

The contribution of job crafting to meaningful work for accountants and tax specialists

A qualitative study about the contribution of job crafting to meaningful work for accountants and tax specialists and the role of the mechanisms authenticity and self-efficacy in this relationship

MASTER THESIS



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Date: 04-08-2020

PREFACE

This master thesis is about the contribution of job crafting to meaningful work for accountants and tax specialists. This research is written in order to graduate from the master Organizational Design and Development of the School of Management at the Radboud University in Nijmegen. It is written in the period that started in February 2020 until July 2020.

After working in various companies, my fascination grew for how employees experience their work. I am convinced that employers have an influence on how employees experience their work. In this study, I looked at whether employees themselves also have an influence on how they experience their work. I found this research enormous interesting and hope that I can take the knowledge gained into account in my further career. I am very proud of the result of this master thesis.

When I was writing my master thesis I have had help from several people and I would like to thank these people. First of all, I would not have been able to write my thesis without the help of my thesis supervisor, Mrs. Gulpers. I really appreciate how well she helped and guided me, as well as my fellow students, in this process. I would like to extend my deepest gratitude to her. Additionally, I would also like to thank Mrs. Lohmeyer for the comprehensive and useful feedback I received from her. Furthermore, I was able to exchange thoughts and ideas with my classmates, whom I would like to thank for the tips and advice they have given me. Of course, this research could not be performed without interviews, so I would also like to express my gratitude to the people I was allowed to interview voluntarily. Finally, I would like to thank my friends and family who have checked and read my thesis and supported me when necessary.

I hope you enjoy reading it!

Aletta Mattijssen
Nijmegen, August 2020

ABSTRACT

It can be stated that there has been an increasing interest in meaningful work as being a motivator for employees. Meaningful work could be influenced by job crafting. In recent years, some research has been conducted about the relationship between job crafting and meaningful work, yet, the field lacks in-depth information about this relationship for specific occupational groups. One of these groups is accountants and tax specialists. Additionally, little is known about the role of mechanisms like authenticity and self-efficacy in this relationship. As a result, this study examines how job crafting contributes to meaningful work for accountants and tax specialists and what the role of authenticity and self-efficacy is in this relationship.

By interviewing ten accountants and tax specialists an exploratory qualitative case study was performed to gather in-depth information. The findings of this research are this; for the interviewees, job crafting has a positive effect on meaningful work. For some interviewees authenticity has a positive mediating influence in this relationship and for a larger group, self-efficacy has a positive mediating influence in this relationship. This master thesis provides an insight into the contribution of job crafting to meaningful work of accountants and tax specialists and the effect of the mechanisms authenticity and self-efficacy in this relationship. With this knowledge, employees themselves can better try to make their work more meaningful and employers can stimulate their employees to engage in job crafting in order to create meaningful work.

Keywords

Job crafting, Meaningful work, Authenticity, Self-efficacy, Accountants, Tax specialists.

TABLE OF CONTENT

Chapter 1: Introduction	- 7 -
1.1 Introduction research topic	- 7 -
1.2 Research aim and question	- 9 -
1.3 Research approach	- 9 -
1.4 Relevance of the research	- 9 -
1.5 Outline of report	- 10 -
Chapter 2: Theoretical background	- 11 -
2.1 Meaningful work	- 11 -
2.1.1 Defining work	- 11 -
2.1.2 Defining meaningful work	- 11 -
2.1.3 Theoretical framework meaningful work	- 12 -
2.2 Job crafting	- 14 -
2.2.1 Defining job crafting	- 14 -
2.2.2 Theoretical framework job crafting	- 14 -
2.3 Relationship job crafting and meaningful work with mechanisms	- 16 -
2.4 Conceptual model	- 17 -
Chapter 3: Methodology	- 19 -
3.1 Research strategy	- 19 -
3.2 Case description	- 19 -
3.3 Research design	- 20 -
3.4 Operationalization	- 22 -
3.5 Data analysis	- 27 -
3.6 Quality criteria	- 27 -
3.7 Research ethics	- 28 -
Chapter 4: Results	- 30 -

4.1 Meaningful work	- 30 -
4.1.1 Developing the inner self	- 30 -
4.1.2 Unity with others	- 31 -
4.1.3 Serving others.....	- 32 -
4.1.4 Expressing full potential.....	- 34 -
4.1.5 Balance meaningful work.....	- 35 -
4.1.6 Conclusion meaningful work	- 37 -
4.2 Job crafting	- 37 -
4.2.1 Task crafting.....	- 37 -
4.2.2 Relational crafting	- 39 -
4.2.3 Cognitive crafting.....	- 41 -
4.2.4 Conclusion job crafting	- 42 -
4.3 Contribution job crafting on meaningful work and role of mechanisms	- 43 -
4.3.1 Contribution job crafting on meaningful work	- 43 -
4.3.2 Influence of authenticity.....	- 44 -
4.3.3 Influence of self-efficacy.....	- 47 -
Chapter 5: Conclusion and discussion	- 50 -
5.1 Conclusion.....	- 50 -
5.2 Discussion	- 51 -
5.2.1 Methodological reflection	- 51 -
5.2.2 Reflection on the role of the researcher.....	- 53 -
5.2.3 Theoretical reflection	- 53 -
5.2.4 Recommendations theory and practice	- 54 -
Bibliography.....	- 57 -
Appendix	- 62 -
Appendix A: Job crafting model	- 62 -

Appendix B: Messages in preparation for the interview	- 63 -
Appendix C: Relevant information jobs interviewees	- 66 -
Appendix D: Initial operationalization.....	- 70 -
Appendix E: Operationalization.....	- 76 -
Appendix F: Initial interview guide	- 82 -
Appendix G: Final interview guide	- 89 -
Appendix H: Initial coding template	- 97 -
Appendix I: Final coding template.....	- 99 -
Appendix J: Research diary.....	- 101 -
Appendix K: Comprehensive description accountant 2 and 4	- 112 -

LIST OF FIGURES

Figure I: Framework meaningful work	- 13 -
Figure II: Conceptual model	- 18 -

LIST OF TABLES

Table I: List of interviewees with additional information	- 22 -
Table II: Operationalization of the concept meaningful work	- 23 -
Table III: Operationalization of the concept job crafting	- 24 -
Table IV: Operationalization of the mechanism authenticity	- 26 -
Table V: Operationalization of the mechanism self-efficacy	- 26 -

CHAPTER 1: INTRODUCTION

1.1 Introduction research topic

Researchers suggest that meaningful work is becoming a more important motivator for employees (Lysova, Allan, Dik, Duffy, & Steger, 2019). Lysova et al. (2019) indicate that meaningful work, which can be experienced by, for example, having positive relationships or changing the mindset, contributes to positive workplace results, such as job engagement. This makes it essential that also employers see the importance of meaningful work (Steger, Dik, & Duffy, 2012). Meaningful work can be seen as the experience that work is explicitly important, something which has great significance (Rosso, Dekas, & Wrzesniewski, 2010). According to Lips-Wiersma and Wright (2012) “*meaningful work is an individuals’ subjective experience of the existential significance or purpose of work*” (p. 657). The growing awareness of meaningful work raises the question of how it can be shaped (Wrzesniewski, 2003).

Meaningful work can be influenced by the tasks employees perform and therefore, how the job of an employee is designed has a significant effect on how employees experience the meaningfulness of their work (Berg, Dutton, & Wrzesniewski, 2013; Oldham & Hackman, 2010; Ward & King, 2017; Wrzesniewski & Dutton, 2001). Meaningful work could be cultivated by employees through job crafting (Berg et al., 2013). Job crafting entails a process in which employees redefine and reimagine the design of their job in a, for them, more meaningful way (Wrzesniewski & Dutton, 2001). Wrzesniewski and Dutton (2001) define job crafting as “*the physical and cognitive changes individuals make in the task or relational boundaries of their work*” (p. 179). Job crafting creates a unique chance for employees to maximize their potential (Petrou, Demerouti, Peeters, Schaufeli, & Hetland, 2012) and entails a process wherein employees are involved in designing their own job with the underlying aim to achieve more meaningful work (Berg et al., 2013). Even though according to Berg et al. (2013) academic literature about job crafting is relatively new, various articles mention that job crafting and meaningful work are related to each other (e.g. Berg et al., 2013; Oldham & Hackman, 2010; Ward & King, 2017). These authors state, for example, that by crafting their job, employees will redesign, redefine, and reimagine their job in a more meaningful way, which will result in having more meaningful work (Berg et al., 2013; Ward & King, 2017). However, these articles do not exactly describe how these concepts influence each other and to what extent employees need to engage in job crafting to experience their work as meaningful.

According to Tims, Derks, and Bakker (2016), the relationship between job crafting and meaningful work was never empirically tested until 2015. Tims et al. (2016) studied

quantitatively the relationship of job crafting and meaningfulness by using the mediator person-job fit on a heterogeneous group of employees. This research shows that job crafting positively influences meaningfulness when mediated by person-job fit. In addition, the quantitative research of Hulshof, Demerouti, and Le Blanc (2020) concluded that seeking resources and seeking challenges, which are part of job crafting, both relate positively with meaningful work for unemployment agency employees (Hulshof et al., 2020). So, these studies examined the relationship of job crafting on meaningful work, which was positive in both studies.

Nevertheless, in the literature, a contradictory pattern can be found about how white-collar employees experience their work. Lips-Wiersma, Wright, and Dik (2016) state in their article that white-collar employees experience their work as more meaningful than blue-collar or pink-collar employees do. However, Harju and Hakanen (2016) indicate that boredom is increasingly present among white-collar employees, which can lead to meaningless work. Since job crafting and meaningful work are related to each other (e.g. Berg et al., 2013; Oldham & Hackman, 2010; Ward & King, 2017), this contradiction could be explained by the article of Berg, Wrzesniewski, and Dutton (2010). This article states that it is possible that the relationship between job crafting and meaningful work differs per occupational group or sector since job crafting can be seen as *“a proactive and adaptive process that is shaped by employees’ structural location in the organization”* (p. 158). Thus, it may be possible that for some white-collar employees their job becomes more meaningful, while for others it becomes more boring.

Furthermore, Rosso et al. (2010) mentioned that, among others, the mechanisms authenticity and self-efficacy can have an effect on meaningful work. Authenticity is a sense of connection or alignment between a person's behaviour and how he or she perceives the true self (Rosso et al., 2010). Self-efficacy is an individual's belief that he or she has the ability and power to make a difference or to generate an intentional impact (Rosso et al., 2010). As far as the researcher knows, apart from Rosso et al. (2010), no other articles have provided an in-depth explanation of the role of these mechanisms on meaningful work.

Little research has been done on the relationship between job crafting and meaningful work focused on specific occupational groups. There only has been done studies about the relationship between job crafting and meaningful work focused on a diverse heterogeneous group of employees (Tims et al., 2016) or on an unemployment agency (Hulshof et al., 2020). This research will focus on accountants and tax specialists who form an occupational group that is part of the white-collar workforce. For accountants and tax specialists, their job function has been changing during the years due to big data and data analytics (Richins, Stapleton, Stratopoulos, & Wong, 2017). Accountants and tax specialists are jobs in the financial sector,

but these are also jobs that notice a change in their work towards more digitalization (Richins et al., 2017). No research has yet been done about the relationship of job crafting and meaningful work for financial employees. In addition, none of the existing literature measures the role of authenticity and self-efficacy within this relationship. Consequently, this research will study how job crafting contributes to meaningful work for accountants and tax specialists and what role the mechanisms authenticity and self-efficacy have in this relationship.

1.2 Research aim and question

The aim of this master thesis is to provide insight into the contribution of job crafting to meaningful work for accountants and tax specialists and the role of the mechanisms authenticity and self-efficacy in this relationship. This will be done by qualitative data which will give in-depth information into the job crafting process of accountants and tax specialists and their experience of meaningfulness in their work. Additionally, more information will be given about the effects of authenticity and self-efficacy in this relationship. To conduct this research the following research question is formulated:

“How does job crafting contribute to meaningful work for accountants and tax specialists and what is the role of authenticity and self-efficacy in this relationship?”.

1.3 Research approach

Within this theory-oriented research, in-depth knowledge about the job crafting behaviour of accountants and tax specialists and the influence of this behaviour on their meaningful work will be gathered. Also, the role of authenticity and self-efficacy in this relationship will be studied. Data will be collected by qualitative research to obtain an in-depth insight into the job crafting behaviour and meaningful work experience of accountants and tax specialists, the relationship between those concepts, and the role of authenticity and self-efficacy in this relationship. The research will be deductive since literature about these concepts already exists and this theory will be tested on a specific group of employees. By describing this, a theoretical contribution will be made to already existing scientific knowledge.

1.4 Relevance of the research

Multiple quantitative articles have already been written about the concepts meaningful work and job crafting, as mentioned in paragraph 1.1, however not about accountants and tax specialists and not in connection with authenticity and self-efficacy. This study will contribute to the theory by generating in-depth and descriptive insights into if accountants and tax specialists craft their job, if they experience their work as meaningful, and how job crafting,

authenticity, and self-efficacy contribute to this meaningful work experience. Through this research, an initial investigation is done of testing whether the existing theory about job crafting having a positive influence on meaningful work also applies to accountants and tax specialists, who constitute a specific occupational group within white-collar employees. Furthermore, it will give information about the mechanisms authenticity and self-efficacy in this relationship.

The acquired information will be practically relevant for accountants, tax specialists, and their managers. The results will provide information on whether and how the job crafting activities of accountants and tax specialists contribute to their meaningful work and what the role of authenticity and self-efficacy is in this relationship. Accountants and tax specialists can take this information into account while working. This information can also be relevant for managers since, to craft one's job, an employee needs the freedom and the possibility to do so (Berg et al., 2013). In addition, meaningful work might generate positive effects, like increased motivation (Ward & King, 2017), enhanced job performance (Michaelson, Pratt, Grant, & Dunn, 2014), and improved work engagement (May et al., 2004).

The societal relevance of this research is that, with the insight of how job crafting affects meaningful work and the role of authenticity and self-efficacy in this, accountants and tax specialists can try to increase the meaningfulness of their work. This increase is beneficial for both employees as organizations since it could result in improved job commitment, increased job satisfaction, enhanced effectiveness (Steger et al., 2012), more motivation (Ward & King, 2017), satisfactory organizational results (Osabiya, 2015), and less absenteeism (Steger et al., 2012). Moreover, the characteristics of a job can influence an employee's mood, which can indirectly influence an employees' behaviour and well-being (Petrou et al., 2012). Therefore, it can be stated that work might have an influence on employees' happiness in life and well-being (Michaelson et al., 2014). So, meaningful work is beneficial for both the employee as the employer.

1.5 Outline of report

This thesis will be structured as follow. Chapter two will present the theoretical background which contains the core concepts of this research and their relationship. In chapter three the research design will be discussed, wherein methodological choices and research ethics will be explained. After that, in chapter four the results of the research will be presented and chapter five will contain the conclusion and discussion of the research.

CHAPTER 2: THEORETICAL BACKGROUND

In this chapter, information will be given about the concepts meaningful work and job crafting, and the mechanisms authenticity and self-efficacy. First, meaningful work will be explained by a description of the concepts work and meaningful work. In addition, meaningful work will be subdivided into different dimensions according to the theory. After that, job crafting will be explained by definitions, and also this concept will be subdivided into dimensions according to theory. Furthermore, the relationship between meaningful work and job crafting will be explained together with the role of the mechanisms authenticity and self-efficacy in this relationship. At the end, a conceptual model will be given.

2.1 Meaningful work

In this paragraph, meaningful work will be explained by means of a definition of work, a definition of meaningful work. Furthermore, the concept will be subdivided into different dimensions based on a theoretical framework.

2.1.1 Defining work

Meaningful work is about the meaningful experience individuals have at work. Therefore, in this thesis work will be defined. Meaning of Working [MOW] International Research Team (1987) defines work as paid employment, which includes self-employment. Within this definition, other work like housework, schoolwork, voluntary work, and other work that is not paid are excluded (MOW-International Research Team, 1987). Since this definition is seen as comprehensive, within this research work will be defined according to the definition of MOW-International Research Team (1987), so as paid employment, including self-employment.

2.1.2 Defining meaningful work

Experiencing work as meaningful indicates that an employee's job is important to him or herself and therefore has important involvement in the quality of this person's life (Steger et al., 2012). Meaningful work is defined as work that people experience as specifically important and as something positive (Rosso et al., 2010). Answering the question "*Why am I here?*" explains much about the meaningfulness of someone's work (Pratt & Ashforth, 2003). Meaningfulness can be defined as "*the value of a work goal or purpose, judged in relation to an individual's own ideas or standards*" (May et al., 2004, p. 14). Lips-Wiersma and Wright (2012) state that "*when someone experiences his or her work as meaningful this is an individual subjective experience of the existential significance or purpose of work*" (p. 657). In other words, they say

that meaningful work is about how people subjectively evaluate their work. Steger et al. (2012) define meaningful work as “*not simply whatever work means to people (meaning), but as work that is both significant and positive in valence (meaningfulness)*” (p. 2). An example of meaningful work is when a cleaning employee experiences his or her work as significant and important because it ensures that the whole company can work better. By comparing the different definitions of meaningful work, it can be concluded that the definitions do not exactly state the same. Rosso et al. (2010) and Steger et al. (2012) associate meaningful work as something positive, while May et al. (2004) and Lips-Wiersma and Wright (2012) do not explicitly state this. These researchers focus more on the value that employees give to their work and the experience that they have, while Rosso et al. (2010) define this more explicit by stating that meaningful work means that people experience their work as something important. May et al. (2004) and Lips-Wiersma and Wright (2012) focus especially on the judgment, so the subjective opinion. The definition of Lips-Wiersma and Wright (2012) is seen as the most comprehensive. Therefore, for this research, the following definition of meaningful work will be used: “*meaningful work is an individuals’ subjective experience of the existential significance or purpose of work*” (Lips-Wiersma & Wright, 2012, p. 657).

Often the incorrect assumption is made that people will experience their work as meaningful when they experience meaning in their work (Rosso et al., 2010). The terms ‘meaning’ and ‘meaningfulness’ are related to each other and often used in the same context, however, they do not have the same definition (Rosso et al., 2010). According to Pratt and Ashforth (2003), meaning is a subjective thought about what work means for an individual and the effect it has on someone’s life. Meaning is about what work means for a person, so the type of meaning, instead of the amount of meaning that people relate to their job (Rosso et al., 2010). An example of the meaning of work is that a cleaning employee experiences work as a source to make money, or something else, the person sees work as part of his or her identity. Even though the meaning of work and meaningful work are different concepts, they also have much in common. The meaning of work says, for example, much about the creation and maintaining of meaningful work (Rosso et al., 2010). Nevertheless, this master thesis focuses on the concept meaningful work.

2.1.3 Theoretical framework meaningful work

Multiple theoretical frameworks for meaningful work exist (e.g. Hackman & Oldham, 1976; Lips-Wiersma & Wright, 2012; Rosso et al., 2010; Steger et al., 2012). Within this research, the multidimensional, process-oriented measure of meaningful work by Lips-Wiersma and

Wright (2012) will be used as a theoretical framework for meaningful work since it is seen as comprehensive.

Lips-Wiersma (2002) defines four different dimensions of meaningful work in her framework. Lips-Wiersma found in her research (2002, 2012) that employees have four common goals in their work, which are: (1) developing the inner self, (2) unity with others, (3) serving others, and (4) expressing full potential. These goals are focused on ‘self’, ‘others’, ‘being’, and ‘doing’. The four goals are based on individuals’ beliefs about meaningful work. A balance in these four categories is necessary to avoid loss of equilibrium.

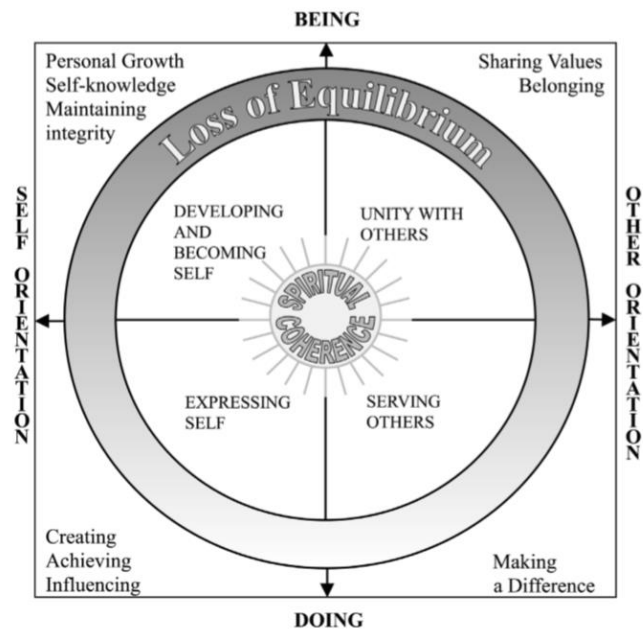


Figure I: Framework with a multidimensional, process-oriented measure of meaningful work (Lips-Wiersma, 2002).

Developing and becoming self can be accomplished by means of integrity, self-knowledge, and personal growth (Lips-Wiersma, 2002). People who see the importance of this will make more conscious choices within their job (Lips-Wiersma, 2002). For individuals, it is important that they have the opportunity to develop themselves in their job, and that they themselves can evaluate if their job gives them this opportunity (Lips-Wiersma, 2002). In addition, employees see it as important that the purpose of their organization is aligned with their own purpose and identity (Lips-Wiersma, 2002). To feel unity with others it is important for employees that they can share their values with their colleagues. This does not mean that they all have the same values, but that they can talk about them. However, for individuals, it is also important to feel belonging in their work, which is about the interdependence that colleagues feel with each other (Lips-Wiersma, 2002). Serving others starts with a positive contribution to the work of others in the organizations, but also contains working in an organization that overall supports a valuable goal (Lips-Wiersma, 2002). To express full potential it is essential that people create, achieve, and influence. It is important for people to create things, or indirectly that they shape their job settings. In addition, it is important that achievements will be recognized by other people. Achievement can also be reached when people meet their own standards (Lips-Wiersma, 2002). It is important that individuals find a balance between those four dimensions, so a balance between being, doing, self, and others, to

prevent, for example, burn-outs (Lips-Wiersma, 2002) but also an experience of meaninglessness (Lips-Wiersma & Wright, 2012). The visualization of this model can be found in Figure I.

2.2 Job crafting

In this paragraph, job crafting will be defined and it will be subdivided into different dimensions which will be based on a theoretical framework.

2.2.1 Defining job crafting

The design of employees' jobs can have a major influence on how they experience the meaningfulness of their work (Berg et al., 2013). Employees can redesign their job by job crafting (Berg et al., 2013). Job crafting can be defined as *"a proactive employee behaviour consisting of seeking resources, seeking challenges, and reducing demands"* (Petrou et al., 2012, p. 1122). Wrzesniewski and Dutton (2001) define job crafting as *"the physical and cognitive changes individuals make in the task or relational boundaries of their work"* (p. 179). Berg, Wrzesniewski et al. (2010) see job crafting as *"a proactive and adaptive process that is shaped by employees' structural location in the organization"* (p. 158). Berg, Wrzesniewski et al. (2010) and Petrou et al. (2012) explicitly define job crafting as something proactive. This is also how job crafting will be seen in this research. In addition, Berg, Wrzesniewski et al. (2010) state that job crafting is shaped by the structural location of an employee, so this definition mentions the importance of the structure of a job and an organization. Unlike the other definitions, only Petrou et al. (2012) mentioned in their definition that job crafting is also about reducing demands. Wrzesniewski and Dutton (2001) define in their definition that job crafting contains physical and cognitive changes, this matches with 'seeking resources' where Petrou et al. (2012) write about. These researchers not only see the importance of physical job crafting but also of the cognitive part. The definition of Wrzesniewski and Dutton (2001) will be seen as the most exhaustive and comprehensive definition. Therefore, the definition of job crafting used in this research is: *"The physical and cognitive changes individuals make in the task or relational boundaries of their work"* (Wrzesniewski & Dutton, 2001, p. 179).

2.2.2 Theoretical framework job crafting

Multiple theoretical frameworks about job crafting exist (Berg et al., 2013; Berg, Grant, & Johnson, 2010; Petrou et al., 2012; Wrzesniewski & Dutton, 2001). The job crafting theory of Berg et al. (2013) will be used within this research since this theory describes in a very

comprehensive way the forms of job crafting. These forms of job crafting are derived from the model of Wrzesniewski and Dutton (2001) which can be found in Appendix A.

According to Berg et al. (2013), job crafting can be done in three different ways, by (1) task crafting, (2) cognitive crafting, and (3) relational crafting. By engaging with task crafting, employees can change the responsibilities they got within their formal job descriptions (Berg et al., 2013). By performing more or fewer tasks, or having different tasks than initially obtained, employees can change their job (Wrzesniewski and Dutton (2001)). According to Berg et al. (2013), there are three different ways whereby employees can craft their tasks to create more meaningful work. These different focusses are adding tasks, emphasizing tasks, and redesigning tasks. By adding tasks employees add tasks or projects to their prescribed formal job, through which they can learn new skills. Emphasizing tasks means that employees focus their attention more on tasks which they already perform and which they consider as meaningful. Individuals can do this by spending more time, energy, and attention to these tasks. Redesigning tasks may apply when there is not enough time and space to add or emphasize tasks, but when employees want to bring more meaningfulness in their work by redesigning their work. An example of this is when employees perform their tasks as prescribed, but also take a new colleague with them. By this, the tasks are still conducted in the same way, but now the employee is also an instructor for the new colleague (Berg et al., 2013).

