# THE ROLE OF CAN DO AND ENERGISED TO PROACTIVE MOTIVATIONS IN SHAPING EMPLOYEES' PERSON-ENVIRONMENT FIT BEHAVIOURS DURING THEIR EXPERIENCE OF ROLE CHANGES

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# Abstract

Proactive behaviour is a self-starting, problem-solving and future-focused process. Employees with a high level of proactivity tend to be self-motivated and act in advance to change themselves or the environment around them in order to achieve their future goals. This cross-sectional study aims to examine the direct relationship between independent variables (can do and energised to proactive motivational state) and dependent variables (personal change and job crafting). Later, this study will also examine the relationship between interaction variables: role-breath self-efficacy X work design, role-breath self-efficacy X significant role change, high activated positive affect X work design, high activated positive affect X significant role change; and dependent variables: personal change and job crafting, to predict P-E fit. The data were collected from U.S. employees who currently experience work role changes, using a self-report survey ($N = 333$). The results from this study show that both can do and energised to proactive motivational states have no significant relationship with personal change, while interaction variables (role-breath self-efficacy X work design, role-breath self-efficacy X significant role change, high activated positive affect X work design, high activated positive affect X significant role change) are neither showing direct nor moderated effect were significant. This suggests that there was no association between personal change and work role changes (work design and significant role change). However, there were significant direct relationships between proactive motivation (can do and energised to) and job crafting, though, none of the moderated effects are significant. This provides some supports for Parker's proactive model in a sense that can do and energised to proactive motivational state were positively predicted P-E fit on the "E" side (job crafting), but did not predict the "P" side (personal change). The results from this study has contributed some new knowledge on the relationship between proactive motivation (can do and energised to) and proactive behaviours (personal change and job crafting) when work role changes (work design and significant role change) were involved. Additionally, this study also suggest that more studies should examine the relationship between proactive motivation and proactive

behaviours with different types of work role changes. As change is very common in today's modern

workplace, more evidence is needed to determine the outcomes of proactive behaviours associate to

change.

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## ATTESTATION OF AUTHORSHIP

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person (except where explicitly defined in the acknowledgements), nor material which to a substantial extent has been submitted for the award of any other degree or diploma of a university or other institution of higher learning.

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# CHAPTER 1

# Introduction

Change is often unpredictable and inevitable; thus, individuals are likely to experience change at some point in their life (Banker, 2012). In today's fast-paced world, employees are often faced with changes in the workplace such as tasks change, role transition or even redundancy (Cooper-Thomas & Burke, 2012). Employees also face high expectation from managers to act proactively rather than reactively due to the Intense competition between businesses to become more innovative (Campbell, 2000; Parker, Bindl & Strauss, 2010). When change occurs, organizations can help employees tackle with change and achieve person-environment fit (P-E fit) by providing necessary supports such as job training and supervisor support (Burke, 2014; Nicholson & West, 1988). However, aside from organizational supports, employees can achieve P-E fit through proactive motivation such as can do and energised to motivational state (Parker et al., 2010). Proactive motivation prompts employees to be initiative, persistent and aim for future goals as well as seek for opportunities and avoid possible risks (Parker, Williams and Turner, 2006; Parker et al., 2010; Parker and Collins, 2010).

Can do (role-breadth self-efficacy) is employees' confidence in one's capability that drives employees to believe they can do the task (Parker, 1998; Parker et al., 2006; Parker et al., 2010). Employees high in can do are more likely to evaluate and plan regarding their own skills, potential risks and the possibility of achieving the goals before they take action (Parker et al., 2010). Thus, can do is found to increase employees' motivation, job performance and persistent in pursuing future goals (Parker et al., 2010). Energised to (high activated positive affect) refers to positive mood such as enthusiastic and excitement that directly affect employees' motivation (Parker et al., 2010; Warr, Bindl, Parker & Inceoglu, 2014). Studies show that energised to can trigger employees to think creatively as well as encourage them to set and strive for a more challenging goal, and handle problems better (Parker et al., 2010; Warr et al., 2014). Based on many evidence that link

can do and energised to with positive outcomes in P-E fit, this study will emphasise the focus specifically on can do and energised to proactive motivational state.

Proactive person-environment fit behaviours (P-E fit) is employees' initiative effort to change the self or the environment which aim to achieve a better fit between employees' attributes and workplace environment (Parker, 1998; Parker et al 2006; Parker et al., 2010). According to the study from Fuller and Marler (2009) and Parker et al (2010), P-E fit can enhance employees' working performance which could lead to better work outcomes. This study will focus on two aspects of P-E fit: personal change and job crafting. Personal change is employees' attempt to change one's self in terms of value, attitude, career goal and personality to fit with organisation's environment (Nicholson & West, 1988). Personal change encourages employees to view their jobs as more meaningful and challenging which could help employees achieve better P-E fit (Nicholson & West, 1988). Job crafting is about negotiating and changing job tasks to fit with one's skills and knowledge (Bakker & Demerouti, 2014; Parker & Ohly, 2008; Parker et al., 2010). Wrzesniewski and Dutton's (2001) study found that job crafting increase employees' work performance and work engagement by changing and negotiating for jobs that are more challenging and meaningful.

Change in the workplace has become quite common in today's fast-paced society (Banker, 2012; Burke, 2014). Role transition is one aspect of the changes that occur more often in the workplace (Nicholson, 1984; Nicholson & West, 1988). Despite many types of role transition (Manning & Neville, 2009), this study will focus more on work design and significant role change as moderators to the relationship between proactive motivation (can do and energised to) and P-E fit (personal change and job crafting). According to Nicholson (1984) and Nicholson and West (1988), work role changes (work design and significant role change) have mix results in terms of their relationship with P-E fit depend on different factors such as job control, job enrichment, employees' past experience and the degree of fit between employees and new work roles (Knight and Parker, 2019; Oldham & Fried, 2016; Parker et al., 2010). Despite limited study on proactive motivation and proactive behaviours involving work role changes, this study aims to examine the relationship between can do and energised to proactive motivational state and P-E fit (personal change and job

crafting) with work role changes (work design and significant role change) as moderators. The evidence showing mix results between P-E fit and work role changes make this study worth investigating if proactive motivation and P-E fit will remain in a positive relationship with work role changes involved. Thus, two research questions are presented below:

Research question 1: For employees experiencing changes in their work roles, what is the relationship between proactive motivational states of can do and energised to with person-environment fit behaviours of personal change and job crafting?

Research question 2: For employees experiencing changes in their work roles, do factors of job design or significant role changes (promotion, demotion, lateral move) affect the relationships between proactive motivational states and person-environment fit behaviours of personal change and job crafting?

After the introduction, the following pages present information on proactive motivation, P-E fit and work role change including their theoretical context and the overview of relevant past studies.

**Proactive motivation**

There is considerable evidence that proactive motivation predicts positive outcomes in the workplace: Proactive motivation is shown to increase employees' preparedness for situations as well as resulting in higher creativity, innovativeness and job satisfaction (Crant, 2000; Parker et al., 2006; Parker et al., 2010; Seibert, Kraimer & Crant, 2001). However, the study on proactive behaviours is not integrated and often grown in isolation (Grant & Ashford, 2008). This is because proactive behaviour can be expressed in various ways such as taking charge, feedback-seeking, expressing voice as well as negative actions such as harming others (Grant & Ashford, 2008). Thus, this study will be focusing on the study of proactive by Parker and colleagues. Among many theorists that explore the concept of proactivity, Bateman and Crant (1993) are the very first ones that introduced the concept of proactive behaviour in which they describe proactive behaviour as a

set of actions that influence the environment. This contrast with earlier research which often assumed that employees acted only according to their job descriptions and following managers' order (e.g., equity theory, Adams, 1963; expectancy theory, Vroom, 1964). According to Bateman and Crant (1993), employees do not simply wait for things to happen to them; rather, they try to change the environment through their own effort and initiative. Thus, people become proactive due to the need to control and manage the environment around them (Bateman & Crant, 1993).

This early work by Bateman and Crant (1993) has provided a foundation for subsequent studies of proactivity. In particular, Parker and colleagues have extended the description of proactive behaviour as "making things happen, preventing problems and looking for opportunities" (Parker et al., 2006; Parker et al., 2010). Thus, Parker et al. (2010) suggest that proactive behaviour has three key components: it is self-starting, change-oriented and future-focused. Thus, proactive behaviour comprises a set of actions that either aim to change one's self to fit the work role or change work role to fit one's strengths, or both. Additionally, Parker et al., (2010) also introduced three aspects that stimulate employees' proactive behaviour: can do (role-breadth self-efficacy) (e.g. taking charge), reason to (e.g. goal commitment) and energised to (high activated positive affect) (e.g. feeling enthusiastic) motivational states. In other words, to engage in proactive behaviour, employees need to feel that they have the skill and knowledge for the proactive behaviour (can do), as well as feel that they have the reason to do so such as pursuing a personal goal (reason to) and lastly, employees need be triggered by positive core affect such as feeling alert or excited (energised to). Despite the importance of these three components of proactive motivation, my research will focus only on two aspects, namely can do and energised to motivational states. This is because the focus is on employees who are experiencing a range of workplace changes, which provides the reason for proactivity. Can do and energised to motivational states are explained in more detail in the following sections.

## Can do motivational state (Role-breadth self-efficacy).

In 1977, Albert Bandura proposed a concept of self-efficacy, which is one's belief in his or her ability to accomplish the designated task (Bandura, 1977, Bandura, 1986). According to Bandura (1997), there are four important factors affecting employees' self-efficacy: mastery experiences, role modelling, social persuasion and physical states. Self-efficacy increases employees' motivation, boosts employees' work-related performance as well as increases the level of persistence to pursue given tasks (Bandura, 1977; Bandura, 1997; Schunk, 1990). On the contrary, employees with low self-efficacy tend to avoid their tasks and give up easily because they have no confidence in their ability to complete the tasks (Bandura, 1997; Luszczynska, Gutierrez-Dona & Schwarzer, 2005).

Expand from the original self-efficacy concept, role-breadth self-efficacy applies specifically to work roles and differs in that it involves proactive behaviour which encourages employees to extend their duties beyond their specified tasks (Parker, 1998). Role-breadth self-efficacy also differs from the concept of self-esteem, as self-esteem focuses more on positive emotional states that make employees confident in themselves through the feeling of self-worth (Smith & Mackie, 2007). Thus, Parker et al (2010) describe-role breadth self-efficacy as employees' perceived capability for proactive action, which drives them to carry out their work tasks beyond their job description or what they are instructed to do (Parker, 1998). Role-breadth self-efficacy can change over time in response to environmental changes, such as when employees receive training (Parker, 1998).

Before employees decide to take actions toward achieving a desirable goal, they need to feel a sense of confidence that they can do the task first (Ohly & Fritz, 2007; Parker, 1998; Parker et al., 2010). Thus, can do is a motivational state where employees ask themselves, can I do this? To be precise, employees need to feel that the outcome is positive and achievable, that is can do motivation, and it is one factor precipitating proactive action (Parker et al., 2010).

Role-breadth self-efficacy enables employees to attain better person-environment fit (P-E fit) through initiative such as taking charge behaviours and coping skills (Parker et al., 2006; Parker et al., 2010). However, role-breadth self-efficacy can be constrained by different elements such as a lack of job control, organisational unfairness and changes in work context (Bandura 1977; Bandura 1997; Parker, 1998; Parker et al., 2010). Aside from that, overconfidence in role-breadth self-efficacy could lead employees to underestimate the difficulty of their tasks, which can result in task failure and reduce employees' confidence (can do) in the future (Luszczynska et al., 2005).

Importantly, Parker (1998) found that change can play an important role in stimulating employees' role-breadth self-efficacy. In the past, change in organisations was uncommon, and hence employees did not strive for change because there was little chance that they will lose their jobs. Also, in the past, employees tended to be assigned simple work tasks, possessed low job autonomy and received minimal training; thus, employees lacked the confidence to strive beyond their job requirements (Parker, 1998). However, with organisations undergoing considerable change, impacting employees, it places pressure on employees to develop role-breadth self-efficacy in order to strive and keep their jobs as well as become competent in their newly changed jobs (Banker, 2012; Parker, 1998).

