The Facilitators and Barriers of Increasing Social Job Resources among Nurses

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1. Introduction

The nursing profession has to deal with a global shortage (Oulton, 2006), which is worsened by high turnover and increased levels of absenteeism (Beecroft, Dorey & Wenten, 2008). The COVID-19 pandemic has increased this and put an even higher pressure on nurses. Nurses currently experience a high level of stress, anxiety and increased workload because of an increased patient volume and the global shortage (Hall, 2020). In order for nurses to successfully cope with these increasing demands, nurses can use job crafting by expanding resources into their jobs (Demerouti, 2014). When nurses do so successfully, job crafting leads to an increased nurse wellbeing, which can sequentially encourage job crafting (Tims & Bakker, 2010). Moreover, job crafting is negatively related to the nurses' turnover intention (Chu, Zhang & Li, 2021), while positively influencing the quality of care (Yepes-Baldó, Romeo, Westerberg & Nordin, 2016). Therefore, nurses that engage in job crafting can improve healthcare, while also improving their own well-being.

The majority of job redesign research has followed a top down approach, leading to management optimizing job demands and resources in order to retrieve successful organizational outcomes (Briner & Reynolds, 1999). However, since work is shifting towards a knowledge and service economy, job redesign approaches, which acknowledge individuals as actively creating their own job, have become progressively important (Grant & Parker, 2009). One of these approaches is job crafting, which is an innovative and flexible way of working, in which the employee proactively adjusts, redesigns and crafts their own job (Bakker, 2015; Demerouti, 2014). The desired outcome of job crafting is to create a more meaningful and satisfying job, by achieving a better fit between the needs of the employee, preferences and their current job (Tims, Derks & Bakker, 2016).

Since job crafting concerns making changes in the job design, Tims, Bakker and Derks (2012) have used the types of job characteristics proposed by the Job Demands – Resources (JD-R) model designed by Bakker and Demerouti (2007) to frame job crafting. Within this JD-R model, Tims et al. (2012) have recently categorized four job crafting dimensions, which are (1) increasing challenging job demands, (2) decreasing hindrance job demands, (3) increasing social job resources and (4) increasing structural job resources (Tims et al., 2012). The first two relate to the level of job demands, which can be described as the physical, psychological, social or organizational aspects of the job, which demand sustained physical and psychological effort and come with certain costs (Bakker & Demerouti, 2014).

The other two dimensions relate to the type of job resources that are crafted, which can either be increasing structural or social job resources. Within this research, a focus is placed on the social job resources, which focus on the network and relationship an employee has, referring to aspects of the job like conflict management, and emotional support from colleagues (Tims et al., 2012; Blanco-Donoso, Garrosa, Moreno-Jiménez, Almeida & Villela-Bueno, 2017). Increasing social job resources is one of the key concepts of the basic human need for relatedness (Ryan & Deci, 2000), is important for job satisfaction, reduction of work-family disagreements (Kossek, Pichler, Bodner & Hammer, 2011) and acts as a buffer for work stress and turnover intention (Nohe & Sonntag, 2014; Viswesvaran, Sanchez & Fisher, 1999). This specific dimension is relevant to the nursing context, since nurses experience high levels of work stress and turnover intention (Beecroft et al., 2008), which is even worsened by the COVID-19 pandemic (Hall, 2020), which could be reduced by increasing social job resources, leading to higher job satisfaction and nurses well-being (Kossek et al., 2011).

Therefore the aim of this research paper is to examine the barriers and facilitators of increasing social job resources among nurses, by answering the following research question:

What are the facilitators and barriers of increasing social job resources among nurses?

Since increasing social job resources is of crucial importance, recent research has emphasized the urge for more research on this topic (Rofcanin, Bakker, Berber, Gölgeci & Las Heras 2019; Zhang & Parker, 2019), leading to the theoretical relevance of this research. Bakker (2018) extends on this and suggests that future research should explore the barriers and facilitators of increasing social job resources for different health care professions. Moreover, this research will focus on the nursing profession in specific, and as there are only limited job crafting studies and especially increasing social job resources in nursing yet, further research is encouraged (Harbridge, Ivanitskaya, Spreitzer & Boscart, 2022).

Besides contributing to academia by filling the knowledge gap of examining barriers and facilitators of increasing social job resources within the nursing profession, this research is also of importance for healthcare organizations and society. Healthcare organizations can use the results of increasing social job resources to optimize the work environment between supervisors and nurses and indirectly improve occupational well-being and job performance (Tims, Bakker & Derks, 2013) as well as nurses retention and recruitment to public health (Harbridge et al., 2022). Moreover, society as a whole, can be benefitted by the results, since

well-designed work environments are not only of importance for nurses, but could indirectly also have an effect on their patients (Prins et al., 2009).

Following the theoretical framework in chapter 2, the remaining structure of the research paper is as follows. After the theoretical framework, the methodology for conducting this research will be explained in chapter 3. Chapter 4 will describe the findings and within the discussion in chapter 5, implications, limitations and directions for further research will be discussed. Lastly, conclusions will be drawn upon the findings in chapter 6.

2. Theoretical framework

2.1 Job crafting

Job crafting is an innovative and flexible way of working, in which the employee proactively adjusts, redesigns and crafts his or her own job (Bakker, 2015; Demerouti, 2014). Noteworthy to mention is that job crafting is not aimed at redesigning the job as a whole, but concerns changing particular aspects of the job within the limits of the job tasks (Berg & Dutton, 2008). The main driver to engage in job crafting is to create a more meaningful and satisfying job, by achieving a better fit between the needs of the employee, preferences and their current job (Tims et al., 2016). Employees in general are motivated to foster connections with others to achieve meaning in their lives (Baumesiter & Leary, 1995). Wrzesnieuwski and Dutton (2001) extend this view, and show that employees use job crafting by building relationships with others at their job to alter the meaning of work and their identities related to work, related to increasing social job resources.

2.2 Job Demands – Resources model

Since job crafting concerns making changes in the job design, Tims et al. (2012) have used the types of job characteristics proposed by the Job Demands – Resources (JD-R) model designed by Bakker and Demerouti (2007) to frame job crafting. The JD-R model consists of two different categories, namely job demands and job resources (Bakker & Demerouti, 2014). Job demands can be described as the physical, psychological, social or organizational aspects of the job, which demand sustained physical and psychological effort and come with certain costs (Bakker & Demerouti, 2014). An example could be high work or time pressure. Job resources on the other hand, can be described as job characteristics that are functional in achieving work-related goals, decrease job demands and their associated costs and encourage personal development and learning (Bakker, 2011). An example could

be support from other colleagues or autonomy. Important to note is that resources are not just necessary to deal with increased job demands, they have an important function in their own right as well (Bakker, 2011).

Within this JD-R model, Tims et al. (2012) have categorized four job crafting dimensions. Two of these dimensions relate to the level of job demand, which can either be challenging or hindering. The first dimension referring to the level of job demands is increasing challenging job demands. Increasing challenging job demands encourage employees to further enhance their knowledge and capabilities or to achieve more difficult goals (LePine et al., 2005) and can be positively linked to work engagement (Tims et al., 2012). Even though extra effort is needed to meet challenging demands, employees react positively to them (Tims et al., 2013). An example of a challenging demand is taking on new projects (Tims et al., 2013). The second dimension, decreasing hindering job demands on the other hand, can reduce employees' personal growth and can be seen as constraints (Crawford et al., 2010). These job demands hinder the personal growth of the employees, since they are related to triggering negative emotions and a passive style of coping (LePine et al., 2005), leading to employees withdrawing from work or slowing down their work speed (Schaufeli & Taris, 2005). An example for this dimension is decreasing the demands that add more pressure on your cognitive demands (Tims et al., 2013).

