

## **Bringing your inner potential into action:**

### **The moderation effect of initiative orientation on the associations between core self-evaluations and growth mindset with thriving at work**



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## Executive summary

**Introduction.** Thriving at work, or optimal development within the organizational context, is becoming increasingly relevant for organizations to ensure sustainable performance of employees. Thriving has been related to several positive individual and organizational outcomes and mitigates problems such as absenteeism rates. It is therefore common for organizations to hire external consultancy firms that can help to facilitate thriving at work of employees. Keyminds is one such firm that aims to increase the effectiveness of their development-oriented feedback to clients by gaining insight into the influence of relevant cognitive and behavioral factors on thriving at work. This Master's thesis examines the relationships between core self-evaluations, growth mindset and initiative orientation with thriving at work. It was expected that core self-evaluations, growth mindset and initiative orientation have a positive association with thriving at work, and that initiative orientation strengthens the positive associations between core self-evaluations and growth mindset with thriving at work.

**Method.** Thriving at work, core self-evaluations, growth mindset and initiative orientation were measured among 104 employees of the Dutch working population using an online questionnaire. The sample consisted mainly out of highly educated employees. To determine the relationships between the discussed factors, they were examined using statistical analyses.

**Results.** Results indicated that participants scored relatively high on thriving at work and core self-evaluations while scores for growth mindset and initiative orientation were moderate. Core self-evaluations was positively associated with thriving at work. This means that the more positively employees assess their own worthiness, competence and capabilities at work, the more likely they are to thrive at work. Contrary to expectation, it was found that low initiative orientation levels strengthened the positive association between growth mindset and thriving at work. This means that employees with a low initiative orientation experienced higher levels of thriving at work as their growth mindset levels increased. Finally, initiative orientation was not significantly associated with thriving at work, nor did it significantly affect the association between core self-evaluations and thriving at work.

**Discussion.** Since core self-evaluations and thriving at work were positively associated, a first recommendation to Keyminds includes the encouragement of clients to increase their focus and appreciation of their core competences. It is therefore advised to help clients become aware of their natural capabilities and encourage them to appreciate these

using the Keyscan assessment tool. Clients can use this awareness to feel energized at work and to create confidence in challenging situations. Secondly, since it was found that particularly employees with a low initiative orientation can benefit from developing a growth mindset, another recommendation is to emphasize to such clients that putting effort into the development of talents can increase thriving at work. This study contributes to a growing body of research on thriving at work that shows promising results in improving the development of employees. Future research is needed to further specify the way cognitive and behavioral factors interact in facilitating thriving at work of employees.

## Index

Abstract .....	5
1. Introduction .....	6
1.1 Theoretical framework .....	8
1.1.1 Core self-evaluations .....	8
1.1.2 Growth mindset .....	9
1.1.3 The initiative dimension of action orientation .....	9
1.1.4 The moderating role of initiative orientation .....	10
2. Method .....	11
2.1 Procedure and participants .....	11
2.2 Measures .....	12
2.3 Data analysis plan .....	13
3. Results .....	14
3.1 Descriptive results .....	14
3.2 Hierarchical multiple regression .....	14
3.3 Exploratory analyses .....	18
4. Discussion .....	19
4.1 Limitations and suggestions for future research .....	21
4.2 Practical implications and recommendations .....	22
4.3 Conclusion .....	23
5. References .....	24
6. Appendix .....	28
Appendix A: Exploratory analyses results .....	28
Appendix B: Employed questionnaire .....	30

## Abstract

**Background.** This Master's thesis aims to provide insight into the relationships between core self-evaluations, growth mindset and initiative orientation with thriving at work. Thriving at work has been associated with many beneficial outcomes for organizations and is becoming increasingly relevant to ensure sustainable performance of employees. It was expected that core self-evaluations, growth mindset and initiative orientation have a positive association with thriving at work, and that initiative orientation exacerbates the positive associations between core self-evaluations and growth mindset with thriving at work.

**Method.** The variables were measured among 104 employees of the Dutch working population through an online questionnaire and examined using a hierarchical multiple regression analysis in SPSS.

**Results.** Results indicated that participants scored relatively high on thriving at work and core self-evaluations while scores for growth mindset and initiative orientation were moderate. Core self-evaluations was positively associated with thriving at work, and low initiative orientation levels exacerbated the positive association between growth mindset and thriving at work. Initiative orientation was not significantly associated with thriving at work, nor did it significantly affect the association between core self-evaluations and thriving at work.

**Conclusion.** Based on the positive association between core self-evaluations and thriving at work, a first recommendation includes the encouragement of clients to increase their focus and appreciation of their core competences. Secondly, since it was found that particularly employees with a low initiative orientation can benefit from developing a growth mindset, another recommendation is the facilitation of growth mindset through encouragement of taking effort during talent development. This study contributes to a growing body of research on thriving at work that shows promising results in improving the development of employees. Future research is needed to further explore the roles that the learning and vitality dimensions play in thriving at work and to specify the way cognitive and behavioral factors interact in facilitating thriving at work of employees.

*Keywords:* core self-evaluations, growth mindset, initiative orientation, thriving at work

## 1. Introduction

In today's knowledge-based economy with tight labor markets it becomes increasingly important for organizations to ensure sustainable performance of employees (Prem, Ohly, Kubiceki & Korunka, 2017; Spreitzer & Porath, 2014; Spreitzer, Porath & Gibson, 2012; Walumbwa, Muchiri, Misati, Wu & Meiliani, 2017). As a result, organizations invest many hours and financial resources into the training and development of their employees (Sung & Choi, 2014). Such investments have been associated with increased productivity, financial performance, employee motivation and more (Barrett & O'Connell, 2001; Sung & Choi, 2014). It also creates an organizational climate in which constant learning and the exchange of knowledge and ideas among employees is encouraged. This strategically allows organizations to remain competitive and innovative within their sectors (Lau & Ngo, 2004). One way to invest in the development of employees is to encourage thriving at work.

Thriving at work is becoming increasingly relevant for organizations and has been defined as a positive psychological state characterized by a combined sense of learning and vitality within the organizational context (Spreitzer, Sutcliffe, Dutton, Sonenshein & Grant, 2005). Learning concerns the sense of continuous acquisition and application of new knowledge while vitality is experienced as feeling energized and alive (Spreitzer et al., 2005). Research findings indicate that thriving at work mitigates problems such as absenteeism rates that can result from high burnout, stress and depression rates in organizations (Forbes, 2013; Gallup, 2013). Moreover, thriving has been related to several positive individual and organizational outcomes such as job satisfaction, organizational citizenship behavior, creative performance, subjective health and task performance (Kleine, Rudolph & Zacher, 2019). Thriving employees therefore tend to be healthier, perform better and are present more at work, which means that health care costs and time loss are significantly reduced for organizations (Porath, Spreitzer, Gibson & Garnett, 2012; Spreitzer et al., 2012). It is therefore common for organizations to hire external HR consultancy firms that can help to facilitate thriving at work of employees.