**Energised to motivational state (High activated positive affect).**

Energised to is an activated positive affective state that contributes to motivating employees' proactive behaviour (Parker et al., 2010). Research has found the link between the effect of emotion and mood on employees' proactive behaviour (George & Zhou, 2007; Madrid, Patterson, Birdi, Leiva & Kausel, 2014; Parker et al., 2010; Seo, Bartunek, & Feldman Barrett, 2009; Warr et al., 2013). Despite many studies related to emotion and mood, the majority have focused more on positive mood than negative mood, even though employees have to deal with both positive and negative mood in real life (George & Zhou, 2007). Under the right circumstances, negative mood can also lead to positive proactive outcomes (George & Zhou, 2007). Additionally, George and Zhou (2007) suggest that people's cognitive function rely heavenly on both positive and

negative mood, therefore, researchers should not treat them separately. Nevertheless, despite the importance of negative mood, this study focused specifically on positive mood because more research has found positive evidence between positive affect and proactive behaviours which is more relevant for this study (Parker, et al. 2010; Warr et al. 2013). Moreover, the limited time frame for this study also restricts the possibility of conducting research that involves both positive and negative affect.

According to Warr et al. (2013), core affect has two primary attributes: arousal (high versus low activated affect) and pleasure (positive versus negative affect). Arousal is an activation aspect that can trigger employees' sense of readiness and energy expenditure, while pleasure (e.g. feeling relaxed, calm) is an activation aspect that reflects inactivity and passiveness rather than assertiveness (Russell, 2003; Warr et al., 2013). Thus, arousal or "high activated core affect" is associated with approach behaviour that is characterised by being self-initiated and change-oriented, and which helps to generate persistence in goal striving and problem-solving (Bindl et al., 2013; Madrid et al., 2014; Parker et al., 2010; Warr et al., 2013).

This study focuses on high-activation positive affect (HAPA), a set of feelings that can trigger employees to feel energised, such as feeling enthusiastic or energetic, which in turn can motivate proactive behaviour (Warr et al., 2014). HAPA is a key stimulator that provokes proactive behaviour and action that encourage employees to set a more challenging goal and allows employees to handle problems more effectively, especially in the situation that involves resistant and set-back (Parker et al., 2010; Warr et al., 2014). HAPA can also encourage different exploratory thoughts and actions such as think creatively and innovatively (Parker et al., 2010; Warr et al., 2014). Parker et al. (2010) found that employees who experience HAPA are more likely to strive for win-win outcomes by dealing with problems positively and logically. Additionally, HAPA is a positive activated mood has spill-over effects which means that individuals high in HAPA will proactively set and strive for their future goal day after day (Parker et al., 2010; Madrid et al., 2014).

**Person-environment fit**

      Person-environment fit (P-E fit) refers to the level of compatibility between the characteristics of a person and a work environment, for example, the fit between an individual's abilities and his or her work tasks (Parker, 1998). P-E fit has been conceptualised along a range of dimensions, including person-organisation fit, person-job fit, person-group fit and person-supervisor fit, all of which contribute to the overall concept of P-E fit (Kristof-Brown, Zimmerman & Johnson, 2005; Kristof-Brown & Guay, 2011). Tepper, Dimotakis, Lambert, Koopman, Matta, Park and Goo (2018) found that P-E fit can be achieved through the balance between organizational supplies and employees' needs. Organizational supplies refer to tangible and intangible things that organizations may provide to fulfil employees' needs such as training, appropriate time to complete tasks, as well as resources suitable for the task (e.g. specialized equipment, appropriate software) (Nikolaou, 2003). However, organizational supplies do not always fit with employees' needs. Therefore, misfit is quite common in organization context (Edwards, Caplan & Harrison, 1998).

      Theories of stress were the first to recognize the consequences of misfit between the person and the environment (Edwards et al., 1998). In P-E fit theory, misfit occurs when there is a mismatch between demands and supplies in the workplace (Chan, 1996; Edwards et al., 1998). For example, when employees do not have sufficient skills to complete tasks or when the organization demand employees to carry out the duties within too short a timeframe. P-E misfit can cause job dissatisfaction, low self-esteem and anxiety among employees that could later turn into stress, in which can result in physical and psychological impact such as illness and depression (Schneiderman, Ironson & Siegel, 2005). Despite its negative impacts, there is an argument that low to moderate amount of stress can be beneficial for P-E fit in a sense where it improves work performance, stimulates motivation and increases employees' adaptation (Edwards et al., 1998; Jones, Bright & Clow, 2001). Employees are motivated to try and resolve P-E misfit, and may use coping strategies including themselves, through personal adaptation, or the environment, through

environmental mastery. This study focused on these two elements, referred here as personal change (adaptation) and job crafting (environment mastery).

**Personal change.**

Personal change is an attempt by employees to change themselves to fit with their work roles and may include change in values, attitudes, personality and career goals (Nicholson & West, 1988). For instance, an employee might try to change their values to align better with the new job. Employees who experience a high level of personal change are more likely to perceive their jobs as more challenging and meaningful (Nicholson & West, 1988). Cooper-Thomas, Anderson and Cash's (2011) study indicates that personal change can help newcomers to achieve P-E fit. This is consistent with Nicholson and West's (1988) research which suggest that employees tend to experience more personal change when they are newcomers to the organisation, although organisational socialisation research reveals that existing employees who move and settle into new roles may also experience personal change (Biswas, 2015; McCormick & Schieber, 2012).

The framework of personal change is derived from personal construct theory, introduced by Gorge Kelly (1955). In this theory, Kelly (1955) argues that people need to develop their own personal constructs in order to make sense of the world, that is how they make sense of themselves in the world. Further, people adapt to change that happens in the world by changing their personal constructs (Kelly, 1955; Fournier, 1996). This is similar to Nicholson and West's (1988) proposition that employees experiencing work role transition will cope with this through personal change and job crafting. According to Nicholson and West (1988), organisational socialisation such as networking, role modelling and social support can lead to positive outcomes in personal change as they help newcomers to adapt to changes and deal with problems better.

Research in the field of psychology argues that personality cannot be changed (Costa & McCrae, 1980). Buss and Plomin (1975) explained in their study that adults develop their personality traits through temperament when young infants. Human temperament arises out of the

interaction between our genetic and our upbringing, thus, making personality difficult for individuals to change (Buss & Plomin, 1975). However, a study by Boyce, Wood and Powdthavee (2012) shows that personality is changeable and relates strongly to the increase in life satisfaction. For instance, factors such as income, employment status and life-changing events can affect changes in personality as well as the level of life satisfaction (Boyce et al., 2012). For example, a person who lost someone important in life could become less extraverted due to grief and sadness (Boyce et al., 2012).

According to the findings from Parker et al (2010), can do motivational state enables employees to attain a better P-E fit. Thus, this study expects that personal change would be positively predicted by can do and energised to motivational state as well. Hence, we proposed two hypotheses as below:

Hypothesis 1: A can do proactive motivational state will have a positive association with employees' personal change.

Hypothesis 2: An energised to proactive motivational state will have a positive association with employees' personal change.

**Job crafting.**

The concept of job crafting was introduced by Wrzesniewski and Dutton (2001). The authors define job crafting as physical and cognitive changes employees make to their work tasks (Wrzesniewski and Dutton, 2001). Physical aspects of job crafting relate to changes in the scope of a job, while cognitive aspects refer to employees changing the way they look at their job (Wrzesniewski and Dutton, 2001). Evidence has been found for job crafting across a range of roles and contexts (Bakker & Demerouti, 2014; Kooij, Woerkom, Wilkenloh, Dorenbosch & Denissen, 2017). Job crafting has been integrated into job demands-resources theory, with Bakker and Demerouti (2012) arguing that employees job craft to make changes to their job demands and job resources. To be precise, employees aim to increase job demands and resources that are beneficial for them and reduce

job demands that potentially could become obstacles (Bakker & Demerouti, 2012; Bakker & Demerouti, 2014).

Focusing on more detail on components of job crafting, Kooij et al. (2017) described job crafting as changes in job tasks or work methods instigated by employees to fit with their strengths and interests. Employees craft their jobs by proactively choosing, negotiating and changing the scope of their job to make it more challenging and meaningful to them (Bakker & Demerouti, 2014; Parker & Ohly, 2008). Job crafting is a bottom-up process where employees alter and broaden their own work tasks through initiative and effort, without explicit instruction or authorization from the superiors (Oprea, Barzin, Virga, Iliescu & Rusu, 2019). Moreover, job crafting has positive benefits, helping to increase work engagement and job performance (Oprea et al., 2019; Wrzesniewski & Dutton, 2001), as well as increasing the level of meaningfulness and challenge of the job (Kooij et al., 2017). The findings from Kooij et al.'s (2017) research indicate that job crafting can significantly improve person-job fit (P-J fit), which is a sub-category of person-environment fit (P-E fit). Moreover, Ashforth, Sluss, and Saks (2007) found that activated positive affect (energised to motivational state) has a positive correlation with P-E fit. Thus, to find out the relationship between can do and energised to motivational state and job crafting, two hypotheses have emerged:

Hypothesis 3: A can do proactive motivational state will have a positive association with employees' job crafting.

Hypothesis 4: An energised to proactive motivational state will have a positive association with employees' job crafting.

**Work role changes**

In the theory of work role transitions, Nicholson (1984, p. 173) defines work role changes as "any change in employment status and any major change in job content, including all stances of status passages, forms of intra and interorganizational mobility and other changes in employment

status". Transition comes in many forms and can occur at multiple times throughout our lives (Bridges, 2004; Nicholson & West, 1988; Manning & Neville, 2009). However, role transitions are more likely to take place in workplaces (Nicholson & West, 1988).

Even though many studies have found a positive link between role transition and P-E fit, especially personal change and job crafting, it is important to take into account that not every employee will feel positive about the changes (Nicholson & West, 1988; Manning & Neville, 2009). Manning and Neville (2009) found in their research about the transition from staff nurse to clinical nurse that employees face heavy challenges in the transition due to the lack of preparedness for change and the lack of clarity in the description of the new work role, in which could create uncertainty and anxiety among employees.

In this study, I specifically look at two types of role change: role change through job task change (work design) and role change through role transition (significant role change). Taking these in turn, change in job tasks involves shifts in job responsibilities and procedures (Nichoson & West, 1988). On the other hand, role transition - which includes promotion (upward move), demotion (downward move) and lateral (sideways move) - can lead to different changes such as change in workplace relationships, personality changes and role innovation (Nichoson & West, 1988). These role changes are explained in more detail in the next sections.

**Work design.**

In the classic job design theory, job design is defined as "the set of opportunities and constraints structured into assigned tasks and responsibilities that affect how an employee accomplishes and experiences work" (Grant, Fried & Juillerat, 2011, p. 419). However, later studies have described work design more broadly broader definition as changes in job descriptions, working method as well as social and environmental factors through appropriate review by the organization, aiming to improve an organization's productivity and an individual's job satisfaction and job efficiency (Knight & Parker, 2019; Oldham & Fried, 2016). A range of outcomes on job re-

design has been investigated. Some studies have found job re-design to be positively associated with job performance and job satisfaction, while sometimes a negative link has been found between them (Kelly, 1992). For instance, Knight and Parker (2019) found 39 articles on work design with positive outcomes, 2 with negative outcomes and 14 with mixed positive and negative outcomes.

Contrast with job crafting, work design is often a top-down process in which the job is designed by those in higher positions, though it can also occur in a bottom-up manner and through employee-manager collaborations (Knight & Parker, 2019; Nicholson, 2010). Therefore, managers play an important role in job re-design (Guest, 1997; Parker et al, 2017). According to Knight and Parker (2019), work design that consists of positive characteristics, such as enrichment, challenge, autonomy and control, is more likely to result in positive outcomes. For example, employees tend to be more motivated and creative if they are allowed to act autonomously toward their jobs. Based on job characteristics theory, work design that enriches or provides positive characteristics will help stimulate employees' intrinsic motivation which can lead to better outcomes such as job performance (Oldham & Fried, 2016; Knight & Parker, 2019). Aside from intrinsic motivation, positive job characteristics can also contribute to the development of self-efficacy and activated positive affect, in turn, stimulating proactive behaviour (Knight & Parker, 2019).

Additionally, Parker et al.'s (2010) study found that enriched work design influences can do and energised to motivational states. Work design influences can do as it gives employees a sense of control over their job as well as confidence in their efficacy, so they are motivated to go beyond the limits of the role. Sense of control, confidence and variety through job enrichment also prompt employees' positive mood, which leads to an energised to proactive state.

**Significant role change.**

Significant role change in this study refers to changes in employees' hierarchical work position, which could comprise promotion, demotion or a lateral move. To be precise, it refers to a process of leaving an old role and getting assigned to a new role (Ashforth & Saks, 1995). According to Nicholson and West (1988), the adjustment process has important organizational consequences because if employees cannot adjust well into a new role, it could result in less productivity or even turnover. Thus, during role transition, training is very important for preparing employees' readiness so they can settle smoothly into new roles (Cousins, 2004). Also, with Feldman and Brett (1983) and Nicholson and West's (1988) study which suggest that employees who experienced role change in the past tend to handle problems and adjust to new role better and faster than those who encounter role change for the first time. Moreover, employees who have experiences in role change are more likely to have positive view regarding opportunities and future growth (Nicholson & West, 1988).