Relational crafting contains with whom, when, and how employees are interacting and connecting at their work. This could refer to the number of interactions that individuals have and the quality of these interactions (Wrzesniewski & Dutton, 2001). Connecting with colleagues may affect how individuals feel in a positive way and may also influence if they experiencing their work as meaningful (Berg et al., 2013). Relational crafting can be done in three ways, which are building relationships, reframing relationships, and adapting relationships. Building relationships is about connecting with people who make an employee feel worthy, proud, or dignified. In addition, reframing relationships can be done by changing the nature of relationships into more meaningful ones. For example when a boss not only dictates to employees what to do but changes this into more meaningful conversations. The last is adapting relationships, which means that employees help their colleagues and support them to also get this in return. It is about giving and receiving valuable support and help. Adapting relationships will increase mutual trust and appreciation (Berg et al., 2013).

By engaging with cognitive crafting, employees do not change something physical (Berg et al., 2013), but they change the way that they perceive their relationships, tasks, and their job as a whole (Wrzesniewski & Dutton, 2001). Cognitive crafting is about how employees

subjectively perceive their job. How employees interpret their job and related tasks can influence how meaningful they experience their work (Wrzesniewski & Dutton, 2001). According to Berg et al. (2013), cognitive crafting has three pathways, which are expanding perceptions, focusing perceptions, and linking perceptions. Expanding perceptions is about expanding their insight about the job's purpose and impact (Berg et al., 2013). For example, individuals can see their job as all separate tasks, but they can also see it as an integrated whole (Wrzesniewski & Dutton, 2001). When individuals perceive their tasks more holistic, they have a better view of the purpose and impact of their job (Berg et al., 2013). Instead of expanding perceptions, individuals can also focus their perceptions on certain tasks and relationships which they see as important and valuable. This is a technique that individuals can foster when they do not like a certain part of their tasks or relationships and focus on the tasks and relationships which they perceive as meaningful. The meaningful tasks and relationships will motivate employees while performing tasks which they experience as not meaningful. Linking perceptions is also a technique that people can use when they engage in cognitive crafting. Linking perceptions means that individuals will make their task more enjoyable by connecting a task they need to perform and maybe dislike, to something that they do like (Berg et al., 2013). For example, they make jokes while conducting a boring task because they like making jokes.

2.3 Relationship job crafting and meaningful work with mechanisms

Oldham and Hackman (2010) write in their article that employees who change the design of their job could get more complex and challenging work that is more meaningful to them and which will produce positive results. This overlaps with the statements of for example Berg et al. (2013) and Ward and King (2017). However, Oldham and Hackman (2010) are more critical, since they state that another possibility is that positive results, such as meaningful work, instead of the consequence of job crafting, could also be the consequence of the fact that employees are involved in crafting their job (Oldham & Hackman, 2010). So, they feel that they are involved, have influence and responsibility. This has not been researched yet but it is a possibility according to Oldham and Hackman (2010).

It can be stated that, although different authors write about the connection between job crafting and meaningful work (e.g. Berg et al., 2013; Oldham & Hackman, 2010; Ward & King, 2017), not much is published about how these two concepts are actually related to each other (Tims et al., 2016) and if there are mechanisms that will assure the relationship between job crafting and meaningful work. However, one article which describes mechanisms that might influence this relationship between job crafting and meaningful work is the article of Rosso et

al. (2010). This article describes that there are mechanisms that could make work more meaningful. These mechanisms are authenticity, self-efficacy, self-esteem, purpose, belongingness, transcendence, and cultural and interpersonal sensemaking (Rosso et al., 2010). Rosso et al. (2010) do not connect these mechanisms directly to job crafting. However, since these mechanisms have an effect on experiencing work as meaningful, and job crafting has this too, there is a chance that the mechanisms will strengthen the relationship of job crafting on meaningful work. Apart from the review research of Rosso et al. (2010), no other researchers have described in detail these or other mechanisms that may influence the relationship between job crafting and meaningful work. Therefore, this research is going to study the role of the mechanisms authenticity and self-efficacy in the relationship between job crafting and meaningful work.

The first mechanism is authenticity, which can be described as a feeling of alignment or connection between the behaviour of a person and how they perceive the true self. This mechanism will be measured since authenticity means that individuals connect their behaviour with their perception and stay with their true-self. By job crafting, individuals can make sure they act more authentic to themselves, and therefore these concepts can be related to each other. In addition, Lips-Wiersma and Wright (2012) mentioned in their article that *“inauthenticity leads to a loss of meaning”* (p. 663). Because of that, it is seen as interesting to measure the mechanism authenticity in the relationship between job crafting and meaningful work, whereby the expectation could be that authenticity plays a role in this relationship. The second mechanism that will be measured is self-efficacy, which is the belief of individuals that they have the ability and strength to generate an intentional impact or to make a difference. As mentioned earlier, Oldham and Hackman (2010) state that it is possible that job crafting results in meaningful work since while engaging in job crafting employees are involved in creating their own tasks and therefore have influence and responsibility. Self-efficacy is among others about personal control, autonomy, and perceived impact. These two theories fit with each other and because of that, this mechanism is seen as an interesting mechanism to study. Within this research, it will be measured if these two mechanisms of Rosso et al. (2010) have a role in the relationship between job crafting and meaningful work.

2.4 Conceptual model

Figure II shows the conceptual model of this master thesis, which indicates what is expected to be found in this research. It will be studied whether job crafting influences meaningful work. According to Lips-Wiersma (2002), meaningful work can be subdivided into the dimensions

developing the inner self, unity with others, serving others, expressing full potential, and a balance of self and other together with a balance between being and doing. According to Wrzesniewski and Dutton (2001) job crafting consists of three dimensions, which are task crafting, relational crafting, and cognitive crafting. As described earlier, several studies indicate that job crafting positively influences meaningful work (e.g. Berg et al., 2013; Oldham & Hackman, 2010; Ward & King, 2017). However, this relationship has hardly been empirically tested (Tims et al., 2016). This research will study the influence of job crafting on meaningful work for accountants and tax specialists.

In addition, this study will investigate the influence of two mechanisms in this relationship, which are authenticity and self-efficacy. Rosso et al. (2010) describe that there are mechanisms that can influence meaningful work and two of these mechanisms are authenticity and self-efficacy. This master thesis will examine whether these mechanisms also play a role in the relationship between job crafting and meaningful work for accountants and tax specialists. So, this study examines whether job crafting has an influence on authenticity and self-efficacy, and subsequently whether authenticity and self-efficacy have an influence on meaningful work.

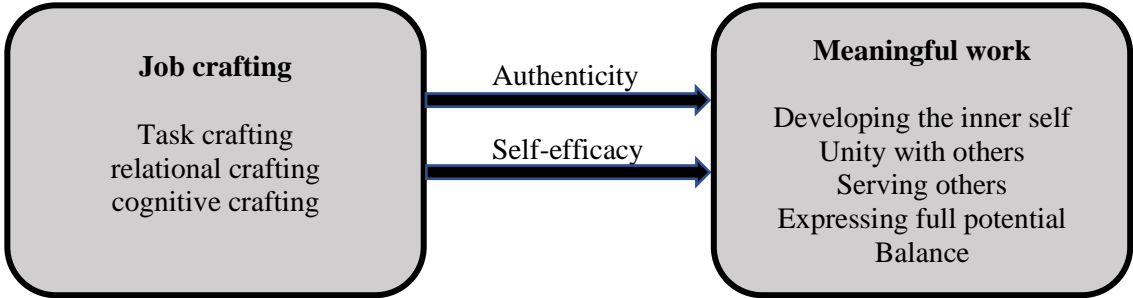


Figure II: Conceptual model

CHAPTER 3: METHODOLOGY

Chapter three will give an insight into the methodology of this thesis. This chapter will give information about the research strategy and data collection. Moreover, the case description will be specified together with the operationalization and the data analysis. In addition, the research quality will be explained and finally, the research ethics of this thesis will be described.

3.1 Research strategy

This qualitative research is focused on the relationship between job crafting and meaningful work. Qualitative research is a method to conduct research by understanding individuals and the things they say and do within their social and cultural contexts (Myers, 2013). Qualitative research helps to understand individuals' actions, and the bigger phenomena's around them (Myers, 2013). This type of research is especially suitable for obtaining in-depth information about a particular topic (Myers, 2013; Verschuren & Doorewaard, 2010), which was the case in this thesis. Nevertheless, qualitative research is harder to transfer to a bigger population (Myers, 2013; Verschuren & Doorewaard, 2010).

Since multiple researchers have already studied the subjects meaningful work, job crafting, authenticity, and self-efficacy, this qualitative study was conducted deductively. Within deductive reasoning, already existing theory is tested (Sekaran & Bougie, 2016). It can be stated that a 'top-down' approach was used, which means that the research started with a general theory about a certain topic (Myers, 2013). In the case of deductive research, concepts are operationalized in detail before data collection, often in line with the way in which other researchers make certain concepts measurable (Bleijenbergh, 2015).

This research was conducted with a focus on a particular group of employees, which were accountants and tax specialists, and can be seen as a case study. A case study focusses on the collection of data about an explicit group of people, object, activity, or event (Sekaran & Bougie, 2016), which in this research are accountants and tax specialists. A holistic single case study was conducted since this research only focusses on one group of people.

3.2 Case description

This research is specified on accountants and tax specialists. The research is not conducted within or for a specific organization. An accountant can be defined as "*a person who records business transactions on behalf of an organization, reports on company performance to management, and issues financial statements*" (Accountingtools, 2018). Tasks of accountants are for example bookkeeping, preparation of business reports, giving budget

information, and dealing with tax information. Their tasks are very diverse (Accounting Mississauga, 2019) and the different tasks that accountants perform can vary for each accountant and within each company (Ignitespot, n.d.). A tax specialist or tax advisor is a financial expert which is focused on tax laws (The balance small business, 2019). Tax specialists give tax advice and ensure that the taxes of companies and individuals will be paid to the government (Study, n.d.). It can be stated that accountants and tax specialists are related to each other since they have matching tasks. Accountants have a variety of tasks including a part containing taxes, and tax specialists are specialists who only focus on taxes and have much in-depth knowledge about this topic (Accounting Mississauga, 2019).

In chapter 1 it became clear that a contradictory pattern could be found in how white-collar employees experience their work, specifically looking at the meaningfulness of their work (Lips-Wiersma et al., 2016; Harju & Hakanen, 2016). Accountants and tax specialists are an example of white-collar employees (Lips-Wiersma et al., 2016) and therefore it could be interesting to study how they experience the meaningfulness of their work. In addition, accountants and tax specialists are an example of employees whose job is changing due to developing technology, which could cause work insecurities. It could be harder for employees to engage with their work (May et al., 2004) and experience their work as meaningful (Lysova et al., 2019; May et al., 2004) when they notice work insecurities.

3.3 Research design

In order to carry out qualitative research, interviews were conducted. Interviews provide an in-depth insight into the experience of individuals (Bleijenbergh, 2015). This method is seen as one of the most important techniques to gather data for qualitative research (Myers, 2013). Especially open questions were asked since by asking open questions instead of closed questions, interviewees give more descriptive and explanatory answers instead of confirmatory answers (Myers, 2013). The interviews were semi-structured, so there were some pre-formulated questions asked, but there was also a possibility for questions to emerge (Myers, 2013). The same questions were asked to each interviewee, resulting in consistent and relevant information.

The participants of the interviews all work in the accountancy sector as an accountant or tax specialist. An overview of the employees can be found in Table I. In Appendix B the messages sent to the participants in preparation for the interview are shown. All accountants and tax specialists had a free choice to participate in this research. Since this study was not

However, the name of the interviewee and their company are not mentioned due to privacy reasons.

In order to get enough participants, the snowball technique was used. This means that interviewees provide new interviewees by suggesting interviewing people they know (Myers, 2013). This technique is especially useful when it is difficult for the researcher to reach enough interviewees. A disadvantage of this method is that the participants can be similar to those they suggest and therefore their answers could be similar (Symon & Cassell, 2012). However, in this study, the participants suggested people who worked at different companies, were of different age and a different gender. Additionally, only four of the interviewees were obtained using the snowball method suggested by three different participants. The others were found in or through the network of the researcher. Therefore, it can be said that an effort was made to keep participants as diverse as possible.

To gain enough information, the point of saturation needed to be reached. This is the moment where no new information will be gathered (Myers, 2013). Since this thesis was conducted within a specific time frame, for this research ten interviews were held. In the last interviews, still, some new information was obtained. Therefore, it can be said that the point of saturation had not yet been reached within this research. In order to find out if the right questions were asked, the first interview was seen as a test interview. Therefore, it can be said that the interviews are conducted within an iterative process.

The interviewees were asked if they had any documents or other information about their job, such as a functional description or vacancy text. This information is used to obtain additional information about their formal jobs and to get a better overview of their job. Most of the job information of the interviewees was sent by website link, photo, or small description. The most relevant information is shown in Appendix C.

Inter view	Category	Name job function	Age	Working years in accounting	Years in current job	Duration of interview
1	Tax specialist 1	Junior tax specialist	25	3 years	3 years	62 minutes
2	Accountant 1	Audit trainee	27	2 years	2 years	83 minutes
3	Tax specialist 2	Tax specialist	25	3,5 years	3,5 years	52 minutes
4	Accountant 2	Assistant-accountant	52	30 years	30 years	58 minutes
5	Accountant 3	Control manager audit and assurance	23	4 years	4 years	61 minutes
6	Accountant 4	Assistant-accountant	26	3 years	3 years	57 minutes
7	Tax specialist 3	Junior tax specialist	35	4 years	1 year	85 minutes
8	Tax specialist 4	Tax specialist	37	15 years	1 year	78 minutes
9	Accountant 5	Associate accountancy	25	1,5 year	1,5 year	54 minutes
10	Tax specialist 5	Senior associate tax	29	4 years	4 years	70 minutes

Table I: List of interviewees with additional information

3.4 Operationalization

The first measured concept was meaningful work. In this research meaningful work is defined as: *“An individuals’ subjective experience of the existential significance or purpose of work”* (Lips-Wiersma & Wright, 2012, p. 657). When this definition was operationalized for accountants and tax specialists, it was defined as: *“An accountants’ and tax specialists’ subjective experience of the existential significance or purpose of work”*. Meaningful work can be divided into different dimensions according to Lips-Wiersma and Wright (2012). These dimensions are based on the multidimensional scale of Lips-Wiersma (2002). The used dimensions are developing the inner self, unity with others, serving others, expressing full potential, and balance between the dimensions (Lips-Wiersma & Wright, 2012). The dimension developing the inner self is divided into the indicators maintaining integrity, personal growth, and self-knowledge. Unity with others is divided into the indicators shared values and belonging. The indicators of serving others are positively contributing to the working conditions of others and working in an organization that in itself contributes to a worthwhile purpose. Expressing full potential was divided into creating, achieving, and influencing. The last dimension, balance between dimensions has the indicators self and other, and being and doing. The initial version of the operationalization can be found in Appendix D. After doing the test interviews, the final version of the operationalization was made, which contains some different interview questions than the initial version. The used operationalization of meaningful work, including their indicators and related questions, can be found in Table II. The operationalizations are only focused on accountants, however, for tax specialists, the same

operationalization is used, except the word accountant was replaced for tax specialists. The Dutch version of it is shown in Appendix E. Lips-Wiersma and Wright (2012) showed in their article the measurement tool they used for their quantitative questionnaire: the 30-item meaningful work questionnaire. This questionnaire was seen as a starting point for conducting the interview questions within this research. Some examples of questions that were asked in the interview are: “*To what extent do you feel that you and your colleagues form a group or team together?*”, “*How do you positively contribute to your work environment and the work environment of your colleagues?*”, and “*How do you find the balance between the needs of others and your own needs?*”.

Dimension	Indicator	Question
Developing the inner self	Maintaining integrity	How do you find the balance between being a good employee and thinking about who you are and who you want to be?
	Personal growth	How do you personally grow while working as an accountant?
	Self-knowledge	How did you become through your work as an accountant? And what do you think of that?
Unity with others	Shared values	How do you communicate your values and standards to colleagues? This is not about having the same interests, norms and values, but to be able to express them at all.
	Belonging	To what extent do you feel that you and your colleagues together form a group or team?
Serving others	Positively contributing to the working conditions of others	How do you positively contribute to your work environment and the work environment of your colleagues?
	Working in an organization that itself contributes to a worthwhile purpose	How does your team support a valuable, bigger goal? What does the team/department contribute that is important?
Expressing full potential	Creating	How do you create and apply new ideas or concepts into your work as accountant?
	Achieving	How do you experience a sense of achievement in your work as accountant?
	Influencing	What influence do you have in your work as accountant?
Balance	Self and other	How do you find the balance at your work between the needs of others and your own needs?
	Being and doing	How do you find a balance at your work between being yourself and doing your work?

Table II: Operationalization of the concept meaningful work

The second concept of this thesis was job crafting. Within this research, the used definition of job crafting was: “*The physical and cognitive changes individuals make in the task or relational boundaries of their work*” (Wrzesniewski & Dutton, 2001, p. 179). When this

definition was operationalized on accountants and tax specialists, it was formulated as: *“The physical and cognitive changes accountants and tax specialists make in the task or relational boundaries of their work”*. To divide this concept into dimensions and indicators, the forms of job crafting of Berg et al. (2013) were used. The used dimensions are task crafting, relational crafting, and cognitive crafting. The indicators of task crafting are adding tasks, emphasizing tasks, and redesigning tasks. Relational crafting is divided into the indicators building relationships, reframing relationships, and adapting relationships. Lastly, the indicators of cognitive crafting are expanding perceptions, focusing perceptions, and linking perceptions. Some interview questions that were asked are: *“How you do rearrange existing tasks to make them more meaningful for yourself?”*, *“How do you ensure that you build (new) valuable relationships at work?”*, and *“Do you link less meaningful tasks to each other/ to something else so that your perception of these tasks changes?”*. The initial operationalization can be found in Appendix D. Because of the test interviews some interview questions were changed. The ultimately used operationalization, so the dimensions, indicators, and questions related to these, can be found in Table III. The Dutch version can be found in Appendix E.

Dimension	Indicator	Question
Task crafting	Adding tasks	Do you perform extra tasks in addition to the original tasks of your job? If yes, what kind of tasks are these?
	Emphasizing tasks	How do you deal with certain tasks which are more meaningful to you? For example, do you perform them more than tasks you think are less meaningful?
	Redesigning tasks	How you do rearrange existing tasks to make them more meaningful for yourself?
Relational crafting	Building relationships	How do you ensure that you build (new) valuable relationships at work?
	Reframing relationships	Some colleagues you probably find more valuable than others. How do you change your relationships with colleagues so that your bond becomes stronger or weaker?
	Adapting relationships	How do you ensure that mutual trust and appreciation is increased? Do you help and support your colleagues in the hope that they will do the same for you? So that you give and receive valuable support.
Cognitive crafting	Expanding perceptions	How do you look at your work, as all separate tasks or as a function that pursues a certain goal? Do you look within your work more at the big picture, or at the individual tasks?
	Focusing perceptions	
	Linking perceptions	Everyone sometimes performs tasks that they find less meaningful. How do you deal with these? Do you link less meaningful tasks to each other/ to something else so that your perception of these tasks changes? E.g. making jokes while conducting a task that you do not find meaningful or working together with a colleague?

Table III: Operationalization of the concept job crafting

The last concepts measured were the mechanisms that could influence the relationship between job crafting and meaningful work. The questions of the mechanisms are based on a mediating effect. This means that the first question to be asked is whether job crafting has an influence on the mechanism, and then whether the mechanism has an effect on meaningful work. The first mechanism is authenticity and is defined as *“A sense of coherence or alignment between one’s behaviour and perceptions of the ‘true’ self”* (Rosso et al., 2010, p. 108). When this definition was operationalized on accountants and tax specialists, it became the following: *“A sense of coherence or alignment between accountants’ and tax specialists’ behaviour and perceptions of their ‘true’ self”*. For this mechanism, the related indicators are self-concordance, identity affirmation process, and personal engagement. These indicators are based on the description of authenticity that Rosso et al. (2010) give in their article. Examples of formulated interview questions are: *“How involved or intrinsically motivated do you feel about your work?”*, *“Do changes you have made in your job make you feel more involved or intrinsically motivated towards your job?”* and *“Because you are involved or intrinsically motivated, do you experience your work as more meaningful?”*.

The second mechanism is self-efficacy, which is defined as: *“Individuals’ beliefs that they have the power and ability to produce an intended effect or to make a difference”* (Rosso et al., 2010, p. 109). When this definition became operationalized on accountants and tax specialists, the following definition is defined: *“Accountants’ and tax specialists’ beliefs that they have the power and ability to produce an intended effect or to make a difference”*. The indicators related to self-efficacy are control and autonomy, competence, and perceived impact and are based on the description of Rosso et al. (2010). Questions that are formulated are for example: *“How competent do you see yourself?”*, *“Due to changes you have made in your work, can you better express your professional competence?”*, and *“Because you consider yourself to be competent, do you experience your work as more meaningful?”*. Both mechanisms, included with the indicators and related questions can be found in the tables below. Table IV shows the operationalization of the mechanism authenticity, and Table V shows the operationalization of the mechanism self-efficacy. The version which was made before conducting the test interviews, so the initial version of the operationalizations, can be found in Appendix D and the Dutch version in Appendix E. Questions about job crafting were only asked if employees were engaged in job crafting, the same is the case for meaningful work.

Indicator	Question
Self-concordance	How consistently can you express your interests, values and norms at work? Do the changes you have made to your job give you a feeling that you can better express your interests, values and norms at work? You indicate that you can express your interests, values and norms in your work, do you therefore experience your work as more meaningful?
Identity affirmation processes	How can you use your personal identity in the work you do? As an example, someone who finds himself very creative and performs work that requires creative skills. Can you use your personal identity more in your work due to changes you have made in your job? Because you can use your personal identity in your work, do you experience your work as more meaningful?
Personal engagement	How involved or intrinsically motivated do you feel about your work? Do changes you have made in your job make you feel more involved or intrinsically motivated towards your job? Because you are involved or intrinsically motivated, do you experience your work as more significant/ meaningful?

Table IV: Operationalization of the mechanism authenticity

Indicator	Question
Control and autonomy	To what extent are you free to make your own choices while working? Can you make more free choices in your work due to changes you have made? So, precisely because of extra/new tasks that you are allowed to perform or meaningful tasks that you have chosen to perform, do you feel that you are allowed to make even more free choices? Because you are allowed to make free choices in your work and manage your activities yourself, do you experience your work as more meaningful?
Competence	How competent do you see yourself? Due to changes you have made to your work, can you better express your professional competence? Because you consider yourself to be (more) professional/expert, do you experience your work as more meaningful?
Perceived impact	How do you have positive influence at your work? Do you have more positive influence on others through the changes you have made to your job? Through positive influences that you have on others through your work, do you experience your work as more meaningful?

Table V: Operationalization of the mechanism self-efficacy

By means of the above mentioned operationalization, the interview questions were made. The initial interview guide can be found in Appendix F. After two test interviews with people unrelated to accountancy, and one test interview with a tax specialist, some interview questions were changed and therefore the initial interview guide, as well as operationalizations, were adapted. The interview guide which was eventually used for the interviews can be found in Appendix G.

3.5 Data analysis

The conducted interviews were recorded and verbatim transcribed anonymously. Transcribed interviews can be better analysed (King, 2012). Since this research was a deductive study, a ‘top-down’ approach was used where coding categories are based on literature (Myers, 2013). This literature formed the bases for the data analysis, and thus for the coding process. To be able to analyse transcribed data, template analysis is used. According to King (2012), a template analysis is “*a style of thematic analysis that balances a relatively high degree of structure in the process of analysing textual data with the flexibility to adapt it to the needs of a particular study*” (p. 426). A characteristic of a template analysis is its flexibility of the format and the style since it does not have much specified procedures and it does not propose a fixed order of coding levels in advance (King, 2012). Therefore, researchers can tailor it to their own preferences (King, 2012). A template analysis can be found somewhere in the middle between a bottom-up and top-down approach since in advance some themes will be formulated, but there is a possibility to redefine or discard these themes (King, 2012).

A coding template is used to conduct the template analysis. The coding template is based on literature. The initial coding template can be found in Appendix H. This coding template which is used for the template analysis, equals the operationalization of the theory. The transcripts were coded, analysed, interpreted, and compared, and then the final template could be made, which can be found in Appendix I. Coding means that a part of the text is attached to a code that is described in the template (King, 2012). By coding the transcripts, data was categorized in categories based on literature, and by this, theory can be tested (Sekaran & Bougie, 2016). The coding was done with the help of the program Atlas.ti.

