

# Anatomy of a Job Crafting Intervention

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*Job crafting interventions have shown to be successful in enabling job crafting behavior, which refers to actions taken by the employee to shape their jobs and make it more meaningful. This article puts forth a viewpoint on how to effectively design and deliver a job crafting intervention among Indian knowledge workers. Job crafting interventions are extremely popular, but most experiments have been performed in the European context among healthcare employees and teaching staff. This paper focuses on job crafting intervention among knowledge workers and considers the unique motivational needs of knowledge workers to integrate theories from the realms of change management, goal setting, and motivation.*

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## Introduction

In the Indian context, employees working in the Information Technology (IT) and Business Process Management (BPM) industry are generally categorized as knowledge workers (Packirisamy et al., 2017). The Indian IT industry generates nearly \$245 billion in annual revenues, contributes to 7.5% of the nation's GDP, employs more than five million knowledge workers and is estimated to represent nearly 60% of the global sourcing market<sup>1</sup>. The Indian BPM industry generates \$30 billion in annual revenues, represents a 38% share of the global BPM market and employs more than a million knowledge workers<sup>2</sup>. However, studies of employee engagement among Indian knowledge workers had under-represented the relevant population. For example, a SCOPUS and ProQuest database search for the keywords, *employee engagement* or *work en-*

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<sup>1</sup><https://nasscom.in/knowledge-center/publications/technology-sector-india-2023-strategic-review>, retrieved on April 6, 2024.

<sup>2</sup><https://www.spentadigital.com/projects/WNS/files/assets/basic-html/index.html#1>

agement appearing in the abstract of peer-reviewed journal articles, returned nearly 14,000 results of which only about 1,200 indicated India as the source country. A further examination revealed that only 18 of these papers had studied Indian knowledge workers, and a detailed review, showed that the number of papers studied work engagement among Indian knowledge workers was an even smaller number, which has also been highlighted by other researchers (Moulik & Giri, 2022). Although these studies extend our understanding of work engagement in the Indian context, and provide implications for managers and organizations, the studies used cross-sectional methods, and therefore, there is still a need to use experimental and longitudinal study designs to understand how managers and organizations can design interventions to drive work engagement.

The present article attempts to bridge this gap by putting forth a conceptual framework governing the design and development of a job crafting intervention aimed at improving engagement among Indian knowledge workers.

### **Organizational Interventions**

Consistent with the growing interest among organizations to improve employee engagement, there has been a spike in the use of organizational interventions to improve employee health and well-being (Nielsen & Abildgaard, 2013). Organizational interventions can be defined as “planned, behavioral, theory-based actions that aim to improve employee health and well-being.” (Nielsen

& Abildgaard, 2013). However, systematic reviews and meta-analyses of organizational interventions show that most interventions have taken a top-down approach to job redesign, and that only 30% of such interventions have had any positive impact on employee health and well-being or performance (Demerouti et al., 2019 : 103).

Organizational interventions are beset with two main challenges (Nielsen & Abildgaard, 2013) – one, that an organization is a dynamic field filled with several actors, evolving contexts, and changes to individuals, processes and working conditions, and all these can interfere with an intervention in unexpected ways, and second, even where an intervention is effective, for the reasons previously specified, it becomes almost impossible to prove that outcomes were a result of the intervention and not due to other factors. Some researchers have sought to focus on the use of proper methodology to overcome these challenges – for example, Nielsen & Abildgaard (2013) recommend that the design, implementation, and evaluation of organizational interventions should consider using a mixed methods approach involving case studies, qualitative and quantitative methods to establish linkages and causality between the variables at play. Similarly recognizing that an organization is a complex and dynamic entity, Nielsen, Taris, et al. (2010) note that interventions need to target four levels – individual, group, leadership, and organizational – to drive sustainable positive organizational outcomes. They also identified the follow-

ing characteristics of an intervention as key to achieving desired outcomes:

1. Support and involvement of supervisors and managers is essential.
2. Effects of intervention were contingent on the dose received – the larger the dose, the larger the effects.
3. The more positive the attitudes held by participants about the intervention activities, the better the outcomes.
4. The more frequently participants' attitudes towards intervention were monitored, the higher their awareness of the intervention.

These four considerations will form the foundational elements of the present job crafting intervention.