One such firm is Keyminds with which this Master's thesis was conducted during an internship. Keyminds is a small Dutch consultancy firm that assesses and advises employees and managers of external organizations to support them in thriving at work. These organizations approach Keyminds to let their employees gain insight into their personality and development potential during an individual feedback session with an HR consultant. To be able to give concrete feedback during this assessment, Keyminds makes use of the 'Keyscan'

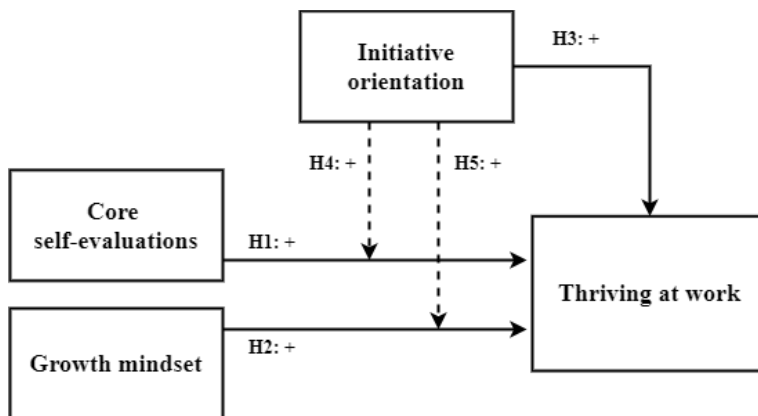
which is a tool used to measure both implicit and explicit preferences in behaviors, attitudes and thoughts to establish a person's personality and competences. These outcomes are used during a feedback session to give clients insight into their capacities and provide them with concrete advice to help them use these capacities to thrive at work.

Keyminds aims to further facilitate thriving at work of clients by examining relevant cognitive and behavioral factors that can contribute to giving more effective feedback that supports clients in gaining insight into their core competences and in taking action to develop talents. A literature review was therefore conducted in which three promising theoretical predictors of thriving at work were linked with Keyminds' assessment method: core self-evaluations, growth mindset and initiative orientation. First, core self-evaluations are "fundamental assessments that people make about their worthiness, competence, and capabilities" in the organizational context (Judge, Bono, Erez & Locke, 2005, p.257). It is therefore an indicator of how individuals evaluate their own ability at work. Core self-evaluations are reflected in Keyminds' assessment method as clients gain insight into their core personality and learn to appraise their natural capabilities and competences.

Second, growth mindset indicates the extent to which individuals believe that their abilities can be developed through dedication and effort (Dweck, 2006). This view creates a passion for learning and a resilience that is important in attaining goals and developing competences, as opposed to individuals with a fixed mindset who believe that competence is determined by innate ability. Keyminds helps clients gain insight into their talents and encourages them to put effort into growing and developing these talents. Third, initiative orientation reflects an individual's behavioral capacity to initiate action on set tasks (Kuhl, 1994a). Keyminds motivates clients to make use of this behavioral capacity and act based on their capabilities and talents. The mentioned predictors and their hypothesized relations with thriving at work will be further elaborated upon in the theoretical framework.

The aim of this study is to provide insight into the three predictors in relation with thriving at work of employees. This study does not only offer practical relevance by giving Keyminds concrete recommendations to help implement scientifically based measures to improve the quality of their services and thereby the development of employees in client organizations, but also offers scientific relevance by providing insight into how initiative orientation as a behavioral factor can interact with the cognitive factors core self-evaluations and growth mindset. This will shed more light on the workings of thriving at work, as the existing literature only focuses on cognitive predictors of thriving at work and the role of a behavioral component that can interact with these predictors remains unclear (Kleine et al.,

2019). Taken altogether, a research model is proposed in *Figure 1* with the following **main research questions**: To what extent are core self-evaluations, growth mindset and initiative orientation related with thriving at work, and to what extent does initiative orientation moderate the associations between core self-evaluations and growth mindset with thriving at work?



*Figure 1.* Research model with hypothesized associations. Initiative orientation was expected to play a moderating role by exacerbating the positive relationships between core self-evaluations and growth mindset with thriving at work.

## 1.1 Theoretical framework

### 1.1.1 Core self-evaluations

Core self-evaluations are an important aspect of an employee's development as they have been found to be significant predictors of job satisfaction, job performance, task motivation and productivity of employees (Erez & Judge, 2001; Judge, Locke & Durham, 1997). The role of core self-evaluations in thriving at work therefore seems relevant, and indeed a meta-analysis by Kleine et al. (2019) found core self-evaluations to be an antecedent of thriving at work. The suspected mechanisms underlying this relationship are that individuals with positive core self-evaluations believe in their capabilities, seek out stimulating roles that make their work intrinsically exciting and feel competent and self-confident in challenging situations (Aryee, Walumbwa, Mondejar & Chu, 2017; Chang, Ferris, Johnson, Rosen & Tan, 2012; Judge, 2009; Spreitzer et al., 2005). They would



therefore be more engaged in learning and feel more energized, making them more likely to thrive at work. This study aims to replicate these results and hypothesized that:

**Hypothesis 1:** There is a positive association between core self-evaluations and thriving at work.

### **1.1.2 Growth mindset**

Dweck (2006) found that a growth mindset can be developed and emphasized its beneficial effect on several domains of life including the academic, sports, relationship and organizational context. Still, most growth mindset studies have been conducted within the academic context and only a limited amount of literature concerning its role within the organizational context has been published. Though growth mindset has been related with organizational effectiveness (Lee, 2018), a direct association with thriving at work has not been studied before. Since individuals with a growth mindset are more engaged at work and have a passion for development (Caniëls, Semeijn & Renders, 2018; Dweck, 2006), it was expected that they feel more energized at work and are more willing to learn inducing increased levels of thriving at work. These findings resulted in the following hypothesis:

**Hypothesis 2:** There is a positive association between growth mindset and thriving at work.

### **1.1.3 The initiative dimension of action orientation**

Action orientation is concerned with individual differences in the ability to initiate and maintain action directed toward set goals, and thus plays an important role in our daily behavior (Diefendorff, Richard, Dinh & LeNoble, 2018; Kuhl, 1994b). For example, an employee with a high action orientation may easily take the initiative to start working on a new project while an employee with a low action orientation may start procrastinating. Three subdimensions of action orientation have been identified (Kuhl, 1994a; 1994b). First, the disengagement (vs. preoccupation) dimension indicates the degree to which individuals can shield current goals from intrusive thoughts related to other goals. Second, the persistence (vs. volatility) dimension reflects the ability to persevere on a task until it is finished. Third, the initiative (vs. hesitation) dimension reflects an individual's behavioral capacity to initiate action on tasks that have already been chosen. Diefendorff, Richard and Gosserand (2006) indicated that the initiative dimension captures the core elements of action orientation, as an individual cannot pursue goals or finish tasks without first initiating them. Only the initiative dimension was therefore included in this study. This view is in line with multiple empirical

studies that have operationalized action orientation with only the initiative dimension (Baumann & Kuhl, 2005; Diefendorff et al., 2006; Norman, Sheeran & Orbell, 2003).