3.6 Quality criteria

The quality of qualitative research can be tested by a list of criteria which is formulated by Guba and Lincoln (1989), which are credibility, transferability, dependability, and confirmability. By credibility, the focus is on “*establishing the match between the constructed realities of respondents (or stakeholders) and those realities as represented by the evaluator and attributed to various stakeholders*” (Guba & Lincoln, 1989, p. 237). To make sure the research is credible, first, test interviews were conducted. By this, it was tested if the questions were clear for the interviewees. In addition, the interviews were recorded, so they could be transcribed and re-listened and member check took place, which means that the transcripts were sent to the interviewees so they could confirm that their given information may be used for this research.

Transferability can be applicable when “*an extensive and careful description of the time, the place, the context, the culture in which those hypotheses are found*” are given (Guba & Lincoln, 1989, pp. 241-242). By describing those elements readers can judge if the insights of the research are also applicable for others (Symon & Cassell, 2012). Transferability is reached by describing the situation and contexts in which the interviews and research took place. This was done by describing the research case, which can be found in Paragraph 3.2 ‘Case description’, by giving information about the questions asked, by transcribing the interviews and by mentioning all the relevant information.

The next criteria is dependability. Guba and Lincoln (1989) describe dependability as something which “*excludes changes that occur because of overt methodological decisions by the evaluator or because of maturing reconstructions*” (p. 242). The dependability of this research is among others maintained by a research diary, to be found in Appendix J, which was kept about the process and struggles that arose within the research. In addition, test interviews were conducted, to check if the questions were interpreted well. Since the corona-virus is influencing the work situation of many employees, multiple companies were closed and employees needed to work from home. Therefore, the interviews were mostly conducted via video call. Because of this situation, the dependability of the interviews is lower since it is harder or not possible to observe the interviewees and read their body language. However, Sturges and Hanrahan (2004) state that “*telephone interviewing can be used successfully in qualitative projects*” (p. 115). It is even possible that interviews via telephone could provide more honest conversations due to the anonymity of the interviewee and, in addition, more interviewees can be reached (Trier-Bieniek, 2012).

The last criteria of Guba and Lincoln (1989) is confirmability, which means “*assuring that data, interpretations, and outcomes of inquiries are rooted in contexts and persons apart from the evaluator and are not simply figments of the evaluator’s imagination*” (p. 243). Within qualitative research, confirmability is harder to realize since this method is often used to research people’s experiences and perceptions (Drabble, Trocki, Salcedo, Walker, & Korcha, 2015). However, confirmability was achieved by listening carefully to the interviewees and by verbatim transcribing the interviews.

3.7 Research ethics

When conducting research, it is important that the researcher makes sure that the research is conducted ethically (Bell & Bryman, 2007; Symon & Cassell, 2012). According to Symon and Cassell (2012) conducting ethical research means “*a research process that has encompassed*

ethical practices: procedural (institutional rules, e.g. informed consent), situational (contextually specific ethical actions), relational (personal actions in the field) and exiting (the manner in which research is completed)” (p. 411). One way to make the research ethical is by confidentiality and anonymity. This can be done by protecting the identity of interviewees by not using their names and not describe additional information when not necessary (Bell & Bryman, 2007), which is not described in this research. In addition, the confidential data was saved on the researcher’s laptop and a hard disk and not online. By this, the researcher was sure that no unauthorized person could have gained access to these documents. Additionally, member check took place by sending the transcripts to the interviewees who wanted this and asking them permission to analyse this data.

Before employees decided if they agreed to participate in the interview, information about the interview was sent to them. This contained the expected duration of the interviews and information about the topics. Additionally, to avoid wrongdoing, which could take place when interviewees are seen as a mean to an end (Bell & Bryman, 2007), the researcher emphasized that interviews were conducted voluntary and that interviewees could always stop talking about a specific topic, or even stop the whole interview if they felt uncomfortable. Furthermore, the researcher expressed several times that it was appreciated that the interviewee wanted to participate in this research and the participants were thanked at the end of the interview.

When researching, ethical questions can be asked, such as “Is it true?”, “Is it fair?” and “Is it wise?” (Pimple, 2002). The first question “Is it true?”, questions whether the results of the research are the reality. Falsified or fabricated data is, for example, not true (Pimple, 2002). The second question “Is it fair?” relates to issues with others. This includes for example copying of results and authorship (Pimple, 2002). The last question “Is it wise?” contains questions that can have an impact on the wider physical and social world (Pimple, 2002). An example of this is if the research will have a positive or negative impact on society by publishing it. Within this research, the researcher asked herself several times if the interviewee interpreted the question right and therefore answered truly. When the researcher suspected questions were misunderstood, additional questions were asked about this topic. However, the researcher kept in mind that the interviewee needed to feel comfortable and should not feel assaulted. While interviewing, it was assumed that the interviewees responded truthfully, but that did not mean that the researcher was not allowed to think about these questions. To answer the questions “Is it fair?” the researcher always cited the publications from which information was used and additionally, regularly the questions “Is it wise to write this?” was asked within the research.

CHAPTER 4: RESULTS

In chapter 4 the results of the interviews will be discussed. First, the findings of meaningful work will be described, and after that the results of job crafting. Finally, the relationship between these two concepts will be explained, together with the role of the two mechanisms authenticity and self-efficacy in this relationship.

4.1 Meaningful work

According to Lips-Wiersma and Wright (2012), meaningful work exists of four dimensions which are developing the inner self, unity with others, serving others, and expressing full potential. These dimensions are based on the four sources of the framework that consists of being, doing, self and other (Lips-Wiersma, 2002). The results gathered from the interviews about those four dimensions are discussed in the following paragraphs.

4.1.1 Developing the inner self

The dimension developing the inner self consists of three indicators, which are maintaining integrity, personal growth, and self-knowledge (Lips-Wiersma, 2002). The results of these indicators gathered from the interviews are discussed in this paragraph.

Maintaining integrity

Maintaining integrity means that people can express their unique identity at work and be true to themselves (Lips-Wiersma, 2002). All interviewees stated they can maintain their integrity at work. At their work, they can find a balance between being a good employee and being who they want to be. Several interviewees mentioned that, for them, being a good employee and being who they want to be are related to each other. If they are who they want to be, they will also be a good employee (accountant 4, 5, tax specialist 3, 5). Accountant 5 described being able to be yourself at work as "*complying with your norms and values, if something bothers you then you communicate this clearly to your team*" (accountant 5, quote 10:66). This sentence shows that accountant 5 maintains integrity by communicating his/her norms and values and therefore is able to comply with them. Accountant 3 and tax specialist 1 agree with this.

Personal growth

Personal growth is the second indicator of developing the inner self and is about continuously learning personally (Lips-Wiersma & Morris, 2009). All the interviewed accountants and tax specialists mentioned that they personally grow because of their work. Something in which the interviewees grow much is in their communication (accountant 1, 3, 4, 5, tax specialist 1, 3, 5).

This contains dealing with clients, having conversations and discussions, building business relationships, being more articulate, but also growing in written communication. Accountant 3 explained how he/she grew: *“I talk a lot to clients. I talk a lot within my team. I also have to present something sometime. That is where I learn to communicate better.”* (accountant 3, quote 6:29). Thus, work could help improving communication skills. Accountant 2 thinks he/she grew personally while working, but had a hard time mentioned how exactly.

Self-knowledge

The last indicator of developing the inner self is self-knowledge, which is about employees being aware of themselves and about their job (Lips-Wiersma, 2002). Almost all interviewees mentioned clearly how they have become as a result of their work (accountant 1, 3, 4, 5, specialist 1, 2, 3, 4, 5). Therefore, it can be stated that they generally have self-knowledge. An example of this is given by tax specialist 5, who likes to satisfy people and is aware of this:

I want to satisfy people. If someone likes someone else to say good morning to him, I am happy to do so. If I know that someone likes that, I say good morning just because I know that someone likes that and I am happy to do that. (tax specialist 5, quote 11:40)

This example shows that tax specialist 5 is aware of his/her behaviour. Accountant 4 is also growing in his/her work which gives a satisfying feeling, but he/she thinks it is possible to grow even more. Some interviewees experience their personal growth with mixed feelings since it could be beneficial for work, but less positive in private life. An example is that they became more business-like (accountant 3) or serious (tax specialist 2). Only accountant 2 has difficulty mentioning how he/she became because of his/her work. This is probably because accountant 2 has held the same position in the same company since he/she started working 31 years ago.

Conclusion developing the inner self

Most interviewees develop their inner self significantly while working. All interviewed employees maintain their integrity within their job. They all mentioned they grew personally because of their work and in addition, they have much self-knowledge. They can, for example, clearly indicate how they have become through their work. The results show that the interviewees strongly experience the dimension developing the inner self.

4.1.2 Unity with others

The second dimension of meaningful work is unity with others. The indicators of unity with others are shared values and belonging (Lips-Wiersma, 2002) and are discussed below.

Shared values

The indicator shared values is about expressing deeper values that underlie action (Lips-Wiersma, 2002). In general, all interviewed accountants and tax specialists are able to express their values well within their company. Some interviewed employees indicate that they share their values openly with their colleagues (accountant 2, tax specialist 1, 2, 4). When asked how to express standards and values at work, tax specialist 2 answered: *"Just the way I want it. I am always very open about what I think of things"* (tax specialist 2, quote 4:24). This indicates that tax specialist 2 feels free to really share his/her values at work. Values can also be shared at meetings (accountant 1, 3, 4), but also indirect (accountant 1, 4, 5). For accountant 2 being open is not always easy, since gossip sometimes takes place at her work. Accountant 4 indicated it is less needed to share standards and values at work since accountants generally have the same.

Belonging

The second indicator of unity with others is belonging, which is about the feeling of being involved and having strong relationships with colleagues (Lips-Wiersma, 2002). The majority of the interviewed accountants and tax specialists has the feeling that they and their colleagues together form a group or team (accountant 1, 2, 3, 4, tax specialist 1, 2). When employees *"do things for each other"* (accountant 2, quote 5:39) this feeling gets bigger. So, helping others can create a feeling of belonging. Additionally, the length of time the team works together can influence how much accountants and tax specialists experience belonging at work. There are employees who are sometimes briefly put on an assignment, without colleagues or with colleagues they do not know. In this short time, they do not have the time to really get to know these colleagues and the feeling of a real team can be absent (accountant 1, 5). This indicates that especially within organizations where employees are temporarily deployed to their clients, the feeling of belonging can be absent more quickly.

Conclusion unity with others

All interviewees are able to share their values at work and most, but not all have a feeling of belonging at their work. The results show that most interviewees experience unity with others at their work.

4.1.3 Serving others

The third dimension of meaningful work is serving others. Indicators that are related to this dimension are positively contributing to the working conditions of others and working in an

organization that in itself contributes to a worthwhile purpose (Lips-Wiersma, 2002). The results of these indicators are described in this paragraph.

Positively contributing to the working conditions of others

Positively contributing to the working conditions of others is about making a difference in work environments (Lips-Wiersma & Morris, 2009). All interviewees indicated that they make positive contributions to others within their organization. They can do this by having conversations with colleagues (accountant 1, 2, 4, tax specialist 1, 2, 3). This can be done “*by walking into someone’s office once in a while to have a chat*” (accountant 4, quote 7:41). So, by sometimes chatting with colleagues, a positive contribution to the working conditions could be made. Making a difference can also be experienced by increasing efficiency (accountant 1, 5), keeping a comprehensive record of all activities done (accountant 4), by giving feedback (tax specialist 2, 3), and creating a cozy atmosphere (accountant 3, 5, tax specialist 3) which can be done: “*by not complaining. Because I think, as soon as you create a negative atmosphere yourself, you might also infect your colleagues. And then you end up in such a negative spiral.*” (accountant 5, quote 10:44). So, by staying positive, accountant 5 tries to contribute to the working condition of his/her colleagues.

Working in an organization that in itself contributes to a worthwhile purpose

Working in an organization that in itself contributes to a worthwhile purpose is about employees working in an organization that contributes to a valuable goal (Lips-Wiersma, 2002). All interviewees indicated they work for a company that contributes to a worthwhile purpose. Some mentioned that the purpose of their company is to satisfy clients which could be realized by saving them money (accountant 2, tax specialist 1, 2, 3). Tax specialist 1 indicated: “*you come up with an advantage, so the client can save much money with a tax advice*” (tax specialist 1, quote 1:7). So, tax specialist 1 sees clients saving money as his/her company’s worthwhile goal. A satisfied client can also be realized by giving good advice. About this, tax specialist 2 said: “*I think that the work of a tax specialist is advising the client on the tax aspects. Saving tax is not always a bigger goal, but complying with the right laws and regulations is.*” (tax specialist 2, quote 4:37). So, tax specialist 2 indicates that his/her companies’ main goal is to give clients accurate tax advice. Other goals are making money and therefore remain profitable (accountant 2, tax specialist 1) and bringing confidence in the financial market (accountant 3, 4, 5).

Conclusion serving others

All interviewees can clearly and comprehensively indicate how they positively contribute to the working conditions of others. Additionally, all employees mentioned that they work in an organization that contributes to a worthwhile purpose. So, serving others is clearly experienced by all interviewed accountants and tax specialists.

4.1.4 Expressing full potential

The dimension expressing full potential is divided into the indicators creating, achieving, and influencing (Lips-Wiersma, 2002). The results of these indicators are described below.

Creating

Creating is about having new insights and generating new things (Lips-Wiersma & Morris, 2009). Almost all interviewees mentioned that they create new ideas or concepts within their work (accountant 1, 3, 5, tax specialist 1, 2, 3, 4, 5). Most of the interviewee's colleagues and companies are open to creating new things or insights (accountant 1, 2, 3, 5, tax specialist 1, 2, 3, 5). A given example of this is: *"I would like to do things sometimes in a different way. That does not mean that my colleague always says, okay, we do it that way, but they will never say no immediately."* (accountant 1, quote 3:80). So, the company and colleagues of accountant 1 always take employee suggestions seriously, and always welcome it when employees come up with ideas. However, an enthusiastic company is not always the case (tax specialist 4), which could be, for example, due to all the procedures and rules. Additionally, some interviewees do not really create new ideas or concepts because they do not really have new ideas (accountant 2, 4, tax specialist 3), when their company or colleagues are not open to this (accountant 4, tax specialist 3) or when they do not make of have time for this (accountant 1, tax specialist 5). The following is said about this: *"You just have your regular work, making things more efficient just takes some time. And I run out of time too."* (accountant 1, quote 3:49). This quote reflects the fact that some employees do not really have time to create new ideas or concepts.

Achieving

Meaningful work can be achieved by mastering something within work (Lips-Wiersma & Morris, 2009). All interviewees, at least sometimes, have a sense of achievement within their work. Most interviewees get an achieved feeling by making a client satisfied (accountant 5, tax specialist 1, 3, 4, 5). For example, *"when you hear that a client is happy, that is one of the more important things"* (tax specialist 3, quote 8:75). So, an achieved feeling can arise when clients

are satisfied. Achieving a sense of satisfaction can also be realized by helping colleagues (accountant 5, tax specialist 4), or by performing work efficiently (accountant 1, 2). Accountant 1 said: *"I notice that when I compare the years and I thought, I want to do it this way this year, and I notice that it gives me two or three hours, then I just get satisfaction out of it"* (accountant 1, quote 3:7). Thus, conducting work efficiently could give a feeling of achievement.

Influencing

Influencing means that employees have a certain influence within their organization by making a certain change in a viewpoint or situation (Lips-Wiersma & Wright, 2012). Various interviewees experience that they have influence within their work (accountant 1, 3, 5, tax specialist 1, 2, 3, 4). Influencing can be done by changing work tasks, which is mentioned in the following quote: *"When I look back in the past year, I tried a lot to make things we did by ourselves more automated via Excel, which we use a lot. So, you do not have to do everything yourself anymore."* (accountant 1, quote 3:60). So, employees can have an influence in making work more efficient (tax specialist 1, 2, accountant 1). Some interviewees sometimes do have ideas about how their work can be changed positively, but finally, they are not implementing the change because they did not make time for it (tax specialist 3, 5). The opposite is true for tax specialist 4, who is very motivated to change things, but for who it is only possible to have influence in small steps due to the organizations' hierarchical culture. In addition, some interviewees have little or no influence in their work because some things are just fixed (accountant 4), or because they are not really into influencing their work (accountant 2).

Conclusion expressing full potential

Most interviewees have the ability to create new ideas or concepts at work, they all have a sense of achievement at work, and the majority experiences having influence within their work. So, most interviewed accountants and tax specialists can express their full potential at their work.

4.1.5 Balance meaningful work

Within the four dimensions of meaningful work, a balance is necessary to create a state of equilibrium. This includes a balance between self and the other, and between being and doing (Lips-Wiersma, 2002). The results of these balances are described in this paragraph.

Self and other

A balance between self and other means that the needs of the self and the needs of the other are both met (Lips-Wiersma & Wright, 2012). Most interviewees experience a balance between the

needs of others and their own needs (accountant 2, 3, 4, 5, tax specialist 1, 2, 3, 4). About this balance, the following was mentioned: *"You do notice that that is necessary for our profession. Because you do something for a colleague that they need. And then they can move on."* (tax specialist 1, quote 1:63). So, to be able to finish work, tax specialists are often dependent on their colleagues and so a balance between self and other is important. A balance between needs is especially achieved by expressing them through communication and evaluation (accountant 2, 3, tax specialist 2, 4). The following sentence shows this: *"Within our tax return team the balance is really good because everyone's needs are clearly expressed"* (tax specialist 4, quote 8:46). So, expressing your needs to each other is really helpful in finding the balance between the self and the other. Nevertheless, some have difficulty finding a balance between themselves and others, for example, because the relationship with others is very business-like and therefore they hardly know each other personally (accountant 3). Also, because employees help their colleagues too often and therefore get trouble planning their own work (tax specialist 5).

Being and doing

A balance between being and doing means a balance between action and reflection (Lips-Wiersma & Wright, 2012). Various interviewees experience they can find a balance between being and doing (accountant 2, 3, 4, 5, tax specialist 4). Expressing the real self at work and having the freedom to do this contributes to experiencing a balance between being and doing. Additionally, accountant 4 mentioned, *"I think that the way I am now, I just want to record everything and I also just want to know why I do things"*. (accountant 4, quote 7:60). So, accountant 4 is involved in the process instead of continuously pursuing the goal striving for. He/she therefore also has time to reflect and consciously know what he/she conducts.

The interviewed employees regularly use the expression 'every hour gets an invoice', which means that every hour that they work is invoiced to a customer. This is why it is important that these employees spend their working time well (tax specialist 4) which can lead to a workload. Partly because of this, some interviewees occasionally struggle to find the right balance between their work, the workload, their colleagues, and having time for themselves (accountant 3 and 5). Additionally, deadlines force accountants and tax specialists to focus only on their work, and not on other matters such as themselves. So, the balance between being and doing can be less present within busy periods. Nevertheless, the key to having a balance between being and doing is indicating what you want through communication (accountant 3, 5).

Conclusion balance meaningful work

Almost all interviewed employees experience a balance between the self and the other and many experience a balance between being and doing. Therefore, for most interviewed accountants and tax specialists, a balance between the dimensions of meaningful work is experienced.

4.1.6 Conclusion meaningful work

It can be concluded that most interviewed accountants and tax specialists experience their work as meaningful. Most interviewees experience that they can develop their inner self and all can maintain their integrity. Furthermore, almost everybody could mention how they grew personally because of their work. This was mostly growth in communication skills. In general, the interviewed accountants and tax specialists have self-knowledge. The majority could mention how they grew because of their work, who they became because of their job, and what their opinion is about that. Also, most of the interviewees experience unity with others. Everybody mentioned that they can share their values directly or indirectly and the majority of the interviewees has a feeling of belonging. Serving others is a feeling that they all experience. They positively contribute to the work environment of themselves and their colleagues. In addition, they all could mention how their team and organization contributes to a bigger purpose. Almost all interviewed accountants and tax specialists can express their full potential. They create new ideas or concepts in their work, even though some companies are more open to this than others and some people are more proactive in this than others. They all have a feeling of achievement, especially when the client is satisfied. Additionally, the majority of them has influence within their job. A balance between self and other, together with a balance between being and doing is experienced by most. Therefore, it could be concluded that most interviewed accountants and tax specialists experience their work as meaningful.

4.2 Job crafting

Job crafting consists of the dimensions task crafting, relational crafting, and cognitive crafting (Berg et al., 2013). In this paragraph, the results of these dimensions are discussed.

4.2.1 Task crafting

Task crafting can be accomplished in three different ways, by adding tasks, emphasizing tasks, or redesigning tasks (Berg et al., 2013). The results of task crafting are described below.

Adding tasks

Adding tasks happens when employees carry out tasks that go beyond their formal job description and which results in the development of new skills (Berg et al., 2013). Almost all employees who have been interviewed are carrying out additional tasks (accountant 1, 3, 5, specialist 1, 2, 3, 4, 5). Additional tasks generally involve extra responsibility, which most employees prefer since this allows them to grow in their job. The extra tasks are especially tasks that belong to a higher function (accountant 2, 3, tax specialist 1, 3, 5). Tasks that are often performed as additional tasks are supervising trainees or new employees (accountant 1, 3, 5, tax specialist 1, 2, 3, 4) and having contact with the client (accountant 5, tax specialist 1, 2, 5). The companies of the interviewees generally support their employees carrying out additional tasks and developing themselves. However, there is not always the possibility to perform additional tasks (accountant 1, 4). *“The fact that I want to carry out a whole new assignment is not a good excuse to finish our audit two days later”* (accountant 1, quote 3:23). So, accountant 1 is allowed to perform additional tasks, but finishing the assignment on time is more important.

Emphasizing tasks

Emphasizing tasks happens when employees perform more of their current tasks that they experience as meaningful (Berg et al., 2013). Most interviewees are able to perform the tasks they experience as more meaningful first or more often (accountant 3, 5, tax specialist 1, 2, 3, 4, 5). Tasks that the interviewee’s experience as more meaningful are, for example, tasks where people are grateful for (tax specialist 1), tasks that they can perform completely, so not only a small part (tax specialist 2), or the more complex tasks (tax specialist 4). When it was asked what to do with more meaningful tasks, tax specialist 3 responded: *“I perform those tasks first, because that feels most meaningful”* (tax specialist 3, quote 8:4). So, tax specialist 3 carries out the most meaningful tasks first. Also, some interviewees have the possibility to conduct more meaningful tasks by choosing their own tasks (tax specialist 2, 4). The opposite is also the case, for example, that employees postpone or outsource tasks (tax specialist 3, 5). *“I am trying to outsource what I do not like to do. [...] It makes it more pleasant for me.”* (tax specialist 5, quote 11:9). By outsourcing tasks, more time is left for performing more meaningful work. However, there is not always the possibility to perform these tasks first or more often, for example, because of deadlines or standard procedures (accountant 4). Accountants and tax specialists must therefore continuously prioritize their work. In addition, it is also possible that they do not consider any tasks as more meaningful than others (accountant 2).

Redesigning tasks

Redesigning tasks happens when employees re-engineer their current tasks to make them more meaningful (Berg et al., 2013). In general, the interviewees have the freedom to manage their own work and redesign their tasks (accountant 1, 2, 3, 5, tax specialist 2, 4). Some indicate that they try to redesign their work to make their tasks more meaningful. This can be done, among others, by conducting tasks broader than necessary (accountant 1). Something mentioned about this is: *"When I conduct an interview in October, for example, I do not just focus on that specific subject, but I also ask questions about subjects I am going to run into in February"* (accountant 1, quote 3:11). So, accountant 1 is looking for additional information than is necessary at that time. However, some interviewees have difficulty indicating whether and how they redesign existing tasks to make them more meaningful (accountant 4, tax specialist 1, 3, 5).

Conclusion task crafting

The majority of the interviewed accountants and tax specialists adds tasks to their formal tasks, most emphasize tasks which are meaningful to them, and most have the possibility to redesign tasks to make them more meaningful. So, the majority of the interviewees craft their tasks.

4.2.2 Relational crafting

Relational crafting is subdivided into building relationships, reframing relationships, and adapting relationships (Berg et al., 2013). The results of these indicators are described below.

Building relationships

Building relationships happens when employees build valuable relationships with people who give them a sense of dignity (Berg et al., 2013). All interviewed employees build relationships through their work. They do this by, among others, showing interest in the other and having conversations (accountant 1, 3, 5, tax specialist 3, 4, 5). An example of this is: *"Most people are tempted to send a quick email, but it is much better to walk to the department and also talk about other things than just the client. Then you also build a better bond."* (tax specialist 3, quote 8:12). So, building relations could be done by going to people and talking to them. Also winning trust is a way to build new relationships (tax specialist 1, 2), together with offering work to new people (tax specialist 1, 2), providing qualitative good work (tax specialist 2, 5), being open and honest (tax specialist 2, 5), and giving feedback (tax specialist 1, 5).

