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SCHOOL OF ECONOMICS AND BUSINESS

MASTER'S THESIS

**DESIRABLE JOB CHARACTERISTICS AMONG SLOVENIAN
EMPLOYEES**

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LIST OF ABBREVIATIONS

ANOVA – (sl. Analiza variance) Analysis of variance
D-A fit – (sl. Usklajenost zahtev in zmožnosti) Demands-abilities fit
ERG theory – (sl. Obstoj, sorodnost in rast); Existence, Relatedness and Growth theory
et al. – (sl. in ostali); et alia
H-O model – (sl. Hackmanov in Oldhamov model) Hackman-Oldham model
JCS – (sl. Skala preoblikovanja delovnega mesta) Job crafting scale
JD-R model – (sl. Model zahtev in sredstev delovnega mesta) Job demands-resources model
JDM model – (sl. Model delovnega dizajna) Job design model
KSA – (sl. Znanje, veščine in sposobnosti) Knowledge, skills, and abilities
N-S fit – (sl. Usklajenost potreb in ponudbe) Needs-supply fit
PhD – (sl. doktorat) doctoral degree
P-J fit – (sl. Usklajenost posameznika z delom) person job fit
SDT – (sl. Teorija samoodločanja) Self-determination theory

SPSS – (sl. Statistični paket za družbene vede) Statistical Package for the Social Sciences

INTRODUCTION

The employer's reputation is part of the company's brand and in many cases determines whether you choose a particular company as an employer. For employers, it is important how you evaluate them and what factors you consider. The factors that are included in the research among Slovenian job applicants are: characteristics of the employer as an organization, opportunities for advancement, people and culture, scope and requirements of the position. Companies learn what areas they are strong in and what they should focus on more compared to competing companies and your associations. This type of research is also important for applicants, not just employers, because with your contribution you are changing the job market for the better, and according to your priorities. If you perceive companies as reputable employers with a well-built brand, this can contribute significantly to their success, efficiency, and business. A reputable employer is a flattering title that brings many benefits to select companies, such as more quality applications to job postings, a better ratio of hired to rejected applicants, and longer employee retention (Moje Delo, 2021).

Master's thesis is designed to help organizations and managers better understand which job characteristics can be used to retain employees and increase job satisfaction, and based on that, which job characteristics can attract new employees. It is critical for organizations to have satisfied, engaged, and motivated employees with high job performance, good well-being, and low turnover rates, as these listed constructs have a significant impact on the success of the organization. Another objective is to analyse the extent to which employees participate in workplace redesign when the characteristics of their workplace do not match their personal characteristics.

The purpose of the master's thesis is to help organizations and leaders better understand which job characteristics can retain employees and increase job satisfaction and based on that, also which job characteristics can attract new employees and to examine job characteristics and their direct impact on job satisfaction as well as indirect impact mediated through job crafting. The goal is also to examine to what extent employees perform job crafting activity if job characteristics don't match their expectations?

Research questions:

R1: Do job characteristics influence job satisfaction of employees?

R2: Do employees perform job crafting activity if job characteristics don't match their expectations?

R3: What personal and social factors impact the importance of different job characteristics?

Research questions and purpose of the master's thesis are related to Hackman and Oldham's model of job characteristics, which predicts four distinct outcomes (high job satisfaction,

high motivation, good job performance, and low absenteeism and turnover) based on five core job characteristics and three psychological states that mediate between task characteristics and outcomes. To experience all three states, individuals must perceive work as valuable, they must feel personally responsible for work outcomes, and they must understand the effectiveness of their performance. Individual motivational states triggered by work characteristics are a key component of many theories of work design (Gibson, Gibbs, Stanko, Tesluk & Cohen, 2011). In addition, research is adding another outcome of person-job fit: employee engagement, as a debate has erupted among researchers about the intersection of engagement and job satisfaction. Despite differences in their concepts, they are often closely related when measured.

Hackman and Oldham model was made in the seventies, but it can also be used in the aspect of modern time and can answer the question of how we can ensure that our employees are motivated to carry out the less stimulating aspects of their roles. It highlights five core job design characteristics (Workday, 2018):

- Skills variety: Do tasks vary, and are they challenging? Or are they monotonous and too easy?
- Task identity: Do tasks have a defined beginning, middle and end? Without this, it's hard to achieve the satisfaction of an attained goal.
- Task significance: Does the employee feel that their role has meaning.
- Task autonomy: Can individuals have a say in how they carry out their work.
- Job feedback: Are employees receiving feedback on their performance?

Recently, job design has focused on a new and important bottom-up approach in which workers play an active and proactive role in redesigning and changing certain aspects of a workplace that are part of job tasks, called job crafting. Besides the job design theoretical part will also cover the theory about person-job fit which is important for the employee well-being, by predicting and finding distinct patterns for job satisfaction and job engagement.

In the theoretical part, the master's thesis will rely on secondary data obtained through the review of relevant academic articles, journals, books and Internet sources. This will help to better understand the topic prior to the empirical analysis and to define, systematize and provide an analytical review of the different aspects of job design based on job characteristics. The integrative approach to literature review will be to present the theory.

For the empirical part, the necessary aggregated data will be obtained with the survey solved by employees from Slovenia that works in different companies and industries and have different social, economic and study background, the sample size of 120 employees was obtained. The data will be furthermore analysed by SPSS, which will allow to conduct regression analyses and ANOVA analysis of the relationship between job characteristics, job crafting and job satisfaction.

1 DEFINITIONS OF THE MAIN JOB-RELATED CONSTRUCTS

Big part for a manager in organizations is to motivate their employees to work more efficiently in order to achieve the set goals. Setting goals would indeed motivate employees which has been shown to positive correlate with job satisfaction. People have different expectations from their job and the management should take close attention to how they can motivate them. Employees who are happier and more satisfied tend to be more motivated and thus more loyal to the company. Motivation comes from internal as well as external factors. These factors influence employees to be more energetic and committed to their job which leads to job satisfaction. Satisfied employees showed higher levels of motivation and less absenteeism from work. Workplace including also social relationships and performance of the employees can be influenced by intrinsic and extrinsic motivational factors. Employers should be aware that positive working conditions lead to an increase in performance, while in return employees are more satisfied and do their work more efficiently (Cimbaljević, Nedeljković Knežević, Demirović Bajrami & Dunjić, 2020).

Irrespective of cultural backgrounds, the paramount drivers of job satisfaction remain consistent, primarily revolving around achievement and recognition. It appears that fundamental human needs exhibit a striking resemblance across diverse cultures. The distinguishing factor lies in the extent to which these factors impact job satisfaction. This underscores the imperative for contemporary organizations to cater to both intrinsic and extrinsic rewards, as they play pivotal roles in enhancing employee motivation and elevating job satisfaction levels. Employees respond favourably to both intrinsic and extrinsic motivators, and the concept of achievement holds universal relevance, transcending cultural boundaries. Employees universally seek personal fulfilment in the execution of their job tasks and highly value acknowledgment from their managers for their contributions and job performance (Cimbaljević, Nedeljković Knežević, Demirović Bajrami & Dunjić, 2020).

1.1 Job satisfaction

Job satisfaction is a multifaceted concept encompassing an employee's sense of accomplishment, happiness, and success in their work. Specifically, it entails finding enjoyment in one's job, performing well in their role, and receiving appropriate recognition and rewards for their efforts. Job satisfaction is widely recognized and generally believed to be closely related to both productivity and personal well-being. Job satisfaction serves as a critical factor that can lead to various positive outcomes, including recognition for one's contributions, increased income, opportunities for promotion, and the achievement of other personal and professional goals that contribute to an overall sense of fulfilment. Levels of job satisfaction can vary widely, ranging from extreme satisfaction to extreme dissatisfaction. Individuals may hold attitudes and perceptions about different aspects of their work, such as the nature of their tasks, their relationships with colleagues, their interactions with supervisors or subordinates, and their compensation. In essence, job

satisfaction reflects the complex interplay of various factors that contribute to an individual's overall perception of their work experience, impacting their well-being and performance in the workplace (Aziri, 2011).

Previous research presented three important characteristics of job satisfaction: employees should be treated fairly by the organizations which should be guided by human values; activities within organizations are affected by the employee behaviour, which depends on their level of job satisfaction; and finally, job satisfaction can serve as an indicator of organizational activities, which means that by assessing job satisfaction, different levels of satisfaction can be defined in different organizational units, which in turn can serve as a good indication of which organizational unit should make changes that will improve performance (Aziri, 2011). Job specific-attitudes such as job satisfaction are affected by job characteristics because job-related variables predict job-specific outcomes. Steyn and Vawda has found out that job characteristics are not reliable or comprehensive indicators of job stress and depression (Steyn & Vawda, 2014).

Maslow developed a concept that satisfaction can be described as a need. He assumed that people satisfy their needs in a hierarchical order, first the lower needs and then the higher ones. For him, physiological needs come first, followed by security, belonging, recognition and self-actualization. He believed that when a lower-level need is satisfied the desire to satisfy a higher-level need arise. The concept of job satisfaction also refers to expectations towards the company and is characterised by the positive attitude of the employee towards the company and colleagues and it is reflected in the quality of work. Current studies measuring job satisfaction are based on the analysis of the following aspects: economic aspects of work, interpersonal relationships, activities and tasks, and working conditions (Sypniewska, 2014).

1.1.1 Factors influencing job satisfaction

Historically, a multitude of authors have explored the topic of job satisfaction, uncovering a wide array of factors that have an impact on it. These factors span a broad spectrum and include considerations such as salaries and benefits, the overall organizational climate, the level of autonomy in one's role, the sense of accomplishment and recognition, job security, flexibility in the workplace, the degree of professionalism in the job, effective communication, working conditions, the quality of interpersonal relationships, the perceived significance of the job, and more. Generally, definitions of job satisfaction tend to encompass elements that can be categorized into four broad areas: economic aspects of work: This includes factors related to compensation, benefits, job security, and financial well-being. Satisfactory economic conditions are an integral part of overall job satisfaction: interpersonal relationships: The quality of relationships with colleagues, supervisors, and team members significantly influences job satisfaction. Positive social interactions and a supportive work environment contribute to overall contentment; nature of activities and

tasks: job satisfaction is also tied to the nature of the work itself. Factors like the level of challenge, autonomy, and the sense of achievement derived from tasks and activities play a crucial role; working conditions: the physical and environmental conditions in which work is conducted, including factors like workplace safety and comfort, can impact job satisfaction. These various dimensions collectively shape an individual's job satisfaction, reflecting the multifaceted nature of this important aspect of the work experience (Sypniewska, 2014).

Another perspective on job satisfaction is to view it as a subjective feeling that arises when a job fulfils both material and psychological needs of employees. This feeling of satisfaction or dissatisfaction with one's work can be influenced by the alignment between expectations and actual outcomes. When employees perceive that their job meets their expectations, it tends to result in satisfaction. Recognizing the importance of job satisfaction is crucial due to the potential negative consequences of job dissatisfaction. Job dissatisfaction can lead to various adverse outcomes, and it becomes particularly significant in the context of increasing cases of unemployment. Dissatisfied employees may be more likely to seek alternative employment opportunities, contributing to higher turnover rates, decreased productivity, and other detrimental effects on both individuals and organizations. As such, understanding and managing job satisfaction is essential for promoting a healthy and productive work environment (Jalagat, 2016).

Organizations can stimulate employee job satisfaction by the work environment which is characterized by a social characteristics and physical conditions in which employees perform their job. Work environment and all the elements that comes with it can affect employee well-being, workplace relationships, collaboration, efficiency and health. There are three different aspects of a work environment (Herrity, 2019):

- physical environment (it is made up of the layout and location of a workplace, facilities offer in a workplace and furnishings used during work)
- company culture (it refers to the way company and generally organizations operate, including the effective communication between different level of staff, how management is seen by employees and what the company's goals are and what the organization's values)
- working conditions (which includes the formal terms under which staff members are hired, such as the rate of pay, contract of employment and length of the workday).

By taking work environment more seriously and not constraining employees with poor working conditions, management can encourage employees to develop more skills and reach full potential. Consequently, managers can influence employees motivation and engagement and achieve better business results. More relaxed and free environment causes less stress for employees and hazard of lower performance can be avoided. All in all, the benefits of a good working environment for employees are enormous for both the organization and the employees (Raziq & Maulabakhsh, 2015).

For employees to achieve a job satisfaction, organizations should be guided and managed by human values in terms of respect and fair treatment of employees regardless of their position within the organization. Organizational justice is indeed a construct that defines the quality of social interaction in the workplace. Organizational justice theorists have identified at least three distinct categories of events that can be evaluated in terms of justice. These categories are outcomes, processes, and interpersonal interactions. According to these categories, justice assessments related to outcomes are referred to as distributive justice, assessments of the fairness of processes are referred to as procedural justice, and justice related to interpersonal interactions is assessed as interactional or relational justice (Elovainio, 2010). A high level of job satisfaction would lead to a good emotional and mental state of employees, which in turn would result in higher employee effectiveness, because the behaviour of employees is a result of the level of satisfaction they achieve, which generally affects the business and functioning of the organization (Jalagat, 2016).

There is compelling evidence of positive indirect connections between job satisfaction and both organizational effectiveness and employee turnover. These indirect associations are substantiated by a direct positive correlation between job satisfaction and customer satisfaction, a positive link between job satisfaction and a performance-oriented approach, as well as the observation that lower job satisfaction tends to result in elevated absenteeism, job turnover, and terminations. Consequently, job satisfaction emerges as a pivotal factor in enhancing a company's competitive edge. In consideration of these findings, it's noteworthy that economists are increasingly showing interest in the subjective dimensions of well-being within the workplace (Jalagat, 2016).

1.2 Motivation at work

Motivation can be defined as the willingness to exert a significant level of effort to achieve personal goals, influenced by the belief that this effort will satisfy specific individual needs. In essence, three core factors define motivation: effort, organizational objectives, and individual needs. An employee's motivation is significantly influenced by their perception of the rewards they receive in exchange for their contributions. If employees believe they are treated fairly, their motivation tends to increase, but if they perceive unfair treatment, their motivation is likely to decrease. It's noteworthy that while economic aspects and job stability play a role in job satisfaction, their impact is relatively smaller (Jalagat, 2016).

Motivation and job satisfaction are closely related concepts, yet they do not necessarily lead to the same effects on organizational behaviour. Understanding the distinctions between these concepts can enhance our overall comprehension of job satisfaction and motivation. To summarize, although satisfaction and motivation share a close relationship, it is important to recognize that these two concepts should be considered separately. They each play unique roles in shaping employees' attitudes and behaviours within an organization. (Tan, 2014).

1.2.1 Content and process theories

Scholars have put forth various theories to explain motivation in the workplace, categorizing them into two main types: process theories and content theories. Content theories operate under the assumption that all employees within an organization share the same basic needs, enabling organizations to predict which job characteristics are necessary to satisfy those needs. These theories are rooted in early motivational concepts that traced actions back to internal drives. Some well-known content theories include Maslow's hierarchy of needs, Alderfer's existence, relatedness, and growth (ERG) theory, and Herzberg's two-factor theory. In contrast, process theories encompass a broader array of factors that interact and collectively determine motivation. These factors include employees' expectations, needs, values, and how they compare their work tasks with these factors. Process theories primarily focus on understanding employee behaviour as influenced by their individual needs. Prominent process theories of motivation include Vroom's expectancy theory, Adam's equity theory, Latham and Locke's goal-setting theory, and Skinner's reinforcement theory. In general, it is widely accepted that employees experience motivation when their expectations and values align with their experiences in the workplace. In other words, motivation is often a result of the fulfilment of individual needs and the congruence between an employee's values and their work environment (Tan, 2014).