Contrary to job demands, the other two dimensions relate to the type of job resources that are crafted, which can either be increasing structural or social job resources. According to Tims et al. (2012) the third dimension, increasing structural job resources refer mostly to the job design aspects that create opportunities for resource variety, development and autonomy. The fourth dimension, increasing social job resources on the other hand, focus more on the network and relationships that an employee has, with social support and feedback as examples (Tims et al., 2012). A difference between these two dimensions is the type of job resource. Structural job resources will namely have a greater impact on the job design itself, since it focuses on achieving more responsibility and knowledge, while social job resources has a greater influence on the social aspects of the job, and achieving a satisfying level of interaction (Tims et al., 2012).

When employees feel that the degree of job demands and job resources are not in balance or when the employee feels that the job does not match their skills or needs, they are inspired to alter aspects of the job (Wrzesniewski & Dutton, 2001).

2.3 Increasing social job resources

Job resources are beneficial to achieve work goals, diminish the influence of demands and can encourage development and learning (Bakker & Demerouti, 2007). The specific dimension that this research will focus on is the dimension of increasing social job resources. Increasing social job resources place emphasis on the network and relationships that an employee has, with social support and feedback as examples (Tims et al., 2012). Increasing social job resources is one of the key concepts of the basic human need for relatedness (Ryan & Deci, 2000), is important for job satisfaction, reduction of work-family disagreements (Kossek et al., 2011) and acts as a buffer for work stress and turnover intention (Nohe & Sonntag, 2014; Viswesvaran et al., 1999). Increasing social job resources is important for employees and can be used to influence their working conditions and can have an effect on their performance (Bakker et al., 2003). Moreover, social support and feedback are important motivation driving processes, which predict employees' engagement in job crafting (Tims et al., 2012).

When diving deeper into social support as an example of increasing social job resources, the importance of increasing social job resources for nurses in specific becomes clear. Social support can be defined as the degree to which colleagues provide helpful support at work (Karasek & Theorell, 1990). According to Bakker et al. (2005) social support is one of the most crucial resources in work environments that are highly demanding, since social support protects employees against different organizational stressors. This is also why this dimension is important for nurses working in healthcare organizations, since they are also characterized as highly demanding (Harbridge et al., 2022). In healthcare in specific, increasing social job resources can help employees to cope with stressful situations by facilitating relationships with colleagues and appropriate social support systems to overcome the challenges of their highly demanding work (Balch & Shanafelt, 2011). Moreover, this specific dimension is relevant to the nursing context, since nurses experience high levels of work stress and turnover intention (Beecroft et al., 2008), which is even worsened by the COVID-19 pandemic (Hall, 2020), which could be reduced by increasing social job resources, leading to higher job satisfaction and nurses well-being (Kossek et al., 2011).

2.4 Conservation of resources theory

Job resources are crucial predictors for positive work outcomes, like work engagement and commitment. However, they also perform as a buffer to unwanted work outcomes, like a burnout (Bakker, Demerouti & Euwema, 2005). So, in general it would be beneficial to

achieve a high level of job resources at work (Tims & Bakker, 2010). Nevertheless, for some professions the level of job resource can be low, for example when the amount of autonomy is limited or when social support from colleagues is lacking (Tims & Bakker, 2010). When employees are in such a situation, it could be beneficial to mobilise their job resources to enable dealing with the job demands without requiring too much effort. Increasing job resources can include behaviours like asking help from colleagues or management or asking for feedback on your job performance (Petrou, Demerouti, Peeters, Schaufeli & Hetland, 2012).

Increasing job resources corresponds to the conservation of resources (COR) theory (Hobfoll, 2001). This theory states that employees are only capable to cope with high job demands when they have the resources that are needed to deal with these demands (Hobfoll, 1989). Besides that, this theory provides a model to prevent loosing resources, maintaining existing resources and achieving resources needed to engage in appropriate behaviours (Buchwald & Schwarzer, 2010). As a result, employees who possess more resources will encounter less stress in comparison to employees who obtain fewer resources (Salanova, Schaufeli, Xanthopoulou & Bakker, 2010). Moreover, employees that invest in resources, have higher chances to achieve other resources. Research executed by Salanova, Bakker and Llorens (2006) confirms this, by stating that the ability to mobilise your job resources, leads to higher work engagement, and in result leads to higher resource gains. So according to the COR theory, people's primary motivation consists of building, protecting and fostering resources as a means to protect themselves and the social bonds which support themselves (Buchwald & Schwarzer, 2010).

2.5 Potential facilitators job crafting – increasing social job resources

Only one research has yet been conducted on the facilitators and barriers of job crafting (Harbridge et al., 2022), but not increasing social job resources in particular. The research of Harbridge et al. (2022) will still be taken as a starting point and elaborated upon with other research. In order to find the facilitators and barriers of increasing social job resources in specific, the antecedents of job crafting in general and their potential facilitators and barriers will be used, as a means to assume that they will influence the dimension of increasing social job resources as well. In order to group these antecedents and understand how employees behave in organizational work environments, three levels will be applied ranging from the individual level, to the group and organizational level (Ashkanasy & Dorris, 2017). When analysing prior research, personality traits and high workload are antecedents of job crafting

on the individual level, followed by the leadership style on group level and job autonomy and an environment which uses tailored feedback on the organizational level.

Firstly, when looking more at the individual level, one of the antecedents of increasing social job resources are personality traits, also encouraged by Harbridge et al. (2022). Since the core of job crafting concerns making changes in the job in order to align the job better to the needs and interests of the employee (Berg, Dutton & Wrzesniewski, 2008), it is likely that personality traits impact this behaviour as well. When considering personality, Bakker (2015) found that personality is a higher-order variable which indeed has an influence on the type of job resource an employee selects. An example provided in his research, is that employees who have a high level of extraversion are better at mobilizing social support from other colleagues, which leads to an increased level of social job resources (Bakker, 2015). Roczniewskaa and Bakker (2016) extend on this thought and specify the effects of personality even further into social job resources as well. In their first study, by using the PEN traits (psychoticism, extraversion, neuroticism), they found that extraversion had a positive effect on increasing structural and social job resources as well (Roczniewskaa & Bakker, 2016). Bipp and Demerouti (2015) agree and discovered a positive relationship between an approach temperament, which includes measures of extraversion and positive emotionality, and increasing social job resources.

Tims et al. (2012) had a slightly different focus and found that a proactive personality was positively related to increasing social job resources. Crant (2000) agrees and states that an important moderator of job crafting is a having a proactive personality. Employees who have a proactive personality seem to be more engaging in job crafting, as these employees take initiative in advancing current situations, recognize chances for change, bring on action and proceed until they have achieved a meaningful change (Bateman & Crant, 1993; Crant, 2000). An example of this is that employees with a proactive personality anticipate on future demands and bring on action in order to overcome or avoid these demands by for example increasing social job resources (Fay & Frese, 2001).