Reframing relationships

Reframing relationships is done by changing the nature and content of a relationship (Berg et al., 2013). All interviewees, except for accountant 4, indicated they change relationships with their colleagues occasionally. Strengthening a relationship can be done by, for example, gaining trust. *“If you win trust, the bond gets better”* (tax specialist 1, quote 1:12). Additionally, trust can be created by delivering qualitative good work (tax specialist 3, 4) which is pleasant for colleagues who then have to spend less time auditing the work. An explanation of this is given:

Most of the work we do, we do three times. An assistant prepares it, I finish it and the manager decides if I did it right. The better I can trust the assistant, the less time I have to spend on it. That also strengthens the relationship between me and the assistant.
(accountant 3, quote 6:13)

This quote shows that delivering good quality work can strengthen a relationship. Also, by having personal conversations and trusting each other personally the relationship may change positively (accountant 5, tax specialist 3). Relationships are weakened by being shallow (accountant 5, tax specialist 3, 5) and by investing no time in the relationship (accountant 2).

Adapting relationships

Adapting relationships arises by offering support and valuable help to others in their work, with the underlying idea that others will do the same for you (Berg et al., 2013). The interviewed employees all mentioned they adapt relationships to create a mutual trust with colleagues. This happens in various ways, which includes trust in providing good work (accountant 3, 5, tax specialist 1, 2, 3). A tax specialist mentioned: *“It is an interaction. If you do it properly, someone else does it properly too. And it gives you the trust. It is really about trust in our field.”* (tax specialist 1, quote 1:13). Trust is about being open and honest with each other, so others know what to expect from you and vice versa (accountant 5, tax specialist 4), as mentioned in the following quote: *“If you have too many tasks that you cannot complete, you must indicate this in advance. This means that you communicate that you do not have enough time. Then the other person knows where he/she stands.”* (accountant 5, quote 10:13). So, by indicating and communicating things, colleagues know what you can and cannot do and they can anticipate on this. In addition, your motivation (accountant 3, tax specialist 2) and helping each other (accountant 4, tax specialist 3) are also ways to adapt relationships. Appreciation and mutual trust and can be increased: *“at the moment you are willing to go the extra mile for each other”* (tax specialist 3, quote 8:13). So, relationships get adapted when colleagues help each other.

Conclusion relational crafting

All interviewees could explain how they build relationships through their work, almost all interviewees mentioned they reframe relationships with colleagues occasionally, and all of them sometimes adapt relationships with others. So, relational crafting is something that is well experienced by the interviewed accountants and tax specialists.

4.2.3 Cognitive crafting

Cognitive crafting consists of expanding perceptions, focusing perceptions, and linking perceptions (Berg et al., 2013). The results of these indicators are explained below.

Expanding perceptions and focusing perception

Expanding perceptions is the situation when the perception of an employee is broadened, which can be, for example, about the impact of the job they conduct (Berg et al., 2013). Focusing perception is the opposite. It ensures that employees see their work more as specific tasks, which makes work more meaningful when employees see certain tasks of their work as not valuable (Berg et al., 2013). Most interviewees have an expanded perception. They see their work as a function that pursues a certain goal and as a larger whole that is interconnected (accountant 1, 2, 3, 4, tax specialist 1, 3). Some have a combination of a broad and focused perspective. They perceive their work as a number of large entities (accountant 5, tax specialist 1, 2, 4, 5), for example, by viewing tasks for each client as a specific task (accountant 5, tax specialist 1, 5). For some, this perception is a conscious choice, others are more unconscious about it (accountant 1, 2, 5).

When accountants and tax specialists see their work as a larger whole, it becomes more enjoyable and exciting (tax specialist 2). *“The choice to see work as a whole is the most fun because it gives you much more appreciation for your work. Then I realize I am an all-round advisor for this client and I do everything for him.”* (tax specialist 2, quote 4:15). Thus, by seeing yourself as an all-round advisor, it can feel if the work is appreciated more. However, perceiving work as separate tasks enables employees to complete work more efficiently.

There are advantages to seeing work as small parts. Especially for, for example, the tax return, which is a very small part of the work I do. If I split it up and do not look at it as a whole, I can organize it much more efficiently. [...] Then I am much more involved in the same process over and over again. [...] That does make it more efficient, but that can also be dangerous since it makes my work less fun. (tax specialist 2, quote 4:15).

So, by focusing ones perception, work can be conducted more efficiently. But a focused perspective also makes the work more boring and gives less sense of responsibility (accountant 3, tax specialist 2, 3).

Linking perception

Linking perceptions happens because employees make connections between aspects they consider meaningful with their tasks or relationships (Berg et al., 2013). Most interviewees can link tasks they consider as not meaningful to the bigger whole. They realize that certain tasks are simply necessary for carrying out their work (accountant 1, 4, 5, tax specialist 1, 3, 5). Accountant 4, for example, said: *"It is also necessary to do that"* (accountant 4, quote 7:21) about a task he/she considers as not meaningful. Linking not meaningful tasks to the whole gives them motivation (accountant 1, 3, 5, tax specialist 1, 2, 3). Other ways that perceptions are linked are, for example, when the team organizes small amusing activities at work, like guessing a song on the radio, which makes it more enjoyable to work at the office (tax specialist 1). In addition, simple tasks can also become more meaningful by continuously searching for challenges, exceptions, and difficulties (tax specialist 4).

Conclusion cognitive crafting

Most interviewees craft their cognition by expanding their perceptions, but some also do this by focusing their perception. Most of them link their perception to make their work more meaningful. It can be stated that most of the interviewees accountants and tax specialists craft their cognition.

4.2.4 Conclusion job crafting

Task crafting is something that most of the accountants and tax specialists engage in. Almost all interviewees are able to add extra tasks to their work and most have the possibility to emphasize tasks. They do this by conducting tasks that are meaningful for them more often, or outsourcing tasks which are not meaningful for them. If and how they redesign tasks was harder to mention for the interviewees. Some only noticed that they redesign their tasks, but had a hard time giving examples, while others could give explicit examples.

All interviewed accountants and tax specialists craft relations at work. They mentioned that they build relationships through their work. They do this by having conversations and showing interest in others. Almost all interviewees reframe relations with colleagues to make their bond stronger or weaker and they all adapt relationships to create mutual trust.

Cognitive crafting is something that the interviewed accountants and tax specialists also engage in. Most interviewees view their work with an expanding perception. This makes their work more enjoyable and makes them realize more why they are doing their work. However, sometimes having a focused perception can help to conduct their work more efficiently. Almost everyone links their perception to make certain tasks more meaningful, for example by linking it to the whole or by linking it to aspects they consider as meaningful.

4.3 Contribution job crafting on meaningful work and role of mechanisms

In this paragraph, the influence of job crafting on meaningful work is clarified together with the role of the mechanisms authenticity and self-efficacy in this relationship.

4.3.1 Contribution job crafting on meaningful work

Most of the interviewed employees experience their work as meaningful and they also craft their job. Thus, both concepts are present for most interviewed accountants and tax specialists. This could mean that there is a positive relationship between job crafting and experiencing meaningful work. In addition, within this research there were two interviewees who do not fully craft their job, they especially do not craft their tasks, and also do not experience their work as completely meaningful (accountant 2, 4). A comprehensive description of their job crafting behaviour and meaningful work experience can be found in Appendix K. These results confirm that job crafting has a positive influence on experiencing meaningful work for the interviewed accountants and tax specialists.

Other interviewees who do not experience their work as fully meaningful are accountant 3 and tax specialist 5. They do not experience a complete balance between the self and the other, and between being and doing. Accountant 3 and tax specialist 5 do, however, engage in all forms of job crafting. Therefore, it can be said that, for them, even if they engage in all forms of job crafting, this does not mean that they experience their work as completely meaningful. They do not fully experience the balance between the four indicators of meaningful work.

For the interviewed accountants and tax specialists, job crafting has a positive effect on meaningful work. This is also confirmed by accountant 2 and 4. They craft their job less, and their work is less meaningful. However, two interviewees engage in all forms of job crafting, but their work is not completely meaningful (accountant 5, tax specialist 5). So, this relationship cannot be fully confirmed within this research.

4.3.2 Influence of authenticity

The mechanism authenticity is subdivided into the indicators self-concordance, identity affirmation process, and personal engagement (Rosso et al., 2010). The results of the interviews about how job crafting influences authenticity, and how authenticity influences meaningful work are described in this paragraph. After that, a conclusion of the role of authenticity in the relationship between job crafting and meaningful work is given.

Self-concordance

Self-concordance means the extent to which employees can connect with their own interests, norms, and values at their work (Rosso et al., 2010). All interviewees are able to comply with their interests, norms, and values within their work and to express them consistently. This has also been briefly highlighted in Paragraph 4.1.2 ‘Unity with others’ about shared values. Accountants and tax specialists express their interests mainly in their breaks and their norms and values are expressed both directly and indirectly at their work or in meetings. However, accountants and tax specialists sometimes have difficulty expressing this when they work in a temporary team with colleagues they do not know (accountant 3) or when colleagues have a very closed mindset and do not really want to listen (tax specialist 4).

When asked whether job crafting has an influence on their self-concordance it was mainly answered that this is the case (accountant 2, 3, 5, tax specialist 1, 2, 3). Job crafting makes people feel freer to express their interests, norms, and values at work, and they more often carry out activities that fit their norms and values while working (accountant 3, 5). By having some freedom to change aspects of their job, some accountants and tax specialists get more confidence to express their ideas, norms, and values (tax specialist 2). The increasing expression of interests, norms, and values over time is also seen as a bit of a logic process (accountant 2, tax specialist 1). However, because of job crafting and the freedom that employees get, it may also be that the deadline is more noticeable and there is less time to consistently behave with their interests, standards, and values (accountant 5).

Opinions about whether self-concordance influences meaningful work are divided. By some interviewees, the ability to express interests, norms, and values is not necessarily seen as something that makes their work more meaningful (accountant 2, 3, tax specialist 1, 5). Some of them do feel that it makes their workplace more meaningful (accountant 4, tax specialist 1, 3). However, according to some interviewees, consistently expressing your interests, norms and values can also have a positive relationship towards meaningful work (accountant 5, tax specialist 3, 4).

Identity affirmation process

Identity affirmation process means that individuals can verify, confirm, or activate the personal identities they value within their job (Rosso et al., 2010). All interviewed accountants and tax specialists can verify, confirm, or activate their personal identities in the work they do. Examples of personal identities they express include eager to learn (tax specialist 1, 2, 4), being a calm person (accountant 1, tax specialist 1), reliable (tax specialist 1, 4), critical (accountant 3, 5) and communicative (tax specialist 2, 3, 5), which may include being able to listen well (accountant 1, tax specialist 3) and being able to ask questions (accountant 1, tax specialist 4).

Except for tax specialist 2, all accountants and tax specialists agree that job crafting can ensure that they can better match their work with their personal identity (accountant 2, 3, 5, tax specialist 1, 3, 4). An example of this is that accountant 3 can self determine to conduct certain tasks more in line with his/her personal identity. This can, for example, be manifested because people who are eager to learn can express their eagerness to learn even more through the job crafting they do (tax specialist 1). Job crafting also helps to do more what you like and therefore personal character traits can be expressed more (accountant 2). This allows people to better be themselves at work (tax specialist 3).

Opinions differ widely about whether identity affirmation process influences meaningful work. Some interviewed accountants and tax specialists believe that identity affirmation process influences meaningful work (accountant 4, 5, tax specialist 2, 4, 5). They explain this by mentioning that expressing one's personal identity is part of being yourself at work and therefore you can get the feeling that you yourself add value in the company (tax specialist 2). Accountant 5 mentioned about using his/her personal characteristics at work: *“That is why I actually started this job. Because of that, I see my work as more meaningful. Because I feel like I am contributing to something.”* (accountant 5, quote 10:53). So, accountant 5 has the feeling that he/she really contributes to something within his/her company. According to some others, identity affirmation process has no effect on meaningful work (accountant 2, 3, tax specialist 1, 3). This is partly due to the fact that the core of the work does not change, whether or not you can express your personal characteristics (tax specialist 3).

Personal engagement

Personal engagement means that people are intrinsically motivated towards their job and experience work as important (Rosso et al., 2010). All interviewed accountants and tax specialists feel personally engaged with their job. They feel intrinsically motivated, committed, and involved in their work. The interviewees could get intrinsic motivation from the aspect that

they can learn at work (accountant 1, 3, 4, 5). However, they also like to sometimes get a sign of appreciation, which increases their motivation (tax specialist 1, 2).

All interviewees to whom it was asked if they feel more personally engaged because they craft their job, answered that this is the case. Thus, the interviewed accountants and tax specialists feel more personally engaged with their work when they craft their job (accountant 2, 3, 5, tax specialist 1, 2, 3, 4, 5). Tax specialist 1 mentioned the following about this: *“I get new goals. I am learning. I take on bigger and more complex jobs. And I automatically put in more time, I want to learn and be able to do it myself”* (tax specialist 1, quote 1:77). So, job crafting can ensure that accountants and tax specialists perform new, larger, and more complex assignments, which they like and feel involved with, and where they want to put more time into. The more they can implement their own ideas in their work, the more motivated they get in their work (tax specialist 2, 3). However, some interviewees mentioned that intrinsic motivation is necessary for their profession since they continuously have to keep up with the current legislation, which requires motivation and engagement (accountant 2, tax specialist 1).

In general, because the interviewed accountants and tax specialists experience personal engagement with their work, they experience their work as more meaningful (accountant 3, 4, 5, tax specialist 1, 2, 3, 4, 5). Personal engagement ensures that they want to become better at their work, which in turn gives a certain appreciation (tax specialist 1). Tax specialist 2 said: *“I think because I am really motivated to do things, I want to do it well and that makes it more meaningful”* (tax specialist 2, quote 4:46). This indicates that being motivated stimulates to complete work properly, and conducting good work increases the meaningfulness of the work.

Conclusion role of authenticity in relationship job crafting and meaningful work

Between the interviewees, there are different opinions about whether job crafting influences authenticity and whether authenticity influences meaningful work. Overall, self-concordance and identity affirmation process both get stronger because of job crafting. However, these contribute to experiencing meaningful work for only some interviewed accountants and tax specialists. Because of this, there cannot be concluded that those two indicators really influence the relationship between job crafting and meaningful work for the interviewees. However, in general, personal engagement gets bigger because of job crafting and being personally engaged also makes work more meaningful. It can be concluded that authenticity only for some interviewees plays a role in the relationship between job crafting and meaningful work.

4.3.3 Influence of self-efficacy

The mechanism self-efficacy consists of control and autonomy, competence, and perceived impact (Rosso et al., 2010). The results of the interviews about how job crafting influences self-efficacy, and how self-efficacy influences meaningful work are described below. After that, a conclusion of the role of self-efficacy in the relationship between job crafting and meaningful work is given.

Control and autonomy

Control and autonomy means that people have free choice in their work and have the possibility to manage aspects of their work (Rosso et al., 2010). Most interviewed accountants and tax specialists are allowed to make free choices within their job (accountant 1, 2, 3, 4, 5, tax specialist 1, 2, 3, 5). Only accountant 4 indicates that he/she does not feel this way, partly because he/she is still learning. Some may, for example, choose when to carry out which tasks, as long as it is completed before a certain deadline (accountant 2, 3, 5, tax specialist 1, 3). Some interviewees may also choose their own working hours, as long as they finish their work on time (accountant 3, tax specialist 3). Several interviewees experience the freedom to perform tasks that they think are more meaningful (accountant 3, 5, tax specialist 1, 2, 3), as also described in Paragraph 4.2.1 ‘Task crafting’ about Emphasizing tasks. Despite the fact that people experience freedom, within accountancy, mostly the ‘four-eye principle’ is used, which means that everything will be checked at least one time (tax specialist 4).

Opinions about whether job crafting provides more control and autonomy are divided. On the one hand, job crafting can provide more control and autonomy (accountant 3, tax specialist 2, 3, 5) because when accountants and tax specialists get more control, they also have more freedom to organize things (tax specialist 3). Tax specialist 2 mentioned: *“I notice the more tasks I conduct, the more they just let me do things, they just let me do my thing. They say, you can choose how you want to conduct this.”* (tax specialist 2, quote 4:19). So, the more tax specialists 2 shows that he/she can actually handle the tasks, the more freedom he/she gets. But some interviewees also feel that job crafting can sometimes cause a somewhat oppressive feeling because they are more focused on the deadline (accountant 5, specialist 1).

For most interviewees, control and autonomy ensure that work is more meaningful (accountant 1, 2, 5, tax specialist 3, 4). This can be because the interviewees are more able to express their interests and indicate what they want to learn (accountant 1) or because they can pick up more difficult and complex tasks, which challenge them in their work and therefore let them experience their work as more meaningful (tax specialist 4). Accountants and tax

specialists could experience imposed tasks as very annoying (accountant 5). Accountant 5 said: *“It is great that I have the freedom to plan things myself, to make my own plan and see where it ends. I think that makes my work more meaningful.”* (accountant 5, quote 10:24). So, having autonomy could make work more meaningful. However, not everyone agrees that work becomes more meaningful through control and autonomy (accountant 3, tax specialist 1, 2).

Competence

Competence can be experienced when employees successfully overcome challenges in their job (Rosso et al., 2010). Some interviewees indicated that they see themselves as competent (accountant 2, 3, 5, tax specialist 2, 4, 5). Others do not yet consider themselves competent (accountant 1, 4, tax specialist 1, 3). However, almost all interviewees indicated that they are still learning and they think they can become more competent (accountant 3, 4, 5, tax specialist 1, 2, 4, 5). This is remarkable because, despite the function and work experience they have, almost every interviewee thinks they can still learn. One of the reasons for this may be that learning in this field needs to be done continuously. Tax specialist 2 mentioned: *“As an all-round tax specialist, I guess you will always learn. Even the people who have been in the business for twenty or thirty years are still learning.”* (tax specialist 2, quote 4:50). So he/she mentioned that despite people's years of experience, they always continue to learn.

For most, job crafting has an influence on increasing a person's professional competence (accountant 3, 5, tax specialist 1, 2, 3, 4, 5,). Tax specialist 1 mentioned: *“I want to get challenging and more complex work. That is where competence will grow.”* (tax specialist 1, quote 1:99). While engaging with job crafting accountants and tax specialists go after a certain goal and to achieve that goal, they need to study, which makes them more skilled and competent (tax specialist 1, 2). The opposite is also the case because employees would only engage in job crafting when they are skilled enough to do so (tax specialist 1). However, accountant 2 thinks that if his/her company had stimulated more to following courses, he/she would probably be more competent.

For most interviewees, being competent makes work more meaningful (accountant 2, 3, 4, 5, tax specialist 1, 3, 4, 5). Accountant 3 mentioned: *“The more competent you become, the more difficult and important decisions you will make. That makes work more meaningful”* (accountant 3, quote 6:75). So, if people have more knowledge, they can receive more responsibility and conduct complex tasks and therefore perform more meaningful work (accountant 3, tax specialist 1). However, not everyone agrees. Colleagues can always finish

the work you cannot, or they can give advice. Therefore, the meaningful work will always be performed (tax specialist 2, 5).

Perceived impact

Perceived impact is about positively influencing others like colleagues, organizations, or clients (Rosso et al., 2010). All interviewees indicated that they make positive contributions to others. This could be by talking to colleagues (accountant 4, tax specialist 1, 2, 3), by supervising colleagues (accountant 3, tax specialist 2, 3, 5), or by delivering proper work (accountant 4). Positive contributions to clients are made by giving them advice (accountant 5, tax specialist 1, 4) which could save them money. However, clients sometimes do not realize how much work is being done, which can sometimes make them seem a little ungrateful (tax specialist 1).

Through job crafting, the interviewees can have a more positive impact (accountant 3, 4, 5, tax specialist 1, 2, 3, 4, 5), for example, because they can make the work atmosphere more pleasant (accountant 4, tax specialist 1) and learn to better cope with their colleagues (tax specialist 2, 3). In addition, job crafting enables accountants and tax specialists to carry out assignments better and thus better help the client (tax specialist 4).

For most interviewees, perceived impact has a positive effect on meaningful work (accountant 2, 4, 5, tax specialist 2, 3, 5), especially when the perceived impact shows the accountants and tax specialists that they are important (accountant 2, tax specialist 2, 3, 4). This makes them realize that they have done their job correctly and that they contribute to something (accountant 2, 4). However, not everyone agrees with this. Some feel that the perceived impact they have does not make their work more meaningful (accountant 3, tax specialist 1).

Conclusion role of self-efficacy in relationship job crafting and meaningful work

Most interviewed accountants and tax specialists agree that self-efficacy plays a positive role in the relationship between job crafting and meaningful work. Most experience control and autonomy, they think they are quite competent and know that they have a perceived impact on their environment. Most share the opinion that job crafting positively influences their control and autonomy, their competence, and their perceived impact. Also, the majority agrees that having more control and autonomy, being more competent, and having more perceived impact makes their work more meaningful. Because of that, it can be concluded that the interviewees' self-efficacy plays a positive role in the relationship between job crafting and experiencing meaningful work.

CHAPTER 5: CONCLUSION AND DISCUSSION

In this last chapter, the conclusion will be given, wherein the research question will be answered. Additionally, a methodological reflection, reflection on the role of the researcher, and a theoretical reflection will be given. Also, the theoretical and practical relevance will be discussed, together with recommended further research.

5.1 Conclusion

The aim of this master thesis is to provide insight into the contribution of job crafting to meaningful work for accountants and tax specialists and the role of the mechanisms authenticity and self-efficacy in this relationship. In this paragraph, the answer to the research question will be given. The research question of this study is the following:

“How does job crafting contribute to meaningful work for accountants and tax specialists and what is the role of authenticity and self-efficacy in this relationship?”.

It can be said that for some accountants and tax specialists job crafting contributes positively to meaningful work. This means on the one hand that some accountants and tax specialists who engage in job crafting experience their work as meaningful. On the other hand, when these accountants and tax specialists do not engage in job crafting, they experience their work as less meaningful. This research provides the following explanations for this relationship. It could be because accountants and tax specialists who engage in job crafting can adapt their work better to their personal needs. This can contain needs in their tasks, relations or cognition, since job crafting consists of task crafting, relational crafting, and cognitive crafting. Another reason is that job crafting enables them to learn more within their job and to grow to a higher position within their profession. Being able to express and apply personal needs and to learn and grow at work could make the work more exciting and challenging. Exciting and challenging work could be more meaningful, according to the results of this research. Nevertheless, this research showed that when some accountants and tax specialists engage in all forms of job crafting, they experience their work as meaningful, but not necessarily on all levels.

The result regarding the role of authenticity in the relationship between job crafting and meaningful work is ambiguous. For some accountants and tax specialists, authenticity somewhat influences the relationship positively, but for others it does not. Therefore, for some, the mechanism authenticity plays a positive role in the relationship between job crafting and meaningful work, but for others it does not. Some interviewees mentioned that being authentic at work does influence the meaningfulness of their work and others say it does not. Therefore, it can be stated that for some, job crafting has a positive influence on being authentic and

authenticity has a positive influence on meaningful work. However, this is not the case for everyone. Furthermore, for various accountants and tax specialists, the mechanism self-efficacy plays a positive role in the relationship between job crafting and meaningful work. However, this is not the case for a small number of them. It can be stated that for several accountants and tax specialists job crafting increases their self-efficacy and having self-efficacy at work increases experiencing work as meaningful. However, not everyone experiences it this way.

5.2 Discussion

In this paragraph the methodological reflection, together with the reflection on the role of the researcher and the theoretical reflection will be given. Furthermore, the theoretical and practical relevance and recommendations for future research will be discussed.

5.2.1 Methodological reflection

The quality of this research is described in Paragraph 3.6 ‘Quality criteria’, which is understood in terms of the criteria credibility, transferability, dependability, and confirmability (Guba & Lincoln, 1989). This paragraph will reflect the quality of this research. To optimize the interview, two test interviews were conducted with employees unrelated to accountancy. It was a conscious choice not to conduct these first two test interviews with accountants or tax specialist, so no relevant information would be wasted. A third test interview did take place with a tax specialist (tax specialist 1) which has been included in this research. The test interviews provided enormous added value for the interviews and increased the credibility and dependability of this study. Firstly, because the structure of the interview has changed in a more logical order, which can be seen in Appendix F: Initial interview guide and Appendix G: Interview guide final version. In addition, the first test interview took approximately forty minutes, and the second eighty minutes. This made the researcher aware of the time the interview could take. Consequently, a number of questions were chosen in advance that could be skipped in case of time constraints, so that the most important, crucial questions were not skipped. In two interviews some questions had to be skipped (accountant 2, tax specialist 5). Since these were only a small number of questions, this is considered acceptable. However, the researcher is aware this affects the dependability of the research since asking all questions to all interviewees makes the research more reliable. Skipping questions could possibly have been prevented by approaching interviewees when they answered too long or in-depth. However, a conscious decision was made not to do so since this might seem unsympathetic to the interviewee. When there was a shortage of time, the interviewee was always asked whether it was acceptable if the interview took a little longer.

Something that has not been thought of in advance is that there could be a difference between accountants and tax specialists working for a commercial company or a governmental agency. By interviewing the governmental employee (tax specialist 4), it became clear that there are several differences between working for a commercial company or a governmental agency. Having a mix of accountants and tax specialists working for commercial companies and government agencies could have been of added value to this research. Currently, the transferability of this study to government agencies is less reliable since there is a possibility that employees working for a government agency have different perspectives. This was not considered beforehand.