### **Job Crafting Interventions**

Job crafting refers to the role of the individuals in shaping their job (Wrzesniewski & Dutton, 2001) and this topic has garnered interest among researchers and practitioners alike in recent years. For example, a Scopus database search showed nearly 800 articles on job crafting were published between January 2020 and January 2024, including 29 in January 2024 alone. Some researchers have gone as far as to argue that job crafting might be an answer to the call for new approaches to employee engagement and motivation, which require organizations to focus on building engaging and motivating cultures that empower employees and benefit the organization (Rigby & Ryan, 2018). Recent job crafting literature re-

views (Bruning & Campion, 2019; Dash & Vohra, 2020; Lee & Lee, 2018; Lichtenthaler & Fischbach, 2019; Rudolph et al., 2017) have found several positive consequences of job crafting, such as work engagement, job satisfaction, PsyCap, job performance, reduced turnover intention, team performance, and organizational citizenship behavior. Job crafting behavior has been found to be positively associated with employee work engagement (Bakker et al., 2016; van Wingerden et al., 2017a, 2017b; Vermooten et al., 2019) and also positively associated with other outcomes such as occupational satisfaction (Ren et al., 2020), performance (Van Wingerden & Poell, 2017), quitting intention (Karatepe & Eslamlou, 2017; Vermooten et al., 2019), PsyCap (Wingerden et al., 2016), where the relationship was mediated by work engagement. Job crafting has also been studied as a mediator, such as for example, in the relationship between servant leadership and employee work engagement (Yang et al., 2017). Finally, reciprocal relationships between work engagement and job crafting have also been found (Bakker, 2011; Bakker et al., 2011; Sharma & Nambudiri, 2020).

Although job crafting was originally defined as the individual's way of redefining a job, researchers have started to examine if interventions can influence job crafting behavior. Berg et al. (2008) created a "job crafting exercise" to help individuals re-vision their job so they are channeling time and energy to their desired tasks. Studies have shown that organizational interventions can influence

job crafting behavior (van Wingerden et al., 2017a). However, most research is still focused on individual characteristics, actions and behavior (Slemp et al., 2015), and there is a need to better understand the role organizations can play in designing interventions that can influence job crafting (Kooij et al., 2022; Tims et al., 2022). With several research studies showing that job crafting behaviors predict work engagement (Harju et al., 2016; Nielsen et al., 2017; Petrou et al., 2017; Tims et al., 2013; Vogt et al., 2016), it is worth understanding whether organizational and managerial interventions can enable job crafting behavior among employees. Researchers have evaluated the effectiveness of job crafting interventions and found them to be effective in stimulating job crafting behavior (Gordon et al., 2018; van den Heuvel et al., 2015; van Wingerden et al., 2014, 2017a).

**Even if all employees participate in the same intervention, each one has the freedom to interpret the intervention in their own way and apply it to their job roles as they see fit.**

In contrast to traditional organizational interventions, job crafting interventions put the employee at the center, with the explicit purpose of empowering the employee to be creative in how they approach their job, and giving them the freedom to how they view their role. Traditional organizational interventions are standardized. One example mentioned in HSE's Management Standards is developing a stress policy, and such a policy

would apply the same way to every employee. Job crafting, on the other hand, is personalized because even if all employees participate in the same intervention, each one has the freedom to interpret the intervention in their own way and apply it to their job roles as they see fit. If an employee does not feel like being a job crafter, that is fine too, whereas traditional interventions would be deemed a failure if not adopted by all employees or at least a large majority. Requiring employees to demonstrate job crafting goes against the very grain of the job crafting philosophy. The job crafting intervention is very much a toolkit offered to employees, with the decision of when, where, and how to use the toolkit firmly resting with the employee. Therefore, researchers have argued that job crafting interventions have the ability to potentially succeed in a wide variety of work context (Demerouti et al., 2019: 104).

Systematic reviews on the effectiveness of job crafting intervention studies have noted that interventions were effective in stimulating participants to engage in different types of crafting behaviors (de Devotto & Wechsler, 2019; Mukherjee & Dhar, 2023; Oprea et al., 2019). They also observed that researchers had used both conceptualizations of job crafting, one based on the job crafting theory offered by Wrzesniewski & Dutton (2001) and the other based on the JD-R theory by Tims et al. (2013), in designing interventions. Mukherjee & Dhar (2023) reviewed 33 job crafting interventions that were performed across countries such as Australia, Belgium, Britain, Finland,