Next to personality traits, experiencing a high workload related to your task can lead to an increased use of job crafting as well on the individual level (Kuijpers, Kooij & Van Woerkom, 2020). Health care professionals like nurses that work intensively with patients on a daily basis usually experience a high workload (Schaufeli, 2007). Workload can be defined as the amount of work, which is required from an employee (Spector & Jex, 1998). If employees experience a high workload, completing the needed tasks is seen as more demanding, which can lead to triggering workers into action (Frese & Zapf, 1994). This can be explained by

examining Karasek and Theorell's (1990) activation theory, which states that a high workload results in active problem solving (Petrou et al., 2012) and the expansion towards new patterns of behaviour (Karasek & Theorell, 1990). According to Hakanen, Seppäläl and Peeters (2017) this is indeed the case, as employees who face a high workload show an increased level of seeking social job resources, such as asking for support and performance feedback. Employees who face a high workload, will increase their social job resources since asking for social support can reduce the negative influence of the high workload on their wellbeing (Hakanen et al., 2017).

Even though job crafting is mostly seen as an individual process, leadership can be an antecedent of job crafting on the group level. Harbridge et al. (2022) found that managers were instrumental in facilitating the job crafting process of nurses by whether they supported the nurses to coach them for professional development. According to Lyons (2008) leadership can have a positive effect on seeking opportunities for job crafting and social job resources in specific as well. Esteves and Lopes (2017) researched this relationship among nurses and found a positive significant effect of empowering leadership and directive leadership on increasing social job resources. The strong association of empowering leadership and increasing social job resources can be explained by the coaching characteristic and support for self-development related to this leadership style (Esteves & Lopes, 2017). Moreover, an empowering leadership style encourages psychological empowerment, autonomy and creativity of the employee (Zhang & Bartol, 2010).

The positive effect of the directive leadership style on the other hand, is mostly caused by the nurses asking for feedback concerning their job performance (Esteves & Lopes, 2017). Teunissen et al. (2009) proceeds on this and states that due to the goal setting environment which is conceived by the directive leadership style, nurses are driven to search for indirect feedback concerning their job performance. So, both leadership styles lead to increasing social job resources, with the empowering style leading to nurses asking feedback and coaching directly, while the directive style leads to nurses asking colleagues for feedback in order to know if their performance correlates to what the leader is expecting (Esteves & Lopes, 2017).

Besides the group level, there are also two antecedents of job crafting on the organizational level, one of them being job autonomy (Tims & Bakker, 2010). According to Hackman and Oldham (1976) job autonomy refers to the amount of freedom an employee has in scheduling work, making decisions and choosing the way in which to perform the job. Harbridge et al. (2022) agrees with this and states that having job autonomy relates to

freedom in how nurses perform their job. Job autonomy in general can be seen as a resource and based on the COR theory employees want to accumulate more resources that are important for the protection of other valued resources (Hobfoll, 2001). According to Petrou et al. (2012) accumulating more resources may include behaviours like asking advice from colleagues or management, asking for feedback on your job performance and searching for coaching opportunities to learn, so increasing social job resources. Dhar (2016) elaborates on this and found that employees who have a higher level of autonomy in their job, are in need of a diverse set of skills and knowledge critical for their job role. Karasek (1979) agrees with this and states that an active job environment with high autonomy will facilitate learning and development. In order for employees to achieve this learning and development, they will increase their social job resources (Petrou et al., 2012). This is also confirmed by Dollard and Winefield (1998) who state that job autonomy is connected to asking feedback. Moreover, Torp, Rilse and Moen (2001) found that job autonomy is related to seeking social support as well. So, having the chance to decide for yourself what to do in the job and how to do it, calls for learning and development, which encourages increasing social job resources.

Lastly, another important positive antecedent on the organizational level, is a working environment that uses tailored feedback (Tims & Bakker, 2010). Tailoring feedback is a way to fit the information to the individual (Smeets, Kremers, De Vreis & Brug, 2007) and is proposed to exert a positive effect on the elaboration of the message. Therefore this will increase the likelihood of the feedback being retained better and has a higher probability to affect the attitudes and behaviour of the employees (Petty & Cacioppo, 1986). A way in which organizations can use tailored feedback, is by providing for example an online JD-R survey, through which employees who complete this survey, receive tailored feedback concerning their most crucial personal job resources and job demands (Bakker et al., 2005). When there is a misfit in these job resources and demands, and tailored feedback is provided, this stimulates altering parts of the job, so job crafting (Tims & Bakker, 2010). An environment that uses tailored feedback can encourage increasing social job resources in particular, since employees experience the feedback as personally relevant and are hereby more inspired to use the feedback in order to guide their behaviour (Tims & Bakker, 2010). Moreover, if the employees experience the tailored feedback as personally relevant and effective, they are more inclined to ask for social support or feedback again when they experience a misfit in their job, so encouraging increasing social job resources.

Thus, according to research on antecedents of job crafting, there are multiple concepts which could be seen as a potential facilitator for job crafting in general and seeking social job

resources in specific. Firstly, on the individual level personality traits like extraversion and a proactive personality can lead to an increased level of social job resources (Roczniewskaa & Bakker, 2016). Moreover, experiencing a high workload can increase seeking social job resources on the individual level as well, to reduce the negative influence of this high workload on their wellbeing (Hakanen et al., 2017). Secondly, on the group level, an empowering or directive leadership style can act as a facilitator for social job resources as well (Esteves & Lopes, 2017). Lastly, on the organizational level, when organizations create a working environment with high levels of job autonomy this increases the likelihood of job crafting as employees experience more freedom in designing their own job, which is also the case with an environment that uses tailored feedback (Tims & Bakker, 2010).

2.6 Potential barriers job crafting – increasing social job resources

According to Harbridge et al. (2022) nurses proactively use job crafting to redesign their jobs, however they also experience some barriers to engage in job crafting. Again, these barriers are divided into the three levels, with personality traits of psychoticism and psychopathy as a potential barrier on the individual level, closeness of monitoring on the group level and jobs with high routinization on the organizational level.

Firstly, on the individual level Harbridge et al. (2022) mention personality traits as an important aspect to further investigate in relationship with job crafting. In the same research of Roczniewskaa and Bakker (2016) regarding personality traits discussed earlier in the facilitator domain, the authors also discovered some personality traits, which were negatively related to social job resources. In their first study on the PEN traits, Roczniewskaa and Bakker (2016) uncover that psychoticism, which is characterized by aggression and antisocial behaviour, is negatively related to increasing social job resources. Moreover, related to the Dark Triad Traits, they found that psychopathy has a negative effect on increasing social job resources as well, which can be explained by the lack of ability to establish meaningful personal relationships (Roczniewskaa & Bakker, 2016).

Next to the individual level, on the group level, Wrzesnieuwski and Dutton (2001) and Harbridge et al. (2022) describe the closeness of monitoring or supervision by management as limiting opportunities for job crafting and increasing social job resources. If there is a close control on the tasks that employees execute and the time they take for this, this results in high visibility and job crafting being less welcomed (Wrzesnieuwski and Dutton, 2001). Amabile, Hill, Hennessey & Tighe (1994) agree and examined that when employees work inside of management's gaze, they experience less opportunities to craft their jobs. Chen,

Eberly, Chiang, Farh and Cheng (2014) extend on this by stating that authoritarian leaders, which keep close control of their employees, cause psychological distress and undermine socio-emotional bonds. Since this close monitoring of management undermines socio-emotional bonds (Chen et al., 2014), this also discourages the need for human connection, so decreases seeking social job resources (Tuan, 2018). Moreover, this constant control may reduce the potential for employees to feel they are fully engaged as members (Schaubroeck, Shen & Chong, 2017) and can result in negative evaluation of the values of the leader (Zhang & Chen, 2013). Due to this low level of identification, employees are also less inclined to increase social job resources, such as asking for feedback from their leaders (Tuan, 2018).

