



Job enlargement, job crafting and the moderating role of self-competence

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Introduction

After a fundamental contribution by Wrzesniewski and Dutton (2001) was published, job crafting received increasing attention within the literature on proactivity. Job crafting has been described as “an exciting area of research” (Oldham and Hackman, 2010, p. 470) because of its relevance in terms of rethinking the role of workers in areas such as job design (Oldham and Hackman, 2010), work satisfaction and well-being (Tims *et al.*, 2013a), work engagement and performance (Bakker *et al.*, 2012), quality of work (Leana *et al.*, 2009), proactive adaptations (Berg *et al.*, 2010b), learning (Kira *et al.*, 2010) and change (Petrou *et al.*, 2012).

Although several research results are already available, the role of organizational context and individual differences in facilitating or inhibiting job crafting is still relatively unexplored (Berg *et al.*, 2013, Grant and Ashford, 2008). This paper’s contribution to such research is twofold. In the job crafting model created by Tims and Bakker, which is based on the Job Demands – Resources (JD-R) approach, job crafting is described as an individual initiative aimed at modifying the level of available demands and resources to improve the person – job fit (Tims and Bakker, 2010). In this paper, we build upon such a model to clarify whether a relevant job contextual characteristic, such as job enlargement, may facilitate employees’ job crafting initiatives aimed at changing their structural and social resources.

Second, we analyze the role of self-competence as a moderator between job enlargement and job crafting behaviors. Several authors argue that personal resources (e.g., self-competence) play a significant role in influencing proactive behaviors (for a review see Tornau and Frese (2013) and, specifically on job crafting, see Tims and Bakker (2010)). Thus, in this paper we ask whether perceived self-competence moderates the relation between job enlargement and job crafting. We specifically focus on job crafting behaviors aimed at increasing structural and social resources. We do not consider other job crafting behaviors, such as increasing

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3 challenging demands and decreasing hindering demands, because job crafting is a general,
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5 composite construct, comprising a variety of different behaviors. According to Wrzesniewski
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7 and Dutton (2001), job crafters do not necessarily craft their jobs in all possible ways, so it
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9 seems reasonable to consider different types of job crafting behaviors in relation to different
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11 research questions. In our study, we considered job crafting behaviors that seem to be directly
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13 related to antecedents such as job enlargement and self-competence.
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16 17 18 **Job crafting** 19