In their study of people experiencing work role transitions, Nicholson and West (1988) suggest that individual differences such as in attitudes, values, career goals and personality can affect role adjustment and transition outcomes. For instance, if employees' values match with those of the organization, or their career goals can be met by opportunities at the organization, then it is likely to result in positive outcomes in transition (Nicholson, 1984; Nicholson & West, 1988; Kristof-Brown, 2000).

These two facets of people's work, that is design and role change, both represent different kinds of change. People may respond to this change and achieve P-E fit either through changing themselves, personal change, or through changing their environment, using job crafting. We hypothesize that these two types of change can affect P-E fit, thus, we proposed two moderated hypotheses as follow:

Work design will moderate the association between proactive motivational states (can do – RBSE, and energised to – activated positive affect) and person-environment fit behaviours (personal change and job crafting). Two specific hypotheses are proposed below:

Hypothesis 5: For employees experiencing work redesign, this will strengthen the association between RSBSE and activated positive affect with (a) personal change and (b) job crafting.

Hypothesis 6: For employees experiencing significant role change, this will strengthen the association between RSBSE and activated positive affect with (a) personal change and (b) job crafting.

Based on the four hypotheses and two moderated hypotheses, I proposed the model of this study as below:
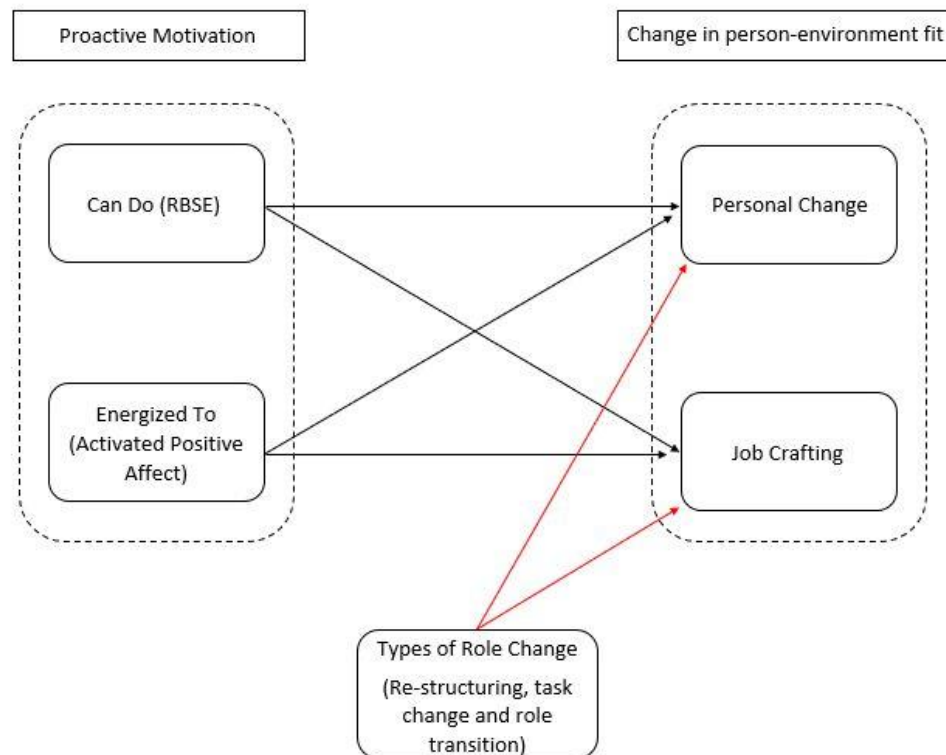


*Figure 1.* The proposed model showing the associations between proactive motivation and person-environment fit with work role changes as moderators.

# CHAPTER 2

# Method

## Participants

The participants in this study were US employees provided by an online survey company named "Prolific". The researchers had set the criteria that participants must be US residents, but did not restrict on nationality as the researchers want to conduct their study based on the current workflow in the US. There were 1071 respondents in total, but only 333 identified themselves as currently going through significant role change. Thus, the number of participants in this study was a total of 333. Of these participants, female and people aged around 35 were the majority of the respondents. In terms of work context, the majority of participants worked for the private-for-profit organizations and the team leader/supervisor covered the biggest portion of participants' working positions. Additionally, the majority of participants also reported experiencing changes in work role, follow with changes in job tasks.

### Socio-Demographic

Participants were asked to report their gender, age (year of birth), education and income. Among the participants, there were 136 males (42.5%), 178 female (55.6%) and the other 6 people were gender diverse (1.9%). 20 participants were 31 years of age (6.3%), 17 people were 29 years of age (5.3%) and 16 people were 34 years of age. Thus, the majority of participants are between 35 years old ($Mean = 35.1$). In terms of education, 141 participants reported that they had a bachelor degree, while 60 people had a master degree (18.8%) and 54 people had some college/university, but no degree (16.9%). When reported about incomes, the majority of participants, which was 27.2% earned between $30.000 to $49.999, while 23.1% earned between $50.000 to $69.999 () and about 19.7% earned between $10.000 to $29.999.

**Work context**

Of these participants, the majority of participants (39.4%) worked in large organizations with 1000 or more employees, followed by 12.5% of participants who worked in small to medium size organizations with 100 to 249 employees and around 9.4% of participants worked in medium to large size organization (500 to 999 employees). The majority of participants worked in private-for-profit sector (67.5%), follow by private-not-for-profit (11.9%%), state government (6.9%), local government (6.6%), self-employed (4.4%) and federal government (2.8%). In terms of level of seniority at work, half of the participants are in entry level/team member (51.6%), follow with 23.8% for team leader/supervisor, while 17.8% are middle manager and only 6.9% are in the position of senior/executive manager. For years of tenure, majority of participants has stayed with current employees for at least 2 years, while 10.9% has stayed for 3 years, 10% has stayed for 5 years and only 2.8% has stayed with the employers as long as 20 years. 41.6% of participants reported working for 40 hours per week, while 10.3% worked for 50 hours per week, 7.5% worked for 45 hours per week and only around 2.8% reported working for 60 hrs or more per week.

**Procedures**

The survey was designed using Qualtrics. The measures used in the survey were well known and reliable such as the four-quadrant measure items (Warr et al., 2013), the self-assessed personal change measure items (Nicholson & West, 1988) and role-breadth self-efficacy measure items (Parker, 1998) to guarantee good quality results. Aside from that, the researcher also developed and added additional items that they think would be more acceptable for the participants to prevent inaccurate answers due to the misunderstanding of the original measure items in the measure of job crafting which was explained further in the measures section below. Additionally, the survey included two questions to check the respondents' attentiveness while completing the survey. If one or both questions were not answered correctly, the respond will be rejected.

The survey was carefully checked by relevant researchers, including second language users several times both in computer and mobile version to make sure that the survey is clear and free of

mistakes. The Pilot test was also performed to check every detail of the survey and to ensure that the result came out as expected before sending the survey to prolific.

### Qualtrics platform.

To collect the data, the survey was sent to Prolific who have access to samples across different countries, including the US. Prolific then notified potential US participants who met eligibility criteria within their panel about the survey, providing also the information sheet. Respondents can check whether or not they want to take part in the survey. Prolific then gave interested participants access to complete the survey online.

## Measures

### Role-breadth self-efficacy (RBSE).

Role-breadth self-efficacy or can do proactive motivational state refers to employees' perceived confidence in their capability to successfully perform tasks. To measure this, we used the top seven loading items from Parker (1998; $\alpha = .93$). All items use the stem "How confident would you feel?...", with an example item being "Analysing a long-term problem to find a solution". The rating scale is from 1 (not at all confident) to 5 (very confident).

### Activated positive affect.

Activated positive effect is a set of positive feeling that motivates employees to feel energise to take initiative actions to perform their work tasks. This set of positive feeling includes high-activation pleasant affect (HAPA). Based on the research from Warr et al (2014), we used four HAPA items: Enthusiastic, excited, inspired and joyful. Respondents were asked to rate the intensity of their feeling toward the change that they are currently experiencing from 1 (very slightly or not at all) to 5 (extremely).

### Personal change.

Personal change refers to employees' effort to change themselves to better fit with their job roles. To evaluate employees' personal change, participants were asked in the survey if their job adjustment has changed them in any way. Four items cover change in career goals, attitudes, values

and personality (Nicholson & West, 1988). The response scale is from 1 (no change at all) to 5 (a great deal of change). This scale is reliable according to the research of Nicholson and West (1988; $\alpha_1 = .82$, $\alpha_2 = .84$).

### Job crafting.

Job crafting is employees' attempt to change their job tasks or working procedure to fit with their strengths. Employees' job crafting was measured with the four-item scale from Kooij et al. (2017), which has adequate but not good reliability (alpha time 1 = .78 and time 2 = .74). Therefore, the fifth item was created to increase the reliability rate. The item that I have added is "I actively look for tasks that match my own interests". Also, I have slightly adapted items 3 and 4 as the Dutch translations were slightly awkward. An example item is, "I look for opportunities to do my tasks in ways that match my strengths". The participants rated their responses on a scale from 1 (never) to 5 (always). As the alpha in the previous study was less than .80, we have created an additional fifth item with the aim of improving the alpha to $\geq .80$. This item is "I actively look for tasks that match my own strengths".

### Types of role change.

Throughout their work life, employees could have experienced many changes in their work roles, whether through re-structuring, tasks change or role transition. Participants were asked to indicate the number of changes that they have encountered throughout their whole career across a range of possible types of change. For this study, we used only the data from participants who experienced work design and significant role change.

## Interaction variables

Four interaction variables were used to measure P-E fit. As the name of the variables are quite long, acronyms were used to shorten the name of the variables and are used from here on: role-breath self-efficacy X work design (RBSE X WkDes), role-breath self-efficacy X significant role change

(RBSE X SigRolCH), high activated positive affect X work design (HAPA X WkDes), high activated positive affect X significant role change (HAPA X SigRolCH).

**Ethics**

My dissertation used the survey from a research project lead by Professor Helena Cooper-Thomas. The original AUTEC application was approved on 31 October 2018 (AUTEC approval 18/401 *Employee responses to change at work*).

Before participants took part in the survey, they will receive the information sheet that explains the detail of the research as well as participants' criteria which allows participants to decide whether they want to take part in this research or not. Participants were also informed about the use of the survey and how their personal information will be protected. Participants also have the rights to quit at any time during the process if they have a change of mind or feel uncomfortable to proceed further. The information from participants who withdraw from the survey will not be used and deleted right away from the system.

**Data Analysis**

The downloaded data were analysed using IBM SPSS. Following assumption checking, confirmatory factor analysis (CFA) was conducted in order to ascertain whether the expected factor structure was supported in the data. A moderated regression analysis was used to evaluate the relationship between the three components in the model: Proactive motivations, person-environment fit behaviours, and types of role change.

**Preliminary data analysis**

This is the process of screening out the low-quality data prior to the main statistical analysis. According to Field (2013) and DeSimone and Harms (2018), low quality data can affect the overall quality of the research. Therefore, low quality data should be identified and excluded from the data set (DeSimone and Harms, 2018). To identify and exclude low quality data from the

dataset, we have considered and conducted many analyses such as data screening, checking outliers, conducting factor analysis and testing Cronbach's alpha. It is important to mention that my sample was a subset of a larger sample of which belonged to three different research projects (One PhD project and two master projects). As it is a large sample size, we decided to perform data cleaning together in order to prevent potential mistakes and save time before proceeding to our own analysis.

### Data Screening.

Through the use of suitable methods, data screening can improve the quality of the data and lead to more reliable outcomes (DeSimone, Harms & DeSimone, 2015; DeSimone & Harms, 2018). The data were first screened using a direct method such as instructed items (DeSimone and Harms, 2018). In the survey, respondents were asked to tick on "strongly agree" to check if they were paying attention to the survey. Anyone who failed to choose the correct answer will be identified as low-quality data. After that, we screened using the response time cut-off which is an obstructive method (DeSimone and Harms, 2018). We set the cut-off time at 4 minutes, relying on the average time of our in-house analysis. Responses that did not meet the cut-off time were excluded from the dataset. Self-rated item, consent form – mention to focus, writing a few sentences – eliminated if write nonsense or a word.

### Missing data.

Missing data could affect the validity of the result as well as the effectiveness of the screening methods (Field, 2013; DeSimone and Harms, 2018). Thus, missing data should be dealt with before conducting the main analysis (Rose & Fraser, 2008). As Rose and Fraser (2008) said that missing value is hard to prevent, no matter how good your survey was designed, my case proved this to be true. Even though we detected no missing data in the cleaning stage, I found one missing data while running the analysis on my own sample set. The data shown that one of the participants did not answer one of the questions in the job crafting section (the participant answered only 4 out of 5 questions). Therefore, SPSS only detect this missing value when I ran normality test

specifically on job crafting variable. However, due to big sample size ($N = 333$), I handle this one missing data by removing this participant out from the sample set.