Lastly, executing jobs with high routinization like the nursing profession decided upon the organizational level could be a barrier for job crafting and increasing social job resources (Harbridge et al., 2022). This is the case with the nursing profession, since nurses describe that their tasks are mandated and prescriptive (Harbridge et al., 2022). Jobs are referred to as routinized if the tasks are repetitive or if the employees do not identify opportunities to do things differently on a day-to-day basis (Bacharach, Bamberger & Conley, 1990). Routinization is developed through repeated execution of certain tasks (Ouellette & Wood, 1998), which leads to performance progressively requiring less conscious processing (Norman & Bobrow, 1975). Moreover, behavioural steps are not consciously chosen, but exist of a pattern, which is stored in memory (Bargh & Barndollar, 1996). Since tasks become a routinized pattern for employees, this hinders creativity in organizations and asking for feedback or coaching is limited, because the tasks are already familiar and accomplished repeatedly in the past (Ford & Gioia, 2000). Furthermore, if the level of routinization is high, this will have a negative effect on job satisfaction (Seo, Ko & Price, 2003) and leads to a higher intention to quit (Simons & Jankowski, 2007). Because of this increased intention to quit employees are more likely to leave their current job instead of increasing social job resources in order to change the job (Laurence, 2010). Combining this higher intention to quit and the limited intentions to ask for feedback or coaching because of the routinized pattern, high routinization within a job acts as a barrier for increasing social job resources.

To conclude, when analysing previous research potential barriers of job crafting and seeking social job resources can be found. Firstly, on the individual level personality traits like psychoticism and psychopathy can hinder increasing social job resources (Roczniewskaa & Bakker, 2016). Secondly on the group level, when employees are closely monitored or supervised by management, this will have a negative impact on the opportunities for social job crafting (Wrzesnieuwski & Dutton, 2001). Lastly, on the organisational level, when a job is

characterized by high routinization, this will function as a barrier for seeking social job resources as well (Laurence, 2010; Ford & Gioia, 2000).

In summary, this research studies the facilitators and barriers of increasing social job resources by using the conceptual framework displayed in Figure 1.

Figure 1

Conceptual Framework of this Research

Facilitators of increasing social job resources
- Individual level
  - Personality traits & high workload
- Group level
  - Leadership style
- Organisational level
  - Environment with tailored feedback & job autonomy

Barriers increasing social job resources
- Individual level
  - Personality traits
- Group level
  - Close monitoring by management
- Organisational level
  - Job with high routinization

3. Method

In order to answer this research question, qualitative data will be collected, in the form of semi-structured interviews. Within this data set, 12 nurses will be interviewed. The researcher herself will collect 10 interviews and two interviews will be used from a colleague researcher conducting similar interviews.

3.1 Research context

The unit of analysis within this research will be nurses operating in a hospital. The primary process of the hospital is providing care for their patients. The hospital is one of the 27 top clinical education hospitals in the Netherlands, including almost 4000 employees and many volunteers. The choice for this specific hospital is because of convenience due to the researcher's contacts within the hospital.

3.2 Research design

To find out which facilitators and barriers are influencing the process of job crafting and seeking social job resources in specific among nurses, this research makes use of the qualitative research method. Qualitative research is used to describe an issue in its context and is favourable for investigating relatively unexplored fields (Clarke & Jack, 1998), as is the

case here with facilitators and barriers, and also job crafting among nurses. Important to note is that by using qualitative research, the researcher and the objects that are researched are connected to each other in an interdependent way (Guba & Lincoln, 1994). As a result, the findings are mutually established in the context of the unit of analysis (Denzin & Lincoln, 1994). In comparison to quantitative research, subjects are not described as how they objectively are, but are interpreted in the way the researcher perceives them (Guba & Lincoln, 1994). Accordingly, the main focus is on illustrating subjects by using interpretations and the context, in order to gather an enhanced understanding of the topic from the eyes of the participants studied (Bryman, 1998).

In order to gather this enhanced understanding, semi-structured interviews will be used as a qualitative technique of data collection. By using semi-structured interviews, the interviewer decides beforehand the general structure including the topics that need to be covered and the main questions that have to be asked (Drever, 1995). The detailed structure, however, is to be discovered during the interview and the interviewee has a considerable amount of freedom of the amount to say and the way in which to express it (Horton, Macve & Struyven, 2004). Using semi-structured interviews is useful for this research, since it is a highly flexible technique adequate for small-scale research (Drever, 1995) and this flexibility allows the researcher to pursue emergent themes, therefore gaining new and important insights (Corbin & Morse, 2003).

For this research, the deductive method of data collection will be used. The deductive method can be referred to as theory testing and takes the theoretical propositions derived from the literature as a starting point and uses these for the collection and analysis of data (Fereday & Muir-Cochrane, 2006). Therefore, firstly a literature review has been conducted on potential facilitators and barriers of seeking social job resources. Subsequently, this scientific information is operationalized and then reviewed by empirical data gathered during this research (Antwi & Hamza, 2015). Before the literature can be used in the way of concrete interview questions, it has to be operationalized (Pearse, 2019). The central topics from the literature review have been analysed into concrete dimensions and indicators, which are used to formulate specific interview questions regarding increasing social job resources. These specific interview questions will be added to the central interview guide designed by the supervisor containing all four dimensions of job crafting.

In order to ask these interview questions, a sample of nurses should be conducted to interview. To do so, a non-probability sampling method will be applied. This means that the sampling is not executed randomly (Lamm & Lamm, 2019) and the participants are included

with unknown probabilities (Vehovar, Toepoel & Steinmetz, 2016). Related to the non-probability sampling method, the exact type that will be used in this research is convenience sampling. Convenience sampling refers to researching participants of the population, which are easily accessible to the researcher (Given, 2008) and meet certain practical criteria, such as being available at a given time, or the willingness to participate in the study (Dornyei, 2007). Although the sampling procedure was done conveniently, certain guiding criteria have been set beforehand. The guiding criteria include that the nurses should be working in the same hospital to obtain one clear unit of analysis, and have at least more than 3 years of experience working as a nurse, so it can be considered that they have sufficient knowledge and experience to have participated in job crafting activities.

When the guiding criteria were set, the accessing of nurses started. In order to approach them, the researcher used her network at the hospital and asked nurses personally within the hospital if they were willing to participate. By doing so, the researcher shared information about the research, including the topic, aim and average duration of the interviews. Moreover, a consent form was handed over to the interviewees, in which information was provided on how their privacy and anonymity would be ensured and if they do not mind to be recorded. The research data will be made anonymous and safely stored according to the research data management guidelines of Radboud University and conform the General Data Protection Regulation. Besides that, the collected data will remain confidential and anonymous and in no way will the answers that the participants provided be linked to their identity. As soon as possible, any personal data of the participants will be deleted and contact data of the participants is not collected. Lastly, when participants have any complaints regarding this research, the researcher can be contacted and even up to six weeks after participating the participants can withdraw their participation without providing a reason and have their research data removed.