20 The literature on job crafting began with a fundamental contribution by Wrzesniewski and
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22 Dutton (2001). The authors define job crafting as “the physical and cognitive changes
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24 individuals make in the task or relational boundaries of their work” (Wrzesniewski and
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26 Dutton, 2001, p. 179). They identify three different types of job crafting behaviors: i)
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28 changing *task boundaries*; ii) changing *relational boundaries*; iii) changing *cognitive task*
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30 *boundaries*. According to this model, the motivation for job crafting arises from three basic
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32 individual needs (*need for control*, *need for a positive self-image* and the *need for human*
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34 *connections*). Job crafting may be facilitated or inhibited by job characteristics (i.e.,
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36 autonomy, interdependence), general motivational orientations (i.e., intrinsic versus extrinsic
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38 motivations), or work orientation (i.e., seeing work as a job, a career, or a calling). It
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40 generates consequences in terms of work design, social environment at work, meaning of
41
42 work and work identity. Thus, job crafting is a proactive and adaptive process (Berg *et al.*
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44 2010b) through which employees craft their job by *adding tasks*, *emphasizing tasks* or
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46 *redesigning tasks* to respond to unanswered occupational callings, achieve a greater level of
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48 task variety and identity (Berg *et al.*, 2010a) and enrich the meaning of their work
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50 (Wrzesniewski *et al.*, 2003). Research shows that both personal characteristics, such as self-
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52 image, perceived control, readiness to change (Lyons, 2008), and interpersonal dynamics
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3 (Leana *et al.*, 2009) may have a significant role in shaping job crafting. Additionally, it is
4
5 shown that job crafting may lead to improved individual performance (Bakker *et al.*, 2012) or
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7 group performance (Tims *et al.*, 2013b) through higher work engagement. A recent study by
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9 Tims *et al.* (2013a) illustrates a positive relation between job crafting, job satisfaction,
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11 burnout reduction and workers' well-being. These authors adopt the Job Demands –
12
13 Resources (JD-R) job crafting model (Tims and Bakker, 2010), which, in turn, is based on the
14
15 more general JD–R work model (Demerouti *et al.*, 2001). Tims and Bakker (2010) propose
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17 that employees craft their jobs by taking initiatives aimed at changing their *job demands* and
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19 *job resources*. Job demands refer to the physical, social or organizational job characteristics
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21 that require sustained physical and/or psychological effort. Job resources refer to the physical,
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23 psychological, social or organizational elements of the job that allow workers to achieve goals
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25 and facilitate their personal development (Demerouti *et al.*, 2001). Examples of job demands
26
27 are workload, time pressure and role conflicts. Examples of job resources are job security,
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29 team climate, opportunity for skill utilization, skill variety and autonomy (for a review see
30
31 Bakker and Demerouti (2007)). Tims *et al.* (2012) propose a key distinction between *social*
32
33 *resources* and *structural resources*. Structural resources refer to elements such as autonomy,
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35 responsibility, capabilities and knowledge of the job, whereas social resources refer to
36
37 elements such as support from colleagues, feedback and supervisory coaching. This
38
39 distinction is particularly important. First, it allows for focus on significantly different job
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41 crafting behaviors. Second, it helps to understand how workers proactively relate to different
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43 aspects of their working life, such as work and task structure on the one hand, and social
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45 structure on the other. According to the JD-R job crafting model (Tims and Bakker, 2010,
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47 Tims *et al.* 2012), workers may attempt to increase their job resources (both structural and
48
49 social) to obtain valuable individual outcomes (e.g., work engagement and job satisfaction).
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51 Additionally, they may try to increase their challenging job demands to achieve mastery
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3 experiences, which, in turn, may lead to increased satisfaction and engagement. Finally, they
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5 may try to decrease hindering job demands as exposure to such demands may lead to negative
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7 consequences, such as burnout and reduced work engagement. Overall, workers craft their
8
9 jobs to achieve a better balance between demands and resources (Tims et al., 2012).
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11 12 13 14 **Research hypothesis**

15 16 17 18 *The relationship between job enlargement and increasing structural and social resources*

