.

I: Yes and are you free to choose which five to follow then?

R:Yes who gives up someone of quality. Then you have five a year because not everyone is going to do the same course. But that's just also for the development of the whole team, that everyone, that you're up to date with everyone huh. So then you can pass it on to other colleagues.

I: Well nice. Right?

R: Yes.

I: Okay and what do you think are some of the things in your work that help you gain more knowledge?

R: More knowledge? Well, I could take more courses sometimes, that there would be more refreshment from time to time. I would like that, yes.

I: Yes do you need more?

R: Refresher course. Yes not how, no tests, but just of this and that and that you again better to colleagues because some things you also sometimes lost. That becomes an automatism for me. But you know, but it just all becomes automatic sometimes actually, yes.

I: Okay and what do you think are some of the barriers in your work to gaining additional knowledge?

R: Well, aggression I guess. If there's something aggressive.

I: Do you ever notice that?

R: We have had that at times, yes. And then I find that difficult.

I: And don't you have a course for aggression then specifically?

R: Yes it does, but then it's always different in reality than in theory. Or in practice. But when you do it, that's very different. And that just lies on that day how you feel and.

I: Yes tricky. And do you feel like you have enough time to take courses and expand your knowledge?

R: Enough time...,yes you have to make enough time for that, but that is often also in your free time, yes.

I: And to what extent is that a problem for you?

R: Sometimes it does, is that sometimes, yes, that can be a problem sometimes, yes.

I: And why is it a problem?

R: Well, that sometimes it's too much, that's possible. But that's just down to it.

I: Can you indicate that then here at work?

R: Yes, you can indicate that and that you do it later, for example, that is.

I: Okay but you have to do it eventually?

R: Yes.

I: Okay. Then we go to the third and that is an increase in challenging work tasks. If an interesting project comes along, I proactively offer myself as a project worker, or if there's not too much to do at work, I see that as an opportunity to start new projects. And can you address the possibility of creating an increase in these challenging work tasks in your work?

R: Well, if you have time for it and it's not too crazy, I like it because then there's something new again. So then I'm curious myself and then. And once again something different, so I like that. That's the same as with the move here, with the physical move, I found it fun to be there.

I: Have you been actively involved there as well?

R: Yes, in the case of physical relocation yes.

I: Oh, how nice. And are there other things, like projects you just mentioned, what kind of projects do you pick up?

R: Yes but those I have then huh, those where I actually have that guidance and so on, that with work supervision and, um, yes that testing off and so on, that I pick up, yes.

I: Okay.

R: That's what I want to go further into then. If there's something in there, I'll fill that in because I'll have more experience than somebody else. And everybody lets, everybody is fine with that.

I: And what do you get out of those projects? Is it for you, does that maybe have extra motivation or challenge in your work, does it give new knowledge?

R: Yes and things you learn new from you always hear something you can learn from.

I: Okay and can you maybe address the facilitating factors in your work that allow you to take on more work tasks?

R: Any more work tasks? Well, I think I have enough.

I: Yes, but I mean more: what enabled you to take on those extra work tasks? What are the positive things here in your work environment that enabled you to take on those extra tasks?

R: Can take, yes because I have an interest in that myself. Because if I don't have that interest, I don't think much will come of it.

I: Okay and so you also have enough time?

R: Yes you take that then too.

I: Yes you make that then?

R: Then you can also have your own scheduled out huh. So you can say in the afternoon, I'm scheduling myself out for a certain something.

I: Okay. Let's see. Now what are? Yes so many questions.

R: Yes I almost think of... because it's such an experience huh.

I: Yes, no, but I think it's interesting to hear it that way how you guys do it and obviously I don't see that.

R: No I get that.

I: And what do you think are some of the inhibiting factors in doing extra challenging work tasks, yes?

R: Actually, any additional work tasks?

I: Well, maybe those tasks that you're already doing, but what's preventing you from, yes maybe doing more additional work tasks?

R: No then it becomes too much.

I: Then it becomes too much, yes.

R: Yes that's when I think it becomes too much. Then I think... And you should also give the others the opportunity to give something. Because if someone new comes, then it is also nice that she gets a task and a bit of all share actually.

I: Okay, yes.

R: Because before that, one has 32 hours and the other has 24 hours. So everybody gets to do something for themselves, right.

I: Yes is also true. Okay and then we'll go to the last dimension, which is decreasing, or reducing obstructive work tasks. So basically things that get in your way. I: "I arrange my work so that I have as little contact as possible with people whose problems affect me emotionally", or "I make sure that my work is mentally less intense". And of course these are examples huh, but it's just about the whole of: you have work tasks that actually get in your way, that you don't like very much and that you would rather not do or not be able to do, and can you address the possibility of reducing these hindering work tasks in your work environment?

R: Yes hindering, I just ask if someone else would like to do it for a while because you don't want to do it yourself so much anyway. Then I take over something for her. That's how you do it. Then I consult with her via the. Yes, just that sort of thing, I say I don't really feel like it, then I'll take over for you. And that is usually solved. And if not, you'll have to deal with it one day. That's just, I think: too bad for you. Yes. That's all time, right.

I: And how do your colleagues react when you indicate that you would rather not do something?

R: They respond well to that. If you consult that with, then you don't have to consult with all the colleagues, but just per person and then ask of would you take this for me, and then I take for you that? And then it's good, usually.

I: Okay.

R: Yes I wouldn't know how else to do it. And if not, well then we will have to do something sometime. You also have things that are less fun, so then you can't really say, oh yes, you can clean that up for me because I don't feel like it. It doesn't work that way. Yes, then you have had some bad luck, I think.

I: Is also true of course, yes. And what do you think are positive things in your work, positive factors, that allow you to reduce these work tasks?

R: Positive things?

I:Yes maybe, for example, you depend very much on how your colleagues respond. And do your colleagues always respond very well, compassionately?

R: Yes, they always respond in a thoughtful way. Compassionate we all are. We always help each other. That's how it comes across to me, yes.

I: And is there also room to adjust the schedule itself?

R: Yes, on that day, yes. Because you have to. Because if you have a sick person, then you already have to divide all tasks in the morning. So then we take a look: do you want to go there, the other goes there. Because they will have to.

I: Are you often compelled to?

R: That happens regularly, regularly in recent times, yes. Or sometimes the planning is not right, but yes, the planners can't do anything about that either, they do their best. But yes, there are also many new residents, people who are in treatment or not in treatment. So it can be quite confusing at times.

I: Yes, I can imagine that. And what do you think are, yes negative impeding factors in your work that make you unable to reduce your work tasks?

R: When someone leaves something untidy, I do find that... yes I do dislike that. And those dishes and then. If it can't be done, it may happen that it can't be done, I find that different, but really sloppy making beds and such, I think: well that's really not acceptable.

I: And then are you someone who then recovers that, who...?

R: I also repair it for the client because the resident hates it, but I also go back to that person who did it wrong, of I would still like to see it differently next time. In any case, I would like to bring this up.

I: Okay.

R: At least, or you must not have seen them for three weeks or. Yeah that, I'm not going to send a mail, I'm not going to do that, I think that's too heavy a burden.

I: No okay, I understand. Okay. Do you have any other limiting factors or not really?

R: No.

I: Okay and then I have two other questions: can you give me some examples of job crafting, so basically modifications in those four areas that we just discussed, that you have applied in your work or that you have seen someone else apply and that you think were successful?

R: Well, pfoe....

I: Maybe then, I always mention those four dimensions then, for example, the social with asking for feedback, the structural work resources with knowledge increasing and doing extra projects, extra challenging work tasks or actually reducing tasks - can you maybe mention something of that that you think: well, I saw that once, I thought that was so good?

R: No, I haven't seen that yet.

I: Have you ever, let me put it another way: have you ever had a negative experience with someone giving feedback?

R: Well, I did experience that once, yes.

I: But that doesn't happen often?

R: No, that doesn't happen very often.

I: And would such a negative experience then hinder you from saying it again, or not?

R: Well, I would say it to her again, yes.

I: Yes don't let the cheese be taken from the bread?

R: No, you really don't. But then you have to say it very quietly because then you have to say it to a person who is there....

I: Do you approach that person in a different way another time?

R: No, I just say...No, I do stay the same. So I do tell that person 'I don't like that and I would do it this way and that way'. And if I don't come out of that, then I'll look higher up. No then I'll really... But that is the very last thing I would do, you know.

I: No I understand, yes.

R: Because I don't like that. But that's never been me... no, that.

I: Okay and then the other question is, can you give me examples of job crafting that you have used in your job or that someone else has used in their job that were not successful or effective in my opinion?

R: Oh yes, I did have that once with a colleague, yes.

I: What then?

R: Yes something about a wound, that was all wrong.

I: And then, what did you do then?

R: Did I fix it. And did I put it back to her know, and I say: then you need to take a good look at what the nurse wrote down and that doctor, and there she then, yes she did of oh I completely misunderstood that, misread it.

I: Yes well, but has been handled well.

R: Yes and I even sent an app to that person for that. I never do that, but I did then, yes.

I: So important.

R: Also to protect her. Because yes...

I: Got it. Let's see what the question was. Have you ever seen - maybe a more specific question - have you ever seen someone, for example, doing extra work tasks who was either not enjoying those extra work tasks or courses or a project or someone who was completely overflowing with it?

R: Yes, I have seen that, that someone did not like it. That she said: I'll do it anyway because yes, it has to be done, so. Is she actually also a bit pressured huh.

I: Pressured by whom?

R: Yes just, that she has to do it for herself, but that she actually finds it very heavy emotionally and, yes that's just also down to people or how someone feels. So yeah. And then that's tricky. And you can only help them with that, that you sit down and say, ''Can I do something for it?'' So yeah.

I: And do you have any other examples of negative experiences or are they not too bad?

R: No.

I: Okay. Then we're at the end. Do you have any questions or tips for me?

R: No, I think it's... no. What about you? Do you have any more questions?

I: No. I've asked you the shirt off my back now. Then I'm going to shut it down, yes.