As mentioned earlier, one of the most well-known theories of motivation is Frederick Herzberg's Two-Factor Theory. This theory introduced the idea of two distinct groups of factors that impact job satisfaction and dissatisfaction. The first group comprises external factors, often referred to as "hygiene factors," which include working conditions, wages, and safety. The second group encompasses internal factors, known as "motivators," such as recognition from others, job performance, responsibility, and opportunities for personal growth and development. Herzberg's research revealed that a positive evaluation of hygiene factors alone doesn't necessarily increase job satisfaction; their absence, however, is perceived as demotivating. On the other hand, motivators have the capacity to enhance job satisfaction significantly. Therefore, according to Herzberg's Two-Factor Theory, hygiene and motivational factors are interconnected. Hygiene factors can move an employee from a state of job dissatisfaction to neutrality, but they don't lead to job satisfaction. Motivational factors, on the other hand, can move an employee from job dissatisfaction to job satisfaction. Herzberg's primary conclusion, based on his examination of the components of job satisfaction, is that the enrichment of job content through various programs can make a job more appealing and increase job satisfaction. Advocates of this approach argue that it can alleviate the tedium and monotony of work, although it's not guaranteed that this will universally lead to increased job satisfaction (Alshmemri, Shahwan-Akl & Maude, 2017).

One of the newer theories of motivation is the Self-Determination Theory (SDT), which represents a shift from the traditional understanding of motivation. Most conventional approaches to measuring motivation typically assume that individuals possess varying degrees of motivation, treating it as a one-dimensional resource. In contrast, SDT offers a

more comprehensive perspective by recognizing multiple types of motivation, each driven by distinct underlying factors that influence a person's behavior. Within the framework of SDT, some forms of motivation are reliant on external or internal pressures and are somewhat disconnected from an individual's personal needs and interests. Consequently, individuals in this category may not feel fully engaged in their tasks, finding satisfaction not in the activity itself but in the resulting outcomes, ultimately leading to lower motivation. Conversely, other types of motivation are directly ignited by the individual's needs, values, and interests. In these cases, individuals are intrinsically motivated, engaging voluntarily and with enthusiasm in their work-related tasks. This form of motivation fosters a sense of commitment, leading to greater satisfaction, vitality, and overall well-being derived from their investment and effort. This spectrum of motivational quality within SDT has far-reaching implications, predicting significant outcomes ranging from enhanced employee engagement to various by-products like improved well-being, performance, and organizational commitment (Rigby & Ryan, 2018).

Self-Determination Theory (SDT) is built upon a robust foundation of behavioral science knowledge, a depth of understanding that is often absent from many contemporary employee engagement programs that tend to be implemented in an ad hoc manner. Unlike most employee retention initiatives, which lack empirical evidence to substantiate their effectiveness, SDT benefits from a wealth of empirical studies conducted over the past four decades that have consistently demonstrated the validity of its principles. In fact, SDT has established how its motivational principles, akin to "laws," can predict crucial organizational outcomes. These outcomes include but are not limited to financial performance, talent retention, affective commitment, overall well-being, and various other key performance indicators. This scientific basis sets SDT apart as a well-researched and substantiated framework for understanding and enhancing motivation and engagement in the workplace (Rigby & Ryan, 2018).

1.2.2 Motivational factors

Motivational factors play a crucial role in how employees perceive their worth within an organization. These factors, including the nature of their work, the sense of accomplishment, recognition, responsibilities, and opportunities for personal growth and advancement, help employees understand their value in relation to the value the organization places on them. When these motivational factors are present and aligned with an individual's needs and aspirations, it tends to increase employees' motivation levels. This, in turn, contributes to internal happiness and a sense of fulfillment, which can lead to overall job satisfaction. In contrast, hygiene factors, which encompass elements like fair compensation, work conditions, and job security, primarily contribute to external happiness. While these factors are important and can prevent dissatisfaction when absent or inadequate, they alone are generally insufficient to transform job dissatisfaction into satisfaction. Nevertheless, their presence is crucial in ensuring that the workplace provides a foundation of basic needs and

comforts for employees. In essence, both motivational and hygiene factors are essential in creating a well-rounded and satisfying work environment (Raziq & Maulabakhsh, 2015).

Empirical findings reveal that employees attach significant importance to non-wage aspects of their jobs, such as health insurance, retirement benefits, flexible work hours, commuting convenience, and on-site amenities. When individuals are in the process of job hunting, they encounter a slightly wider range of options when it comes to non-wage benefits compared to wage offers. Furthermore, the value derived from non-wage job characteristics constitutes more than half of the overall benefits that workers gain through changing jobs. This underscores a key point: conventional income-maximizing models, which are commonly used to quantify the advantages of job mobility, do not fully capture a substantial portion of the benefits that arise from job searching and switching (Sullivan, 2014).

Rewards are important factors contributing to job satisfaction and motivation. Non-monetary rewards play an important role in employee perceptions of the workplace reward climate. When companies pay attention to non-monetary tools, such as offering extended vacation and family benefits, employees may perceive the company as supportive and caring. One of the most important non-monetary rewards is recognition. There are three conditions necessary for the effective use of the recognition tool. First, recognition should be frequent; second, recognition should be specific, and identifying what is being recognized makes it significant and decisive; and third, rewards should be timely; shortly after the employee's action that merits the recognition (Abdullah & Hooi, 2013).

The research within Self-Determination Theory (SDT) initially centered on intrinsic motivation, which epitomizes the innate integrative tendencies within human nature. In technical terms, intrinsic motivation pertains to activities undertaken "for their own sake" or because they inherently arouse interest and pleasure. Activities like play, exploration, and curiosity exemplify intrinsically motivated behaviours because they aren't contingent upon external incentives or pressures but inherently provide their own sense of satisfaction and pleasure. While these activities may be enjoyable, it's essential to recognize that intrinsic tendencies towards engaged interest and mastery represent significant aspects of human development. Intrinsic motivation plays a pivotal role in driving a substantial portion of human learning throughout life, as opposed to relying solely on externally imposed learning and instruction. It underscores the idea that humans have an innate drive for self-motivated exploration and growth (Ryan & Deci, 2020).

Intrinsic motivation is often contrasted with the heterogeneous category of extrinsic motivation, which refers to behaviours that are performed for reasons other than their inherent satisfaction. From the perspective of SDT, the contrast is not straightforward because instrumental motivations can vary widely in content and character. Accordingly, SDT has long specified four main subtypes of extrinsic motivation. Extrinsic regulation concerns behaviours that are controlled by externally imposed rewards and punishments and is a form of motivation that is typically experienced as controlled rather than autonomous.

Interjective regulation concerns extrinsic motivation that has been partially internalized; behaviour is regulated by the internal rewards of self-esteem when successful and by the avoidance of fear, shame, or guilt when unsuccessful (Ryan & Deci, 2020).

When employees' basic psychological needs for autonomy, competence, and relatedness are satisfied, it leads to these higher-order types of motivation (intrinsic motivation). Evidence shows that improved need satisfaction can be influenced by the leadership climate, job design, and well-developed compensation strategies, as well as by the perceived mission of the organisation (Rigby & Ryan, 2018).

1.3 Job engagement

According to Kahn (1990), job engagement is fundamentally a motivational concept that represents the active use of employees' personal resources for workplace tasks. Studies show that engaged employees are more committed, motivated, and capable of performing in- and out-of-work behaviours and that they are less likely to be absent and do not intend to leave the company (Zheng, Wayne & Liden, 2015). Promoting work engagement can be achieved by some practical activities such as increasing work resources, providing organizational support that includes coaching from supervisors, performance feedback, emotional and instrumental social support from supervisors and peers, and building personal resources, such as training employees in effective conflict management skills (Sulea et al., 2012). In the past researchers debated about the intersection of engagement and satisfaction. Despite differences in their concept, they are often closely related in terms of measurements. There is indeed an overlap in their definitions, because both concepts lead to positive affective response to work. Consequently, some researchers advocate measuring engagement with less emphasis on the affective component (Wefald & Downey, 2010).

The literature consistently demonstrates a positive association between job engagement and various job resources. These resources encompass factors such as social support from colleagues and supervisors, performance feedback, a diverse set of skills, autonomy in decision-making, and opportunities for learning and development. Job resources encompass physical, social, and organizational aspects of work and serve multiple functions within the organization, including reducing job demands, facilitating the achievement of work-related goals, promoting personal growth and learning, and reducing the psychological costs associated with work. The significance of these work resources becomes particularly pronounced when job demands are high. In other words, when employees face elevated levels of work-related, emotional, mental, or physical demands, access to adequate work resources can substantially boost their motivation and engagement. This assertion finds support in previous hierarchical regression findings. Personal resources, on the other hand, pertain to positive self-evaluations related to resilience and an individual's belief in their ability to effectively control and influence their environment. These personal resources are strongly linked to motivation, performance, job satisfaction, life satisfaction, career

aspirations, and other desirable outcomes. Engaged employees often possess a belief in their capacity to effectively handle various situations and demands, contributing to their high levels of motivation and performance (Bakker & Hakanen, 2007).

When employees are acknowledged and rewarded by their employers, it tends to elevate their level of engagement with their jobs significantly. Rewards and compensation play pivotal roles in the realm of employee engagement, as they serve as potent motivators, prompting employees to not only accomplish more but also to channel their efforts more keenly towards their work and personal growth. It's widely held that employees are more likely to find satisfaction in their roles and experience a harmonious fit within the workplace when they receive recognition for their contributions through higher incentives and acknowledgment. Additionally, administrative support, network connectivity, legal and policy backing, financial assistance such as loans, streamlined bureaucracy, attractive incentives, and tax benefits are also essential components contributing to this equation (Muzeyin, et al., 2022).

There are four reasons that engaged employees perform better than the disengaged: firstly, engaged employees experience positive emotions such as happiness, joy, and enthusiasm, which are thought to broaden the range of possible actions that the body and mind are prepared to take and consequently result in higher levels of job engagement. Second, engaged employees are mentally and physically healthier, which enables them to fully utilise their mental and physical resources, which in turn enhances performance. In addition, engaged employees create their own professional and personal resources, making them better able to meet the demands of the job and achieve their work goals. Finally, engaged employees transfer their engagement to others. So not only does an engaged employee perform better, but he or she also increases the engagement of his or her colleagues, thereby enhancing the performance of the entire group (Bakker, Schaufeli, Leiter & Taris, 2008)

1.4 Employee's well-being

Danna and Griffin (1999) provided a comprehensive definition of employee well-being, characterizing it as the overall state of an individual's mental, physical, and general health, along with their experiences of satisfaction in both their work-related and non-work-related aspects of life. In essence, employee well-being is influenced by the level of contentment or dissatisfaction individuals derive from their job, as well as their interactions with colleagues, teammates, and supervisors. This definition highlights the holistic nature of well-being, which encompasses not only one's professional life but also their overall health and life satisfaction. (Nielsen et al., 2017).

Employee well-being plays a pivotal role in determining the success and sustainability of an organization, as well as an employee's ability to function effectively in the workplace. While it was once commonly believed that the responsibility for employee well-being rested solely with the company, contemporary understanding suggests that individuals themselves have a

significant role to play in promoting their own well-being, in addition to the organization's efforts. A specific behaviour that has gained prominence in this context, and which positively influences employees' work-related well-being, is job crafting (Peral & Geldenhuys, 2018). On the other hand, there's a valid argument that engaged workers are intrinsically motivated to invest effort and persevere even when faced with challenges and potential threats to their well-being. These engaged employees often desire more from various job characteristics. Motivation, in this context, revolves around the anticipation of satisfaction as individuals set goals and channel their actions toward achieving positive outcomes. In contrast, job satisfaction is more of a reactive state, reflecting the level of contentment with what has already been accomplished and what is expected to be achieved in the future (Chen, Tsai & Yen, 2014).

1.5 Turnover intention

Employee turnover intention refers to the likelihood that an employee will decide to leave their current organization voluntarily. Research has consistently shown that positive turnover intentions are often associated with actual turnover, where employees follow through on their intention to leave. It is essential for managers to pay close attention to turnover and take proactive steps to prevent it because turnover can have detrimental effects on the organization. In recent years and decades, researchers have identified various factors that contribute to employees contemplating leaving their current company. These factors include employee demographics, job satisfaction levels, organizational commitment, and feelings of embeddedness within the organization. Scholars in this field recommend that leaders and managers should implement measures to enhance employee satisfaction, aiming to mitigate the negative consequences associated with dissatisfaction. Such negative consequences may encompass reduced organizational performance, lower productivity levels, and higher employee turnover rates. Furthermore, workplace engagement plays a pivotal role in achieving positive outcomes for both the organization and the individual employee. Engaged employees not only contribute to better quality work outcomes and lower turnover rates, benefiting the organization, but they also experience higher individual performance, which is personally rewarding and fulfilling. This underscores the mutual benefits of fostering workplace engagement within an organization (Skelton, Nattress & Dwyer, 2018).

One way to reduce turnover intention is through higher level of person job fit. Employees with higher fit between job demands and their skills and abilities experience less stress than employees with skills that do not match the job. On the other hand, person-organization fit, which is the match between the employee's values and the mission of the organization for which he or she works, also correlates positively with employee-customer identification, as employees feel pride when they identify with their organization and therefore remain dedicated to their job and the organization (Skelton, Nattress & Dwyer, 2018). Other way to tackle a turnover is increasing intrinsic motivation of the employees, because it represents a

key determinant of attitudes and behaviours. Such kind of motivation that means performing a job for the enjoyment of the job itself, has a greater impact than any type of external motivation and contributes significantly to reducing turnover intention. Intrinsic motivation decreases job turnover by increasing job satisfaction and decreasing emotional exhaustion. (Cho & Lewis, 2011). Organizational commitment, and particularly job satisfaction, exhibit a robust connection to the cumulative duration of voluntary employee absences. Employees who display strong commitment to the organization or harbour high levels of job satisfaction tend to be more punctual and consistent in attending work when compared to those with lower commitment or job satisfaction levels. Consequently, it's reasonable to assume a correlation between workplace instability and job satisfaction, as well as a correlation between job satisfaction and employee absenteeism. (Berry, Lelchook & Clark, 2011)

As employee dissatisfaction grows, the likelihood of employees considering alternative employment opportunities increases. There exists a positive relationship between employees' perception of alternative job opportunities and their intention to leave their current position. When companies fail to provide significant avenues for growth, employees actively start searching for other employment opportunities, and this search is primarily based on their perceived prospects in the external job market. When an employee decides to change jobs primarily for financial reasons, offering monetary incentives such as salary increases and bonuses becomes the most common and costly strategy to deter turnover. However, when an employee's decision to leave is driven by factors other than monetary concerns, non-monetary incentives such as work-life balance initiatives and recognition programs can be employed to encourage employee retention. In many instances, offering non-monetary rewards can help maintain a motivated workforce while simultaneously controlling labor costs. The availability of alternative job options can result in both engaged and exploratory job searches, which may or may not culminate in a job change. Exploratory searches involve activities such as browsing job advertisements, researching job search practices, and creating and sending out resumes, all of which are indicative of exploring options. In contrast, engaged job searches encompass activities that signal a commitment to leaving, such as contacting former employers, colleagues, recruiters, or potential new employers (Arshed & Puteh, 2015).

1.6 Work performance

Work performance could be defined as "behaviours or actions relevant to organizational goals". Work performance is not a single concept, but a concept with many aspects, encompassing more than one type of behaviour. For example, intangible goods are produced in the service industry, and the quality of services is largely predicted by the direct performance of service workers. Therefore, it can be concluded that work performance is an outcome that is achieved through the efforts of employees. As an employee-level outcome, work performance can be monitored, measured, and evaluated and linked to organizational goals. Therefore, work performance is a critical factor in organizational success (Abdullah

& Hooi, 2013). Employee work performance, expressed in the results that employees achieve in the work process, is an important contribution of employees to the achievement of corporate goals. Therefore, when evaluating an employee's performance, we often focus on results because they show us the connection between the individual's behaviour and organizational goals. In many organizations, whether an employee is promoted, rewarded, or fired for poor job performance depends on job performance. Campbell has identified eight behavioural dimensions that should be considered in performance appraisals (Mihelič, Zupan, Peterlin & Stare, 2021):

- Technical competence for the tasks - Does the employee have sufficient technical knowledge to perform the task?
- Coping with tasks not specific to a particular job area - How well can the worker perform a task that is not typical of his/her job?
- Written or verbal communication - How well can the employee communicate with various audiences?
- Demonstrated effort - Does the employee apply himself to his work?
- Maintenance of personal discipline - Does the employee avoid negative behaviour?
- Promoting Team Performance and Colleague Performance - How well does the employee support and encourage colleagues?
- Supervision - How well can the employee influence others?
- Management and Administration - How well can the employee perform managerial duties?