Initiative orientation has been related to several beneficial outcomes in the organizational context. These include more effective coping, improved task performance, more adaptive regulation of cognition and affective states and more (Baumann & Kuhl, 2002; Harmon-Jones & Harmon-Jones, 2002; Jostmann & Koole, 2010; Kuhl, 1981; Van Putten, Zeelenberg & Van Dijk, 2009). Individuals with a high initiative orientation are more capable at seizing opportunities to act and withdrawing from negative thoughts, whereas individuals with a low initiative orientation are more likely to miss opportunities to act, excessively contemplate negative events and are more easily discouraged (Kuhl & Beckmann, 1994). Initiative-oriented employees who frequently initiate goal-directed plans while shielding from negative thoughts were therefore expected to be more likely to actively learn and feel more energized as they regularly seize opportunities, increasing their thriving at work. Conversely, employees who take little initiative were expected to miss out on learning opportunities and feel less vital at work due to negative thoughts. It was therefore hypothesized that:

**Hypothesis 3:** There is a positive association between initiative orientation and thriving at work.

#### **1.1.4 The moderating role of initiative orientation**

Combining initiative orientation with the other variables, it was suspected that initiative orientation plays a moderating role by exacerbating the positive relationship between core self-evaluations and thriving at work. Positive core self-evaluations reflect high self-efficacy and self-esteem, helping individuals believe in their capabilities and feel competent in challenging situations at work (Judge, 2009). However, this construct merely reflects one's cognitive self-appraisal and a behavioral dimension is not included. This separate behavioral construct is reflected in initiative orientation (Kuhl, 1994a; 1994b). Individuals with a high initiative orientation find it easy to begin working on tasks, while individuals with a low initiative orientation tend to procrastinate and have difficulty initiating action. It was therefore expected that individuals who have positive core self-evaluations are more likely to thrive at work when they have a high initiative orientation and initiate tasks that put their capacity and competences into action compared to individuals with a low initiative orientation. This means that they are likely to learn and feel vital at work as they continuously bring their competences into action to reach goals, while individuals with a low initiative orientation can have similar positive core-self evaluations to achieve such goals but

do not take the initiative and are thus less likely to thrive at work. It was therefore hypothesized that:

**Hypothesis 4:** The positive association between core self-evaluations and thriving at work will be stronger for individuals with a high initiative orientation.

Similarly, it was expected that initiative orientation plays a moderating role by strengthening the positive relationship between growth mindset and thriving at work. Growth mindset also represents a cognitive construct that individuals can use to perceive challenges and appraise development (Dweck, 2006). However, a behavioral component of putting this mindset into action has not been incorporated into this construct and the initiative dimension of action orientation can once again be used to distinguish growth mindset individuals with a high initiative orientation from those with a low initiative orientation. It was expected that growth mindset individuals with a high initiative orientation are not only willing to put effort into thriving at work, but also initiate action to make this a reality. This allows them to frequently seize new learning opportunities and feel vital at work as they put their passion for competence development into concrete action. Conversely, it was expected that individuals with a low initiative orientation find it difficult to get started even though their growth mindset helps them believe that effort leads to results. Therefore, it was hypothesized that:

**Hypothesis 5:** The positive association between growth mindset and thriving at work will be stronger for individuals with a high initiative orientation.

## **2. Method**

### **2.1 Procedure and participants**

After voluntary recruitment through Keyminds' social media platform and network, participants were directed to an online Qualtrics questionnaire (Appendix B) with an anonymous link. They were briefed on the general procedure of the study and were given the opportunity to provide informed consent. Thereby, they indicated that they read the description of the study, were aware of the possibility to withdraw at any time and agreed with the terms as described. Participants then filled out their demographics and the other discussed measures (i.e. core self-evaluations, growth mindset, initiative orientation and thriving at work). This took approximately ten minutes in total. Upon full completion, respondents were debriefed on the purpose of the study and were given the opportunity to contact the researcher.

A convenience sample was created by recruiting 114 members from the Dutch working population. There were nine participants who started the questionnaire but did not complete it and there was one participant who did not provide informed consent. These participants were excluded, and the final dataset therefore resulted in 104 participants. Both males ( $N = 54$ ) and females were included ( $N = 50$ ). The average age in the sample was 37.87 ( $SD = 13.42$ ) years. The sample consisted of both full-time and part-time employees (mean number of working hours per week = 33.95;  $SD = 8.90$ ) and the average number of years worked in their current position was 7.08 ( $SD = 9.19$ ). Finally, most participants in the sample were highly educated (86.6%) which means that they obtained at least a Bachelor's degree.

## 2.2 Measures

**Core self-evaluations.** The Core Self-Evaluations Scale is a twelve-item self-administered questionnaire originally developed by Judge, Erez, Bono and Thoresen (2003). The validated Dutch translation (De Pater, Schinkel & Nijstad, 2007) was employed for this study which measures an individual's fundamental assessment about their own worthiness, competence, and capabilities. An original sample statement was: "*I am confident I get the success I deserve in life.*" Participants indicated their answers on a 5-point Likert-scale (1 = *Strongly disagree*; 3 = *Neutral*; 5 = *Strongly agree*). A scale score was calculated by taking the mean of the twelve items. The internal consistency of the scale was determined by calculating Cronbach's alpha and a value of .70 or higher was considered sufficiently reliable (Field, 2009). De Pater et al. (2007) found good internal consistency ( $\alpha > .75$ ) and test-retest reliability was also good ( $r = .74$ ). Cronbach's alpha for this study was good with  $\alpha = .82$ .

**Growth mindset.** The Dweck Mindset Instrument is a sixteen-item self-administered questionnaire developed by Dweck (2006) that is commonly used to measure the extent to which an individual holds a fixed or growth mindset on a single scale. This study administered the eight items of the questionnaire that indicated participants' perception of talent and the extent to which it is malleable. Other items of the questionnaire were omitted to decrease participant burden as they focus on the malleability of intelligence which was not considered relevant for this study. Items were translated into Dutch and an original sample statement was: "*No matter who you are, you can significantly change your level of talent.*" Participants indicated their answers on a 6-point Likert-scale (1 = *Strongly disagree*; 6 = *Strongly agree*). A scale score was calculated by taking the mean of the eight items. Cronbach's alpha for this study was excellent with  $\alpha = .91$ .

**Initiative orientation.** The Action-Control Scale is a self-administered questionnaire used to measure action orientation that was originally developed by Kuhl (1994a) and later revised by Diefendorff, Hall, Lord and Streat (2000). This study administered the initiative dimension of the revised scale with twelve items translated into Dutch. The disengagement and persistence dimensions were omitted as only the initiative dimension was of interest and participant burden was desired to be kept to a minimum. For each item, participants were presented with a statement and had to select which alternative behavior (A or B) was most applicable to them. An original sample statement was: “*When I have a boring assignment: (A) I usually don't have any problem getting through it. (B) I sometimes can't get moving on it.*” In this case, answer alternative A is indicative of high initiative orientation and alternative B of low initiative orientation. A total score was calculated by adding up the number of high initiative orientation answers chosen by a participant. Although Diefendorff (2000) found a sufficient internal consistency of the revised initiative dimension ( $\alpha = .74$ ), Cronbach's alpha for this study was relatively low with  $\alpha = .65$ .

**Thriving at work.** The thriving at work measure is a ten-item self-administered questionnaire developed by Porath et al. (2012) used to measure thriving at work at the individual level. It can also be used to separately capture the learning and vitality dimensions (Porath et al., 2012). Five items translated into Dutch were used to measure learning and an original sample statement was: “*At work, I find myself learning often.*” Another five items translated into Dutch were used to measure vitality and an original sample statement was: “*At work, I feel alive and vital.*” Participants indicated their answers on a 5-point Likert-scale (1 = *Strongly disagree*; 3 = *Neutral*; 5 = *Strongly agree*). A scale score for thriving at work was calculated by taking the mean of the ten items. Porath et al. (2012) found a good internal consistency ( $\alpha = .88$ ), and Cronbach's alpha for this study was also good with  $\alpha = .81$ . The values for the separate scales of learning ( $\alpha = .79$ ) and vitality ( $\alpha = .84$ ) were also good.