Appendix 21. Coding interview 9

21.1 Deductive part

Transcript Interview 9	Descriptive code	Thematic code	Pattern code
R: Yes. I: Yeah like, what are some things that you need to discuss with colleagues then? R: Um, Wounds. Um, Also mental deterioration of the client. Yes, you name it.	Wounds and mental deterioration examples of things consulted with colleagues	Communication colleagues	Ask colleagues for advice
R: Well, I sometimes have that about it, of how do you do that? Or I ask the question to another colleague: how do you handle that? And then you look at something and then you consult together. And then you just ask what's better and then the two of you pick it up and then you see what's better and what's not better.	Seek advice on how colleague is doing and look together at what is better	Communication colleagues	Ask colleagues for advice
I: Do you do that often? R: You do that regularly yes, I think. That's with everything; with wounds, with adjusting care plans. R: Yes.	There is regular consultation on wounds, adjusting care plans	Communication colleagues	Ask colleagues for advice
R: At least, that's what you're supposed to do. And also with wounds huh, that's actually, that's very important. And or someone with dying wounds huh, how they look.	It is intended that you will consult	Communication colleagues	Ask colleagues for advice
I: And why do you think it's important to consult? R: Well, that's for the client and for yourself. For your development too huh, that is.	Important to consult for the client and for your own development	Communication colleagues	Ask colleagues for advice
I: Okay and to what extent do you yourself need feedback from your peers or from a supervisor? R: That something more can be done. Good feedback in any case. That I can do something with it myself and that I. I also always ask the reason why they give me that because otherwise, yes I can't do anything with it.	Needs feedback that she herself can do something with and of which she knows the reason because	Need for feedback	Ask others for feedback on performance

	otherwise she can't do anything with it		
R: Yes, I think that comes from the compliments we get at work. We do have a pleasant team and we indicate to each other what is going well and we address people right away, yes if you're not doing something right and don't beat around the bush.	I get a lot of compliments from my colleagues and there is a nice atmosphere which makes it easy to ask for feedback.	Atmosphere in team	Ask others for feedback on performance
R: Well, learning new things I do, but then I do a lot of things at home too.	Learns new things, but does a lot at home	Time for development	Try to develop capabilities
R: Yes some sort of ergo or figuring things out, then with me it all has to go pretty well because if I don't do it well myself, then I suffer myself.	Searches out ergo things because she wants to be able to do it well herself and otherwise suffer	Interest Development	Try to develop capabilities
I: Okay and why do you do that on your own time? R: Yes because I like that better, that I have it right. Yes that's actually a tick of myself, I think. Or a tick of myself.	Like to have ergo in good order	Interest Development	Try to develop capabilities
I: Do you have room for that at work, too, or? R: No, not always either. I think you have too few spaces for that too. And I do want to do it right actually.	Has too little space at work to look up ergo things	Time for development	Try to develop capabilities
I: Okay and are there any required courses that you have to take? R: Yes here you have five e-learnings, right, that you have to do per year.	Five mandatory e-learnings per year	Continuing Education Opportunities	Try to develop professionally
R: Five. And then you have some things in between. And I think that's also your own responsibility, so.	Also e-learnings in between but they are your own responsibility	Continuing Education Opportunities	Try to develop professionally
R:Yes who gives up someone of quality. Then you have five a year because not everyone is going to do the same course. But that's just also for the development of the whole team, that everyone, that you're up to date with	Five mandatory e-learnings are picked by colleague of quality, but not all colleagues follow them	Choice of continuing education	Try to develop professionally

everyone huh. So then you can pass it on to other colleagues.	The idea is for colleagues to pass knowledge from e-learnings to each other	Knowledge sharing	Try to learn new things at work
I: Okay and what do you think are some of the things in your work that help you gain more knowledge? R: More knowledge? Well, I could take more courses sometimes, that there would be more refreshment from time to time. I would like that, yes. I: Yes do you need more? R: Refresher course. Yes not how, no tests, but just of this and that and that you again better to colleagues because some things you also sometimes lost. That becomes an automatism for me. But you know, but it just all becomes automatic sometimes actually, yes.	Would like more refresher courses without tests	Continuing Education Structure	Try to develop professionally
I: Yes tricky. And do you feel like you have enough time to take courses and expand your knowledge? R: Enough time...,yes you have to make enough time for that, but that is often also in your free time, yes.	Must make time for continuing education, but this is often in free time	Time for training	Try to develop professionally
I: And why is it a problem? R: Well, that sometimes it's too much, that's possible. But that's just down to it. I: Can you indicate that then here at work? R: Yes, you can indicate that and that you do it later, for example, that is.	Sometimes continuing education is too much, then you can indicate this and postpone it	Time for training	Try to develop professionally
R: Well, if you have time for it and it's not too crazy, I like it because then there's something new again. So then I'm curious myself and then. And once again something different, so I like that. That's the same as with the move here, the physical move, I liked to be there.	If there is time for project and it is not too crazy, then curious and fun to participate in project	Interested in project	Proactively offer as a project employee for an interesting project

R: That's what I want to go further into then. If there's something in there, I'll fill that in because I'll have more experience than somebody else. And everybody lets, everybody is fine with that.	Often fills out project because she has more experience than colleagues	Padding projects	Proactively offer as a project employee for an interesting project
R: Yes and things you learn new from you always hear something you can learn from.	Always learns new things in project	Motivation projects	Proactively offer as a project employee for an interesting project
R: Can take, yes because I have an interest in that myself. Because if I don't have that interest, I don't think much will come of it.	Takes on additional tasks if she is interested in doing so	Motivation additional tasks	Take on new tasks without receiving salary for it
I: Okay and so you also have enough time? R: Yes you take that then too. I: Yes you make that then? R: Then you can also have your own scheduled out huh. So you can say in the afternoon, I'm scheduling myself out for a certain something.	Can be scheduled out if she wants to complete additional tasks	Time for additional tasks	Take on new tasks without receiving salary for it
R: Yes that's when I think it becomes too much. Then I think... And you also have to give the others the opportunity to give something as well. Because if someone new comes, then it is also nice that she gets a task and a bit of all share actually.	Doesn't want to take on too many tasks and give other colleagues some, especially new colleagues	Distribution of additional tasks	Take on new tasks without receiving salary for it Take on new tasks without receiving salary for it
R: Yes hindering, I just ask if someone else would like to do it for a while because you don't want to do it yourself so much anyway. Then I take over something for her. That's how you do it. Then I consult with her via the. Yes, just that sort of thing, I say I don't really feel like it, then I'll take over for you. And that is usually solved. And if not, you'll have to deal with it one day. That's just, I think: too bad for you. Yes. That's all time, right.	Asking colleague if they want to swap a task often goes well, but otherwise you have to do it yourself	Colleague response	Ensure work is emotionally less intense Make work mentally less intense
R: They respond well to that. If you consult that with, then you don't have to consult with all the colleagues, but just per person and then	Colleagues respond well and are open to swapping duties	Colleague response	Make work mentally less intense

ask of would you take this for me, and then I take for you that? And then it's good, usually.			Ensure work is emotionally less intense
R: Yes, they always respond in a thoughtful way. Compassionate we all are. We always help each other. That's how it comes across to me, yes.	Colleagues always respond with thoughtful consideration of tasks you want to get rid of	Colleague response	Ensure work is emotionally less intense Make work mentally less intense
R: I also repair it for the client because the resident hates it, but I also go back to that person who did it wrong, of I would still like to see it differently next time. In any case, I would like to bring this up.	Restores uncompleted work colleague for resident	Motivation additional tasks	Take on new tasks without receiving salary for it

21.2 Inductive part

paraphrase	**If there are any sick people, we will look together at how to redistribute the tasks, as these tasks cannot be postponed for a day**
quote	R: Yes, on that day, yes. Because you have to. Because if you have a sick person, then you already have to divide all tasks in the morning. So then we take a look: do you want to go there, the other goes there. Because they will have to. (transcript interview 9, p. 195)

Appendix 22. Transcript interview 10

Respondent: R

Interviewer: I

I: Well, then I want to start by thanking you for participating in this study.

R: You're welcome.

I: And then I gave you a consent form. Do you give me permission to participate and record this interview?

R: Of course.

I: Top. Then I'll tell you a little bit about what I'm doing right now. I'm currently doing my degree, Master's in Business Administration and for that I'm doing a research project on job crafting. This interview will take no longer than thirty minutes and if you have any questions, you should ask them especially in between. Then we will begin. Can you describe the nature of your work. What do you do at work?

R: What do I do at work?

I: Yes.

R: Taking care of people. Yes, what I learned to do, that's what I do here.

I: Okay. And can you describe your daily tasks in terms of the tasks you perform that involve contact with colleagues or patients?

R: Nice and complicated.

I: Yes.

R: Oh God. Yes. There are so many of them!

I: Can you give some examples?

R: Yes, you are always in contact with patients, of course. But with the people washing, you come in contact with them and help them with other things. And with colleagues you are also always in contact because you always have to consult with each other. God. Yes. And then with family doctors and dieticians and speech therapists, physical therapists. That's what you mean too right, what you come in contact with? Wound care nurses, just happened to be there. Yeah.

I: Okay. And what are some tasks that you do on your own?

R: Actually almost nothing. Yes, the reporting behind my computer I do myself. But the rest is either with a resident or with a colleague.

I: Okay. Then we'll move on. Sometimes we want to put our own touch on our work and the way we perform the tasks that fall under it. Can you talk about how you think you do your job differently than others in similar positions? Tough question, right?

R: Well, I think, not necessarily do my job differently than others. But I do sincerely think that I am very nice to people. Sometimes when I come, say together with colleagues to someone, I do call out, oh guys is this always how it goes? Well really, just, everyone is always happy with me. That sounds so nice and self-deprecating. I do not like to compliment myself. But then again, do you do it better? But I do think I do that part maybe differently than other colleagues.

I: Okay. Have you ever heard of the concept of job crafting?

R: No.

I: Okay. Job crafting is a series of changes that workers make at work to achieve a better match between their needs and preferences in their jobs. Workers who engage in job crafting shape their job requirements and resources, so basically the tasks and resources like time, colleagues, knowledge, to create a work environment in which they can perform better. So in short, it means that people can shape their work to pursue their own needs and desires. And so they actually put their own touch on it. And job crafting can be divided into four different dimensions, which are all four forms of job crafting. And I'm going to go through all four dimensions with you now, then I'll give you an example and I'll explain a little bit what they mean. And then I'll ask you some questions about how you experience that at work here. Then we'll start by increasing social job resources, work resources. Social job resources are colleagues and supervisors, for example. And an example of that is: I ask my supervisor to coach me or I ask my supervisor if he or she is satisfied with the work I'm doing. But the same is also true that you ask, for example, feedback from your colleagues about how you do your work. Can you tell how you can participate in this dimension in your work?

R: Well, I guess I'm not much of a hero there. I'm not much of a feedback person. That part you mean, right?

I: Yes.

R: Yes. I don't like anyway, also especially if it's negative I wouldn't give someone feedback very easily anyway and also not just ask: gosh, what do you think of me?

I: Yes. Do you need that, feedback or?

R: Yes, we did talk about that in team sessions. Those are the kinds of things you never do, even though it does a person a lot of good. No matter how uncomfortable it is.

I: Feedback can also be positive, of course.

R: Yes, that too. It can go both ways. R: Yeah, so. No, yeah, I don't actually do that.

I: Okay, but do you have the ability to do that here at work?

R: Yes, it does. Or sometimes with a lark, oh nice work, yeah! While you actually mean it and you can bring it normally, but you don't do that with everyone or anything. That also depends on your band or how your team is, you know.

I: Okay. And do you feel that the bond within the team is good enough right now to ask for feedback?

R: I think you'll get honest answers from everybody. But I don't think everyone is open to that or anything. No, I don't think so. No, I don't think they would say, oh yeah that's good. When in fact they don't think that's good. They don't. But I don't think they're all equally open to it. No.

I: Okay. And now what do you think are facilitating factors in your work that would allow you to ask for feedback? What do you see reflected in your work, which asking for feedback, improves.