It must also be noted that, in addition to performance related to the tasks performed by workers, contextual performance must also be considered. This is behaviour that contributes to the efficiency of the organization through its impact on the psychological, social, and organizational context of the work. Employees can contribute to organizational effectiveness in a variety of ways through work context (Mihelič, Zupan, Peterlin & Stare, 2021):

- Employees can influence their colleagues to behave in ways that add value to the organization.
- Employees can also contribute to organizational performance by increasing individuals' willingness to perform organizationally valuable behaviours.
- Behaviours that impact tangible organizational resources can also contribute to organizational performance.

2 PERSON-JOB FIT

Person-job (P-J) fit pertains to the connection between an employee's individual characteristics and the characteristics of a job. This fit can be conceptualized in a two-dimensional manner, comprising two key components: needs-supply (N-S) fit and demands-abilities (D-A) fit (Chen, Tsai & Yen, 2014):

- Needs-Supply (N-S) Fit: N-S fit relates to the alignment between the employee's personal needs, desires, and preferences, and the rewards or outcomes they receive in return for their work. It essentially assesses whether the job satisfies the individual's expectations and preferences in terms of what they gain from their employment.
- Demands-Abilities (D-A) Fit: D-A fit focuses on the congruence between the demands imposed by the job and the employee's knowledge, skills, and abilities. This dimension examines whether the job's requirements align with the individual's capabilities and qualifications.

In essence, P-J fit assesses how well an individual's expectations and capabilities match the characteristics and demands of a given job, encompassing both the rewards offered by the job and the skills required to perform it effectively (Chen, Tsai & Yen, 2014). In simpler terms, person-job fit revolves around how well an individual's knowledge, skills, and abilities align with the demands and requirements of a particular job, or how well their personal needs match what the job offers. Consequently, providing accurate and realistic information about the job during the recruitment and selection process is crucial for a positive outcome, benefiting both the employee and the employer. When individuals apply for a job, their subjective assessments of how well their own characteristics match those of the job and the company influence several key decisions. These assessments affect their initial interest in the position, their decision to continue in the selection process, and ultimately their choice to accept or decline a job offer. This indicates that as candidates progress through the selection process and gather more information about the job and the company, factors beyond just their emotional attitudes toward the company come into play when deciding whether to accept a job offer. These factors include the specific attributes of the job itself and the company's characteristics. The research finding that person-job fit, rather than person-organization fit (which pertains to the alignment between an individual and broader organizational attributes), predicts job acceptance intentions suggests that individuals who have invested in their human capital, such as education, are more inclined to prioritize a job that allows them to utilize their knowledge, skills, and abilities over working in an environment that perfectly aligns with their values and goals. In essence, it underscores the importance of skills and qualifications in job decision-making, particularly for those who have invested in their education and expertise (Carless, 2011). In addition, the weighting of P-J fit in evaluating job applicants depends on both contract length and knowledge intensity, suggesting that decision makers are likely to adjust the weighting of P-J fit according to job characteristics. This could be due to the fact that the nature and criticality of tasks vary greatly across positions and that opportunities to improve PJ fit also vary across time (Sekiguchia & Huberb, 2011).

2.1 Impact of person job-fit on job related constructs

Person-job fit can have a significant impact on job satisfaction because employees with a higher fit between requirements and skills can qualify for their tasks and therefore do not

suffer from tremendous work stress, while employees with a lower fit between requirements and skills cannot complete their tasks efficiently and therefore suffer from a higher workload and have to spend more time on learning and training, leading to job dissatisfaction. Several empirical studies also show that workers who perceive higher levels of P-J fit exhibit higher levels of job engagement. Employees who perceive high levels of P-J fit are more likely to perform their jobs with enthusiasm, which in turn increases their job engagement (Peng & Mao, 2015). P-J fit increases job satisfaction and consequently reduces turnover intention. Therefore, P-J fit plays a critical role in organizational effectiveness. Hollenbeck (1989) conducted an empirical study and concluded that poor fit between person and job leads to turnover. Since P-J fit is about matching employees' knowledge, skills, and abilities (KSA) with job requirements, poor fit leads to lower performance levels, high turnover rates, and more absenteeism. Individuals who find that their own skills and the complexity of the job are not a good match have the intention of leaving their job and seeking another position that they believe is a better fit (Ul Hassan, Akram, & Naz, 2012).

Person-job fit serves as a reliable predictor of job performance due to its association with positive job outcomes. When an individual's preferences and skills (KSAs) align with the demands and characteristics of the job, it fosters a motivational state that is crucial for enhanced job performance. Empirical studies have consistently demonstrated the significance of this alignment, highlighting its positive relationships with job satisfaction, job engagement, task and contextual performance, job offer acceptance, tension reduction, and reduced intention to leave a job (June & Mahmood, 2011). Conversely, a poor person-job fit is often linked to lower job satisfaction and diminished overall well-being. However, it's important to note that the state of engagement, characterized by high levels of motivation and involvement in one's work, can sometimes be associated with a poorer rather than a better person-job fit. Engaged employees may be drawn to job roles with elevated demands and challenges, as these aspects fuel their initial engagement and encourage them to invest more energy in their work. Consequently, increased levels of certain job characteristics can lead to a desire for even more challenging tasks among highly engaged workers, potentially reducing the fit as their heightened motivation is further fueled by these characteristics (Warr & Ilke, 2012).

Research focused on job characteristics has demonstrated that increased well-being can be achieved when high demands are coupled with other desirable attributes. For instance, setting challenging yet attainable goals or implementing performance-based compensation systems that demand more from employees can, at times, lead to lower immediate satisfaction but hold the potential for increased engagement and improved performance in the long run. However, since job satisfaction plays a pivotal role in fostering engagement, it's crucial to ensure that the person-job fit concerning specific job characteristics is adequate to elevate satisfaction to a level that supports overall higher engagement. Organizations should recognize the importance of this alignment in creating an environment conducive to engagement. Furthermore, organizations should be vigilant in monitoring the alignment

between individuals and their roles over time. Motivations may evolve with adjustments and experience, and operational changes within the organization can alter the level of job characteristics. Therefore, maintaining an awareness of these dynamics is vital for optimizing employee job design and overall engagement within the workplace (Warr & Ilke, 2012).

2.2 Job crafting

Continuously escalating job demands, such as excessive workloads, emotionally taxing interactions, and tight time constraints, can erode employees' well-being and make them feel disconnected from their roles. This often results in reduced job satisfaction, diminished job performance, and a heightened likelihood of contemplating job changes. To address this predicament, employees can engage in job crafting, a proactive approach to reshape their roles to better suit their individual needs and abilities. Moreover, the alignment between an individual and their job, known as person-job fit, significantly influences employee attitudes. It plays a pivotal role in enhancing job satisfaction, fostering work engagement, and reducing the intention to leave one's current job. When employees perceive a strong fit between their personal characteristics and the demands of their job, it contributes positively to their overall work experience and commitment to their current role (Rudolph, Katz, Lavigne & Zacher, 2017).

When employees perceive a poor fit between themselves and their job, engaging in job redesign becomes crucial. This process leads to enhancements in various job characteristics such as job control, skill utilization, and participation. The resulting improvement in well-being can often be attributed to increased employee involvement. Additionally, assessing whether the change in well-being is linked to alterations in one or more job characteristics can provide valuable insights into the effectiveness of job redesign interventions (Holman, Axtell, & Sprigg, 2009). In this context, workers actively and proactively participate in reshaping and modifying certain aspects of their job tasks, a concept referred to as "job crafting." Essentially, job crafting involves the physical and cognitive adjustments individuals make to the boundaries of their tasks and relationships within their jobs. By doing so, employees can align their knowledge, skills, and competencies with their roles, thus improving their personal fit within the job. This empowerment grants employees a sense of control over their work, making it more likely for them to tailor their tasks to align with their individual preferences, styles, and abilities (Chen, Tsai & Yen, 2014).

There are three different types of job crafting; task crafting, relationship crafting and cognitive crafting. Task crafting refers to changes in formal tasks, such as changing the amount of time and effort spent on various tasks. Relationship crafting results from changes in the way employees interact with each other at work. Finally, cognitive shaping is about how workers cognitively perceive and evaluate their work in order to make it more

personally meaningful, such as making an effort to recognise the impact of their work on the success of the organisation (Junca-Silva, Silva & Caetano, 2022).

Job crafting represents a valuable opportunity for workers to take charge of their roles. Rather than simply assigning predefined tasks and expecting employees to conform, it encourages individuals to seek out job characteristics, skills, and requirements that align with their own strengths and needs. One effective approach is to encourage employees to reflect on their current positions and envision what their ideal job would entail. Recent research has demonstrated that job crafting can be cultivated through training initiatives. Furthermore, it's essential to maintain an ongoing assessment of the alignment between an individual and their job through regular evaluations and conversations between managers and employees. This way, both parties can closely monitor shifts in job demands, skills, and needs. In the ever-evolving landscape of work, proactively mobilizing and optimizing the work environment emerges as a beneficial strategy for sustaining positive work experiences (Tims, Derks & Bakker, 2016).

In recent years, researchers have uncovered a noteworthy connection between job crafting and several favourable outcomes. There is a positive correlation between job crafting and work engagement, job satisfaction, and job performance. This phenomenon involves employees actively shaping their work roles to better match their preferences, skills, and motivations. By doing so, they enhance the significance of their work and strengthen their sense of identity in relation to their job. This, in turn, leads to heightened well-being related to work and improved job performance. Through their active involvement in shaping their work environment, employees create additional opportunities for achieving better performance levels. This is partly because they feel a greater sense of control over their work circumstances, which, in turn, lends more significance to their work (Junca-Silva, Silva & Caetano, 2022).

The most widely recognized and widely adopted theoretical framework that explains job crafting was developed by Tims and Bakker in 2010. They defined job crafting as a proactive behavior in which employees initiate changes in their job demands (whether actual or perceived) and job resources to enhance the alignment between these job characteristics and their individual abilities and needs. Their conceptualization of job crafting is situated within the JD-R (Job Demands-Resources) framework. According to their model, job crafting consists of four key dimensions (Rudolph, Katz, Lavigne & Zacher, 2017):

- Increasing Challenging Job Demands: this involves employees taking on more responsibilities and volunteering for special projects, thereby enhancing the level of challenge in their work.
- Decreasing Hindering Job Demands: In this dimension, employees aim to reduce hindrances such as excessive workload and work-family conflicts that can impede their job performance.

- Increasing Structural Job Resources: this dimension focuses on employees augmenting structural aspects of their job, such as increasing autonomy, skill variety, and other motivational characteristics, which can enhance their job satisfaction and engagement.
- Increasing Social Job Resources: employees in this dimension seek to enhance their social support networks by requesting feedback, seeking advice, and obtaining support from both supervisors and colleagues, which contributes to their overall well-being and job performance.

Building upon the previously mentioned four-factor scale of job crafting, Nielsen, Simonsen, and Abildgaard (2012) developed a job crafting scale designed specifically for blue-collar workers. This scale, although less widely recognized, adds a unique dimension to the concept of job crafting. It includes the following dimensions: decreasing social job demands: which measures an individual's active efforts to avoid emotionally challenging situations at work, reflecting their desire to reduce social stressors and increasing quantitative job demands: which gauges an individual's proactive attempts to take on more work or create additional tasks for themselves, indicating a drive for increased workload. Notably, this scale differs from the previous four-factor model by excluding the dimension of increasing structural job resources. The decision to exclude this dimension and incorporate decreasing social job demands may be attributed to the specific context of blue-collar workers. The study found that social interaction in the workplace could be both a resource (e.g., social support) and a demand (e.g., navigating diverse co-workers with varying needs and goals). This dual nature of social interaction led to the inclusion of dimensions related to decreasing social job demands, recognizing that blue-collar workers may actively seek to minimize emotionally taxing situations in their work environments. In essence, this adapted job crafting scale acknowledges the unique challenges and strategies employed by blue-collar workers to tailor their jobs to their preferences and needs, providing a more comprehensive understanding of job crafting in this context.

In contrast, Wrzesniewski and Dutton (2001) expanded the concept of job crafting to encompass the previously mentioned task, relational, and cognitive dimensions. Unlike the focus of Tims and Bakker (2010), who concentrated solely on task and relational aspects of job crafting, Wrzesniewski and Dutton also considered the cognitive component. They recognized the cognitive dimension as a vital means of influencing one's job, which may be particularly relevant for specific job types or employees. The cognitive dimension of job crafting enables workers to perceive the broader impact of their work and appreciate the value their contributions bring to their lives. It is intricately connected to the concepts of work meaningfulness and work identity. Cognitive job crafting represents yet another significant avenue for individuals to shape their jobs, a strategy that may be well-suited to particular job roles or employees. Task, relational, and cognitive crafting all involve the enhancement of job resources, the optimization of challenging demands, and the reduction of hindering demands to align job demands and resources with one's skills and preferences.

More specifically, task crafting encompasses modifications to the quantity, scope, and nature of work tasks, as well as the allocation of time and effort to different tasks.

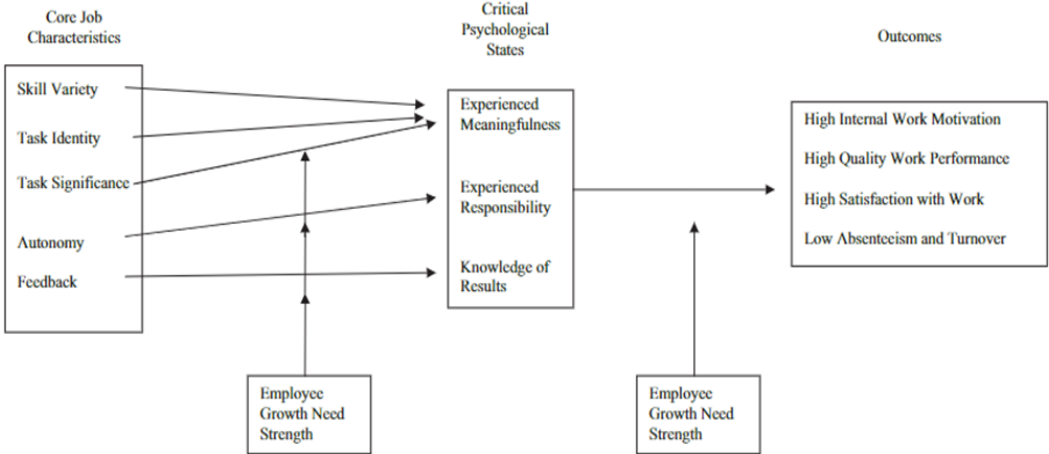
3 MODELS OF THE JOB DESIGN

Historically, numerous researchers have undertaken studies on job design, consistently revealing its significance in influencing a multitude of factors across individual, group, and organizational contexts. Despite the acknowledged interest and importance of job design, research pertaining to the measurement of job design and job characteristics has been characterized by limitations, incompleteness, and challenges. Work design studies have often been conducted in relative isolation, and theoretical models have been perceived as having a limited scope. A plausible explanation for this lack of integration could be attributed to researchers employing metrics in their studies that encompass a broad spectrum of job design factors (Morgeson & Humphrey, 2006).