### Cronbach's alpha.

Cronbach's alpha measures the reliability of the scale (Field, 2013). According to Field (2013), items that belong in the same group should have high alpha score which shows that they have significant inter-correlation. For my sample set, items such as enthusiastic, joyful, excited and inspired which predict high activated positive affect (HAPA) were highly correlated by looking at their Cronbach alpha score of .79 - .90 which is considered a good range for reliability (Cortina, 1993)

### Outliers.

To identify potential outliers, I carried out the test of Mahalanobis distance and found 12 outliers within my sample set. Similar to how missing data was handled, with the large sample of 332 (1 missing data was deleted at this point), the 12 potential outliers were deleted from the sample set (Field, 2013). This made my sample which contain data from 320 participants ($N = 320$) a clean data.

### Normality.

Based on Shapiro-Wilk (1965), variables with normal distribution have z-value of skewness and kurtosis in between -1.96 and +1.96. By investigating the skewness and kurtosis as well as the histograms and Q-Q plots, all four variables were normally distributed. The independent variables RBSE has a skewness of -.519 (SE = .136) and kurtosis of -.228 (SE = .272), while HAPA has a skewness of .582 (SE = .136) and kurtosis of -.954 (SE = .272). As for dependent variables personal change, it has a skewness of -.582 (SE = .136) and kurtosis of -.461 (SE = .272), while Job crafting has a skewness of -.575 (SE = .136) and kurtosis of .533 (SE = .272). Also, all of these variables

score significantly in Shapiro-Wilk tests of normality ($Sig = .000$; $p > .05$) confirm that none of

these variables are normally distributed.

# CHAPTER 3

# Results

This section seeks to explain the results of the analysis achieving through the use of SPSS statistical program. First, bivariate correlations were reported to investigate the relationship between independent variables (can do and energised to), dependent variables (personal change and job crafting) and moderators (task change and role transition). Second, multiple regression was conducted to test the hypothesized moderation effects. Lastly, this section sums up and concludes the findings of the research.

## Descriptive statistics

Means, standard deviations, reliabilities and bivariate correlations are shown in Table 1. Cronbach's alpha reliabilities ($\alpha$) ranged from .83 to .95, indicating that all four variables are highly reliable (Cortina, 1993).

### Bivariate correlations.

RBSE and HAPA were anticipated to correlate positively with personal change and job crafting. In line with this, HAPA showed a positive moderate relationship with job crafting ($r = .45$, $p < .01$), but unexpectedly had a non-significant relationship with personal change ($r = .56$, $p < .05$). For the second independent variable, RBSE, this showed a positive relationship with both personal change ($r = .12$, $p < .05$) and job crafting ($r = .44$, $p < .05$) with weak and moderate correlation respectively. For the two moderating variables, work design showed inverse correlations with both personal change ($r = -.14$, $p < .05$) and job crafting ($r = -.01$, $p < .05$) which was also unexpected. In contrast to work design, significant role change had a positive and weak relationship with personal change ($r = .11$, $p < .05$) and a positive non-significant relationship with job crafting ($r = .07$, $p < .05$).

Table 1

Means, standard deviations, reliabilities and correlations.

| Variables | *M* | *SD* | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|---|
| 1. Personal change | 2.35 | 1.05 | 1 | (.85) | | | | |
| 2. Job crafting | 3.75 | 0.69 | .065 | 1 | (.83) | | | |
| 3. HAPA | 2.45 | 1.21 | .056 | .454** | 1 | (.95) | | |
| 4. RBSE | 3.48 | 0.96 | .121* | .444** | .403** | 1 | (.89) | |
| 5. Work design | 0.80 | 0.40 | -.148** | -.017 | -.112* | -.068 | 1 | - |
| 6. Significant role change | 0.31 | 0.46 | .118* | .074 | .194** | .120* | -.736** | 1 |

*Note. N = 320. *p<.05; **p<.01.*

HAPA = high activated positive affect; RBSE = role-breadth self-efficacy.

**Hypotheses Testing**

        This research consisted of six hypotheses. Hypothesis 1-4 investigated the direct relationship between proactive motivation (can do and energised to) and proactive behaviours (personal change and job crafting), while Hypothesis 5-6 aim explored the potential moderated effect between interaction variables (RBSE X WkDes, RBSE X SigRolCH, HAPA X WkDes, HAPA X SigRolCH) and proactive behaviours (personal change and job crafting). To test Hypotheses 1-4, multiple linear regressions were conducted to ascertain the relationship between independent and dependent variables. I then proceeded with hierarchical moderated regression to test the two-way interaction variables, in which consisted of two steps. In the first step, the associations between the four main variables (RBSE, HAPA, personal change, job crafting) were tested while in step two, the associations between the four interaction variables (RBSE X WkDes, RBSE X SigRolCH, HAPA X WkDes, HAPA X SigRolCH) and the dependent variables (personal change and job crafting) were tested. Adding the interactions in the second step serves to show the additional variance explained, if any.

        However, prior to conducting the regression, the two binary categorical moderator variables were tested to ascertain whether there was a sufficient spread of cases across these to include both concurrently in the regression analyses. As shown in Figure 2 below, of the four groups, there were relatively fewer cases in the significant role change group. This difference was significant, showing that respondents who experienced significant role change were also more likely to experience work design change. Therefore, the moderated multiple regressions were conducted for each moderator separately.

|  |  |  | Significant Role Change |  |  |
|---|---|---|---|---|---|
|  |  |  | .00 | 1.00 | Total |
| Work Design Change | .00 | Count | 0 | 64 | 64 |
|  |  | Expected Count | 43.8 | 20.2 | 64.0 |
|  | 1.00 | Count | 219 | 37 | 256 |
|  |  | Expected Count | 175.2 | 80.8 | 256.0 |
| Total |  | Count | 219 | 101 | 320 |
|  |  | Expected Count | 219.0 | 101.0 | 320.0 |

*Figure 2*. Chi-square test showing the unequal distribution of the groups

**"Hypothesis 1: the impact of role-breadth self-efficacy (RBSE) on personal change."**

***The effect of RBSE on personal change moderated by work design.***

Hypothesis 1 proposed that RBSE (can do) will be positively associated with personal change. In the first step of the regression, the model was statistically significant, $F$ (3,316) = 3.735, $p < .05$ (see Table 2). Adjusted R square indicates RBSE was a weak positive predictor of personal change for employees who are experiencing work design (adjusted $R^2 = .028$) as it explained only 2.8% of personal change's variance.

Based on Table 2, the model was still significant in step two, $F$ (5,314) = 2.815, $p < .05$. The beta coefficient shows no significant relationship between RBSE and personal change ($B = -.263$, $Sig = .073$, $p > .05$). However, there was a negative significant direct effect between work design and personal change ($B = -.328$, $Sig = .028$, $p < .05$) which was unexpected. This indicates that the more employees experience work design change, the less they will experience personal change. For the moderation effect, RBSE X WkDes has a negative, non-significant effect toward personal change, ($B = -.163$, $Sig = .321$, $p > .05$) which means the interaction variable RBSE X WkDes has no association with personal change.

***The effect of RBSE on personal change moderated by significant role change.***

Similar to the regression above, this model was significant in step one, $F$ (3,316) = 2.772, $p$ < .05. The low adjusted R square indicates that RBSE was not a good predictor of personal change either (adjusted $R^2$ = .019). Despite the model significant in step one, the model became non-significant in the second step $F$ (5,314) = 1.908, $p$ > .05. There was no direct effect between the independent variable RBSE and personal change ($B$ = .094, $Sig$ = .237, $p$ > .05). There was also no moderated effect between interaction the variable RBSE X SigRolCH and personal change (See Table 2).

Looking at the results above, proactive motivation (RBSE) did not show any direct positive relationship with personal change, where interaction variables (RBSE X WkDes and RBSE X SigRolCH) also have no association with personal change. Therefore, Hypothesis 1 was not supported.

**"Hypothesis 2: the impact of high activated positive affect (HAPA) on personal change."**

***The effect of HAPA on personal change moderated by work design.***

In Hypothesis 2, I expect that HAPA (energised to) will have a positive association with employees' personal change. Refer to Table 2, we can see that the model was statistically significant, $F$ (3,316) = 2.772, $p$ <.05. In terms of adjusted R square, HAPA predicts only 1.7% of the variance of personal change (adjusted $R^2$ = .017). The model was still significant in step two $F$ (5,314) = 25.753, $p$ <.05. Similar to RBSE, HAPA did not have a significant association with personal change ($B$ = .097, $Sig$ = .367, $p$ > .05). This shows that HAPA did not predict employees' personal change during work design change. The two ways variable HAPA X WkDes showed a negative and non-significant toward personal change, indicates that the more employees adopt positive mood, the less they will experience personal change ($B$ = -.127, $Sig$ = .304, $p$ < .05) which was an unexpected outcome.

### *The effect of HAPA on personal change moderated by significant role change.*

HAPA predicts even lesser of the variance of personal change in case of significant role change (adjusted $R^2$ = .009) despite the significant of the model, $F$ (3,316) = 2.772, $p < .05$. The second model, however, became insignificant $F$ (5,314) = 1.908, $p > .05$. HAPA has a negative and non-significant relationship with personal change ($B$ = -.027, $Sig$ = .686, $p > .05$). There was also no moderated effect between interaction variable HAPA X SigRolCH and personal change (See Table 2).

Overall, HAPA did not have a significant correlation with personal change even with the assist of work design and significant role change Therefore, Hypothesis 2 was also not supported.

### **"Hypothesis 3: the impact of role-breadth self-efficacy (RBSE) on job crafting."**

### *The effect of RBSE on job crafting moderated by work design.*

Hypothesis 3 proposed that RBSE (can do) will have a positive correlation with employees' job crafting. RBSE predicts job crafting better at 19% (adjusted $R^2$ = .19) with model significant $F$ (3,316) = 42.765, $p < .05$ (see Table 3). In contrast with the relationship between RBSE and personal change, beta coefficient in this model indicates significant correlation between RBSE and job crafting ($B$ = .255, $Sig$ = .002, $p < .05$). Nevertheless, RBSE X WkDes produced a negative and non-significant association with job crafting ($B$ = -.042, $Sig$ = .650, $p > .05$) which was unexpected.

### *The effect of RBSE on job moderated by significant role change.*

Similar to above, 19% of job crafting's variance was predicted by RBSE (adjusted $R^2$ = .19) and the model was significant $F$ (3,316) = 42.561, $p < .05$. RBSE also has a direct positive significant relationship with job crafting ($B$ = .198, $Sig$ = .000, $p < .05$) (see Table 3). Unfortunately for the interaction variable RBSE X SigRolCH,, it has a positive but non-significant association with job crafting ($B$ = .081, $Sig$ = .326, $p < .05$).

In this case, we can see that RBSE has a direct positive effect on job crafting. Even though the results from the two ways interaction analysis were not significant at all, Hypothesis 3 was partly supported.

**"Hypothesis 4: the impact of high activated positive affect (HAPA) on job crafting."**

For Hypothesis 4, I proposed that HAPA (energised to) will have a positive correlation with employees' job crafting.

*The effect of HAPA on job crafting moderated by role of work design.*

Based on information in Table 3, the model was significant $F(3,316) = 42.765$, $p < .05$ and HAPA explained around 20% of the variance of job crafting (adjusted $R^2 = .202$) which was better than when it predicts the variance of personal change. The beta coefficient shows that HAPA has a direct positive and significant association with job crafting ($B = .141$, $Sig = .021$, $p < .05$), while HAPA X WkDes has no association with job crafting ($B = .065$, $Sig = .351$, $p < .05$).

*The effect of HAPA on job crafting moderated by role of significant role change.*

Identical to the result above, HAPA predicts around 20% of the variance of job crafting (adjusted $R^2 = .201$). Again, the model shown to be significant $F(5,314) = 25.849$, $p < .05$. Similar to the outcome above, the direct association between HAPA and job crafting were positive and significant ($B = .216$, $Sig = .000$, $p < .05$). The association between HAPA X SigRolCH and job crafting though, was negative and not significant which was unexpected ($B = -.071$, $Sig = .256$, $p < .05$).

Despite a non-significant outcome in moderated effect, there was a positive significant direct effect between HAPA and job crafting. Thus, Hypothesis 4 was partly supported.

**"Hypothesis 5: the moderating effect of work design."**

Hypothesis 5 proposed that the moderating effect of work design will strengthen the association between independent variables (RBSE and HAPA) and dependent variables (personal change and job crafting). Looking at Tables 2 and 3, we can clearly see that none of the interaction variables involve work design (HAPA X WkDes and RBSE X WkDes) has a significant association with personal change or job crafting. We can indicate from this that work design did not help strengthen the relationship between RBSE and HAPA with personal change and job crafting at all. Thus, Hypothesis 5 was rejected.