3.3 Interview

In order to design the set of interview questions, an interview protocol was provided to the researcher from the supervisor. This protocol was first written in English, however the researcher translated the questions together with the other researchers from the thesis circle into spoken Dutch. Every researcher translated the interview questions personally, and afterwards a discussion took place on which translations were most accurately.

The interview consists of approximately 20 questions and in total 12 interviews will be analysed. These questions cover some introductory questions, discuss all four dimensions of job crafting and its facilitators and barriers, and lastly ask nurses to provide positive and

negative examples of job crafting they have initiated at work themselves or witnessed one of their colleagues doing so. Within the introductory questions, one question aims at getting the nurses to talk about job crafting without them knowing that they are talking about this concept. This is very important to do so in the interview, so we do not prime the participants and lead them into thinking that they engage in job crafting at their work, while they might actually not do so (Herr, 1986).

During the interview, protocols will be used to enhance the quality of the data collection. Every interview starts in the same way, by first explaining the aim of this research, which topics will be addressed and how anonymity will be protected. The interviews will be conducted face-to-face as much as possible in order to analyse the context and expressions of the interviewee better. When conducting the interviews, these will be recorded in order to transcribe and analyse them later on. The interviews have an average duration of 30 minutes and were all conducted in Dutch, since this is the native language of the respondents.

The interview guide can be seen in Appendix 1.

3.4 Quality criteria

In order to enhance the quality of this research, the quality criteria of qualitative research will be considered (Guba & Lincoln, 1989). To ensure credibility, progressive subjectivity, so keeping record of the choices made during this process and member checking will applied. These two approaches will enhance credibility since by keeping a record of the choices and by member checking, so testing your interpretations with the participants, a good fit is made between the constructed realities of respondents, and the reconstruction ascribed to them (Guba & Lincoln, 1989). Besides that, to consider confirmability, a codebook will be included in the appendix, which provides the opportunity for the readers to perceive how the findings are developed from the empirical data. These same findings will be described in depth, which grants the readers the opportunity to evaluate whether the data is also useful to their own context, which enhances the transferability. Lastly, the researcher will keep a research diary, to check the alterations of the research, in order to indicate how meaning is created and therefore to increase dependability.

Important to take into account when using qualitative research is that in general qualitative research is strong in credibility and lower in transferability. Credibility refers to if a good fit is made between the constructed realities of respondents and the reconstruction ascribed to them (Guba & Lincoln, 1989). Credibility is high in qualitative research, since the researcher can explain unclarities when they arise. Transferability on the other hand, refers to the

generalizability of the research (Cook & Campbell, 1979). Generally, even though the researcher prescribes a thick description of the case, the transferability for qualitative research is lower. This is caused by the fact that within qualitative research, researchers seldom select their participants randomly, resulting in a lower population validity (Johnson, 1997). Therefore, qualitative research is frequently weaker in generalizing results from a sample to a population. However, there are other modes in which results from qualitative research can be generalized. Examples of this are moderatum generalizations and analytical refinement (Guba & Lincoln, 1989).
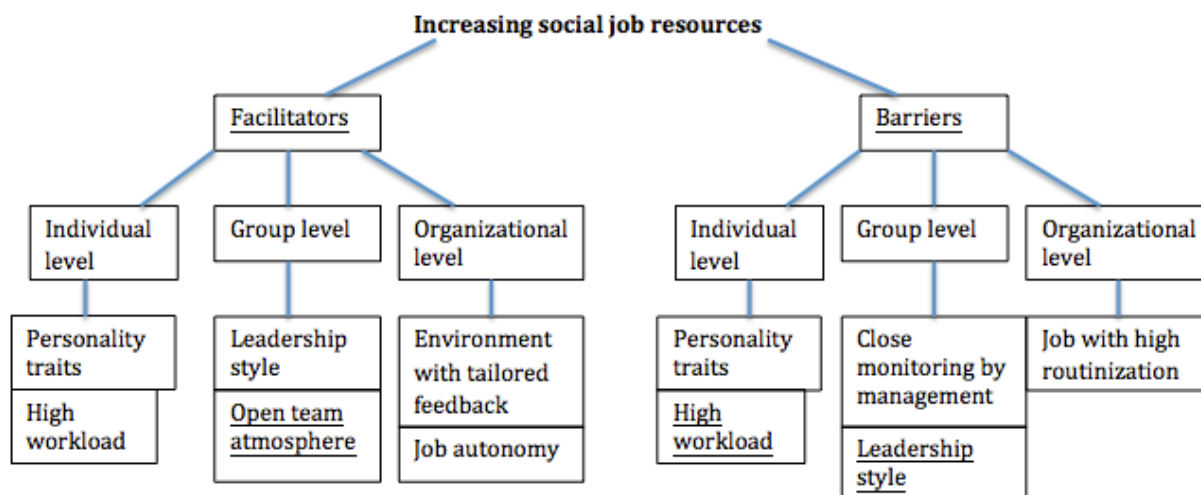
3.5 Coding procedure

In order to analyse the data from the interviews, ATLAS.TI will be used, following a template analysis (King, 2004). Template analysis implies first designing a list, or so-called template of codes, which is established beforehand (King, 2004). When analysing the data, this template of codes can be changed or more codes can be added when necessary. Using template analysis is helpful to analyse the conceptual framework, since due to this approach, both deductively and inductively coding can be used. Both of them will be applied, since the use of inductive and deductive approach together is regarded a good qualitative technique to cover the complete range of the topic (Patton, 1991).

In an effort to design this template of codes, first the conceptual framework was analysed. When analysing the conceptual framework, different codes were generated relating to increasing social job resources and its facilitators and barriers. Within the coding, four levels of coding were used. The first level is the ability of the nurses to engage in this dimension within their job context. The second level that follows from this, relates to the sub dimensions, namely the facilitators and barriers of engaging in increasing social job resources. Within these dimensions, the third level of coding is applied, by analysing the specific level to which each of the facilitator or barrier belongs. Lastly, the fourth level of coding includes coding the specific facilitators or barriers of each sub dimension, so for example coding the personality traits and high workload for the individual level facilitator dimension. The code structure, which is implemented as a template for analysing the facilitators and barriers of increasing social job resources, can be seen in Figure 2. When applicable, this structure will later be expanded with inductive codes.

Figure 2.
Code Structure Facilitators and Barriers

Increasing social job resources

Facilitators			**Barriers**		
Individual level	Group level	Organizational level	Individual level	Group level	Organizational level
Personality traits	Leadership style	Environment with tailored feedback	Personality traits	Close monitoring by management	Job with high routinization
High workload	Open team atmosphere	Job autonomy	High workload	Leadership style	

Note. Underlined codes are newly found inductively.

Following designing the template and code structure, two types of coding at ATLAS.TI will be used to analyse the data, namely coding by list and open coding (Saldana, 2009). To start with coding by list, a list of codes from the code structure used in this research was made and inserted into ATLAS.TI. Following this list, when a quotation from an interview belongs to one of the codes, the specific quote was highlighted and attached to the particular code. The advantage of applying coding by list, is that the concepts are kept straight and codes which are used frequently, can be easily applied to pieces of text (Moghaddam, 2006).