3.1 Job characteristics model

Hackman and Oldham's job characteristics model stands out as one of the most renowned frameworks for comprehending the essence of job characteristics. It has ignited the publication of numerous empirical studies, with its core principles depicted in Figure 1. Within this model, the duo introduced five fundamental job characteristics that give rise to three critical psychological states, which, in turn, significantly influence individual and work-related outcomes. Furthermore, the theory incorporates individual variables that can serve as mediators, elucidating the connection between job characteristics and outcome variables. Additionally, it delineates the intricate relationships among these four essential components, as illustrated in Figure 1 (Siruri & Cheche, 2021).

Figure 1: Job characteristics model



Source: Siruri & Cheche (2021).

The five characteristics are skill variety, task significance, task identity, autonomy, and feedback. Skill variety refers to the extent to which the job requires a wide range of activities in performing a task, task significance refers to the importance and impact on other people who may or may not be part of the organisation (the whole society). Task identity refers to the extent to which a task requires the completion of an entire task from start to finish, with visible results that allow a person to work on a complete process rather than small parts. Task autonomy, in turn, refers to the extent to which a job incumbent has discretionary authority to perform his or her job freely, including determining the procedures for doing it. Finally, job feedback refers to clear and direct feedback to individuals about their job performance (Hackman & Oldham, 1976).

In addition to these five core work characteristics, job design introduces three psychological states through which job design can have an impact. The conceptual core of the theory is a set of three psychological states that mediate between task attributes and outcomes. The psychological states refer to the individual who assigns the grades themselves, and therefore do not represent the attributes or tasks within a particular job. If a worker assigns a high score to all five job attributes, he or she experiences all three psychological states and is highly intrinsically motivated. These psychological states are experienced responsibility for work outcomes, experienced meaningfulness of work, and knowledge of work outcomes. Experienced responsibility refers to the individual's accountability for the work he or she performs. Experienced meaningfulness, on the other hand, is about the individual's feeling that his or her work is valuable to him or her. To experience meaningfulness, a person must feel his or her work is important, valuable and worthwhile. To feel responsibility, one must feel personally accountable for the results of the work done. Finally, to experience knowledge of results, one must be able to assess the effectiveness of one's performance at regular intervals. These states were anticipated to be impacted by feedback and autonomy, as well as the combined effects of task identity, task meaning, and task variety. While both autonomy and feedback are pivotal in fostering motivation within the workplace, the elements of task identity, task meaning, and task variety were considered interchangeable, suggesting the potential for certain aspects of the work environment to compensate for one another. For instance, if employees encounter substantial variety in their tasks, it may mitigate the potential drawbacks of low task identity. Hackman and Oldham asserted that job characteristics don't just influence job satisfaction but also have a broader impact on various aspects of job design outcomes, including motivation, performance, absenteeism, and turnover (Hackman & Oldham, 1976).

Hackman and Oldham made a significant contribution by acknowledging the significance of individual differences in their job characteristics model. They took into account that people's unique skills, knowledge, abilities, and their overall satisfaction with the work environment can influence the intensity of connections between job characteristics, crucial psychological states, and subsequent work outcomes. One of the most crucial moderators within their model is the strength of individuals' growth needs, defined as the degree to which employees

aspire to advance within the framework of their work. Employees with a strong inclination toward personal growth and development may derive greater benefits from job enrichment initiatives (Van den Broeck & Parker, 2017).

3.2 Work design model

The escalating challenges posed by global competition, escalating complexity, and swift transformations have driven numerous organizations to adopt virtual work designs as a means to enhance flexibility. However, a noteworthy paradox emerges as many remote collaborators frequently express unfavourable sentiments, such as a sense of disconnection and isolation from their colleagues due to the absence of face-to-face interactions. In the realm of work design theories, the individual motivational states engendered by work characteristics stand as a pivotal component. (Gibson, Gibbs, Stanko, Tesluk & Cohen, 2011).

In recent academic discussions, the predominant focus has gravitated towards reevaluating work and job design paradigms, emphasizing their favourable impacts on attitudes, motivation, and behaviour. However, relatively scant attention has been devoted to the intricate process by which the structural aspects of work exert their influence on an individual level and the underlying psychology of job design. Criticisms have been leveled at Hackman and Oldham's model for its perceived inclusion of an excessive number of intermediary psychological processes that connect job design to its outcomes. Consequently, there's been a call for a more streamlined and simplified theoretical framework to explain the effects of job design. In a similar vein, critical voices have emerged, echoing the sentiments put forth after a comprehensive meta-analysis of the job design literature. While acknowledging the importance and profound influence of work design, these authors have underscored the necessity for further theory development and increased empirical research in this domain (Pierce & Jussila, 2008).

In the wake of Hackman and Oldham's influential model, numerous adaptations and extensions of workplace and work models have emerged. These extensions have predominantly incorporated key social elements, such as social support and feedback from peers or colleagues, as well as contextual factors like physical job demands and ergonomics. The aim of these expanded models is to create a more comprehensive view of workplace design, ultimately leading to the psychological empowerment of employees. This empowerment encompasses various facets, including personal mastery, self-efficacy, and self-determination. It entails the sense of having the autonomy to initiate and regulate one's actions. As a result, these empowered employees experience heightened levels of intrinsic motivation, increased job satisfaction, greater organizational commitment, and are more inclined to engage in voluntary and constructive work-related behaviors. These extensions reflect the evolving understanding of how workplace design factors interact to shape employee attitudes and behaviours (Pierce & Jussila, 2008).

Work design, which is a broader concept than job design and that considers both the job and broader environment. Morgeson and Humphrey (2006) developed a job design questionnaire to address the problem many researchers previously had with not including a broader range of characteristics in their research. By broadening the focus to include three main categories of work characteristics: motivational, social, and contextual aspects of work, they hoped to stimulate both empirical research and more comprehensive theoretical models. With a more comprehensive scale, it may be possible to develop a composite theory of work design that incorporates ideas from all perspectives of work design and explicitly considers the costs and explicitly considers the costs and benefits of each.

The initial category encompasses motivational aspects believed to represent the overall complexity of a job. The underlying principle of this motivational perspective is that job enrichment can be achieved through enhanced motivation and satisfaction, among other factors. This particular category of job characteristics can be further subdivided into those that pertain to the specific tasks and knowledge requirements associated with the job. The second category pertains to social attributes, which encompass elements such as social support – denoting the extent to which a job offers opportunities for advice and assistance from colleagues, interdependence – indicating the extent to which the job relies on collaboration with others and vice versa to complete tasks, and feedback from peers. These characteristics underscore the fact that work takes place within a broader social environment. The third category encompasses contextual characteristics that reflect the circumstances in which work is carried out, encompassing the physical and environmental context (Morgeson & Humphrey, 2006).

3.3 Job demands-resources model

The JD-R (Job Demands-Resources) model proposes that within every job, there are two distinct categories of characteristics: job demands and job resources. Job demands encompass aspects that require physical or mental effort and are linked to associated physical or mental costs. When these demands demand a high level of input from the employee and the employee cannot adequately recover from them, they can transform into stress-inducing factors at work. Conversely, job resources act to alleviate job demands, facilitate the achievement of work-related goals, and support personal growth, learning, and development. Workplace resources, as a result, not only aid employees in managing their work-related challenges but also possess the potential to inspire and motivate them (Sulea, 2012). The JD-R model stands as an empirically validated framework, forging connections among job (and personal) attributes, leadership, employee well-being, and outcomes. As job demands diminish and job and personal resources grow, work engagement surges while burnout is thwarted, yielding more positive outcomes for both employees and organizations. The accurate evaluation of job demands and job resources is pivotal since they trigger health impairment and motivational processes, respectively. When considering interventions, high work demands and insufficient work resources both contribute to burnout. Conversely, an

abundance of work resources (as opposed to low work demands) fosters work engagement. Thus, enhancing resources like social support, job control, and feedback serves to prevent burnout and stimulate engagement. Conversely, reducing demands such as work overload, conflict, and job insecurity primarily impacts burnout, not engagement. This is due to the fact that work demands can be not only potentially stressful but also challenging to some extent. Consequently, diminishing work demands may lead to less challenging tasks and consequently lower levels of work engagement (Schaufeli & Taris, 2013).

The JD-R model delineates two distinct processes: a motivational or work engagement process, which arises from ample job and personal resources, and a health impairment process associated with burnout due to high job demands. In the presence of substantial personal and job resources, employees tend to become more engaged in their work, which, in turn, yields significant positive outcomes for them. This motivational process, also known as the motivation-driven process, posits that work resources aren't solely used to cope with job demands but can also have intrinsic value or assist employees in attaining and safeguarding other valuable resources. Consequently, these characteristics possess motivational potential, fostering employee engagement, enhancing job performance, and guarding against cynicism. On the other hand, the health impairment process, often referred to as the effort-driven process, postulates that demanding jobs or those laden with chronic demands exact physiological and psychological costs by depleting workers' physical and mental reserves. This depletion can lead to health issues and a gradual loss of energy. In summary, the JD-R model underscores the importance of managing job demands and resources to promote employee well-being, engagement, and performance, with the understanding that these resources have intrinsic and extrinsic motivational value (Vermooten & Boonzaier, 2019).

Engaging in highly demanding roles that require sustained physical, cognitive, and emotional exertion, often compounded by factors such as unclear job expectations and time constraints, can result in significant energy depletion. This, in turn, can have adverse repercussions on the well-being of employees, leading to reduced performance, job dissatisfaction, and an increased desire to leave their positions. Nevertheless, within the framework of the Job Demands-Resources (JD-R) model, there exists an alternative perspective. This model proposes that a job can be transformed to alleviate excessive demands and foster positive work outcomes while nurturing personal growth. From the JD-R standpoint, a concept known as "job crafting" empowers individuals to adapt their job demands and resources to better align with their own abilities and preferences. In the ever-evolving landscape of today's work environment, it is highly likely that employees who actively engage in job crafting, reshaping their tasks, relationships, or perspectives, can achieve a more harmonious equilibrium between the increasing job demands and the available resources. This alignment promotes a better match between individuals and their roles, ultimately benefiting both employees and their organizations. (Urien, Osca, & García-Salmones, 2017).

4 REVIEW OF THE RESEARCH THAT PRESENT THE RELATIONSHIPS BETWEEN EXAMINED JOB CONSTRUCTS

The empirical part of the master's thesis focuses on examining the relationship between job characteristics and job crafting, job characteristics and job satisfaction and job crafting and job satisfaction. This chapter presents the results of previous research that examined the relationships between the aforementioned job constructs. The job characteristics model states that an individual's views of a work's objective features could have an impact on the employee's attitude and level of satisfaction. According to previous work design scholars the more complicated and enriched a job is, the more likely it is to meet the worker's needs, and the higher the employee's job satisfaction will be. Previous studies have also shown a positive relationship between job satisfaction and measures of job characteristics collected from a variety of sources, including employees themselves, supervisors, and independent observers (Alshmemri, Shahwan-Akl & Maude, 2017).

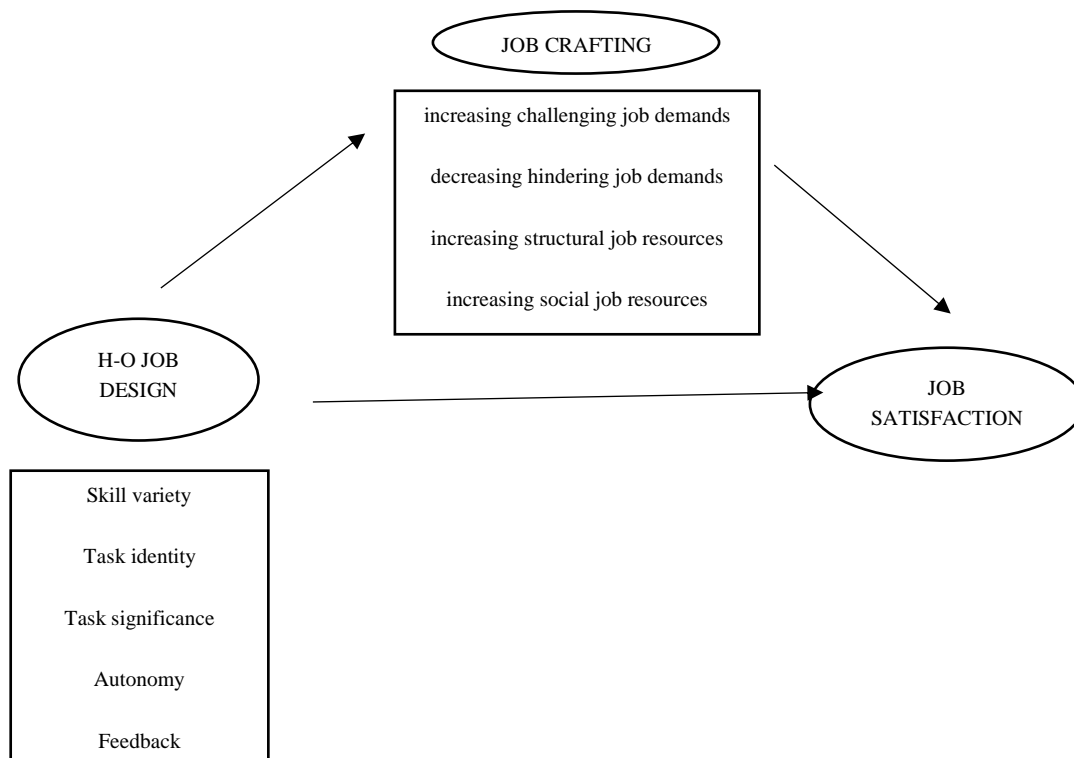
Numerous studies have found a positive relationship between job crafting and job satisfaction. For example, Cheng and O-Yang (2018) demonstrated this connection. Other research has focused on different aspects of job crafting and identified several positive relationships. Tims conducted several studies and found that increasing structural and social resources within one's job was related to higher job satisfaction. Slemp and Vella-Brodrick (2013) examined task crafting, relationship crafting, and cognitive crafting and found that all three dimensions were positively associated with job satisfaction. Rudolph et al. (2012) explored the associations between job crafting and various work outcomes. They discovered that job crafting, particularly when aimed at enhancing beneficial job characteristics rather than reducing hindering job demands, was moderately to highly correlated with job engagement and moderately correlated with job satisfaction. These studies collectively emphasize the significance of job crafting in allowing employees to actively shape their work experiences, resulting in increased job satisfaction and improved overall well-being at work (Villajos, García-Ael & Topa, 2019).

Kim and Lee's (2016) research revealed that task identity, task significance, and autonomy have a positive relationship with job crafting. However, their study did not find a significant effect for skill variety and feedback on job crafting. In contrast, Kanten (2014) found different results, indicating that some dimensions of job characteristics significantly affect job crafting. Specifically, skill variety and feedback were found to positively influence employees' job crafting, whereas task significance and autonomy did not have a significant effect on job crafting in this study. Moreover, Kim, Baek, and Shin's research in 2020 added further insights by highlighting distinct effects of job characteristics on different forms of job crafting. They found that skill variety and task significance had a main effect on task crafting, skill variety had a main effect on relational crafting, and skill variety and task identity had a main effect on cognitive crafting. These findings illustrate the nuanced

relationship between job characteristics and various dimensions of job crafting. To study the relationship between job characteristics, job crafting and job satisfaction, a research model was developed that is displayed in Figure 2. For the purposes of the master thesis, job characteristics from Hackman and Oldham job design model was used: skill variety, task identity, task significance, autonomy and feedback. To measure the impact of H-O job design model on other two job constructs The Work Design Questionnaire (Morgeson & Humphrey, 2006) was used. Tims, Bakker, and Derks (2012) developed the Job crafting scale (JCS) which was used for the purpose of quantitatively measuring job crafting behaviour. JCS is a 21-item scale measuring four independent job crafting dimensions, namely, increasing structural job resources, increasing social job resources, increasing challenging job demands and decreasing hindering job demands. Overall job crafting is understood as mean value of all four different types of job crafting. For measuring job satisfaction only one item was selected. Based on the study of previous literature about examined job constructs and results of empirical research, these research hypotheses were developed:

- H1: H-O job design positively impacts job satisfaction.
- H2: The impact of H-O job design on job satisfaction is negatively mediated through job crafting.
- H2a: H-O job design negatively influences overall job crafting.
- H2b: Job crafting positively impacts job satisfaction.