**Demographics.** Participants had to indicate their gender (1 = male, 2 = female), age, education level (1 = MBO, 2 = HBO, 3 = WO, 4 = Other), average number of working hours per week and number of years in their current position as demographics.

### 2.3 Data analysis plan

The results of the questionnaire were anonymously entered into SPSS 25.0 for data analysis. Prior to analysis, the dataset was checked for outliers and no extreme deviations were found. Scores for thriving at work, core self-evaluations, growth mindset and initiative orientation were standardized to prevent multicollinearity from affecting the interaction

effects during the regression analyses. A hierarchical multiple regression analysis was then conducted to test the hypotheses with thriving at work as dependent variable. Demographic variables correlating significantly with thriving at work and at least one of the independent variables were added as covariates to control for any effects on the examined variables. In a first step, the independent variables core self-evaluations, growth mindset and initiative orientation were added to the regression model to test the main effects in hypotheses 1, 2 and 3. Moderator variables were calculated by multiplying the standardized scores of initiative orientation with core self-evaluations and initiative orientation with growth mindset. In two separate substeps, these interaction variables were added to the hierarchical multiple regression. This procedure was chosen since moderated multiple regression models often suffer from low statistical power, making interaction effects more difficult to detect through increased Type II errors (Aguinis & Gottfredson, 2010). Hence, the interaction between initiative orientation and core self-evaluations was added to the regression model in step 2a to test hypothesis 4, and the interaction between initiative orientation and growth mindset was added in step 2b to test hypothesis 5.

### **3. Results**

#### **3.1 Descriptive results**

In Table 1, the means, standard deviations and correlations of the variables are displayed. None of the demographic variables were significantly associated with both thriving at work and one of the independent variables, and it was therefore unnecessary to include covariates in the hierarchical multiple regression analysis. On average, participants scored relatively high on thriving at work and core self-evaluations. Scores for growth mindset and initiative orientation were moderate. Several significant correlations between the dependent and independent variables were found. Core self-evaluations had a moderately positive association with thriving at work and initiative orientation had a weakly positive association with thriving at work. Growth mindset was not significantly associated with thriving at work.

#### **3.2 Hierarchical multiple regression**

A two-step hierarchical multiple regression was conducted with thriving at work as dependent variable. The regression statistics can be found in Table 2. Introducing the main effects of core self-evaluations, growth mindset and initiative orientation in the first step significantly explained 18.8% of the variance in thriving at work [ $F(3,100) = 7.72, p < .001$ ].

Results indicated that core self-evaluations had a significant positive association with thriving at work. This means that increases in core self-evaluations are associated with increases in thriving at work and hypothesis 1 was therefore accepted. Neither the association between growth mindset and thriving at work, nor the association between initiative orientation and thriving at work was found to be significant and hypothesis 2 and 3 were therefore not supported.

Adding the interaction between initiative orientation and core self-evaluations in step 2a did not explain any additional variance in thriving at work [ $F(1,99) = .002, p = .97$ ]. No significant moderation effect of initiative orientation on the relationship between core self-evaluations and thriving at work was therefore found and hypothesis 4 was not supported. Finally, adding the interaction between initiative orientation and growth mindset in step 2b explained an additional 4.0% of the variance in thriving at work and this change was significant [ $F(1,99) = 5.07, p < .05$ ]. The moderation effect of initiative orientation on the relationship between growth mindset and thriving at work was therefore found to be significant. A simple slopes analysis was conducted to visualize the direction of the interaction effect. Low, moderate and high values of growth mindset and initiative orientation were determined by subtracting one standard deviation below and adding one standard deviation above the corresponding mean. The results of the simple slopes analysis are displayed in *Figure 2*. Contrary to expectation, the association between growth mindset and thriving at work was significantly positive for low initiative orientation levels ( $\beta = .17, p < .05$ ) while no significant association was found for moderate ( $\beta = .08, p = .09$ ) and high ( $\beta = -.01, p = .81$ ) initiative orientation levels. Hypothesis 5 was therefore not supported.

Table 1

*Means, standard deviations and correlations.*

	Range	M	SD	1	2	3	4	5	6	7	8
1. Gender (% male)	-	51.9%	-	-							
2. Education level (% high)	-	86.6%	-	.05	-						
3. Working hours per week	12-60	33.95	8.90	.40**	.01	-					
4. Years in current position	0-35	7.08	9.19	-.22*	-.24*	.21*	-				
5. Age	18-63	37.87	13.42	-.20*	-.08	.17	.63**	-			
6. Core self-evaluations	1-5	3.77	.48	-.13	.00	.01	.20*	.20*	-		
7. Growth mindset	1-6	3.92	.89	.13	-.03	-.20*	-.21*	-.10	.01	-	
8. Initiative orientation	0-12	7.45	2.50	-.20*	-.09	.20*	.19	.37**	.48**	-.17	-
9. Thriving at work	1-5	3.94	.43	.02	-.07	.00	.01	-.01	.42**	.09	.21*

*Note.* Pearson's  $r$  was calculated to examine the association between the variables. \*\*  $p < .01$ , \*  $p < .05$ ;  $N = 100-104$ .



Table 2

Summary of the hierarchical multiple regression analysis for predictors of thriving at work.

Predictors	$\beta$	$t$	$R^2$	$\Delta R^2$
Step 1			.19***	.19***
Core self-evaluations	.41	3.94***		
Growth mindset	.09	1.01		
Initiative orientation	.03	.32		
Step 2a			.19***	.00
Core self-evaluations	.41	3.86***		
Growth mindset	.09	1.01		
Initiative orientation	.03	.32		
Initiative orientation*Core self-evaluations	-.00	-.04		
Step 2b			.23***	.04*
Core self-evaluations	.41	3.95***		
Growth mindset	.13	1.40		
Initiative orientation	.03	.28		
Initiative orientation*Growth mindset	-.20	-2.25*		

Note. \*\*\*  $p < .001$ , \*\*  $p < .01$ , \*  $p < .05$ ;  $N = 104$ .

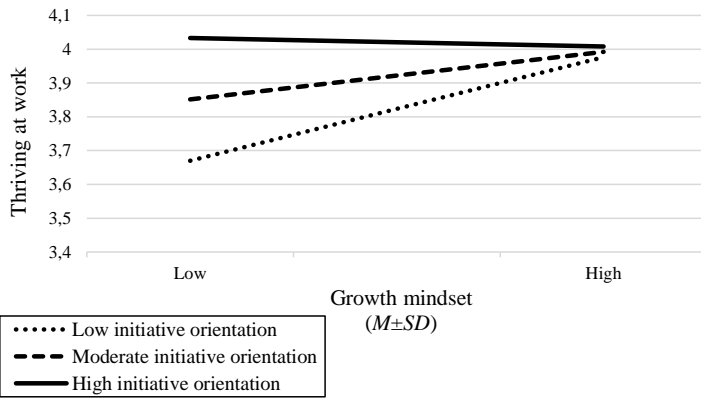


Figure 2. The change in association between growth mindset and thriving at work under influence of initiative orientation.