**"Hypothesis 6: the moderating effect of significant role change."**

Hypothesis 6 proposed that the moderating effect of significant role change will strengthen the association between independent variables (RBSE and HAPA) and dependent variables (personal change and job crafting). Similar to work design, the interaction variables HAPA X SigRolCH and RBSE X SigRolCH did not improve the relationship between RBSE and HAPA with personal change and job crafting (see Table 2 and Table 3). It may not be the case for personal change, but RBSE and HAPA has a significant relationship with job crafting without significant role change involved in their relationship. Therefore, Hypothesis 6 was not supported.

Table 2. Hierarchical Moderated Regression – Personal Change.

| Variable | Personal Change | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | *B* | *SE* | *β* | *t* | *p* | R$^2$ | F |
| *Work Design* | | | | | | .034* | 3.735* |
| HAPA | .970 | .108 | .112 | .903 | .367 | | |
| RBSE | .263 | .146 | .240 | 1.799 | .073 | | |
| WkDes | -.328 | .149 | -.124 | -2.204 | .028 | | |
| RBSE X WkDes | -.163 | .164 | -.135 | -1.029 | .304 | | |
| HAPA X WkDes | -.127 | .123 | -.129 | -.995 | .321 | | |
| *Significant Role Change* | | | | | | .026* | 2.772* |
| HAPA | -.027 | .067 | -.031 | -.405 | .686 | | |
| RBSE | .094 | .080 | .086 | 1.184 | .237 | | |
| SigRolCH | .221 | .131 | .097 | 1.691 | .092 | | |
| RBSE X SigRolCH | .110 | .146 | .053 | .750 | .607 | | |
| HAPA X SigRolCH | .058 | .112 | .038 | .514 | .454 | | |

*Note. N = 320. *p<.05; **p<.01.*
HAPA = high activated positive affect; RBSE = role-breadth self-efficacy; WkDes = work design;
SigRolCH = Significant role change

Table 3. Hierarchical Moderated Regression – Significant Role Change.

| Variable | Job Crafting | | | | | | |
|---|---|---|---|---|---|---|---|
| | *B* | *SE* | *β* | *t* | *p* | $R^2$ | F |
| *Work Design* | | | | | | .289*** | 42.765*** |
| HAPA | .141 | .061 | .247 | 2.317 | .021 | | |
| RBSE | .255 | .083 | .354 | 3.083 | .002 | | |
| WkDes | .063 | .084 | .037 | .753 | .452 | | |
| RBSE X WkDes | .065 | .070 | .101 | .934 | .351 | | |
| HAPA X WkDes | -.042 | .093 | -.053 | -.455 | .650 | | |
| *Significant Role Change* | | | | | | .288*** | 42.561*** |
| HAPA | .216 | .037 | .378 | 5.784 | .000 | | |
| RBSE | .198 | .045 | .276 | 4.436 | .000 | | |
| SigRolCH | -.036 | .073 | -.024 | -.496 | .620 | | |
| RBSE X SigRolCH | -.071 | .063 | -.073 | -1.139 | .256 | | |
| HAPA X SigRolCH | .081 | .082 | -.059 | .984 | .326 | | |

*Note. N = 320. *p<.05; **p<.01. ***p<.0001*

HAPA = high activated positive affect; RBSE = role-breadth self-efficacy; WkDes = work design;

SigRolCH = Significant role change

# CHAPTER 4

# Discussion

Despite rich literature that links proactive behaviour with positive outcomes in P-E fit, the majority of them often focus on the mediating role such as supervisor support, job autonomy and job control instead of transition role change. Similarly, research that looks at the relationship between work role transition and P-E fit also placed their focus on the role of the manager and organisational socialisation (Nicholson, 1984; Nicholson & West, 1988).Therefore, the purpose of this study is to examine the relationship between proactive behaviours (RBSE and HAPA) and P-E fit outcomes (personal change and job crafting) under the mediating effect of work role transition (work design and significant role change). Based on many studies that that confirm the positive impact of proactive behaviours on P-E fit outcomes, I hypothesised that RBSE and HAPA will have positive correlations with personal change and job crafting on both circumstances of work design and significant role change. Although in the same scope of work role transition, work design and significant role change are quite different, thus, I also hypothesised that work design and significant role change will strengthen the relationship between proactive motivation and P-E fit.

Start from Hypothesis 1 and 2, which proposed that RBSE and HAPA will affect personal change positively. The result from the moderated regression shows that RBSE does not have a significant correlation with personal change at all, both direct and moderated affect. For HAPA, the only significant relationship is a direct relationship between HAPA and personal change, but unfortunate that it turns out to be a negative correlation which means that the more employees experience HAPA, the less they experience personal change ($B = -.328$, $Sig = .028$, $p < .05$). From these results, we can interpret that RBSE and HAPA failed to help employees achieve personal change in the face of work role change. The reason that RBSE and HAPA did not show significant relationships with personal change could be affected by the complexity of assessing personal change. As Nicholson and West (1988) point out in their study, personal change is a complex form

of change since employees need to feel the change in four aspects (attitude, value, career goal and personality) to be considered as self-change. Also, since the concept of personal change is quite broad and abstract employees could have a hard time evaluating whether they are experiencing personal change or not.

For Hypotheses 3 and 4, I proposed that RBSE and HAPA will have positive correlations with job crafting. In contrast with personal change, RBSE and HAPA have positive significant correlations with job crafting in terms of direct effect. However, none of the moderated effects were significant. Instead, they worsen the relationship between RBSE and HAPA and the outcomes of P-E fit. The fact that none of the moderated effect work could be explained by the findings in Brateman and Crant (1993) and Parker et al.'s (2010) study that a lack of job control can prevent can do and energised to from being proactive. In this study, employees have no control over the changes that happened as the transitions were made by the employers. Thus, when employees have no control over the environment, it could hinder the effectiveness of can do and energised to and result in not achieving the P-E fit that they aim for.

For Hypotheses 5 and 6, it proposed that work role change (work design and significant role change) will strengthen the relationship between proactive motivation (can do and energised to) and P-E fit (personal change and job crafting). Based on the result from moderated regression, work design and significant did not improve the relationship between proactive motivation and P-E fit at all. This is consistent with Nicholson (1984) and Nicholson and West's (1988) study that work role changes do not always lead to positive outcomes in P-E fit due to the influence of many factors such as job control and employees' past experience about work role changes (have experience in handling change, have good or bad experience with change).

**Theoretical Contributions**

As there is limited research on proactive motivation and proactive behaviours related to work role transitions, this study has made some contributions to these fields of proactive behaviours

by showing that proactive motivation might not successfully lead to proactive behaviours in some circumstances, work design and significant role change in particular. Even though can do and energised to motivational state show significant correlations with job crafting and while this provides some support to Parker's proactive model that can do and energised to are positively associated with the "E" aspect of P-E outcomes, the results from moderated regression have proved that it is not the case when employees are experiencing work role change (Bandura, 1997; Luszczynska et al., 2005; Parker et al., 2010; Schunk, 1990). The results from moderated regression show that can do and energised to proactive motivational state have no significant relationship with personal change and job crafting at all in both cases of work design and significant role change. This shed light on proactive literature that proactive motivation (can do and energised to) shows no significant relationship toward proactive behaviours (personal change and job crafting) when uncontrollable factors such as change are involved (Bandura 1997; Parker, 1998; Parker et al., 2010). Therefore, instead of focusing on positive aspects such as supervisor support and job enrichment, more study should start looking at the proactive behaviours in negative environments such as change and isolation.

Another thing that this study has contributed is by pointing out that not every job design is enriched and well-designed. The fact that proactive behaviours could not be achieved under the circumstance of work design suggests that employers may design the job without considering the possible misfit between the employees and newly designed jobs (Banker, 2012; Oldham & Fried, 2016). As for significant role change, the results on non-significant moderation are in line with Nicholson (1984) and Nicholson and West (1988) who already explain in their study that the outcomes between role change and P-E fit can be varied and not always positive depending on different factors such as employees' readiness and past experience.

The outcomes of this study also indicate that positive mood does not always provide energised to motivation that encourages employees to strive for P-E fit. This is consistent with the study from George and Zhou (2007) that in some circumstances, negative mood rather than positive

mood can boost creativity, generate better problem-solving strategy and increase employees'

working effort.

## Practical Implications

In terms of its implications, first, this study triggers researchers that more attention needs to

be paid on the hindering effect that work role change has on proactive behaviours. Even though

there are some significant direct relationships between proactive motivational state (can do and

energised to) with job crafting, the non-significant outcomes between proactive motivational states

(can do and energised to) and personal change indicate that employers should not rely too much on

employees' proactive motivation to achieve P-E fit, but rather should make sure that employees are

aware of the upcoming change and help employees' preparedness so that they settle into new roles

better and faster (Manning and Neville, 2009). Increase employees' preparedness could also reduce

resistant to change and counterproductive behaviours (Blanca & Ramona, 2016; Burke, 2014).

Aside from that, employers should make sure that they re-design jobs while considering

employees' skills, values and capabilities so that there would be a better match between employees

and jobs (Nicholson & West, 1988; Edwards et al., 1998; Fiona et al., 2018). When there is a good

fit between employees and their new roles, it benefits both the organisations and the employees in

terms of productivity and avoids recruitment and turnover costs (Cousins, 2004; Nicholson & West,

1988).

## Limitations

Although this study has provided new findings on the perspective of proactive behaviours,

some limitations did arise during the study.

First, this study is a dissertation project, with only six months to complete primary data

collection, data analysis and write up of the research. The content in this study might not be as in-

depth when compared to a thesis project. Moreover, due to the limited time frame it was only

possible for this study to be conducted with cross-sectional data collection. For research that

involves measuring change, a cross-sectional study is inferior to a longitudinal study (Curuana, Roman, Hernandez-Sanchez & Solli, 2015). Thus, this study did not have a chance to measure variables pattern over time which could affect the validity of the results (Single & Willet, 2003). In other words, the data on participants' behavioural responses to work role changes, through P-E fit behaviours, would be more valid if we measured these behaviours in longitudinal study as we could obtain the data that contain change pattern of participants after facing with work role change from time 1 to time 2.

Another limitation of this study is our measure for personal change. In the survey, we used Nicholson and West's (1988) personal change measure, which asks participants to rate how much they feel job transition has changed them by considering four components of personal change (value, attitude, career goal and personality), then rate from 1 (no change at all) to 5 (a great deal of change). Most respondents experienced little change (mean = 2.35). However, it is important to consider that people might experience and perceive personal change in different ways. For instance, one employee could experience only change in his/her attitude yet that might feel like a huge change, while other employees might experience change in personality, values and career goal, but do not realise that is it a major change at all. Aggregating change ratings across these four components might provide a measure that is too indirect. This could affect the quality of the data that we received as well as the validity of the outcomes that we generated.

Lastly, this research was conducted based on the sample from the USA only. Collecting data in one country could limit the potential of this research in terms of generalising its results.

**Directions for Future Research**

As change has become common in today's workplace, it is important that more research is done to examine the associations between proactive motivation and proactive behaviours in the context of work role change (Banker, 2012). As change can be unexpected, it could cause anxiety and even resistance among employees (Burke, 2014; Blanca & Ramona, 2016). Therefore, research

in the future could examine the effect of different types of proactive behaviours (e.g. proactive voice, proactive feedback seeking) (Parker, Williams & Turner, 2006) with different types of work role change (e.g. organisation re-structuring, organisation ownership change) (Banker, 2012) to find out which work role changes are associated with which proactive behaviours. Moreover, the role of moderators may be important in understanding individual and contextual factors that increase or decrease such associations.

Another thing that future researchers should consider is to re-think the scope of personal change. As mentioned before, according to Nicholson and West (1988), personal change consists of four components (values, attitudes, career goals and personality). The concept of personal change is quite broad and abstract, which could make employees feel unsure if they really experience personal change overall (Nicholson, 1984; Nicholson & West, 1988). It could be a better idea to provide a narrower focus on personal change, for example, focusing only on attitude change (Nicholson & West, 1988). This way, employees could assess better if this aspect of them has actually changed, allowing them to provide more accurate information for the research.

Aside from that, the sample of this research is restricted and consists of full-time employees who work in the U.S. Thus, future research should try conducting the experiment on employees from countries with different culture such as those from an Eastern culture (e.g. Japan). For instance, Japan has a high context culture compared to a low context culture in the U.S. which could result in employees reporting their work role change differently. With a high degree of cultural differences, researchers might be able to conduct research, based on new information that could generate different outcomes compare to this research.