Figure 2: Conceptual model



Source: Own work.

5 ANALYSIS OF RELATIONSHIP BETWEEN JOB CHARACTERISTICS, JOB CRAFTING AND JOB SATISFACTION

The first four chapters of Master thesis are the theoretical frame and basis for the empirical research. Theoretical part deals with various job-related constructs and job designs, but the purpose of this chapter is to analyse desirable job characteristics among Slovenian employees. Analysis was made based on the respondents' answers on imposed questioner.

5.1 Research objective

The purpose of the Master thesis is to help organizations and leaders better understand which job characteristics can retain employees and increase job satisfaction and based on that, also which job characteristics can attract new employees. It is crucial for organizations to have satisfied, engaged and motivated employees with high work performance, good well-being and low turnover rate, because these listed constructs have significant impact on the successfulness of the organizations. The other objective is to analyse how much employees participate in job redesign if their job characteristics don't fit their personal traits.

5.2 Research methodology and data collection

I started the research by selecting a topic that is intriguing and relevant to today's world, then I studied the literature that has already been written and gathered data. I created research hypotheses that I tried to address through my empirical research based on the gathered data and published research articles. For the empirical part I decided to use a quantitative approach to obtain the primary data and developed an online questionnaire (Appendix 2). The questionnaire was based on existing literature on job characteristics, job satisfaction and job crafting. I chose to use closed-ended questions because I would later analyse them using the SPSS statistical software. The questionnaire was compiled from already existing questionnaires that were already mentioned: The Work Design Questionnaire (Morgeson & Humphrey, 2006) and Job crafting scale (Tims, Bakker and Derks, 2012). Job satisfaction was measured using a single item as previous research has found that single-item measures of job satisfaction correlate highly with job satisfaction scales (Wanous, Reichers, & Hudy, 1997). I used SPSS statistical software to analyse the data after I received it, looking for relationships and different patterns. I provided advice for the groups and ideas for more research based on the findings.

Table 1: The course of the research

Conducting a research				
I. The starting point of the research				
I.a Collecting literature	I.b Studying literature and sources		I.c Analysis of the documentation using descriptive, comparative, and compilative methods	
II. Development of the research model				
III. Conducting research hypotheses				
IV. Designing the survey				
V. Conducting the survey				
VI. Observation of response rates				
VII. Data processing				
VII.a Editing the questionnaires received	VII.b Creation of database	VII.c Entering the data from the questionnaires into the database	VII.d Analysing the database	VII.e Creation of queries and tables
VIII. Discussion and interpretation of results				
IX. Suggestions – implication for theory, practice and research limitation				
X. Conclusion				

Source: Own work.

5.2.1 Design and implementation of the survey

The questionnaire consists of three sections: job crafting, job satisfaction and job characteristics. I formulated the questions based on scientific literature - each question allowed for one response on a 5-point scale where respondents indicated their level of agreement/frequently scale. For example, answer 1 indicates that the respondent strongly disagrees with a statement/has never been in such situation and in contrast, answer 5 indicates that the respondent strongly agrees with the statement/has always been experiencing the situation. Answers from 1 to 5 follow each other in sequence, strongly disagree/never, disagree/rarely, undecided/sometimes, agree/often, strongly agree/always. Assuming that the differences between the categories are equal, we can calculate the standard deviations, the variance, and the arithmetic mean in the case of the ordinal measurement scale since it is very similar to the interval scale. The questionnaire was published on the online website 1-ka in Slovenian language as the purpose of the master thesis is to find desirable job characteristics among Slovenian employee, so the goal was to have Slovenian participants. The questionnaire was sent through different channels such as social media and private emails. To get a better insight I tried to get participants with different social and professional backgrounds. The first questionnaire was answered on April 2, 2023, while the last was answered on May 13 2023. Respondents were informed that the survey was anonymous. In the Table 2, you will find a statements about job characteristics: skill variety, task identity, task significance, task autonomy and feedback.

Table 2: Statements about job characteristics

Skill variety
The job requires me to use a number of complex or high-level skills.
The job requires me to utilize a variety of different skills in order to complete the work.
Task identity
The job involves completing a piece of work that has an obvious beginning and end.
The job allows me to complete work I start.
Task significance
The work performed on the job has a significant impact on people outside the organization.
The results of my work are likely to significantly affect the performance of the organization.
Task autonomy
I have a say in how they carry out their work.
The job provides me with significant autonomy in making decisions.
Feedback
I receive feedback on my performance from my supervisor.
The job itself provides me with information about my performance.

Source: Morgeson & Humphrey (2006).

All sections consist of closed questions where statements were made, and respondents rated them with scale from 1 to 5. The statements related to job crafting are listed in the Table 3.

Table 3: Statements about job crafting

Increasing structural job resources
I try to develop my capabilities.
I try to develop myself professionally.
I try to learn new things at work.
I make sure that I use my capacities to the fullest.
I decide on my own how I do things.
Decreasing hindering job demands
I make sure that my work is mentally less intense.
I try to ensure that my work is emotionally less intense.
I manage my work so that I try to minimize contact with people whose problems affect me emotionally.
I organize my work so as to minimize contact with people whose expectations are unrealistic.
I try to ensure that I do not have to make many difficult decisions at work.
I organize my work in such a way to make sure that I do not have to concentrate for too long a period at once.
Increasing social job resources

I ask my supervisor to coach me.
I ask whether my supervisor is satisfied with my work
I look to my supervisor for inspiration.
I ask others for feedback on my job performance.
I ask colleagues for advice.
Increasing challenging job demands
When an interesting project comes along, I offer myself proactively as project co-worker.
If there are new developments, I am one of the first to learn about them and try them out.
When there is not much to do at work, I see it as a chance to start new projects.
I regularly take on extra tasks even though I do not receive extra salary for them.
I try to make my work more challenging by examining the underlying relationships between aspects of my job.

Source: Tims, Derks & Bakker (2016).

And the third section was about job satisfaction. Employees were asked about their job satisfaction with one statement as can be seen in Table 4.

Table 4: Statement about job satisfaction

Statement
How satisfied are you with your job as a whole, all in all?

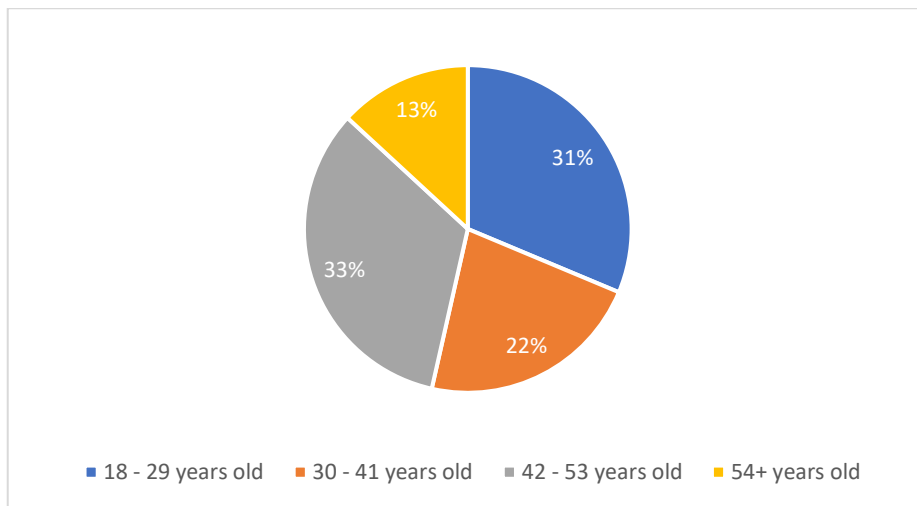
Source: Own work.

The master’s thesis also examines the descriptive relationships between job crafting and four commonly assessed demographic and employment characteristics: age, gender, education and tenures. It is useful to understand the nature of these relationships, not only for comparing the results with research on other forms of proactive behaviour and for planning future research efforts, but also for advancing theories of job crafting. To this end, it would be helpful to know whether job crafting is more or less common among younger or older employees, among male or female employees, among workers with higher or lower levels of education, and among workers with shorter or longer tenures.

5.3 Sample description

The final sample consists of 120 valid responses, of which 8 or 7% were not completed. Although the total number of employees reached by the survey was 251, 131 or 52% did not go beyond the introductory page. Of those who answered the gender question, 54% were female and 46% were male. Figure 3 shows that 31% of respondents were 18-29 years old, 22% were 30-41 years old, 33% were 42-53 years old, and 13% were 54 years old or older.

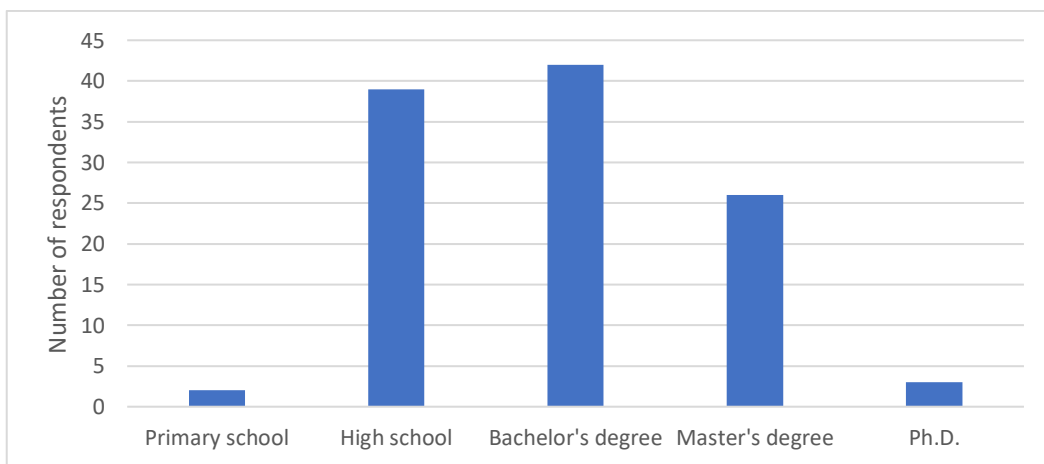
Figure 3: Age of the participants in the questionnaire



Source: Own work.

Figure 4 shows that of 112 valid responses, 1% had elementary school as their highest level of education, 38% had high school, 42 respondents or 38%, the majority, had a bachelor's degree as their highest level of education, 23% had a master's degree, and 3% had a doctorate.

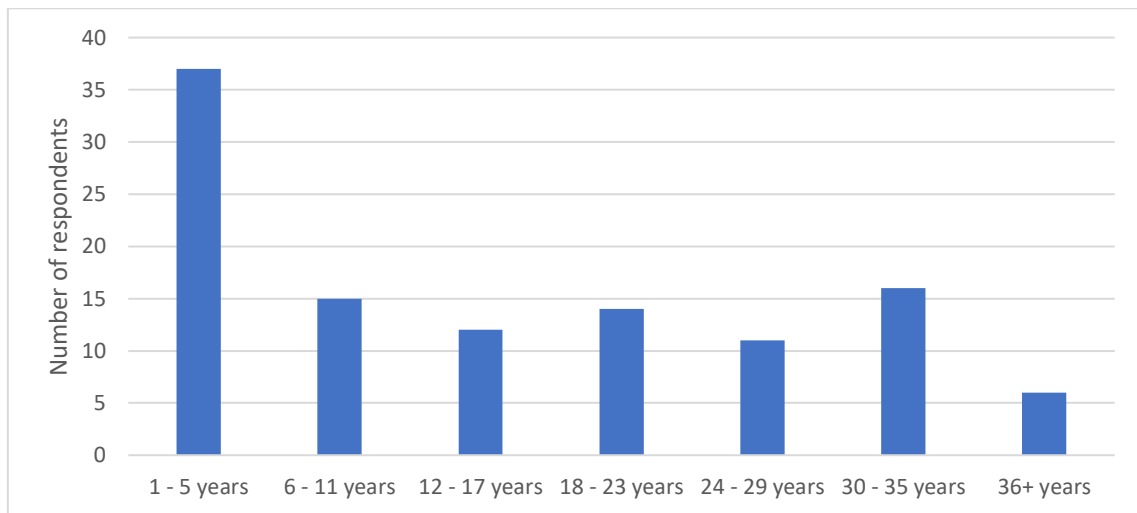
Figure 4: Level of education of respondents



Source: Own work.

Most participants, 37, had 1-5 years of service and the fewest respondents, 6, had 36 years or more of service. As shown in Figure 5, the number of respondents with other years of service was similar: 15 for 6-11 years, 12 for 12-17 years, 14 for 18-23 years, 11 for 24-29 years, and 16 for 30-35 years of service.

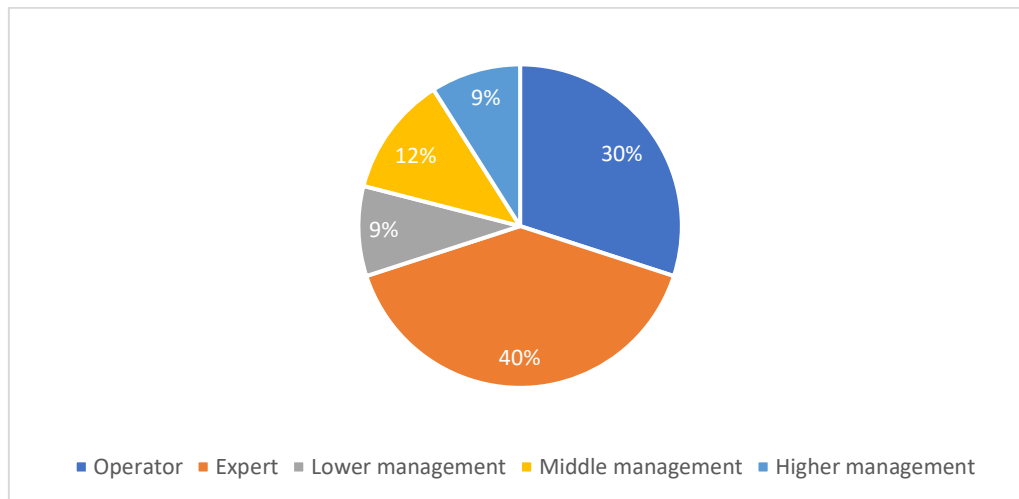
Figure 5: Years of service of participants



Source: Own work.

Figure 6 shows the hierarchical level of the participants in their profession. Most of them were experts (40%) and operators (30%), while the other 30% belonged to either lower management (9%), middle management (12%), or higher management (9%).

Figure 6: Hierarchical level of profession of participants



Source: Own work.

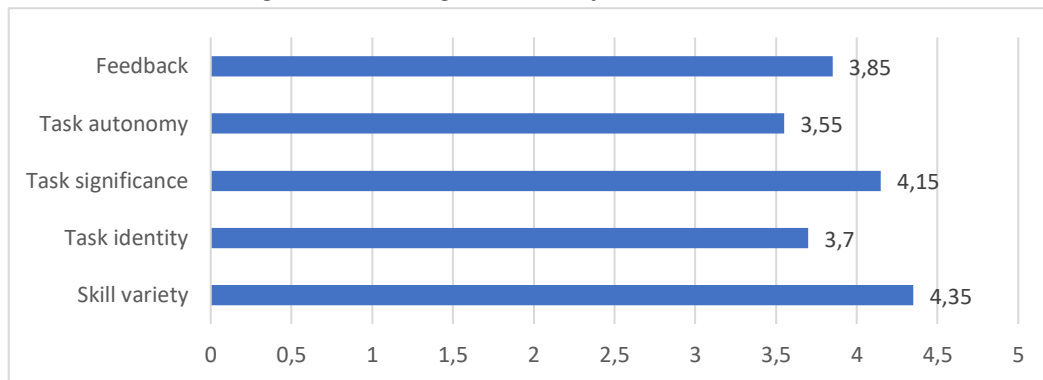
5.4 Results

Analysis responses were exported from the 1KA into Excel. The responses were analysed using Excel and SPSS statistical software for the more complex analysis. SPSS was used to run the regressions and t-tests. They were used to analyse how job characteristics and job crafting correlates to job satisfaction and how job characteristics correlates to job crafting.