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20 Few studies have explored empirically the relationship between work organization and job
21
22 crafting. Available research shows that task complexity and task discretion predict relational
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24 crafting (Ghitulescu, 2006). Similarly, a combination of high day-level work pressure and
25
26 high day-level autonomy (active jobs) may increase the number of initiatives aimed at seeking
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28 resources (Petrou *et al.*, 2012), even though the influence of discretion on job crafting is quite
29
30 articulated given that it may vary at different ranks (Berg *et al.*, 2010b). Additionally, job
31
32 control may facilitate job crafting (Lyons, 2008). Overall, these studies indicate that different
33
34 work features may have a significant effect on job crafting. On the one hand, job stressors
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36 may trigger proactivity when individuals perceive a gap between their current work situation
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38 and a desired one as they try to fill that gap through job crafting initiatives (Tims and Bakker,
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40 2010). On the other hand, job characteristics such as job autonomy, control, skill variety, task
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42 identity and task significance may stimulate initiatives (Bindl and Parker, 2010; Grant and
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44 Ashford, 2008) and proactive behaviors (Ohly and Fritz, 2009) by increasing motivation
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46 (Demerouti *et al.*, 2001), work engagement (Bakker *et al.*, 2012), satisfaction and well-being
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48 (Tims *et al.*, 2013a). Such characteristics also decrease exhaustion and cynicism (Bakker *et*
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50 *al.*, 2004) and, overall, encourage behaviors aimed at preserving and accumulating job
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52 resources (Hakanen *et al.*, 2008). This process is known as “gain spiral”, which is described
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3 by Conservation of Resources (COR) theory (Hobfoll, 1989). According to COR theory,
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5 individuals are constantly engaged in retaining and building resources to protect themselves
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7 from stress and burnout as well as to increase well-being. Llorens *et al.* (2007) illustrate such
8
9 a process empirically by showing that “efficacy beliefs play a mediating role between task
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11 resources and engagement, and engagement increases efficacy beliefs, which, in turn, increase
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13 task resources over time” (Llorens *et al.*, 2007, p. 825). Similarly, Hakanen *et al.* (2008)
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15 observed a cyclical relationship between job resources, work engagement, personal initiative
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17 and work-unit innovativeness.
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21 Job enlargement is a well-established job design approach through which the variety of tasks
22
23 and required skills defining a certain job are increased. Parker (1998, p. 837) showed that job
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25 enlargement, by providing “regular and ongoing opportunities for enactive mastery”,
26
27 increases self-efficacy, which is a relevant antecedent for proactivity (Parker *et al.*, 2006). At
28
29 the same time, skill variety may improve the meaningfulness of work and promote a flexible
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31 role orientation (Parker *et al.*, 1997), again an antecedent for proactive behavior (Parker *et al.*,
32
33 2006). Other researchers focused on how task variety increases personal initiatives through
34
35 increased feelings of vigor and dedication (Salanova and Schaufeli, 2008). Thus, although the
36
37 available literature suggests that job enlargement positively affects antecedents of proactivity,
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39 we still have no evidence about its direct effect on job crafting. We try to help in filling such
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41 gap by hypothesizing a positive relationship between job enlargement and two specific forms
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43 of job crafting, “*increasing (or seeking) structural resources*” and “*increasing (or seeking)*
44
45 *social resources*”, as defined by Tims and Bakker (2010) and Tims et al. (2012). In the job
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47 crafting literature, “increasing” and “seeking” resources are used synonymously as they both
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49 refer to workers’ behaviors aimed at accumulating resources (Tims and Bakker., 2010)
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54 The combination of two theoretical arguments justifies these hypotheses. In general, because
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56 the available evidence shows that job enlargement positively affects relevant antecedents of
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3 proactivity, it seems reasonable to assume that it will also positively affect a specific type of
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5 proactivity, such as job crafting. More specifically, the “gain spiral” effect, proposed by COR
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7 theory, suggests that such a positive effect of job enlargement on job crafting may be
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9 particularly relevant for specific behaviors aimed at accumulating resources. Thus, we
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11 hypothesize the following:
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16 *H1* There is a positive relationship between job enlargement and increasing structural
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18 resources.
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21 *H2* There is a positive relationship between job enlargement and increasing social resources.
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23 24 25 ***The moderating role of self-competence*** 26

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28 Self-competence concerns the assessment by an individual of his/her own skills and abilities
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30 in relation to a certain activity or domain (Ford, 1985). Tatarodi and Swann (2001, p. 654)
31
32 defined self-competence as “the valuative experience of oneself as a causal agent, an
33
34 intentional being that can bring about desired outcomes through exercising its will”. Thus,
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36 when individuals perceive themselves to be competent in a certain domain, they expect to be
37
38 able to achieve a high level of performance. Several studies show that self-competence is
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40 positively related to organizational commitment (Mathieu and Zajac, 1990) and work
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42 satisfaction (Bhagat and Allie, 1989). Additionally, self-competence helps individuals sustain
43
44 performance in the face of obstacles (Freedman and Phillips, 1985) by increasing effort and
45
46 persistence in pursuing goals, and reducing depersonalization and emotional exhaustion in
47
48 stressful situations (Bhagat and Allie, 1989).
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52 As a significant personal resource, we argue that self-competence may play a significant role
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54 in motivating job crafters. Indeed, Tims and Bakker (2010) claim that individual differences
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56 may act as moderating variables within the JDR job crafting model. More specifically, we
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3 hypothesize that self-competence positively moderates the relation between job enlargement
4 and increasing structural resources. The rationale is that highly self-competent workers may
5 have stronger beliefs about their own ability to assess the value of job resources in relation to
6 their work tasks and challenges. Additionally, they may have stronger beliefs about their
7 ability to increase their structural resources either by re-combining existing ones or by
8 identifying completely new resources altogether. Thus, when job enlargement increases,
9 workers with a higher level of self-competence will be more confident about their ability to
10 cope with the new challenges (brought by the enlarged job) through the acquisition of new
11 resources. On the contrary, workers with a lower level of self-competence facing an enlarged
12 job will be less confident about their ability to acquire the necessary resources, so they may
13 be less inclined to take initiatives to increase them. We can summarize our argument in the
14 following hypothesis:
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32 *H3* Self-competence moderates the positive relationship between job enlargement and
33 increasing structural job resources. This relationship is stronger for individuals with a higher
34 level of self-competence.
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41 We also hypothesize that self-competence negatively moderates the relation between job
42 enlargement and increasing social resources. In other words, as job enlargement increases,
43 individuals with higher self-competence will seek social resources comparatively less than
44 individuals with lower self-competence.
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49 To explain our rationale, we need to consider two different aspects about behaviors aimed at
50 increasing social support. On the one hand, the literature shows that such behaviors imply a
51 perceived *social cost*. When individuals seek support from others, they are showing implicitly
52 that they lack an adequate level of knowledge and/or ability to do their job. For this reason,
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3 “individuals do not seek help, even when help is needed and available, because help seeking
4 implies incompetence and dependence” Lee (1997, p. 336). On the other hand, the literature
5 also emphasizes an *instrumental motive* for seeking social support. The evidence shows that
6 the need to master new problems and activities increases feedback-seeking behaviors (Miller
7 and Jablin, 1991). Thus, when individuals perceive that they lack the ability or the
8 competence needed for the task, they rely on their social environment by seeking feedback
9 (Ashford and Black, 1996).
10