Greece, Italy, Indonesia, Japan, Romania, the Netherlands, South Africa and the USA, and covered industries such as construction, education, healthcare and pharmaceuticals, manufacturing, banking, retail and covered professions such as law enforcement, call-center agents, government employees, teachers, and nurses. While the wide range of geographies and industries lend credence to the notion that job crafting interventions could work in a variety of contexts, studies among knowledge workers and in India are conspicuous by their absence. While Mukherjee & Dhar (2023) noted that most interventions included in their review showed favorable impact on work engagement, de Devotto & Wechsler's (2019) review included only eight studies, of which five had assessed the relationship between job crafting interventions and work engagement. Only three of those studies showed that job crafting interventions had a favorable effect on work engagement, and all three had focused on increasing cognitive crafting, increasing job resources, and increasing personal resources, leading to the conclusion that when participants craft their jobs to lower hindering job demands, it might help them manage job-related stress, but when it comes to making an impact on work engagement, the focus ought to be on helping employees increase resources. Finally, job crafting interventions based on Wrzesniewski & Dutton's (2001) conceptualization found significant effects on cognitive crafting, which suggests cognitive crafting might precede task and relationship crafting to promote work engagement. The number of studies included in the two reviews

above shows the spike in interest in job crafting interventions.

### **Developing the Job Crafting Intervention**

Most studies agreed that job crafting interventions should follow a series of specific steps that should help employees (Berg et al., 2013; Kuijpers et al., 2020; van den Heuvel et al., 2015; van Wingerden et al., 2014, 2017a):

1. Analyze their jobs and identify how different tasks are currently consuming time and energy.
2. Reflect on their strengths, passions, and interests.
3. Align their tasks and relationships to personal strengths, passions, and interests.
4. Implement a job crafting plan to achieve alignment.

The Michigan Job Crafting Exercise (Berg et al., 2013) offers a useful playbook of how to implement the above steps.

### **The Audience: Knowledge Workers**

Most literature on job crafting was developed and tested in the Netherlands among healthcare workers or teachers. Therefore, the first step was to consider how knowledge workers could be different when designing job crafting intervention. There is agreement among researchers that jobs that involve information pro-

cessing, problem-solving, and production of knowledge can be defined as knowledge work, and workers undertaking these jobs are known as knowledge workers (Benson & Brown, 2007). Researchers also agree that the key distinction between traditional and knowledge workers lies in the routine and non-routine activities performed by them. Benson & Brown (2007) synthesized extant literature to propose that knowledge work is characterized by three distinct but inter-related dimensions:

1. The work involves considerable variety, and some key tasks are to be performed with incomplete cause-effect understanding, which introduces uncertainty into the work. For example, the supermarket brand manager can rely on marketing theory but its application in the real world involves some trial and error.
2. There is interdependence of work with tasks performed by other employees within the team or the organization. The brand manager's work, for example, could be influenced by the level and quality of support received from store employees. If the brand manager wants to collect consumer data, he or she will be dependent on other teams within the organization to enable that.
3. There is a certain degree of autonomy available to the employee in carrying out the work. For example, while the brand manager is given a goal or a target to increase sales or improve the brand's recall, he or she has choice when determining how to go about achieving this goal.

Researchers have proposed that individuals can have three basic orientations toward work (de Sousa & van Dierendonck, 2010):

1. Work as a job, where the focus is on financial return so they can satisfy other aspects of their lives outside work.
2. Work as a career, where the focus is on progression within the organization, the position and status that comes with it, and also the financial compensation.
3. Work as a calling, where work itself is a source of pleasure and fulfilment either because it is personally meaningful or it aligns with the individual's greater purpose

Certainly, different individuals performing the same job can have a different orientation (Wrzesniewski et al., 1997), but in general, it is argued that knowledge workers are likely to have a calling orientation, and/or are likely to seek meaning at work more than traditional workers, for the following reasons (de Sousa & van Dierendonck, 2010):

1. Knowledge workers usually have college degrees or other advanced levels of education, which enables them to make informed choices about their profession and work, which often goes beyond the basic need to earn a financial return.
2. Knowledge work is characterized by variety and variation, which necessitates critical thinking and the ability to understand how their work has an

impact not only on coworkers and customers but also on other stakeholders, such as the planet.

3. Knowledge workers tend to have more opportunities to seek work, both because of the expansion of the knowledge economy and knowledge-based organizations, and also because they have broader exposure and are better connected relative to traditional workers.