5.4.1 Job characteristics

The average score for each of the job characteristics is shown in Figure 7. The highest average score (4,35) received skill variety which means that respondents believe that their job requires a number of complex or high-level skills and the lowest score (3,55) received task autonomy which means that relative to other characteristics respondents do not have autonomy on their job.

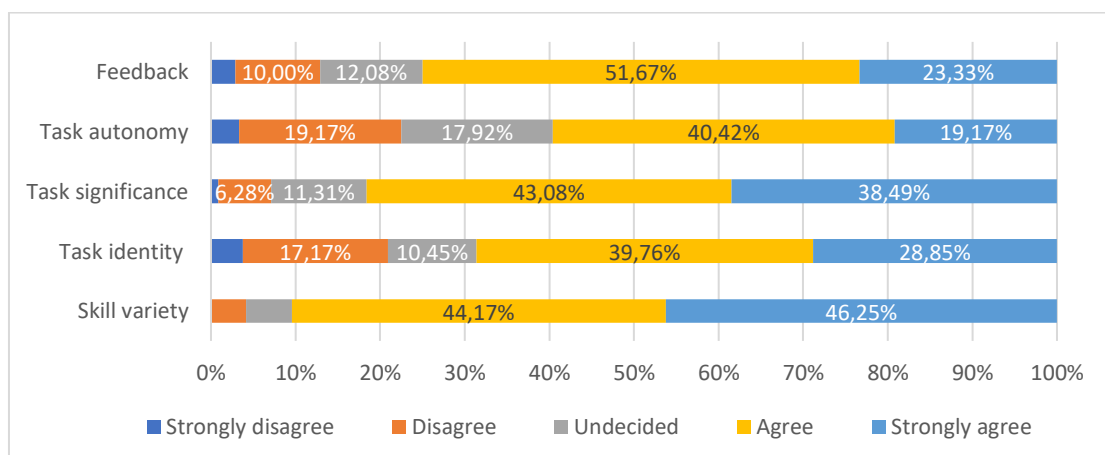
Figure 7: Average score on job characteristics



Source: Own work.

Figure 8 shows in detail the percentage distribution of respondents' answers about job characteristics. 46.25% and 38.49% fully agree that their job requires many different knowledge and skills or that their job plays an important role inside and outside the company. Most respondents (75%) also agree or completely agree with the statements that I receive feedback on my performance from my supervisor and that the work itself provides me with information about my performance. The lowest mentioned disparity can also be seen in task autonomy, where about 23% of all respondents disagree or strongly disagree with the fact that they have autonomy in their work.

Figure 8: Percentage display of responses about H-O model



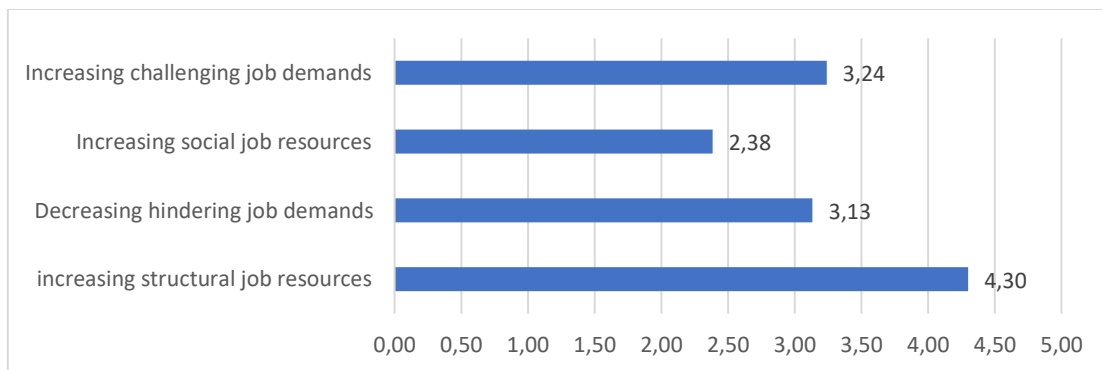
Source: Own work.

5.4.2 Job crafting

Job crafting was divided into four different types as it is shown in Figure 9. The highest average score (4,30) received increasing structural job resources, respondents participate the most in increasing the autonomy, skill variety, and other motivational characteristics of the job.

The lowest average score (2,38) received increasing social job resources, which means that respondents do not ask for feedback as well as for advice and support from supervisors and colleagues. The average score of decreasing hindering job demands (reducing workload and work-family conflict) and for increasing challenging job demands (asking for more responsibilities and volunteering for special projects) received similar score, 3,13 and 3,24 respectively.

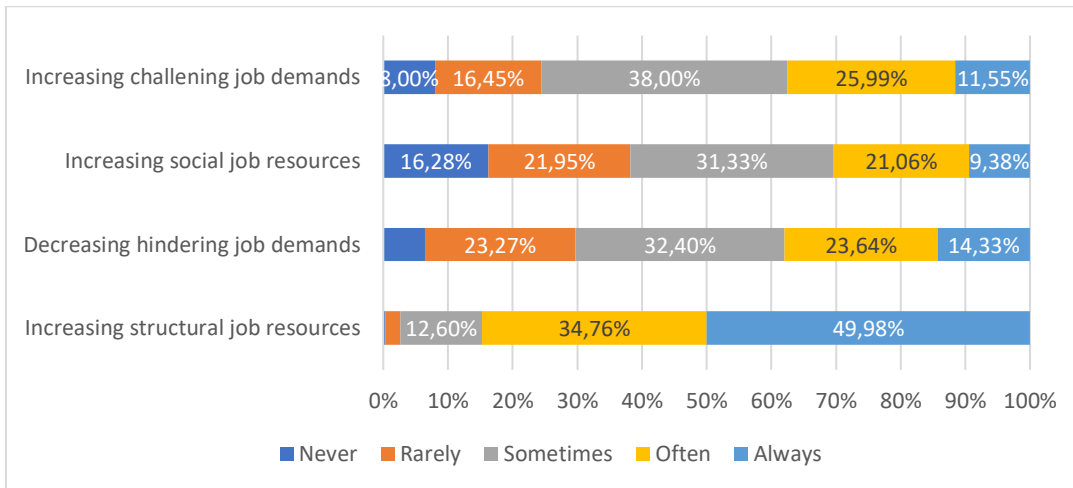
Figure 9: Average score on job crafting



Source: Own work.

In Figure 10 there is more precise percentage display of responses about job crafting. It is clearly shown that increasing structural job resources received the highest average score. Regarding the increasing structural job resources, the highest average scores received two items (both 4,4): I try to develop myself professionally, I try to learn new things at work. The highest total percentage of never, rarely and sometimes (69,56%) received increasing job resources. I lowest average score (2,5) received item I ask others for feedback on my job performance. Increasing challenging job demands and decreasing hindering job demands have a similar percentage display of responses, which reflects similar average score. Out of all items regarding hindering job demands, the lowest average (2,6) score received I try to ensure that I do not have to make many difficult decisions at work and the highest (3,5) I make sure that my work is mentally less intense. As for increasing challenging job demands, the lowest average score (2,8) received I try to make my work more challenging by examining the underlying relationships between aspects of my job and the highest (3,6) when an interesting project comes along, I offer myself proactively as project co-worker.

Figure 10: Percentage display of responses about job crafting

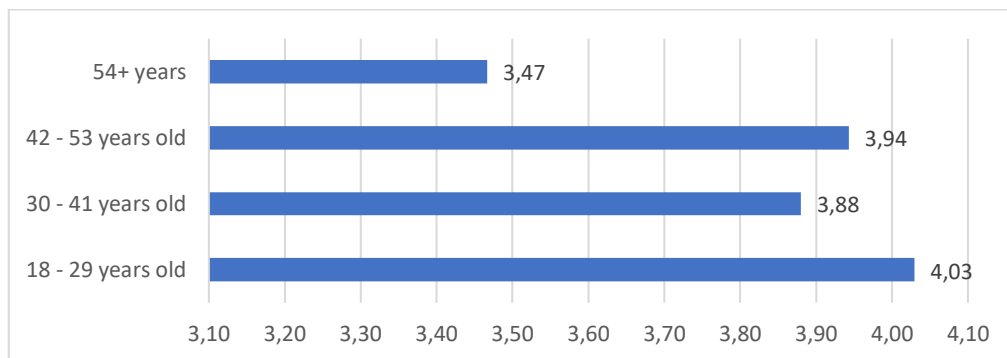


Source: Own work.

5.4.3 Job satisfaction

The average score of question regarding the job satisfaction: “How satisfied are you with your job as a whole, all in all?”, was 3,9 which means that respondents are all in all satisfied with their job. Women and men are both equally satisfied with their job as the average score for both was 3,9. Besides the impact of the gender on job satisfaction, the master thesis also includes analysis of impacts of other socio-demographic characteristics of respondents like age, length of service, hierarchical position on the job and education level of respondents. Figure 11 shows the impact of age groups: the lowest average score (3,47) received the oldest age group which was 54+ years old and the highest average score (4,03) received the youngest group, 18-29 years old, which means that the oldest group is closer to neutral position regarding the job satisfaction and the youngest group is satisfied with their job. The average score of 30-41 age group was 3,88 and average score of 42-53 years old age group was 3,94 which means that both groups are quite satisfied with the job.

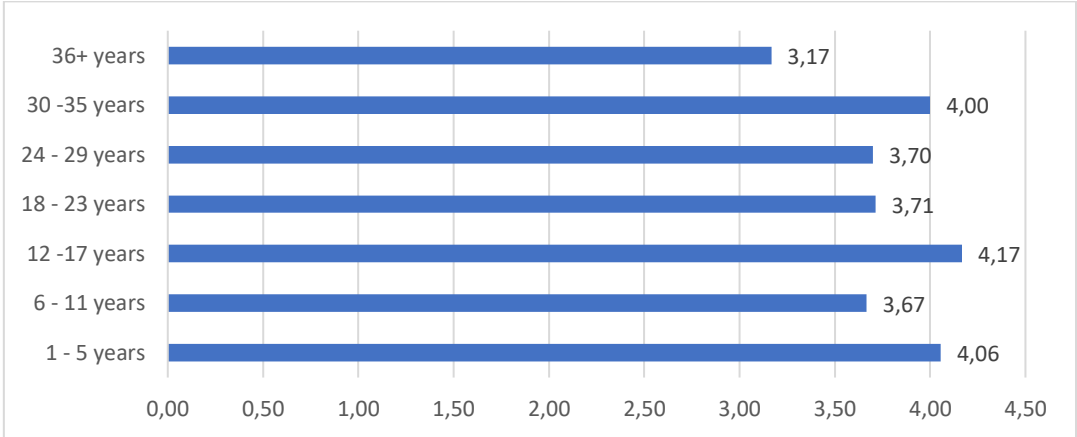
Figure 11: Average job satisfaction scores according to the age group



Source: Own work.

Figure 12 shows the impact of length of service on job satisfaction. The lowest average score (3,17) received the group with the longest length of service, probably because of similar reasons as the oldest age groups, after 36 years of working it is possible quite hard for organizations to make employees with longer length of service satisfied. The highest average score (4,17) received the group with 12-17 years of length of service. All others age groups have average score above 3,50 which means that the respondents within those groups feel that they are satisfied with their work.

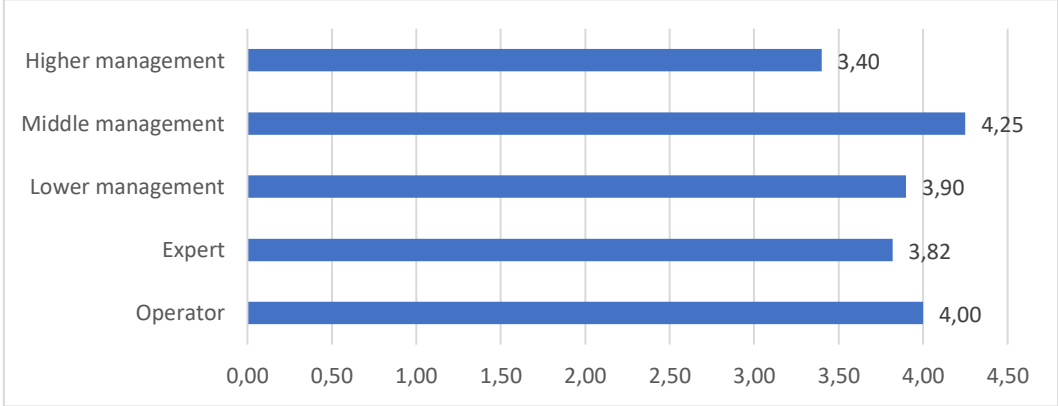
Figure 12: Average job satisfaction scores according to the length of service



Source: Own work.

As it could be seen in Figure 13, only the highest position received average score under 3,50. Respondents from higher management are on average not satisfied with their job, but are not dissatisfied as well, they have neutral position towards job satisfaction. Other four groups have all average score above 3,50, which means that the respondents from these groups are satisfied with their job. The highest score out of those four received middle management, with the score of 4,25.

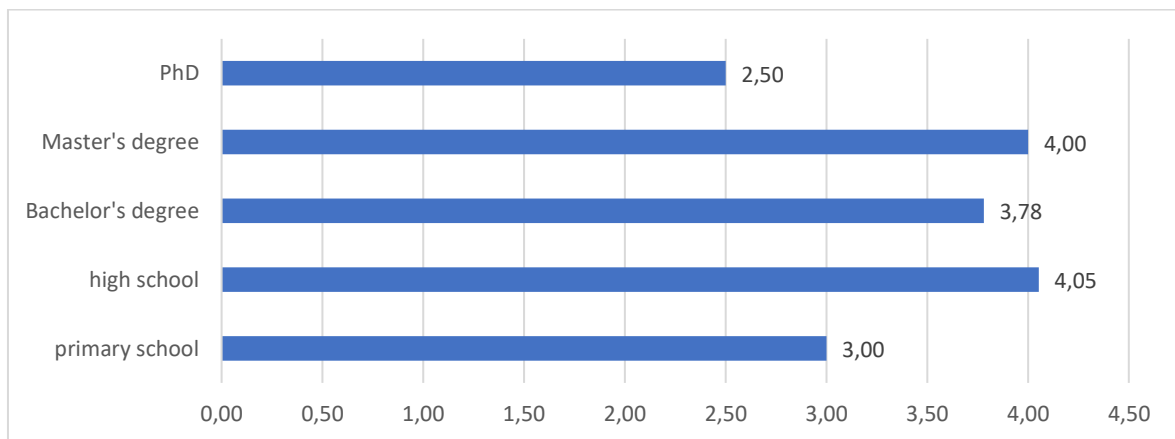
Figure 13: Average job satisfaction scores according to the hierarchical position



Source: Own work.

The last socio-demographic characteristics that impact on job satisfaction was measured was education of the respondents. Figure 14 shows that people with PhD and with primary school education are not satisfied with their job, they received average score 2,50 and 3,00 respectively. This data should not be considered strictly because only two respondents with each of these groups. answered the questionnaire, so it may not be accurate data and represent the whole population. Other three groups received all average score above 3,50 and under 4,50, which means that they are satisfied with their job. The highest average score (4,05) received group with respondents who had the highest achieved education high school.

Figure 14: Average job satisfaction scores according to the education



Source: Own work.

5.4.4 Analysis of conceptual model

To test the relationships in the analysis model the direct and indirect effect of H-O job design on job satisfaction was measured. Direct influences was checked with linear regression analysis, and the Sobel test was used to check the indirect influence.