R: Nothing.

I: Yes, you can.

R: Yes. No. Sincerely. Yes, of course, we have now recently started again with a different team, with a different way of working together, so I think that might cause that to happen.

I: Okay. Then the other side: what do you think are some of the impediments to asking for feedback in your work?

R: Surely the reactions or behavior of colleagues.

I: So what do you notice when you...?

R: Yes, not necessarily that I have experienced that, but because colleagues are so with working together sometimes so ..., that you think, okay I don't ask you what you think of me or something, you know. Not that I've experienced that, a situation like that, but there are colleagues that I wouldn't just ask like, gosh.... No.

I: Okay. Then we go to the second dimension. That is increasing structural working resources, for example, knowledge. I try to develop my capacity. Or I try to learn new things at work. And can you address the possibility of doing this in your work?

R: Okay. Well, learning a lot of new things, you can't actually do that here. Yeah, that sounds so ugly. But there are so many things that don't happen here. If you look at how many operations there are in terms of putting catheters and things like that, just almost nothing occurs here. Yes, you can develop in the because we're doing that more and more, now I've just had the three, for example, a kind of training on dementia, depression and delirium and on palliative care they want to go into more depth. So they are working on those kind of bigger concepts and everyone is doing that.

I: But do you have to take those courses?

R: Yes.

I: Okay.

R: You do have to follow those. You have to have made those by then and then. That's kind of an obligation, so to speak.

I: And do you follow that in your spare time or under work?

R: Well in my spare time, but I may write those hours.

I: Okay. Is that something that you personally enjoy or would you have preferred to do it under your work?

R: Yes, if there is time you always prefer to do everything under your work, right?

I: Yes. Yes, I don't know.

R: But there's just no time for it. So I just have to go do that at home then.

I: Yes. To what extent do you yourself feel the need to gain new knowledge and take courses?

R: Yes, I always find it interesting, but because you don't have time for it at work, I think: yes, pfff never mind.

I: Yes.

I: Okay, then let's move on to the structural work dimensions, gaining additional knowledge. So what do you think are the facilitating factors in your work that allow you to increase your knowledge?

R: Yes time especially. No, yes... Yes I do think that if everyone is involved, then you're going to do that faster than if you're on your own going to figure something out and go into it. So if that whole team gets another training like that to do, then you go along with it faster than on your own.

I: Because do you do these trainings with the whole team?

R: No, but then everyone has done the training, everyone has to do it, so then everyone knows all about it and so on. I think that's better than doing things on your own.

I: And are there any other facilitating factors in your work that you experience, or?

R: No yes, if a situation occurs or something like that or if a new resident comes and they need certain things and you don't know the ins and outs of it, that you then delve yourself into that. Something like that. But yes.

I: Okay. And now what do you think are impeding factors to increase your structural work dimensions or work resources in your work? So that knowledge.

R: Yes again that time. Everything I throw at time, it seems. But you have... Well, today I also sincerely could take a break for half an hour at most. Other than that, you're constantly busy.

I: Yes.

I: So there's just no time to delve into it. Or you have to go do it in your own time. Yes that's too crazy isn't it?

I: Do you regret not having the time to do extra...?

R: Yes, definitely. But I just don't even have time to finish my work yet. But it's that I'm making time for you now, but then I think yes, that's pretty bad actually.

I: Yes do you experience a lot of pressure in your work then?

R: Yes, well, in the past I could not stand it very well and I would get a bit of chaos in my head and I would overflow. But now I am like, yes, there is no other way. I can't run any faster than I already do and do even more than I already do, if something stays behind or something happens. Then so be it.

I: Yes I understand.

R: And the fact that I am working again tomorrow, I think oh yes, I can still do tomorrow. If I had three days off now, I would have more of that pressure of oh, I don't want to burden someone else with that, I'll do it.

I: Yes okay. Going to the third, which is increasing positive, challenging work tasks. For example, if an interesting project comes along, I proactively offer myself as a project assistant, or: if there is not too much to do at work, I see that as an opportunity to start new projects. And can you comment on the possibility of doing this in your work?

R: Well, the first one is something for me, but I wouldn't just say: well guys, now we're going to start something, huh all together. That's not quite my thing. I don't really like being in the picture. But if there is something new, then I like to participate, yes. It is that I was on leave, otherwise I would have liked to be in the working groups to get things back on track when the residents have moved and so on. Yes, that was not possible. But when we started planning care here, for example, I also did that and I really enjoyed it. But that was also completely new, learning from scratch. Yes, so I like it, but it's not really there at the moment. I don't think there are any new things.

I: And why do you want to be in such a project, or want to participate in such a project? What motivates you?

R: Yes, I think because the rest is just always the same and you think: hey, something different for once. Nice, something new. That the people, the former colleagues, learn something new.

I: Okay.

R: Just the challenge I guess.

I: Some extra challenge in your work?

R: Yes.

I: And now what do you think are facilitating factors in increasing these challenging work tasks in your work?

R: Yes promoting factors.

I: Yes maybe what you just said, for example of your motivation, that there is more, yes that promoting might not work if you see little challenge, and do that extra.

R: Well, that indeed, that you get a little more challenge in your work. I mean, you did just have that. That you do because of that. Yeah because now I'm like hmm.

I: Is that the only reason you take on extra tasks, projects?

R: Yes maybe. Or just because it's fun.

I: Yes you can.

R: Just for fun.

I: Yes okay. And what are, yes negative/obstructive factors for taking on additional work tasks?

R: Well, I don't necessarily see that in there. No because you do get time for those kinds of things during your work, or those meetings take place on a day that you have to work, or things like that. So in itself you don't have to do anything crazy for that. Yes, you are a bit busier than another colleague, but I don't mind that so much.

I: Okay.

R: No I don't think there are very negative things in there.

I: Okay.

R: Obstructing, sorry.

I: Well, fortunately. And then we go to the last one, which is to take away hindering work tasks. 'I arrange my work so that I have as little contact as possible with people whose problems affect me emotionally or cause my work to be mentally physically less intense,' and can you address the possibility of doing this in your work? So taking away obstructive work tasks that, yes you find annoying?

R: Yes but I don't actually do that. No matter how stupid or how annoying I find some things, that's part of it, you just have to do that. No I wouldn't just shake that off or that someone else says oh, you do that nicely, then I don't have to do it.

I: Okay and would you be able to do it if you really wanted to? e have physical complaints, for example, could you do it?

R: Yes, okay, but I can do that. Or suppose I've just been through something in my private life and what's happening here comes very close, that I've said gosh guys, if you don't mind, I won't do that for a while. That would be possible. But I really wouldn't run away from that. Even though it would also affect me or whatever, I wouldn't run away from that.

I: Why wouldn't you?

R: Yes that's just part of your job, and is also a challenge.

I: Yes is also true. And do you feel like you might be bothering another person with it, if you wanted to get rid of tasks or?

R: Well, I'm the kind of person who thinks that quickly, that you're saddling someone else with work. But in itself that would not necessarily stop me. I used to think, I would think: oh I'll do it because otherwise they'll think, but nowadays I don't think like that anymore. I have become a little looser though.

I: Do you indicate your own limits better?

R: Yeah you know, I've been working here for six years now of course, so when I came here I was really such a young guppie of 18 and then I thought, okay, I'll do that. And now I think yeah, uh uh, no.

I: Okay.

R: But also the other way around, if colleagues want to get rid of it themselves or something, I would say: oh yes, of course, I will. But now I also react more quickly, like, hey, how...

I: Yes it works both ways of course. Okay but what do you think are promoting factors to reduce those obstructive work tasks in your work?

R: Promoting to reduce them?

I: Yes that you see here at work, what are promoting factors that allow you to indicate that, yes you want to do less stressful work tasks?

R: Yes I'm not bothered by that per se, I'm not overflowing with it or anything. If you have to interpret them in that sense. I never really have to hand in tasks. R: No.

I: Okay and now what do you think are limiting factors to reduce these limiting work tasks in your work?

R: Yes it's just now there are only two of us working during the day and I'm actually the one responsible for all those 9 residents, of course I can't say: oh [name], you just do those pills because I've already done so many. So of course I can but a lot of things now I can't pass off, that I'm only in the morning and in the evening the only one with the higher level who is allowed to do that kind of thing.

I: Okay, that's kind of interesting.

R: So that's kind of a new difference. Because I was standing by the elevator this afternoon and then I thought, oh yeah, I'm actually responsible for everyone by myself. Sure, [name] can help me and she can help me, but if a doctor needs to be called or I need to give extra medicine first or whatever, I can't say: oh, will you do it?

I: Crazy idea actually.

R: Yes so you can't actually shave off that much at this point.

I: Hmm, okay. So then these are the four dimensions. And could you maybe give me some examples of job crafting, so adjustments on those four dimensions, that you've applied or that you've seen others apply that you think: well, they were successful? So really in the area of those four dimensions, or asking for feedback or gaining knowledge, doing extra tasks or reducing work tasks; have you done anything in that yourself?

R: And then who did?

I: Or, yes you or a colleague; have you seen someone do that that you think: well, that was really successful. Or who completely blossomed from it, or...?

R: Well, I know, since we moved here a week or so ago, one colleague has been very active in keeping everything neat and tidy and making sure that it never becomes such a mess as it was before. And you can see that she gets satisfaction from this and that it also works very well for us. Is that a good example?

I: Yes.

R: Yes right?

I: Yes definitely.

R: Yes she has here, yes now it looks like a mess here too, but she has really made sure that everything looks good here and that we can work fine.

I: And are there any other examples perhaps...? No: You can, is good.

R: No I thought it was quite a good example.

I: And did you maybe...?

R: No yes, that feedback and so on, no. Yes we did talk about it in those sessions, but it's not like we suddenly started throwing compliments all over the place very actively.

I: Maybe it also takes time. Can you give me some examples of job crafting that you've used in your work or that you've seen someone else use in their work that you don't think were successful?

R: Not successful? Hmm.

I: Maybe you've seen someone overflowing with extra tasks or someone who just kept their mouth shut wisely but became unhappy as a result, or feedback that turned out totally wrong?

R: No. I'm going to think carefully for you. No, I don't think that's actually too bad.

I: Yes or maybe a course or continuing education that you took that didn't make you happy at all, or just saw as an extra burden in your free time?

R: No. Yes, I'm quite down-to-earth these days; you won't get me mad or angry that easily anymore, but I do think that there are colleagues who still suffer from many things, perhaps.

I: And what kind of things then?

R: Yes that they are just not quite cool in their skin.

I: Yes is that because of work or because of private?

R: Yes I think rather because of the work, I don't think everyone comes to work equally happy.

I: And do you have any idea what that might be due to?

R: Well, I think there is a colleague who is just approaching retirement, but because she is alone, she cannot say: I am quitting now. And you notice from her behaviour and the way she acts that she can no longer cope with the amount of work. Yes, she can't take a step back because she has to keep going.

I: Tricky.

R: Yes hefty I think.

I: Yes also for you to have to see that of course.