### 3.3 Exploratory analyses

For employees to thrive at work, it is theoretically assumed that both learning and vitality must be present. However, it is unclear what separate roles the two dimensions play in determining levels of thriving at work when it is presented as a composite score. Kleine et al. (2019) therefore pointed out the importance of reporting the results of the learning and vitality dimensions of thriving at work separately in future research. Hence, this study explored the associations of learning and vitality as dependent variables in two additional hierarchical multiple regressions using the same procedure and independent variables as the main analysis. The aim of this approach was to gain further insight into the roles that learning and vitality at work play in relation with the studied variables.

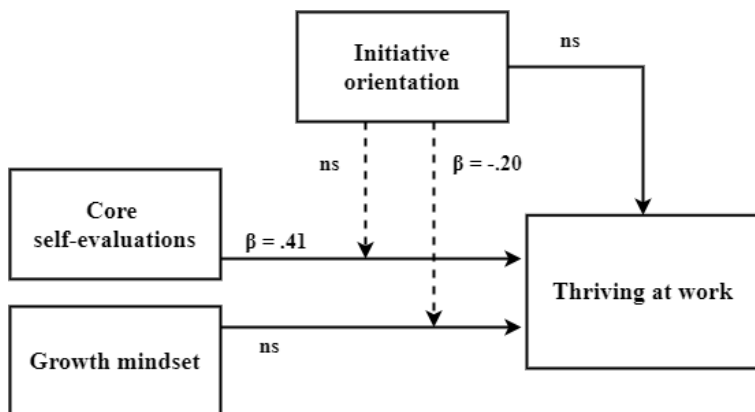
On average, participants scored relatively high on both learning ( $M = 4.08$ ;  $SD = .50$ ) and vitality ( $M = 3.79$ ;  $SD = .56$ ). Both learning ( $r = .78$ ) and vitality ( $r = .83$ ) had a significant positive association with thriving at work, and vitality had a significant positive relationship with learning ( $r = .29$ ).

For the hierarchical multiple regression with learning as dependent variable (Appendix A, Table A), introducing the main effects of core self-evaluations, growth mindset and initiative orientation in the first step explained 4.2% of the variance in learning though this change was not significant [ $F(3,100) = 1.45, p = .23$ ]. None of these individual predictors were significantly associated with learning. Neither the addition of the interaction between initiative orientation and core self-evaluations in step 2a [ $F(1,99) = .00, p = .97$ ], nor the addition of the interaction between initiative orientation and growth mindset in step 2b [ $F(1,99) = 1.29, p = .26$ ] led to a significant increase in explained variance in learning. No significant moderation effects of initiative orientation on the relationships between core self-evaluations and growth mindset with learning were therefore found.

For the hierarchical multiple regression with vitality as dependent variable (Appendix A, Table B), introducing the main effects of core self-evaluations, growth mindset and initiative orientation in the first step explained 29.4% of the variance in vitality and this change was significant [ $F(3,100) = 13.85, p < .001$ ]. Core self-evaluations had a significant positive association with vitality. This means that increases in core self-evaluations are associated with increases in vitality at work. Although adding the interaction between initiative orientation and core self-evaluations in step 2a did not explain any additional variance in vitality [ $F(1,99) = .01, p = .91$ ], adding the interaction between initiative orientation and growth mindset in step 2b explained an additional 4.1% of the variance in vitality and this change was significant [ $F(1,99) = 6.14, p < .05$ ]. The moderation effect of

initiative orientation on the relationship between growth mindset and vitality was therefore found to be significant. Like the main analysis, a simple slopes analysis was conducted and the results can be found in *Figure A* of Appendix A. The association between growth mindset and vitality at work was significantly positive for low initiative orientation levels ( $\beta = .19, p < .05$ ) while no significant association was found for moderate ( $\beta = .06, p = .29$ ) and high ( $\beta = -.06, p = .42$ ) initiative orientation levels. These results show that the interaction effect of initiative orientation on the association between growth mindset and thriving at work applies to the vitality dimension and not the learning dimension of thriving at work.

Taken altogether, a visual overview of the main findings for each examined relationship can be found in *Figure 3*.



*Figure 3.* Visual overview of the main findings for each examined relationship.

#### 4. Discussion

The aim of this study was to provide insight into the extent to which core self-evaluations, growth mindset and initiative orientation are related with thriving at work, and to what extent initiative orientation moderates the associations between core self-evaluations and growth mindset with thriving at work. The found results will now be interpreted within the theoretical framework for each hypothesis.

As expected, a moderately strong positive association between core self-evaluations and thriving at work was found. This indicated that the more positively employees assess their own worthiness, competence and capabilities at work, the more likely they are to thrive at

work. These outcomes replicated the findings of the meta-analysis by Kleine et al. (2019) and reflect the importance of an individual's self-evaluations within the organizational context. Furthermore, and contrary to expectation, no significant moderation effect of initiative orientation on the association between core self-evaluations and thriving at work was found. Together these results indicated that core self-evaluations are associated with thriving at work independent of a behavioral component in which one takes the initiative to put one's capabilities into action.

An explanation for this outcome might be taken from the results of the explorative analyses which showed that core self-evaluations are positively associated with vitality and not with learning at work. This indicated that core self-evaluations are related with the energetic experience or affective component of thriving at work, and not with the behavioral component in which employees continuously acquire and apply new knowledge. This suggests that the behavior that employees exhibit does not significantly affect the relationship between how employees assess their capabilities and the extent to which they feel energized at work. Since initiative orientation is a behavioral construct, this may explain the absence of a moderation effect on the association between core self-evaluations and thriving at work.

Opposite to prediction, no significant association between initiative orientation and thriving at work was found. This indicated that the extent to which employees initiate action on chosen tasks was not directly associated with thriving at work. It is worth noting that a weakly positive significant correlation was found between initiative orientation and thriving at work. While this indicates that a direct relationship with thriving at work might be present, it was not detected during the hierarchical multiple regression analysis. A methodological explanation for this may be that the analysis could not detect the association due to the presence of the stronger association between core self-evaluations and thriving at work that concealed the influence of initiative orientation. Another explanation may be that the items used to measure initiative orientation were not specifically formulated for job-related situations and that the degree to which an individual takes initiative can change dependent on the context. The scores of the initiative orientation measure may therefore reflect initiative-taking behavior in general rather than at work, possibly explaining the relatively weak strength of the correlation and the absence of a direct association with thriving at work.

While no direct association between growth mindset and thriving at work was detected, a significant moderation effect of initiative orientation on the association between growth mindset and thriving at work was found. Contrary to expectation, the results of the interaction effect showed that the association between growth mindset and thriving at work

Met opmerkingen [HMv(1): Toch nog niet helemaal duidelijk geformuleerd

became stronger as the initiative orientation of employees decreased. Similar outcomes were found in the exploratory analyses for the vitality dimension but not for the learning dimension of thriving at work. Altogether, these results indicated that growth mindset is only associated with increased vitality at work for employees with a low initiative orientation.