In the SPSS two regression analyses were performed, namely: simple regression analysis to check the direct influence of H-O job design on job crafting (model 1) and multivariate regression analysis to check the direct influence of H-O job design and job crafting on job satisfaction (model 2). First, we checked the quality of each created regression model, followed by the statistical significance of the impacts.

To analyse a direct impact of H-O job design on job crafting, a linear regression model was used. Table 5 shows that the value of adjusted R-square is 26.3% which means that the included independent variable (H-O job design model) explains 26.3% of the variability in the dependent variable (job crafting).

Table 5: Summary of regression model 1

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,520	0,270	0,263	0,42282

Source: Own work.

The table 6 shows that the regression model is of sufficient for prediction as the significance level of F statistics is lower than 0,05.

Table 6: ANOVA of regression model 1

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7,083	1	7,083	39,621	0,000
	Residual	19,129	107	0,179		
	Total	26,212	108			

Source: Own work.

An analysis of the regression coefficients shows in Table 7 that the impact of H-O job design model on job crafting is statistically significant at the 0,05 level ($t= 6,295$; $p=0,000$), positive and medium in strength. The result therefore shows that the higher the mean score of H-O job design, the higher mean score of job crafting, The standardized beta value shows that for every point that H-O job design model increases, job crafting increases by 0,520 points.

Table 7: Regression coefficients of model 1

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
1		β	Std. Error	Beta		
	Constant	1,364	0,325		4,193	0,000
	H-O job design model	0,518	0,082	0,520	6,295	0,000

Source: Own work.

To analyse the direct impact of H-O job design and job crafting on job satisfaction also a linear regression model was used. In table 8 adjusted R-square shows that the independent variables (job crafting and H-O job design model) included explain 24.8% of the variability in the dependent variable (job satisfaction).

Table 8: Summary of regression model 2

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
2	0,511	0,262	0,248		0,702

Source: Own work.

The table 9 shows that the regression model 2 is also sufficient for prediction as the significance level of F statistics is lower than 0,05.

Table 9: ANOVA of regression model 2

Model		Sum of Squares	df	Mean Square	F	Sig.
2	Regression	18,487	2	9,244	18,774	0,000
	Residual	52,191	106	0,492		
	Total	70,679	108			

Source: Own work.

Examination of the regression coefficients in Table 10 shows that both effects on job satisfaction are statistically significant at the 0.05 level. The effect of H-O job design on job satisfaction is statistically significant ($t=3.317$, $p=0.001$), positive and weak. Therefore, the result shows that the higher the mean score of H-O job design, the higher the mean score of job satisfaction. The standardized beta value shows that for every point that H-O job design model increases, job satisfaction increases by 0,324 points. The effect of job crafting on job satisfaction is statistically significant ($t=2.677$, $p=0.009$), positive and weak. The result therefore shows that the higher the mean job crafting score, the higher the mean job satisfaction score. The standardized beta value shows that for every point that job crafting increases, job satisfaction increases by 0,262 points.

Table 10: Regression coefficients of model 2

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
2		β	Std. Error	Beta		
	(Constant)	0,353	0,582		0,606	0,546
	H-O job design model	0,530	0,160	0,324	3,317	0,001
	JOB_CRAFTING	0,430	0,160	0,262	2,677	0,009

Source: Own work.

Next the indirect impact on job satisfaction was analysed, using the Sobel test. The calculated unstandardised regression coefficients of the impacts with standard errors were used in procedure. The result of Sobel test shows in Table 11 that the indirect effect between H-O job design and job satisfaction through job crafting is statistically significant at 0.05 level ($p=0.013$), its effect is positive. Empirical results showed complimentary partial mediation as both direct and indirect impact had positive effect on job satisfaction.

Table 11: Indirect impact on job satisfaction

T	Standard error	p-value	β
2,473	0,090	0,013	0,222

Source: Own work.

5.4.5 Socio-demographic data in correlation with O-H model, job crafting and job satisfaction

The analysis of variance (hereafter: ANOVA) was used to test various correlations between demographic data and three analysed job constructs. Five different ANOVA tables were created for the analysis, first being correlation involving the gender. Statistical tests did not show statistically significant differences by gender in all three areas of the model ($p > 0.05$), but the Table 12 shows that women achieved lower average scores than men in job design and job satisfaction, while in job crafting, they had higher average scores than man.

Table 12: Gender in correlation with job constructs

	H-O Job design \bar{x} (SD)	Job satisfaction \bar{x} (SD)	Job crafting \bar{x} (SD)
women	3,88 (0,50)	3,88 (0,81)	3,42 (0,47)
men	3,98(0,48)	3,90 (0,81)	3,37 (0,52)

Source: Own work.

Correlation of age with job constructs was also tested, which is shown in Table 13. By performing ANOVA, a statistically significant difference ($p\text{-value} = 0,002$) by age in one area of the model, namely job crafting was obtained.

Table 13: Age in correlation with job constructs

	H-O Job design \bar{x} (SD)	Job satisfaction \bar{x} (SD)	Job crafting \bar{x} (SD)
18-29 years old	3,87 (0,56)	4,03 (0,46)	3,65 (0,47)
30-41 years old	3,86 (0,36)	3,88 (0,67)	3,25 (0,38)

42-53 years old	3,98 (0,49)	3,94 (0,91)	3,27 (0,51)
54+ years old	4,02 (0,56)	3,47 (1,25)	3,34 (0,47)
TOTAL	3,92 (0,49)	3,89 (0,81)	3,39 (0,49)
p-value	0,593	0,153	0,002

Source: Own work.

More detailed tests presented in Table 14, which were used to check the differences between individual age groups, showed a statistically significant difference between the age group 18-29 and 30-41 years and between 18-29 years and 43-53 years.

Table 14: Statistical significant difference between age groups

Job craftitng	p-value
18-29 and 30-41 years old	0,008
18-29 and 42-53 years old	0,005

Source: Own work.

In the field of job design, a statistically significant difference in terms of length of service was obtained. By observing the p-value in the Table 15, there is a statistically significant difference between length of service and two areas of the mode: job design and job crafting. Additional tests with which compared individual groups did not show statistically significant differences according to individual groups.

Table 15: Length of service in correlation with job constructs

	H-O Job design \bar{x} (SD)	Job satisfaction \bar{x} (SD)	Job crafting \bar{x} (SD)
1-5 years	3,86 (0,54)	4,06 (0,48)	3,58 (0,49)
6-11 years	3,66 (0,34)	3,67 (0,62)	3,25 (0,38)
12-17 years	4,17 (0,35)	4,17 (0,94)	3,49 (0,64)
18-23 years	4,16 (0,53)	3,71 (0,73)	3,36 (0,40)
24-29 years	3,75 (0,51)	3,70 (1,06)	3,13 (0,59)
30-35 years	3,99 (0,41)	4,00 (1,07)	3,28 (0,47)
36+ years	3,95 (0,54)	3,17 (1,17)	3,20 (0,15)
TOTAL	3,92 (0,49)	3,88 (0,81)	3,39 (0,49)
p-value	0,044	0,104	0,068

Source: Own work.

Statistical analysis failed to show statistically significant differences according to the hierarchical position in the three sub-domains of the model. Table 16 shows that, on average, middle management achieved the highest values in all three areas of the model.

Table 16: Hierarchical position in correlation with job constructs

	H-O Job design \bar{x} (SD)	Job satisfaction \bar{x} (SD)	Job crafting \bar{x} (SD)
Operator	3,92 (0,52)	4,00 (0,83)	3,33 (0,51)
Expert	3,86 (0,47)	3,82 (0,72)	3,35 (0,46)
Lower management	3,94 (0,49)	3,90 (0,57)	3,44 (0,48)
Middle management	4,18 (0,54)	4,25 (0,75)	3,61 (0,54)
Higher management	3,92 (0,49)	3,40 (1,17)	3,48 (0,54)
TOTAL	3,92 (0,49)	3,89 (0,81)	3,39 (0,49)
p - value	0,430	0,134	0,471

Source: Own work.

Lastly, using ANOVA, statistically significant differences by education in two areas of the model was found, as it shown in Table 17. P – value is lower than 0,05 for job satisfaction and job crafting. The results may not be representative as there were only two participants with primary school education and 2 participants with PhD.

Table 17: Education in correlation with job constructs

	H-O job design model \bar{x} (SD)	Job satisfaction \bar{x} (SD)	Job crafting \bar{x} (SD)
Primary school	3,75 (0,21)	3,00 (1,41)	2,35 (0,31)
High school	4,07 (0,50)	4,05 (0,77)	3,43 (0,41)
Bachelor's degree	3,82 (0,50)	3,78 (0,76)	3,35 (0,52)
Master's degree	3,90 (0,45)	4,00 (0,69)	3,52 (0,49)
PhD	3,60 (0,85)	2,50 (2,12)	3,11 (0,16)
TOTAL	3,92 (0,49)	3,89 (0,81)	3,39 (0,49)
P - value	0,177	0,023	0,016

Source: Own work.

5.5 Results compared to research hypotheses

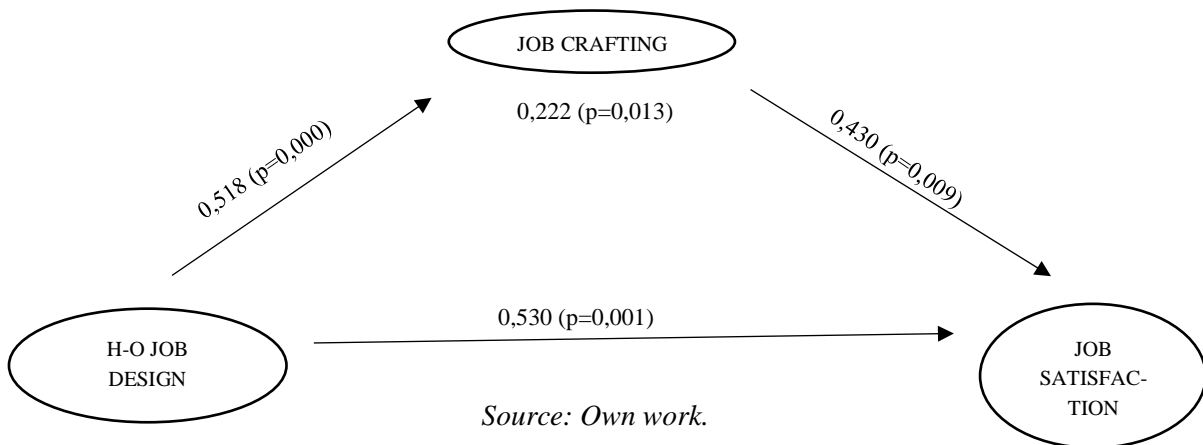
With conducting empirical analysis master thesis aimed to confirm or reject following research hypotheses:

- H1: H-O job design positively impacts job satisfaction.
- H2: The impact of H-O job design on job satisfaction is negatively mediated through job crafting.

- H2a: H-O job design negatively influences overall job crafting.
- H2b: Job crafting positively impacts job satisfaction.

The effect of H-O job design on job satisfaction is statistically significant ($t=3.317$, $p=0.001$), positive in direction and weak in strength, so H1 is confirmed. The indirect influence between H-O job design and job satisfaction, via job crafting is statistically significant at the 0.05 level ($p=0.013$), its influence is positive (influence point=0.222), this suggest he opposite as it is stated in H2, so the hypothesis is rejected. Hypothesis 2a is also rejected as the impact of H-O job design on job crafting is statistically significant at the 0.05 level ($t=6.295$, $p=0.000$), the direction of the impact is positive and the strength of the impact is medium. The impact of job crafting on job satisfaction is statistically significant ($t=2.677$, $p=0.009$), positive in direction and weak in strength, so H2b is confirmed. Results of relationship and impact between job constructs are presented in Figure 15.

Figure 15: Results presented in research model



6 DISCUSSION

The following chapter summarizes the survey results and results of empirical analysis and compares with the findings from the existing literature. Based on the analysis results, this chapter presents the practical conclusion regarding H-O job design and its inclusion in the workplace of Slovenian employees and its impact on their job satisfaction.

6.1 Imperical key findings

With the results of empirical analysis two hypotheses were confirmed and two were rejected. Hypothesis number 1 was confirmed as H-O job design has statistically significant and positive impact on job satisfaction. To further extend the analysis of relationship between job characteristics and job satisfaction the single impact of each of the five core job characteristics could be tested to have more particular results of most desirable characteristics among Slovenian employees.

The second hypothesis: the impact of H-O job design on job satisfaction is negatively mediated through job crafting was rejected as the results showed statistically significant impact but positive impact on job satisfaction. Examined literature has not shown any results that would touch the indirect impact on job satisfaction of job characteristics mediated by job crafting.

The hypothesis 2A was also rejected as the results showed statistically significant impact of H-O job design model on job crafting, but it was positive. The previous research regarding similar matter also mostly concluded that there exists positive impact of job characteristics on job crafting. The hypothesis was the opposite as master thesis examined the impact of job characteristics as a whole and not as separate by each characteristic. Similar as for hypothesis number once we could extend the analysis with the testing mentioned separate impacts of each job characteristics.

Finally, hypothesis 2B was confirmed as there has been found a statistically significant positive impact of job crafting on job satisfaction. the results are in line with other scholar's results. Overall job crafting was composed from four parts: increasing structural job resources, increasing social job resources, increasing challenging job demands and decreasing hindering job demands. To make further research single effects of those four different parts on job satisfaction could be examined.

6.2 Practical contribution

The main objective of the Master's thesis was to examine the desirable job characteristics among Slovenian employees. For the purpose of the master thesis, five job characteristics from Hackman and Oldham job design model were used: skill variety, task identity, task significance, task autonomy and feedback. Results confirmed assumption that employees whose work place poses these five job characteristics feel satisfied with their job.

It is desirable among Slovenian employees:

- if their job includes wide range of skills in performing a task,
- if their work carries the importance for people inside as well as outside of the company,
- if their tasks require the completion of an entire task from start to finish, with visible results,
- if a employee has discretionary authority to perform his or her job freely
- if they receive clear and direct feedback about their job performance.

It is important that leaders and managers in companies care about job characteristics on the workplace of employees as they generate job satisfaction of employees. It is generally believed that job satisfaction is directly related to better work performance, low turnover and personal well-being (Aziri, 2011). Job satisfaction is the key factor that leads to recognition, income, and promotion which has positive impact on companie's operation.

Managers should also allow employees to preform a job crafting if there is a low person-job fit. If employees feel that they have poor person job fit, it is important for them to participate in job redesign as it results in the improvement of multiple job characteristics. Person-job fit can have a significant impact on job satisfaction because employees with a higher fit between requirements and skills can qualify for their tasks and therefore do not suffer from tremendous work stress.

6.3 Limitations

The Hackam and Oldham job design model, which served as the foundation for my master's thesis, encompasses job characteristics. Additionally, it incorporates the crucial concept of the employee's need for growth, which I did not initially include in my conceptual model, but its inclusion could potentially have a profound impact on the outcomes. The employee need for growth acknowledges that employees actively seek opportunities for personal and professional development within the context of their jobs. When organizations design jobs that align with this inherent need and provide chances for skill enhancement, autonomy, and the pursuit of meaningful tasks, they can foster a workforce that is not only more motivated and content but also primed for improved performance, job satisfaction, and overall well-being.

From a more empirical perspective, the most significant constraint lay in the limited number of participants who completed the online questionnaire. Large samples tend to produce more precise and accurate estimates of population parameters. With a larger sample size, the margin of error in estimates decreases, leading to greater confidence in the results. This helps in drawing more reliable conclusions about the population. Larger samples enhance the statistical power of your analysis. Statistical power refers to the ability to detect true effects or differences if they exist in the population. With a larger sample size, you are more likely to detect significant effects or relationships.