Lastly, as mentioned in the limitations, future research should consider following up the current research design with a longitudinal study. A longitudinal study allows researchers to examine variable patterns over time, so the results are usually more valid (Single & Willet, 2003; Curuana et al., 2015). In the case of this study, longitudinal study could provide different results on P-E fit outcomes because when compared to the data collected at time 1, employees might realise

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better if any aspect of them has changed at time 2, therefore, provide more accurate information that could improve the quality of the research (Single & Willet, 2003; Curuana et al.,2015).

**Conclusion**

This study has aimed to examine the relationship between proactive motivation (can do and energised to motivational state) and proactive person-environment fit behaviours (personal change and job crafting) when employees are experiencing work role change (work design change and significant role change). Past study has provided evidence that can do and energised to motivational state are positively associate with P-E fit by increasing employees' work performance, creativity as well as increasing employees' persistent in pursuing future goal and ability to handle problem better (Parker et al., 2010; Warr et al., 2014). However, when work role changes are involved, there is limited research that examines the relationship between proactivity and work role changes. Thus, this study has contributed some new knowledge to the proactive literature in terms of P-E fit outcomes related to change.

The results from the moderated regression suggested that can do and energised to motivational state have no significant relationship with personal change, while work role change has no association toward personal change. On the other hand, can do and energised to motivational state show significant correlations with job crafting. This provides some support to Parker's proactive model that can do and energised to are positively associated with the "E" aspect of P-E outcomes. However, similar to personal change, work role change has no association with job crafting. This indicates that work role changes have no association with both personal change and job crafting, which means that work role changes did not assist employees in achieving P-E fit. These results contribute some new knowledge to proactive literature that proactive motivation (can do and energised to) did not effectively lead to P-E fit when employees are experiencing work role changes (work design and significant role change). This suggested future research to examine further regarding the relationship between P-E fit and work role changes as more evidence

concerning their relationship could be useful for organisations to help employees handle with work

role changes that are starting to become more and more common in the modern world.

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# Appendices

## APPENDIX A: Ethics Approval Form



**Auckland University of Technology Ethics Committee (AUTEC)**

Auckland University of Technology
D-88, Private Bag 92006, Auckland 1142, NZ
T: +64 9 921 9999 ext. 8316
E: ethics@aut.ac.nz
www.aut.ac.nz/researchethics

31 October 2018

Helena Cooper-Thomas
Faculty of Business Economics and Law

Dear Helena

Ethics Application:         18/401 **Employee responses to change at work**

I wish to formally advise you that a subcommittee of the Auckland University of Technology Ethics Committee (AUTEC) has **approved** your ethics application.

This approval is for three years, expiring 31 October 2021.

**Standard Conditions of Approval**

1.  A progress report is due annually on the anniversary of the approval date, using form EA2, which is available online through http://www.aut.ac.nz/research/researchethics.
2.  A final report is due at the expiration of the approval period, or, upon completion of project, using form EA3, which is available online through http://www.aut.ac.nz/research/researchethics.
3.  Any amendments to the project must be approved by AUTEC prior to being implemented.  Amendments can be requested using the EA2 form: http://www.aut.ac.nz/research/researchethics.
4.  Any serious or unexpected adverse events must be reported to AUTEC Secretariat as a matter of priority.
5.  Any unforeseen events that might affect continued ethical acceptability of the project should also be reported to the AUTEC Secretariat as a matter of priority.

Please quote the application number and title on all future correspondence related to this project.

AUTEC grants ethical approval only.  If you require management approval for access for your research from another institution or organisation then you are responsible for obtaining it. If the research is undertaken outside New Zealand, you need to meet all locality legal and ethical obligations and requirements. You are reminded that it is your responsibility to ensure that the spelling and grammar of documents being provided to participants or external organisations is of a high standard.

For any enquiries please contact ethics@aut.ac.nz

Yours sincerely,

Kate O'Connor
Executive Manager
**Auckland University of Technology Ethics Committee**

Cc:        paulette.brazzale@aut.ac.nz; Jarrod Haar; Roy Smollan

# Employee responses to change version 7 -plus transitions

## Survey Flow

Standard: Block 1 - Consent and  Demographics (11 Questions)
Standard: Block 2 - Dependent variables (5 Questions)
Standard: Block 3 -  Amount of change (10 Questions)
Standard: Block 3b - Role transition items (6 Questions)
Standard: Block 4 - Change IV and PM (9 Questions)
Standard: Block 5 - Personality (2 Questions)

Page Break ────────────────────────────────

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Demo_Intro My name is Paulette Brazzale, and I am a PhD candidate, working with Professor Helena Cooper-Thomas at the Auckland University of Technology. We are interested in finding out about how employees respond to change at work, along with their experiences and perspectives on change at work. This survey has been designed to gather relevant information on the types of change you have experienced at work, how this is affecting you,  how you are responding to this change as well as some background information so we know they types of people who responded. This process should not pose any discomfort or risk to you. You are not asked to provide your name or details of your employer, so you will never be personally identified. Please be assured that your responses will be kept completely confidential.  Questions cannot be left blank, but you can stop responding and quit at any point. The study should take you around 16-20 minutes to complete, and you will receive £1.80 for your participation in the full survey. We will be checking for careless answering, so please read all instructions carefully as we may need to reject your response if it appears to be answered carelessly. Your participation in this research is voluntary. You have the right to withdraw at any point during the study, for any reason. If you would like to contact the Principal Investigator in the study to discuss this research, please e-mail paulette.brazzale@aut.ac.nz
Thank you for providing us with your views and experiences.
By clicking the button below, you acknowledge that your participation in the study is voluntary, you are 18 years of age, working at least 20 hours per week,  and that you are aware that you may choose to terminate your participation in the study at any time and for any reason.

- ○ I consent, begin the study  (1)

- ○ I do not consent, I do not wish to participate  (2)

*Skip To: End of Survey If Demo_Intro = I do not consent, I do not wish to participate*

D1_Hours
First, we would like to know a little bit about they types of people who responded to our survey.

On average how many hours per week do you work?

▼ 20 (1) ... 80 or more (61)

D2_tenure How long have you been with your current employer?

▼ Less than 6 months  (1) ... More than 20 years (23)

D3_Industry What industry do you work in?

○ Government  (1)

○ Education  (2)

○ Farming, fishing and forestry  (3)

○ Financial services  (4)

○ Hospitality and tourism  (5)

○ Manufacturing and construction  (6)

○ Medical and health care  (7)

○ Retail and customer service  (8)

○ Science, communications and technology  (9)

○ Transportation and logistics  (10)

○ Other, please describe:  (11)
_____

D4_Sector What sector are you employed in?

○ PRIVATE-FOR-PROFIT company, business or individual, for wages, salary or commissions  (1)

○ PRIVATE-NOT-FOR-PROFIT, tax-exempt, or charitable organization  (2)

○ Local GOVERNMENT  (city, county, etc.)  (3)

○ State GOVERNMENT  (4)

○ Federal GOVERNMENT  (5)

○ SELF-EMPLOYED in own  business, professional practice, or farm  (6)

○ Working WITHOUT PAY in family business or farm  (7)

---

D5_Firmsize How many employees work in your organization?

○ 1-4  (1)

○ 5-9  (2)

○ 10-19  (3)

○ 20-49  (4)

○ 50-99  (5)

○ 100-249  (6)

○ 250-499  (7)

○ 500-999  (8)

○ 1000 or more  (9)

---

D6_age What year were you born?

▼ 2001 (1) ... 1920 (82)

---

D7_Income  Would you please estimate your income in the past 12 months  before taxes?

▼ Less than $10,000 (1) ... Prefer not to answer (10)

---

D8-Seniority At what level of seniority is your job?

○ Entry level/ Team Member  (1)

○ Team leader/ Supervisor  (2)

○ Middle Manager  (3)

○ Senior/ Executive Manager  (4)

---

D9-education What is the highest level of school you have completed or the highest degree you have received?

○ Less than high school degree  (1)

○ High school graduate (high school diploma or equivalent including GED)  (2)

○ Some college/university but no degree  (3)

○ Associate degree/diploma in college/university (2-year)  (4)

○ Bachelor's degree in college (4-year)  (5)

○ Master's degree  (6)

○ Doctoral degree  (7)

○ Professional degree (JD, MD, CPA)  (8)

---

⤭

D10-gender Please indicate your gender

○ Male  (1)

○ Female  (2)

○ Gender diverse  (3)

**End of Block: Block 1 - Consent and  Demographics**

**Start of Block: Block 2 - Dependent variables**

Q55 In this block of questions, we ask about your current behaviors at work, feelings about your job, and future intentions.

---

DV1_OBCO How often do you use each of these behaviors in your current job?

| | |
|---|---|
| Show pride when representing the organization in public (OCB4) | ▼ Never (1) ... Always (5) |
| Defend the organization when other employees criticize it (OCB3) | ▼ Never (1) ... Always (5) |
| Offer ideas to improve the functioning of the organization (OCB5) | ▼ Never (1) ... Always (5) |
| Express loyalty toward the organization (OCB6) | ▼ Never (1) ... Always (5) |
| Keep up with developments in the organization (OCB2) | ▼ Never (1) ... Always (5) |
| Attend functions that are not required but that help the organizational image (OCB1) | ▼ Never (1) ... Always (5) |
| Take action to protect the organization from potential problems (OCB7) | ▼ Never (1) ... Always (5) |
| Demonstrate concern about the image of the organization (OCB8) | ▼ Never (1) ... Always (5) |
| Suggest work improvement ideas to others (OCB-CH1) | ▼ Never (1) ... Always (5) |
| Come up with new ideas or new work methods to perform my tasks (OCB-CH2) | ▼ Never (1) ... Always (5) |
| Suggest changes to unproductive rules or policies (OCB-CH3) | ▼ Never (1) ... Always (5) |
| Change the way I work to improve efficiency (OCB-CH4) | ▼ Never (1) ... Always (5) |

DV2_JS How do you feel about your job in general?

| | Strongly disagree (1) | Disagree (2) | Neither agree nor disagree (3) | Agree (4) | Strongly agree (5) |
|---|---|---|---|---|---|
| Most days I am enthusiastic about my work (JS1) | ○ | ○ | ○ | ○ | ○ |
| Each day at work seems like it will never end (JS2r) | ○ | ○ | ○ | ○ | ○ |
| I feel fairly satisfied with my present job (JS3) | ○ | ○ | ○ | ○ | ○ |
| I consider my job rather unpleasant (JS4r) | ○ | ○ | ○ | ○ | ○ |
| I find real enjoyment in my work (JS5) | ○ | ○ | ○ | ○ | ○ |

DV3_EE How often do you have the feelings listed below about your current work or job?

| | |
|---|---|
| I feel emotionally drained from my work (DV3_EE_1) | ▼ Never (1) ... Daily (6) |
| I feel used up at the end of the workday (DV3_EE_2) | ▼ Never (1) ... Daily (6) |
| I feel fatigued when I get up in the morning and have to face another day on the job (DV3_EE_3) | ▼ Never (1) ... Daily (6) |
| I feel burned out from my work (DV3_EE_4) | ▼ Never (1) ... Daily (6) |

DV4_Quit How likely it is you will quit your job in the future?
Please rate your chances of:

|  | Extremely unlikely (1) | Unlikely (2) | Neither likely nor unlikely (3) | Likely (4) | Extremely likely (5) |
|---|---|---|---|---|---|
| Quitting in the next 3 months (Quit1) | ○ | ○ | ○ | ○ | ○ |
| Quitting in the next 6 months (Quit2) | ○ | ○ | ○ | ○ | ○ |
| Quitting sometime in the next year (Quit3) | ○ | ○ | ○ | ○ | ○ |
| Quitting sometime in the next 2 years (Quit4) | ○ | ○ | ○ | ○ | ○ |

End of Block: Block 2 - Dependent variables

Start of Block: Block 3 - Amount of change

Q3-1 In this block of questions we would like to understand more about your current and past experiences of change at work.