Most job crafting interventions in research are based on the JD-R theory, and therefore, do not have sufficient emphasis on cognitive crafting, which is an important consideration for knowledge workers as we have seen in the above discussion. Therefore, the job crafting intervention must allow for activities and discussions that can enable and encourage cognitive crafting. The intervention must allow for participants to reflect on aspects of their job such as what does their job mean to them, what could it mean instead, on what activities are they spending the most time/energy today, whether that is the best use of their time/energy, and so on, with the expected outcome that individuals will work towards being more intentional about how they perceive their job, and how they channelize their time and energy.

### **The Design: Managing Change & Setting Goals**

It is recognized that the objective of the intervention is to drive individual change at both the cognitive and behavioral level (Demerouti et al., 2019). The cognitive change will involve employees

reflecting on what the job means to them today, and what it ought to mean instead, and how they might make that transition. The behavioral changes include applying aspects of task and relationship crafting to take up additional tasks and build additional relationships, so they are able to better align their work with their personal strengths and values. The intervention can be deemed successful, if participants decide to set the goal of becoming job crafters, and follow that up with an action plan. Consequently, theories pertaining to change, goal setting, goal striving, and goal attainment were reviewed to understand the mechanisms of how individuals set their goals, and how interventions can effectively enable this process.

### **Kurt Lewin's Change Management Model**

According to Schein (2016), based on Kurt Lewin's change model, change management occurs in three stages – Unfreezing, Learning, and Internalizing (or Refreezing). The desire for change starts with “some kind of pain or dissatisfaction,” which is an essential first step in motivating people to change. In Stage 1, unfreezing, the goal is to create that motivation (Schein, 2016: 323–30), and the process starts with disconfirmation, which refers to highlighting information that tells the employees certain goals are not being met in the present state. These goals could pertain to the organization, environment, relationships, or even personal milestones. However, employees could always question the veracity of such statements, and therefore, the necessary next step is to ensure that the information presented clearly shows that

an important goal is not being met, or an important value is being compromised. This results in survival anxiety, a state where employees are concerned whether their present position in the organization is sustainable, and learning anxiety, a state where employees are worried about what it would take to learn a different way of work to successfully navigate the situation. Leaders must create sufficient survival anxiety so that employees want to change but minimize learning anxiety to take away employees' resistance to change. This can be accomplished by creating psychological safety for the change and supporting the employees by sharing a compelling positive vision, providing formal training, involving the employee in the change activities, creating a support system around the employee, providing resources to navigate the change, creating positive role models, providing support groups that employees can reach out to, and removing barriers to change within the organization. These are valuable components to consider when designing the job crafting intervention (Fig. 1).

Stage 2 is the actual change or learning, which happens when employees imitate a role model or use trial and error to determine what works (Schein, 2016: 330–32). Change can occur either when beliefs or values change, and behavior change follows, or when incentives are in place to change behavior. The latter is easier to implement when the desired behavior is “simple.” For example, if employees are not completing timesheets daily, an incentive can be created for being 100% compliant, or a punishment can be instituted for failing to comply. In the case

of job crafting, the behavior change is much more nuanced, and with cognitive crafting, it can be hard to observe any outward job crafting behaviors. Therefore, we must necessarily follow the first approach of enabling a change in the beliefs so that behavior follows, and these again will form an important component of the intervention (Fig. 1).

**Employees must recognize that the new behaviors are helping them meet their goals or experience the results that were impossible in the present state.**

In Stage 3, the new behavior and learning are internalized and frozen so that the change is not short-term or transient but is long-lasting and sustained. For this to happen, employees must recognize that the new behaviors are helping them meet their goals or experience the results that were impossible in the present state. If this requirement fails, employees will experience disconfirmation – that is, the new behavior is not providing the expected results – and will either revert to present state, or depending on the strength of the initial motivation, will look for other ways of achieving the goal. Therefore, the stages need not be linear but could form a cycle or a spiral depending on how employees perceive the results of the intervention.