To achieve more comprehensive and informative results, it is crucial to assess the specific impacts of various job characteristics and distinct elements of job crafting on job satisfaction separately. However, the master's thesis focuses solely on the combined effect of both job constructs on job satisfaction, and it does not provide insights into individual characteristics like autonomy or feedback affecting job satisfaction and job crafting. Similarly, for job crafting, the results do not reveal the isolated impact, for instance, of increasing structural job resources on job satisfaction. Conducting further analysis in these areas would offer organizations and managers in Slovenia even more valuable and insightful information regarding the preferred job characteristics of Slovenian employees.

CONCLUSION

Master thesis aimed to examine job characteristics and their direct impact on job satisfaction as well as indirect impact mediated through job crafting. The goal was to conduct a systematic review of the existing literature to illustrate different job constructs which were primary selected from the outcomes in Hackman and Oldham's job design model such as job satisfaction, job motivation, turnover and job performance and complemented with other job constructs which were mostly described in the examined literature like job engagement and employee's well-being, but at the end three of them were put in the research model. Hackman and Oldham's job design model served as a basis for the empirical part of the master thesis, because five core job characteristics were selected to examine the relationships between the three job constructs.

The findings of this study add to the literature on the relationship between job constructs, namely job characteristics (H-O job design model), job crafting and job satisfaction. The study found a positive statistically significant impact of H-O job design on job satisfaction. Previous studies have also shown a positive relationship between job satisfaction and measures of job characteristics collected from a variety of sources, including employees themselves, supervisors, and independent observers. According to work design scholars the more complicated and enriched a job is, the more likely it is to meet the worker's needs, and the higher the employee's job satisfaction will be.

Second relationship that was analysed in the empirical study was the impact of H-O job design model (job characteristics) on job crafting. The hypothesis was that H-O job design negatively influences overall job crafting. As mentioned in the previous chapter this hypothesis was rejected. The impact of H-O job design on job crafting was found to be statistically significant and positive, which is similar to findings of other scholars. Kim and Lee (2016) have found out that task identity, task significance, and autonomy have positive relationship with job crafting and that there is lack of significance of the effect for skill variety and feedback.

Kanten (2014) has found out that skill variety and feedback effect employees' job crafting positively and that task significance and autonomy have no significant effect on job crafting. In the examined literature there was not found a study that would test the relationships of all job characteristics on the job satisfaction, scholars used only selected characteristics from the model which is the main difference with the master thesis analysis that particularly tested the impact of job characteristics as a whole as a H-O job design model.

Third direct effect that was examined was job crafting impact on job satisfaction. Study in master thesis showed that job crafting positively impacts job satisfaction. Such results were also shown in several other studies. For example, Tims, Maria, Bekker and Derks (2012), showed that only increasing structural and social resources was related to job satisfaction. Rudolph, Cort, Katz, Lavigne and Zacher (2012) examined associations between job crafting

and various work outcomes. They found that job crafting rather than decreasing hindering job demands, is moderately correlated with job satisfaction (Villajos, García-Ael & Topa, 2019).

Additional impact that was presented in the study was- the indirect impact of H-O job design through job crafting on job satisfaction. Similar research was not found in any other examined empirical study. Results were that the indirect influence between H-O job design and job satisfaction, via job crafting is statistically significant and positive.

In the master thesis there was also presented socio-demographic characteristics of participants (gender, age, length of service, education and hierarchical position on the job) in correlation with three job constructs. Statistical tests did not show statistically significant differences by gender in all three areas of the model, there was found a statistically significant difference by age in job crafting. There is also statistically significant difference between length of service and two areas of the model: job design and job crafting. Statistical analysis failed to show statistically significant differences according to the hierarchical position in the three sub-domains of the model. Statistically significant differences by education in two areas of the model was found, namely job satisfaction and job crafting.

My findings could be used as study material to show how the relationship between three job constructs: job characteristics, job crafting and job satisfaction. The study could be used in course of management and the organization of companies.

If other researchers were to conduct further research in this area, I would advise them to use an even larger sample of respondents, as I could not conduct all of the analyses due to the small sample size. With a larger sample, it might have been easier to answer the research questions and get a better overview of the relationship between age groups, education, length of service and hierarchical position on the job. Also, I would advise them to use more than one statement for job satisfaction in the questionnaire and even more extend the empirical analysis.

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APPENDICES

Appendix 1: Povzetek (Summary in Slovene language)

Ugled podjetja je del njegove blagovne znamke in v mnogih primerih del odločitve, ko se ljudje na trgu dela odločajo, na katero pozicijo oziroma delovno mesto se bodo prijavi. Dejavniki, ki so pri izbiri službe pomembni za mnoge, ne le finančni, in so vključeni v analize med slovenskimi iskalci zaposlitve so: možnosti napredovanja, kultura podjetja, obseg in zahteve delovnega mesta. Podjetja tako spoznajo svoje prednosti in slabosti in dobijo informacije, kaj bi morali spremeniti, da bi pritegnila več primerne kadra. Ugledni delodajalec je laskavi naziv, ki izbranim podjetjem prinaša številne prednosti, kot so več kakovostnih prijav na razpise, boljše razmerje med zaposlenimi in zavrženimi kandidati ter daljše zadrževanje zaposlenih (Moje Delo, 2021).

Namen magistrske naloge je preučiti značilnosti delovnega mesta in njihov neposredni in posredni vpliv na zadovoljstvo pri delu. Zasnovano je tako, da pomaga organizacijam in menedžerjem bolje razumeti, s katerimi lastnostmi delovnega mesta lahko obdržimo zaposlene in povečamo zadovoljstvo pri. Za organizacije je ključnega pomena, da imajo zadovoljne, angažirane in motivirane zaposlene z visoko delovno uspešnostjo, dobrim počutjem in nizko stopnjo fluktuacije, saj le ti pomembno vplivajo na uspeh organizacije. Drugi cilj raziskave pa je analizirati, v kolikšni meri zaposleni sodelujejo pri preoblikovanju delovnega mesta, ko se značilnosti njihovega delovnega mesta ne ujemajo z njihovimi osebnimi lastnostmi.

Raziskovalna vprašanja:

R1: Ali značilnosti delovnega mesta vplivajo na zadovoljstvo zaposlenih?

R2: Ali zaposleni izvajajo samoiniciativno preoblikovanje delovnega mesta, če značilnosti le tega ne ustrezajo njihovim pričakovanjem?

R3: Kateri osebni in družbeni dejavniki vplivajo na pomen različnih lastnosti delovnega mesta?

Raziskovalna vprašanja in namen magistrskega dela se navezujejo na Hackmanov in Oldhamov model značilnosti delovnega mesta, ki napoveduje štiri različne rezultate (visoko zadovoljstvo pri delu, visoka motivacija, dobra delovna uspešnost ter nizka odsotnost in fluktuacija) na podlagi petih temeljnih značilnosti delovnega mesta in treh psiholoških stanj, ki so posredniki med nalogami zaposlenih in njihovimi rezultati. Da bi posamezniki izkusili vsa tri stanja, morajo delo dojemati kot dragoceno, čutiti se morajo osebno odgovorne za rezultate dela in razumeti morajo učinkovitost svojega delovanja.

Hackmanov in Oldhamov model je nastal v sedemdesetih letih 20. stoletja, vendar ga je mogoče uporabiti tudi v vidiku sodobnega časa in lahko odgovori na vprašanje, kako lahko zagotovimo, da bodo naši zaposleni motivirani za opravljanje manj stimulativnih vidikov svojih vlog. Poudarja pet glavnih značilnosti oblikovanja delovnega mesta (Workday, 2018):

- Raznolikost spretnosti: Ali delavne naloge zahtevajo veliko paleto spretnosti in znanja, da jih lahko zaposleni opravijo?
- Identiteta naloge: Ali imajo naloge določen začetek, sredino in konec?
- Pomen delovnega mesta in zahtevanih delavnih nalog: Ali zaposleni čuti, da ima njegova vloga v podjetju pomenna notranje in zunanje okolje?
- Avtonomija: Ali lahko posamezniki vplivajo na to, kako opravljajo svoje delo?
- Povratne informacije o delu: Ali zaposleni prejema povratne informacije o svoji uspešnosti?

V zadnjem času se je preoblikovanje delovnega mesta osredotočilo na nov pristop od spodaj navzgor, pri katerem imajo delavci aktivno vlogo, saj sodelujejo pri preoblikovanju in spreminjanju določenih vidikov delovnega mesta, ki so del delovnih nalog. Poleg oblikovanja delovnega mesta bo teoretični del zajemal tudi teorijo o ujemanju osebe z delovnim mestom, ki je pomembna za dobro počutje zaposlenih, z napovedovanjem in iskanjem različnih vzorcev zadovoljstva in zavzetosti pri delu.

Podlaga za teoretični del bodo sekundarni podatki, pridobljeni s pregledom relevantnih znanstvenih člankov, revij, knjig in internetnih virov. To bo pomagalo bolje razumeti temo pred empirično analizo ter opredeliti, sistematizirati in zagotoviti analitični pregled različnih vidikov delovnega mesta. oblikovanje na podlagi značilnosti delovnega mesta. Integrativni pristop k pregledu literature bo predstavljanje teorije. Empirični del pa bo zajemal podatke, pridobljeni z anketo, ki so jo rešili zaposleni iz Slovenije, ki delajo v različnih podjetjih in panogah ter imajo različno socialno, ekonomsko in študijsko ozadje.

Appendix 2: Survey that was fulfilled by the respondents

Hello, my name is Samo Vidic and I am a postgraduate student at the Faculty of Economics in Ljubljana. I am conducting an analysis of the effects of workplace characteristics on employee satisfaction. Please complete this 5-minute survey, which is anonymous. Questions are to be answered on a 5-point scale ranging from “strongly disagree/never” (1) to “strongly agree/always” (5). Thank you for cooperation.

Pozdravljeni, moje ime je Samo Vidic in sem študent podiplomskega študija na Ekonomski fakulteti v Ljubljani. Izvajam analizo o učinkih, ki jih imajo karakteristike na delovnem mestu na zadovoljstvo zaposlenih. Prosim vas, da izpolnite to 5-minutno anketo, ki je anonimna. Na vprašanja je treba odgovoriti na lestvici s 5 točkami, ki sega od »sploh se ne strinjam/nikoli« (1) do »popolnoma se strinjam/vedno« (5). Hvala za sodelovanje.

Q1 - Moje delo je sestavljeno iz velikega števila raznolikih delovnih nalog.

Sploh se ne strinjam	Ne strinjam se	Sem neodločen	Strinjam se	Popolnoma se strinjam
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2 - Delovno mesto od mene zahteva uporabo različnih veščin in sposobnosti.

Sploh se ne strinjam	Ne strinjam se	Sem neodločen	Strinjam se	Popolnoma se strinjam
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3 - Opravljeno delo ima očitni začetek in konec.

Sploh se ne strinjam	Ne strinjam se	Sem neodločen	Strinjam se	Popolnoma se strinjam
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4 - Omogočeno mi je dokončanje vsake naloge.

Sploh se ne strinjam	Ne strinjam se	Sem neodločen	Strinjam se	Popolnoma se strinjam
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5 - Moje delo pomembno vpliva na ljudi zunaj organizacije.

Sploh se ne strinjam	Ne strinjam se	Sem neodločen	Strinjam se	Popolnoma se strinjam
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6 - Rezultati mojega dela bodo verjetno pomembno vplivali na uspešnost organizacije.

Sploh se ne strinjam	Ne strinjam se	Sem neodločen	Strinjam se	Popolnoma se strinjam
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7 - Imam proste roke pri opravljanju svojega dela.

Sploh se ne strinjam	Ne strinjam se	Sem neodločen	Strinjam se	Popolnoma se strinjam
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 - Služba mi zagotavlja precejšnjo avtonomijo pri odločanju.

Sploh se ne strinjam	Ne strinjam se	Sem neodločen	Strinjam se	Popolnoma se strinjam
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9 - Povratne informacije o svoji uspešnosti prejemam od svojega nadrejenega.

Sploh se ne strinjam	Ne strinjam se	Sem neodločen	Strinjam se	Popolnoma se strinjam
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 - Sam lahko razberem uspešnost mojega opravljenega dela.

Sploh se ne strinjam	Ne strinjam se	Sem neodločen	Strinjam se	Popolnoma se strinjam
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 - Na delovnem mestu želim razviti svoje sposobnosti in veščine.

Nikoli	Redko	Včasih	Pogosto	Vedno
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 - Poskušam se razvijati profesionalno.

Nikoli	Redko	Včasih	Pogosto	Vedno
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13 - Pri delu se poskušam naučiti novih stvari.

Nikoli	Redko	Včasih	Pogosto	Vedno
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14 - Skrbim za to, da maksimalno izkoristim svoje zmožnosti.

Nikoli	Redko	Včasih	Pogosto	Vedno
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15 - Prizadevam si, da delovne naloge opravim kot si sam želim.

Nikoli	Redko	Včasih	Pogosto	Vedno
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16 - Skrbim, da moje delo ni duševno obremenjujoče.

Nikoli	Redko	Včasih	Pogosto	Vedno
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17 - Skrbim, da moje delo ni čustveno obremenjujoče.

Nikoli	Redko	Včasih	Pogosto	Vedno
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18 - Na delovnem mestu se poskušam izogniti ljudem, katerih problemi me čustveno prizadenejo.

Nikoli	Redko	Včasih	Pogosto	Vedno
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19 - Na delovnem mestu se poskušam izogniti ljudem, ki imajo nerealna pričakovanja.

Nikoli	Redko	Včasih	Pogosto	Vedno
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20 - Trudim se, da mi pri delu ni potrebno sprejemati veliko pomembnih odločitev.

Nikoli	Redko	Včasih	Pogosto	Vedno
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q21 - Svoje delo si organiziram tako, da mi ni potrebno biti osredotočen predolgo časa naenkrat.

Nikoli	Redko	Včasih	Pogosto	Vedno
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q22 - Prosim svojega nadrejenega za nasvet.

Nikoli	Redko	Včasih	Pogosto	Vedno
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q23 - Prosim sodelavce za nasvet.

Nikoli	Redko	Včasih	Pogosto	Vedno
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q24 - Prosim nadrejenega za povratne informacije o moji delovni uspešnosti.

Nikoli	Redko	Včasih	Pogosto	Vedno
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q25 - Prosim sodelavce za povratne informacije o moji delovni uspešnosti.

Nikoli	Redko	Včasih	Pogosto	Vedno
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q26 - Navdih iščem pri svojem nadrejenem.

Nikoli	Redko	Včasih	Pogosto	Vedno
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q27 - Proaktivno sodelujem pri izvedbi in implementaciji novih projektov.

Nikoli Redko Včasih Pogosto Vedno

Q28 - Spodbujam uveljavitev sprememb in novosti na delovnem mestu.

Nikoli Redko Včasih Pogosto Vedno

Q29 - Svoje delo skušam narediti bolj zahtevno.

Nikoli Redko Včasih Pogosto Vedno

Q30 - Sodelujem pri dodatnih nalogah, za katere ne dobim dodatnega plačila.

Nikoli Redko Včasih Pogosto Vedno

Q31 - Kadar v službi ni veliko dela, to vidim kot priložnost za začetek novih projektov.

Nikoli Redko Včasih Pogosto Vedno

Q32 - Kako ste zadovoljni na svojem delovnem mestu?

Zelo nezadovoljen Nezadovoljen Nevtralen Zadovoljen Zelo zadovoljen

Q33 - Spol

- Ženski
- Moški

Q34 - Starost

- 18 - 29 let
- 30 - 41 let
- 42 - 53 let
- 54+ let

Q35 - Izobrazba

- Osnovnošolska
- Srednješolska
- Diploma
- Magisterij
- Doktorat

Q36 - Delovna doba

- 1 - 5 let
- 6 - 11 let
- 12 - 17 let
- 18 - 23 let
- 24 - 29 let
- 30 - 35 let
- 36+ let

Q37 - Hierarhični položaj

- Izvajalec
- Strokovnjak
- Spodnji management
- Srednji management
- Višji management