Simultaneously, the open coding type was applied as well. The procedure of using open coding is fairly similar to using coding by list (Saldana, 2009). Yet, the principal difference is that highlighting useful quotations and assigning a code to the text is done manually, and the researcher can insert the name of the code (Saldana, 2009). Using both open coding and coding by list is useful in this case, since by making use of coding by list, the deductive codes are assigned, although when running into new facilitators or barriers which could be important, so inductively, the use of open coding is valuable.

The coding of the inductively found quotations or concepts that are not part of the conceptual framework yet, will be done in three cycles according to Saldana (2009) and are added underlined in the code structure. Firstly, open coding will be applied to break up the data into distinct parts and different codes will be created to label them. Secondly, axial coding will be applied. By using axial coding, all highlighted quotations with open codes will be put in a list underneath each other to determine whether there are similarities with the dimension they could belong to. When this is the case, these quotations will be positioned next to each other and allocated to the same concept. Lastly, a more detailed look will be taken at each

quotation or group of quotations to analyse to which specific barrier or facilitator the quotation can be allocated.

4. Findings

The findings of the interviews will be discussed according to two topics. Firstly, the facilitators of increasing social job resources among nurses will be analysed and lastly the barriers of will be discussed. Within each topic both findings, which confirm previous theory as well as inductively found new facilitators and barriers, are discussed to cover the entire picture.

4.1 Facilitators increasing social job resources

Individual level. *Personality traits*. One of the most common facilitators of increasing social job resources are personality traits, mentioned by almost all nurses. This positive influence can be both seen in personality traits such as being proactive as well as extravert. Half of the nurses mention that they have a proactive personality and as a result ask for feedback or coaching: *"Because I am eager to learn, I ask for feedback and coaching to further grow and develop myself. (R4)"* Besides a proactive personality, some nurses also mentioned that being extravert increased the amount of feedback and coaching that they asked. According to them, being extravert takes away the boundary to ask feedback or coaching: "*I would describe myself as pretty extravert, so when I need help or coaching then I just do that, that is not hard for me. (R8)"* A last nurse sums these two points clearly up by mentioning: "*In general I am quite studious and extravert, so when it is needed I will ask feedback from the manager. My easy personality encourages me in doing that. (R7)"*

High workload. Only some of the nurses mention that a high workload acts as a facilitator for increasing social job resources. This facilitating role can be mainly seen in the feedback or coaching asked to cope with this high workload: *"You have to move on quickly, so you also do not have time to muddle through so you will easily ask feedback from other colleagues. (R1)"* Another nurse relates to this by stating: *"You want to ask more feedback and coaching, because in that way you can learn to complete your task quicker and that would reduce the workload, which is something you want. (R5) "* Next to feedback or coaching in specific, the nurses mention that the high workload also increases the amount of help being asked from colleagues: *"Due to the high workload I definitely ask more help. We often have multiple consultation moments. (R2)"*

Group level. *Leadership style.* Another finding that is noteworthy to include since all nurses mentioned this is the leadership style. Especially an empowering leadership style was found to be increasing the amount of social job resources: "*My manager placed a lot of emphasis on empowering the employees and to encourage everybody to develop themselves. Yes this, encouraged employees to come to her for feedback or coaching advise. (R5)*" Besides the empowering aspect, the fact that a leader is easily approachable also encourages to ask feedback according to respondent 4: "*She was a very open and socially available woman, you were welcome at her office with every problem that you encountered. So due to her open attitude, I always felt comfortable to ask her for help or feedback.*" Lastly, also the directive leadership style was mentioned to be a facilitator for increasing social job resources, however not among all nurses, but some: "*The every day tasks were clearly described by our manager, however when I encountered difficulties and I needed help or coaching, she let me first explain myself. And afterwards she provided tips to move on and I really liked this. (R1)*"

Open team atmosphere. Besides the facilitators that were previously mentioned in theory, some nurses also refer to an open team atmosphere facilitating increasing social job resources. According to these nurses the atmosphere within a department or team can be crucial at enhancing social job resources: "*I believe that the relationship with your team, your senior and manager is important. When you feel safe and trusted, you know that you can ask somebody for coaching or feedback. Yes I think that trust and an open team atmosphere is important, because then I dare to ask for feedback when needed. (R8)*"

Organizational level. *Environment with tailored feedback.* One more finding, which was mentioned by half of the interviewees, is an environment that uses tailored feedback. Such an environment acts as a facilitator, since employees feel they are being seen and heard as a unique person, which they appreciate. An interviewee states for example: "*She really wanted to know you, and she adjusted herself to your private situation what she discussed and how she discussed it. Because she personalized the feedback, I listened way better and I would come back to her for feedback. (R1)*" Important to note here is that most nurses state that the manager personalized the feedback and this stimulated them to increase their social job resources. However, among colleagues this is not always the case: "*Mostly among colleagues this is more general. There is room to be yourself, but the feedback that you receive is more like guys we need to focus more on this and that. (R8)*" Nevertheless, another nurse mentions that this depends on the person you ask: "*It depends on which colleague or manager you ask. You notice that some colleagues are more adept in providing feedback and they really look at your situation in particular and try to base their feedback on*

that. Others do it less often or more in general. However, when it is personalized I am more inclined to ask that person again, because I can do more with that feedback. (R10)"

Job autonomy. The last facilitator for increasing social job resources is job autonomy. Surprisingly, only a few nurses mentioned that having more autonomy within their job led to an increase in their social job resources, while the majority mentioned to experience little to no job autonomy. Interestingly to mention is that the two nurses which experienced job autonomy leading to an increased level of social job resources are both senior nurses, so nurses which act as an assistant manager on their senior days. Respondent 3 states: *"Because of the autonomy I took on extra tasks and projects and I got more challenge for myself. However that also brings some difficulties with it. And with those difficulties I will ask more for feedback or coaching concerning how I can deal with that situation the best way."*

4.2 Barriers increasing social job resources

Individual level*. Personality traits.* According to both theory as well as the nurses interviewed, personality traits can influence increasing social job resources. Noteworthy to mention is that most nurses indicated a positive relationship between personality traits and increasing social job resources, while only a few of them mentioned a negative relationship. One important personality trait which was mentioned to act as a barrier for increasing social job resources is being more reserved, closed and insecure. Respondent 7 for example mentions*: "I think that because I have a more closed personality, I ask less for feedback or coaching. I am more reserved and keeping a low profile, so I do not really ask for that because it is not in my nature to do so."* Besides having a more closed and reserved personality, being insecure can also act as a barrier described by respondent 8: *"I think that naturally speaking, because I am more insecure I ask less for feedback and coaching."*

High workload. A barrier on the individual level, which emerged inductively from speaking with the nurses, is the high workload. The majority indicated that they experience the high workload as a barrier with lack of time that they experience to ask for feedback or coaching due to this high workload as the main reason: *"When I am really running all day, sometimes I just do not have time to ask for feedback. And then I really want to discuss it tomorrow, but then it was busy again. (R1)"* This holds the same for respondent 5 who says*: "The high workload means that we are less likely to ask for feedback, we just go on and on and we do not have the time to develop or ask questions."* This high workload is not only experienced individually with the nurses, they also mention that because they see their colleagues being very busy as well, they are less inclined to ask them for feedback or coaching: *"I notice, for*

example, that other people around me are continuously busy and running, then I don't sit down with them to ask for feedback, that does hinder me. (R1)"