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12 Overall, the literature shows two opposite phenomena: the perceived social cost should keep
13 individuals from seeking social support, whereas the instrumental motive should motivate
14 people to seek social support. We propose that our hypothesis about the negative moderating
15 role of self-competence should be understood in the context of these two opposing
16 phenomena.
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19 When job enlargement is low (low task and skill variety), most individuals will perceive a
20 significant level of social cost in seeking social support. They will feel likely to be negatively
21 judged by others (colleagues, bosses, etc.) for not being self-sufficient in a relatively “simple”
22 work context, where task variety and required skill variety are low.
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24
25 However, when job enlargement increases, the perceived social cost will increase
26 comparatively more for highly self-competent people, whereas the instrumental motive will
27 increase comparatively more for low self-competent people. On the one hand, individuals
28 with a low level of self-competence will feel more socially legitimized to ask for help because
29 of the higher task and skill variety implied by the enlarged job. Individuals with a high level
30 of self-competence will instead be less inclined to seek help from others because they will
31 feel that their competence will be under the scrutiny of others specifically in relation to more
32 challenging, enlarged work situations. Thus, the social cost argument seems to suggest that
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3 self-competence negatively moderates the relation between job enlargement and the search for
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5 social support.
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8 Additionally, when job enlargement increases, the perceived instrumental value of social
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10 support increases significantly for workers with low self-competence because, given the
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12 higher challenge that an enlarged job provides, they will feel that such support is absolutely
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14 necessary to successfully accomplish their tasks. Moreover, the instrumental value of social
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16 support will increase comparatively less for workers with high self-competence because they
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18 will feel a lower need of external support to perform their job successfully. Thus, the
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20 instrumental motive also suggests, just like the social cost argument, that self-competence has
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22 a negative moderating effect on the relation between job enlargement and seeking social
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24 resources.
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28 Both arguments (social cost and instrumental motive) contribute to a rationale for our
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30 hypothesis. As job enlargement increases, individuals with high self-competence should be
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32 relatively less inclined to seek social resources. For them, social costs should increase
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34 comparatively more, whereas the instrumental motive should increase comparatively less. The
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36 opposite should hold true for individuals with lower self-competence. We can summarize our
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38 arguments in the following hypothesis:
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43 *H4* Self-competence negatively moderates the positive relationship between job enlargement
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45 and increasing social resources, so that such a relationship is weaker for individuals with a
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47 higher level of self-competence
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51 **Methods**