Overall, the interviewees were quite young. Most interviewees were in their twenties, two in their thirties and only one was above 50 years old. The transferability and dependability of this research can be diminished by the fact that mainly young professionals were interviewed. In addition, one of the interviewees (tax specialist 1) is a friend of the researcher. Since tax specialist 1 knew the researcher only as a friend and not as a researcher, this interview may be influenced by this. However, tax specialist 1 responded seriously and on an equal footing with the other interviewees. After the interview, tax specialist 1 gave feedback about the interview which was included in the subsequent interviews. This contributed to the optimization of the research. Some feedback he/she gave was that it might be useful to send a short overview of the interview topics to the interviewees. This was then included and this message can be found in Appendix B: Messages in preparation for the interview. By sending this, the interviewees knew better what to expect and it could reduce some confusion.

One of the interviews took place physically, one by phone and eight by skype. It can be said that the physical interview and the skype interviews were more credible, dependable, and confirmable than the telephone interview since body language was visible which helps to interpret and connect (Novick, 2008). Despite the fact that the telephone interview went well, it might have been more reliable to conduct all interviews physically or via skype.

Furthermore, to gather additional information, each respondent was asked to send an overview or a vacancy text of their function. However, in these descriptions, which could be found in Appendix C: Relevant information job interviewees, only some tasks were listed, resulting in information that did not fully reflect all formal tasks performed by the interviewees. Therefore, the texts had no added value in determining whether or not the interviewees were engaged in job crafting. The texts were only used to gain knowledge about what kind of work the employees perform and it could be seen as preparation for the interviews.

5.2.2 Reflection on the role of the researcher

Before the interviews started, the researcher did not know much about accountants and tax specialists. An assumption made beforehand included that the work of accountants and tax specialists can sometimes be experienced as a bit boring and old-fashioned. However, the opposite happens to be the truth. All interviewees enjoyed their work and constantly try to improve both their job and themselves. So, this assumption turned out to be completely wrong.

The researcher tried to have a friendly and open attitude while conducting the interviews. Before starting the interview a small talk took place. In addition, it was tried to make sure that the interviewees could say what they wanted to say by interrupting them as little as possible. However, an assertive approach was taken to ensure that as much as possible relevant questions could be asked. The researcher is a young woman and most interviewees are young professions, which could cause a connection between the interviewee and interviewer.

Since the researcher has studied a bachelor and premaster in business administration, it was easier to understand practical examples the accountants and tax specialists gave. This made it easier to understand small practical examples mentioned by the interviewees. In addition, the researcher of this master thesis is finishing her master Organizational Design and Development. By doing this master and having preferences in certain aspects of this master the interviews could be pushed into certain directions unconsciously. Furthermore, the researcher had much personal interest in the themes job crafting and meaningful work. This occasionally made her a bit enthusiast which resulted in sometimes too complex thinking and too extensive descriptions of results. Consequently, several pieces of text needed to be rewritten or adapted.

5.2.3 Theoretical reflection

In advance, well-considered choices were made about the theoretical frameworks that were central to the research. Within this research, the multidimensional, process-oriented measure of meaningful work by Lips-Wiersma and Wright (2012) was used as the central theory for meaningful work. After carrying out this research, this theory can be described as a complex and in-depth model. For some dimensions, such as self-knowledge, it was quite difficult to get a clear answer. Self-knowledge was conceived as how employees have become as a result of their work. However, this question could perhaps have been better answered if it had become clear whether people's perception of themselves is correct. However, this question would be too complicated to answer for the interviewees. Also, different theories about job crafting were considered for this research. Furthermore, the forms of job crafting by Berg et al. (2013) was used as the central theory of job crafting. This theory is experienced as a clear and not too

complex theory. In addition, while coding the interviews, no extra indicators arose which could be added to the operationalization of meaningful work and job crafting. This means that both theories were comprehensive for this research.

In addition, within this research, there is an overlap between the concept of meaningful work and the mechanisms authenticity and self-efficacy. One of the reasons for this is because the definition and the theoretical model of Lips-Wiersma are used. The definition and model describe meaningful work, for example, as maintaining integrity, shared values, and belonging, which could be linked to being authentic at work. In addition, the parts of meaningful work like creating, achieving, and influencing can be related to the indicators of self-efficacy, which are control and autonomy, competence, and perceived impact. This overlap might be an explanation of why a mediating effect of the mechanisms has been found.

5.2.4 Recommendations theory and practice

Theoretical relevance

This research contributes to the theory, even though it is important to be aware of the fact that only ten employees are interviewed, so the transferability is quite low. Yet, it can be stated that for some accountants and tax specialists job crafting has a positive contribution to meaningful work. This is in line with the study of Hulshof et al. (2020), Tims et al. (2016), and Wrzesniewski et al. (2013).

Rosso et al. (2010) expected that authenticity and self-efficacy have a positive influence on meaningful work. However, within this research, it became clear that just for some accountants and tax specialists the mechanism authenticity plays a positive role in the relationship between job crafting and meaningful work. The reason why the mechanism authenticity has a positive mediating influence in this relationship for some and not for others has not become clear in this research. For example, it has not been found that this relationship is different for accountants than for tax specialists. In addition, it was also expected that self-efficacy would have a positive influence on meaningful work. Through this research, it became clear that self-efficacy has a bigger positive mediating effect in the relationship of job crafting on meaningful work than authenticity has, but this did not apply to everyone either.

Since the data of this research was obtained by interviewing ten employees, which is quite a small group, the transferability of this research is quite low, and additional research is recommended. This could be a larger qualitative study, but also a quantitative or mixed methods study. By doing additional research, results between the influence of job crafting on meaningful work with the role of authenticity and self-efficacy in this relation will be more certain. In

addition, this thesis was an explorative study. To get a more reliable result of the mediating effect of authenticity and self-efficacy, quantitative research is recommended, in which the mediating, but also the moderating effects of these mechanisms could be tested.

In some interviews, accountants and tax specialists were asked whether technological changes give them a feeling of uncertainty about the future of their job. These interviewees mentioned that digitalization is noticeable and they expect their jobs to be more digitalized and outsourced to countries like China. They expect there will be fewer accounting jobs in a few decades' time. However, they are not afraid of losing their jobs since they think the digitization will continue in the future and expect that they will notice little of the radical changes.

Furthermore, since little empirical research has yet been done about the relationship between job crafting and meaningful work (Tims et al., 2016; Hulshof et al., 2020), it is recommended that this research will be extended to professionals other than accountants and tax specialists. When this is done, more data will be gathered about the contribution of job crafting on meaningful work and how it differs between diverse professions. This may contribute to confirming or rejecting the findings of Berg, Wrzesniewski et al. (2010) which describe that job crafting can differ due to the structural location of employees in an organization.

It was already stated that the effect of job crafting on meaningful work could differ per occupational group (Berg, Wrzesniewski et al., 2010). Furthermore, additional aspects are found that could also influence the relationship between job crafting and meaningful work for accountants and tax specialists. One of the interviewees who did not engage in all forms of job crafting and did not experience his/her work as fully meaningful was the oldest one of the interview with the age of 52. Therefore, it could be possible that age is a factor that influences the relationship between job crafting and meaningful work. This conclusion is not new in the literature, since Baroudi and Khapova (2017) mentioned that older people are less active in job crafting. However, since within this research this statement can only be confirmed by one interviewee, it is recommended to further study the role of age within the relationship between job crafting and meaningful work.

Finally, it was remarkable that both employees who experienced the fewest meaningful work and engage less in job crafting are both employed as assistant-accountant. This might be a coincidence, but it might also be that assistant-accountants engage less in job crafting and experiences their work as less meaningful than their fellow accountants and tax specialists do. To determine this, further research is recommended.

Practical relevance

As already mentioned in chapter 1 and 2, employees experiencing their work as meaningful is beneficial for both the employee as the employer since meaningful work, among other things, increase motivation (e.g. Ward & King, 2017), improves work performance (e.g. Michaelson et al., 2014), and enhances job satisfaction (Wrzesniewski, 2003). This research can give accountants and tax specialists information about what they can do themselves to engage in job crafting which can result in more meaningful work. So, they can focus on engaging in task crafting, relational crafting, and cognitive crafting, which could influence their meaningful work experience.

This research can also be relevant for organizations, especially when they notice that their employees are not that motivated (Ward & King, 2017) or satisfied within their work (Wrzesniewski, 2003) since meaningful work influences those aspects. Employers can try to stimulate their employees to engage in job crafting (Berg et al., 2013). According to this research, employers can stimulate employees in job crafting by, among other things, stimulating them to learn within their job. Most of the interviewed accountants and tax specialists have the possibility to craft their job. This indicates that most of the interviewees' companies approve the fact that their employees engage in job crafting. This is a positive factor since job crafting contributes to meaningful work, which in turn can result in, for example, more motivation (e.g. Ward & King, 2017).

This study revealed that the interviewed accountants and tax specialists generally get satisfaction from learning within their work. They often do this on their own initiative. Wanting to learn can be linked to job crafting, and in particular to task crafting, since learning can be achieved by performing extra or different tasks (Wrzesniewski, 2013). However, it may be the case that older people (older than 50 years) engage less in job crafting than younger people. Therefore, it would be helpful if organizations stimulate especially their older employees to engage in job crafting. They can do this by, among other things, encouraging employees to learn by performing extra tasks or by following courses. This example was indicated by accountants 2. However, since only one older employee (accountant 2) was interviewed in this study, the transferability of this practical implication is low.

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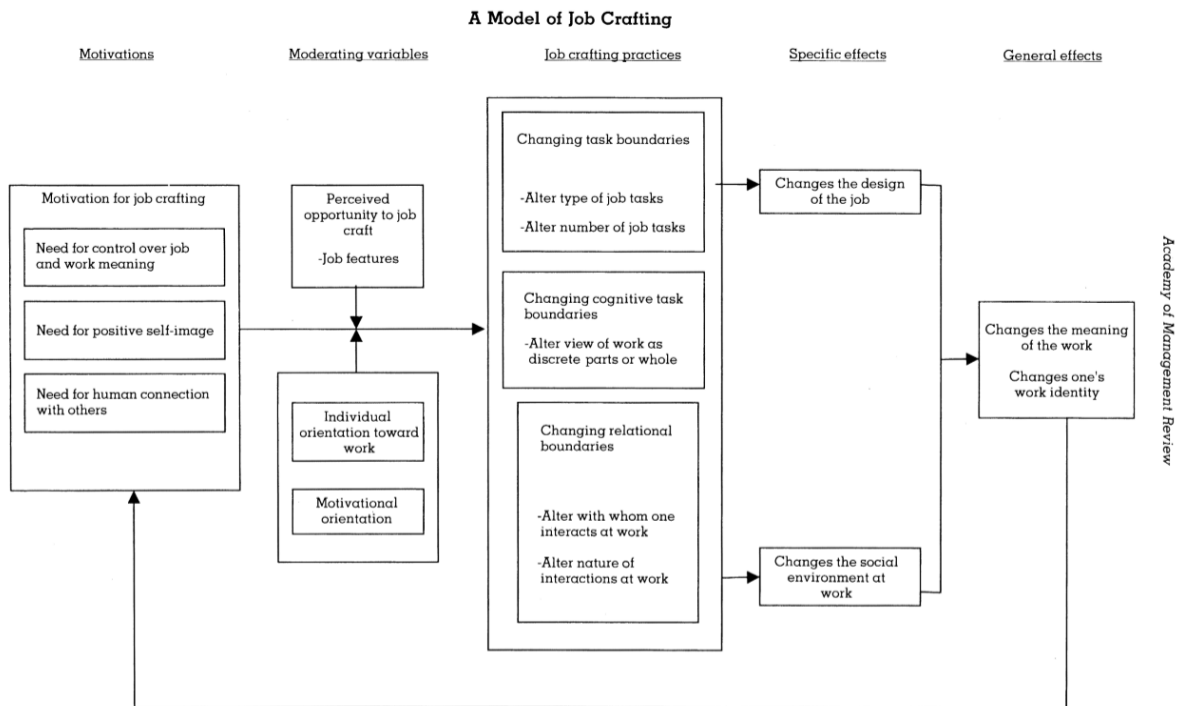
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APPENDIX

Appendix A: Job crafting model



(Wrzesniewski & Dutton, 2001, p. 182)

In their article of 2001, Wrzesniewski and Dutton explain their job crafting model. This model shows that motivation for work is influenced by job crafting. This influence is moderated by the opportunities that people perceive to craft their job, an employee's orientation to work and their motivational orientation. The effects of crafting a job are that individuals will change the design of their job and that the social environment of an employee will change which will result in the general effect that the meaning of work will change and that the identity of a person will be changed. However, since this master thesis is specifically focused on job crafting and in addition focuses on meaningful work instead of the meaning of work, there is only a focus on the job crafting practices of this model. Berg et al. (2013) focus in their article only on this part of job crafting that is described in the model of Wrzesniewski and Dutton (2001). Therefore, the job crafting practices which are described by Berg et al. (2013), will be used for this research and further explained.

Appendix B: Messages in preparation for the interview

First message that potential interviewees received

Hello ...

I got your number from.... He/she probably briefly explained to you that I am looking for employees I can interview for my master thesis. So you are okay with being interviewed?

Maybe it would be pleasant if I briefly explain what my thesis is about. I am going to investigate to what extent accountants and tax specialists experience that they have meaningful work. So I will mainly focus on how you experience your work and how you change it for yourself. The interview can take place via Skype (or something related to it) and will take about one hour.

I would like to hear from you!

Kind regards,

Aletta Mattijssen

Dag ...,

Ik heb uw nummer van ... gekregen. Hij/zij heeft u als het goed is kort uitgelegd dat ik mensen zoek die ik kan interviewen voor mijn master thesis. U staat er dus wel voor open om geïnterviewd te worden?

Misschien is het wel leuk als ik even kort uitleg waar mijn thesis over gaat. Ik ga onderzoeken in hoeverre accountants en fiscalisten ervaren dat ze betekenisvol werk hebben. Ik focus me dus voornamelijk op hoe u uw werk ervaart en uw eigen invulling hier aan geeft. Het interview kan via skype (o.i.d.) plaats vinden en zal ongeveer één uur duren.

Ik hoor graag van u!

Groeten,

Aletta Mattijssen

Message about asking job description

I was wondering if you have any job description/job vacancy text or list of tasks associated with your formal position? (Formal position = the tasks you were given when you started in your position). Then I already know a little better which tasks belong to your function. If you do not have those or if it is difficult for you to get them, that is not a problem!

Ik vroeg me af of u iets van een functie beschrijving/ vacaturetekst of lijstje hebt van taken die bij uw formele functie horen? (Formele functie = de taken die u kreeg toen u begonnen bent in uw functie) Dan weet ik al iets beter welke werkzaamheden precies bij uw functie horen. Als u dat niet hebt of moeilijk aan kan komen is dat geen probleem hoor! Ik hoor het wel!

Information sent in preparation of the interview

I would like to send you some information before the interview. As I mentioned before, my interview is about meaningful work. Experiencing meaningful work is caused by, among others:

- Whether a person experiences his or her work as important and that work therefore has a positive influence on this person
- It is about the values that people themselves give to their work purpose

In my interview I am also going to talk about job crafting. There is no Dutch word for this, so that is why I am explaining this in advance. Job crafting is, in short, about changing your work. Job crafting is proactive employee behaviour that consists of changing tasks, changing relationships and changing the way you look at your work (your perception of your work). So I am going to ask for examples of tasks or relationships that you have changed in your work.

Just read this once so you know a little bit better what I am talking about, but do not focus too much on it! In the interview I will certainly explain this and if something is unclear I will just come back to it, but I thought I would send you some information so you know a little bit better what I am going to ask about.

Voor het interview van vanmiddag wil ik u graag nog wat informatie sturen. Zoals ik al eerder aangaf gaat mijn interview over betekenisvol werk. Het ervaren van betekenisvol werk wordt onder andere veroorzaakt door:

- *Of een persoon zijn of haar werk als belangrijk ervaart en dat werk daardoor een positieve invloed op deze persoon heeft*
- *Het gaat over de waarden die mensen zelf geven aan hun werk doel*

Tijdens mijn interview ga ik het ook over job crafting hebben. Hier bestaat geen Nederlands begrip voor, dus daarom leg ik deze ook even van tevoren uit. Job crafting gaat, kort gezegd, over het veranderen van uw werk. Job crafting is proactief werknemersgedrag dat bestaat uit het veranderen van taken, het veranderen van relaties en het veranderen van hoe u naar uw werk kijkt (uw perceptie naar uw werk). Ik ga dus o.a. voorbeelden vragen van taken of relaties die op uw werk veranderd zijn.

Lees dit gewoon een keertje door zo dat u iets beter weet waar ik het over heb, maar focus er niet te veel op hoor! Tijdens het interview ga ik dit zeker ook nog uitleggen en als iets onduidelijk is kom ik hier gewoon op terug, maar ik dacht ik stuur vast wat informatie zodat u straks al iets beter weet waar ik over ga vragen.

Appendix C: Relevant information jobs interviewees

Some of these texts are based on vacancy texts of the interviewees published online on the website of the interviewees companies. However, in order to guarantee the anonymity of the interviewees, it has been decided not to use a source reference for these texts.

Accountant 1 - Audit Trainee

You like working with people as much as you like working with numbers. Learning and responsibility are central to you. One day you are busy checking financial statements such as annual figures. The next day you will assist in the preparation, execution or completion of an assignment with an (international) client. In between, you supervise trainees, recruit new colleagues and support various managers. Because of the diversity of clients and teams, you are given the space to develop yourself. You learn something new every day; from soft skills to audit skills.

Accountant 2 - Assistant-accountant

As an assistant accountant you have frequent contact with customers. You identify advisory questions that you answer yourself or pass on to the right colleague. You give clients insight into their business operations and help them to look ahead. As a new colleague you will be given your own responsibility and you will quickly go to clients independently. Assistant-accountants who follow the training to become an accountant, participate in a special program. Within this program you will receive professional guidance. You will develop professional skills but also 'soft skills' such as communication skills and coaching skills.

This is how your day can look like

You have direct contact with customers. For your clients, you take care of administrations of varying degrees of difficulty, both from our office and at the client's premises. You support clients in setting up the administration. You regularly visit clients for closing work and for support and control of their administrative work. Together with the accountant with final responsibility, you are co-responsible for compiling the annual accounts.

Accountant 3 - Control manager audit and assurance

In consultation with managers, I am scheduled on control teams. Depending on the size of the client, a team consists of one partner, one manager, one control manager and three assistants (with large clients, you can multiply everything two/three/four times). I am responsible for:

- Controlling the clients

- Communicating with the lower management of the clients
- File manager
- Supervising and training the assistants
- Independently check complex items/discussion points

Depending on the client, it sometimes happens that you take on more of the tasks of a starting manager or an experienced assistant.

Accountant 4 - Assistant-accountant

As (Senior) Assistant Audit & Assurance within our (international) audit practice, you will pick up - where possible - the more complex items in the annual accounts. You are analytical and see it as a challenge to delve into these items and check them carefully. You know better than anyone what is happening with the client and you want to get to the bottom of it: exposing the risks. You work meticulously and are reliable. You have a high degree of integrity and a sense of responsibility: keeping agreements is a matter of course for you. You enjoy supervising the junior assistants in your department and it gives you satisfaction to ensure that they can carry out their work as efficiently as possible.

Accountant 5 - Associate accountancy

You will start in the accountancy traineeship. This is a two-year programme that focuses on your professional and personal development. This program gives you the opportunity to gain experience in various market sectors.

- You will take a look behind the scenes at clients, where you and your team will be on assignment.
- You are in constant dialogue with your team and the client.
- You get to know business processes and systems, test the internal control and carry out year-end controls.
- You will be assigned a coach and together with your colleagues you will follow internal trainings such as soft skills workshops and participate in innovation and knowledge meetings.

Tax specialist 1 - Junior tax specialist

As a tax specialist, you are often part of a multidisciplinary team. Together with your colleagues, you serve the market and form a close-knit team that makes a difference for our

clients. You are in direct contact with the entrepreneur. You draw up income tax and corporation tax returns. In addition, of course, you give tax advice to clients and deal with notices of objection and appeal procedures. In addition, you are enterprising, together with the senior tax consultant you want to make a difference for our clients. You will also seek cooperation with fellow tax advisers at a regional level.

Tax specialist 2 - Tax specialist

- Preparation of declarations
- Assessment control
- Correspondence with the tax authorities (questions/requests)
- Seeking out advice
- Contact with customers regarding declarations
- Development of advice (restructuring, liquidation, requests)

Tax specialist 3 - Junior tax specialist

In order to develop yourself optimally, you will receive broad training and be given the opportunity to become acquainted with all aspects of the all-round tax consultancy practice. You will go through the entire process of providing tax services to our clients. After all, they want you to help them from A to Z in the field of taxation. Whether it concerns a tax return, the preparation of an advisory report or objections and petitions; you will soon be in contact with the DGA or financial director and the Tax and Customs Administration yourself. Experienced colleagues will help you to develop yourself in the full breadth of the field and thus discover your strengths. There is no better start to a career as an all-round tax adviser.

A selection of your daily activities

- You will gain experience in making declarations so that you will be able to advise your clients even better and will independently carry out all the ensuing work.
- You translate client issues to the tax authorities, investigate the tax possibilities and test them against current regulations.
- You support the creation of an advice for the client.

Tax specialist 4 - Tax specialist

The Directorate of Private Clients is responsible for the supervision of private individuals. This involves no less than 10 to 12 million declarations per year. In addition, the Private Individuals

Directorate deals in principle with all notices of objection and appeal from private individuals, and part of those from the SME Directorate, and provides services via desks and telephone (in addition to and as an extension of the Tax Information Line) to all target groups. The Private Individuals Directorate also supervises proper compliance with gift and inheritance tax and supervises foreign taxpayers, frontier workers and employees of international organizations and diplomats.

Tax specialist 5 - Senior tax specialist

As (Senior) Associate Tax Accounting Services you will work on various advisory assignments and as a specialist you will support the audit teams in the financial audit of the tax position during the annual accounts audit. Using the latest data extraction, transformation and visualisation software solutions, you will help clients make optimum use of their financial and tax data to meet international reporting requirements as quickly as possible. You use the concurrence between accounting standards (IFRS, US GAAP, Dutch GAAP) and tax legislation. Together with your multidisciplinary team (consisting of accountants and tax specialists) you will maintain contact with the client and prepare them for an audit by an external accountant. In doing so, you will analyse the tax positions and advise the client on which positions to take. You will work in different teams per client and have an average of 20 to 25 clients. The high season runs from January to March and is therefore a busy period.