An explanation for this outcome may be that employees who find it difficult to take initiative are particularly dependent on the way they perceive and interpret challenging situations at work. Employees with low levels of initiative orientation tend to procrastinate, excessively contemplate negative events and are more easily discouraged (Kuhl & Beckmann, 1994). A growth mindset may help them reappraise their perspective on challenging situations to increase vitality at work. Moreover, Dweck (2006) stated that growth mindset helps individuals to perceive challenging situations as opportunities to learn as they try to find value in setbacks and use newly gained insights to develop themselves, generating benefits such as increased resilience and decreased stress, anxiety and depression levels. These factors have been associated with increased levels of vitality (Cohn, Fredrickson, Brown, Mikels & Conway, 2009; Lavrusheva, 2020; Simon & Gibson, 2019), and may therefore support employees with a low initiative orientation in thriving at work.

**Met opmerkingen [HMv(2):** De verklaring hier gaat te veel uit van modererende rol van growth mindset

#### 4.1 Limitations and suggestions for future research

Several limitations of this study are to be mentioned. First, several arguments can be made that the sample does not accurately represent the Dutch working population. Participants were not randomly chosen, and the majority of the sample was highly educated and experienced moderate to high levels of thriving at work. While no significant correlation between education level and thriving at work was found, only few participants experienced low levels of thriving at work making it difficult to infer associations between the examined variables at such levels. A suggestion for future research is therefore to randomly include participants from several education levels experiencing varying levels of thriving at work to create a more valid representation of the working population increasing external validity.

**Met opmerkingen [HMv(3):** Had wat meer uitgewerkt kunnen worden

Second, it should be emphasized that none of the examined variables were manipulated and the study was cross-sectional. This means that causal relationships between variables cannot be inferred and conclusions must be carefully interpreted (Ellis, 2003). For example, it may be that high levels of thriving at work have a positive effect on growth mindset. Such an effect would be in opposite direction of the hypothesized association and could not be inferred due to the correlational nature of the study. Future research can therefore employ multiple measurement moments in which the examined variables are manipulated and

longitudinally monitored. For example, Dweck (2006) found that a growth mindset can be trained by regularly encouraging individuals to exert effort during development and to perceive challenges and failures as opportunities to learn. If mindset trainings can be used to increase thriving at work, organizations can benefit from implementing growth mindset trainings for employees.

More suggestions for future research include the deeper exploration of the roles that the learning and vitality dimensions play in determining thriving at work of employees. Findings of this study indicated that the vitality dimension might be more relevant in determining the relationship between core self-evaluations, growth mindset and initiative orientation with thriving at work rather than the learning dimension. Future research can examine to what extent other predictors of thriving at work such as psychological capital and proactive personality are associated with the learning and vitality dimensions. These predictors have already been associated with thriving at work, but their relations with the learning and vitality dimensions remain unclear (Kleine et al., 2019). A final suggestion for future research is to examine the extent to which the disengagement and persistence dimensions of action orientation are related to thriving at work. This study only incorporated the initiative dimension, and examining the degree to which an employee is able to shield current goals from intrusive thoughts (disengagement) and persevere on a task until it is finished (persistence) may provide new insights into the relationship between action orientation and thriving at work.

#### **4.2 Practical implications and recommendations**

Based on the results of this study, several recommendations for Keyminds can be made concerning the facilitation of thriving at work. First, since it was found that core self-evaluations are positively associated with thriving at work and in particular vitality at work, it is recommended to facilitate measures that encourage positive core self-evaluations among clients by helping them appraise their natural capabilities and competences. Keyminds makes use of the Keyscan assessment tool that provides insight into a client's core personality by measuring implicit and explicit preferences in behaviors, attitudes and thoughts. This tool can therefore be used to concretely outline clients' natural talents and competences. Consultants are advised to help clients to not only focus on these core competences, but also to encourage them to positively evaluate them and view them as strengths that they can use to develop at work. These positive core self-evaluations help clients to develop self-esteem and feel competent in challenging situations creating a sense of energy and are therefore associated

with increases in thriving at work. In short, when clients positively assess their own worthiness, competence and capabilities at work, they are more likely to thrive at work.

Second, since it was found that especially employees with a low initiative orientation experienced increased levels of thriving at work when they have a growth mindset, it is recommended to encourage such clients to believe that development of talent is possible by putting effort into it. Dweck (2006) found that growth mindset is malleable and that regular encouragements can activate a growth mindset within individuals. This can be done by providing growth-oriented feedback which is focused on the development of talent, the continuous investment of effort and the necessity of making mistakes during the learning process (Dweck, 2006). This is in contrast with feedback that does not characterize a growth mindset, which emphasizes that innate ability is mainly determinant for talent development outcomes. In short, when clients with a low initiative orientation become convinced that development of their talents is possible, they are more likely to thrive at work.

#### **4.3 Conclusion**

This study provides a preliminary indication on the relationships between core self-evaluations, growth mindset and initiative orientation with thriving at work. Results indicated that core self-evaluations are positively associated with thriving at work, and that low initiative orientation levels exacerbate the positive association between growth mindset and thriving at work. Recommendations include the encouragement of clients to increase their focus and appreciation of their core competences and the facilitation of growth mindset among employees with a low initiative orientation through encouragement to believe that development of talent is possible by putting effort into it. This study contributes to a growing body of research on thriving at work that shows promising results in improving the development of employees. Future research is needed to further specify the way cognitive and behavioral factors interact in facilitating thriving of individuals within the organizational context.

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## 6. Appendix

### Appendix A: Exploratory analyses results

Table A

*Summary of the hierarchical multiple regression analysis for predictors of learning at work.*

Predictors	$\beta$	$t$	$R^2$	$\Delta R^2$
Step 1			.04	.04
Core self-evaluations	.16	1.42		
Growth mindset	.14	1.35		
Initiative orientation	-.08	-.67		
Step 2a			.04	.00
Core self-evaluations	.16	1.40		
Growth mindset	.14	1.35		
Initiative orientation	-.08	-.66		
Initiative orientation*Core self-evaluations	.00	.04		
Step 2b			.05	.01
Core self-evaluations	.16	1.45		
Growth mindset	.15	1.53		
Initiative orientation	-.08	-.69		
Initiative orientation*Growth mindset	-.11	-1.14		

*Note.* \*\*\*  $p < .001$ , \*\*  $p < .01$ , \*  $p < .05$ ;  $N = 104$ .

Table B

Summary of the hierarchical multiple regression analysis for predictors of vitality at work.

Predictors	$\beta$	$t$	$R^2$	$\Delta R^2$
Step 1			.29***	.29***
Core self-evaluations	.48	4.94***		
Growth mindset	.02	.25		
Initiative orientation	.12	1.21		
Step 2a			.29***	.00
Core self-evaluations	.47	4.83***		
Growth mindset	.02	.25		
Initiative orientation	.12	1.21		
Initiative orientation*Core self-evaluations	-.01	-.11		
Step 2b			.34***	.04*
Core self-evaluations	.48	5.11***		
Growth mindset	.06	.67		
Initiative orientation	.11	1.19		
Initiative orientation*Growth mindset	-.21	-2.48*		

Note. \*\*\*  $p < .001$ , \*\*  $p < .01$ , \*  $p < .05$ ;  $N = 104$ .