52 *Participants and procedures*

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3 We gathered our data within a major retail company. Participation in the research, which
4 involved store-level workers, was voluntary. Although these workers operate in different store
5 aisles and departments, their tasks are identical, e.g., merchandising, re-stocking and customer
6 assistance. Indeed, the company considers their formal organizational position as being the
7 same. Additionally, they receive the same training and have the same work contracts.
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10 We distributed 200 questionnaires together with a cover letter explaining the research goals.
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12 Each participant was reassured about the anonymity of the survey. To ensure anonymity even
13 further, respondents were asked to put the survey inside a security box, which was opened a
14 month after the distribution of the questionnaires. We obtained 158 correctly filled
15 questionnaires, yielding an overall response rate of approximately 80%; 51% of overall
16 respondents were female; the average age was 40 years old, with a minimum of 19 and a
17 maximum of 69; the average company tenure was 12.5 years.
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34 *Measures*

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36 As respondents' native language was Italian, each measuring scale was translated by a
37 professional translator. To validate the translation, we utilized the back translation method
38 (Brislin *et al.*, 1973).
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42 We measured *Job Enlargement* through three items developed by Parker (1998) that
43 emphasize the way a certain job gives the opportunity to perform a range of different tasks,
44 use a variety of skills and make full use of possessed skills. A typical item used is: "To what
45 extent does your job allow you to make full use of your skills?" The response scale goes from
46 1 (not at all) to 5 (a great deal).
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53 We measured *Increasing Structural Resources* and *Increasing Social Resources* through two
54 sub-dimensions of the job crafting scale developed by Tims *et al.* (2012). Each scale included
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3 five items. For example, an item for Increasing Structural Resources was “I try to develop my
4 capabilities”, whereas an item for Increasing Social Resources was “I ask colleagues for
5 advice”. The respondents were asked to indicate how often they engage in each behavior from
6 1 (never) to 5 (very often).
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11 We measured *Self Competence* through a self-competence sub-scale of the Self-Liking/ Self-
12 Competence revisited scale developed by Tafarodi and Swann (2001). This sub-scale includes
13 eight items. A typical item is “I am highly effective at the things I do”. At the beginning of
14 each item, we added “At work”. Items were scored on a scale ranging from 1 (strongly
15 disagree) to 5 (strongly agree).
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23 *Control variables.* We controlled for tenure because previous research shows that it may
24 influence job crafting behaviors (Berg *et al.*, 2010b). The nature of such influence is not clear.
25 On the one hand, short tenured employees may be more inclined to proactively shape their
26 jobs, whereas long tenured employees may become more habituated to the job and treat it as a
27 fixed entity. On the contrary, it is also possible that longer-tenured members enjoy more
28 control in changing their jobs and/or have a better understanding of available opportunities for
29 job crafting thanks to a deeper knowledge of the organizational context.
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38 We also controlled for gender. Research findings suggest a mixed picture about the influence
39 of gender on proactive behaviors. Men were found to be more proactive than women both in
40 terms of proactive job search, networking behaviors and voicing concerns about issues in the
41 workplace. However, these results are not solid as there are methodological issues suggesting
42 that further research is needed to clarify the relevance of gender (Bindl and Parker, 2010).
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51 **Results**