R: Yes also that. But if you then indeed, also you only have to shout 'boo' and it is already.... While you actually say nothing. So you really can't just give them feedback, no. Ugh, no.

I: Yes oh, tricky. Okay and do you have any other examples of negative job crafting experiences?

R: No.

I: Okay. Well then.

R: Yes maybe... Or that an example, yes... Our previous team coach was quite a bit, she always had her favorite colleagues, so to speak, and the rest just kind of hung around. I don't think that has done much good in terms of how we work here and how we cooperate.

I: Because what caused, what caused that in the team?

R: Yes, a bit of unrest and a bit of two clubs. The one that was so good with her and the one that wasn't so good with her, that didn't interest her, so to speak. But it does make a difference now that that little club is gone. But I think it also destroyed a lot of things in our team.

I: Okay, yes I can imagine. No that's not... Well, then we're at the end and I want to thank you for your good answers.

R: Yes do you get anything out of it do you think?

I: Sure. Do you have any questions or tips for me?

R: No, actually not.

I: Well, then I'll close it.

R: No I just hope that you will complete your assignment well and get your degree.

I: Will surely succeed, I'll do my best.

Appendix 23. Coding interview 10

23.1 Deductive part

Transcript Interview 10	Descriptive code	Thematic code	Pattern code
I: Okay. And what are some tasks that you do on your own? R: Actually almost nothing. Yes, the reporting behind my computer I do myself. But the rest is either with a resident or with a colleague.	Performs almost nothing on its own, except reporting	Collaborate	Ask others for feedback on performance
R: Well, I think, not necessarily do my job differently than others. But I do sincerely think that I am very nice to people. Sometimes when I come, say together with colleagues to someone, I do call out, oh guys is this always how it goes? Well really, just, everyone is always happy with me. That sounds so nice and self-deprecating. I do not like to compliment myself. But then again, do you do it better? But I do think I do that part maybe differently than other colleagues.	Does not do work differently than colleagues, but is extra nice to residents	Work execution	Ensure work is emotionally less intense
R: Yes. I don't like anyway, also especially if it's negative I wouldn't give someone feedback very easily anyway and also not just ask: gosh, what do you think of me?	Wouldn't ask for feedback easily because she doesn't like it and it's often negative	Requesting Motivational Feedback	Ask others for feedback on performance
I: Yes. Do you need that, feedback or? R: Yes, we did talk about that in team sessions. Those are the kinds of things you never do, even though it does a person a lot of good. No matter how uncomfortable it is.	Giving feedback we don't do often and is uncomfortable, but does a person good	Need for feedback	Ask others for feedback on performance
I: Okay, but do you have the ability to do that here at work? R: Yes, it does. Or sometimes with a lark, oh nice work, yeah! While you actually mean it and you can bring it normally, but you don't do that with everyone or anything. That also	Gives feedback through a joke, but means it Does not give feedback to everyone because it	Transferring Feedback Selectively asking or giving feedback	Ask others for feedback on performance Ask others for feedback on performance

depends on your band or how your team is, you know.	depends on the bond with the team		
I: Okay. And do you feel that the bond within the team is good enough right now to ask for feedback? R: I think you'll get honest answers from everybody. But I don't think everyone is open to that or anything. No, I don't think so. No, I don't think they would say, oh yeah that's good. When in fact they don't think that's good. They don't. But I don't think they're all equally open to it. No.	Colleagues will answer feedback honestly, but not everyone is open to it	Attitude feedback	Ask others for feedback on performance
R: Yes. No. Sincerely. Yes, of course, we have now recently started again with a different team, with a different way of working together, so I think that might cause that to happen.	Recently started working with a different team and different way of working together which may cause change in feedback	Atmosphere team	Ask others for feedback on performance
I: Okay. Then the other side: what do you think are some of the impediments to asking for feedback in your work? R: Surely the reactions or behavior of colleagues. I: So what do you notice when you...? R: Yes, not necessarily that I have experienced that, but because colleagues are so with working together sometimes so ..., that you think, okay I don't ask you what you think of me or something, you know. Not that I've experienced that, a situation like that, but there are colleagues that I wouldn't just ask like, gosh....No.	Does not ask certain colleagues for feedback because they show a poor response or behavior when working together	Selectivity feedback questions	Ask others for feedback on performance
R: Okay. Well, learning a lot of new things, you can't actually do that here. Yeah, that sounds so ugly. But there are so many things that don't happen here. If you look at how many operations there are in terms of putting	Can't learn much because there are few challenging operations	Quantity of work tasks	Try to learn new things at work

catheters and things like that, just almost nothing occurs here. Yes, you can develop in the because we're doing that more and more, now I've just had the three, for example, a kind of training on dementia, depression and delirium and on palliative care they want to go into more depth. So they are working on those kind of bigger concepts and everyone is doing that.	You can develop through in-service training and all colleagues do this	Continuing Education Opportunities	Try to develop professionally
R: You do have to follow those. You have to have made those by then and then. That's kind of an obligation, so to speak. I: And do you follow that in your spare time or under work? R: Well in my spare time, but I may write those hours.	Continuing education completion has mandatory deadline Continuing education is in free time and paid	Requirement for continuing education Continuing education time	Try to develop professionally Try to develop professionally
I: Yes. To what extent do you yourself feel the need to gain new knowledge and take courses? R: Yes, I always find it interesting, but because you don't have time for it at work, I think: yes, pfff never mind.	Find continuing education interesting, but don't feel like it because there is no time for it at work	Continuing education time	Try to develop professionally
R: Yes time especially. No, yes... Yes I do think that if everyone is involved, then you're going to do that faster than if you're on your own going to figure something out and go into it. So if that whole team gets another training like that to do, then you go along with it faster than on your own.	If everyone is doing the same continuing education, you'll get into it faster than if you're doing it alone	Collaboration in continuing education	Try to develop professionally
I: And are there any other facilitating factors in your work that you experience, or? R: No yes, if a situation occurs or something like that or if a new resident comes and they need certain things and you don't know the ins and outs of it, that you then delve yourself into that. Something like that. But yes.	Delves into new situation with new resident with specific needs	Expanding Knowledge	Try to develop capabilities
I: Okay. And now what do you think are impeding factors to increase your structural			

work dimensions or work resources in your work? So that knowledge. R: Yes again that time. Everything I throw at time, it seems. But you have... Well, today I also sincerely could take a break for half an hour at most. Other than that, you're constantly busy.	Has little time to broaden knowledge	Time for development	Try to develop capabilities
I: Do you regret not having the time to do extra...? R: Yes, definitely. But I just don't even have time to finish my work yet. But it's that I'm making time for you now, but then I think yes, that's pretty bad actually.	Does not have time to complete normal activities	Time for additional work tasks	Take on new tasks without receiving salary for it
R: Yes, well, in the past I could not stand it very well and I would get a bit of chaos in my head and I would overflow. But now I am like, yes, there is no other way. I can't run any faster than I already do and do even more than I already do, if something stays behind or something happens. Then so be it.	Previously chaos in head due to lack of time for work	Time for work	Make work mentally less intense
R: And the fact that I am working again tomorrow, I think oh yes, I can still do tomorrow. If I had three days off now, I would have more of that pressure of oh, I don't want to burden someone else with that, I'll do it.	More pressure on not completing work when I am off the following days	Taxing colleagues	Make work mentally less intense
R: Well, the first one is something for me, but I wouldn't just say: well guys, now we're going to start something, huh all together. That's not quite my thing. I don't really like being in the picture. But if there is something new, then I like to participate, yes. It is that I was on leave, otherwise I would have liked to be in the working groups to get things back on track when the residents have moved and so on. Yes, that was not possible. But when we started planning care here, for example, I also did that and I really enjoyed it. But that was also completely new, learning from scratch.	Wouldn't like to start something herself because she doesn't like to be in the picture Like to participate in new things Experience of coming up with new planning was fun because it is new and you learn	Taking the initiative Motivation new developments Motivation to try new things	See a chance to start new projects when there is less work Be the first to hear about and try out new developments Be the first to hear about and try out new developments

Yes, so I like it, but it's not really there at the moment. I don't think there are any new things.	something from scratch		
R: Yes, I think because the rest is just always the same and you think: hey, something different for once. Nice, something new. That the people, the former colleagues, learn something new. I: Okay. R: Just the challenge I guess. I: Some extra challenge in your work? R: Yes.	Most work is the same and project is fun because it is new and challenging	Project Motivation	Proactively offer as a project employee for an interesting project
R: Well, I don't necessarily see that in there. No because you do get time for those kinds of things during your work, or those meetings take place on a day that you have to work, or things like that. So in itself you don't have to do anything crazy for that. Yes, you are a bit busier than another colleague, but I don't mind that so much.	For projects you get under work time, but you are busier than colleague. This she does not mind	Time for projects	Proactively offer as a project employee for an interesting project
R: Yes but I don't actually do that. No matter how stupid or how annoying I find some things, that's part of it, you just have to do that. No I wouldn't just shake that off or that someone else says oh, you do that nicely, then I don't have to do it.	Does her job because it's part of the job and doesn't want to diminish it	Acceptance work	Make work mentally less intense Ensure work is emotionally less intense
R: Yes, okay, but I can do that. Or suppose I've just been through something in my private life and what's happening here comes very close, that I've said gosh guys, if you don't mind, I won't do that for a while. That would be possible. But I really wouldn't run away from that. Even though it would also affect me or whatever, I wouldn't run away from that. I: Why wouldn't you? R: Yes that's just part of your job, and is also a challenge.	If work comes close to private life, then you can distance yourself from it Wouldn't run away from work even though it hits her because that's also a challenge	Reduce work Acceptance work	Ensure work is emotionally less intense Ensure work is emotionally less intense

R: Yes it's just now that there are only two of us working during the day and I'm actually the one responsible for all those 9 residents, of course I can't say: oh [name], you just do those pills because I've already done so many. So of course I can but a lot of things now I can't pass off, that I'm only in the morning and in the evening the only one with the higher level who is allowed to do that kind of thing.	Work with two people from now on, so that work cannot simply be passed on to a colleague because that person is not allowed to do it	Team size	Make work mentally less intense
R: Well, I know, since we moved here a week or so ago, one colleague has been very active in keeping everything neat and tidy and making sure that it never becomes such a mess as it was before. And you can see that she gets satisfaction from this and that it also works very well for us. Is that a good example?	One colleague took on extra duties by cleaning up and she got satisfaction from that and it was also nice for the team	Resulting additional tasks	Take on new tasks without receiving salary for it
R: Yes that they are just not quite cool in their skin. I: Yes is that because of work or because of private? R: Yes I think rather because of the work, I don't think everyone comes to work equally happy. I: And do you have any idea what that might be due to? R: Well, I think there is a colleague who is just approaching retirement, but because she is alone, she cannot say: I am quitting now. And you notice from her behaviour and the way she acts that she can no longer cope with the amount of work. Yes, she can't take a step back because she has to keep going.	Colleague is not feeling well because she is approaching retirement and is alone, so work is too much, but she cannot step back	Reduce work	Make work mentally less intense

Appendix 24. Transcript interview 11

Respondent: R

Interviewer: I

I: Well, then I want to start by thanking you for participating in the study.