Appendix D: Initial operationalization

Operationalization meaningful work

Concept	Dimension	Indicator	Question
Meaningful work	Developing the inner self	Maintaining integrity	How do you manage you adhere to your feelings about what is right and wrong at your work? <i>Hoe zorgt u er voor dat u tijdens u werk zich houdt aan uw gevoel over wat goed en fout is?</i>
		Personal growth	How do you personally grow at you work as an accountant? <i>Hoe groeit u persoonlijk tijdens uw werk als een accountant?</i> What do you think about how you are becoming through your work as an accountant? <i>Wat vindt u er van hoe u bent geworden door uw werk als accountant?</i>
		Self-knowledge	Do you think you are and you know yourself at work? <i>Hebt u het gevoel dat u uzelf bent en kent op werk?</i>
	Unity with others	Shared values	How do your share your values with your colleagues? <i>Hoe deelt u uw waarden met uw collega's?</i>
		Belonging	To what extent do you feel that you and your colleagues form a community together? <i>In hoeverre heeft u het gevoel dat u en uw collega's samen een gemeenschap vormen?</i>
	Serving others	Positively contributing to the working conditions of others	How do you positively contribute to your work environment and the work environment of your colleagues? <i>Hoe draagt u positief bij aan uw werkomgeving en de werkomgeving van uw collega's?</i>
		Working in an organization that in itself contributes to a worthwhile purpose	Do you feel like what the organization does is worthwhile? What does the organization contributes that is worthwhile? <i>Heeft u het gevoel dat wat de organisatie doet de moeite waard is? Wat draagt de organisatie bij die de moeite waard is?</i> What do you do as an accountant to spend time in your work to things that are truly important? <i>Wat doet u als accountant om in uw werk tijd te besteden aan zaken die echt belangrijk zijn?</i>
	Expressing full potential	Creating	How do you create and apply new ideas or concepts into your work as accountant? <i>Hoe creëert u nieuwe ideeën of concepten tijdens uw werk als accountant?</i>

		Achieving	<p>How do you experience a sense of achievement in your work as accountant? <i>Hoe ervaart u een gevoel van prestatie tijdens uw werk als accountant?</i></p>
		Influencing	<p>Do you have the opportunity to use your own insights and skills to serve others within your work as an accountant? <i>Heeft u de mogelijkheid om uw eigen inzichten en vaardigheden te gebruiken om anderen te dienen tijdens uw werk als accountant?</i></p> <p>How do you make a difference that matters to others in your job as accountant? <i>Hoe maakt u tijdens uw werk als accountant een verschil dat belangrijk is voor anderen?</i></p>
	Balance	Unity with others – Serving others – Expressing full potential – Developing and becoming self	<p>What time and space do you have in your work as accountant to think? <i>Welke tijd en ruimte heeft u binnen uw werk als accountant om na te denken?</i></p> <p>How do you experience the balance between focussing on getting things done and noticing how people are feeling at your work as an accountant? <i>Hoe ervaart u de balans tussen het focussen op het doen van dingen en het merken van hoe mensen zich voelen tijdens uw werk als accountant?</i></p> <p>How do you create space for yourself within your job as accountant? <i>Hoe creëert u genoeg ruimte voor uzelf binnen uw werk als accountant?</i></p> <p>How do you find the balance between the needs of others and your own needs? <i>Hoe vindt u het evenwicht tussen de behoeften van anderen en uw eigen behoeften?</i></p>

Operationalization job crafting

Concept	Dimension	Indicator	Question
Job crafting	Task crafting	Adding tasks	Do you perform extra tasks in addition to the original tasks of your job? If yes, what kind of tasks are these? <i>Voert u extra taken uit naast de oorspronkelijke taken van uw functie? Zo ja, wat voor een taken zijn dit?</i>
		Emphasizing tasks	How do you deal with certain tasks you like more? For example, do you perform them more than tasks you do not like? <i>Hoe gaat u om met taken die u leuker vindt? Voert u deze bijvoorbeeld meer uit dan taken die u minder leuk vindt?</i>
		Redesigning tasks	How do you do rearrange existing tasks to make them more enjoyable for yourself? <i>Hoe richt u bestaande werkzaamheden anders in om te zorgen dat u ze leuk maakt voor uzelf?</i>
	Relational crafting	Building relationships	How do you craft your job to connect with colleagues which are proud of you or give you appreciation? Hoe verandert u uw werkzaamheden om in contact te komen met collega's die trots op u zijn of u waardering geven? Do you engage in networking activities to establish more relationships? <i>Doet u zelf aan netwerkactiviteiten om meer relaties op te bouwen?</i>
		Reframing relationships	How do you change relationships with colleagues so that your bond becomes stronger or weaker? <i>Hoe verandert u uw relaties met collega's zodat uw band sterker of zwakker wordt?</i>
		Adapting relationships	Do you help colleagues and therefore hope that you will have a different relationship with this colleague so you will help and support each other more in the future? <i>Merkt u dat u uw collega's helpt en daardoor hoopt dat u een andere band met deze collega's krijgt waardoor u elkaar meer zal helpen en supporten in de toekomst?</i>
	Cognitive crafting	Expanding perceptions	What is your perception about your job as accountant? As separate tasks on its own, or as a set of tasks that is part of a team, organization or perhaps even a society? <i>Wat is u perceptie over uw baan? Ziet u het als losse taken op zichzelf, of als een geheel van taken</i>
		Focusing perceptions	

		<p><i>dat wellicht samen hangt in een team, organisatie of misschien zelfs een maatschappij?</i></p> <p>Is it a conscious choice to look at your work that way? If so, why? <i>Is het een bewuste keuze om zo naar uw werk te kijken? Zo ja, waarom?</i></p> <p>Have you ever changed your perception on this? <i>Heeft u uw perceptie hierover wel eens veranderd?</i></p>
	Linking perceptions	<p>Do you link tasks so the perception you have about those tasks change? For example, in the case of a task that you do not like as much, that you handled it in a certain way and that made it more fun <i>Linkt u taken aan elkaar zodat uw perceptie over deze taken verandert? Bijvoorbeeld bij een taak die u wat minder leuk vindt, dat u hier op een bepaalde manier mee om ging en dat het daardoor leuker werd?</i></p>

Operationalization mechanism

Mechanism	Indicator	Question
Authenticity	Self-concordance	<p>How consistently can you express your own interests and values at work? Can you express them more because of changes you made in your job? And do experience your work as more meaningful because you can express your interests and feelings? <i>Hoe consistent kan u op uw werk uw eigen belangen en waarden tot zijn uiting laten komen?</i> <i>Kunt u ze meer uitdrukken vanwege de veranderingen die u in uw werk hebt aangebracht?</i> <i>En ervaart u uw werk als zinvoller omdat u uw interesses en gevoelens kunt uitdrukken?</i></p> <p>Can you stay connected with yourself at work? <i>Kan u met uzelf verbonden blijven op werk?</i></p>
	Identity affirmation processes	<p>How can you use your personal identity in the work you do? As an example, someone who finds himself very analytical and performs work that requires analytical skills. Can you use your personal identity more in work because of changes you made in your job? Do you experience your work as more meaningful because you can use your personal identity at work? <i>Hoe kan u in uw werk uw persoonlijke identiteit gebruiken in de werkzaamheden die u uitvoert? Als voorbeeld, iemand die zichzelf erg analytisch vindt en werkzaamheden uitvoert waar analytische skills voor nodig zijn.</i> <i>Kan u uw persoonlijke identiteit meer gebruiken in uw werk door veranderingen die u in uw werk hebt aangebracht?</i> <i>En ervaart u uw werk als zinvoller omdat u uw persoonlijke identiteit op het werk kunt gebruiken?</i></p>
	Personal engagement	<p>How involved or intrinsically motivated do you feel about your work? Do you feel more involved or intrinsically motivated about work because of changes you made in your job? Do you experience your work as more meaningful because you feel involved or intrinsically motivated about your work? <i>Hoe betrokken of intrinsiek gemotiveerd voelt u zich naar uw werk?</i> <i>Voelt u zich meer betrokken of intrinsiek gemotiveerd naar uw werk door veranderingen die u in uw functie heeft aangebracht?</i> <i>Ervaart u uw werk als zinvoller omdat u zich betrokken of intrinsiek gemotiveerd voelt?</i></p>
Self-efficacy	Control and autonomy	<p>To what extent are you allowed to make free choices in your work and manage your activities yourself? Do you feel you are more allowed to make free choices in</p>

		<p>your work because of changes you made in your job? Do you experience your work as more meaningful because you are allowed to make free choices in your work and manage your activities yourself? <i>In hoeverre mag u zelf vrije keuzes maken in uw werk en uw activiteiten zelf beheren?</i> <i>Hebt u het gevoel dat u meer vrije keuzes mag maken in uw werk door de veranderingen die u in u werk heeft aangebracht?</i> <i>Ervaart u uw werk als zinvoller omdat u vrije keuzes mag maken in uw werk en uw activiteiten zelf mag beheren?</i></p>
	Competence	<p>A sense of professional competence can arise from, for example, victories and challenges in your work. How competent do you see yourself? Do you see yourself as more competent because of changes you made in your job? Do you experience your work as more meaningful because you see yourself as (more) competent? <i>Een gevoel van vakbekwaamheid kan ontstaan door bijvoorbeeld overwinningen en uitdagingen in uw werk. Hoe vakbekwaam ziet u uzelf?</i> <i>Ziet u uzelf competenter door de veranderingen die u in uw functie hebt aangebracht?</i> <i>Ervaart u uw werk als zinvoller omdat u uzelf als (meer) competent beschouwt?</i></p>
	Perceived impact	<p>To what extent do you have a positive influence on others (e.g. the organization, working groups, colleagues or others) through your work activities? Do you have more positive influence on others through your work activities because of changes you made in your job? Do you experience your work as more meaningful because of positive influences you have on others through your work activities? <i>In welke mate heeft u een positieve invloed op anderen (bijv. de organisatie, werkgroepen, collega's of anderen) door middel van uw werkactiviteiten?</i> <i>Heeft u door uw werkzaamheden meer positieve invloed op anderen door de veranderingen die u in uw baan heeft aangebracht?</i> <i>Ervaart u uw werk als zinvoller door de positieve invloed die u heeft op anderen door uw werkzaamheden?</i></p>

Appendix E: Operationalization

Operationalization meaningful work

Dimension	Indicator	Question
Developing the inner self	Maintaining integrity	How do you find the balance between being a good employee and thinking about who you are and who you want to be? <i>Hoe vindt u de balans tussen een goede werknemer zijn en denken over wie u bent en wil zijn?</i>
	Personal growth	How do you personally grow while working as an accountant? <i>Hoe groeit u persoonlijk tijdens uw werk als een accountant?</i>
	Self-knowledge	How did you become through your work as an accountant? And what do you think of that? <i>Hoe bent u geworden door uw werk als accountant? En wat vindt u daar van?</i>
Unity with others	Shared values	How do you communicate your values and standards to colleagues? This is not about having the same interests, norms and values, but to be able to express them at work. <i>Hoe spreekt u uw waarden en normen uit naar collega's? Hierbij gaat het niet om het hebben van dezelfde interesses, normen en waarden, maar om ze überhaupt te kunnen uitspreken op werk.</i>
	Belonging	To what extent do you feel that you and your colleagues together form a group or team? <i>In hoeverre heeft u het gevoel dat u en uw collega's samen een groep/team vormen?</i>
Serving others	Positively contributing to the working conditions of others	How do you positively contribute to your work environment and the work environment of your colleagues? <i>Hoe draagt u positief bij aan uw werkomgeving en de werkomgeving van uw collega's?</i>
	Working in an organization that in itself contributes to a worthwhile purpose	How does your team support a valuable, bigger goal? What does the team/department contribute that is important? <i>Hoe ondersteunt uw team een waardevol, groter doel? Wat draagt het team/ de afdeling bij dat belangrijk is?</i>
Expressing full potential	Creating	How do you create and apply new ideas or concepts into your work as accountant? <i>Hoe creëert u nieuwe ideeën of concepten tijdens uw werk als accountant?</i>
	Achieving	How do you experience a sense of achievement in your work as accountant? <i>Hoe zorgt u er voor dat u voldoening bereikt in uw werk als accountant?</i>
	Influencing	What influence do you have in your work as accountant? <i>Welke invloed heeft u in uw werk als accountant?</i>

Balance	Self and other	How do you find the balance at your work between the needs of others and your own needs? <i>Hoe vindt u het evenwicht tussen de behoeften van anderen en uw eigen behoeften?</i>
	Being and doing	How do you find a balance at your work between being yourself and doing your work? <i>Hoe vind u op uw werk een balans tussen uzelf zijn en uw werk doen?</i>

Operationalization Job crafting

Dimension	Indicator	Question
Task crafting	Adding tasks	Do you perform extra tasks in addition to the original tasks of your job? If yes, what kind of tasks are these? <i>Voert u extra taken uit naast de oorspronkelijke taken van uw functie? Zo ja, wat voor een taken zijn dit?</i>
	Emphasizing tasks	How do you deal with certain tasks which are more meaningful to you? For example, do you perform them more often than tasks you think are less meaningful? <i>Hoe gaat u om met taken die u als betekenisvol ervaart? Voert u deze bijvoorbeeld meer uit dan taken die u als minder betekenisvol ervaart?</i>
	Redesigning tasks	How do you do rearrange existing tasks to make them more meaningful for yourself? <i>Hoe richt u bestaande werkzaamheden anders in om ze betekenisvoller te maken voor uzelf?</i>
Relational crafting	Building relationships	How do you ensure that you build (new) valuable relationships at work? <i>Hoe zorgt u er voor dat u (nieuwe) waardevolle relaties opbouwt op uw werk?</i>
	Reframing relationships	Some colleagues you probably find more valuable than others. How do you change your relationships with colleagues so that your bond becomes stronger or weaker? <i>Sommige collega's vind u waarschijnlijk waardevoller dan anderen. Hoe verandert u uw relaties met collega's zodat uw band sterker of zwakker wordt?</i>
	Adapting relationships	How do you ensure that mutual trust and appreciation is increased? Do you help and support your colleagues in the hope that they will do the same for you? So that you give and receive valuable support. <i>Hoe zorgt u er voor dat wederzijds vertrouwen en waardering vergroot worden? Helpt en ondersteunt u uw collega's in de hoop dat zij dit ook bij u zullen doen? Dus dat u waardevolle steun geeft en ontvangt.</i>
Cognitive crafting	Expanding perceptions	How do you look at your work, as all separate tasks or as a function that pursues a certain goal? Do you look within your work more at the big picture, or at the individual tasks? <i>Hoe kijkt u naar uw werk, als allemaal losse taken of als een functie dat een bepaald doel nastreeft? Kijkt u binnen uw werk meer naar het grote geheel, of juist naar de losse taken?</i>
	Focusing perceptions	Is it a conscious choice to look at your work that way? If so, why? <i>Is het een bewuste keuze om zo naar uw werk te kijken? Zo ja, waarom?</i>
	Linking perceptions	Everyone sometimes performs tasks that they find less meaningful. How do you deal with these? Do you link less

		<p>meaningful tasks to each other/ to something else so that your perception of these tasks changes? E.g. making jokes while conducting a task that you do not find meaningful or working together with a colleague?</p> <p><i>Iedereen voert wel eens taken uit die die minder betekenisvol vindt. Hoe gaat u hier mee om?</i></p> <p><i>Linkt u minder betekenisvolle taken aan elkaar/ aan iets anders zodat uw perceptie over deze taken verandert? Bijv. grappen maken tijdens een taak die u niet betekenisvol vindt of samen werken met een collega?</i></p>
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Operationalization mechanism authenticity

Indicator	Question
Self-concordance	<p>How consistently can you express your interests, values and norms at work? Do the changes you have made to your job give you a feeling that you can better express your interests, values and norms at work? You indicate that you can express your interests, values and norms in your work, do you therefore experience your work as more meaningful? <i>Hoe consistent kan u uw interesses, waarden en normen tot zijn uiting laten komen op uw werk?</i> <i>Heeft u door de veranderingen die u in uw baan heeft aangebracht een gevoel dat u uw interesses, waarden en normen beter kan uitdrukken op uw werk?</i> <i>U geeft aan dat u uw interesses, waarden en normen kan uitdrukken op uw werk, ervaart u daardoor uw werk als betekenisvoller/ zinvoller?</i></p>
Identity affirmation processes	<p>How can you use your personal identity in the work you do? As an example, someone who finds himself very creative and performs work that requires creative skills. Can you use your personal identity more in your work due to changes you have made in your job? Because you can use your personal identity in your work, do you experience your work as more meaningful? <i>Hoe kan u in uw werk uw persoonlijke identiteit gebruiken in de werkzaamheden die u uitvoert? Als voorbeeld, iemand die zichzelf erg creatief vindt en werkzaamheden uitvoert waar creatieve skills voor nodig zijn.</i> <i>Kan u door veranderingen die u in uw werk heeft aangebracht uw persoonlijke identiteit meer gebruiken in uw werk?</i> <i>Doordat u uw persoonlijke identiteit kan gebruiken in uw werk, ervaart u uw werk daardoor als betekenisvoller/ zinvoller?</i></p>
Personal engagement	<p>How involved or intrinsically motivated do you feel about your work? Do changes you have made in your job make you feel more involved or intrinsically motivated towards your job? Because you are involved or intrinsically motivated, do you experience your work as more meaningful? <i>Hoe betrokken of intrinsiek gemotiveerd voelt u zich naar uw werk?</i> <i>Voelt u zich door veranderingen die u in uw functie heeft aangebracht, meer betrokken of intrinsiek gemotiveerd naar uw werk?</i> <i>Omdat u betrokken of intrinsiek gemotiveerd bent, ervaart u daardoor uw werk als zinvoller/ betekenisvoller?</i></p>

Operationalization mechanism self-efficacy

Indicator	Question
Control and autonomy	<p>To what extent are you free to make your own choices at your work? Can you make more free choices in your work due to changes you have made? So, because of extra/new tasks that you perform, do you feel that you are allowed to make even more free choices? Because you are allowed to make free choices in your work and manage your activities yourself, do you experience your work as more meaningful? <i>In hoeverre mag u zelf vrije keuzes maken tijdens uw werk en uw activiteiten?</i> <i>Kan u door veranderingen die u in uw werk heeft aangebracht meer vrije keuzes maken in uw werk? Dus juist door extra/ nieuwe taken die u uit mag voeren, heeft u daardoor het gevoel dat u nog meer vrije keuzes mag maken?</i> <i>Doordat u vrije keuzes mag maken in uw werk en uw activiteiten zelf mag beheren, ervaart u daardoor uw werk als betekenisvoller/ zinvoller?</i></p>
Competence	<p>How competent do you see yourself? Due to changes you have made to your work, can you better express your professional competence? Because you consider yourself to be professional/expert, do you experience your work as more meaningful? <i>Hoe vakbekwaam ziet u uzelf?</i> <i>Door veranderingen die u in uw werk heeft aangebracht, kan u daardoor uw vakbekwaamheid beter uiten?</i> <i>Doordat u uzelf als vakbekwaam/ deskundig beschouwt, ervaart u daardoor uw werk als betekenisvoller/ zinvoller?</i></p>
Perceived impact	<p>How do you have positive influence at your work? Do you have more positive influence through the changes you have made to your job? Through positive influences that you have on others through your work, do you experience your work as more meaningful? <i>Hoe heeft u een positieve invloed in uw werk?</i> <i>Heeft u door de veranderingen die u in uw baan heeft aangebracht meer positieve invloed in uw werkzaamheden?</i> <i>Door positieve invloeden die u heeft in uw werk, ervaart u daardoor uw werk als betekenisvoller/ zinvoller?</i></p>

Appendix F: Initial interview guide

Welcome.

First of all, I would like to ask you if it is okay for you that this interview will be recorded. This is important for me so I can transcribe this conversation to analyse it afterwards. My additional question is if you would like to read this transcribed interview and check if I have interpreted everything correctly. The recordings and transcripts are handled carefully and only I and my supervisor at the university have access to this data. Your name will not be mentioned in my thesis, so you will remain completely anonymous.

Let me introduce myself first. My name is Aletta Mattijssen and I am a student of the master Organizational Design and Development, which is a master in Business Administration. I am studying at Radboud University in Nijmegen.

I would like to thank you in advance for taking part in this interview. I am going to use this interview to write my thesis. My thesis is about experiencing meaningful work. Meaningful work is about an employee's subjective experience of the existential (deeper) meaning or purpose of their work. This research investigates whether job crafting has an influence on meaningful work. Job crafting is a proactive process, consisting of both physical and cognitive changes that employees make to their tasks, such as rearranging resources, challenges, and relationships. Within my thesis, I study how job crafting and meaningful work are related to each other, and whether there are other mechanisms that influence this relationship. Hopefully it will be a bit clear to you where my research is about. Do you have any questions concerning this topic?

In addition, when I ask you a question that is unclear, you can always ask what it means. You can also always ask other questions in between. Furthermore, if you prefer not to answer a question or if you feel uncomfortable with it, you can always say so. You are not obliged to answer the questions.

I will start this interview with some general questions and then continue to the more specific questions about meaningful work and job crafting. The interview will take about an hour.

Do you have any questions in advance?

Then we will start the interview now.

Welkom.

Ten eerste wil ik u vragen of u het goed vindt dat dit interview wordt opgenomen. Dit is van belang zodat ik dit gesprek na afloop kan transcriberen wat nodig is om dit gesprek te analyseren. Mijn vraag is of u dit getranscribeerde gesprek zou willen over lezen en willen checken of ik alles goed geïnterpreteerd heb. Overigens wordt er zorgvuldig omgegaan met de opnames en transcripten en hebben alleen ik en mijn begeleider van de universiteit toegang tot deze gegevens. In mijn thesis wordt uw naam niet genoemd, dus u zal geheel anoniem blijven.

Ik zal mij eerst even voorstellen. Mijn naam is Aletta Mattijssen en ik ben een student van de master Organizational Design and Development wat een master is van de opleiding Bedrijfskunde. Ik studeert aan de Radboud Universiteit te Nijmegen.

Ik wil u alvast bedanken voor het deelnemen aan dit interview. Dit interview ga ik gebruiken voor het schrijven van mijn thesis. Mijn thesis gaat over het ervaren van betekenisvol werk. Betekenisvol werk gaat over de subjectieve ervaring die een medewerker heeft van de existentiële (diepere) betekenis of het doel van het werk. In dit onderzoek wordt gekeken of job crafting een invloed heeft op betekenisvol werk. Job crafting is een proactief proces, dat bestaat uit zowel fysieke als cognitieve veranderingen die werknemers aanbrengen in hun taken, zoals het herschikken van middelen, uitdagingen en relaties. Tijdens mijn thesis onderzoek ik hoe job crafting en betekenisvol werk met elkaar samen hangen, en of er nog overige mechanisme zijn die invloed hebben op deze relatie. Hopelijk is het zo een beetje duidelijk voor u. Heeft u misschien nog vragen over dit onderwerp?

Daarnaast, wanneer ik u een vraag stel die onduidelijk is, kan u altijd vragen wat er mee bedoeld wordt. Ook andere vragen tussendoor kan u altijd stellen. Daarnaast, als u een vraag liever niet beantwoord of u zich er niet prettig bij voelt kan u dit altijd zeggen. U bent verder niet tot antwoorden verplicht.

Ik begin dit interview met wat algemene vragen en werk vervolgens naar de specifiekere vragen over betekenisvol werk en job crafting. Het interview zal ongeveer een uur duren.

Heb u nog vragen vooraf?

Dan kunnen we nu starten met het interview.

General questions

- What is your function?
Wat is uw werk?
- What kind of tasks do you perform in your function?
Welke werkzaamheden voert u uit binnen uw functie?

Meaningful work

Developing the inner self

- How do you manage you adhere to your feelings about what is right and wrong at your work?
Hoe zorgt u er voor dat u tijdens u werk zich houdt aan uw gevoel over wat goed en fout is?
- How do you personally grow at you work as an accountant?
Hoe groeit u persoonlijk tijdens uw werk als een accountant?
- What do you think about how you are becoming through your work as an accountant?
Wat vindt u er van hoe u bent geworden door uw werk als accountant?
- Do you think you are and you know yourself at work?
Hebt u het gevoel dat u uzelf bent en kent op werk?

Unity with others

- How do your share your values with your colleagues?
Hoe deelt u uw waarden met uw collega's?
- To what extent do you feel that you and your colleagues form a community together?
In hoeverre heeft u het gevoel dat u en uw collega's samen een gemeenschap vormen?

Serving others

- How do you positively contribute to your work environment and the work environment of your colleagues?
Hoe draagt u positief bij aan uw werkomgeving en de werkomgeving van uw collega's?
- Do you feel like what the organization does is worthwhile? What does the organization contributes that is worthwhile?
Heeft u het gevoel dat wat de organisatie doet de moeite waard is? Wat draagt de organisatie bij die de moeite waard is?
- What do you do as an accountant to spend time in your work to things that are truly important?
Wat doet u als accountant om in uw werk tijd te besteden aan zaken die echt belangrijk zijn?

Expressing full potential

- How do you create and apply new ideas or concepts into your work as accountant?
Hoe creëert u nieuwe ideeën of concepten tijdens uw werk als accountant?
- How do you experience a sense of achievement in your work as accountant?
Hoe ervaart u een gevoel van prestatie tijdens uw werk als accountant?
- Do you have the opportunity to use your own insights and skills to serve others within your work as an accountant?
Heeft u de mogelijkheid om uw eigen inzichten en vaardigheden te gebruiken om anderen te dienen tijdens uw werk als accountant?
- How do you make a difference that matters to others in your job as accountant?
Hoe maakt u tijdens uw werk als accountant een verschil dat belangrijk is voor anderen?

Balance between dimensions

- What time and space do you have in your work as accountant to think?
Welke tijd en ruimte heeft u binnen uw werk als accountant om na te denken?
- How do you experience the balance between focussing on getting things done and noticing how people are feeling at your work as accountant?
Hoe ervaart u de balans tussen het focussen op het doen van dingen en het merken van hoe mensen zich voelen tijdens uw werk als accountant?
- How do you create space for yourself within your job as accountant?
Hoe creëert u genoeg ruimte voor uzelf binnen uw werk als accountant?
- How do you find the balance between the needs of others and your own needs?
Hoe vindt u het evenwicht tussen de behoeften van anderen en uw eigen behoeften?

Job crafting

Task crafting

- Do you perform extra tasks in addition to the original tasks of your job? If yes, what kind of tasks are these?
Voert u extra taken uit naast de oorspronkelijke taken van uw functie? Zo ja, wat voor een taken zijn dit?
- How do you deal with certain tasks you like more? For example, do you perform them more than tasks you do not like?
Hoe gaat u om met taken die u leuker vindt? Voert u deze bijvoorbeeld meer uit dan taken die u minder leuk vindt?
- How do you rearrange existing tasks to make them more enjoyable for yourself?
Hoe richt u bestaande werkzaamheden anders in om te zorgen dat u ze leuk maakt voor uzelf?