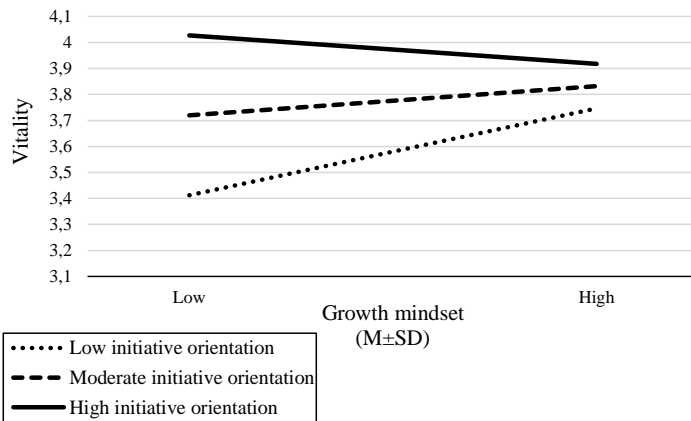


Figure A. The change in association between growth mindset and vitality under influence of initiative orientation.

## Appendix B: Employed questionnaire

### Introduction

Beste deelnemer,

Fijn dat u mee wilt doen aan dit onderzoek over wat werknemers helpt floreren op hun werk!

**Belangrijk:** u kunt alleen deelnemen aan dit onderzoek wanneer u minimaal 12 uur per week werkt.

Dit onderzoek wordt uitgevoerd in het kader van een afstudeeropdracht van de Masteropleiding Work, Organization & Health aan de Radboud Universiteit. Ik voer deze opdracht als stagiair bij Keyminds uit om bij te kunnen dragen aan de kwaliteit van hun dienstverlening. Binnen dit project onderzoek ik de factoren die werknemers laten floreren binnen hun werkomgeving. Ofwel hoe ze zich optimaal ontwikkelen en beter gaan presteren. Bij deelname kunt u het volgende verwachten:

- U vult een korte vragenlijst in die bestaat uit een aantal stellingen.
- Per stelling geeft u aan in welke mate u het er mee eens of oneens bent. Er zijn geen goede of foute antwoorden.
- Het invullen van de vragenlijst duurt ongeveer 10 minuten.
- Voorafgaand aan ieder onderdeel worden duidelijke instructies gegeven.

U mag op elk moment besluiten om te stoppen met deelname door de vragenlijst af te sluiten. Voortijdig stoppen heeft geen consequenties.

De gegevens die van u worden verzameld worden **anoniem** verwerkt, de resultaten zijn niet naar u persoonlijk te herleiden. Het gevolg hiervan is dat u na afloop van de vragenlijst niet op de hoogte kunt worden gesteld van uw persoonlijke resultaten. Wel kunt u geïnformeerd worden over de uitkomsten van het gehele onderzoek.

Wilt u informatie over de uitkomsten, of heeft u vragen of opmerkingen over het onderzoek? Neem dan contact met mij op via mijn e-mailadres: [Mick.Bosman@student.ru.nl](mailto:Mick.Bosman@student.ru.nl).

Hartelijke groet,

Mick Bosman

### **Informed consent**

Ik bevestig hierbij het volgende:

- Ik ben naar tevredenheid over het onderzoek geïnformeerd en ik heb de schriftelijke informatie over het onderzoek goed gelezen en begrepen.
- Ik ben op de hoogte gesteld van het feit dat het huidige onderzoek wordt uitgevoerd door een student als onderdeel van een Master project.
- Ik ben in de gelegenheid gesteld om vragen over het onderzoek te stellen.
- Ik heb gelegenheid gehad om goed over mijn deelname aan het onderzoek te kunnen nadenken.
- Ik doe uit vrije wil mee aan dit onderzoek.

Ik begrijp dat:

- Ik het recht heb mijn toestemming op ieder moment weer in te trekken zonder dat ik daarvoor een reden hoeft op te geven en dat het intrekken van mijn deelname geen verdere gevolgen heeft.
  - Mijn gegevens anoniem verwerkt zullen worden.
  - De uitkomsten van het onderzoek niet gezien kunnen worden als een diagnostische test.
  - Ik niet op de hoogte wordt gebracht van mijn individuele resultaten.
- Ik stem toe met deelname aan het bovengenoemde onderzoek.
- Ik stem **niet** toe.

### **Demographics**

Wat is uw gender?

- Man

- Vrouw
- Anders
- Wil ik niet zeggen

Wat is uw leeftijd?

Wat is uw hoogst behaalde opleidingsniveau?

- MBO
- HBO
- WO
- Anders

Hoeveel uur werkt u gemiddeld per week?

Hoeveel jaar werkt u al in uw huidige positie?

### **Thriving at work**

De volgende stellingen hebben betrekking op uw werk. Geef per stelling aan in welke mate u het er mee eens of oneens bent.

Op het werk, ...

... merk ik dat ik vaak leer.

- Sterk mee eens
- Mee eens
- Neutraal
- Mee oneens
- Sterk mee oneens



... blijf ik meer en meer leren naarmate de tijd verstrijkt.

- Sterk mee eens
- Mee eens
- Neutraal
- Mee oneens
- Sterk mee oneens

... zie ik mijzelf continu verbeteren.

- Sterk mee eens
- Mee eens
- Neutraal
- Mee oneens
- Sterk mee oneens

... leer ik niet.

- Sterk mee eens
- Mee eens
- Neutraal
- Mee oneens
- Sterk mee oneens

... ben ik als persoon veel ontwikkeld.

- Sterk mee eens
- Mee eens
- Neutraal
- Mee oneens
- Sterk mee oneens

... voel ik me levend en vitaal.

- Sterk mee eens
- Mee eens
- Neutraal
- Mee oneens
- Sterk mee oneens

... heb ik energie en levenskracht.

- Sterk mee eens
- Mee eens
- Neutraal
- Mee oneens
- Sterk mee oneens

... voel ik me niet erg energiek.

- Sterk mee eens
- Mee eens
- Neutraal
- Mee oneens
- Sterk mee oneens

... voel ik me alert en wakker.

- Sterk mee eens
- Mee eens
- Neutraal
- Mee oneens
- Sterk mee oneens

... kijk ik uit naar elke nieuwe dag.

- Sterk mee eens
- Mee eens
- Neutraal
- Mee oneens
- Sterk mee oneens

### **Core Self-Evaluations Scale**

De volgende stellingen hebben betrekking op uzelf. Geef per stelling aan in welke mate u het er mee eens of oneens bent.

Ik heb er vertrouwen in dat ik in mijn leven het succes zal behalen dat ik verdien.

- Sterk mee eens
- Mee eens
- Neutraal
- Mee oneens
- Sterk mee oneens

Soms voel ik me depressief.

- Sterk mee eens
- Mee eens
- Neutraal
- Mee oneens
- Sterk mee oneens

Als ik mijn best doe, lukken de dingen die ik probeer te doen meestal.

- Sterk mee eens
- Mee eens
- Neutraal
- Mee oneens
- Sterk mee oneens

Soms voel ik me waardeloos als iets mislukt.

- Sterk mee eens
- Mee eens
- Neutraal
- Mee oneens
- Sterk mee oneens

Ik breng de dingen die ik doe tot een goed einde.

- Sterk mee eens
- Mee eens
- Neutraal
- Mee oneens
- Sterk mee oneens

Soms heb ik het gevoel dat ik geen controle heb over mijn werk/studie.

- Sterk mee eens
- Mee eens
- Neutraal
- Mee oneens
- Sterk mee oneens

Alles bij elkaar genomen ben ik tevreden met mezelf.

- Sterk mee eens
- Mee eens
- Neutraal
- Mee oneens
- Sterk mee oneens

Ik ben vol twijfel over mijn capaciteiten.