PM3_CareerCH Thinking back over your *entire working career*, what types of change have you experienced at work, if any?   Please tick as many change types as necessary to encompass the types of change you have experienced at work throughout your *entire working career.*

☐    Never experienced any change at work  (1)

☐    Expansion and/or growth of the organization  (3)

☐    Restructuring and/or downsizing in the organization  (4)

☐    Organization ownership change - e.g. an acquisition, takeover, or merger  (2)

☐    Technology change - e.g. computer systems, machinery, or products  (5)

☐    People change – e.g. new coworkers or managers  (6)

☐    Working condition change - e.g. altered pay, hours, or location of work  (7)

☐    Job task change – e.g. new ways of working, procedures, or responsibilities  (8)

☐    Significant role transition - e.g. promotion, sideways move, or moving organization  (9)

☐    Other types of change, please describe the types of change and how many times you have encountered this type of change:  (10)

_____

*Skip To: PM1_AmtCH If PM3_CareerCH = Never experienced any change at work*

PM4 Please *estimate* the number of times you have encountered this type of change in your working life.

|  | A few times | Many times | Too many to count |
|---|---|---|---|
|  | 1   4   8  11 14 17 21 24 27 30 34 37 40 43 47 50 | | |

| | |
|---|---|
| Expansion and/or growth of the organization (1) | |
| Restructuring and/or downsizing in the organization (2) | |
| Organization ownership change - e.g. an acquisition, take-over, or merger (3) | |
| Technology change - e.g. computer systems, machinery, or products (4) | |
| People change - e.g. changes in co-workers, or managers (5) | |
| Working condition change -e.g. pay, hours, or location of work (6) | |
| Job task change - e.g. new ways of working, procedures, or added responsibilities (7) | |
| Significant role transition - e.g. promotion, sideways move, or moving organization (8) | |

PM1_AmtCH Please indicate the amount of change you are *currently* experiencing at work?

⚪ None  (1)

⚪ Minor amount  (2)

⚪ Modest amount  (3)

⚪ Moderate amount  (4)

⚪ Massive amount  (5)

*Skip To: OEQ2_NoCH If PM1_AmtCH = None*

PM2_CHTCuurrent What types of change are you *currently* experiencing at work? Select as many change types as necessary to explain the types of change you are *currently* experiencing at work.

☐ Expansion and/or growth of the organization (1)

☐ Restructuring and/or downsizing in the organization. (2)

☐ Organization ownership change - e.g. acquisition, take-over, or merger. (3)

☐ Technology changes - e.g. computer systems, machinery, or products. (4)

☐ People changes - e.g. new co-workers, or managers. (5)

☐ Working condition changes -e.g. altered pay, hours, or location of work. (6)

☐ Job task changes –e.g. new ways of working, procedures, or added responsibilities (7)

☐ Significant role transition -e.g. promotion, sideways move, or shifting organization (8)

☐ Other change types, please describe: (9)
_____

---

OEQ1_CH As a result of the change(s) you are currently experiencing at work, please describe in a few sentences how you have you behaved, felt and reacted at work?

_____
_____
_____
_____
_____

OEQ2_NoCH You have indicated there is **no change currently** at your workplace, please describe in a few sentences, your thoughts and feelings about the current **absence** of change at your workplace?

_____

_____

_____

_____

_____

IV1_CH_CRRE Think about the change *currently* taking place at your organization, what do you feel, think and intend to do about this change?

| | Strongly disagree (1) | Disagree (2) | Neither agree nor disagree (3) | Agree (4) | Strongly agree (5) |
|---|---|---|---|---|---|
| I feel uncomfortable with the change that they are trying to implement (CRRE_em2r) | ○ | ○ | ○ | ○ | ○ |
| I believe that this change will benefit this organization (CRRE_cog1) | ○ | ○ | ○ | ○ | ○ |
| This change is unpleasant for me (CRRE_em1r) | ○ | ○ | ○ | ○ | ○ |
| This change will *not* help the development of this organization (CRRE_cog6r) | ○ | ○ | ○ | ○ | ○ |
| I share whatever knowledge or information I have to help this change be successful (CRRE_be1) | ○ | ○ | ○ | ○ | ○ |
| I believe that this change is appropriate for this organization (CRRE_og4) | ○ | ○ | ○ | ○ | ○ |
| I will work longer hours to | ○ | ○ | ○ | ○ | ○ |

| | | | | | |
|---|---|---|---|---|---|
| implement this change successfully (CRRE_be3) | | | | | |
| I am skeptical about the outcomes of this change (CRRE_cog7r) | ○ | ○ | ○ | ○ | ○ |
| Due to this change, I am *not* satisfied with my job anymore (CRRE_em6r) | ○ | ○ | ○ | ○ | ○ |
| I am trying to encourage my colleagues to adopt this change (CRRE_be6) | ○ | ○ | ○ | ○ | ○ |
| This change is giving me a headache (CRRE_em3r) | ○ | ○ | ○ | ○ | ○ |
| I strongly support the implementation of this change (CRRE_be7) | ○ | ○ | ○ | ○ | ○ |
| I am happy with this change (CRRE_em7) | ○ | ○ | ○ | ○ | ○ |
| I believe that this change will meet its aims (CRRE_cog3) | ○ | ○ | ○ | ○ | ○ |
| I am trying to convince others about the benefits of this change (CRRE_be4) | ○ | ○ | ○ | ○ | ○ |

| | | | | | |
|---|---|---|---|---|---|
| This change makes me emotionally tired (CRRE_em4r) | ○ | ○ | ○ | ○ | ○ |
| I am willing to help this change be successful (CRRE_be2) | ○ | ○ | ○ | ○ | ○ |
| This change will have a positive impact on this organization (CRRE_cog5) | ○ | ○ | ○ | ○ | ○ |
| I am fighting for the success of this change (CRRE_be5) | ○ | ○ | ○ | ○ | ○ |
| I believe that this change will be very effective for this organization (CRRE_cog2) | ○ | ○ | ○ | ○ | ○ |
| I do *not* like this change (CRRE_em5r) | ○ | ○ | ○ | ○ | ○ |
| The current change has important positive consequences for my future (PV1) | ○ | ○ | ○ | ○ | ○ |
| The current change will be advantageous for me (PV2) | ○ | ○ | ○ | ○ | ○ |
| The current change will benefit me (PV3) | ○ | ○ | ○ | ○ | ○ |

---

IV2_CH_Affect Right now, in the *present moment,* how intensely do you feel about change in your work or organization?

Please rate the intensity of your feelings *right now* as they relate to change at work.

| | Very slightly or not at all (1) | A little (2) | Moderately (3) | Quite a bit (4) | Extremely (5) |
|---|---|---|---|---|---|
| Anxious (haua1) | ◯ | ◯ | ◯ | ◯ | ◯ |
| Nervous (haua2) | ◯ | ◯ | ◯ | ◯ | ◯ |
| Tense (haua3) | ◯ | ◯ | ◯ | ◯ | ◯ |
| Worried (haua4) | ◯ | ◯ | ◯ | ◯ | ◯ |
| Enthusiastic (hapa1) | ◯ | ◯ | ◯ | ◯ | ◯ |
| Joyful (hapa2) | ◯ | ◯ | ◯ | ◯ | ◯ |
| Excited (hapa3) | ◯ | ◯ | ◯ | ◯ | ◯ |
| Inspired (hapa4) | ◯ | ◯ | ◯ | ◯ | ◯ |
| Dejected (laua1) | ◯ | ◯ | ◯ | ◯ | ◯ |
| Depressed (laua2) | ◯ | ◯ | ◯ | ◯ | ◯ |
| Despondent (laua3) | ◯ | ◯ | ◯ | ◯ | ◯ |
| Hopelessness (laua4) | ◯ | ◯ | ◯ | ◯ | ◯ |
| At ease (lapa1) | ◯ | ◯ | ◯ | ◯ | ◯ |
| Calm (lapa2) | ◯ | ◯ | ◯ | ◯ | ◯ |

| | | | | | |
|---|---|---|---|---|---|
| Laid-back (lapa3) | ○ | ○ | ○ | ○ | ○ |
| Relaxed (lapa4) | ○ | ○ | ○ | ○ | ○ |

IV2_NCH_Affect Even though you have indicated there is currently no change at your workplace it is still possible you could have feelings about change at work.
Please rate the intensity of your *feelings right now* as they relate to change at work.

|  | Very slightly or not at all (1) | A little (2) | Moderately (3) | Quite a bit (4) | Extremely (5) |
|---|---|---|---|---|---|
| Anxious (haua1_N) | ○ | ○ | ○ | ○ | ○ |
| Nervous (haua2_N) | ○ | ○ | ○ | ○ | ○ |
| Tense (haua3_N) | ○ | ○ | ○ | ○ | ○ |
| Worried (haua4_N) | ○ | ○ | ○ | ○ | ○ |
| Enthusiastic (hapa1_N) | ○ | ○ | ○ | ○ | ○ |
| Joyful (hapa2_N) | ○ | ○ | ○ | ○ | ○ |
| Excited (hapa3_N) | ○ | ○ | ○ | ○ | ○ |
| Inspired (hapa4_N) | ○ | ○ | ○ | ○ | ○ |
| Dejected (laua1_N) | ○ | ○ | ○ | ○ | ○ |
| Depressed (laua2_N) | ○ | ○ | ○ | ○ | ○ |
| Despondent (laua3_N) | ○ | ○ | ○ | ○ | ○ |
| Hopelessness (laua4_N) | ○ | ○ | ○ | ○ | ○ |
| At ease (lapa1_N) | ○ | ○ | ○ | ○ | ○ |
| Calm (lapa2_N) | ○ | ○ | ○ | ○ | ○ |

| | | | | | |
|---|---|---|---|---|---|
| Laid-back (lapa3_N) | ○ | ○ | ○ | ○ | ○ |
| Relaxed (lapa4_N) | ○ | ○ | ○ | ○ | ○ |

**End of Block: Block 3 -  Amount of change**

**Start of Block: Block 3b - Role transition items**

*Display This Question:*
*If PM2_CHTCuurrent = Significant role transition -e.g. promotion, sideways move, or shifting organization*
*Or PM2_CHTCuurrent = Restructuring and/or downsizing in the organization.*

RT1
Earlier in the survey you indicated you are currently experiencing a significant role transition or restructuring.

Did the significant role transition or restructure involve you changing organisations?

○ Yes  (1)

○ No  (2)

---

*Display This Question:*
*If PM2_CHTCuurrent = Significant role transition -e.g. promotion, sideways move, or shifting organization*
*Or PM2_CHTCuurrent = Restructuring and/or downsizing in the organization.*

RT2 Did the significant role transition or restructure involve a change in your level in the hierarchy and if so what type of change?

○ No change in level  (1)

○ Downwards move  (2)

○ Sideways move  (3)

○ Upwards move or promotion  (4)

RT3 How recently was this significant transition or restructure?

○ 1 month ago or less  (1)

○ 2 months ago  (2)

○ 3 months ago  (3)

○ 4 months ago  (4)

○ 5 months ago  (5)

○ 6 months ago or more  (6)

RT4 Do you think adjusting to your current role has changed *you* in anyway?

| | No change at all (1) | Slight change (2) | Modest amount of change (3) | Moderate amount of change (4) | A great deal of change (5) |
|---|---|---|---|---|---|
| Career goals (my plans about my future) (PD1) | ○ | ○ | ○ | ○ | ○ |
| Attitudes (things I like and dislike) (Q80_5) | ○ | ○ | ○ | ○ | ○ |
| Values (what is important to me in life) (Q80_6) | ○ | ○ | ○ | ○ | ○ |
| Personality (what sort of person I am) (Q80_7) | ○ | ○ | ○ | ○ | ○ |

*Display This Question:*

*If PM2_CHTCuurrent = Significant role transition -e.g. promotion, sideways move, or shifting organization*

*Or PM2_CHTCuurrent = Restructuring and/or downsizing in the organization.*

RT5 Please indicate the ways in which you   have tried to change your current role, if at all.

| | Never (1) | Rarely (2) | Sometimes (3) | Often (4) | Always (5) |
|---|---|---|---|---|---|
| I organize my work in such a way that it matches my strengths (1) | ○ | ○ | ○ | ○ | ○ |
| In my work tasks I try to take advantage of my strengths as much as possible (2) | ○ | ○ | ○ | ○ | ○ |
| I look for opportunities to do my tasks in ways that match my strengths (3) | ○ | ○ | ○ | ○ | ○ |
| To make sure I get to work on tasks I am good at, I discuss how to divide tasks with colleagues (4) | ○ | ○ | ○ | ○ | ○ |
| I actively look for tasks that match my own strengths (5) | ○ | ○ | ○ | ○ | ○ |

RT6 How confident would you feel…

| | Not at all confident (1) | Slightly confident (2) | Somewhat confident (3) | Reasonably confident (4) | Very confident (5) |
|---|---|---|---|---|---|
| Presenting information to a group of colleagues (1) | ○ | ○ | ○ | ○ | ○ |
| Helping to set targets in your area (2) | ○ | ○ | ○ | ○ | ○ |
| Designing new procedures for your work area (3) | ○ | ○ | ○ | ○ | ○ |
| Contacting people outside the company (e.g., customers) to discuss problems (4) | ○ | ○ | ○ | ○ | ○ |
| Analyzing a long-term problem to find a solution (5) | ○ | ○ | ○ | ○ | ○ |
| Representing your work area in meetings with senior management (6) | ○ | ○ | ○ | ○ | ○ |
| Visiting people from other departments to suggest doing things differently (7) | ○ | ○ | ○ | ○ | ○ |

Q4 This is the second to last section of the survey, well done you are nearly there. We will be asking about your beliefs and opinions  related to change at work in your organization.