Relational crafting

- How do you craft your job to connect with colleagues which are proud of you or give you appreciation?
Hoe verandert u uw werkzaamheden om in contact te komen met collega's die trots op u zijn of u waardering geven?
- Do you engage in networking activities to establish more relationships?
Doet u zelf aan netwerkactiviteiten om meer relaties op te bouwen?
- How do you change relationships with colleagues so that your bond becomes stronger or weaker?
Hoe verandert u uw relaties met collega's zodat uw band sterker of zwakker wordt?
- Do you help colleagues and therefore hope that you will have a different relationship with this colleague so you will help and support each other more in the future?
Merkt u dat u uw collega's helpt en daardoor hoopt dat u een andere band met deze collega's krijgt waardoor u elkaar meer zal helpen en supporten in de toekomst?

Cognitive crafting

- What is your perception about your job as accountant? As separate tasks on its own, or as a set of tasks that is part of a team, organization or perhaps even a society?
Wat is u perceptie over uw baan? Ziet u het als losse taken op zichzelf, of als een geheel van taken dat wellicht samen hangt in een team, organisatie of misschien zelfs een maatschappij?
- Is it a conscious choice to look at your work that way? If so, why?
Is het een bewuste keuze om zo naar uw werk te kijken? Zo ja, waarom?
- Have you ever changed your perception on this?
Heeft u uw perceptie hierover wel eens veranderd?
- Do you link tasks so the perception you have about those tasks change? For example, in the case of a task that you do not like as much, that you handled it in a certain way and that made it more fun?
Linkt u taken aan elkaar zodat uw perceptie over deze taken verandert? Bijvoorbeeld bij een taak die u wat minder leuk vindt, dat u hier op een bepaalde manier mee om ging en dat het daardoor leuker werd?

Mechanism

Authenticity

- How consistently can you express your own interests and values at work? Can you express them more because of changes you made in your job? And do experience your work as more meaningful because you can express your interests and feelings?
Hoe consistent kan u op uw werk uw eigen belangen en waarden tot zijn uiting laten komen?
- Can you stay connected with yourself at work?
Kan u met uzelf verbonden blijven op werk?
- How can you use your personal identity in the work you do? As an example, someone who finds himself very analytical and performs work that requires analytical skills.

Can you use your personal identity more in work because of changes you made in your job?

Do you experience your work as more meaningful because you can use your personal identity at work?

Hoe kan u in uw werk uw persoonlijke identiteit gebruiken in de werkzaamheden die u uitvoert? Als voorbeeld, iemand die zichzelf erg analytisch vindt en werkzaamheden uitvoert waar analytische skills voor nodig zijn.

Kan u uw persoonlijke identiteit meer gebruiken in uw werk door veranderingen die u in uw werk hebt aangebracht?

En ervaart u uw werk als zinvoller omdat u uw persoonlijke identiteit op het werk kunt gebruiken?

- How involved or intrinsically motivated do you feel about your work?

Do you feel more involved or intrinsically motivated about work because of changes you made in your job?

Do you experience your work as more meaningful because you feel involved or intrinsically motivated about your work?

Hoe betrokken of intrinsiek gemotiveerd voelt u zich naar uw werk?

Voelt u zich meer betrokken of intrinsiek gemotiveerd naar uw werk door veranderingen die u in uw functie heeft aangebracht?

Ervaaft u uw werk als zinvoller omdat u zich betrokken of intrinsiek gemotiveerd voelt?

Self-efficacy

- To what extent are you allowed to make free choices in your work and manage your activities yourself?

Do you feel you are more allowed to make free choices in your work because of changes you made in your job?

Do you experience your work as more meaningful because you are allowed to make free choices in your work and manage your activities yourself?

In hoeverre mag u zelf vrije keuzes maken in uw werk en uw activiteiten zelf beheren?

Hebt u het gevoel dat u meer vrije keuzes mag maken in uw werk door de veranderingen die u in u werk heeft aangebracht?

Ervaaft u uw werk als zinvoller omdat u vrije keuzes mag maken in uw werk en uw activiteiten zelf mag beheren?

- A sense of professional competence can arise from, for example, victories and challenges in your work. How competent do you see yourself?

Do you see yourself as more competent because of changes you made in your job?

Do you experience your work as more meaningful because you see yourself as (more) competent?

Een gevoel van vakbekwaamheid kan ontstaan door bijvoorbeeld overwinningen en uitdagingen in uw werk. Hoe vakbekwaam ziet u uzelf?

Ziet u uzelf competenter door de veranderingen die u in uw functie hebt aangebracht?

Ervaaft u uw werk als zinvoller omdat u uzelf als (meer) competent beschouwt?

- To what extent do you have a positive influence on others (e.g. the organization, working groups, colleagues or others) through your work activities?

Do you have more positive influence on others through your work activities because of changes you made in your job?

Do you experience your work as more meaningful because of positive influences you have on others through your work activities?

In welke mate heeft u een positieve invloed op anderen (bijv. de organisatie, werkgroepen, collega's of anderen) door middel van uw werkactiviteiten?

Heeft u door uw werkzaamheden meer positieve invloed op anderen door de veranderingen die u in uw baan heeft aangebracht?

Ervaart u uw werk als zinvoller door de positieve invloed die u heeft op anderen door uw werkzaamheden?

Conclusion

- We came to the end of this interview. Do you have any other questions?

We zijn aan het einde van dit interview gekomen. Heeft u nog vragen?

- I have one more question, do you maybe have something like a function description about your function? So I have some additional information about your function.

Ik heb nog één vraag, heeft u misschien een functiebeschrijving over uw functie? Zo dat ik wat extra informatie over uw functie heb.

Finalize

We came to the end of the interview. I want to thank you again for participating in this interview. If you are open to it, I would like to send the transcript of this interview to you so you can check if I interpreted your answers in the right manner.

We zijn aan het einde van het interview aangekomen. Ik wil u nogmaals bedanken voor uw deelname aan dit interview. Als u er voor openstaat, wil ik u het transcript van dit interview toesturen, zodat u kunt controleren of ik uw antwoorden op de juiste manier heb geïnterpreteerd.

Appendix G: Final interview guide

Welcome. I would like to thank you in advance for taking part in this interview.

First of all, I would like to ask you if it is okay for you that this interview will be recorded. This is important for me so I can transcribe this conversation to analyse if afterwards. The recordings and transcripts are handled carefully and only I and my supervisor at the university have access to this data. Your name will not be mentioned in my thesis, so you will remain completely anonymous.

Let me introduce myself first. My name is Aletta Mattijssen and I am a student of the master Organizational Design and Development, which is a master in Business Administration. I am studying at Radboud University in Nijmegen.

I am going to use this interview to write my thesis. My thesis is about experiencing meaningful work. Meaningful work is about an employee's subjective experience of the deeper meaning or purpose of their work. This research investigates whether job crafting has an influence on meaningful work. Job crafting is a proactive process, consisting of both physical and cognitive changes that employees make to their tasks, such as rearranging resources, challenges, and relationships. Within my thesis, I study how job crafting and meaningful work are related to each other. Hopefully it will be a bit clear to you where my research is about.

In addition, when I ask you a question that is unclear, you can always ask what it means. You can also always ask other questions in between. Furthermore, if you prefer not to answer a question or if you feel uncomfortable with it, you can always say so. You are not obliged to answer the questions.

I will start this interview with some general questions and then continue to the more specific questions about meaningful work and job crafting. The interview will take about an hour.

Do you have any questions in advance?

Then we will start the interview now.

Welkom. Ik wil u alvast bedanken voor het deelnemen aan dit interview.

Ten eerste wil ik u vragen of u het goed vindt dat dit interview wordt opgenomen. Dit is van belang zodat ik dit gesprek na afloop kan transcriberen wat nodig is om dit gesprek te analyseren. Overigens wordt er zorgvuldig omgegaan met de opnames en transcripten en hebben alleen ik en mijn begeleider van de universiteit toegang tot deze gegevens. In mijn thesis wordt uw naam niet genoemd, dus u zal geheel anoniem blijven.

Ik zal mij eerst even voorstellen. Mijn naam is Aletta Mattijssen en ik ben student van de master Organizational Design and Development wat een master is van de opleiding Bedrijfskunde. Ik studeert aan de Radboud Universiteit te Nijmegen.

Dit interview ga ik gebruiken voor het schrijven van mijn thesis. Mijn thesis gaat over het ervaren van betekenisvol werk. Betekenisvol werk gaat over de ervaring die een medewerker heeft van de diepere betekenis of het doel van het werk. In dit onderzoek wordt gekeken of job crafting een invloed heeft op betekenisvol werk. Job crafting is een proactief proces, dat bestaat uit veranderingen die werknemers aanbrengen in hun taken, zoals het herschikken van middelen, uitdagingen en relaties. Tijdens mijn thesis onderzoek ik hoe job crafting en betekenisvol werk met elkaar samen hangen. Hopelijk is het zo een beetje duidelijk voor u.

Daarnaast, wanneer ik u een vraag stel die onduidelijk is, kan u altijd vragen wat er mee bedoeld wordt. Ook andere vragen tussendoor kan u altijd stellen. Daarnaast, als u een vraag liever niet beantwoord of u zich er niet prettig bij voelt kan u dit altijd aangeven.

Ik begin dit interview met wat algemene vragen en werk vervolgens naar de specifiekere vragen over betekenisvol werk en job crafting. Het interview zal ongeveer een uur duren.

Heb u nog vragen vooraf?

Dan kunnen we nu starten met het interview.

Name Age
Could you tell me a little more about yourself?
What is your function and can you give a brief explanation?
Years working as an accountant / tax consultant?

Naam Leeftijd
Kan u kort wat meer over uzelf vertellen?
Wat is uw functie en kan u hier een korte uitleg over geven?
Jaren werkzaam als accountant/ fiscalist?

Job crafting

Task crafting - is about employees making changes to their formal job description, i.e. performing additional tasks than they were initially given as a result of their job description.

Taak veranderingen – gaat over dat medewerkers veranderingen aanbrengen in hun formele functieomschrijving, dus het uitvoeren van extra taken dan ze in eerste instantie a.d.h.v. hun functieomschrijving gekregen hebben.

- Do you perform extra tasks in addition to the original tasks of your job? If yes, what kind of tasks are these?
Voert u extra taken uit naast de oorspronkelijke taken van uw functie? Zo ja, wat voor een taken zijn dit?
- How do you deal with certain tasks which are more meaningful to you? For example, do you perform them more than tasks you think are less meaningful?
Hoe gaat u om met taken die u als betekenisvol ervaart? Voert u deze bijvoorbeeld meer uit dan taken die u minder betekenisvol vindt?
- How do you rearrange existing tasks to make them more meaningful for yourself?
Hoe richt u bestaande werkzaamheden anders in om ze betekenisvoller te maken voor uzelf?

Relational crafting - is about who, when and how employees interact and connect with each other in the course of their work.

Relatie veranderingen – gaat over met wie, wanneer en hoe werknemers tijdens hun werk met elkaar omgaan en met elkaar in contact komen.

- Some colleagues you probably find more valuable than others. How do you change your relationships with colleagues so that your bond becomes stronger or weaker?
Sommige collega's vind u waarschijnlijk waardevoller dan anderen. Hoe verandert u uw relaties met collega's zodat uw band sterker of zwakker wordt?
- How do you ensure that you build (new) valuable relationships at work?
Hoe zorgt u er voor dat u (nieuwe) waardevolle relaties opbouwt op uw werk?
- How do you ensure that mutual trust and appreciation is also increased?
Do you help and support your colleagues in the hope that they will do the same with you? So that you give and receive valuable support.
*Hoe zorgt u er voor dat wederzijds vertrouwen en waardering ook vergroot worden?
Helpt en ondersteunt u uw collega's in de hoop dat zij dit ook bij u zullen doen? Dus dat u waardevolle steun geeft en ontvangt.*

Cognitive crafting - is about how people see their work. Cognitive changes are not about changing physical tasks or relationships, but about how people see their work as a whole. This has to do with people's perception of their work.

Cognitieve veranderingen – gaat over hoe mensen hun werk zien. Bij cognitieve veranderingen worden er dus geen fysieke taken of relaties veranderd, maar gaat het er over hoe mensen hun werk als geheel en zien. Dit heeft te maken met de perceptie van mensen naar hun werk.

- How do you look at your work, as all separate tasks or as a function that pursues a certain goal?
Do you look within your work more at the big picture, or at the individual tasks?
Hoe kijkt u naar uw werk, als allemaal losse taken of als een functie dat een bepaald doel nastreeft?
Kijkt u binnen uw werk meer naar het grote geheel, of juist naar de losse taken?
- Is it a conscious choice to look at your work that way? If so, why?
Is het een bewuste keuze om zo naar uw werk te kijken? Zo ja, waarom?
- Everyone sometimes performs tasks that they find less meaningful. How do you deal with this? Do you link less meaningful tasks to each other/ to something else so that your perception of these tasks changes? E.g. making jokes while conducting a task that you do not find meaningful or working together with a colleague? That you change your mind about this task?
Iedereen voert wel eens taken uit die die minder betekenisvol vindt. Hoe gaat u hier mee om?
Linkt u minder betekenisvolle taken aan elkaar/ aan iets anders zodat uw perceptie over deze taken verandert? Bijv. grappen maken tijdens een taak die u niet betekenisvol vindt of samen werken met een collega? Dat u uw gedachtes verandert over deze taak?

Overarching JC question - Self-efficacy

Overkoepelende JC vraag - Self-efficacy

- To what extent are you free to make your own choices at your work?
In hoeverre mag u zelf vrije keuzes maken tijdens uw werk en uw activiteiten?
 - **If JC applies** -> Can you make more free choices in your work due to changes you have made? Precisely because of extra/new tasks that you are allowed to perform or meaningful tasks that you have chosen to perform, do you feel that you are allowed to make even more free choices?
Als JC van toepassing is -> Kan u door veranderingen die u in uw werk heeft aangebracht meer vrije keuzes maken in uw werk? Juist door extra/ nieuwe taken die u uit mag voeren of betekenisvolle taken die u gekozen hebt om uit te voeren, heeft u daardoor het gevoel dat u nog meer vrije keuzes mag maken?
 - **If free choices apply** -> Because you are allowed to make free choices in your work and manage your activities yourself, do you experience your work as more meaningful?
Als vrije keuzes van toepassing zijn -> Doordat u vrije keuzes mag maken in uw werk en uw activiteiten zelf mag beheren, ervaart u daardoor uw werk als betekenisvoller?

Meaningful work

Developing yourself - this can be achieved through integrity (honest and reliable to yourself), self-knowledge and personal growth.

Het ontwikkelen van jezelf – dit kan worden bereikt door middel van integriteit (eerlijk en betrouwbaar naar jezelf), zelfkennis en persoonlijke groei.

- How do you personally grow while working as an accountant?
Hoe groeit u persoonlijk tijdens uw werk als een accountant?
- How did you become through your work as an accountant? And what do you think of that?
Hoe bent u geworden door uw werk als accountant? En wat vindt u daar van?

Unity with others - that employees feel that they can and may express their values, interests and feelings at work and share them with colleagues.

Eenheid met anderen – dat medewerkers het gevoel hebben dat zij hun waarden, interesses en gevoelens mogen en kunnen uitspreken op hun werk en kunnen delen met collega's.

- How do you communicate your values and standards to colleagues? This is not about having the same interests, norms and values, but to be able to express them at work.
Hoe spreekt u uw waarden en normen uit naar collega's? Hierbij gaat het niet om het hebben van dezelfde interesses, normen en waarden, maar om ze überhaupt te kunnen uitspreken.
- **Authenticity** – How consistently can you express your interests, values and norms at work?
Authenticiteit – Hoe consistent kan u uw interesses, waarden en normen tot zijn uiting laten komen op uw werk?
 - **If JC applies** -> Do the changes you have made to your job give you a feeling that you can better express your interests, values and standards at work?
Als JC van toepassing is -> Heeft u door de veranderingen die u in uw baan heeft aangebracht een gevoel dat u uw interesses, waarden en normen beter kan uitdrukken op uw werk?
 - **If pronounced values apply** -> You indicate that you can express your interests, values and norms in your work, do you therefore experience your work as more significant/ meaningful?
Als uitspreken waarden van toepassing is -> U geeft aan dat u uw interesses, waarden en normen kan uitdrukken op uw werk, ervaart u daardoor uw werk als betekenisvoller?
- How do you find the balance between the needs of others and your own needs?
Hoe vindt u het evenwicht tussen de behoeften van anderen en uw eigen behoeften?
- Within work there will be a balance between work and dealing with colleagues. How do you experience this balance within your work?
Binnen werk zal er een balans zijn tussen de werkzaamheden en het omgaan met collega's. Hoe ervaart u deze balans binnen uw werk?
- How do you find a balance at your work between being yourself and doing your work?
Hoe vindt u op uw werk een balans tussen uzelf zijn en uw werk doen?
- To what extent do you feel that you and your colleagues together form a group/team?
In hoeverre heeft u het gevoel dat u en uw collega's samen een groep/team vormen?

Serving others - this is about making a positive contribution to the work of colleagues, but it is also about pursuing the goal of the organization.

Anderen dienen – dit gaat over het leveren van een positieve bijdragen aan het werk van collega's, maar gaat ook over het doel van de organisatie nastreven.

- How do you positively contribute to your work environment and the work environment of your colleagues?

Hoe draagt u positief bij aan uw werkomgeving en de werkomgeving van uw collega's?

- **If JC applies** -> do you have more positive influence on others through the changes you have made to your job?

Als JC van toepassing is -> heeft u door de veranderingen die u in uw baan heeft aangebracht meer positieve invloed op anderen door uw werkzaamheden?

- **If positive influences apply** -> through positive influences that you have on others through your work, do you experience your work as more significant/ meaningful?

Als positieve invloed van toepassing is -> door positieve invloeden die u heeft op anderen d.m.v. uw werkzaamheden, ervaart u daardoor uw werk als betekenisvoller?

- How does your team support a valuable, bigger goal? What does the team/department contribute that is important?

Hoe ondersteunt jullie team een waardevol, groter doel? Wat draagt het team/ de afdeling bij dat belangrijk is?

Authenticity

- The next question is about personal identity (character traits). Personal identity is about who you are as a person and what makes you you. How can you use your personal identity in your work? For example, someone who considers himself/herself very creative and performs work that requires creative skills.

De volgende vraag gaat over persoonlijke identiteit (karaktereigenschappen).

Persoonlijke identiteit gaat over wie u bent als persoon en wat u uw maakt. Hoe kan u in uw werk uw persoonlijke identiteit gebruiken in de werkzaamheden die u uitvoert?

Bijvoorbeeld, iemand die zichzelf erg creatief vindt en werkzaamheden uitvoert waar creatieve vaardigheden voor nodig zijn

- **If JC applies** -> Can you use your personal identity more in your work due to changes you have made?

Als JC van toepassing is -> Kan u door veranderingen die u in uw werk heeft aangebracht uw persoonlijke identiteit meer gebruiken in uw werk?

- **If authenticity applies** -> Because you can use your personal identity on your work, do you experience your work as more significant/ meaningful?

Als authenticiteit van toepassing is -> Doordat u uw persoonlijke identiteit kan gebruiken op uw werk, ervaart u daardoor uw werk als betekenisvoller?

Express your potential - this means that you can express your ability and possibilities within your work.

Potentie uiten – dit houdt in dat u uw vermogen en mogelijkheden binnen uw werk kan uiten.

- How do you create and apply new ideas or concepts into your work as accountant?
Hoe creëert u nieuwe ideeën of concepten tijdens uw werk als accountant?
- How do you ensure that you achieve an experience of achievement in your work as accountant?
Hoe zorgt u er voor dat u voldoening bereikt in uw werk als accountant?
- What influence do you have in your work as accountant?
Welke invloed heeft u in uw werk als accountant?

Authenticity

- Intrinsic motivation means that motivation comes from a person self, and not from, for example, money. This is about your ambitions, interest and job satisfaction. How involved or intrinsically motivated do you feel about your work?
Intrinsieke motivatie betekent dat motivatie uit een persoon zelf komt en niet vanwege bijvoorbeeld geld. Dit gaat over uw ambities, interesse en voldoening die u beleeft aan uw werk. Hoe betrokken of intrinsiek gemotiveerd voelt u zich naar uw werk?
 - **If JC applies** -> Do changes you have made in your job make you feel more intrinsically motivated towards your job?
Als JC van toepassing is -> Voelt u zich door veranderingen die u in uw functie heeft aangebracht meer intrinsiek gemotiveerd naar uw werk?
 - **If involved/ intrinsic motivation applies** -> Because you are involved or intrinsically motivated, do you experience your work as more significant/ meaningful?
Als betrokken/ intrinsieke motivatie van toepassing is -> Omdat u betrokken of intrinsiek gemotiveerd bent, ervaart u daardoor uw werk als betekenisvoller?
- How do you find the balance between being a good employee and thinking about who you are and who you want to be?
- *Hoe vindt u de balans tussen een goede werknemer zijn en denken over wie u bent en wil zijn?*

Self-efficacy

- The next question is about professional competence, i.e. proficiency and expertise. How competent do you see yourself?
De volgende vraag gaat over vakbekwaamheid, dus vakkundigheid en deskundigheid. Hoe vakbekwaam ziet u uzelf?
 - **If JC applies** -> Due to changes you have made to your work, can you better express your professional competence?
Als JC van toepassing is -> Door veranderingen die u in uw werk heeft aangebracht, kan u daardoor uw vakbekwaamheid beter uiten?

- **If professional competence is applicable** -> Because you consider yourself to be a professional/expert, do you experience your work as more meaningful?
Als vakbekwaamheid van toepassing is -> Doordat u uzelf als vakbekwaam/ deskundig beschouwt, ervaart u daardoor uw werk als betekenisvoller?

Conclusion

- *We have come to the end of this interview. Do you have any questions?*
We zijn aan het einde van dit interview gekomen. Heeft u nog vragen?
- *Would you like to read the transcribed version of this interview again and approve whether I can use everything for my thesis?*
Wilt u de uitgeschreven versie van dit interview nogmaals doorlezen en goedkeuren geven over of ik alles mag gebruiken in mijn thesis?
- *Would you like to receive the final version of my thesis?*
Wilt u de eindversie van mijn scriptie ontvangen?
- *I would like to thank you once again for participating in this interview!*
Ik wil u nogmaals bedanken voor uw deelname aan dit interview!

Appendix H: Initial coding template

1. Meaningful work

- 1.1 Developing the inner self
 - 1.1.1 Maintaining integrity
 - 1.1.2 Personal growth
 - 1.1.3 Self-knowledge
- 1.2 Unity with others
 - 1.2.1 Shared values
 - 1.2.2 Belonging
- 1.3 Serving others
 - 1.3.1 Positively contributing to the working conditions of others
 - 1.3.2 Working in an organization that in itself contributes to a worthwhile purpose
- 1.4 Expressing full potential
 - 1.4.1 Creating
 - 1.4.2 Achieving
 - 1.4.3 Influencing

2. Job crafting

- 2.1 Task crafting
 - 2.1.1 Adding tasks
 - 2.1.2 Emphasizing tasks
 - 2.1.3 Redesigning tasks
- 2.2 Relational crafting
 - 2.2.1 Building relationships
 - 2.2.2 Reframing relationships
 - 2.2.3 Adapting relationships
- 2.3 Cognitive crafting
 - 2.3.1 Expanding perceptions
 - 2.3.2 Focusing perceptions
 - 2.3.3 Linking perceptions

3. Mechanisms

3.1 Authenticity

3.1.1 Self-concordance

3.1.2 Identity affirmation processes

3.1.3 Personal engagement

3.2 Self-efficacy

3.2.1 Control and autonomy

3.2.2 Competence

3.2.3 Perceived impact

Appendix I: Final coding template

1. Meaningful work

- 1.1 Developing the inner self
 - 1.1.1 Maintaining integrity
 - 1.1.2 Personal growth
 - 1.1.3 Self-knowledge
- 1.2 Unity with others
 - 1.2.1 Shared values
 - 1.2.2 Belonging
- 1.3 Serving others
 - 1.3.1 Positively contributing to the working conditions of others
 - 1.3.2 Working in an organization that in itself contributes to a worthwhile purpose
- 1.4 Expressing full potential
 - 1.4.1 Creating
 - 1.4.2 Achieving
 - 1.4.3 Influencing
- 1.5 Balance meaningful work
 - 1.5.1 Self and others
 - 1.5.2 Being and doing

2. Job crafting

- 2.1 Task crafting
 - 2.1.1 Adding tasks
 - 2.1.2 Emphasizing tasks
 - 2.1.3 Redesigning tasks
- 2.2 Relational crafting
 - 2.2.1 Building relationships
 - 2.2.2 Reframing relationships
 - 2.2.3 Adapting relationships

2.3 Cognitive crafting

2.3.1 Expanding perceptions

2.3.2 Focusing perceptions

2.3.3 Linking perceptions

3. Mechanisms

3.1 Authenticity

3.1.1 Self-concordance

3.1.2 Identity affirmation processes

3.1.3 Personal engagement

3.2 Self-efficacy

3.2.1 Control and autonomy

3.2.2 Competence

3.2.3 Perceived impact

Appendix J: Research diary

18-02-2020

- Ik vind het lastig om de GAP in de literatuur te vinden die ik kan gebruiken voor mijn onderzoek.