52 Table 1 shows the descriptive statistics and correlations among variables, and provides
53 preliminary support to research hypotheses H1 and H2, i.e., Job Enlargement is positively
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3 correlated to both Increasing Structural Resources ($r=0.34$, $p<0.01$) and Increasing Social
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5 Resources ($r=0.23$, $p<0.01$). Moreover, the common tests presented in Table 1 confirm
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7 reliability of the scales.
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11 [TABLE 1 ABOUT HERE]
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16 We studied the structural validity of the scales used in the analysis by performing a
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18 confirmatory factor analysis in AMOS. We compared the four-factor model with both a three-
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20 factor model in which all 10 items related to Job Crafting (five for Increasing Structural
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22 Resources and five for Increasing Social Resources) loaded on a single latent variable, and
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24 with a single-factor model where we constrained all observed items to load on a single latent
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26 variable. In all instances, we allowed the latent variables to correlate with each other. The
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28 four-factor model exhibits an acceptable fit [$\chi^2=369.5$ ($df=183$), CFI=0.90, IFI=0.90,
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30 TLI=0.88, RMSEA=0.06], whereas both the three-factor model [$\chi^2=540.6$ ($df=186$),
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32 CFI=0.71, IFI=0.72, TLI=0.67, RMSEA=0.10] and the single-factor model [$\chi^2=812.9$
33
34 ($df=189$), CFI=0.439, IFI=0.45, TLI=0.36, RMSEA=0.148] show a poorer fit of the data.
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36 Moreover, a chi-squared difference test supports the superiority of the four-factor model with
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38 respect to both the three-factor [$\Delta\chi^2=171.1$ ($df=3$), $p<0.01$] and the single-factor model
39
40 [$\Delta\chi^2=443.4$ ($df=6$), $p<0.01$]. Finally, following Aiken and West (1991), we mean-centered all
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42 variables and we noted that the mean variance inflation factor (VIF) is always below the
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44 threshold level of 5 (Studenmund, 2009), suggesting that multicollinearity is not an issue in
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46 our analysis.
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51 Table 2 below shows regression results conducted to test our initial set of hypotheses. In the
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53 first step, gender and tenure were entered as control variables (Model 1).
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[TABLE 2 ABOUT HERE]

Tenure was the only variable found to be significantly associated to both Increasing Structural Resources and Increasing Social Resources, whereas gender showed a statistically significant coefficient for only Increasing Social Resources. In the second step, we added the independent and moderating variables (Model 2). According to both H1 and H2, the association between Job Enlargement and Increasing Structural Resources (H1) and Increasing Social Resources (H2) is positive and statistically significant (with coefficients, respectively, of $\beta = 0.20$, $p < 0.01$ and $\beta = 0.29$, $p < 0.01$). Moreover, Self-Competence is significantly related to both Increasing Structural Resources ($\beta = 0.25$, $p < 0.01$) and Increasing Social Resources ($\beta = -0.28$, $p < 0.01$). Finally, in the last step of the regression we added the interaction terms (Model 3).

Contrary to H3, Self-Competence did not moderate the relation between Job Enlargement and Increasing Structural Resources ($\beta = -0.05$, $p = 0.5$). However, consistent with H4, Self-Competence did moderate the relation between Job Enlargement and Increasing Social Resources ($\beta = -0.33$, $p < 0.05$). As shown in Figure 1, the relation was weaker for individuals who were higher in Self-Competence.

[FIGURE 1 ABOUT HERE]

Discussion

As we expected, we found that job enlargement is positively associated with both job crafting behaviors that we considered in our study. This is consistent with previous literature arguing that a more resourceful job may incentivize proactivity (Grant and Ashford, 2008). It is also consistent with COR theory and its “gain spiral” argument (Hobfoll, 1989). Thus, a job design practice, such as job enlargement, may have a trigger effect on resource seeking

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3 efforts. Contrary to our expectations, we did not find that self-competence moderates the
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5 relationship between job enlargement and increasing structural resources. A possible
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7 explanation may be found on how the need for competence varies at different levels of self-
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9 competence. Wrzesniewski and Dutton (2001, p. 183) argued that “motivation to craft a job
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11 most often will result from situations in which employees feel that their needs are not being
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13 met in their job as it is currently designed”. Notably, Sheldon and Gunz (2009) found
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15 empirical support for the needs-as-motives hypothesis, specifically in relation to the need for
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17 competence. According to their study, a perceived need for competence will increase
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19 motivation to fulfill such a need (Sheldon and Gunz, 2009). Thus, it is possible that workers
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21 with low self-competence will perceive a comparatively stronger need for competence and,
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23 consequently, a stronger motivation to fulfill their need by seeking structural resources. This
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25 effect might counter-balance the positive moderating effect that we hypothesized.
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29 Finally, we found that self-competence negatively moderates the relationship between job
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31 enlargement and increasing social resources, as expected. In situations where jobs are more
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33 enlarged, individuals with higher self-competence are comparatively less prone to craft their
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35 jobs by seeking support from others because the perceived social cost associated with such
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37 behavior increases more, whereas their perceived instrumental value increases less (in relation
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39 to individuals with lower self-competence).
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45 **Managerial implications**