R: You're welcome.

I: And I gave you a consent form just now. Do you give me permission to participate and record the interview?

R: Yes.

I: Super. Well, I'm currently doing a master's in [name] and for that I'm doing a research project on job crafting. This interview will take no longer than 30 minutes and if you have any questions feel free to ask them in between. Let's start: can you describe the nature of your work, what do you do at work? Just very broadly.

R: I'm [name]. I'm [name] here within [name]. So I'm in care, but in doing so I have a coaching role to educate my colleagues on the job, give explanations, discuss with them problems they're facing. I support in the doctor's visit, I support actually in all daily things I am the supporting factor.

I: Okay, nice. And in that, can you describe your duties in terms of the tasks that you perform, where you come in contact with other people like, colleagues, patients, doctors?

R: In any case, I am a [name position] so I come in contact with my residents, I take care of them. In doing so, I'm also a kind of coach, so I come in contact with colleagues to guide them and solve problems. I come in contact with doctors, if residents are sick or have a medical problem where they need support and I come in contact with physiotherapist, occupational therapist, speech therapist, dentist.

I: Okay, yes.

R: Psychologist, we also have. Yes, anything to ensure quality of care.

I: Okay, and what are some tasks that you do on your own?

R: Everything because I'm the [function] here.

I: Yes, so does that mean you do different tasks than everyone else?

R: No in terms of care not. Basically I provide the same kind of care that they do. So that does, but yeah, you're just at the bedside with somebody. You don't have to be at the bedside with three people. Tasks that I do on my own is making training, giving training, preparing training, coaching conversations, feedback conversations.

I: With colleagues?

R: With colleagues, I do on my own. I'm [name]'s right-hand man, our team coach too. I do that on my own as well.

I: Yes, so.

R: Because there's nobody else. So yes.

I: Is the intention to do this on your own?

R: Yes

I: Okay, okay. Sometimes we want to put our own touch, slash, spin on our work and the way we perform the tasks that fall under it. Can you share how you think you do your job differently, slash, than others in similar positions among your peers?

R: Yes I think I'm a little more accommodating than other colleagues. I think I'm, I'm not so businesslike, I'm very overly sensitive sometimes.

I: Yes?

R: And I'd like it to be everybody, that everybody has a good time, that it's fun and that everything runs smoothly and I'm a little less businesslike than my colleagues.

I: Okay. Have you ever heard of the concept of job crafting?

R: No.

I: Okay, so I'm going to explain that a little bit. Job crafting is a series of changes that workers make at work to achieve a better match between need and preference in their jobs. Workers who do job crafting shape their job requirements and resources, so the tasks and the resources you have to do the tasks, such as knowledge. To create a work environment where they can perform better. So in short it means that people can shape their jobs so that they pursue their own needs and desires and so they actually put their own touch on it. And so job crafting can be divided into 4 different dimensions. And I actually want to go through each dimension with you and then I'll also explain what it means and give some examples and then I'll ask some questions afterwards. We'll start by increasing social job resources, and so job resources are resources that you can use to do your job and in this case the social job resources. For example I ask my supervisor to coach me or I ask my supervisor if he or she is satisfied with the work that I am performing but you can also think about asking for feedback from colleagues for example. And can you address the possibility of, yes, participating in this dimension in your work?

R: Basically that's already happening, I have regular feedback meetings with [name], our [position]. I also have regular feedback meetings with [name], the case manager, how are things going, what are we running into and what do I need to function better. What am I doing well, what am I doing less well.

I: And are those conversations then, say, scheduled already in advance or are those conversations that you request yourself when you need it?

R: Both of them, there are scheduled conversations anyway. You have standard performance reviews anyway. But there are also scheduled talks, but it's also true that if I'm struggling with something, or I'm not feeling well, or something has happened that I request a talk with [name 2]. With [name 1] I have a weekly conversation.

I: Okay. And now what do you think are facilitating factors in your work environment that allow you to use these social work tools, to use them, why you can ask for a conversation?

R: Well, at least [name] is always open to doing a conversation, that already makes a difference. It doesn't get difficult, it gets, yes the threshold is low. We have a good cooperation with each other. That, a good click, that also helps.

I: Within the team or with the coach?

R: Within the team but also with the coach.

I: Okay fine.

R: And yes, giving feedback is very difficult. Receiving feedback is maybe even more difficult. It's not always done the right way within the teams. I do have a role model in that, so I try very hard to give that role model as well. But sometimes, yes, sometimes I am also irritated or tired or... But in principle, the idea is that the atmosphere, the atmosphere is such that we can give each other feedback.

I: Okay. But then, for example, what are some examples of situations where it's poorly received? How does that come about?

R: Yeah you know, if someone is a little worse off or just had a bad night's sleep and you give negative feedback then yes, someone can react emotionally to that. And sometimes people need to count to ten before they react and a lot of people forget that. Me too sometimes.

I: Yes, we are human beings.

R: We are human beings.

I: Yes, okay. And then maybe that's a limiting factor indeed but are there perhaps other limiting factors to asking for feedback from a supervisor or from peers?

R: Yes, for me it is a little less but if I imagine, I think that for some people the threshold is just very high. If you are insecure, it is difficult to ask, "Hey, how am I doing?

I: Yes, there is some truth in that. Okay, then we'll move on to the next dimension. That's increasing structural work resources. So those are, for example, knowledge developments; I'm trying to develop my capacity, or I'm trying to learn new things at work. And can you enter as the opportunity to participate in this dimension in your work?

R: Yes, of course I give a lot of training, I think training is also very important. It's of course what I mentioned in the break room huh, a lot has changed in the last two years here at [naam]. And we've gone from a nursing home

to a nursing home and residents are staying at home longer. That's required from the government. People are coming in much sicker and we are not trained or equipped for that and because of corona, all the training has stopped and things have just been pushed through with us. And because it was just no other way. Now, yes there is still training to be done afterwards. And colleagues are open to it, everyone wants to learn, I want to learn. So yes, every disease is interesting, every medicine is interesting.

I: So do you see any problems in the time to make that...

R: Yes.

I: ...to be overtaken by corona?

R: Yes. Time and staff shortages, we just have staff shortages. So it's very difficult to schedule training because you just... yeah, it's not like we can all get off the floor because people have to stay on the floor too. And yes, that's just difficult.

I: And how do you solve that?

R: Sometimes flex workers are used and sometimes training, multiple training, is given on the same topic so that everyone can connect once.

I: You always attend those trainings?

R: Not at all. See, if there's three schooling sessions on one subject, I don't have to join all three, unless I'm giving it myself, of course, then I do.

I: Okay. And do you have maybe some facilitating factors that would allow you to develop your knowledge and abilities here.

R: [name of organization] is very accommodating, everything is possible within the norms let's just say. Of course, there is a certain amount of money and all sorts of things can be done within that, but you can't go over the amount of money. But [nursing home] is stimulating and motivating and wants to give training and wants to make improvements and yes, of course that is very beneficial...

I: Yes definitely

R: ...situation if you have an employer who is also leaning back, but no, [organization name] is very motivating in that.

I: Okay. And so what are some impediments to increasing your knowledge and capacity?

R: Time. You just don't have time for it. You want to very much but yes if you are on the floor and it is busy then it is not possible. You also have a private life. Yes, I have a daughter, I'm a single mother, so I just have to take care of my daughter too, yes. I can't always fall back on my parents to get a babysitter.

I: Okay. We'll move on to the third one which is increasing positive challenging work tasks, for example if an interesting project comes along I proactively offer myself as a project assistant or if there's not too much to do

at work, I see that as an opportunity to start new projects. And can you comment on the possibility of doing this in your work environment?

R: Yes, and you ask the right one because I'm enthusiastic about everything and I always want everything and I always work myself over the head, that's a pitfall of mine. And I want to be right on top of everything. That's not quite right either, but I know that too. But I really enjoy developing new things, drawing up improvement plans, making sure that the care only gets better and that we can give the best quality and do everything to make it as good as possible. And yes, every project that comes along there, I like to grab with both hands, which means that I sometimes work myself over the head.

I: Yes. Well, as long as it's fun. But I was just wondering, what are some examples of additional tasks that you do then as projects ...?

R: I helped a lot in the projects around the move to [name of organization]. I was also in the project group conservation [name of organization], we're going to be left here, how are we going to flesh that out. What's it going to look like, what are we going to do with the remaining apartments that are left, projects like that. I am, I sit, I help, also support in the star role quality so around the trainings, I support in the star role planning, to make the best planning on the shop floor.

I: You have multiple star roles so?

R: Yes I am, but I am supporting factor in everything.

I: Okay... okay, clear.

R: So it's not my star role, but I am supportive of the caring 3-IG, who do have the star role.

I: Okay. So, that's quite a bit. Nice one, though.

R: Yes very nice.

I: And now what are, in your opinion, facilitating factors to get more challenging work tasks in your job here.

R: Well promoting is my part and my motivation, that also helps. And if you have good ideas, [nursing home] is also open to everything, there's everything to talk about, and yes some things are also just done.

I: Yes. And then if you indicate that you want to do additional things, is time made for that?

R: Yes, for me it is because I have hours for that, but for the other employees it is sometimes difficult, especially with staff shortages because in principle they are just expected to be on the shop floor as much as possible and that is also, yes, a limiting factor right away. Yes, you know, there is just too little time, care comes first and there is little left over to do extra tasks and people have private lives and choose to work a certain number of hours for a reason.

I: Going to the fourth one. That's taking away obstructive work tasks. I arrange my work so that I have as little contact as possible with people whose problems affect me emotionally or I make sure that my work is mentally less intense. Well those are obviously examples. Can you elaborate on the possibility of doing this in your work?

R: Yes. That is difficult for me because I think it is very important that everyone is doing well, I am very concerned about that, but that doesn't always work. It's more of a burden to me than it is to others. I am very sensitive to the working atmosphere and there are a number of colleagues who very much determine the working atmosphere in our departments and when those colleagues are there I sometimes notice that I get carried away in that negative atmosphere and I regret that about myself.

I: And how do you deal with that? Do you then avoid those colleagues?

R: Avoiding it is not possible because I just have to work with it. How do you deal with it? Yeah, I've tried giving feedback by myself several times now, that has no effect so we have team sessions now and we have a team coach and that's the next step then.

I: Yes, okay.

R: I do try to give feedback to those colleagues first, however difficult I sometimes find that. Because of course it's not nice to hear that you're creating a negative atmosphere on your shop floor, but colleagues sometimes don't realize that either.

I: No, well I do think it's brave seems difficult.

R: Yes it is, is very difficult, really very difficult.

I: Yes, okay. And if you would like to get rid of work tasks, is that possible?

R: Yes, no.

I: No?

R: Yeah you know, I'm the [name of position] so there are work tasks that just can't be taken over by someone else so I can't get rid of that and there's also really things in between that I don't like. I find bad news conversations with residents, I don't like. Or if I have to address someone about their behavior, I don't like it.

I: Are those tasks that belong to you?