02-03-2020

- Nog steeds vraag ik me af of de GAP nu voldoende geformuleerd is. Wellicht kan ik hier nog verder doorgaan op factoren die volgens bestaande literatuur belangrijk zijn voor een relatie tussen meaningful work en job crafting. Dat ik een deel daarvan wil onderzoeken.
- Over mijn relevantie twijfel ik ook nog een beetje.
- Daarnaast merk ik dat het schrijven erg veel tijd kost. Voornamelijk hoofdstuk 2 tijdens het opzoeken van literatuur. Hier moet ik meer rekening mee houden tijdens de rest van het proces.
- Ik heb nog niet duidelijk voor mezelf wat ik in paragraaf 2.4 Relation meaningful work and job crafting wil gaan schrijven en waar ik hoofdstuk 2 mee eindig -> sensitizing concept of een conceptueel model.

04-03-2020

- Ik heb in eerste instantie gekozen voor een deductief onderzoek. Toch begin in steeds meer te twijfelen of dit wel de beste keuze is. Ik wil een voordelen en nadelen lijstje maken met wat slim is om te kiezen.
- DURING this master thesis -> NIET MEER GEBRUIKEN!

11-03-2020

- Hoofdstuk 2 gaat moeizamer dan gedacht. Ik ben momenteel diverse theorieën aan het uitwerken, maar weet eigenlijk niet of dat wel de bedoeling is. Ik heb hiervoor mevrouw Gulpers gemaild en ik wacht nu op een reactie. Als ik overbodig werk doe kan ik het wellicht nog in de bijlage zetten.

14-03-2020

- Notitie voor mijzelf: waar ik op moet letten is het gebruik van individuals vs. employees. Consistentie gaan zoeken.

16-03-2020

- Momenteel heb ik twee sub-vragen geformuleerd die zich specifiek richten op mijn twee kern concepten meaningful work en job crafting. Voor mij voelt het erg logisch om sub-vragen te hebben, maar ik twijfel of ze echt een bijdrage leveren aan mijn onderzoek.
- Daarnaast heb ik in hoofdstuk 2 voor zowel meaningful work als job crafting allebei één model/ theorie centraal staan die ik als uitgangspunt neem binnen mijn onderzoek. Ik vraag me alleen soms af of ik niet te veel focus leg op de theorie/het model, en dat ik het in plaats daarvan beter meer als een soort dimensies/processen uit kan leggen.
- Ten slotte, na wat afwegingen heb ik er voor gekozen om i.p.v. een deductief onderzoek, toch een inductief onderzoek te hebben. Toch twijfel ik of dit voldoende naar voren komt, gezien de theorieën/ modellen die ik gebruik bij de concepten. Ik heb geprobeerd duidelijk te maken dat de relatie tussen deze twee concepten nog niet voldoende is uitgewerkt in de literatuur.

19-03-2020

- Algemene tip van mevrouw Gulpers
Bij een conclusie is bronvermelding vaak niet nodig, want als het goed is, is (1) de conclusie jouw conclusie/ idee/ mening/ visie en (2) volgt deze uit wat je daaraan voorafgaand hebt besproken of volgt deze onderbouwing daarna. Dit geldt op het niveau van alinea's en paragrafen, maar ook op het niveau van je hele onderzoek. De conclusie (het antwoord op je vraagstelling) bevat geen literatuurverwijzingen meer, want dat is jouw antwoord. Alleen als je daarin expliciet jouw antwoord vergelijkt met literatuur (wat doorgaans alleen in de discussie aan de orde is) voeg je nog bronvermeldingen toe.
- Algemene tip van mevrouw Gulpers:
Als je in de hoofdtekst auteurs opsomt, dan staat daar 'and' tussen in plaats van '&'. Maar als de opsomming tussen haakjes staat, dan gebruik je wel '&' en geen 'and'.
- Niet gebruiken -> a lot of. Dit is wat informeel. Beter -> various, multiple.

- Ik ben toch terug overgestapt op een deductief onderzoek, wat ook mijn uiteindelijke keuze blijft.

24-03-2020

- Ik vind het nog best een lastige keuze om te bepalen of ik een meer positivistische blik heb of sociaal constructivistisch.

26-04-2020

- Ik merk dat ik het lastig vind om open vragen te stellen, aangezien ik wil achterhalen of mensen het überhaupt doen/ ervaren. Op dit moment heb ik daardoor vaak de vraag eerst gesloten gesteld. En dan wil ik er daarna nog op doorgaan door bijvoorbeeld "how ...?" te vragen. Ik kan van de andere kant ook direct een open vraag stellen, maar ik ben bang dat ik daardoor antwoorden ga invullen en daardoor een minder goed beeld krijg of dat mensen bijvoorbeeld een éénmalige gebeurtenis vertellen of dat zij dit regelmatig meemaken.
- Ik vind sommige vragen wel heftig/ direct. Ik heb het gevoel dat ik erg diepe vragen aan mensen stel en ik vraag me af of ze zich hier wel prettig bij voelen tijdens het interview.
- Ik heb echt veel vragen nu. +/- 35/40 die gaan over meaningful work - job crafting - mechanisms. Daar komen dan nog de algemene vragen bij. Toch heb ik bij de meeste indicatoren maar één vraag.
- Daarnaast, ik heb gekozen voor een semi-structured interview. Maar als ik naast mijn geformuleerde vragen soms ook nog wil doorvragen op andere dingen gaat dit interview denk ik wel wat langer dan één uur duren.
- Vraag aan mevrouw Gulpers: Ik heb nu de dimensies beschreven in de hoofdtekst van de paragraaf "operationalisatie" en ga ook nog wat vragen uit mijn interview daar beschrijven. Is het de bedoeling dat ook de indicatoren benoemd worden daar? Dat heb ik nu namelijk (nog) niet gedaan omdat ik het wel een hele grote opsomming vond worden als ik die ook ging benoemen.
- Vraag aan mevrouw Gulpers: Bij mijn "initial coding template" gaf jij de volgende opmerking: "Bij een deductief onderzoek kun je ook al aangeven wanneer je een bepaalde code gaat toekennen, dus een codeerschema maken". Ik ben op zoek gegaan wat een codeerschema precies inhoudt, maar het wordt me niet helemaal duidelijk. Wat bedoel je hier precies mee, of hoe kan ik dit voor me zien?

14-04

- Er was tijdelijke rust/stilte op afwachting van een GO - NO GO
- Momenteel zit ik te overwegen om mijn doelgroep toch te verbreden van accountants en fiscalisten naar accountancy medewerkers. Ik merk dat het lastiger is om mensen te benaderen dan ik in eerste instantie dacht, voornamelijk ook door de corona-crisis. Daarnaast vallen eigenlijk alle accountancy gerelateerde beroepen onder de uitleg die ik geef (geen onderzoek naar gedaan + een beroep dat steeds meer gerobotiseerd wordt). Wellicht is het ook een optie om verder te kijken dan alleen naar de accountants en fiscalisten

15-04

- Ik kreeg duidelijk de feedback dat mijn onderzoek te complex is, waar ik me in kan vinden. Ik heb momenteel mijn operationalisatie al wat ingekort, voornamelijk bij meaningful work en job crafting, maar ik loop een beetje tegen de mechanisme aan. Ik vind ze persoonlijk enorm interessant om beide te meten, maar ik heb nog niet besloten hoe ik ervoor wil zorgen dat mijn onderzoek minder complex wordt. De oplossingen waar ik nu aan zit te denken zijn:
 - Eén mechanisme meten i.p.v. twee. Ik heb het gevoel dat ik met één indicator/vraag per mechanisme (dus vragen per mechanisme verminderen) nog niet zeker weet of een bepaald mechanisme van toepassing is (en daarnaast hebben beide drie indicatoren, waarbij het me goed lijkt om alle drie toe te passen wegens de volledigheid van het onderzoek). De andere optie is:
 - Toch de 2 mechanisme houden maar de operationalisatie hiervan beperken. Dus toch één à twee indicator(en)/ vra(a)g(en) per mechanisme stellen tijdens mijn onderzoek in plaats van de drie die ik nu heb.
- Ik kreeg de feedback van mevrouw Lohmeyer dat mijn mechanismes in hoofdstuk 2 uit het niets komen. Ze stelt voor om de mechanismes al te benoemen in de research goal en question. Ik snap dat ze uit het niets komen, maar ik twijfel of ik het juist vind om ze al in hoofdstuk 1 te benoemen en dan met name al in de research goal en question. Ik zit er aan te denken om ze wellicht kort te benoemen in hoofdstuk 1, maar nog niet concreet uitleggen en ook nog niet in de question en goal te zetten.

21-04

- Ik heb van mevrouw Lohmeyer de feedback gekregen om na te denken om de mechanismes authenticity en self-efficacy te benoemen in de research question. Na een telefoongesprek met mevrouw Gulpers kwamen wij beiden tot de conclusie dat dit benoemen niet nodig zal zijn en daarnaast mijn onderzoek best wel zou omgooien. Echter, ik ben nu bezig met wat stukjes over de mechanismes in te voegen in hoofdstuk 1 en begin toch te twijfelen. Kijkend naar artikelen die ik gebruik, wordt hierin ook vaak in de titel benoemd welke mediators/ moderators gebruikt worden. Het is natuurlijk wel key in het onderzoek dat ik dit mee neem. Ik zal in de loop van de tijd toch nog nadenken over het wel of niet benoemen van de mechanismes van mijn research goal en question.

22-04

- Wat zal ik doen met de overlap tussen de mechanisme authenticity en self-efficacy die mevrouw Gulpers verwacht? Ik wil namelijk wel door gaan met deze mechanismen. Ik denk dat ik er gewoon literatuur over moet gaan zoeken en dit beschrijven.

29-04

- Vandaag hebben we weer een virtual thesis meeting, daarvoor heb ik een aantal vragen voorbereid:
- In hoeverre is het nodig dat de transcripten gecheckt worden door de geïnterviewde? Dat voelt namelijk een beetje gek. De conclusie is dat dit wel nodig is, ook in verband met de privacy. Door het op te sturen kunnen mensen aangeven wat zij wel en niet goedkeuren om te gebruiken in mijn thesis, dus dit ga ik vragen aan de geïnterviewden.
- Ik loop er nog een beetje tegen aan hoe ik het coderen het beste aan kan pakken.
- Ook twijfel ik of ik software wil gaan gebruiken voor het coderen -> dit heb ik uiteindelijk wel gedaan, met het programma Atlas.ti.
- Ik bedenk me dat ik gebruik heb gemaakt van de snowball techniek, dus dat moet ik nog even gaan vermelden in mijn thesis.
- Ik heb er bewust voor gekozen om geen transcribeer programma te gebruiken. Op die manier kan ik ook niet in conflict komen met dat de gesprekken online in een database terecht kunnen komen. Daarnaast sla ik alles op mijn computer op of op harde schijven

en usb sticks, dus ik sla niks online op. Dit is in verband met het ethisch handelen met gegevens van mensen.

07-05

- Ik heb vandaag iemand geïnterviewd die bij een overheidsinstantie werkt. Ik vind het echt een meerwaarde dat ik ook iemand heb geïnterviewd van een non-commercieel bedrijf, want ik merk toch dat een overheidsinstantie als werkgever heel anders is dan een commercieel bedrijf. Ook de medewerkers zijn heel anders. Die zoeken veel minder uitdaging als ze daar langer werken. Dit geldt overigens niet voor degene die ik geïnterviewd heb, maar diegene vertelde hier wel over. Ik zie dit zeker als een verrijking van mijn onderzoek.

11-05

- Na vijf interviews heb ik al het idee dat veel geïnterviewden een beetje dezelfde antwoorden geven. Dat is op zich prettig, want dat betekent dat ik niet echt meer nieuwe resultaten vind.

14-05

- Ik loop tegen iets aan tijdens het coderen. Ik kwam bijvoorbeeld tijdens mijn tweede interview bij een bepaalde code antwoorden tegen die de code bevestigen, maar andere antwoorden die dezelfde code juist weerleggen. Ik heb hier een voorbeeld bij: Bij de code “Extra taken uitvoeren naast je formele functie omschrijving” kreeg ik meerdere antwoorden tijdens hetzelfde interview, onder andere: Ja dat kan ik, want ik help stagiaires wat niet per se hoeft. Maar als ik slechts drie weken ergens zit, is daar geen ruimte voor. Dus op die manier kreeg ik eigenlijk een positief en een negatief antwoord bij de dimensie “extra taken uitvoeren”. Nu vroeg ik me af hoe ik hier het beste mee om kan gaan. Bijvoorbeeld:
 - Codeer ik ze gewoon allebei met de code “extra taken uitvoeren”
 - Of is het de bedoeling dat ik dan twee codes maak “extra taken uitvoeren bevestigen” en “extra taken uitvoeren weerleggen” bijvoorbeeld?

- Want ik kan nu bij het interview wel 10 keer de code gebruikt hebben “extra taken uitvoeren”, maar misschien geldt dan dat hij 6 keer heeft gezegd dat het kon, en 4 keer dat hij daar beperkt in wordt.

18-05

- Na het coderen van de eerste ronde ga ik nu beginnen met de tweede ronde. Ik vind het wel lastig om te coderen aan de hand van dimensies, ik zit namelijk heel erg op de indicatoren. Ik ga proberen wat meer naar dimensies te zoeken, maar ga dit denk ik ook een beetje los laten. Uiteindelijk zijn mijn indicatoren het belangrijkste voor het schrijven van mijn resultaten hoofdstuk.
- Wel merk ik dat ik nog heel erg gefocust ben op mijn huidige dimensies en indicatoren en niet echt extra codes tegen kom. Ik denk ook dat dat zo is omdat ik de interview best wel gestuurd heb. Ik vroeg wel door, maar niet heel erg ook in verband met de tijdsduur van de interviews. Tijdens mijn tweede ronde wil ik iets meer kijken of ik nog nieuwe codes kan vinden.

20-05

- Ik ben begonnen met een samenvatting te schrijven over hoe alle respondenten op alle punten reageren. Dus bijvoorbeeld of zij wel of niet aan task crafting doen en waarom. Op die manier heb ik beknopt bij elkaar staan wat de medewerker wel en niet doet en waarom.
- Ik zit ook te twijfelen om dit nog beknopter neer te zetten in een schema. En dan bijvoorbeeld met cijfers of kleuren aanduiden in hoeverre een persoon ergens op scoort -> Mevrouw Gulpers geeft aan dat dit totaal niet de bedoeling is. Dit is veel te kwantitatief voor een kwalitatief onderzoek.

21-05

- In ben een klein beetje bang dat ik een lichte bias heb veroorzaakt tijdens mijn interview door bijvoorbeeld te vragen: denk je dat job crafting invloed heeft op je persoonlijke identiteit. Ik ben bang dat mensen hier gauw ‘ja’ op antwoorden. Nu ik dit door heb, heb ik wel vaker iets gezegd als: “of is dit niet het geval?”. Daarmee had ik het gevoel

dat ik ze wat meer liet nadenken en niet het gevoel gaf dat 'ja' het meest voor de hand liggende antwoord was.

25-05

- Ik vind het coderen soms nog wel lastig. Vooral kijkend naar de beschrijvende, thematische en patroon codes. Ik heb mijn meeste codes gefocust op de indicatoren. Heb her en der ook een dimensie gecodeerd, maar ik vind het over het algemeen een beetje te breed om dit te coderen.

30-05

- Tijdens het schrijven liep ik tegen een aantal vragen aan, deze vragen zijn:
- Waar zet je eventueel extra codes neer (losse paragraaf (bijv. 4.3) of bij een bestaand concept)? Het lijkt mij dat ik ze plaats waar ze passen, dus passen ze bij een concept dan zet ik ze daar neer, en passen ze daar niet bij dat ik dan een aparte paragraaf er voor maak of ze überhaupt niet benoem als ze niet van meerwaarde zijn voor mijn onderzoek. -> Ik kan aan de hand van mijn template analyse kijken of ze ergens bij passen. Ook moet ik er over na denken of ze wel echt helpen bij de beantwoording van mijn deelvragen. Anders kan ik ze beter in mijn discussie bespreken of niks mee doen.
- Vraag aan mevrouw Gulpers: Wordt hoofdstuk 4 geschreven in de verleden tijd of tegenwoordige tijd (ik dacht verleden tijd)? -> Dit mag ik zelf kiezen, ik heb gekozen voor de verleden tijd.
- Vraag aan mevrouw Gulpers: Is het het beste als ik quotenummers gebruik en naar deze verwijst tijdens het gebruik hiervan, ondanks dat ik de quotes niet in mijn bijlage kan zetten in verband met de uitdraai van Atlas.ti? -> Ja, ik ben nu ook begonnen met quote nummers te gaan gebruiken.

02-06

- Job crafting en meaningful work komen allebei veel voor bij de geïnterviewde. Echter, ik twijfel een beetje wat ik met de uitzondering moet gaan doen. Of ik daar juist wel of geen nadruk op ga leggen.
- Ik vind het nog wel lastig om op mijn hoofdvraag antwoord te geven, en dan vooral het stukje, "how does job crafting contribute to the experience of meaningfulness", want ik

zie wel duidelijk dat zowel job crafting als meaningfulness naar voren komt, maar hoe job crafting daar ook een invloed op heeft vind ik heel erg lastig aan te geven.

04-06

- Momenteel heb ik de concept versie de dimensie meaningful work geschreven van hoofdstuk 4. Ik ben veel te uitgebreid aan het schrijven en moet daarom mijn aanpak gaan veranderen. Mevrouw Guplers geeft als tip om eerst te gaan schrijven en daarna aan de hand van de codes in detail te gaan en ik denk dat ik dat maar het beste kan gaan doen. Ik ga nu eerste het gedeelte over meaningful work inkorten en dan ga ik weer verder.
- Ik schrijf in mijn introductie een stukje over technologie, maar ik weet niet zo goed waar ik dat uiteindelijk zal gaan beschrijven. Bij de mechanismes of echt als iets los. Wellicht als additional features.
- We hebben het tijdens de thesis meeting over de tamplate analyse gehad. Ik bleef dit nog steeds een beetje vaag vinden, maar het is me nu duidelijk uitgelegd waar die voor dient. Het is een soort opzet, houvast van het resultaten hoofdstuk. De tamplate analyse bepaald uiteindelijk wat ik ga beschrijven in mijn resultaten hoofdstuk.

10-06

- Ik vind het enorm lastig om mijn resultatenhoofdstuk kort te houden. Momenteel zit ik op ongeveer veertig pagina's, dat moet ongeveer naar twintig gaan. Dus dat wordt nog een heel uitdaging.

15-06

- Ik twijfel een beetje in hoeverre ik een conclusie moet geven in hoofdstuk 4.
- Ook vind ik de mechanismes in hoofdstuk 4 tot nu toe wel erg uitgebreid beschreven. Ze nemen veel pagina's in beslag en ik twijfel of dat wel zo nodig is. Ik ga nog even goed kijken of ik dit niet wat beknopter kan schrijven, zonder echt relevante informatie te verwijderen.
- Ik vraag me af of ik soms iets te veel in detail ga. Bijvoorbeeld bij "meeting the needs of humanity" (is onderdeel van serving others), beschrijf ik hoe de medewerkers precies anderen dienen, in plaats van dat ik alleen aangeeft of ze dit wel of niet doen.

- Vraag aan mevrouw Gulpers: Leg ik bij paragraaf 4.3.1 “relationship job crafting and meaningful work” te veel nadruk op de uitzondering? Ik vond dit persoonlijk juist wel verhelderend en onderbouwend naar mijn conclusie, maar ik weet niet of het wellicht niet iets té veel focus is daar op. -> ja, dit moet ik echt beknopter gaan schrijven.

19-06

- Ik heb vandaag nog even gekeken naar de overlap tussen de mechanisme authenticity en self-efficacy. Daarvan heb ik een artikel gevonden die vermeld dat authenticity en career decision self-efficacy in beide richtingen gerelateerd zijn aan elkaar. Dit is een duidelijke onderbouwing die ik kan gebruiken, dat het een mogelijke reden is dat de mechanismen dezelfde invloed gaan hebben, maar dit niet per se hoeft te zijn.
- Ik ga vandaag beginnen met het inkorten van mijn thesis. Momenteel is die namelijk ongeveer vijftientig pagina's te lang, dus dat wordt nog een hele opgave.

22-06

- Ik heb al veertien pagina's weten in te korten, dus nu nog tien te gaan.
- Morgen ga ik met mevrouw Gulpers in gesprek of ik toch mijn mechanismes ga benoemen in mijn research goal en question. Ik zelf neig er naar om dit wel te gaan doen, maar ik ben benieuwd wat mevrouw Gulpers mij hier voor een advies over kan geven.

23-06

- Ik heb vandaag een telefoongesprek met mevrouw Gulpers gehad waarin we samen hebben besloten dat ik mijn mechanismes als mediators ga gebruiken in mijn onderzoek
- Ik heb gevraagd aan mevrouw Gulpers wat ze precies bedoelt met de overlap tussen MFW en de mechanismes, ze legde uit dat dit onder andere te maken heeft met mijn keuze om de definitie van Lips-Wiersma centraal te stellen in mijn onderzoek. Deze definitie gaat in op identiteit dat wordt gekoppeld aan het ervaren van werk als betekenisvol, en heeft daardoor een overlap met mijn mechanismes.

25-06

- Ik twijfel een beetje hoe ik mijn conclusie moet schrijven, in de “has” form of “could have”. Dus bijvoorbeeld:
 - The mechanism self-efficacy could have a positive influence on the relationship between job crafting and experiencing meaningful work. Of
 - The mechanism self-efficacy has a positive influence on the relationship between job crafting and experiencing meaningful work

06-07

- Ik heb vandaag de feedback van mevrouw Gulpers ontvangen over mijn gehele onderzoek samen met een assessment formulier over hoe ik scoor op mijn thesis. Er komt naar voren dat ik door het benoemen van de overlap tussen mijn mechanismes mijn onderzoek te complex maak aangezien ik dit dan ook in mijn conceptuele model naar voren moet laten komen. Ik heb er daardoor voor gekozen om deze overlap toch niet te benoemen in mijn onderzoek.

Appendix K: Comprehensive description accountant 2 and 4

Accountant 2

Accountant 2, the assistant-accountant with an age of 52, showed that some indicators of meaningful work were not really experienced by her. Except for getting more knowledge about social media, he/she had a hard time telling how he/she grew personally at work, which means the self-knowledge about his/her personal growth is somewhat less. This could be, among others, because he/she already works for 31 years at the same company and therefore it is hard to explain what changed her. He/she mentioned that he/she could share his/her values at work and express them with others, but that there is also some gossip at his/her office which makes it harder to share values. In addition, he/she also does not really create new ideas or concepts at work. However, there were also several indicators of meaningful work which he/she experiences at work, like maintaining integrity, having a feeling of belonging, contributing to the working environment, working in an organization with an worthwhile purpose, getting a feeling of achievement, and finding a good balance between being and doing, and self and other. Looking at job crafting, he/she does not really add or emphasize tasks. However he/she does redesign tasks, and also does relational and cognitive crafting. It can be concluded that he/she does experience meaningful work and also does job crafting, but to a certain extent. Therefore it can be concluded, that both concepts are partly experienced. Also for his/her, job crafting could have an influence on experiencing work as meaningful. In his/her case, job crafting is not fully conducted and meaningful work is not fully experienced. To determine the reason why accountant 2 does less job crafting and therefore experiences less meaningful work, several factors can be the cause. Firstly, accountant 2 is by far the oldest interviewee of this study. He/she is 52 years old and after that the oldest is 37 years old. So, age could be an factor that influences the relationship. In addition, accountant 2 has worked for the same company for 31 years. Here he/she has always worked within the same function. So, the length of working in the same company within the same function could be a factor that influences the relationship between job crafting and experiencing meaningfulness.

Accountant 4

There is another exception in this research, which is accountant 4. He/she is 26 years old and also works as an assistant-accountant. He/she works for three years at the same company in the same function. Looking at meaningful work, he/she mentioned he/she does not really express norms and values, because that is not really necessary since he/she and his/her colleagues all have kind of the same norms and values. In addition, it is not really possible for him/her to

create new ideas or concepts. However, he/she does experience the other indicators of meaningful work. Looking at job crafting, accountant 4 does not really perform additional tasks next to his/her original tasks and he/she also cannot emphasize or redesign current tasks. So task crafting is not applied by accountant 4. Moreover, he/she explained that reframing relationships is also hard to do, since he/she cannot choose with whom he/she works together. However, he/she does apply the other indicators of relational crafting and cognitive crafting. It becomes clear that accountant 4 does experiences work as quite meaningful and crafts his/her job a bit, especially the relations and the cognition. The relationship is that he/she experiences work as quite meaningful and he/she performs some job crafting, but both lack several indicators. From this could be concluded that task crafting has some influence on experiencing meaningful work, but just a bit, since he/she still does experience several aspects of meaningful work. Other factors that can be the cause of not experiencing work as meaningful is that he/she has less drive to learn and is easier content with tasks which are a bit easier to conduct. As well as accountant 2, he/she is an assistant-accountant. These two employees are the only assistant-accountants of this research, and also the only two who does not almost fully experience meaningful work and job crafting. So, also the function of the job could be an influencing factor of this relationship.