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47 Our research supports the idea that both the contextual and psychological aspects significantly
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49 influence the way individuals craft their jobs by proactively developing their job resources.
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51 We found a positive relationship between job enlargement and job crafting behaviors aimed at
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53 developing resources. In this perspective, job crafting can be seen as a “costless form of
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55 informal on-the-job training” (Petrou *et al.*, 2012, p. 1137). Thus, our results suggest that
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3 organizations interested in supporting self-regulated forms of personnel development may
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5 benefit from implementing job design practices, such as job enlargement, that create
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7 organizational conditions favorable to job crafting.
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10 Our results also suggest that highly self-competent individuals may be reluctant to seek social
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12 resources, especially within work environments characterized by enlarged jobs, because of the
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14 higher social costs and the lower instrumental value that they associate with seeking such
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16 resources. This may be particularly problematic in knowledge-based organizations, where
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18 overall performance depends heavily on effective information sharing. In this respect,
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20 managerial interventions aimed at changing the organizational culture may be useful to lower
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22 perceived social costs and increase the perceived instrumental value of social exchanges. For
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24 example, Lee (1997) showed the relevance of organizational norms of individualism and
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26 collectivism in orienting members' behavior towards either *independence* or *interdependence*
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28 in relation to their social context. In the first case, individuals are more inclined to focus on
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30 their own resources and efforts. In the second case, they are more inclined to collaborate and
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32 cooperate. When the latter type of organizational norm is prevalent, perceived social costs to
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34 seeking social resources may decrease. Thus, by decreasing individualism (through
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36 communication, training etc.), managers might be able to encourage highly self-competent
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38 people to be less reluctant in seeking out social resources, thereby increasing information and
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40 knowledge sharing.
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47 **Limits and further research paths**

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49 The most significant limitation of our study is its cross-sectional, single source design. This
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51 did not allow us to establish the causal relationship between variables. We hypothesized that
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53 enlarged jobs may lead to increased job crafting initiatives (aimed at increasing structural and
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3 social resources). However, a reciprocal relationship might also exist. Future research may
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5 establish whether our results hold true in longitudinal, multiple source studies.
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7 Another limitation concerns the nature of self-reported measures. However, we believe that
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9 our methodology, which ensured complete protection of respondents' identity, reduced the
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11 evaluation apprehension and the common method variance (Podsakoff *et al.*, 2003).
12
13 Additionally, a specific analysis utilizing Harman's single-factor test confirmed that the
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15 variables in our study did not load onto a single factor.
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18 Finally, we focused exclusively on some work characteristics (those defining an enlarged
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20 job). Other work contextual elements (task significance, amount of feedback, etc.) may also
21
22 be relevant, as suggested by Petrou *et al.* (2012). Further research on the relationship between
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24 job characteristics and job crafting is certainly needed.
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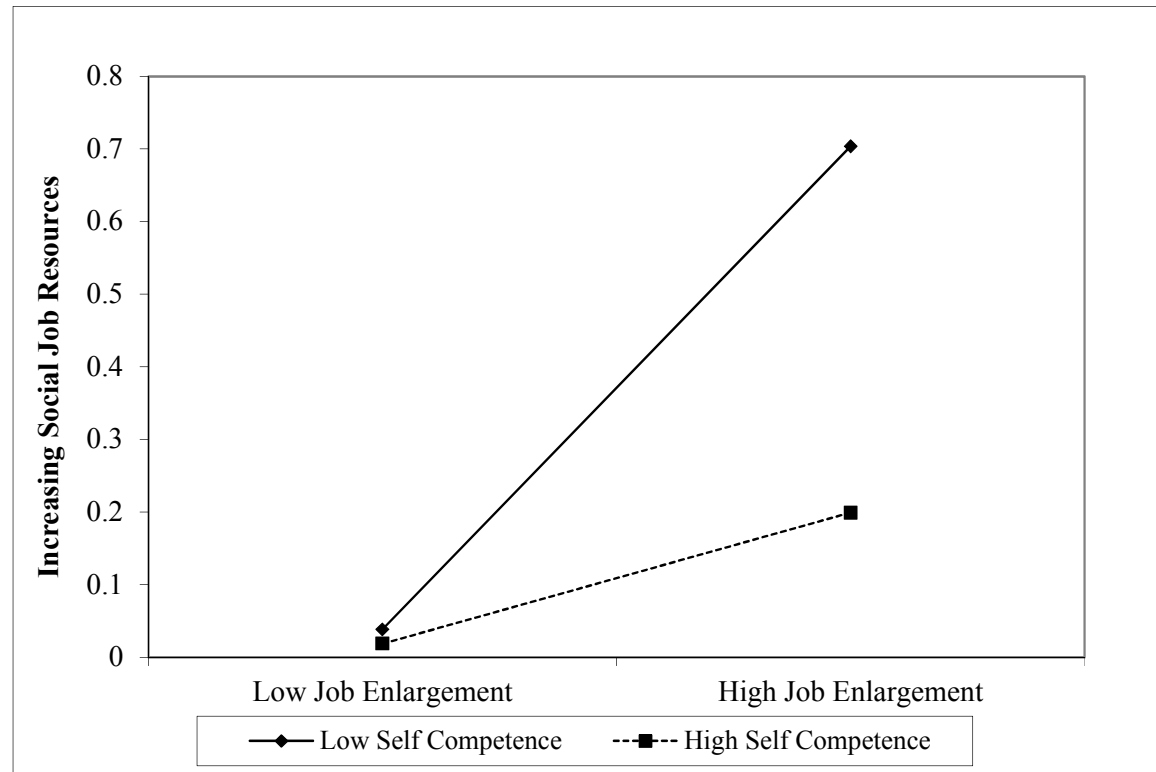
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Figure 1. Illustration of Job Enlargement x Self-Competence on Increasing Social Job Resources