IV8_Hope Please take a few moments to focus on yourself and what is going on in your job at this moment. Once you have this "here and now" set in your mind, go ahead and answer each item.

| | Definately false (1) | Somewhat false (2) | Neither true nor false (3) | Somewhat true (4) | Definitely true (5) |
|---|---|---|---|---|---|
| At the present time, I am energetically pursing my work goals. (IV8_Hope_1p) | ○ | ○ | ○ | ○ | ○ |
| There are lots of ways around any work problem that I am facing right now. (IV8_Hope_2a) | ○ | ○ | ○ | ○ | ○ |
| If I should find myself in a jam at work, I could think of many ways to get out of it. (IV8_Hope_1a) | ○ | ○ | ○ | ○ | ○ |
| Right now, I see myself as pretty successful at work (IV8_Hope_2p) | ○ | ○ | ○ | ○ | ○ |
| I can think of many ways to reach my current work goals. (IV8_Hope_3a) | ○ | ○ | ○ | ○ | ○ |
| At this time, I am meeting the work goals I have set for myself. (IV8_Hope_3p) | ○ | ○ | ○ | ○ | ○ |

IV3_CHSE How well do you think you handle changes at your workplace?

| | Strongly disagree (1) | Disagree (2) | Neither agree nor disagree (3) | Agree (4) | Strongly agree (5) |
|---|---|---|---|---|---|
| Wherever changes at work take me, I'm sure I can handle it. (chse1) | ○ | ○ | ○ | ○ | ○ |
| I get nervous that I may *not* be able to do all that is demanded of me as a result of changes at work. (chse2r) | ○ | ○ | ○ | ○ | ○ |
| I have reason to believe I may *not* perform well in my job following changes in my organization. (chse3r) | ○ | ○ | ○ | ○ | ○ |
| Though I may need some training, I have little doubt I can perform well following changes at work. (chse4) | ○ | ○ | ○ | ○ | ○ |
| If you are paying attention, please respond "strongly agree" to this question. | ○ | ○ | ○ | ○ | ○ |

(CR2)

---

IV9_10ChBeliefs What is you opinion of these statements, as they relate to your current organization?

| | Strongly disagree (1) | Disagree (2) | Neither agree nor disagree (3) | Agree (4) | Strongly agree (5) |
|---|---|---|---|---|---|
| Organizational change needs to be implemented to improve our operations (DIS1_IV9ChBeliefs) | ○ | ○ | ○ | ○ | ○ |
| There are legitimate reasons for my organization to change (DIS2_IV9ChBeliefs) | ○ | ○ | ○ | ○ | ○ |
| There are a number of rational reasons for change to be made in my workplace (DIS3_IV9ChBeliefs) | ○ | ○ | ○ | ○ | ○ |
| When I think about change, I realize it is appropriate for our organization (APP1_IV10ChBeliefs) | ○ | ○ | ○ | ○ | ○ |
| Change is necessary for our organization (APP2IV10ChBeliefs) | ○ | ○ | ○ | ○ | ○ |
| The current amount of change is correct for our situation (APP3IV10ChBeliefs) | ○ | ○ | ○ | ○ | ○ |

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IV4_CAOC What factors affect the success or failure of change in your workplace?

| | Strongly disagree (1) | Disagree (2) | Neither agree nor disagree (3) | Agree (4) | Strongly agree (5) |
|---|---|---|---|---|---|
| Most of the programs that are supposed to solve problems around here will *not* do much good. (caocp1) | ○ | ○ | ○ | ○ | ○ |
| Suggestions on how to solve problems will *not* produce much real change. (caocp3) | ○ | ○ | ○ | ○ | ○ |
| Plans for future improvement will *not* amount to much. (coacp4) | ○ | ○ | ○ | ○ | ○ |
| The people responsible for solving problems around here do *not* try hard enough to solve them. (coacd1) | ○ | ○ | ○ | ○ | ○ |
| The people responsible for making things better around here do *not* care enough about their jobs. (coacd2) | ○ | ○ | ○ | ○ | ○ |

| The people responsible for making changes around here do *not* have the skills needed to do their jobs (coacd4) | ○ | ○ | ○ | ○ | ○ |

IV5_CHFat How do you feel about the current pace of change in your organization?

| | Strongly disagree (1) | Disagree (2) | Neither agree nor disagree (3) | Agree (4) | Strongly agree (5) |
|---|---|---|---|---|---|
| Too many change initiatives are introduced at my organization. (cft1) | ○ | ○ | ○ | ○ | ○ |
| I am tired of all the changes in this organization. (cft2) | ○ | ○ | ○ | ○ | ○ |
| The amount of change that takes place in my organization is overwhelming. (cft3) | ○ | ○ | ○ | ○ | ○ |
| We are asked to change too many things in my organization. (cft4) | ○ | ○ | ○ | ○ | ○ |
| It feels like we are always being asking to change something around here. (cft5) | ○ | ○ | ○ | ○ | ○ |
| I would like to see a period of stability before we change anything else in this organization. (cft6) | ○ | ○ | ○ | ○ | ○ |

IV6_HlpIns What influence do you have over what happens in your workplace?

| | Strongly disagree (1) | Disagree (2) | Neither agree nor disagree (3) | Agree (4) | Strongly agree (5) |
|---|---|---|---|---|---|
| My impact on what happens at work is very large (hpn1r) | ○ | ○ | ○ | ○ | ○ |
| I have little influence over what happens around here (hpn2) | ○ | ○ | ○ | ○ | ○ |
| I do *not* have enough power to make any real changes (hpn3) | ○ | ○ | ○ | ○ | ○ |
| No matter what I do, nothing seems to have an effect (hpn4) | ○ | ○ | ○ | ○ | ○ |
| I have a great deal of control over how things are done (hpn5r) | ○ | ○ | ○ | ○ | ○ |
| There is very little I can do to change things at work. (hpn6) | ○ | ○ | ○ | ○ | ○ |

IV7_JobInscty What do you think the future looks like with you current employer?

|  | Strongly disagree (1) | Disagree (2) | Neither agree nor disagree (3) | Agree (4) | Strongly agree (5) |
|---|---|---|---|---|---|
| I am worried that I will have to leave my job before I would like to (IV7_JobInscty_qn1) | ○ | ○ | ○ | ○ | ○ |
| There is a risk that I will have to leave my present job in the year ahead (IV7_JobInscty_qn3) | ○ | ○ | ○ | ○ | ○ |
| My future career opportunities in my organization are favorable (IV7_JobInscty_ql1r) | ○ | ○ | ○ | ○ | ○ |
| I feel uneasy about losing my job in the near future (IV7_JobInscty_qn2) | ○ | ○ | ○ | ○ | ○ |
| I feel that my employer will provide me with stimulating job content (IV7_JobInscty_ql2r) | ○ | ○ | ○ | ○ | ○ |
| I believe that my employer will need my competence in the future (IV7_JobInscty_Ql3r) | ○ | ○ | ○ | ○ | ○ |
| My pay development in this organization is promising (IV7_JobInscty_ql4r) | ○ | ○ | ○ | ○ | ○ |

Marker What is your opinion of these statements, as they relate to your current job?

| | Strongly disagree (1) | Disagree (2) | Neither agree nor disagree (3) | Agree (4) | Strongly agree (5) |
|---|---|---|---|---|---|
| My job requires me to monitor a great deal of information (1) | ○ | ○ | ○ | ○ | ○ |
| My job requires that I engage in a large amount of thinking. (2) | ○ | ○ | ○ | ○ | ○ |
| My job requires me to keep track of more than one thing at a time. (3) | ○ | ○ | ○ | ○ | ○ |
| My job requires me to analyze a lot of information. (4) | ○ | ○ | ○ | ○ | ○ |

End of Block: Block 4 - Change IV and PM

Start of Block: Block 5 - Personality

⤬

PM4_per
This is the final block of questions, great work you are nearly there!

Please use this list of adjectives describing common human characteristics to describe yourself as accurately as possible at the present time, not as you wish to be in the future. Describe yourself as you are generally or typically, as compared with other persons you know of the same sex and of roughly the same age.

| | Extremely inaccurate (1) | Slightly inaccurate (2) | Neither accurate nor inaccurate (3) | Slightly accurate (4) | Extremely accurate (5) |
|---|---|---|---|---|---|
| Bashful (E7r_PM4_per_E7r) | ○ | ○ | ○ | ○ | ○ |
| Bold (E3_PM4_per_E3) | ○ | ○ | ○ | ○ | ○ |
| Careless (C8r_PM4_personality_3) | ○ | ○ | ○ | ○ | ○ |
| Cold (A3-r-PM4) | ○ | ○ | ○ | ○ | ○ |
| Complex (O5_PM4_personality_4) | ○ | ○ | ○ | ○ | ○ |
| Cooperative (A4_PM4_per_34) | ○ | ○ | ○ | ○ | ○ |
| Creative (O1_PM4_personality_5) | ○ | ○ | ○ | ○ | ○ |
| Deep (O6_PM4_personality_6) | ○ | ○ | ○ | ○ | ○ |
| Disorganized (C5r_PM4_personality_7) | ○ | ○ | ○ | ○ | ○ |
| Efficient (C2_PM4_personality_8) | ○ | ○ | ○ | ○ | ○ |
| Energetic (E4_PM4_personality_9) | ○ | ○ | ○ | ○ | ○ |
| Envious (N6r-PM4_personality_10) | ○ | ○ | ○ | ○ | ○ |

| | | | | | |
|---|:-:|:-:|:-:|:-:|:-:|
| Extraverted (E2_PM4_personality_11) | ○ | ○ | ○ | ○ | ○ |
| Fretful (N8r_PM4_personality_12) | ○ | ○ | ○ | ○ | ○ |
| Harsh (A8_r_PM4_per_33) | ○ | ○ | ○ | ○ | ○ |
| Imaginative (O2_PM4_personality_13) | ○ | ○ | ○ | ○ | ○ |
| Inefficient (C7r_PM4_personality_14) | ○ | ○ | ○ | ○ | ○ |
| Intellectual (O4_PM4_personality_15) | ○ | ○ | ○ | ○ | ○ |
| Jealous (N4r_PM4_personality_16) | ○ | ○ | ○ | ○ | ○ |
| Kind (A3_PM4_per_36) | ○ | ○ | ○ | ○ | ○ |
| Moody (N3r_PM4_personality_17) | ○ | ○ | ○ | ○ | ○ |
| Organized (C1_PM4_personality_18) | ○ | ○ | ○ | ○ | ○ |
| Philosophical (O3_PM4_personality_19) | ○ | ○ | ○ | ○ | ○ |
| Practical (C4_PM4_personality_20) | ○ | ○ | ○ | ○ | ○ |
| Quiet (E6r_PM4_personality_21) | ○ | ○ | ○ | ○ | ○ |
| Relaxed (N2_PM4_personality_22) | ○ | ○ | ○ | ○ | ○ |
| Rude (A7_r_PM4_per_37) | ○ | ○ | ○ | ○ | ○ |
| Shy (E5r-PM4_personality_23) | ○ | ○ | ○ | ○ | ○ |
| Sloppy (C6r_PM4_personality_24) | ○ | ○ | ○ | ○ | ○ |

| | | | | | |
|---|---|---|---|---|---|
| Sympathetic (A1_PM4_per_38) | ○ | ○ | ○ | ○ | ○ |
| Systematic (C3_PM4_personality_25) | ○ | ○ | ○ | ○ | ○ |
| Talkative (E1_PM4_personality_26) | ○ | ○ | ○ | ○ | ○ |
| Temperamental (N5r_PM4_personality_27) | ○ | ○ | ○ | ○ | ○ |
| Touchy (N7r_PM4_personality_28) | ○ | ○ | ○ | ○ | ○ |
| Uncreative (O7r_PM4_personality_29) | ○ | ○ | ○ | ○ | ○ |
| Unenvious (N1_PM4_personality_30) | ○ | ○ | ○ | ○ | ○ |
| Unintellectual (O8r_PM4_personality_31) | ○ | ○ | ○ | ○ | ○ |
| Unsympathetic (A6_r_PM4_per_39) | ○ | ○ | ○ | ○ | ○ |
| Warm (A2_PM4_per_40) | ○ | ○ | ○ | ○ | ○ |
| Withdrawn (E8r_PM4_personality_32) | ○ | ○ | ○ | ○ | ○ |
| Timid (E9r_PM4_per_41) | ○ | ○ | ○ | ○ | ○ |

CarlResp2 In your honest opinion should we use your data for our analysis?

○ Yes (1)

○ No (2)

End of Block: Block 5 - Personality

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