Group level. *Close monitoring of management.* Secondly, an important barrier that was mentioned by all of the nurses is the close monitoring of management. According to all nurses, being closely monitored by management or a supervisor results in asking less for feedback or coaching. The reason behind this is: *"When somebody closely monitors me and is very cramped with the guidance and communication, this makes me more insecure and when I become insecure then I don't ask for feedback that much. (R1)"* Besides making them feel insecure, in general the close monitoring does not result in a pleasant feeling for the nurses and therefore they are not inclined to ask for feedback or coaching: *"If people are constantly watching me, especially the manager then I do not feel comfortable with that and as a result I will ask less for feedback and coaching. (R4)"*

Leadership style. A barrier found inductively on the group level is the leadership style of a manager. Almost half of the nurses mentioned that the leadership style could act as barrier for them to ask feedback or coaching. Specific leadership styles that were mentioned were mostly styles including not listening to the employee, not having the appearance to feel welcome for feedback and constantly returning the questions. Respondent 5 for examples mentions: *"Logically people did not quickly ask this manager for feedback or coaching, because she just did not radiate that."* Moreover, constantly returning the questions as a manager, does not encourage asking for feedback or coaching either: *"She was really more like how could you that yourself, when you came up with a question. How do you see that, and then you did not feel heard, she was not helpful in that. (R7)"*

Organizational level. *High routinization.* Besides the leadership style, executing a job with high routinization also acts as a barrier. The majority agrees with this, while a few of them do not believe that this hinders them in increasing their social job resources. Nevertheless, all of them agree that within the hospital, the nurses experience little to no job autonomy and there is a high level of routinization: *"In general there are standard daily tasks and it also very protocol-based work. (R6)"* Important to analyse is that the result of this high level of routine in their job is a decreased level of social job resources: *"After all those years I have known the protocol by heart for a long time, so because it is often the same routine every day, I need less coaching. (R7)"* So especially because the routine is the same everyday, the nurses are not really challenged or inclined to ask feedback or coaching. In general the majority agrees with the high level of routine being a barrier for increasing social job resources, while a few of them also do not agree. The reason for that is because they feel

that even though there is a high level of routine within their job, they can still encounter things which they do not know and therefore ask for feedback or coaching: *"I do not think it is a barrier, because if I run into something during my tasks, I have to solve it anyway. Then I will ask for help or afterwards for coaching. So that does not really matter for me. (R1)"*

5. Discussion

Firstly, the findings indicate that the main facilitators mentioned by the majority of the nurses are personality traits on the individual level, an empowering leadership style on group level and working in an environment that uses tailored feedback on organizational level. Personality traits such as being proactive and extravert, also acknowledged by previous research (Tims et al., 2012; Bakker, 2015), leads to an increased level of asking for feedback and coaching, since these traits trigger the nurses to be eager to learn and be extravert enough to easily ask for it. Moreover, as suggested by Harbridge et al. (2022), leadership can be a facilitator on the group level. An empowering leadership style and being approachable as a supervisor leads to nurses asking for more coaching and feedback, since the supervisor is open for it and encourages people to develop themselves. Lastly, nurses who work in an environment which uses tailored feedback facilitates asking for feedback and coaching, since the nurses feel that the feedback is well thought off and they value it.

Secondly, there are also three main aspects, which hinder this activity. The main barrier mentioned by all nurses is on group level and entails being closely monitored by management. When nurses feel they are constantly being watched, they do not feel comfortable to ask for feedback or coaching. This finding correlates with previous research stating that close monitoring of management undermines socio-emotional bonds, so discourages the need for human connection and seeking social job resources (Tuan, 2018). Moreover, the findings indicate, as prescribed in literature as well, that there is a high level of routinization within the nursing profession (Harbridge et al., 2022). This high level of routinization within work experienced by the nurses on the organizational level acts as a barrier for increasing social job resources, since the nurses know the routine and every day tasks by hard so they do not feel the need to ask for extra feedback. Lastly, an important barrier on the individual level found inductively is the high workload. Since the majority of the nurses experience a high workload, there is a lack of time to ask for feedback or coaching.

5.1 Contribution to knowledge

This research contributes to existing knowledge in three ways. Firstly, recent research has emphasized the urge for more research on the topic of increasing social job resources (Rofcanin et al., 2019), and this research answers that call by studying this topic. Moreover, this research expands on that, by also focussing on the facilitators and barriers of increasing social job resources and therefore contributing to knowledge as well. This is important to study, since Bakker (2018) suggests that future research should explore these facilitators and barriers, since this is only done in a very limited manner. Lastly, this research adds to existing knowledge by focusing on the nursing profession in specific. There are only limited job crafting studies and especially increasing social job resources in nursing yet, so further research is encouraged (Harbridge et al., 2022). This research contributes to this gap, since this research studies the concept of increasing social job resources among nurses.

5.2 Practical implications

The results of this research have managerial implications relating to optimizing the work environment of nurses, and between supervisors and nurses. Hospitals may benefit from expanding the facilitators and decreasing the barriers of increasing social job resources, as the results indicate that nurses want to engage in this form of job crafting, but sometimes lack the ability to do so. This is important to enhance, since an optimized work environment can improve occupational well-being and job performance (Tims et al., 2013). A way to do this is for example to analyse the high workload in a hospital or department and see if this can be limited, or if the relationships between supervisors and nurses can be improved to enhance social job resources. Alternatively, hospitals can design training programmes, which focus on empowering nurses with the tools needed to increase asking for feedback or coaching, while maintaining standard clinical protocols. Providing this option for increasing social job resources is important for both nurses as well as hospitals, since this leads to nurses retention and recruitment to public health (Harbridge et al., 2022).

5.3 Limitations

When considering the findings of this research, certain limitations should be taken into account. At first, there is the limitation of transferability. Since this research only focuses on nurses working in one specific hospital, and mainly at the same department, there is a limitation of concluding that the findings are transferable to other departments or other hospitals in general. Besides that, the representativeness is also at stake, since this data set only includes 12 interviews, with only 2 senior nurses. The representativeness of this research is therefore lower. Because of this lower representativeness, other scholars are also encouraged to expand on this research and analyse this topic in different hospitals or

healthcare organizations. Lastly, self-selection bias could have influenced this study. For example, people who are not socially active may not have the time or motivation to participate (Heckman, 1990).

5.4 Directions for further research

In order to dive deeper into the concept of increasing social job resources and build further on this research overcoming some of the limitations, the recommendation for further research is to analyse the social job resources on a broader scale. This entails, not only researching the facilitators and barriers of increasing social job resources in this hospital, however also in other hospitals, both academic and non-academic, as well as other healthcare organisations. This recommendation follows from extending on the conclusions drawn of facilitators and barriers of increasing social job resources in this hospital, and expanding it to other types healthcare organizations to retrieve a fully broad view. This broad view when researching other healthcare organizations as well is important, because only then a conclusion can de made on which particular facilitators and barriers are uniquely influencing hospitals, or which of them are influencing healthcare organizations in general.

Moreover, another recommendation for further research is to build forth on the most common facilitators and barriers mentioned in this research, like the personality traits, leadership style, monitoring of management and high workload. As these four were most common, it is important to further research how these facilitators and barriers are exactly influencing increasing social job resources and why this is the case. An option to do this, is to repeat a qualitative study, however execute an in-depth analysis into the functioning of these concepts. So, break up each facilitator or barrier into smaller indicators and analyse which specific indicators execute an influence and how nurses or healthcare organizations can react beneficially to such an influence.