- Sterk mee eens
- Mee eens
- Neutraal
- Mee oneens
- Sterk mee oneens

Ik bepaal wat er gebeurt in mijn leven.

- Sterk mee eens
- Mee eens
- Neutraal
- Mee oneens
- Sterk mee oneens

Ik heb het gevoel dat ik geen controle heb over het succes in mijn werk/studie.

- Sterk mee eens
- Mee eens
- Neutraal
- Mee oneens
- Sterk mee oneens

Ik ben in staat om goed om te gaan met de meeste problemen.

- Sterk mee eens
- Mee eens
- Neutraal
- Mee oneens
- Sterk mee oneens

Er zijn momenten waarop de dingen mij nogal grauw en hopeloos lijken.

- Sterk mee eens
- Mee eens
- Neutraal
- Mee oneens
- Sterk mee oneens

#### **Initiative dimension of the Action-Control Scale**

De volgende stellingen hebben telkens twee verschillende antwoordmogelijkheden (A of B).  
Kies het antwoord dat het best bij u van toepassing is.

Als ik weet dat ik snel iets moet afmaken:

- A. Moet ik mezelf dwingen om aan de slag te gaan
- B. Vind ik het makkelijk om het voor elkaar te krijgen

Als ik niets te doen heb en me verveel:

- A. Heb ik moeite om genoeg energie te vinden om iets te gaan doen
- B. Vind ik snel iets om te doen

Als ik me klaarmaak om een moeilijk probleem aan te pakken:

- A. Voelt het alsof ik voor een grote berg sta die ik niet denk te kunnen beklimmen
- B. Zoek ik een manier om het probleem op een passende manier aan te pakken

Wanneer ik een moeilijk probleem moet oplossen:

- A. Heb ik er meestal geen probleem mee om eraan te beginnen

B. Vind ik het moeilijk om dingen in mijn hoofd recht te krijgen zodat ik aan het probleem kan werken

Als ik een beslissing moet nemen over wat ik ga doen als ik wat onverwachte vrije tijd krijg:

- A. Kost het me veel tijd om te beslissen wat ik met deze vrije tijd moet doen
- B. Kan ik meestal beslissen wat ik ga doen zonder er veel over na te hoeven denken

Als ik thuis werk moet doen:

- A. Is het vaak moeilijk voor mij om het werk gedaan te krijgen
- B. Krijg ik het meestal meteen voor elkaar

Als ik veel belangrijke dingen te doen heb en ze allemaal snel af moeten worden:

- A. Weet ik vaak niet waar ik moet beginnen
- B. Vind ik het gemakkelijk om een plan te maken en me daaraan te houden

Als er twee dingen zijn die ik echt wil doen, maar ik kan ze niet allebei doen:

- A. Begin ik snel met één ding en vergeet het andere ding dat ik niet kon doen
- B. Is het voor mij niet gemakkelijk om het andere ding dat ik niet kon doen uit mijn hoofd te zetten

Als ik voor iets belangrijks moet zorgen dat ook onaangenaam is:

- A. Doe ik het en maak ik het af
- B. Kan het even duren voordat ik mezelf ertoe kan brengen

Als ik voor een groot project sta dat gedaan moet worden:

- A. Denk ik vaak te lang na over waar ik moet beginnen
- B. Heb ik geen problemen om te beginnen

Als ik een saaie opdracht heb:

- A. Heb ik meestal geen probleem om er doorheen te komen
- B. Kan ik er soms niet mee beginnen

Als ik verplicht ben om iets te doen dat saai en oninteressant is:

- A. Doe ik het en maak ik het af

B. Kan het even duren voordat ik mezelf ertoe kan brengen om het te doen

### **Dweck Mindset Instrument**

Dit is het laatste onderdeel van de vragenlijst, houd nog even vol!

Lees de volgende stellingen en geef per stelling aan in welke mate u het er mee eens of oneens bent. Er zijn geen goede of foute antwoorden.

Je hebt een bepaalde hoeveelheid talent, en je kunt er niet veel aan doen om dat te veranderen.

- Sterk mee eens
- Mee eens
- Voornamelijk mee eens
- Voornamelijk mee oneens
- Mee oneens
- Sterk mee oneens

Je talent op een bepaald gebied is iets van jezelf dat je niet echt veel kunt veranderen.

- Sterk mee eens
- Mee eens
- Voornamelijk mee eens
- Voornamelijk mee oneens
- Mee oneens
- Sterk mee oneens

Wie je ook bent, je kunt je hoeveelheid talent aanzienlijk veranderen.

- Sterk mee eens
- Mee eens
- Voornamelijk mee eens
- Voornamelijk mee oneens
- Mee oneens
- Sterk mee oneens

Om eerlijk te zijn, kun je niet echt veranderen hoeveel talent je ergens voor hebt.

- Sterk mee eens

- Mee eens
- Voornamelijk mee eens
- Voornamelijk mee oneens
- Mee oneens
- Sterk mee oneens

Je kunt altijd wel degelijk veranderen hoeveel talent je hebt.

- Sterk mee eens
- Mee eens
- Voornamelijk mee eens
- Voornamelijk mee oneens
- Mee oneens
- Sterk mee oneens

Je kunt nieuwe dingen leren, maar je kunt de hoeveelheid talent waarmee je geboren bent niet echt veranderen.

- Sterk mee eens
- Mee eens
- Voornamelijk mee eens
- Voornamelijk mee oneens
- Mee oneens
- Sterk mee oneens

Hoeveel talent je ook hebt, je kunt het altijd best veel veranderen.

- Sterk mee eens
- Mee eens
- Voornamelijk mee eens
- Voornamelijk mee oneens
- Mee oneens
- Sterk mee oneens

Je kunt zelfs de hoeveelheid talent waarmee je geboren bent behoorlijk veranderen.

- Sterk mee eens
- Mee eens
- Voornamelijk mee eens



- Voornamelijk mee oneens
- Mee oneens
- Sterk mee oneens

### **Debriefing**

Bedankt voor uw deelname aan deze studie!

Aan de hand van de ingevulde vragenlijst zullen de volgende onderzoeksvragen worden beantwoord:

- Wat is de relatie tussen zelfevaluaties en floreren op het werk?
- Wat is de relatie tussen groeimindset en floreren op het werk?
- Hoe is actiegerichtheid gerelateerd aan de relatie tussen zelfevaluaties en floreren op het werk?
- Hoe is actiegerichtheid gerelateerd aan de relatie tussen groeimindset en floreren op het werk?

Met deze studie wil ik de wetenschappelijke kennis met betrekking tot de factoren die samenhangen met florerende werknemers uitbreiden. In onze huidige competitieve samenleving zijn florerende werknemers van groot belang, en door te onderzoeken wat hieraan kan bijdragen kunnen de diensten van Keyminds verder worden verbeterd en het aantal werknemers dat vitaal naar hun werk gaat wordt vergroot.

Wanneer u vragen of opmerkingen heeft over de studie, of op de hoogte gehouden wilt worden van de resultaten van het onderzoek kunt u contact met mij opnemen door te mailen naar [Mick.Bosman@student.ru.nl](mailto:Mick.Bosman@student.ru.nl).

Nogmaals bedankt voor uw deelname!

Hartelijke groet,

Mick Bosman

*U kunt het scherm nu sluiten.*