R: Sometimes yes, yes. Initially those belong to me and only later to the team coach.

I: Then I'm just thinking, what do you think about the fact that you're then the only one performing those tasks and so you can't delegate tasks to someone else?

R: Sometimes it's hard but it's actually mostly fun.

I: Okay thankfully.

R: It's actually mostly fun, a very nice job and I enjoy it enormously here but sometimes it is indeed difficult and it is also difficult that, when you have vacations or something, that things are then left lying around instead of being taken over.

I: Yes, okay. So what are facilitating factors to reduce obstructive work tasks?

R: That your colleagues are always open to helping you and supporting you. So if you're having trouble with something, we can talk to each other about it first and there are also colleagues who will take over a task from you, if that's possible, but sometimes it's just nice to talk to a colleague about it beforehand and in my case that's [name], the team coach, nine times out of ten.

I: Yes, okay. So what are impeding factors in getting rid of impeding work tasks?

R: My own limits and my own threshold to ask for help. And then to say to myself: I can't do this or this is bothering me, can you help me?

I: Do you find that difficult?

R: Yes I find that difficult.

I: Okay, then we'll go to the two concluding questions. Can you maybe give me some examples of job crafting so of adjustments in your work in those four areas that you think, those are successful or that you've seen someone else apply and think that's successful.

R: Yes gosh, well a few examples. When I started here two years ago, there was very little knowledge about palliative care. And I came from a hospice, so I had a lot of knowledge about palliative care. And on the job I took people through what actually happens in a body like that when you're in the last stage. And now I notice when someone is terminal and about to die, that colleagues already notice, hey but then this happens or if someone is thirsty we have to do this or if someone is nauseous we have to do this and you don't always have to call a doctor right away. We can also think for a while ourselves and already do some tricks and if all that doesn't work then we can call the doctor.

I: Yes, that's nice.

R: So that's kind of nice to see. Yeah.

I: And do you have another example perhaps because you said you had several?

R: Yeah you know, so there's a lot of things that you've grown in the last few years because they're getting more coaching and there's more feedback in the beginning there was just...Yeah feedback that works was done very poorly or that was just thrown out right away and called out and now it's thought about first. And yeah, so that's really nice to see.

I: And how come then they bring it differently now?

R: Yes, guidance.

I: Okay.

R: Feedback, how to give feedback and how to receive feedback and which way to do it and... yes.

I: Okay, yes. And then to the last one. Do you have any examples of job crafting that you've applied in your job or that someone else has applied that you think weren't effective and successful?

R: Yes, when I started here two years ago I wanted to change everything in the care file, so that it would be clearer and more manageable and I tried to do that, but it didn't work, it became a mess and it got worse. I sometimes see colleagues who put all wound materials close to the patient, so you have them immediately at hand, but actually you cause a mess in the room. Yes, there are other things that don't work. Yes, a certain kind of plaster that you thought, yes, this is it, but in the end it didn't work. I'm going to... maybe it's fun to tell you. With job crafting, I finally got my job description now after two years.

I: Oh.

R: So now I'm going to work with [name], our team coach, I'm going to redesign my duties based on my job description. Because now we have black and white what is actually expected of me because for two years we did a bit of wet finger work and now it's really black and white what is expected of me so probably some things will change so that's nice. Yes so now I'm going to do job crafting myself.

I: Yes nice. Yeah that's kind of important. That's good for you.

R: Yes.

I: Okay. Then this was the end of it. Do you have any questions or tips?

R: No.

I: Okay.

Appendix 25. Coding interview 11

25.1 Deductive part

Transcript Interview 11	Descriptive code	Thematic code	Pattern code
R: No in terms of care not. Basically I provide the same kind of care that they do. So that does, but yeah, you're just at the bedside with somebody. You don't have to be at the bedside with three people. Tasks I do on my own is to make training, give training, prepare training, coaching conversations, feedback conversations.	Has coaching conversations and feedback conversations with colleagues	Possibilities of asking for feedback	Ask others for feedback on performance
R: Basically that's already happening, I have regular feedback meetings with [name], our [position]. I also have regular feedback meetings with [name], the case manager, how are things going, what are we running into and what do I need to function better. What am I doing well, what am I doing less well.	Has regular feedback conversations with supervisors to indicate what she is struggling with	Possibilities of asking for feedback	Ask others for feedback on performance
R: Both, there are scheduled conversations anyway. You have standard performance reviews anyway. But there are also scheduled talks, but it is also the case that if I am struggling with something, or I am not feeling well, or something has happened that I request a talk with [name 2]. With [name 1] I have a weekly conversation.	In addition to standard performance reviews, you can request additional interviews	Possibilities conversations	Ask if supervisor is satisfied with work
R: Well, at least [name] is always open to doing a conversation, that makes a difference. It doesn't get difficult, it gets, yes the threshold is low. We have a good cooperation with each other. That, a good click, that also helps.	Supervisor and colleagues are always open to conversation and there is a good working relationship, making asking for feedback approachable	Difficulty asking for feedback	Ask others for feedback on performance
R: Yes, for me it is less but if I imagine, I think that for some people the threshold is just very	Some people are insecure, which makes	Difficulty asking for feedback	Ask others for feedback on performance

high. If you yourself are insecure, it is difficult to ask, "Hey, how am I doing?	asking for feedback a higher threshold		
R: Yes, of course I give a lot of training, I think training is also very important. It's of course what I mentioned in the break room huh, a lot has changed in the past two years here at boszicht. And we've gone from a nursing home to a nursing home and residents are staying at home longer. That's required from the government. People are coming in much sicker and we are not trained or equipped for that and because of corona, all training has stopped and things have just been pushed through with us. And because it was just no other way. Now, yes there is still training to be done afterwards. And colleagues are open to it, everyone wants to learn, I want to learn. So yes, every disease is interesting, every medicine is interesting.	Not educated on level of care of new clients Due to Corona, schooling has been at a standstill and this must be made up for afterwards	Care level clients Keeping up with training	Try to develop professionally Try to develop professionally
R: Yes. Time and staff shortages, we just have staff shortages. So it's very difficult to schedule training because you just... yes, it's not that we can all get off the floor because people have to stay on the floor too. And yes, that's just tricky.	Time and staff shortages make training difficult to schedule, as not everyone can be off the job at the same time	Time for training	Try to develop professionally
R: Sometimes flex workers are used and sometimes training, multiple training, is given on the same topic so that everyone can connect once.	Flex workers are used or training is given multiple times so that all colleagues can connect	Time for training	Try to develop professionally
R: [name of organization] is very accommodating, everything is possible within the norms, let's say. Of course there is a certain amount of money and anything goes, but you can't go over the amount of money. But [nursing home] is stimulating and motivating and wants to give training and	Organization encourages and	Motivation by organization	Try to develop professionally

wants to make improvements and yes, of course that is very beneficial...	motivates to provide training and is eager to improve		
R: Yes, and then you ask the right one because I'm enthusiastic about everything and I always want everything and I always work myself over, that's a pitfall of mine. And I want to be right on top of everything. That's not quite right either, but I know that too. But I really enjoy developing new things, drawing up improvement plans, making sure that the care only gets better and that we can give the best quality and do everything to make it as good as possible. And yes, every project that comes along there, I like to grab with both hands, which means that I sometimes work myself over the head.	Wants to participate in every project and enjoys developing and improving new things, but can work himself over the head because of it	Time for projects	Proactively offer as a project employee for an interesting project
R: Well it's my part and my motivation that helps in any case. And if you have good ideas, [nursing home] is also open to everything, there's everything to talk about, and yes some things are just done.	If you have good ideas you can share them with the organization and sometimes it gets implemented	Input on new projects	See a chance to start new projects when there is less work
R: Yes, for me it is because I have hours for that, but for the other employees it is sometimes difficult, especially with staff shortages because in principle they are just expected to be on the shop floor as much as possible and that is also, yes, a limiting factor right away. Yes, you know, there is just too little time, care comes first and there is little left over to do extra tasks and people have private lives and choose to work a certain number of hours for a reason.	May take on extra duties because there are hours for them, but other colleagues are expected to be on the job as much as possible due to staffing shortages	Time for additional tasks	Take on new tasks without receiving salary for it
R: Yes. That is difficult for me because I think it is very important that everyone is doing well, I am very concerned about that, but that doesn't always work. It is more of a burden to me than it is to others. I am very sensitive to	Sensitive to work atmosphere and it is ruined by some colleagues	Atmosphere in team	Manage work to minimize contact with people whose problems have an emotional effect

the working atmosphere and there are a number of colleagues who very much determine the working atmosphere in our departments and when those colleagues are there I sometimes notice that I get carried away in that negative atmosphere and I regret that about myself.			244
R: Avoidance is not possible because I just have to work with it. How do you deal with it? Yes, I have tried to give feedback myself several times now, that has no effect so we have team sessions now and we have a team coach and that is then the next step.	You can't avoid colleagues, but did try to give feedback. This didn't help, so now we have team sessions	Avoiding persons	Manage work to minimize contact with people whose problems have an emotional effect
R: Yeah you know, I'm the [name of position] so there are work tasks that just can't be taken over by someone else so I can't get rid of that and there's also really things in between that I don't like. I find bad news conversations with residents, I don't like. Or if I have to address someone about their behavior, I don't like it.	Don't like bad news conversations or calling someone out on behavior, but no one else can take over	Taking over tasks	Ensure work is emotionally less intense
R: It's actually a lot of fun, a very nice job and I really enjoy it here but sometimes it is indeed difficult and it is also difficult that, when you have a vacation or something, that things are left lying around instead of being taken over.	Nice job, but difficult with vacations, as work cannot be taken over	Taking over tasks	Make work mentally less intense
R: Yes gosh, well a few examples. When I started here two years ago, there was very little knowledge about palliative care. And I came from a hospice, so I had a lot of knowledge about palliative care. And on the job I took people through what actually happens in a body like that when you're in the last stage. And now I notice when someone is terminal and about to die, that colleagues already notice, hey but then this happens or if someone is thirsty we have to do this or if someone is nauseous we have to do this and you don't always have to call a doctor right	Shared knowledge and experience with colleagues who knew little to nothing about this, so that the whole team knows how to act	Knowledge sharing colleagues	Try to learn new things at work

away. We can also think for a while ourselves and already do some tricks and if all that doesn't work then we can call the doctor.			245
R: Yeah you know, so there's a lot of things that you've grown in the last few years because they're getting more coaching and there's more feedback in the beginning there was just...Yeah feedback that works very poorly or that was just thrown out right away and called out and now it's thought about first. And yeah, so that's really nice to see.	Coaching given to staff to think about giving feedback first rather than speaking out immediately	Feedback training	Ask others for feedback on performance
R: Yes, when I started here two years ago, I wanted to change everything in the care file, so that it would be clearer and more manageable, and I tried to do that, but it didn't. It became a mess and it got worse. I also sometimes see colleagues who put all wound materials close to the patient, so you have them immediately at hand, but actually you cause a mess in the room. Yes, there are other things that don't work. Yes, a certain kind of plaster that you think, yes, this is it, but in the end it didn't work. I'm going to... perhaps it's fun to tell you. With job crafting, I finally got my job description now after two years.	Ever wanted to improve the care record, but it got worse	Work Improvements	Make work mentally less intense
R: So now I'm going to work with [name], our team coach, to redesign my tasks based on my job description. Because now we have black and white what is actually expected of me because for two years we did a bit of wet finger work and now it's really black and white what is expected of me so probably some things will change so that's nice. Yes so now I'm going to do job crafting myself.	Worked for two years with wet finger work with no job description	Assignment	Make work mentally less intense

Appendix 26. Transcript interview 12

Respondent: R

Interviewer: I

I: Well then I want to start by thanking you for participating in this study and then I just gave you a consent form, permission form. Do you give me permission to participate and record this interview?