### Goal Setting & Goal Striving

Having reviewed the processes that enable effective change management, we now focus on the individual, who is at

Fig. 1. Job Crafting Intervention Activities Mapped to Stages of Change Management

Change Stage	Intervention Activities
<b>Unfreezing</b>	<ul style="list-style-type: none"><li>• Highlight shortcomings of present state to participants.</li><li>• Generate survival anxiety by highlighting how present situation is preventing them from reaching goals and potential.</li><li>• Lower learning anxiety by offering support and encouragement to try new ways of working</li></ul>
<b>Learning</b>	<ul style="list-style-type: none"><li>• Provide opportunities for participants to reflect on their strengths, values, and passions, and how they can bring them to work.</li><li>• Allow them to experiment with “job crafting” so they can re-vision their job and make it more meaningful</li><li>• Provide ongoing support when they action their job crafting behaviors on the job</li></ul>
<b>Freezing</b>	<ul style="list-style-type: none"><li>• Create a time-bound closure plan to review the results of the intervention.</li><li>• Highlight positive outcomes from the intervention to the individual, team, and organization to emphasize benefits to sustain the change.</li></ul>

the center of the intervention, and how we can create an environment that would motivate individuals to set goals around job crafting. There continues to be much debate on how individuals define goals,

and no one theory can adequately and comprehensively explain the goal-setting mechanisms (Sheldon, 2014). However, there is general agreement on the importance of self-regulation, which is consid-

ered a conscious, willful process that enables an individual to guide their goal-directed activities across time and circumstances to bring the self in alignment with their desired or preferred state (Kanfer et al., 2008, p. 153). This notion finds support in Social Cognitive Theory (SCT) as well as self-determination theory (SDT). SCT places emphasis on human agency, noting that it is the interaction between person, behavior, and environment that drives human behavior, as opposed to traditional behavioral theories that assert that human behavior was controlled automatically and mechanically by (Bandura, 2001). Within SDT, the concept of perceived locus of causality (PLOC) posits that when individuals feel that the environmental stimuli had a choice in selecting a goal, they will exert greater effort for its pursuit and experience greater satisfaction (Turban et al., 2007). Finally, the self-concordant model (SCM) (Sheldon, 2014) of goals states that, for a given individual, based on his/her values, motives, and strengths, some goals are better suited than others, and when people select goals that better align with their values, talents, needs and motives, they have a better chance of achieving those goals and experience better mental health and well-being. However, SCM does not delve into how goals are selected and acknowledges that people sometimes select suboptimal goals.

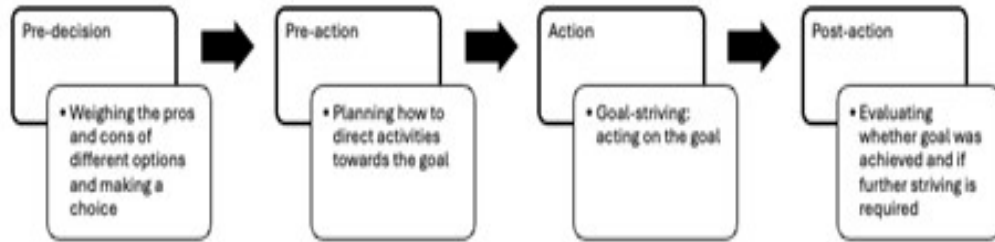
According to the mindset theory of action phases (MAP) (Gollwitzer, 2012: 527), goal pursuit is broadly divided into four successive yet distinct action phases. As shown in Fig. 1. Mindset Theory of

Action Phases (MAP), the four phases are (Gollwitzer, 2012):

1. The pre-decision phase, where an individual is assessing different options for desirability and feasibility. When considering a goal, people often end up narrowing down a broad range of ideas and choices to a few goals.
2. The pre-action phase, refers to the planning process of how to achieve the goals. For simple goals, like taking regular water breaks at work, this involves the basic execution of a task. However, for complex goals, such as wanting to improve time management skills, there is an element of planning and potentially practicing the approach to reach the goal.
3. Next comes the action phase, where the individual's activities are directed in the pursuit of the goal.
4. And finally, in the post-action phase, the individual needs to decide whether they were successful in reaching the goal or whether further striving is needed.