6. Conclusion

In order to examine the facilitators and barriers of increasing social job resources among nurses, 12 nurses working at a hospital have been interviewed. When analysing the data and taking the conservation of resources theory, so people want to grow and protect their social job resources into account, the conclusion can be divided into two themes, facilitators and barriers of increasing social job resources among nurses. Firstly, the findings indicate that nurses want to engage in increasing social job resources and there are a few aspects that facilitate this engagement. The main facilitators mentioned by the majority of the nurses are

personality traits on the individual level, an empowering leadership style on group level and working in an environment that uses tailored feedback on organizational level. The main barriers mentioned on the other hand, are a high workload on the individual level, being closely monitored on the group level and high level of routinization on the organizational level.

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8. Appendix

8.1 Interview guideline

Thank you for agreeing to participate in this study. In the following 30 minutes or so I will ask you a set of questions that revolve around your tasks at work and the way you perform them.

1. Can you please describe for me the nature of your job? (outpatient/inpatient nurse)

2. Can you describe to me your daily tasks in terms of:
   - The tasks that you do that involve interacting with other individuals (colleagues and patients)
   - The tasks that you conduct alone

3. Sometimes we like to add our own "touch" to our jobs and the way we conduct the tasks that fall under it. Can you tell me how do you think you do your job differently from others in comparable jobs ?

4. Have you ever heard about the concept of job crafting? [even if the participant has heard of the concept of job crafting before, please provide him or her with the definition below]

Job crafting includes the set of changes that employees engage in at work in order to achieve a better match between their needs and preferences and their jobs. Employees who engage in job crafting shape their job demands and resources in order to create a work environment that enables them to perform better in.

JC can be divided into the four dimensions outlined in the table below:

Increasing Social Job Resources
I ask my supervisor to coach me
I ask whether my supervisor is satisfied with my work
Increasing Structural Job Resources
I try to develop my capabilities
I try to learn new things at work
Decreasing Hindering Job Demands
I manage my work so that I try to minimize contact with people whose problems affect me emotionally
I make sure that my work is mentally less intense

Increasing Challenging Job Demands
When an interesting project comes along, I offer myself proactively as project co-worker
When there is not much to do at work, I see it as a chance to start new projects

5. I am now going to go through each of the dimensions that I mentioned and ask you specific questions about them:

Increasing Social Job Resources
- Can you please elaborate on the possibility of engaging in this dimension in your job context?
- What do you think are the facilitators of increasing your social job resources in your job context?
- What do you think are the barriers to increasing your social job resources in your job context?
- What impact do you think COVID-19 has had on increasing your social job resources in your job context?

Increasing Structural Job Resources
- Can you please elaborate on the possibility of engaging in this dimension in your job context?
- What do you think are the facilitators of increasing your structural job resources in your job context?
- What do you think are the barriers to increasing your structural job resources in your job context?
- What impact do you think COVID-19 has had on increasing your structural job resources in your job context?

Increasing Challenging Job Demands
- Can you please elaborate on the possibility of engaging in this dimension in your job context?
- What do you think are the facilitators of increasing your challenging job demands in your job context?
- What do you think are the barriers to increasing your challenging job demands in your job context?
- What impact do you think COVID-19 has had on increasing your challenging job demands in your job context?

Decreasing Hindering Job Demands

- Can you please elaborate on the possibility of engaging in this dimension in your job context?
- What do you think are the facilitators of decreasing your hindering job demands in your job context?
- What do you think are the barriers to decreasing your hindering job demands in your job context?
- What impact do you think COVID-19 has had on decreasing your hindering job demands in your job context?

6. Can you please provide me with some job crafting examples that you have initiated in your job or you have witnessed someone initiate in their job and that you thought were effective/ successful?

You yourself:
- What did you do?
- What was the reason behind this JC behavior?
- How did this JC behavior make you feel?
- What was the outcome of this JC behavior?

Another person:
- What did they do?
- What was the reason behind this JC behavior?
- How did this JC behavior make them feel?
- What was the outcome of this JC behavior?

7. Can you please provide me with some job crafting examples that you have initiated in your job or you have witnessed someone initiate in their job and that you thought were ineffective/ unsuccessful?

You yourself:
- What did you do?
- What was the reason behind this JC behavior?
- How did this JC behavior make you feel?
- What was the outcome of this JC behavior?

Another person:
- What did they do?

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

8.2 Codebook

Code	Description	Example
Personality traits	Nurses mention that a personality trait they posses influences the amount of social job resources	"I am pretty proactive, so I always have the drive to learn. I followed a course oncology at the VU and afterwards I asked my manager to coach me with this on the work floor. But that is just because it is my character that I want to develop myself and therefore ask for that extra coaching."
High workload	In order to cope with a high workload apparent in their work environment, nurses can mention that they will increase their social job resources.	"You have to move on quickly, so you also do not have time to muddle through so you will easily ask feedback from other colleagues."
Leadership style	A certain leadership style can encourage nurses to increase their social job resources, example could be an empowering leadership style because of the coaching characteristic.	"My manager placed a lot of emphasis on empowering the employees and to encourage everybody to develop themselves. My manager helped the employees a lot to also coach them effectively with this. Yes this, encouraged employees to come to her for feedback or coaching advise."
Job autonomy	To achieve the learning and development related to a job environment with high job autonomy, nurses will increase their social job resources. Job autonomy is also connected to asking feedback and seeking social support in general.	"Because of the autonomy I took on extra tasks and projects and I got more challenge for myself. However that also brings some difficulties with it. And with those difficulties I will ask more for feedback or coaching concerning how I can deal with that situation the best way."
Environment with tailored feedback	Tailored feedback is proposed to exert a positive effect on the elaboration of the message, being retained better and a higher chance to affect the attitudes of the employees. So nurses who receive tailored feedback are likely to experience this as positive and therefore increase their social job resources more than before.	"She had an eye for that, like she will react this way so she adjusted her feedback to that. Because she personalized the feedback, I listened way better and I would come back to her for feedback because I value the way she brings it and that I know that the feedback is well thought off."
Open team atmosphere	According to some of the nurses, an open team atm... enh... that	"I believe that the relationship with your team, your senior...
Personality traits	Cer... amo... clos	

Code	Description	Example
Close monitoring of management	When people are closely monitored by management or their supervisor, they will probably not like this and are less likely to ask that supervisor for help or feedback / increase their social job resources.	"If somebody closely monitors me, it just makes me a little tense. Then I rather do my own thing and ask for feedback or coaching less quickly, because they see everything anyway."
High level of routinization	When a job is highly routinized, so people have to execute the same tasks everyday, it is likely that less feedback or coaching is needed, because everything is familiar.	"After all those years I have known the protocol by heart for a long time, so because it is often the same routine every day, I need less coaching."
High workload	Because of the high workload apparent in the hospitals, there is less or almost no time to ask and sit down for feedback or coaching.	"When I am really running all day, sometimes I just do not have time to ask for feedback. And then I really want to discuss it tomorrow, but then it was busy again."
Leadership style	A leadership style is important for social job resources, because when a supervisor does not portray that he/she is open to provide feedback or coaching, some people will not ask him/her.	"Someone who would always give his unvarnished opinion, for that that is like I do not want to go there and ask for help."