R: Yes, definitely.

I: Super, thank you very much. Well, I'm currently doing a master's in business administration, for that I'm doing a research project on job crafting. This interview will take no longer than 30 minutes and if you have any questions, feel free to ask them during the interview. Then we will begin. Can you describe the nature of your work? Basically what do you do in your job?

R: What do I do? Well, yes I give care to the elderly, somatics. That means that they are actually still good cognitively, but it's mainly physical and yes, make the best of their lives yet, so to speak.

I: Okay.

R: And still help them , in what they can do.

I: And what are tasks that you perform alone and tasks that you perform where you come into contact with other people in your work?

R: With colleagues, for example?

I: Yes, or residents.

R: Tasks only yes, it is nowadays a lot also on the computer. You have to write down all kinds of things and the files, you do that mainly on your own and actually it is always in contact with the resident because you already start with the morning care. You involve family if there is something wrong with the resident, if you have doubts about something.

I: Yes, okay.

R: So you are always in contact though with someone. You don't do much on your own, so to speak.

I:Okay and sometimes we want to put our own touch/twist on our work and the way we work. Can you share how you think you do your job differently than others in similar positions?

R: What do you mean?

I: Do you feel that you do certain things in your work differently than other colleagues?

R: Well that's... You know, you're always different as a person.

I: Yes.

R: One colleague is a bit more difficult to organize in the head so to speak, so then that also goes over to a resident.

I: Yes.

R: And I think I'm calm in that.

I: Yes.

R: I do hear back from residents too, I must say

I: Yes.

R: Yes.

I: Okay and have you ever heard of the concept of job crafting?

R: No.

I: Vague right? Job crafting is a series of changes that workers make at work to achieve a better match between their needs and preferences in their jobs. Employees who do job crafting shape their tasks and yes work resources that allow you to perform those tasks, such as time and knowledge, to create a work environment in which they can perform better. So in short it involves people being able to shape their work in a way that pursues their own needs and desires and so they actually put their own touch on it. And now job crafting can be divided into four dimensions, all of which are forms of job crafting, and I actually want to go through all the dimensions with you and then I'll give an example for each one. I'll explain what it means and then I'll ask some questions about it. Then we start with the increase of social- yes, work resources and that's actually people. For example, I ask my supervisor to coach me. I ask the supervisor if he or she is satisfied with the work I'm doing, but you can also think of that you ask for feedback or ask for advice from colleagues. And can you explain or can you address the possibility of doing this in your work? Can you do this, ask for feedback, ask for help....

R: Yes, yes definitely.

I: ... with a supervisor, colleagues?

R: Yes.

I: Yes.

R: Yes, we can always come back to each other. We also give that to each other, of oh fine work today. We also give that feedback to each other.

I: Yes.

R: And if things have gone a little less, yes if you see that something has not been resolved well then we do link that back to each other, certainly.

I: Okay.

R: Yes, I think that's also kind of important in...

I: Sure.

R: ...this work.

I: Yes.

R: Because you do work with people and if you all work differently then they don't understand anything anymore either, so to speak.

I: No. Yes, there is something in that. Okay and what are the facilitating factors in your work, things that allow you to ask for feedback or for help? Then you really have to think about, for example, a facilitating factor could be: time, your colleagues are open to it, things like that.

R: Yes, yes you definitely need to have colleagues who are open to it because if you didn't feel like you could give feedback or ask for feedback then you don't feel very safe either or....

I: And how...

R: ...in the workplace I think.

I: How do you feel it is here in your work? How are colleagues open to it?

R: Yes.

I: Yes?

R: In our team...

I: Okay.

R: Yes, definitely.

I: And are there perhaps other promoting things that make you ask for feedback or advice from others, or do you not experience them?

R: No.

I: Okay. And what are some impeding factors that keep you from asking for feedback or advice from others?

R: Yes, I think if you yourself were to feel attacked quickly or if you had colleagues around you who were quick to react in an awkward way, say, or that you experienced burden

I: Yes.

R:...then it quickly hinders you of course because then you feel belittled or something. Whereas actually it's often constructive to learn it.

I: And do you ever experience it here?

R: I haven't experienced it here yet.

I: Okay.

R: Well with internships, but then you're a little more uncertain yourself I think.

I: Yes, I think so. Okay well only good.

R: But I do feel here yes....

I: Yes, beautiful.

R: It doesn't bother me here.

I: Nice, no, then we go to the next one and that is increasing structural work resources. And structural, yes focuses very much on knowledge and capabilities and examples of that are: I'm trying to develop my capabilities, or I'm trying to learn new things at work. And can you address the possibility of doing this in your work? Can you develop your capabilities, learn new things?

R: Yes, yes, certainly because one time someone comes in from the recovery center of who has broken a hip, the other time there is something with a catheter. You keep seeing new things all the time, so to speak.

I: Yes.

R: And you have to perform them anyway so then....

I: Yes and do you also take additional training and courses?

R: Yes, we have to do an, we have to do an e-learning every three years. Those are tests.

I: Yes.

R: And you have to check those off in practice as well, which are the actions like placing a catheter.

I: Yes.

R: And you have to retest them every three years because every time you do, there are new discoveries of what you can do better.

I: Yes.

R: So that's how you do keep re-learning.

I: And how does that work when you have to check that off? Do you actually have to go somewhere for a day?

R: No, then you get an e-learning, which is digital just like that. That's questions. That's a test, so to speak.

I: Yes.

R: And then you have here on the shop floor, once you have a resident, then you can check it off and then we have workplace testers here, which are colleagues who are trained to do that.

I: So just during working hours?

R: Yes.

I: Okay.

R: And then you test it in practice.

I: Okay.

R: Yes.

I: Ideal.

R: Yes.

I: I thought then you might spend a day with it.

R: No, no, no.

I: But oh, happy. And how do you personally experience these e-learnings? Do you find that fun to do or just have something like well?

R: Depends which one.

I: Yes?

R: Yes if you find the act interesting or fun....

I: Yes.

R: But we also have to do, for example, medical math or something.

I: Yes.

R: Yes, that's just a little less.

I: Yes.

R: But that very much depends on where you, what you really like.

I: Yes.

R: What you find interesting to do.

I: Are you allowed to choose for yourself or do you really have to...

R: No, yes.

I: You really need to every so many years....

R: It could just be that you get a resident in who needs oxygen hooked up....

I: And then all of you at that time should....

R: So then you have to... Yes, then you actually already have to, then someone on the team has to be able to do it. Because you can't have a resident come in and all say, I have no idea how to do this.

I: And then does everyone have to do it within the team?

R: Yes. We have say an overview there is in who when that e-learning information so that we always have in the working weekend in the group someone who can say it.

I: Okay.

R: And if a resident comes in with an act like that, it does make it smarter to check it all off.

I: Yes.

R: That if you are on the shop floor that you can do it anyway.

I: Yes, no, I understand. Okay and now what do you think are facilitating factors to develop knowledge and capacity here?

R: Yeah, I just think it's important that you keep taking on new things, say you don't avoid it.

I: Yes, and why do you think it's important to take on new things?

R: Yes well, it's always possible that you'll be on the shop floor and a colleague will go home sick, yes.

I: Yes.

R: And you have to be able to act then because you do work with people.

I: Yes, no, I understand. And then what do you think are impediments to developing that knowledge and capabilities?

R: Yes...

I: Do you experience enough time here to...

R: I think... Yes, right now. Now, but there are occasional periods when it's just super busy....

I: Yes.

R: ...and that the workload is very high. And then, of course, you don't have the time to do an e-learning in between, or...

I: No.

R: ...or check off for a moment, at rest.

I: No, I understand okay.

R: So pressure in healthcare is then hindering.

I: Yes.

R: Yes.

I: Okay then we go to the third and that is increasing positive challenging work tasks. Then you have to think about, for example, if an interesting project comes along, do I proactively offer myself as a project officer, or if

there's not too much to do at work, do I see that as an opportunity to start new projects? And can you address the possibility of doing this in your work?

R: Yes now that you have 'quiet', I do think it's important that you then also take the time to adjust care plans and that everything is in order.

I: Yes.

R: And now you have time for that. Suppose it gets busy again and you don't have time for it then at least you have it in order.

I: Yes, and are you someone who also takes the lead in this? Who also comes up with things themselves and says well I'd like to do that, or?

R: Yes, yes. I'm of the approach then and then go do it and not sit around and procrastinate or anything.

I: No.

R: Because then I don't know what's going to happen on that day or the next time. Something can always happen because every day is different, so to speak. So then if you postpone it and yes then you get yourself in a knot again.

I: Yes, okay. And so what are the facilitating factors for increasing these positively challenging work tasks?

R: I think encouraging each other in it and helping each other in it to start undertaking it, so to speak.

I: Yes.

R: If you see that a colleague has some trouble saying: oh shall I help, or shall we do it together? Then also encourage each other in that, so to speak.

I: Yes and do you really need additional work tasks and more challenge in your work yourself?

R: No, not at the moment.

I: And why?

R: Because you actually already have a lot going on around it.

I: Yes.

R: It goes yes these days those records, it's all digital and you have to keep track of everything. It's becoming more and more what you actually get as a caregiver outside of your care.

I: Yes, okay.

R: So I think that's fine now.

I: Yes.

R: Because everyone you have to keep track of in... Yes of a client itself you have to keep track of everything.

I: Yes and you still have private life.

R: Yes, exactly.

I: No, I get that. And then what do you think are inhibiting factors for taking on additional work tasks?

R: Yes, maybe then the workload.

I: Yes.

R: Which is higher now because you're so short of staff so then you've already been very busy in care and if you have to go and do other things afterwards then that hinders, I think.

I: Yes, yes no I understand.

R: And you work a lot... You know? A lot of people work over their hours so then you're also tired. You also feel less like doing other things around you I think.

I: Do you work extra, too or?

R: Often, yes.

I: Yes and if you experienced less work pressure in your job, had more time to spare, would you be more open to additional challenging work tasks? That you come into a client's home?

R: Yes, I think so because otherwise it becomes so... Yes if you only sit at work then it is also no longer interesting or fun to go to work, I think.

I: No. Okay, well then we'll go to the last one, which is the reduction of obstructive work tasks, for example: I arrange my work so that I have as little contact as possible with people whose problems affect me emotionally, or: I make sure that my work is mentally less intense. And can you elaborate on the possibility of decreasing obstructive work tasks in your work?