Gollwitzer (2012) noted that each phase is accompanied by a different mindset. In the pre-action phase, individuals have a deliberative mindset, and demonstrate a general openness to ideas and information while they attempt to assess the feasibility and desirability of competing goals (Kanfer et al., 2008: 159–60). In the pre-action phase, individuals adopt an implemental mindset, characterized by a cognitive focus on what actions are required to achieve the goal. Striving

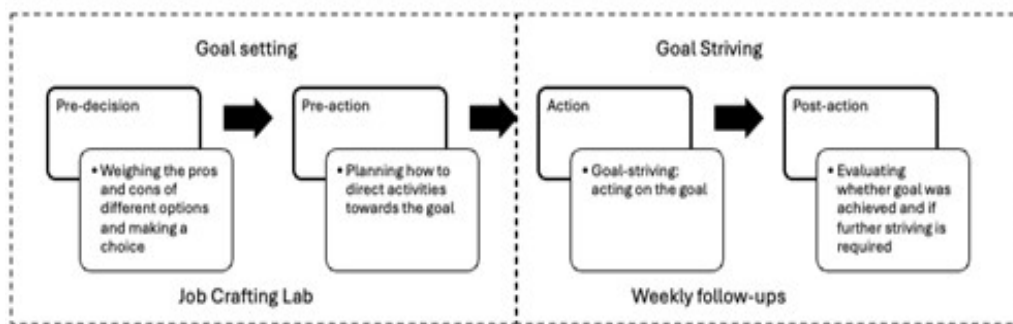
Fig. 2 Mindset Theory of Action Phases (MAP)



begins in the action phase, accompanied by an actional mindset – individuals are immersed in executing their chosen course of action and ignore information unrelated to the action. Once the action is complete, and they enter the post-action phase, they have an evaluative mindset of whether the goal was achieved, and what needs to be done here on. These considerations can be addressed by designing the job crafting intervention to include two components (Fig. 2).

1. A “job crafting lab” that focuses on the goal-setting processes. The word “lab” is chosen to evoke the imagery of an active, hands-on, self-driven, exercise-based workshop rather than a facilitator-led training.
2. Weekly follow-up activities to enable the goal-striving processes, where participants could discuss their experiences and learnings in applying job crafting at work, and to share best practices and talk through challenges.

Fig. 3 Aligning the Intervention with MAP Mindsets



**Components of an Effective Intervention**

Table 1 shows how the theoretical arguments developed thus far are inte-

grated to lay out the sequence of activities that would form an effective job crafting intervention for knowledge workers.

**Table 1. Components of an Effective Intervention**

Design Component	Description	Ideas to implement
Demonstrate supervisor support	Employees must feel that managers are supportive and “bought into” job crafting	<ol style="list-style-type: none"> <li>1. Manager/senior leader kicks off the session explaining why they consider job crafting to be an important element of employee experience.</li> <li>2. Manager/senior leader speaks about how they have applied job crafting to shape the job to make it more meaningful.</li> </ol>
Evoke positive emotions	According to the Broaden-and-Build theory (Fredrickson, 2001), positive emotions, such as joy, interest, pride, etc., broaden people’s momentary thought-action repertoires, which is in contrast to negative emotions, such as fear, that trigger a narrow thought-action response, such as to escape or attack.	Session should start with activities that invoke positive emotions among participations. For example, participants could be asked to think of a recent time when they felt they were most engaged and productive at work. They can be asked to reflect on the reasons and be invited to share their experiences with the group.
Unfreezing	Demonstrate disconfirmation and show why in the current state certain goals are not met.	Flowing from the previous activity, engage in a debrief to provoke reflection. Questions could include: <ol style="list-style-type: none"> <li>1. Why are you <i>not</i> feeling engaged every day? Shouldn’t that be the <i>normal</i> state?</li> <li>2. How would you feel if you could change your current job into your dream job?</li> </ol>
Learning and Change	Leverage the <i>deliberative</i> mindset of the participants to create opportunities for them to reflect, generate options, and debate their pros and cons.	<ul style="list-style-type: none"> <li>• Task Analysis: Participants review their current roles and responsibilities, and to identify specific day-to-day tasks, along with the time and energy consumed by these tasks.</li> <li>• Self Analysis: Participants reflect using the lens of strengths, values, and passions and identify their top 5.</li> <li>• Self Reflection: Participants reflect to what extent are they using their top strengths, values, and passions at work today.</li> </ul>

Learning and Change	Build on the <i>implemental</i> mindset to allow participants to define specific actions	<ul style="list-style-type: none"> <li>• Participants re-vision their jobs so that the activities align with their strengths, values, and passions, and create 3 to 5 meaningful themes or personas that group relevant tasks. For example, a tax accountant might see “preparing high-quality tax returns” as one persona that embodies strengths such as prudence, and work values such as challenging and analytical.</li> <li>• Provide time for action planning where participants can indicate specific actions they would undertake in the next two weeks as well as to identify stakeholders whose support they wanted to seek.</li> </ul>
Learning and Change	Support the <i>actional</i> mindset to maintain momentum	Weekly follow-up meetings and activities to provide encouragement to participants to implement their action plan. Also provides a forum for participants to discuss experiences and learnings in applying job crafting at work.
Refreezing	Use the <i>evaluative</i> mindset to sustain change	Conduct a “closure” session after 4-6 weeks of application to help participants recognize the benefits of change so that the behavior can be sustained.