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Table 1. Descriptive statistics and intercorrelations of the variables

Variables	Mean	SD	CR [^]	AVE ^{^^}	1	2	3	4	5	6
1. Gender	0.50	0.50	–	–	–					
2. Tenure	12.45	10.99	–	–	–0.25**	–				
3. Job Enlargement	3.97	0.70	0.742	0.590	–0.08	–0.03	(0.72)			
4. Self-Competence	3.51	0.55	0.845	0.579	0.13	0.03	0.26**	(0.71)		
5. Increasing Structural Resources	4.11	0.56	0.844	0.647	0.08	–0.30**	0.32**	0.30**	(0.74)	
6. Increasing Social Resources	2.85	0.80	0.763	0.522	–0.05	–0.50**	0.21**	–0.16*	0.23**	(0.75)

Notes: n = 158; ** p < 0.01; * p < 0.05; The numbers in parentheses are the coefficient alphas; [^]Composite reliability; ^{^^}Average variance extracted.

For Review Only

Table 2. Results of regression analysis

Dependent Variable	Increasing Structural Job Resources						Increasing Social Job Resources					
	Model 1		Model 2		Model 3		Model 1		Model 2		Model 3	
	Beta	t	Beta	t	Beta	t	Beta	t	Beta	t	Beta	t
Gender	-0.02	-0.22	-0.03	-0.38	-0.03	-0.37	-0.30	-2.63**	-0.21	-1.96*	-0.21	-1.96*
Tenure	-0.01	-3.41**	-0.01	-2.78**	-0.01	-3.89**	-0.03	-7.37**	-0.03	-7.41**	-0.03	-7.53**
Job Enlargement			0.20	3.40**	0.20	3.38**			0.29	3.70**	0.28	3.68**
Self Competence			0.25	3.36**	0.26	3.38**			-0.28	-2.81**	-0.23	-2.34*
Job Enlargement x Self Competence					-0.05	-0.49					-0.33	-2.47*
R^2	0.07		0.23		0.23		0.26		0.35		0.37	
F	6.12**		11.53**		9.23**		27.33**		16.40**		14.74**	
Degrees of freedom	3		5		6		3		5		6	
VIF	1.09		1.11		1.10		1.09		1.11		1.10	
N	158		158		158		158		158		158	

Notes: *, ** Indicate significance at the 5 and 1 per cent levels respectively.