R: Yes, no. I do think you have to be open to the emotional sides of a resident. Yes, you know... If people express themselves to you then you can't avoid it I think if you work in care. And if you find it very difficult or take it home, say yes, then you are... I think in care, you have to be able to do that.

I: Yes, no, I believe that too.

R: Yes.

I: And, just thinking about it. So what do you think are facilitating factors that allow you to get rid of obstructive work tasks?

R: Maybe talk to colleagues about it or something, of how do you deal with this?

I: And how do you experience that here with the so here, so in your work with the colleagues?

R: Well, we are pretty much in the team open to each other.

I: Yes.

R: So if they're bothered by something they do say it and then yes you can respond to it as a team.

I: Yes and do you also sometimes adjust the work then?

R: Yes, we sometimes do, you know? We have some residents, yes... If you are there a few days in a row it is just exhausting, so if you see that a colleague is there three days in a row and she says pff must I go there again, then we alternate.

I: Okay.

R: Yes, then we also say of well you know? Then you go to that one, then I go to that one.

I: Yes.

R: Yes.

I: Okay.

R: That's how you have to do it among yourselves I think.

I: Yes and is there any thought given to the workload in your...

R: Yes.

I: ...walking route?

R: Yes.

I: And how do you see that reflected? Do you alternate that then that....

R: Yes.

I: ...that you take turns....

R: Yes, we make the planning, so to speak. We have two planners in the team and then you just look at it and see, well, he's had that one for two days, can I put him somewhere else, for example?

I: Okay.

R: And otherwise you can always switch between them because it can always be that you have something on your mind one day, haven't slept well. Yes, you can always indicate that.

I: Okay.

R: It's not like if you get the schedule, you have to do it and you're not allowed to deviate from it or anything.

I: Okay, well only good.

R: Yes.

I: And then what do you think are limiting factors in your work to allow limiting work tasks to decrease?

R: Yes, I think some find it difficult to ask for help so to speak, but yes that is their own personality.

I: Yes. Yes does not experience in the work....

R: But it does work because that is then discussed in the team meeting of if someone finds it difficult, of just indicate that.

I: Yes.

R: Yes then someone has to do something with it themselves.

I: Yes, but in the work itself specifically you don't really experience anything....

R: No.

I: ...which prevents you from getting rid of these tasks?

R: No.

I: Oh well.

R: Yes, unless there's little staff. You know? If you're really short of staff on a day then you can't say, just like that say gosh do you want to do those? Because then you already have a very heavy row in terms of residents.

I: Yes, very intense. Do you often feel that there are staff shortages?

R: Not at the moment, but that's also because in terms of residents we may not be completely full right now.

I: Yes, but you have had it in the past?

R: Yes, especially recently with the corona and stuff.

I: Yes.

R: Then you know, so many fell out and if one fell out... You only had to have a cold and you weren't allowed to come for a week.

I: No.

R: So you were already a week short of a colleague, and with flex requests then nobody could because they were all home sick.

I: Yes, bizarre.

R: Yes.

I: Okay well, let's go to the two concluding questions. Can you give me some examples of job crafting, so basically modifications that you've applied in your job, or that you've seen someone else apply in their job that you think were successful? Maybe those four areas that we just named, with giving feedback, developing knowledge, extra challenging work task....

R: Well, we're doing team sessions now because we're getting into house now because downstairs is moving now and team five is coming back to us, say because they have a lot less staff there, then it's kind of important to belong in your team.

I: Yes.

R: And I think that's very positive for mutual...

I: Yes.

R: ...as colleagues, that you feel comfortable with each other.

I: And do you notice any of that yourself right now?

R: Yes.

I: Yes?

R: Yes because we call each other now as departments of gosh how far are you guys? We are ready.

I: Oh, how nice.

R: People really do pick up on it.

I: Well, only good.

R: Yes, exactly.

I: And have you applied any things in your work yourself that you think: well that was successful?

R: Yes, when I just came to work here I was always a bit... Entering into new things I found difficult or so and we work here with star roles, quality, rosterers.

I: Yes.

R: And then I was asked for quality or yes, that was a bit also asked in the team of who would like to do that? Well then you stop a bit, but I think precisely by entering into those things, and with the team coach I then talked of gosh do it now. If something doesn't go well, you can always just drop by. And if you do it, it's fun because then you have a challenge, yes. Well, and just be open to colleagues. That I think...

I: Yes and...

R: ...being there for the residents.

I: Well, well top, yes. Okay then one last one. Can you give me some examples of job crafting, so modifications that you've applied in your job or that someone else has applied, or where you thought, well those weren't successful?

R: Yes, when we had to become self-directed teams because then they said so goh be really separate with your team and go... Keep away from other teams a little bit so that together in your department you can get it all done, but because of that the house grew apart a little bit.

I: Yes.

R: And I think you should also be able to call each other to say 'gee, can you come and help us?

I: Yes, funny.

R: So now it's back to square one.

I: Yes.

R: So now we just have to start working together again and I think that hasn't been good.

I: No.

R: Because because of that you got between the teams you really just got disagreements of yes but they don't even call while they're already seated because they're already done.

I: Yes.

R: Yes.

I: Tricky.

R: I think you do have to continue to really work together to provide the best care to the residents.

I: Yes. And have you had any negative experiences yourself with adjustments in your work?

R: No.

I: Well, fortunately.

R: No.

I: Well then this was the end. Do you have any questions or tips?

R: No, I think you did a good job.

I: Well, fortunately.

R: Yes.

I: Then I round him up.

Appendix 27. Coding interview 12

27.1 Deductive part

Transcript Interview 12	Descriptive code	Thematic code	Pattern code
R: So you are always in contact though with someone. You don't do much on your own, so to speak.	Almost always in contact with someone while working	Independence work	Ask others for feedback on performance
R: Because you do work with people and if you all work differently then they don't understand either, so to speak.	Working in unison with all colleagues because you are working with people who would otherwise not understand it	Equal performance tasks	Make own decisions about how to do things
I: Nice, no, then we go to the next one and that is increasing structural work resources. And structural, yes focuses very much on knowledge and capabilities and examples of that are: I'm trying to develop my capabilities, or I'm trying to learn new things at work. And can you address the possibility of doing this in your work? Can you develop your capabilities, learn new things? R: Yes, yes, certainly because one time someone comes in from the recovery center of who has broken a hip, the other time there is something with a catheter. You keep seeing new things all the time, so to speak.	Continues to learn new things as people come in with different issues, such as a broken hip or a catheter	New work	Try to learn new things at work
I: And how does that work when you have to check that off? Do you actually have to go somewhere for a day? R: No, then you get an e-learning, that's digital just like that. That's questions. That's a test, so to speak. I: Yes. R: And then you have here on the shop floor, once you have a resident, then you can check it off and then we have workplace testers here,	On-the-job training with colleagues who have been trained to do so	Training location	Try to develop professionally

which are colleagues who are trained to do that.			
I: And then does everyone have to do it within the team? R: Yes. We have say an overview there is in who when that e-learning information so that we always have in the working weekend in the group someone who can say it. I: Okay. R: And if a resident comes in with an act like that, it does make it smarter to check it all off.	Team has a record of who has taken what e-learning, so there is always someone who has taken a particular course If a resident comes in with a specific care action, all colleagues should check it off	Distribution of in-service training Distribution of in-service training	Try to develop professionally Try to develop professionally
I: Yes, no, I understand. Okay and now what do you think are facilitating factors to develop knowledge and capacity here? R: Yeah, I just think it's important that you keep taking on new things, say you don't shy away from it. I: Yes, and why do you think it's important to take on new things? R: Yes well, it's always possible that you'll be on the shop floor and a colleague will go home sick, yes.	Find it important to learn new things as a colleague who can do a certain care task may go home due to illness	Importance of development	Try to develop capabilities
R: And now you have time for that. Suppose it gets busy again and you don't have time for it then at least you have it in order. I: Yes, and are you someone who also takes the lead in this? Who also comes up with things themselves and says well I'd like to do that, or? R: Yes, yes. I'm of the approach then and then go do it and not sit around and procrastinate or anything. I: No. R: Because then I don't know what's going to happen on that day or the next time. Something can always happen because every day is different, so to speak. So then if you	Likes to pick up new projects when there is time because the future is uncertain and you may run out of time and find yourself in a bind as a result	Rationale for picking up projects	See a chance to start new projects when there is less work

postpone it and yes then you get yourself in a knot again.			
I: Yes and do you really need additional work tasks and more challenge in your work yourself? R: No, not at the moment. I: And why? R: Because you actually already have a lot going on around it. I: Yes. R: It goes yes these days those records, it's all digital and you have to keep track of everything. It's becoming more and more what you actually get as a caregiver outside of your care.	Does not need tasks, as all care records must be maintained digitally these days, increasing tasks outside of care	Quantity of tasks	Take on new tasks without receiving salary for it
I: No, I get that. And then what do you think are inhibiting factors for taking on additional work tasks? R: Yes, maybe then the workload. I: Yes. R: Which is higher now because you're so short of staff so then you've already been very busy in care and if you have to go and do other things afterwards then that hinders, I think.	Workload higher due to staff shortages leaving little time for additional tasks	Time for additional tasks	Take on new tasks without receiving salary for it
R: And you work a lot... You know? A lot of people work over their hours so then you're also tired. You also feel less like doing other things around you I think.	Many colleagues work over their hours, leaving them tired and unwilling to take on additional tasks	Energy for additional tasks	Take on new tasks without receiving salary for it
I: No. Okay, well then we'll go to the last one, which is the reduction of obstructive work tasks, for example: I arrange my work so that I have as little contact as possible with people whose problems affect me emotionally, or: I make sure that my work is mentally less intense. And can you elaborate on the possibility of decreasing obstructive work tasks in your work?			

R: Yes, no. I do think you have to be open to the emotional sides of a resident. Yes, you know... If people express themselves to you then you can't avoid it I think if you work in care. And if you find it very difficult or take it home, say yes, then you are... I think in care, you have to be able to do that.	You have to be open to the emotional side of a resident even if it's difficult and you can't avoid that when you work in healthcare	Acceptance work	Manage work to minimize contact with people whose problems have an emotional effect
I: And have you applied any things in your work yourself that you think: well that was successful? R: Yes, when I just came to work here I was always a bit... Entering into new things I found difficult or so and we work here with star roles, quality, rosterers. I: Yes. R: And then I was asked for quality or yes, that was a bit also asked in the team of who would like to do that? Well then you stop a bit, but I think precisely by entering into those things, and with the team coach I then talked of gosh do it now. If something doesn't go well, you can always just drop by. And if you do it, it's fun because then you have a challenge, yes. Well, and just be open to colleagues. That I think...	When she started working, she found it difficult to take on new things, but by taking on a project, she enjoyed it because it gave her extra challenge. If things don't go well during project, she can always visit team coach	Project Result Help with extra work	Proactively offer as a project employee for an interesting project Ask supervisor for coaching