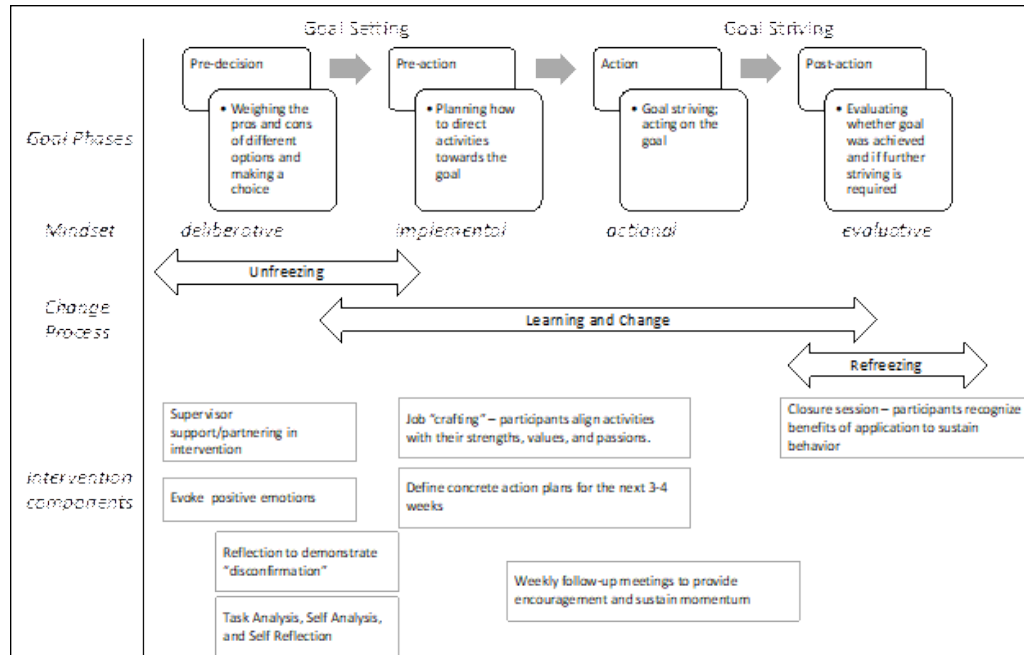
The mapping of the various job crafting intervention components to phases and stages defined by the Mindset Theory of Action Planning and Lewin’s Change Management model is shown in Fig. 3.

### Conclusion & Future Direction

This article has focused on the motivational foundations of job crafting interventions, and has integrated theories from the realms of change management, goal setting, and motivation to design a job crafting intervention. This makes a

unique contribution to the research on job crafting interventions in specific, and organizational interventions in general. We need to run these interventions in multiple settings to evaluate its success and to determine modifications and changes needed to the intervention design. The recommendation is that the intervention should be run in a field setting, as opposed to a lab experiment, because field experiments provide vitally important real-life data and feedback. While field experiments can be challenging to run, Griffiths (1999) argued that so long as

**Fig. 4. Job Crafting Intervention Components Mapped to Goal Setting and Change Management Theories**



sufficient rigor was employed in the design, development, implementation and evaluation of the experiment, they with all their imperfections, can still be extremely useful in advancing our understanding of the subject. Griffiths (1999) further stated that experiments can be described in terms of macro processes, which refer to the conceptualization, design, and implementation of the experiments, and micro processes, which refer to the details of the nature of change. Microprocesses will be extremely specific and context-sensitive. For example, if we say knowledge workers need autonomy, what exactly does such autonomy mean in the day-to-day job of a software programmer? What are the various ways in which knowledge workers engage in cognitive crafting? Does a

software programmer who picked the persona of being a technical expert experience better engagement in comparison to another programmer who might have chosen to see himself or herself as a client enabler? Or is the characterization of cognitive crafting irrelevant as long as it aligns with the strengths, values, and passions of the individual? Such details “hold unexplored promise for understanding organizational interventions” (Griffiths, 1999), and it is this important nuance that the present article has attempted to bring forth.

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